



Australian Government

TASMANIA



IMPLEMENTATION PLAN

National Partnership for Improving Teacher Quality

National Partnership for Literacy And Numeracy

National Partnership for Low Socio-Economic Status
School Communities



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The Smarter Schools National Partnership on Low SES School Communities, Literacy and Numeracy and Improving Teacher Quality, are joint initiatives between the Australian and Tasmanian Governments.

The Tasmanian approach

The Education and Skills Tasmania 2009-2012 *Learner at the Centre* strategic plan states that its overarching goal for Tasmanians will be achieved by:

- Having high expectations and providing personalised and differentiated learning opportunities **for every student**.
- Ensuring that in **every school** a Literacy & Numeracy Improvement Plan informed by school and student outcome data, specifies school improvement priorities, establishes targets, and implements action through evidence based strategies and interventions.
- **Using data** to determine priorities and resource allocation, at a system and school level.
- Developing a **high quality teacher workforce** in which all teachers have the essential skills, knowledge and pedagogy to enable every student to acquire the skills and knowledge that they need in order to learn.
- Implementing the Smarter Schools National partnerships **to achieve state and national reforms**.

Cross sector involvement

The Department of Education (DoE), the Tasmanian Catholic Education Office (TCEO) and the Association of Independent Schools Tasmania (AIST) will work together to progress the National Partnership reforms. All sectors share the aspiration of a brighter future for Tasmanian students, with a focus on Indigenous students, and will make efforts collectively and individually, as appropriate, given the variety of strategies to be implemented.

DoE schools in Tasmania are organised into Learning Services – South, South East, North and North West. There are just over 200 schools in the Tasmanian government system. This number will fall below 200 over 2010 and 2011 as schools begin the process of merging, closing, and establishing federations. During the development of school level plans or federation plans, and at all stages of the implementation of initiatives and programs, each Learning Service through the Managers Learning will provide professional support, knowledge, skills and feedback to Principals and schools.

Catholic Education Tasmania (TCEO) includes 37 schools and colleges. There are 13 secondary colleges, three 'systemic' (under the governance of the TCEO), four are congregation-owned and six are under the governance of the Archdiocese. All primary schools are systemic, under the governance of the TCEO (Tasmanian Catholic Education Office.) Support for all schools under the NPs will be provided by Regional Directors – North, Northwest and South, Education Officers in each region, and the Senior Consultant for Secondary Colleges. Regional Directors lead regional teams who are aware of the needs of individual schools, students and principals.

The Association of Independent Schools Tasmania (AIST) comprises 37 independent schools across the state. The AIST has a small administrative team that provides support to the schools. Unlike other sectors the majority of these schools function autonomously. Independent schools comply with state and federal education regulations.

Both AIST and TCEO are supported in data collection and analysis by Educational Performance Services in the Department of Education.

This Smarter Schools National Partnerships Implementation Plan had been developed collaboratively by a NP Project Development Team with representation from all three schooling sectors.

Funds for all Smarter Schools National Partnerships will be received by the Tasmanian Department of Education and allocated to the non-government schooling sectors as described in a Memorandum of Understanding agreed between the three schooling sectors.

Reform initiatives / strategies implemented

A multi-strategy approach will be delivered through the Smarter Schools National Partnerships in a way that complements, and builds on, successful initiatives already in place across the three schooling sectors.

Smarter Schools National Partnership for Low SES School Communities

Tasmania is implementing seven Low SES School Communities strategies:

- Formal Federations
- Secondary Renewal
- Extended & Integrated Service Delivery in Low SES communities
- Flexible Learning School
- Individual Low SES School Reforms
- School Improvement Reform through Intervention
- Polytechnic/Academy Transition Initiative (Year 10-11 Transition Initiative in the Catholic sector).

Government, Independent and Catholic schools participating in the National Partnerships have selected to participate in one of the four school based Tasmanian strategies and, according to the nature of the strategy undertake a process with their Learning Service (DoE), Regional Office(TCEO) or Manager (AIST).

Four strategies are school based and designed and implemented at the school/federation/network level. These four strategies are:

- **Formal Federations** – schools will unite as federations and will implement locally designed innovative and flexible school organisational arrangements that will lead to improved outcomes for students and better opportunities for teachers to improve their teaching practice. Actions will include changes to school leadership and governance models, progression towards global budgeting and increasing school and community partnerships. A federation focus on, and common approach to, improving literacy and numeracy student outcomes, building capability of teachers and increasing capacity to personalise learning for students will be evident in planning and implementation. Federations are initially funded for three years, with a further two years funding available subject to the achievement of targets, milestones and an ambitious forward plan.
- **Secondary Renewal** – networks of three or more high and district high schools will work collaboratively on a set of agreed school capabilities, with a goal to improving specific outcomes for all students. Leadership team development, building capability of teachers and sustainability are to be core features. Improving attendance and supporting transition from Year 10 – Year 11 will be priorities. Networks will develop their renewal strategy on improving performance in the following criteria – rigor, relevance, relationships, recognition and responsibility. Schools are funded under this strategy for four years.

- **Extended & Integrated Service Delivery in Low SES communities** – the intent of this strategy is to enable a sustainable model through which schools develop and maintain external partnerships with parents, other schools, businesses and communities in order to provide access to extended services through a full service school. This strategy will focus on schools with links to major infrastructure such as Learning and Information Centres (LINC)s, Child and Family Centres (CFCs) and Trade Training Centres. It is expected that funding will support integrating existing extended service delivery, improving partnerships, coherent curriculum and learning offerings, including health and wellbeing, across the stages of schooling as well as outreach support for families and professional learning for staff to enable more effective home, school and community relationships. Schools are funded under this strategy for four years.
- **Individual Low SES School Reforms** - Focus will be on providing innovative and tailored learning opportunities according to the student learning context of individual schools. Using school and student data, and through consultation with sector Managers, evidence based strategies to address priority areas of identified need will be implemented. Approaches must address improvement targets for literacy and numeracy. DoE schools will specifically address one School Improvement Report Measurement category. Schools are funded under this strategy for four years.

Three systemic strategies will work in concert with, and complement, the school based strategies providing innovative opportunities for schools to action improved school and student achievement. They are:

- **Flexible Learning School (DoE)** - focus will be on developing a connected and robust e-learning flexible provision for students, including those unable to attend mainstream schools, highly able students and those disengaged and at risk of disengaging. Flexible Learning Tasmania will provide a network hub within the Department of Education. This hub will work as a networked organisation developing, delivering, supporting and co-ordinating flexible learning to students state-wide. The strategy will result in a network of teachers and schools that connect existing and emerging local providers to form a learning community that will develop the capacity of teachers and schools. This strategy is funded for the life of the National Partnership, with higher levels of funding in the first two years.
- **School Improvement Reform through Intervention (DoE)** - This strategy is to be implemented in government schools. Focus will be on ensuring that every Tasmanian government school student, irrespective of which school they attend, experiences quality schooling. Using School Improvement Report data schools will be identified for intervention by their Learning Service. A team will be appointed to work directly with the schools' leadership team to build their capability to affect evidence-based improvement strategies. This strategy supports the Student at the Centre policy of having a service model which nurtures and supports schools, recognising that principals are responsible for the quality of learning in their school and for school improvement through whole school leadership. This strategy is funded for the life of the National Partnership.

- **Polytechnic/Academy Transition Initiative** - This strategy will be delivered in every National Partnership government high school. This strategy will focus on building cooperation, collaboration, professional learning teams and relationships among schools and campuses to support student transition from Year 10 into Year 11. The strategy requires schools and campuses/colleges to work together assessing the current situation and planning for improvement. Innovative and creative means by which to improve retention to Year 11 is expected. A similar strategy, the Year 10-Year 11 Transition Initiative, will be implemented in two Low SES schools from the Catholic sector. This strategy is funded for the life of the National Partnership.

Planning and development of each strategy was undertaken in 2009. Activity in each strategy is commencing in schools in 2010. By implementing these seven distinct strategies Tasmania will address **all** six National Partnership priority areas. Whilst not every strategy, in every school, will target every reform, principals and their school communities are committed to addressing national reform priority areas in their improvement plans through a range of possible actions within each reform area.

Smarter Schools National Partnership on Literacy and Numeracy

The Education and Skills Tasmania 2009-2012 *Learner at the Centre* strategic plan states that:

Literacy and numeracy form the foundation for all future learning. Our children developing literacy and numeracy skills, effective strategies and practices are fundamental for educational growth through all the years of schooling.

The Education and Skills Tasmania 2009-2012 *Literacy and Numeracy Action Plan - for the early and schooling years*, articulates the following policy directions:

- Support children's early learning, especially through the participation of parents and carers;
- Provide integrated support for children of pre-kinder age experiencing learning disadvantage;
- Support teachers, early childhood educators and carers during pre-service training and throughout their careers to develop as effective literacy and numeracy teachers;
- Identify and develop effective instructional leaders;
- Develop strong partnerships with school communities to participate in and support children's literacy and numeracy learning;
- Challenge all children to achieve high standards through the provision of differentiated support;
- Ensure accountability through monitoring progress, assessment and reporting;
- Improve awareness of literacy and numeracy issues for young people and adults and communicate the benefits of improving literacy and numeracy;

- Deliver literacy and numeracy services in a range of educational and community settings through partnerships and joined up approaches.

All schooling sectors in Tasmania are committed to improving outcomes in literacy and numeracy for our students. Implementation of the Literacy and Numeracy National Partnership will align completely with the National Partnership on Literacy and Numeracy Reform priority areas:

- **Teaching and learning:** Effective and evidence-based teaching of literacy and numeracy.
- **School leadership and whole school engagement:** Strong school leadership and whole school engagement with literacy and numeracy
- **Monitoring student and school performance:** Monitoring student and school literacy and numeracy performance to identify where support is needed.

Teacher learning and building teacher capability in a sustainable way is a priority and will underpin all actions in schools. Students in Years 5, 6, 7 and 8 will be specifically targeted for initiatives, and implementation will require primary and high schools to work together.

Government and Catholic schools participating in the National Partnership will commit to developing whole school /network literacy and numeracy plans. Initiatives designed and implemented will focus on pedagogy, must be evidence based and will use student performance data to inform areas of action. The plans will address **all** National Partnership priority areas for reform.

Underpinning the approach advocated in this plan is the belief that student outcomes, teacher capacity, professional learning networks and creativity are all enhanced when schools work together. By working closely with feeder primary schools, high schools will be better placed to understand, contribute to, and implement, approaches to teaching and learning which support student transition from Year 6 to 7 and which build on primary school pedagogy and curriculum. Likewise, primary schools, given an enhanced opportunity to work in partnership with high schools will have an increased capacity to prepare their students for the transition to Year 7, and to work with teachers across all network schools to develop shared approaches, language and expectations.

Networks of schools in the government and Catholic schooling sectors, and individual schools supported by the Independent school sector, will select from a suite of evidence-based programs, strategies, approaches or frameworks in order to address identified student need whilst helping teachers develop broader skills and to personalise learning for all students.

The focus of the AIST's Literacy and Numeracy plan will be on students from Prep to Yr 5. The non-systemic structure of the independent schooling sector in Tasmania requires a different approach to that being adopted by the government and Catholic sectors. The AIST approach will support independent schools in Tasmania with the administration and analysis of the Performance Indicators in Primary Schools (PIPS) assessment program and to extend programs currently being implemented in independent schools.

Smarter Schools National Partnership on Improving Teacher Quality

There are currently 5,800 full-time equivalent (FTE) teachers in Tasmania. Tasmania's plan develops an approach which explicitly addresses teacher education, early career teaching support and ongoing professional learning for teachers and school leaders. The approach targets improving teacher quality and aims to deliver system-wide reforms targeting critical points in the teacher 'lifecycle' to **attract, train, place, develop** and **retain** quality teachers and leaders in our schools and classrooms.

Tasmania's strategies include:

- **Partnerships in Teaching Excellence (PiTE)**
This partnership with the University of Tasmania (UTas) supports teachers at all stages of their career and heralds the beginning of an exciting and innovative joint venture aimed at ensuring that all Tasmanian students benefit from high quality teaching. The program has three main dimensions: A pre-service Teacher Scholarship Program, postgraduate support for teachers and Teacher Learning Centres of Excellence.
- **Early career teacher support and support for teachers returning to the system**
The Colleague Teacher model is also proposed as the basis for supporting teachers in their first years of teaching.
- **School Centres for Excellence - Teaching Schools**
Student-teachers in the program are based in a limited number of Teaching Schools/Centres for Excellence. In the first instance, Centres for Excellence have all been located in low SES, harder to staff areas and all staff have agreed to support student-teachers and to adopt an open-door, team inquiry approach to improving teaching.
- **Rokeby Teacher Learning Centre (TLC)**
In addition to these initiatives, one Teaching School (Rokeby High School) has been identified for development as a specialist Teacher Learning Centre to serve as a leading-edge, multi-purpose, meeting venue for postgraduate teaching and professional learning as well as being a meeting place for all students involved in the program.
- **Postgraduate support for teachers from all schooling sectors**
UTas and the Department have reached an agreement that will allow all staff to undertake further study at UTas without direct cost to staff members. Under the terms of partnership negotiations, this arrangement will be extended to the Catholic and Independent school sectors in 2010.

The Partnership Agreement with UTas also specifies the development of postgraduate courses nominated by the DoE, to support teachers, school leaders, paraprofessionals and non-teaching staff.

The Department is continuing negotiations with UTas to develop a range of new postgraduate programs to support priority teaching areas identified through partnership discussions.

- **Accomplished Teachers**

In 2008, the Premier of Tasmania proposed a promotion pathway allowing quality teachers to remain in the classroom. Tasmania intends to develop a budget proposal to address rewards for high quality teachers. It is Tasmania's intention to investigate linking an accomplished teacher selection to a combination of proven classroom performance coupled with additional professional qualifications which are based on practically based, classroom work. Linking the accomplished teacher pathway to include responsibility for supporting student-teacher teams (as a Colleague teacher) and in leading school-based teacher inquiry teams are preferred directions for the development of this proposal.

Performance indicators and measures

The implementation of National Partnership reforms in Tasmania will occur through a number of initiatives and strategies which are innovative, evidence-based and responsive to local context and data informed school level need. The implementation of the reforms will lead to outcomes including:

- Improvements in literacy and numeracy achievement for targeted students, including Indigenous students and students from areas of greatest disadvantage
- Improved socio-economic equity in student satisfaction and outcomes
- Improved Indigenous equity in student satisfaction and outcomes
- Improved student attendance and engagement
- Increased capacity for innovative and personalised teaching focused on improving student outcomes
- Increased apparent and real retention from Year 10 – Year 11
- Increased proportion of students completing Year 12 or with Certificate 111+ qualifications
- Strengthened school leadership, accountability and autonomy
- Increase in the number of school networks and partnerships with parents, communities, businesses and higher education providers
- Increase in the number of full service schools providing access to extended services
- Improvements in the quality of the teaching workforce
- Improved and increasing partnerships with UTas, including teacher training, post-graduate opportunities and professional development.
- Improved work readiness, preparedness and satisfaction for early career teachers

The implementation of the NP reforms will be closely monitored and evaluated, to ensure that the resources are making a real difference to the students, to student achievement, to school, teacher and leadership capacity and to gain a better understanding of what works best and why. Progress will be monitored and measured in several ways:

1. School based assessments using literacy, numeracy and wellbeing instruments to provide regular progress data on all individual students in the National Partnerships schools. Annual DoE Organisational Health Surveys (staff, parents and student

surveys) will provide additional trusted data to this end, with the non-government sectors contributing where possible.

2. The Department of Education will support schools/ networks of schools in analysing data and evaluating the effectiveness/impact of interventions. The Tasmanian Catholic Education Office will support Catholic school networks in collecting and analysing data, and evaluating the effectiveness/impact of interventions. National Assessment Program – Literacy and Numeracy (NAPLAN) support is provided through the Department to the non-government sectors.
3. Schools and networks of schools will establish targets addressing key School Improvement Reporting Measures.
4. Tasmania's Education Performance Report [Tasmania's Education Performance Report 2008 \(DoE\)](#)
5. Individual School Improvement Reports [School Improvement Report 2008 \(DoE\)](#)
6. To assess the impact on student achievement within the target student population, NAPLAN will enable us to measure student gains, the proportions achieving minimal standards, enable us to compare the work of schools/students with others, and give us a progress measure against other states and territories.
7. Using the trusted current and historic data from the Department of Education, Tasmania will be able assess the impact on student attendance, retention and other wellbeing indicators as outlined in the Accountability Matrix. This data will be used to measure impact within the target schools and student population, but will also enable comparison with other schools within the State.
8. Tasmania will undertake an evaluation of particular strategies addressing reforms in the National Partnership for Low SES School Communities.
9. Tasmania will participate in the national evaluation of the Smarter Schools National Partnerships to be commissioned by the Australian Government.

The Accountability Matrix is the means by which schools and other agencies can assess our performance in terms of the overall service provided to children. These are tied closely to facilitation and reward payments – and are also specifically identified to provide school federations and networks of schools applying to join this initiative, specific guidance as to what is expected to achieve reward payments.

Accountability Matrix

How will we know that a difference has been made?

This set of performance measures will assist us in assessing our performance against outcome areas to be agreed across our integrated Implementation Plan.

Nationally agreed key indicators

- The proportion of children enrolled in and attending school. Including:
 - Attendance rates
 - Suspension rates
 - Retention rates and certification completion rates.
- Literacy and numeracy achievement of Year 3, 5, 7 and 9 students in national testing.
- The proportion of Indigenous and low SES children enrolled in and attending school.
- Literacy and numeracy achievement of Year 3, 5, 7 and 9 Indigenous and low SES students in national testing.
- The proportion of the 19 year old Indigenous and low SES population having attained at least a Year 12 Certificate or equivalent or Australia Qualifications Framework (AQF) Certificate II.
- The proportion of Indigenous students completing Year 10.
- The proportion of students in the bottom and top levels of performance in international testing (for example Program for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS)).
- The proportion of the 19 year old population having attained at least a Year 12 or equivalent or AQF Certificate II.
- The proportion of young people participating in post-school education or training six months after school.
- The proportion of 18 to 24 year olds engaged in full-time employment, education or training at or above Certificate III.

Additional Tasmanian specific measures:

- Number of Federations established
- Parental engagement
- Parental access of extended services
- Well-being of staff and students
- Launching Into Learning participation
- The number of School Centres of Excellence
- The number of mentor teachers
- Satisfaction of pre-service students
- Establishment of post graduate accreditation framework with UTas
- Number of student teacher placements.

School selection

The National Partnership strategies for Low SES School Communities and Literacy and Numeracy will be implemented in National Partnership schools. The schools for the Low SES School Communities NP were selected based on the Australian Bureau of Statistics Index of Relative Socio-economic Disadvantage (IRSED). IRSED identifies geographic areas that are relatively disadvantaged, using a range of indicators relating to the economic and social resources of people and households within an area. Schools were identified as relatively disadvantaged based on the IRSED score of the addresses of the students or the location of the school. The Australian Government provided Tasmania with an indicative list of schools that were classified as disadvantaged using this method. Each sector then applied local knowledge about school and community levels of disadvantage to determine which schools will participate in the in the Low SES School Communities NP in consultation with the Commonwealth.

For the National Partnership for Literacy and Numeracy, the methodology for the allocation of facilitation funds is based on need, indicated by Tasmania's share of the total number of students at or below minimum standards in reading and numeracy for years 3, 5 and 7. The Tasmanian Government, in collaboration with the non-government education authorities identified the schools to be targeted under this reform. These schools were selected based on a rationale of supporting those students most at risk, including Indigenous students.

Direct involvement in the Smarter Schools initiatives will occur in **112** Tasmanian schools. Tasmania will see National Partnership activity in:

- 86 Government schools (73 Low SES, 48 Lit/Num – 35 schools accessing both Low SES & Lit/Num NPs)
- 10 Catholic sector schools (4 Low SES, 7 Lit/Num – 1 school accessing both NPs), and
- 16 Independent schools (1 Low SES, 15 Lit/Num - 1 school accessing both NPs).

National Partnership for Low SES School Communities

73 government schools, 4 catholic schools and one independent school are participating in the National Partnership for Low SES School Communities.

In the government sector schools were selected for participation in the National Partnership for Low SES School Communities based on the Australian Government methodology which provided a list identifying priority schools. Every government school (primary, district high and high school) named in the priority top 70 list was selected for participation. An additional eight high schools were then selected for the second tier of the list. As high schools were under represented in the top 70 it was determined that their inclusion was warranted.

A rationale was provided to DEEWR, and approval gained, to allow the Independent sector to substitute Northern Suburbs Christian School for the two small independent schools on the list.

The Catholic sector also received approval from DEEWR for school selection beyond the listed schools. The Catholic sector has included three schools which were named on the Low SES School Communities list, plus one additional school.

National Partnership on Literacy and Numeracy

Schools were selected for participation in the Literacy and Numeracy National Partnership based on criteria which prioritised student and school need based on student performance data.

In the government sector, high schools in which more than 30 students sat the NAPLAN 2008 assessment were identified. Of these high schools, those in which more than 30 percent of students who were at or below the National Minimum Standard (NMS) in reading and numeracy were identified. A similar process was applied to the primary schools that were feeder schools to the identified high schools. The high schools and feeder schools identified through this process were then organised into Literacy and Numeracy NP networks.

In the Catholic schooling sector a similar process was undertaken with NAPLAN 2008 data identifying the high schools with the most significant number of students at or below NMS. Feeder primary schools were then identified for the Literacy and Numeracy NP networks.

Forty eight government schools and seven catholic sector schools are participating.

The Independent schooling sector is adopting a different approach to the Literacy and Numeracy National Partnership implementation. In addition to support being provided to schools to further implement the MULTILIT Reading Tutor Program and Gail Brown's 'Reading Comprehension' research based approach, AIST will support a minimum of 50 percent of independent schools to implement the Performance Indicators in Primary School (PIPS) assessment process in 2010, with support provided for a further 15 percent in 2011 and 10 percent in 2012. This will result in a minimum of 75 percent of independent schools implementing the assessment process. Test results will be used to inform parents of progress made in this first formal year of school and will direct intervention strategies for students identified at risk. Whilst unable to confirm the list of National Partnership schools, an anticipated list is provided on the Smarter Schools site.

School level plans

Low SES School Communities

National Partnership schools, or groups of schools, are required to develop school level plans which will address identified areas for improvement and which will be focussed on interventions to achieve the NP reforms and their context specific targets. Plans will specify school/network based targets and specify ways in which progress towards achieving these targets will be measured. A planning template has been developed for National Partnership schools that will support planning and ensure an explicit focus on improving learning and wellbeing outcomes for students, especially for Indigenous students. School level plans will be submitted to Learning Service General Managers (DoE), Regional Directors (systemic Catholic schools) Director-Secondary Education Services (Catholics sector colleges) and the

Manager Targeted Programs (AIST) annually. These plans will be published in a timely manner and as agreed in Tasmania's Smarter Schools Bilateral Agreement.

Literacy and Numeracy

Network Literacy and Numeracy plans are required for the first, and subsequent, year of NP implementation, with the expectation that two further years' implementation will be supported by reward funding. A planning template has been developed and provided for school use. Within all sectors, support is available to networks through Managers Learning, Directors and curriculum leaders. Literacy/numeracy improvement plans will address identified school/network areas for improvement and will be focussed on interventions to achieve the NP reforms and school/network specific targets. School level plans will specify school/network based targets which will align with the state National Partnership reform targets. The Department of Education will provide support to networks by aggregating data from across schools and providing support with data analysis and target setting. Each network has identified their focus (literacy and/or numeracy) and all are currently developing their plans, with some already approved and implementation underway. A *Measures, Targets & Rewards* template has been completed by Tasmania and agreed to in negotiation with DEEWR and ACER.

School level plans for National Partnerships schools will be shared with school communities and will also be published for wider access through respective schooling sector websites. Each sector website will have a link to the Smarter Schools National Partnerships and will provide access to the school level plans. Individual schools may also choose to publish their school level plan on their school website. School Level Plans will provide information on implementation, activities being undertaken and its investment under the National Partnerships funds.

Support for specific student cohorts

In the government sector the student enrolment in the National Partnerships schools exceeds 20,400 students, and includes over 2,000 Indigenous students (9.6 percent). This means that over 53 percent of the Indigenous student population in government schools will benefit from NP participation.

In the Independent sector the student enrolment in the National Partnerships schools exceeds 4,000; however implementation of the Literacy and Numeracy NP has been largely directed towards the prep year student cohort. Across these schools 2.7 percent of the total school enrolment is Indigenous. One Independent school is participating in the Low SES School Communities NP. This school has 56 students of which three are Indigenous (5.37 percent).

The Catholic sector has advised that the total student population of the schools participating across the National Partnerships is 4,960. Of these students, 233 are Indigenous (4.7 percent).

A requirement of Tasmania's Smarter Schools National Partnerships implementation is to ensure that schools plan for the personal learning needs of each Aboriginal student. This approach will take into account the diversity of Aboriginal student contexts and, coupled with recognition of each school's particular local setting, facilitate effective 'place-based' responses to Aboriginal education needs.

Rather than delivering Aboriginal education services from a centralised platform aimed at intervention in school environments, approaches will be facilitated by school/network improvement plans, which will provide both a structured approach to addressing local needs, as well as an accountability framework to measure school performance across relevant targets. Individual learning plans will be developed for students.

A similar approach will be taken for other cohorts of students identified within schools or across groups of schools. School/network plans will address the learning needs of students with a disability, students who are experiencing disadvantage, refugee or students with a particular need. Schools when selecting to participate in the school based Low SES School Communities strategies will have selected the strategy which most closely aligns with school/student priority areas for improvement. In some cases schools will seek evidenced based interventions specifically designed for particular cohorts/groups. Tasmania's approach requires local solutions to local priorities. School/network improvement plans will specify detail.

National reforms

Teacher Quality National Partnership

Facilitation Reform 1

Tasmania's implementation of the Improving Teacher Quality National Partnership will see the Leading for High Performance support program implemented over three years from 2010. Professional learning experiences will be available to all aspiring and substantive school leaders and will be organised under three broad headings:

- Generic leadership learning experiences;
- Pre-principal and Beginning Principals' programs; and
- Principals' Inquiry Networks which will be developed based on departmental needs and/or principal interest.

Professional learning for these programs will be guided by national leadership frameworks and standards and will link to the work of the proposed *Australian Institute for Teaching and School Leadership* (AITSL). Leadership courses will be able to be linked to accredited postgraduate courses through UTas. Principal Associations (which are also representative of non-government schools) and UTas will be partners in the development of courses. AITSL is envisaged as a partner when it commences operation.

The Tasmanian Catholic Education Office (TCEO) is committed to further addressing this reform through:

- School Improvement leadership formation for principals – to empower them to develop focussed, sustainable school improvement with leadership teams.
- In partnership with the Australian Catholic University leaders are being supported with subsidised study of units towards a Master of Educational Leadership and a Graduate Certificate in Religious Education.
- Certificate of Leadership program conducted by Catholic Education Tasmania.
- Leaders of the Future program – for emerging leaders – conducted in regional, targeted leadership formation programs.

Facilitation Reform 2 – Pathways

a) New pathways into teaching

All three schooling sectors in Tasmania are willing to be involved in national initiatives such as New Pathways. We are committed to attracting high quality graduates into teaching and providing them with mentored placements and increased school based experience. The *Partnership in Teaching Excellence* program demonstrates this commitment. The Catholic sector intends to establish School Centres of Excellence in partnerships with UTas and the Australian Catholic University, following a model similar to the Government centre.

b) Better pathways into teaching

Creating employment-based pathways for mid-career professionals to progress to teaching is another outcome planned as part of the *Partnerships in Teaching Excellence* program. Through our partnership with UTas, we will continue to negotiate the further development of qualifications pathways, accelerated pathways, and increased school-based mentored places consistent with the **better pathways** into teaching national proposal. Specifically, we will be looking for increased pathways and support to enable mid-career professionals in priority subject areas, to enter teaching. Tasmania intends to target some of its recruitment programs to attract people into teaching from higher needs and remote areas.

c) Indigenous education pathways

Improving educational pathways for Indigenous people and Aboriginal Education Workers who wish to progress to teaching is a specific target for this State. Some of the initiatives to be undertaken through the National Partnership will specifically target and recruit Indigenous people into teaching. An initial focus for Tasmania will be to develop more sophisticated work force data to enable us to comply with national benchmarks regarding levels of participation for Indigenous educators in this state.

Skill development for Indigenous people wishing to work in schools will be facilitated by identifying or supporting the development of appropriate certificate courses. Specific information about pathways to obtaining education qualifications will be provided to all Aboriginal Education Workers. Aboriginal Education Workers who desire to undertake teacher training will be mentored and supported to achieve successful accreditation.

Facilitation Reform 3 – Standards, accreditation and teacher education

a) New professional standards to underpin national reforms

National Professional Standards, national accreditation and teacher registration

Tasmania will actively support the proposals to achieve national consistency in developing professional standards, pre-service teacher education course accreditation and teacher registration, including those relating to improving Indigenous student outcomes. In doing this, Tasmania will actively work with higher education providers and build on our formal partnership agreement with UTas in pursuing these goals.

b) Joint engagement with higher education providers to improve teacher quality

Tasmania supports this initiative through *PiTE*.

c) Establish quality placements for teacher education courses

Tasmania supports this initiative through *PiTE*

d) Establish School Centres of Excellence.

Tasmania supports this initiative through *PiTE*

The Tasmanian Catholic Education Office (TCEO) is committed to further addressing this reform:

- The Catholic sector has been involved in the development of national standards for teachers and has developed a leadership framework for school principals.
- Catholic Education is exploring possibilities to work with the DoE to develop a comprehensive postgraduate course framework with UTas, to support ongoing professional development for Tasmanian educators.
- Catholic Education will establish a number of *School Centres for Excellence* supporting teacher education and teacher development. This will be developed through UTas and ACU in 2010.

Facilitation Reform 4 – Workforce

a) Improved mobility of the Australian teaching workforce

Tasmania will actively support the proposed initiatives relating to national collection of workforce data and proposals to enhance national movement and accreditation of teachers. We will fully implement nationally agreed and endorsed professional standards.

b) Improved quality and availability of teacher workforce data

Tasmania will actively support the proposed initiatives relating to national collection of workforce data and proposals to enhance national movement and accreditation of teachers. We will fully implement nationally agreed and endorsed professional standards.

c) Nationally agreed process for accrediting/certifying Accomplished and Leading Teachers

Tasmania supports this initiative through *PiTE*, but awaits further details from the Australian Government.

Catholic Education Tasmania will support national consistency in the initial registration of graduate teachers and will implement nationally agreed and endorsed professional standards. Processes to improve the quality and availability of teacher workforce data will be developed and a nationally agreed process for accrediting 'Accomplished and Leading' (or equivalent) teachers is also supported by TCEO.

Facilitation Reform 5 – Improved performance management and continuous improvement in schools (linked to the professional learning and national standards)

Tasmania (DoE) is introducing a requirement for performance reviews to be conducted with every member of staff, teaching and non-teaching. This will be enacted by 2010.

In the Catholic sector, performance management is expected as part of the pastoral dimension of school leadership. The enhancement of skills in coaching is enabling schools to develop feedback models suitable to individual contexts with a clear focus on improved teaching.

Tasmania agrees to link performance reviews to national standards as these become available.

Through our partnership with UTas, Tasmania will develop and implement a postgraduate course framework to guide professional learning for teachers and school leaders. We will

specifically develop courses in coaching and performance feedback as part of our *PiTE* program. Leadership courses will also emphasise the development of performance review and feedback skills.

Reward Reforms

While developing actions supporting all reward reform areas, in order to qualify for reward payments Tasmania will be working towards the following achievements against Reward Reforms 1, 3, 4 and 5 (also see bilateral agreement) as part of this Implementation Plan.

Reward Reform 1. Improved pay dispersion to reward quality teaching.

Tasmania will negotiate with stakeholders, as appropriate, and create an Accomplished Teacher career pathway which recognises high quality teachers.

Incentives proposed for teachers qualifying for these positions include a salary increment as well as the provision for opportunities to qualify for HECS scholarships through UTas.

Reward Reform 3. Improved in-school support for teachers and leaders, particularly in disadvantaged Indigenous, rural/remote and hard-to-staff schools.

Tasmania will conduct a School Resourcing Review and implement the recommendations from this review to provide increased support and flexibility for schools in remote and hard to staff areas. Implementation of both the *PiTE* program and Resource Review recommendations will provide increased level of staffing and resource support for harder to staff and remote schools.

Schools targeted for improvement in Indigenous student performance and other relevant outcomes will have access to specific professional learning opportunities aimed at improving school capacity to meet the needs of Indigenous students and their families. Emphasis will be placed on development of and access to inclusive curriculum material, cultural literacy and competency in order to enhance student and community engagement and inclusive teaching practice and leadership.

Through the *Raising the Bar, Closing the Gap* State and Australian Government funded Literacy and Numeracy initiative, teachers in schools in disadvantaged areas where student literacy outcomes are low will receive an additional week's salary when undertaking approved professional learning out of school hours.

Tasmania will demonstrate improvement of in-school support for high-performing teachers and school leaders, including:

- preparation/induction programs
- use of expert coaches and mentors
- organised support for teacher inquiry
- dedicated resources for Indigenous learning support, including curriculum material
- post-graduate recognition of quality leadership and teaching
- Resourcing Review recommendations leading to increased school flexibility in staffing and resource allocation
- establishment of teacher inquiry teams structure to support professional learning

- PiTE – training teachers for work in disadvantaged and hard to staff schools
- postgraduate programs focus on student engagement and multiple pathways for engagement.

Reward Reform 4. Increased school-based decision-making about recruitment, staffing mix and budget.

Tasmania's School Resourcing Review recommendations will provide increased support and flexibility for schools in remote and difficult to staff schools and will also provide increased levels of flexibility in relation to staffing and resource support for schools.

Tasmania will:

- Establish a resource management system for schools with a shift to global budgeting.
- Devolve some decisions about the staffing mix and recruitment to school leaders within Federations.
- Allocate an increased proportion of salaries budgets to the school level within Federations.

Reward Reform 5. Continual improvement program for all teachers.

The development of an extensive postgraduate professional learning framework linked to national standards and structures to support continual teacher inquiry will provide the basis for Tasmania's continual improvement program for teachers across all sectors. This provides a coherent approach to professional development with a rigorous assessment/accreditation process built in and potentially links strongly to the work of AITSL.

Tasmania will:

- Establish our *Partnerships in Teaching Excellence* program with its explicit focus on ongoing teacher learning through teacher training and ongoing postgraduate supported inquiry pathways.
- Improve induction programs for new and beginning teachers and principals and provide early career support
- Establish mentors for beginning and early career teachers as well as specific professional learning for Accomplished Teachers to facilitate their roles in leading teacher inquiry and student teacher teams.
- Develop active partnerships between high and low performing schools to enable teachers to share knowledge of best practice approaches, with a particular focus on in-classroom practices
- Partner with Higher Education providers to support ongoing professional development. This will be specifically developed as part of our *Partnerships in Teaching Excellence* program.

