



Australian Government



SMARTER SCHOOLS NATIONAL PARTNERSHIPS

IMPROVING TEACHER QUALITY

LOW SOCIO-ECONOMIC STATUS SCHOOL COMMUNITIES

LITERACY AND NUMERACY

**New South Wales
Annual Report 2011
(April 2012)**

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Section 1 – Overview and Executive Summary

Overview of progress of key reforms

Throughout 2011, NSW continued to implement an integrated set of far-reaching, cross-sectoral reforms to improve outcomes for students, through the three NSW Smarter Schools National Partnerships – Improving Teacher Quality (ITQ NP), Literacy and Numeracy (LN NP) and Low Socio-economic Status School Communities (Low SES NP).

There is considerable alignment and resulting synergy between the reforms of the three Partnerships, acknowledging that only large scale and sustained reform can bring about the long term significant gains in productivity required at both the state and national levels. As well as aligning with COAG targets and the National Education Agreement, the National Partnerships Agreements directly reflect the education priorities of the NSW State Plan, *NSW 2021; a plan to make NSW number one*. These five priorities are:

1. NSW priority target - Improved student achievements in literacy and numeracy

Commonwealth funding of schools in the National Partnership on Literacy and Numeracy ceased in NSW in June 2011. The final report for this Partnership was contained in the NSW SSNP Progress Report for 2011 (October 2011) and will not be repeated here. However, findings from independent evaluations outlined below indicate that cultural change in schools, fostered by the Partnership, will ensure continued attainment of improved student outcomes in literacy and numeracy.

Student achievement in literacy and numeracy is a continuing priority for both the ITQ and Low SES NPs, with schools in all three sectors undertaking a range of literacy and numeracy interventions, detailed later in this report.

2. NSW priority target - More students finish high school

Any sustained improvement in rates of retention to the end of high school or its equivalent will be founded on increasing school attendance and engagement across all years of schooling.

The ITQ NP continues to support a range of initiatives (detailed in later sections of this report) likely to improve attendance and engagement through increasing the availability of high quality teaching, particularly in our most challenging schools. Of particular note are initiatives to attract excellent teachers through a range of teacher education scholarships, support for quality teachers across the sectors, and improved professional development for school leaders and teachers.

Initiatives supported through the Low SES NP to improve student attendance include pastoral care, the involvement of parents, carers and the Aboriginal community to provide consistent messages to young people about the importance and value of attending school, parents and carers' involvement in developing and monitoring Personalised Learning Plans and transition programs from preschool to kindergarten and from Year 6 to Year 7.

3. NSW priority target - High expectations for all students

National Partnership reforms support our high expectations for all students, by providing systemic and locally tailored support.

Low SES NP initiatives focus on areas including targeted literacy and numeracy programs, professional development for teachers, responding to the needs of individual learners and effective partnerships with local communities and universities. Other initiatives include flexible organisational arrangements including team teaching, homework centres and out of school hours care, the use of new technologies to increase access to quality teaching, alternative timetables for refugee students and the employment of paraprofessionals both in and out of the classroom to allow teachers to focus on student learning.

NSW continues to have high expectations for the achievement of all Aboriginal students, with a number of initiatives contributing to targets related to Closing the Gap targets. Significant initiatives include teacher education scholarships, designated Aboriginal school and administrative support positions, and cultural awareness training for staff. Other targeted support includes engagement with parents, carers and the Aboriginal community in effective partnerships, the development of Personalised Learning Plans and literacy and numeracy interventions, and intensive support to those not meeting minimum national standards.

4. NSW priority target - Improving teacher quality

Improving teacher quality will underpin the success of all the National Partnerships. In addition to major initiatives such as Highly Accomplished Teachers, Centres for Excellence, the engagement of paraprofessionals and reforms to teacher professional experience, NSW has focused on developing and implementing new teacher education and accreditation standards, professional development and support for principals, improved performance management for teachers, and innovative pathways to attract the best candidates for teacher training.

5. NSW priority target - Options for local decision-making

The Low SES NP is creating opportunities for new staffing, management and accountability arrangements in schools, with these reforms the subject of an independent evaluation by the University of Melbourne. All schools participating in the Low SES or Literacy and Numeracy NPs undertook a rigorous situational analysis or environmental scan in preparation for their participation in the Partnerships. This data, supported by extensive professional development on its interpretation and use, explicitly informs local school planning and target setting, with plans revised and made publicly available as part of existing school planning cycles.

In March 2012 the NSW Minister announced the next steps in the reform “*Local Schools, Local Decisions*”, following extensive consultation with principals, staff, parents and the broader community. This reform builds on the internal evaluation of the Department’s School-Based Management Pilot, the *Review of Funding for Schooling* by David Gonski and evidence from national and international research.

2011 significant highlights and achievements across the Partnerships

The reach of the Smarter Schools National Partnerships in NSW is extensive, directly involving more than 874¹ schools in NSW across all sectors in 2011, with a focus on equity that effectively targets the most disadvantaged students. Partnerships directly involve:

- around 27% of schools
- around 25% of students
- around 50% of the Aboriginal student population
- almost 50% of the ESL government school student population
- around 77% of students in remote schools
- over 36% of students in regional schools

Evidence of the impact of the SSNPs across NSW continues to grow, with new teacher categories, standards and incentives recognising the importance of improving teacher quality as fundamental to the achievement and sustainability of enhanced student outcomes. Individual learning programs are provided for students, school organisation has been restructured and there are more teacher professional development opportunities, particularly around leadership and the use of student data to inform school planning and teaching practice.

Much of this evidence is emerging from the strategic, statewide and independent evaluations which have been commissioned by the National Partnerships Evaluation Committee (NPEC), and which commenced in 2011. These evaluations are described in greater detail in a later section, but it should be noted that current projects cover reforms in all three National Partnerships with evaluation teams being led by three universities (Melbourne, Canberra and New England) as well as Erebus International and PriceWaterhouseCoopers. The evaluations are also being informed by the Cross-sectoral Impact survey (see below), with results to be analysed by ARTD Consultants in 2012.

Initial reports of the evaluation of the impact of Literacy and Numeracy reforms, undertaken by Erebus International, indicate that significant change is already occurring in schools. Such change is fundamental in ensuring that reforms and initiatives will continue beyond the life of the National Partnership. The Erebus evaluation has reported that as a result of schools' participation in the LN Partnership:

- principals act more frequently as instructional leaders, with leadership capacity enhanced through targeted professional learning experiences
- links are stronger between teachers' professional learning experiences and students' identified learning needs
- there is increasing engagement of staff in decision making processes with school leaders and executives, resulting in enhanced staff commitment to whole school plans
- a greater range of assessment tools are used for decision making about student learning, with student data as the starting point for planning students' learning experiences

¹ This number excludes government schools participating in the two year Literacy and Numeracy Addendum, and those Catholic and independent schools accessing virtual Centres for Excellence in those sectors.

- teachers are re-thinking beliefs about best practice in pedagogy, are more collegial and are more likely to engage with colleagues in professional conversations about best practice.

In addition to findings emerging from the Literacy & Numeracy strategic evaluation, preliminary analysis of data from the state-wide Cross-sectoral Impact Survey (CSIS) of principals, school executives and teachers reinforces the positive impact of reforms across all sectors, especially in schools participating in the Partnerships for two years:

- 98% of principals, 94% of executives and 89% of teachers said that the overall quality of teaching had increased as a result of the Partnerships
- 92% of principals reported that Partnership strategies in their school had further developed their skills or capabilities in instructional leadership
- almost all schools (90%) are now using student achievement data and analysis in the school planning process more, with 96% of principals reporting increasingly rigorous monitoring of effects of new initiatives
- approximately 82% of teachers also reported that their use of student achievement data to inform lesson planning had increased, more often planning their teaching to meet individual student need
- a similar proportion of teachers reported an increase in the quality of their collaboration and networking with other teachers around teaching practices and student learning
- a large proportion of teachers reported increased availability of in-school professional learning support, noting effective mentoring, focus on teaching and learning in staff meetings, in-class professional support and learning support staff as all contributing substantially to this improvement.

Achievements of the Improving Teacher Quality NP

During 2011, NSW continued to make significant progress in implementing all 18 facilitation and reward reforms of the National Partnership Agreement on Improving Teacher Quality. All sectors consolidated reform efforts and built on existing structures and processes to make reforms sustainable and effective. Key achievements (detailed more fully in the following section on ITQ) include:

- during 2011, 47 schools participated in the two-year Increased School Based Decision making Pilot. In March 2012 the NSW Minister announced the next steps in the reform “*Local Schools, Local Decisions*”, following extensive consultation with principals, staff, parents and the broader community.
- by the end of 2011 there were 227 Highly Accomplished Teacher (HAT) positions, and non-government sector equivalents, including:
 - 108 HATs in government schools within Centres for Excellence, schools participating in the Low SES NP and the NSW Government’s Reform Extension Initiative
 - 81 HAT equivalents in Catholic schools
 - 38 teachers fully accredited at Professional Accomplishment level in the independent sector

- across the three sectors, 49 Centres for Excellence were operating by the end of 2011, including:
 - 35 Centres for Excellence in government schools
 - 13 Catholic Centres for Excellence
 - the Independent Schools Centre for Excellence, based within the Association of Independent Schools of NSW. (AIS).
- Teacher Mentors continued to support teachers, particularly in regional and hard to staff schools. Note that sectoral differences result in different methods of reporting numbers of teacher mentors:
 - In the government sector, there were 50 full-time equivalent (FTE) mentor positions, including many part-time positions whose duties were shared across 92school sites
 - In the Catholic sector, an additional 13 positions resulted in a total to the end of 2011 of 92 mentors appointed
 - In the independent sector, an additional 100 appointments resulted in 142 teacher mentors by the end of 2011.
- paraprofessionals undertook both educational and operational support roles, through both the ITQ and Low SES NPs. Numbers of paraprofessionals fluctuated throughout the year as positions included both full-time, part-time and temporary roles. Across all Partnerships:
 - from the beginning of 2010 to the end of 2011, 107 paraprofessional positions had been created in government schools
 - there were 32 in the Catholic sector
 - a net gain of two paraprofessionals in independent schools during 2011 brought the total for that sector to 27.

Details are provided in later sections of other key achievements across all three sectors which align to the five stages of the teacher lifecycle. Highlights include:

- 360 teacher education scholarships in NSW, including 297 in the government sector, 54 in the Catholic sector and 9 in the independent sector
- internships and extended practicum placements in schools with significant Aboriginal enrolments
- partnerships with universities to improve teacher quality, including providing quality placements for teacher education courses, reciprocal professional learning opportunities and support for teachers
- a commitment to implementing leadership development for principals across all sectors, including a pilot study commissioned by the Australian Institute for Teaching and School Leadership (AITSL) and conducted by NSW DEC to test the exposure draft of the National Professional Standard for Principals

- a focus on continuous improvement and leading change in schools in all sectors, including NSW DEC working with AITSL to trial the National Professional Standards for Teachers, a number of strategies in the Catholic sector including the implementation of the *NSW DEC Quality Teaching* model, and schools in the independent sector engaging with the Evaluating Excellence in Independent Schools program to involve stakeholders in an extended process of reviewing learning
- incentives to attract high quality leaders and teacher to school with significant challenges which have included both financial and non-financial rewards across the three sectors.

Achievements of the Low SES School Communities NP

Early indications of the impact of the Low SES NP may be shown by several changes in NAPLAN results identified for the first cohort of Low SES NP schools (those which commenced implementation of reforms in 2010, referred to here and in attached data tables in Appendix 3 as “Group 1” schools). While five year trend data is required to confirm the significance of the 2011 results, a number of observations may be made:

- From 2010 to 2011, the proportion of students achieving at or above the National Minimum Standard for Year 7 Reading increased from 87.0% in 2010 to 89.7% in 2011, while the comparable figure for all NSW students remained stable at 95.0%.
- For Year 9 Reading, LSES NP Group 1 schools saw a significant improvement in the proportion of students performing at or above the National Minimum Standard in 2011 (84.2%) compared to 2010 (80.3%). This change in results compares favourably with outcomes for all NSW students, (93.0%) compared to 2010 (91.2%).
- Between 2010 and 2011, the proportion of Aboriginal students in LSES NP Group 1 schools at or above the National Minimum Standard for Year 7 Reading increased from 73.1% to 80.5%, decreasing the performance gap for Aboriginal students from 21.9 to 14.5 percentage points.
- For Year 3 Numeracy, a higher proportion of Aboriginal students in LSES NP Group 1 schools performed at or above the National Minimum Standard in 2011 (87.0%) compared to 2010 (80.0%), reducing the performance gap from 15 to 9.5 percentage points over that period.

Within the Low SES NP, there has been a major shift in the way schools have used evidence and data to inform whole school planning and teaching strategies. This has been achieved through extensive and better focused professional development for teachers and school leaders, resulting in an increase in a better alignment of resources and a greater staff commitment to evidence-based practice.

There was a continued focus on attracting and retaining high performing principals and teachers, with Highly Accomplished Teachers (HATs) and sector equivalents receiving additional training to support their work in coaching and mentoring other teachers, enhancing their ability to lead whole school professional learning, to plan whole school learning strategies, and to undertake additional work with their school communities. HATs and equivalents supported through the Low SES NP and Reform Extension Initiative have significantly extended the reach of this ITQ initiative, with a total of 227 by the end of 2011 (as detailed above).

Professional learning at all levels, including instructional leadership, continued to play a significant role in building leadership and teaching capacity, with early indications from external evaluations that these strategies are having very positive effects on student outcomes.

Additional executive, teaching and non-teaching staff were employed across all sectors in 2011, resulting in innovative and flexible staffing arrangements, enhanced engagement with school communities and additional support to facilitate effective teaching practices and initiatives such as team teaching, homework centres, out-of-school hours care, flexible timetables and schools partnering with other schools, universities and non-teaching professionals.

There was a substantial uptake of new technologies by Partnership schools in 2011, allowing students and teachers to access the latest resources to provide high quality teaching and engage students in learning. These facilities complemented the literacy and numeracy interventions extensively implemented across all sectors, targeting students in most need of support through evidence-based programs. Other targeted initiatives were also provided, such as transition to school programs, extended health services, individual education plans, cultural immersion programs, parent education classes, whole school learning in ESL pedagogy, social skills groups and innovative strategies for student well-being and students disengaged from mainstream education.

Aboriginal students were supported through these initiatives and through effective collaborations with Aboriginal Elders, community members and Local Aboriginal Education Consultative Groups to build whole school competencies in Aboriginal culture.

Sustainability of reforms

Reform activity has been implemented with the aim of transferring learning and scaling up of successful initiatives to spread changed practices in school education. The initiatives have focused on individual schools and also on clusters of schools, and NSW has emphasised connections between the reforms of the three Partnerships.

There is a compelling need to extend the levels of support available through National Partnerships to a broader range of schools where disadvantage and need exists but not in sufficient concentrations to attract National Partnership funding.

The strategic evaluation projects described in a later section are already providing evidence of the ability of the Partnership reforms to change the way that schools are engaging with teaching and learning, implementing evidence-based practice and further developing collaborations with parents and the wider community. Fundamental, sustained investment in better practice will ensure that school education will contribute effectively over the long term to the national productivity agenda.

Many of the new practices will be sustained through improvements in teaching capacity resulting from targeted professional development, with the new knowledge and skills of teachers and leaders (e.g. analysing and using student data to inform planning and ongoing professional learning around evaluation, planning and leading school change) continuing to have a long-lasting impact beyond the life of individual programs and interventions.

Teaching and professional development resources that have been developed will be available to other teachers more widely over the longer term, and NSW is ensuring that the learnings from our evaluations are made available to as wide an audience as possible.

Despite these steps, concerns have been expressed across the sectors about the ongoing sustainability of some initiatives without long term funding commitments. Staff and student transience is a characteristic of many low SES schools in particular, bringing the challenge of new disadvantaged students and the need for continual re-training and up-skilling of teachers and leaders to maintain the improvement beyond the life of the Partnership.

Initiatives such as Centres for Excellence (amongst other ITQ reforms) require sustained funding in order to continue operation, particularly regarding the engagement of HATs and sector equivalents, and to further embed teacher quality practices in school culture, enhancing sustainability.

NSW is therefore continuing to support the 13 government schools which ceased their formal two year participation in the Centres for Excellence initiative at the end of 2011 to enable them to participate in a further year of teacher quality focused transition activities.

The *Teacher Quality Project* was also established in 2011 for NSW government schools which had not already received National Partnership funding, to develop and implement practices to strengthen teacher quality across the range of teacher career stages.

In the Catholic sector, the strategies implemented under the ITQ NP have influenced school and system changes, particularly in relation to the support, development and professional engagement of teachers and school leaders and in the system's strategic planning and budgeting contexts to drive future recruitment, financial management, resource allocation and accountability.

In the independent sector, sustainability has been a keen focus guiding the up-skilling of teachers and school leaders through professional development, teacher accreditation, mentoring and coaching, particularly in regional schools where technology facilitates connections with other colleagues.

There is a clear case for continuing investment to make any sustained progress against our most enduring educational challenges. The funding need, objectives and outcomes of the National Partnerships are ongoing as we continue to meet the needs of our Aboriginal, rural, remote, low SES background, refugee and ESL students.

Student engagement and attendance

Student engagement and attendance are priorities in all schools, particularly in the Low SES NP. Government schools reported progress towards school plan targets explicitly aligned to student engagement, indicating that 70% of these targets were achieved or almost achieved, with a further 16.4% of targets exceeded. Low SES NP schools across all sectors report that professional development strategies are having a positive effect on student learning and engagement outcomes.

Schools have reported a number of effective strategies targeting attendance and engagement, with many schools working closely with their local communities, including Aboriginal community

Elders and members (around 83% of government schools indicated they were using explicit strategies to engage the Aboriginal community). Other schools employed specialist staff, including Assistant Principals ESL, School Learning Support Officers and Community Engagement Officers. Other strategies resulting in measurably improved outcomes, detailed in case studies in later sections of this report, included the establishment of attendance committees and teachers to case manage students with poor attendance.

Support for disadvantaged student cohorts

While around 50% of the 2011 NSW Aboriginal and Torres Strait Islander school student population were enrolled in schools participating in the Partnerships during the year, almost 89% of those in remote areas were enrolled in Partnership schools.

As detailed in later sections of this report, targeted and intensive support continued to be offered to these students through a number of initiatives, with engagement with Aboriginal community members, particularly Aboriginal Education Consultative Groups, being pivotal in ensuring that programs are culturally appropriate and available where they are most needed. Schools have recognised that the attitudes, cultural knowledge and understanding of teachers working in schools with Aboriginal students are fundamentally important to improving both excellence and equity in student outcomes, with many school plans explicitly noting intentions to increase teacher engagement with, and understanding of, Aboriginal education priorities.

Instructional and wider support programs have been made available to students and their families, with initiatives offered within the classroom, before and after school, in homework centres and with the assistance of mentors and Aboriginal staff engaged for their specialist knowledge of the students and their learning needs.

As noted above, 2011 NAPLAN results are already indicating improved outcomes for Aboriginal and Torres Strait Islander students, with early evidence of significant reductions in performance gaps, particularly evident for Year 7 Reading, Year 9 Reading and Year 3 Numeracy.

Significant numbers of English as a Second Language (ESL) students, including refugees, were enrolled in National Partnership schools in 2011. While these students were represented in large numbers in all three sectors, DEC Partnership schools catered to:

- over 49% of NSW government schools Phase 1 ESL students - 8,283 students
- over 62% of refugee students in NSW government schools – 4,106 students.

In recognition of the disadvantage caused by low levels of English language proficiency, NSW schools in all three sectors continued to employ a range of strategies to support English as a Second Language (ESL) students, with a strong focus on teacher professional learning in ESL pedagogy, the use of the ESL scales assessment to inform planning and targeted literacy and numeracy intervention programs.

Several schools employed specialist staff working in and out of schools, recognising the importance of engaging closely with local communities to support student learning. Refugee students and their families continue to be a priority for Low SES schools, with focused support programs and a range of professional learning opportunities for teachers to assist these students to experience success at school.

School level plans

All new and continuing National Partnership schools have confirmed that the requirements for publication of school plans have been met or will be met by the end of Term 1, 2012.

Section 2 – Improving Teacher Quality

Overview – 1 January to 31 December 2011

During 2011, NSW continued to make significant progress in implementing all 18 facilitation and reward reforms of the National Partnership Agreement on Improving Teacher Quality. All sectors consolidated reform efforts and built on existing structures and processes to make reforms sustainable and effective.

In 2011, NSW submitted the following reports to the Commonwealth:

- Smarter Schools National Partnerships: New South Wales Annual Report 2010 (April 2011)
- Smarter Schools - Improving Teacher Quality National Partnership: New South Wales 2011 Reward Performance Report

Significant achievements for this Partnership (such as initiatives with Centres for Excellence, HATs and sector equivalents, paraprofessionals and Teacher mentors) are summarised in the next “Significant achievements and highlights” section and detailed more fully in relation to each of the the relevant reforms and parts of the teacher lifecycle.

In addition to these initiatives, a key focus for 2011 was on the six priorities developed for NSW which formed part of the Implementation Plan for the Smarter Schools National Partnerships, revised in October 2010. The six priorities identified for 2011 were:

1 Development of strategies to break the cycle that leads to inadequate supply of quality teachers of maths and science, through joint engagement with schools and higher education providers. This includes a revised approach to managing professional experience placements in schools.

In the government sector, strategies continued to build on those developed in 2010. A working party comprising representatives of the NSW Institute of Teachers, Deans of Education and NSW DEC, continued to meet to streamline guidelines and pro formas to strengthen the quality of placements for education students; with a particular focus on final-year placements. Professional learning modules for teacher-supervisors will be developed as part of a pilot with AITSL.

NSW DEC also continued to expand university partnerships to support professional learning for teachers in subject areas experiencing workforce shortages. This includes:

- Expanding the NSW DEC and University of Newcastle ‘Building Outreach Opportunities for Students and Teachers’ project to incorporate a one year pilot program. This will build teacher capacity in teaching stage 6 mathematics through a targeted program of professional development.
- Expanding the NSW DEC and Macquarie University Science, Technology, Engineering and Mathematics (STEM) Project, which aims to enhance student engagement and support teachers in these subjects, and so increase the potential pool of science and

maths teachers. This project will focus on working with young people in remote Aboriginal communities.

Further, in 2011 NSW DEC awarded 107 targeted maths and science scholarships.

A range of strategies were utilised across the Catholic sector:

- The Bathurst Diocese built teacher capacity through professional development in Mathematics, and through working on a secondary science project with Charles Sturt University. Four teachers in the Broken Bay Diocese were trained as Primary Connections (Science) facilitators.
- The Canberra/Goulburn Diocese worked with schools to improve advertising for maths and science teachers as vacancies arose. Schools were also encouraged to develop partnerships with universities to undertake projects and arrange professional placements in maths and science subject areas. Teacher Education scholarships are offered to 12 senior high school students each year, providing opportunities for mentoring, school/professional experience placement and regular meetings with system personnel. In 2011, priority was given to students intending to teach science or maths, and half the scholarships were awarded to applicants in these disciplines.
- The Wollongong Diocese has developed professional learning opportunities in mathematics for pre-service teachers, in partnership with the Catholic Education Office and Wollongong University.

Strategies in the independent sector were varied. Individual schools offered teacher education scholarships in mathematics and science; the Independent Schools Centre for Excellence (ISCE) worked with universities to offer support for final year practicum placements and internships in mathematics and science; and the independent sector worked with the University of New South Wales to build interest in mathematics and science at the school level to increase the pool of students who may pursue these subjects as teachers. The ISCE has also worked with UNSW's Aboriginal Unit, Nura Gili, to increase interest in mathematics and science amongst Aboriginal students.

2. Planning of strategies to address the Bradley and State higher education participation targets (particularly for students from low SES backgrounds), including examining the role of quality teaching in improving attainment rates.

NSW is currently on track to meet the targets resulting from the Bradley Review of Higher Education, with, initiatives during 2011 including teacher education scholarships to attract excellent teachers, support for quality teachers, and improved professional development for school leaders and teachers.

In the Catholic sector, scholarship programs were extended to include PhD programs, and Masters programs in Mathematics, Literacy, System Leadership and Educational Leadership. Step Up into Teaching opportunities were also offered to HSC students.

Independent sector strategies aimed to reduce the disadvantage of teachers in regional areas and hard-to staff schools and improve leadership. These strategies focused on three areas - making professional learning more accessible; mentoring; and building collegial relationships and networks:

- Professional learning was made more accessible to teachers in regional areas by providing travel assistance and course subsidies (which were utilised by 180 teachers in regional NSW) and by establishing videoconferencing HUBS through which professional learning could be delivered. The latter, in particular, provides a long-term, sustainable strategy to address disadvantage in regional areas
- Mentoring has strengthened teaching in both regional and ‘hard-to-staff’ schools by; supporting teachers to improve classroom practice; helping teachers make use of Professional Teaching Standards; linking teachers with an experienced support network; and providing teachers with specific expertise.
- Collegial relationships fostered through the Independent Schools Centre for Excellence (ISCE) have supported schools to exchange resources, expertise, and access to facilities and experiences. These relationships, together with projects encouraging critical reflection at the local level, have provided teachers with opportunities to examine classroom practice and improve their teaching.

Further strategies to improve attainment rates and participation in higher education included; student modelling; teacher modelling; general capacity building; and building links between schools with high numbers of students who aspire to higher education, and schools with lower rates of participation.

3. Integration of *Aboriginal/Torres Strait Islander Education Action Plan 2010-2014* into National Partnership reforms.

The purpose of the national Aboriginal and Torres Strait Islander Education Action Plan 2010-2014 is to assist schools and others involved in education and training to accelerate improvements in the educational outcomes of Aboriginal students.

In partnership with the NSW Aboriginal Education Consultative Group Inc. and Aboriginal communities, NSW DEC is actively engaged in implementing the six domains of the Plan: Readiness for school; Engagement and Connections; Attendance; Literacy and Numeracy; Leadership, Quality Teaching and Workforce Development; and pathways to Real Post school Options.

Actions within the Plan are identified at a national, school system and local level. Some of the actions within the local level apply to ‘all schools’ and others have particular relevance for ‘focus schools’. This group of 88 government schools, 1 Catholic school and 3 independent schools have been identified as having the potential to make real improvements in Aboriginal student outcomes.

A total of 76 government schools are also national partnership schools for either Literacy and Numeracy or Low SES school communities. Focus schools have reflected key priority actions across the six domains to accelerate improvement in the educational achievements of Aboriginal students in their school plan.

A number of strategies were implemented in Catholic schools to support the achievement of *Aboriginal/Torres Strait Islander Education Action Plan* targets. For example, the Armidale Diocese expanded the ‘Let’s Talk Dhawunda’ immersion program to include teachers and school leadership teams in targeted schools. This immersion program is designed for both new teachers and school executives to learn about the history and culture of local Aboriginal communities, to actively engage with Aboriginal Elders and communities in a range of contexts and to reflect on and develop more effective strategies for engaging with local Aboriginal communities to improve Aboriginal student learning outcomes

Meanwhile, the Wollongong Diocese explored the Action Plan with local Aboriginal communities in 'Yarning Circles' – they subsequently: employed an Aboriginal Education Officer to assist link schools with their communities and support teachers with Aboriginal pedagogies; employed three part-time Aboriginal Education Assistants (paraprofessionals) to support teachers' knowledge on local community and Aboriginal protocols; and provided financial support for four paraprofessionals to attend a conference on Aboriginal perspectives.

The independent sector also implemented strategies to support the achievement of the targets of the *Aboriginal/Torres Strait Islander Education Action Plan*, with a focus on building capacity in regional schools and increasing the number of Aboriginal Education Workers with appropriate vocational qualifications. In consultation with Aboriginal communities, schools with high Aboriginal enrolments were targeted for particular assistance including additional literacy support; collaborative reflection to improve on classroom practice; teacher mentoring; strategic university partnerships; and traineeships and teacher education internships for Aboriginal people.

4. Joint projects with the NSW Aboriginal Education Consultative Group Inc. to further engage Aboriginal parents and Aboriginal community members in school planning and decision making

In the government sector, an innovative Connecting to Country cultural immersion program, part of the Commonwealth funded Closing the Gap strategy, was developed in collaboration with the NSW Aboriginal Education Consultative Group (AECG), with 81 teachers and 27 principals participating in 2011, in addition to a Cultural Immersion course delivered by the local AECG. Further details are provided in the later section on support for Aboriginal and Torres Strait Islander students.

In the Catholic sector, individual schools promoted the engagement of Aboriginal parents in their planning through developing Reconciliation Action Plans, and through working with their Local Aboriginal Education Consultative Group. By the end of 2011, most of the 42 Catholic schools with Aboriginal boarders had developed extensive plans to engage and consult parents regarding the education of their children.

Additional strategies were implemented by individual dioceses. In the Armidale Diocese, the 'Let's Talk Dhawunda' immersion program involved an opportunity for participants to live alongside Aboriginal Elders and community members for one week, and so fully engage with the local Aboriginal community from historical, political and cultural perspectives.

In the Maitland-Newcastle Diocese, the Aboriginal Education Officer facilitated communication with Local Aboriginal Education Consultative Groups. This included an invitation for community members to participate in the Hunter Region Aboriginal Education Pathways Group; a means of recognising students achievements in school certificate, HSC and tertiary studies.

In the Parramatta Diocese, regular meetings are held between system and Aboriginal community representatives ('Yarn Ups'). In 2011, one outcome of these meetings was the introduction of scholarships.

5. Further development and implementation of strategies to attract Aboriginal people to the teaching profession and to paraprofessional positions

Further details of initiatives addressing this priority area are included in the later section on Support for Aboriginals and Torres Strait Islanders. Strategies include:

In the government sector, teacher education scholarships were offered, and a large number of Aboriginal workers were employed as School Learning Support Officers (SLSOs) and paraprofessionals (Community Engagement Officers), with Aboriginal Elders and community members also engaged to provide classroom support.

In the Catholic sector, many dioceses employed Aboriginal paraprofessionals as Education Support Officers, Aboriginal Assistants and Aboriginal Education Workers, with funding for these positions also derived from sources other than the National Partnership.

In the independent sector, one school employed an Aboriginal paraprofessional to support Aboriginal students; an outcome of re-evaluating an off-site cultural program which had not fully engaged students. Another school employed an Aboriginal paraprofessional to assist Aboriginal students by liaising with their families with regard to attendance, and facilitating access to hearing and visual aide support where necessary.

The ISCE has supported schools to engage with Aboriginal communities, and has proactively engaged with university Aboriginal support units, Aboriginal teachers and Aboriginal Education Workers (AEWs) in the independent sector, and Aboriginal community groups. AEWs, in particular, have been supported to undertake further study, build collegial network to assess professional learning and support needs, build mentoring capacity and encourage applicants for positions.

6. Provision of more opportunities for students to undertake internships and extended practicum placements in schools located in remote and rural locations, and in schools with high Aboriginal student enrolment

As will be described in the later section on 'Support for Aboriginal and Torres Strait Islander students', NSW employs strategies to support Aboriginal students and improve their outcomes by offering opportunities for pre-service teacher education students to undertake internships and extended practicum placements in schools with high Aboriginal populations.

In 2011, NSW DEC commenced a small pilot initiative to facilitate pre-service teacher learning and development in working with Aboriginal students in NSW government schools. This *Enhanced Professional Experience Program* offered teacher education students the opportunity to complete a practicum placement at a school with a specific focus on Aboriginal education.

In 2011, newly appointed Aboriginal teachers were also supported by NSW DEC through the provision of a resource kit, and a list of key contacts for Aboriginal education and services. NSW DEC also engaged mentors to support the retention of 14 Aboriginal teachers in partnership with the University of Wollongong.

The Catholic sector implemented strategies including:

- offering teacher education scholarships to Aboriginal year 12 students
- provision of support for indigenous support staff who wish to become teachers, including paid study leave and support for job placement on course completion
- provision of support for Aboriginal teacher trainees (including HECS and residential support)

The Independent Schools Centre for Excellence fostered stronger relationships with teacher education faculties in three universities, which facilitated a more proactive approach to seek students for teacher practicum placements in schools with high Aboriginal enrolments.

Independent schools actively encourage Aboriginal teacher education students to undertake teacher practicum placements in independent schools, with individual schools offering scholarships to Aboriginal young people to encourage them to consider teaching as a career leading to employment at the school on completion of training. Through an extended relationship with the school, Aboriginal teacher education students are able to be nurtured and supported throughout their training.

Significant achievements and highlights

In 2011, NSW continued to implement the reforms detailed in the National Partnership Implementation Plan. Key achievements (detailed in later sections of this report) include:

- During 2011, 47 schools participated in the two-year Increased School Based Decision making Pilot. In March 2012 the NSW Minister announced the next steps in the reform “*Local Schools, Local Decisions*”, following extensive consultation with principals, staff, parents and the broader community.
- By the end of 2011 there were 227 HAT (and non-government sector equivalent) positions including:
 - 108 HATs in government schools within Centres for Excellence, schools participating in the Low SES NP and the Reform Extension Initiative
 - 81 HAT equivalents in Catholic schools
 - 38 teachers fully accredited at Professional Accomplishment level in the independent sector
- Across the three sectors, 49 Centres for Excellence were operating by the end of 2011, including:
 - 35 Centres for Excellence in government schools
 - 13 Catholic Centres for Excellence
 - the Independent Schools Centre for Excellence, based within the Association of Independent Schools of NSW. (AIS).
- Teacher mentors continued to support teachers, particularly in regional and hard to staff schools. Note that sectoral differences result in different methods of reporting numbers of teacher mentors:
 - In the government sector, there were 50 full-time equivalent (FTE) Teacher Mentor positions, including a number of part-time positions, supporting 92 schools
 - In the Catholic sector, an additional 13 positions resulted in a total to the end of 2011 of 92 mentors appointed
 - In the independent sector, an additional 100 appointments resulted in 142 teacher mentors by the end of 2011.

- Paraprofessionals undertook both educational and operational support roles, through both the ITQ and Low SES NPs. Numbers of paraprofessionals fluctuated throughout the year as positions included full-time, part-time and temporary roles. Some earlier appointments ceased while others were appointed to replace them or in other cases to add to existing numbers. Some paraprofessionals work across different locations in a number of combined part-time roles. Across all Partnerships:
 - From the beginning of 2010 to the end of 2011, 107 paraprofessional positions had been created in government schools
 - there were 32 in the Catholic sector
 - a net gain of two paraprofessionals in independent schools during 2011 brought the total for that sector to 27.

Details are provided in later sections of other key achievements across all three sectors which align to the five stages of the teacher lifecycle. Highlights include:

- 360 teacher education scholarships in NSW, including 297 in the government sector, 54 in the Catholic sector and 9 in the independent sector
- internships and extended practicum placements in schools with significant Aboriginal enrolments
- partnerships with universities to improve teacher quality, including providing quality placements for teacher education courses, reciprocal professional learning opportunities and support for teachers
- a commitment to implementing leadership development for principals across all sectors, including a pilot study commissioned by AITSL and conducted by NSW DEC to test the exposure draft of the National Professional Standard for Principals
- a focus on continuous improvement and leading change in schools in all sectors, including NSW DEC working with the Australian Institute for Teaching and School Leadership (AITSL) to trial the National Professional Standards for Teachers, a number of strategies in the Catholic sector including the implementation of the NSW Quality Teaching model, and schools in the independent sector engaging with the Evaluating Excellence in Independent Schools program to involve stakeholders in an extended process of reviewing learning
- incentives to attract high quality leaders and teacher to school with significant challenges which have included both financial and non-financial rewards across the three sectors.

NSW engagement in the national reform agenda to improve teacher quality

All school sectors in New South Wales are fully engaged in national reform activity to improve teacher quality.

The NSW Institute of Teachers and NSW DEC continue to play key leadership roles in working collaboratively with the Australian Institute for Teaching and School Leadership (AITSL) to shape and implement the national agenda, particularly in relation to the development and implementation of the Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures, the National Professional Teaching Standards, the National Professional Standard for Principals and a national approach to accreditation.

The NSW Institute of Teachers' expertise in shaping the national agenda is recognised through representation on the board of AITSL.

NSW is one of only two employers represented on the *National Initial Teacher Education Advisory Committee*, which is responsible for 'oversighting' implementation of the National Accreditation of Initial Teacher Education courses. NSW also plays a key role on the *National Professional Standards for Teachers Implementation Advisory Group*, which is responsible for 'oversighting' the process to support implementation of the Standards.

During Semester 2 2011, NSW DEC successfully implemented one of 17 pilot studies designed to support the implementation of the National Professional Standards for Teachers. This included consultation and engagement with over 700 principals, teachers and non-school based teaching staff in an online survey. The project report, *Recognising, Building and Ensuring Teacher Quality* was submitted to AITSL in December 2011 and presented at the Professional Learning Convention in Melbourne on 22-23 February 2012.

NSW has consistently participated in discussions and provided consultation feedback to support the Certification of Highly Accomplished and Lead Teachers, in addition to an initial mapping process to support the development of the National Framework for Teacher Management and Development.

NSW DEC is represented on the National Teaching Workforce Dataset project working group. This project aims to improve the quality and availability of teacher workforce data by providing a robust, responsive system for classifying, collecting, storing, analysing and reporting national and jurisdictional teacher workforce data. A Longitudinal Teacher Workforce Study was also undertaken in conjunction with Deakin University. This project aimed understand the dynamics of employment and career patterns amongst the national teaching workforce by drawing on workforce data and tracking teacher education graduates.

Teachers in the independent sector engaged in developing support materials regarding nationally consistent registration and certification, whilst senior personnel participated extensively in associated reference groups. Three independent schools have engaged in a pilot for the adoption of national standards for teachers, and others continue to participate in a variety of AITSL projects.

Progress towards ITQNP Facilitation and Reward Reforms – 1 January to 31 December 2011

Progress towards the reforms of the National Partnership on Improving Teacher Quality are reported in alignment with five stages of the teacher lifecycle:

1. Attracting the best entrants into teaching, including through flexible pathways

New Pathways into Teaching, Better Pathways into Teaching, Aboriginal Education Pathways

Scholarships help students overcome barriers that would otherwise prevent them pursuing a teaching career by providing both an opportunity and a financial incentive to gain undertake a pre-service degree.

A total of 360 teacher education scholarships were offered in NSW during 2011, comprising 297 in the government sector, 54 in the Catholic sector, and 9 in independent schools.

Amongst government scholarships, 75 were targeted towards Aboriginal teacher education students; 20 to support teachers working in schools with significant Aboriginal student enrolments; and 151 in hard-to-staff subject areas (76 maths, 75 science). Additional to the above total, 9 incentive scholarships (7 maths, 2 science) were appointed to students in their final semester of study in 2011.

In the Catholic sector, pre-service teacher education scholarships were provided in several dioceses, targeting Aboriginal students; science and maths teachers and graduates preparing to undertake a teaching degree.

In the independent sector, schools' autonomous nature precludes any sector-wide strategy to delivering teacher education scholarships, however 23 scholarships have been offered in this sector under the ITQ NP for 2009-11.

Further details of strategies under this reform across all sectors are outlined in the section on 'Support for Aboriginal and Torres Strait Islander students'.

2. Training pre-service teachers, as well as principals, teachers and school leaders for their roles in the school environment

National accreditation of pre-service teacher education courses

The accreditation of initial teacher education programs is a key element in improving teacher quality. National accreditation has two key objectives:

- improving teacher quality through continuous improvement of initial teacher education, and
- accountability of providers for their delivery of quality teacher education programs based on transparent and rigorous standards and accreditation processes.

NSW was pivotal in the development of the reform through the Ministerial Council for Education, Early Childhood Development and Youth Affairs, endorsing the document *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures*. This was developed through extensive national work, drawing on the expert knowledge of a number of key stakeholders and universities involved in initial teacher education.

NSW DEC and the AIS will participate in trialing the new *National Professional Standards for Teachers*.

The national initial teacher education program accreditation system utilises many aspects of the rigorous system established in NSW. Through 2011, the NSW Institute of Teachers continued to play a key role in a number of AITSL work projects to develop supplementary materials that will support the national system. This included the development of an accreditation guides for institutions and assessment panel members, further clarification of a number of Program Standards and the development of a national training program for panel members that will help ensure consistent assessment across the country. NSW Institute staff delivered a key part of the national training program to teachers and teacher educators from across jurisdictions.

Quality placements for teacher education courses

Centres for Excellence within NSW DEC engage with university partners through a range of initiatives to improve teacher quality through enhanced professional experience placements, reciprocal professional learning and knowledge sharing. In 2011, Centres for Excellence

supported over 80 quality internships and over 400 practicum placements, as well as supporting placements in a number of spoke schools.

Dioceses in the Catholic Sector report a range of strategies to support quality placements for teacher education students in 2011. These included specialised induction programs, in-school provision of professional development, student mentoring and guidance programs provided by a high quality teacher.

The *'Ready to Teach'* program in the Lismore Diocese is an example of a system of schools working with a local University: as part of this program, undergraduate teachers were invited into schools on a full-time, paid basis to be mentored by experienced teachers.

The independent sector has partnered with the University of New South Wales (UNSW) to increase the number of teacher education placements. In 2011, independent schools collaborated with UNSW to provide 47 practicum placements. Planning is currently underway for a 2012 project to identify the elements of a quality practicum placement and improve the capacity of teachers to support high quality practicum placements in independent schools.

As part of a pilot project with the University of New England, teacher education students in the independent sector were provided practical experience working with Aboriginal students. Following the completion of training in MULTILIT, students were placed on extended professional experience, which included working with individual Aboriginal students in a local independent school. The project aimed to increase capacity and confidence in working with Aboriginal students, and those students needing additional literacy support. In 2012, the project will be expanded to include MINILIT.

Joint engagement with higher education providers to improve teacher quality

NSW has agreed to implement the *National Professional Standards for Teachers*. The main elements of national initial teacher education are based on the system developed by the NSW Institute of Teachers in consultation with major stakeholders in NSW.

A key feature is the facilitation of the assessment of initial teacher education offered by NSW higher education institutions in accordance with the *National Standards and Procedures* with the active participation of NSW teachers, principals, curriculum experts and teacher educators through program assessment panels. These panels will assess programs and provide advice to the Institute's Initial Teacher Education Committee (ITEC) which comprises representatives of the major NSW stakeholder groups and is responsible for advising the NSW Minister on whether programs should be approved. Advice on approved programs is then forwarded to AITSL for inclusion in the publication of a list of nationally accredited initial teacher education programs.

Centres for Excellence are working closely with universities to develop new ways of selecting and placing internship students, trialing merit selection processes to increase the focus on quality teaching. Universities are also supporting teachers to build their capacity to supervise and mentor teacher education students through the provision of mentoring modules and are also engaged in supporting schools to enhance rigour and impartiality in assessment activities.

Teachers from NSW DEC Centres for Excellence also continue to provide valuable contributions to university pre-service teacher training courses, including guest lectures and demonstration lessons.

In Semester 2 2011, NSW DEC trialed the *Enhanced Professional Experience* program in two NSW government schools with significant Aboriginal enrolments (schools had a HAT or Teacher Mentor). The program provided targeted mentoring, professional learning, financial support for

teacher education students to travel to regional or remote locations, additional resourcing for the school and identification of pathways to employment. The trial will be evaluated in 2012 to determine the feasibility of extension.

In 2011, Catholic Dioceses continued to liaise with universities to improve teacher quality through research projects, ongoing discussions or teacher professional development. Examples include:

- Lismore Diocese engaged in guided action-research projects, in early childhood education, student well-being and in input into behaviour management lectures for 4th year students.
- Parramatta Diocese engaged in a number of strategic partnerships with universities including on models of contemporary learning, in supporting teachers in numeracy, supporting teachers in literacy and principal mentoring.
- partnership projects in the Sydney Diocese with Charles Sturt University focused on vocational education and personalising learning through distance education and multi-media delivery
- strategic partnerships in Parramatta Diocese with the Australian Catholic University and Auckland University through two programs aimed at building teacher capacity in literacy and numeracy

Individual independent schools have established partnerships with universities, most often for teacher education practicum placements or for specific school improvement projects. A number of independent schools are also involved in school-based research in which teachers work closely with university staff on projects ranging from science and mathematics education to provisions for gifted students. The AIS acts as a conduit for independent schools or universities seeking partnerships.

In 2011, three universities engaged with the Independent Schools Centre for Excellence on projects to improve teacher quality in schools: one on literacy, one on practicum placements and one extending the range of pre-service teacher education students' experiences in schools.

Members of the independent sector are involved in supporting universities by lecturing in undergraduate and master's programs in education and visiting teacher education students in schools.

Further examples of university partnerships in this sector include:

- a partnership between Southern Cross University and seven independent schools to improve literacy learning. Through deeper analysis of data and the implementation of a quality teaching framework, the university has assisted the schools to set goals for improvement, to up-skill staff in classroom strategies and to implement a common quality teaching framework
- a strategic partnership between the University of New England and an independent Aboriginal primary school to support literacy learning and provide deeper professional experiences for teacher education students. The students have received training in MULTILIT and are working under UNE supervision to support literacy for Aboriginal students at the school. The University of New South Wales is the ISCE's main partner in teacher practicum placements

Professional development and support for principals

NSW DEC offered an extensive range of leadership programs in 2011 based on *Leading and Managing the School*, the *NSW DEC School Leadership Capability Framework*, the *National Professional Standard for Principals* and the NSW Institute of Teachers' *National Professional Standards for Teachers*.

The NSW DEC online Leadership toolkits comprise a range of resources and a program designed to assist school leaders. Each toolkit supplies a range of tools or strategies that can be employed to deal with a role, decision or task related to a particular topic. Toolkits contain a variety of resources, including research articles, data, illustrations, audio, links to web resources and self-reflection activities.

The Principal Capabilities program is a series of scenario based activities designed for use by small teams of principals at a regional level and focuses upon improving understanding of the NSW DEC School Leadership Capability Framework.

The Professional Mentoring and Coaching for Success programs have been developed for senior leaders who have extensive experience in mentoring. The program combines theory and extensive practice. Participants develop coaching skills to support colleagues and school leaders aspiring to be principals.

In total, during 2011 NSW DEC conducted 585 courses involving 7,023 enrolments by school principals that supported their professional learning aligned to key accountabilities.

NSW DEC also conducted two principal induction programs for newly appointed principals from both rural and metropolitan areas. The principal induction program is focused on the key accountabilities and increases their knowledge of leading educational change to enhance student learning outcomes. This is followed by local personalised support using a comprehensive suite of online and blended professional learning courses such as *Implementing the Leading Action Research and Leading Professional Learning using the Classroom Teacher program*.

AITSL commissioned NSW DEC to undertake a pilot study to test the exposure draft of the National Professional Standard for Principals (Standard). The pilot study tested the authenticity, usefulness and value-add of the Standard. The pilot study involved focus group consultations with principals, and an online survey with 240 principals in NSW government schools.

The pilot study found that principals agreed that the Standard was important, accurately defined leadership requirements and professional practices of effective principals and described effective leadership. The principals supported the Standard's use of the model of plan and act, review and respond for each of the five professional practices. The majority of principals also agreed that the Standard provided a framework for professional learning.

Catholic dioceses provided professional development and support for school principals focused on themes such as leadership and capacity building. Examples include: Leading Learning, which includes mentoring for beginning principals; leadership days and master classes which included input from national and international experts; the Leaders Transforming Learning and Learners project with the Australian Catholic University, a two day Principals' Master Class event, Newly Appointed Leaders Program and the three day Franklin Covey leadership course.

In 2011, the independent sector conducted a Leadership Course for Newly Appointed Principals that was attended by 16 principals. Of these, 10 were from regional schools and many were from smaller schools serving disadvantaged communities.

The ISLC also offered Foundation Leadership Programs for 13 newly appointed principals, 15 executives preparing for principalship and 42 middle executives. Newly appointed principals

were mentored by an experienced principal, many of whom have undertaken specialist training in coaching. Executives preparing for principalship were offered the opportunity to shadow an experienced principal as part of their leadership program. Leadership coaching for 9 experienced principals further increased the independent sector's capacity for supporting new and emerging leaders.

The 2011 Masterclass series provided targeted professional learning for principals on communicating for change, advanced financial skills, assessment and student achievement, and schools and the law. On-going learning opportunities were offered through the Leading Insight series of presentations by key educators and in 2011 this focused on strategic IT investment.

The 2011 outreach by the ISCE to schools gave principals opportunities to discuss their needs and their personal professional learning, as well as the needs of their school. The new videoconferencing HUBS in regional area make it possible for principals to engage in discussion groups and professional meetings

3. Recruiting teachers and school leaders to minimize skill shortages

The ITQ NP reforms to create new and better pathways into teaching are supported by the DEEWR employment-based teacher education program *Teach Next*. The \$15.9 million program commenced in 2011-12, and will operate until 2014-15 with the intention of reaching 395 participants. The program is targeted towards non-teaching graduates who seeking to commence a teaching career through an intensive study and employment-based training program. NSW DEC has expressed interest in participating in the 2013 cohort of *Teach Next*, pending the confirmation of funding, providers and program guidelines; discussions with DEEWR continue.

In the government sector, a key initiative was the two-year pilot of school-based management in 47 schools in which pilot schools had increased flexibility and authority for making local decisions. In 2011, 86 flexible staffing proposals were submitted containing 386 individual HR components, bringing the total for the period 2010-2011 to 174 flexible staffing proposals and 678 individual HR components.

The NSW Minister announced in March 2012 the next steps in the reform "*Local Schools, Local Decisions*". This announcement followed extensive consultation with principals, staff, parents and the broader community, evidence from national and international research, internal NSW DEC and independent evaluations, and the *Review of Funding for Schooling* by David Gonski,

The full report from ARTD Consultants of the Independent Review of the School Based Management Pilot, released in November 2011, is available at:

<https://www.det.nsw.edu.au/media/downloads/about-us/statistics-and-research/key-statistics-and-reports/irsb-management-pilot.pdf>

The summary report is available at:

<https://www.det.nsw.edu.au/media/downloads/about-us/statistics-and-research/key-statistics-and-reports/irsb-management-pilot-sr.pdf>.

The review found that:

- school based management was successfully implemented in the pilot schools, with principals being innovative and creative in finding staffing solutions to better meet the needs of their schools

- principals were overwhelmingly positive about the benefit of the pilot and had evidence of positive outcomes
- depending on the specific initiatives the school introduced, there was evidence of improvements in reading levels, NAPLAN results, School Certificate and HSC results, increased enrolments, reduced discipline problems and improved student attendance
- principals participating in the pilot highly valued the flexibility to make decisions and 'free up' funding
- many principals want authority for the majority of school decisions, with the exception of asset management, while some principals would like to see changes to current staffing and budget systems.

In the Catholic sector, many dioceses report that school-based decision making regarding recruitment, staffing mix and budget is common practice. In 2011, both Wollongong and Canberra/Goulburn Dioceses provided support and professional learning to increase school level involvement in these areas

Independent schools are, by their nature, in control of recruitment, staffing mix and budget. Programs offered through the Independent Schools Leadership Centre provide opportunities for principals to improve school management capabilities and processes. Potential leaders are nurtured through programs offered to middle managers and aspiring principals and further supported through mentoring and shadowing opportunities.

Improved quality and availability of teacher workforce data

NSW DEC is represented on the National Teaching Workforce Dataset project working group and on the tender panel which led to the engagement of Ernst and Young to develop the initial National Dataset for the Department of Education, Employment and Workplace Relations. The intention was to improve the quality and availability of teacher workforce data, a key reform under the *Improving Teacher Quality* National Partnership.

The National Dataset will provide a robust, responsive system for the classification, collection, storage, analysis and reporting of national and jurisdictional teacher workforce data, and will enable monitoring and reporting on workforce trends to inform decision-making nationally and within and across education jurisdictions and sectors on a range of workforce planning issues.

During 2011, a series of nationwide information meetings were held with stakeholders and possible data custodians. Data definitions have been synthesised across states and territories and non-government employers and consultation on items undertaken with privacy commissioners. Progress on the Dataset includes the performance of a Privacy Risk Impact Assessment, the development of a Data Management Framework (a guidelines document for data custodians) and commencement of the development of a Data Request pack to support data extraction. Data collection is scheduled to occur in March 2012.

In addition to the National Teacher Workforce Dataset project, a Longitudinal Teacher Workforce Study is being undertaken in conjunction with Deakin University to track teacher education graduates and capture workforce data to improve understanding of the dynamics of the national teaching workforce, employment and career patterns.

4. Developing and enhancing the skills and knowledge of teachers and school leaders through their careers

Centres for Excellence

During 2011, NSW expanded its commitment to improving teacher quality through the extension of the Centres for Excellence program. By the end of the year, a total of 49 Centres for Excellence (listed in Appendix 1) were operational across NSW. This figure is comprised of:

- 35 NSW government school Centres for Excellence
- 13 Catholic Centres for Excellence
- the Independent Schools Centre for Excellence

The reach of this initiative is extensive, with flexibility across the sectors facilitating participation of schools through a number of formal and informal mechanisms. For example, schools in the government sector access support through a formal “hub and spoke” model, dioceses in the Catholic sector provide access to school-based local and “virtual” or thematic Centres for Excellence, and the AIS has established the Independent Schools Centre for Excellence which is available to all schools in that sector.

The 13 NSW government schools which ceased their formal two year participation in the Centres for Excellence initiative at the end of 2011 are being supported in 2012 to participate in a further year of teacher quality focused transition activities, with funding of up to \$200,000 each. The objective of the transition program is to support schools to further embed teacher quality practices in school culture, enhancing sustainability.

A new initiative, the *Teacher Quality Project* was also established for schools which have not already received National Partnership funding. During 2011 a targeted group of schools were invited to develop a proposal to participate in this project in 2012. Funding support of up to \$150,000 was available for each school (\$200,000 for communities of schools) to develop and implement practices to strengthen teacher quality across the range of teacher career stages. The schools participating in this initiative will implement a school-based project to address one or more of the following focus areas:

- strengthening links between initial teacher education programs and transition to teaching, including meaningful professional experience placements
- quality supervision, mentoring and support for Early Career Teachers
- implementation of school-identified professional learning aligned to teaching standards
- increasing the numbers of more experienced teachers applying for voluntary accreditation with the NSW Institute of Teachers at the levels of Professional Accomplishment and Leadership
- enhancing teacher, executive and principal performance management and development, based on existing processes and linked to professional standards and professional development.

NSW DEC schools operating as Centres for Excellence in 2012 published their school plan on their school websites.

During 2011, 11 existing Centres for Excellence continued to operate across NSW’s Catholic dioceses and three new Centres were established. Activities undertaken in this sector include

building teacher capacity in the secondary school setting, building leadership capacity across the Catholic school system and environmental sustainability. Examples include:

- a Centre for Excellence has been established in the Broken Bay Diocese in Collaborative Teacher Inquiry, sustaining a system-wide focus on Leading Learning in partnership with the University of Auckland and investigating innovative approaches to professional learning across various school settings
- Maitland-Newcastle Diocese has established Centres for Excellence & Employment of Teacher Educators, as well as providing Teacher Education Scholarships (including Indigenous Support), supporting schools by providing quality speakers and researchers into 'What makes the difference in schools?' and providing schools with video-conferencing facilities.
- Parramatta Diocese has placed Quality Teachers in classrooms to work alongside colleagues to build teacher capacity, particularly in key areas of literacy and numeracy. The Centre for Excellence is located adjacent to the Aboriginal Support Unit to facilitate support for the unit. The diocese has also developed a partnership with University of Notre Dame.

In 2011, the Independent Schools Centre for Excellence (ISCE) continued to assist schools to enhance the quality of teaching and learning, create sustainable collegial partnerships and develop engagement with Aboriginal communities.

In 2011, 14 schools were supported by the ISCE to collaborate on projects including writing, literacy, teacher accreditation, support for beginning teachers and building relationships with Aboriginal communities. The ISCE also fostered a range of professional development opportunities for teachers. For example:

- The ISCE Professional Exchange and Mentoring Program provides on-site professional support for less experienced and more isolated teachers. In 2011, 55 teachers from 36 schools participated in this initiative. Teachers receiving mentor support in 2011 were predominantly beginning teachers employed in smaller regional schools.
- Through the ISCE, teachers have been encouraged by course subsidies to attend professional learning focused on deeper subject content knowledge and quality teaching. 1560 teachers from 290 schools attended professional learning directly related to the NP ITQ agenda.
- ISCE programs also support teachers to gain higher levels of accreditation. In 2011, 45 teachers participated in subsidised courses providing guidance on the accreditation process. In order to build capacity within schools, 18 teachers have been trained to support teachers seeking higher levels of accreditation and 27 teachers have received training in the supervision of new scheme teachers.

The ISCE offers support and disseminates resources to schools with Aboriginal students, engaging with Aboriginal communities to develop stronger relationships with Aboriginal families in their communities. Support included:

- working with seven independent schools willing to share expertise or seeking further assistance

- working extensively with Nura Gili at the University of New South Wales to encourage Aboriginal students to participate in higher education (particularly in Mathematics, Science and Engineering and in teacher education)
- establishment of a pilot project with the University of New England through which nine teacher education students were offered extended professional experience working with individual Aboriginal students in a local independent school. This has increased their capacity and confidence in working with Aboriginal students and those students needing additional literacy support.

National Professional Standards for Teachers

The endorsement by Ministers of the National Professional Standards for Teachers helped to establish the basis for the National accreditation of initial teacher education programs, agreed to be Ministers in April 2011, and a nationally consistent approach to teacher registration which was agreed to be Ministers in October 2011.

The nationally consistent approach includes a set of elements that will be common to the registration processes and requirements of each state and territory within Australia. NSW will continue to use the term “accreditation”. The majority of the elements of nationally consistent teacher registration are consistent with the accreditation requirements under *the Institute of Teachers Act, 2004*.

A core element of the approach is the use of the National Professional Teaching Standards to move from provisional registration to full registration. NSW has been implementing this approach since 2005. Nationally consistent teacher registration will be implemented progressively in NSW commencing in 2013.

To support the release of the National Professional Standards for Teachers, the Australian Institute for Teaching and School Leadership has funded a series of pilot studies that will trial the use of the National Professional Standards for Teachers in existing contexts.

During Semester 2 2011, AITSL commissioned NSW DEC to undertake a pilot research study that could be used to inform the ways the system engages its teachers in the National Professional Standards for Teachers. The ‘*Recognising, Building and Ensuring Teacher Quality*’ research study involved focus group consultations with NSW DEC principals, senior officers, teacher mentors and highly accomplished teachers. The study also included an online survey, to which 710 responses were received from key groups within NSW DEC (including school leaders, highly accomplished teachers, teacher mentors, experienced teachers and early career teachers).

Findings showed that NSW DEC’s New Scheme and Existing teachers view the Standards as a framework for improving teaching practice. Comments indicated that for the National Professional Standards for Teachers to have a genuinely positive influence on the quality of teaching, there is a need for support throughout the implementation process, authentic evidence gathering processes that are grounded in teachers’ daily practice and consistency in the use of the Standards framework across the profession.

The pilot study undertaken by the NSW Institute of Teachers investigated the use of the National Professional Teaching Standards (NPST) for the accreditation processes that support teachers’ professional learning. The focus of this professional learning is to assist teachers with maintaining their practice at the standard of Competence/Proficient, so that they can continue to be registered (or accredited) to teach in NSW schools.

In NSW, teachers who have achieved the mandatory accreditation level of Professional Competence (equivalent to Proficient in the NPST) must demonstrate over a five year period that they have maintained their teaching practice at the standard of Professional Competence and undertaken 100 hours of Professional Development. Half of the Professional Development undertaken must be courses or programs that are registered with the Institute following an approval process.

The pilot has involved participants from some of the major stakeholders of accreditation processes involving professional development requirements in NSW – teachers, teacher employers, universities, and training organisations. Activities included focus groups of teachers and supervisors, a pilot of the process for endorsement of professional development as Institute Registered PD using NPST, meetings with stakeholders about the NPST and mapping Institute Registered and Teacher Identified PD against the NPST.

Some of the findings from the study included that the NPST can be used effectively in the process to endorse PD providers but that there is a need for more targeted advice for schools about the role, purpose and nature of professional development and about the new standards. The analysis of professional development undertaken by teachers over a one year period shows that professional development currently provided will address the seven broad standards of the NPST at the Proficient level. The analysis also showed that there were gaps relating to a very small number of standard descriptors and strategies to meet these additional areas are underway.

In the Catholic sector, consultation regarding the development and implementation of the National Teaching Standards is coordinated through the Catholic Education Commission Coordinators Group. Throughout 2011, NSW's Catholic education sector has also engaged in the development of the National Professional Standards for Principals.

The AIS will be a pilot partner with AITSL trialling the use of the National Professional Standards for Teachers in a teacher appraisal process. The AIS is also conducting a project that involves filming teachers demonstrating the Standards in the classroom.

[Nationally agreed process for accrediting/certifying accomplished and leading teachers:](#)

In 2011, all education sectors across NSW continued to participate in the development of a nationally agreed process.

The NSW Institute of Teachers provided a session describing some key features of the NSW accreditation process at these levels to the AITSL workshop on 'Certification of teachers at higher career stages' held in Melbourne on the 25 July 2011. The Institute, with input from key NSW stakeholders, also provided feedback to a preliminary proposal that was distributed for comment in the second half of 2011. The Institute also hosted officers from DEEWR's Quality Teaching Branch at a more detailed briefing on the NSW accreditation of teachers at Professional Accomplishment and Professional Leadership career stages on 23 November 2011.

The number of NSW teachers engaged in accreditation at higher career stages is continuing to expand. By the end of 2011, there are 38 teachers accredited at Professional Accomplishment and another 116 who are in the process of putting together their evidence of meeting these standards or recently completed this. The required sources of evidence are reports relating to specific standards from referees, documents demonstrating standards that were developed in their teaching practice and a report of their teaching from a trained external observer who is appointed by the Institute.

Key stakeholders who are actively involved in the accreditation process are the teacher's peers, principal and employing authority. Almost 600 teachers have expressed interest in the Professional Accomplishment accreditation process, by undertaking a short preliminary assessment. This assessment reports to the teacher their likelihood of gaining accreditation and provides feedback on areas of the standards.

In addition, other teachers are expressing similar engagement in accreditation at the Professional Leadership career stage. A similar process and evidence requirements apply to this level, with the 46 different standards defining what is required. Almost 440 have undertaken the short preliminary assessment and 121 teachers are assembling or have completed their evidence.

From both levels of accreditation, 11 teachers have completed their submissions and have been assessed by an appointed authority external to the school, supported by a small panel. These are currently ready to be reviewed for moderating and consistency purposes before accreditation decisions are finalised.

The NSW Institute of Teachers and its key stakeholders will contribute to the national consultation period on a revised process early in 2012.

Standards for principals

Between February and May 2011, the Australian Institute for Teaching and School Leadership worked in partnership with nine organisations (including NSW DEC), to undertake ten pilot studies testing the National Professional Standard for Principals.

On 8 July 2011, Australia's first National Professional Standard for Principals was endorsed by Ministers at the Standing Council of Education and Early Childhood.

The NSW DEC Professional Learning and Leadership Development pilot study team used a multi-method research design to test the Exposure Draft of the *National Professional Standard for Principals*. There was significant evidence from principals in the pilot study that The Standard accurately defined the leadership requirements and professional practices of effective principals and that the Standard also described effective leadership. During 2011, a series of workshops was held across NSW to assist principals and aspiring principals in their understanding of the new national standards.

Improved performance management and continuous improvement in schools

Performance management

All sectors continue to use performance management systems to support teacher quality, through teacher professional learning and by reflection on an individual's performance and progress towards achieving individual and organisational goals.

In 2011, NSW DEC continued to review processes to improve teacher performance management and development. NSW DEC participated in discussions with AITSL to inform the proposed Australian Teacher Performance Management and Development Framework, including participating in a national mapping review.

NSW DEC piloted a range of online professional learning programs to support teacher and school leaders performance including *Understanding performance management*, *Skills for performance management*, *Introducing the Teacher Assessment Review Schedule* and *Introducing the Executive Assessment Review Schedule*.

Achievements in the Catholic sector include:

- In Canberra/Goulburn, the CEO released a new framework called Internal School Review which uses evidence to identify the school's strengths and areas for development and to direct the school's plan. It also develops strong links to the annual management plan, annual report and school registration.
- Maitland/Newcastle implemented a number of strategies in secondary schools including: Stage 6 Science Teachers Network day focusing on HSC expectations, marking guidelines and students responses; HSC Chemistry enrichment and study day; opportunity for Science teachers to undertake industry-based professional development; focus on common assessment tasks in physics and chemistry; support for teachers to attend HSC marking; support for English staff to attend ETA courses and PD in Newcastle and Sydney focusing on text selection, rubric analysis and marking advice; a professional writer to work with extension students ; provision of inter-school sharing of programming and assessment tasks; demonstration and delivery of lessons in specific subjects.
- Broken Bay Diocese reports that HSC data indicates significant improvement in HSC results over past three years at the C4E
- Wilcannia/Forbes: Implementation of the NSW Quality teaching model provides continuous professional learning across the school community. In applying the model, teachers use a common language to focus discussion and critical reflection on teaching and assessment practice with the overall aim of improving student learning
- Parramatta Diocese has a system focus on the use of data to inform teacher practice
- Wollongong Diocese has implemented individual professional learning plans for Leaders of Learning that link to School Improvement Plans (SRI) and established the Quality Literacy Teaching Mentor Program; this involved the selection of 12 x pre-service teachers to be placed in the C4E schools; Leaders of Learning in C4E schools mentored the pre-service teachers becoming a 'critical friend'
- Armidale Diocese has expanded the Team Leadership for School Improvement program across the range of Diocesan Schools. At the close of 2011 17 of the 24 Diocesan schools had completed TLSI training for implementation in 2011- 2012; developed and implemented an Assistant Principals' appraisal process. This process involves on-line peer surveys, self-appraisal and guided constructive feedback

Performance management and continuous improvement are addressed within each individual independent school. However, in 2011 AISNSW developed the Professional Review and Development tool as part of its role to support the needs of independent schools. This comprehensive program links school and personal goals, professional learning and teacher improvement and is intended to support schools to establish a cycle of review and professional learning for each individual teacher. The new tool will be available to schools from early 2012.

Continuous improvement and professional learning

NSW teachers undertake 100 hours of professional development as part of the requirements to maintain their accreditation at Professional Competence over a five year period if teaching full time. Approximately 18,000 teachers are now maintaining their accreditation. Half of the required hours must be met undertaking Institute Registered professional development and

teachers identify from a range of activities the remaining hours. The NSW Institute of Teachers (NSWIT) database records teacher professional development for accreditation purposes.

Providers of Institute Registered professional development, teachers, and school professional development delegates record data on the NSWIT database. Institute endorsed providers record registered courses and sessions and teacher participation. Teachers evaluate these courses as part of the NSWIT's quality assurance process and log their teacher identified professional development, which is validated by their principal or the professional development delegate. All activities must address the NSW Professional Teaching Standards at Professional Competence.

By the 31 December 2011, 176 professional development providers were endorsed to provide Institute Registered professional development for teachers maintaining their accreditation at Professional Competence. These providers include employers, universities and training organisations and government, public and private institutions and there are a variety of delivery modes.

Activities logged on the NSWIT database during the period 1 January 2011 and 31 December 2011 reflect NSW teachers' engagement in continuous improvement and professional learning in all sectors. There were:

- 21,718 teacher participation entries recorded for Institute Registered professional development and
- 21,605 teacher participation entries for Teacher Identified activities.

During this same period Institute Endorsed providers indicated that:

- 3026 courses were registered on the NSWIT database and
- 7637 sessions of these registered courses were available for teachers.

In 2011 NSW DEC provided the following range of professional learning opportunities:

- 7742 registered, non-registered and developed professional learning courses and programs on My PL@Edu
- 5525 professional learning sessions aligned to the Professional Standards for Teachers
- 2470 professional learning sessions incorporating the NSW DEC Quality Teaching Model

NSW DEC has developed a range of online professional learning programs that focus on continuous improvement and leading change in schools. These include:

- *Team Leadership for School Improvement K-12*: This professional learning program focuses on the development, implementation and evaluation of whole school planning for continuous improvement in schools. It provides support for school teams to achieve targets associated with their school's priority focus areas. Through participation in the program, participants develop leadership capacity for guiding and managing results-focused whole school improvement.
- *Leading Action Research in Schools*: This program supports school teams to lead educational change in their schools. It provides opportunities for teachers and school leaders to examine their current professional practice and make informed decisions regarding change and improvement.

- *Feedback for Improved Performance Professional Learning:* This online program provides advice and guidance to school leaders about feedback to support professional growth, giving and receiving feedback, using feedback for effective conversations and improved teacher quality.

The NSW DEC professional learning record management system (My PL@Edu) is an online enrolment system which has been implemented across all NSW school regions. The system:

- maps and reports on the provision of professional learning programs, enrolment and participation.
- monitors achievement of the Professional Standards for Teachers across the Department and identifies any gaps in provision to inform future planning.
- electronically feeds information into the NSWIT's professional learning register. (In 2011, there were 45,714 registrations of teachers participating in registered courses).
- provides a My Professional Learning Diary function which allows all staff to manually enter details of any informal professional learning that they have undertaken.
- enables teachers to retain records of their professional learning when they move from one government school to another.

In 2011, the *Classroom Teacher program* was developed by NSW DEC and consists of 27 modules of Institute registered professional learning with each module being 2-5 hours in duration. This is an innovative and flexible online professional learning program to support new scheme teachers to maintain accreditation at the key stage of Professional Competence. The Classroom Teacher program provides valuable resources for use in teacher induction and supports supervisors, principals and NSW DEC school regions in guiding teacher professional learning programs.

In 2011, Catholic schools implemented a number of continuous improvement strategies. These include:

- Implementation of the *NSW DEC Quality teaching* model, which provides continuous professional learning across the school community. In applying the model, teachers use a common language to focus discussion and critical reflection on teaching and assessment practice with the overall aim of improving student learning.
- Expansion of the NSWDEC *Team Leadership for School Improvement (TLSI)* program. For example, at the close of 2011, 17 of the 24 schools in the Armidale Diocese had completed TLSI training for implementation in 2011- 2012 and developed and implemented an Assistant Principal appraisal process. This process involves on-line peer surveys, self-appraisal and guided constructive feedback.
- Inter-school sharing of programming and assessment tasks and of demonstration and delivery of lessons in specific subjects.

During 2011, teachers in Catholic schools also engaged in a number of other professional learning programs. For example, Centre for Excellence schools participated in a conference on the 'Spelling' initiative and provided 'Leaders of Learning' with ongoing professional learning regarding the analysis of data and the design and implementation of individual learning plans for students.

In Parramatta Diocese, a large proportion of teachers participated in professional learning programs in literacy (Literacy Inquiry Program) and numeracy (Extending Mathematical Understanding). Armidale Diocese significantly expanded participation in the *NSW DEC Team Leadership for School Improvement program*, which supports constructive teacher feedback and continuous improvement. Sydney Diocese now supports 21 Doctoral and 24 Research Master's degree scholarships, whose research projects are contributing to professional development across the system. Areas of investigation include the use of technology in teaching and learning, enhanced leadership development, and programs for highly capable students.

In addition, the Catholic Education Office supported action research in 58 projects across more than 40 schools. This project aims to build a culture of evidence-based teaching and enquiry. It has proven extremely popular with staff and funding is now supplemented from within operating expenses.

In an independent strategy to encourage school improvement, ten schools are involved in an intensive program of evaluation and goal setting. Evaluating Excellence in Independent schools (EEIS) involves all stakeholders in an extended process of reviewing learning.

The independent sector has implemented targeted, subsidised professional development for teachers to address the need for deeper subject content knowledge and professional learning about quality teaching. This professional learning is underpinned by the Professional Teaching Standards.

In this sector during 2011, 1560 teachers across 290 independent schools undertook subsidised professional learning directly related to the ITQ NP agenda to support their continued improvement. Travel assistance has also been provided for teachers in regional and remote schools to enable them to attend professional learning opportunities.

In mid-2011, 10 regional videoconferencing HUBS were launched in independent schools across the state. This has laid the groundwork for the steady expansion of the flexible delivery of professional learning, providing a sustainable strategy for ensuring on-going access to opportunities for teachers in regional schools. The HUBS have also facilitated increased collegial contact, mentoring, professional support and participation in professional associations for teachers and leaders in more remote communities.

During 2011, AISNSW finalised the Professional Development and Review tool, an on-line program that enables teachers and schools to collaborate on the achievement of school goals and the delivery of appropriate professional learning. The program will be available to schools in 2012.

Teacher accreditation

At the 14 October 2011 MCEECDYA meeting, the Australian Institute for Teaching and School Leadership proposed national certification of Accomplished and Lead teachers. NSW will transfer to a national process when AITSL principles for a common approach to certification have been agreed and adequate resources, evidence guides and procedures are developed to support the standards. In the meantime, NSW continues to support voluntary teacher accreditation at Professional Accomplishment and Professional Leadership levels through the NSW Institute of Teachers.

To date, 227 teachers have been employed as Highly Accomplished Teachers (HATs), Quality Teachers or were recognised at Professional Accomplishment level across the three National Partnerships. By 31 December 2011, 1040 teachers had submitted preliminary assessment

applications for accreditation at levels above Professional Competence with the New South Wales Institute of Teachers.

A number of teachers had also commenced full accreditation submissions by December 2011, including:

- 189 government school teachers
- 19 Catholic school teachers
- A total of 73 to date in the independent sector including 38 teachers already accredited .

Highly Accomplished Teachers in NSW Government schools who completed two years in the role at the end of 2011 were due to finalise their submission for accreditation at the Professional Accomplishment or Professional Leadership level by the end of 2011. HATs have also been working with other experienced teachers in school or cluster groups to expand knowledge of the Professional Standards for Teachers, including the new national standards, and of the processes of accreditation against the higher levels of these standards.

In NSW Government schools there are currently 87 NSW DEC teachers who have commenced submissions for Professional Accomplishment and 102 have commenced submissions for Professional Leadership under requirements for the NSW Institute of Teachers.

The use of teaching standards in annual performance management and development processes has led to improvements in the process through greater clarity in language, understanding of expectations and better alignment of goal setting and professional learning.

Teachers in Catholic schools are encouraged and supported to seek higher accreditation through the NSW Institute of Teachers. Dioceses implement a range of support strategies, including sponsoring teachers to complete the NSWIT's accreditation courses and accredited professional learning programs.

The Catholic Schools Office (CSO) has gained recognition with the NSW Institute of Teachers as an Accredited Provider. All CSO and school professional development programs will now be developed against NSWIT standards to enable registration with the NSWIT. This will enable teachers to access accredited programs to ensure that they are able to maintain their recognition with the NSWIT.

Teacher accreditation grants and courses to support teachers and their in-school mentors through the Institute of Teachers accreditation process have been advertised to all independent schools. In 2011, three teacher accreditation grants were awarded to schools and 56 teachers completed courses to assist them to prepare for higher levels of accreditation with the NSWIT and ISTAA. In addition, 45 teachers completed training to support other teachers through all levels of accreditation.

5. Retaining and rewarding quality principals, teachers and school leaders

Improved pay dispersion to reward quality teaching

Highly Accomplished Teachers (HAT) positions (and equivalents for the Catholic and independent sectors) recognise and reward high performing teachers. In NSW government schools this new classification offers additional career progression for excellent teachers. The HAT is paid a higher salary than other classroom based teachers in recognition of the high quality of their teaching and their ability to cultivate the teaching skills of their colleagues.

HATs work with all staff in their school but have a particular focus on beginning teachers and on the co-ordination and supervision of professional experience for pre-service teachers in conjunction with university partners. They also work with experienced staff applying to achieve accreditation at higher levels of Accomplishment and Leadership with the NSW Institute of Teachers and support quality teaching in cluster schools.

Pay dispersion is not the only reward for quality teaching, as HATs have and provide opportunities for additional professional learning or career-enhancing experiences, such as collaborating with other teachers or leading school change initiatives.

In 2011, the initiative to engage Highly Accomplished Teachers (HATs) and sector equivalents continued to be supported through both the Low SES NP and the ITQ NP.

By the end of 2010 there were 106² HATs and sector equivalents:

- 25 in the government sector (13 in ITQ Centres for Excellence, 12 in Low SES schools and Reform Extension Initiative schools)
- 81 in Catholic schools.

During 2011, there were an additional 122 HATs and sector equivalents who commenced duty - an additional 84³ in schools in the government sector (22 in ITQ Centres for Excellence, 15 through the Low SES NP and 47 in Reform Extension Initiative schools), plus 38 in independent schools.

At the end of 2011 there were a total of 227 HATs and sector equivalents (including full-time and part-time positions), including:

- 108 in the government sector (73 in Low SES government and REI schools and 35 in government ITQ Centres for Excellence)
- 81 in the Catholic sector
- 38 in the independent sector.

In NSW government schools, incentive payments for principals of NSW DEC Centres for Excellence are made in the following year and are based on self-assessments supported by evidence by principals against the key goals of the Centres for Excellence. These self-assessments are validated by School Education Directors and endorsed by Regional Directors.

For the 2010 school year, 13 principals of NSW DEC Centres for Excellence were eligible for an incentive in recognition of their management and leadership, with 12 bonus incentive payments paid (one principal choosing not to apply for the allowance).

For the 2011 school year, all 35 principals of NSW DEC Centres for Excellence were eligible for an incentive in recognition of their management and leadership. Thirty two of these principals elected to participate in the 2011 process, with all 32 being awarded an incentive payment.

'HAT equivalents' are engaged in a variety of activities in Catholic schools. These include managing Centres for Excellence; delivery of professional learning programs; development of

² Note that 105 continued into 2011.

³ Note that this figure represents the total number of HATs in the government sector who commenced in schools during 2011. This number includes those who were formally offered positions during 2010 in preparation for the 2011 school year.

university partnerships; mentoring and coaching; capacity-building; supporting leadership teams in decision-making regarding school improvement initiatives; brokering connections between schools; and supporting professional learning communities.

Four incentive payments were made to principals of Catholic school Centres for Excellence during 2011.

In independent schools, a number of 'HAT equivalents' have been appointed as mentors through the Professional Exchange and Mentoring Program or are mentoring other teachers within their own schools. There are currently 55 mentors providing on-site support, predominantly to beginning teachers in smaller regional schools.

In the independent sector there is an additional level of accreditation beyond Professional Competence and teachers achieving Experienced Teacher accreditation are rewarded with additional pay. Whilst these teachers are not defined as 'HAT equivalents' by the independent sector under the National Partnership, they are recognised as high quality teachers within their communities.

Improved reward structures for teachers and leaders who work in disadvantaged Aboriginal, rural/remote and hard-to-staff schools

Incentives

NSW DEC has offered a range of incentives to attract high quality teachers and leaders to schools with significant geographic or socio-economic challenges. These incentives encompass both financial and non-financial rewards and are provided on a temporary basis (i.e. for the life of the school's NP funding). The incentives offered vary from school to school and can be substantial. Incentives include:

- additional training and development days
- rental subsidy
- eligibility to apply for incentive transfer
- compassionate transfer status for teaching partners
- an annual retention benefit for teachers in around 40 isolated schools
- locality allowances (e.g. isolation from goods and services allowance)
- additional staffing resources to provide extra support for staff (e.g. teacher mentors)
- flexible school organisation incentives (e.g. the provision of additional release time for teachers to support professional development or team teaching)
- the creation of 'teacher teams' comprising teachers, executive staff and/or paraprofessionals to provide targeted focused support for particular programs
- flexibility to employ a teacher on a casual basis for four weeks prior to their formal appointment, to allow for more in-depth induction and acclimatisation to the school and the local community.

In 2011, a range of incentives were awarded to high-performing principals to support capacity-building in Catholic schools. These include flexible salary packages and rental subsidies, travel and moving support, rental and accommodation support and PD opportunities and subsidies.

Most of the ISCE's school support strategies (e.g. mentoring and building relationships) have targeted disadvantaged, Aboriginal, regional, remote and hard to staff schools.

As part of a broad strategy to support Aboriginal students, independent schools are supporting Aboriginal Education Workers to gain appropriate qualifications in Education Support Services. One AEW commenced study in 2011. The ISCE is supporting the AEW through assistance with course fees, and provision of both a study supporter and a mentor.

With support through the ISCE, the principals of 5 National Partnership schools (3 Low SES NP and 2 LN NP) completed intensive funded leadership training in 2011. Funded time release has been an important strategy in National Partnership schools and those schools receiving grants targeting rural/remote and hard to staff schools.

Improved in-school support for teachers and leaders, particularly in disadvantaged, Aboriginal, rural/remote and hard to staff schools

Paraprofessionals

Paraprofessionals are non-teaching staff who assist schools, through a broad range of educational and operational roles, to support the personalised teaching and learning needs of students. Paraprofessional positions have been available to schools participating in the Low SES and ITQ National Partnerships since 2010.

Numbers of paraprofessionals fluctuated throughout the year as positions included full-time, part-time and temporary roles. Some earlier appointments ceased while others were appointed to replace them or in other cases to add to existing numbers. Some paraprofessionals work in multiple schools, combining a number of combined part-time roles. Across all Partnerships:

- from the beginning of 2010 to the end of 2011, 107 paraprofessional positions had been created in government schools
- there were 32 in the Catholic sector
- a net gain of two paraprofessionals in independent schools during 2011 brought the total for that sector to 27.

In the government sector, paraprofessionals are either Educational (requiring a minimum qualification in Educational Support or equivalent) or Operational (generalist or specialist position). Educational paraprofessionals work under the guidance and supervision of teachers (as delegated by the principal) to support teaching and learning in the classroom, for example by working with small groups of students to develop literacy and numeracy skills. Operational paraprofessionals provide support for teachers through tasks such as providing technology and connected learning support for teachers in the classroom, developing and implementing data management systems and assisting with the coordination of professional experience (practicum) placements for teacher education students.

In the Catholic sector, paraprofessionals are employed in a variety of roles including supporting literacy and numeracy programs and Aboriginal Education Assistants who support teachers to engage with Aboriginal communities.

In independent schools, educational paraprofessionals are predominantly engaged in classroom support and, in particular, the implementation of MULTILIT. In educational support roles, paraprofessionals are also involved in Homework Centres and in libraries, supporting the development of community engagement schools with literacy. Operational paraprofessionals

work in an administrative capacity in the school office or in the library to enable teachers to focus on teaching and learning.

Teacher Mentors

NSW school sectors report teacher mentor numbers using different methods, with the result that numbers may not be compared or aggregated:

- in the government sector, there were 50 FTE Teacher Mentors in 2011 (as for 2010)
- in the Catholic sector, 13 new mentors were appointed, with a total of 92 appointed to date
- in the independent sector 100 mentors were appointed in 2011, with a total of 142 appointed to date.

In 2011, NSW DEC appointed 50 full-time equivalent (FTE) Teacher Mentors under the 2011-2012 Teacher Mentor Program to provide support to 92 NSW government schools. These vary from 1.0 FTE positions to 0.33 FTE positions. The Teacher Mentor Program operates for a two-year period. (See Appendix 2 for a list of participating schools).

In several Catholic Dioceses, teacher mentors support early careers teachers across multiple NP schools through the system's Early Career Teacher Program. In 2011, the system implemented an enhanced training program for the supervisors and mentors of early career teachers. This program has developed the system's capacity to support early career educators at the start of their teaching careers, which is expected to help improve retention teacher mentors in Catholic schools also mentor faculty staff and leadership teams.

In the independent sector, teacher mentors predominantly provide on-site support for beginning teachers. Those appointed under the Professional Exchange and Mentoring Program work mostly with beginning teachers and single subject teachers in regional schools. The intensive on-site phase of their support is followed by email and Skype contact to promote on-going critical reflection and assistance with resources. Six mentors work across the sector supporting literacy and numeracy and assisting with the development of Personalised Learning Plans for Aboriginal students

Teachers' and school leaders' engagement with community members

Around 83% of government Partnership schools used explicit strategies to engage the Aboriginal community. Schools reviewed their implementation of the Aboriginal Education and Training Policy, liaised with the local Aboriginal Education Consultative Group, employed Aboriginal staff, provided family and community partnerships/training, provided cultural awareness/immersion programs for staff, and developed Preschool to Kindergarten transition programs involving Aboriginal staff.

For example, in 2011 Casino West Public School set two targets for the improvement of community engagement and Aboriginal Community involvement. A number of strategies were used to achieve these targets, including:

- Training four Aboriginal staff in the *Stronger Smarter* program
- Establishing an Aboriginal Cultural Room.
- Implementing a *Bunjlung* cultural program.

- Implementing *Dare to Lead* strategies.
- Working to develop connections with the community by attending Aboriginal Education Consultative Group meetings, award ceremonies and community celebration days.

During 2011, significant improvements were made to the level of Aboriginal community participation at Casino West Public School and Aboriginal employment within the school increased by two staff.

Catholic schools collaborated with Aboriginal communities through strategies such as parent participation in the classroom, career development days involving professional and community partners, home visits, community dinners and staff participation in cultural awareness workshops run by an Aboriginal Education Officer.

Independent schools are increasingly engaging in community consultation with parents regarding the education of their children. At least 34 independent schools are actively involved with their local communities, with three schools collaborating with the community to teach an Aboriginal language. The extent and nature of the involvement varies from school to school; however, many schools work with their Local AECG, with at least six consulting with the AECG on educational matters and three participating actively in AECG meetings. In one case the school principal is also the president of the Local AECG.

Almost all the 42 independent schools with Aboriginal boarders have community engagement strategies, with regular meetings and input from parents. Six independent schools are working extensively with the communities from which they draw boarders and there are regular visits by teachers and leaders of the school. At least 17 schools work with a distant Aboriginal community, including annual visits and in 2011 one independent school seconded teachers to the remote community school for periods up to six months.

In 2011, four independent schools embarked on intensive cultural awareness programs. One school involved 200 staff in a day of professional learning; another involved four staff working with the teachers in an Aboriginal community, with the Aboriginal teachers then visiting the Sydney school to share their knowledge of teaching Aboriginal students. A third school spent time with the teachers of a government primary school with high Aboriginal enrolment learning about the Aboriginal '8 Ways of Knowing'.

Support for Aboriginal and Torres Strait Islander students

Strategies to attract Aboriginal people into the teaching profession

NSW employs strategies to support Aboriginal students and improve their outcomes by attracting Aboriginal people both to the teaching profession and to paraprofessional positions, and by offering opportunities for pre-service teacher education students to undertake internships and extended practicum placements in schools with high Aboriginal populations.

In 2011, NSW DEC offered 90 teaching scholarships to Aboriginal or Torres Strait Islander students (86 were accepted). NSW DEC also appointed 94 Aboriginal teachers to permanent positions over the 2010-11 staffing period, representing an increase of 18 teachers compared to the same period in the previous year. Newly appointed Aboriginal teachers were supported by NSW DEC through the provision of a resource kit, and list of key contacts for Aboriginal education and services. During 2011, 14 designated Aboriginal positions were filled in government schools with significant Aboriginal populations.

NSW DEC also initiated an Aboriginal Teacher Mentor program in partnership with the University of Wollongong. Designed to support the retention of newly appointed Aboriginal teachers, this program engaged 14 Aboriginal teachers and 14 mentors (7 of whom were experienced Aboriginal teachers).

Another program that was available to Aboriginal teachers and executives in the government sector was *Aboriginal Teacher Leadership Program*. Attended by 24 participants in 2011, this program supported the development of leadership capabilities.

To date 1489 teachers, executives and other staff from NSW public schools have undertaken 38 training courses to further engage Aboriginal students. With stronger engagement in education it is likely that more of these students will continue their education and potentially take up teaching positions.

In Catholic schools the following strategies have been implemented to attract Aboriginal people to the teaching profession:

- offering teacher education scholarships to Aboriginal year 12 students
- sponsorship of Aboriginal Education Assistants to further their teacher qualifications⁴
- provision of support for indigenous support staff who wish to become teachers, including paid study leave and support for job placement on course completion.
- provision of support for Aboriginal teacher trainees (including HECS and residential support)
- employment of Education Officers with responsibility for curriculum/indigenous education whose role, in part, focuses on attracting more Aboriginal people into teaching.

Independent schools have adopted diverse approaches to encourage Aboriginal young people to teach. Aboriginal teacher education students are actively encouraged to undertake teacher practicum placements in independent schools and receive financial support for doing so.

Individual independent schools offer scholarships to Aboriginal young people to encourage them to consider teaching as a career leading to employment at the school on completion of training. These scholarships generally provide a living allowance, and may also involve financial assistance for books, travel and HECS. By establishing an extended relationship with the school, Aboriginal teacher education students are able to be nurtured and supported throughout their training.

Through the ITQ strategy of supporting teacher education students in working with Aboriginal students, nine Aboriginal teacher education students have been provided with additional training in literacy and one provided with further experience of MINILIT.

Inclusion of Aboriginal education in pre-service teacher education

In April 2010, MCEECDYA requested that the Standards for Initial Teacher Education Programs include the pre-requisite of training in the area of supporting Aboriginal and Torres Strait

• ⁴ As part of a new strategy commencing in 2011, Aboriginal Education Workers in the independent sector have been encouraged and supported to gain formal qualifications as a basis for further education studies. With support from a tutor, one AEW commenced study in 2011.

Islander students as well as training in special education, English and mathematics, classroom management including anti-bullying and ICT.

NSW has had requirements in these areas since 2006 which were developed through extensive consultation with relevant NSW stakeholders at the time. The Institute's Mandatory requirements for Aboriginal education establish clear requirements for institutions in developing initial teacher education programs and clear criteria for panels assessing programs.

Specifically pre-service teachers would be required to demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds to support improved outcomes.

The NSW Institute has entered national discussions on the development of requirements in Aboriginal education and other areas on the basis that the current NSW requirements will not be significantly diminished. This work, coordinated by AITSL, commenced in the second half of 2011 and will continue through 2012.

Eden Marine High School – Enhancing cultural awareness through the Enhanced Professional Experience Placement Program – case study

Eden Marine High School (EMHS) is a co-educational, government high school located on the far south coast of NSW. It is one of two secondary schools in the Sapphire Coast Learning Community, and was identified as a Centre for Excellence as part of the ITQ NP in 2010. As a Centre for Excellence, the school was appointed with a Highly Accomplished Teacher (HAT).

In 2011, EMHS participated in the *Enhanced Professional Experience Placement Program* (EPEPP) – a pilot DEC initiative to support teacher education students with a strong interest in Aboriginal education. Teacher education students wishing to take part in the program were required to submit an application outlining existing skills and knowledge that would support them to work with Aboriginal school students, as well as articulating the reasons why they wanted to further develop these skills through the program.

ITQ NP funding contributed to development of the program, and to the engagement of local Aboriginal community members –a vital resource providing extensive consultation and community engagement throughout the initiative. Some funding was allocated to support education students with travel and other expenses associated with the placement.

Under the guidance of the school principal, a range of staff members across the school worked with two education students who were seeking a practicum placement with a significant focus on Aboriginal learning. The school HAT, in particular, was instrumental in the program's success by providing a point of contact for the students, teachers and the Aboriginal community, developing the school-based orientation and induction programs and providing key mentoring support to the teacher education students. EMHS also engaged with local Aboriginal Elders, University of Wollongong personnel and regional offices.

One of the key features of the program was its integration into the school's existing online learning (MOODLE) environment. Prior to the program, the school had collaborated with the local Aboriginal Community to develop a Cultural Awareness Moodle Course, which was then supplemented with the ongoing Cultural Awareness workshops program with local Aboriginal Elders. The integration of the program with the existing MOODLE environment was of great benefit to all program participants as it enhanced access to resources, sharing and reflection.

The program was highly successful, generating excellent outcomes for participants. One of the key benefits was in providing participants an authentic opportunity to engage with the Aboriginal community members from the community where their Aboriginal students come from. This helped participants develop a deeper understanding of the importance of embedding cultural inclusivity in the curriculum.

Another key benefit of the program was the development of a sustainable model for professional learning in Aboriginal Cultural Awareness, which was facilitated through the abovementioned development of the MOODLE course. The resources developed to support this course are now accessible to other education students. They are also provided to new teachers to EMHS as part of their induction to the school, and the local Aboriginal community.

Aboriginal education and cultural immersion

In 2011, teachers and executives participated in Aboriginal cultural immersion programs across NSW:

- A total of 81 new scheme teachers and 27 principals from 28 government schools participated in *Connecting to Country*, a professional development program which focuses on developing teachers and principals willingness and ability to establish relationships with Aboriginal students, families and communities
- 98 school teachers and executives in Catholic schools
- In the independent sector, schools were not able to participate in the three day AECG cultural immersion program, however cultural immersion was facilitated by other programs in 2011. Schools are very interested in taking up any further opportunities

In the government sector, the innovative *Connecting to Country* cultural immersion program, was developed in collaboration with the NSW Aboriginal Education Consultative Group (AECG). The program is comprised of a three-day 'in-the-field' Aboriginal community cultural awareness experience delivered by local AECG community members, supported by two days of 'follow-up' delivered as school-based professional learning to integrate Aboriginal cultural knowledge in teaching and learning.

A total of 98 staff in Catholic Low SES NP schools participated in cultural immersion programs in 2011. In one example, an immersion program was conducted in Central Australia as part of a school leadership program.

Armidale Diocese continued with the implementation of '*Let's talk Dhawunda*', an immersion program developed by the Armidale Catholic Schools Office and the Edmund Rice Centre, which aims to immerse beginning teachers and school leaders in the local Aboriginal communities from an historical, political, cultural and education perspective. Participants live in community for a week walking alongside Aboriginal Elders and local communities in a range of contexts.

In keeping with the independence of schools, there is not a systemic approach to cultural immersion in the independent sector and individual schools have developed their own strategies, linking with their parents and local communities to deepen cultural knowledge and understanding for their leaders and teachers. Six independent schools are working extensively with communities from which they draw boarders, while a further 17 work with another distant Aboriginal community. At least 34 are involved with their local communities.

To date teachers and leaders in the independent sector have not been able to attend AECG cultural awareness programs; however, individual schools have provided their own cultural immersion programs for teachers. In 2011 two teachers were seconded to remote Aboriginal schools, living in community for extended periods ranging from one week to six months. Two other teachers have spent a week living in remote Aboriginal communities and three school leaders and three teachers were supported by the ITQ NP to engage deeply with an Aboriginal community in northern NSW. Other schools have implemented cultural awareness programs involving over 200 teachers.

Through its partnership with UNE, the ISCE has supported teacher education students to enhance their ability to teach literacy to Aboriginal students. The students have undertaken training in MULTILIT and one has also completed additional work in MINILIT.

In 2011, one K-12 school's literacy initiative involved teaching literacy skills to Aboriginal and non-Aboriginal teenagers in a disadvantaged independent school. As part of a broad strategy to support Aboriginal students at a school with high Aboriginal enrolments, their Aboriginal Education Worker is being mentored by an Aboriginal teacher from another independent school and is being supported to gain appropriate qualifications in Education Support Services. The AEW is a role model for the 'Learn Earn, Legend' approach to encouraging Aboriginal students to complete their secondary education and consider pathways into further qualifications and higher education. The ISCE is supporting the AEW through assistance with course fees, provision of study support, and a mentor

Minimbah Aboriginal Primary School – Leadership Development leads to further strategies for change

Minimbah Aboriginal Primary School (MAPS) is an independent school located on the New England Tablelands of NSW, with an Aboriginal enrolment of 90%. MAPS commenced participation in the LSES NP in 2010, and has been actively involved with the Independent Schools Centre for Excellence (ISCE). Development of leadership skills has formed a key focus for MAPS throughout their participation in the National Partnership.

Following the initial leadership course for the NP Low SES, the principal pursued further leadership development: a 10 day course for Newly Appointed Leaders, completed in 2011.

Travel assistance was provided through the ISCE to make her attendance at the course possible. As a result of work on financial management, staffing and strategic planning, together with shadowing and coaching opportunities, the principal made a number of key changes to her school, laying the foundations for the development of a stronger learning culture.

Supported by the ISCE, the Aboriginal primary school has been supported to build the capacity of its teachers with assistance from another independent school. Teachers have observed lessons in each others' schools, followed by critical reflection on classroom practice. Facilitated by the principal, the leaders of the two schools also engaged in educational issues and planning.

Through the ISCE Professional Experience and Mentoring Program, further teacher capacity was built through a series of professional experiences in three regional independent schools with Aboriginal students. The ISCE program individually designed for the staff members provided observation and experience. One staff member was mentored by a teacher accredited at the higher levels and their work together focused on developing a deeper understanding of the Professional Teaching Standards.

The ISCE has also facilitated a strategic relationship with UNE to support student literacy learning. A group of Aboriginal and non-Aboriginal teacher education students have been trained in MULTILIT and are working with Aboriginal students at the school.

Teacher professional development to respond to Aboriginal students' needs

In 2011, teachers across government schools participated in a range of professional learning programs to improve outcomes for Aboriginal students. This includes training in *Accelerated Literacy*, *Reading to Learn*, the *Stronger Smarter* Indigenous engagement program, cultural awareness and leadership training. Specific examples included:

- At John Warby Public School the Deputy Principal supported the school leadership team to identify and implement strategies to support Aboriginal students at risk of disengaging from literacy and numeracy learning. All staff were provided with professional development on the 8 Ways of Learning pedagogy and new teachers were trained in accelerated literacy planning and programming. In addition, a speech pathologist provided professional development in assessing and developing student speech and language.
- At Shalvey Public School, eight classroom teachers were fully trained in the Accelerated Literacy pedagogy, with 14 teachers, six School Learning Support Officers and one Aboriginal Education Officer continuing their training. Staff are implementing Accelerated Literacy two to three times a week.

A variety of professional learning initiatives were adopted by schools in the Catholic sector, including Aboriginal Education Advisors working with school leadership teams, and participation in forums on best practice for teaching Aboriginal students.

'*Wii Gaay*' is an Armidale Diocesan Gifted Aboriginal program which seeks to identify underperforming but gifted Aboriginal students. Armidale Diocese provides a '*Wii Gaay*' Coordinator to work with teachers who have '*Wii Gaay*' students in their classes. The students attend educational camps twice in the year.

Independent schools implemented teacher professional learning appropriate to their particular needs and the needs of the Aboriginal students in their communities. Many schools have boarding students from diverse communities and, with support and advice from the ISCE, extended their cultural awareness programs with staff in 2011.

The focus of professional learning in the independent sector has been on developing authentic experiences of working with Aboriginal students and teachers, in addition to building professional dialogue.

During 2011, to deepen cultural understanding and staff ability to respond to the needs of Aboriginal students, five schools sent staff to Aboriginal communities for periods from one week to six months. Through the ITQ NP, the ISCE supported one school to bring teachers from their partner Aboriginal community to Sydney to work with other teachers to improve their ability to meet the needs of Aboriginal students.

The ISCE funded two teachers from an independent Aboriginal primary school to undertake a professional exchange experience at three other independent schools in Tamworth and Orange with significant numbers of Aboriginal students. The focus was on using the Professional Teaching Standards to improve classroom practice and in the course of the exchange they were able to share strategies for teaching their Aboriginal students.

The ISCE has targeted four schools with significant numbers of Aboriginal students to provide additional support for individual teachers. The teachers have each been given five days of on-site mentoring to develop their teaching strategies for Kindergarten and in English and Aboriginal Studies.

Canberra/Goulburn Diocese – cultural awareness through professional learning – case study

Cultural awareness is a key focus throughout the Canberra/Goulburn Diocese, where Catholic schools have utilised ITQ NP funding to support a number of cultural awareness strategies.

One strategy has focused on professional development for school leaders and teachers. Across the Diocese, staff have been invited to participate in courses to help build cultural awareness and sensitivity - for example, the ACER Conference '*Indigenous Education – Pathways to Success*'. Such initiatives aim to foster a deeper understanding of Aboriginal learning styles and give participants the opportunity to experience first-hand elements of Aboriginal culture.

Cultural awareness courses have been highly successful. Leaders and teachers who participated expressed deeper understanding and acceptance of the needs and wishes of Aboriginal students and their families, with a positive impact on the Aboriginal students' educational experience. This has also helped enhance community engagement programs in which the participating schools are involved.

School leaders and teachers have participated in additional professional development courses which, although not specific to Aboriginal learning, have contributed to improving teaching practice in the context of cultural awareness. These professional learning initiatives include: '*Working like a mathematician*', '*Interactive Numeracy: Numeracy Circles*', '*First steps: Reading or Writing*', '*Numeracy Intervention Program*' (NIP); '*Reading Recovery*'; '*Gradual Release of Responsibility*'; and '*Primary Connections in Science*'.

Cultural awareness has been further developed throughout the Canberra/Goulburn Diocese with the engagement of Aboriginal Contact Teachers (ACTs). ACTs were appointed within each school to coordinate and communicate with teachers, parents and students, and so build relationships with the community. ACTs have developed and improved their role through meeting with other ACTs in the Diocese twice a year to discuss a range of issues such as best practice for teaching Aboriginal students using SMART goals to assist in writing Personal Learning Plans for students, using and evaluating appropriate and authentic resources and the development of explicit programs for specific Aboriginal events.

Support for other cohorts (if applicable) – 1 Jan to 31 Dec 2011

Aboriginal students are the only specific cohort targeted by the National Partnership on Improving Teacher Quality.

Challenges to implementation/progress – 1 Jan to 31 Dec 2011

Challenge: Attracting high quality teachers to disadvantaged and rural and remote schools

Attracting high quality teachers to disadvantaged and rural and remote schools is a key challenge across NSW's school sectors.

In NSW government schools there is a more than adequate supply of primary teachers and an adequate supply of secondary teachers, except in the areas of mathematics, science with physics, some subjects in technological and applied studies, some specialist teaching areas and some specific subjects in particular geographical locations.

Catholic schools experience workforce shortages in rural and remote schools.

In the independent sector the key issue is professional isolation due to distance and limited professional learning budgets.

Several strategies have been implemented to respond to or mitigate the issue. In 2011, 297 scholarships were offered to teachers in NSW government schools with:

- 75 targeted towards Aboriginal teacher education students
- 20 offered to support teachers working in schools with significant Aboriginal student enrolments
- 76 offered to teachers specialising in maths
- 75 offered to teachers specialising in science (physics).

In addition, as at February 2012, 7 maths and 2 science (physics) teachers have been appointed following the award of an incentive scholarship in their final semester of study.

Catholic schools are implementing a number of strategies to address workforce shortages and high turnover in disadvantaged and rural and remote schools. These include addressing misconceptions and raising the profile of the school, targeted advertising, provision of quality support, mentoring and professional development, appointing Leading Educators to schools, improving incentive packages and establishing relationships with pre-service teachers.

A key independent sector strategy to attract high quality teachers to regional, remote, disadvantaged and hard-to-staff schools is to ensure that assistance is in place for teachers in these schools. In 2011 this has involved the Professional Exchange and Mentoring Program which is able to place support for a teacher in any school. Course subsidies have enabled teachers in disadvantaged schools with limited budgets to attend professional learning. The Regional and Remote Schools Travel Assistance scheme allows teachers to attend professional learning and career development opportunities. Access to professional learning, mentoring and support is also provided through HUBS, which reduce regional teachers' sense of professional

isolation. In addition, through the ISCE a number of disadvantaged schools have been partnered schools with greater capacity, resources or particular expertise.

Challenge: Implementing the school based decision-making model in government schools

The successful implementation of school-based management across NSW government schools faces significant cultural and organisational challenges. This includes the concerns of the Teachers Federation and some principals, the current highly regulated staffing system and complex budget systems, and the difficulty of initiating change in a large system.

The final report of the *Independent Review of the School Based Management Pilot* (NSW Department of Education and Communities, October 2011) outlines the following critical success factors for school based management in NSW:

- Schools need correct staffing and budget information to support successful school based management.
- Current staffing and budget systems will need to be reviewed. An accountability system based on existing positions, systems and structures will need to be developed. Principals will require some State Office support for their decision making, given the complex staffing and budget systems, legislative requirements and industrial agreements.
- Principals require leadership and management skills and increased capacity for financial management. - Significant workforce development is needed to ensure that current and aspiring principals have the knowledge and skills needed to implement successful school based management.
- A clear model of school based management needs to be developed for NSW. Information on the model will need to be communicated to all stakeholders to increase knowledge and manage expectations and concerns.

Sydney Secondary College: fostering positive learning habits and engaging the community through a Year 7 Learning Fair

Sydney Secondary College Leichhardt Campus (SSCLC) is a co-educational government school attended by 680 Year 7 – 10 students in Sydney's inner west. Catering for a range of student abilities, SSCLC specialises in middle schooling programs that support students' academic and emotional development. The school commenced operation as a Centre for Excellence in the 2011 cohort of the ITQ NP. As a Centre for Excellence, the school received additional staffing resources of a Highly Accomplished Teacher and a 1.0 FTE paraprofessional position.

A particularly successful classroom and homework program at SSCLS implemented as a part of the Centre for Excellence initiative was the Year 7 Learning Fair. This program required all Year 7 students to choose a problem related to a hobby or interest, and over the course of seven weeks, draw on research and evidence to devise a solution. Students presented their solutions to peers, teachers and parents at the Year 7 Learning Fair in June 2011. Throughout the process, students kept a journal to document their experiences and reflect on their learning, which itself was assessed for literacy using NAPLAN-based criteria.

The Learning Fair demonstrated SSCLC's commitment to building a partnership between school and home, and engaging parents in their child's education. The P&C collaborated with teachers to refine project plans, whilst all parents were encouraged to work with teachers throughout the planning process; ensure students wrote in their journals; and liaise with teachers if they identified any areas in which students required further support.

The Learning Fair was accomplished through the combined efforts of a range of staff including the HAT; the Information Management Support Officer (a paraprofessional); the Technical Support Officer; and the senior executive.

Feedback from students, parents and teachers was highly positive. Students valued the opportunity to develop positive relationships with teachers, peers and students from other years. Parents appreciated the opportunity to be involved in planning, and engage with their child's learning. Teachers learned more about their students, and observed that students were happy and engaged throughout the process. Teachers also valued the professional learning associated with marking student journals, as this encouraged collegial discussion regarding literacy teaching across the curriculum.

The success of the 2011 Year 7 Learning Fair will be built on in future years. Teaching and learning resources were developed in 2011 (including a Learning Fair Handbook) to sustain the Fair as an annual event for all Year 7 students at SCCLC, and evaluation has been undertaken to identify how the process might be further refined – for example in sharing the organisation of the project across all Key Learning Areas.

Temora High School: The Shift from Student to Teacher – Contextualising School for Pre-professional Experience Teachers

Temora High School (THS) is a rural government school catering for 368 year 7 – 12 students in the Riverina region of NSW. Identified as a Centre for Excellence in 2010, THS has implemented a range of strategies to build university partnerships and support initial teachers.

HATRack is a network of Highly Accomplished Teachers in Riverina schools. Supported by School Education Directors, *HATRack* aims to both improve teacher quality practices and strengthen the partnership between schools and university by implementing quality education and professional experience placements for initial teachers.

THS has also built strong partnerships with Charles Sturt University, focusing on education for initial teachers, and on understanding education in rural and remote areas. In 2011, this involved facilitating the opportunity for 10 first-year teacher education students from the university, accompanied by a university staff member, to visit THS in June 2011.

During their visit to THS, participants engaged in an introductory discussion with the school Principal and the HAT, during which they learnt about the context and unique characteristics of THS which contributed to its selection as a Centre for Excellence. They also heard about the positive working climate of rural schools, and the opportunities for rural teachers in smaller schools to be immersed in school life.

Each participant was also given the opportunity to observe three lessons at the school (at least one of which corresponded with their major subject area of study). These lessons were followed by debrief with the relevant teachers, which gave participants the opportunity to discuss their observations. Participants further engaged in 'school life and culture' through attending a staff morning tea, and observing students in the playground.

All participants responded to an evaluation survey at the conclusion of their visit. Evaluation results indicate that participants felt the experience was very valuable, helping them connect the concepts they were studying at university with concrete knowledge of a school context. Results also indicate that participants benefitted from the opportunities to talk informally with teachers about teaching as a career, and their own career aspirations.

Participants were requested to complete an evaluation survey 12 weeks after visiting the school. Respondents reported a high degree of satisfaction with the experience. One participant indicated that an ongoing relationship with THS had commenced, with informal future visits planned. Another participant valued the experience of observing special education within the school support unit, as it deepened their understanding of the range of educational opportunities for students. All participants indicated they were more likely to seek teaching appointments in a rural setting as a result of the visit, and that the visit had helped them understand the breadth of teaching as a career.

The university staff member who accompanied education students on the visit to THS also reflected positively on the experience. He appreciated the opportunity to speak to a number of Head Teachers about their roles, as well as to understand of the school's implementation of the Digital Education Revolution laptop program through classroom observation.

Follow up discussions continue to be, held with the *HATRack*, university representatives, and School Education Directors. Discussions aim to progress ideas for further work in the schools, and to support and strengthen the university partnership into the future.

Lismore Diocese: Ready to Teach – engaging system authorities with universities

The *Ready to Teach* program has been implemented throughout the Lismore Diocese as part of the ITQ NP. This program aimed to support universities prepare high quality teaching candidates for work in Catholic schools through establishing effective partnerships between Catholic system authorities and universities.

The opportunity to participate in the *Ready to Teach* program was offered to selected fourth year education students (both primary and secondary) across participating universities. The program consisted of several elements, all designed to work together to provide participants with the best possible preparation prior to entering the teaching workforce:

- Each participating student was assigned a mentor to provide support and advice over the course of the program.
- Each participating student engaged in an intensive three-week period of team teaching, remaining with the same teacher and class throughout.
- Each participating student was treated as an equal throughout the program.
- The program addressed all aspects of teaching in a non-threatening and supportive environment.

The *Ready to Teach* program was distinct from a standard internship insofar as participating students remained with the same class and teacher throughout the period. This enabled the participating students and teachers to work closely together, and facilitated excellent 'on the job' learning.

A range of strategies were employed to encourage class teachers to engage in the program. This included a financial incentive of \$400, and reassurance that they would not have to fulfill extensive assessment and reporting responsibilities.

Ready to Teach was a highly successful program, as evidenced through the high number of participants who are now employed in Catholic schools as a result of their experience. High levels of satisfaction have been reported by participants in the program.

Macleay Vocational Learning College, Kempsey – ‘Second chance’ independent school supported to improve classroom practice

Macleay Vocational Learning College (Macleay VLC) is an independent Year 9 – 12 school located in Kempsey. Macleay VLC caters for approximately 70 students who are returning to education after a significant gap in their schooling (for instance, periods in juvenile detention or difficulties in other educational contexts). The majority of students are of Aboriginal background, and many have learning difficulties. Almost all students have significant welfare needs in a wider context of disadvantage in the Kempsey area.

As part of a broad strategy to support Aboriginal students at Macleay VLC, their Aboriginal Education Worker is being mentored by an Aboriginal teacher from another independent school and is being supported to gain appropriate qualifications in Education Support Services. The AEW has become a role model for *Learn Earn, Legend*: a program encouraging Aboriginal students at the school to complete their secondary education, and consider pathways into higher education or further qualifications.

Macleay VLC also implemented an effective strategy to address staffing challenges to improving teacher quality. Staff at Macleay VLC are each the sole teacher of their subject area and as a result, they have had limited curriculum support and few collegial opportunities to develop their classroom practice. To help overcome this challenge, then, Macleay VLC engaged in the *Professional Exchange and Mentoring Program*.

With the support of the ISCE, the *Professional Exchange and Mentoring Program* provides teachers the opportunity to engage in a supportive, mentoring relationship. As a participant in this program, the English teacher at Macleay VLC spent five days engaging with and learning from a highly experienced English teacher and Curriculum Coordinator at St Philip’s Christian College in Waratah, Newcastle. The teacher from St Philip’s was a trained mentor, and had been trialling the English Studies course at her school – a program that would be potentially more suitable for the students at Macleay VLC. than the Standard English course offered to all Year 12.

Both teachers reported great benefits from the experience. The teacher from Macleay VLC experienced a positive change in attitude, from ‘*a reluctance, to a thirst for knowledge and collegiality*’. The teacher from St Philip’s reported further development of her mentoring skills, and that she benefitted from the opportunity to broaden her horizons by using her subject expertise in an entirely different educational context.

The Principal of Macleay VLC also reported significant benefits from the program. These included the opportunity to share resources, and the enrichment of programs at the school.

Plans are underway to sustain and build on the gains from this program, as the professional relationships established in 2011 are to be extended into 2012.

Sustainability

Maintaining the momentum of reforms implemented under the Improving Teacher Quality National Partnership will be challenging without the continued support of funding provided under the Smarter Schools National Partnerships. However, strategies to embed the reforms undertaken through the ITQ NP into school practice have been implemented from the start of the Partnership and have ensured the success of related reforms of the other Smarter Schools National Partnerships.

A key to the sustainability of the reforms is the transferability and scalability of initiatives beyond those schools directly involved in the ITQ NP. Sharing the learnings about the selection, implementation and scalability of initiatives is being facilitated by the suite of strategic state wide evaluations, whose findings are regularly communicated to schools across all sectors through a variety of media.

Changes in capacity, attitudes, knowledge and practice of teachers and school leaders, required to sustain the reforms beyond the life of the Partnerships, are already evidenced in the findings of these evaluations and the related Cross-sectoral Impact Survey, described in greater detail below in Section 4 (Research and Evaluation).

By implementing the Centre for Excellence initiative using a “hub and spoke” model, the reach and longevity of initiatives to improve and enhance teacher quality across NSW DEC schools has been enhanced.

The 13 NSW DEC schools which ceased their formal two year participation in the Centres for Excellence initiative at the end of 2011 are being supported in 2012 to participate in a further year of teacher quality focused transition activities, with funding of up to \$200,000 each. The objective of the transition program is to support schools to further embed teacher quality practices in school culture, enhancing sustainability.

In addition, a new NSW DEC initiative, the Teacher Quality Project was established for schools that have not already received National Partnership funding. In 2012, six schools and four communities of schools, representing a diverse range of contexts, will access funding of up to \$150,000 to implement a project in their school aligned to some of the reforms of the ITQ NP

In the Catholic sector, the strategies implemented under the ITQ NP have influenced school and system changes, particularly in relation to the support, development and professional engagement of teachers and school leaders and in the system’s strategic planning and budgeting contexts to drive future recruitment, financial management, resource allocation and accountability.

In some Dioceses a key shift has been the positioning of support for teachers, which has moved from a focus on outside to inside the classroom. Expert teachers are now supported to work alongside classroom teachers by both school leadership and system resources. This strategy is building pedagogical and content expertise among teachers and will allow them to take on the role of experts within their own schools.

Mentoring and collaborative practice between colleagues is encouraged and is becoming a common practice in and between schools. Video-conferencing facilities established under the ITQ NP will be made available to schools not participating in the National Partnership to support demonstrations, discussions on key topics, sharing resources and meetings. This strategy will be sustainable as the infrastructure has now been established and resources are continuing to be invested in this area of school improvement.

Sustainability of strategies has also been a major focus for the independent sector. All initiatives have focused on building capacity within schools and developing supportive relationships between schools and communities that will continue beyond the National Partnership.

By promoting teacher accreditation, a pool of teachers accredited at the higher levels has been established in independent schools and this group is already working with other teachers. Similarly, the focus on professional learning and support regarding accreditation has increased the number of teachers seeking accreditation beyond Professional Competence. Courses on supporting teachers through accreditation have increased familiarity with the National Professional Standards for Teachers and improved the ability of schools to advise and assist their teachers.

The numbers of leaders and teachers accessing mentoring training, coaching skills and leadership development has increased over the life of the National Partnership, with participation among regional schools increasing significantly. This is building far greater leadership depth across all levels of the independent sector workforce and creating a pool of expertise which will make the gains of the National Partnership more sustainable as this group uses their training to good effect with other teachers and schools.

There is already evidence of the positive impact of the Professional Exchange and Mentoring Program, with the on-going exchange of advice and resources being very common beyond the completion of the mentoring experience.

One of the greatest investments in sustainability has been the establishment of videoconferencing HUBS in ten regional schools. This mode of delivery of professional learning has reduced the professional learning costs of regional schools and the sense of isolation often experienced by teachers in regional and remote locations. Associated opportunities for regional leaders and teachers to participate in the wider educational community and to be supported by personal contact, will continue beyond the National Partnership Agreement.

Section 3 – Low Socio-Economic Status School Communities

Overview – 1 January to 31 December 2011

During 2011, 522 NSW schools participated in the four year Low SES NP, including

- 459 government schools, with 295 continuing their participation and another 164 commencing their four year involvement
- 23 catholic schools continuing their participation and 22 commencing
- 13 independent schools continuing their participation with a further five joining in 2011.

In addition to schools participating in the four year Low SES NP, during 2011 ten government schools continued and 53 commenced in the Reform Extension Initiative (REI), a two year program with a focus on National Partnership reforms that directly enhance the availability of high quality teaching and the literacy and numeracy outcomes for students.

Planning and situational analyses also commenced in 2011 for 92⁵ schools prior to commencing in the Low SES NP in 2012.

Schools participating in the Low SES NP, including the REI, in NSW represent:

- 18% of all NSW schools
- 14% of all NSW school students
- 36% of Aboriginal students attending NSW schools
- 72% of NSW students attending remote schools.

Participating schools catered to

- around 98,767 school students in metropolitan areas
- around 58,803 school students in regional and rural areas
- around 3,910 school students in remote areas.

Throughout 2011, schools in all three sectors in the Low SES NP implemented a wide range of strategies within the six key reform areas. For those schools which had commenced implementation in the previous year, this second year presented opportunities to further tailor their strategies in response to issues and priorities identified through school planning and self-evaluation. The increased use of school and student data to inform decisions resulted in effective initiatives and improved outcomes for students.

⁵ One of these did not proceed to 2012.

Priorities identified in the Implementation Plan for 2011 received particular attention:

Priority - Increased engagement with data as a basis for educational planning

All government schools undertook a situational analysis prior to their commencement under this National Partnership. In addition, the 295 continuing government schools completed an annual self-evaluation. Participating government schools used their self-evaluations to inform their planning, target setting and target monitoring. The rigorous situational analysis and annual evaluation processes ensure that schools are in the best position to allocate Low SES NP funding to strategies that will best address the needs of their students. This rigorous school based evaluation combined with the deep analysis of school plans by central office ensures central office and regions provide appropriate strategic resources and support to facilitate successful implementation of strategies.

The Catholic sector used data to support planning at three levels:

- at the sectoral level, staffing and resourcing needs became a 'more exact science' as comparable data was made available to policy developers and managers
- at the school level, teachers received more focused support following the better identification of student needs using data at the school, class and individual level
- teachers are able to adjust practice and accommodate individualised learning to a degree not possible without access to student performance data.

In the Independent sector the following trends became apparent:

- the analysis of data and target setting was more strategic
- data was shared across the whole school and more whole school responses were developed and implemented
- a shift occurred in the use of data with some school leaders analysing student performance data to determine the direction and success of teacher professional learning
- teachers in most schools engaged more readily with whole school/ class and individual student data
- the nature and amount of data used in planning became more sophisticated
- some school leaders began to identify the data needed to inform the success of the educational change or new strategy as part of their planning process.

Priority - Deeper understanding of students' strengths and potential for improvement

All government schools participating in this National Partnership are expected to participate in ongoing professional learning in the use of data to inform programming and planning for teaching and learning. An increased focus and understanding of achievement data provides a deeper understanding of students' strengths and areas for further development.

The learning styles of individuals at Catholic schools were incorporated into individual learning plans (ILPs) to support students of greatest need. Parental involvement in the learning process via engagement with ILPs proved to be fruitful.

Independent schools reported that the impact of ILPs and Personalised Learning Plans included a deeper understanding of students and appreciation of students' strengths. Positive impacts were reported from the student wellbeing courses undertaken by teachers.

Priority - Increased leadership skills development for change management

All government schools are expected to participate in a leadership development program as part of their participation in the National Partnership. Enhanced leadership capacity and the ongoing development of leadership density in schools was a significant component of the work in government schools in 2011.

In the Catholic sector, leadership capacity was enhanced through more consistent approaches to enhancing leadership skills.

Principals and schools in the Independent sector participated in a course designed specifically to support the development of leadership skills for change management. Indications of the increasing skill of school leaders to lead and manage change was found in the specificity of school plans, the increased sophistication of the use of data to drive change, to set targets, to determine professional learning needs of staff, to assess the rate at which to implement change, the growing skill in creating teams and in challenging and questioning established school practices.

Priority - Increased capacity in whole-school evaluation and monitoring processes

Each of the 459 government Low SES schools and 63 Reform Extension Initiative (REI) schools prepared an annual self-evaluation report in 2011. This process identified areas of progress and achievement, including against 2011 targets, and provided detailed information for schools to inform their planning for 2012.

Many Catholic schools were supported by their education office and Learning Communities in adopting new whole-school models of monitoring, evaluation and self-improvement.

A significant number of targets were met or exceeded in independent schools. There was also greater clarity in the indicators listed in school plans and refinements were made to strategies, as part of the planning process, following evaluations involving the sampling of student work, teacher dialogue and formal reviews conducted each term.

Priority - Increased emphasis on parental engagement and opportunities to link more effectively with local communities, including Aboriginal communities

All 459 government schools adopted a community or parent engagement strategy in 2011. Schools supported and engaged parents through engagement of Aboriginal Cultural Education Officers, parent education and orientation classes, cultural programs and ongoing feedback about students' progress, achievements and areas in need of further support and development.

Catholic schools identified new ways to engage parents who faced difficulties due to language, cultural or social circumstances.

The focus in the independent sector shifted towards more parent education and support for student learning, and away from simply providing information. Strategies included greater use of translations into community languages, phone calls for positive catch ups, conversations and visits, providing information through the school website, and the production of DVDs and resources for parents. The schools reported that the Personalised Learning Plans enhanced parental engagement.

Priority - Strategies for supporting students' transition from school to further education and employment, including raising aspirations and transitions to higher education.

Government schools employed a variety of strategies to support student transition from school to further education and employment. Schools work with partners outside the school to broaden the horizons of students and increase the importance of gaining an education. These strategies include University partnerships, links with other state and Commonwealth government agencies, traineeships, TAFE-delivered vocational education courses and links with local business and community organisations.

Being aware of student pathways assisted Catholic schools to engage with the issues faced by students undertaking transitions. Students in low SES communities in particular were supported to focus on their further education and employment options.

In the independent sector, many schools invited ex-pupils to return to the school to inspire students. Schools also undertook visits to universities and participated in study days at universities.

Significant achievements of Low SES NP reforms – 1 Jan to 31 Dec 2011

During 2011, significant achievements in the Low SES NP included significant increases in the numbers of Highly Accomplished Teachers (and sector equivalents) and paraprofessionals, and evidence of the widespread and effective use of data to inform planning. Together with initiatives supported through all six Low SES NP reforms, these achievements brought about enhanced engagement and improvements in educational outcomes for students.

The initiative to engage Highly Accomplished Teachers (HATs) and sector equivalents, was supported through both the Low SES NP and the ITQ NP.

By the end of 2010 there were 106⁶ HATs and sector equivalents:

- 25 in the government sector (13 in ITQ Centres for Excellence, 12 in Low SES schools including 10 in REI schools)
- 81 in Catholic schools.

During 2011, there were an additional 122 HATs and sector equivalents who commenced duty - an additional 84⁷ in schools in the government sector (22 through the ITQ NP, 15 through the Low SES NP and 47 in Reform Extension Initiative schools), plus 38 in independent schools.

⁶ Note that 105 continued into 2011.

At the end of 2011 there were a total of 227 HATs and sector equivalents (including full-time and part-time positions), including:

- 108 in the government sector (73 in Low SES government and REI schools and 35 in government ITQ Centres for Excellence)
- 81 in the Catholic sector
- 38 in the independent sector.

Paraprofessionals undertook both educational and operational support roles, through both the ITQ and Low SES NPs. Numbers of paraprofessionals fluctuated throughout the year as positions included full-time, part-time and temporary roles. Some earlier appointments ceased while others were appointed to replace them or in other cases to add to existing numbers. Some paraprofessionals work in multiple schools, combining a number of part-time roles. Across all Partnerships:

- from the beginning of 2010 to the end of 2011, 107 paraprofessional positions had been created in government schools
- there were 32 in the Catholic sector
- a net gain of two paraprofessionals in independent schools during 2011 brought the total for that sector to 27.

Analysis and use of data to inform planning

The analysis and use of data is increasingly becoming an integral part of developing effective planning and teaching strategies within Low SES schools. All Low SES NP schools undertake a situational analysis prior to their commencement on the Partnership. This involves a significant school evaluation of internal and external data sources and provides the detailed information needed to inform planning for the most effective school strategies to be implemented in each local school context.

In the government sector:

- 164 schools completed a situational analysis in preparation for their involvement in the National Partnership in 2011
- 295 current Partnership schools revised their situational analyses to inform progress and achievement in relation to 2010 strategies and planning for 2011
- all 459 schools undertook an annual self-evaluation at the end of 2011 to inform their planning for 2012
- schools allocated funding to provide additional professional learning for teachers in the analysis and use of data to inform programming and planning for teaching and learning in 2011

⁷ Note that this figure represents the total number of HATs in the government sector who commenced in schools during 2011. This number includes those who were formally offered positions during 2010 in preparation for the 2011 school year.

- schools engaged in deeper analysis of their School Certificate, Higher School Certificate, NAPLAN and Best Start data through the NSW SMART package. This provided teachers with detailed diagnostic information to inform teaching and intervention programs for individuals and groups of students
- Based on an analysis of over 4,000 targets by Low SES NP schools in the government sector, 55% were either achieved or almost achieved, with a further 14% exceeded.

The Catholic and independent sectors reported that data analysis processes resulted in an increase in the development of personalised learning plans, better identification and assessment of students from non-English speaking backgrounds, and the identification of opportunities to shift the focus of professional learning.

Indications are that the use and analysis of data within Low SES NP schools resulted in a greater staff commitment to evidence-based practice, more data-literate schools, and more strategic target setting. Data collection and analysis also resulted in a better alignment of resources to the most appropriate strategies.

Improved educational outcomes/learning engagement for schools and students

A range of strategies were implemented through the Low SES NP to achieve improved outcomes and engagement in the learning process, including the introduction of new technologies, pedagogy programs such as *Quality Teaching*, parent/community engagement and attendance programs, the development of professional learning communities, partnerships between schools and universities, and individual/small group interventions.

The adoption of these strategies has resulted in the following outcomes:

- within government schools:
 - progress/achievement on targets reported in school plans and explicitly aligned to student engagement showed 70% of these targets were achieved or almost achieved with a further 16.4% exceeded
 - progress/achievement on targets explicitly aligned to reading showed 52% of these targets were either achieved or almost achieved with a further 14% exceeded
 - progress/achievement on targets explicitly aligned to writing showed 47% of these targets were either achieved or almost achieved with a further 17% exceeded
 - progress/achievement on targets explicitly aligned to numeracy showed 51% of these targets were either achieved or almost achieved with a further 14% or exceeded
- Within the Catholic sector:
 - student outcome data showed that in the Wollongong Diocese, a professional development initiative, *Focus on Reading*, resulted in improvements in students' reading achievement

- in the Canberra/Goulburn Diocese, system and school expectations regarding reading and numeracy led to increased student engagement. Programs such as the *Gradual Release of Responsibility in Literacy* and *Read On* led to improvements due to more explicit teaching of reading processes and skills. Student engagement in numeracy was increased as a result of teacher confidence and competence in the use of strategies such as *PAT Maths*.
- In the independent sector:
 - an analysis of literacy targets showed that 57% of the literacy targets set by schools were either exceeded or met, with a further 24% reported as making significant progress. In numeracy, 72% of the targets were exceeded or achieved and 22% reported making significant progress.
 - Blacktown Youth College, which caters for teenagers who have become disengaged from education, had four students accepted into Year 11 in a local mainstream school. At least two other students progressed to TAFE, at least three students entered full time employment, and 40 students applied to Wise Employment for assistance in job seeking.

Allocation of funds against the six Low SES NP reforms

Funding was allocated in 2011 to Low SES NP schools as follows:

- \$136,767,669 to 459 government schools
- \$11,284,216 to 45 Catholic schools
- \$3,940,998 to 18 independent schools.

Distribution of funding allocated to each reform for Low SES NP schools in 2011 is indicated in the table below:

Reform	\$ funding			% of each sector's allocation		
	Govt	Catholic	Indep	Govt	Catholic	Indep
1. Incentives to attract high-performing principals and teachers	\$30,972,044	\$4,250,559	\$1,859,119	22.6%	37.7%	47.2%
2. Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals	\$17,302,031	\$824,709	\$35,892	12.7%	7.3%	0.9%
3. School operational arrangements which encourage innovation and flexibility	\$27,196,944	\$1,411,044	\$614,228	19.9%	12.5%	15.6%

4. Providing innovative and tailored learning opportunities	\$36,245,703	\$2,439,941	\$1,254,387	26.5%	21.6%	31.8%
5. Strengthened school accountability	\$11,285,458	\$1,031,813	\$59,473	8.3%	9.1%	1.5%
6. External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements)	\$13,765,489	\$1,326,150	\$117,899	10.1%	11.8%	3.0%
TOTALS	\$136,767,669	\$11,284,216	\$3,941,000	100%*	100%*	100%*

Reform 1: Incentives to attract high-performing principals and teachers

In 2011, the following allocations of funding were made against Reform 1:

- 23% of funding (\$30,972,044) in government schools
- 38% of funding (\$4,250,559) in Catholic schools
- 47% of funding (\$1,859,119) in independent schools.

The following strategies have been undertaken to implement this reform:

Coaching / mentoring

Partnership schools across all sectors continued to invest in coaching/mentoring strategies as a means of attracting and retaining high-performing principals and teachers. Key initiatives included:

- training initiatives to enhance coaching/mentoring skills, for example:
 - 60 Highly Accomplished Teachers in the government sector were trained in the Microsoft Peer Coaching program. This significant strategy, co-funded by Microsoft and the Low SES NP, enhanced the capacity of school-based personnel to work with individuals and groups of teachers through high quality professional learning
 - 17 regional and central office Departmental staff completed facilitator training in peer coaching to ensure that peer coaching expertise can continue to be built across the state within central office, regional consultants and school staff
 - Teachers and school executive staff in the Catholic sector participated in accredited leadership/coaching courses
- the engagement of external experts in staff mentoring, including one independent school employing an external literary expert to mentor members of the school leadership team and classroom teachers
- executives and experienced/specialist teachers mentoring/coaching other staff, including new scheme teachers

- access to specific subject mentoring by teachers in the independent sector through the ITQ NP.

Professional learning

Professional learning continued to play a significant role in Low SES NP schools in building leadership and teaching capacity, with indications that professional development strategies are having a positive effect on student learning outcomes. Strategies included:

- professional learning for government schools in the areas of leadership development, pedagogy, curriculum, technology and student wellbeing
- professional development days in Catholic schools involving external facilitators, and the provision of additional executive release in independent schools to support the growth of team teaching.
- the establishment of professional learning cycles in Catholic schools, which create a participatory learning culture and support teachers to respond to the learning needs of students
- external consultants and school based experts working closely with teachers in independent schools in the modelling of lessons, observing lessons, and providing school specific guidance in programming and resource development.

Employment of additional teaching and non-teaching staff

Additional teaching and non-teaching staff were employed across Low SES NP schools in 2011. These include additional executive staff in many government schools to lead other teachers, support staff in Catholic schools focused on engaging the school community, and the employment of additional staff in four rural/regional independent schools to allow teaching principals time to support and encourage good teaching practices.

In addition, some government schools provided existing executive staff with additional time to lead whole school professional learning, coach/mentor teachers and to undertake additional work with their school communities.

Leadership capacity development

There was continued strong engagement in leadership development strategies across Partnership schools.

In the government sector, enhanced leadership capacity and the ongoing development of leadership depth and density in schools was a significant component of the work in government schools in 2011, with 305 government schools reporting their participation in an explicit leadership program. The majority of these schools implemented the *NSW DET Analytical Framework for Effective Leadership and School Improvement in Literacy and Numeracy*[®] and the *Team Leadership for School Improvement* programs.

In Catholic schools, initiatives included principal networks and participation in programs such as *Emerging Leaders, Newly Appointed Leaders, Leading Learning, and Team Leadership for School Improvement K-12*.

In 2011, all principals in the 35 independent schools participating in the National Partnerships for Low SES Communities and Literacy and Numeracy participated in an annual leadership program with the Independent Schools Leadership Centre (ISLC).

Highly Accomplished Teacher positions and equivalents

Highly Accomplished Teachers (HATs) and their sector equivalents were employed as expert teachers to model high quality teaching across their schools and lead other teachers in the development and refinement of their teaching practice to improve student learning outcomes.

The employment of HATs and equivalents, requiring recruitment, professional development and ongoing support, is a significant achievement of the Low SES NP. During 2010 and 2011 in government schools, for example, 73 HATs were employed through Low SES NP funding, contributing to the government sector total of 108 across all Partnerships by the end of 2011. (Further details of numbers of HATs and equivalents per sector were noted in the section on Improving Teacher Quality).

HATs and sector equivalents undertook a variety of roles including working with teachers in classrooms in team teaching and demonstration situations, coordinating and leading professional learning, small and large group mentoring, individual peer coaching, program development and implementation, developing capacity and consistency in curriculum planning and delivery and facilitating action research.

Specific examples of activities undertaken by HATs and sector equivalents included:

- provision of expert leadership coaching
- working with individual staff to analyse data and prepare Personalised Learning Plans for students
- planning, coordinating and mentoring in whole school literacy practices.

Reform 2: Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals

In 2011, the following allocations of funding were made against Reform 2:

- 13% of funding (\$17,302,031) in government schools
- 7% of funding (\$824,709) in Catholic schools
- 1% of funding (\$35,892) in independent schools.

The following strategies have been undertaken to implement this reform:

Performance management

In government schools, school leaders worked in collaboration with teachers and the community to identify, plan and lead strategies to ensure that student learning was optimised. Principals

also implemented differentiated professional learning for executive and teachers following school self-evaluations.

All teachers in government schools have benefited from regular performance management through the existing Teacher Assessment Review Schedule (TARS), Executive Assessment Review Schedule (EARS) or the Principal Assessment Review Schedule (PARS).

Strategies adopted by Low SES NP schools in the Catholic and independent sectors included establishing staff goals linked to school implementation plans, implementing professional learning plans for teachers, engaging external personnel to review school practice through audits and data analysis, and performance reviews linked to professional standards.

Staffing arrangements

Government schools used Low SES NP funding to implement a variety of flexible staffing arrangements in 2011. These included additional executive staff and additional release time for executive staff to support teaching and learning.

In addition, government schools employed Highly Accomplished Teachers, provided additional time for high performing teachers to work closely with other staff, and employed paraprofessional and other support staff to boost capacity.

Initiatives in Catholic schools in the Partnership included assigning an Assistant Principal to a coaching role within one school, and engaging external staff to facilitate professional development.

Arrangements adopted by Low SES NP schools in the independent sector included release time for teaching principals and other teaching staff, employing highly experienced staff to provide and lead professional development, and assigning senior staff to undertake coaching and mentoring roles.

Reform 3: School operational arrangements that encourage innovation and flexibility

In 2011, the following allocations of funding were made against Reform 3:

- 20% of funding (\$27,196,944) in government schools
- 13% of funding (\$1,411,044) in Catholic schools
- 16% of funding (\$614,228) in independent schools.

The following strategies have been undertaken to implement this reform:

Flexible school organisational practices

Partnership schools adopted a number of strategies to encourage innovation and flexibility.

In the government sector, 205 schools implemented flexible arrangements in 2011. These included additional leadership positions, team teaching, homework centres and out-of-school hours care.

Initiatives in the Catholic sector included: partnerships with neighbouring schools, universities and non-teaching professionals; in-school clustering across grades, classes and stages to facilitate professional learning; the creation of learning support teams; flexible timetabling to

allow for on-site professional development; and the establishment of core learning times for literacy and numeracy.

Strategies adopted by independent schools in the Partnership included the provision of breakfast/lunch at two schools, and homework centres and after school literacy and numeracy tutoring at five schools.

Use of new technologies to access and share resources

There was a substantial uptake of new technologies by Partnership schools in 2011, allowing students and teachers to access the latest resources to provide high quality teaching and engage students in learning.

Specific examples include:

- the implementation of new technologies in 373 government schools, including the use of SMART boards and wireless networks
- in the Catholic sector, the use of video conferencing to develop effective clusters and support professional development, and the use of iPads, notebooks and flip cameras to facilitate access and sharing of digital resources to improve pedagogical practices
- in independent schools, offsite access to resources for students, staff and parents, and the implementation of new technologies such as interactive white boards.

Flexible arrangements for refugee students

A total of 34 government schools implemented tailored programs for refugees in 2011. Government schools continued to employ a range of strategies to support English as a Second Language (ESL) students with a strong focus on teacher professional learning in ESL pedagogy, the use of the ESL scales assessment to inform planning and targeted literacy and numeracy intervention programs.

The Catholic sector's Sydney Diocese provided additional mentoring and academic support in classes, small groups or alternative settings for students from a refugee background.

University partnerships to pilot new or innovative pedagogy

Schools continued to engage in partnerships with universities to support learning. Specific initiatives for 2011 included:

- in 2011, 96 Low SES NP schools indicated that they intended to form a partnership with at least one university, with a total of 18 universities being involved across the Partnership. In addition to a range of regional universities, universities in Sydney figured prominently.
- at least half of the government schools with a university partnership provided practicum placements and mentoring for pre-service teachers. A number of these schools were active in providing professional learning for pre-service teachers in a range of areas such as Quality Teaching and this professional learning was delivered through a variety of methods including Learning Circles

- at least 13 government schools undertook action research with an academic partner from a university. Projects included *Quality Teaching*, research into teacher/classroom practice, peer coaching, environmental programs, Aboriginal Education - *Stronger Smarter*, teaching pedagogy and also physical education
- Catholic Low SES NP schools established partnerships with a range of universities in the development of school-wide pedagogies, staff professional development, practicum placements and programs to assist students such as *Bounce Back*, a student resilience program. For example, Broken Bay Diocese worked with Sydney University to train teachers in 'practitioner inquiry', which focused on improving teacher practice in the middle years of schooling.
- One large metropolitan school in the independent sector established a link with Sydney University for the provision of staff professional development in literacy, assessment and leadership development. At another independent school, students from the Australian Catholic University provided MULTILIT tutoring for targeted students, with a similar initiative between a school in Armidale and the University of New England under the Improving Teacher Quality National Partnership.

Schools working together

Low SES NP schools across all sectors collaborated with other schools to optimise resources. In the government sector, 425 schools worked as part of collaborative networks in 2011. This included communities of schools, School Education Groups, and other professional networks/arrangements.

In the Catholic sector, collaborative efforts included clustering for professional development activities and joint planning, regular meetings between principals and diocesan coordinators to share information, and partnerships between schools for music or other student-related programs.

Schools in the independent sector shared successful strategies and approaches as part of the sector's annual Leadership Course. Other examples of schools working together included two schools sharing professional development efforts in numeracy, and a principal with mathematics expertise from a traditional school setting provided a professional learning session for the staff at Blacktown Youth College, a school which serves students disengaged from traditional school settings.

Additional staff resources, including paraprofessionals

In government schools, 21 educational paraprofessionals work under the guidance and supervision of teachers to support teaching and learning in the classroom. A further 81 operational paraprofessionals work under the guidance and supervision of a school executive to fulfill non-classroom based roles in schools, allowing teachers to focus on teaching and learning activities.

In Catholic Low SES NP schools, paraprofessional staff engaged in such areas as literacy support, bilingual support, personalised reading, community liaison, and support for students with a disability.

For Low SES NP schools in the independent sector, the activities of the paraprofessionals are mostly focused on supporting increases in student literacy/learning skills through individual

delivery of interventions (eg. MULTILIT), supporting kindergarten and other classroom teachers, or providing supervision at afterschool homework centres.

Reform 4: Providing innovative and tailored learning opportunities

In 2011, the following allocations of funding were made against Reform 4:

- 27% of funding (\$36,245,703) in government schools
- 22% of funding (\$2,439,941) in Catholic schools
- 32% of funding (\$1,254,387) in independent schools.

The following strategies have been undertaken to implement this reform:

Targeted literacy and numeracy interventions

The following literacy and numeracy reform interventions were implemented under the Low SES National Partnership in NSW in 2011:

Literacy and Numeracy Interventions	Number of schools DEC	Number of schools CEC	Number of schools AIS
Reading to Learn	53	4	3
Accelerated Literacy	103	0	1
QuickSmart	132	3	1
Taking Off With Numeracy	182	0	0
MULTILIT	108	5	9
Focus on Reading 3-6	69	7	0
Learning in Early Numeracy, Learning in Numeracy	1	0	1

Catholic specific programs	Number of schools CEC
<i>Extending Mathematical Understanding</i>	1
<i>Reading Recovery</i>	4
<i>First Steps in Writing</i>	10
<i>First Steps in Maths</i>	2
<i>Count Me In Too</i>	3
<i>Numeracy Intervention Program</i>	3
Sounds Right	1
Guided Reading/Reciprocal Reading	1
First Steps Gradual Release of Responsibility	3
Moodle	2
Numeracy Matters	17
Reading Matters	17
ESL Matters	17
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	4

Teacher professional development e.g. ESL pedagogy, refugee pedagogy

Government schools continued to employ a range of strategies to support ESL students, with a strong focus on teacher professional learning in ESL pedagogy, the use of the ESL scales, and assessment to inform planning and targeted literacy and numeracy intervention programs.

In the government sector, 34 schools implemented the *Teaching English Language Learners* (TELL) program to develop a shared, consistent knowledge and understanding of second language acquisition and in some schools staff were trained in programs such as *Focus on Reading*, *Accelerated Literacy*, *MULTILIT* and *Quicksmart* to ensure preparation of effective Individualised Learning Plans.

In the Catholic sector, professional development included both school-based and external activities in specific areas including:

- cultural immersion programs
- Appropriate learning strategies for Aboriginal students

- First Steps in Writing
- whole school professional learning in ESL pedagogy.

In the independent sector, teaching staff and paraprofessionals were provided with training in the delivery of intervention programs (MULTILIT, MINILIT, Quicksmart). In addition, teacher professional development in ESL pedagogy continued to be a significant focus in six independent schools with very high percentages of students from non-English speaking backgrounds. Professional development to use and analyse student data to cater to student needs

Low SES NP schools across all sectors engaged in professional development activities in 2011 targeting the use and analysis of student data to address student needs. Examples included:

- All 459 government schools in the Low SES NP provided additional professional learning for teachers in the analysis and use of data to inform teaching and learning. Participants engaged in deeper analysis of School Certificate, Higher School Certificate, NAPLAN and Best Start assessment data. The SMART package for NAPLAN data and the use of Best Start data in particular provided teachers with detailed diagnostic information to inform teaching and intervention programs for individuals and groups of students
- Busby West Public School ran sessions on using data at staff conferences and ensured all teachers undertook training in the use of data (including SMART) to inform planning for teaching and learning.
- Baradine Central School in Western NSW established a professional learning centre to facilitate on-site staff analysis of NAPLAN, Best Start, standardised assessments (e.g., Torch test) and school/class based assessments to inform teaching and learning, planning and programming, and to cater to individual learning needs.
- In Catholic schools, professional development was provided on the use and analysis of NAPLAN data, DIBELS, ESL scales, SMART data, surveys and interviews.
- In the independent sector, leaders of the five schools joining the partnership in 2011 completed an intensive half-day session on using and analysing student data as part of their introductory leadership courses. For continuing Low SES NP schools, data was shared across the whole school and whole school responses were developed and implemented. In some independent schools regular times were allocated for staff to collaborate on analysing and working with student assessment data as part of the normal cycle of program evaluation and development.

Reform 5: Strengthen school accountability

In 2011, the following allocations of funding were made against Reform 5:

- 8.3% of funding (\$11,285,458) in government schools
- 9.1% of funding (\$1,031,813) in Catholic schools
- 1.5% of funding (\$59,473) in independent schools.

The following strategies have been undertaken to implement this reform:

School plans

All schools in the National Partnership develop and make school plans publicly available.

Government sector school plans are formally approved within DEC based on their compliance with existing Departmental policy and guidelines. The approval process ensures that school plans are developed in consultation with the school community and focus on strategies that are the most appropriate for each local school context, that are explicitly aligned to the six reforms of the Partnership.

Greater accountability in the Catholic sector was achieved through publishing school plans on school, diocesan or system websites. Schools also develop School Improvement Plans via situational analyses, which are published on the Catholic system's Leading Learning website.

Independent schools in the Low SES NP develop school plans based on situational analyses. In schools continuing in the Partnership there was an increase in specificity, clarity and focus of the targets and indicators between the first and second plans the schools developed, including more explicitly identified evidence and data that is needed to make judgments about the effectiveness of an action or activity and consideration of the monitoring processes.

Situational analyses

All schools undertake situational analyses at the initial stage of their involvement in the Low SES NP, and follow up with ongoing reviews to ensure that appropriate strategies are in place.

In government schools, the situational analysis process was supported by guidelines and resources that ensured that schools were consistent in the data sources they used and in their data management practices. The findings from a situational analysis lead directly to the approval of strategies to be implemented by the school to effect change.

In the Catholic sector, approaches to situational analyses included:

- engaging the University of Southern Queensland IDEAS team conduct school audits involving staff, students and parents
- school self-evaluation reports
- external evaluation of situational analyses
- analysing and reviewing data on a regular basis to inform future planning.

The five independent schools new to the Low SES NP in 2011 were supported in the conduct of detailed situational analyses. All continuing Partnership schools conducted an annual review using a revised situational analysis process as the starting point for the evaluation of the current plan and as a preliminary step to the development of the next plan. This process was further supported by end-term reviews to enable schools to identify potential issues that may impact on the successful implementation of the plan.

Reform 6: External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements)

In 2011, the following allocations of funding were made against Reform 6:

- 10.1% of funding (\$13,765,489) in government schools
- 11.8% of funding (\$1,326,150) in Catholic schools
- 3.0% of funding (\$117,899) in independent schools.

The following strategies have been undertaken to implement this reform:

Parent education classes related to student learning

Low SES NP schools provided parent education classes to support their capacity to assist in the student learning process.

In the government sector, 304 schools indicated they were implementing classes for parents in 2011. These ranged from supporting students' learning in literacy and numeracy and transition to school programs to attendance and engagement workshops. Examples include:

- at Cowra Public School, feedback from the Aboriginal community led to establishing, and extending the use of, an Aboriginal community meeting place within the school for meetings as well as for Aboriginal parents and community members to drop in. It was also used by the Aboriginal Boys mentoring group to complete projects and listen to guest speakers. The initiative has been well supported by the community
- Wollar Public School in Western NSW, a small school with approximately 16 students, provided, as part of implementation of the *Count Me in Too* numeracy program, parent workshops in mathematics to allow them to better support their children with numeracy.

Programs/initiatives provided to parents in the Catholic sector included *Parents in Literacy and Numeracy*, *The Bridge* (a program for Arabic speaking mothers), *Sing and Grow*, internet cafés, parent learning walks, English classes, *Early Bird Reading* and *Rise 'n' Read*.

In the independent sector, 11 schools included strategies for parent education related to student learning. These focused on a range of themes, including the links between attendance and successful learning, supporting literacy and numeracy in the home, the challenges of parenting adolescents and preparing for kindergarten. One independent school provided childcare so parents could participate in education programs, while another school provided resources to parents in the community language.

Aboriginal Elders and community members providing classroom support

Many schools in the Low SES NP, including 108 government schools, worked together with Aboriginal Elders and community members to support student learning.

As an example, Drummond Memorial Public School employed Aboriginal community members as tutors to support improvement of students' literacy and numeracy outcomes. The community members also supported transition through the stages of schooling. The school provided professional learning in consultation with Local Aboriginal Education Consultative Groups to engage local Aboriginal community members to build whole school community competencies in Aboriginal cultures at a local level.

In the Catholic sector, initiatives included school visits to Aboriginal communities, employing Aboriginal Assistants to work in classrooms, and the Paakanti Language and culture program taught by community members.

One independent school in the Low SES NP invited Aboriginal Elders from the Dunghutti language group to share the language with students. The school also invited Aboriginal Elders and artists to share stories and mentor students in art-making. Another school engaged Aboriginal Elders to assist in the school's preparations for NAIDOC day.

Professional learning on student wellbeing initiatives

Schools implemented a range of professional learning initiatives in 2011 targeting student wellbeing. For example, at Willyama High School, Low SES NP funding enabled staff, led by the Head Teacher Engagement, to implement the Positive Behaviour For Learning process and maintain it as one of the top three priorities within the school.

Other partnerships with parents, other schools, businesses and communities

Specific initiatives were adopted by Low SES NP schools in 2011 across NSW.

In the government sector, 194 schools indicated they implemented wellbeing programs in 2011. Examples include:

- Gilgandra High School focused on the development of strong partnerships with the Western Institute of TAFE, Gilgandra Shire Council and a range of local businesses towards the development of the 'SkilGil' concept which is a partnership to create training and employment opportunities for students. The school also worked with a range of non-government organisations such as Mission Australia and the Gilgandra Youth Service to support student wellbeing. The resulting change has been the creation of strong partnerships that have created a range of opportunities for students and helped the students focus on their future
- Dubbo College Delroy Campus established connections with local businesses to provide workplace training opportunities for disengaged students
- Bega Public School implemented a variety of strategies including:
 - employing an Aboriginal Education Worker to build links with the community and provide workshops on reading with Aboriginal students
 - liaising with Aboriginal families to develop Personalised Learning Plans for all Aboriginal students
 - consulting with the Local Aboriginal Land Council to develop and implement appropriate cultural awareness training for all staff
 - conducting workshops on literacy, numeracy and NAPLAN in conjunction with Local Aboriginal Land Council
 - An Aboriginal Education Worker linking with the local high school and community to develop specific transition programs for Aboriginal students

In the Catholic sector, a variety of partnerships were established, including:

- a concert band partnership with a local high school
- interaction with local Aboriginal Community projects and community radio

- relationships with Local Aboriginal Education Consultative Groups, universities, community groups, Landcare, and local allied health professionals
- parent workshops (Parents As Career Transition Support) conducted by teachers

Partnerships with parents in the independent sector included:

- the engagement of trained parent volunteers to tutor students in MULTILIT and Quicksmart
- the provision of Arabic speaking staff at parent events
- inviting parents to participate in whole-school planning.

Extended transitions to school programs

A range of transition to school programs were adopted through the Low SES NP in 2011.

In the government sector, 206 schools implemented transition programs, including:

- Bourke public schools supported the transition of students into kindergarten through the employment of two School Learning Support Officers to assist in developing personalised learning plans. The schools also implemented a program to improve parent understanding of the importance of attendance and provided support for student attendance through the employment of one School Learning Support Officer as a Target Attendance Mentor
- Broken Hill Public School offered a playgroup and extended transition to school programs to improve attendance and interactions with the local community. The school employed an early childhood trained teacher to implement a new annual transition to school program and work intensively in the preschool and kindergarten classrooms. This enabled the children to experience belonging to a wider community and become active learners in society
- Koorawatha Public School developed two transition programs to ensure effective transition for students into Kindergarten and Year 7. Students were able to learn about and experience larger school environments and new structures. Partnership funding enabled the school to employ staff and provide professional development to support the implementation of these programs
- Wilcannia-Forbes Catholic Diocese schools implemented a *Jump into Joeys* program to foster partnerships between school, parents, the preschool and the wider community
- One isolated independent rural school ran a year-long transition to school program involving a small number of students attending two half days a week and with activities focused on literacy and numeracy foundation skills.

Support services such as allied health

Schools in the Partnership provided a range of support services to students covering occupational therapy, speech pathology, access to psychologists and health programs targeting Aboriginal and refugee students.

In the government sector:

- school plans indicated that 101 schools engaged the services of speech pathologists in 2011. In a specific example, Low SES NP funding enabled Bombaderry Public School to engage a speech pathologist to screen students, identify 'at risk' students and target these students for early intervention. The speech pathologist also trained teachers on receptive and expressive language disorders, and in the implementation of programs for identified students. Teachers now have greater skills in differentiating their teaching to cater for these students' literacy needs.

Homework centres

In 2011, 89 government schools indicated in their school plans that they were operating homework centres. For example, the Homework Centre at Arthur Phillip High School in Western Sydney was expanded to teach students technology skills.

Homework assistance in Catholic schools included a partnership between the St Vincent de Paul Society and Sydney Diocese to provide one-on-one support for refugee students, and the establishment of a homework centre in one Aboriginal community in the Wilcannia-Forbes Diocese to provide learning support to students and parents outside the school context.

There are five independent schools in the Low SES NP with homework centres focusing on literacy and numeracy tutoring.

Before and after school care

A total of 14 government schools in 2011 operated a before and after school care centre as part of the Partnership.

In the Wilcannia-Forbes Diocese, two Catholic schools in the Partnership provided breakfast programs, while some schools in the Sydney Diocese provided before/after school care and bus transport to off-site care.

Brokered services such as youth workers

A total of 16 government schools operated brokered services in 2011 under the Low SES NP. One example, *Two Streams*, a program first developed in 2009 as a partnership program between Shoalhaven High School and Greenacres Disability Services, provided support to Aboriginal Students with a learning difficulty. This partnership expanded following Low SES NP funding, with the school now employing a qualified teacher for 2.5 days per week to work at the *Two Stream* Centre. Greenacres Disability Services also supplied an employee, who was a member of the Nowra Aboriginal Community, to support the program.

The Sydney Catholic Diocese, implemented *Classroom Connect*, a partnership with Mercy Connect to provide additional mentoring and academic support to secondary students in and outside school hours.

Three independent schools catering for students who are disengaged from the traditional school environment established close relationships with local community youth support organisations.

Community engagement

Community engagement activities

Low SES NP schools undertook a variety of community engagement activities. These included partnerships with local businesses to provide students with training opportunities and with non-

government organisations to support student wellbeing. Further examples included schools engaging parents in planning activities, arranging community visitors to classrooms and organising monthly family lunches.

Aboriginal community engagement activities

Low SES NP schools undertook extensive engagement with local Aboriginal communities. These activities included employing Aboriginal community members to provide educational support to students, liaising with Aboriginal families to develop Personalised Learning Plans, cultural awareness training for school staff provided by Local Aboriginal Land Councils, visits to the school by community elders and consultations with Aboriginal community elders on the provision of specialist support services.

University partnerships

Several schools participating in the Low SES NP engaged with universities to develop programs and provide staff professional development. Key initiatives within government schools include:

- the *Compass* program at the University of Sydney, *In2Uni* at the University of Wollongong, and *Making Educational Gains Sustainable (MEGS)* at the University of Newcastle aim to encourage primary and secondary school students to aspire to higher education by allowing students to explore the opportunities offered at university. For example, the *Compass* program funds school excursions to Sydney University to information days such as *Introduction to Uni Day*. For participating schools, the program also funds professional learning for teachers run by the Faculty of Education and Social Work.
- at Burke Ward Public School in western NSW, a significant increase in access to specialist services was achieved through the school's partnership with the University of Sydney's Department of Rural Health. These services have included occupational therapy, speech pathology and physiotherapy. This partnership has also increased staff knowledge of the services available to at-risk students and how they may be utilised to assist student learning.

Engagement with universities by Catholic schools in the Partnership included Lismore Diocese engaging the University of Southern Queensland to facilitate school self-review for school improvement, to satisfy Board of Studies NSW registration and compliance requirements and for professional development. Wilcannia-Forbes Diocese in partnership with the Australian Catholic University developed and implemented a teachers' leadership program.

One independent school in the Partnership received tailored professional development from the University of Sydney, while 2 schools engaged university students to provide reading support under the *MULTILIT* program.

Support for Aboriginal and Torres Strait Islanders – 1 Jan to 31 Dec 2010

Around 36% of the 2011 NSW Aboriginal and Torres Strait Islander school student population (including almost 85% of those in remote areas) were enrolled in schools participating in the Low SES NP and Reform Extension Initiative in 2011.

This represents:

- around 6,015 Aboriginal and Torres Strait Islander students in metropolitan areas
- around 10,893 Aboriginal and Torres Strait Islander students in regional and rural areas
- around 1,987 Aboriginal and Torres Strait Islander students in remote areas.

Targeted and intensive support is offered through a number of initiatives, with Aboriginal community members being pivotal in ensuring that programs are culturally appropriate and available where they are most needed. Engagement with Local Aboriginal Education Consultative Groups has been an effective way to enhance the knowledge and understanding of teachers working in schools with Aboriginal students, noting that building capacity of teachers is recognised as fundamentally important to improving both excellence and equity in student outcomes.

A range of individualised programs have been implemented, responding to both student data and community advice, with initiatives offered within the classroom, before and after school, in homework centres and with the assistance of mentors and Aboriginal staff engaged for their specialist knowledge of the students and their learning needs.

Around 83% of government schools reported explicit strategies to engage the Aboriginal community, with Catholic and independent schools also collaborating with parents and others in Aboriginal communities, including local Elders and artists.

Support provided to Aboriginal students

Personalised Learning Plans

Personalised Learning Plans were developed and maintained for over 30,000 Aboriginal students in government schools, allowing teachers to tailor teaching and learning and set attendance, literacy and numeracy goals.

Government schools are continually revising the Personalised Learning Plans and are also reviewing the Personalised Learning Plan process. For example, at Kurri Kurri High School teaching and learning activities were strengthened by using cultural information gained from the Personalised Learning Plan process. The process also facilitated increased links with families and community groups. The school reports that this process contributed significantly to the increased number of Aboriginal students completing Year 12 in 2011.

In other government schools, Personalised Learning Plans contributed to improved attendance, increased parental engagement in the education process and wider engagement in Aboriginal events within local communities.

All Indigenous students at Catholic National Partnership schools have a Personalised Learning Plan, with the Catholic Education Commission coordinating a state-wide strategy to enhance the consistent development of Plans.

All independent schools in the Partnership have been supported in developing Personalised Learning Plans for each Aboriginal student.

Individualised Intervention Support

Across the government sector, schools planned for the implementation of 646 focused intervention programs from the Literacy Numeracy National Partnership, with some schools implementing more than 1 program. These included the *Accelerated Literacy* program and the

Reading to Learn program, which are research-based mainstream pedagogies that have been demonstrated to accelerate improvements to the literacy outcomes of Aboriginal students.

Government schools used a range of additional strategies to provide individual support in literacy and numeracy to Aboriginal students, including the *Quicksmart* and *MULTILIT* programs.

Results from such initiatives included:

- Frank Partridge VC Public School employed additional teachers and Aboriginal mentors. This enabled the achievement of all students in Stage 2 & 3 to be tracked, and for the students to be provided with explicit teaching in small groups. The mentors also assisted in the implementation of specific educational programs for students in need. NAPLAN results for 2011 showed growth for Year 5 Aboriginal students was above the state average by 20 points in Numeracy and 15 points in Reading.
- At Muswellbrook South Public School, the percentage of Year 5 Aboriginal students in the proficient bands in NAPLAN Reading increased from 0 to 16.6% and in Year 3 from 0 to 30%. In Year 3 Numeracy the percentage of Aboriginal students in the proficient bands increased from 0% in 2010 to 20% in 2011.

Partnership schools in the Catholic sector reported that individualised intervention was provided in response to analyses of student data. Formalised assessment by allied health professionals also led to individually tailored programs for students. There was close monitoring of Personalised Learning Plans and tracking of progress to identify specific interventions required in literacy, numeracy and other areas. Paraprofessionals were also employed as needed.

Partnership schools in the independent sector developed and implemented individual learning plans for students who did not meet minimum standards in NAPLAN testing.

Providing intensive support to Aboriginal students who are not meeting minimum standards

Government schools also identify students who are not meeting minimum standards and provide targeted intensive support, including the use of Aboriginal mentors, individual and small group tuition following analysis of individual NAPLAN results, homework centres and the adoption of programs such as *MULTILIT*, *Reading Recovery* and *QuickSmart*.

Positive outcomes arising from such support included:

- at Muswellbrook South Public School, following individual and small group tuition, 83.3% of Aboriginal students achieved expected growth in NAPLAN Reading between Years 3 and 5, compared to 0% in 2010. In NAPLAN Numeracy, 63.3% of Aboriginal students achieved expected growth between Years 3 and 5 compared to 40% in 2010
- across all government schools, in Year 3 Reading, the percentage of Aboriginal students achieving above National Minimum Standards in Year 3 Reading increased from 40% in 2010 to 60%, and in Year 5 Numeracy the increase was from 20% in 2010 to 72.7%.

For Catholic and independent schools, individualised support programs were implemented for students not reaching minimum standards. Additional support was provided through the establishment of after school homework sessions by Aboriginal Education Officers.

Other support programs and resources

In the government sector, additional support provided to Aboriginal students included:

- the expansion of student mentoring and leadership opportunities for Aboriginal students at Cowra High School, including the Girri Girri Sports Academy program
- attendance programs at Eden Public School and Shalvey Public School, and the provision of incentives for attendance by a number of schools
- Aboriginal language programs
- developing preschool to kindergarten transition programs using Aboriginal staff
- after school homework centres providing an environment in which Aboriginal students are able to successfully complete their homework and develop time management skills.

St Therese Primary School, a Catholic school located in south-west Sydney with 363 students from a variety of backgrounds and nationalities, presents a strong example of an effective school-parent partnership which in turn has supported a range of programs.

The school's Indigenous Parent Group, formed in 2008, was re-focused through consultation with parents and now aims to:

- increase parent capacity to support their children's learning
- provide opportunities for parents to voice opinions, suggestions and ideas
- provide opportunities to inform parents on aspects of the curriculum
- inform parents on resources available to them in the school and wider community e.g. Muramali Health Centre
- provide opportunities for parents to network with each other and other community members, including Elders
- attain information and feedback from the CEO Aboriginal Advisory Committee.

All Aboriginal and Torres Strait Islander parents are encouraged to attend the Group which meets once a term and includes the Principal, the regional Aboriginal Education Adviser and may also include teachers' aides. The Group has considered issues such as iPads to support student learning, numeracy and literacy education, Individual Education Plans, identifying goals to support children's learning, an overview of Muramali Health Centre, and a CEO Indigenous Education Scholarship.

With parents identifying opportunities to be involved in collaborative decision-making, the school community felt supported and student learning improved through targeted initiatives such as Indigenous Numeracy and Literacy Programs. The wider community also benefits as a parent member of the Group has been employed as the regional Aboriginal Community Liaison Officer to work with all schools in the Southern region. Working in collaboration with the Aboriginal Education Adviser and the principals, her role supports Aboriginal and Torres Strait Islander students and their families in developing and maintaining an ongoing engagement with the schools.

Support programs for Aboriginal students provided across all three sectors are diverse and also include the provision of breakfast, liaison with the Aboriginal community and the introduction of a program in one independent school to improve hearing for Kindergarten students.

[Aboriginal education and cultural immersion programs](#)

Low SES NP schools adopted a range of programs focused on Aboriginal education and cultural immersion.

In the government sector, an innovative cultural immersion program was developed in collaboration with the NSW Aboriginal Education Consultative Group (AECG). The program comprised a three-day in-the-field Aboriginal community cultural awareness experience delivered by Local AECG community members followed by the equivalent of two days of follow-up delivered as school-based professional learning to integrate Aboriginal cultural knowledge in teaching and learning.

A total of 42 teachers and ten principals in government Low SES NP schools participated in the *Connecting to Country* program in 2011, in addition to a cultural immersion course delivered by the Local AECG. A further 44 government schools participated in the cultural immersion and *Connecting to Country* programs as part of the Literacy and Numeracy National Partnership in 2009/10.

A total of 98 staff in Catholic Low SES NP schools participated in cultural immersion programs in 2011. In one example, an immersion program was conducted in Central Australia as part of a school leadership program.

Building school and teacher capacity to meet the needs of Aboriginal students

Teacher professional learning

- Teachers across government schools participated in a range of professional learning to improve outcomes for Aboriginal students. This included training in *Accelerated Literacy*, *Reading to Learn*, *Stronger Smarter Leadership*, cultural awareness and leadership training. Specific examples included:
- At John Warby Public School the Deputy Principal supported the school leadership team in identifying and providing strategies for Aboriginal students at risk of disengaging from literacy and numeracy learning. All staff were provided with professional development on the *8 Ways of Learning* pedagogy, with new teachers trained in accelerated literacy planning and programming. A speech pathologist also provided professional development in assessing and developing students' speech and language.
- At Shalvey Public School, eight classroom teachers were fully trained in the *Accelerated Literacy* pedagogy, with 14 teachers, six School Learning Support Officers and one Aboriginal Education Officer continuing their training. Staff are implementing *Accelerated Literacy* two to three times a week.

A variety of professional learning initiatives were adopted by Low SES NP schools in the Catholic sector, including Aboriginal Education Advisors working with school leadership teams and participation in forums on best practice for teaching Aboriginal students.

Some participating independent schools undertook further culturally appropriate professional development. One North Coast school provided professional development to support teachers to identify the implications of auditory and visual impairment, while a new teacher at a far western school worked beside an Aboriginal Support worker to gain experience in teaching and relating to Aboriginal students.

The Entrance Public School: Supporting improved educational outcomes for Aboriginal and Torres Strait Islander students

The Entrance Public School (TEPS) is a government Kindergarten to Year 6 school in the Hunter Central Coast region of NSW, attended by 615 students; 11% of whom are Aboriginal and 9% of whom are from language backgrounds other than English. TEPS has a high mobility rate of 30%, and therefore faces the challenge of managing the transition of a substantial proportion of new students. The school receives support from the Low SES NP, the Priority Schools Program and the Norta Norta Program.

As a result of its situational analysis, TEPS implemented strategies which included:

- implementing strategic literacy and numeracy programs including: *Accelerated Literacy, Language, Learning and Literacy (L3)*; *Targeted Numeracy Teaching (TNT)*; and *Quick Smart*
- analysing Best Start, Australian Early Development Index (AEDI) and NAPLAN data to differentiate the curriculum to meet the individual learning needs of Aboriginal students
- establishing an after school Tuition Centre to provide targeted support for students
- professional learning for staff via cultural immersion and *Dare to Lead* workshops
- improving access to technology, with associated professional learning for staff
- implementing the *What Lies Ahead* project to provide a real life context for learning.

TEPS worked closely with Kuriwa, the local Aboriginal Educational Consultative Group (AECG), to promote improved levels of student achievement, engagement and attendance.

TEPS also appointed a number of new staffing positions, addressing key LSES NP Reforms:

- a Highly Accomplished Teacher (HAT), to mentor teachers in the development of quality explicit and systematic programs, and support teacher professional learning
- an Aboriginal Paraprofessional to work with parents and teachers to develop and review Personalised Learning Plans (PLPs) for students; support Aboriginal families through the *Young, Black and Ready for School* program; liaise with the AECG; monitor student attendance; and coordinate cultural activities
- an Aboriginal School Learning Support Officer (SLSO), to provide evidence-based support
- a Community Engagement Officer (CEO), to build relationships with the wider community
- an additional Assistant Principal and an additional classroom teacher.

The strategies have resulted in improved educational outcomes for Aboriginal students – evidenced in Best Start, L3 and NAPLAN data. The 2011 NAPLAN data, in particular, demonstrates that the school exceeded its targets: the percentage of Year 3 Aboriginal students above the National Minimum Standard increased from 50% in 2010 to 78% in 2011 for Reading, and from 50% in 2010 to 89% in 2011 for Numeracy. Moreover, the average growth for Aboriginal students between Years 3 and Year 5 was above the regional and state average in Reading, Spelling and Numeracy. Teachers also benefitted from LSES NP strategies, reporting improved theoretical understanding of student learning in literacy and numeracy.

TEPS plans to sustain the gains made thus far through the provision of professional learning for staff – learning will address literacy and numeracy, with a particular focus on assessment for learning. TEPS also plans to continue to employ the HAT, Aboriginal Paraprofessional, Aboriginal SLSO and Community Engagement Officer.

Employment of Aboriginal paraprofessionals and education support workers

Government schools employed a large number of Aboriginal workers as either School Learning Support Officers (SLSOs) or as paraprofessionals (Community Engagement Officers).

As well as the employment of additional staff, government schools engaged Aboriginal Elders and community members to provide classroom support.

The Airds /Bradbury Community of schools employed a Deputy Principal Aboriginal Education to develop a Community of Schools Aboriginal Education Team, implement intervention programs as determined by each school's data, and to implement a cultural immersion program across the Community of Schools.

Many Catholic dioceses employed Aboriginal paraprofessionals, including Education Support Officers, Aboriginal Assistants and Aboriginal Education Workers. Funding for these positions was largely derived from sources other than the Partnership.

One independent school new to the Low SES NP employed an Aboriginal paraprofessional to support Aboriginal students. This was the result of the school re-evaluating a cultural program that had been provided off-site which had not fully engaged students. Another school employed an Aboriginal paraprofessional to assist students and liaise with their families on matters relating to attendance. The paraprofessional also assisted Aboriginal students to access hearing and visual aid support where necessary.

Schools and Aboriginal communities collaborating to improve student outcomes

Government schools and communities of schools worked with their local Aboriginal communities to improve attendance rates and engagement of Aboriginal students in 2011.

Around 83% of government schools indicated they were using explicit strategies to engage the Aboriginal community. Schools reviewed their implementation of the Aboriginal Education and Training Policy, liaised with the Local Aboriginal Education Consultative Group, employed Aboriginal staff, provided family and community partnerships/training and cultural awareness/immersion programs for staff, and also developed Preschool to Kindergarten transition programs involving Aboriginal staff.

For example, Casino West Public School set 2 targets around improving community engagement and Aboriginal Community involvement for 2011. Strategies included:

- training 4 Aboriginal staff in *Stronger Smarter Leadership*
- establishing a Cultural Room
- implementing a *Bunjalung* Cultural program
- implementing *Dare to Lead* strategies, and
- working to develop connections with the community by attending Aboriginal Education Consultative Group meetings, award ceremonies and community celebration days.

The level of Aboriginal community participation at Casino West Public School increased and Aboriginal employment within school increased by 2 staff.

Catholic schools also collaborated with Aboriginal communities through strategies such as parent participation in the classroom, careers development days involving professional and community partners, home visits, community dinners and staff participation in cultural awareness workshops run by an Indigenous Education Officer.

Independent schools in the Partnership collaborated with Aboriginal communities through relationships with local Elders and artists, and engaged with the local community in planning events for NAIDOC week. One school, in conjunction with the Local Aboriginal Education

Consultative Group, organised a “Birth Certificate and Registration Day” to assist parents to establish bank accounts for their children and to facilitate school enrolment.

Airds Community of Schools - community engagement to meet the needs of Aboriginal students – case study

Airds Community of Schools (CoS) in the South West Sydney region of NSW involves one high school and three primary schools, all committed to increasing the engagement of the community to support Aboriginal student achievement.

The 2010 situational analysis at John Warby Public School identified the need for improved school community engagement linked to student learning, in particular developing the Aboriginal community understanding of literacy and numeracy learning, the need to strengthen transition points for Aboriginal students and to provide consistency of programs across the CoS. NP funding enabled the employment of additional staff including:

- a Deputy Principal (Aboriginal Education), across the Airds CoS, to support the school leadership team in identifying and providing strategies for Aboriginal students and to coordinate an after school community engagement program for students and parents
- a Community Liaison Officer to promote more effective parental engagement with their child’s learning at school and at home
- an Assistant Principal, School Learning Support Officer and School Administration Officer.

The additional staff facilitated a number of school community engagement programs including:

- an interactive and technology-based Personalised Learning Plan process across the Airds CoS, to ensure consistency for students, parents and teachers
- a CoS cultural awareness tour for parents and teachers in collaboration with the local Aboriginal Education Consultative Group (AECG) to schools with high populations of Aboriginal students in north western NSW, which built community and school relationships as well as community capacity to participate in school improvement
- supporting the work of the AECG, across the Airds CoS, in implementing a TAFE Certificate III program for parents and community members that focused on improving the understanding and involvement of community in the local and state AECG
- involvement of teachers in Cultural Immersion training
- provision of training for Aboriginal Elders and Aboriginal community members in supporting literacy and numeracy in the classroom
- regular community meetings to guide the future direction of the school
- redesign of the school newsletter, in consultation with the parent community
- organisation of Aboriginal cultural events in the school.

The Deputy Principal (Aboriginal Education) has raised the profile of Aboriginal policies and strengthened links with the AECG. Improvements are now evident, including:

- NAPLAN growth data for Year 5 Numeracy indicated that 50% of Aboriginal students exceeded expected growth, with an average of 102 points compared to 93 for the state.
- in Year 5 Numeracy, only 10% of Aboriginal students were at or below the National Minimum Standard (NMS) compared to 60% in 2010
- in Year 5 Reading, the percentage of Aboriginal students at or below the NMS fell from 66.6% in 2010 to 50% in 2011
- eight Aboriginal people from the Airds CoS completed their Certificate III program

Support for other cohorts – 1 Jan to 31 Dec 2011

Reforms and initiatives in the Low SES NP are designed to cater particularly to the needs of the most disadvantaged students. In addition to the initiatives already described for Aboriginal and Torres Strait Islander students, during 2011 the Partnership supported a range of initiatives in all sectors for students requiring support due to their levels of English language proficiency or their refugee background.

Significant numbers of English as a Second Language (ESL) students are enrolled in schools in the Low SES NP, including REI schools:

- around 29% of NSW Phase 1 ESL government school students were enrolled in DEC Low SES NP schools in 2011
- around 41% of the 2011 government school refugee students in NSW were enrolled in DEC Low SES NP schools
- many individual schools in both the Catholic and independent sectors have extremely high enrolments of ESL students – many over 80%.

Government schools continued to employ a range of strategies to support English as a Second Language (ESL) students, with a strong focus on teacher professional learning in ESL pedagogy, the use of the ESL scales assessment to inform planning and targeted literacy and numeracy intervention programs. Several schools implemented the Teaching English Language Learners (TELL) program to develop a shared, consistent knowledge and understanding of second language acquisition and had staff trained in data analysis, and in programs such as Focus on Reading, Accelerated Literacy, MULTILIT and QuickSmart to ensure preparation of effective Individualised Learning Plans.

Within Catholic Partnership Schools, strategies to support ESL students included participation by leadership teams and whole schools in professional learning on ESL pedagogy to build teacher capacity, and additional staff working with cultural groups to engage families and encourage participation

In the independent sector, teacher professional development in ESL pedagogy continued to be the main strategy used to support ESL students. In six independent schools with ESL enrolments over 95 % this professional development included external courses for teachers in meeting the needs of the ESL learner in the mainstream classroom and the use of ESL scales.

Some government schools employed specialist staff, including Assistant Principals ESL, School Learning Support Officers and Community Engagement Officers. The Assistant Principals continued strategies implemented under the *Successful Language Learners* (SLL) project such as coordinating professional learning in language, literacy and numeracy; and professional learning in the use of ESL Scales to assess ESL students' learning needs and to guide programming.

Catholic and independent Low SES NP schools also employed additional staff to support ESL students, including bilingual staff, teachers' assistants, and Highly Accomplished Teachers.

Government schools provided focused support for refugee students as well as alternative timetabled curriculum for refugee students, with a range of professional learning including:

- facilitator training for the *Teaching refugees in My Classroom* (20 schools)
- the *Refugee Transition Program* for high schools (8 schools)
- the *Intensive English Program* for refugee students in primary schools (6 schools)
- *Promoting Positive Behaviour and Learning-Assisting Refugee Students at School*

Cabramatta High School – improving literacy and numeracy outcomes for LBOTE and refugee students

Cabramatta High School (CHS) is a government co-educational high school located in Sydney's South West region. Catering to students in Years 7 to 12, 97% are from a Language Background Other Than English (LBOTE), including 45 refugee students.

CHS is also supported by the Priority Schools Programs (PSP) and by funding from Priority Action Schools (PAS); both of which are equity programs targeting schools in low socio-economic communities. The school utilises this funding to improve learning outcomes in literacy and numeracy for all students by developing positive strategies in home, school and community partnerships, school organisation and quality teaching and learning.

CHS established learning partnerships with over 50 community organisations, including the Australian Business Community Network, giving students the opportunity to be mentored, learn about the wider community, and develop leadership and work-related skills. CHS also cultivates a strong community, with strong attendance at school council and parent meetings; implementation of the Families in Cultural Transition Program; and effective communication with parents through the work of six Community Liaison Officers.

On commencing participation in the Low SES NP, CHS targeted improved literacy and numeracy outcomes for students and sustainable reform. Funding facilitated the extension of school library operating hours, thereby providing for a homework centre and opportunities for students to engage in tutoring in literacy, numeracy, and subject-specific areas. Funding was also utilised to appoint a dedicated teacher, who developed and implemented strategies including targeted tutorials, study skills workshops, mentoring activities, Individual Learning Plans and links with external agencies.

After one year in the Low SES NP, CHS experienced excellent student outcomes, evidenced in NAPLAN data compared across 2010 and 2011, particularly for Year 9:

- Reading: 64% students exceeded expected growth in 2011, with an average of 49.5 points (compared to a state average of 37 points).
- The proportion of students in Proficient bands for Reading increased from 6% to 8%, and the proportion of students in bottom bands decreased from 59% to 37%
- Numeracy: 63% of students achieved expected growth in 2011, with an average of 48.7 points (compared to a state average of 39.6).
- The proportion of students in Proficient bands for Numeracy increased from 22% to 31%, and the proportion of students in bottom bands decreased from 36% to 26%.

Challenge: Staff recruitment

Recruitment of additional/new specialised staff continued to be a key challenge in 2011 particularly in remote and traditionally difficult to staff areas.

In the government sector, the strategies adopted to address this included central office and the regions working together to identify, recruit and support staff in remote and difficult-to-staff schools. Government schools also continued with flexible solutions, including virtual consultants and virtual Head Teachers, who spent some time on site in the schools to lead professional learning and model high quality teaching, and some time working with staff via video conferencing.

Catholic schools in the Partnership adopted a range of strategies including scholarships with the Australian Catholic University and the University of Notre Dame and a priority placement program for hard-to-staff schools. One regional diocese reported that it covered removal costs, provided rental assistance and paid an additional allowance for up to five years to encourage staff to accept positions at its schools.

Independent schools in metropolitan areas experienced challenges in recruiting experienced and qualified ESL staff, while remote schools had issues recruiting teachers and executive staff in regional and remote schools. Some schools provided mentors for isolated or inexperienced staff, while the AIS Leadership Centre offered a program for newly appointed principals, to support these new leaders and assist in their retention.

Challenge: Staff turnover

Staff turnover was a particular challenge for some small independent schools in the Partnership, particularly in the implementation of Low SES NP programs and initiatives and the related professional development needs. Some of these schools experienced a change in school principal or changes to the majority of staff after only one or two years in the Partnership.

Strategies adopted by the independent schools to address this challenge included increased visits by the sector's National Partnerships Coordinator. In addition, new school leaders were encouraged to participate in the new Principal's Leadership program, while all staff were encouraged to attend the Leadership course.

Challenge: Small cohorts of staff

Small cohorts of staff posed challenges for some Catholic Partnership schools as it limited access to interaction with other educators and specialist staff. In this sector these challenges were addressed through engaging diocesan support personnel, partnering with other schools to provide opportunities to share and collaborate, fostering external networks and employing specialist assistance.

Showcase – 1 January to 31 December 2011

Wiley Park Public School – literacy and numeracy strategies for ESL students

Wiley Park Public School (WPPS) is a government primary school situated in Sydney's South West region, attended by approximately 530 students. Of these students, 97% are from Non English Speaking Backgrounds, representing 38 languages and 29 countries of origin.

WPPS operates a range of programs to support student learning including the Early School Support Program; English as a Second Language (ESL); Samoan, Arabic and Vietnamese community language program; reading recovery programs; learning assistance programs; and Homework Centres. WPPS also participates in a number of community programs such as a Multicultural Playgroup and Good Beginnings; maintains productive partnerships with organisations such as Sydney University and the Canterbury Bankstown Migrant Resource Centre; and is part of the Priority Schools' Program; the Successful Language Learners Project; and the School and Community Centres Project.

WPPS commenced participation in the Low SES School Communities National Partnership (LSES NP) in 2011 with a view to implementing strong reform and improving learning outcomes for students. Funding has been utilised accordingly. Firstly, funding contributed to the employment of additional staff including an Assistant Principal ESL and an Assistant Principal Literacy, who in turn have facilitated professional learning in ESL pedagogy, numeracy teaching, and Information Communication Technology (ICT). A paraprofessional has also been appointed to support underperforming students.

WPPS also utilised SMART2 to analyse students' NAPLAN results and identify strengths and weaknesses with reference to the expected syllabus outcomes. Two programs were subsequently implemented to address identified needs: *Focus on Reading 3-6* and *Language and Literacy Learning*.

WPPS experienced excellent results by the end of their first year of participation in the LSES NP. Four reading targets and four numeracy targets were set for the school in 2011, and all were achieved or exceeded, as supported by NAPLAN data:

- Year 3 Reading: the proportion of students in Proficient bands increased from 27% in 2010 to 33% in 2011, while the proportion of students in the bottom bands decreased from 25% in 2010 to 18% in 2011.
- Year 3 Numeracy: the proportion of students in Proficient bands increased from 13% in 2010 to 28% in 2011, while the percentage of students in the bottom bands decreased from 31% in 2010 to 21% in 2010
- Year 5 Reading: 50% students achieved expected growth, with an average of 79 points (compared to the state average of 72)
- Year 5 Numeracy: 60.7% students achieved expected growth, with an average of 112 points (compared to the state average of 94)

Given that these results have been obtained after just one year of participation in the LSES NP, WPPS has established an excellent foundation for further improvement in literacy and numeracy

Wyndham Public School: Innovative programs to address engagement with parents and the local community

Wyndham Public School (WPS) is a government primary school located in the Illawarra and South-East region of NSW. Attended by 22 students, the school is actively involved in the Far South Coast Small Schools Network and Sapphire Coast Learning Community. WPS receives funding under the Low SES School Communities National Partnership (LSES NP) and the Country Areas Program.

WPS conducted a rigorous situational analysis, which identified engagement with parents and the local community as a key area for improvement, with specific recommendations:

- provide regular feedback to students and parents about student progress
- promote the school in the local and wider community
- build strong partnerships with the local Aboriginal community.

WPS also utilised school-based and external assessment data (including NAPLAN results) to identify students who were performing lower than school and state averages in literacy and numeracy. These students were targeted for individualised support from parent and community tutors, teachers, and the School Learning Support Officer.

Funding provided through the LSES NP enabled WPS to coordinate a number of strategies to improve parent and community engagement. These included:

- additional time for the teaching principal to: engage in networks to build knowledge about establishing shared learning environments with parents and community; complete the *Team Leadership for School Improvement* course; and develop Personalised Learning Plans with parents and students.
- professional learning programs which utilised connected classroom technology to support the analysis of individual student needs in literacy and numeracy and guide responsive strategies
- a shared learning classroom environment for intensive work with small focus groups
- training for parents and community members to support student learning via programs such as *MULTILIT* and the *Count Me In* framework
- weekly meetings between a parent representative and the School Administration Officer to develop school promotions activities
- a cross curriculum approach to deepen understandings of Aboriginal history and culture, in collaboration with Aboriginal Elders and community members
- regular student achievement certificates to inform students and parents about learning improvements.

Outcomes were very positive: The quality of communication between home and school improved significantly, recognised by 100% of parents who responded to a school-based survey. Moreover, 50% of community members who provided classroom assistance completed training in the *MULTILIT* program. Personalised Learning Plans were developed for each student – reviewed collaboratively each term. Further positive outcomes were reflected in the increased leadership capacity of the teaching principal to engage the community (self-reported) and the opportunities provided in all teaching and learning programs to deepen student understanding of Aboriginal history and culture.

Canberra / Goulburn Diocese: Building with numeracy blocks

Catholic schools in the Canberra / Goulburn Diocese had the opportunity to learn about, and implement, a contemporary model for teaching mathematics.

This model was derived from a number of sources: the Pearson and Gallagher Gradual Release of Responsibility Model; Brain Based Learning research by David Sousa; and the RAMR model for teaching Aboriginal Children (an experiential mathematical philosophy developed by Dr Chris Matthew).

Many schools who adopted the model had encountered behavioural problems with students, which had been attributed to a lack of engagement. The initiative was adopted with enthusiasm, as it was viewed as a strategy to change classroom practice, and potentially, improve student engagement and behaviour.

In keeping with the model, schools implemented a number of changes in classroom practices. Some of these changes were structural: timetables were rearranged to schedule a block of uninterrupted and sustained teaching of numeracy in 'prime teaching time', comprising 25% of the school day. Other changes implemented were resource-based. Mathematics text books were removed from classrooms, and new resources to aid modeling and small group-work were introduced. Still more changes were lesson based: differentiation between content, product and process was implemented, and mathematical experiences were introduced at the beginning of all new concepts.

Professional learning and development was another key component of the new model. Teachers engaged in extensive Professional Learning sessions, and specific CMIT and NIP Teachers were trained and appointed. Peer mentoring was introduced; dedicated staff were appointed to assist and team teach with classroom teachers; and lessons were modeled by the NP Facilitator.

As a key focus of the Low SES NP, the model also incorporated a strong focus on program monitoring and evaluation. Pat Math pre- and post-testing was introduced for students in Year 3 – 6, and SENA 1 testing for students in Kindergarten – Year 2. Data that was collected through testing was then used to inform student grouping and lesson programming. Data also helped identify at-risk students and underachieving Indigenous students, and enabled a targeted Numeracy Intervention Program (NIP) to be implemented where appropriate.

The model has elicited considerable positive change in participating schools over the 12 months it has been in effect. Results thus far are chiefly qualitative, with a significant increase in student engagement and a significant decrease in behavioral problems during Numeracy blocks. However, these changes provide a solid foundation for sustainable, quantitative improvements in student outcomes as the model is more firmly grounded in classroom practice.

Namoi Valley Christian School: effective partnerships with parents

Namoi Valley Christian School (NVCS) is an independent primary school situated in Wee Waa, North-West NSW and catering for 38 students from Kindergarten to Year 6; one third of whom are Indigenous, and a significant number of whom live on farms or in smaller townships located a considerable distance from the school (some over 60km). NVCS students represent a diverse range of family educational backgrounds.

Effective communication with parents, and strong parental involvement in the school, are key priorities for NVCS. However, NVCS encountered two significant challenges - parents did not often attend school-based activities due to distance and some parents felt uncomfortable in a school environment and unable to support their child's learning.

NVCS addressed these challenges using a variety of strategies. One strategy was to actively involve parents in school planning, with a teacher released from classes to visit all parents in their homes, and offer them the opportunity to contribute to the School Plan. This also enabled NVCS to actively demonstrate how highly parents were valued as partners in their children's education.

NVCS also produced and distributed to all parents a maths resource pack containing: mathematics-based activities for all grades/stages; equipment for completing activities; an explanatory booklet; and a DVD of the classroom teacher demonstrating activities, providing parents the opportunity to be involved in their children's' education, without having to travel a long distance to the school. It also helped mitigate the 'loss of learning' that could occur over long holiday periods, supported parents with limited literacy and numeracy skills; generated excitement amongst students as they watched their teacher play games and model activities, and encouraged them to share the experience with their parents.

NVCS also implemented an onsite homework centre, recognising that many parents lacked suitable conditions for homework completion and the skills to provide assistance. The centre also acted as a model for parents who then recognised the benefits of homework and changing attitudes to education.

NVCS arranged for a small group of parents to receive training in Quicksmart – a numeracy intervention program, which increased the number of people able to deliver the program, contributing to both its successful implementation and its ongoing sustainability.

NVCS has initiated a pre-Kindergarten transition strategy in response to a revised situational analysis at the end of their first year in the NP, offering a learning program for selected candidates prior to commencing Kindergarten. The program involved targeted literacy and numeracy activities for 2.5 days per week. By the end of the program participants demonstrated significantly improved literacy and numeracy skills and abilities, minimising support and intervention otherwise required in the first year of schooling.

NVCS has achieved excellent outcomes. Prior to the Low SES NP, students failed to demonstrate minimum expected growth in Numeracy; less than three quarters of students reported that they enjoyed mathematics tasks; and absenteeism was a significant cause for concern – particularly amongst Aboriginal students. However in 2011 all students achieved minimum expected growth in Numeracy; 96% reported that they enjoyed mathematics tasks and the school encourages students and parents to maintain high levels of attendance.

Sustainability

In government Low SES NP schools, an ongoing focus on professional learning around evaluation, planning and leading school change is building leadership capacity at state, regional and school levels to ensure that quality processes can be sustained beyond the life of the Partnership.

Continued development of skills around the analysis of data ensures that decisions about strategy implementation and resource allocation are well informed and focused beyond the life of the Partnership.

Explicit leadership, coaching and mentoring programs are assisting in building leadership capacity and preparing the next generation of school leaders in the government sector.

Within the Catholic sector, a range of strategies covering staff retention, professional learning, building leadership capacity and planning have been adopted to ensure ongoing sustainability of initiatives under the Partnership.

Low SES NP schools within the independent sector have also taken steps to ensure the sustainability of initiatives under the Partnership, including changes in data analysis practices and the growth in educational leadership skills.

Despite these steps being taken, concerns have been expressed across the sectors about the ongoing sustainability of initiatives under the Partnership without long term funding commitments. Staff and student transience is a characteristic of many Low SES schools so there is a particular challenge of maintaining the improvement over the life of the Partnership.

Section 4 – Research and Evaluation

State level evaluation

National Partnerships Evaluation Committee

The National Partnerships Evaluation Committee (NPEC), a cross-sectoral body supported by the NPEC Secretariat in the DEC Office of Education, oversees state level strategic evaluations of the Smarter Schools National Partnerships in NSW.

NPEC is chaired by Dr John Ainley, previously Deputy Chief Executive Officer, Research, at the Australian Council for Educational Research. The committee includes executives from all three schools sectors, as well as the Chair of the Australian College of Educators, the NSW Chief Scientist, leading academics and representatives of bodies such as the NSW Board of Studies at the NSW Institute of Teachers and other government agencies.

NPEC has commissioned a suite of rigorous independent evaluations of the Partnerships in NSW, to provide a high quality evidence base for future schooling policy and to underpin continuous improvement and effective implementation of long-term reform at school and system/sector level.

Strategic evaluation projects

Five major strategic evaluations of SSNP activity in NSW commenced in 2011, with NPEC awarding contracts for the following evaluations:

- *The Impact of the Quality Teacher, Paraprofessional and Centre for Excellence Initiatives* (PriceWaterhouseCoopers)
- *The Take-up and Sustainability of New Literacy and Numeracy Practices in NSW Schools* (Erebus International)
- *Evaluation of School External Partnerships* (University of Canberra)
- *Evaluation of School Staffing, Management and Accountability Initiatives* (University of Melbourne)
- *The Impact of Professional Experience Reform Measures* (University of New England)

NPEC members guided the preparation of project briefs, the recommendation of successful contractors, and the approval of detailed evaluation plans. For each evaluation project, detailed cross-sectoral advice and guidance is provided directly to evaluators through a Project Reference Group, ensuring that sectoral priorities are reflected in the work and that data collection strategies are coordinated wherever possible to minimize the potential burden on schools.

While all the evaluations were still in their early stages during 2011, initial reports from the evaluation of the impact of the Literacy and Numeracy National Partnership, conducted by Erebus International, have provided useful findings, including:

- 97 % of teachers clearly acknowledged the impact of focused instructional leadership on their own behaviour as a contributor to student learning
- More than 97 % of teachers considered that they were now far more proactive in dealing with accountability issues relating to student outcomes
- 98% of teachers reported improved teaching and learning as well as a rethinking of their beliefs about best practice
- Almost 97% of teachers reported improved collegiality and cooperation amongst school staff
- Over 98% of teachers now more frequently used a range of assessment tools for decision making about student learning.

Planning commenced in late 2011 for a significant expansion to this evaluation (outlined in the following section on program level evaluations).

Initial scoping work for the evaluation of the Quality Teacher, Paraprofessional and Centre for Excellence Initiatives, undertaken in 2011 by PriceWaterhouseCoopers, is to be continued in 2012 by the University of New England, whose current project already examines other closely related aspects of the ITQ Partnership (particularly teacher practicum reforms).

Cross-sectoral Impact Survey

To provide a backdrop to the large scale and long term strategic evaluations, NPEC also commissioned a Cross-sectoral Impact Survey (CSIS) which was administered online for the first time to principals and executives in all Partnership schools and to all teachers in a sample of those schools in September 2011. The survey examined the effects of the Partnerships on key drivers of education reform such as teacher development and practice, leadership capacity, cultural change and monitoring and accountability.

Late in 2011, NPEC commissioned an independent analysis of CSIS results, to be undertaken by ARTD Consultants for this and subsequent administrations of the survey to 2013. As with the strategic evaluations, this large scale data analysis project is to be guided by a cross-sectoral Project Reference Group.

The first formal report delivered in early 2012 noted that significant changes had been occurring in schools even prior to their participation in the Partnerships. That is, Partnership reforms were seen to be building on other initiatives already in place that were enhancing accountability, leadership, school planning and access to professional development, all of which were improving the overall quality of teaching to some extent.

The most positive effects of Partnership reforms were reported by those schools that had been participating in the Partnerships for the longest periods of time (since 2009/10), though there were immediate improvements noted by other principals, executives and teachers who completed the survey after only one year of participation.

Of those who had participated since 2009/10:

- 98% of principals, 94% of executives and 89% of teachers said that the overall quality of teaching had increased as a result of the Partnerships
- 92% of principals reported that Partnership strategies in their school had further developed their skills or capabilities in instructional leadership

- almost all schools (90%) are now more often using student achievement data and analysis in the school planning process, with 96% of principals reporting increasingly rigorous monitoring of effects of new initiatives
- approximately 82% of teachers also reported that their use of student achievement data to inform lesson planning had increased, more often planning their teaching to meet individual student need
- a similar proportion of teachers reported an increase in the quality of their collaboration and networking with other teachers around teaching practices and student learning
- a large proportion of teachers reported increased availability of in-school professional learning and support, noting effective mentoring, focus on teaching and learning in staff meetings, in-class professional support and learning support staff as contributing factors.

Program level evaluation

Specific program level evaluations were commissioned by NSW DEC and managed through the Department's Student Engagement and Program Evaluation Bureau (SEPEB).

These evaluations examined literacy and numeracy programs implemented in the government and Catholic school sectors, through the LN NP. Four of these evaluations were conducted by Urbis Pty Ltd, while the remainder were evaluated by SEPEB, as follows:

- | | |
|-----------------------------|--|
| Evaluated by Urbis Pty Ltd: | <ul style="list-style-type: none"> • Taking Off With Numeracy (TOWN) • Multilit • Mindful Learning Mindful Teaching • Focus on Reading 3-6 |
| Evaluated by SEPEB: | <ul style="list-style-type: none"> • Accelerated Literacy • Individual Learning Plans • QuickSmart • Reading to Learn |

Planning commenced in late 2011 for the current state-level strategic LN NP evaluation being undertaken by Erebus International to be significantly expanded to include a comparative analysis of the results of these program level evaluations. This new strategic focus will:

- provide a comparative overview of the findings of the program level evaluations in order to inform decisions about literacy and numeracy programs and practices at both local school and system/sector level
- identify local and system-level contexts in which each program works best for students
- identify factors such as effective support mechanisms for planning and implementation which facilitate enhanced student outcomes for each program
- examine the cost-effectiveness of the programs
- develop an online resource to effectively share information and advice with schools across the government, Catholic and independent sectors.

Sharing results of evaluations with schools

Schools are regularly updated with information about the evaluation projects, including preliminary findings and current activities that may provide opportunities for schools. DEC provides a regular online newsletter to all government schools, with the content also made available to the Catholic and independent sectors for use in communicating with their schools.

National evaluation

The NPEC Secretariat facilitated access to schools and sector representatives in NSW for the national evaluation undertaken by Atelier Learning Solutions Pty Ltd during 2011. Evaluation activity in NSW compares very favourably against criteria for strategically important evaluation projects noted in Atelier's final report. That is, evaluation activity is comparatively well advanced in NSW, it has been planned with the collaboration of all three sectors to complement implementation right from the start, it has a dual focus on both program level evaluations and high level strategic evaluations of the Partnerships and their reforms and this jurisdiction has implemented strategies to share the important learnings of its evaluation projects.

Part 1 - Milestones not reported/not achieved/partially achieved in Progress Report for 2011

Milestone (States/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>
-	-	-	-

Part 2 - Milestones in Annual Report - Achieved 1 January to 31 December 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>
Revised Implementation Plan.	NSW has revised its Implementation Plan with priority actions for 2012.	-	-
<u>2010 Centres for Excellence:</u> Bonus incentive payments made to principals where appropriate.	In 2011, 16 bonus incentive payments were paid to principals of 2010 Centres for Excellence. (This includes 12 principals of NSW public schools and 4 principals of Catholic schools). ⁸	-	-
<u>2011 Centres for Excellence have:</u> Provided professional learning opportunities to support quality teaching.	All 2011 Centres for Excellence in NSW provided professional learning opportunities to support quality teaching.	-	-
<u>2011 Centres for Excellence have:</u>	All 2011 Centres for Excellence have	-	-

⁸ In 2010, one DEC principal chose not to apply for the allowance (paid in Term 1, 2011).

Developed collaborative relationships with partner schools where a hub and spoke model is used.	developed collaborative relationships with partner schools where a hub and spoke model is used.		
<u>2011 Centres for Excellence have:</u> Developed partnerships with universities where appropriate.	2011 Centres for Excellence have developed partnerships with universities where appropriate.	-	-
<u>2011 Centres for Excellence have:</u> Published a Fact Sheet on the NSW National Partnership website (DEC will have a generic Fact Sheet.	2011 Centres for Excellence have published a Fact Sheet on the NSW National Partnership website.	-	-
<u>2012 Centres for Excellence have:</u> Revised and submitted a school plan for 2012, where the Centre for Excellence is a school.	All 2012 Centres for Excellence have revised and submitted a school plan, where the Centre for Excellence is a school.	-	-
<u>2012 Centres for Excellence have:</u> DEC Centres for Excellence have published the 2012 school plan on the school website.	All 2012 DEC Centres for Excellence have published their school plans on their school websites.	-	-

Part 1 - Milestones not reported/not achieved/partially achieved in Progress Report for 2011

Milestone (States/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			

Part 2 - Milestones in Annual Report - Achieved 1 January to 31 December 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>
All schools that commenced in 2011 have: <ul style="list-style-type: none"> implemented strategies to improve the availability of high quality teaching 	Achieved		
All schools that commenced in 2011 have: <ul style="list-style-type: none"> undertaken professional development on data analysis with a focus on improving student outcomes. 	Achieved		
All new and continuing schools have: <ul style="list-style-type: none"> completed a comprehensive 	Achieved		

situational analysis/environmental scan for 2012 including consultation with community partners			
All new and continuing schools have: <ul style="list-style-type: none"> revised and submitted a school plan for 2012 	Achieved		
All new and continuing schools have: <ul style="list-style-type: none"> published their 2012 school plan on the school's website by the end of Term 1. 	Achieved		

Section 6 – Low SES NP Performance Indicators for Identified Cohorts

Please see Appendix 3 for detailed NAPLAN Reading and Numeracy results for Years 3, 5, 7 and 9 students attending schools participating in the Low SES School Communities National Partnership beginning in 2009 and 2010 (Group 1, 331 schools) and in 2011 (Group 2, 191 schools).

Consistent with the measure adopted for national reporting of COAG indicators and targets, this report focuses on the statistical significance of any changes in the percentage of students achieving at or above the national minimum standard between 2010 and 2011.

ACARA has provided all States and Territories with information to identify any statistically significant changes in performance over time for the full cohorts of students who have participated in NAPLAN since 2008. Specifically, such information enables the assessment of the statistical significance of changes between the current testing year and the year previous (i.e. between 2011 and 2010). This same information was applied to the cohort of NSW schools which commenced the National Partnership in 2009 or 2010 to determine the significance of the data.

For the performance highlights in this report, NSW comparisons are made between only the current year (2011) and the year previous (2010), as implementation of National Partnership initiatives for both the 2009 and 2010 cohorts of participating Low SES NP schools only commenced in 2010. Analysis is currently limited to comparing trends over time as there is not sufficient data available to track individual students as they progress through their schooling.

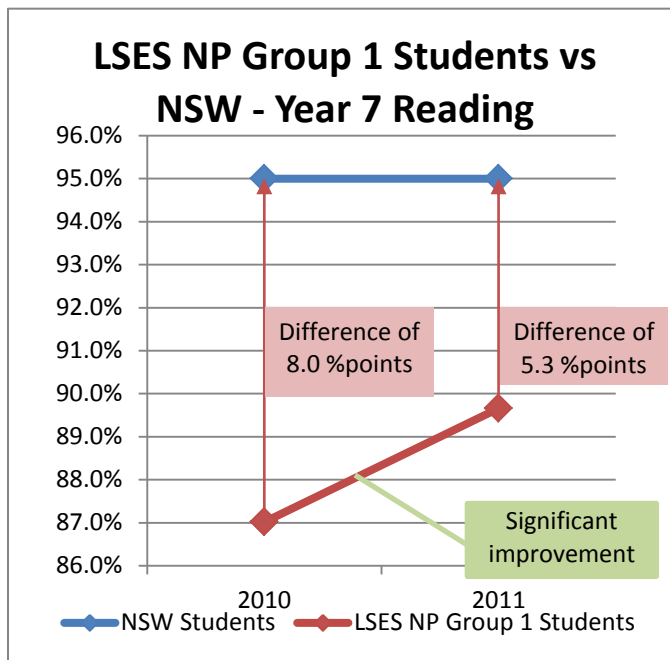
In general, when a result for one year is found to be significantly different statistically from that in the comparison year, it merely alerts us to the possibility that a significant change may be starting to occur. We need a minimum of five years of trend data, and preferably ten, before we can be confident that the change is both meaningful and important, and not merely the result of the normal random variability we have come to expect in student test results from year to year.

Based on information ACARA has provided for all NSW students who participated in NAPLAN, NSW has identified several changes in the performance of students from Low SES National Partnership schools that are likely to be statistically significant. These changes relate only to students from those schools that commenced the National Partnership in 2009 or 2010, referred to as Group 1.

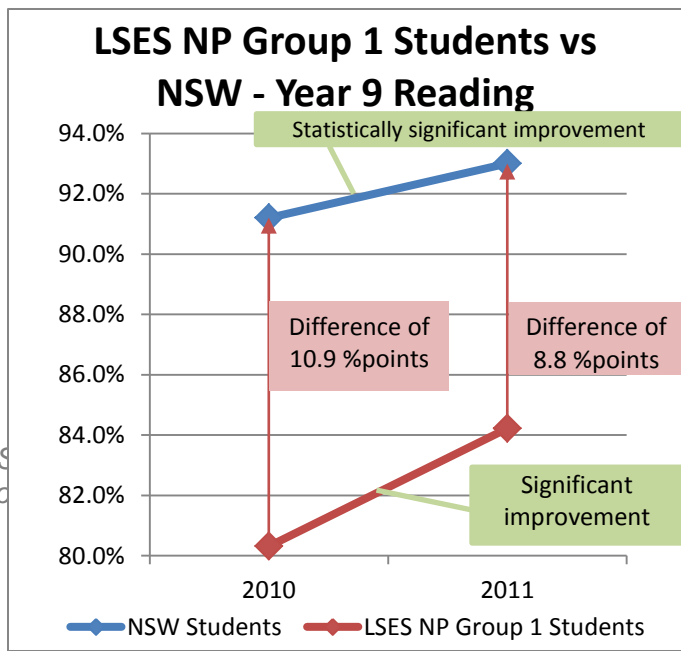
The findings presented with the following charts should be regarded as indicative and preliminary only and should be interpreted with caution. NSW firmly believes that it is too soon to make definitive judgments about performance or arrive at any firm conclusions about what the data might be telling us. Based on the data to hand, it is certainly too soon to make any assessment of the success or otherwise of the National Partnership initiatives. Good research and evaluation practice would suggest that at least five - and ideally ten - years of trend data is required before performance data of this nature can be reliably used to inform decision-making.

NAPLAN Performance Highlights

The following figures and accompanying text highlight 2011 NAPLAN Reading and Numeracy results for students attending schools participating in the Low SES School Communities National Partnership (LSES NP) beginning in 2009 and 2010 (Group 1, 331 schools).

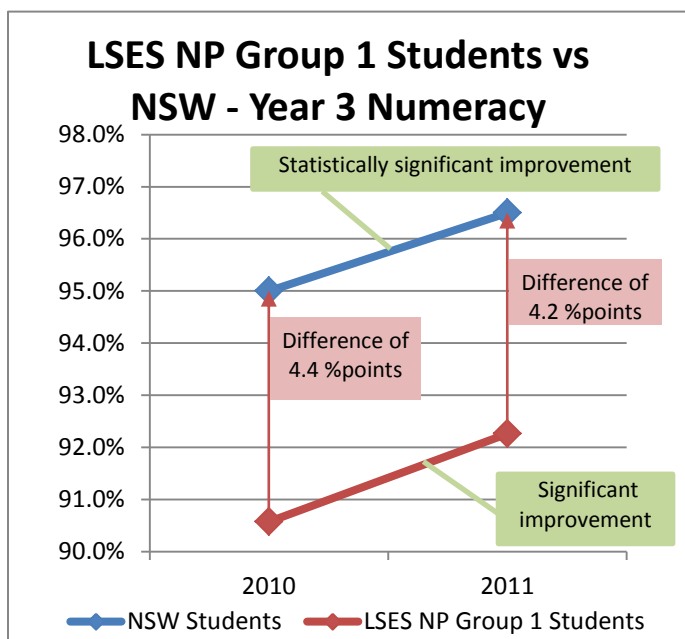


In both 2010 and 2011 testing, the proportion of NSW students achieving at or above the National Minimum Standard for Year 7 Reading was 95.0%. Over the same period, the proportion of Group 1 or above the Standard in 2010 to significant



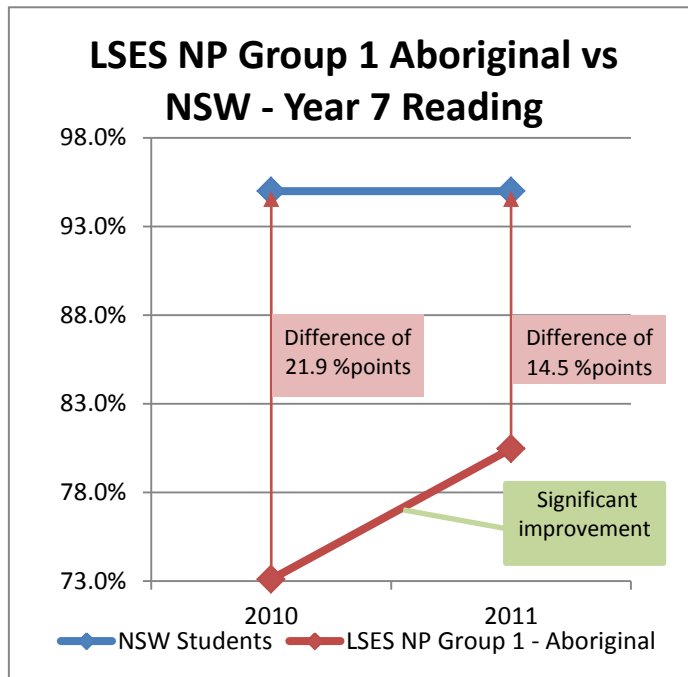
students in LSES NP schools achieving at National Minimum increased from 87.0% 89.7% in 2011, a improvement.

For Year 9 Reading, a higher proportion of NSW students performed at or above the National Minimum Standard in 2011 testing (93.0%) compared to 2010 (91.2%), a statistically significant improvement. Students in LSES NP Group 1 schools also saw a significant improvement in the proportion of students performing at or above the National Minimum Standard in 2011 (84.2%) compared to 2010 (80.3%).

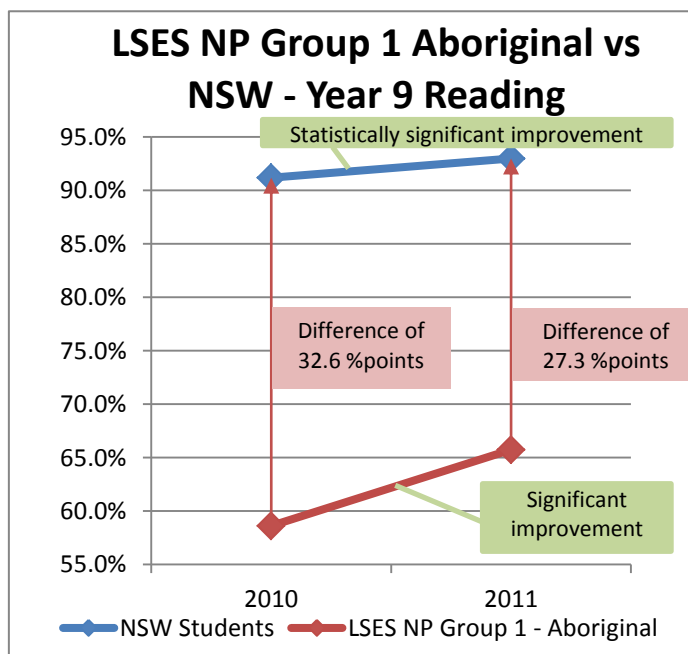


For Year 3 Numeracy, a higher proportion of NSW students performed at or above the National Minimum Standard in 2011 testing (96.5%) compared to 2010 (95.0%), a statistically significant improvement. Students in LSES NP Group 1 schools also saw a significant improvement in the proportion of students performing at or above the National Minimum Standard in 2011 (92.3%) compared to 2010 (90.6%).

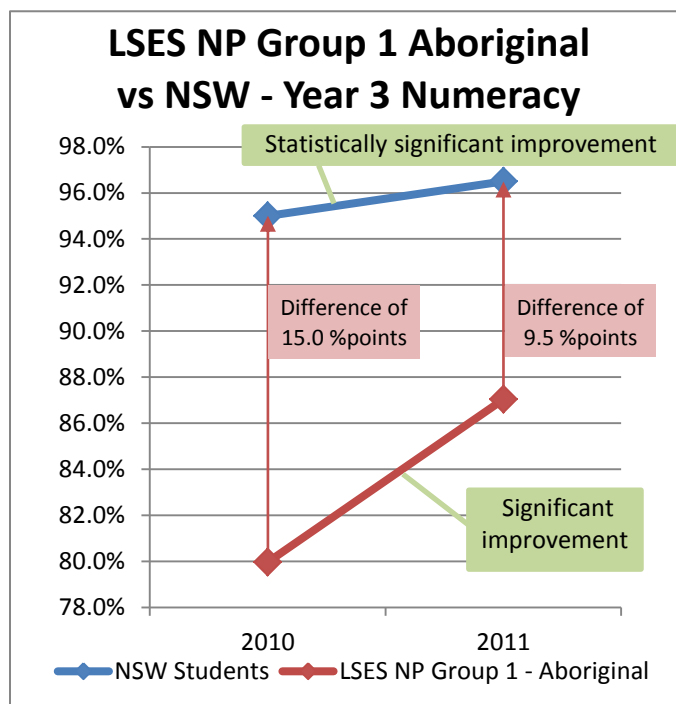
Aboriginal LSES NP Group 1 Students



In both 2010 and 2011 testing, the proportion of NSW students achieving at or above the National Minimum Standard for Year 7 Reading was 95.0%. Over the same period, the proportion of Aboriginal students in LSES NP Group 1 schools at or above the National Minimum Standard increased from 73.1% in 2010 to 80.5% in 2011, a significant improvement. Between 2010 and 2011, the performance gap for Aboriginal students in LSES NP Group 1 schools decreased from 21.9 to 14.5 percentage points.



NSW had a higher proportion of students achieving at or above the National Minimum Standard for Year 9 Reading in 2011 (93.0%) compared to 2010 (91.2%), a statistically significant improvement. Equally, a higher proportion of Aboriginal students in LSES NP Group 1 schools performed at or above the National Minimum Standard in 2011 (65.7%) compared to 2010 (58.6%), a significant improvement.



For Year 3 Numeracy, NSW had a higher proportion of students achieving at or above the National Minimum Standard in 2011 testing (96.5%) compared to 2008 (95.0%), a statistically significant improvement. Additionally, a higher proportion of Aboriginal students in LSES NP Group 1 schools performed at or above the National Minimum Standard in 2011 (87.0%) compared to 2010 (80.0%), reducing the performance gap from 15 to 9.5 percentage points. This improvement is significant.

Student Attendance

The Australian Curriculum, Assessment and Reporting Authority (ACARA) National Attendance Collection Working Group is improving methods for collection of student attendance data, as jurisdictions and sectors have varied data collection methodologies.

It is important to note that the aggregation of data overlooks the diversity of schools classified as Low SES and does not reflect the range of initiatives and programs implemented by these schools.

Section 7 –

State Performance Measures for Low SES School Communities NP

NSW government schools

Attendance rates in New South Wales government schools are calculated using absences data for students in Years 1-10 only for Semester 1 (Term 1 and 2). Schools for Specific Purposes, Senior Secondary, Distance Education Schools and ungraded support students are excluded from the attendance data.

Year	All students in Low SES NP schools (%)			All Aboriginal students in Low SES NP schools (%)			All students in NSW government schools (%)		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
Government - Group 1 (2009/2010 cohort)	90.0	90.6	90.1	83.8	84.5	84.2	92.4	92.8	92.5
Government - Group 2 (2011 cohort)	91.6	92.4	92.1	87.2	87.6	87.3	92.4	92.8	92.5

NSW Catholic schools

Attendance rates in Catholic schools are calculated by mapping attendance over an agreed two-week period against the number of students in the full cohort.

Year	All students in Low SES NP schools (%)			All Aboriginal students in Low SES NP schools (%)			All students in NSW Catholic schools (%)		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
Catholic - Group 1 (2009/2010 cohort)	93.2	94.2	94.2	82.7	84.2	85.8	93.6	93.7	93.4
Catholic - Group 2 (2011 cohort)	92.9	93.6	93.3	86.9	88.9	89.7	93.6	93.7	93.4

Source: Annual MCEECDYA Student Attendance Collection.

NSW independent schools

Year	All students in Low SES NP schools (%)			All Aboriginal students in Low SES NP schools (%)			All students in NSW independent schools (%)		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
Independent - Group 1 (2009/2010 cohort)	94.7	94.3		83.7	70.2		93.9	94.0	
Independent - Group 2 (2011 cohort)									

Source: Annual MCEECDYA Student Attendance Collection.

Note: Awaiting advice from DEEWR for updated attendance data for independent sector. Earlier AIS attendance data includes two Year 9-12 schools for disengaged youth and in 2010 included data for only 88 Aboriginal students.

Literacy and Numeracy Performance in Years 3, 5, 7 and 9 (NAPLAN)

Please see Appendix 3 for NAPLAN Reading and Numeracy results for Years 3, 5, 7 and 9 students attending schools participating in the Low SES School Communities National Partnership beginning in 2009 and 2010 (Group 1, 331 schools).

School-based Assessment and Reporting Mechanisms

All NSW schools participating in the Low SES School Communities NP provided bi-annual student reports to parents. All participating schools have produced an Annual School Report and have placed it online.

Year 12 or Equivalent Attainment (for appropriate schools)

The following information refers to the Council of Australian Governments (COAG) National Education Agreement Indicators 7 and 8 on the proportion of the 20–24 year-old population having attained at least a Year 12 or equivalent or AQF Certificate II qualification or above.

The 20-24 year-old age range was selected in recognition of the fact that young people pursue a diverse range of pathways on their way to achieving a Year 12 or equivalent VET qualification at AQF II or above via school, TAFE, university or a private training organisation.

The 20-24 age range is thought to capture the broadest possible range of outcomes and achievements of young people. The Australian Bureau of Statistics Survey of Education and Work is used to measure the rate of attainment in the population as it is currently the only national source of data that captures the educational outcomes of young people regardless of the institution at which they studied or how old they were when they achieved their qualification. Data is for persons who state they have attained Year 12 or Certificate II or above.

Information on attainment is also available by low socio-economic status (SES). In the following information, SES is derived using the ABS 2006 SEIFA IRSD (at CD level) classification

disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged). This information is only available from 2008 onwards.

The first SEIFA IRSD quintile (the most disadvantaged) does not represent the same group of students as those in the National Partnership but it is expected that a large proportion of secondary school students in National Partnership schools would be within the first SEIFA IRSD quintile.

This data does not directly represent the level of attainment of students in National Partnership schools. Data for the first SEIFA IRSD quintile is reported below to provide an indication only of the level of attainment that may be expected of students in National Partnership schools.

Proportion of the 20–24 year old population having attained at least a Year 12 or equivalent or AQF Certificate II qualification or above, and for SEIFA IRSD Quintile 1 (Q1), with Confidence Intervals (CIs)

Year cohort		2008		2009		2010	
		Quintile 1	Average	Quintile 1	Average	Quintile 1	Average
New South Wales	%	71.9	83.4	78.2	86.2	77.8	86.0
	CI	± 6.9	± 2.8	± 6.6	± 2.4	± 5.1	± 2.4
Australia	%	72.9	84.2	73.6	84.5	75.9	85.6
	CI	± 4.4	± 1.2	± 4.7	± 1.6	± 3.3	± 1.3

Source: ABS (unpublished) Survey of Education and Work, 2010

Note: Equivalent data for Aboriginal students is not available as it relies on the Australian Bureau of Statistics Census of Population and Housing for which the most recent data available is for 2006.

School Retention Data

Full-time enrolments are used to calculate apparent retention rates. Retention rates are “apparent” as they do not track individual students through their final years of secondary schooling. The measure is the percentage resulting from dividing the total number of full-time school students in a designated year (Year 12 in 2010) by the total number of full-time students for the same cohort, two years prior (Year 10 in 2008).

Care should be exercised in the interpretation of apparent retention rates as the method of calculation does not take into account a range of factors including:

- students enrolled in Year 12 on a part-time basis or repeating a year
- movements of students between states and between school sectors
- students enrolled in alternate HSC study patterns, such as:
 - Pathways HSC – accumulation of HSC for up to five years

- Accelerated HSC – students enrolled in one or more subjects ahead of their own age cohort
- Compressed HSC – students enrolled for 240 hours (Preliminary and HSC courses) for three subjects each year for two consecutive years
- impact of full-fee payment overseas students
- varying enrolment patterns in which students choose to complete their secondary schooling at TAFE.

Apparent Retention Rates (ARR) for NSW Low SES School Communities NP schools

Year	All students in Low SES NP schools (%)			Aboriginal students in Low SES NP schools (%)			All students in NSW schools retention %		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
Year 10-12 for Group 1 (2009 – 2010 cohort)	62.7	63.8	69.2	34.4	36.3	41.9	73.5	74.6	76.7
Year 10-12 for Group 2 (2011 cohort)	74.3	76.9	79.3	51.9	45.2	50.4	73.5	74.6	76.7

Source: Government and Non-Government enrolments data used in the calculation of Apparent Retention Rates (ARR) was extracted from National Schools Statistics Collections (NSSC) 2007-2010 school-level data. *Note that this may not equate with ABS (August funding) data for NSW.*

Student Destinations

School Satisfaction (parents, students)

Student and School Community Engagement (parents and student surveys)

ACARA is still progressing work on Student Destinations, School Satisfaction and Student and School Community Engagement measures. NSW will report on these measures once nationally agreed approaches are in place.

Appendix 1: Centres for Excellence

Centre for Excellence	Location	Partnering university	Number of schools participating
Government sector			
Bankstown Girls High School	South Western Sydney	University of New South Wales University of Newcastle	5
Barellan Central School	Riverina	Charles Sturt University	5
Bega High School	Illawarra South East	University of Wollongong	8
Beverly Hills Girls High School	South Western Sydney	University of Sydney	2
Blayney High School	Western NSW	Charles Sturt University	3
Bonnyrigg Heights Public School	South Western Sydney	University of Western Sydney	5
Burwood Public School	South Western Sydney	University of Technology Sydney	4
Carlingford West Public School	Western Sydney	University of Technology Sydney	4
Chatham High School	North Coast	TBA	8
Coffs Harbour Senior College	North Coast	Southern Cross University	4
Colyton Public School	Western Sydney	University of Western Sydney University of Technology Sydney	5
Coonabarabran High School	Western NSW	University of New England	9
Eden Marine High School	Illawarra South East	University of Wollongong	3
Epping Boys High School	Northern Sydney	Macquarie University University of Sydney	2
Gulmarrad Public School	North Coast	Southern Cross University	6
Heaton Public School	Hunter Central Coast	University of Newcastle	5
Homebush West Public School	South Western Sydney	University of Sydney	6
Keiraville Public School	Illawarra South East	University of Wollongong	3
Lansvale Public School	South Western Sydney	University of Western Sydney University of Sydney	4
Leichhardt Campus - Sydney Secondary College	Sydney	University of Sydney University of New South Wales	4
Macarthur Girls High School	Western Sydney	University of Western Sydney	3
Macquarie Fields High School	South Western Sydney	University of Western Sydney University of Sydney	4
Merewether Public School	Hunter Central Coast	University of Newcastle	5
Morisset Public School	Hunter Central Coast	University of Newcastle	5
Mudgee High School	Western NSW	Charles Sturt University	10
Narooma High School	Illawarra South East	University of Wollongong	6
Narrandera High School	Riverina	Charles Sturt University	4
North Ryde Public School	Northern Sydney	Macquarie University	6
Nowra High School	Illawarra South East	University of Wollongong	3
Oxley High School	New England	University of New England	4
Quirindi High School	New England	University of New England	3
		University of Newcastle	
Temora High School	Riverina	Charles Sturt University	5

Tighes Hill Public School	Hunter Central Coast	University of Newcastle	5
Warialda High School	New England	University of New England Southern Cross University	2
Westmead Public School	Western Sydney	University of Western Sydney	4
Catholic sector (note: not all Catholic Centres for Excellence are working directly with a partnering university)			
St Paul's Catholic Secondary College	Manly	University of Newcastle	1
Diocese of Lismore Online Education Centre	'Virtual' school based in Lismore with the ability to reach into every diocese in NSW		29
Building Leadership Capacity	Diocese of Wagga Wagga	Charles Sturt University Australian Catholic University	32 (all schools in the Wagga Wagga Diocese)
St Augustine's	Narromine	University of Newcastle	1
Holy Family Public School	Merewether Beach	University of Newcastle	1
St Joseph's High School	Aberdeen	University of Newcastle	2
St Paul's High School	Booragul	University of Newcastle	2
Learning Exchange	Railway Parade Mt Druitt	Australian Catholic University University of Notre Dame	77 (all schools in the Parramatta Diocese)
Southern Cross Catholic Vocational College	Newly established at Burwood, Sydney	Charles Sturt University	1
Partners4Learning	Virtual		All
Outside the Bell Curve	Our Lady of Mercy College Parramatta		14
Building Leadership Capacity	Wagga Wagga		
Professional Learning and Collaboration	Southern Illawarra	University of Wollongong	
Independent sector			
Independent Schools Centre for Excellence	The secretariat is based in Sydney at AISNSW, but activities occur across NSW.	Independent schools work with 16 universities ⁹ .	

⁹ Macquarie University; University of Sydney; Charles Sturt University; University of New England; UNSW; University of Western Sydney; University of Newcastle; Avondale College of Higher Education; UTS; ACPE; Southern Cross University; The Wesley Institute; ACU University of Wollongong; University of Notre Dame; Southland College – subsidiary of Morling College. Some schools are also working with Edith Cowan (WA) and Charles Darwin University (NT) for teacher practicum placements

Appendix 2: Allocation of Teacher Mentors to DEC schools 2011- 2012

Arthur Phillip High School	Gunnedah High School
Airds High School	Hampden Park Public School
Albury High School	Harrington Street Public School
Ambarvale High School	Henry Kendall High School
Asquith Girls High School	James Fallon High School
Auburn Girls High School	John Edmondson High School
Auburn North Public School	Kellyville High School
Auburn Public School	Killara High School
Auburn West Public School	Kincumber High School
Blakehurst High School	Lake Munmorah High School
Blaxcell Street Public School	Leumeah High School
Bossley Park High School	Lightning Ridge Central School
Bourke High School	Lurnea High School
Broken Hill High School	Macquarie Fields High School
Camden High School	Menindee Central School
Canley Vale High School	Mitchell High School
Canobolas Rural Technology High School	Moree Secondary College Carol Ave Campus
Chatswood High School	Narara Valley High School
Cherrybrook Technology High School	North Sydney Public School
Chester Hill High School	Northlakes High School
Chifley College Bidwill Campus	Nyngan High School
Chifley College Mount Druitt Campus	Old Guildford Public School
Cobar High School	Picton High School
Colo High School	Plumpton High School
Concord High School	Quakers Hill High School
Denison Secondary College Bathurst Campus	Robert Townson High School
Doonside High School	Rooty Hill High School
Dubbo College South Campus	Rouse Hill High School
Eagle Vale High School	Rouse Hill Public School
Elderslie High School	Rozelle Public School
Epping Boys High School	Ryde Secondary College
Erskine Park High School	Singleton High School
Evans High School	Southern Cross School
Fairfield High School	St Johns Park High School
Fairvale High School	St Johns Park Public School
Glenwood High School	Tuggerah Lakes Secondary College Berkeley Vale Camp
Gorokan High School	Tuggerah Lakes Secondary College Tumbi Umbi Campus

Gosford High School	Vincentia High School
Granville Boys High School	Wadalba Community School
Granville East Public School	Wade High School
Granville Public School	Wellington High School
Granville South High School	Westfields Sports High School
Granville South Public School	Wilcannia Central School
Griffith High School	Willoughby Public School
Guildford Public School	Willyama High School
Guildford West Public School	Wyong High School

NAPLAN Reading and Numeracy results for Years 3, 5, 7 and 9 students attending schools participating in the Low SES School Communities National Partnership, commencing in 2009 and 2010 (Group 1, 331 schools) and in 2011 (Group 2, 191 schools).

Explanatory Notes (DEEWR)

Clause 20 of the Low SES School Communities National Partnership (NP) Agreement provides for reporting on outcomes for identified cohorts, where possible and appropriate. Identified cohorts could include but is not limited to Indigenous students and students from a non-English speaking background. Clause 20 allows for indicators for these students to include numbers of students achieving high-end results and number of students achieving low-end results across a range of subjects and extra-curricular offerings.

In providing these data, jurisdictions should note that:

- The proposed data sets below are available through existing National Assessment Program - Literacy and Numeracy (NAPLAN) data collection mechanisms and meet the broad intent of Clause 20.
- These data do not represent performance targets, only broad indicators of progress as a result of the Low SES NP investment.
- The data will not be sought at the level of individual schools, only an aggregate for the identified sub populations of students participating in the NP.
- State and territories will also be able to report against other performance indicators as agreed in Bilateral Agreements and Implementation Plans in Section 8 of this report.

To remain consistent with national reporting, jurisdictions should note that:

- **Participation Rates** are calculated as all assessed and exempt students as a percentage of the total number of students in the year level, as reported by schools, which includes those absent and withdrawn.
- **Exempt students** are defined as those who were not assessed and are deemed not to have met the national minimum standard.
- **Weighted Likelihood Estimates** are to be used to calculate figures for the Bottom Two Bands and Mean Scale Score.
- **95% confidence intervals** are to be reported for the Bottom Two Bands and Mean Scale Score figures (where possible*).
- All data, including percentages should be expressed to **one decimal place**.

NOTES:

Below National Minimum Standard equates to Bottom Band & Below (including Exempt students)

At National Minimum Standard equates to Second Bottom Band

At or Above National Minimum Standard equates to the inverse of Bottom Band & Below (including Exempt students)

Explanatory Notes (NSW)

* It is not possible for NSW to provide confidence intervals (CIs) due to the following factors:

- the range of confidence intervals involved. For example, the comparison of a single 2010 value would require one CI for comparing it to other 2010 values, a different CI when comparing with 2009 values and yet another CI when comparing with 2008 values.
- correct calculation of CIs is a complicated process requiring an amalgamation of estimates of sampling, measurement and equating errors determined by the Australian Council of Educational Research. NSW does not possess these estimates.

GROUP 1: N=331 Schools commencing 2009 or 2010 – NAPLAN Reading and Numeracy results for Years 3, 5, 7 and 9 students

			2008									2009								
Description	Year Level	Domain	Number of students	Participation Rate	Exempt	Below National Minimum Standard	At National Minimum Standard	Top Two Bands ('Proficient')	At or Above National Minimum Standard	Mean Scale Score	S.D.	Number of students	Participation Rate	Exempt	Below National Minimum Standard	At National Minimum Standard	Top Two Bands ('Proficient')	At or Above National Minimum Standard	Mean Scale Score	S.D.
Percentage of ALL Students in Low SES Participating Schools	Year 3	Reading	6,738	96.0%	1.5%	9.7%	19.5%	30.8%	90.3%	378.3	84.1	6,593	96.3%	1.9%	8.8%	16.3%	30.5%	91.2%	385.8	87.8
	Year 5	Reading	6,893	96.5%	1.1%	16.3%	15.7%	20.3%	83.7%	463.8	81.4	6,759	96.8%	1.5%	15.0%	18.3%	23.7%	85.0%	466.3	82.8
	Year 7	Reading	6,816	93.7%	0.7%	10.9%	22.3%	16.3%	89.1%	510.9	71.3	6,691	95.2%	1.1%	13.3%	21.4%	16.8%	86.7%	510.9	73.1
	Year 9	Reading	6,999	89.2%	0.9%	12.0%	25.4%	11.5%	88.0%	554.7	67.2	6,878	91.6%	1.0%	16.5%	21.2%	13.8%	83.5%	553.8	70.8
	Year 3	Numeracy	6,738	95.4%	1.5%	8.4%	12.7%	25.8%	91.6%	380.6	75.7	6,593	95.8%	1.7%	12.4%	16.9%	25.9%	87.6%	375.4	82.8
	Year 5	Numeracy	6,893	96.0%	1.1%	11.4%	22.6%	16.5%	88.6%	462.3	76.3	6,759	96.4%	1.4%	8.3%	23.1%	19.7%	91.7%	469.6	73.5
	Year 7	Numeracy	6,816	92.6%	0.8%	7.5%	27.7%	18.6%	92.5%	517.0	73.8	6,691	93.7%	1.1%	10.1%	24.6%	17.0%	89.9%	514.1	72.2
	Year 9	Numeracy	6,999	88.4%	1.1%	11.3%	29.6%	14.7%	88.7%	560.2	70.4	6,878	90.4%	1.0%	8.1%	24.6%	15.4%	91.9%	565.1	68.2
Percentage of Indigenous Students in Low SES Participating Schools	Year 3	Reading	987	92.4%	1.5%	19.7%	33.4%	12.6%	80.3%	328.2	77.3	988	92.0%	2.4%	18.8%	25.1%	13.0%	81.2%	339.3	75.5
	Year 5	Reading	983	90.3%	1.2%	35.9%	21.7%	5.6%	64.1%	412.1	74.5	1,028	92.4%	2.2%	31.3%	26.3%	8.2%	68.7%	418.5	75.8
	Year 7	Reading	1,029	86.1%	0.6%	25.3%	31.5%	4.9%	74.7%	469.5	64.4	991	88.4%	1.3%	29.0%	32.4%	5.3%	71.0%	467.2	67.0
	Year 9	Reading	952	74.4%	1.6%	24.3%	38.7%	3.5%	75.7%	516.0	57.5	1,002	78.4%	2.0%	35.4%	25.6%	4.1%	64.6%	511.8	70.1
	Year 3	Numeracy	987	90.6%	1.7%	16.9%	23.5%	9.2%	83.1%	336.7	64.2	988	91.3%	2.2%	23.4%	26.2%	9.1%	76.6%	330.4	72.1
	Year 5	Numeracy	983	88.9%	1.3%	25.2%	37.8%	3.0%	74.8%	412.5	55.0	1,028	91.7%	2.1%	19.0%	36.9%	5.2%	81.0%	426.2	59.6
	Year 7	Numeracy	1,029	84.5%	0.7%	15.2%	47.8%	5.6%	84.8%	473.8	56.4	991	85.0%	1.2%	22.0%	42.3%	3.9%	78.0%	468.5	55.6
	Year 9	Numeracy	952	73.5%	2.0%	23.1%	44.4%	2.4%	76.9%	517.1	49.4	1,002	75.6%	2.0%	20.9%	40.0%	2.5%	79.1%	520.1	51.0
Percentage of LBOTE Students in Low SES Participating Schools	Year 3	Reading	1,873	97.7%	1.3%	6.9%	16.0%	34.5%	93.1%	389.0	79.8	2,023	97.5%	2.4%	7.3%	13.4%	34.7%	92.7%	399.2	88.4
	Year 5	Reading	1,878	97.6%	1.1%	13.8%	15.8%	21.7%	86.2%	468.7	78.1	1,974	98.0%	1.8%	12.2%	17.6%	25.1%	87.8%	472.6	78.5
	Year 7	Reading	910	98.2%	1.2%	11.7%	24.0%	16.1%	88.3%	510.3	70.7	1,279	97.7%	0.8%	10.6%	21.7%	19.6%	89.4%	518.1	73.5
	Year 9	Reading	967	95.8%	0.9%	11.7%	29.2%	10.5%	88.3%	551.2	63.4	1,317	96.1%	0.6%	17.5%	25.3%	12.4%	82.5%	546.8	67.7
	Year 3	Numeracy	1,873	97.7%	1.3%	6.9%	11.1%	32.5%	93.1%	393.9	81.2	2,023	97.3%	2.2%	10.9%	13.7%	32.3%	89.1%	391.1	87.9
	Year 5	Numeracy	1,878	97.9%	1.1%	10.4%	18.7%	26.2%	89.6%	483.0	91.0	1,974	98.0%	1.7%	6.5%	19.2%	28.5%	93.5%	490.0	84.8
	Year 7	Numeracy	910	97.9%	1.2%	7.6%	24.1%	28.6%	92.4%	539.6	93.2	1,279	97.4%	0.8%	7.1%	23.0%	28.8%	92.9%	538.8	89.2
	Year 9	Numeracy	967	95.0%	0.9%	12.1%	24.2%	23.7%	87.9%	578.4	88.9	1,317	96.0%	0.6%	7.5%	23.6%	26.5%	92.5%	585.1	87.3
Percentage of ESL Phase 1 Students in Low SES Participating Schools	Year 3	Reading	NA									146	94.5%	15.2%	28.3%	27.5%	8.7%	71.7%	328.4	69.1
	Year 5	Reading	NA									55	96.4%	32.1%	54.7%	24.5%	7.5%	45.3%	406.9	66.6
	Year 7	Reading	NA									11	72.7%	12.5%	37.5%	37.5%	12.5%	62.5%	483.2	102.3
	Year 9	Reading	NA									19	100.0%	5.3%	63.2%	31.6%	0.0%	36.8%	471.2	51.7
	Year 3	Numeracy	NA									146	93.8%	14.6%	37.2%	21.2%	8.8%	62.8%	328.2	77.4
	Year 5	Numeracy	NA									55	96.4%	32.1%	49.1%	18.9%	3.8%	50.9%	431.7	79.5
	Year 7	Numeracy	NA									11	81.8%	11.1%	44.4%	22.2%	0.0%	55.6%	472.5	66.0
	Year 9	Numeracy	NA								19	100.0%	5.3%	31.6%	47.4%	10.5%	68.4%	510.4	79.7	

GROUP 1: N=331 Schools commencing 2009 or 2010 – NAPLAN Reading and Numeracy results for Years 3, 5, 7 and 9 students

			2010									2011								
Description	Year Level	Domain	Number of students	Participation Rate	Exempt	Below National Minimum Standard	At National Minimum Standard	Top Two Bands ('Proficient')	At or Above National Minimum Standard	Mean Scale Score	S.D.	Number of students	Participation Rate	Exempt	Below National Minimum Standard	At National Minimum Standard	Top Two Bands ('Proficient')	At or Above National Minimum Standard	Mean Scale Score	S.D.
Percentage of ALL Students in Low SES Participating Schools	Year 3	Reading	6,519	96.9%	2.4%	9.6%	17.3%	29.6%	90.4%	386.0	85.3	6,481	97.4%	2.4%	9.8%	18.0%	27.3%	90.2%	382.2	85.3
	Year 5	Reading	6,607	96.9%	2.2%	17.1%	18.9%	18.7%	82.9%	462.1	80.5	6,606	97.1%	2.2%	16.4%	17.7%	19.1%	83.6%	459.2	79.8
	Year 7	Reading	6,534	95.9%	2.1%	13.0%	23.1%	18.2%	87.0%	513.7	71.5	6,431	94.7%	2.0%	10.3%	27.2%	15.6%	89.7%	508.4	68.9
	Year 9	Reading	6,933	91.7%	2.2%	19.7%	26.5%	13.3%	80.3%	547.8	72.1	6,635	90.6%	1.9%	15.8%	27.0%	12.8%	84.2%	551.5	70.8
	Year 3	Numeracy	6,519	96.4%	2.4%	9.4%	20.0%	23.7%	90.6%	371.7	77.2	6,481	96.7%	2.4%	7.7%	19.4%	23.3%	92.3%	375.8	70.7
	Year 5	Numeracy	6,607	96.3%	2.2%	11.7%	18.1%	19.9%	88.3%	469.6	77.3	6,606	96.5%	2.2%	11.4%	15.4%	16.6%	88.6%	470.1	73.3
	Year 7	Numeracy	6,534	95.1%	2.1%	10.7%	24.0%	17.7%	89.3%	517.1	76.2	6,431	94.0%	2.1%	11.5%	26.6%	16.3%	88.5%	511.6	73.8
	Year 9	Numeracy	6,933	90.9%	2.2%	14.1%	24.7%	13.6%	85.9%	559.0	71.7	6,635	89.4%	1.9%	13.4%	30.1%	13.7%	86.6%	554.8	71.7
Percentage of Indigenous Students in Low SES Participating Schools	Year 3	Reading	1,007	94.4%	2.8%	17.7%	28.5%	12.0%	82.3%	340.2	78.3	1,000	95.1%	2.5%	19.7%	29.3%	11.0%	80.3%	333.4	79.2
	Year 5	Reading	949	94.2%	2.6%	33.7%	27.7%	5.5%	66.3%	415.0	67.5	975	94.9%	2.9%	30.3%	25.0%	6.3%	69.7%	416.9	75.5
	Year 7	Reading	982	89.7%	2.4%	26.9%	34.6%	3.9%	73.1%	468.7	60.0	1,100	88.5%	2.1%	19.5%	43.2%	4.6%	80.5%	469.0	60.5
	Year 9	Reading	1,081	81.4%	1.9%	41.4%	32.4%	4.8%	58.6%	503.2	64.3	1,016	78.1%	2.8%	34.3%	34.0%	2.8%	65.7%	507.8	64.8
	Year 3	Numeracy	1,007	92.7%	2.8%	20.0%	33.1%	8.0%	80.0%	325.7	66.8	1,000	93.3%	2.6%	13.0%	33.1%	7.0%	87.0%	338.6	57.7
	Year 5	Numeracy	949	92.6%	2.6%	24.7%	29.5%	5.3%	75.3%	421.7	62.8	975	93.8%	3.0%	26.4%	23.9%	5.2%	73.6%	426.0	64.1
	Year 7	Numeracy	982	87.3%	2.2%	24.3%	39.6%	2.2%	75.7%	466.5	54.5	1,100	87.0%	2.1%	22.7%	41.4%	3.8%	77.3%	467.9	55.4
	Year 9	Numeracy	1,081	78.3%	2.0%	29.3%	38.4%	3.0%	70.7%	513.3	54.8	1,016	75.2%	2.9%	28.5%	43.6%	2.7%	71.5%	511.1	52.1
Percentage of LBOTE Students in Low SES Participating Schools	Year 3	Reading	2,090	97.0%	2.4%	6.9%	13.9%	32.1%	93.1%	396.5	79.3	2,066	98.7%	3.0%	7.4%	13.0%	31.7%	92.6%	396.3	78.4
	Year 5	Reading	2,059	98.2%	2.3%	13.5%	16.2%	21.8%	86.5%	472.5	78.1	2,089	98.1%	2.1%	12.5%	17.0%	19.8%	87.5%	466.7	75.7
	Year 7	Reading	1,385	97.7%	2.7%	13.0%	24.9%	18.6%	87.0%	513.6	72.0	1,332	97.1%	1.7%	8.7%	29.0%	17.8%	91.3%	511.2	69.6
	Year 9	Reading	1,339	96.9%	2.9%	23.0%	25.2%	13.6%	77.0%	545.8	75.7	1,303	95.9%	1.8%	16.8%	27.0%	14.8%	83.2%	552.1	73.8
	Year 3	Numeracy	2,090	96.9%	2.3%	7.4%	17.2%	29.2%	92.6%	385.3	80.8	2,066	98.3%	3.0%	6.7%	14.8%	29.9%	93.3%	389.5	72.8
	Year 5	Numeracy	2,059	97.9%	2.3%	10.2%	15.3%	29.3%	89.8%	489.1	86.0	2,089	97.8%	2.1%	8.0%	13.2%	26.7%	92.0%	491.5	81.4
	Year 7	Numeracy	1,385	97.0%	2.8%	9.6%	23.4%	28.1%	90.4%	538.8	94.3	1,332	96.9%	1.6%	10.5%	24.1%	27.9%	89.5%	532.2	90.4
	Year 9	Numeracy	1,339	95.8%	3.0%	14.5%	21.1%	24.4%	85.5%	580.7	89.7	1,303	95.7%	1.7%	13.0%	26.1%	24.5%	87.0%	574.2	89.2
Percentage of ESL Phase 1 Students in Low SES Participating Schools	Year 3	Reading	92	93.5%	19.8%	29.1%	26.7%	3.5%	70.9%	340.1	59.0	51	100.0%	33.3%	39.2%	35.3%	3.9%	60.8%	327.6	53.8
	Year 5	Reading	53	94.3%	38.0%	66.0%	18.0%	2.0%	34.0%	399.5	66.3	33	90.9%	53.3%	73.3%	3.3%	0.0%	26.7%	398.3	64.5
	Year 7	Reading	18	100.0%	22.2%	66.7%	22.2%	0.0%	33.3%	429.5	41.6	22	86.4%	21.1%	26.3%	47.4%	0.0%	73.7%	465.4	34.5
	Year 9	Reading	25	100.0%	48.0%	76.0%	8.0%	4.0%	24.0%	495.9	82.2	10	100.0%	10.0%	70.0%	20.0%	0.0%	30.0%	480.7	56.0
	Year 3	Numeracy	92	94.6%	19.5%	31.0%	24.1%	6.9%	69.0%	333.0	66.3	51	100.0%	33.3%	43.1%	21.6%	3.9%	56.9%	331.7	53.6
	Year 5	Numeracy	53	96.2%	37.3%	60.8%	15.7%	11.8%	39.2%	424.9	85.2	33	93.9%	54.8%	61.3%	12.9%	6.5%	38.7%	451.5	76.7
	Year 7	Numeracy	18	100.0%	22.2%	55.6%	11.1%	0.0%	44.4%	457.4	59.2	22	86.4%	15.8%	21.1%	36.8%	0.0%	78.9%	475.1	47.3
	Year 9	Numeracy	25	100.0%	48.0%	56.0%	16.0%	8.0%	44.0%	554.5	87.6	10	100.0%	10.0%	40.0%	20.0%	20.0%	60.0%	526.9	84.3

GROUP 2: N=191 Schools commencing 2011 – NAPLAN Reading and Numeracy results for Years 3, 5, 7 and 9 students

			2008									2009								
Description	Year Level	Domain	Number of students	Participation Rate	Exempt	Below National Minimum Standard	At National Minimum Standard	Top Two Bands ('Proficient')	At or Above National Minimum Standard	Mean Scale Score	S.D.	Number of students	Participation Rate	Exempt	Below National Minimum Standard	At National Minimum Standard	Top Two Bands ('Proficient')	At or Above National Minimum Standard	Mean Scale Score	S.D.
Percentage of ALL Students in Low SES Participating Schools	Year 3	Reading	5,164	95.6%	1.7%	9.6%	19.8%	29.2%	90.4%	376.5	81.1	5,187	96.6%	2.0%	7.6%	14.8%	31.1%	92.4%	389.1	86.3
	Year 5	Reading	5,208	96.6%	1.6%	17.1%	17.0%	18.1%	82.9%	458.8	79.8	5,195	97.0%	2.3%	14.0%	18.9%	24.0%	86.0%	468.5	82.6
	Year 7	Reading	3,562	95.8%	1.6%	10.8%	23.7%	13.2%	89.2%	507.8	65.7	3,619	97.0%	1.5%	11.4%	22.6%	14.6%	88.6%	510.3	66.5
	Year 9	Reading	3,863	92.5%	1.8%	12.6%	26.4%	9.6%	87.4%	551.5	63.6	3,817	94.6%	2.4%	18.1%	20.6%	11.0%	81.9%	550.8	68.2
	Year 3	Numeracy	5,164	95.2%	1.7%	8.0%	12.5%	25.2%	92.0%	381.0	75.7	5,187	96.4%	2.0%	11.6%	16.3%	26.5%	88.4%	378.0	82.5
	Year 5	Numeracy	5,208	96.3%	1.7%	11.8%	22.4%	16.3%	88.2%	461.7	75.9	5,195	96.4%	2.3%	8.0%	21.1%	21.7%	92.0%	475.8	75.3
	Year 7	Numeracy	3,562	95.3%	1.5%	8.0%	23.0%	21.7%	92.0%	524.8	75.7	3,619	96.3%	1.5%	10.0%	21.1%	22.7%	90.0%	524.5	76.0
	Year 9	Numeracy	3,863	92.1%	1.9%	11.8%	25.3%	19.4%	88.2%	570.1	75.4	3,817	93.6%	2.4%	9.5%	20.3%	22.2%	90.5%	577.3	75.3
Percentage of Indigenous Students in Low SES Participating Schools	Year 3	Reading	389	91.0%	1.7%	18.1%	30.2%	16.4%	81.9%	335.6	82.6	454	97.4%	2.3%	13.6%	24.9%	17.2%	86.4%	348.6	82.6
	Year 5	Reading	415	93.0%	1.8%	32.9%	18.7%	5.2%	67.1%	418.0	78.2	430	96.3%	2.2%	23.4%	26.8%	12.1%	76.6%	430.7	77.8
	Year 7	Reading	149	86.6%	0.0%	22.5%	27.1%	7.8%	77.5%	484.7	71.0	174	92.5%	5.6%	21.1%	31.7%	8.1%	78.9%	485.6	63.8
	Year 9	Reading	163	72.4%	2.5%	16.1%	36.4%	5.9%	83.9%	530.9	59.6	160	84.4%	7.4%	31.1%	25.9%	6.7%	68.9%	518.9	81.0
	Year 3	Numeracy	389	90.0%	1.4%	16.3%	20.0%	9.4%	83.7%	339.9	71.8	454	96.5%	2.5%	19.9%	22.4%	14.6%	80.1%	342.0	78.1
	Year 5	Numeracy	415	90.6%	1.9%	25.8%	35.1%	2.7%	74.2%	414.1	56.4	430	94.4%	2.2%	13.5%	35.0%	8.9%	86.5%	438.4	61.0
	Year 7	Numeracy	149	82.6%	0.0%	13.0%	36.6%	106.5%	87.0%	485.3	53.4	174	90.8%	5.7%	24.1%	38.6%	6.3%	75.9%	475.0	60.1
	Year 9	Numeracy	163	74.2%	3.3%	22.3%	44.6%	5.0%	77.7%	525.0	56.8	160	81.9%	7.6%	20.8%	32.8%	0.8%	79.2%	531.4	46.9
Percentage of LBOTE Students in Low SES Participating Schools	Year 3	Reading	2,077	97.3%	1.2%	6.9%	18.0%	31.0%	93.1%	384.2	77.9	2,450	97.1%	1.9%	6.6%	12.3%	32.9%	93.4%	395.5	84.8
	Year 5	Reading	2,025	98.4%	1.5%	15.5%	17.4%	18.3%	84.5%	459.8	74.7	2,307	97.1%	2.4%	13.0%	20.3%	22.3%	87.0%	466.1	79.2
	Year 7	Reading	1,883	97.3%	0.8%	9.4%	25.8%	11.2%	90.6%	505.2	63.1	2,316	97.3%	1.6%	11.1%	23.6%	13.1%	88.9%	508.0	64.2
	Year 9	Reading	2,087	96.5%	0.6%	11.4%	26.1%	8.7%	88.6%	551.9	62.0	2,447	96.7%	2.4%	19.0%	21.8%	9.5%	81.0%	547.2	65.3
	Year 3	Numeracy	2,077	96.4%	1.2%	6.2%	10.4%	30.6%	93.8%	392.7	78.2	2,450	96.7%	1.8%	10.3%	15.1%	29.6%	89.7%	386.5	83.7
	Year 5	Numeracy	2,025	98.4%	1.7%	9.5%	18.7%	22.2%	90.5%	477.0	81.9	2,307	96.9%	2.4%	7.7%	18.1%	27.5%	92.3%	488.1	83.1
	Year 7	Numeracy	1,883	97.0%	0.7%	6.1%	22.1%	26.0%	93.9%	531.8	78.8	2,316	97.0%	1.6%	9.1%	20.2%	27.0%	90.9%	532.6	79.3
	Year 9	Numeracy	2,087	96.1%	0.8%	9.9%	22.0%	24.2%	90.1%	581.0	80.0	2,447	96.0%	2.4%	9.3%	18.9%	27.0%	90.7%	585.9	80.8
Percentage of ESL Phase 1 Students in Low SES Participating Schools	Year 3	Reading	NA									135	90.4%	19.7%	27.0%	16.4%	9.8%	73.0%	359.7	77.8
	Year 5	Reading	NA									72	93.1%	43.3%	68.7%	13.4%	1.5%	31.3%	389.3	76.8
	Year 7	Reading	NA									37	100.0%	2.7%	45.9%	43.2%	2.7%	54.1%	432.9	45.1
	Year 9	Reading	NA									35	94.3%	0.0%	63.6%	30.3%	0.0%	36.4%	466.1	42.6
	Year 3	Numeracy	NA									135	89.6%	19.0%	33.1%	15.7%	19.0%	66.9%	357.1	86.9
	Year 5	Numeracy	NA									72	93.1%	44.8%	59.7%	19.4%	4.5%	40.3%	421.3	69.1
	Year 7	Numeracy	NA									37	97.3%	2.8%	27.8%	41.7%	5.6%	72.2%	469.8	74.0
	Year 9	Numeracy	NA									35	88.6%	0.0%	19.4%	41.9%	12.9%	80.6%	534.2	69.8

GROUP 2: N=191 Schools commencing 2011 – NAPLAN Reading and Numeracy results for Years 3, 5, 7 and 9 students

			2010									2011								
Description	Year Level	Domain	Number of students	Participation Rate	Exempt	Below National Minimum Standard	At National Minimum Standard	Top Two Bands ('Proficient')	At or Above National Minimum Standard	Mean Scale Score	S.D.	Number of students	Participation Rate	Exempt	Below National Minimum Standard	At National Minimum Standard	Top Two Bands ('Proficient')	At or Above National Minimum Standard	Mean Scale Score	S.D.
Percentage of ALL Students in Low SES Participating Schools	Year 3	Reading	5,002	96.3%	2.7%	9.8%	15.4%	28.0%	90.2%	385.3	81.0	4,826	96.5%	2.4%	7.3%	17.7%	27.1%	92.7%	383.2	82.8
	Year 5	Reading	5,039	96.9%	2.3%	15.9%	20.9%	18.2%	84.1%	461.3	77.3	5,093	97.3%	2.7%	16.1%	16.4%	18.3%	83.9%	460.3	77.1
	Year 7	Reading	3,593	96.5%	3.1%	12.2%	24.3%	14.9%	87.8%	510.5	65.2	3,551	97.0%	2.1%	8.4%	27.4%	15.1%	91.6%	509.9	65.1
	Year 9	Reading	3,586	94.7%	2.4%	18.6%	27.8%	10.0%	81.4%	544.8	65.7	3,710	94.0%	2.7%	15.5%	26.9%	9.7%	84.5%	549.2	65.1
	Year 3	Numeracy	5,002	96.1%	2.8%	9.2%	19.8%	23.3%	90.8%	372.6	75.8	4,826	96.4%	2.5%	5.9%	19.8%	24.1%	94.1%	376.2	71.9
	Year 5	Numeracy	5,039	96.6%	2.3%	11.1%	18.3%	20.5%	88.9%	472.5	78.0	5,093	96.7%	2.6%	10.4%	15.5%	18.6%	89.6%	474.5	74.9
	Year 7	Numeracy	3,593	96.3%	3.1%	10.0%	21.7%	21.1%	90.0%	525.0	74.6	3,551	96.3%	2.0%	9.1%	24.1%	21.1%	90.9%	523.4	75.9
	Year 9	Numeracy	3,586	93.9%	2.4%	12.6%	22.3%	18.9%	87.4%	570.1	77.3	3,710	93.0%	2.7%	12.3%	24.9%	20.2%	87.7%	568.6	77.1
Percentage of Indigenous Students in Low SES Participating Schools	Year 3	Reading	463	95.5%	3.2%	20.6%	22.2%	13.3%	79.4%	345.9	80.8	469	93.6%	3.6%	13.7%	32.4%	12.3%	86.3%	343.4	75.0
	Year 5	Reading	390	93.3%	3.6%	30.5%	29.4%	5.8%	69.5%	419.1	66.8	451	94.2%	2.6%	25.9%	22.4%	9.9%	74.1%	430.2	72.8
	Year 7	Reading	166	87.3%	7.6%	22.8%	36.6%	4.8%	77.2%	484.5	57.7	147	93.2%	4.4%	18.2%	39.4%	9.5%	81.8%	479.6	68.1
	Year 9	Reading	149	76.5%	1.8%	28.9%	36.8%	5.3%	71.1%	518.7	56.3	165	73.9%	8.2%	31.1%	31.1%	4.9%	68.9%	520.8	65.5
	Year 3	Numeracy	463	93.3%	3.2%	16.7%	28.2%	8.1%	83.3%	337.2	66.7	469	92.5%	3.7%	10.8%	32.8%	10.5%	89.2%	344.9	59.4
	Year 5	Numeracy	390	91.8%	3.6%	23.7%	26.8%	6.1%	76.3%	426.2	63.7	451	93.8%	2.6%	19.1%	22.7%	5.0%	80.9%	436.1	57.4
	Year 7	Numeracy	166	87.3%	7.6%	27.6%	26.2%	4.8%	72.4%	481.0	62.0	147	89.8%	4.5%	21.2%	31.1%	6.8%	78.8%	482.2	60.0
	Year 9	Numeracy	149	77.9%	1.7%	19.0%	43.1%	5.2%	81.0%	527.3	57.3	165	71.5%	8.5%	39.0%	28.0%	5.1%	61.0%	514.8	58.6
Percentage of LBOTE Students in Low SES Participating Schools	Year 3	Reading	2,299	97.6%	2.5%	8.0%	13.9%	28.5%	92.0%	389.6	77.0	2,245	97.5%	2.0%	6.2%	15.5%	27.9%	93.8%	387.0	77.4
	Year 5	Reading	2,301	98.0%	2.4%	14.5%	20.5%	19.0%	85.5%	464.4	76.1	2,358	98.6%	2.6%	14.6%	15.6%	15.9%	85.4%	459.0	70.0
	Year 7	Reading	2,379	98.0%	3.3%	11.7%	24.3%	14.0%	88.3%	509.9	63.3	2,258	98.4%	2.5%	7.8%	28.3%	14.4%	92.2%	509.2	62.6
	Year 9	Reading	2,313	96.8%	2.8%	19.8%	29.5%	8.5%	80.2%	540.6	64.2	2,367	96.3%	3.0%	16.2%	28.0%	8.8%	83.8%	547.3	63.9
	Year 3	Numeracy	2,299	97.4%	2.5%	8.4%	18.8%	26.7%	91.6%	379.7	79.7	2,245	97.2%	2.0%	5.3%	17.9%	27.5%	94.7%	382.6	73.9
	Year 5	Numeracy	2,301	98.1%	2.4%	10.2%	17.5%	26.5%	89.8%	484.2	84.5	2,358	98.1%	2.5%	9.3%	13.8%	24.3%	90.7%	486.9	81.2
	Year 7	Numeracy	2,379	98.0%	3.3%	9.6%	20.0%	24.2%	90.4%	531.7	76.9	2,258	97.7%	2.5%	8.8%	23.2%	24.1%	91.2%	529.9	78.6
	Year 9	Numeracy	2,313	96.5%	2.8%	12.6%	21.2%	21.6%	87.4%	575.7	80.5	2,367	95.9%	3.0%	12.4%	23.9%	24.3%	87.6%	576.0	82.6
Percentage of ESL Phase 1 Students in Low SES Participating Schools	Year 3	Reading	211	94.8%	16.0%	22.0%	17.5%	18.0%	78.0%	369.1	72.3	44	93.2%	29.3%	20.7%	31.0%	0.0%	79.3%	327.0	56.7
	Year 5	Reading	70	97.1%	35.3%	61.8%	16.2%	5.9%	38.2%	412.1	81.9	52	96.2%	70.0%	86.0%	8.0%	4.0%	14.0%	399.8	83.8
	Year 7	Reading	45	93.3%	59.5%	71.4%	16.7%	0.0%	28.6%	451.1	49.7	27	100.0%	40.7%	66.7%	25.9%	0.0%	33.3%	428.5	49.1
	Year 9	Reading	36	100.0%	44.4%	80.6%	13.9%	0.0%	19.4%	463.3	49.4	15	93.3%	35.7%	85.7%	14.3%	0.0%	14.3%	467.9	29.5
	Year 3	Numeracy	211	95.3%	15.9%	27.4%	10.4%	15.4%	72.6%	364.0	80.2	44	95.5%	31.0%	13.8%	31.0%	3.4%	86.2%	329.7	54.7
	Year 5	Numeracy	70	94.3%	36.4%	51.5%	24.2%	9.1%	48.5%	428.7	80.7	52	94.2%	65.3%	71.4%	8.2%	0.0%	28.6%	418.7	65.6
	Year 7	Numeracy	45	93.3%	59.5%	71.4%	16.7%	2.4%	28.6%	471.2	90.4	27	100.0%	40.7%	63.0%	22.2%	3.7%	37.0%	462.7	73.9
	Year 9	Numeracy	36	91.7%	48.5%	78.8%	15.2%	0.0%	21.2%	479.5	44.8	15	86.7%	38.5%	69.2%	15.4%	0.0%	30.8%	490.0	42.1

Appendix 4: Acronyms

ACARA	Australian Curriculum, Assessment and Reporting Authority
ACU	Australian Catholic University
AECG	Aboriginal Education Consultative Group
AETD	Aboriginal Education Training Directorate
AEW	Aboriginal Education Worker
AIS	Association of Independent Schools of NSW
AITSL	Australian Institute for Teaching and School Leadership
CCGPS	Cessnock Community of Great Public Schools
DASA	Data Analysis Skills Assessment
DET	NSW Department of Education and Training
EARS	Executive Assessment and Review Schedule
EMU	Extending Mathematical Understanding project
ESL	English as a Second Language
HAT	Highly Accomplished Teacher
HS	High School
ILPs	Individual Learning Plans
ISCE	Independent Schools Centre for Excellence
ISLC	Independent Schools Leadership Centre
ISTAA	Independent Schools Teacher Accreditation Authority
LBOTE	Language Background Other Than English
Low SES NP	National Partnership on Low Socio-economic Status School Communities
MCEECDYA	Ministerial Council for Education, Early Childhood Development and Youth Affairs
MULTILIT	Making Up for Lost Time in Literacy program
My PL@DET	NSW DEC online professional learning record management system
NAPLAN	National Assessment Program – Literacy and Numeracy
NP	National Partnership
NPEC	NSW National Partnerships Evaluation Committee
NSW	New South Wales
PaCE	Parental and Community Engagement program
PARS	Principal Assessment and Review Schedule
PLPs	Personalised Learning Plans, targeted to Aboriginal students
PS	Public School
SES	Socio-economic Status
SLL	Successful Language Learners pilot
SMART	School Measurement, Assessment and Reporting Toolkit
SSNPs	Smarter Schools National Partnerships
STEM	Science, Technology, Engineering and Mathematics Project
TARS	Teacher Assessment and Review Schedule
TOWN	Taking off with Numeracy program
UNSW	University of New South Wales
WSC4E	Western Sydney Centre for Excellence cluster