

**SMARTER SCHOOLS NATIONAL PARTNERSHIP AGREEMENT -  
IMPROVING TEACHER QUALITY  
LOW SOCIO-ECONOMIC STATUS SCHOOL COMMUNITIES  
LITERACY AND NUMERACY**

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

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**1. PURPOSE**

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This Agreement between the Commonwealth Government and the State Government of Western Australia confirms the cooperative nature of the implementation of the National Partnership Agreements on Improving Teacher Quality, Low Socio-Economic Status (Low SES) School Communities and Literacy and Numeracy, agreed by all governments at the Council of Australian Governments' (COAG) Senior Officials meeting on 12 December 2008.

In entering into this Agreement the Commonwealth Government and State of Western Australia recognise that they have a mutual interest in shared responsibility for contributing to achieving the objectives, outcomes and targets for schooling under the COAG Participation and Productivity Agenda, the National Education Agreement, and the 2008 National Declaration on Educational Goals for Young Australians.

The Agreement has been developed collaboratively by the Department of Education, Western Australia (the Department), Catholic Education Office of WA (CEOWA) and the Association of Independent Schools of WA (AISWA). This collaboration is a clear indication of the shared commitment to achieve higher standards, improve accountability and better outcomes for students, by working together wherever possible.

Western Australia's commitment to empowering public schools to make decisions that best suit the needs of their students sits well with the national reform agenda and provides a unique opportunity to address assertively, issues challenging this school system and those across the country.

Raising standards in literacy and numeracy, building sustainable improvement in teacher quality, and more effectively addressing challenges facing students in disadvantaged communities are priorities for Western Australia.

Meta-analysis of school effectiveness and school improvement research clearly shows that there is no single thing or project that will make a sustained difference to student outcomes. Rather, it will be a suite of complementary projects, programs and actions which are sustained at all levels of the system over a considerable amount of time that will make the difference.

Western Australia welcomes this Agreement as a means by which it can work collaboratively across jurisdictions and sectors, to effect positive change for students, irrespective of geographical location or academic ability.

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**2. KEY REFORM AREAS**

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In fulfilling the requirements of this Agreement, Western Australia agrees to address the priority areas for each of the three Smarter Schools National Partnerships through identified State and sector priorities for reform initiatives.

The Implementation Plans acknowledge and build on effective collaborative partnerships, include whole-of-state initiatives and sector-specific initiatives, and respect the diverse context of the three participating school sectors and their communities. Plans include reform strategies that have state-wide application, with capacity for diversity in implementation, and initiatives that respond to sector-specific needs.

Planning for the implementation of the three Smarter Schools National Partnerships acknowledges the significant investment and strengths of programs already underway across this State while recognising that experience shows that they are not sufficient by themselves to cause sustained improvement in student learning. Implementation of planned reform strategies will therefore align coordinated evidence-based interventions tailored to match school contexts and specific circumstances.

Commonwealth funding, together with State co-investment, will support implementation, monitoring, reporting and agreed evaluation of these reforms.

In collaboration with all sectors, Western Australia has developed the following agreed principles that will underpin the State's implementation of the National Partnership Agreements for Low SES, Literacy and Numeracy and Improving Teacher Quality:

- effective leadership is essential for programs that deliver better achievement outcomes;
- projects are data-driven and evidence-based;
- a focus on building the school learning community supports upskilling and expanding capacity amongst teachers and school leaders;
- building teacher capacity is the focus to enhance student outcomes for all levels of the education system;
- teacher capacity is enhanced when expert consultants work shoulder-to-shoulder with teachers and students in schools;
- learning and teaching will only be effective when students are in a position to attend school and engage effectively and can develop healthy physical and mental dispositions;
- effective learning and teaching and engagement with schooling will occur best when parents and the wider community are engaged with the school and the learning process, and are in a position to support students;
- building sustainable processes and practices ensures ongoing improvement;
- support for schools in low SES communities will be essentially cross-system and cross-sector strategies to maximise resource use and outcomes;
- developing more effective pre-service programs is a fundamental ingredient for more effective schools, especially for pre-service training in preparation for largely Indigenous and/or hard-to-staff schools; and
- successful literacy and numeracy strategies involve a whole-school approach towards school improvement.

## 2.1 Low SES School Communities

- 2.1.1 Western Australia will implement strategies presented in the *Implementation Plan for Low SES School Communities*, within all of the Key Reform Areas to seek to improve educational outcomes for students through a particular mix of systemic, local-area and within-school strategies that are tailored to the specific context of the school communities. Strategies will strengthen existing and develop new community partnerships that provide wrap-around support for students in need.
- 2.1.2 The Low Socio-Economic Status School Communities Implementation Plan will align to, and reflect, work planned through the national collaboration projects, particularly the Extended Service School Models project and the Small and Remote Schools project.
- 2.1.3 The following six Key Reform Areas will be implemented:
  - 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; and
- external partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements).

2.1.4 All participating schools will engage in collaborative decision-making to determine strategies to be implemented best suited to their circumstances.

2.1.5 The list of participating schools is set out in the Implementation Plan.

## 2.2 Literacy and Numeracy

2.2.1 Western Australia will implement strategies presented in the *Implementation Plan for Literacy and Numeracy*, within the Key Reform Areas, to seek to improve educational learning outcomes for students through a mix of systemic, local area and whole-of-school strategies tailored to their identified literacy and numeracy needs.

2.2.2 The Key Reform Areas are:

- effective and evidence-based teaching of literacy and numeracy;
- strong school leadership and whole-of-school engagement with literacy and numeracy; and
- monitoring student and school literacy and numeracy performance to identify where support is needed.

2.2.3 The National Partnership Agreement for Literacy and Numeracy will also provide funding for innovative approaches to lift teacher capacities, including literacy and numeracy specialists working shoulder-to-shoulder and focusing on targeted intervention to support teachers. The funding, learning tools and other support provided by the National Partnership Agreement for Literacy and Numeracy will complement and contribute to improvement in schools participating in the National Partnership Agreement for Low Socio-Economic Status School Communities.

## 2.3 Improving Teacher Quality

2.3.1 The Western Australian Improving Teacher Quality Implementation Plan will utilise National Partnership funding to enhance teacher quality through a range of strategies that combine new and innovative initiatives and strengthen the extensive existing support for principals, teachers and school leaders already established in this State. The focus of reform will be on developing and retaining high quality teachers and school leaders to support enhanced student outcomes.

2.3.2 Western Australia will implement strategies that will strengthen existing work being carried out across the State and develop new opportunities focused on:

- world leading professional development and support which will empower principals to better manage their schools to achieve improved student results and higher quality to lead performance improvement at the local level;
- new pathways into teaching;
- better pathways into teaching;

- Indigenous education pathways;
- new professional standards to underpin national reforms;
- joint engagement with higher education providers to improve teacher quality;
- establish quality placements for teacher education courses;
- establish School Centres of Excellence;
- improved mobility of the Australian teaching workforce;
- improved quality and availability of teacher workforce data;
- improved performance management and continuous improvement in schools (linked to the professional learning and national standards);
- improved pay dispersion to reward quality teaching;
- improved reward structures for teachers and leaders who work in disadvantaged Indigenous, rural/remote and hard-to-staff schools;
- improved in-school support for teachers and leaders, particularly in disadvantaged Indigenous, rural/remote and hard-to-staff schools;
- increased school-based decision making about recruitment, staffing mix and budget;
- continuous improvement program for all teachers; and
- Indigenous teachers' and school leaders' engagement with community members.

2.3.3 The Western Australian Improving Teacher Quality Implementation Plan will align to, and reflect, work being undertaken nationally in relation to the teacher workforce.

### **3. BUDGET**

#### **3.1 Facilitation Payments**

3.1.1 Facilitation payments are based on the implementation of the initiatives presented in the three Final Implementation Plans.

3.1.2 Table 1 below sets out the Commonwealth facilitation payments and State/Territory co-investments to be made in support of these reforms. For multi-year reform agendas, a series of indicative Commonwealth facilitation payments and State co-investments is specified.

#### **3.2 Reward Payments**

3.2.1 Western Australia seeks maximum reward funding, subject to the achievement of agreed reward milestones and is committed to demonstrating significant ongoing progress in relation to all of the reforms.

3.2.2 Table 2 below sets out the notional Commonwealth reward payments.

3.2.2 In relation to Improving Teacher Quality, undertaking the full suite of planned reward reforms is dependent on the State achieving the full reward payment in 2011. Strategies for reward payments are indicative and will depend on achievement of reward funding.

3.2.3 The performance measures and outcomes for the National Partnership Agreements for Literacy and Numeracy will provide a substantial basis on which to assess the allocation of reward payments from the National Partnership Agreements for Improving Teacher Quality and Literacy and Numeracy.

**Table 1: Facilitation Payments**

	2008/09 (\$,000)	2009/10 (\$,000)	2010/11 (\$,000)	2011-12 (\$,000)	2012-13 (\$,000)	2013-15 (\$,000)	2014-15 (\$,000)	Total
<b>Low Socio-Economic Status NP</b>								
Australian Government	726	9,796	13,223	24,188	23,462	14,392	10,965	96,750
State Co-investment	726	9,796	13,223	24,188	23,462	14,392	10,965	96,750
<b>Subtotal</b>	<b>1,451</b>	<b>19,592</b>	<b>26,446</b>	<b>48,376</b>	<b>46,924</b>	<b>28,784</b>	<b>21,930</b>	<b>193,500</b>
<b>Literacy &amp; Numeracy</b>								
Australian Government	8,640	9,870						
State Co-investment	8,640	9,870						
<b>Subtotal</b>	<b>17,276</b>	<b>19,744</b>						<b>37,020</b>
<b>Improving Teacher Quality</b>								
Australian Government	608	1,317	3,444	4,153	0	0	0	0
State Co-investment	249	649	1,084	1,012	0	0	0	0
<b>Subtotal</b>	<b>857</b>	<b>1,966</b>	<b>4,527</b>	<b>5,165</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12,515</b>
<b>Total</b>	<b>19,593</b>	<b>41,410</b>	<b>31,207</b>	<b>53,545</b>	<b>46,880</b>	<b>28,680</b>	<b>21,700</b>	

**Table 2: Australian Government Notional Reward Payments**

	2008/09 (\$,000)	2009/10 (\$,000)	2010/11 (\$,000)	2011-12 (\$,000)	2012-13 (\$,000)	2013-15 (\$,000)	2014-15 (\$,000)	Total
<b>Literacy &amp; Numeracy</b>			21,600	21,600				43,200
<b>Improving Teacher Quality</b>				17,724	17,724			35,448
<b>Total</b>			<b>21,600</b>	<b>39,324</b>	<b>17,724</b>			<b>78,648</b>

Notes:

1. All funding is GST exclusive
2. Actual reward allocation to States/Territories is subject to review before the end of 2010
3. Detailed co-investment programs provided in the Final Implementation Plans

**Table 3 : Facilitation Payments by Milestones (\$,000)**

Due Date for milestone	Milestone payment date	Low SES (\$,000)	Teacher Quality (\$,000)	Literacy & Numeracy (\$,000)
June 2009	June 2009	726	608	8,640
Oct 2009	Nov 2009	7,347	987	2,468
May 2010	June 2010	2,449	329	7,402

▪ Preliminary Bilateral Agreement signed

▪ Final Plans agreed (75% of payment)

(25% of payment)

- 30 school plans developed and published
- The 9 Aboriginal Independent Community Schools developing school plans that include attendance and school improvement strategies. These plans will be published once approved by the community(I)
- 27 school plans developed and published ( C )
- Based on the quantifiable implementation activities included in the School level Plans, additional milestones will be provided to the Commonwealth by February 2010.
- The submission of an annual progress report (outlined in Section 6) on NEA outcomes, agreed performance measures and milestones

Leadership Academy announced (D)

• 34 Independent Public schools established (D)

• Service providers appointed to establish up to 10 Training Schools (D)

• 53 internship students commenced (D)

• Up to 53 scholarships offered (D)

• Sister school guidelines developed (D)

• Up to 60 teachers trained as Specialist Coaches (D)

• Up to 45 AIEO conversion course graduates assigned coaches/mentors (D)

• Review and expansion of L3CT program underway (D)

• CEOWA Specialist Coaches initiative and Leadership Strategy commenced (C)

• Up to 50 teachers undertaking upskilling in Science and Maths teaching (C)

• Up to 30 education assistants commenced upskilling to Diploma level (C)

• Up to 10 ICT Mentor/Experts Trained and working in school clusters (I)

• Up to 50 teachers undertaking ICT training in cluster groups (I)

• Up to 5 AEWs enrolled and/or commenced further training (I)

• The submission of an annual progress report (outlined in Section 6) on NEA outcomes, agreed performance measures and milestones

(75% of payment)

• 71 school plans developed and published

• Based on the strategies included in the School level Plans, quantifiable implementation activities will be provided for 2010 and 2011 in an updated Bilateral Agreement, by February 2010.

• 17 Independent Schools in the first phase of the NP have school plans that include whole school planning for improving Literacy and Numeracy outcomes for students (I)

• Partnership meeting for schools involved in WOMBAT, implementation of WOMBAT testing and analysis of data commenced. (I)

• 62 Catholic school plans developed and published

• The submission of an annual progress report (outlined in Section 6) on NEA outcomes, agreed performance measures and milestones

Oct 2010	Nov 2010	(50% of payment) 6,611	(50% of payment) 1,722	(50% of reward payment) 10,800
<ul style="list-style-type: none"> <li>16 school plans developed and published</li> <li>Negotiation underway to implement systematic reforms</li> <li>Blue-earth extension program operational in 13 Kimberley schools (C)</li> <li>Planning of continued roll out of PATHS training in 12 independent Kimberley and Pilbara Schools. ( C )</li> <li>Based on the quantifiable implementation activities included in the School level Plans, additional milestones will be provided to the Commonwealth.</li> <li>The submission of a progress report on agreed milestones</li> </ul>	<ul style="list-style-type: none"> <li>Principal Professional Development Program developed (D)</li> <li>Training providers appointed/contracted (D)</li> <li>Up to 9 Training Schools across the Department and CEOWA in operation (D,C)</li> <li>Up to 10 Pilot schools identified for Senior Learning Assistants (D)</li> <li>Consultation with districts/TAFE colleges to identify schools to work on strategies to support new career structures for support staff (D,C)</li> <li>Universities to develop contracted diploma teaching course and associated prac support (C)</li> <li>Up to 40 graduates engaged in Training Schools (D,C)</li> <li>Up to 6 specialist coaches appointed/in training (D)</li> <li>School Leadership program delivered in at least one rural/regional and one metro area (I)</li> <li>Up to a total of 20 ICT Mentor/Experts Trained and working in school clusters (I)</li> <li>Up to a total of 100 teachers undertaking ICT training in cluster groups (I)</li> <li>The submission of a progress report on agreed milestones</li> </ul>	<ul style="list-style-type: none"> <li>Based on the extent to which targets are met</li> </ul>		
May 2011	June 2011	(50% of payment) 6,612	(50% of payment) 1,722	(50% of reward payment) 10,800
<ul style="list-style-type: none"> <li>27 school plans developed and published</li> <li>Detailed project development has occurred in clusters and schools</li> <li>12 Kimberley schools involved in PATHS approach (C and I)</li> <li>Additional schools are piloted through the Independent Public Schools Initiative</li> <li>The 9 remote schools have embedded attendance and improved achievement strategies into school planning and implementation and school plans published (I)</li> <li>13 additional independent schools working on engagement strategies to improve student performance and incorporate this into their whole school plan (I)</li> <li>At least 80% of the 51 ATAs in 13 Kimberley schools supported by program including up skilling in literacy, numeracy and classroom management programs (C)</li> </ul>	<ul style="list-style-type: none"> <li>Up to 15 Training Schools across the Department and CEOWA established (D,C)</li> <li>Up to 53 graduates from new/better pathways (D)</li> <li>Up to 53 internship students commenced (D)</li> <li>Up to 80% retention rates of conversion course graduates (D)</li> <li>School Leadership program recognised for credit by the higher education sector (I)</li> <li>Continued expansion of ICT Training to develop ICT Mentors and trained teachers.(I)</li> <li>Program commenced with University of Notre Dame to train Teacher Assistants in kindergarten to at least a Certificate 111 TA Up to 30 education assistants will have commenced this program (C)</li> <li>Articulation possibilities to teacher training courses finalised and advertised to participants</li> </ul>	<ul style="list-style-type: none"> <li>Based on the extent to which targets are met</li> </ul>		

Oct 2011	Nov 2011	<ul style="list-style-type: none"> <li>At least 5 ATAs enrol in higher qualifications at least Certificate III Education Support, typically through University of Notre Dame, Broome (C)</li> <li>6 Kimberley schools with secondary tops supported by program(C)</li> <li>At least 6 metropolitan mentor schools identified to support Kimberley schools(C)</li> <li>WACE programs commence in all 6 schools</li> <li>Based on the quantifiable implementation activities included in the School level Plans, additional milestones will be provided to the Commonwealth.</li> <li>The submission of an annual progress report (outlined in Section 6) on NEA outcomes, agreed performance measures and milestones</li> </ul>	<ul style="list-style-type: none"> <li>The submission of an annual progress report (outlined in Section 6) on NEA outcomes, agreed performance measures and milestones</li> </ul>	<p>(50% of payment) 12,094</p> <ul style="list-style-type: none"> <li>7 Kimberley and 3 metro schools involved in extending the school day project (C)</li> <li>The 13 additional independent schools working with school communities for approval to publish their schools plans and embed the new strategies in all they do (I)</li> <li>The submission of a progress report on agreed milestones</li> </ul> <p>(50% of payment) 2,076</p> <ul style="list-style-type: none"> <li>Up to 80 Senior Learning Assistants appointed (D)</li> <li>Up to 200 education assistants commenced up skilling program (D,C)</li> <li>2012 scholarships promoted (improved practicum) (D)</li> <li>Continued expansion of ICT Training to develop ICT Mentors and trained teachers.(I)</li> <li>School Leadership Program delivered in 2011 in at least two locations with some participants gaining credit for a higher degree (C)</li> <li>The submission of a progress report on agreed milestones</li> </ul> <p>(50% of reward payment) 10,800</p> <ul style="list-style-type: none"> <li>Based on the extent to which targets are met</li> </ul>
May 2012	June 2012	<p>(50% of payment) 12,094</p> <ul style="list-style-type: none"> <li>27 school plans developed and published</li> <li>Detailed project development has occurred in clusters and schools</li> <li>Up to 25 metro schools working on engagement strategies to improve attendance and achievement (I)</li> <li>All Aboriginal Independent schools (remote, rural and one metro:14) have published school plans including the engagement and improved achievement strategies (I)</li> <li>8 metro independent schools have published school plans including the engagement and improved achievement strategies (I)</li> </ul>	<p>(50% of facilitation payment) 2,075</p> <ul style="list-style-type: none"> <li>Up to 25 Training Schools established (D)</li> <li>Up to 50 new internships commenced 2012 (D)</li> <li>Up to 100 graduates from new/better pathways (D)</li> <li>Up to 200 education assistants and AIEOs attain higher qualifications (D,C)</li> <li>Up to 80 Senior Learning Assistants appointed (D)</li> <li>Up to 60 new Specialist Coaches appointed (D)</li> <li>Expansion of program enabling training for Education Assistants from Independent Schools at Certificate, Diploma and Degree level (I)</li> </ul> <p>(50% of reward payment) 8,862</p>	<p>(50% of reward payment) 10,800</p> <ul style="list-style-type: none"> <li>Based on the extent to which targets are met</li> </ul>



		<ul style="list-style-type: none"> <li>Based on the quantifiable implementation activities included in the School level Plans, additional milestones will be provided to the Commonwealth.</li> <li>The submission of an annual progress report (outlined in Section 6) on NEA outcomes, agreed performance measures and milestones</li> </ul>	<ul style="list-style-type: none"> <li>Continued expansion of ICT Training to develop ICT Mentors and trained teachers (I)</li> <li>The submission of an annual progress report (outlined in Section 6) on NEA outcomes, agreed performance measures and milestones</li> </ul>	
Oct 2012	Nov 2012	(50% of payment) <ul style="list-style-type: none"> <li>The submission of a progress report on agreed milestones</li> <li>Additional milestones to be agreed with the Commonwealth (if applicable)</li> </ul>	(50% of reward payment) <ul style="list-style-type: none"> <li>Based on the extent to which targets are met</li> </ul>	8,862
May 2013	June 2013	(50% of payment) <ul style="list-style-type: none"> <li>The submission of an annual report (outlined in Section 6), on NEA outcomes, agreed performance indicators/measures and milestones</li> </ul>		
Oct 2013	Nov 2013	(50% of payment) <ul style="list-style-type: none"> <li>The submission of a progress report on agreed milestones</li> <li>Additional milestones to be agreed with the Commonwealth (if applicable)</li> </ul>	(50% of reward payment) <ul style="list-style-type: none"> <li>Based on the extent to which targets are met</li> </ul>	8,862
May 2014	June 2014	(50% of payment) <ul style="list-style-type: none"> <li>The submission of an annual report (outlined in Section 6), on NEA outcomes, agreed performance indicators/measures and milestones</li> </ul>		
Oct 2014	Nov 2014	(50% of payment) <ul style="list-style-type: none"> <li>The submission of a progress report on agreed milestones</li> <li>Additional milestones to be agreed with the Commonwealth (if applicable)</li> </ul>		
May 2015	June 2015	(50% of payment) <ul style="list-style-type: none"> <li>The submission of an annual report (outlined in Section 6), on NEA outcomes, agreed performance indicators/measures and milestones</li> </ul>		
Oct 2015	Nov 2015	<ul style="list-style-type: none"> <li>The submission of a final report (outlined in Section 6), on NEA outcomes, agreed performance indicators/measures and milestones</li> </ul>		

Notes: Funding is GST exclusive.

## 4. NON-GOVERNMENT SECTOR PARTICIPATION

- 4.1 All National Partnership planning in Western Australia reflects the close collaboration between the three schooling sectors in this State.
- 4.2 Western Australia has established a high-level Cross-Sectoral Governance Group to facilitate the planning and implementation of the National Partnerships between the government and non-government sectors.
- 4.3 This group meets on a regular basis to provide advice to the Director General and Minister for Education in relation to:
- the allocation of funds to each sector;
  - an accountability framework for managing dispersal of funds, their acquittal and monitoring and reporting requirements;
  - the identification of co-investment requirements by sector;
  - development of potential cross-sector initiatives and sector-specific proposals for the NPs; and
  - evaluation of the National Partnerships.
- 4.4 A Cross-Sectoral Team meets regularly to discuss collaborative opportunities and general principles underpinning the implementation of the National Partnerships.
- 4.5 The sectors will work together to implement the Final Implementation Plans and have an agreed methodology for the distribution of funds to each sector as outlined in the Budget section of this Agreement.
- 4.6 Commonwealth funds for Western Australia will be received by the Western Australian Department of Education through the Western Australian Department of Treasury and Finance and will then distribute the respective funding component to the Western Australian Catholic Education Office and the Association of Independent Schools (WA).

## 4.7 Co-investment

Each sector will contribute at a minimum, co-investment proportional to its share of the facilitation funding.

**Table 4: Summary of Co-investment Commitment by Sectors – further details provided in Implementation Plans**

	2008-9 \$,000	2009-10 \$,000	2010-11 \$,000	2011-12 \$,000	2012-13 \$,000	2013-14 \$,000	2014-15 \$,000	Total \$,000
<b>LOW SES</b>								
Government	605.2	8,170.8	11,028.8	20,174.7	19,569.5	12,003.9	9,145.9	80,698.8
Catholic	86.9	1,173.8	1,584.3	2,898.2	2,811.2	1,724.4	1,313.8	11,592.6
Independent	33.4	451.4	609.3	1,114.6	1,081.2	663.2	505.3	4,458.6
<b>Total C'lth</b>	<b>725.6</b>	<b>9,795.9</b>	<b>13,222.5</b>	<b>24,187.5</b>	<b>23,461.9</b>	<b>14,391.6</b>	<b>10,965.0</b>	<b>96,750.0</b>
<b>WA Co-Invest</b>	<b>725.6</b>	<b>9,795.9</b>	<b>13,222.5</b>	<b>24,187.5</b>	<b>23,461.9</b>	<b>14,391.6</b>	<b>10,965.0</b>	<b>96,750.0</b>
<b>LITERACY &amp; NUMERACY</b>								
Government	6,837.7	7,811.1	17,094.2	17,094.2				48,837.3
Catholic	1,127.5	1,288.0	2,818.8	2,818.8				8,053.2
Independent	674.8	770.8	1,687.0	1,687.0				4,819.6
<b>Total C'lth</b>	<b>8,640.0</b>	<b>9,870.0</b>	<b>21,600.0</b>	<b>21,600.0</b>				<b>61,710.0</b>
<b>WA Co-Invest</b>	<b>8,640.0</b>	<b>9,870.0</b>						<b>18,510</b>
<b>TEACHER QUALITY</b>								
Government	408.5	885.0	2,314.7	14,705.1	11,913.9			30,227.2
Catholic	100.6	218.0	570.3	3,622.8	2,935.1			7,446.8
Independent	98.6	213.6	558.6	3,549.0	2,875.3			7,295.1
<b>Total C'lth</b>	<b>607.7</b>	<b>1,316.7</b>	<b>3,443.6</b>	<b>21,876.9</b>	<b>17,724.3</b>			<b>44,969.1</b>
<b>WA Co-Invest</b>	<b>248.9</b>	<b>649.1</b>	<b>1,083.7</b>	<b>1,012.3</b>				<b>2,994.0</b>
<b>SUMMARY</b>								
Government	7,851.4	16,866.9	30,437.8	51,974.1	31,483.3	12,003.9	9,145.9	159,763.3
Catholic	1,315.1	2,679.8	4,973.4	9,339.7	5,746.3	1,724.4	1,313.8	27,092.6
Independent	806.8	1,435.9	2,854.9	6,350.6	3,956.5	663.2	505.3	16,573.2
<b>Total C'lth</b>	<b>9,973.3</b>	<b>20,982.6</b>	<b>38,266.1</b>	<b>67,664.4</b>	<b>41,186.2</b>	<b>14,391.6</b>	<b>10,965.0</b>	<b>203,429.1</b>
<b>Total WA Co-Invest</b>	<b>9,614.5</b>	<b>20,315.0</b>	<b>14,306.2</b>	<b>25,199.8</b>	<b>23,461.9</b>	<b>14,391.6</b>	<b>10,965.0</b>	<b>118,254.0</b>

## 5. INDICATIVE ACTIONS AND PERFORMANCE INDICATORS

- 5.1 The overarching outcomes and performance indicators will contribute towards the attainment of the outcomes specified in the multilateral National Partnership Agreements (refer to Schedule A of each Agreement). They are:

Outcomes	Performance Indicators
All children are engaged in and benefiting from schooling.	The proportion of children enrolled in and attending school.
Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving.	Literacy and numeracy achievement of Year 3, 5, 7 and 9 students in national testing.
Schooling promotes the social inclusion and reduces the education disadvantage of children, especially indigenous children.	The proportion of Indigenous and Low SES children enrolled in and attending school . Literacy and numeracy achievement of Year 3, 5, 7 and 9 Indigenous and low SES students in national testing. The proportion of the 19-year-old Indigenous and low SES population having attained at least a Year 12 Certificate or equivalent or AQF Certificate II. The proportion of Indigenous students completing Year 10.
Australian students excel by international standards.	The proportion of students in the bottom and top levels of performance in international testing (e.g. Program for International Student Assessment , Trends in International Mathematics and Science Study).
Young people make a successful transition from school to work and further study.	The proportion of the 19-year-old population having attained at least a Year 12 or equivalent or AQF Certificate II.
	The proportion of young people participating in post-school education or training six months after school.
	The proportion of 18-24 year-olds engaged in full-time employment, education or training at or above Certificate III.

- 5.2 The strategies presented in the accompanying Implementation Plans will contribute towards the attainment of the outcomes specified in the three Smarter Schooling National Partnership Agreements.
- 5.3 Performance indicators are presented in each of the Final Implementation Plans, including articulation of the schools, students and workforce targeted through specific indicative actions.
- 5.4 For the Teacher Quality National Partnership, the reform priorities are identified, including how the reward reforms will be implemented.
- 5.5 Roles and responsibilities of the State and the Commonwealth in facilitating the achievement of the stated reforms and in the involvement of the non government sector is also presented in each of the Final Implementation Plans.
- 5.6 In developing performance indicators and measures, Western Australia has adopted the principle that, wherever possible, the collection and reporting of measures will not impose additional burdens on schools.

## 6. MONITORING AND REPORTING ARRANGEMENTS

- 6.1 The Parties agree that achievement of the Milestones, Deliverables or Performance Indicators as detailed in this Bilateral Agreement will be jointly monitored by all parties in accordance with the relevant provisions of the NP and the Implementation Plans.
- 6.2 Monitoring and reporting arrangements will reflect the requirements of Schedule C to the *Intergovernmental Agreement on Federal Financial Relations*.
- 6.3 Western Australia will provide reports to the Commonwealth Government as detailed below:

National Partnership	Details of Reporting	Due Date
Low SES Teacher Quality Literacy and Numeracy	2009 Annual Report	31 May 2010
Low SES Teacher Quality	Progress Report	31 October 2010
Low SES Teacher Quality	2010 Annual Report	31 May 2011
Low SES Teacher Quality	Progress Report	31 October 2011
Low SES Teacher Quality	2011 Annual Report	31 May 2012
Low SES	Progress Report	31 October 2012
Low SES	2012 Annual Report	31 May 2013
Low SES	Progress Report	31 October 2013
Low SES	2013 Annual Report	31 May 2014
Low SES	Progress Report	31 October 2014
Low SES	2014 Annual Report	31 May 2015
Low SES	Final Report	31 October 2015

Annual and Final Reports will contain the following details:

- (a) Title of the Program
- (b) Description of the Program
- (c) Program activities commenced in the reporting period
- (d) Program activities completed in the reporting period
- (e) Progress against the NEA outcomes, Milestones, Deliverables and Performance Indicators
- (f) A statement of issues of concern that may impact on the achievement of any of the Milestones, Deliverables or Performance Indicators
- (g) Summaries of any relevant reports, evaluations, analysis and /or survey outcomes Western Australia has undertaken or had commissioned in relation to achieving any of the Milestones, Deliverables or Performance Indicators

A separate Progress Report detailing achievement of identified November payment milestones will be provided in October each year, triggering the associated facilitation payment.

- 6.4 Summaries of the Western Australian reports will be published to facilitate the sharing of information regarding successful reform interventions and best practice to the Commonwealth, other States and Territories and schools.
- 6.5 Western Australia notes that where agreed Performance Indicators under this and the NP agreements contribute to the objectives and outcomes of the National Education Agreement. The COAG Reform Council will review these Performance Indicators in the context of its analysis and report on the National Education Agreement and its subsidiary NP agreements. The COAG Reform Council will make an assessment of the achievement of agreed benchmarks in relation to reward payments.
- 6.6 Where individual school data is provided, and where the NP Agreements do not provide for that level of analysis to be published, standard privacy issues will prevail.

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## **7. PUBLICATIONS AND COMMUNICATIONS**

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- 7.1 Western Australia will acknowledge the Bilateral Agreement as a joint Commonwealth and State initiative in all publications promotional and advertising materials, public announcements and activities or any products, processes or inventions developed as a result of the implementation of the Bilateral Agreement.
- 7.2 Western Australia agrees to the use of the Smarter Schools National Partnership logo on all publications and to the use of the term "National Partnership schools" when referring to schools receiving funding under the National Partnerships in all publications.
- 7.3 Western Australia agrees to the inclusion of the statement acknowledging the Australian Government's investment in the Smarter Schools National Partnerships in all publications and that publications related to the National Partnerships will be a joint announcement between the Commonwealth and the states and territories.
- 7.4 Western Australia agrees to give reasonable notice to the Commonwealth prior to publishing National Partnership related announcements.

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## **8. AUDIT ARRANGEMENTS**

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- 8.1 Western Australia will manage the financial arrangements for the National Partnerships to accord with relevant legislation and to comply with Schedule C to the *Intergovernmental Agreement on Federal Financial Relations*. Auditing arrangements will be put in place that ensure adherence to any relevant instructions for State and Federal Treasuries.
- 8.2 Records of State and local area or school reform plans will be maintained for evaluation and audit purposes.
- 8.3 Processes for evaluation and audit will be agreed between the Commonwealth and State by 30 June 2010.

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## **9. GOVERNANCE ARRANGEMENTS**

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- 9.1 The governance arrangements for this Agreement will be managed in accordance with the National Partnerships Agreements between the Commonwealth and Western Australia.
- 9.2 The Commonwealth and the State of Western Australia will undertake the roles and responsibilities outlined in the three National Partnership Agreements.

In addition, the Commonwealth and the State of Western Australia will share responsibility for:

- contributing to the development and delivery of the joint national elements of any reforms;

- monitoring achievements against the Implementation Plans and providing information to the COAG Reform Council; and
- facilitating the sharing of best practice cased students, material and resources.

## Dispute resolution

9.3 In the event of a dispute:

- any party to this Agreement may give notice to the other party of a dispute;
- any disputes arising from the Agreement between the three sectors will be dealt with in the first instance by the Ministerial Advisory Council;
- any disputes between the State and Australian Government in regard to this Agreement will be dealt with in the first instance by the Director General of the Department of Education and an appropriate Commonwealth Officer; and
- if the dispute can not be resolved then it will be referred to the appropriate Minister.

## Term of the Agreement

9.4 This Agreement continues to be in effect until the earlier of:  
 (a) termination of the Agreement in accordance with clause 8; or  
 (b) one year after the cessation of all National Partnership Agreements

## Variation of the Agreement

9.5 This Agreement may be amended at any time by agreement in writing by the Parties and under the terms and conditions as agreed by the Parties.

A Party to the Agreement may terminate their participation in this Agreement by notifying the other Party in writing. To minimise disruption to participating schools, at least 12 months notice should be given in these circumstances.

The termination of this Agreement will also terminate the Parties' involvement with each other in any agreements directly related to the provisions of this Agreement.

## Review of the Agreement

9.6 The Parties recognise that the ambitious nature of the National Partnership reforms will require this Agreement and the Implementation Plans to be reviewed before its expiry. This review will assess progress in achieving these National Partnerships' objectives and outcomes and consider options for the future of the National Partnerships, including extension of their life or rolling a portion of the National Partnerships' facilitation funding into funding provided under the Specific Purpose Payment under the National Education Agreement. The review will draw on the findings from the independent evaluation of the reforms implemented under this National Partnership.

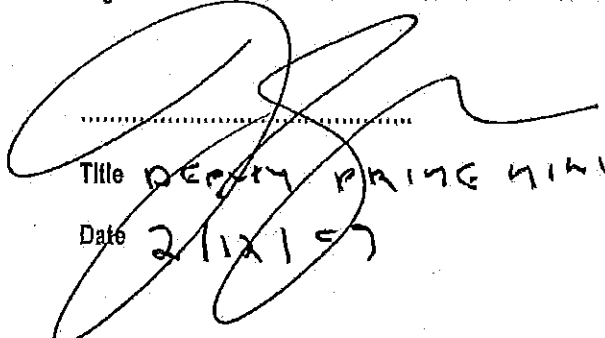
9.7 In the event of inconsistency between this Agreement and the Intergovernmental Agreement on Federal Financial Relations, the Intergovernmental Agreement on Federal Financial Relations will take precedence over any clauses contained in this Agreement.

## Intellectual Property

- 9.8 The parties agree that Western Australia will retain its intellectual property rights (including copyright, trade mark, design, patent, trade, or other proprietary rights, or any registration of such rights existing in Australia or elsewhere) in all information and other material provided by Western Australia to the Commonwealth under this Agreement.
- 9.9 Western Australia consents to the use within Australia of that information and material by the Commonwealth and the Commonwealth's sharing with, and the use within Australia, by Australian States, Territories and schools as part of the national Partnership program including where it is to facilitate the sharing of information regarding successful school reform interventions and best practice.

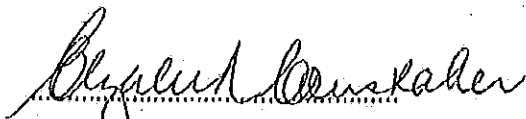
The Parties have executed this agreement as follows:

Signed for and on behalf of the Commonwealth of Australia by



.....  
Title DEPUTY PRIME MINISTER  
Date 2/11/09

Signed for and on behalf of the State of Western Australia by



.....  
Title: MINISTER FOR EDUCATION; TOURISM  
Date 28.10.09