

SMARTER SCHOOLS NATIONAL PARTNERSHIPS



**LOW SOCIO-ECONOMIC STATUS SCHOOL
COMMUNITIES,
LITERACY AND NUMERACY,
and
IMPROVING TEACHER QUALITY**

**BILATERAL AGREEMENT BETWEEN
THE COMMONWEALTH OF AUSTRALIA AND
TASMANIA**

1. PURPOSE

1.1 Tasmania shares the Australian Government's objective to raise overall attainment so that all students acquire the knowledge and skills to participate effectively in society. The Commonwealth of Australia and Tasmania agree to co-operate in the implementation of the Smarter Schools National Partnership Agreements agreed by all governments on 29 November 2008 for operation from 1 January 2009 for:

- Low Socio-economic Status School Communities
- Literacy and Numeracy
- Improving Teacher Quality

1.2 In December 2008 the Council of Australian Governments (COAG) identified the following five high-level outcomes as key to boosting Australia's participation and productivity.

- All children are engaged in and benefiting from schooling.
- Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving.
- Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children.
- Australian students excel by international standards.
- Young people make a successful transition from school to work and further study.

Further, Tasmania supports and is committed to the educational goals for the next ten years as described in the 2008 Melbourne Declaration on Educational Goals for Young Australians:

Goal 1 Australian schooling promotes equity and excellence

- Goal 2 All young Australians become
- successful learners
 - confident and creative individuals
 - active and informed citizens

Tasmania is committed to taking action to achieve these educational goals, and to doing so in partnership with all Australian governments, all school sectors, individual schools, parents, children, young people, families, carers, communities and business.

This commitment is underpinned by collaboration in eight inter-related areas:

- developing stronger partnerships
- supporting quality teaching and school leadership
- strengthening early childhood education
- enhancing middle years development
- supporting senior years of schooling and youth transitions
- promoting world-class curriculum and assessment
- improving educational outcomes for Indigenous youth and disadvantaged young Australians, especially those from low socioeconomic backgrounds
- strengthening accountability and transparency.

The three Tasmanian schooling sectors, the Government sector as represented by the Department of Education (DoE), the Catholic sector as represented by the Tasmanian Catholic Education Office (TCEO), and the Independent sector as represented by the Association of Independent Schools Tasmania (AIST) are committed to working cooperatively and, where appropriate, collaboratively to achieve these outcomes for the students of Tasmania. One holistic and integrated Implementation Plan has been developed and reflects this commitment. The Tasmanian Smarter Schools National Partnerships Implementation Plan is attached to this agreement.

- 1.3 Tasmania's commitment to improving outcomes for young people is evidenced by significant recent state investments supporting children and their families in the early years, through *Launching into Learning* and the state government's commitment to establish up to 30 Child and Family Centres, literacy and numeracy through *Raising the Bar Closing the Gap*, and to improving the quality of the future and current teacher workforce by establishing partnerships and Centres of Excellence with the University of Tasmania. All three schooling sectors are currently delivering Commonwealth funded Literacy and Numeracy pilots which provide a basis on which all sectors will build and enhance educational provision, teacher skill and workforce quality.
- 1.4 DoE, TCEO and AIST have shared information and developed Principles of Partnership in order to progress the National Partnerships. An organisational plan/governance structure has been agreed by all sectors and is attached to Tasmania's Implementation Plan. The Tasmanian focus on improving the quality of teaching, professional learning, leadership and the establishment of professional learning networks underpins the Tasmanian approach and is supported by all sectors.
- 1.5 Tasmania's approach will, by design, be sustainable and will aim to support ongoing reform and improvement beyond the life of the individual National Partnerships.
- 1.6 The Implementation Plan will allow for responsiveness to identified changing need within the Tasmanian context. Amendments to the Implementation Plan to accommodate emerging issues can be requested by Tasmania at any time, with agreement by participating sectors. Tasmania's Implementation Plan is a living document subject to periodic review which is to be agreed by the Commonwealth and the State.
- 1.7 It has been agreed by the three schooling sectors that priority will be given to supporting schools in low SES areas and those students achieving at or below National Minimum Standard in NAPLAN assessment. Indigenous and disadvantaged students will be a priority. School plans will ensure that the needs of all students, including refugee, English as a Second Language and students with a disability, are addressed through differentiated, personalised and, where appropriate, blended learning opportunities. Schools have also been encouraged to extend their planning to maximise the use of their Commonwealth *Building Education Revolution* (BER) funding.

2. KEY REFORM AREAS AND INDICATIVE ACTIONS

- 2.1 The Tasmanian Implementation Plan identifies a set of actions which it is believed will collectively impact upon a matrix of indicators which are a measure of the overall health of the Tasmanian education system and the improvement of these will be an indicator of the collective progress of the National Partnership implementation in our state.
- 2.2 The Plan includes reform strategies which respond to individual sector need, but which also provide opportunities for sectors to work collaboratively. Networking across schools and sectors is a feature of the Plan. The Plan is respectful of the different contexts in which sectors, schools and communities operate and places value on school communities developing plans which address, within their unique context, established reform criteria.
- 2.3 The Implementation Plan draws attention to the social indicators highlighting the disadvantage associated with poverty prevalent in Tasmania. This is a major underpinning consideration in the development of this Implementation Plan. A focus on a Low SES approach will be interwoven with both the Literacy and Numeracy and Improving Teacher Quality National Partnership initiatives recognising that a multi – strategy approach will be needed in order to bring about significant and sustainable improvement over time.
- 2.4 Australian Government funding, together with Tasmanian co-investment, will support the implementation, monitoring, reporting and agreed evaluation of the National Partnerships reforms. Tasmania will also support and contribute to agreed joint national reforms.

LITERACY & NUMERACY NATIONAL PARTNERSHIP

- 2.6 The Tasmanian Literacy and Numeracy approach addresses:
- Effective and evidence-based teaching of literacy and numeracy
 - Strong school leadership and whole school engagement with literacy and numeracy
 - Monitoring student and school literacy and numeracy performance to identify where support is needed.
- 2.7 Tasmania's Literacy and Numeracy Implementation Plan aims to:
- Deliver measurable and sustained improvements in literacy and numeracy outcomes for all students, with a focus on Low SES communities where students are experiencing disadvantage
 - Prioritise funding to support groups of schools with a high number and density of students at or below the 2008 NMS in reading and numeracy
 - Focus intervention on Years 5, 6, 7 and 8, building on the three Commonwealth funded Literacy and Numeracy pilots
 - Increase teacher capacity to provide differentiated and personalised learning for all students, but especially Indigenous and disadvantaged students
 - Develop the pedagogical and content knowledge, skills and confidence of teachers, building teacher capability in a sustainable way

- Establish networks of schools, working together developing and implementing network literacy and numeracy plans and agreed whole of network evidence-based approaches and professional learning plans
- Establish networks of schools, primary and secondary, working and learning together as professional learning communities sharing responsibility for supporting transition Yr 6 – 7
- Develop the capacity of principals and teachers to effectively use student, school and system wide data to inform whole of school/network approaches to improve student learning outcomes.

2.8 Schools participating in the Literacy & Numeracy National Partnership will commit to developing whole school and, where possible, federation/ network-wide literacy and/or numeracy plans. Initiatives designed and implemented will focus on pedagogy, must be evidence based and will use school and student performance data to inform areas of action. The plans will be required to address **all** National Partnership Literacy and Numeracy priority areas for reform.

2.9 Detail of identified facilitation and reward milestones is provided in this bilateral agreement. A detailed description of Tasmania's co-investment commitment is provided in the Implementation Plan.

2.10 Tasmania's Literacy and Numeracy Implementation Plan aims to also contribute to a culture of shared understanding and teaching which acknowledges that:

- there is no finite time to learning foundation literacy and numeracy skills,
- all teachers from Kindergarten to Year 12 are responsible for the ongoing teaching of reading and writing,
- differentiated support for students is essential in order to meet individual need and learning styles,
- neither socio-economic nor indigenous status should determine student performance, and
- every student is capable of progress.

2.11 Each sector has undertaken a process in order to select schools for participation in the implementation of the Literacy and Numeracy National Partnership. The selection process for DoE and TCEO schools is described in the Implementation Plan along with a list of National Partnership schools. The decision has been made that the focus of AIST will be to support every independent school in Tasmania with the administration of the Performance Indicators in Primary Schools (PIPS). This assessment is currently conducted in all Tasmanian government schools and some Catholic sector schools. AIST will also be providing MULTILIT training for teachers in identified schools. Where possible the AIST has provided lists of participating schools in the Implementation Plan.

LOW SES SCHOOL COMMUNITIES NATIONAL PARTNERSHIP

2.12 The Tasmanian Low SES School Communities approach addresses all six areas identified in the Low SES School Communities National Partnership.

- Incentives to attract high-performing principals and teachers
- Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals
- School operational arrangements which encourage innovation and flexibility
- Providing innovative and tailored learning opportunities

- Strengthened school accountability
- External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements).

A multi – strategy approach has been adopted in order to meet the diverse needs of communities and sectors, and to bring about significant progress towards reforms. This Low SES approach will be interwoven with both the Literacy and Numeracy and Improving Teacher Quality NP initiatives with implementation requiring an approach that will build capability and support sustainable school improvement over time. The basis of our approach is schools combining together as federations or networks of schools working, in partnership, with their extended school communities to support students and their families in a holistic way.

2.13 There are seven key Low SES strategies, four of which will be targeted towards and implemented directly in schools and groups of schools in Low SES communities with particular identified improvement needs. A further three strategies are systemic and will work in concert with the school based strategies to support significant reform in schools. All government schools participating in the National Partnership Low SES School Communities strategies have been selected from the DEEWR provided Low SES School Communities list. In the majority of cases participating non-government schools have also been selected from the Low SES communities list; a rationale is provided in the Implementation Plan to justify the participation of any Low SES National Partnership schools not identified on the Commonwealth list. The 'community' approach to strategies will enable all schooling sectors to select from the strategies as appropriate and according to need. There is potential for significant government and non-government sector collaboration within the identified strategies. Participating schools will develop school or network plans, in conjunction with the school community.

2.14 Tasmania's 7 Low SES School Communities strategies are:

- Formal Federations
- Low SES Secondary Renewal
- Extended and Integrated service delivery
- Flexible Learning School
- Individual Low SES school reforms
- School Improvement Reform through Intervention
- Polytechnic/Academy Transition Initiative

Further detail of these strategies is provided in the Implementation Plan.

IMPROVING TEACHER QUALITY NATIONAL PARTNERSHIP

2.15 Improving teaching is central to school improvement and student achievement. The Tasmanian Improving Teacher Quality National Partnership aims to deliver system-wide reforms targeting critical points in the teacher 'lifecycle' to attract, train, place, develop and retain quality teachers and leaders in our schools and classrooms.

2.16 There is strong synchronicity with the National Improving Teacher Quality agenda and Tasmania's Partnerships in Teaching Excellence program as outlined in the Implementation Plan. Through the Improving Teacher Quality strategies, described in detail in the Implementation Plan, Tasmania will address:

- World leading professional development and support which will empower principals to manage better their schools to achieve improved student results and higher quality to lead performance improvement at the local level.

- New pathways into teaching
- Better pathways into teaching
- Indigenous education pathways
- New professional standards underpin national reforms
- Nationally agreed process for accrediting /certifying Accomplished and Leading Teachers
- Joint engagement with higher education providers to improve teacher quality
- Establish quality placements for teacher education courses
- Establish School Centres of Excellence.
- Improved mobility of the Australian teaching workforce
- Improved quality and availability of teacher workforce data
- Improved performance management and continuous improvement in schools (linked to the professional learning and national standards)

2.17 Tasmania commits to engage in all facilitation reforms. Tasmania's approach to meeting the agreed facilitation reforms will occur through the following integrated strategies:

Partnerships in Teaching Excellence (PiTE)

This program develops:

- A formal university partnership in teacher education through a pre-service teachers program
- A formal university partnership in ongoing learning for teachers and school leaders through:
 - Post-graduate course frameworks supporting ongoing learning
 - Post graduate scholarships
- School Centres of Excellence
- Early career teacher support
- New and Better pathways into teaching

Pathways into teaching

This program interlinks with the *Pathways in Teaching Excellence* to develop improved teacher career pathways including:

- An accomplished teacher pathway rewarding highly accomplished teachers. This could include responsibility for supervising student teacher teams and leading inquiry teams within the teachers' schools.
- Indigenous Education Pathways

Other reforms

Tasmania remains committed to other reforms including:

- National Professional Standards, national accreditation and teacher registration
- Workforce data

3. BUDGET

Facilitation payments

3.1 The following information describes the Commonwealth payments agreed by Tasmania in order to facilitate the initiatives and strategies addressing the reforms as outlined in the Implementation Plan. It also sets out Tasmania's co-investment to be made in support of these reforms.

Table 1: Facilitation Payments

Note: Funding is GST exclusive

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|--------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | (\$m) | (\$m) | (\$m) | (\$m) | (\$m) | (\$m) | (\$m) |
| Low Socio-Economic Status Partnership (7 years) | | | | | | | |
| Australian Government | 0.526 | 7.101 | 9.584 | 17.531 | 17.005 | 10.431 | 7.948 |
| State Co-Investment | 0.526 | 7.101 | 9.584 | 17.531 | 17.005 | 10.431 | 7.948 |
| Total Facilitation Budget | 1.052 | 14.202 | 19.168 | 35.062 | 34.010 | 20.862 | 15.896 |
| Literacy and Numeracy National Partnership (4 years) | | | | | | | |
| Australian Government | 1.804 | 2.061 | - | - | - | - | - |
| State Co-investment | 1.804 | 2.061 | - | - | - | - | - |
| Total Facilitation Budget | 3.608 | 4.122 | | | | | |
| Improving Teacher Quality National Partnership (5 years) | | | | | | | |
| Australian Government | 0.142 | 0.308 | 0.807 | 0.973 | - | - | - |
| State Co-Investment | 0.058 | 0.152 | 0.254 | 0.237 | - | - | - |
| Total Facilitation Budget | 0.200 | 0.460 | 1.061 | 1.210 | | | |
| Total Facilitation Budget | | | | | | | |
| Australian Government | 2.472 | 9.470 | 10.391 | 18.504 | 17.005 | 10.431 | 7.948 |
| State Co-Investment | 2.388 | 9.314 | 9.838 | 17.768 | 17.005 | 10.431 | 7.948 |
| Total Facilitation Budget | 4.860 | 18.784 | 20.229 | 36.272 | 34.010 | 20.862 | 15.896 |

Facilitation payment milestones

3.2 The information in Table 2a : *Facilitation payments by milestones* details milestone and payment dates agreed by Tasmania.

| Due date for milestone | Milestone payment date | Basis for payment | Low SES | Improving Teacher Quality | | Literacy and Numeracy | | Total FACILITATION (\$mill) Does not include potential reward funding |
|------------------------|------------------------|---|-------------------------|---------------------------|-----------------|------------------------|-----------------|--|
| | | | Facilitation (\$mill) | Facilitation (\$mill) | Reward (\$mill) | Facilitation (\$mill) | Reward (\$mill) | |
| May 20 09 | June 20 09 | Bilateral Agreement signed Implementation Plan agreed | 0.526 | 0.142 | | 1.804 | | 0.526 SES 0.142 ITQ 1.804 L&N |
| Nov 2009 | Dec 2009 | Final Plans Agreed | 50% of 7.101 | 50% of 0.308 | | 25% of 2.061 | | 3.550 SES 0.154 ITQ 0.515 L&N |
| April 2010 | May 2010 | Milestones met Acceptance of 2009 Annual report | Remaining 50% of 7.101 | Remaining 50% of 0.308 | | Remaining 75% of 2.061 | | 3.551 SES 0.154 ITQ 1.546 L&N |
| Oct 2010 | Nov 2010 | Milestones met Acceptance of Milestone Report | 50% of 9.584 | 50% of 0.807 | | | | 4.792 SES 0.403 ITQ |
| April 2011 | May 2011 | Milestones met Acceptance of 2010 Annual report | Remaining 50% of 9.584 | Remaining 50% of 0.807 | | | | 4.792 SES 0.404 ITQ |
| Oct 2011 | Nov 20 11 | Milestones met Acceptance of Milestone Report | 50% of 17.531 | 50% of 0.973 | | | | 8.765 SES 0.486 ITQ |
| April 2012 | May 2012 | Milestones met Acceptance of 2011 Annual report | Remaining 50% of 17.531 | Remaining 50% of 0.973 | | | | 8.766 SES 0.487 ITQ |
| Oct 2012 | Nov 2012 | Milestones met Acceptance of Milestone Report | 50% of 17.005 | | | | | 8.502 SES |
| April 2013 | May 2013 | Milestones met Acceptance of 2012 Annual report | Remaining 50% of 17.005 | | | | | 8.503 SES |
| Oct 2013 | Nov 2013 | Milestones met Acceptance of Milestone Report | 50% of 10.431 | | | | | 5.215 SES |
| April 2014 | May 2014 | Milestones met Acceptance of 2013 Annual report | Remaining 50% of 10.431 | | | | | 5.216 SES |
| Oct 2014 | Nov 2014 | Milestones met Acceptance of Milestone Report | 50% of 7.948 | | | | | 3.974 SES |
| April 2015 | May 2015 | Milestones met Acceptance of 2014 Annual Report | Remaining 50% of 7.948 | | | | | 3.974 SES |

Table 2a: Facilitation Payments by Milestones (\$m)

Funding is GST exclusive

3.3 The information in Table 2b: *Facilitation milestones* details milestones across the three Smarter Schools National Partnerships

| Due date (for milestones) | Facilitation Payment \$mill | FACILITATION Milestones across the three National Partnerships |
|------------------------------|--------------------------------------|---|
| May 20 09 | 0.526 SES 0.142 ITQ 1.804 L&N | ALL 3 NPs Signing of Preliminary Implementation Plan and bilateral agreement. |
| Nov/Dec 2009 | 3.5505 SES 0.154 ITQ 0.515 L&N | <p>ALL 3 NPs Tasmania's Smarter Schools Implementation Plan finalised and signed. Tasmania's Smarter Schools Implementation Plan published in summarised format.</p> <p>L&N</p> <ul style="list-style-type: none"> • Criteria for participation in the Literacy & Numeracy NP established and, based on student outcome data, schools and networks identified in the government and catholic sectors. • Guidelines for participation in the Literacy & Numeracy NP developed and principals' information sessions conducted for principals in the government and catholic schooling sectors. Networks confirmed. • Managers Learning (DoE) and Directors (TCEO) provide support to networks to assist their use of student outcome data in the identification of network focus and to source evidence based strategies/interventions for implementation. • Literacy & Numeracy NP planning template developed. • AIST Literacy & Numeracy NP approach developed and communicated to independent sector schools. • Networks are supported by EPS and provided with aggregated network student achievement and attendance data to enable network focus and targets to be established. • 11 Network Management Teams established, lead school identified and focus for improvement agreed for all government and catholic schools in Lit/Num NP networks • At least 18 independent schools registered to implement Performance Indicators in Primary School (PIP's) in 2010. <p>Low SES</p> <ul style="list-style-type: none"> • Guidelines for participation in the Low SES NP developed and principal's information sessions conducted for principals in all three schooling sectors. • Submission process for participation in Low SES strategies developed. • Submissions called for Low SES strategies 1,2,3 and 5 in all sectors. • Submissions lodged and approval process undertaken in all sectors. • Steering group developed, and meeting regularly, for SES 4 Flexible Learning School in order to develop model, principles and operational plan. • Site for southern campus of Flexible Learning Tasmania identified (SES 4) • Process developed for referring schools for SES 6 School Improvement Reform through Intervention. • Planning template developed for SES 7 Polytechnic/Academy Transition Initiative, and planning commenced. <p>ITQ</p> <ul style="list-style-type: none"> • Appointment of a senior principal to develop the Leading for High Performance program. • 100% of principals will have participated in a performance review discussion with General Managers (DoE) during 2009. • Partnership Agreement with UTas developed. • PiTE program established. • Teacher Learning Centre at Rokeby completed by July 2009 • PiTE evaluation completed by December 2009 • Postgraduate scholarship support provided to Tasmanian government teachers by 2009. • Postgraduate Certificate in Literacy developed by 2009. • 5 Centres of Excellence established in 2009. |

April 2010

3.5505 SES
0.154 ITQ
1.546 L&N

Low SES

- School Improvement Plans developed and published for all schools participating in SES 1, 3 and 5.
- Secondary Renewal (SES 2) networks established (may include funded and unfunded schools) and improvement plans developed and published by Group A and Group B Renewal networks/schools. Plans will identify one School Improvement Measure that schools will collectively address and establish an ambitious target to be achieved after four years of implementation.
- Initial schools (Round 1) prioritised and the process commenced for School Improvement Reform through Intervention (SES6)
- Planning, monitoring and reporting mechanisms for SES 6 developed.
- Flexible Learning School (SES 4) operational guidelines developed and initial implementation of *Flexible Learning Tasmania* (FLT) is underway. Preliminary FLT Improvement Plan developed and published.
- Attendance targets (to be achieved by May 2013) established for all NP schools.
- Project Managers appointed in all six schools participating in SES 3 Extended and Integrate Service delivery.
- SES 7 Polytechnic/Academy Transition implementation plan developed and published.

L&N

II Literacy /Numeracy networks established and in operation:

- II network plans developed as appendix to individual School Improvement Plans. Network plans published.
- Intervention strategy developed and being implemented in all schools in 100% of networks.
- School and network improvement targets established and agreed by Learning Services/TCEO
- 100% of coordinators and teacher assistants implementing QuickSmart numeracy in 2010 have undertaken required professional learning.
- At least one teacher from each network has been identified to work across primary and high schools to address student transition, year 6 - 7.
- Professional learning, as described in Literacy/Numeracy plans has been provided for relevant staff in all 75 schools.
- Managers Learning and Regional Directors (systemic Catholic schools) Director-Secondary Education Services (Catholics sector colleges) have met personally with a representative of every network to monitor progress and provide support.
- Planning for the implementation of Performance Indicators in Primary School (PIP's) has commenced in a minimum of 18 independent sector schools.
- Professional Learning support, provided for teaching staff implementing Performance Indicators in Primary School (PIP's) in the independent sector has been taken up by at least 75% of the schools registered.
- AIST has been in contact with schools from the independent sector for the purpose of identifying and engaging 2010 MULTILIT Reading Tutor Program schools and developed a timeline for professional learning which will be provided during 2010.
- AIST has commenced a process to engage 2011 independent schools for the MULTILIT Reading Tutor Program. A proposed list of 2011 schools will be identified by April 2010.

ITQ

- 100% of principals will have participated in a performance review discussion with General Managers (DoE).
- Postgraduate scholarship support provided to Tasmanian government teachers.
- Postgraduate Certificate in Literacy developed by UTas.
- 7 Centres of Excellence (DoE).

| | | |
|------------|--------------------------|---|
| | | <ul style="list-style-type: none"> • Postgraduate scholarship support extended to Tasmanian non-government teachers by 2010. • Process to establish School Centres of Excellence in partnership with UTas and the Australian Catholic University commenced by TCEO. <p>ALL NPs</p> <ul style="list-style-type: none"> • Acceptance of Tasmania's Smarter Schools 2009 Annual Report. |
| Oct 2010 | 4.792 SES 0.4035 ITQ | <p>Low SES</p> <ul style="list-style-type: none"> • School Improvement Plans developed and published for 100% of schools participating in Individual School Reform strategy (SES5) and Extended and Integrated Service Delivery (SES 3) • Secondary Renewal (SES 2) networks established and improvement plans developed and published by Groups B and C Renewal network • NP Annual Progress Reports (using template provided) have been completed and lodged with Learning Services and non-government sector Managers for SES 4 and 7 and for schools implementing SES 1,2, 3 and 5. • A Polytechnic/Academy (TCEO Year 10 – 11) Transition Initiative plan, timeline and budget have been developed and implementation has commenced. A retention target for NP schools has been established which specifies targets for 2011, 2013 and 2015. Post Year 10 taster programs for students in Low SES schools to learn about a work role and gain essential skills are being delivered to all Low SES NP schools. • Round 2 schools prioritised and informed of participation in 2011 School Improvement Reform through Intervention (SES6) • NP Implementation Progress report template developed to enable Low SES National Partnership schools to provide timely and accurate milestone and target reporting to inform Tasmania's Smarter Schools National Partnership Annual Report. <p>ITQ</p> <ul style="list-style-type: none"> • 120 places filled in emergent/aspiring leaders program in 2010 • Indigenous workforce data measures consistent with national agreements developed by 2010. • Postgraduate course framework developed in conjunction with UTas with 200 scholarship unit places filled in 2010. • Performance reviews conducted for all DoE staff by 2010 with performance reviews linked to national standards as these become available • Postgraduate course framework developed and implemented for teachers and school leaders by October 2010 • TCEO proposal developed for two Centres of Excellence in 2010. |
| April 2011 | 4.792 SES 0.4035 ITQ | <p>Low SES</p> <ul style="list-style-type: none"> • School Improvement Plans developed and published for 100 % of schools participating in SES 1,2,3,4 and 5 are updated as appropriate. • Round 2 high need schools have been identified and prioritised for School Improvement Reform through Intervention (SES6) and the School Improvement Framework process has commenced. • SES 7 Polytechnic/Academy (TCEO Year 10 – 11) Regional networks that involve key stakeholders to provide advice and share knowledge have been established. <p>ITQ</p> <ul style="list-style-type: none"> • At least 70 students recruited to the PiTE program by April 2011 • 10 DoE Centres of Excellence by 2011 • 2 TCEO Centres of Excellence by 2011 <p>ALL NPs</p> <ul style="list-style-type: none"> • Acceptance of Tasmania's Smarter Schools 2010 Annual Report. |
| Oct 2011 | 8.7655 SES 0.4865 ITQ | <p>Low SES</p> <ul style="list-style-type: none"> • NP Annual Progress Reports (using template provided) have been completed |

| | | |
|------------|--------------------------|--|
| | | <p>and lodged with Learning Services and non-government sector Managers for SES 4 and 7 and for schools implementing SES 1,2, 3 and 5.</p> <ul style="list-style-type: none"> • An online resource bank established through the Flexible Learning School Strategy (SES4) from contributions state wide and accessed by teachers. • Polytechnic/Academy (TCEO Year 10 – 11) Transition initiative implementation means that specific, planned initiatives to improve retention are underway in 100% of Low SES 2 Secondary Renewal schools. • Progress towards the 2015 retention target (SES7) is positive and the 2011 NP schools target has been achieved. • At least 25 schools participating in Low SES 1,2,3 and 5 will have in place, and report on, strategies to outreach and better engage parents and community, especially Indigenous families. • Round 3 schools prioritised and informed of participation in 2012 School Improvement Reform through Intervention (SES6) <p>ITQ</p> <ul style="list-style-type: none"> • 90% of DoE principals participating in Leading for High Performance programs by 2012 • Specific qualification career pathway assistance developed and offered to Aboriginal Education Workers by 2011 • Details of career pathway assistance for Aboriginal Education Workers will be made available to the Australian Government by 2011. • Postgraduate course framework developed in conjunction with UTas with 200 scholarship unit places filled in 2010. • At least 20 teachers and school leaders completed coaching/feedback courses by 2011. |
| April 2012 | 8.7655 SES 0.4865 ITQ | <p>Low SES</p> <ul style="list-style-type: none"> • Round 3 high need schools have been identified and prioritised for School Improvement Reform through Intervention (SES6) and the School Improvement Framework process has commenced. • Professional learning for teachers delivered by the Flexible Learning School Strategy (SES4) accessed by principals and teachers from at least 10 Low SES schools- supporting innovative online teaching and IT use in schools. • Schools participating in Low SES 5 (Individual School Reforms) with initiatives in place to improve school attendance will report positive progress. • SES 5 schools report progress towards achieving attendance target. • Tasmania's Low SES Evaluation Steering Team established and key evaluation questions identified. <p>ITQ</p> <ul style="list-style-type: none"> • Teaching qualification pathways for mid-career change professionals will be developed in conjunction with the Australian Government as additional information comes to hand. <p>ALL NPs</p> <ul style="list-style-type: none"> • Acceptance of Tasmania's Smarter Schools 2011 Annual Report. |
| Oct 2012 | 8.5025 SES | <p>Low SES</p> <ul style="list-style-type: none"> • Polytechnic/Academy (TCEO Year 10 – 11) Transition planning is ensuring that initiatives to improve retention are being implemented all Low SES NP high schools. • Federations (SES1) have provided a Federation Plan which details school community consultation and includes ambitious targets, specified milestones and a governance structure for the years 2013 – 2015. This plan determines access to ongoing NP funding. • NP Annual Progress Reports (using template provided) have been completed and lodged with Learning Services and non-government sector Managers for SES 4 and 7 and for schools implementing SES 1,2, 3 and 5. • (SES1) requirements, agreed in Federation Plans, are mandated. • At least 30 schools participating in Low SES 1,2,3 and 5 will have in place, and |

| | | |
|------------|------------|--|
| | | <p>report on, strategies to outreach and better engage parents and community, especially Indigenous families.</p> <ul style="list-style-type: none"> Round 4 schools prioritised and informed of participation in 2013 School Improvement Reform through Intervention (SES6) |
| April 2013 | 8.5025 SES | <p>Low SES</p> <ul style="list-style-type: none"> Round 4 high need schools have been identified and prioritised for School Improvement Reform through Intervention (SES6) and the School Improvement Framework process has commenced. Professional learning for teachers delivered by the Flexible Learning School Strategy (SES4) accessed by principals and teachers from at least 15 Low SES schools- supporting innovative online teaching and IT use in schools. More than 70% of schools participating in Low SES 5 (Individual school Reforms) will report that key individual school targets, as established in school improvement plans, have been achieved. Attendance target, set for SES 5 schools in May 2010 achieved. <p>ALL NPs</p> <p>Acceptance of Tasmania's Smarter Schools 2012 Annual Report.</p> |
| Oct 2013 | 5.2155 SES | <p>Low SES</p> <ul style="list-style-type: none"> Acceptance of Tasmania's Smarter Schools 2013 Annual report Progress towards the 2015 retention target is positive and the 2013 (SES7) NP schools target has been achieved. NP Annual Progress Reports (using template provided) have been completed and lodged with Learning Services and non-government sector Managers for SES 4 and 7 and for schools implementing SES 1 and 2. Specific Federation (SES1) requirements, agreed in Federation Plans, are mandated At least 40 schools participating in Low SES 1,2,3 and 5 will have in place, and report on, strategies to outreach and better engage parents and community, especially Indigenous families Schools participating in SES 2 (Group A) have achieved the target established for the School Improvement Measure that they collectively agreed in 2010. All schools participating in SES 3 Extended and Integrated Service will report against SES Reform 6 providing evidence of increased partnerships with parents, business and communities and the provision of extended services. Round 5 schools prioritised and informed of participation in 2014 School Improvement Reform through Intervention (SES6) |
| April 2014 | 5.2155 SES | <p>Low SES</p> <ul style="list-style-type: none"> Round 5 high need schools have been identified and prioritised for School Improvement Reform through Intervention (SES6) and the School Improvement Framework process has commenced. Professional learning for teachers delivered by the Flexible Learning School Strategy (SES4) accessed by principals and teachers from at least 20 Low SES schools- supporting innovative online teaching and IT use in schools. <p>ALL NPs</p> <p>Acceptance of Tasmania's Smarter Schools 2013 Annual Report.</p> |
| Oct 2014 | 3.974 SES | <p>Low SES</p> <ul style="list-style-type: none"> Acceptance of Tasmania's Smarter Schools 2014 Annual report Reduced rates of student suspension across National Partnership schools attributed to innovative and personalised learning plans. NP Annual Progress Reports (using template provided) have been completed and lodged with Learning Services and non-government sector Managers for SES 4 and 7 and schools implementing SES 1 and 2. Specific Federation (SES1) requirements, agreed in Federation Plans, are mandated. Attendance rates across NP schools will show measurable improvement since 2010. If required, a further round of schools prioritised and informed of |

| | | |
|------------|-----------|---|
| | | participation in 2015 School Improvement Reform through Intervention (SES6) |
| April 2015 | 3.974 SES | <p>Low SES</p> <ul style="list-style-type: none"> Additional high need schools, if required, have been identified and prioritised for School Improvement Reform through Intervention (SES6) and the School Improvement Framework process has commenced. Progress towards the 2015 retention target (SES 7) is positive and the 2015 NP schools target has been achieved. <p>ALL NPs</p> <p>Acceptance of Tasmania's Smarter Schools 2014 Annual Report.</p> |

Table 2b: Facilitation Milestones

Reward payments and Reward payment milestones

3.4 Table 3a: *Commonwealth Notional Reward Payments* sets out the maximum allocation available to Tasmania subject to the achievement of agreed reward milestones. Tasmania seeks to achieve maximum reward funding.

| Reward Payments | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|-------------------------------------|---------|---------|---------|---------|---------|---------|---------|
| | (\$m) | (\$m) | (\$m) | (\$m) | (\$m) | (\$m) | (\$m) |
| Low SES School Communities | - | - | - | - | - | - | - |
| Literacy and Numeracy | - | - | 4.509 | 4.509 | | | |
| Improving Teacher Quality | - | - | - | 4.154 | 4.154 | | |
| Total Notional Reward Budget | - | - | 4.509 | 8.663 | 4.154 | - | - |

Table 3a: Commonwealth Notional Reward Payments

Notes:

1. Funding is GST exclusive
2. Actual reward allocation to States/Territories is subject to review before the end of 2010.

3.5 The information in Table 3b: *Reward milestones* details milestones across the Smarter Schools Literacy & Numeracy and Improving Teacher Quality National Partnerships.

| Due date (for milestone) | Potential Reward Payment \$mill | REWARD Milestones across the three National Partnerships |
|--------------------------|---|--|
| Oct 2010 | 4.509 L&N REWARD | <p>L&N</p> <p>Progress towards negotiated 2010 improvement targets as agreed in the <i>Measures, Targets & Rewards</i> Template – reward payment based on extent to which negotiated targets are met and weighted. Any reward not achieved by Tasmania in this year will be rolled into the potential reward accessible in 2011.</p> |
| Oct 2011 | <p>4.509 L&N REWARD (plus any reward allocation not achieved in 2010)</p> <p>4.154 ITQ REWARD</p> | <p>L&N</p> <p>Progress towards negotiated 2011 improvement targets as agreed in the <i>Measures, Targets & Rewards</i> Template – reward payment based on extent to which negotiated targets are met and weighted.</p> <p>ITQ</p> <p>Reward Reform 1: Improved pay dispersion to reward quality teaching:</p> <ul style="list-style-type: none"> • DoE Accomplished Teacher budget submission completed and prepared for Cabinet approval process July 2011 • Budget proposal developed by TCEO outlining how colleague Teachers involved in the TCEO School Centres of Excellence will be rewarded. <p style="text-align: right;">10%</p> <p>Reward Reform 3: Improved in-school support for teachers and leaders, particularly in disadvantaged Indigenous, rural/remote and hard-to-staff schools:</p> <ul style="list-style-type: none"> • Resourcing Review completed 2010. 20% <p>Professional Learning Support</p> <ul style="list-style-type: none"> • Salary payments, in addition to regular salary, will be targeted to support out of school hours professional learning for teachers in schools in disadvantaged areas where student literacy outcomes are low. (Support for at least 500 teachers to undertake 5 additional paid professional learning days during 2009 - 2011) 20% <p>Reward Reform 5: Continual improvement program for all teachers:</p> <p>Partnerships in Teaching Excellence program:</p> <ul style="list-style-type: none"> • Establishment of a specific program (PiTE) for teacher education in partnership with UTas (70 student teachers recruited to program by 2011). 20% • Mentors for beginning and early career teachers in place. (Ten Colleague Teachers in place by 2011). 20% • Improved induction programs for aspirant, new and established leaders (120 participants in program by 2011) 10% |
| Oct 2012 | 4.154 ITQ REWARD | <p>ITQ</p> <p>Reward Reform 1: Improved pay dispersion to reward quality</p> |

| | | |
|--|--|---|
| | | <p>teaching Creation of an Accomplished Teacher classification which recognises high quality teachers and recruitment of 10 Accomplished Teachers. 40%</p> <p>Reward Reform 3: Improved in-school support for teachers and leaders, particularly in disadvantaged Indigenous, rural/remote and hard-to-staff schools Implementation of resource review recommendations 10% Production of dedicated resources for indigenous learning support 10% 50 PiTE trained teachers placed and <i>retained</i>, for at least 12 months in hard to staff and low SES schools. 10%</p> <p>Reward Reform 4: Increased school-based decision-making about recruitment, staffing mix and budget Establishment of area-based coalitions of schools (Federations) in at least two local government areas. Federations cooperatively share and manage resources. Federations have increased levels of flexibility in resource management (cash and salaries). Federations will have devolution of some decisions about the staffing mix and recruitment of school leaders within Federations. Within Federations there will be some allocation of salaries budgets to the school level. 10%</p> <p>Reward Reform 5: Continual improvement program for all teachers:</p> <ul style="list-style-type: none"> • An explicit focus on ongoing teacher learning through teacher training and ongoing postgraduate course completion (600 UTas unit enrolments by Tasmanian teachers- government and non-government by 2011). 10% • Specific postgraduate courses established in leadership, mentoring, literacy and aboriginal education. 10% |
|--|--|---|

Table 3b: Reward Milestones

3.5 Tasmania agrees that in order to achieve the objectives of the National Education Agreement and to sustain the significant national reforms under the National Partnerships, states and territories that receive reward funding must use this funding for education purposes and must agree the distribution of reward funding with any non-government sectors that are party to the agreement.

4. NON-GOVERNMENT SECTOR PARTICIPATION

4.1 A National Partnership Steering Group consisting of representatives from the Department of Education, the Association of Independent Schools Tasmania and the Tasmanian Catholic Education Office have met regularly, shared information and worked collaboratively to establish shared priorities and to develop the Implementation Plan. Key representatives from this Steering Group advise the Minister for Education and Skills on matters relating to decisions and responsibilities in relation to the National Education Agreement and the National Partnerships. An organisational plan and governance structure has been agreed by all sectors and is attached to Tasmania's Implementation Plan.

4.2 Principles of Partnership provide agreed guiding principles for cross-sectoral cooperation and are attached to the Tasmanian Implementation Plan.

4.3 Tasmania has adopted the Commonwealth methodology for allocating facilitation payments to all schooling sectors. The adoption of this methodology has been agreed by all sectors. Each Partnership uses a different funding methodology:

- Improving Teacher Quality funding is split by proportional share of Teacher Full Time Equivalent (FTE) between sectors – data provided by DEEWR.

| Sector | Number of teachers FTE | % Tas total FTE |
|--------|------------------------|-----------------|
| GOVT | 4148 | 71.5% |
| TCEO | 874 | 15.1% |
| AIST | 778 | 13.4% |

Table 4: Improving Teacher Quality % FTE by sector

- Literacy and Numeracy funding is to be distributed based on the proportional sector share of students at or below the National Minimum Standard (NMS) in Reading and Numeracy for Years 3,5 and 7 (2008), double counting those students below NMS in both.

| Sector | Number of Tas student 2008 NAPLAN assessments AT or BELOW NMS | Proportion of Tas total |
|--------|---|-------------------------|
| GOVT | 7131 | 83% |
| TCEO | 1007 | 12% |
| AIST | 443 | 5% |
| Total | 8581 | 100% |

Table 5: Literacy & Numeracy % funding allocation by sector

- Low SES School Communities funding is based on the agreed Commonwealth methodology and sector split provided below. (Funding distribution confirmed by DEEWR on 23 July 2009))

| TAS | Govt Metro | Govt Remote | Catholic Metro | Catholic Remote | AIST Metro | AIST Remote | TOTAL |
|------------|---------------|--------------|----------------|-----------------|--------------|-------------|--------------|
| Number | \$65.172 mill | \$2.256 mill | \$2.60 mill | \$0 mill | \$0.092 mill | \$0 mill | \$70.12 mill |
| Proportion | 92.94% | 3.22% | 3.71% | 0% | 0.13% | 0% | 100% |

Table 6: Low SES % funding allocation by sector

4.4 Commonwealth facilitation payments will be distributed by the Department of Education to non-government sectors, TCEO and AIST, who in turn have responsibility for the distribution of funding to participating schools.

4.5 All sectors are providing co-investment. It has been agreed that co-investment will match facilitation allocations in the Low SES and the Literacy and Numeracy. Please see summary below. Detail regarding proposed co-investment contribution by participating sectors is provided in the Implementation Plan.

| Low SES National Partnership | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|--------------|--------------|--------------|---------------|---------------|---------------|--------------|
| | (\$m) | (\$m) | (\$m) | (\$m) | (\$m) | (\$m) | (\$m) |
| Government Sector Initiatives | .505 | 6.828 | 9.215 | 16.86 | 16.351 | 10.030 | 7.643 |
| TCEO Initiatives | .020 | .264 | .356 | .651 | .632 | .388 | .295 |
| AIST Initiatives | .001 | .009 | .013 | .020 | .022 | .013 | .010 |
| Total | .526 | 7.101 | 9.584 | 17.531 | 17.005 | 10.431 | 7.948 |
| Literacy and Numeracy National Partnership | | | | | | | |
| Government Sector Initiatives | 1.499 | 1.713 | | | | | |
| TCEO Initiatives | .212 | .242 | | | | | |
| AIST Initiatives | .093 | .106 | | | | | |
| Total | 1.804 | 2.061 | | | | | |
| Improving Teacher Quality National Partnership | | | | | | | |
| Government Sector Initiatives | .041 | .109 | .182 | .169 | | | |
| TCEO Initiatives | .009 | .023 | .038 | .036 | | | |
| AIST Initiatives | .008 | .020 | .034 | .032 | | | |
| Total | 0.058 | 0.152 | 0.254 | 0.237 | | | |
| Summary of all Partnerships | | | | | | | |
| Government Sector Initiatives | 2.045 | 8.650 | 9.397 | 17.029 | 16.351 | 10.027 | 7.643 |
| TCEO Initiatives | .241 | .529 | .394 | .687 | .632 | .392 | .295 |
| AIST Initiatives | .102 | .135 | .047 | .052 | .022 | .013 | .010 |
| Total of all Partnerships | 2.388 | 9.314 | 9.838 | 17.768 | 17.005 | 10.431 | 7.948 |

Table 7: Summary of co-investment commitment as required by sectors in order to meet Commonwealth expectations.

Further detail regarding the Tasmanian approach to co-investment can be found in the Implementation Plan. As will be noted in the Implementation Plan Tasmania's potential co-investment exceeds the summary above.

5. INDICATIVE ACTIONS AND PERFORMANCE INDICATORS

- 5.1 Measurable reform milestones which can be assessed by the COAG Reform Council as the basis for reform payments have been provided. It is understood by all sectors that these details will be subject to periodic review.
- 5.2 A range of performance indicators will be used to measure improvement across the National Partnerships. Tasmania acknowledges that one of the major outcome measures that the Commonwealth proposes that Tasmania, and all other states and territories, use is NAPLAN data, however given the short period of facilitation funding, two years, and the need to demonstrate improvement in order to access reward funding, Tasmania's Implementation Plan refers to a matrix of indicators. From this matrix, a range of indicators will measure progress towards the outcomes set out in the National Education Agreement. Relevant Tasmanian performance measures, across the Smarter Schools National Partnerships include:
- NAPLAN data for all students participating in National Partnership strategies Baseline 2008
 - Disaggregated NAPLAN data for Indigenous students participating in National Partnership strategies Baseline 2008
 - Disaggregated NAPLAN data for Low SES students participating in National Partnership strategies Baseline 2008
 - Attendance and retention data for students participating in National Partnership strategies Baseline 2009
 - Attendance and retention data for aboriginal students participating in National Partnership strategies Baseline 2009
 - Retention and certificate completion rates Baseline 2008
 - The proportion of Indigenous students completing Year 10 Baseline 2008
 - Progress against Tasmanian Curriculum achievement standards Baseline 2009
 - Levels of student, parent and staff satisfaction Baseline 2008
 - A range of output indicators that will identify the number of strategies and initiatives implemented, and the number of actual federations, networks of schools, Centres of Excellence, schools, teachers, students and community members participating.
- 5.3 A Literacy & Numeracy NP *Measures, Targets and Rewards* template for 2011 and 2012 has been agreed between Tasmania and the Commonwealth. The template and rationale are provided in the Implementation Plan.

6. MONITORING AND REPORTING ARRANGEMENTS

- 6.1 Tasmania will provide, in April of each year, an annual report to the Commonwealth covering all three Smarter Schools National Partnerships. The annual report will report on the year prior, January to December. Reporting will specify progress against milestones, performance and improvement measures, as agreed, and will monitor and report on the implementation of agreed reforms and achievement of reform targets. Evidence of the achievement of October milestones will be provided in this report and will trigger associated payments.
- 6.2 A milestone report provided in October will report on progress in the first six months of that year and achievement of identified April milestones. This milestone report will trigger associated November payments.
- 6.3 The timing of these reports is set out in the following table 2. It is understood that the Commonwealth requires summaries of state reports to be published.

| Due Date for reports | Reporting period covered | National Partnerships | | |
|----------------------|--|--|---------------------------------|---------------------------|
| | | Low SES School Communities (Low SES) | Improving Teacher Quality (ITQ) | Literacy & Numeracy (L&N) |
| May 2009 | Bilateral Agreement signed Preliminary Implementation Plan agreed | | | |
| November 2009 | Final Implementation Plan agreed | | | |
| April 2010 | 2009 Annual Report – including milestone report for April 2010. | | | |
| October 2010 | January 2010 – June 2010 | Interim milestone report covering all 3 NPs | | |
| April 2011 | 2010 Annual Report | | | |
| October 2011 | January 2011 – June 2011 | Interim milestone report covering all 3 NP's | | |
| April 2012 | 2011 Annual Report | | | |
| October 2012 | January 2012 – June 2012 | Interim milestone report covering all 3 NPs | | |
| April 2013 | 2012 Annual Report / Final Report L&N | | | |
| October 2013 | January 2013 – June 2013 | Interim milestone report covering Low SES and ITQ NPs | | |
| April 2014 | 2013 Annual Report / Final Report ITQ | | | |
| October 2014 | January 2014 – June 2014 | Interim milestone report covering Low SES | | |
| April 2015 | 2014 Annual Report | | | |
| October 2015 | January 2015 – June 2015 | Interim milestone report covering Low SES | | |
| April 2016 | 2015 Annual Report / Final Report Low SES | | | |

Table 8: Reporting Schedule

6.2 Published reports will facilitate the sharing of information regarding successful interventions and strategies used to achieve reforms. Tasmania will also commit to participation in appropriate workshops and forums which may be organised in order to further facilitate the dissemination of best practice.

6.3 Monitoring and reporting arrangements will reflect the requirements of Schedule C to the *Intergovernmental Agreement on Federal Financial Relations*.

6.4 Tasmania will monitor and report against each of the following:

- Agreed reforms as listed for each of the three National Partnerships in the Final Implementation Plan. These will be the basis for Tasmanian monitoring and reporting on the progress of each National Partnership.
- Facilitation and Reward Milestones which indicate how Tasmania intends achieving the agreed reforms. Progress made against each of these milestones will be reported on as an indication of the overall achievement towards reaching the agreed reforms.
- Co-investment as stated in the Implementation Plan.

Tasmania will monitor and report against progress in implementing reforms, achieving reform milestones according to the timelines set out in the Implementation Plan and this Agreement.

6.5 Tasmanian schools participating in the National Partnerships will report on progress in accordance with accountability arrangements specified by each sector. Participation in the National Partnerships will be contingent on the commitment to develop school or network based plans in conjunction with their school communities and to provide specific performance information, timely reports and monitoring of progress in specified reform areas.

6.6 Tasmania notes that where agreed Performance Indicators under this and the NP agreements contribute to the objectives and outcomes of National Education Agreement, the COAG Reform Council will assess these performance indicators in the context of its analysis and report on the National Education Agreement and its subsidiary NP agreements.

6.7 Where individual Tasmanian school data is provided, and the NP agreements do not provide for that level of analysis to be published, standard privacy issues will prevail.

7. PUBLICATIONS AND COMMUNICATIONS

7.1 Tasmania will observe the Smarter Schools branding guidelines and protocols and will acknowledge the Agreement as a joint Commonwealth and State initiative in all publications, promotional and advertising materials as well as in public announcements and activities or any products processes or inventions developed as a result of the implementation of the Agreement.

8. AUDIT ARRANGEMENTS

8.1 Tasmania will comply with relevant legislation and Schedule C to the *Intergovernmental Agreement on Federal Financial Relations*. Appropriate auditing arrangements will be in place and adhered to.

8.2 Tasmania will take account of relevant instructions from State and Federal Treasury.

9. GOVERNANCE ARRANGEMENTS (including dispute resolution)

- 9.1 Governance arrangements will be managed in accordance with the Governance Arrangements as provided in the National Partnerships Agreements between the Commonwealth and the Tasmania.
- 9.2 Any disputes arising from the Agreement between the three sectors will be dealt with, in the first instance, by heads of sectors.
- 9.3 Any disputes between the State and the Commonwealth in regard to this Agreement will be dealt with, in the first instance, by the General Manager, Strategic Policy and Performance of the Department of Education and an appropriate Commonwealth Officer.
- 9.4 If a dispute can not be resolved it will then be referred to the appropriate Minister.
- 9.5 This Agreement may be amended at any time by agreement in writing by the Parties and under terms and conditions as agreed by the Parties. A Party to the Agreement may terminate their participation in this Agreement by notifying the other Party in writing. To minimise disruption to participating schools, at least 12 months' notice should be given in these circumstances. The termination of this Agreement, by either Party, will also terminate the Parties' involvement with each other in any agreements directly related to the provisions of this Agreement.
- 9.6 The parties agree that Tasmania will retain its intellectual property rights (including copyright, trade mark, design, patent, trade, or other proprietary rights, or any to registration of such rights existing in Australia, or elsewhere) in all information and other material provided by Tasmania to the Commonwealth under this Agreement. Tasmania consents to the use within Australia of that information and material by the Commonwealth and the Commonwealth's sharing with, and the use within Australia by, Australian States, Territories and schools as part of the National Partnership program including where it is to facilitate the sharing of information regarding successful school reform interventions and best practice.

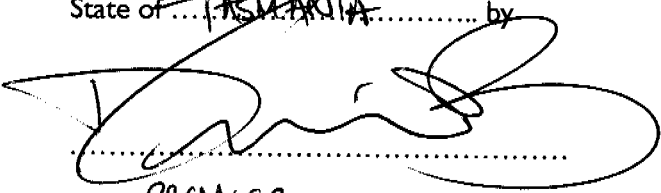
The Parties have executed this agreement as follows:

Signed for and on behalf of the
Commonwealth of Australia by


Title DEPUTY PRIME MINISTER

Date ~~6/12~~ 6/1/10

Signed for and on behalf of the
State of ~~TASMANIA~~..... by


Title PREMIER

Date 4/12/09

