



Australian Government



SMARTER SCHOOLS NATIONAL PARTNERSHIPS

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

TASMANIA Annual Report for 2011 (April 2012)

| | |
|------------------|---|
| Section 1 | <i>Smarter Schools Summary</i> |
| Section 2 | <i>Improving Teacher Quality</i> |
| Section 3 | <i>Low Socio-Economic Status School Communities</i> |
| Section 4 | <i>Literacy and Numeracy</i> |
| Section 5 | <i>Research and Evaluation</i> |
| Section 6 | <i>Milestone Reporting</i> |
| Section 7 | <i>Performance Indicators for Identified Cohorts</i> |
| Section 8 | <i>State Performance Measures</i> |

Section I – Smarter Schools Executive Summary

Overview

Participation in the National Partnerships is assisting to inform the state about future educational decisions that will, and are, making a difference to Tasmanian education. Building the leadership density and capacity of principals, building teacher capacity around pedagogical knowledge, using evidence-based data to inform whole school improvement planning, providing better opportunities to close the gap between Aboriginal and non-Aboriginal student achievement and providing for better transitions between primary and high school and high school and post-Year 10 and increased retention continue to be priorities for all National Partnership schools.

By design, Tasmania's approach to implementing Smarter School's National Partnerships focuses on reform and ongoing sustainability; with an emphasis on evidence based, local solutions to address local need. School and community ownership of plans and targets, building capacity in principals, leaders, teachers and schools and ensuring sustainable approaches has been at the forefront of planning and implementation.

The Tasmanian Education system is dynamic and unique, providing a comprehensive and lifelong approach to learning for all people regardless of age. All aspects of early learning and school education seek to support young learners grow into citizens of our community, equipped for participation in the world in which they live.

Schools continue to be empowered to drive improvement strategies that are meaningful, relevant and appropriate to their contexts. True sustainability is achieved when capabilities are built and the capacity of individuals, and teams, to learn and share new learnings is enhanced.

Whole-school ownership of school improvement plans and student performance is becoming increasingly evident as school data is used more effectively and is integral to school improvement planning processes. The department is supporting the capacity of teachers and principals to effectively interpret and use data, at the classroom, school and system level with a range of reports around NAPLAN data, links to inform teaching and learning strategies and an online literacy and numeracy toolkit. This increased use of data to inform planning is a sustainable feature across all departmental schools.

State initiatives and priorities are complementing activity underway through our Smarter Schools implementation. In the Department of Education, *Launching into Learning (LiL)*, *Raising the Bar Closing the Gap (RTBCTG) primary*, *RTBCTG 7Up* and *RTBCTG maana* are contributing to our strategic vision to ensure all students are provided with learning opportunities to improve their learning outcomes.

The department's Strategic Plan 2012–2015 built around the concept 'Learners first, connected and inspired' and the department's Literacy and Numeracy Framework will further guide schools on their process of continuous improvement in the pursuit of excellence and to ensure the best possible outcomes for all students.

Educational achievement of Tasmanian Aboriginal students is, together with the ACT, among the best in the nation; however, any gap is unacceptable. Reducing performance gaps between Aboriginal and non-Aboriginal students is a high priority for our state.

Closing the Gap in Aboriginal Educational Outcomes 2010–2014 – *A Tasmanian Strategy for Aboriginal Student Success through School Improvement* is being implemented in Tasmanian schools and is guiding a range of initiatives to support school improvement in early learning, community engagement,

leadership and cultural competency training for principals and teachers. It incorporates cultural perspectives in curriculum, building effective pathways to further education, training and employment and increasing the Aboriginal workforce in schools.

Tasmanian government schools lead the nation in school attendance in many year groups.

In 2011, the average daily attendance rate for students enrolled in Preparatory to Year 10 was 90.53%. This equates to 44,881 students at school, 4,696 students away on average per day and an average daily absences rate of 9.47%. This is an increase in the absence rate of 0.78 of a percentage point (342 more students away per day) than in 2010 (8.69% or 4,354 students away on average per day).

Schools are provided with data at both the school and individual level to monitor attendance. The majority of schools are using strategies such as phoning home and using SMS to follow up on unexplained absences and non-attendance. Social workers, youth workers, school chaplains and school psychologists all support schools to work with chronic non-attenders.

Engaging students in schooling is a priority of the department and many schools are providing more flexible learning options for students:

Through the Flexible Learning Tasmania strategy, the Tasmanian eSchool caters for students with particular learning needs, including highly able and gifted students, those who can not attend school for a variety of physical, medical or geographical reasons, and students for whom regular school is not a viable option. This strategy also supports primary and high schools to provide flexible learning options for their students.

In addition to this a number of schools including Montrose Bay High, Prospect High and the Jordan River Learning Federation are implementing initiatives like the Big Picture program to support students with a personalised curriculum based on their interests.

Other flexible education programs that cater for disengaged students across the state include the Bridgewater School Farm and outdoor education centres such as The Storey's Creek Outdoor Education Centre, Mt Cameron Environment Centre and the Marine Discovery Centre.

The Tasmanian government has provided over \$3 million over three years to support fifteen partnership programs between government schools and non-government organisations to provide flexible learning opportunities for students at risk of not attending school. Reports on these projects can be found at <http://www.education.tas.gov.au/school/teaching/awards/flexible-education>

Cross sector collaboration

The Department of Education has a positive and collaborative relationship with the Catholic and independent sectors and work together in a number of areas to enhance Tasmanian education. Professional learning for teachers and principals is shared across the sectors and the department also supports the non-government sector with NAPLAN implementation and student reporting. The department also provides professional learning in data collection and reporting for staff in all sectors to build teacher capacity to plan more effectively and to better address the needs of disengaged/disadvantaged students. Curriculum officers from the three sectors collaborate around the implementation of the Australian Curriculum.

2011 Key highlights

2011 was the final year of implementation of the Literacy and Numeracy National Partnership. Networks of school communities focussed on the following strategies to achieve reform under this NP:

- improving Year 7 and 9 NAPLAN results by targeting interventions from Years 5 to 8
- improving support for students in the transition from Years 6 to 7
- professional development for teaching staff which prioritises differentiated teaching for individual student need
- building the capability of teachers to alter teaching practice so that improvement is sustainable;
- addressing the needs of Indigenous students
- building on literacy and numeracy pilot projects.

Tasmania's measurement framework comprised 13 mandated NAPLAN measures and three local measures of student attendance. Tasmania set targets for Year 5 and Year 7 in Reading and Numeracy, comprising secondary and primary feeder schools, reflecting the formation of the school networks. The Australian Council for Educational Research (ACER) assessed the Tasmanian targets for 2011 as being reasonable and ambitious.

Tasmania performed reasonably in achieving against the 16 targets with seven (44%) assessed as an A- achieved, three (19%) assessed as a B- partially achieved, and six (38%) assessed as a C- not achieved.

Some key observations from Tasmania's performance included the following:

- targets were met for improving proportions of students in participating schools meeting minimum standards in reading, primary numeracy, and Indigenous students, but were not met for secondary numeracy (Years 7 and 9)
- targets for improving the mean scores based on all students tested in participating schools were met at Year 5, but not for secondary years (Years 7 and 9 reading and numeracy)
- targets for improving attendance were not met; partial progress towards targets were observed for Year 6 and 7 measures since 2009, but values represented decline since 2008.

For funding purposes, jurisdictions could assign different weightings for different targets. Based on Tasmanian's performance against the set targets, Tasmania will receive 61.2% of the available reward funding under this NP.

Across the suite of Low SES strategies being implemented, changed practice leading to improvement and reform can be seen as a result of NP action under the following reform areas.

Incentives to attract high-performing principals and teachers

One of the challenges of Tasmania is retaining staff in hard to staff schools. In the government sector, the department continually works with schools and in particular National Partnership schools to provide incentives such as higher duties, travel allowances and affordable housing for rural and remote areas and other hard to staff schools.

Schools are also looking for creative ways to retain staff. Across the Low SES schools there is increased emphasis on collaborative professional learning which is enabling more aspiring principals and teachers to take senior leadership positions. This has a two-fold effect. It increases the leadership density of the department which bodes well for sustainability over time. It also encourages staff to take up leadership positions in hard to staff areas of the state. By creating more positions where aspiring

principals and teachers can be part of the leadership team schools retain high quality staff which in turn contributes to building overall school and teacher capacity, resulting in improved student outcomes. In the latter half of 2011, the department established a Professional Learning Institute which in the first instance will provide for the professional learning of aspiring principals from 2012.

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

A focus across all National Partnership Low SES schools has been to build the leadership capacity in schools. In many schools, changed school structures have enabled schools to provide school-based curriculum leadership portfolios and develop strategies to provide support for teachers to enhance their pedagogy. Leadership approaches such as Instructional Rounds and the Inquiry and Knowledge Building Cycle underpin instructional leadership and encourage teachers to use student learning data as the basis for identifying teacher learning needs. Some schools with increased leadership density are making a difference to the teaching and learning through the provision of focused professional learning in curriculum and pedagogical leadership.

School operational arrangements which encourage innovation and flexibility

Planning for sustainability after the life of the NP is a priority and 2011 saw an increased emphasis on schools aligning their NP School Implementation Plans with their School Improvement Plans. Purposeful, collaborative school based planning is a feature of many schools where the leadership team along with Year-level teams share the target goals for learning with classroom teachers.

Providing innovative and tailored learning opportunities

As a direct result of SSNP funding, planning and implementation, differentiated teaching and learning is more noticeable in schools across the state. There is purposeful and shared direction in what is planned and undertaken with students. Improved consultation between teachers and students about what content is to be covered is visible and schools and Learning Services report greater subject-content relevance and increased levels of engagement in the learning process. Schools are adopting more inclusive and effective feedback procedures related to student learning to maximise planning.

Strengthened school accountability

All Low SES schools have reviewed how they gather and use school data. The effectiveness of initiatives and reforming projects is being measured and feedback techniques are guiding better decision-making processes related to individual student and teacher needs. The department supports schools and provides a range of attendance, achievement and value-added data through its Educational Performance Services (EPS) unit. This support is also provided to the non-government schooling sectors. EPS provides individual support when needed as well as data training workshops. It also assists by providing diagnostic reports back to schools on NAPLAN, Performance Indicators in Primary Schools (PIPS) and the Kindergarten Development Check (KDC) data to inform future planning and teaching and learning.

External partnerships with parents, other schools, businesses and communities and the provision of access to extended services

Increasing connections with community and engaging the community in school activities has been a focus of Low SES NP schools. Partnerships have been many and varied. Federations are demonstrating strong partnerships between their networked schools with a sharing of curriculum expertise, resourcing and location-specific activities with shared access. Strong connections with the business community have been established in high schools with significant input from the Beacon Foundation brokering the partnerships. Some schools are forming greater connections with newly established Child and Family Centres in their areas which is also contributing to more integrated services as well as creating greater partnerships with other government agencies. Improving parent access to 0–4year

programs and in particular the *Launching into Learning* program now embedded in all departmental primary and combined schools is a key aspect across the state.

School level plans

School level implementation plans were developed for all schools participating in National Partnership activities in 2011. These plans identified the level of NP investment (including Commonwealth, State and school level investment) and the NP activities being implemented at that school for 2011. Those plans were available on sector websites during 2011.

The sites for SSNP school improvement plans for the government, Catholic and independent sectors are as follows:

<http://www.education.tas.gov.au/dept/strategies/national-partnerships>

<http://www.ceo.hobart.catholic.edu.au>

<http://www.aist.tas.edu.au>

Section 2 – Improving Teacher Quality

Overview – 1 January to 31 December 2011

In 2011 the Improving Teacher Quality (ITQ) National Partnership funding in Tasmania provided significant, additional support for teachers, and in turn, measurable improvement in student outcomes.

This assistance enabled schools to access exemplary professional learning and has empowered educators to better lead learning in schools in order for students to achieve improved learning outcomes. Many of the professional learning opportunities offered were promoted across and accessed by educators from the three school sectors in Tasmania.

In partnership with UTAS, the government, Catholic and independent sectors worked to promote teacher education courses and opportunities for teachers and school leaders to participate in ongoing learning.

All three sectors participated in the development of the National Standards for teachers and actively support national consistency in the initial registration of graduate teachers.

Partnerships in Teaching Excellence (PiTE)

A review of PiTE in 2011 was able to gather not only how improvements to the program were being viewed but also how graduates of the program were being received in schools.

The investment in increased time in schools was endorsed as a crucial factor in enhancing the preparation of pre-service teachers for full time teaching.

Some other observations made through the review process were:

- The substantial cooperation and linkages between the partners in the PiTE program (DoE, UTas and Centre of Excellence Schools) has enabled each to better understand the reciprocal role they play in preparing quality teachers. By the end of this year plans were in place to further enhance the links between theory and practice as experienced by the pre-service teachers.
- The extended school experience has enabled PiTE students to develop a deeper understanding of school cultures and routines as well as get to know the staff and school students better. Support from experienced mentor and colleague teachers has been a highly valued aspect of the PiTE program. The relationships established together with the advice received made significant contributions to promoting excellence in teaching practice.
- The quality of mentor and colleague teachers is essential to the success of the PiTE program. Criteria for selection have been developed, role clarity improved, a system of support established and an inquiry orientation to what mentor and colleague teachers need to know and be able to do will be the focus for a future investigation.
- The role of the principal has received less attention and will be a focus of next year.
- Quality assurance processes have been recognised as crucial. Within this context providing consistent quality feedback to the pre-service teachers has emerged as an area for further professional learning and support.

Professional Learning Institute

Building learning cultures in our schools and system is fundamental to school improvement. Leadership (not just from the principal) is the key. It is how leadership teams in all parts of the organisation, not just schools, set up the conditions to allow teachers to be the best they can possibly

be that is at the heart of school reform.

The development of a new Professional Learning Institute (PLI) began in 2011. This will deliver and broker high quality professional learning for all DoE staff. In line with the Strategic Plan 2012–2015, the PLI will place high priority on promoting a strong leadership culture.

With a 2012-13 budget of \$1.7 million, the Institute will initially be offering programs primarily aimed at school based leadership roles but gradually will expand its focus to encompass all areas of the Agency. It will provide programs that support aspiring, newly appointed and experienced leaders as well as programs that equip leaders with the skills to manage and encourage innovation and continuous improvement. By 2015, the PLI will expand its focus to meet all employees' professional learning needs.

Current leadership programs offered by the Department of Education (Leadership Starts from Within, Leading Teaching and Learning and Dare to Lead emphasising Aboriginal education and leadership) will be further developed and become more personalised for each participant. In order to ensure that Tasmanian school leaders benefit from national developments in best educational practice, all relevant programs will be based on the National Standards for Teaching, the National Standard for Principals and the Australian Curriculum.

The PLI will continue to offer courses to the non-government sector.

Mentoring and in-school support continues in both the north and south of the state. Project officers contracted by Independent School Tasmania to support staff are available to all schools and respond on a needs basis. This support then planned collaboratively with the school and /or teacher and monitored by the mentor.

Progress against TQNP Facilitation Reforms – 1 January to 31 December 2011

1. National Professional Standards for Teachers

All three sectors continue to actively support national consistency in the initial registration of graduate teachers and adhere to expectations of the National Standards for all teachers.

Partnerships in Teaching Excellence—All the pre-service teachers, mentors and colleague teachers have begun to use the National Professional Standards for Teachers - graduate standard. This however is complicated by the University continuing to use a version of the Tasmanian Professional Teaching Standards in their assessment of practice teaching.

The Accomplished and Lead standards guide the role clarity for mentors and colleague teachers.

2. National Certification of Accomplished and Lead Teachers

A budget proposal was developed and forwarded to senior officers. In mid 2011 work began to align progress against this compulsory TQNP Facilitation reform with new roles and tasks being proposed in the Department for 2012.

3. Nationally Consistent Registration of Teachers

Tasmania's progress in this area is contingent upon national progress.

Tasmania participates in the Nationally Consistent Registration of Teachers–Policy Framework group.

Across Tasmanian schools, the Managing for High Performance process that is a component of principals' accountabilities is providing a foundation for implementation of the national agenda.

4. National Accreditation of Pre-service Teacher Education Courses

As coordinated by the Tasmanian Teacher Registration Board a number of Tasmanian educators have been trained to sit on National Accreditation committees.

5. Professional Development and Support for Principals

The department of education provides a number of opportunities for professional learning for principals, aspiring principals and teachers. Catholic and independent principals and teachers can also access these programs.

The following programs were offered in 2011

| Program | Participants |
|---|--------------|
| Leadership Starts from Within (South) | 27 |
| Leadership Starts from Within (North) | 32 |
| Leading Others (North-West) | 17 |
| Inclusive Leadership | 12 |
| Leading Teaching & Learning (North) | 39 |
| Leading Teaching & Learning (South) | 19 |
| Shadowing Program | 20 |
| Principal Induction Program (new principals) | 17 |
| AITSL Programs (received funding by submission) | |
| National Teaching Standards for Principals (North-West) | 18 |
| National Teaching Standards for Teachers (South) | 19 |
| National Teaching Standards for Teachers (North) | 39 |

From 2012, professional learning will be provided by the Professional Learning Institute.

In 2011 teachers from Independent and Catholic schools had the opportunity to attend 3 regional leader/teacher network meetings that addressed both:

1. The regional response to implementing the Australian Curriculum (with a professional learning focus of planning and assessment) and;
2. Moderation of student writing (persuasive texts).

These valuable learning opportunities developed knowledge, skill and understanding in the following areas:

- Collaborative Planning and Understanding by Design
 - Introduction to the process and principles of Understanding by Design and using a backward design planning process.

- Discussing the processes and key elements of authentic collaborative planning.
- Collaborative Planning
 - Using a backward design process, principal /teachers will collaboratively plan for the teaching of persuasive writing and design assessment tasks for future moderation.
 - Principals and early childhood teachers will have the opportunity to develop greater understanding of EYLF and links to the Australian curriculum, as well as to discuss and produce a developmental continuum for children’s writing
- Sharing Quality Practice
 - Teachers and school leaders have the opportunity to discuss their current practice and share ideas with colleagues.

6. Improved Performance Management and continuous improvement in schools

Performance management is required as one dimension of school leadership. The enhancement of leadership skills enables principals, lead teachers and school boards to develop feedback models suitable to individual contexts with a clear focus on improved teaching and enhanced student outcomes. The Department of Education places high value on recognising, rewarding and retaining the range of skilled and diverse employees who work across the Department. Section 34(1) (g) of the Tasmanian State Service Act 2000 requires all Agencies to develop and implement systems to evaluate the performance of employees and Commissioner's Direction No.4 establishes the minimum standard for such systems: Leading for High Performance (schools) and Managing for High Performance (non-schools).

The Teachers Registration Board Professional Teaching Standards Framework will inform the emerging feedback processes. Professional learning in coaching is available to teachers and leaders across sectors. Tasmania agrees to link performance reviews to national standards as they become available. The government and non-government school sectors, in conjunction with UTAS and the Tasmanian Teachers Registration Board are committed to fully implementing the standards and incorporating these in teacher registration processes and UTAS courses.

7. New Pathways into Teaching

In Tasmania this requirement is met within the Partnerships in Teaching Excellence program that selects from the two year graduate entry Master of Teaching Program. The additional time provided by the scholarship and Centre of Excellence Schools creates a different pathway than that experienced by the bulk of the M Teach pre-service teachers and builds in increased time in schools which as stated above is recognised by all participants as crucial for the preparation of quality teachers.

In 2011 negotiations were undertaken with Teach for Australia to support the recruitment of four maths/science graduates into their training program and then placing them in Tasmanian schools. The Tasmanian Registration Board did not provide the appropriate approvals and the arrangements with Teach for Australia lapsed.

Tasmania is maintaining an involvement with Teach for Australia.

Tasmania has expressed interest in the possibility of being included in Teach Next arrangements.

8. Better Pathways into Teaching

In Tasmania this requirement is met within the Partnerships in Teaching Excellence program that selects from the two year graduate entry Master of Teaching Program. Over the life of this scholarship program the selection committees have noticed an increasing number of career change graduates seeking teaching as a profession. The two year M Teach course and the option of flexible delivery enable the pre-service teachers to continue with work options that are critical, particularly for mature aged career change people with families. Those selected for a PiTE scholarship then receive further financial support.

One of the PiTE pre-service teachers making a career change in 2011 was a pharmacist bringing an outstanding maths and science background into teaching.

9. Improved Quality and Availability of Teacher Workforce Data

During 2011 the Department of Education undertook work to improve the teacher workforce data. As part of a statewide Teacher Workforce Study which began in February 2011 work was undertaken to develop systems to provide an extensive teacher workforce dataset. This has been completed and the department now has the capacity to report on an extensive range of teacher workforce information which was not previously available.

The dataset comprises a range of data specifically focusing on information that will help inform strategic decision making and resource allocations that best manage the future needs and requirements of the teaching workforce including, resourcing requirements, professional learning requirements, supply and demand analysis and the teaching workforce profile including: age, qualifications, Aboriginality, teaching experience, gender, school location, skills and professional learning.

The department is also contributing to the national teacher workforce dataset with representation on the National Teacher Workforce Dataset Reference Group established by DEEWR.

Planning commenced in the development of a workforce plan for the Catholic sector.

10. Indigenous Education Workforce Pathways

The Partnerships in Teaching Excellence scholarship particularly encourages applications from Aboriginal and Torres Strait Islander pre-service teachers. To date no one has identified themselves as belonging to this group.

Current Dare to Lead leadership programs are specifically aimed at developing leadership skills specific to Aboriginal education. From 2012, under the leadership of the Professional Learning Institute, Professional Cultural Leadership programs will be developed to build the capacity of Tasmanian Principals and aspiring Principals to engage with their local Aboriginal Communities. This engagement will underpin efforts to bring about institutional change to improve outcomes for Aboriginal students in Tasmania and support the implementation of the Australian Curriculum. Principals' Australia–Dare to Lead consultants will be contracted to work in conjunction with the Tasmanian Aboriginal Community and PLI staff to develop the Professional Cultural Leadership programs with a specific focus on Tasmanian Aboriginal culture and history. Whilst these specific leadership programs are being developed, current Dare to Lead leadership programs will be utilised.

Aspiring leaders who identify as Aboriginal are encouraged to participate in all leadership professional learning. Currently Tasmania does not have any principals or aspiring principals identifying as Aboriginal.

The Department of Education is continuing discussions with the Office for Aboriginal Affairs to determine a more effective process of confirming Aboriginal eligibility in order to expedite the appointments of selected applicants to identified positions.

11. Quality Placements

The 2011 review of the PiTE program supports the view that increasing the time pre-service teachers are placed in schools and ensuring that how this time is used is continually enhanced and improved is providing our schools with much sought after classroom ready graduates.

Mentors and colleague teachers working with pre-service teachers consistently over a year are learning to adapt their practice of support and deepen their engagement with a curriculum of teaching about teaching. The National Professional Standards for Teachers Accomplished and Lead categories describe the expertise this group requires and is building.

In addition the Graduate standards are used to build a consistent understanding of what quality teaching will look like when the pre-service year is completed and to determine the experiences, coaching and feedback provision that will ensure that this quality is met.

12. School Centres of Excellence

Within the Department of Education this reform is met through the Partnerships in Teaching Excellence program. In 2011 there were nine Centres of Excellence in the state, four in the north and five in the south.

Each Centre of Excellence has a Mentor Teacher responsible for a small group of pre-service teachers and supporting Colleague Teachers. The Mentors were supported in building their expertise in mentoring and teaching about teaching within the framework of the National Professional Standards for Teachers.

In the Catholic sector, work commenced on the establishment of a colleague teacher model in two TCEO school centres of excellence. Teachers receive the time release and allowance commensurate with a 'level 1' leadership point.

Challenges to Implementation/Progress – 1 January to 31 December 2011

Independent Schools Tasmania (IST) comprises of a small team of three full time and three part-time employees, three in administration and three in education. The SS NP ITQ relies heavily on the provision of project offices for support to schools. Attracting educators of appropriate calibre to fill these roles has been difficult as a result of the NP funding process. Lack of certainty in regard to amounts and timing of payments to IST is restricting. IST is fortunate to have been able to attract four highly skilled educators to the project officer positions, but with no residual funds, there remains uncertainty in regard to their ongoing employment.

IST's current strategy involves the financial manager in regular and ongoing communication with state authority seeking clarification in regard to timelines and exact allocation amounts.

To ensure support to all schools participating in SSNP initiatives, IST budgets for costs in advance. However, IST is unable to continue working from a deficit model that places our association at financial risk.

Support for Aboriginal and Torres Strait Islanders – 1 January to 31 December 2011

In Tasmania, Aboriginal students comprise 8.1 per cent of the full-time Prep to Year 12 school population. All NP ITQ activities are inclusive and aim to support teachers in meeting the educational

needs of all students. Diversity is recognised and celebrated at every opportunity.

Tasmania is addressing leadership, quality teaching and workforce development under the National Aboriginal Torres Strait Islander Education Action Plan (NATSIEP) through the following:

- Principals from all Focus Schools participate within two years in a program such as Dare to Lead or the Stronger, Smarter Leadership Program.
- Aboriginal education priorities included in leadership training for all principals.
- School cultures support high expectations of Aboriginal students and value social inclusion.
- Schools share facilities and resources to improve leadership in Aboriginal education.
- Professional pathways built for Aboriginal staff to pursue a teaching career or leadership position.
- All teaching staff participate in professional learning to improve cultural competency.
- All schools supported to develop culturally inclusive curriculum, including Tasmanian Aboriginal culture and history.

State funded scholarships for Aboriginal students in Years 11 and 12 on a tertiary pathway will continue to support aspirant teachers and leaders. Aboriginal students are encouraged to apply for PiTE places.

Support for Other Cohorts (if applicable) – 1 January to 31 December 2011

All NP ITQ activities are inclusive and aim to support teachers in meeting the educational needs of all students. Diversity is recognised and celebrated at every opportunity.

Tasmanian schools support students with English as an additional language (EAL).

- Currently **67%** of the students supported by the EAL program are Humanitarian Entrants settling permanently in Australia under the Australian Government Integrated Humanitarian Settlement Strategy (IHSS).
- **31%** are permanent or temporary migrants or Australian citizen and children born in Australia who are experiencing difficulty with literacy as a direct result of living in a home situation where a language other than English, or restricted English, is spoken, 457 and 576 visa holders who the Department has exempted from paying fees to access general education and EAL support.
- The remaining **2 %** are temporary residents who are required to pay annual tuition fees to Government Education and Training International Unit (YETI) to offset the costs of general education expenses, including EAL program support if required.

New arrival students enter Tasmanian schools and colleges at any age and at any level of education. New arrivals are enrolled at their local school and support provided following an assessment of needs.

EAL programs are provided in schools with larger numbers of new arrival EAL students. EAL students are clustered to maximise the EAL support e.g. Glenorchy PS, Brooks HS. In schools with smaller numbers of English language learning students, the students receive individualised support e.g. Norwood PS.

EAL Instruction (Years 1–12) is provided through a co-teaching support model. EAL teachers share the teaching workload and assist class teachers in delivering quality programs for English language learners.

EAL support in the early years (K–P) is provided through general or multilingual teacher aide hours.

Primary school class teacher release is available to enable teams of teachers to collaboratively plan for meeting the needs of new arrival Humanitarian Entrant students in their first 6 months of schooling

The EAL Library provides wide ranging, specialist materials to support the teaching and learning of EAL students throughout the state.

In the Independent sector, students with learning difficulties have benefited from staff training and implementation of MULTILIT. Reflecting the recommendations of the National Inquiry into Literacy MULTILIT has enabled explicit instruction in each of the 5 essential areas. Data collected through this project has also supporting teachers and school leaders to make informed decisions when planning for improved outcomes for students. In 2011 SS NP funding enabled training in and delivery of MULTILIT in 3 independent schools in Tasmania. A total of 18 schools are now trained to implement this valuable program.

Showcase – 1 January to 31 December 2011

PiTE pre-service teachers 2009 – 2010 and their transition into full-time teaching

2011 is the third year of the PiTE scholarship program. This year a review has been conducted which in part gathered some views about the transition of the PiTE graduates into full time teaching.

Principals reported considerable satisfaction with the PiTE beginning teachers. The aim was to have the graduates more classroom-ready and comments from principals interviewed indicated that this goal was being achieved. Principals, comparing the PiTE beginning teachers with their previous experiences of new graduates, made comments such as “they hit the ground running and are more effective”; they are “better prepared” and “streets ahead”. In one circumstance where a small number of PiTE graduates went on to teach in the school in which they spent their scholarship year the principal said “PiTE trained teachers are equivalent to two or three year out teachers in terms of being assimilated into the school. Their training is more practical ... they are the pick of the bunch”.

The pre-service teachers also felt well prepared for their first year of full-time teaching. Many went straight from their scholarship experience into Limited Authority to Teach positions between the end of October to the end of Term 3 in their scholarship school but also in completely new schools. This additional step of independence and responsibility further prepared them for their first year of teaching. Commonly their views were that all pre-service teachers should have this experience because the extra time in schools gives a practical context in which to better understand the theory from their University courses and that it is “essential to do things in context”. They constantly remarked on how significant it had been to experience the first week of school, to see routines established, to build relationships with children over time and to join teacher collaborative planning teams.

The PiTE beginning teachers commented that the additional professional learning provided for the scholarship group and frequently facilitated by Department teachers also contributed to their feeling of being well prepared. This professional learning carried a credibility and practical immediacy that they judged as useful and relevant to what they were also observing and experiencing in their scholarship placement schools.

The structured, mentored and well supported time in schools with the additional times for learning from a number of expert teachers has contributed to cohorts of confident beginning teachers making a successful transition into beginning teaching.

PiTE Mentors’ introduction to the National Professional Standards

During 2011 the PiTE Mentor group of eight mentors began to consider the transition from the Tasmanian Professional Teaching Standards to the new set of National Professional Standards.

Mentors were asked to look at the Tasmanian graduate standards that are the basis for the assessment criteria for the practice experience weeks. There are a large number of criteria and the mentors and colleague teachers were asked to think about which criteria they might be privileging for Practice Experience 3 and what did they believe the pre-service teachers really should be able to demonstrate competence with by this practice teaching period which is scheduled for the end of term 1. In Tasmania this is the month of May.

In considering their priorities the mentors began with clusters of suggestions within the broad areas of ‘relationships’; ‘behaviour’; ‘planning, including assessment’; ‘diversity of students’; ‘whole class’; ‘collaborative approaches’; ‘reflection learning from experience’; ‘demonstrating experience’. We worked on considering the priority from this list and for the majority of mentors it was decided that reflection on practice accepting feedback, putting priority on student learning and what this means for

their own teaching and demonstrating improvement was what they most wanted to see.

The work with the mentors was added to by the pre-service teachers who after their practice teaching weeks were asked to note where PE3 felt like a comfortable step forward and where a more challenging 'step up'. They reported that they were comfortable with establishing relationships with students, knowing the students and the behaviour and learning implications and they were, of course, comfortable and familiar with the school and its routines.

With its requirement for more actual classroom teaching in PE3 the pre-service teachers noted that the 'steps up' included:

- Planning day in and day out with connected sequences, resources ready and relevant; planning for specific students, and staying flexible
- Teaching – responsibility for the whole class and addressing the needs of individuals
- Assessment and feedback
- Behaviour management – taking over routines, managing consequences
- Taking on the extra roles within the school – duty, grade and staff meetings

The pre-service teachers were also asked to talk about and record what they might have taken for granted about children and/or teaching and then to consider their emerging goals for their two days of placement in schools during term 2.

The three areas where they had made assumptions that they were now calling into question included:

- The apparent 'naturalness' of teaching – many aspects that they had been observing as simple or had been critiquing and questioning were now being understood as complex sophisticated and purposeful
- Learners and learning – for instance the need to revisit, recap, varied literacy abilities, the need to be explicit and so on
- Assessment – much more difficult to do in the moment

Their goals emerged from this list as primarily understanding students, their learning and behaviour more deeply, and to learn more about assessment.

Using both of these data sets the mentors looked at the national set of standards to see how these standards related to what we had been discussing. The PE 3 emphasis was captured in Standard 3, Standard 4 and Standard 6.

In looking at the standards to think forward to Term 2 when the pre-service teachers would be in schools for two days a week the mentors worked with the National Professional Standards for Teachers to determine emphases in each standard that captured what they and the pre-service teachers were articulating as priorities. This meant we were able to highlight the following areas of focus and consequent graduate standard as a plan for action:

- Differentiate teaching to meet specific learning needs of students across the full range of abilities
- Content selection and organisation
- Literacy and numeracy strategies
- Establish challenging teaching and learning goals
- Plan, structure and sequence learning programs
- Manage classroom activities
- Manage challenging behaviour
- Assess student learning

- Provide feedback to students on their learning
- Interpret student data
- Apply professional learning and improve student learning

In this way the PiTE mentors and colleague teachers began to familiarise themselves with the National Professional Standards for Teachers and built a framework for considering their mentoring and support priorities for weeks leading into PE 4 in September/October.

Independent Schools Tasmania

European Pedagogical ICT (EPICT)

In 2011 the Project Officer–ICT contracted .4FTE for this project continued to implement and fully support the NP–Improving Teacher Quality in the area of ICT pedagogy of teaching and learning. Essential resources, support and funding for implementation has been provided by SS NP ITQ.

The European Pedagogy ICT (EPICT) Australia was the selected model for the purposes of providing a professional development framework for school leaders and teaching staff and has continued in 2011 to be promoted amongst IST schools via information sessions, PL sessions, circulars and wiki.

20 staff members from 15 independent schools attended the four (4) day EPICT Facilitator Certification Course. All delegates successfully completed and were awarded the EPICT Facilitator Diploma. They were licensed to manage and deliver the EPICT program in their respective schools.

The EPICT course has now been introduced and is in the process of implementation by the trained EPICT facilitators. To date, it has been introduced into eleven Tasmanian Independent Schools. Currently, from these schools, eighty participants have been registered through EPICT Australia to undertake the EPICT qualification.

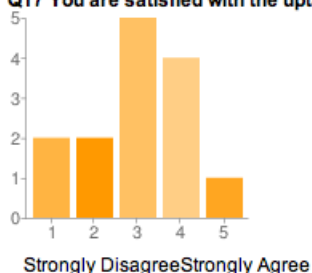
EPICT participants work through the relevant modules with in-school ongoing support from their Facilitator. At this early stage of implementation, 21.65% of the participants have completed the first of the eight modules.

The ICT project office provided in-school support through the organisation of network meetings conducted each term in the three Tasmanian regions, north, northwest and south. Sessions provided opportunities for the EPICT Facilitators / teachers to share school based implementation experiences and challenges, as well as to discuss strategies to avert possible obstruction to school-based implementation.

EPICT participants returned individual information via an online survey as at 12 December 2011. The relevant survey responses from fourteen (14) schools have been collated to specifically to celebrate the achievements and highlights and inform IST when planning support for 2012.

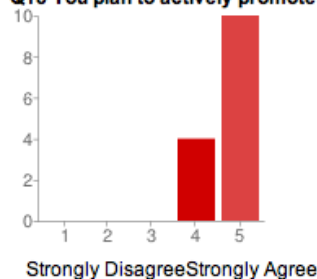
The collated information has been represented graphically to provide quantitative indications of relative information. See below.

Q17 You are satisfied with the uptake and progress of EPICT by teachers from within your school



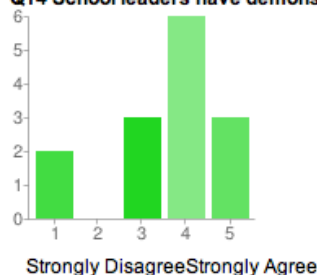
| | | |
|-----------------------|---|-----|
| 1 - Strongly Disagree | 2 | 14% |
| 2 | 2 | 14% |
| 3 | 5 | 36% |
| 4 | 4 | 29% |
| 5 - Strongly Agree | 1 | 7% |

Q18 You plan to actively promote and support the EPICT course in 2012



| | | |
|-----------------------|----|-----|
| 1 - Strongly Disagree | 0 | 0% |
| 2 | 0 | 0% |
| 3 | 0 | 0% |
| 4 | 4 | 29% |
| 5 - Strongly Agree | 10 | 71% |

Q14 School leaders have demonstrated support by allocating time/resources to EPICT in your school



| | | |
|-----------------------|---|-----|
| 1 - Strongly Disagree | 2 | 14% |
| 2 | 0 | 0% |
| 3 | 3 | 21% |
| 4 | 6 | 43% |
| 5 - Strongly Agree | 3 | 21% |

Social Emotional Learning (SEL) to Enhance Academic Outcomes

In 2011 Professional Learning in this area has been provided in the South, North and North West regions of Tasmania. In all 52 teachers and school leaders have participated in SEL PD opportunities. On each occasion whole school staff attendance was expected for all SEL sessions. Using the Kids Matter Primary (KMP) framework, World Health Organisation model and CASEL research, participant were supported to understand the links between academic success and social emotional well-being. Strategies linking teaching of SEL to literature (as described in the Australian Curriculum- English) were explored.

A highlight for IST in 2011 was Leighland Christian School Burnie’s invitation to participate in a National multimedia project to showcase the importance of social emotional well-being and the links to academic achievement. Only 7 schools in Australia were selected for this project and Leighland Burnie the **only** independent school in Australia to be invited to participate.

Leighland Christian School, Burnie was selected in response to their 'authentic leadership' in this area, demonstrated by the principal and supported by the leadership team. This was an opportunity to showcase some of the excellent work the school has been doing to support students' mental health and well being. The documentary produced will be used nationally for professional learning, briefings for school leaders and community agencies to highlight the importance of mental health and the responsibilities of schools to include this in their curriculum delivery.

Sustainability

The department is in conversation with the University of Tasmania about:

- Ways to enhance authentic links between theory and practice
- Considerations about training support for colleague teachers
- The kind of relationships into the future between the university and school colleague teachers
- The potential of placing pre-service teachers in schools in small teams

Providing time for mentors in schools to support the growth of pre-service and early career teachers will be sustainable in the context of building a portfolio of responsibility for accomplished and lead

teachers that focuses on improving teaching.

Sustainability of reform activities beyond the life of the NP are contingent on the calibre of the educators—principals and teachers. The knowledge that underpins change, when understood and valued by school leaders represents the greatest chance of sustaining improvement beyond the life of NP support. Whole school commitment to professional learning with emphasis on building the capacity of leaders and teachers is promoted and the role of the principal as leader of learning is supported. Cross sector networks will continue to provide ongoing teacher learning and mentor programs.

The department sees the establishment of the Professional Learning Institute along with the new organisational structure of schools across Tasmania as keystones to the sustainability of the reform agenda.

In the independent sector, specific professional learning for accomplished teachers to facilitate their role in leading teacher inquiry has been provided. In-school support to embed this practice will increase the likelihood that skills and strategies developed through this NP ITQ initiative will be maintained. In 2011 one principal from Independent schools attended the Aspiring Leader program and overall 75% of principals attended professional development.

Section 3 – Low Socio-Economic Status School Communities

Overview – 1 January to 31 December 2011

During 2011, the Department of Education's Strategic Plan *Learners first, connected and inspired*, was developed through consultation across the state and with all stakeholders. The Strategic Plan 2012–15 will guide school improvement in future years and aligns well to Tasmania's approach to addressing the reform priorities of the Low SES School Communities National Partnership across all sectors. That is to empower schools and communities to identify, within the parameters of the possible strategies, actions to positively impact on their unique situations and data informed goals and targets. All National Partnership schools through their reformative actions are contributing to the department's mission to provide every Tasmanian with the opportunity to continue to learn and reach their potential, to lead fulfilling and productive lives and to contribute positive to the community through upholding the values of learning, excellence, equity, respect and relationships.

Reform action in schools participating in the Low SES School Communities National Partnership is on schedule and aligning with the intent of Tasmania's SSNP Implementation Plan.

SES 1 Formal Federations

Throughout 2011, a focus for the federations has been developing distributive leadership models—principals are keen to ensure sustainability of high quality leadership practice and are using innovative strategies to attract leaders, and support them with outstanding learning opportunities. A commitment to the use of coaching as an empowering, respectful and rigorous leadership strategy is seen as an investment into the future.

A focus on leadership is clearly a hallmark of the **East Tamar Federation**, as is the unified and dynamic nature of the Board of Governance. The profile of this Federation is so strong in its Learning Service that recently appointed leadership roles within the Federation attracted large and impressive fields of candidates. The sharing of expertise was enhanced in 2011 when an Assistant Principal with experience in literacy leadership was deployed from a Federation primary school to the high school in a role designed to maintain successful literacy practices across the middle years of learning.

Developing cultural change within federations is a keystone to sustainability. Federations are working with their communities to facilitate a collaborative evidence-based process and to realign organisational culture within the individual schools in line with agreed values and direction. In the **Wellington Alliance** the establishment of an overall Alliance Plan emerging from individual School Strategic Planning documents enhances this shift in culture. In the **Jordan River Learning Federation**, a federation culture has been enhanced by developing a federation logo for all uniforms in JRLF Campuses. Federation athletics and swimming carnivals are helping to build the culture for students. Co-operation between campuses to support specialised needs for students, mentor programs (older and younger students) training programs (year 10 and 11 students undertaking childcare and foods hospitality courses in primary campuses) builds the federation model. A share-point, website and newsletter have all been established to promote the Federation brand.

SES 2 Secondary Renewal

- In line with the state's focus on transition, secondary schools involved in this strategy are undertaking reform to better enable smooth transition from secondary school to senior secondary colleges or the Tasmanian Polytechnic. Improved relationships with colleges and the Polytechnic have been a priority in 2011. The work being undertaken in SES 4 and SES 7 continues to align with

developments in SES 2 schools as does the work being undertaken in the National Partnership on Youth Attainment and Transitions which aims to increase the educational engagement and attainment of young people and to improve their transition to post school education, training and employment through immediate, concerted action supported by broader long term reform.

Triabunna District High School has partnered with two other relatively small rural K–10 schools, **Glenora District School** and **Tasman School** to share best practice and to increase the retention rate of students leaving Year 10 to travel to Hobart to undertake further education and training.

Goal Outcome: 90% of Year 10 students will have a Post-Year 10 pathway plan

Achieved:

Glenora 91%

Tasman 90%

Triabunna 92%

Overall Shared Percentage: 91%

- All students have been working with Pathway Planners to collate Intention Planning Documentation for Post Year 10 training, study or work options.
- During 2011, many resources, both staffing and monetary, were expressly used to target our attendance and retention of secondary students from school into college. Strategies included:
- **TRIABUNNA:** The introduction of additional option choices for students that catered more to their individual interests and connections to our physical environment – such as the Village Program and Explore the Coast. Programs included City Orientation programs, closer liaison with Rosny College, school-based traineeships and apprenticeships etc. The data from TDHS reflects that approx 75% of Year 10 students were retained to senior secondary education or further training from 2010-2011. These programs and strategies are now embedded in practice and hopefully will result in maintenance of this higher retention figure.
- **GLENORA:** Students have been exposed to the Trade Training Centre facilities and engagement at TOP Invest Programs; “Getting it Together” program being introduced in 2012; earlier connection with Post Year 10 courses offered through Skill Centre attached to school; work experience programs.
- **TASMAN:** Construction course in liaison with Polytechnic; “Getting it Together” program being introduced in 2012; secondary students using moodle allowing flexibility of course selections; work experience programs; School-based traineeships.

SES 3 Extended and Integrated Services

A focus of this strategy is to enhance student engagement in learning and developing skills for learning. Addressing issues of student mental health and the barriers to learning is a whole school approach in a number of schools. Focussed weekly social skills programs is supporting progress in this area. Working more closely with families is a strength of this strategy. Recognising parents as the child’s first and most influential teacher is important and developing skills amongst families to enhance their children’s readiness for schools is essential. Birth to 4 programs are tailored to develop positive relationships with the whole family and a focus is on improving oral language. An outcome of this has been increased partnerships with families and the community.

The **Beaconsfield Primary School’s** reputation in early years provision and community partnerships is gaining recognition at a local and state-wide level. Higher percentages of parents and children are now accessing early years provisions: Pre-kinder, Launching into Learning, play groups, Chat n’ Play, Lil Diggers

& Diggers at the Point. For example: pre-kinder numbers have experienced a 50% increase from 2010 enrolments and attendance to 2011. The percentage of Prep children achieving expected outcomes in 2011 was 92% up from 90.5% in 2010. 73% of Kindergarten children achieved expected outcomes from KDC by end of 2011 compared to 60.8 in 2010.

Collaborating with other government and non-government services is also strength of this strategy. Anglicare Tasmania- Communities for Children, partnered with **Port Dalrymple School** to employ a Youth Network Officer to deliver a range of flexible programs that addressed specific needs of families in the community. These included Equine Assisted Learning, Art Therapy, Rock and Water, DRUMBEATS and Summer Rock School. The employment of a Youth Network Officer, the development of working relationships with Tasmania Police, Rotary, Lions, PACE, George Town Combined Churches and Youth on Patterson have created a strong foundation of support to children and families at risk of disengaging.

In 2011 **Montello Primary School** has focussed on two programs to address the building of positive parent and community partnerships and to improve oral language and literacy outcomes in Early Childhood.

The Billy Project is a community program that aims to bring an intergenerational crew of families, seniors, makers, artists and storytellers to explore our neighbourly relationships and how we play and learn together. It also highlights and creates opportunities for children, families and community to engage in positive ways with a view of improving parent/child/school relationships and hence improve long term attitudes to school education.

The program fosters oral conversations including intergenerational exchange, implementing story & arts based practices to assist in bringing visions of community to life through task focussed participant workshops, mixed media documentation and the production of artworks.

The partnership with 'Creature Tails' & facilitated through Communities for Children funded by Families, Housing, Community Services & Indigenous Affairs (FHCSIA) in collaboration with Montello Primary School, PCYC and Umina Park One Care.

The program was coordinated by AST (NP) and included all Prep students. Grade 3-4 students became buddies who assisted 44 Prep students, to each build a billy cart and design a billy doll. The workshop moved to the Kindergarten deck at Montello Primary each Wednesday with 2 Prep students supported by their mum or dad (any significant adult in their life). The Creature Tails team provided the direction and materials for construction and decoration of the Billy carts and the Billy dolls. Three Umina Park seniors were transported by bus to school on several occasions as mentors for the students and their buddies.

SES 4 Flexible Learning Tasmania

Progress in the implementation of the Flexible Learning Tasmania (FLT) strategy has continued to advance, align with, and complement school level planning and improvement approaches.

Funding under the FLT strategy assisted Learning Services to implement projects that respond to local need and which have been designed after extensive consultation with school and communities.

1. Learning Services North: Practical strategies to improve transition options and outcomes for targeted disengaged students
2. Learning Services South: Implementation of a NotSchool pilot (further funding through the Innovative Flexible Education Grants has also supported this project).
3. Learning Services Southeast: Support to strengthen inter-agency networks
4. Learning Services Northwest: Project officer support for primary to secondary transition, intervention, flexibility and attendance in the Smithton area

Each project has a strong focus on connecting with the wider educational and general community. Strong and continuous working links with parents, other educational sectors, other agencies and work places are integral to project plans and activities to date.

Each strategy has required the design and delivery of informal and formal adult learning. For example, the NotSchool pilot requires participants to meet over time to explore a pedagogical teaching model and then consider the application of this model for Tasmanian families and students. This learning will be ongoing as participants in the trial share their learning and amend their practice, as well as consider the experiences of teachers and students in other jurisdictions who are also working with NotSchool educational processes.

For students not usually successful in mainstream education, increased student outcomes have been achieved in the following ways:

- A NotSchool pilot in which 83% of students were participating well at the end of 2011
- An increased number of relevant courses in several alternative education settings (100% improvement in attendance reported in one setting)
- To assist students whose achievement is reduced due to existing, or emerging, mental health issues:
 - the development of an online course using the ANU developed MoodGym (successfully trialled with secondary students)
- To assist students to make successful primary to secondary transitions:
 - Design of a buddy system using the online environment to be implemented in a remote area of the state (to be carried into 2012)

The **Tasmanian eSchool** has also been established as part of the Flexible Learning Tasmania strategy. In 2011, extensive teacher training and professional development was provided to Low SES National Partnership schools via a new Startup Support Services team, operating from the Tasmanian eSchool. Across the year, 100% of all Low SES National Partnership district and high schools undertook a mix of Tasmanian eSchool and Startup Support Services programs. These comprised: teacher professional learning, ICT technical support and student access to teacher-supported online courses.

Towards the end of the year, Tasmanian eSchool and Startup Support Services staff supported the scoping of a new departmental eStrategy, due for implementation in 2012. The aim of the strategy is to provide stimulus for significant new alignment and uptake of elearning across all education sectors. Expertise developed through the National Partnership, for example in the areas of online courses development for classroom use and the provision of professional learning for K-10 elearning, contributed significantly to the nature and quality of this foundation work.

SES 5 Individual Low SES Reform

Common themes across the schools participating in this strategy are the emphasis on distributive leadership models, building teacher capacity in using data to inform planning and assessment and linking managing for high performance with National Partnership and school goals.

Distributive leadership models include:

- additional senior staff to coordinate Literacy and Numeracy strategies to improve student outcomes.
- an emphasis on coaching models to improve pedagogy and have whole school consistency in instruction, expectation, delivery and practice.
- mentoring models including 'at the shoulder' support

Reece High School has an established mentor program which enables the expertise of teachers to be shared and used to build on the capacity of others. **Fairview Primary School** enables distributed leadership opportunities for experienced teachers and young enthusiastic teachers. **Oatlands District High School** created additional leadership positions to focus on daily organisation issues so that principal and school leaders could focus on pedagogy and improving teaching.

Embedding a culture of shared community responsibility is a major reform agenda of this strategy. Developing sustainable partnerships with industry and community is a feature and best practice around ways to engage community is being shared amongst the schools. A long term goal is to embed sustainability through community partnerships. A number of the schools are working closely with newly developed Child and Family Centres established in their areas. Services working together in a cohesive way for families with young children are important and the school and Child and Family Centre relationships will continue to strengthen this model of integrated services to support school readiness.

SES 6 School Improvement Reform through Intervention

Throughout 2011, **Rosebery District High School** has focussed on professional learning to build the capacity of staff. There has been an emphasis on Cognitive Coaching, Restorative Practice, and First Steps. Action Research Teams focussed on student engagement in learning, Literacy outcomes for Boys, Out of Hours Care, Improving attendance and Maintaining accurate records. A 1.0 FTE Literacy teacher assistant and a 0.4 FTE Literacy intervention teacher supported in class literacy leaning and small ability grouped learning in the primary and secondary years at the school. Significant improvements have been demonstrated and students are displaying increase confidence in their individual learning.

SES 7 Post-Year 10 Transition Initiative

In January 2011, following a review of Post-Year 10 reforms in Tasmania, an evolved Post Year 10 education and training model was implemented. Under the evolved model, the eight colleges (Years 11 and 12) have been reinstated under the umbrella of the Department of Education. The Tasmanian Polytechnic is the entry point for students wishing to undertake Vocational Education and Training (VET). Both the Academy and the Polytechnic are now part of the Department of Education. The Skills Institute, the employer and industry aligned training provider focuses on workforce skills development including apprentices and trainees, and is an independent statutory body.

The SES 7 Post Year 10 Transition Strategy, to be delivered in every Low SES National Partnership high school, focuses on building cooperation, collaboration, professional learning teams and relationships among schools. In the DoE, this work supports post-Year 10 providers to improve student transition from Year 10 into Year 11. The strategy requires schools and colleges to work together assessing the current situation and transition challenges for their students while planning for improvement. Innovative and creative means by which to improve retention to Year 11 and 12 are expected.

Building on the measured progress made in this strategy during 2010, as outlined in the 2010 Annual Report, a draft implementation plan was developed in the six months to June 2011, setting out a range of initiatives for implementation under this strategy. A Management Group was convened to provide leadership, direction and the appropriate consultation mechanisms to ensure that this strategy addressed the required reforms and met its reporting, budget and accountability requirements. The SES7 Post Year 10 Transition Strategy strategically aligns with the Youth Attainment and Transitions National Partnership and Tasmania's Implementation Plan for this National Partnership.

An SES 7 Post-Year 10 Transition Strategy Implementation Plan was developed in the latter half of 2011. This plan is designed to improve the transition of Year 10 Tasmanian students from low SES communities into Year 11 and to improve the retention of students until the end of Year 12 or equivalent. Students will stay until the end of Year 12 and gain a meaningful qualification.

All initiatives are designed to lead to sustainable change and outcomes, with a focus on building strong relationships between high schools and Year 11/12 providers, and also on personalised interventions to

cater for individual student need. The initiatives include but are not limited to:

- the development of a student tracking system
- the appointment of case managers in colleges to manage attendance issues
- a Taste of Polytechnic program
- a Taste of College program
- an Aboriginal student program for high achieving Year 9 to Year 12 students and their families
- a personalised intervention program for rural and regional students to ensure a smooth transition into Year 11 or 12.

The Tasmanian Catholic Education Office has appointed an Education Officer Engagement and Transition. All students who did not transition into further education or training from 2010 were followed up, with 90% successfully transitioned into school or training. Students at risk of not continuing into Year 11 or training have been counselled and monitored on an ongoing basis throughout 2011. Students in Years 8 and 9 who are deemed at risk and not attending school on a regular basis have been counselled, and are being monitored on an ongoing basis.

Significant Achievements of National Partnership reforms – 1 January to 31 December 2011

Across the suite of Low SES strategies being implemented, changed practice leading to improvement and reform can be seen as a result of NP action under the following reform areas.

Incentives to attract high-performing principals and teachers

One of the challenges of Tasmania is retaining staff in hard to staff schools. In the government sector, the department continually works with schools and in particular National Partnership schools to provide incentives such as higher duties, travel allowances and affordable housing for rural and remote areas and other hard to staff schools. Schools are also looking for creative ways to retain staff.

Across the Low SES schools there is increased emphasis on collaborative professional learning which is enabling more aspiring principals and teachers to take senior leadership positions. This has a two-fold effect. It increases the leadership density of the department which bodes well for sustainability over time. It also encourages staff to take up leadership positions in hard to staff areas of the state. By creating more positions where aspiring principals and teachers can be part of the leadership team schools retain high quality staff which in turn contributes to building overall school and teacher capacity, resulting in improved student outcomes.

In the independent sector, the provision of in-school consultancy support and the establishment of regional network meetings has enabled teachers and leaders who work in rural/remote and hard-to-staff schools the opportunity to meet regularly with colleagues, as well as to access tailored, context specific support. Independent schools situated in Smithton, St Helens, Rokeby and Moonah have benefited from this SSNP support. Allocated funds have also contributed to provision of teacher release, professional learning opportunities, consultancy and resources.

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

A focus of 2011 across all National Partnership Low SES schools has been to build the leadership capacity in schools. In many schools, changed school structures have enabled schools to provide school-based curriculum leadership portfolios and develop strategies to provide support for teachers to enhance their pedagogy. Leadership approaches such as Instructional Rounds and the Inquiry and Knowledge Building Cycle are underpinning instructional leadership and encouraging teachers to use student learning data as

the basis for identifying teacher learning needs. Some schools with increased leadership density which is making a difference to the teaching and learning through the provision of focused professional learning in curriculum and pedagogical leadership include:

Oatlands District High School– Creation of additional leadership positions to focus on daily organisation issues so that principal and school leaders can focus on pedagogy and improving teaching.

Fairview Primary School– Distributed leadership opportunities for experienced teachers and young enthusiastic teachers. Of particular importance have been the continued appointment of curriculum leaders and the assignment of teachers as grade leaders to support the ongoing implementation of our whole school practices in English, Mathematics and Wellbeing. These leaders have been instrumental in providing support, learning intervention, professional knowledge, and curriculum specific knowledge and have formed a team approach to our success.

Wellington Alliance–Primary and High Schools teachers electing to teach out of area; i.e. primary teachers moving to the middle school with their classes for smoother transition.

Bruny Island School–Implementation of two collaborative planning teams with Principal role-modelling and providing ‘at the shoulder’ support. By creating increased leadership density through confidence and skill building this small island school has been able to provide better curriculum provision for its students which has resulted in increased student engagement.

Geeveston District High School–A project officer in Years 7–10 (Student Participation and Retention) and a curriculum leader in Numeracy and Literacy Years Prep–10 have supported teachers to provide high quality opportunities to support their learning and increase attendance and participation.

Parklands High School–Teachers are expressing greater satisfaction with the improved leadership density at the school. 37% of staff have leadership roles (target 45%) and staff satisfaction as reported in the School Improvement Report available of the department of Education’s website www.education.tas.gov.au is ‘trending up’.

Ashley School–Teachers are being supported to strengthen their pedagogy with respect to online learning through a mentor who has spent one day per week for five months undertaking spaced online learning training at the Tasmanian e-School. Students at Ashley are high risk students and the e-learning environment supports their learning and is leading to better engagement. This links closely with the actions under SES 4.

School operational arrangements which encourage innovation and flexibility

Planning for sustainability after the life of the NP is a priority and 2011 has seen an increased emphasis on schools aligning their NP School Implementation Plans with their School Improvement Plans. Purposeful, collaborative school based planning has been a feature of many schools where the leadership team along with Year-level teams share the target goals for learning with classroom teachers.

Within the **Wellington Alliance** flexible school operational arrangements has enabled significant transformation at **Cosgrove High School**. Cosgrove High School transformation is occurring within two key areas of the school: the Middle School and the Senior School. Additional staff roles and responsibilities within the new structures have re-shaped service delivery, enabling greater learning choice for students and greater teacher teaming. An authentic, researched based Middle School structure is in place, supported by common time in Years 7 and 8 to allow for flexible curriculum delivery and flexible grouping of students. Collaborative Planning exists as an integral part of the Middle School timetable. Resource sharing is underway and each staff member has leadership responsibility for a learning area. Common professional learning has been undertaken and internal moderation days have occurred. The transformation of the Senior School (SS) Years 9 and 10 program resulted in the implementation of 4 learning terms across all curriculum areas. The school moved from a traditional curriculum delivery to one of vertically grouped unitisation. The quarterly course offerings enabled students to choose a personalised

learning program from 210 plus units. The courses were designed to allow for diverse abilities and interests, as well as a Futures Connection to the work place or college environment.

At **Maydena Primary School** the Literacy and Numeracy leader worked with teachers in joint planning sessions to develop innovative lessons and approaches that complemented the composite natures of the classes at Maydena Primary. Groups of students with particular needs were identified and provided with highly focused learning opportunities. Student engagement has increased in terms of academic performance, attendance and productivity. A stronger collegial relationship has been evident with Westerway Primary School. Both schools have shown a greater inclination to share resources, join staff meetings with regards to professional learning, combined sporting carnivals and inter-school teams as well as joining for excursions.

The appointment of a Business Manager at **Jordan River Learning Federation** has enabled the administration of the campuses of the Federation to be centralised. This has created shared practices, shared philosophies and a common work culture. It has also created opportunities, within the Federation to build capabilities and professionally develop staff internally, creating consistency, efficiencies and increased productivity.

Teacher collaboration through working in Professional Learning Teams (based on the Patrick Griffin model) required a significant shift in school operational arrangements in the **East Coast Cluster**. This change aligned with the attitudinal taxonomy developed by Bloom and Krathwohl. This developmental framework is pertinent to teachers' development and involvement in a Professional Learning Team [PLT].

In 2011 all Federation schools committed to implementing Professional Learning Teams as a collaborative approach to improving student outcomes.

- Teams used real time data; data is used to inform teaching
- Students were mapped on to learning continuums
- Learning conversations were evidence based
- The paradigm for the PLT was developmental not deficit
- Respectful challenge was the norm, not collaborating
- Learning goals, interventions and strategies were clearly articulated and recorded in a PLT log
- "Just in time" PL addressed different levels of experience, knowledge and understanding.

Schools were able to map themselves on to a PLT continuum [see below] and by the end of 2011 all schools were able to provide strong evidence that they were either "Competent" or "Proficient".

Professional Learning was undertaken by schools to further their PLT "competence".

The target for 2012 is for all schools to be at least "proficient" moving into "expert", with the potential of using ICT to support cross school PLT's.

The implementation of PLTs was designed not to be an "add on" for schools but rather an integral part of the school improvement agenda.

Timetables and subject choice

Some schools have re-structured timetables to maximise teaching expertise through collaborative teaching and increased learning opportunities for students. For example:

Geeveston District High School—The school has re-structured the school day into four periods of 70–80 minutes separated by three breaks of 20 minutes. Lessons one and two are school-wide Literacy and Numeracy blocks with the English specialist teacher working across Years 6-8.

Springfield Gardens Primary School—has restructured the day to cater for Literacy and Numeracy blocks of teaching. There is now a daily, two hour Literacy block, and daily one hour Numeracy block. Professional learning is addressing how cross-curricular activities can be included in these blocks of

learning.

Social skills

Explicit teaching of social skills and values education is a feature of many school timetables. This is aligned to the department's Strategic Plan where Tasmanian educators value learning, excellence, equity, respect and relationships.

Waverley Primary School—has introduced weekly 'KidsMatter' sessions with each class from Kinder to Year 6. These sessions are facilitated by a member of the school leadership team. The expectation is that the classroom teacher participates in these sessions and then incorporates the key ideas into their classroom practice.

Montello Primary School—All teachers and teacher aides engaged in professional learning titled Kids Matter with a focus on building community partnerships and supporting young students and families affected by social hardship.

Hillcrest Primary School— has implemented a social skills program called Hilly Kids are Friendly Kids In the weekly Monday morning assembly a social skill is introduced as a theme for the week with a graphic. These graphics have been requested by various parents to be displayed in the home to encourage better manners etc. both at school and at home.

Beaconsfield Primary School—All early childhood staff trained in Family Partnership training. All school staff trained in Restorative Practice.

School operational arrangement which encourage innovation and flexibility are evident across the federation schools.

Circular Head Federation—The building of professional networks between Federation schools has continued to evolve. Included are Federation literacy and numeracy networks with common approaches to literacy/numeracy practices, curriculum and assessment across all sites. Quicksmart program is operating in 4 of the Federation schools as well as the incorporation of MAT maths relays and challenge days across the Federation.

East Tamar Federation—Federation literacy and numeracy leaders make up a team of representatives from each school. The numeracy leaders meet on a fortnightly basis to reflect, share and develop numeracy strategies and ways of leading numeracy in their schools.

East Coast Federation—All schools within the federation are committed to implementing professional learning teams of 4-6 teachers lead by a PLT leader. PAT R was used to place all students on a learning continuum with the aim to differentiate the curriculum for every student.

At **St James Catholic College** the establishment of School Wide Positive Behaviour Support Program (SWPBS) to manage existing and new behaviour management programs, systems and structures has had wide ranging success. Ongoing email contact maintained with Star of The Sea (Also an NP school) for targeted issues and focussed information exchange and mentoring is effective.

Providing innovative and tailored learning opportunities

As a direct result of SSNP funding, planning and implementation, differentiated teaching and learning is more noticeable in schools across the state. There is purposeful and shared direction in what is planned and undertaken with students. Improved consultation between teachers and students about what content is to be covered is visible and schools and Learning Services report greater subject-content relevance and increased levels of engagement in the learning process. Schools are adopting more inclusive and effective feedback procedures related to student learning to maximise planning.

Mountain Heights School Year 7/8 Numeracy and Literacy Differentiation—The program started in 2010 with Year 7 students only and extended to Year 7 and 8 students in 2011. The success of the

program will see it extended into Year 9 for 2012.

Year 7 and 8 students are involved in 50 minute Literacy and Numeracy programs every day for 50 minute periods. Seven groups for literacy and seven groups for numeracy across 80 students.

Groups reduce in size according to student ability and engagement.

Teachers work in literacy and numeracy teams and meet weekly to plan their programs and consider the progress of students. The group is led by an Assistant Principal who has responsibility to lead the program.

Teachers have been involved in professional learning prior to the year and during the year. This learning has been centred on literacy and numeracy.

With many beginning teachers in the school this program helps them to develop their teaching ability.

Groups are formulated on ability. The larger groups are the more capable students whilst smaller groups contain students who need more assistance.

Parents have supported the program as they can see the benefits of students working in small groups and teachers receiving training and support

This program is now part of the school culture. Teachers, students and parents have appreciated the success of the program and now believe that this is a feature of the school.

Students who previously have not engaged in literacy and numeracy are now engaging more because they are in smaller groups and have a curriculum relevant to their needs.

Nine staff on the Year 7/8 literacy and numeracy team have been involved in three Professional learning days around literacy and numeracy. They have been involved in weekly planning team meetings.

NAPLAN results

Percentage of students above National Benchmark

| | Year 7 2010 | Year 7 2011 |
|----------|-------------|-------------|
| Reading | 63% | 95% |
| Writing | 77% | 75% |
| Grammar | 77% | 86% |
| Spelling | 72% | 86% |
| Numeracy | 86% | 91% |

Digital Technologies

Several Low SES schools have updated classroom technologies through BER redevelopments. The National Partnerships funding has also assisted plan and deliver quality teacher training in the use of Smartboards (Interactive Whiteboards). The funding has also contributed to funding laptops for students. The introduction of iPads and Netbooks in schools has resulted in upgraded wireless systems in schools and an up-skilling of teachers in using associated learning technologies.

Bruny Island School—The school has installed a wireless network for all classes; large wall- mounted screens link to laptops for display; and has purchased ten new student laptops

Moonah Primary School—1:1 netbooks have been implemented across all senior classes and all classes are utilising Smartboards to engage and motivate students. Senior students are undertaking student-directed inquiries on a range of negotiated topics.

Goodwood Primary School—The school has purchased 55 iPad devices and 100% of teachers have attended weekly staff sessions on using iPads. 100% of staff surveyed strongly agree that the iPad implementation strategy has been effective/very effective in enhancing teacher practice with technologies. 87% of staff considers that the iPad implementation strategy has had an effective/very effective influence on improving staff morale. 100% of staff surveyed consider that iPads have been effective/very effective in engaging students.

Geeveston District High School—All students K–7 have laptops secured through a partnership brokered by the Beacon Foundation with the ‘One Laptop Per Child Program’. 100% of assigned staff to these year levels have completed 20 hours on-line training re laptop use in the classroom 100% (78 students) from prep to Year 6 are using laptops in the classroom with wireless connections.

Cosgrove High School—All middle school students have a personal Netbook to support an ICT rich learning environment. An ICT mentor works in classes for half of the core learning time. Year 8 survey results demonstrate increased engagement through the use of Netbooks.

Montrose Bay High School—The school has implemented 1:1 laptops in Year 7 (186 students) and for half of student population at the Big Picture School campus (53 students).

Aboriginal Education

All schools are focussing on developing innovative and tailored learning opportunities for Aboriginal students. For example:

Bowen Road Primary School—The employment of an Aboriginal Education Worker one day per week to incorporate Indigenous perspectives into curriculum development activities.

Warrane Primary School—Personalised Learning Plans established for Aboriginal students with low numeracy.

Somerset Primary School—All Aboriginal children have Individualised Support plans which are discussed with parents twice a year.

Montello Primary School—Established an Aboriginal Advisory Committee consisting of parents, community elders and school staff to develop personalised learning plans for all indigenous students.

Within the Catholic sector specific learning opportunities for Aboriginal students has seen benefits. These include:

- Cultural camps for Years 9/10 Aboriginal students
- Individual support (tutoring) for Year 10 Aboriginal students
- Tasmanian Aboriginal alphabet mosaic project with Aboriginal students, prep-Year 10
- Visits for whole classes to local Aboriginal museum (Years 3/4)
- Visits to cultural programs at TMAY for grade 5/6 and all Aboriginal students in grades 7/8.
- Linking latitudes project with year 7 class.
- Provision of new early years Tasmanian Aboriginal resources.
- AFL Tas football clinics for all students (facilitated by Aboriginal Liaison Officer)

Strengthened school accountability

All Low SES schools have reviewed how they gather and use school data. The effectiveness of initiatives and reforming projects is being measured and feedback techniques are guiding better decision-making processes related to individual student and teacher needs. The department supports schools and provides a range of attendance, achievement and value-added data through its Educational Performance Services

(EPS) unit. This support is also provided to the non-government schooling sectors. EPS provides individual support when needed as well as data training workshops. They also assist by providing diagnostic reports back to schools on NAPLAN, Performance Indicators in Primary Schools (PIPS) and the Kindergarten Development Check (KDC) data to inform future planning and teaching and learning.

Learning Services report that there is a noticeable increase in teachers' capacity across the state to use data to inform their planning and assessment.

Risdon Vale Primary School—National Partnerships has seen the school take a strong interest in data, and use this data positively to target individual students and focus on teacher quality via professional learning.

Railton Primary School—School planning is more closely linked to data, plans are being reviewed and staff are working in teams.

Geeveston Primary School—Used data to identify chronic non-attenders and disengaged students which were targeted for specific learning programs that are engaged with the local community. E.g. Farm development, Forestry Operations, Metal Work, Boat Building etc.

Implementing literacy and numeracy structures against best practise evidence based models.

Fairview Primary School—The use of data in the senior, whole school and collaborative planning teams has been pivotal in identifying areas of need and focus. As teachers develop their skills in this area they are further able to provide targeted and differentiated learning at the point of need. Data guides the school focus and informs all planning (whole school, team, grade or individualised). Targeted support linked to data identification of students and their identified need has been extremely effective in making the most of the resource and in achieving the greatest results. This provides for differentiation of learning and sharpens the teachers focus.

Montrose Bay High School—Use of Data: 7.9% increase in the number of Year 10 students achieving 3 or more Stage 12 SARIS results, bringing them closer to the NP target of 90% This is considered to be a direct result of the increased emphasis of teachers sharing data with students and setting targets that are better than just minimum standards, providing regular data updates for student profiles, and building teachers' understanding of how to analyse data for the purpose of informing the teaching and learning program. Trialling different formats of sharing the data with staff have helped to model and develop a collaborative culture of inquiry.

External partnerships with parents, other schools, businesses and communities and the provision of access to extended services

Increasing connections with community and engaging the community in school activities has been a focus of Low SES NP schools. Partnerships have been many and varied. Federations are demonstrating strong partnerships between their networked schools with a sharing of curriculum expertise, resourcing and location-specific activities with shared access. Strong connections with the business community have been established in high schools with significant input from the Beacon Foundation brokering the partnerships. Some schools are forming greater connections with newly established Child and Family Centres in their areas which is also contributing to more integrated services as well as creating greater partnerships with other government agencies. Improving parent access to 0–4year programs has been a feature in many schools. Examples of successful partnerships in 2011 include:

Fairview Primary School

- Chat Café, Seasons for Growth programs creating partnerships with families in the school community.
- Bridges program utilising school parents as tutors
- Principal membership on the Real Action Future Thinking Reference Group with the Derwent

Valley Council and other Derwent Valley schools.

- Little Learners Program (Birth to Year 5) creating partnerships with the community and community services
- Developed a working relationship with the Aboriginal Education Office.

Beaconsfield Primary School

- School involved with the Beaconsfield Neighbourhood House to enable elderly and disabled to have access to school garden
- teaching staff encouraged to participate on community boards such as Beaconsfield Community Health and Wellbeing Association, West Tamar Safety Group, Beaconsfield Child and Family Centre Advisory Board etc
- A project developed in conjunction with the University of Tasmania, Smith Family, Beaconsfield Neighbourhood House and the Beaconsfield Child and Family Centre to track the development of birth – 4yo that access the new early years provisions that are now in place
- Acknowledgement of school and community volunteers by assisting them to gain certificate 1 or 2 recognition
- The focus on early years provision is gaining local and state wide recognition
- Working with local Aboriginal elders to improve learning outcomes for Aboriginal children.

Geeveston District High School

- Close working partnerships with the Child and Family Centre and the Huon Council Child Care Centre to connect the community with a Birth – 4 *Launching into Learning* Program.
- Partnerships with the South East Tasmania Aboriginal Corporation to build cultural opportunities for students and the general school community.

New Norfolk High School

- Programs established with Claremont College and Bridgwater Trade Training Centre to extend and support students established.
- Sharing of facilities with the local community. Establishment of a local radio station.
- Partnerships established with local businesses.

Warrane Primary School

- Focus on including parents within Maths program.
- Newsletter Maths Word of the Week.
- Parent sessions to share Mental Computation programs.
- Maths themed assembly once a term.

Montello Primary School

- The Billy Project brings together families, seniors, makers, artists and story tellers with a view of improving parent/child/school relationships and long term attitudes towards school education.
- Creature Tails is a program collaborated between the school, FHCSIA, PCYC and Umina Park One Care. It's a project where Year 3-4's work with a buddy in Prep to build a billy cart.

Railton Primary School

- Primary School Purchase of a community bus to enable parents to come into the school to participate in Launching in Learning.

Hillcrest Primary School

- Hilly Kids are Friendly Kids program has been implemented in collaboration with Williamstown Primary School, Victoria.

Clarendon Vale Primary School

- Dad's at school program established where Dad's come into the school and under the guidance of an employed chef prepare a meal in the school kitchen. This has built positive school and community relations and gives the Dad an opportunity to visit the school and spend quality time with their children.

Tasman District School

- Network created between the secondary cohort of Tasman, Glenora and Triabunna for student learning opportunities as well as for teachers to collaborate with similar teachers with similar isolation problems.

Port Dalrymple School

- Employment of a youth network officer that delivers a range of programs and activities targeting at risk children and their families. This has developed great working relationships with Police, Rotary, Lions and the local churches.

Rokeby High School

- A partnership in teacher excellence program between the school, the department and the university has focussed on teacher improvement in an inquiry based approach through observation, performance review and collegial support.

Winderemere Primary School

- Established a Family Learning Club in partnership with Colony 47. This program offers parents to attend activity sessions with their child over six weeks with the intention of supporting educational and social development of students, provide opportunities for purposeful literacy and numeracy experiences, encourage increased parental involvement with their child's education and to strengthen family relationships and links with the school and community.

Jordan River Learning Federation

- The centralisation of some administration processes has allowed the sharing of knowledge, expertise and skills across multiple campuses within the Federation.
- Multiple partnerships have been set up with the community to deliver programs including:
 - Red Cross – Young people in action
 - Colony 47 – Community development
 - Brighton Council – Community development
 - Smith Family – Early Year Programs and training for parents
 - Good Beginnings – Parent support groups
 - PCYC – Disengaged student support
 - Campbell Page – Horticulture programs
 - Brighton Alive – Community development
 - Tasmania Police – Truancy support
 - JRLF Farm – Friends of the farm group

- The federation's early years leader is also a leader with the Tasmanian Aboriginal Community and has worked with families and students across the federation to provide cultural enrichment programs and rituals including NADOC week, Aboriginal craft and language groups. In 2012 the Federation is served by an AEO and two AEW's.

Throughout 2011 the Catholic sector has worked diligently to develop strong partnerships with their Aboriginal Communities. Strategies include:

- Personal learning plans in place for Indigenous students
- Professional Learning for staff to have greater cultural sensitivity
- Work experience placements encouraged Year 10 out for a week in term 3
- Four meetings/year with Lagrah Mabbyle (Aboriginal parent group) to discuss/inform Aboriginal initiatives/concerns etc
- Strong links with local Aboriginal groups around garden construction, collaboration on bush-food gardens, and kick-start arts collaboration with cultural camp students
- Visits from Riawanna (UTAS), Aboriginal Hostels, and employment providers offering school-based traineeships and apprenticeships
- Pastoral support for Aboriginal students by an Aboriginal student support teacher

Data to indicate student learning progress:

National Partnership schools have reported increased student learning outcomes in 2011 following the implementation of a wide range of strategies aimed at reform. Examples include:

Fairview Primary School

Year 3 NAPLAN Data – Overall improvements (based on 2011 performance compared to 2010 performance in relation to % of students meeting NMS))

| | |
|-----------------------|-------------------------|
| Reading Improvements | + 3% |
| Writing Improvements | + 1% |
| Numeracy Improvements | - 8% (+ 10% from 2009) |

Year 5 NAPLAN Data – Overall improvements (Average 2 year gain 2009 – 2011)

| | Fairview Primary | Similar School | Differential |
|-----------------------|------------------|----------------|--------------|
| Reading Improvements | 92 | 74 | +16 |
| Spelling Improvements | 88 | 75 | +13 |
| Numeracy Improvements | 109 | 86 | +23 |

Suspensions

| Year | Total |
|-------------------|-------|
| 2011 | 7 |
| 2010 (NP started) | 17 |
| 2009 | 39 |
| 2008 | 57 |

Note: The decrease in suspensions correlates with an increase in enrolments and attendance

Attendance

| Year | Average daily attendance rate | Differential |
|-------------------|-------------------------------|--------------|
| 2011 | 10.5% | +0.4% |
| 2010 (NP Started) | 10.1% | - 0.7% |
| 2009 | 10.8% | NA |

Performance Indicators in Primary Schools (PIPS)– Overall % improvements from 2010 – 2011 (based on % class average)

| Literacy | | Numeracy | | Differential | |
|----------|------|----------|------|--------------|------|
| 2010 | 2011 | 2010 | 2011 | 2010 | 2011 |
| 57% | 57% | 55% | 64% | 0% | 7% |

Beaconsfield Primary School Student Achievements

- The percentage of Prep children achieving expected outcomes in 2011 was 92% up from 90.5% in 2010
- 73% of Kindergarten children achieved expected outcomes from KDC by end of 2011 compared to 60.8 in 2010.
- School improvement results for 2011 show that in the four cultural pillars assesses: Empathy went from 65.8% in 2009 to 83.0% in 2011, Clarity went from 69.3% in 2010 to 76.9%, Learning went from 63.2% to 75.5%, Engagement went from 74.1% in 2010 to 87.7%
- In the Parent Opinion Survey, the school continued to score in the top 23% of Tasmanian schools in 15 out of the 17 areas surveyed.
- In the Student attitude to school survey the school continued to score in the top 25% of Tasmanian schools for 5 out of the 12 areas surveyed. In the staff climate survey the school scored the school scored 20 out of 23 areas surveyed in the top 25% of Australian school
- All areas of the School Improvement Survey demonstrated positive improvement
- Aboriginal attendance has indicated a slight rise in percentage but caution needs to be made due to the relatively small numbers of ATSI students

East Devonport Primary School– Learning Teams meet weekly for a minimum 1 hour with a focus on data, teaching and learning, student support and improving student outcomes. These teams have developed consistent approaches to Literacy and Numeracy. Whole school consistency in the areas of Writer’s Workshop, Guided Reading and Spelling plus the Number Strand of Numeracy is what we are working towards and have made significant progress.

NAPLAN Results 2009/2010/2011 - % at or above NMS

| Year | Rg Yr 3 | Wr Yr 3 | Sp Yr 3 | YP Yr 3 | Rg Yr 5 | Wr Yr 5 | Sp Yr 5 | YP Yr 5 |
|------|---------|---------|---------|---------|---------|---------|---------|---------|
| 2009 | 89% | 88% | 80% | 87% | 69% | 67% | 80% | 67% |
| 2010 | 96% | 77% | 76% | 88% | 76% | 74% | 85% | 82% |
| 2011 | 91% | 100% | 91% | 94% | 76% | 45% | 76% | 67% |

New Norfolk High School—Achievements in student learning outcomes

 = Achieved or Exceeded Target

| Key Performance Indicator | Target by 2012 | Level achieved end 2011 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------|---|--|----|----|-----|----|----|-----|---------|----|----|----|----|----|---------|----|----|----|----|----|---------|----|----|----|----|----|---------|----|----|----|----|----|---------|----|----|----|----|----|---------|----|----|----|----|----|----------|----|----|----|----|----|----------|----|----|----|----|----|
| Achievement Stage 12 | 90% students achieving TCF minimum standard in at least three subjects (Stage 12 or above by Y10) | <p>Percentage of students achieving at or above min standard per grade 2011</p> <table border="1"> <thead> <tr> <th></th> <th>EN</th> <th>MT</th> <th>SC</th> <th>SO</th> <th>HWB</th> </tr> </thead> <tbody> <tr> <td>2011 Y7</td> <td>50</td> <td>53</td> <td>50</td> <td>49</td> <td>74</td> </tr> <tr> <td>2010 Y7</td> <td>59</td> <td>49</td> <td>27</td> <td>43</td> <td>NA</td> </tr> <tr> <td>2011 Y8</td> <td>56</td> <td>39</td> <td>23</td> <td>36</td> <td>59</td> </tr> <tr> <td>2010 Y8</td> <td>45</td> <td>31</td> <td>24</td> <td>38</td> <td>NA</td> </tr> <tr> <td>2011 Y9</td> <td>38</td> <td>40</td> <td>26</td> <td>34</td> <td>50</td> </tr> <tr> <td>2010 Y9</td> <td>31</td> <td>39</td> <td>19</td> <td>26</td> <td>NA</td> </tr> <tr> <td>2011 Y10</td> <td>45</td> <td>33</td> <td>43</td> <td>33</td> <td>41</td> </tr> <tr> <td>2010 Y10</td> <td>32</td> <td>50</td> <td>19</td> <td>18</td> <td>NA</td> </tr> </tbody> </table> <p>Science results have improved dramatically due to a number of factors:</p> <p>Year 9 and 10 have options to choose higher levels of Science or general Science.</p> <p>Year 6 students have been involved in Science talk visits to NNHS as part of transition</p> <p>Selected Y10 students have had 1 day per week access to Claremont College for a Science Build program</p> <p>State wide refocusing on Science after several years of drop off in focus under ELs.</p> | | EN | MT | SC | SO | HWB | 2011 Y7 | 50 | 53 | 50 | 49 | 74 | 2010 Y7 | 59 | 49 | 27 | 43 | NA | 2011 Y8 | 56 | 39 | 23 | 36 | 59 | 2010 Y8 | 45 | 31 | 24 | 38 | NA | 2011 Y9 | 38 | 40 | 26 | 34 | 50 | 2010 Y9 | 31 | 39 | 19 | 26 | NA | 2011 Y10 | 45 | 33 | 43 | 33 | 41 | 2010 Y10 | 32 | 50 | 19 | 18 | NA |
| | EN | MT | SC | SO | HWB | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 Y7 | 50 | 53 | 50 | 49 | 74 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 Y7 | 59 | 49 | 27 | 43 | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 Y8 | 56 | 39 | 23 | 36 | 59 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 Y8 | 45 | 31 | 24 | 38 | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 Y9 | 38 | 40 | 26 | 34 | 50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 Y9 | 31 | 39 | 19 | 26 | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 Y10 | 45 | 33 | 43 | 33 | 41 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 Y10 | 32 | 50 | 19 | 18 | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pathway Plans | 100% students will have Pathway Plans on leaving Y10 | 100% Y10 students had a pathway plan when leaving EOY. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Attendance | 75% of students to attain universal attendance target (attend min 90% days) Average attendance rate to exceed 90% | 2011 - 47% students attended >90% time = 173/367 2011 - Average attendance rate 82.6% (excludes 20 students who had either changed schools or alt. provision was in process of being put in place) 2010 – Average attendance rate 82.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------|--|--|-------|------|-------|-------|-----|-----|------|-----|-----|-----|-----|-----|------|-----|-----|-----|-----|-----|------|-----|-----|-----|-----|-----|--|------|-------|-------|-----|-----|-----------|----|---|----|----|----|--------------|----|---|----|----|----|------------|----|---|----|----|----|-----------|----|----|----|----|----|--------------|----|----|----|----|----|------------|----|----|----|----|----|
| NAPLAN | Year 9 results will improve by 5% | <p>Percentage of Year 9 students at or above</p> <table border="1" data-bbox="906 651 1474 936"> <thead> <tr> <th></th> <th>Read</th> <th>Write</th> <th>Spell</th> <th>Y&P</th> <th>Num</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>79%</td> <td>46%</td> <td>82%</td> <td>71%</td> <td>89%</td> </tr> <tr> <td>2010</td> <td>82%</td> <td>78%</td> <td>71%</td> <td>76%</td> <td>80%</td> </tr> <tr> <td>2009</td> <td>75%</td> <td>50%</td> <td>71%</td> <td>70%</td> <td>79%</td> </tr> </tbody> </table> <p>NMS in NAPLAN</p> <p>It is pleasing to see progress in certain elements, especially numeracy, across the 2011 cohort, which has been particularly challenging, in terms of behaviour, attendance and a significant number of students with literacy issues.</p> <p>Index of gain comparing 2010 to 2011</p> <table border="1" data-bbox="906 1346 1474 2047"> <thead> <tr> <th></th> <th>Read</th> <th>Write</th> <th>Spell</th> <th>Y&P</th> <th>Num</th> </tr> </thead> <tbody> <tr> <td>2011 NNHS</td> <td>35</td> <td>-</td> <td>35</td> <td>25</td> <td>42</td> </tr> <tr> <td>2011 similar</td> <td>39</td> <td>-</td> <td>38</td> <td>28</td> <td>38</td> </tr> <tr> <td>2011 state</td> <td>39</td> <td>-</td> <td>42</td> <td>29</td> <td>42</td> </tr> <tr> <td>2010 NNHS</td> <td>26</td> <td>58</td> <td>32</td> <td>31</td> <td>26</td> </tr> <tr> <td>2010 similar</td> <td>36</td> <td>29</td> <td>35</td> <td>38</td> <td>38</td> </tr> <tr> <td>2010 state</td> <td>34</td> <td>34</td> <td>39</td> <td>34</td> <td>38</td> </tr> </tbody> </table> | | Read | Write | Spell | Y&P | Num | 2011 | 79% | 46% | 82% | 71% | 89% | 2010 | 82% | 78% | 71% | 76% | 80% | 2009 | 75% | 50% | 71% | 70% | 79% | | Read | Write | Spell | Y&P | Num | 2011 NNHS | 35 | - | 35 | 25 | 42 | 2011 similar | 39 | - | 38 | 28 | 38 | 2011 state | 39 | - | 42 | 29 | 42 | 2010 NNHS | 26 | 58 | 32 | 31 | 26 | 2010 similar | 36 | 29 | 35 | 38 | 38 | 2010 state | 34 | 34 | 39 | 34 | 38 |
| | Read | Write | Spell | Y&P | Num | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 79% | 46% | 82% | 71% | 89% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 82% | 78% | 71% | 76% | 80% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 75% | 50% | 71% | 70% | 79% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Read | Write | Spell | Y&P | Num | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 NNHS | 35 | - | 35 | 25 | 42 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 similar | 39 | - | 38 | 28 | 38 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 state | 39 | - | 42 | 29 | 42 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 NNHS | 26 | 58 | 32 | 31 | 26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 similar | 36 | 29 | 35 | 38 | 38 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 state | 34 | 34 | 39 | 34 | 38 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | <p>It is pleasing to see the index of gain in numeracy increase significantly from 2010. While Reading index of gain has yet to approach state averages, it is pleasing to see a marked increase from 2010. We believe this is due to our targeted reading program.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|---------|------------|---------|--------|----|-----|-----|-----|----|-----|-----|-----|----|-----|-----|----|-----|-----|-----|-----|--|---------|---------|--------|----|-----|-----|-----|----|-----|-----|----|----|-----|-----|-----|-----|-----|-----|-----|
| <p>PAT</p> | <p>All students will maintain or increase their stanine in November testing.</p> <p>All students on stanine 1 will have an individual literacy or numeracy plan.</p> | <p>PAT-R mean stanines + change (same students only)</p> <table border="1" data-bbox="938 571 1444 922"> <thead> <tr> <th></th> <th>03/2011</th> <th>11/2011</th> <th>change</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td>4.3</td> <td>3.8</td> <td>-.5</td> </tr> <tr> <td>Y8</td> <td>4.1</td> <td>3.9</td> <td>-.2</td> </tr> <tr> <td>Y9</td> <td>3.5</td> <td>3.9</td> <td>.4</td> </tr> <tr> <td>Y10</td> <td>4.0</td> <td>3.7</td> <td>-.3</td> </tr> </tbody> </table> <p>PAT – M mean stanines + change (same students only)</p> <table border="1" data-bbox="938 1153 1444 1505"> <thead> <tr> <th></th> <th>03/2011</th> <th>11/2011</th> <th>change</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td>2.8</td> <td>2.6</td> <td>-.2</td> </tr> <tr> <td>Y8</td> <td>2.6</td> <td>3.0</td> <td>.4</td> </tr> <tr> <td>Y9</td> <td>2.9</td> <td>2.8</td> <td>-.1</td> </tr> <tr> <td>Y10</td> <td>2.9</td> <td>2.8</td> <td>-.1</td> </tr> </tbody> </table> <p>Baseline PAT data was collected in March 2011, and the improvement data was collected in November. Normally a full year is allowed between testing. Consultation with LSSE has identified that a variation of -.5 stanine should be considered maintenance. Anything above -.5 should be considered growth.</p> | | 03/2011 | 11/2011 | change | Y7 | 4.3 | 3.8 | -.5 | Y8 | 4.1 | 3.9 | -.2 | Y9 | 3.5 | 3.9 | .4 | Y10 | 4.0 | 3.7 | -.3 | | 03/2011 | 11/2011 | change | Y7 | 2.8 | 2.6 | -.2 | Y8 | 2.6 | 3.0 | .4 | Y9 | 2.9 | 2.8 | -.1 | Y10 | 2.9 | 2.8 | -.1 |
| | 03/2011 | 11/2011 | change | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y7 | 4.3 | 3.8 | -.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y8 | 4.1 | 3.9 | -.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y9 | 3.5 | 3.9 | .4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y10 | 4.0 | 3.7 | -.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 03/2011 | 11/2011 | change | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y7 | 2.8 | 2.6 | -.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y8 | 2.6 | 3.0 | .4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y9 | 2.9 | 2.8 | -.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y10 | 2.9 | 2.8 | -.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>School Improvement performance measures</p> | <p>All elements trending up</p> | <p>Insight SRC Elements trending up in 2010-2011</p> <table border="1" data-bbox="890 1993 1468 2049"> <thead> <tr> <th>Element</th> <th>Percentage</th> </tr> </thead> </table> | Element | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Element | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | rating 2010 - 2011 | |
|--|--|--------------------------|---------|
| | Staff | Individual distress | 82 - 84 |
| | | Student welfare focus | 85 - 90 |
| | | Classroom misbehaviour | 76 - 79 |
| | Students | Student distress | 64 - 70 |
| | | Student motivation | 75 - 79 |
| | | Learning confidence | 62 - 70 |
| | Parents | Student motivation | 60 - 78 |
| | | School Connectedness | 67 - 71 |
| | <p>It should be noted that only 8 staff out of a possible 55 responded to the Insight SRC survey in 2011.</p> <p>We are pleased to see the motivation, learning confidence and connectedness to school improving, as this has been a main focus in raising the aspirational culture of the school.</p> | | |

Risdon Vale Primary School

- 2010 growth rate 2.93%
- 2011 growth rate -0.9%
- Average growth rate to date 1.01%
- Ahead of target 0.01%

Numeracy

- 2010 growth rate was -0.97 %
- 2011 growth rate was 10.50%
- Average growth rate to date 4.76%
- Ahead of year 2 target by 3.76%

PIPS

- 2010 growth rate was 36.5%
- 2011 growth rate was 48.5%
- Average growth rate to date is 42.5%
- Ahead of year 2 target by 41.5%

Aboriginal Students

- 2010 growth rate was 8.3%
- 2011 growth rate was -6%
- Average improvement rate to date is 1.15%
- Behind year 2 target by 0.05%

Physical Activity (Active After School Communities Program participation)

- 2010 growth rate 25%
- 2011 growth rate 1%
- Average growth rate 13%
- Ahead of year 2 target by 11.75%

Attendance

- 2010 growth rate was -0.8% (91.7%)
- 2011 growth rate was 0.5% (93.0%)
- Average growth rate of -0.3% (92.35%)
- Behind year 2 target by 0.65%

Catholic Sector

The 'Engaging Our Learning Community' strategy in the two Low SES primary schools has been a success and this initiative has been replicated in several other primary schools in the Catholic sector.



Support for Aboriginal and Torres Strait Islanders – 1 January to 31 December 2011

Complementary to the Low SES NP activity Commonwealth, state and school based initiatives are addressing the priority to improve outcomes for Aboriginal students.

The Department of Education is continuing to address the national Aboriginal and Torres Strait Islander education agenda through the implementation of its *Closing the Gap on Aboriginal Education Outcomes 2010-2014: a strategy for Aboriginal student success through school improvement*. This strategy outlines a series of initiatives that are directed at improving the success of Aboriginal students in schools by supporting the particular needs of individual schools, students and their families. The strategy includes initiatives aimed at building the capacity of the Tasmanian education system to deliver quality, inclusive teaching and leadership that are necessary to achieve the targets for improvement in Aboriginal student outcomes that have been set.

School-based initiatives include:

- improving use of data to identify and support Aboriginal early leavers
- Personalised Learning Plans for all Aboriginal students
- Aboriginal student attendance strategies for Focus Schools
- enhancing professional development for teachers and Aboriginal Education Workers to support higher levels of literacy and numeracy achievement for Aboriginal students
- improving pathways to further education, training and employment for young Aboriginal people.

System-wide initiatives include:

- early identification of at-risk Aboriginal students
- culturally inclusive Child and Family Centres
- supporting school engagement with Aboriginal communities
- incorporating Aboriginal perspectives in the curriculum
- building leadership in Aboriginal education for principals of Focus Schools and building cultural competency for teaching staff
- specialist Aboriginal Education staff and cultural resources to assist schools to more effectively meet the educational needs of Aboriginal students and their families.

The Department of Education is committed to supporting Aboriginal students to achieve at least the same levels of success as all other students, through high quality, culturally inclusive teaching, leadership and curriculum, which respect Aboriginal cultural and identity as a unique and valuable asset in Tasmanian schools. To achieve this, the department recognises that a strong and successful partnership through the Tasmanian Aboriginal Corporation for Education (TACE) with Aboriginal people with an interest in education in Tasmanian schools is essential.

Cultural Understandings Training

The DoE Closing the Gap Strategy Coordinator works closely with the Manager-Aboriginal Education Services and the General Manager for Aboriginal Education in the development, coordination and implementation of initiatives that lead to improved educational outcomes for Aboriginal students and increased Tasmanian Aboriginal cultural understanding across the department.

- In 2011, the Coordinator worked in partnership with the Aboriginal Education Services (AES) Cultural Programs Co-ordinator, relevant AES staff and the Aboriginal Community to design and deliver a quality Aboriginal Cultural Understandings Training program (spaced learning over 5 days) to focus schools, RTBCTG maana schools, and others statewide.
- The Coordinator is also responsible with others to identify and plan for long term Aboriginal Cultural Understandings professional learning that continues to build the capacity of schools and DoE staff to respond to the needs of Aboriginal students, their families, and the Aboriginal Community
- The first of these Cultural Understandings Training programs began in April 2011 with the RTBCTG maana schools and was closely followed by training for the East Tamar Federation of schools. In 2012 the program will be extended to further clusters of schools.

Dare to Lead

The Dare to Lead leadership program (spaced over 3 days) facilitated by Principals Australia attracted staff from over 20 schools across the three sectors including the five *maana* schools (see below). This program aims to achieve sustainable change in outcomes for Aboriginal students. Dare to Lead provides the leadership support needed for schools and the system to become more effective in achieving improved outcomes and in understanding and supporting the wider goals of reconciliation and cultural understandings for all of their students.

In terms of the specific model around engaging and improving Aboriginal students' learning outcomes, schools are using the holistic, Dare to Lead framework (below), which places student identity and the school and students' connections with family and community at the centre.



Aboriginal Education Services delivers a range of programs to support schools in meeting the educational needs of Aboriginal students and families in Tasmanian government schools.

An Aboriginal Early Years Liaison Officer in each of the Learning Services provides support to parents and carers with Aboriginal children aged 0-5 to prepare their children for school, to participate in their learning development and to access pre-school services. The Aboriginal Early Years Liaison Officer has a close association with the Launching into Learning programs run in approximately 120 schools across the state. Part of their role is to encourage parents to attend these sessions with their children.

Aboriginal Education Workers are employed in a number of schools with high enrolments of Aboriginal

students in Prep to Year 8. They support school engagement with the Aboriginal community and assist students to participate in and achieve at school. They work closely with parents and the Aboriginal Early Years Liaison Officers.

Aboriginal Education Officers are available to support Aboriginal students in Years 8–12 to attend and engage in their schooling. They can also assist with transition to further education, training and employment.

The *Raising the Bar, Closing the Gap Indigenous Extension Initiative (maana)* is a project funded by the Commonwealth Government to implement actions identified in the *National Aboriginal Torres Strait Islander Education Action Plan (NATSIEAP)*, and to inform successful practice in improving Literacy and Numeracy outcomes for Aboriginal and Torres Strait Islander students in Tasmania. The project began in 2011.

Whilst there is some commonality in the approach taken across the five maana schools, contextual factors have guided implementation. *maana* extends Tasmania's established commitment to the *Raising the Bar and Closing the Gap (RTBCTG)* reform, by adding five schools not currently involved with either the RTBCTG program or the Smarter Schools National Partnership Agreements. These five schools are all Focus Schools and have high Aboriginal student enrolment and need. All Aboriginal students in the five maana schools participate in the project.

In implementing maana, schools are guided by the strategic overview of the department, the priorities of literacy and numeracy and their own school improvement plans. Schools are committed to a systemic school-wide, school-improvement process. Teaching and learning approaches are varied depending on localised factors

All schools are working hard to build positive and sustainable relationships with their Aboriginal Communities. AEWs provide the crucial link between the Community and the school. Relationships are being established through initiatives such as:

- the establishment of Aboriginal Advisory groups to discuss issues pertinent to the Community and to assist make decisions about Aboriginal students
- meet and greet barbecues
- informal social events
- inviting Elders and Community to share their knowledge of Aboriginal history and culture
- participation in Dare to Lead Snapshots
- participation in developing students' PLPs

The control data is benchmark data that establishes a history of educational growth and current achievement levels for both Aboriginal and non-Aboriginal cohorts. It is against this data that the end-of-project data will be evaluated.

In general terms schools report that there has been an increase in students' self-esteem and confidence.

There has been an improvement in students, work habits and willingness to take risks. Highlights have been students' growing leadership qualities, and improvement in basic literacy and numeracy skills.

All *maana* schools have developed positive relationships with their Aboriginal Communities. The employment of Aboriginal Education Workers (AEWs) across the schools has assisted. A major role of the AEWs has been to establish and maintain connections with Community. At Cygnet Primary School there was an Aboriginal Community group already established in the area and the relationship between SETAC (South East Tasmanian Aboriginal Corporation) and the school has developed significantly. The school has an Aboriginal Focus group that meets regularly to discuss and make decisions about cultural issues relevant to the school.

Both **Dodges Ferry Primary School** and **Ulverstone Primary School** have established an Aboriginal Advisory Group where local Community members meet regularly. The purpose of these groups is to enhance educational and cultural programs for both Aboriginal and non-Aboriginal students in the school. Sorell School and Summerdale Primary have both established good relationships with their Communities and are keen to formalise these in 2012. Ulverstone Primary has commenced a dialogue with Six Rivers Aboriginal Corporation (their local Community group) with a view to increased participation in 2012.

All *maana* schools are working hard to develop and maintain relationships and to identify Elders and other Community members to work alongside the schools and especially to foster genuine cultural awareness and share cultural knowledge. As local Aboriginal Community members beyond the school communities are identified, they are being encouraged to participate in the Aboriginal Advisory Groups and in cultural activities in the school.

maana schools are working with the parents and carers to support their child's literacy and/or numeracy skills through:

- Literacy and numeracy workshops for parents
- Discussions through PLP meetings
- Invitations to all schools cultural activities
- Support to attend parent-teacher interviews/discussions
- Providing regular opportunities for students to share their work with parents/carers
- Classroom visits by parents/carers
- Parent help with younger students`
- Informal conversations

New organisational structures at the state level in 2012 will support *maana* schools to share their knowledge and understandings around Aboriginal Education. The department's Literacy and Numeracy Framework will also guide literacy and numeracy improvement across all schools including *maana* schools.

maana schools have focused professional learning programs on increasing teacher capacity and improving quality teaching and pedagogy. This will contribute to improved teaching and learning outcomes beyond the life of the RTBCTG *maana* funding.

- Schools with high Community partnership and parent participation are already showing good signs of sustainability. Building the capacity of the Community and the relationship between the Community and the school will ensure sustainability of improved student outcomes for Aboriginal students.
- Whole-school ownership of School Improvement Plans and student performance is more evident in *maana* schools since school data is being used more effectively and has become part of team planning. Increased capacity to effectively use data, at the classroom, school and system level, is a sustainable feature across all RTBCTG schools.

St Helens District High in partnership with the Break O'Day Council are creating a Bush Tucker Garden

With the assistance of *Aunty Gloria* all Aboriginal students were invited on a trip 'to country,' to learn more about their Aboriginal culture and bush tucker. At St Helens Point, *Aunty Gloria* pointed out the local bush tucker and seeds were collected for propagation. This was a great opportunity for *Gloria* to share culture with the students, including some local stories. The *Aboriginal students* learnt how to pot cuttings and propagate seeds that were collected during the trip 'to country'. These plants were cared for

and have been set aside to be used as part of the bush tucker garden.



Aunty Gloria, some students and some propagated plants

In the short term, this garden will provide an opportunity to lift the profile of and engage with the Aboriginal community. In the longer term, this garden will provide wonderful learning opportunities, particularly through reciprocal teaching, with the Aboriginal students being provided with opportunities to share their culture and their knowledge, both with St Helen's District School and the broader community. The opportunities for engagement, authentic learning, empowering Aboriginal students and sharing knowledge and culture are endless.

Cape Barren Island School is the smallest school in Tasmania and has a 100% Aboriginal population. As the students are spread Prep-7 the challenge of delivering a full curriculum, let alone make improvements in literacy and numeracy, for each year level is particularly challenging for a school with only two teachers. The level of curriculum expertise between teachers also cannot possibly span a whole school curriculum. The school has an excellent student:computer ratio of 1:1 but a lack of expertise means that there has been no skilled use of ICT to support instruction.

The **Tasmanian eSchool** was engaged in a project aimed at incorporating a range of online resources to increase the flexibility in provision. As a result:

- Mathletics was introduced to complement numeracy teaching
- Intrepica was introduced to complement literacy teaching
- Diagnostic testing is now used to determine student weakness and the above online resources are customised to target student improvement at an individual level
- The eSchool Junior Science course was incorporated into the timetable to reduce the demands on teacher preparation time and bring science expertise into the school
- Scootle was introduced to demonstrate how online interactive content could further support teachers to deliver engaging curriculum content appropriate for each student
- Teachers are now able to work more intensively with individual students whilst the others are engaged in online activities

Quantitative improvement data will not be available until 2012 (2011 baseline) however, student engagement in the online resources is extremely high and this has definitely enabled teachers to spend more time to work closely with each pupil. The diagnostic testing has been the seed to a data driven improvement culture which is slowly strengthening. All of the online resources that are used are low/no cost to the school and so financial burden is not a consideration in terms of sustainability. This was a deliberate consideration of the project. The reliance on ICT expertise could be an issue when new staff are transferred into the school. This is because a two teacher school is at risk of losing continuity with any initiative through staff turnover.

Support for Other Cohorts (if applicable) – 1 January to 31 December 2011

All students on the Severe Disability Register have comprehensive and regularly reviewed Education Plans and Individual Education Plans (IEPs). National Partnership initiatives add value to the opportunities available to this student cohort. Students are catered for within the general classrooms with aide support; specific training of staff and dedicated planning time for classroom teachers. National Partnership actions addressing social and emotional learning has also added value for this cohort of students.

Students who have achieved at or below the National Minimum Standard in literacy and numeracy have intervention plans. From 2011, work within Educational Performance Services has enhanced teachers' capacity to use key literacy and numeracy evidence to inform school planning and target support. 2012 will see the implementation of an online literacy and numeracy (NAPLAN) toolkit. The toolkit will support teachers and school leaders in interpreting NAPLAN data and identifying knowledge and skills that may be incorporated into student learning programs.

While the tool uses NAPLAN data to assist in identifying strengths and needs in students' literacy and numeracy skills, the toolkit is also intended to support teachers and school leaders in developing high quality, comprehensive programs as well as targeted support strategies.

A number of NP schools have a significant number of students with English as an Additional Language (EAL). NP effort has provided additional migrant and refugee support. Innovative programs, particularly extra-curricular programs (kitchen gardens, flexible learning opportunities, Big Picture School, etc) have promoted inclusion and improved student engagement. Increased community access and participation has been a feature in many schools.

For example, at **Bowen Rd Primary School** there is a strong partnership with the Bhutanese community; Bowen Road has staff allocated specifically to cater for the needs of these children. Newly arrived children participate in all school activities and are supported as needed with individual tutoring and small group programs. Regular activities are funded to raise awareness and support these children. Eg Harmony day events. Home visits have been very important in developing connections to families and to increase our knowledge of the circumstances families find themselves in.

The National Partnership supported the development, by Tasmania eSchool teachers, of an online course called *Getting it Together*. This course has been used in schools and Polytechnics across the state to enable lower achieving, and often poorly attending students, to develop their personal organisation, practice literacy and numeracy and accumulate evidence of learning. The capacity of the course to be tailored for local student cohorts has been a key strength.

Northern Suburbs Christian School has implemented MULTILIT, Spelling Mastery, PM Running Records and Elementary Math Mastery. All except MULTILIT are implemented within the classroom teaching with extension when needed. MULTILIT involves six students working individually with a trained tutor.

In the two Catholic secondary colleges, through consultation with parents, Individual Education Plans have been developed and implemented for students identified with learning difficulties and also those experiencing social-emotional challenges. This approach to personalised learning for students at risk is highly effective in achieving the aims identified by the secondary colleges to increase engagement and improve the aspirations and confidence of young people.

All schools in the **Wellington Alliance** have a comprehensive tutoring program for students at risk of not meeting the appropriate levels of literacy and numeracy. At Glenorchy Primary, this program involves in excess of 200 volunteers.

At **Cosgrove High School**, support includes:

- A support teacher works 2 days a week to support SDR, HANS and DHHS students.
- 3.0FTE teachers and 0.4FTE Teacher Assistant work with the EAL students.
- 3.5 full time TA's work with SDR and HANS student across the school.
- Special programs supported by Support Teacher

At **Glenorchy Primary**, the support program involves in excess of 200 volunteers.

- iPad implementation has significantly assisted SDR students with access to further communication opportunities
 - All 4 students on the Severe Disability Register are provided consistent access to the device, 2 have full-time access.
- SDR students due to the simplicity of the devices experience greater independence in their learning
 - Access to these devices is now included as a strategy in each students IEP
 - Strategies of how to best use these devices are included in IEP's include the device being used
 - As a preferred activity after completion of a set of tasks
 - As an option to distress for students with a diagnosis of Autism

At **Northern Suburbs Christian School** all teachers participated in professional learning addressing differentiation and accommodation for students with additional learning needs. In 2011 the focus on student well being continued through *Bounce Back* and *Kids Matter*. Professional learning in social and emotional learning was also provided from Galileo House. All teachers have access to the on-line *National Curriculum* advice and support for students with a disability or who do not learn at year level.

MP3 players have been made available to a small number of students to assist them in their creative planning and later, their writing.

Students have access to their “cool down” Lego. The students, with the support of their teacher/s, agree that some “cool-down time” is needed. The student and the teacher set a timer to designate the period of “cool down time” required.

The Neurological Impress Method (NIM) reading process at Clarendon Vale Primary targets students identified as ‘at risk’ (i.e. behaviour, home difficulties, high absenteeism). It has identified significant improvements in student achievement.

The process of this implementation involves:

- Identifying students through assessment
- Determining a key intervention strategy (NIM)
- Collaboration with key teachers to determine a focused and sequential implementation plan
- Assistance to ensure process is maintained
- Ongoing reflection and assessment

Showcase – 1 January to 31 December 2011

Triabunna District High School in partnership with Glenora District High School and Tasman District School—Collaborative Network Project

The collaborative network project in Term 1 was an outstanding success. The initial work that was completed by the participating school staff with Jenny Nayler in 2010, on developing the Principles of Personalised Learning were enacted in a joint project. The project involved secondary students from the network schools working on a Peer Leadership based project, examining the areas of drug use, resilience and peer pressure. The project involved the individual schools using the Personalised Learning Principles to pursue their own needs and understandings around this subject, negotiate ways of presenting their learning, connect their learning to the wider community, and become confident and self-directed learners. The culminating performance displayed the value and ability to facilitate authentic learning through varied styles of presentation. It valued student voice and demonstrated the importance of reflection and a culture of inquiry.

The network Project was held at Sorell and comprised three days of sharing the learning of the students in collaborative teams. One day was held for the Year 5/6/7, another for the Year 8 students and then a final day for the Year 9 cohort. The tasks completed included: the preparation of digital presentations - interviews with community members, students and staff, short movies, Powerpoint presentations; making and playing board games that emphasised students perspectives on peer pressure and the development of resilience and other verbal presentations.

This collaborative approach also resulted in students from Tasman District High School joining students from Triabunna District High School in another celebration of learning, this time focussed on Outdoor Education and Marine Studies. Tasman District student travelled to Triabunna and stayed for 3 days, participating in marine recreational activities that had been planned and were delivered by Triabunna students. They also participated in the Seafest 2011 festivities. This provided further opportunity for development of wider peer networks, the emphasis on student voice and sharing of resources.

The organisation and implementation of the Network project allowed the delegation of this project to other senior staff (Advanced Skills teachers). This allowed the opportunity for capacity building with these staff members. The Personalised Learning Principles have allowed a change to school culture that will ensure the philosophy of these reforms remains entrenched in teaching practice. Leadership is being shared across the school resulting in increased capacity across the staff that will ensure sustainability through shared responsibility and confidence to present and trial new initiatives.

The discussion of ideas and strategies regarding structural supports to enable personalised learning reforms has broadened ideas on timetabling, student management, program delivery and preparation. The documentation of Numeracy work around the Inquiry model will result in a reference tool for existing and new staff members.

Partnerships and enterprises with other community groups such as the Municipal Council, seafood industry businesses, May Shaw Retirement Village, Maritime Museum, have all been developed around the long-term sustainability of the partnerships and programs beyond the funding of this Partnership.

Showcase – 1 January to 31 December 2011

Fairview Primary School

Fairview Primary School is situated in New Norfolk on the north-eastern or 'Boyer' side of the Derwent River, 35 km from Hobart. The core values of the school are Personal Courage, Mutual Respect, Positive Relationships and Community Spirit. These values reflect all stakeholders of the school (students, staff and parents) and are actively 'lived' by all. They form the basis of our extensive social skills teaching and learning program and enable us to develop well rounded individuals who have the skills and knowledge to thrive in an ever changing world.

At Fairview we have a very strong focus on the wellbeing of all in our school community. This wellbeing and the development of our core values are central to all that we do. At Fairview Primary all staff work hard to ensure that we have outstanding learning programs in place. Our whole school literacy and numeracy programs are of the highest standard, with teachers engaged in high quality, ongoing professional learning. We place a strong emphasis on explicit instruction and student learning data is used to tailor programs to meet the needs of individual students. Teachers work in grade group teams to refine, inquire and analyse their own and others' teaching practice.

Each class has up to 10 hours of uninterrupted literacy teaching time and 5 hours of numeracy teaching time. The quality of these programs is reflected in the results that our students have achieved. We are very proud of the excellent levels of improvement being shown in both literacy and numeracy. We offer a variety of extra curriculum areas with specialist Information Technology, Music, Band, Physical Education and Art lessons provided.

The school plays an important role in the community by offering an extensive birth to age 5 programs that is open to all families. It is here we focus on developing positive relationships, support networks, life skills, caring communities and engagement with school. Fairview Primary School has small class sizes, modern facilities and large well equipped classrooms and grounds. We pride ourselves on being a key component of the local community and the source of quality teaching and learning programs. Fairview is a school where students feel safe, happy and above all valued – A great place to learn and grow.

Context

Our numeracy results have shown some strong improvement since the additional resourcing from the Low SES National Partnership. In 2011 our aim was to further develop teacher practise in relation to the teaching of numeracy, embed our non negotiables of numeracy instruction into the culture of Fairview Primary, further resource this area and improve student learning outcomes.

Reform activity

“Implementation of whole school approach to numeracy teaching and learning based on successfully established literacy model. Informed by renowned theorists, student achievement data (Mike Schmoker), Alistair McIntosh (Mental Computation), Di Siemon (Big Ideas in Number) and Thelma Perso (Teaching Mathematics for Numeracy)”.

In 2011 we have consolidated our P-6 school-wide structures and processes into our curriculum implementation for numeracy. This has included the consolidation of a common numeracy block structure, non-negotiables in our lesson structure with a 3 part lesson format based on formative assessment, introduction around mental computation, a lesson focus based on a data driven need and a plenary focussing on students thinking and learning for the lesson. In further value adding to our processes the notion of explicitly discussing and articulating the lesson goals and success criteria to students has been added to our non negotiables.

We have a focus on mental computation, dedicated numeracy hour each day; collaborative learning teams established & timetabled to meet. In 2011 we have consolidated and value added to this practise by providing experiences to visit colleague teachers to examine an identified need or goal, provided targeted

professional learning both on the Australian Curriculum and from identified needs based on the Big Ideas from Di Siemon and provided a focussed meeting structure/agenda which creates a balance between planning, assessment, moderation and refining practise. The Australian Curriculum is now in a transition stage within our planning team structures with a greater focus on this to a consolidation stage in 2012 as the focus.

Strategies

- 1.2 FTE to lead & maintain the implementation of a whole school approach to numeracy and provide targeted intervention/support–based on:
- Clarity of curriculum (Australian)
- Professional learning for teachers–based on need, identified through data
- Non-negotiable for mathematics implemented into structure and planning for and of maths lessons
- Lesson goals and success criteria identified and shared with students. Feedback given to student re success criteria
- Lesson goals articulated and reviewed, with success criteria identified and reviewed with students
- Team planning processes–based on data
- Targeted data collection
- Uninterrupted numeracy teaching blocks
- Targeted support to students according to data
- P-6 support (major focus P-4)
- Opportunities for numeracy coordinators and teaching staff across schools to liaise and develop best practice
- Based on evidence and theory
- Continued employment of Mathematics coordinator
- Continued implementation of mathematics team and grade team leaders
- In class support for students and teachers Monday through to Thursday
- School Improvement Plan for mathematics derived, articulated and implemented
- Numeracy expo for our educational community

Progress / Outcomes

Progress includes the implementation of the above strategies with outcomes showing an increased level of skilled, targeted and knowledge based mathematical and numeracy teaching. Based on evidence and best practise we have been able to increase the mathematical skills and numeracy understanding of our students, teachers and to some degree our parental community.

The greatest example of strong, sustainable improvement is indicated in our value added results from 2009 NAPLAN to 2011 NAPLAN.

NAPLAN Data – Overall improvements (Average 2 year gain 2009 – 2011)

| | Fairview Primary | Similar School | Differential |
|----------|------------------|----------------|--------------|
| Numeracy | 109 | 86 | +23 |

Showcase – 1 January to 31 December 2011

The Wellington Alliance—Middle Schooling / Transition Programs, 2011... ongoing

The Alliance vision for the provision of a Personalised Learning Program for Middle Schooling/ Primary Transition was realised in 2011. In 2011, a personalised learning timetable was issued to all Alliance schools, allowing for 195 primary school student access to programs in various learning areas.

Sample timetable: Wellington Alliance Pathways Timetable Quarter 4, Term 3, 2011

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------------------------|--|---|---|--|--|
| Home Group | BLUE= At Primary School Campuses | <i>Total numbers: 185</i> | | | |
| Lesson 1 9.00 – 10.10am | Flash Dance – 20 BLP Technology Project – 5 JXO | Drumbeat – 10 BLP Technology Project – 5 JXO | Multimedia – 5 AMH Foods – 5 KXA | Extension Literacy Novel Study – 5 SXP My Fancy Desert – 5 KXA | Art – 15 JXM Outdoor Ed – 20 DDM |
| | | | | | |
| Lesson 2 10.30 – 11.45 | Flash Dance – 20 BLP | Drumbeat – 10 BLP Web Development – 5 AMH Touch Football – 15 CXR 11 – 11.45 | | | Dance – 5 BLP Outdoor Ed – 20 DDM |
| Lesson 3 11.50 – 1.00pm | | Drumbeat – 10 BLP Applied Tech - 5 JXO Touch Football – 15 CXR 11.45 – 12.30 | YPS Year 5/6 AMH | | Multimedia – 5 AMH |
| | | | | | |
| Lesson 4 1.45 – 2.55 | Web Development – 5 AMH | Drumbeat – 10 BLP Applied Tech - 5 JXO | YPS Year 5/6 AMH Dance – 5 BLP | Racquet Sports – 5 CXR | Extension Literacy Novel Study – 5 SXP |

Further Specific Examples of the Middle Schooling/ Transition special events and programs across the Wellington Alliance:

The Science Fair:

On 24 August 2011 nearly 200 students from our Alliance Primary Schools come to the Cosgrove campus to partake in a number of different Science fair interactive exhibitions. Organised by the Science team at Cosgrove, the Cosgrove students and primary students engaged in eight experiments. The experiments included making sherbet, chemical reactions, science colours, bunsen burner pop, invisible ink, tea bag rockets, water rockets and mentos explosions.

Outdoor Education:

As part of the pathway transition program across the Alliance, Cosgrove offered a comprehensive Outdoor Education program for 20 lucky students from Glenorchy Primary School. The students were involved in a variety of activities based around team building and trust and enjoyed getting wet and dirty in a muddy obstacle course.

Wellington Alliance Arts Festival:

The second Alliance Arts Festival was held on Friday 25th November. This year's event was a huge success, held over the entire day and was yet another fantastic showcase of the talent across our Alliance.

Cross Campus Coaching:

In 2011, a newly appointed teacher trained 20 CHS students as coaches to work in the Alliance Primary Schools during lunch breaks twice a week. Plans are underway to develop this program further to incorporate a 5 to 12 Outdoor Education program, a 5 -10 Drama/ HPE initiative and accreditation for the coaches.

Showcase – 1 January to 31 December 2011

Northern Suburbs Christian School is located at Bridgewater, in the Northern Suburbs of Hobart. Bridgewater is a “Housing Department” suburb with shopping and medical services, but residents need to travel to access other services. Students are also drawn from neighbouring districts that are either regional or country.

Indigenous Students = 11% = 9 out of 81.

LBOTE = 0%

The Northern Suburbs Christian School is part of a national network of Christian schools that work collaboratively with a shared vision to educate and nurture children within a Christian ethos. NSCS is a supportive school community committed to partnerships with parents in the education of their children. The quality of a child’s education is enhanced by the positive engagement of parents in their child’s school experience.

Northern Suburbs Christian School is a co-ed school catering for 81 students from kindergarten to grade 6. In 2011, there were four classes – kinder/prep, one/two, three/four and five/six.

Description of particular issues school is addressing:

- Attendance and engagement, particularly with disengaged and Aboriginal students
- Parent and community engagement
- Support to students at risk of disengaging from school.
- Mental health and well being

Reform Activities/Strategies

- In 2011 SSNP Low SES funded a Project Officer (PO) X 1 day a week X 40 days p.a. The PO developed Professional Learning and provided recommendations and advice based on the School NAPLAN data and observations. This role as a ‘Critical Friend’ and in-school support facilitated professional ‘conversations’ re data and provided mentoring for new teachers and beginning teachers.
- Parent forum introduced strategies for Reading and ‘*Letters and Sounds*’.
- School Education Plan continued to develop as a dynamic document, with goals being appraised and revised collaboratively in response to 2010 and 2011 data.
- P/L opportunities made promoted and supported both on-site and off-site
- S.L.N. focus continued to ensure support for disadvantaged cohort.
- Data utilized for professional conversation, accountability, reporting to parents and planning for teaching.
- Parent forums: Reading, Kids Matter Primary, Behaviour Support, Healthy Eating Strategies
- Northern Buddies for the 0 – 4 year olds provided opportunities and support children and parents/carers
- Dad’s Playgroup provided opportunities to engage fathers in their child/children’s pre school activities.

Target Groups for Professional Learning

Teachers, Teacher Aides, Students, Parents/Carers, Leadership, fellow Christian School Principals

Progress/Outcomes

1. School daily timetable - Monday to Friday adjusted following an audit of planned and un-planned interruptions. Monday to Thursday classified as “no un-planned interruptions.” Each Friday is designated as excursion day, specialist subjects and celebration days such as “National Tree Day.”
2. Morning session have an uninterrupted, two hour block, a fruit break] followed by 1.5 hour block. Cross grade groups operate in these ‘blocks’. Anecdotal evidence suggests this has resulted in more productive and focused teaching and learning.
3. Implementation of the *Australian Curriculum* - In Term 3, 2011, all teachers planned from and implemented *English and Mathematics*. Also in term 3 *The Australian Curriculum - History and Science* was explored and accessed, ready for implementation 2012.
4. 2011 NAPLAN data indicated that student’s capacity to write persuasively was well developed and enhanced by sound teaching strategies implemented across the school following PL and in-school support in this area. Similarly with spelling as evidenced by NAPLAN data.
5. Teacher Standards continued to be utilised to support teacher development.

Sustainability

From 2012, Tasmania is undertaking an innovative reform guided by the department’s Strategic Plan 2012–2015—Learners first, connected and inspired. Four Learning Services will be reduced to three and eleven networks of schools will be established. The network structure will support school and system improvement, improved student learning outcomes and reform into the future.

Eleven Principal Network Leaders across the state will be accountable for approximately twenty schools each.

The Principal Network Leaders will be responsible for:

- supporting principals in their development of individual school improvement plans and professional learning strategies within the network.
- developing and strengthening the instructional and leadership capacity of Principals and maintaining a leading for high performance culture.
- working with other network leaders to ensure the development, implementation and maintenance of consistent educational policy and processes across the state.

A newly developed Professional Learning Institute (PLI) will be responsible to deliver and broker high quality professional learning for all staff in the DoE. Seven staff will develop and deliver professional learning and support to schools.

The development of whole school community awareness, involvement and commitment are seen as strategies for sustainability. Coaching strategies have been powerful in developing capacity in schools. The

adoption of individual staff learning plans enables teacher development and goal alignment to be linked to school and federation improvement plans. A successful feature of the federation model is the transition process—effective relationships developed between the school campuses has enabled a smoother transition for students into the middle or high school environment than has previously been noted.

Schools understand the importance of implementing sustainable programs to ensure ongoing improvement after NP funding ceases. Some examples include:

Sustainability Measures for the Wellington Alliance

- We currently recruit applicants according to the needs of our Middle Schooling model, and alongside the Alliance Values set.
- The Alliance has a lived Strategic plan which is monitored in real time by a team of Alliance leaders and Learning Area Co-ordinators.
- We have developed an informative and critical process for student ILPs and are working on a corresponding system of handover to ensure consistency. These have been fully completed for 1/3 of the students across the Alliance and will need only a review and updating at each transition.
- We have embedded a culture of using data to inform learning.
- We have generated a document 'The Way We Work' which outlines our expectations.
- We have a committed Board guiding all Alliance Strategies.
- We have embedded a culture of Action Research.
- We have a strong and embedded system of Individual Staff Performance Appraisal, coaching and growth and will continue to train trainers across 2012.
- The School Association is highly supportive of the Middle Schooling/ Transition approach and has offered continuing support. In 2012, we will establish an overall Alliance School Association across the Alliance
- Sharing our expertise and learnings across partnership schools is designed to be cost effective and also to work toward sustainability
- Strategies and innovations are being made across the whole school contexts and are being implemented with the intention that they are sustained in order to make changes in student outcomes over the next 5 years and beyond.
- The loss of the ASIOs would be critical and would have significant impact. To this end we are investigating ways to retain this leadership role within each school and across the Alliance.

Sustainability Measures at Fairview Primary School

Leadership

- Clearly articulated vision, values and goals – for students, staff and community through SIP
- Principal and teachers working together to align classroom practice with school goals through targeted PL
- Developed structures/systems to support and monitor sustainability of programs
- Distributive leadership
- Senior staff, literacy leaders and curriculum leaders involved in ongoing PL around running effective teams

- Senior curriculum meetings 1:1 with Principal to monitor SIP (linked to NP)
- Working towards actively demonstrating and encouraging a culture of reflection on practice which results in refined improved practice
- Leadership is being spread across the school and opportunities are afforded not only to more experienced teachers but also to young and enthusiastic teachers. It's recognised that we need to share the journey and that sustainability is based on succession planning and shared responsibility

Assessment

- Whole school approach
- Whole school PL, collaboration about how data can be used to inform teaching practice
- Processes are in place for the management of data and assessments
- Scope and sequence of school wide assessment structures K-6
- Data is used to inform teaching and learning
- PL focus on formative and summative assessment
- Structures require moderation of work samples on a cyclic 6 week process

Professional Learning

- Purposeful reflective observation of teaching practice
- Mentoring/coaching
- Feedback and observations are given on literacy planning through 1:1 rotational meetings
- Research based on evidence, best practice and data
- Aligned to school goals and system goals
- Relational foundation for all learning explicit
- Collaborative team approach
- Teacher development practise ongoing implementation

Teams

- Are valued as a structure for ongoing collaborative professional learning
- Teams are adequately resourced
- Working towards spending more time on building an understanding of how to build and maintain effective teams
- We have developed whole school, scope and sequence and explicit teaching guidelines for Numeracy in 2011.
- We have developed class organisation practices based on student needs and not age. This philosophy is endorsed by all staff and is becoming embedded. Professional learning provided will help ensure sustainability beyond the life of the partnership funding
- Numeracy teaching non-negotiables negotiated and implemented

Teaching

- Programs developed in response to student need identified through systematic use of data

- Deliberate, effective pedagogy employed
- We have developed whole school non-negotiables for explicit teaching guidelines Maths / Numeracy.
- Assessment used for formative and summative purposes
- PL informs teaching practice and linked to school and Departmental requirements
- Investing in developing and maintaining positive relationships with students and parents

School Culture

- School is seen as a professional learning community
- There are diverse opportunities for leadership
- Consultative decision making is the norm
- School and home connections continue to be supported, resourced and celebrated

Resource Allocation

- Focussed staffing reflecting the learning needs as identified by the data
- Focussed staffing reflecting the feedback from staff
- Rich learning environment, materials and resources that encourage engagement

Resource allocation directly linked to school priorities

Northern Suburbs Christian School

1. Throughout 2011 ownership of the School Education Plan developed resulting from planned discussion, contributions from all teachers and is informed by data. The plan is valued and used as a reference point when educational decisions are made and “requirements” implemented → “Does this match with our current goals?” “Where does this fit with our current priorities?” “Will this new program assist our students?”
2. Focus on school capacity building through continuing review and improvement resulted in a clear, coherent Strategic Improvement Plan.
3. Practical solutions to ensure consistency and quality PD e.g. rotation of PL, staff meetings and collegial planning sessions. Principal to take responsibility for after school duty to ensure prompt commencement of Collegial Planning and after school PL sessions.
4. More efficient and effective use of the Internet for communication at a range of levels.
5. Attendance targeted. Daily monitoring at 9am to track trends of absence and to follow through in a timely manner.
6. Regular up dating and review of student files.

The initiatives developed in the Catholic sector under this NP have been replicated in other schools and colleges. These initiatives include the Engaging Our Learning Community, and the transition to Yr 11/12 activities. The learnings from these initiatives have impacted on the development of policy around these in early years and transition and retention.

Section 4 – Literacy and Numeracy

Overview – 1 January to 31 December 2011

Significant work across Literacy and Numeracy NP schools in the facilitation stage has complemented Commonwealth, state and sector initiatives. Tasmania's approach is a holistic one with all Smarter School activity aligning with national and sector priorities. In 2011, DoE schools continued to implement a suite of evidence based approaches to improve Literacy and Numeracy outcomes using a network approach with a focus on supporting Year 6 to Year 7 transition.

The University of Tasmania (UTas) completed the evaluation of the *Raising the Bar Closing the Gap (RTBCTG)* initiative and provided a report to the department in June 2011. Findings from the report–*Advancing Literacy in Tasmanian Primary Schools* assisted the department to develop the department's Literacy and Numeracy Framework which will guide the government schools' Literacy and Numeracy implementation from 2012 and further increase teachers' pedagogical knowledge around Literacy and improve student learning outcomes. The findings, along with quantitative data derived from Educational Performance Services (EPS) have also assisted the department hone the design and rollout of RTBCTG Primary initiative in 2012.

RTBCTG supports schools in need, by providing additional Literacy teachers, targeting additional professional learning according to the identified needs of teachers and their students, and by releasing the principal to lead the improvement strategies.

The evaluation determined that the additional Literacy funding and resourcing did enhance the students' level of Literacy in the participating schools. From the report, the Department of Education has identified a range of indicators around effective leaders and effective schools to further support effective Literacy teaching and learning and increase student achievement.

Building the capacity of teachers to effectively use data to inform their planning and delivery of quality literacy and numeracy opportunities for students has continued to increase during 2011. Relevant reports and data are provided to schools through Educational Performance Services (EPS) and these assist schools to better determine targets for whole school improvement and student performance.

In 2011, lead teachers in literacy and numeracy worked out of Learning Services to support all schools. This model will be further enhanced in 2012 with the establishment of network lead schools with network lead teachers to extend this support to all schools.

The Independent Sector

MULTILIT- Reflecting the recommendations of the National Inquiry into Literacy MULTILIT has enabled explicit instruction in each of the 5 essential areas. Data collected through this project also supports teachers and school leaders to make informed decisions when planning for improved outcomes for students. NPSS funding has enabled the training and delivery of MULTILIT in 8 independent schools in Tasmania.

PIPS- SSNP funding to independent schools in Tasmania supported 16 schools to participate in PIPS testing in 2011. It has also provided for consultancy and support with data analysis, PL for teachers linking data and planning, information for parents and administration support.

KidsMatter Primary (KMP) – In 2011, 13 Independent schools have completed all the preliminary requirements and are now teaching the skills and understandings of Components 1 and/or 2. Seven schools have attended training in Wellbeing and/or Behaviour support. Good mental health is integral to academic learning (CASEL 2003: WHO 2006). Supported by SS NPLN Leighland Christian School Burnie responded to this research. The progress achieved in 2011 in this school resulted in their inclusion in a

national initiative to showcase best practice and authentic leadership in delivering sound teaching and learning of social emotional skills.

In School Consultancy and Support/Developing best practice in Literacy - Following support provided through the NPLN Pilot Project in 2009-2010, 4-targeted Nth/West coast schools, assistance continued and expanded in 2011 to include all 6 independent schools located in this region. Working collaboratively with Catholic education colleagues, a Curriculum initiative has provided for sustained learning through network meetings each term requiring all school staff to participate, complete pre meeting reading and follow up practice 'tasks'.

Letters and Sounds

Letters and Sounds is a phonics resource published by the Department for Education and Skills in 2007. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic program for teaching phonemic awareness to children starting, by the age of five, with the aim of producing fluent readers by age seven.

Practitioners and teachers should provide daily speaking and listening activities that are well matched to children's developmental abilities and interests. These activities draw upon observations and assessments to plan for progression and to identify children who need additional support, for example to discriminate and produce the sounds of speech.

The Catholic sector

The Catholic sector has initiated the development of a Literacy/Numeracy Strategy for implementation 2012 – 14. A Working Group was formed and developed a Statement and is well underway in the development of 'guiding principles'. An Education Officer Statewide Numeracy has been employed to support schools and implement the Strategy. An Education Officer Secondary has been involved in the development of the strategy and will supports colleges in its implementation from 2012.

Significant Achievements of National Partnership reforms – 1 January to 31 December 2011

Schools have continued to make changes to their operational arrangements which have continued to encourage innovation and flexibility. By providing innovative and tailored learning opportunities student outcomes in Literacy and Numeracy are improving and school accountability is being strengthened.

Employment of Lead Teachers and the development of collaborative Curriculum Teams

Most schools have placed key teachers in leading curriculum roles in the school. The development of collaborative planning teams in Literacy and Numeracy and staff sharing skills and knowledge is a key focus of school leadership teams in school improvement. The shift to whole school approaches to the teaching of Literacy and Numeracy is significant in all DoE Learning Services.

The roles of the Literacy and Numeracy support leaders/teachers has had a common thread across the Learning Services:

- Establishing coaching practices to improve teaching and learning
- Using evidence-based data to better meet the needs of students
- Responsibility for auditing, maintaining and updating subject resourcing
- Consulting and Coordinating with Department experts re National Curriculum outcomes and implementation in schools

- Leading and facilitating professional learning in Literacy- Numeracy at school level
- Working with the Principal and management teams to look at school performance data trends and plan for value-adding and specific interventions.
- Establish cross-campus networks that meet regularly with collective goals for school improvement

Examples include:

The Glenorchy Numeracy Network:

- Between 0.2–0.8 FTE curriculum leadership role in schools
- 0.4 FTE employment of Network Numeracy Coordinator
- Cognitive Coaching course for school leaders

Oatlands District High School :

- The school Literacy Coordinator has a coaching portfolio with six graduate teachers. This links to the Improving Teacher Quality NP.

Parklands High School Network:

- Key elements of the professional learning Literacy plan include the Literacy – Writers Notebook Program
- 0.2FTE role for mapping Literacy across cluster of schools in 2010 found five of the seven schools use Writers Notebook or were in the early stages of implementation. Two schools committed to implementing Writers Notebook to ensure consistence of practice across the network.
- Additional teacher support to aid Year 7 reading groups has been purchased.

East Tamar Federation:

- Assistant Principal role in K–10 Literacy
- Employment of oral language support teacher across the federation schools
- Federation leaders work in teams to achieve curriculum priorities
- A team of campus leaders experienced in working with Middle School students has (supported by a Project Officer) developed a middle years framework for the federation, and will lead this project. A middle years philosophy based on understanding the stages of development of the early adolescent, and a challenging curriculum within clear management and pedagogical frameworks, will be based on current research into successful Literacy and Numeracy practice in low SES communities

Timetable structures and student groupings that support collaborative practices

Many schools have implemented school-wide timetables that include dedicated Literacy and Numeracy learning blocks which maximise staffing options and student groupings.

Year-level, teaching teams are characterised by: vertical student groupings across classes; collaborative planning between teachers; collective sharing of student data; and attention to intervention practices for students At and Below National Minimum Standard (ABNMS). For example:

Glenora District High School:

Literacy and Numeracy Co-ordinators have been able to direct and sustain school-based professional learning of staff teams and to establish networks with local schools. As a school with a large number of

beginning teachers or teachers with limited experience, this has provided opportunities for sharing contexts, planning and assessment with teachers in similar settings and to gain insight from visiting alternative settings.

Cosgrove High School:

- The Middle School program has a common core learning time in Literacy and Numeracy across all classes in the morning sessions.
- Teachers and Teacher Assistants participate in collaborative planning sessions where expertise and common pedagogy is shared and modelled.
- Professional learning has been undertaken with the Learning Services curriculum staff to build the skill development and content knowledge of the year-level teams and skill the leadership capacity of team members through coaching.
- 80% of teachers participated in a school-based Literacy professional learning session on Tactical Teaching reading and Writer's Notebook. All staff were required to set a goal for implementing and trialling a strategy learnt.

Rosetta Primary School:

- Whole staff focus on Mathematics and the Language of Maths
- Collaborative planning focussing on fractions
- Survey results from teachers
 - 88 % of staff surveyed Agreed/Strongly Agreed that the Numeracy professional learning has suited their learning needs.
 - 85% of staff surveyed Agreed/Strongly Agreed that they feel more confident with their maths planning this year.
 - 88% of staff surveyed Agreed/Strongly Agreed that collaborative team planning improved their understanding of the curriculum.

Parklands High School:

- Implementation of the Low SES and Literacy and Numeracy NPs have aligned at Parklands High School. The Secondary Renewal partnership formed in 2010 (Montrose Bay HS, New Norfolk HS and Parkland HS) resulted in Parklands instigating a reading program for Year 7 students.
 - Year 7 at Parklands adopted the program in 2011, with a specific focus around developing reading strategies.
 - 6 classes in Year 7 are split into 8 groups for targeted 3 x 50 minute targeted reading sessions. Preliminary indications are showing success.

The lead school model will be extended in 2012 with lead schools across networks being targeted for literacy and numeracy. Lead literacy and numeracy schools will work across their networks to implement the Literacy and Numeracy Framework to be implemented in 2012.

Coaching/Mentoring

Some schools have employed additional staff to coach, mentor or support other teachers. For example:

Zeehan Primary School—NP funding has allowed the small team of teachers to implement a support teacher who worked with between 1 and 6 students for dedicated literacy and numeracy time.

Bowen Road Primary School—National Partnerships has enabled the school to employ an additional teacher and teacher aides so that each class has an extra staff member in their room for Guided Reading

support a few times a week. The school attracts a large proportion of families arriving as refugees in Australia and National Partnerships funding has enabled the school to allocate staff to cater for the needs of these children.

Windermere Primary and Austins Ferry Primary Schools—Both of these are new school communities with a student enrolment and teaching community formed from the amalgamation of student from four schools closed in 2010. These new schools are organised in three PODs of six classrooms. Each POD includes a shared staffroom to facilitate collegial planning opportunities.

Rokey High School—has employed an additional teacher for 4 days per week to provide alternative programs for students who need additional support. The teacher involved has a significant pastoral care responsibility in working with families to ensure that students involved get to school more often.

Windermere Primary School—employed a 1.4 FTE literacy coach and an 0.4 FTE numeracy coach.

Cosgrove High School (member of the Wellington Alliance)—staff have been provided with role clarity, have been coached in the use of Literacy data to identify targeted students and have been given PL in working with students. Further to this, a system has been established for recording anecdotes of student progress.

Glenorchy Primary School—(member of the Wellington Alliance)—has used coaching and feedback to raise teacher performance. In this case, all members of the school leadership team have participated in a training course in using coaching and providing feedback to improve staff performance. Leading for higher performance interviews with staff have used this framework.

Montrose Bay High School—Coaching Capacity 13.9% increase (0.47 effect size) in the School's average for the Torch Reading Test and an 8.5% increase (0.25 effect size) in the average PatComp reading test. Such improvements are considered to be a result of intervention strategies, but most importantly, the school's increased coaching capacity has supported the embedding of literacy strategies, across all learning areas, through on-going, sustained professional learning.

Montrose Bay High School

| | % of students achieving at or above age appropriate stage | | | | | | |
|------------------|---|----------------|------------|------------|----------------|------------|-------------------------|
| | End 2010 | | | End 2011 | | | Gap Reduction 2011:2010 |
| SARIS results | Indigenous | Non-indigenous | Comparison | Indigenous | Non-indigenous | Comparison | |
| English/Literacy | 34.9 | 54.6 | 19.7 | 55 | 61.5 | 6.5 | 13.2 |
| Maths/Numeracy | 49.5 | 61.3 | 11.8 | 55 | 64 | 9 | 2.8 |

The gap has been reduced by 13% for English/Literacy, and nearly 3% for Maths/Numeracy.

Student Achievement

East Tamar Federation—Modelling of high quality numeracy teaching occurred across the Federation throughout 2011 with the EFT Numeracy Leader and 5-8 Literacy and Numeracy Project Officer regularly supporting various school-based planning teams and demonstrating pedagogy, particularly focusing on problem solving. These leaders noted that by the end of 2011, teaching practice for teachers of Grade 7 was seen to have changed and students demonstrated automatic problem solving mental frameworks that will serve as key strategies for Mathematical success throughout high school and beyond. The presentations by these leaders of their work at state and national level were very positively received.

Ravenswood Primary School is one of high disadvantage and there has been a strong focus on creating a set of clear expectations around learning for the school and the community. The Literacy improvement model has been led by the principal, and the literacy leader.

A cohesive, sustainable and successful approach to the teaching of literacy has been built through:

- refining and implementing the Literacy Improvement Plan
- measuring progress through system and intra school data
- review of classroom practice
- refining the collaborative planning process

Increased teacher capacity for effective numeracy teaching has been built developed through:

- spaced learning model for professional learning
- classroom practice review
- school wide commitment to effective numeracy teaching structures and practice.

All schools in the **Clarence Plains** Literacy and Numeracy Network have observed a cultural change in their schools, with a more collegial, open door policy evident. Positive progress has been achieved across all four schools—**Rokeby High School, Rokeby Primary School, Clarendon Vale Primary School** and **Lauderdale Primary School**. All initiatives have been the collaborative decision of key stakeholders in each school and have been determined according to needs identified through data.

Specific intervention strategies at each school have included:

- **Clarendon Vale Primary School** – Guided reading, First Steps reading stages (Annandale et al. 2009), Writers Workshop (Sukarna), Reading to Learn (Rose, 2009), Reading Inquiry (based on Reading to Learn).
- **Rokeby Primary School** – Explicit teaching of language conventions, Reading to Learn (Rose, 2009), Reading Inquiry (based on Reading to Learn), Phonemic awareness intervention (home and school), Guided reading.
- **Rokeby High School** – Reading comprehension groups, Catch Up Literacy Training (UK, drawn from a variety of research)
- **Lauderdale Primary School** – Reading to Learn (Rose, 2009), Reading Inquiry (based on Reading to Learn), Home reading, Reading buddies (designed by teachers in network schools).

Planning, reviewing and learning as a collaborative team occurs across all schools, with specific time allocation occurring for teaching teams to meet. This has led to improved teaching practice and enhanced school cultures regarding having high expectations.

Sharing of good practice and resources between Clarence Plains schools has developed a network between coordinators.

Clarence Plains NAPLAN Data – Overall Improvements:

| 2011 Performance Targets | At or above NMS | Increase |
|--|--|---|
| % of year 5 and 7 students above NMS in reading, 2% greater than in 2009. | 2009: Year 7 students 72.9% 2011: Year 7 students 80.9% | 8% increase – an improvement of 6% more than expected 2% outcome. |
| Mean scale score for reading, Years 5 and 7, 4 | 2009: Year 7 mean score of 465.1 | 13 points higher – an improvement of 9 points |

points higher than in 2009. 2011: Year 7 mean score of 478.2 higher than expected 4 point outcome.

Aggregate of Aboriginal student achievement, in Year 5 and 7 reading and numeracy, is 2% higher than in 2009. 2009: 72% 2011: 82% 10% increase – an improvement of 8 %more than expected 2% outcome.

Further results identified:

| At or above NMS (Reading) | Increase |
|---|----------------|
| 2009: Year 7 72.9% | 13.3% increase |
| 2011: Year 9 (Same/similar cohort) 86.2% | |

PAT Reading Data:

Results from **Clarendon Vale Primary** school showed (March 2011 to November 2011):

- An average increase of 1 Stanine (39 students in Grades 3-6)
- Aboriginal student results showed an average increase of 1 Stanine (12 students). One Aboriginal student increased her Stanine score by 3.

Windermere Primary School–QuickSmart Maths is in its second year of operation (2010 Mt Faulkner PS). The program supports 26 Year 5 and 6 students.

The statistics and information below have been drawn from the “Preliminary 2011 *QuickSmart* Numeracy Results for **Windermere Primary School**” compiled by the SiMERR Centre for analysis.

CAAS Results

Average results from the school are presented below. A detailed discussion of the results for division is provided to assist in interpreting the results for other operations.

(Note the negative number for speed means that the post-test time is lower than the pre-test time which is the desired pattern of improvement.)

Table 1: Windermere Primary School – All CAAS operation results – all students 2011

| CAAS Operation | N | Pre-Mean | Pre-SD | Post-Mean | Post-SD | Gain | Effect size |
|-----------------------------|----|----------|--------|-----------|---------|--------|-------------|
| Add to 20 QS (speed secs) | 24 | 3.254 | 1.143 | 2.166 | 0.841 | -1.088 | -1.084 |
| Add to 20 COMP (speed secs) | 8 | 1.891 | 0.528 | 1.666 | 0.516 | -0.225 | -0.431 |
| Add to 20 QS (accuracy %) | 24 | 89.308 | 11.997 | 99.117 | 2.018 | 9.808 | 1.14 |
| Add to 20 COMP (acc %) | 8 | 96.662 | 4.058 | 96.05 | 4.658 | -0.612 | -0.14 |

| | | | | | | | |
|--------------------------------|----|--------|--------|--------|--------|--------|--------|
| | | | | | | | |
| Addition QS (speed secs) | 23 | 4.154 | 1.958 | 2.441 | 0.73 | -1.713 | -1.16 |
| Addition COMP (speed secs) | 8 | 2.008 | 0.658 | 2.084 | 0.579 | 0.076 | 0.123 |
| Addition QS (accuracy %) | 23 | 90.935 | 9.546 | 93.735 | 19.725 | 2.8 | 0.181 |
| Addition COMP (accuracy %) | 8 | 94.8 | 7.92 | 95.938 | 6.383 | 1.138 | 0.158 |
| | | | | | | | |
| Sub to 20 QS (speed secs) | 24 | 5.248 | 2.138 | 2.522 | 1.098 | -2.725 | -1.603 |
| Sub to 20 COMP (speed secs) | 8 | 2.648 | 0.8 | 2.319 | 0.691 | -0.329 | -0.44 |
| Sub to 20 QS (accuracy %) | 24 | 75.758 | 17.592 | 96.383 | 6.861 | 20.625 | 1.545 |
| Sub to 20 COMP (acc %) | 8 | 88.975 | 5.714 | 92.675 | 6.904 | 3.7 | 0.584 |
| | | | | | | | |
| Subtraction QS (speed secs) | 16 | 4.206 | 1.69 | 1.985 | 0.641 | -2.221 | -1.737 |
| Sub COMP (speed secs) | 8 | 2.346 | 1.028 | 2.141 | 0.791 | -0.205 | -0.224 |
| Subtraction QS accuracy %) | 16 | 83.525 | 12.697 | 96.994 | 3.91 | 13.469 | 1.434 |
| Sub COMP (accuracy %) | 8 | 95.3 | 4.429 | 96.15 | 4.548 | 0.85 | 0.189 |
| | | | | | | | |
| Multiplication QS (speed secs) | 20 | 5.096 | 1.713 | 2.564 | 1.292 | -2.533 | -1.669 |
| Mult COMP (speed secs) | 8 | 2.706 | 1.465 | 2.485 | 1.238 | -0.221 | -0.163 |
| Multiplication QS (accuracy %) | 20 | 64.86 | 12.332 | 82.705 | 16.551 | 17.845 | 1.223 |
| Mult COMP (acc %) | 8 | 88.125 | 13.081 | 83.25 | 16.407 | -4.875 | -0.329 |
| | | | | | | | |
| Division QS (speed secs) | 7 | 5.163 | 0.843 | 3.213 | 1.446 | -1.95 | -1.647 |
| Division COMP (speed secs) | 8 | 3.86 | 2.407 | 3.284 | 2.046 | -0.576 | -0.258 |

| | | | | | | | |
|----------------------------|---|--------|--------|--------|--------|--------|------|
| Division QS (accuracy %) | 7 | 67.071 | 17.859 | 85.414 | 13.15 | 18.343 | 1.17 |
| Division COMP (accuracy %) | 8 | 76.763 | 13.049 | 84.162 | 11.571 | 7.4 | 0.6 |

- Effect sizes below 0.2 are considered poor, with an appropriate range of growth over an academic year for a student cohort established as within the range of 0.2 to 0.4;
- Effect size scores of 0.4 to 0.6 are considered strong;
- Effect sizes between 0.6 and 0.8 are considered very strong; and
- Effect size scores above 0.8 represent substantial improvement of the order of approximately three year's growth.

On the division CAAS test, there were paired data for seven *QuickSmart* students. The decrease in time for *QuickSmart* students is 1.95 seconds, which is a strong result. The effect size for this result is -1.647, which indicates very substantial improvement.

In terms of accuracy, the *QuickSmart* students' average scores for this school have increased by 18.343 percentage points. Again the effect size shows substantial improvement.

For division the results show that the *QuickSmart* group performed better than the Comparison group in both response time and accuracy.

Results on the PATM assessments

The analysis of the PATM Australian-normed standardised test data was completed based on the scores of all students for whom both pre-intervention and post-intervention PATM test results were available. (Note: Any students who did not do a pre-test or were absent at the end of the year for a variety of reasons and missed the post-test, are not included in these results.)

Table 2: Windermere Primary School – PATM results (Scale scores) 2011

| Group | N | Pre-Mean | Pre-SD | Post-Mean | Post-SD | Gain | Effect size |
|--------------------------------|----|----------|--------|-----------|---------|-------|-------------|
| All <i>QuickSmart</i> Students | 24 | 32.804 | 7.366 | 40.179 | 7.574 | 7.375 | 0.987 |
| Indigenous QS Students | 4 | 31.725 | 2.106 | 36.775 | 6.323 | 5.05 | 1.072 |
| Comparison Students | 8 | 52.5 | 5.312 | 57.762 | 7.256 | 5.262 | 0.828 |

Quicksmart Numeracy Student Survey;

- 100% of students Strongly Agreed/Agreed that they had improved their CAAS times.
- 88.8% of students Strongly Agreed/Agreed that they have improved their accuracy on speed sheets.
- 72.2% of students Strongly Agreed/Agreed that they know more about how to work with numbers.
- 83.3% of students Strongly Agreed/Agreed that they are better at explaining how to solve maths problems.
- 77.7% of students Strongly Agreed/Agreed that back in class they feel more confident with their numeracy learning.

In 2011 The **Parklands Network** has decreased from seven to five schools due to the amalgamation of three primary schools into **Romaine Park Primary**.

Outcomes:

The specific focus of the Parklands Network has been Numeracy and the rigorous implementation of *QuickSmart*

| Schools QuickSmart groups | Pre-Intervention | | | Post-Intervention | | Gain | p | Effect size |
|-----------------------------|------------------|--------|-------|-------------------|--------|--------|-------|-------------|
| | N | Mean | SD | Mean | SD | | | |
| Parklands High School | 32 | 42.616 | 5.386 | 45.559 | 6.722 | 2.944 | 0.022 | 0.483 |
| Havenview Primary School | 9 | 40.856 | 7.206 | 51.244 | 13.428 | 10.389 | 0.003 | 0.964 |
| Acton Primary School | 13 | 41.115 | 7.858 | 49.154 | 10.683 | 8.038 | 0.001 | 0.857 |
| Brooklyn Primary School | 10 | 44.55 | 6.308 | 52.98 | 6.28 | 8.43 | 0.001 | 1.339 |
| Upper Burnie Primary School | 11 | 40.673 | 7.504 | 47.927 | 4.967 | 7.255 | 0.001 | 1.14 |
| Ridgley Primary School | 8 | 38.925 | 5.24 | 45.5 | 4.255 | 6.575 | 0.001 | 1.378 |
| Montello Primary School | 14 | 45.864 | 8.129 | 51.743 | 12.997 | 5.879 | 0.009 | 0.542 |



Support for Aboriginal and Torres Strait Islanders – 1 January to 31 December 2011

SS NP activities are inclusive and address the needs of all students. Diversity is recognised and celebrated at every opportunity.

Common Intervention Strategies for Aboriginal students across NP schools in Tasmania

- A Senior Curriculum Officer–Aboriginal Education has been employed to work with government schools to embed Aboriginal perspectives across the curriculum.
- The Curriculum Officer and the Cultural Officer at Aboriginal Education Services are working closely with the Curriculum Team to ensure that the cross-curriculum priority, Aboriginal and Torres Strait Islander Histories and Cultures, are implemented in all schools from 2012.
- Aboriginal Education Services are working increasingly with schools to review their Aboriginal resources and to support them embrace Aboriginal culture into the school's philosophy.
- Through the *Raising the Bar Closing the Gap* maana project, (as described in the LOW SES section), schools are focussing on strategies and actions to support the Literacy and Numeracy outcomes of Aboriginal students.
- Aboriginal Education Workers continue to be employed in schools to work with students and families.
- Schools and federations continue to develop and establish networks with Aboriginal groups such as the Aboriginal Network Group and the Aboriginal Education Advisory Group.
- The two Aboriginal Child and Family Centres at Geeveston and Bridgewater now have centre leaders and positive relationships are being developed with communities as well as other government and non-government agencies, despite the fact that the actual buildings are yet to be completed.
- Community groups, including Mersey Leven Aboriginal Community and the Circular Head Aboriginal Centre, have been consulted around school planning and the delivery of learning opportunities for students and teachers.
- Aboriginal students at risk and/or below the National Minimum Standard are supported with targeted Literacy and Numeracy intervention, 1:1 or small group work. Data is better informing intervention.
- Through the department's focus on Cultural Understandings, the Closing the Gap focus schools and the maana schools, are reporting increased involvement and communication with parents and families of Aboriginal students. This is leading to increased attendance and Literacy and Numeracy outcomes for many of Tasmania's Aboriginal students.
- ITAS tutors and Literacy/Numeracy support teachers have helped develop trust, routines and consistent strategic interventions. The interventions, in many cases supplemented by NP funds, have been individualised for each student. National Partnership effort in schools is building on,

and value adding to strategies in place in schools prior to NP participation.

- Significant work developing personalised learning plans in schools is occurring. Schools are establishing processes that are enabling them to develop PLPs with Aboriginal students, their families, and teachers and in many cases, social workers.

Support for Other Cohorts (if applicable) – 1 January to 31 December 2011

East Tamar Federation– A Focus on Attendance and Retention

- In 2011 the draft DoE Strategic Plan with its focus on successful learners accessing balanced, flexible and responsive learning and training pathways, affirmed the Federations mission focussing on attendance and retention. The 2008-2010 data reflected a significant escalation in absenteeism for each year cohort from Years 7-10.
- A multi layered approach was designed to help teachers and the community examine research around how better to attract this age group of students to schooling, and keep them focused on successful pathways for lifelong learning. The keys of rigour, relevance and relationships guided the EFT led professional learning, focused on understanding young people in low social-economic communities and the various factors that impact on their ability to connect with learning. For example, the Federation Project Leader and Social Worker led learning around adolescent brain development and the challenges of dealing with trauma.
- Significant structural changes were also made at **Brooks High School** to accommodate the physiology of teenagers, such as a later start time and more opportunities for movement. A relentless focus on celebrating positive behaviour modelled the application of research around building efficacy in young people.

Showcase – 1 January to 31 December 2011

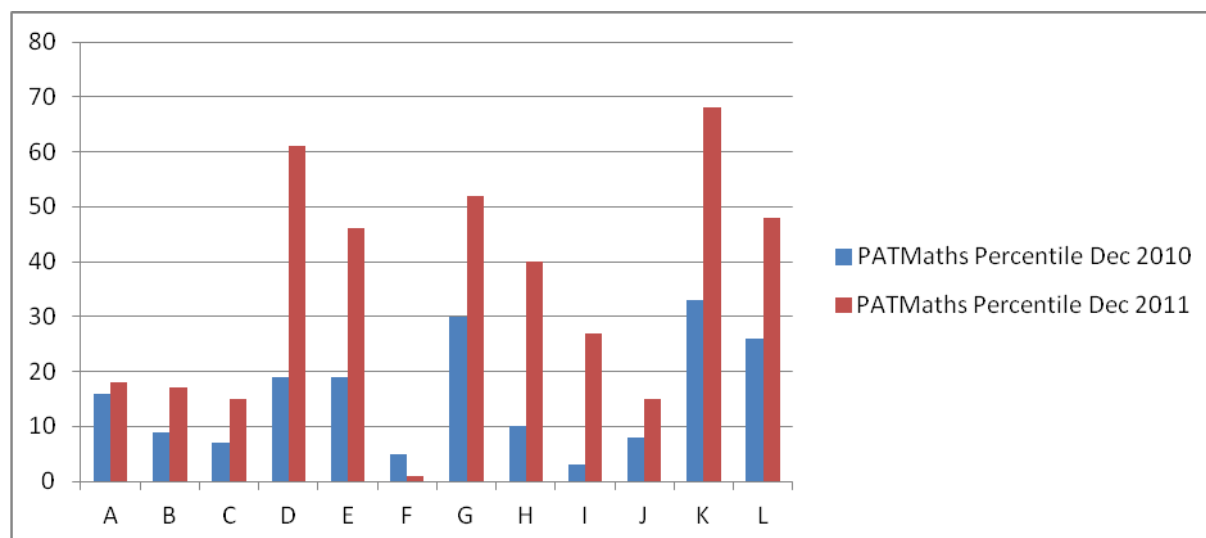
Sheffield Targeted Numeracy Intervention for students in Years 5 to 8

The *QuickSmart* Program targets students in grades 5 to 8 who struggle with numeracy and are well behind their peers as identified through Progressive Achievement in Maths (PATMaths) testing. These students participate in four highly structured lessons per week taken by specially trained teacher aides. The lessons aim to build automaticity in number computations, the theory being that this frees working space in the brain to then allow focus on problem solving. As the year progresses and automaticity increases, specific problem solving strategies are taught.

The outcomes of this program are remarkable with pre and post PATMaths testing showing an average increase of 19 percentile points. Anecdotally students commented about their improved confidence, their ability to work more effectively in general maths classes. Teacher comments also noted the improvement in active participation by these students, who were previously “avoiders”, or were frustrated by lack of understanding.

Pre and post *QuickSmart* program testing

| Student | PATMaths Percentile Dec 2010 | PATMaths Percentile Dec 2011 |
|---------|------------------------------|------------------------------|
| A | 16 | 18 |
| B | 9 | 17 |
| C | 7 | 15 |
| D | 19 | 61 |
| E | 19 | 46 |
| F | 5 | 1 |
| Y | 30 | 52 |
| H | 10 | 40 |
| I | 3 | 27 |
| J | 8 | 15 |
| K | 33 | 68 |
| L | 26 | 48 |



There are many factors that contribute to the success of this program at **Sheffield School**.

Three teacher aides have undertaken the professional learning required for the program. This ensures that the program continues if one of the aides is absent, but more importantly having a spread of skills

across existing staff will contribute to the sustainability of the program over time.

The teacher aides speak very positively about the program, and also how it gives direction and a sense of value and importance to their work.

The school has demonstrated the value of the program through resourcing including leadership of the program by the Assistant Principal, and dedication of a room for QuickSmart. This provides a strong identity for the program and allows for storage and display of resources and student work.

All class teachers of students in the program have attended lessons to familiarise themselves with the program content. This allows teachers to be familiar with learning strategies and language used, and to reinforce this in class lessons. Some of these strategies can also be used in whole class learning.

Student success in QuickSmart is celebrated in the school, with a student honour board, displays of student work, and an end of year celebration for students and parents. Students look forward to lessons and value the program - they have a sense of excitement about being invited into the program.

Showcase – 1 January to 31 December 2011

Ashley School

Ashley School is located within the Ashley Youth Detention Centre. It is the only such centre in the state that houses young people who have been detained by the law. Our students range from as young as 10 years and up to 20 years. Our students can be either held on remand or have been sentenced for a specified time. Their stay can be as little as 1 day to a number of years. The average stay is somewhere around three months. Our students are generally disengaged from school in the community and their literacy and numeracy skills are well below that of their peers in the community. Their family life (if at all) is generally dysfunctional and thus their level of social skills are poor.

Online learning is a totally new concept for students who are detained in a juvenile detention anywhere in Australia.

Reform activity/strategies

Whilst we have seen excellent progress and improvement in many of our low literacy/numeracy students using online learning programs, there are some students in our school who have benefitted greatly from access to online learning and the use of computers being made available to them. They are the first students who are now using a computer in their rooms for supporting study in the evening. The computer does not have internet access on these occasions for obvious reasons but we are now raising the bar for other students to follow. We hope that this is an example for other states to follow.

Some of these students have been with us for a long length of time and have made the most of the opportunities available to them. Some have completed Year 11 and are now working towards completing year twelve with a high TCE score. This would not have been possible for these students without access to computers, the internet and online learning and assessment.

Some students have studied and achieved excellent results in several college and trade certificate subjects that we are unable to offer entirely onsite. Some are currently working towards achieving Certificate 3 and 4 in Personal Training which involves an online theory course including an exam which is completed online and assessed externally. There is also a practical component which can be assessed on site in our gym.

Some students have also begun working on an online Senior First Aid Certificate qualification which was developed in partnership with the Tasmanian E-School and Surf Life Saving Australia.

Using the internet at school students are able to order books and research/reading material from the State Library using the TALIS borrowing system. They are also able to email College teachers to submit assignments, ask questions and gain feedback.

These students have been role models for fellow students at Ashley School, inspiring others to make the most of their educational opportunities. They are able to model how successful online learning can be in working towards gaining certification and qualifications.

We are starting to see a change in the culture of our School with many of our students now aspiring to engage in online learning.

Showcase – 1 January to 31 December 2011

Northern Suburbs Christian School

In 2011 the National Partnership supported teachers and the wider community of Northern Suburbs Christian School (NSCS) to implement approaches that are most effective in improving literacy and numeracy outcomes for their students. This is being achieved through a range of support including

- Administration of performance based, reliable and valid measures for assessment of students skills at entry to school. This also provides identification of students requiring early intervention, and allows for longitudinal tracking of progress – Prep to Year 6.
- Teacher Capacity enhanced through in school support, context specific PL and collegial support.
- National Curriculum – PL support ‘in-school’ and regional meetings. Phase One English and Mathematics implemented and History and Science prepared for implementation.
- The School Education Plan reviewed and implemented
- Principals Group established
- Mental health initiative acknowledging research linking mental health to greater success at school (Flaspohler et al, 2005) continued
- Tailored, whole staff professional learning and network opportunities for teachers at NSCS
- Regular and consistent communication and interaction with parents/care givers and the wider community ongoing.

NSCS is the only independent school in Tasmania supported by the Commonwealth through NP Low SES funding.

Improved Student Outcomes - Three goals NSCS’s Strategic Plan 2010 to 2013 is to

- I. improve the teaching and learning of reading from Kindergarten to Year 6,
- II. prepare the students for the change in text type in the 2011 NAPLAN Writing test
- III. implement a cohesive K -6 Spelling curriculum.

It was agreed that the 2011 NAPLAN data would inform the success in the first stages of achieving the goals and associated value adding. The Year Three NAPLAN data confirmed that the first stage goals had been achieved. The Year Five data illustrated the need to continue to support classroom teachers with IEPs and ways of differentiating curriculum content.

NAPLAN Data for 2009 to 2011 Year 3 Reading.

| | NMS -1 | NMS | NMS +1 | NMS +2 | NMS +3 | NMS +4 |
|------|--------|-----|--------|------------|--------|------------|
| 2009 | | 33% | | 22% | 22% | 22% |
| 2010 | | | 70% | 10% | 10% | 10% |
| 2011 | | | 11% | 44% | | 44% |

The School's mean score 469.0, 59 points above the Tasmanian mean.

Year 5 Reading.

| | NMS -1 | NMS | NMS +1 | NMS +2 | NMS +3 | NMS +4 |
|------|--------|-----|--------|--------|--------|--------|
| 2009 | | 30% | 10% | 20% | 20% | 20% |
| 2010 | 10% | 20% | 50% | 10% | 10% | |
| 2011 | 44% | 22% | 11% | | 11% | 11% |

The School's mean 430.0, 56 points below the Tasmanian mean.

Note:

- In 2011, no students were 'Withdrawn.'
- The 44% in the 2011 Year 5 results include a 'special needs' student, a transient enrolment and three students whose learning is supported by differentiated planning and teacher aide support.
- Year 3 results demonstrate improvement; Year 5 results have not reflected the same growth.

Year 3 Persuasive Writing.

| | NMS -1 | NMS | NMS +1 | NMS +2 | NMS +3 | NMS +4 |
|------|--------|-----|--------|--------|------------|--------|
| 2009 | 11% | | 11% | 44% | 22% | 11% |
| 2010 | | | 10% | 60% | 10% | 20% |
| 2011 | 11% | | 22% | 22% | 33% | 11% |

The School's mean score was 398.0, only two points below the Tasmanian mean.

Year 5 Persuasive Writing

| | NMS -1 | NMS | NMS +1 | NMS +2 | NMS +3 | NMS +4 |
|------|--------|-----|--------|--------|--------|--------|
| 2009 | | 10% | 20% | 60% | | 10% |
| 2010 | | 20% | 60% | 10% | 10% | |
| 2011 | 44% | 11% | 33% | 11% | | |

The School's mean score was 393.0 and the Tasmanian mean was 465.0.

Year 3 Spelling

| 2009 | 22% | | 33% | | 22% | 22% |
|------|-----|-----|-----|-----|-----|------------|
| 2010 | | 10% | 40% | 30% | 20% | |
| 2011 | 11% | | 11% | 22% | 11% | 44% |

The School's mean score was 432.0, 38 points above the Tasmanian mean.

Year 5 Spelling

| | | | | | | |
|------|-----|-----|-----|-----|-----|-----|
| | | | | | | |
| 2009 | | 30% | 30% | 20% | 10% | 10% |
| 2010 | 10% | 30% | 40% | 20% | | |
| 2011 | 44% | | 22% | 11% | 22% | |

The School's mean score was 422.0, which was 50 points below the Tasmanian mean.

NSCS staff reported confidence that NAPLAN data would continue to demonstrate improvement, and teacher capacity would continue to develop.

Sustainability

All NP schools are charged with ensuring that strategies in place are sustainable after the life of the National Partnerships.

All schools are committed to improving the literacy and numeracy outcomes of all students. To achieve this schools will continue to:

- Use strategies and programs which have been successful for targeting students below benchmark in numeracy and literacy in 2010 and 2011.
- Align school improvement plans to the department's Strategic Plan and the Literacy and Numeracy Framework
- Ensure all teachers have high expectations of their students
- Use data to inform planning
- Utilise successful coaching and mentoring strategies
- Build the capacity of teachers to plan and deliver quality literacy and numeracy opportunities for students
- Develop staff learning plans to enable teacher development and goal alignment to be linked to school and federation improvement plans
- Share their learning across the eleven networks
- develop and maintain whole school community awareness

The department will:

- Ensure statewide programs such as *Launching into Learning* and *Raising the Bar Closing the Gap* which are showing positive outcomes continue to be rolled out and refined.
- Continue to provide professional learning teachers around using evidence to plan for and support student learning
- Provide relevant and timely data to schools and useful tools such as the new NAPLAN toolkit
- Provide professional learning to new and aspiring leaders through the Professional Learning

Institute.

From 2012, Tasmania is undertaking an innovative reform guided by the department's Strategic Plan 2012–2015—Learners first, connected and inspired. Four Learning Services will be reduced to three and eleven networks of schools will be established. The network structure will support school and system improvement, improved student learning outcomes and reform into the future..

Eleven Principal Network Leaders across the state will be accountable for approximately twenty schools each.

Section 5 – Research and Evaluation

Research in relation to any of your SSNP activities in the last 12 months?

The Tasmanian Department of Education has an exemplary data collection and analysis capacity through its Educational Performance Services (EPS). Schools are supported by the provision of extensive data sets, and information to enable them to make best use of their data in order to inform priorities for action and effort.

In relation to NAPLAN all schools, including non-government sector schools, are supported by EPS staff to understand and use their data.

Schools and groups of schools are undertaking action research in areas of priority. Those schools who have participated in Performance Edge consultancy are especially active in this regard

Through its National Literacy and Numeracy pilot Raising *the Bar Closing the Gap*, the DoE engaged the University of Tasmania to undertake an extensive evaluation of that initiative. The final paper *Advancing Literacy in Tasmanian Primary Schools* was presented to the Department of Education and the Minister for Education and Skills This evaluation has been instrumental in informing ongoing and future NP and state based strategies and activity.

Briefly describe the status of your state-based SSNP evaluation activity. How has this progressed over the last 12 months?

A broad approach to Tasmania's state based evaluation of the SSNPs was developed in 2009. This approach was to involve a strategic evaluation of one aspect of Tasmania's implementation of these NPs – schools working together through networks and federations.

A recurring feature of Tasmania's Implementation Plan across all three Smarter Schools NPs has involved schools combining as federations or networks, in partnership with their extended school communities, to provide integrated support to students and their families. In recent months, Tasmania, like the Commonwealth, has rethought its evaluation strategy.

From 2012, Tasmania is undertaking an innovative reform guided by the department's Strategic Plan 2012–2015—Learners first, connected and inspired. Four Learning Services will be reduced to three and eleven networks of schools will be established. The network structure will support school and system improvement, improved student learning outcomes and reform into the future.

Eleven Principal Network Leaders across the state will be accountable for approximately twenty schools each.

Tasmania has commissioned Professor Brian Caldwell to undertake an evaluation of the department's implementation of selected initiatives in the implementation of the Strategic Plan 2012–2015. The department has adopted four strategies to help build capacity to achieve intentions in these plans; one of which is the appointment of the Principal Network Leaders to support and develop leadership through a mentor/coach model.

Funding has been allocated to the evaluation for 2012 -2014.

Section 6 – Milestone Reporting Quality NP

Improving Teacher

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> |
|--|--|--|---|
| Nil | | | |

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> |
|---|--|--|---|
| 90 percent of Department of Education (DoE) principals participating in Leading for High Performance programs by 2012 | <p>Achieved</p> <p>The Department of Education places high value on recognising, rewarding and retaining the range of skilled and diverse employees who work across the Department. Section 34(1) (g) of the Tasmanian State Service Act 2000 requires all Agencies to develop and implement systems to evaluate the performance of employees and Commissioner's Direction No.4 establishes the minimum standard for such systems: Leading for High Performance (schools) and Managing for High Performance (non-schools).All DoE principals are participating in Leading for High Performance Programs in 2012 under the direction of their Principal</p> | | |

| | | | |
|--|--|--|--|
| | Network Leaders. | | |
| Specific qualification career pathway assistance developed and offered to Aboriginal Education Workers by 2011 | <p>Achieved</p> <p>An updated statement of duties for AEWs was developed in 2011 ready for implementation in 2012.</p> <p>A new drop down tool has been added to the employee self service HR tool for employees to indentify themselves as Aboriginal or Torres Strait Islanders.</p> <p>Specific PiTE placements are reserved for Aboriginal students.</p> <p>Persons identifying as Aboriginal and Torres Strait Islander are encouraged to attend professional development for new and aspiring principals.</p> <p>The Lucy Beeton Scholarship for Aboriginal teachers will be launched by the Premier of Tasmania in July 2012.</p> | | |
| Details of career pathway assistance for Aboriginal Education Workers will be made available to the Australian Government by 2011 | Not achieved to date due to a delay in setting up the Lucy Beeton Scholarship. | The Australian Government will be advised at the time of the launch of the Lucy Beeton Scholarship in July 2012. | |
| Postgraduate course framework developed in conjunction with University of Tasmania with 200 scholarship unit places filled in 2010 | <p>Achieved</p> <p>Within the post graduate course framework developed in conjunction with the University of Tasmania, Paul Barnett (Executive director Planning and Development) advised there were 267 scholarship unit places filled in 2010.</p> | | |
| At least 20 teachers and school leaders completed coaching / feedback courses by 2011 | <p>Achieved</p> <p>In 2011 40 teachers and school leaders participated in the eight day Cognitive Coaching course that also addressed the</p> | | |

| | | | |
|---|--|---|--|
| | provision of professional feedback. | | |
| Reward Reform 1: Improved pay dispersion to reward quality teaching - Department of Education (DoE) Accomplished Teacher budget submission completed and prepared for Cabinet approval process July 2011 | Achieved The Accomplished Teacher budget submission was completed and prepared for the Cabinet approval process by June 2011. | | |
| Reward Reform 1: Improved pay dispersion to reward quality teaching - budget proposal developed by Tasmanian Catholic Education Office (TCEO) outlining how colleague teachers involved in the TCEO School Centres of Excellence will be rewarded | Achieved The Tasmanian Catholic Education Office developed a budget proposal outlining how colleague Teachers involved in the TCEO Schools Centres of Excellence will be rewarded. Colleague teachers in two TCEO school centres of excellence will receive the time release and allowance commensurate with a 'level 1' leadership point. | | |
| Reward Reform 3: Improved in-school support for teachers and leaders, particularly in disadvantaged indigenous, rural / remote and hard-to-staff schools - resourcing review completed 2010 | Resourcing review phase one completed 2010 By end of Phase 1 the Review had agreed on: <ul style="list-style-type: none"> • A new measure for socio-economic disadvantage for schools • An agreed approach to the resourcing of schools that included: • The adoption of a generic 'base' funding package that should provide all schools with the fundamental resourcing that is necessary to operate a school; • The implementation of a very limited number of supplementary resource allocations to address specific equity issues including: students with disabilities, socio-economic disadvantage and location • The potential for individual targeted | Further work on school autonomy / school management models, particularly to increase the flexibility that schools have in relation to the use of staffing resources, and timeline | |

| | | | |
|---|---|--|--|
| | <p>strategies to be implemented on a stand-alone basis with their own allocative principles and with their own accountability</p> <p>Greater emphasis on accountability for educational outcomes based on clear strategic direction</p> | | |
| <p>Reward Reform 3: Improved in-school support for teachers and leaders, particularly in disadvantaged indigenous, rural / remote and hard-to-staff schools - salary payments, in addition to regular salary, will be targeted to support out of school hours professional learning</p> | <p>Achieved</p> <p>In the Department of Education, in the delivery of its <i>Raising the Bar Closing the Gap</i> initiative, all participating schools were allocated funding to support an additional five days professional learning for every fte teacher on the schools staffing profile. Low Socio-economic index and student outcome data determined school selection for participation.</p> <p>Teaching staff were paid in addition to their regular salaries.</p> <p>This professional learning included University summer school study as well as attendance at conferences and professional learning provided over vacations and weekends.</p> <p>Over 1200 teachers received additional payments over the three year period 2009–2011.</p> | | |
| <p>Reward Reform 5: Continual improvement program for all teachers - establishment of a specific program (PiTE) for teacher education in partnership with University of Tasmania (70 student teachers recruited to program by 2011)</p> | <p>Achieved</p> <p>PiTE is a Department of Education specific program for teacher education in partnership with the University of Tasmania (UTas).</p> <p>By April 2011, 68 scholarship holders had commenced with the PiTE program. A further</p> | | |

| | | | |
|--|--|--|--|
| | <p>24 were recruited by November 2011.</p> <p>By November 2011, 92 pre-service teachers have been recruited to the PiTE teacher education partnership program with UTAs; surpassing the milestone target.</p> | | |
| <p>Reward Reform 5: Continual improvement program for all teachers - mentors for beginning and early career teachers in place. (Ten College Teachers in place by 2011)</p> | <p>Achieved</p> <p>Through the PiTE program the support and development of mentoring and coaching of pre-service teachers and early career teachers was guided and supported. In 2011 there were nine mentors in place with responsibility for the small teams of pre-service teachers in each school plus an additional 20 Colleague Teachers in whose classes the pre-service teachers spent the additional time supported by the PiTE program.</p> <p>In the Tasmanian Catholic Education (TCEO) sector, an early career teacher mentoring program was delivered through a coaching model for leaders in schools. Approximately 30 TCEO school leaders trained as coaches. TCEO report that of these 30, 18 are Mentors for early career teachers</p> | | |
| <p>Reward Reform 5: Continual improvement program for all teachers - improved induction programs for aspirant, new and established leaders (120 participants in program by 2011)</p> | <p>Achieved</p> <p>Through the Department of Education statewide induction and leadership programs for aspirant, new and established leaders have been designed and implemented since 2009. Programs were offered to both government and non-government schooling sectors. Feedback from participants has ensured improvement and relevance of the programs.</p> <p>257 participants attended programs offered in 2011 (see attachment)</p> | | |

| | | | |
|--|---|--|--|
| | A 'Thoughtful Leadership' program was developed and supported in the Catholic sector for new and established leaders. | | |
|--|---|--|--|

Section 6 – Milestone Reporting

Low SES School Communities NP

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

| Milestone (state and territories may wish to identify whether the milestone relates to all sectors or a particular sector within their jurisdiction). | Detail of achievement against milestone. <i>Quantitative and Qualitative</i> | If not achieved or partially achieved, reasons why. <i>Qualitative</i> | Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i> |
|---|--|--|--|
| Planning, monitoring and reporting mechanisms for SES 6 developed | Tasmania has redesigned SES 6 to better support all NP schools and meet the needs of all Tasmanian students. | <p>From 2012, Tasmania is undertaking an innovative reform guided by the department's Strategic Plan 2012–2015—Learners first, connected and inspired. Four Learning Services will be reduced to three and eleven networks of schools will be established. The network structure will support school and system improvement, improved student learning outcomes and reform of all schools into the future.</p> <p>Eleven Principal Network Leaders across the state will be accountable for approximately twenty schools each.</p> | An evaluation of the network structure has been commissioned by Tasmania. (see research and evaluation). |
| SES 7 Polytechnic / Academy Transition implementation plan developed and published | <p>Achieved</p> <p>This milestone has been achieved by the two participating TCEO schools.</p> | . | o |

| | | | |
|--|---|--|--|
| | <p>This milestone has been achieved by the Department of Education.</p> <p>An implementation plan has been developed and published and will be implemented from 2012.</p> | | |
|--|---|--|--|

Part 2 - Milestones in Annual Report - Achieved | 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> |
|--|---|---|---|
| National Partnership 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 | <p>Achieved</p> <p>All schools have provided NP annual progress reports</p> | | |
| An online resource bank established through the Flexible Learning School Strategy (SES4) from contributions state wide and accessed by teachers | Partially achieved | Resources exist that have been co-developed through partnerships statewide. Copies are available to schools on request through the eSchool Startup Support Services. They will be migrated to the resource bank within the Department's new Virtual Learning Environment (VLE) when it is no longer in trial status (end 2012). | <p>Targeted digital resources including student-ready units of work are being migrated from the current Learning Management System to the Department's new Virtual Learning Environment.</p> <p>Resources targeted are those aligned to DoE strategic priorities and with widest applicability statewide.</p> <p>Configuration details for the appropriate parts of the VLE and ways of tagging to Australian Curriculum and being designed during the trial.</p> |
| An online resource bank established through the Flexible Learning School Strategy (SES4) from contributions state wide and accessed by teachers | Partially achieved | | |
| Polytechnic / Academy (Tasmanian | Achieved | | |

| | | | |
|--|--|--|--|
| <p>Catholic Education Office (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</p> | <p>All schools undertaking SES 2 are implementing specific planned initiatives to improve retention. All secondary schools are in conversation with their receiving colleges. All SES 2 schools are supported as well through the implementation of SES 7.</p> | | |
| <p>Progress towards the 2015 retention target (SES7) is positive and the 2011 National Partnership schools target has been achieved</p> | <p>Achieved The direct retention rate of students retained from Year 10 to Year 11 has increase from 65.8% in 2010 to 72.1% in 2011.</p> | <p>It is difficult to measure progress towards the COAG 2015 attainment target at this point in time as issues have been identified with the reliability of the measuring (Survey of Education and Work) used to assess achievement of the target.</p> | |
| <p>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</p> | <p>Achieved all schools participating in Low SES 1, 2, 3 and 5 have strategies in place to better engage parents and community, especially Indigenous families.</p> | | |
| <p>Round 3 schools prioritised and informed of participation in 2012 School Improvement Reform through Intervention (SES 6)</p> | <p>From 2012, Tasmania is undertaking an innovative reform guided by the department's Strategic Plan 2012–2015—Learners first, connected and inspired. Four Learning Services will be reduced to three and eleven networks of schools will be established. The network structure will support school and system improvement, improved student learning outcomes and reform of all schools into the future.</p> <p>Eleven Principal Network Leaders across the state will be accountable for approximately twenty schools each.</p> <p>This reform meets the requirements of SES 6 Improvement Reform through</p> | | |

| | | | |
|--|---------------|--|--|
| | Intervention. | | |
|--|---------------|--|--|

Section 6 – Milestone Reporting

Literacy and Numeracy NP

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

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

Part 2 - Milestones in Progress 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> |
|--|--|--|--|
| Progress towards negotiated 2011 improvement targets as agreed in the Measures, Targets & Rewards Template - reward payment based on | Of Tasmania's 16 targets, 7 (44%) were assessed as A-achieved, 3 (19%) were assessed as B-partially achieved, and 6 (38%) were assessed as C-not achieved. | | |

| | | | |
|---|--|--|--|
| <p>extent to which negotiated targets are met and weighed</p> | <p>Some key observations from Tasmania's performance include:</p> <ul style="list-style-type: none">• targets were met for improving proportions of students in participating schools meeting minimum standards in reading, primary numeracy, and Indigenous students, but were not met for secondary numeracy (Years 7 and 9)• targets for improving the mean scores based on all students tested in participating schools were met at Year 5, but not for secondary years (Years 7 and 9 reading and numeracy)• targets for improving attendance were not met; partial progress towards targets were observed for Year 6 and 7 measures since 2009, but values represent decline since 2008. | | |
|---|--|--|--|

Section 7 – Performance Indicators for Identified Cohorts NP

Low SES School Communities

Clause 20 of the Low SES School Communities NP Agreement provides for reporting on outcomes for identified cohorts, where possible and appropriate. Identified cohorts include Indigenous students, students with a disability, students with other additional learning needs, students from a non-English speaking background, refugees and homeless students.

A separate Excel spreadsheet is provided for the provision of data.

Attached

Section 8 – State Performance Measures NP

Low SES School Communities

This section will be pre-populated by DEEWR, based on the Low SES NP performance measures identified by states/territories in their Bilateral Agreement/Final Implementation Plan.

Relevant Tasmanian performance measures, across the Smarter Schools National Partnerships include:

- NAPLAN data for all students participating in National Partnership strategies ^{Baseline 2008}
 - *NAPLAN data supplies for Low SES and LNNP schools separately in other sections.*
- Disaggregated NAPLAN data for Indigenous students participating in National Partnership strategies ^{Baseline 2008}
 - *data supplies for Low SES and LNNP schools separately in other sections.*
- Disaggregated NAPLAN data for Low SES students participating in National Partnership strategies ^{Baseline 2008}
 - *data supplies for Low SES and LNNP schools separately in other sections.*
- Attendance and retention data for students participating in National Partnership strategies ^{Baseline 2009}
 - *attached*
- Attendance and retention data for Aboriginal students participating in National Partnership strategies ^{Baseline 2009}
 - *attached*
- Retention and certificate completion rates ^{Baseline 2008}
 - *retention data attached*

- *Tasmania no longer reports certificate completion rates*
- The proportion of Indigenous students completing Year 10 ^{Baseline 2008}
- *Tasmania no longer reports against this measure*
- Progress against Tasmanian Curriculum achievement standards ^{Baseline 2009}
- Levels of student, parent and staff satisfaction ^{Baseline 2008}
 - *attached*
- 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.
 - *See attachments*

Attendance, retention and Tas curriculum assessments for Low SES School Communities NP

Tasmanian Low SES schools (government) Summary 2007-2011 – All students

| Category | Measurement | 2007 | 2008 | 2009 | 2010 | 2011 |
|----------------------|---|------|------|------|------|------|
| Student attendance | Rate of student attendance (%) | 90.1 | 89.5 | 87.7 | 89.1 | 87.9 |
| Student retention | Rate of students retained Year 10 to Year 11 (direct) (%) | 58.4 | 58.3 | 61.3 | 65.8 | 72.1 |
| Staff satisfaction | Index of staff general satisfaction | 6.3 | 6.4 | 6.8 | 6.7 | 6.8 |
| Parent satisfaction | Percentage of parents generally satisfied | 80.8 | 86.8 | 86.5 | 84.9 | 85.9 |
| Parent satisfaction | Index of parent satisfaction with reporting | 68.3 | 78.4 | 81.3 | 83.0 | 82.2 |
| Student satisfaction | Index of student general satisfaction | 7.4 | 7.2 | 7.3 | 7.1 | 7.3 |

Tasmanian Low SES schools (government) Summary 2007-2011 – Aboriginal students

| Category | Measurement | 2007 | 2008 | 2009 | 2010 | 2011 |
|--------------------|---|------|------|------|------|------|
| Student attendance | Rate of student attendance (%) | N/A | 86.7 | 85.0 | 86.4 | 85.0 |
| Student retention | Rate of students retained Year 10 to Year 11 (direct) (%) | N/A | 43.2 | 55.6 | 58.4 | 64.0 |

Progress against Tasmanian curriculum

English-literacy

| Year | Prep | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 |
|------|------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| 2009 | 2.7 | 3.7 | 4.5 | 5.3 | 6.1 | 6.9 | 7.7 | 8.5 | 9.4 | 10.3 | 11.3 |
| 2010 | 2.6 | 3.7 | 4.5 | 5.3 | 6.1 | 7.0 | 7.8 | 8.6 | 9.3 | 10.5 | 11.3 |
| 2011 | 2.7 | 3.6 | 4.5 | 5.3 | 6.1 | 7.0 | 7.8 | 8.6 | 9.4 | 10.3 | 11.5 |

Mathematics-numeracy

| Year | Prep | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 |
|------|------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| 2009 | 2.7 | 3.7 | 4.5 | 5.3 | 6.2 | 7.0 | 7.8 | 8.7 | 9.6 | 10.6 | 11.4 |
| 2010 | 2.6 | 3.6 | 4.5 | 5.3 | 6.2 | 7.1 | 7.9 | 8.7 | 9.5 | 10.6 | 11.5 |
| 2011 | 2.7 | 3.6 | 4.4 | 5.3 | 6.2 | 7.1 | 7.9 | 8.8 | 9.5 | 10.5 | 11.5 |

Average end of year ratings for students enrolled at low SES schools

DoE QuickSmart Tasmania – 2010/2011

| | |
|---|--|
| <p>Learning Service North West</p> <p>Burnie High, Table Cape Primary, Spreyton Primary, Edith Creek Primary, Smithton High, Parklands High, Smithton Primary, Acton Primary, Brooklyn Primary, Havenview Primary, Montello Primary, Ridgley Primary, Upper Burnie Primary, West Ulverstone Primary, Wynyard High, Ulverstone Primary, Rosebery District High, Sheffield School</p> <p>18 schools in LSNW</p> <p>Please note: Acton Primary, Brooklyn Primary and Upper Burnie Primary have combined to become Romaine Park Primary from Jan 2011.</p> <p>Manager Learning : Jodee Wilson jodee.wilson@education.tas.gov.au</p> | <p>Learning Service North</p> <p>Waverly Primary, Ravenswood Heights Primary, Mayfield Primary</p> <p>3 schools in LSN</p> <p>Manager Learning : Craig Tyeson craig.tyeson@education.tas.gov.au</p> |
| <p>Learning Service South</p> <p>Abbotsfield Primary, Goodwood Primary, Montrose Bay High, Moonah Primary, Mt Faulkner Primary, Rosetta Primary, Springfield Gardens Primary</p> <p>7 schools in LSS</p> <p>Please note: Abbotsfield Primary and Mt Faulkner Primary have combined to become Windermere Primary from Jan 2011</p> <p>Manager Learning : Judy Travers judy.travers@education.tas.gov.au</p> | <p>Learning Service South East</p> <p>Herdsmans Cove Primary, Gagebrook Primary, East Derwent Primary, Dodges Ferry Primary, Sorell School</p> <p>5 schools in LSSE</p> <p>Please note: Herdsmans Cove, Gagebrook Primary and East Derwent Primary are part of the Jordan River Learning Federation from Jan 2011.</p> <p>Manager Learning : Lucy Fisher lucy.fisher@education.tas.gov.au</p> |

Federations 2011

Circular Head Federation

Smithton Primary (funded)
Edith Creek Primary School
Forest Primary School
Stanley Primary School
Redpa Primary School

East Coast Cluster

Winnaleah District High School
St Marys District High School
St Helens District High School
Campbell Town District High School
Avoca Primary School
Fingal Primary (amalgamated with St Mary's Primary School)
Branxholm Primary School (amalgamated with Winnaleah DH)

East Tamar Federation

Brooks High School
Rocherlea Primary School
Mayfield Primary School
Invermay Primary School
Mowbray Heights Primary School

Wellington Alliance

Cosgrove High School
Glenorchy Primary School
Goodwood Primary School
Springfield Gardens Primary School
Timsbury Road School

Jordan River Learning Federation

Campuses:
JRLF senior school
JRLF middle school
Gagebrook Primary School
Herdsmans Cove Primary School
East Derwent Primary School

Centres of Excellence 2011

DoE

Brooks High

Reece High

St Leonards Primary

Sheffield School

Montrose Bay High

Rokeby High

Herdsmans Cove Primary

Rokeby Primary

Moonah Primary

Two TCEO Centres of Excellence

Professional Learning programs for principals and teachers offered in 2011

| Program | Participants |
|---|---------------------|
| Leadership Starts from Within (South) | 27 |
| Leadership Starts from Within (North) | 32 |
| Leading Others (North-West) | 17 |
| Inclusive Leadership | 12 |
| Leading Teaching & Learning (North) | 39 |
| Leading Teaching & Learning (South) | 19 |
| Shadowing Program | 20 |
| Principal Induction Program (new principals) | 17 |
| AITSL Programs (received funding by submission) | |
| National Teaching Standards for Principals (North-West) | 18 |
| National Teaching Standards for Teachers (South) | 19 |
| National Teaching Standards for Teachers (North) | 39 |

IST Performance Indicators in Primary Schools (PIPs)

Support provided for schools and teaching staff implementing Performance Indicators in Schools (PIPS) in the independent sector has been accessed by at least 75% of schools – please see list of schools below:

| |
|---|
| Calvin Primary School |
| Channel Christian School |
| Emmanuel Christian School |
| Fahan School |
| Hilliard Christian School |
| Leighland Christian School – Burnie |
| Leighland Christian School – Ulverstone |
| Northern Suburbs Christian School |
| John Calvin School |
| The Cottage School |
| The Friends' School |
| The Hutchins School |
| St Michaels Collegiate School |
| Southern Christian College |
| Circular Head Christian School |
| Devonport Christian School |
| Geneva Christian College |
| Launceston Church Grammar School |
| Launceston Preparatory School |
| North West Christian School |
| Seabrook Christian School |
| Eastside Lutheran College |
| Trinity College |

MULTILIT in independent schools 2010 and 2011
(representing 79% of IST schools)

**IST Schools Trained in MULTILIT Feb/March
2010**

| |
|--|
| Seabrook Christian School |
| The Friends' School |
| Emmanuel Christian School |
| Southern Christian College |
| Calvin Primary School |
| Hilliard Christian School |
| Peregrine School |
| Devonport Christian School |
| John Calvin School |
| Leighland Christian School - Ulverstone |
| North West Christian School |
| Trinity College |

**IST schools trained in MULTILIT
in 2011**

| |
|------------------------------------|
| Channel Christian School |
| Fahan School |
| Leighland Christian School- Burnie |
| Northern Suburbs Christian School |
| St Michaels Collegiate School |
| Lambert School |
| Circular Head Christian School |
| Launceston Christian School |
| Launceston Church Grammar School |
| Launceston Preparatory School |
| Scotch Oakburn College |
| Eastside Lutheran College |
| Tarremah Steiner School |
| The Cottage School |
| The Hutchins School |

Participating Schools in SSNP Low SES 2011

| Government Sector-allocated 96.16% Low SES funding | | |
|---|--|---|
| SES 1 Federations Cosgrove High Glenorchy Primary Goodwood Primary Moonah Primary Springfield Gardens Primary Timsbury Road School Jordan River Learning Federation Brooks High Rocherlea Primary Mayfield Primary Invermay Primary Mowbray Heights Primary Winnaleah District HS St Mary's District HS Campbell Town DHS Avoca Primary Fingal Primary Branxholm Primary Smithton Primary | SES 2 Secondary Renewal Montrose Bay High New Norfolk High Parklands High Triabunna DHS Mountain Heights DHS Reece High St Helens DHS Queechy High Dover DHS Wynyard High Sheffield School SES 3 Extended and Integrated Service Geeveston DHS Clarendon Vale Primary Port Dalrymple Primary Beaconsfield Primary South George Town Primary Montello Primary SES 6 Reform through Intervention Rosebery DHS | SES 5 Individual Low SES School Reform Bruny Island District School Windermere Primary Bowen Road Primary Fairview Primary Geilston Bay High Glenora DHS Kempton Primary Maydena Primary New Norfolk Primary Oatlands DHS Risdon Vale Primary Rokeby High Rokeby Primary Tasman District School Waratah Primary Westerway Primary Ravenswood Heights Primary Waverley Primary Rosebery District HS West Ulverstone Primary Zeehan Primary West Somerset Primary Railton Primary Hillcrest Primary Table Cape Primary Warrane Primary East Devonport Primary Romaine Park Primary |

| Catholic sector -allocated 3.71% Low SES funding | Independent sector -allocated 0.13% Low SES funding |
|---|--|
| Star of the Sea Catholic College SES 2 & 7 St Paul's Catholic School SES 5 John Paul II Catholic School SES 5 St James Catholic College SES 2 & 7 (not on DEEWR list. Rationale for selection provided above) | Northern Suburbs Christian School SES 5 |

Participating School in SSNP Literacy and Numeracy 2011

| Participating schools within networks Government sector Catholic sector – 8 networks 3 networks | | | |
|---|--|--|--|
| Montrose Bay High Cosgrove High Glenorchy Primary Goodwood Primary Moonah Primary Springfield Gardens Primary Rosetta Primary Austins Ferry Primary Windermere Primary | Jordan River Learning Federation Geilston Bay High Bagdad Primary Brighton Primary Risdon Vale Primary | New Norfolk High Fairview Primary New Norfolk Primary | Dominic College Holy Rosary Catholic School St Paul's Catholic School |
| Parklands High Romaine Park Primary Havenview Primary Montello Primary Ridgely Primary | Rokeby High Rokeby Primary Clarendon Vale Primary Lauderdale Primary | Rosebery District High | St Patrick's College St Finn Barr's Catholic School |
| Brooks High Invermay Primary Mayfield Primary Mowbray Heights Primary Rocherlea Primary | Queechy High Ravenswood Heights Primary St Leonards and Waverley Primary Punchbowl Primary Norwood Primary East Launceston Primary | Sacred Heart College Immaculate Heart Of Mary School | |