



Australian Government

SMARTER SCHOOLS NATIONAL PARTNERSHIPS



SMARTER SCHOOLS NATIONAL PARTNERSHIPS

IMPROVING TEACHER QUALITY
LOW SES SCHOOL COMMUNITIES
LITERACY AND NUMERACY

Tasmania
Progress Report 2010
(1 January – 30 June 2010)



TASMANIAN
CATHOLIC
education office



INDEPENDENT
SCHOOLS
TASMANIA



Tasmania
Explore the possibilities

Section I – Overview/Summary of Progress

In January 2010, Tasmania's Smarter Schools National Partnership Implementation Plan was signed by Federal Minister for Education, Julia Gillard, and the Tasmanian Minister for Education and Skills, David Bartlett.

The benefits of significant effort across Learning Services, Offices and schools within the Department of Education (DoE), the Tasmanian Catholic Education Office (TCEO) and Independent Schools Tasmania (IST) during 2009 meant that as Term I 2010 commenced in Tasmania's National Partnership schools, funds had been distributed, a number of National Partnership positions had been filled and the majority of school level plans were ready for implementation.

The emphasis on evidence based, local solutions to address local need is a feature of Tasmania's approach. This approach, strengthened by the service structure provided to schools in all sectors, has seen schools, support staff and managers working together supporting each other. Schools have been empowered to drive improvement strategies that are meaningful, relevant and appropriate to their contexts. While addressing the specific reforms required through each of the National Partnerships is an agreed priority, local 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.

This Progress Report applies to the period from January to 30 June 2010. In Tasmania that timeframe allowed approximately 75 days of school activity given that Term I commenced for the majority of students in the week beginning 8 February, and that vacations at Easter and in May result in only 15 school weeks in this reporting period. While a lot was achieved in that time, reliable quantitative data relating to school and student improvement will not be provided in this report which reflects such a limited implementation period.

Most notable achievements:

- High level improvement focussed conversations with principals in their school, about their school. The SSNP funding gave focus and intention to school improvement planning and highlighted the relevance and usefulness of (for DoE schools) the educational performance data provided through the School Improvement Reports.
<http://schoolimprovement.education.tas.gov.au/2009/>
- A significant achievement to date has been the clarity of purpose and strategic intent expressed by principals in conversation, and through the plans.
- Across the state school teams are more engaged with delivering improved student and school outcomes in a collaborative sense.
- Schools working together in federations, alliances and networks with common purpose; more effectively sharing knowledge, experience and resources.
- Exemplary work of SSNP project officers, Managers Learning and support staff across all sectors - in the initial planning stages this support has been especially crucial.
- Reinforcement of the Principal as the key driver of educational leadership and student outcome improvement.
- Continuing cross schooling sector collaboration and consolidation of positive relationships which will serve well future negotiations and implementation of national policy.

Information Type: Qualitative

Section 2 – Improving Teacher Quality

Six Month Progress – 1 January 2010 to 30 June 2010.

School Leaders

Aspiring Leaders Programs and a Shadowing Program for aspiring principals have been conducted in the north, north-west and south of the state. The Aspiring Leaders program involves teachers from the Government, Independent and Catholic sectors. See Activities you would like to showcase for more detailed information.

Partnerships in Teaching Excellence

The PiTE Scholarship Program began another year.

25 students commenced their scholarships in eight School Centres for Excellence (disadvantaged and hard to staff schools have been selected). For term 1 they spent a day a week in their school in addition to the four weeks of scheduled school experience time. Before the school year began the students participated, with practicing teachers, in two days of literacy professional learning with Victorian consultant David Hornsby, two days of Tribes training with two Department trainers and an induction day.

Throughout this reporting period six meetings with the scholarship students were scheduled as video meetings, professional learning sessions (positive behaviour support and using thinking routines) and visits to a couple of the School Centres of Excellence. In the first week of June the students participated in five days of professional learning (the final two days of Tribes training, Positive Behaviour Support and First Steps Reading were all facilitated by Department staff).

Meetings were also scheduled with Mentors and Colleague Teachers to establish clarity of expectations and priorities for the student teachers. Most Mentors also participated in eight days of Cognitive Coaching Training facilitated by accredited Department staff. This work with Mentors and Colleague Teachers has developed a greater sense of collective responsibility for the scholarship students in the School Centres of Excellence.

Indigenous education pathways meetings have been held to begin work on developing more sophisticated workforce data and to prepare specific information for Aboriginal Education workers about pathways to obtaining education qualifications.

The Post Graduate Continual Improvement Program for all teachers has continued. At the postgraduate level the agreement to provide HECS scholarships has been sustained and a summer school with a number of options attracted over 200 enrolments. Around 45 teachers are continuing to build on the summer professional learning with post graduate study with UTAs.

A draft document describing a post graduate framework has been prepared for consultation and decisions between the Department and UTAs in their partnership arrangements.

In the Catholic sector, progress has been made in developing a workforce plan. Personnel to develop the plan have been determined, and the initial data is currently being collected and collated.

Negotiations have commenced with ACU and UTAS in relation to the 'School Centres of Excellence' and three Catholic schools have been selected to participate.

In this period, funds have been used to support the participation of teachers in regional areas in 'Teacher Networks' throughout the state. This has enabled teachers to network with their colleagues at year levels to begin work on the implementation of the Australian Curriculum and to share ideas and resources. This has been highly successful.

The 'Leaders for the Future' program has been conducted in the three regions, with 45 participants in total. This program is designed to develop the leadership capacity of teachers who are aspiring leaders, and it is highly regarded by the participants in their professional growth.

Independent Schools Tasmania reports that the Improving Teacher Quality (ITQ) National Partnership funding has provided significant, additional support for teachers, and in turn their students. Through this Partnership, schools have accessed world leading professional learning (PL) and support. This has empowered educators to better lead learning in schools in order to achieve

improved student outcomes (see specific activities described in next section). The majority of PL opportunities, organised through IST have been promoted across and accessed by educators from all three schooling sectors in Tasmania.

In partnership with UTAS, the Government, Catholic and Independent sectors work to promote target groups to enrol in teacher education courses and participate in ongoing learning opportunities. Mentor teachers in the north and south promote and support this.

All three schooling sectors have been involved in the development of the National Standards for teachers (see details in next section) and actively support national consistency in the initial registration of graduate teachers.

Information Type: Qualitative

Significant Achievements/Activities – 1 January 2010 to 30 June 2010.

School Leaders

- Four Aspiring Leaders Programs are being conducted; one in each of the four Learning Services
 - 140 participants with representation from all sectors including Independent and Catholic systems
 - Each participant has an individual inquiry with almost all having a focus on improved student outcomes
- A State-wide Shadowing Program for Aspiring Principals; it involves 24 aspiring principals.
- The cornerstone of the program is the extended shadowing component where principals are shadowed for 5 consecutive days. A leadership capability framework is used to guide shadowers.

Partnerships in Teaching Excellence

Scholarship Program – PiTE

The provision of Department scholarships for B Teach students commenced in 2008 for 2009 so the significant achievement of the reporting period was the expansion of the scholarship opportunity to the North West of the state. The names of School Centres of Excellence and the number of scholarship B Teach students placed at each school is as follows:

Schools in South and South East Tasmania School Centres of Excellence	Schools in the North West Tasmania School Centres of Excellence
Glenorchy Primary - four students	Reece High - four students
Herdsmans Cove Primary - four students	Sheffield School – two students
Montrose Bay High - three students	
Rokeby Primary - three students	
Rokeby High - two students	
Warrane Primary - three students	

Post Graduate Continual Improvement Program for all teachers

123 DoE and a number of TCEO teachers took up the HECS scholarship in the reporting period.

At the system-level, **the Catholic sector** has identified three schools as future ‘School Centres for Excellence’. These schools have planned strategies to encourage and support final year students in teaching areas of need. The three schools are located in regional areas where there is a shortage of specific specialisations. The Regional Director, North West, will co-ordinate the process and schools will be ready to offer support to final year students in 2011.

The **Association of Independent Schools** notes the following as significant achievements and activities during the reporting period:

Professional learning (PL)

- *European Pedagogical ICT (EPICT)* - Independent Schools Tasmania (IST) investigated and researched frameworks for recognising highly competent levels of ICT capability. Based on this research the European Pedagogical ICT (EPICT) License was selected as a comprehensive, flexible and efficient in-service training course for the continued professional development of school leaders and teachers in the pedagogical integration of ICT in teaching and learning. In February 2010 IST appointed an ICT consultant to work with the NP project manager to design and implement the project. An Implementation plan has been fully developed which outlines the concept, co-investment strategies, desired outcomes, milestones, timelines and costing. The Association of Independent Schools in Western Australia (AISWA) is the national licensee for the EPICT license and project partner providing the sector level support.
- *Social Emotional Learning to Enhance Academic Outcomes*-in the past six months PL in these areas has been provided in the North and North West regions of Tasmania. On each occasion whole school staff attendance was expected. Using the Kids Matter framework, World Health Organisation model and CASEL research, participants 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.
- *The Australian Curriculum as a Tool for Change*- PL and workshops requiring pre reading, follow up tasks and networking have been developed and will be offered in the North and South of the state. These sessions have been advertised to both Catholic and Independent school staff. The presenter contracted to deliver these sessions has worked with the project manager to develop the PL content and to ensure alignment of context.

All sectors- In April 2010 DoE developed and delivered a consultation process for the National Professional Standards. The sessions were open to participation by educators from all 3 schools sectors.

Information Type: Qualitative and Quantitative

Barriers to Progress – 1 January 2010 to 30 June 2010.

Partnerships in Teaching Excellence

Scholarship Program PiTE - the quality of student applicants meant that the selection committee did not fill the number of places that were available. In the south there were 20 places available and 19 students were selected. In the NW there were 10 places available and 6 were selected.

We will respond to this challenge by increased marketing particularly through the support of scholarship holders who have progressed into teaching positions in the Department.

In a couple of schools there have been challenges around attracting Colleague Teachers to work with students over the longer period of time that the scholarship involves. These challenges have been successfully resolved through negotiation and rearrangements in the school and at a system level will be supported in the future by the stories emerging from School Centres of Excellence that emphasise the reciprocal benefits of working in this supportive way with student teachers.

This year no maths and science students applied for scholarships and this is in part because too few of these graduates are choosing to enter the B Teach course at UTas. Other recruitment strategies for this cohort of graduates are being investigated.

The Catholic sector reports that there have been no specific barriers in the implementation during this reporting period with the exception of the complexity in the sharing of responsibilities within the sector. These complexities have been resolved.

In the Independent Schools sector delays in providing specific professional learning have been

identified as a barrier. Specifically, EPICT facilitator training for the ICT Consultant originally scheduled to take place in June was cancelled and rescheduled for September 2010. Consequently, alternative ICT Professional Learning Opportunities were arranged in the interim for IST members.

Information Type: Qualitative

Support for Indigenous Students – 1 January 2010 to 30 June 2010.

In all three Tasmanian schooling sectors, the specific COAG goals for Indigenous students are understood and considered seriously. Data around Aboriginal student outcomes is collected in all sectors, with the government's Education Performance Report and individual School Improvement Reports specifically reporting on Indigenous Equity in the government schooling sector. Quantitative data in relation to this will be available in future reports.

Every NP school implementation plan is required to address the learning needs of its Aboriginal students, therefore classroom teachers and school leaders are conscious of the implications of this in teacher training and in building the capacity of practicing teachers in this area. Within the activity undertaken through the Centres of Excellence, participating students are immersed in schools (the majority of which are SSNP schools) with mentor and colleague teachers committed to supporting outcomes for Aboriginal students and in improving equity of outcomes. Non-government schooling sectors are equally committed to this priority area.

Information Type: Qualitative and Quantitative

Activities you would like to showcase – 1 January 2010 to 30 June 2010.

Aspiring Leaders DoE

The Aspiring Leaders Program conducted in each Learning Service and the TCEO was a great success. Participants were required to:

- Participate fully in 4 days of workshops
- Undertaken a 360° feedback instrument
- Facilitate an inquiry related to leadership in their local context.
- Participate in leadership coaching sessions.

The feedback from the 360° instrument was considered the most powerful learning experience of the program.

Example comments by participants include.

- 360° feedback – *'best thing I've ever done, gave me confidence to take risks.'*
- *'The 360° feedback was excellent. once receiving this information I have really taken on board the areas I need to improve on. Without this program, I may not have known these areas.'*

Exploring research on leadership and management using adult learning strategies, supported participants learning. The school based inquiry encouraged participants to synthesise ideas from the workshop and their feedback from the 360° instrument. This allowed participants to develop and refine their educational leadership platform, which built on a core theme that 'leadership starts from within'.

'I found the program to be informative, instructional and provided excellent scaffolding to support my growth and learning. It allowed me to formalise my ideas and gave me methods to verbalise these in an appropriate manner.' This is typical of comments from participants.

The program will be further refined in 2011 with three additional programs being offered. They are:

Aspiring Leaders – Leading Others

Aspiring Leaders – Leading Community

Aspiring Leaders – Leading Teaching and Learning.

Partnerships in Teaching Excellence DoE

Scholarship Program – PiTE

The PiTE program has brought with it significant benefits to the practising teachers who have been selected as mentors to the B Teach students. The mentor group of teachers and their developing expertise in teaching about teaching would be valuable to showcase to others.

A selection of the School Centres of Excellence can showcase the reciprocal benefits for teaching staff in supporting a small group of B Teach students over the year and the way this process supports teachers in learning to be more explicit about their teaching.

EPICT - European Pedagogical Information Communication Technology IST

The appointment of an ICT consultant to work with the project manager to design and implement the EPICT project has created interest and enthusiasm at schools level. Liaison and consultation with IST member schools regarding upcoming ICT professional development has enabled excellent opportunities for professional dialogue and support previously unavailable to many schools. Discussions with IST member schools have indicated preparedness by schools to commit to future training sessions in October / November 2010.

Social Emotional Learning PD IST

Social Emotional Learning PD- Leighland Christian School at Burnie is already measuring positive outcomes resulting from ongoing teacher learning opportunities, links with parents and support of the school counsellor, enhanced by the activities offered through the ITQ National Partnership professional learning funding.

Information Type: Qualitative

Section 3 – Low SES School Communities

Six Month Progress – 1 January 2010 to 30 June 2010.

The range of activities highlighted in this section of this report illustrate the diverse ways in which Tasmanian SSNP action is addressing the reform priorities of this Low SES School Communities National Partnership:

- Incentives to attract high-performing principals and teachers
- Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals
- School operational arrangements which encourage innovation and flexibility
- Providing innovative and tailored learning opportunities
- Strengthened school accountability
- External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements).

Tasmania's approach, across all sectors, is to empower schools and communities to identify, within the parameters of the possible strategies, the actions most likely to positively impact on their unique situations and data-informed goals and targets.

Across Tasmania, seven Low SES NP strategies are being implemented. As the state Implementation Plan outlines, not all strategies are being implemented in all sectors:

- SES1 Formal Federations (DoE)
- SES2 Low SES Secondary Renewal (DoE and TCEO)
- SES3 Extended and Integrated Service Delivery (DoE)
- SES4 Flexible Learning School (DoE)
- SES5 Individual Low SES school reforms (DoE, IST and TCEO)
- SES6 School Improvement Reform through Intervention (DoE)
- SES7 Post Year 10 (Polytechnic/Academy) Transition Initiative (DoE and TCEO)

Strategies 4, 6 and 7 are systemic, with the remaining strategies implemented at school level.

Action in schools participating in SES 1, 2, 3 and 5 is on schedule and aligning with the intent of Tasmania's SSNP Implementation Plan.

Progress in the implementation of SES4 *Flexible Learning School* has continued to advance, with an Advisory Group replacing the 2009 Steering Group, and a communication strategy underway to ensure that SSNP schools have access to information about the strategy, and the ways that Flexible Learning Tasmania's work might align with, and complement, school level planning and improvement approaches.

SES6 *School Improvement Reform through Intervention* has seen three schools identified and intensive processes are underway to meet the goals of this strategy. General Managers and Learning Services, working closely with principals and school communities, are instrumental in the implementation of this strategy.

SES7 *Post Year 10 (Polytechnic/Academy) Transition Initiative* has encountered challenges in its DoE implementation in the first half of 2010. The SES7 strategy, intended to be delivered in every National Partnership government high school, is to focus on building cooperation, collaboration, professional learning teams and relationships among schools and all DoE post Year 10 providers 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 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. A period of consultation, followed by the decision to refine Tasmania's post Year 10 provision has resulted in measured progress being made in this strategy during the first half of 2010. While a number of iterations of a draft SES7 plan

were developed, the decision to delay action, and await clarity (expected post June 2010) regarding post Year 10 structures was made.

In the TCEO, this strategy is being progressed as part of their overall secondary renewal plan involving Star of the Sea Catholic College and St James Catholic College. They report that January to June progress was on track.

Across the suite of Low SES strategies being implemented, changed practice can be seen as a result of NP action in the following:

Professional Learning

It is evident across all schools that various forms of focussed professional learning team structures are in place and are seen as integral to quality teaching and learning. Collaborative team planning is an important element of professional learning in a growing number of schools and in many cases schools show increased willingness and capacity to work collaboratively both in and across learning teams. A number of schools have indicated they will be using their National Partnership planning information as the basis for their overall School Improvement planning. We are seeing professional learning targeted on areas of need as determined by data analysis in the areas of literacy and numeracy. This is the case for all sectors, but was reported as significant at Northern Suburbs Christian School (IST). The increased, confident use of data to inform school planning and prioritisation is especially pleasing. Effective teaching pedagogies and an emphasis on quality teaching is guiding professional learning programs for staff. Support staff are increasingly participating in professional learning.

School Management Structures

Through NP approaches, 5 Learning Services South schools completed a formal school review process and are implementing School Improvement Plans.

Steering Committees and Advisory Groups have been established in:

- amalgamating and new schools (Montrose Bay High, Mr Faulkner Primary, Abbotsfield Primary, Claremont Primary, Bridgewater Federation schools)
- middle schooling and transitioning grades 6-7 between schools (Wellington Alliance schools, Montrose Bay High)
- community partnerships for alternate learning programs (Geeveston District High)
- Flexible Learning Tasmania

Additional Staffing

A proportion of NP resourcing is directed to the employment of additional staffing. A number of Low SES NP schools, having established specific school targets to improve literacy and numeracy student outcomes, have appointed a Literacy and/or Numeracy Leader. In those schools supported by the Literacy and Numeracy SSNP as well as this Low SES School Communities SSNP we are seeing positive interventions working together. The role of Literacy and/or Numeracy Leader includes:

- responsibility for whole school planning
- leading professional learning
- mentoring
- development, management and implementation of school programs
- collection, analysis and sharing of data
- documentation of school expectation
- policy and process particularly with regard to literacy and numeracy

Through some strategies, and in some schools, the staffing resource also includes the employment of an additional teacher to work alongside classroom teachers. These teachers:

- reduce the teacher student ratio in order to provide more intensive instruction to students
- facilitate professional learning through the modelling of effective teaching practice
- engage in collaborative planning and reflective conversations

Project Managers have been appointed in all six schools participating in SES 3 Extended and Integrated Service delivery.

Strategic Intent

Schools are becoming increasingly mindful of the importance of strategic intent with regards to allocation of resources. There is an increased awareness of the importance of reflective practice both on an individual level and also an overall school context. The National Partnership support structures in Tasmania provide regular opportunities for principals and other school leaders to meet with senior managers to discuss data, priorities, pedagogy and opportunities. In these early stages, the strategic intent and purposefulness driving these discussions is particularly noteworthy.

Community Engagement

Schools are reporting increased community and parental engagement as a result of NP action. In two Low SES schools in the Catholic Sector, there has been significant progress made in the 'Engaging our Learning Community' strategy. The kindergarten enrolment in the two schools has increased significantly compared to the last three years. The two K – 10 TCEO schools have undertaken a consultation process with their communities to plan collaboratively a whole school approach to reform. Areas for growth have been identified and structures have been implemented to progress this process in the coming months.

All Low SES Catholic schools have participated in the Insight SRC Satisfaction Survey to determine the areas for growth and areas for celebration. This has provided solid base-line data on student attitudes, confidence and retention issues. All schools have planned strategies to address the issues raised.

In the participating IST and DoE schools community and parental engagement are also seen as key areas and school plans demonstrate the various strategies underway to increase participation and involvement as well as parental understanding of their role as their child's most influential teacher.

The government sector also utilise Insight SRC satisfaction surveys.

Information Type: Qualitative

Significant Achievements/Activities – 1 January 2010 to 30 June 2010.

Across all sectors, DoE, TCEO and IST some common significant themes have emerged.

Professional Learning

Professional learning, in schools and across Learning Services and regions, has been very focussed and purposeful, and has heightened awareness around sharing best practice in schools across all sectors. Teachers observing teachers is becoming an integral part of PL in a number of schools with a significant feature being the specific roles given to team leaders promoting leadership capacity both within their schools and across groups of schools.

In school coordinators and teachers have delivered professional learning sessions for others in both literacy and numeracy, achieving wider engagement of staff. Neighbouring schools have undertaken shared professional learning.

At the school level:

- Bridgewater Federation schools have undertaken joint professional learning and development of vision and curriculum directions.
- As a result of action through this NP, Northern Suburbs Christian School now provide on-site, targeted Professional Learning sessions once each week for teaching staff. The content of the PL is underpinning continued professional dialogue and collegial discussion throughout the week. This in turn allows for positive, professional reflection on individual teaching approaches resulting in development and change in classroom practice.
- In the Catholic sector, professional learning has been shared within networks on

differentiated curriculum and mathematics teaching.

Use of Data

Increased importance placed on the collection and analysis of a range of data is a common theme throughout NP schools. Baseline data has been collected in order to more reliably evaluate the effectiveness of specific learning programs and data has been used increasingly, and more confidently to determine the students in need of additional support. DoE principals are pursuing information and data analysis support from Educational Performance Services and using this data and analysis with their staff in order to focus interventions and to establish priorities.

At the school level:

- One high school has appointed a data officer whose role it is to manage the collection and analysis of student progress data.
- Learning Services SE has provided professional learning to help teachers more confidently and competently analyse sets of data provided on NAPLAN testing.
- NP Project Officers in Learning Services SE are working with several schools on a *Working from Student Data* project. This involves working with leadership teams and classroom teachers to collect, analyse data, plan, implement and evaluate learning programs.
- Northern Suburbs Christian School (NSCS) is implementing approaches designed to improve literacy and numeracy outcomes for their students. This is being achieved through a range of support including the administration of performance based, reliable and valid measures for assessment of students' skill at entry to school. This data also provides for the identification of students requiring early intervention, and allows for longitudinal tracking of progress. NPSS funds have enabled Northern Suburbs Christian School to employ a Consultant/mentor (Critical Friend) to assist in auditing their literacy and numeracy program. This has included working through NAPLAN and other significant internal student assessment data. NSCS has used this as an opportunity to celebrate what is being done well, and, of equal importance, to inform school staff of the areas that require attention and development.

Whole School Focus

The Managers Learning (DoE) reports that it is evident that schools that appear to be showing the most progress are those committed to changing whole school practice.

At the school level:

- One DoE school identified "*whole school values derived, articulated and 'lived'*" as a significant achievement for their school community
- Bridgewater Federation has completed draft briefs under each of eight key cross campus focus areas (Birth to Grade 4; Grade 5 to 8; 9/10 – Big Picture; Literacy; Numeracy; ICT; Positive Behaviour Support; Local Area Team)
- A number of schools have undertaken significant school review processes. These processes involve the whole school community, and lead to whole of school vision, operational principles and planning.

Intervention Programs

While individual school and federation plans outline specific actions, the majority of NP schools have established focused intervention programs for at risk students. Strategies include:

- Intervention programs for both literacy and numeracy
- Students identified through a range of data
- Evidence-based practices employed to support students

- Development of tracking systems for student intervention
- Implementation of new programs in most schools: including QuickSmart, Reading Recovery, Bridges, Catch Up Literacy, MULTILIT

In the Catholic sector The *Engaging the Learning Community* (ETLC) strategy has achieved the following in this period:

- parents now volunteer as multi-lit tutors
- parents have accompanied classes on school camps
- parents are now part of the school Kids Matter Implementation team
- a number of parents now regularly attend school excursions
- parents are now putting themselves forward as members of the school board and P&F
- children are becoming more prepared and ready to make a successful transition to Kindergarten because of their involvement in the program
- Observational feedback from the Kindergarten teacher would indicate that families attending ETLC prior to Kindergarten appear to be making a smoother transition into Kindergarten than those students who did not attend the ETLC program.

The Independent sector participating school is utilising:

- Making Up Lost Time in Literacy
- Performance Indicators for Primary schools
- Kids Matter Primary

QuickSmart

QuickSmart information sessions were provided in late 2009, and open to participation from all three schooling sectors. Whilst no non-government schools chose to participate in the first round of *QuickSmart*, there was considerable uptake in DoE schools - see Attachment I. Whilst we are still in the early days of implementation there has been an overwhelming response to the progress of this initiative in participating schools across the state. Learning Services North West report that of particular relevance has been the anecdotal data that indicates significant improvement in self confidence, relationships and academic progress, with early data indicating improved attendance by participating students.

Parent Involvement

Strategic intent to improve parental and community engagement has been a feature of Tasmania's implementation. While examples of best practice in this area can be sighted from a great many schools the following examples illustrate the types of initiatives underway:

- Through the SES3 Extended and Integrated Service Delivery strategy, partnerships have been promoted in all participating schools. Particular emphasis has been placed on encouraging parents who would normally be reluctant to visit the school. Clarendon Vale has had measurable success with 'Dads on Deck' and 'Dinner for Dads' while Herdsmans Cove's 'Books for Breakfast' is also encouraging parents to become more involved in the school.
- NP schools that are also *Launching into Learning* schools are using their various initiatives in a complementary way in order to better engage and involve families. Links made with parents and extended families through *Launching into Learning* provide a foundation for future growth in this crucial area.
- Direct parent involvement in alternate learning programs at Bowen Road and Bruny Island Primary schools – community garden projects.
- Two participating Catholic schools have reported an increase in participation by parents and young children, as a result of their *Engaging the Learning Community* strategy. This strategy is achieving success in its aim to engage and support families in low SES areas to better connect to schools in an ongoing relationship.

Communication Networks

In implementing their Smarter Schools National Partnership plans, a number of schools, by virtue of the strategy they are employing, have given priority to working together. They are networking, meeting regularly, and sharing planning, knowledge, successes and challenges. This approach has DoE and TCEO system support. Two groups of DoE schools, participating in SESI Federations are particularly active in this regard. We are seeing:

- Fortnightly principal meetings in both the Wellington Alliance and Bridgewater Federation
- Monthly meetings of Catholic sector networks
- Regular communication between community and schools: improved consultation practices re alternate learning programs, student attendance, building aspirational school cultures.

Flexible Student Grouping

It is reported that many schools are using evidence based research to challenge current practice in school organisation, operational structures, timetabling and methods of student grouping in a determined effort to positively impact on student learning outcomes, attendance and engagement. Schools are implementing new and innovative ways of working in order:

'to fulfil their moral purpose and determination to focus on the key things of importance for our students'
Judy Travers, Manager Learning, Learning Services South (LSS)

Ten schools in Learning Services South East (LSSE) indicated in their Implementation plan that they would be regrouping students:

- for blocks of time for focused teaching of reading strategies, decoding or mental computations
- using additional staffing to lower teacher student ratio
- so that group composition is determined by ability or specific learning need

One school has abandoned this practice because of organisational and communication difficulties encountered in implementation.

Flexible Learning Tasmania

- Schools and Learning Services have been informed of the SES4 Flexible Learning School strategy and how they can benefit from it.
- Each of the four Learning Services have defined how they wish to access the NP resource and available expertise.
- The original Steering Group, which met fortnightly during 2009 and into 2010 has been replaced by a new advisory group (The Flex Group) and the first meeting date confirmed.
- The structure, locations, new name and staffing profile of the 'Flexible School' have been determined and approved after extensive consultation with stakeholders.
- 150 online curriculum units, forming courses available in 2011, have been scoped in consultation with schools, Learning Services and stakeholder cohorts.
- Trials of online courses have been conducted within local programs in each Learning Service.
- Preliminary discussions to explore local solutions, including online opportunities, have been held with over 50% of the thirty-one high schools and twenty-seven district school principals across Tasmania.

- Fifteen new programs/courses are being developed – five for students at risk and ten for disengaged students.
- The negotiation, contractual arrangement and purchase process for five year-long courses from Florida Virtual School for trial in 2010 has been completed.
- The Assistant Principal (Flexible Learning Tasmania) has facilitated numerous meetings between school leaders and providers within the Youth Attainment and Transition National Partnership, e.g. Colony 47, Mission Australia and Tasmanian Lifelong Learning, and contributed to the resulting partnership plans by providing consultancy and ongoing coordination.

Information Type: Qualitative and Quantitative

Barriers to Progress – 1 January 2010 to 30 June 2010.

- The Building the Education Revolution initiative and other construction work such as Child and Family Centres have impacted on school leaders' time. While recognising the future value of completed projects which will certainly enhance schools capacity to provide quality programs, the amount of time taken to work directly with architects, builders etc has placed considerable pressure on schools.
- Finding time for key personnel implementing the NP work to meet, given their other School Improvement commitments, has been challenging.
- Major changes to key personnel including leadership and school association members has also been a barrier to progress in some school communities.
- Distance between schools in Federations and lack of broadband capacity to support ICT links has been an issue.
- A number of school mergers, underway in 2009-2010 have impacted on capacity to establish effective communication channels between schools in Federations and other partnerships. This is acknowledged as a short term barrier, and schools are taking steps to address this.
- Despite the intention to implement innovative and new ways of engaging parents and caregivers, particularly those of disengaged/at risk students, a number of schools are still reporting significant challenges in this area.
- Keeping track of and supporting transient students.
- The Action Research Groups, established in a number of schools undertaking school review processes, are facing complexities with non-teaching staff, timetabling and relief.
- Northern Suburbs Christian School reports that the lack of resources has been an issue in implementing some essential strategies within an appropriate time frame. This has been addressed by IST redirecting a small amount of funding from State Government Special Needs Funding (SNF).
- SES4 Flex Learning Tas - appropriately managing and conveying the complexity and scale of planned change to enable a shared vision and sustained commitment among a diversity of stakeholders has been challenging for the implementation team.
- SES7 Post Year 10 (Polytechnic/Academy) Transition Initiative – see Section 3 Six Month Progress.

Support for Indigenous Students – 1 January 2010 to 30 June 2010.

Please find below a snapshot of the diverse range of activities implemented in order to support improved outcomes for Indigenous students.

- Dare to Lead Snapshot guiding work with Indigenous students and families.
- A number of schools have established leadership roles for the implementation of programs and to enhance Aboriginal Culture and Community elements identified in the Dare to Lead Snapshots.
- A number of schools have employed an Aboriginal Education Worker to work with students and families. The Circular Head Federation of Schools is investigating the possibility of employing a 'Youth Connections Officer' to work with Aboriginal students.
- Alignment of approaches with Indigenous support personnel: eg Aboriginal Education Worker, Aboriginal Education Learning Officer. An Aboriginal Culture Centre and outdoor areas have been incorporated into the new Bridgewater High School 9-12 learning centre.
- Groups such as an Aboriginal Network Group, Aboriginal Education Advisory Group, Indigenous Children and Family Centre Project have been established (New Norfolk High, Rokeby Primary, Bridgewater Federation).
- Involvement of other community groups in school planning and the delivery of learning opportunities for students and teachers including Mersey Leven Aboriginal Community and the Circular Head Aboriginal Centre.
- The East Tamar Federation of Schools has developed a specific plan to monitor the attendance and learning outcomes of 188 Aboriginal students. The plan includes elements such as:
 - development of culturally appropriate 'critical learning pathways'
 - building of teacher capacity to be culturally inclusive in teaching practice
 - student engagement through a focus on high quality, personalised and intentional Literacy and Numeracy programs
 - development of the 'Bush Tucker Garden' as a curriculum resource for both Aboriginal and non Aboriginal students.
- Increased use of data to identify under-performing Aboriginal students.
- Aboriginal students 'at risk' and/or below the National Minimum Standard are supported with targeted literacy and numeracy intervention, 1:1 or small group.
- Many schools have developed Individual Education Plans and Individual Support Plans for Aboriginal students.
- 100% of Aboriginal students have had targeted daily literacy intervention at Montrose Bay High School.
- Additional staffing resources are being provided to support tutoring Aboriginal students in a number of schools.
- Some schools have specifically linked programs to ITAS funded students.
- Staff in National Partnership schools have had access to cultural awareness training.
- Three schools in Learning Services North report that recent attendance and learning outcome data for Aboriginal students is equivalent to or superior to that of the wider cohort.
- Several schools have reported in-school data showing an increase in Aboriginal student literacy and numeracy achievement.

- Several schools have reported increased attendance and a decrease in suspension rates for Aboriginal students.
- One school reports that 90% of Aboriginal students have been involved in one or more school programs in 2010 e.g. Options focusing on Indigenous culture, LiL (Clarendon Vale).
- Flexible Learning Tasmania - An Indigenous education specialist has been included on the Flex Group Curriculum and Infrastructure working party. Collaboration has occurred with the Project Officer working across the state with current Distance Education Aboriginal parents to inform curriculum development.
- Northern Suburbs Christian School reports that all Aboriginal students in the school community are supported by the enhanced classroom practice resulting from this NP. Those Aboriginal students demonstrating particular needs are assisted with special programs delivered through small group activities.

Information Type: Qualitative and Quantitative

Support for other cohorts (if applicable) – 1 January 2010 to 30 June 2010.

Activity in schools, and across systems, to address Low SES School Communities NP reform priorities can be seen in, but is not limited to, the examples given below.

- The establishment of efficient processes to monitor achievement and attendance of EAL students.
- At Moonah Primary School additional funding allocated to include English as an Additional Language (EAL) students in the Learn to Swim program.
- 150 students at Cosgrove High School have engaged in alternate and flexible community-based learning experiences. The emphasis has been on meeting diverse student needs and matching them to community opportunities.
- Students with disability at Timsbury Road School, a school for students with additional needs, have participated in a transition program for 9 students in term 1 which has resulted in improved attendance.
- Disengaged students have been targeted by a broad range of initiatives in Learning Services South East, including: Big Picture concept at Bridgewater High School; Village at Triabunna; INVEST; the Beacon Foundation; work placements and a focus placed on Personalised Learning in high schools and district high schools. These programs, by design, are meeting the specific learning and well being needs of diverse cohorts.
- Flexible Learning Tasmania provides support through initial consultations with cohort stakeholders, and inclusion in relevant Flex Group working parties as appropriate to inform curriculum development and program provision:
 - State-wide Flexible Provision Group (Students at Risk)
 - Tasmanian Association for the Gifted
 - Rural and Isolated schools
 - CELO online delivery teachers
 - Distance Education parents
 - LOTE specialists in relation to NALSSP
 - Autism specialists
 - Post Year 10 leaders (Rural Communities Reference Group).
- In the Independent schools, students with special and/or additional needs are catered for with individualised planning and small group support. These students are also supported by IST's Special Education/Targeted programs consultant.

Activities you would like to showcase – 1 January 2010 to 30 June 2010.

Acknowledging that implementation is in its very early stages, the following sample of examples of good news stories or positive early impact of reform activities at the system or school level is provided. The list reflects the wide range and concerted efforts commenced in Tasmanian NP schools.

- St Helens District High School – focus on feedback including teacher to student, student to teacher, colleague to colleague, external to school and “group voice”
- New Norfolk Primary – Teacher capacity building through a tandem teaching program
- Bridgewater Federation – work with Geoff Munns; team approach to student engagement
- Wellington Alliance – school improvement process facilitated by Performance Edge
- Rokeby High – professional learning model incorporating teachers observing teachers
- Rokeby Primary – replacing age grouping with a ‘band’ structure
- West Ulverstone – planning focus on QuickSmart Program
- Fairview Primary – whole school structures and processes for numeracy teaching
- Warrane Primary – numeracy professional learning structure and Positive Behaviour Support
- Somerset Primary – Individual Student Support Plan and implementing Writers Workshop to enhance student learning
- Mt Faulkner Primary – literacy coach model
- Bruny Island School – reading comprehension student grouping model
- Abbotsfield, Mt Faulkner and Claremont Primary – co-principal model
- Hillcrest Primary – ‘Hilly Kids are Friendly Kids’ social skills programme (support documentation is available)
- Montello Primary – parent partnerships including the ‘Blokes and Kids Events.’ The school has produced a video to highlight this initiative
- Clarendon Vale Primary – ‘Dad’s on Deck’ and ‘Dinner with Dads’. Enhancing the engagement and involvement of dads in their child’s learning. An extension of the *Launching into Learning* initiative.
- Oatlands District High – parent workshops
- Sheffield District High – Personalised Learning Support for Grade 10 students (an individual case study can be provided for documentation)
- New Norfolk High – flexible provision and the development of leadership capacity
- Westerway Primary – *Working from Student Data* project
- Tasman District High – Quality Teaching research project
- Rokeby High – providing options for disengaged, disaffected and troubled students through flexible and alternative programs
- Triabunna District High – Personalised Learning
- Montrose Bay High School – Personalised Learning at Big Picture School
- Geeveston District High – alternate learning provisions, community schooling and the Child and Family Centre development
- Claremont Primary – whole school literacy approaches

- Wellington Alliance schools – major review of all current practices and collaborative future planning
- Cosgrove High – development of action research teams focussed on Middle Schooling, Personalised Learning with key actions already underway
- East Tamar Federation of Schools – plan to monitor the attendance and learning outcomes of 188 Aboriginal students
- St Paul's Catholic Schools and John Paul II Catholic School – 'Engaging the Learning Community' program.
- Flexible Learning Tasmania SES4 – this initiative has been a catalyst for groups of schools to reflect on their current educational provision for all students, and importantly, to follow through with supported action plans for change where identified. A range of initiatives are currently being developed to assist students in regional areas identify appropriate pathways into further training and educational programs. One example is 'Getting it Together'. *Getting it Together* is a futures oriented life skills program that provides an online environment with tools to enable students to:
 - be organised and stay on track
 - access online curriculum through short courses (including high interest, low print literacy)
 - negotiate interest based inquiry options; and
 - store evidence of learning and achievement in an ePortfolio



Getting it Together works particularly well at the local level in tandem with a practical hands-on vocational or community based learning program. Early feedback from students has been overwhelmingly positive.

Information Type: Qualitative

Section 4 – Literacy and Numeracy

Six Month Progress – 1 January 2010 to 30 June 2010.

On commencement of the 2010 Tasmanian school year in February, schools moved quickly to implement the elements of their network and school literacy and numeracy improvement plans. Networks had used data to identify a focus for their Literacy and Numeracy NP effort, which was reflected in their school/network implementation plans developed during the latter stages of 2009. Professional learning and school/network planning teams, planned for in the year prior are now established.

Teacher learning, and building teacher capability in a sustainable way, is a priority within the Tasmanian approach and has predominantly underpinned all actions in schools. Students in Years 5, 6, 7 and 8 are being specifically targeted for initiatives, and implementation is requiring primary and high schools to work together. Feedback is suggesting, even at this early stage, that while challenging at times the benefits of teachers from the primary and secondary schools working together are being realised.

Government and Catholic schools participating in the National Partnership have developed whole school /network literacy and numeracy plans. Initiatives designed and implemented are focusing on pedagogy, are evidence based and are using student performance data to inform areas of action. The plans are addressing all Literacy and Numeracy National Partnership priority areas for reform. These plans have been published on each sector's website.

Underpinning the Tasmanian approach is the belief that student outcomes, teacher capacity, professional learning networks and creativity are all enhanced when schools work together to develop shared approaches, language and expectations. Action in the first part of 2010 is seeing this become a reality.

The focus of the IST's Literacy and Numeracy NP implementation is on students from Prep to Yr 5. The IST approach is supporting 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 across Independent primary schools.

In the DoE progress can be clearly seen in the following:

Resourcing

- NP resourcing has facilitated additional staffing resources - network lead teachers, school based coordinators and classroom based support teachers.
- Their roles include
 - leadership of teams within the network and individual schools
 - responsibility for whole school planning, development, management and implementation of programs
 - leading professional learning
 - mentoring
 - collection, analysis and sharing of data
 - documentation of network/school expectations
- NP funding has also supported the purchase of *QuickSmart* kits and the appointment of trained Teacher Assistants to deliver the program.

Continuity of Learning

Continuity of Learning 5-8 has been developed through:

- Regular network meetings with lead teacher and school coordinators

- Building teacher skill in use of evidence based best practice
- Focus on explicit teaching and, in some Learning Services, the Gradual Release of Responsibility model
- The collection and analysis of data to inform teaching programs
- Collaborative planning and professional learning for teachers of grades 6-7

Literacy

- Agreed common approaches used in network primary and high schools e.g. Writers Workshop, Reciprocal Reading, and Carol Christensen decoding. The latter is particularly evident in Bridgewater/Geilston Bay, Clarence Plains
- A number of schools are using Writers Notebook to focus on the explicit teaching of writing
- Network professional learning on writing criteria based on the NAPLAN marking guide for narrative and persuasive text.
- Moderation of student writing
- The adoption of a common spelling program across Clarence Plains schools
- Learning Services NW also supports a part time position (.2 FTE) from its Project Officer funding and this position is occupied by a senior Teacher at Parklands high who co-ordinates Literacy progress across all schools in the cluster.
- Flexible grouping of students enables the best use of both personnel and material resources.

Numeracy

- Learning Services NW network schools have each appointed a Numeracy Co-ordinator with a well defined role and they are in regular contact with each other
- The Parklands Cluster has a well documented, comprehensive programme around implementing QuickSmart
- The Glenorchy Network has engaged in extensive cross school professional learning particularly focussed on Mental Computation, scope and sequence and intervention strategies. A part time (.4 FTE) numeracy coordinator role coordinates planning and professional learning across the network
- The Rosebery Cluster has been focussing on both QuickSmart and explicit intervention strategies in Literacy to support learning
- Learning Service based professional learning program developed, including QuickSmart training.

In the Catholic sector progress has been in evidence in the following:

Use of data / Professional Learning

- Whole school and network participation in data analysis.
- Professional development activities have been held with all network staff including the understanding of NAPLAN analysis of data and how to plan using results.
- In each school, target students have been identified and Individual Education Plans have been created for all students in lowest and highest bands to ensure that targeted students are achieving results and extensions where possible. IEPs were completed for all Aboriginal students.
- Analysis was undertaken of 2008 testing completed including NAPLAN, PAT Maths, SWST, PAT – Lit. Identification of significant areas of need across the school as well as common

areas between Grade 3 and Grade 5 results. Results then cross referenced with 2010 results exploring growth, trends, strengths and weaknesses.

- Reflection and evaluation was integral to Learning Team meetings. A common approach was determined and implemented in network schools.
- All Middle Years teachers in networks participated in a differentiation PD facilitated by Dr Toni Noble and two whole school sessions of PD were held for all teachers in Years 5 - 7, based on understanding NAPLAN and using the data as a planning tool.

Resourcing

- Resources were purchased to assist in more hands-on Mathematics in classrooms. In one network, all students from year 3 to 7 are now registered on Mathletics.
- Children have been given access to laptops in class for at least one lesson per week in all classes. Most children are accessing Mathletics at home on a regular basis.
- Whole class sets of Yr 3 and Yr 5 NAPLAN type tests were made available to teachers. Students identified as 'below benchmark' were timetabled in IT lab 3 times a cycle, (3 lessons out of 8).

Continuity of Learning

- Teachers worked in Middle Years to develop a proforma for Literacy and Numeracy blocks after research and consultation. Literacy and Numeracy Block structures were implemented in Year 5 - 7 classrooms.

Literacy

- Networks investigated 'Scaffolded Literacy' with Middle Primary classes and developed planning sequences using this tool as a model.
- One network has implemented a series of literacy strategies developed by a number of schools in partnership with Dr Carol Christensen and based on research into best practice in literacy teaching. The program is delivered in a structured and staged series of lessons (repeating over each fortnight) and employs a range of pedagogical methods including direct instruction, group work, independent and guided investigation.

Numeracy

- Twenty four students identified through OPI testing as being below the National Minimum Standard have been placed in separate developmental classes with a specific focus on Numeracy pedagogy.
- Two primary schools involved in networks are participating in the 'ACTION Maths' program. This is having a significant impact on teacher attitude and confidence, as well as student progress in number. An example of one school's progress is included in the section below.

In the Independent sector funding through the National Partnership for Literacy and Numeracy has supported teachers and the wider community of Independent schools in Tasmania. Initiatives have assisted educators to focus on approaches that are evidence based, efficient and effective in improving literacy outcomes for students. Each initiative has been developed in response to an identified need and are as follows:

- *MULTILIT* Literacy program designed and developed by Macquarie University specifically for teaching low-progress readers. Targets group students in the Early Years (see following section for more detail)
- Performance Indicators in Primary Schools (PIPS) is providing reliable and valid, performance based measure of student performance on entry to Prep as baseline for

measuring progress and identifying those students requiring early intervention (see following section for more detail)

- Linking student wellbeing to academic performance this initiative informs and supports students, parents and educators (see following section for more detail)
- In-school support initiative addresses needs in schools with disproportionate numbers of students with significant delays in literacy development. Provision of regional professional learning, targeted network meetings, and professional dialogue is coordinated by IST adviser and supported by NP project manager.
- Maintaining support for the funded pilot project *In-school Consultancy and Support/Developing best practice in Literacy* will continue to target literacy and numeracy needs and allow for longitudinal tracking of progress. (see following section for more detail)

Information Type: Qualitative

Significant Achievements/Activities – 1 January 2010 to 30 June 2010.

Given the slightly different focus across the three sectors, significant achievements are provided sector by sector by DoE, TCEO and IST.

DoE

Eight networks of schools combining and working together on agreed priorities and targets is a significant achievement. Specific activities from a sample of the networks include:

- The Parklands Network (7 schools) has developed an excellent common set of beliefs and understandings of best practice in numeracy and literacy. This is reinforced with exemplary data collection which is analysed purposefully by the whole group. The network has strong leadership that is committed to improving student outcomes and regularly seek answers to improving classroom practice.
- Rosebery District High has improved reading levels and literacy achievement i.e. many students have moved from the “at risk” level. While it is early days, this improvement is significant for the school community. The Whole, Small, Whole approach has been successful at Rosebery District High.
- The Bridgewater/Geilston Bay Network uses data to identify trends of movement and areas of teaching strength. The data collection and analysis model developed by a coordinator in the Bridgewater/Geilston Bay Network (8 schools) led to powerful professional learning and moderation across the network.
- Teacher and leadership capacity is being built within the New Norfolk Network (3 schools) through shared professional learning and providing opportunities for staff to facilitate professional learning for colleagues.
- The introduction of common practices in the teaching of spelling and reading strategies in the Clarence Plains Network (4 schools) is a significant change resulting from schools and teachers working together.
- Extensive professional learning support in Glenorchy Network (12 schools) has resulted in:
 - whole staff planning and moderation
 - a series of professional learning activities calendared for the whole year totalling 18 hours
 - a common focus on mental computation, scope and sequence and implementation
 - sub groups established for specific numeracy areas e.g. space, 6-7 transition
 - regular scheduled staff discussion about numeracy practice
 - network approach to NAPLAN preparation with resources developed and used
 - workshops on diagnostic testing, intervention strategies

- coaching and mentoring in each school
- 100% of the coordinators and teacher assistants involved in QuickSmart also participating in other network numeracy PL
- resources developed and disseminated.

The Catholic sector has three networks of schools (7 schools in total) participating in this NP. They report positively on their increased provision of access, by teachers and students, to engaging and explicit learning opportunities. Of note:

- A survey of staff and students in one network has shown considerable improvement in attitude, pedagogy and confidence when tackling reading and comprehension tasks at all levels. The general consensus indicates that the program's structure of smaller, gender based groups has had a positive impact upon the achievement and learning of students, with all groups indicating an increased willingness to participate more fully in all tasks presented and to undertake oral reading with greater confidence. This has also had an empowering effect upon teaching staff in general, some of whom would not under other circumstances undertake a specific "teaching" role.
- Students have noted a particular enjoyment for the "Engagement in Ideas" and "Critical Literacy" series of learning experiences, with some acknowledging an increased awareness and understanding of reading techniques used to inform. Teaching staff have found the comprehensive planning and preparation of materials most beneficial in allowing them to explore different teaching pedagogies and to identify crucial reading and comprehension strategies and skills.
- Reports are that both students and staff have benefited from the program. Circulation of library books has improved greatly, student application to all learning has improved and the culture of quiet learning and concentration is developing. Staff are engaged in professional discussion surrounding literacy and pedagogy. Teachers are applying literacy ideas to many aspects of their teaching.
- Progress has been noted in numeracy in one network, with significant improvements made in counting, place value, addition and subtraction, multiplication and division in the period. This improvement can partly be attributed to the additional support provided by the NP in enabling a secondary college to work closely with a primary school on specific areas of Mathematics.

The Independent sector report the following as significant January to June 2010 activities.

- *MULTILIT*- Reflecting the recommendations of the National Inquiry into Literacy *MULTILIT* is enabling explicit instruction in each of the 5 essential areas. Data collected through this project is also supporting 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*- Funding to Independent schools in Tasmania through the NPSS has supported 10 schools to participate in *PIPS*. It has also provided for consultancy and support with data analysis; PL for teachers linking data and planning; information for parents and administrative support.
- *Kids Matter Primary (KMP)* – In the period January 2010 to June 2010, 9 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).

- *In school Consultancy and Support/Developing best practice in Literacy* – Maintaining this Pilot Project initiative from its completion in May 2010 until December 2010 will strengthen sustainability into 2011. Support for teachers in the 4-targeted Nth/West coast schools has continued and expanded.

Information Type: Qualitative and Quantitative

Barriers to Progress – 1 January 2010 to 30 June 2010.

In the DoE implementation, effective communication across schools in networks has been an early barrier. The requirement for such joint communication is a new one and aligning network priorities and strategies with priorities and strategies of individual schools posed challenges. As was the case with the Low SES Schools Communities NP, the volume of Building the Education Revolution (BER) work impacting on the time of school leaders was also a challenge to be dealt with in the first part of the year. The BER work in Tasmania was managed in a way that has meant that the vast majority of work was highly relevant and has added greatly to our schools and their capacity to provide engaging and innovative learning opportunities for our students. It cannot be denied, however, that demands on principals and school leaders' time during the planning and construction phase were onerous. Other barriers in DoE implementation include:

- Staff movement – lead teacher and school coordinator
- Allocating adequate professional learning time
- Staff absences
- A sense of being part of a network, not apparent in all schools
- Network meetings not achieving 100% attendance
- The reluctance of some primary teachers to work with year 7 teachers.

The only barriers impacting on the **Catholic sector's** capacity to implement reform strategies were in the logistics of collaboration between large secondary colleges and small primary schools. This was overcome by having regular monthly meetings supported by the system as a means of facilitating this collaboration, keeping the reforms on track and for monitoring progress.

In the Independent sector the ethos of some Independent schools restricts the presentation of some aspects of behaviour and/or wellbeing programs currently offered. This will require negotiating and planning with individual schools prior to presentations.

Cost of teacher relief and/or availability of relief teachers has restricted opportunities for some Independent schools. Where possible, and necessary, funding and/or teachers are provided to allow maximum participation, particularly in remote areas.

Information Type: Qualitative

Support for Indigenous Students – 1 January 2010 to 30 June 2010.

The following snapshots of activity/support apply to some, or all of the schooling sectors.

- Dare to Lead Snapshots completed, and implementation of recommendations commenced, in several schools
- Dare to Lead professional learning – building leadership capacity
- Schools have identified students below National Minimum Standard and have developed culturally appropriate critical learning pathways
- Schools are incorporating Aboriginal cultural history into professional learning opportunities for staff to better equip them when teaching Aboriginal students and

working with their families

- Participation of Aboriginal students in the *QuickSmart* program. Early data is positive
- Small group explicit teaching of reading and writing for Aboriginal students at risk and/or below the National Minimum Standard
- Aboriginal Education Officers working with Aboriginal students
- Aboriginal families have been engaged in the planning of building redevelopments. As well as valuing the input from the Aboriginal community in the development of the plans, opportunities such as this enable relationship building and have positive ramifications for building home-school community and increasing family participation in their child's learning
- Schools have commenced and are at various stages in the creation and implementation of Individual Education Plans (IEP) for Aboriginal students
- In the Catholic sector, IEPs were developed for all Aboriginal students and these were closely monitored by Aboriginal Education officers in schools and supported by the TCEO.
- Anecdotal evidence suggests attendance levels for Aboriginal students have improved
- Cultural diversity is recognised and celebrated.

Information Type: Qualitative and Quantitative

Activities you would like to showcase – 1 January 2010 to 30 June 2010.

The following sample of examples of good news stories or positive early impact of reform activities are provided.

In DoE

- Bridgewater/Geilston Bay Network – support teacher role in building teacher capacity
- Glenorchy Network – professional learning sessions (Powerpoint presentations) posted on SharePoint, PhotoStory of completed professional learning sessions
- Queechy Network – action research on the effectiveness of mobile technology
- Bridgewater/Geilston Bay Network – 'Bringing the primary into the secondary' – physical environment and ethos shift among staff
- Rosebery District High – primary literacy organisation
- New Norfolk Network – shared literacy professional learning
- Brooks Network – common numeracy professional learning model that includes a specific focus on place value and mental computation
- Claremont Primary School – vertical grouping model for teaching numeracy prep-2
- Learning Services North West – team approach to *QuickSmart Numeracy*
- Glenorchy Network – sharing of *QuickSmart* program and student progress. Data measures are available and will be provided in future reports.

In the Catholic sector

- ACTION Maths
- Professional learning on data collection, analysis and use in the classroom

In the Independent sector

- Special Learning Needs Network; focussed professional learning
- Kids Matter Primary initiative; acknowledging the importance of good mental health on academic outcomes

Part 1 - Milestones not reported/not achieved/partially achieved in Annual Report for 2009

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>
100% of principals will have participated in a performance review discussion with General Managers (DoE) during 2009.	<i>Due Nov/Dec 2009 - not referred to in Annual Report for 2009.</i> This achievement was reported in the 2009 Annual Report as completed. 100% of principals participated in a performance review discussion with General Managers (DoE) during 2009.		

Part 2 - Milestones in Progress Report - (Achieved 1 January 2010 to 30 June 2010)

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>
100% of principals will have participated in a performance review discussion with General Managers (DoE).	This milestone is now imbedded in the DoE culture with General Managers conducting a leading for high performance process with all principals annually. In addition and complementary to this, managers from Learning Services also meet regularly with NP school principals to discuss Smarter Schools plans, priorities and progress.		
Postgraduate scholarship support provided to Tasmanian government teachers.	Yes – this milestone has been achieved with 267 Unit places filled in 2010. A wide range of units have been selected by teachers.		
Postgraduate Certificate in Literacy developed by UTas.	This milestone has been achieved and enrolments continued into 2010.		

7 Centres of Excellence (DoE).	This milestone has been surpassed. 8 Centres of Excellence in 2010, 6 in Hobart and 2 in the NW		
Postgraduate scholarship support extended to Tasmanian non-government teachers by 2010.	All Tasmanian teachers, from government and non-government schooling sectors now enjoy this support. Milestone achieved.		
Process to establish School Centres of Excellence in partnership with UTas and the Australian Catholic University commenced by TCEO.	Yes, a process has commenced, signalling that this milestone has been achieved. TCEO will focus on the north and northwest of the state.		

Part 3 - Milestones that will progress through the 2010 calendar year (with no set milestone date)

Milestone	Detail of achievement against milestone. Quantitative and Qualitative	Strategies put in place to achieve milestone (including updated timeframe) Quantitative and Qualitative

Part 1 - Milestones not reported/not achieved/partially achieved in Annual Report for 2009

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>

Part 2 - Milestones in Progress Report - (Achieved 1 January 2010 to 30 June 2010)

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>
School Improvement Plans developed and published for all schools participating in SES 1, 3 and 5	Schools from all three schooling sectors are participating in SES 1, 3 and 5. All three schooling sectors report that this milestone has been fully achieved.		
Secondary Renewal (SES 2) networks established (may include funded and unfunded schools) and improvement plans developed and published by Group A and Group B Renewal networks / schools. Plans will identify one School Improvement Measure that schools will collectively address and establish an ambitious target to be achieved after four years of implementation	This milestone has been achieved. Department of Education schools participating in this strategy are working closely together and have developed ambitious and targeted plans, supported by Learning Services. The Catholic Education Office reports that their two participating schools have also met the obligations of this milestone.		
Initial schools (Round 1) prioritised and the process commenced for School Improvement Reform through Intervention (SES 6)	Participation in SES6 implementation is exclusive to Department of Education schools. Three Round 1 schools were identified and the process of reform through intervention		

	<p>commenced.</p> <p>The process for identifying schools for participation has been established. Rich and reliable data informs identification and prioritisation for participation. Schools are flagged for the intervention with General Managers and the Secretary through a structured meeting process (Team Learning Service), determining the need, nature of support and funding requirements for each intervention. A discussion between Learning Services and the Principal of each school verifies participation and is the trigger for planning.</p> <p>Milestone achieved.</p>		
<p>Planning, monitoring and reporting mechanisms for SES 6 developed</p>	<p>Milestone partially completed by June 2010</p> <p>Learning Services Managers are responsible for ensuring that accountabilities around this strategy are met.</p> <p>By virtue of the intent and design of this intervention, planning, monitoring and reporting mechanisms may vary in different contexts.</p>	<p>Process commenced term 2.</p>	<p>Planning complete. Balanced scorecard process will be finalised mid October 2010.</p>
<p>Flexible Learning School (SES 4) operational guidelines developed and initial implementation of Flexible Learning Tasmania (FLT) is underway. Preliminary FLT Improvement Plan developed and published</p>	<p>This milestone has been achieved. Operational guidelines have been developed, a Steering Group meets regularly and significant decisions which have advanced the future implementation of this strategy have been made in the first 6 months of 2010.</p> <p>The Flexible Learning Tasmania NP Implementation Plan has been published on the DoE website. www.education.tas.gov.au/dept/strategies/national-partnerships/smarter/schools</p>		

Attendance targets (to be achieved by May 2013) established for all NP schools	Completed by all current participating NP schools.		
SES 7 Polytechnic / Academy Transition implementation plan developed and published	<p>This milestone has been achieved by the two participating TCEO schools.</p> <p>Whilst progress has been made, this milestone was not achieved by the Department of Education.</p>	<p>Given the refinement underway in the post Year 10 sector in Tasmania, SES7 has posed both planning and implementation challenges. Work began late 2009 with the Polytechnic leading the process and appointing a consultant to develop an SES7 NP implementation plan. By June 2010 a number of draft versions of the plan had been provided to DoE, however feedback regarding the draft plan and the requirement for the plan to address the required reforms, combined with the imperative that the plan engages all post Year 10 stakeholders, has impacted on progress.</p>	<p>Significant work to progress the refinements in the post Year 10 sector, planned for the second half of 2010, will provide greater clarity and a direction for this strategy. It is anticipated that :</p> <ul style="list-style-type: none"> ○ an interim draft plan and budget, will be developed by the Polytechnic for SES7 implementation for the remainder of 2010 ○ a steering group, including appropriate representation (informed by the refinement process) from post Year 10 stakeholders will be developed to guide the strategy ○ an implementation plan, 2011 will be developed for publication on the DoE website prior to school commencement in 2011
Project Managers appointed in all six schools participating in SES 3 Extended and Integrated Service delivery	<p>Milestone achieved in all participating schools. In Clarendon Vale Primary School and Geeveston DHS, the Principal is taking on the Project Manager role. The four other participating DoE schools have employed liaison officers or Advanced Skills Teachers to perform the role. Only DoE schools are formally participating in this strategy; however the Northern Suburbs Christian School (IST, SES5) is taking elements of this strategy in their approach to achieving reforms. They have appointed a NP Project Manager.</p>		

Acceptance of Tasmania's Smarter Schools 2009 Annual Report	Milestone completed. Confirmation received.		

Part 3 - Milestones that will progress through the 2010 calendar year (with no set milestone date)

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>

Part 1 - Milestones not reported/not achieved/partially achieved in Annual Report for 2009

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>

Part 2 - Milestones in Progress Report - (Achieved 1 January 2010 to 30 June 2010)

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>
Intervention strategy developed and being implemented in all schools in 100 percent of networks	This milestone has been fully achieved. All three schooling sectors report that the implementation of their approach, as described in Tasmania's implementation plan, is on track. In the DoE and TCEO, this means that all I I networks are established, with management teams operational.		
Professional learning support, provided for teaching staff implementing Performance Indicators in Primary School (PIP's) in the Independent sector has been taken up by at least 75 percent of the schools registered	This milestone refers only to the Independent schooling sector. It is reported as complete, milestone achieved and ongoing. Supported by an in school consultant, IST literacy adviser and targeted programs adviser in all regions, 22 Independent schools received this learning support in the first six months of 2010.		
Eleven network plans developed as	This milestone has been achieved. I I		

appendix to individual School Improvement Plans. Network plans published	networks have been established, consistent with the school lists provided in Tasmania's Implementation Plan. Network plans have been developed and published.		
Managers Learning and Regional Directors (systemic Catholic schools) Director-Secondary Education Services (Catholic sector colleges) have met personally with a representative of every network to monitor progress and provide support	The TCEO report that this milestone has been achieved. A senior manager has met personally with a representative of each of the three TCEO networks to monitor progress and provide support.		
School and network improvement targets established and agreed by Learning Services/Tasmanian Catholic Education Office (TCEO)	Both the DoE and the TCEO report that this milestone has been achieved. Support has been provided to school leaders and both school and network improvement targets have been established.		
100 percent of coordinators and teacher assistants implementing QuickSmart numeracy in 2010 have undertaken required professional learning	This milestone has been achieved. Information sessions for Principals and school leaders has been provided as well as the required QuickSmart professional learning for co-ordinators and the teacher assistants undertaking the program in schools. See Attachment I.		
Professional learning, as described in Literacy & Numeracy plans has been provided for relevant staff in all 75 schools	All schooling sectors report that this milestone has been achieved. Every participating school, through published network plans, described professional learning requirements of implementation. All schools have provided professional learning to relevant staff.		

Planning for the implementation of Performance Indicators in Primary School (PIP's) has commenced in a minimum of 18 Independent sector schools	IST report that this has been achieved. 19 schools have registered for the implementation of Performance Indicators in Primary School (PIP's). See Attachment 2.		
IST has been in contact with schools from the Independent sector for the purpose of identifying and engaging 2010 MULTILIT Reading Tutor Program schools and has developed a timeline for professional learning which will be provided during 2010	IST undertook a communication process with schools and from that process schools were identified for participation and a professional learning schedule implemented. Eleven Independent schools participated in MULTILIT training in March 2010. All participating schools have developed specific schools plans for the administration of MULTILIT. Six schools have requested, and are receiving, follow up support from an IST adviser. See Attachment 3		
IST has commenced a process to engage 2011 Independent schools for the MULTILIT Reading Tutor Program. A proposed list of 2011 schools will be identified by April 2010	IST has achieved this milestone. See Attachment 3		
Acceptance of Tasmania's Smarter Schools 2009 Annual Report	Achieved and confirmation received.		
At least one teacher from each network has been identified to work across primary and high schools to address student transition, year 6 - 7	This is a feature of the network approach and has been achieved in all eight DoE networks and the three TCEO networks.		

Part 3 - Milestones that will progress through the 2010 calendar year (with no set milestone date)

Milestone	Detail of achievement against milestone. Quantitative and Qualitative	Strategies put in place to achieve milestone (including updated timeframe) Quantitative and Qualitative

Attachment I DoE QuickSmart Tasmania - 2009/2010

Northern QuickSmart Cluster		
<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>Manager Learning : Kim Bennett kim.bennett@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 : Kevin Fagan kevin.fagan@education.tas.gov.au</p>	<p>Northern QuickSmart Cluster</p> <p>Total schools in Northern QuickSmart Cluster – 21</p>
Southern QuickSmart Cluster		
<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>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>Manager Learning : Lucy Fisher lucy.fisher@education.tas.gov.au</p>	<p>Southern QuickSmart Cluster</p> <p>Total schools in Southern QuickSmart Cluster – 12</p>

Attachment 2

IST Performance Indicators in Primary Schools (PIPs)

Professional Learning Support provided for teaching staff implementing Performance Indicators in Schools (PIPS) in the Independent sector has been taken up by at least 75% of schools registered – 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
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

Attachment 3

IST MULTILIT schools 2010 and 2011

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 to be trained in MULTILIT in 2011

Channel Christian School
Fahan School
Herrick Presbyterian College
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