



Australian Government

SMARTER SCHOOLS NATIONAL PARTNERSHIPS



SMARTER SCHOOLS NATIONAL PARTNERSHIPS

IMPROVING TEACHER QUALITY
LOW SES SCHOOL COMMUNITIES
LITERACY AND NUMERACY

Western Australia Progress Report 2010 (1 January – 30 June 2010)



Department of
Education



CATHOLIC EDUCATION
OFFICE OF WESTERN AUSTRALIA



ASSOCIATION OF
INDEPENDENT SCHOOLS OF
WESTERN AUSTRALIA (INC)

The term Aboriginal is respectfully used to refer to Aboriginal and Torres Strait Islander people.

Section 1 – Overview/Summary of Progress

Government Sector

After extensive planning, consultation and preparation during 2009, the Department of Education, Catholic Education Office of Western Australia and Association of Independent Schools of Western Australia commenced the implementation of reform activity under the Smarter Schools National Partnerships in January 2010.

Through the Smarter Schools National Partnerships, a range of reform strategies are being implemented. Collectively, this reform activity forms a cohesive and comprehensive approach to improving schooling in Western Australia.

Collaboration between the State's three schooling sectors is ongoing, and all parties are committed to raising standards, improving accountability and achieving better outcomes for students by working together, wherever possible.

Improving Teacher Quality

- The Western Australian Institute for Public School Leadership and Professional Learning has been established and the Managing Director of the Institute has been appointed.
- The review of the Level 3 Classroom Teacher program has commenced. Research and analysis has been undertaken to inform detailed planning and the development of a preferred model for the Department of Education (the Department) which would improve the career paths for all teachers working in public education and result in better distribution of exemplary teachers across all schools.
- Training Schools - Edith Cowan University (ECU) was appointed as the service provider for the Training Schools and 13 Training Schools were established in 2010.
- 60 residency interns commenced the Residency Program in January 2010 and a further 10 residency interns commenced as the second cohort at Kingston Primary School.

Low Socio-economic Status School Communities

- Thirty schools commenced implementation of their Low SES NP operational plans in January 2010. Eighty two per cent of those schools are maximising the utilisation of NP resources by participating in a shared cluster strategy with other schools, as well as implementing strategies specific to each school.
- The Low SES Communities Project Team continued to promote the type of services available in government schools under extended service school models, specifically services being offered by external agencies.
- Schools have individual education improvement strategies in place for targeted cohorts of students, and whole school literacy and/or numeracy plans to focus and consolidate teaching. Thirty nine specialist teachers in literacy and numeracy have been employed in schools. Twelve per cent of schools have strategies in place for working with speech pathologists on early identification of speech and language deficits in children and development of the appropriate intervention programs.
- The Department has continued its push towards greater differential remuneration to improve the attraction, retention and therefore the distribution of highly skilled principals and teachers amongst schools in low SES school communities. During 2010, considerable research and analysis was undertaken to develop various models of financial and non-financial incentive options that may encourage distribution of highly qualified leaders to Low SES NP schools. Various options are being explored by the Department, in consultation with Western Australian Government central agencies.

Literacy and Numeracy

The 83 Literacy and Numeracy Partnership Schools are using additional funding to improve students' literacy and numeracy skills, through a mix of systemic, local area and whole school strategies tailored to identified needs. These include:

- implementing effective and evidence-based literacy and numeracy teaching strategies, and monitoring their effectiveness. This includes explicitly teaching core literacy and numeracy skills and knowledge and utilising specialist teachers who work shoulder-to-shoulder in the classroom with their colleagues;
- focusing attention on students achieving at or below the national minimum standard, in particular Aboriginal and ESL/ESD students; and
- implementing the on-entry diagnostic tool in pre-primary, to identify those students at risk, and intervening early through adopting a case management approach.

Catholic Sector (CEOWA)

Improving Teacher Quality

The six month period saw significant progress across all seven specific projects in the National Partnership (NP). This included:

- A wider involvement of teachers and schools, particularly in the Science and Mathematics up-skilling, where a total of over 120 teachers have benefited from the program, including many from non-metropolitan schools.
- Plans for the Mentor Support Program have also been developed to include significant expansion to country schools in the second half of 2010. Plans were also finalised to integrate the Mentor Support Program for first and second year teachers with the Literacy and Numeracy NP schools (in regional areas of Western Australia).
- The Leadership Program and Quality Catholic Schooling School Improvement Framework have been closely aligned and the roll out of both programs will occur in the second half of 2010 and in 2011.

Low Socio-economic Status School Communities

- The primary focus of this National Partnership (NP) has been to support the 13 Catholic Kimberley schools, many of which are in very remote locations. Some support was provided to a further 10 schools in the Perth and Southwest region. A range of related programs were implemented to provide support to the schools.
- Strategically, the focus of the Low SES NP funding was on Kimberley schools which is a priority for the system and in keeping with key policy directions outlined in Closing the Gap and the *Indigenous Education Action Plan 2010-2014*. The aim has been to improve the whole school environment and outcomes for students. This ranges from literacy and numeracy, attendance, engagement, health, social skills and engagement with the communities involved. All projects are designed to contribute to these aims. These are highly consistent with the major milestone reforms involved in this NP.
- The Extending the School Day program has begun to illustrate a number of positive outcomes. Kimberley schools have noted increasing attendance and engagement. Of significance is the stronger involvement of the community in many schools through many of the out of school programs. This will be a focus for future developments.

Literacy and Numeracy

Literacy and numeracy support to schools has juxtaposed within a wider school improvement model. The strategies aim to assist schools to build capacity, develop pedagogical renewal processes and support instructional leadership so that literacy and numeracy processes can be effective, for example:

- Each school has developed a detailed literacy and numeracy plan, part of which is reflected in the School Level Plan on the CEOWA website. This detailed plan sits alongside a more comprehensive school improvement process which is supported by the regional school support consultant. The Collaborative Professional Learning model has provided this framework.
- Schools are now in regional clusters and the more devolved model has presented a number of advantages and opportunities. It is planned to extend this model to the Kalgoorlie and Geraldton regions to include approximately 13 more schools.
- Most schools had appointed a key literacy and numeracy contact and this has continued under the NP arrangement. The CEOWA has effectively merged its former and current support to schools with the model adopted for Partnership Schools.

It is also significant to recognise that over 65 per cent of Catholic primary schools are receiving NP support. This is significantly more than other jurisdictions and is an indication of the determination to adopt this model more widely.

Independent Sector (AISWA)

Improving Teacher Quality

This National Partnership (NP) is supporting school leaders across the sector and extending the work within the Literacy and Numeracy and Low SES NPs. AISWA has appointed a NP consultant to coordinate and extend all work in the Improving Teacher Quality NP and has initiated:

- extensive professional learning opportunities for aspirant and current school leaders;
- ICT professional learning to ensure that the expansion of technology enhances student outcomes; and
- sector wide support (through the delivery of customised software) for schools to use their National Assessment Program – Literacy and Numeracy (NAPLAN) data as an integral part of their planning for school improvement.

Wherever possible, NP consultants (Literacy and Numeracy and Low SES) attend professional learning with their school leaders to assist in embedding new practices within schools. This is proving to be an efficient approach and is leading to considerable change in schools.

Low Socio-economic Status School Communities

- The Independent schools funded under this NP represent a diverse range of schools, most of which are small. Twenty five schools are part of this partnership. Nine of these schools have an Index of Community Socio-Educational Advantage (ICSEA) value of less than 700.
- Many of the schools already have programs in place to increase school attendance, student engagement and student achievement. Schools, however, identified that the impediment to achieving their goals is often related to a lack of resources and access to support. Through the Low SES NP, grants have been given to schools to allow them to benefit and enhance their work.
- The NP consultants are working closely with schools to ensure that the grants will lead to increased student attendance and improved literacy and numeracy achievement.

Literacy and Numeracy

The support from AISWA has allowed schools to undertake the following work under the Literacy and Numeracy NP:

- Assessment, such as providing support to schools to analyse NAPLAN results and to use this information to inform school planning and the future direction for NP support, as well as assisting teachers to analyse specific question formats, and skills assessed and to reflect on teaching programs.
- Effective and evidence-based teaching through the provision of coaching and in-class support with regards to explicit teaching and working across the school to create an understanding of what explicit teaching looks like; and to use this understanding for all subsequent coaching and coaching teachers in writing detailed lessons plans that provide for differentiation, assessment and student reflection time.
- The provision of professional learning in differentiating the curriculum, and providing strategies and resources to support differentiation; and the introduction of guided reading programs, including baseline assessments and establishing student groupings.

Evaluation

During the reporting period, the Department of Education undertook planning for an evaluation of the three Smarter Schools NPs. The Department is seeking to engage the experience and expertise of an external consultant to undertake the evaluation. A request for tender has been developed to facilitate this and it is anticipated that the tender will be advertised late in 2010.

The evaluation, which will examine the implementation of the Smarter Schools NPs, includes a cohesive set of evaluation questions pertaining to the effectiveness of the NPs and will be undertaken over the terms of the Partnerships.

The evaluation will assist in determining the factors that lead to improved educational outcomes for school students in Western Australia. The findings of the evaluation will be reported and shared across States and Territories throughout the evaluation process. This will assist in integrating evidence and good practice from the implementation of the Smarter Schools NPs into other areas to improve the educational outcomes of young people.

Smarter Schools National Partnerships Websites

The Department of Education Partnership Schools website was developed in May 2010 and can be viewed at <http://det.wa.edu.au/partnershipschools>. The website provides an overview of the projects, participating schools and up-to-date fact sheets on initiatives and significant reforms. School level plans have been finalised and are accessible via the website.

The Catholic sector provides information about the National Partnerships and school level plans at http://cms.ceo.wa.edu.au/our_schools/national_partnership_programs.jsp.

The Independent sector provides their school community agreements and school level plans at <http://ais.wa.edu.au/national-partnerships>.

Section 2 – Improving Teacher Quality

Six Month Progress – 1 January 2010 to 30 June 2010

Government Sector

Leadership

A new professional learning entity has been established by the Department of Education specifically for public education in Western Australia. The Western Australian Institute for Public School Leadership and Professional Learning (the Institute) is the working title for the new entity, which will be formally named in late 2010. The Institute includes a Centre for Public School Leadership (the Centre).

The Centre has been established to ensure high quality sustainable leadership across public schools. The current environment of the ageing workforce (particularly in administration), shortage of qualified staff to replace them and need for a new style of leadership responsive to an increasingly flexible and empowered school environment, prioritises the need for effective public school leadership.

The Institute and Centre represent an integrated strategy to professional learning that is consultative, collaborative and responsive to the professional learning needs of all Department staff, including public sector employees supporting schools.

The Managing Director, who will oversee both the Institute and Centre, has been appointed and commenced in the position prior to June 2010. The procurement process for the Centre commenced in May 2010 and continues to be in progress.

It is expected that there will be close negotiation with the Institute and the Australian Institute for Teaching and School Leadership (AITSL) as to how affiliated, national and flagship programs will be developed and delivered.

To achieve its aims the Institute will deliver flagship programs for staff at key stages of their career, such as:

- Graduate Teacher Induction;
- Senior Teacher program;
- Programs for school support staff; and
- School leadership modules.

The Institute will also support the recently established Aboriginal Principals' Collegiate Group (the Group). The Group was formed in 2010 to provide a mechanism for sharing experience and knowledge amongst Aboriginal principals and administrators and to link them with stakeholders that can assist their professional development and career advancement. The Group will meet at least eight times during 2010.

Enhanced Career Path for Teachers (Review of L3CT)

Research and analysis of options for improved career paths for teachers and different approaches to recognising and rewarding quality teaching, was undertaken during the reporting period. This analysis has informed the development of a detailed conceptual model for a new competency-based career path. The model has been used for internal circulation and discussion. The proposed model acknowledges the Department's drivers to progress a culture of continuous improvement and increasing autonomy for schools. It also focuses on building the status of the profession nationally as the model will align with the new national professional standards and registration frameworks for teachers.

The proposed competency-based model for teachers will result in a systemic change lifting the quality of teaching across all professional levels and shift the Department from a time served approach to rewarding professional accomplishment. The model will realign the Department's current teacher categories (Graduate, Experienced Teacher, Senior Teacher and Level 3 Classroom Teacher), with those identified in the draft *National Professional Standards for Teachers* (Graduate, Proficient, Highly Accomplished and Lead).

The Department undertook significant consultation on the draft national standards and sought feedback from Western Australian education sector stakeholders. Departmental representatives were instrumental in the development of the draft standards, which are currently being finalised and are expected to be endorsed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) at the end of 2010. Feedback from internal stakeholders will inform the development of a feasibility report that the Department will consider for incorporation into the pending Enterprise Bargaining Agreement (EBA) negotiations, commencing in late 2010.

Incentives for better distribution of L3CTs

The Level 3 Classroom Teacher (L3CT) program recognises exemplary teachers in the Western Australian public education system. As of March 2010 there were a total of 765 L3CTs. Analysis of the distribution of L3CTs identified that only 26.7 full-time equivalents (FTEs) worked in schools participating in the Low Socio-economic Status School Communities (Low SES) NP, which equates to just 0.2 per cent of the current teaching workforce. Forming part of the aforementioned enhanced career path for teachers project, the Department is continuing to explore options that will improve the distribution of exemplary teachers across all public schools, particularly in low socio-economic status schools.

Specialist Coaching

The Specialist Coaching Project is an extension of the In-Class Coaching Program (ICCP) which currently supports 517 first year teachers in public schools. Graduates have access to confidential, non-evaluative support from a highly accomplished teacher intensively trained in methodology that includes consulting, collaborating and coaching, and how to develop the graduate's teaching knowledge and practice.

Graduates are assisted to aspire to, and exceed high standards, referenced against professional standards (the Department's *Competency Framework for Teachers* and the *Western Australian Professional Standards for Teaching* developed by the Western Australian College of Teaching (WACOT)).

Meetings between coach and graduate teacher occur on a regular basis, with approximately 20 hours allocated to each graduate. A set of mentoring tools helps in conversations about classroom practice, aimed at overcoming the challenges of the first appointment. While most meetings are conducted face-to-face, these are augmented, for teachers in remote and regional locations, by email and phone contact.

In 2010, 40 teachers have been specifically targeted for the Specialist Coaching project. All have graduated through an alternative pathway, having achieved their teaching degree through a two year Bachelor of Education Conversion Course. Ten were formerly Aboriginal and Islander Education Officers (AIEOs), and 30 were formerly Education Assistants (EAs).

In the first phase of the project, communication with the two cohorts of targeted graduates, and their principals, was undertaken to develop an understanding of the objectives of the program and the structure of delivery.

The 10 former AIEOs participated in a two day orientation and induction as well as completing sessions on effective teaching practice. The 30 former EAs also completed sessions on effective teaching practice.

In Term 1, schools with the targeted graduates were offered teacher relief for graduates to access in-school support to develop their understanding of the school context, community, policies and priorities.

Seven of the 10 former AIEOs have been appointed to schools in rural and regional areas, most of which have a significant Aboriginal student population, ranging from nine per cent to 99 per cent.

Eight of the former EAs are also in remote and regional schools, with a similar Aboriginal enrolment. Another three of this group are teaching in hard-to-staff schools.

An eight day training program was developed for the specialist coaches, which includes an introduction to the role, coaching methodology, the use of mentoring tools and professional standards.

Communication with principals has been very positive, and there is clear understanding that the project is intended to accelerate the development of their new staff and should not be considered a remediation initiative.

Training Schools Residency Program

The Residency Program targets pre-service teachers (residency interns) enrolled in a Graduate Diploma of Education who will achieve their teaching qualification by being placed in a school under the supervision and tutelage of an experienced and accomplished mentor teacher. The Program has been structured to better prepare these students for their transition into the classroom.

In total, 60 residency interns commenced this program in 2010 and were placed across 13 Training Schools. The Department offered scholarships to residency interns that commit recipients to State-wide placement within the public education system for a period of two years. 15 residency interns accepted the scholarship of \$30,000.¹

¹ Scholarships are awarded to applicants who are committed to working with the Department for two years and are available for State-wide placement.

Training Schools receive additional resources to support the implementation of the Residency Program. A dedicated site director at each school has received training that will support the residency interns, and additional funding provided to enable the site director one day per week to support and coordinate the residency interns and their mentor teachers.

Additional resources have also been focused towards the training of each mentor teacher and payment of a supervising allowance. A total of 79 mentors undertook professional development consisting of two sessions over three days. A mentor meeting was held in May 2010 and attended by 54 mentors.

Training Schools have formed a close working relationship with Edith Cowan University (ECU), which has proven to be beneficial to both ECU and the staff at each school.

Each residency intern is placed with their mentor for two full days per week during the term, in addition to their extended practicum placement. Those residency interns studying early childhood and primary teaching received 10 weeks of mentoring, while those studying secondary teaching will have received eight weeks of mentoring. In addition, an hour long weekly meeting takes place between the mentor and student, for the purpose of providing feedback to the student on their teaching and learning in practice.

Site directors undertook personal observation of each residency intern at least twice per term and conducted three way meetings with each mentor teacher and their residency intern, twice per term. Site directors attended a meeting in May 2010 to share learnings from the first intake.

During the reporting period a review meeting was held between ECU and representatives from the Department to discuss operational and implementation issues for 2011 and the possibility of extending the initiative to rural schools.

ECU progress report to 30 June 2010 includes:

- retention rate of 85 per cent – 51 residency interns;
- 58 mentor teachers were allocated a residency intern in Semester 1, 2010;
- 20 site directors undertook training; and
- 20 new schools have expressed interest in participating in the Residency Program.

Planning for expansion of the Training Schools Residency Program to the Mid-west (Geraldton) region is underway. The region is identified as being suitable for extending the program into a rural setting. Seven primary and secondary schools have been identified to participate in the in-class component of the program.

ECU is currently developing an advertising campaign to attract local candidates to apply for the Graduate Diploma of Education program. Other related operational changes to the program, including the training development schedule for site directors and mentors, are being discussed between the Department and ECU.

The Department has also continued the Kingston Internship Model during 2010 with another cohort of 10 ECU students completing their final year of an undergraduate Bachelor of Education within Kingston Primary School. Nine Kingston intern students have accepted a scholarship whilst completing their qualification.

Up-skilling School Support Staff

Early planning for this project was undertaken in collaboration with the Catholic Education Office of Western Australia (CEOWA). The scope of this program has changed from the Bilateral Agreement, which stated the Department would up-skill EAs and create a new role of Senior Learning Assistant.

The new role would, in fact, fall across two different industrial agreements and therefore create significant complexities, delaying the implementation of the project beyond the life of the NP Agreement.

The Department therefore amended the scope to stay within existing industrial frameworks while maintaining the overall objective, which is to build the capacity of the workforce within the classroom with a focus on increasing practical classroom skills and confidence of school support staff.

By being pitched at a diploma level, this program will also provide a graduated career path into teaching for people with diverse backgrounds.

The up-skilling program for the Department is targeting:

- EAs – mainstream, special needs, AIEOs, ethnic, Defence Force Transition Aides, Auslan, Braille, behaviour centre and home economics;
- Library Officers; and
- Laboratory Technicians/Assistants.

A Request for Quotation has been prepared and was advertised in July 2010. It is anticipated that the first intake of 30 school support staff will commence the 20 week Diploma of Education Support in Semester 1, 2011. Following evaluation this project is anticipated to expand to some 800 school support staff.

Catholic Sector (CEOWA)

The six month period saw significant progress across all seven specific projects in the Improving Teacher Quality NP. This included a wider involvement of teachers and schools, particularly in the Science and Mathematics up-skilling where a total of over 120 teachers have benefited from the program, including many from non-metropolitan schools. Plans for the Mentor Support Program have also been developed to include significant expansion to country schools in the second half of 2010.

Strategically, there has been some important integration of programs both within the Improving Teacher Quality NP, but also with specific projects in other NPs. The Leadership Program and Quality Catholic Schooling School Improvement Framework have been closely aligned and the roll out of both programs will occur in the second half of 2010 and in 2011. Plans were also finalised to integrate the Mentor Support Program for first and second year teachers with the Literacy and Numeracy NP schools (in regional areas of Western Australia).

Mentor Support Program

Three further seminars were held for primary teachers, with an overall attendance of 50. Databases for beginning teachers were finalised and information sent to schools. Negotiations for extension to secondary schools also occurred. Planning occurred in June 2010 for extension of this support program to the Goldfields region where there are five K-7 schools with over 30 first and second year teachers. It is planned to integrate this regional program with an extension to the literacy and numeracy program in this region later in 2010.

Up-skilling Mathematics and Science Programs

Not delivered in this six month period. Seminars were held in the last part of 2009. A survey of participants from 2009 and school visits to talk to teachers and Heads of Department were undertaken to develop the July professional development course, which involved up to 50 participants and also included non-metropolitan schools.

Planning also occurred for a parallel Year 7 up-skilling program in Science and Mathematics, particularly important for those Year 7 teachers who have moved to 7-12 campuses with the relocation of Year 7 students.

Up-skilling Teacher Assistants

This has been highly successful. In partnership with the Central Metropolitan Institute of Technology, a total of three Teacher Assistants (TAs) completed a Certificate III program with a further 30 completing the Certificate IV program. Twenty TAs will continue to the Diploma Program in Semester 2. Arrangements for articulation into early childhood teaching have been negotiated with Curtin University for those diploma graduates wishing to take this pathway. Feedback indicates strong support for this program from all involved. The on-the-job training model and the involvement of the TA's teacher were seen to be a distinct advantage of the program.

Pre-service Training Program

Involves three Catholic schools and 20 trainee teachers from Edith Cowan University (ECU). All training of site directors and mentoring teachers was finalised and the program ran well in Semester 1, 2010. Staff at each of the schools found the program to be highly structured and supported. Trainees will switch schools at the end of Semester 1, 2010. This program is identical to the one being implemented in public schools. Planning occurred during this period to examine a similar program, but with a greater emphasis on a school of excellence in partnership with Curtin University for Terms 3 and 4, 2010. In addition, a Masters of Teaching Program is being investigated with the University of Western Australia (UWA).

Executive Principal

An additional Executive Principal was appointed early in 2010 and has been working with two schools, including one in the Kimberley region. The aim of this involvement has been to assist the principals involved to build leadership and school capacity.

The Aboriginal Leadership Program

Developed as one of the key streams of the suite of leadership programs as a replacement program, by CEOWA but enrolments were limited. To support a wider range of teachers, the *Dare to Lead* program was implemented, in February 2010 with 15 participants.

This is delivered in partnership with Teaching Australia and feedback indicates that the participants are supportive of the program. A key aim of this program is to increase the pool of suitably qualified Aboriginal leaders in the system.

Quality Catholic Schooling

The program aims to develop a school improvement framework and matrix to assist schools in whole school improvement planning and evaluation. The various components were finalised in early 2010 and groups of teachers were brought in to write the various ratings at three levels of proficiency. Over 60 school practitioners were involved and nearly all 157 Catholic schools commenced piloting at least one component which will continue for 2010. All aspects of the framework were mapped to the AITSL draft *National Professional Standards for Teachers*. Further work with the international consultant occurred to refine the document and to align it to other key system priorities. The framework will be completed by October 2010.

Independent Sector (AISWA)

During the reporting period, AISWA initiated a range of professional learning opportunities, the central focus of which is to improve the quality of teaching and leadership in the Independent sector. This professional learning has been offered through NP funding and through additional support from AISWA. A summary of progress during the reporting period is provided below;

Fifty seven (57) participants undertook an intensive three day course on administrative leadership. Participants were given the opportunity to analyse the external imperatives (Commonwealth, state and community), that impact on the work of Independent schools and to incorporate this analysis into their school planning. Approximately 20 participants will complete research assignments and use this course as recognised prior learning towards completion of the graduate diploma being offered through the University of Western Australia (UWA).

Professional learning for leaders and aspirant leaders in the South West region of Western Australia. AISWA has entered into a partnership with ECU to provide a course that examines instructional leadership and change management. Twelve (12) principals and assistant principals from the Bunbury/Busselton region and eight from the Albany region are participating in this program.

Seventeen (17) aspirant school leaders have enrolled in a graduate diploma in school leadership through UWA. Several additional school leaders are completing assignments with a view to enrolling in the graduate diploma in 2011. One (1) school leader from a school in the South West has enrolled with ECU to complete studies in educational leadership. It is anticipated a further four people will enrol with ECU for Semester One, 2011.

Twenty five (25) principals and aspirant leaders of Literacy and Numeracy Partnership Schools have been provided support in strategic planning through UWA Business School and the Australian Institute of Management. The program assisted principals to become more effective at planning for and managing strategic change.

AISWA continues to work with ECU to develop an ongoing leadership course for early childhood educators (ECE). This course will be designed to support schools in the implementation of the Early Years Learning Framework.

During the reporting period, AISWA also delivered additional professional learning in the following areas:

ICT

- training for facilitators – 11 participants;
- training for teachers to ensure the expansion of technology enhances student outcomes – 115 participants; and
- training for teachers targeting specific ICT skills – 126 participants.

- **Assessment**

- Analysing and interpreting school performance over time – 110 participants;
- Understanding NAPLAN and supporting students – 76 participants;
- Assessment for Learning – 10 participants;
- Assessing and teaching fractions and decimals – 14 participants;
- Assessing and teaching reading – 64 participants; and
- Interpreting on-entry assessment results – 7 participants.

- **Effective and evidence-based teaching**

- Literacy intervention – 25 participants;
- Tactical Teaching – 31 participants;
- Extending students – Dare to be exceptional – 130 participants;
- Factoring in Success – 7 participants;
- Numeracy intervention – 28 participants;
- A-Z Effective Teaching Tools and Strategies – 14 participants; and
- Numeracy Specialist Teacher Program – 16 participants.

- **Teacher Assistants enhancing student outcomes**

- Effective numeracy practice – 24 participants; and
- Promoting Literacy – 45 participants.

- **Whole school literacy planning**

- Developing and refining school literacy plans – 30 participants.

In addition, AISWA has commissioned software to better assist teachers and school administrative teams in using their NAPLAN data as an integral part of their planning for school improvement. A sample of the program can be viewed at <http://appraise.activeone.com.au/>.

Schools' previous Western Australian Literacy and Numeracy Assessment (WALNA) scales have been equated to NAPLAN scales and as a result schools will be able to review their 2004-2010 performance.

Processes have been put in place to release NAPLAN longitudinal data three months earlier than previously possible. This will allow schools to use NAPLAN data in Term 4 to plan for 2011 initiatives.

Additional displays have been developed to give more in-depth information about student growth and therefore more detailed information about value-adding provided by schools' programs.

Schools will be able to assess students in Years 2, 4, 6 and 8 using NAPLAN tests and will therefore be able to view student growth from Year 2 to Year 9.

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

Government Sector

Milestones presented in the Bilateral Agreement for the period to June 2010 have been reached.

- The **Western Australian Institute for Public School Leadership and Professional Learning** has been established and the Managing Director of the Institute has been appointed.
- Thirty four Independent Public School (IPA) principals received **comprehensive training and support**, additional administration resources and access to leadership development programs. The second tranche of IPS were announced in July 2010, with a further 64 schools to operate with greater autonomy from 2011.

- The **review of the L3CT program** commenced.
 - Research and analysis has been undertaken to inform detailed planning and the development of a preferred model for the Department which would improve the career paths for all teachers working in public education and result in better distribution of exemplary teachers across all schools.
 - A feasibility study has commenced to inform the Department on the viability of transitioning to a competency-based career path for all teachers.
 - The existing assessment process for L3CTs has been reviewed and alternate options for assessment have been developed and improved distribution is being explored.
- An eight day intensive training program has been designed for the **specialist coaches**, including an introduction to the role, coaching methodology, the use of mentoring tools and professional standards.
- Forty graduate teachers of the two-year **Bachelor of Education Conversion Course** have been participating in the Specialist Coaching program that provides an additional 20 hours of classroom focused mentoring. Ten graduates were previously AIEOs, of whom seven have been appointed to regional and rural schools. Thirty graduates were previously EAs, of whom eight have been appointed to regional and remote schools.
- **Training Schools**
 - ECU was appointed as the service provider for the Training Schools and 13 Training Schools were established in 2010.
 - A total of 60 residency interns commenced the Residency Program in January 2010 and a further 10 residency interns commenced as the second cohort at Kingston Primary School.
 - A total of 24 scholarships were established for residency interns in 2010 (nine at Kingston Primary School and 15 residency interns).
 - In total 79 teachers were trained as mentor teachers (referred to in the Final Implementation Plan as specialist coaches) as part of the Training Schools project.
 - A further 5 specialist coaches were recruited as part of the one-on-one in class Specialist Coaching program.
 - Planning has been undertaken in collaboration with the CEOWA. Project planning and timeframes have been amended to reflect the change of scope to the Up-skilling School Support Staff project.
 - A request for quotation has been prepared and was advertised in July 2010. A steering committee has been established, comprising representation from stakeholders within and outside the Department to oversee implementation of this program.
- **Professional Development**

The Department is committed to the ongoing professional development of all staff. During the reporting period:

 - 559 first year graduate teachers attended Module One of the Graduate Teacher Professional Learning Program – Professional Standards for Effective Classroom Practice.
 - 590 second year teachers attended at least one of professional development Modules Two (Facilitating Student Learning), Three (Assessing and Monitoring Student Learning Outcome) and Four (Teamwork for Curriculum Improvement).
 - 211 senior teachers completed the Building Professional Learning Communities program.
 - 129 completed Sharing Professional Practice.
 - 134 applicants gained recognition of prior learning for one or more of the elective modules of the program.
 - 140 teachers attended workshops on a range of curriculum and student wellbeing topics delivered through the Vacation School Program.
 - 25 teachers completed the Effective Staff Development program.
 - 14 teachers attended the Vacation School workshop on the L3CT program.
 - Three courses were run for aspirants for school leadership positions, with a total attendance of 49.
 - Six courses were run for current school leaders, with a total attendance of 179.

- The following scholarships were awarded to progress further postgraduate studies:
 - Academic – 38;
 - Public Sector Management – 2; and
 - Self Directed Learning – 4.
- A further 121 Department staff members are continuing their studies having been awarded scholarships in previous years.

Catholic Sector (CEOWA)

Mentor Support Program

- Planned strategic expansion during this period to two regional areas – Kalgoorlie-Boulder and Geraldton. This is significant and will commence in Term 4, 2010. The significance relates to supporting younger teachers in non-metropolitan, areas but also creating a synergy with the Literacy and Numeracy NP.
- Developing and building on overlaps across the various NPs has been an important part of planning by the CEOWA. The same regional consultant will coordinate both programs. This project is of strategic significance, especially considering the range of research regarding the issues facing newly appointed teachers.
- The model will be consolidated more widely with a possible expansion to the Geraldton region. Discussions have also occurred with the Western Australian College of Teaching (WACOT) to examine recognition and other partnership arrangements.

Science and Mathematics Up-skilling Program

- There have been significant strategic outcomes from this program. Many of the attendees have reported a higher proficiency in their Mathematics and Science teaching, but also increased opportunities to deliver stage two courses in Science and Mathematics in Years 11 and 12.
- The planned implementation of Year 7 support is important as Year 7 students, and many of their teachers, are now on secondary campuses and require additional support for 7-12 pedagogy and content.

Up-skilling Teacher Assistants

- This is considered to be a highly innovative program and will soon be implemented in public schools to train up to 800 TAs. The program adopts mainly an on-the-job training model where Central Metropolitan Institute of Technology staff design an individualised training program for each TA which reflects their background, competencies and particular school role.
- Final quality sign-off occurs through the Registered Training Organisation (RTO). Where centrally organised instruction or training is required, relief payments are provided through NP funding. School principals, teachers and the TAs involved have provided positive feedback after the Semester 1, 2010 program.

Pre-service Training Program

- This has provided a highly innovative method for training new graduates. It involves a school-based internship of two days per week. Typically, there are about six to eight other trainees in the school. Site directors from the school's staff have been appointed to oversee the program and have received training from ECU. Other mentor teachers have also been trained by ECU. There has been significant professional benefit for the school and the teachers involved as well as an effective training program for the trainees.
- Consequent to the success of this program, negotiations are currently occurring with Curtin University and UWA for similar programs. A total of four schools are currently involved and as many as eight could be involved in 2011 with the expansion to other universities.
- A strategic outcome of this program has been the formation of useful partnerships between schools and universities. It is anticipated that other advantages will emerge, such as instructional sharing, sharing of programs, professional development support and course and entry articulation.

Quality Catholic Schooling

- The school improvement framework initiative is of system-wide strategic significance, affecting all 157 Catholic schools in Western Australia. It has been developed in a highly collaborative way, draws on experiences from other jurisdictions, has involved work with an international expert (Professor Ian Gamble), and aims to allow schools to self evaluate and plan whole school improvement processes affecting all aspects of operation.
- It integrates well with leadership programs run through the CEOWA and is supported by the recent appointment of Principal Schools Advisors (PSAs) who assist schools to implement the framework. Future reports will be able to comment further on the implementation of the complete framework. This initiative affects all aspects of school operation. In this sense, it relates closely to projects in the Literacy and Numeracy and Low SES NPs.
- The above programs provide the best illustrations of good practice, affecting a larger range of teachers and reflecting innovative approaches. Of significance is the clear strategic priority with Catholic schools, of integrating and leveraging projects across all Smarter Schools NPs and other government initiatives.
- Furthermore, all of the above initiatives are illustrative of the development of strategic partnerships with schools, other systems, universities, professional bodies and TAFE Colleges.

Independent Sector (AISWA)

The Independent sector is using the Improving Teacher Quality NP to support school leaders across the sector and to extend the work within the Literacy and Numeracy and Low SES NPs. AISWA has initiated:

- extensive professional learning opportunities for aspirant and current school leaders;
- ICT professional learning to ensure that the expansion of technology enhances student outcomes;
- sector wide support (through the delivery of customised software) for schools to use their National Assessment Program – Literacy and Numeracy (NAPLAN) data as an integral part of their planning for school improvement; and
- appointment of a NP consultant to coordinate and extend all work in the Improving Teacher Quality NP.

Wherever possible, NP consultants (Literacy and Numeracy and Low SES) attend professional learning with their school leaders to assist in embedding new practices within schools. This is proving to be an efficient approach and is leading to considerable change in schools.

Barriers to Progress – 1 January 2010 to 30 June 2010

Government Sector

All aspects of the Department's operations are governed by public sector legislation, policies and practices and therefore recruitment, staff management, remuneration and procurement processes must adhere to public sector standards. It has been necessary to revise some project schedules to allow for engagement of, and approval from, central agencies.

Industrial relations

Western Australia's Final Implementation Plan describes a project that creates a new role of Senior Learning Assistant. Through this project the Department was to up-skill Education Assistants and create a new role for the higher qualified assistant (paraprofessional). During project analysis and planning the Department found that the new role would, in fact, fall across two different industrial agreements and therefore create significant complexities which would delay the implementation of the project beyond the life of the NP Agreement.

Therefore it has been necessary to redefine the Senior Learning Assistant project within the boundary of the existing Enterprise Bargaining Agreement (EBA). The project is now known as Up-skilling School Support Staff.

Regional implementation

In Western Australia, delivering programs in regional areas is significantly more difficult (both logistically and in terms of cost) than implementing in metropolitan areas. Access to professional development opportunities, university courses and training providers, and ensuring the adequate supply of quality staff to deliver programs across all three Smarter Schools NPs has been difficult.

Catholic Sector (CEOWA)

There have been no major barriers to the implementation of strategies specifically in the Improving Teacher Quality NP. The distribution of funds (very low allocations in the first three years with a larger allocation from July 2011) has impeded the ability to implement larger scale reforms in the first three years of implementation. Subject to the ability of the system to pre-fund some of these internally in 2011, they may not be able to commence until later in 2011. The ability to extend smaller scale programs to a wider audience of teachers, and particularly to country regions, has also been impacted by these funding allocations.

Schools also experience difficulty in sending teachers to too many NP activities, unless partial or significant teacher relief payments are provided. This is particularly evident for smaller primary schools and many country schools. This has often necessitated building teacher relief payments into program cost structures which impacts on other forms of support which can be offered. The capacity to provide funds for teacher relief is also impacted by the small amount of funds available in the first three years.

The Aboriginal Leadership Program has experienced some problems in terms of attracting applicants. The various leadership programs offered by the CEOWA involve varying degrees of commitment, tertiary study and block days involvement. For unknown reasons, only two Aboriginal aspirant leaders were interested in applying. The program was modified to provide a shorter program – *Dare to Lead* – which attracted 15 Aboriginal teachers/administrators etc. Often, many of the applicants are from non-metropolitan schools and travel and other costs are a factor.

Involving country participants remains an ongoing issue for schools in Western Australia, particularly in more remote schools and those in regions such as the Kimberley. Issues are related to high costs, lack of relief teachers in many of these centres and the previously mentioned issues associated with smaller allocations in the early years of this program.

Recruiting and retaining staff and any workplace relations barriers have not been issues in the implementation of this program. These may become factors in late 2011 when larger scale system wide reforms may be implemented.

Independent Sector (AISWA)

Traction in Aboriginal Independent Community Schools (AICS) has been slower than was initially hoped for the following reasons:

- AICS have been supported by the AICS support unit for a number of years and the current funding stream for this support is likely to end this year. Concern about the withdrawal of support has made it difficult to work more closely with schools.
- Many organisations currently work with AICS and on several occasions the NP Consultant has not been able to visit schools or to complete projected work with staff because of the number of visitors already at the school.

To overcome these barriers AISWA is working closely with school leaders to broker a way forward and to establish an AICS Network. The NP consultant (Low SES) attached to AICS schools has recast his role to take on the mentoring of inexperienced teachers and to assist schools in establishing professional learning teams. The appointment of the NP Consultant (Improving Teacher Quality) will allow for a more coordinated approach to encouraging and supporting Aboriginal Education Workers (AEWs) and teachers to enrol for further qualifications.

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

Government Sector

A five year Aboriginal Education Strategy has been developed to support improved outcomes for Aboriginal students in public schools across Western Australia. This strategy is aligned with the *Indigenous Education Action Plan 2010-2014* and has developed initiatives in conjunction with all three Smarter School NP Agreements.

Specific to the Improving Teacher Quality NP, the Department continues its efforts to increase the representation of Aboriginals and Torres Strait Islanders within the education sector. The Department has developed an employment strategy to support entry and career development for Aboriginals and Torres Strait Islanders. The strategies within *Culture Strong, Career Proud: Aboriginal and Torres Strait Islander Employment Strategy 2008-2010* align to the Closing the Gap reform priority.

Achievements in 2010 include:

- All executive level performance agreements are now incorporating achievement of three per cent representation of Aboriginal and Torres Strait Islander (ATSI) employees.
- The Department has seen an increase of 28 ATSI employees since 2008, representing a 3.1 per cent increase. Of particular importance is the increased number of Indigenous education workers within the classroom. There was an increase of eight per cent (to 569) in the number of AIEOs working for the Department as at May 2010 (compared to 2008), a 30 per cent

increase in the number of Aboriginal teaching aides (increasing to 47) and a 13 per cent increase in the number of Aboriginal teaching FTE.

- Aboriginal graduate teachers are provided an incentive of guaranteed permanency following 12 months of continuous and satisfactory performance as teachers.
- Ten AIEOs graduated the Bachelor of Education Conversion Course at the end of 2009, and were appointed as teachers for 2010. Each one is provided additional one-on-one mentoring and coaching support through the Specialist Coaching project. The Specialist Coaching project also supported eight new graduate teachers, previously EAs, who were appointed to schools in rural and remote regions of Western Australia with high Aboriginal student populations.
- A further nine AIEOs will continue their studies (through the Bachelor of Education Conversion Course) in 2010 and will be expected to be appointed as teachers for the 2011 school year. The Department supports participants during their course through:
 - payment of tuition fees;
 - salary maintenance whilst on study block and practicums;
 - provision of relief to schools for block release and practicums;
 - allocation of a laptop to each student; and
 - access to mentoring and coaching.
- An Aboriginal Principals' Collegiate Group has been formed this year to provide a mechanism for sharing experience and knowledge amongst Aboriginal principals and administrators and to link them with stakeholders that can assist their professional development and career advancement. This initiative directly responds to key policy directions in the Department's *Culture Strong, Career Proud: Aboriginal and Torres Strait Islander Employment Strategy 2008-2010* and *Aboriginal Education Strategy 2010-2014*.
- The Department has also established a register for ATSI employees who are interested in participating on decision making boards and committees.

Catholic Sector (CEOWA)

The Aboriginal Leadership program is aimed directly at enhancing school leadership and middle management to deliver enhanced outcomes for students. The leaders and others in the program will be able to transfer the skills acquired to their schools. Many of the Catholic schools in regional centres such as Broome, Kalgoorlie and Geraldton have higher proportions of Aboriginal students. Several teachers from these schools, including St Mary's College, Broome, have attended in-service experiences such as Science and Mathematics Up-skilling. The Quality Catholic Schooling Framework and the additional support provided to Kimberley schools will also assist teachers and leaders of schools with larger Aboriginal enrolments.

Independent Sector (AISWA)

Improved Outcomes for Aboriginal Students:

- Two Aboriginal Education Workers (AEWs) from Coolgardie are being supported to complete the Certificate 3 Teacher Assistant qualification with a view to enrolling in a Graduate Diploma. The Low SES consultant is working closely with the school to ensure the AEWs are being well supported.
- 16 AEWs have applied to Notre Dame University to enrol in the Certificate 3 Educational Support course and it is anticipated all will shortly commence their studies. The Low SES consultant at these schools will provide ongoing support.

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

Government Sector

The success of the Kingston internship model during 2009 was the motivation to develop and implement a similar model for students completing a Graduate Diploma of Education. The Residency Program was developed in partnership with Edith Cowan University (ECU) and launched in January 2010. The Residency Program has been well received with 60 students commencing in January across 13 Training schools. The Residency Program targets students completing a Graduate Diploma of Education and requires students to undertake two days per week within the classroom. A total of 79 teachers undertook training through ECU, before being allocated a Residency Intern. Each Training school has a dedicated site director that provides further support to both the Intern and their supervisor.

The Kingston model targets final year Bachelor of Education students and requires students to complete a full school year within the classroom under the tutelage of a highly experienced teacher. In 2010, a further intake of 10 final-year Bachelor of Education students commenced at Kingston.

Both models are proving successful with anecdotal feedback from students, mentors and Principals indicating participants of these programs are increasingly confident in their classroom management skills, and graduates are noticeably better prepared for the classroom. As mentioned above pre-service teachers are supported by highly motivated supervisors who have undertaken training with ECU.

The introduction of the Internships through the Training Schools program has benefited all staff involved as the partnership between schools and the university as enabled close working relationships. The Department is currently investigating whether the training undertaken by mentors and site directors could form part of a formal post graduate qualification, which may provide further incentive to participate and recognition for staff for their professional leadership. The Department is looking to expand the Training School model to rural schools. Discussions are underway with other WA Universities to implement similar innovative models in order to reach a greater number of pre-service teachers wishing to participate in rural schools.

Catholic Sector (CEOWA)

As previously mentioned, a number of teachers who attended the Science and Mathematics Up-skilling Programs late in 2009, are reporting increased opportunities to teach these courses in their schools and at high levels of proficiency. This was an important aim of the program. The fact that this program was specially tailored for new courses in Western Australia, delivered by currently practising teachers, and focussed very much on practical programming and pedagogy, was seen as a distinct positive. This differentiated the courses from many private and other similar courses which were less connected to current syllabuses.

The Training Schools Program with ECU has produced strong partnerships and schools have reported an enhancement of the staff who are involved, in terms of mentoring training students and delivering aspects of the program. Testament to the success of this program has been the decision to seek further partnerships with two other universities in 2010 and 2011. Additionally, this program is a key aspect of reforms implemented by public schools.

By the end of June 2010, around 30 teacher assistants had upgraded their qualifications with 20 of these deciding to complete the Diploma. Feedback from all involved – principals, mentor teachers, teacher assistants and training staff from the Central Metropolitan Institute of Technology – have indicated strong support for the program. TAs and their teachers report a higher level of competence in assisting in the delivery of educational programs. An aspect of strategic importance and worth showcasing is the on-the-job training mode, the strong involvement of the TA's teacher, flexible delivery arrangement, recognition of prior learning, contextualised training and a partnership with a key training provider.

Independent Sector (AISWA)

As described previously, 25 school leaders from NP Literacy and Numeracy schools have been provided with professional learning through UWA Business School and Australian Institute of Management in becoming more effective in managing strategic change in their schools. 99 per cent of participants rated this professional learning as excellent and principals have reported that they were exposed to a depth of knowledge not normally provided to school leaders.

This work has been complemented by a sector-wide initiative to support schools in evaluating student growth in literacy and numeracy (as measured in the NAPLAN tests) and in investigating the value-adding provided by schools' programs. The software developed for AISWA schools provides schools with information of the average growth (year 3 to year 5, year 5 to year 7, year 3 to year 7 etc) compared to individual student growth. In this way schools are able to view the trajectory of growth for all students in their schools from years 3 through to year 9 and to determine whether this trajectory is acceptable or not.

In this reporting period AISWA has therefore provided school leaders with a tool to help them evaluate their literacy and numeracy programs; and the skills necessary to implement effective and lasting change in their schools.

Section 3 – Low SES School Communities

Six Month Progress – 1 January 2010 to 30 June 2010

Government Sector

Operational Plans and School Innovation

Thirty schools commenced implementation of their Low SES NP operational plans in January 2010.

Eighty two per cent of those schools are maximising the use of NP resources by participating in a shared cluster strategy with other schools, as well as implementing strategies specific to each school. Shared cluster strategies are coordinated by district Principal Consultants or Directors, Schools.

Significant features have emerged during this reporting period. Carvarnon and Geraldton areas are now supported by shared leadership positions coordinating how clusters of schools work together and developing integrated operational plans for each school that incorporate the following:

- context;
- achievement data;
- the new strategies to be implemented in 2010;
- improvement targets and milestone measures to monitor progress; and
- the budget, staff requirements and overall costings for the National Partnership allocation and school contribution towards the reforms.

During 2010, groups of schools also have taken the opportunity to work collaboratively. For example, Gilmore College, Medina Primary, Calista Primary and Orelia Primary are part of the Kwinana Federation and have joined forces to implement strategies across the cluster which will deal with a number of complex challenges across the community faced by disadvantaged students.

The emergence of 'whole school' curriculum leadership positions in Round One and Two schools is also a significant trend. Some positions have focused on implementing recognised literacy and numeracy teaching programs and supporting their teachers to deliver them, others have focussed on strengthened community engagement in programs.

Several clusters appointed curriculum program coordinators to work across schools. The Valley Literacy and Numeracy strategies provided students and teachers with access to specialist teachers working across Fitzroy Valley Schools assisting teachers to utilise appropriate data collection to assist their understanding of student needs.

All schools have reported that they have implemented changes during 2010 or will implement changes through innovative and flexible use of both human and financial resources in the reporting period. Eleven schools have extended the day to day operations through restructuring of teams and timetables.

External Partnerships and Extended Service Schools

The development of extended service school models continued to highlight the types of services available and being utilised in government schools, specifically those services being offered by external agencies.

Forty per cent of schools reported strategies directed at strengthening external partnerships and programs.

Some schools are well advanced in the development of successful external partnerships. The Carnarvon cluster of schools initiative COMPASS involves the successful engagement of 12 agencies and 40 local personnel in five weekly meetings, driving major community goals and objectives.

Six per cent of participating schools have strategies in place for improved student transition to the workforce and four schools have external partnerships with tertiary institutions in place.

The Low SES Project Team has promoted the extension of school level actions to lift learning outcomes and improve student wellbeing. A range of activities is reported in early 2010 by schools including co-location of some services (e.g. early childhood facilities), linking employment services to schools and referring parents to parenting and family support programs to enable them to better engage with their children's education.

Planning has been undertaken for a forum on extended service schooling models to be held in Perth in October 2010 to enhance networks between systems, schools and community groups; improve knowledge and understanding about extended service school models; share models of successful practice; and explore opportunities and challenges associated with establishing and sustaining extended service schools. Representatives from schools in Western Australia, Queensland and Victoria will present school case studies. Departmental representatives from Western Australia, Queensland, South Australian and Victoria will attend the forum and engage in panel discussions.

Literacy and Numeracy

62 per cent of the schools have individual education improvement strategies in place for targeted cohorts of students, and 48 per cent of the schools have developed whole school literacy and/or numeracy plans to focus and consolidate teaching throughout the schools. 39 specialist teachers in literacy and numeracy have been employed in schools to support those whole school plans.

54 per cent of schools were reported to have restructured the traditional day operations of the teaching and learning program.

38 per cent of schools reported the employment of a specialist staff member in literacy. 20 per cent reported the employment of specialist teaching staff in numeracy during 2010.

12 per cent of schools have strategies in place for working with speech pathologists on early identification of speech and language deficits in children and development of the appropriate intervention programs.

Strengthened Leadership

40 per cent of the schools have strengthened their curriculum leadership by up-skilling key staff and creating leadership pathways within the school, or by recruiting expertise to provide professional learning and shoulder to shoulder support for teachers. School performance continues to be monitored regularly so that interventions can be modified and contextualised, and support and resources deployed effectively.

32 schools have undertaken whole school self assessment processes and identified subsequent planned improvement strategies.

Six of the schools on the program are Independent Public Schools (IPS) and these schools have operated with a greater deal of autonomy in relation to human resources and financial management of their school resources.

Community Engagement

28 schools have planned parental education programs as part of their extended service to the community and five schools have already reported significant improvement in community engagement with the school.

Schools in the Kimberley District have implemented the Stronger Smarter Learning Communities project emphasising high expectations and relational approaches to Aboriginal education based around Derby District High School as a hub school, reporting significant shifts in school culture.

Attraction and retention of high quality leaders and teachers

The Education Department has continued to explore greater differential remuneration to improve the attraction, retention and therefore the distribution of highly skilled principals and teachers amongst schools in low SES school communities. During 2010 considerable research and analysis was undertaken to develop various models of financial and non-financial incentive options that may encourage distribution of highly qualified leaders to Low SES NP schools. Various options are being explored by the Education Department, in consultation with WA Government central agencies.

Western Australia's Government Wages Policy constrains the remuneration payable to all public sector employees, including teachers. Therefore to provide any incentive outside of the existing Enterprise Bargaining Agreement (EBA) requires central agency approval. The Department prepared and submitted a proposal to the Departments of Commerce, Treasury and Finance, and the Premier and Cabinet, seeking to utilise the provisions of an ARB issued by the Public Sector Commission.

Catholic Sector (CEOWA)

The primary focus of this NP has been to support the 13 Catholic Kimberley schools, many of which are in very remote locations. Some support was provided to a further 10 schools in the Perth and Southwest region. A range of related programs were implemented to provide support to the schools.

Extension of the Bluearth Program

This built on the existing program which had been operating in 13 Kimberley schools for some years. The program was extended to include additional visits by Bluearth coaches and further support to up-skill teachers to deliver the program. The program is designed to develop a range of physical skills as well as other key areas such as interpersonal, self confidence, team work, resiliency etc. A major review of the program was conducted during April/May and the results indicate overall support from teachers and principals. Ten other schools in Perth and the Southwest implemented the program at the beginning of 2010. Feedback indicated overwhelming support from all involved.

Up-skilling Aboriginal Teacher Assistants

The program continued during this period. All 13 schools were visited by a Learning and Teaching consultant employed specifically to assist the Aboriginal Teacher Assistants (ATAs), specifically in the areas of classroom management, and becoming more involved in classroom practices, particularly in the areas of literacy and numeracy. In situ support has proved the most effective means of support. A central professional development seminar was organised in Broome for ATAs and other school staff. ATAs and Key Teacher professional development focussing on a team approach to instruction occurs over the year via a six day training program. A number of ATAs were also supported to undertake study through the University of Notre Dame in Broome and at least two students completed their qualification in early 2010.

Promoting Alternate Thinking Skills (PATHS)

This program was supported in Kimberley schools through a consultant employed to oversee this program. The program aims to address behavioural management issues in schools as well as assisting in building interpersonal skills, self confidence and resiliency. The consultant has undergone the necessary training to deliver the program and to assist schools in its implementation. Each school is generally visited twice per term. The aim has been to not only assist schools in implementing the program, but also in how to better integrate the aspects of the program into daily classroom practice and pedagogy.

Senior Secondary Support Program

This program aims to assist those Kimberley schools with students of senior secondary age (15 years plus) to implement and deliver some aspects of the current Western Australian Certificate of Education (WACE). More specifically this referred to the implementation of the specially developed Integrated Studies Program, some of the preliminary units especially in literacy and numeracy and any relevant Curriculum Council endorsed units, including vocational education and training. Six schools with small cohorts of senior secondary age students have been involved. A K-10 school in Carnarvon will also be supported in Semester 2, 2010.

Tracking Students Program

Aims to provide a method to track students in Kimberley schools. Unique identifiers (official Curriculum Council numbers) have been allocated to all students from Kindergarten onwards and work has proceeded with schools to scope out the various software applications which may be required.

The project has been re-directed to integrate more closely with the Tri Border Attendance strategy. This has meant a slight delay in terms of linking schools to the necessary processes, databases and software, given that currently there is no consistency with the software used. Once completed, the system will provide a means of tracking students as they move between schools and providing information about the student's study program and achievement.

Intensified Literacy and Numeracy Support

The program exists in all 13 Kimberley schools. A designated literacy and numeracy consultant visits schools at least three times per term to support literacy and numeracy plan development and implementation. In situ professional development is provided to schools for teachers and ATAs. Four Kimberley schools are also involved in the Literacy and Numeracy NP. Trials have taken place to explore the advantage of Reading Recovery in these schools, with data gathered being extremely supportive for this to occur.

Extending the School Day Program

Seven schools and their various programs have been supported through this Program. The purpose of this program was to build on existing school activities in more structured before and/or after school activities. Ultimately, engagement and improved attendance were important outcomes. Schools submitted plans during Term 1 and are currently implementing activities which

include cultural activities with community elders, sporting and recreational programs, Bluearth being offered after school, Police Rangers, horticultural programs, literacy and numeracy, and computer clubs. In the metropolitan school, literacy and numeracy support, a magazine club, grooming and deportment for refugee children and horticultural activities were offered. The Perth school has used funds to employ a part-time Teacher Assistant to deliver out of school hours literacy and numeracy support.

Independent Sector (AISWA)

The Independent schools funded under the Low SES NP represent a diverse range of schools, most of which are small. Low SES schools include:

- metropolitan and rural schools with a strong religious ethos;
- schools that have a particular educational philosophy such as Montessori schools;
- schools that care for students who, for a variety of reasons, have been excluded from mainstream schools, and
- metropolitan and remote Aboriginal schools.

Twenty five schools are part of this partnership. Nine of these schools have an Index of Community Socio-Educational Advantage (ICSEA) value of less than 700.

Many of the schools already have programs in place to increase school attendance, student engagement and student achievement. Schools, however, identified that the impediment to achieving their goals is often related to a lack of resources and access to support. Through the Low SES NP, grants have been given to schools to allow them to further their work.

The NP consultants are working closely with schools to ensure that the grants will lead to increased student attendance and improved literacy and numeracy achievement.

Other achievements within this partnership this quarter are as follows:

- 14 school community agreements have been finalised and are published on the Aboriginal Independent Community Schools website at <http://aics.wa.edu.au/>
- Author's visits have been organised to support innovative teaching practices in five schools.
- The Low SES consultant has liaised with the Telethon's Speech and Hearing Centre's ear bus to support vital work with Culunga Aboriginal School.
- The success of one of the Low SES Partnership Schools in re-engaging students was promoted at the Association of Literacy Educators of Australia (ALEA) conference.

Future projects include:

- a conference for all Low SES Partnership Schools to share successful strategies; and
- financial support to purchase software to record and manage student attendance.

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

Government Sector

Kalumburu Remote Community School is closing the gap on retention rates for Aboriginal students attending both public and private boarding schools outside the community. These students were abandoning their studies and not returning to school in Semester 2 each year.

In 2009, over 30 students enrolled in secondary education outside Kalumburu and just three (10 per cent) completed the school year. Many of these students became lost to the system and gave up on school. Through the implementation of a transition support program, these students and their families now receive one-on-one support from the coordinator which has resulted in a 56 per cent retention rate with the possibility of a further 17 per cent returning after cultural obligations in the near future.

Derby District High School successfully restructured the school to operate middle schooling with associated structures and organisation. Attendance rates for Years 8 and 9 have increased, improved behaviour has resulted, and staff, students and parents are impressed with the outcome.

The **Kimberley District** has conducted a cross-sectoral audit of public, Catholic and Independent Aboriginal schools, as part of the Success Zone strategy for students. The emerging 2011 strategies will improve schooling outcomes for Aboriginal students in the Kimberley through the establishment of common goals and targets (including core performance targets) for attendance, community partnerships and sustainability across school sectors.

Seven schools across the **Fitzroy Valley** are operating a successfully coordinated strategy in numeracy with a focus on achievement of individual student targets. Staff have reported an increased ability to deliver relevant, focussed learning experiences.

The provision of VET initiatives in the **Dampier Peninsula** has resulted in increased choice for secondary students and has overcome some geographic disadvantage. Attendance rates doubled once this project commenced.

The implementation of **0-3 Early Learning Projects** in schools in Western Australia has resulted in enhanced community involvement, greater dialogue between schools and communities, and valuable early learning for students. It is anticipated that this will be reflected in improved results in literacy and numeracy as the students move through the schooling system.

Catholic Sector (CEOWA)

The suite of programs described previously complemented each other and attempted to take an eclectic form of support for schools. Strategically, the focus of the Low SES NP funding was to **Kimberley schools** which is a priority for the system and in keeping with key policy directions outlined in Closing The Gap and the *Indigenous Education Action Plan 2010-2014*.

The aim has been to improve the whole school environment and outcomes for students. This ranges from literacy and numeracy, attendance, engagement, health, social skills and engagement with the communities involved. All projects are designed to contribute to these aims. These are highly consistent with the major milestone reforms involved in this NP.

The extension to the **Bluearth program** has been supported by teachers and principals. The additional visits and up-skilling of other staff including Aboriginal Teacher Assistants (ATAs) has been a positive aspect. The 10 metropolitan schools that have been supported to access the Bluearth Program for the first time have been effusive in their support. These schools receive a visit each week from the Bluearth Coach. They have reported enthusiasm from students, stronger engagement and a number of students improving significantly in a wide range of interpersonal skills. These skills are critical to higher achievement, especially in literacy and numeracy. In addition, the teachers are obtaining skills to further assist them with their students in areas such as classroom management, team work, and communication and listening skills.

The **Extending the School Day program** has begun to illustrate a number of positive outcomes. Kimberley schools have noted increasing attendance and engagement. Of significance is the stronger involvement of the community in many schools through many of the out of school programs. This will be a focus for future developments.

Majella Catholic Primary School is located in a very low SES area in Perth, with a large refugee cohort. They have implemented a number of outstanding programs including before school literacy support with an additional part-time Teacher Aide, a before and after school magazine club and a jewellery club for girls to assist with grooming and social awareness. Of additional significance is that this school is also a Literacy and Numeracy NP school and participates in the Training School program with ECU. This integration of complementary programs is one of the strategic priorities of Catholic schools.

The **Tracking Students program** has commenced slowly but will reflect a key strategic initiative for all of the Kimberley schools. The program is currently accommodating the Tri Border Attendance strategy. Eventually however, this program will include all Kimberley schools from each of the three systems/sectors. Ultimately this will enable exchange of attendance information, including across borders and with the possibility of exchange of information about the child's education program and achievement. The cross sector and cross state/territory nature of this program is significant.

Independent Sector (AISWA)

The grants through the Low SES NP and support from AISWA has allowed schools to undertake the following work:

- **Provision of innovative and tailored learning opportunities**
 - Author's visits have been organised to support innovative teaching practices in schools.
 - Provision of mentors for the Wilderness Program – a 156 day rigorous small group camp focusing on social and emotional development.
 - Provision of targeted professional learning to meet the particular needs of the school.
 - Support in developing individual education programs.
 - Arts programs (for example, Drumbeat, engaging the services of an artist and illustrator to assist students in publishing their own work, local art workshops, including concentrated workshops during the school holidays).

- Establishment of a Student Representative Council to provide the opportunity for students to develop leadership skills.
- Appointment of part-time Teacher Aides.
- **Improving school attendance**
 - Appointment of a part-time liaison officer to assist with attendance and community partnerships.
- **Engaging the community**
 - Improving teachers' IT skills to showcase students' work and school community activities at parent information evenings.
- **Successful transition from primary school to secondary and from school to work**
 - Provision of supervised driving experience to assist students with obtaining their driver's licences.
 - Provision of a mentor for students on work experience.
 - Taking students to visit Perth boarding schools to assist students with continuing their secondary education.

Barriers to Progress – 1 January 2010 to 30 June 2010

Government Sector

Remote schools in the Kimberley District have experienced difficulties in recruiting and retaining staff as well as housing them. Some strategies will now be commencing in 2011 instead of 2010 as a result of this.

Traditional staffing operations and systemic requirements of the Department have limited flexibility for individual schools to move quickly with innovative strategies. Proposals for improvement in this area are underway.

Sustainability of school leadership has proven difficult for some remote communities, and late appointments of staff have delayed implementation of planned reforms.

Catholic Sector (CEOWA)

A key issue with support for the 13 Kimberley schools is the isolation of these schools. Luurnpa, Kururrungku, Wanalirri, John Pujajangka-Piyirn, Warlawurra, Birlirr Ngawiyiwu and Ngalangangpum are in remote communities, difficult and expensive to reach and with access limited by roads and due to climatic factors. This places pressure on the costs of bringing teachers and other staff to locations such as Broome, visiting schools, accommodation and teacher relief. For example, a charter flight to visit five of these schools could be in excess of \$6,000 for five days total.

A further issue is that many of the remote schools have very inexperienced leaders and/or staff. In some schools, there has been a 100per cent turnover of staff from one year to the next. Together, these factors create a difficult environment to effect reforms and change. The discontinuity of staff also affects the ongoing implementation and suitability of reforms.

There are also external influences on the Kimberley schools, such as liaison with the local community. This has impacted on the ability of some projects to be sustained.

Attendance rates are also a major factor in Kimberley schools. This seriously impacts on the continuity of programs and ultimately, on achievement. It will be important in future planning to introduce a range of additional support processes to address attendance issues.

It is also becoming increasingly clear that there are many agencies and initiatives operating in the Kimberley region. These include State and Commonwealth Government agencies, private companies, other agencies, voluntary groups etc. Sometimes their efforts impact on targeted reforms. An understanding and consolidation of these initiatives is an increasing challenge to ensure that NP reforms are moving in the right strategic direction.

The same sorts of issues do not apply to the 10 Low SES Partnership Schools located in Perth and the Southwest.

Independent Sector (AISWA)

In terms of the Independent sector's work with Aboriginal Independent Community Schools (AICS) please see discussion under the Improving Teacher Quality NP.

The funding for the Independent sector Low SES Partnership Schools is such that only two consultants can be employed. One consultant is attached to 17 schools; the other is attached to eight schools. The schools are dispersed geographically and have

very different philosophies and needs.

The diversity of schools makes it difficult to meet all their needs. This is compounded by the fact that funding under the Low SES NP is relatively low because the schools are small. Wherever possible, the Low SES NP looks to supplement support to these schools by inviting them to professional learning offered to Literacy and Numeracy Partnership Schools and to access professional learning offered through the Improving Teacher Quality NP.

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

Government Sector

Almost 10,000 Aboriginal students are being supported by a range of system, local and school-based strategies under the Low SES NP.

Educational reform strategies are showing evidence of improving literacy, numeracy, attendance and engagement. A coordinated curriculum has been established across the Fitzroy Valley to enable engagement of transient students in these schools. This has provided accurate student data to be transferred between schools and coordinated planning of individual targets and intervention strategies.

The emphasis in Partnership Schools in Western Australia has been on building culturally relevant teaching pedagogy across schools.

Schools have reported that implementation of NP strategies has engaged more Aboriginal community members in seeking and receiving employment in the school and becoming role models. These local community members act as cultural consultants for teachers and a conduit to the community and are positively influencing student attendance and participation.

Catholic Sector (CEOWA)

A total of approximately 1,700 Aboriginal students (approximately 90 per cent of students in Catholic schools in the Kimberley) are being serviced in a variety of programs in the Kimberley region. A number of the other 10 Low SES Partnership Schools have smaller Aboriginal populations. The focus on these regions is a strategic priority of CEOWA.

Independent Sector (AISWA)

All support offered to Aboriginal Independent Community Schools (AICS) is targeted at improving outcomes for Aboriginal students.

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

Government Sector

Students with disabilities and ESL/ESD students are being supported through adoption of a structured case management approach in Partnership Schools.

Additional provision of staff through NP funds has decreased the staff/student ratio enabling individual attention to be increased to these cohorts of students.

Catholic Sector (CEOWA)

Many of the other 10 schools have different student cohorts. Some have smaller numbers of Aboriginal students. Majella Catholic Primary School in Balga has a total cohort of about 210 with approximately 80 per cent being refugee children, typically from East Africa. Other schools also have students from different backgrounds and needs. These students are often in need of intensive social and emotional support as well in the areas of literacy and numeracy support. Low SES NP activities and support have been targeted to meet the needs of these students.

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

Government Sector

- **Gwynne Park Primary School** in the Armadale area south of Perth exemplifies three elements within the Low SES initiative. The school has appointed a trained social worker who is at the school two days a week to provide case management support, connecting students' families with service agencies in the community to help meet their housing, financial, nutritional and other social needs.

The *School Readiness Program* is currently being developed and is expected to make a difference for students when they enter formal learning. It is designed for the younger siblings of Gwynne Park students, who are too young to attend school,

and their parents/carers. The program aims to tackle developmental delay establishing long-term relationships with families prior to school entry.

Another component of the Smarter Schools National Partnership strategy within the school is known as *Teachers as Tutors*. The project gives Gwynne Park teachers the opportunity to work as tutors at Murdoch University, providing authentic teaching perspectives to trainee teachers and developing networks with students who will be looking for schools to work at when they graduate. The tutoring, mentoring and curriculum leadership programs are designed to improve teacher quality and the lessons they provide. The funding is used to pay a relief teacher one day a week while the Gwynne Park teacher is tutoring. The program, aimed at improved teacher quality, could be extended across the system. A further school joined the project in Semester Two this year, becoming the second school to have a teacher tutor.

- **Derby District High School** in the Kimberley report significant improvement in attendance in the early years following the appointment of an Early Years Coordinator, consistent engagement of the school community with eight community partnership meetings held during 2010, and the initiation of playgroup over Term 3, 2010, with good attendance from elderly 'grannies' and caregivers from the community enjoying kindergarten with the children.
- **Challis Early Childhood Education Centre** has implemented a full extended service model which coordinates the provision of services to meet the health, social and educational needs of the community. This includes a medical practitioner, district nurse and speech therapist all working from the school as well as locating the local playgroup on site.
- **Neerigen Brook Primary School** has significantly increased community participation through implementing the 'Passport' program. The school has extended operation of this program to a mutually benefiting liaison with the prison system in Western Australia.

Catholic Sector (CEOWA)

- The integration of all three Smarter Schools NPs makes **Majella Catholic Primary School** an excellent case study where out of school and in school support, as well as integration within the Literacy and Numeracy NP is occurring.
 - An additional part-time Teacher Assistant has been employed to assist with out of school hours literacy and numeracy support and many students attend these groups.
 - The out of school magazine club has increased oral skills, cultural awareness and literacy levels.
 - The jewellery and deportment club has also raised confidence, engagement and attendance amongst girls.
 - The Bluearth Program has also assisted students in such areas as engagement in the classroom and building confidence of the students.
 - What adds further value to this school as a case study is the Training School Residency program in partnership with ECU, with up to five trainee teachers also participating in school support and developing important skills in how to deal with atypical and high need student cohorts.

Independent Sector (AISWA)

The Independent sector would like to showcase the work of **Alta-1**.

Alta-1 Education is a registered secondary school offering recovery education to young people at risk. The structure under development is based around a multi-sited model, supported by educational hubs, specialist vocational centres, student housing and camping facilities, which engages community resources to meet the educational and socio-emotional needs of its students.

Typically students are enrolled into **Alta-1 Education** because they have been unsuccessful in mainstream schooling where personal issues have impacted their learning and engagement. Many have been, or are in the process of being, excluded from their former schools and some are referred by a variety of agencies. Most students take two years to complete a Year 11 WACE course after which they are able to access employment, an apprenticeship, further training at TAFE or re-integrate into mainstream schooling. Some opt to complete a further twelve month Year 12 WACE course with **Alta-1**.

As part of the **Alta-1** recovery model of education, students complete activities designed to lead them through a socio-emotional developmental process involving the following stages:

- *Belonging*. The student is integrated into a caring community that allows him/her to become connected.
- *Healing*. The units of study facilitate a process whereby the student needs to face the issues that are impeding his/her personal development.
- *Restoration*. The student has the opportunity to re-build his/her life and become a better person.
- *Identity Formation*. The student develops a new understanding of his/her self-worth and relationship to peers, family and the

wider community.

- *Purpose-Driven.* The adoption of a beliefs and values system and the development of identity provide reasons and motivation to engage in life.

Case studies

Student 1 is a long-term client of the Department for Child Protection (DCP) who recently returned to live with their dad and his partner, but who has now exited that relationship. The school chaplain has worked as mediator with dad's partner to try to find a resolution. As no solution was found, temporary accommodation was secured through a friend of the student. The chaplain ensured the student had food and clothing, and is seeking to assist the student to interact with Commonwealth agencies. The student is still living in their friend's house and attending Alta-1 daily.

Student 2 is a young lady with a fairly volatile home environment. Over the course of a year the student has gained connection with the community supporting the school site, and has built a relationship with the youth group and church. On meeting her biological father, relationships at (mum's) home deteriorated to the point of the student having her bags packed for her and being told to not come back. Student 2 is now being accommodated with the youth leader's family and continues to attend Alta-1 daily.

Section 4 – Literacy and Numeracy

Six Month Progress – 1 January 2010 to 30 June 2010

Government Sector

The Department of Education is implementing initiatives to address the three key reform areas of the Literacy and Numeracy National Partnership (NP):

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

The 83 Literacy and Numeracy Partnership Schools are using additional funding to improve students' literacy and numeracy skills, through a mix of systemic, local area and whole school strategies tailored to identified needs. These include:

- mentoring school leaders and enhancing planning within the context of a whole school approach to literacy and numeracy;
- improving the use of information about school and student performance to set improvement targets, monitor progress, provide ongoing feedback to students, and inform learning, teaching and leadership strategies that underpin school planning;
- implementing effective and evidence-based literacy and numeracy teaching strategies, and monitoring their effectiveness. This includes explicitly teaching core literacy and numeracy skills and knowledge and utilising specialist teachers who work shoulder-to-shoulder in the classroom with their colleagues;
- focusing attention on students achieving at or below the national minimum standard, in particular Aboriginal and ESL/ESD students;
- implementing the on-entry diagnostic tool in pre-primary, to identify those students at risk, and intervening early through adopting a case management approach;
- providing extended services for those students with complex literacy and numeracy needs; and
- establishing and building productive community and home-school links.

Literacy and Numeracy Partnership Schools continue to monitor their achievement against the improvement targets identified within school plans to ensure the effectiveness of intervention strategies.

Administration

The Literacy and Numeracy Project Team was established to support the implementation of the literacy and numeracy strategies across the National Partnership schools. Since induction, members of the Literacy and Numeracy NP team have made in excess of 50 school visits. Advice and support to school leadership teams and/or specialist teachers has included:

- school self-assessment, planning and review processes;
- whole school approaches to literacy and numeracy;
- best practice mathematical strategies;

- best practice literacy strategies;
- whole school approaches to case management; including tools to monitor effectiveness of case management strategies; and
- strategies to support Aboriginal students and ESL/ESD learners, including the implementation of the *ESL/ESD Progress Map*.

Additional Literacy and Numeracy Partnership Schools

In February 2010, the Commonwealth Government announced the inclusion of 15 additional Literacy and Numeracy Partnership Schools, with a total funding of \$1.5 million for one year. Of these 15 schools, five are primary schools, nine are senior high schools and one is a community college.

Officers from the Department supported these schools to develop NP school plans in preparation for Semester 2, 2010 implementation. Funds have been distributed and in July 2010, schools will commence implementing their plans. Schools will appoint specialist teachers, initiate case management practices and access relevant professional learning and support from Department officers.

Support

A plan to deliver effective, targeted support to Literacy and Numeracy Partnership Schools was devised and is being implemented. Support is aligned to reviews completed at the end of each term by school principals. Reviews include judgements related to progress in relation to milestones within the school's NP School Plan. In addition, information collected enables the NP team to provide targeted support to schools.

Analysis of the Terms 1 and 2 monitoring reviews indicates the high degree of initial success of Partnership Schools in relation to the implementation of strategies within their NP School Plans. Evidence also indicated the positive engagement of schools in addressing the three key reform areas.

Professional Learning to Partnership Schools

A comprehensive professional learning program is offered to all Partnership Schools. From the beginning of the school year to 30 June, 11 workshops have been held for specialist teachers, classroom teachers and Heads of Learning Area in Literacy and Numeracy and Low SES Partnership Schools. Further workshops are scheduled for Terms 3 and 4.

Professional learning that incorporates ESL/ESD, data analysis and para-professional support is available based on individual school need. Professional learning to assist Partnership Schools to review their 2010 NP School Plans and prepare 2011 plans, will be held in each district during September and October.

Discussions have been held with the Western Australian Institute for Public School Leadership and Professional Learning, to collaborate in the development and delivery of tailored professional learning for Literacy and Numeracy Partnership Schools in 2011.

Catholic Sector (CEOWA)

As reported previously, literacy and numeracy support to schools has been provided within a wider school improvement model. The strategies aim to assist schools to build capacity, develop pedagogical renewal processes and support instructional leadership so that literacy and numeracy processes can be effective. In this sense, while school differences and autonomy are recognised and valued, the regional school support consultants assist schools to implement a Collaborative Professional Learning (CPL) model.

K-7 Literacy and Numeracy Program

Following intensive analysis of data in each school during Term 3, 2009, schools have worked with their respective regional school support consultant. There are two regional clusters of schools in Perth and two further regional clusters in the Southwest region. There is a regional consultant located in CEOWA's Broome Office servicing the four Partnership Schools. A total of 62 schools are involved.

Consultants visit schools a minimum of three times per term and generally more often. In situ support, collegial visits and other professional development opportunities have been implemented. Country schools are receiving regular visits (three times per term minimum) from their regional school support consultants. The consultants have spent two or more days working with school leadership teams and classroom teachers and also participate in professional learning community meetings three times per term. Training sessions were held for all regional school support consultants and professional development provided for all teachers. All schools have been allocated up to an additional \$5,000 in 2010 for school-initiated literacy and numeracy improvement projects/processes which link to their school literacy and numeracy improvement plan. Approximately half of the school projects

commenced during this six month period.

7-10 Literacy and Numeracy Program

A total of 12 schools are obtaining 7-10 literacy and/or numeracy support through this NP. In the 7-10 Literacy project, eight schools are continuing to implement the *Words Their Way* program – four continuing from 2009 and four new schools in 2010. One of the eight schools is implementing the program as a whole of school approach across all learning areas. Preliminary testing of students using the Progressive Achievement Tests in Reading (PAT-R) has occurred and support strategies have commenced. Follow up testing will occur later this year. UWA has been contracted to support the implementation of the program and provide ongoing support to teachers and schools.

In the 7-10 Numeracy project, 12 schools are involved in implementing a range of school-initiated programs. They have all closely examined their data and developed school-specific intervention and support strategies. Examples of some of the processes include a focus on a specific year group(s), support for certain aspects of mathematics and numeracy, staff development and mentoring processes, internal resource production and partnerships with other schools.

Independent Sector (AISWA)

The support from AISWA has allowed schools to undertake the following work under the Literacy and Numeracy NP:

• Assessment

- Provided support to schools to analyse NAPLAN results and to use this information to inform school planning and the future direction for NP support.
- Assisted teachers to analyse specific question formats and skills assessed, and to reflect on teaching programs.
- Worked with teachers to identify specific areas of concern as evidenced in the assessment and to refine teaching strategies.
- Provided assessment samples and support for schools to develop assessment schedules and assessment policies.
- Worked with teachers on appropriate diagnostic assessments for creating baseline data for students' reading levels and groupings, and ways of developing running records and monitoring student progress.

• Effective and evidence-based teaching

- Provided coaching and in-class support with regards to explicit teaching and working across the school to create an understanding of what explicit teaching looks like and to use this understanding for all subsequent coaching.
- Coached teachers in writing detailed lessons plans that provide for differentiation, assessment and student reflection time.
- Assisted teachers to develop targeted programs that include differentiation and address the scope and sequence of learning.
- Introduced teachers to guided reading programs, providing professional learning and follow-up support.
- Supported schools to develop a whole school and consistent approach to specific aspects of learning such as mental computations, the language used to explain mathematical operations, spelling etc.
- Established action research projects investigating the most effective and appropriate teaching strategies.
- Provided professional learning on teaching vocabulary across learning areas.
- Provided professional learning to support teachers to take the lead in coaching colleagues.
- Supported new qualified teachers in effective classroom management strategies.

• Whole school planning

- Provided professional learning on whole school approach to NAPLAN and the use of data to inform and drive whole school plans.
- Facilitated the development of school plans and the use of term planners to implement whole school plans.
- Liaised with school leadership teams to provide improved transition programs as students move from Year 6 to Year 7.
- Supported the development of whole school assessment policies.

• Use and interpretation of data

- Support to schools in devising and implementing curriculum initiatives based on careful interpretation of data.

• Differentiation

- Provided professional learning in differentiating the curriculum, and provided strategies and resources to support differentiation.
- Introduced guided reading programs, including baseline assessments and establishing student groupings.

- o Coordinated the collection of successful strategies trialled at the school.

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

Government Sector

School Level

- Whole school approaches to literacy and/or numeracy have been established in all Partnership Schools.
- Evidence-based strategies to improve literacy and numeracy outcomes are in place in all Partnership Schools.
- 79 per cent of school leaders in Literacy and Numeracy Partnership Schools play an enhanced and key role in building instructional leadership capacity in their staff.
- Case management is underway in all Literacy and Numeracy Partnership Schools, with 26 per cent of all students in schools being case managed to achieve literacy and/or numeracy targets.

System Level

- All 84 Literacy and Numeracy Partnership Schools have been provided with effective support to develop NP school plans aligned to the three reform areas.
- Quality, tailored professional learning has been delivered to classroom teachers, specialist teachers and school leadership teams.
- The Literacy and Numeracy NP team has supported all Partnership Schools in the implementation of strategies within NP school plans. Support has been provided for whole school planning processes, performance data analysis, specialist teacher training and professional learning for classroom teachers.
- Regular monitoring reviews (now available in an online format) enable refinement and targeting of the NP team support.

Catholic Sector (CEOWA)

In addition to the implementation activities outlined previously, there are three aspects that are significant from a strategic sense.

- Firstly, literacy and numeracy support in all schools builds upon a whole school improvement model. Each school has developed a detailed literacy and numeracy plan, part of which is reflected in the School Level Plan on the CEOWA website. This detailed plan sits alongside a more comprehensive school improvement process which is supported by the regional school support consultant. The CPL has provided this framework.
- The second element of strategic importance is the implementation of a regional model of support. The existing model of operation prior to the NP implementation was one largely using central consultants and visiting schools. Schools are now in regional clusters and the more devolved model has presented a number of advantages and opportunities. It is planned to extend this model to the Kalgoorlie and Geraldton regions to include approximately 13 more schools.
- A final aspect of the model has been the importance of building on existing structures in schools and within the CEOWA. Most schools had appointed a key literacy and numeracy contact and this has continued under the NP arrangement. The CEOWA has effectively merged its former and current support to schools with the model adopted for Partnership Schools.
- It is also significant to recognise that over 65 per cent of Catholic primary schools are receiving NP support. This is significantly more than other jurisdictions and is an indication of the determination to adopt this model more widely.

Independent Sector (AISWA)

The support from AISWA has allowed schools to undertake the following work under the Literacy and Numeracy NP:

- **Assessment**, such as providing support to schools to analyse NAPLAN results and to use this information to inform school planning and the future direction for NP support as well as assisting teachers to analyse specific question formats and skills assessed, and to reflect on teaching programs.
- **Effective and evidence-based teaching** through the provision of coaching and in-class support with regards to explicit teaching and working across the school to create an understanding of what explicit teaching looks like. As well as to using this understanding for all subsequent coaching and coaching teachers in writing detailed lessons plans that provide for differentiation, assessment and student reflection time.
- **Whole school planning** through the provision of professional learning on whole school approaches to NAPLAN and the use of data to inform and drive whole school plans; and the facilitated the development of school plans and use of term planners to implement whole school plans.

- **Use and interpretation of data** by supporting schools in devising and implementing curriculum initiatives based on careful interpretation of data.
- **The provision of professional learning** in differentiating the curriculum, and providing strategies and resources to support differentiation and the introduction of guided reading programs, including baseline assessments and establishing student groupings.

Barriers to Progress – 1 January 2010 to 30 June 2010

Government Sector

The tender process for the procurement of external professional learning and resources has been protracted. Consequently, some schools may not have been able to access professional learning programs such as *Reading to Learn*, *Reading Recovery*, or *Targeted literacy/numeracy intervention for individual students* during Semester 1, 2010.

Catholic Sector (CEOWA)

There have been no major barriers to the implementation of the support strategies described above. An ongoing challenge for support in the 7-10 schools is to encourage a cross-learning area approach to literacy and numeracy reform and improvement. Typically, the English and Mathematics learning areas operate in relative isolation and links across other learning areas are limited.

As the regional model expands, particularly in regional centres, the costs of supporting these schools in a sustainable manner will become an ongoing issue. This mainly relates to travel and accommodation costs and the relative lack of relief teachers in many of these centres for professional development activities support. Any extension of support to schools in Kimberley regions will be impacted by these factors. For example, travel and accommodation in these regions is very expensive. The availability of trained support staff such as Reading Recovery teachers is also an issue.

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

Government Sector

A total of 3,021 Aboriginal students are being supported by a range of targeted strategies under the Literacy and Numeracy NP.

Forty seven per cent of Aboriginal students in Literacy and Numeracy Partnership Schools are part of case management processes. Early monitoring reviews suggest that more than 55 per cent of Aboriginal students are on track to achieve literacy, numeracy and/or attendance targets.

Catholic Sector

Almost all of the Literacy and Numeracy Partnership Schools have Aboriginal students. The four Kimberley schools have an Aboriginal population of about 750 students from K-7. Results relating to these students will be reflected in NAPLAN data and reward payment milestones.

Independent Sector (AISWA)

There are very few (if any) Aboriginal of students in the AISWA Literacy and Numeracy schools.

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

Government Sector

Activities that could be used to showcase successes in schools include:

- Examples of effective case management processes are in place at schools such as Quairading Primary School, East Maddington Primary School and Gosnells Primary School.
- The successful introduction of *Guided Reading* in all Literacy and Numeracy National Partnership schools, and in particular in South Kalgoorlie Primary School and Boulder Primary School.
- The enthusiastic and effective update of the Developing a Repertoire of Calculation Strategies 4-7 professional learning in schools who have accessed this professional learning (e.g. Currabine Primary School).

Catholic Sector

The four West Kimberley schools have implemented *Reading Recovery* as a major strategy and there has been a demonstrable improvement in reading and literacy outcomes. The success of this program is ongoing and suitable for wider showcasing.

While no individual school could be showcased amongst other schools, the Collaborative Professional Learning model, where a whole school regional implementation and improvement model is used, is worthy of showcasing. This is mainly because of the strategic advantages of the model and the strong collegial sharing which has resulted. It is also significant because of the strong research base and flexibility yet well structured support for schools. The model is clearly sustainable and fits with longer term strategic planning in the Catholic sector.

Independent Sector (AISWA)

AISWA would like to showcase the coaching of teachers at St Stephens School in Duncraig. This focus of the coaching was on explicit teaching, and although the standard of lesson delivery was already high in the school, the coaching has resulted in a marked improvement in student performance, particularly for those students who are of average ability.

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>	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>
<u>Training Schools Residency Program</u>			
Service Agreement signed by Department of Education and Edith Cowan University to implement the Training Schools Residency Program (Department).	Service Agreement has been developed between the Department of Education and ECU for the delivery of the Training Schools Residency Program.		
13 schools identified to place 70 Diploma of Education pre-service teachers (Department).	13 Training Schools have been established; 60 Residency Interns commenced January 2010 through the Training School Residency Program and a further 10 through the Kingston Intern Program. 15 of the Residency Interns have accepted a scholarship for the duration of their program. 9 Kingston Interns have accepted a scholarship whilst completing their degree.		
13 Site Directors appointed; all whom are highly accomplished teachers (Department).	20 Site Directors undertook training and each Training School has a dedicated Site Director.		
70 mentor classroom teachers appointed to partner each Intern on a one-on-one relationship to supervise, coach and tutor residency interns in classroom teaching practice (Department).	A total of 79 mentors undertook training to become a mentor teacher. 58 of these mentor teachers were allocated Interns Semester 1, 2010.		
<u>Incentives package developed, including agreement regarding industrial conditions</u>			
Negotiations conducted between the Department of Education and Departments of Commerce, Treasury and Finance and the Premier and Cabinet to develop incentives package (Department).	A detailed business case was submitted to Western Australian Government central agencies to use Approved Procedure 7 – provision of an Attraction and Retention Benefit. Negotiations are continuing.		

Up-skilling School Support Staff			
Meetings held with CEOWA to share information on the strategy to support School Support staff to acquire qualifications that lead to achieving a teaching qualification (Catholic and Department).	Meetings occurred with major stakeholders in late 2009 for the implementation of the model in 2010. These included Central Metropolitan Institute of Technology and Department of Education; CEOWA representative on Department of Education steering committee; full collaboration occurring.		
Up to 30 Education Assistants commenced the Teacher Assistant (TA) Up-skilling project to complete a Diploma qualification. This up-skilling program commenced in February 2010 (Catholic).	30 TAs commenced Cert III and IV training by Feb 2010, with three completing Cert III by July and 27 a Cert IV. 20 will continue to a Diploma in Term 3. Articulation arrangements of Diploma to ECE degree being negotiated through Curtin University.		
The Low SES NP consultant continues to work with remote schools to encourage Aboriginal Education Workers (AEWs) to take part in further training. Up to five AEWs enrolled and/or commenced further training (Independent).	Two AEWs from the Goldfields have enrolled in further studies through Curtin University and 16 AEWs have applied to complete further studies through Notre Dame, Broome.		
Negotiations conducted between Murdoch University and AISWA to provide a pathway for further training and longer term degrees in education. Expressions of Interest sent to schools with AEWs inviting participation in the Certificate III or IV or Degree programs designed for delivery to remote communities (Independent).		In Semester 1, a survey of AEWs showed that they either wanted to study through Curtin University or Notre Dame University. No further approach was made to Murdoch University.	The Improving Teacher Quality NP consultant has completed a visit to the Goldfields schools and there is evidence that the AEWs are unlikely to complete their studies. The consultant has approached Murdoch University and is exploring ways of establishing a larger cohort of AEWs and ways in which to better support these people to successful completion.

<u>Specialist Coaching</u>			
Planning related to intensive training finalised (Department).	Planning and the subsequent recruitment of specialist coaches has been completed.		
CEOWA Specialist Coaches initiative (Catholic).	Mentor appointed to run metro network; 2 seminars held 2009 and 3 more in 2010; system database finalised; communication processes developed; over 50 first and second year out teachers attend professional development; secondary mentor appointed; plans to appoint 2 regional mentors in term 4 2010 to service Kalgoorlie & Geraldton.		
Commence implementation of EPICT (European Pedagogical ICT Licence) - with 14 teachers who will become facilitators at their schools to up skill a group of teachers in the school setting (Independent).	11 teachers have been trained as facilitators of EPICT and 19 schools are participating in this project.		
<u>Level 3 Classroom Teacher Program</u>			
Options for trialling alternative assessment methodologies developed (Department).	A number of options for alternate models of assessment have been developed.		
<u>Mentor / Expert Teacher Program (C) (I)</u>			
60 teachers participate in training sessions in Up-skilling in Science and Maths teaching. Six sessions will be held in regional centres (Catholic).	Over 100 teachers attended Mathematics & Science Up-skilling sessions in late 2009; further Year 7 sessions held; seminars held in Bunbury, Kalgoorlie, Geraldton.		Decision not to hold sessions in two country centres due to low numbers; more economical to fly teachers to Perth or another regional centre. This has not diminished service to non-metro schools or teachers.

<p>Three Information and Communications Technology (ICT) mentors and expert teachers to work with cluster schools (Independent).</p> <p>41 teachers participate in ICT training in cluster groups (Independent).</p> <p>150 teachers undertake ICT training (Independent).</p>	<p>19 schools are participating in the EPICT project, 11 teachers have trained as facilitators and 115 teachers have undertaken training.</p> <p>A further 126 teachers have participated in training to learn ICT skills to ensure the expansion of technology enhances student outcomes. A total of 251 teachers have participated in ICT training.</p>		
<p><u>Principals professional development/Flexibilities</u></p>			
<p>Preliminary planning undertaken in relation to Sister Schooling guidelines (Department).</p>	<p>A new professional learning entity has been established by the Department specifically for public education in Western Australia. The Managing Director of the Institute has been appointed.</p> <p>The Department has reviewed the current District structure that will provide greater autonomy for schools and the ability to network with other schools to improve student outcomes.</p>		
<p>34 Independent Public Schools established (Department).</p>	<p>30 IPS were in operation from the commencement of the 2010 year. A further tranche of 64 have been identified to commence as IPS in 2011.</p>		
<p>IPS principals are provided with targeted support in relation to increase operational flexibility (Department).</p>	<p>Professional development and induction orientation was provided to all IPS principals.</p>		
<p>The Executive Principal Project provides in situ mentoring support to principals to assist in the whole school improvement process. The responsibilities of the four Executive Principals expanded to include NP responsibilities (Catholic).</p>	<p>All Executive Principals made aware of NP projects. Where their mentor schools are involved as NP projects, additional support provided; One additional Executive Principal appointed using NP funds and focussing on 2 Low SES Partnership Schools to provide support.</p>		
<p>Leadership Strategy commenced (Catholic).</p>	<p>Major strategic initiative combining leadership and Quality Catholic Schooling Framework commenced. Aboriginal Leadership program commenced; 15 enrolments; 157 Catholic schools involved in trialling at least one component of school improvement framework.</p>		

<p>Partnership established with two universities to provide customised leadership professional learning for AISWA schools. 25 teachers/school leaders have nominated to participate in the courses beginning in semester 2, 2010 (Independent).</p>	<p>Partnerships have been established with the UWA and ECU. 17 teachers/school leaders have enrolled and commenced studies at UWA. 20 teachers/school leaders are participating in professional learning offered through ECU, one has formally enrolled at ECU and it is anticipated that a further five will enrol.</p>		
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Section 5 – Milestone Reporting

Low SES School Communities NP

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>
All Sectors			
School Plans			
<ul style="list-style-type: none"> 30 operational school partnership plans have been developed and endorsed by the Department of Education. 23 operational school partnership plans have been developed and endorsed by the Catholic Education Office of WA. 17 metropolitan and Aboriginal Independent School Community (AIC) partnership plans have been developed and endorsed by the Association of Independent Schools of WA. 	<ul style="list-style-type: none"> All 30 School Level Plans have been developed and placed on the website. All 23 School Level Plans have been developed and placed on the CEOWA website and CEOWA and individual school website. 14 AICs have developed and published community partnership agreements. All Low SES schools developed and published operational school partnership plans. 		
Government Sector			
<p>Extended Service School Models</p> <p>Six centres are operational and providing integrated social support that will nurture children's wellbeing and learning. These centres will offer a range of extended services to students, their families and the local community.</p>	<p>The six centres are operational and are proving to be examples of good practice models of implementation for other schools.</p>		
<p>Performance Management agreements</p> <p>Ten schools to implement improvements in the use and quality of performance management agreements and progress is made to improve the use of these to increase student achievement.</p>	<p>The Department of Education recently released a mandated newly updated policy on Performance Management with quality teaching linked to individual performance.</p>		

<p><u>Attendance, engagement and pastoral case strategies</u> 10 schools to put in place attendance, engagement and pastoral care strategies to encourage students to attend regularly and provide additional support to those students at risk.</p>	<p>The appointment of attendance officers and the development of whole school attendance plans are making a difference in positive student attendance. Youth workers and attendance officers have been appointed to work across clusters of schools.</p>	<p>There have been delays in recruitment and appointment of staff to these roles however, once appointed, schools implementing this strategy are already reporting improvements in attendance and school engagement.</p>	
<p><u>Reconceptualise school operational arrangements</u> Six schools to develop new school operational arrangements through flexible school hours, smaller class sizes or after-hours programs.</p>	<p>Schools are continuing to develop flexible school operations that best meet the needs of their communities.</p>	<p>Some systemic barriers to innovative flexible school operations have needed to be negotiated. E.g. HR processes.</p>	
<p><u>External partnerships</u> 11 schools create and maintain external partnerships to connect and engage parents, the broader community and businesses with the school.</p>	<p>All extended service partnerships are in place. Schools commencing the project in Semester 2 have benefited from lessons learnt by schools which commenced in Semester 1, 2010.</p>		
<p><u>Early years strategies</u> 10 schools implement early years strategies to focus specifically on health, development and learning needs and to strengthen relationships between staff, families and students.</p>	<p>All of these schools have ensured that early years strategies have been set in place.</p>		
<p><u>School accountability</u> Five schools strengthen school accountability to ensure that schools continuously collect reliable data, and analyse and improve their interpretation of the data.</p>	<p>All schools have the strategy in place. Accurate data on student achievement is able to be transferred between schools in the Kimberley. Attendance plans are in place in all schools.</p>		
<p><u>Leadership capacity</u> Leadership capacity in five low SES school communities enhanced by delivering additional professional support and cultural training.</p>	<p>All schools have had staff undertake professional learning to strengthen their leadership capacity. Evidence of improvement in schools has been varied. Principal consultants are coordinating planning, implementation and accountability across clusters of schools.</p>		

<p><u>Executive Principal</u> Investigation undertaken into the creation of an Executive Principal position to manage a small cluster of schools.</p>	<p>An Executive Principal was appointed in July 2010 to work across schools in the Carnarvon cluster.</p>		
<p><u>Broader social needs of students</u> The social needs of students in two schools addressed by delivering activities related to learning, recreation and physical/social-emotional health.</p>	<p>Kalumburu School is providing comprehensive support for students impacted on by social factors. The Stronger, Smarter Strategy has been implemented across all Kimberley schools.</p>	<p>Large numbers of Aboriginal students in secondary schools are not returning to boarding schools in Semester 2 after returning to communities during the vacation period. This is due to lack of support to students and families.</p>	<p>Project for a trial of a centrally managed NP funded support strategy is planned.</p>
<p><u>Disability and learning needs</u> Students with disability and learning needs in four schools are catered for through new and enhanced strategies.</p>	<p>Students with special needs have Individual Learning Plans. All schools have a Learning Support Coordinator.</p>		
<p><u>Specialist literacy and numeracy teachers</u> 26 schools appoint specialist literacy and numeracy teachers to work alongside classroom teachers to identify and address the needs of students who are at risk and implement appropriate intervention strategies</p>	<p>Specialist staff have been appointed and are delivering quality mentoring and professional learning to schools.</p>		
<p><u>Targeted literacy and numeracy intervention</u> Targeted literacy and numeracy intervention strategies implemented in 23 schools to cater for individual students who require one-on-one support in literacy and/or numeracy.</p>	<p>100% of these schools have appointed specialist literacy and numeracy staff to support teachers in the case management of students at risk and targeted cohorts.</p>		
<p><u>Whole school literacy planning and leadership</u> Whole of school literacy planning and leadership to support 26 schools implement <i>Whole school Literacy Plan</i> and school and classroom literacy improvement strategies across K-7.</p>	<p>All schools implementing this strategy have whole school literacy plans in place. Most schools are using First Steps for tracking student progress and planning targeted intervention.</p>		
<p><u>Reading Recovery Program</u> The Reading Recovery Program implemented in one school to reduce reading and writing failure for students in their second year of formal schooling.</p>	<p>Not achieved.</p>	<p>The school has decided not to implement Reading Recovery due to the expense and narrow focus of one-on-one intervention.</p>	<p>The school has implemented Multilit including training of parents to support the project. The program will be monitored and reviewed by December 2010.</p>

<p><u>Reading to Learn</u> The Reading to Learn Program implemented in two schools, to enable all learners, including Aboriginal and Torres Strait Islanders and ESL/ESD students, to read and write successfully, at levels appropriate to their age, grade and area of study.</p>	<p>This resource is being utilised in the two identified schools.</p>		
<p><u>Calculation strategies in Years 4-7</u> Teachers in seven schools provided with professional development in Calculation strategies for Years 4-7.</p>	<p>100% achieved. This professional learning has taken place.</p>		
<p><u>Measurement Learning Outcome</u> Teachers in seven schools provided with professional development to refine and develop their understanding of the Measurement Learning Outcomes and strategies for engaging students in measurement activities.</p>	<p>100% achieved. This professional learning has taken place.</p>		
<p><u>Attraction and retention benefit</u> Proposal developed to introduce an attraction and retention benefit to highly skilled principals and teachers in Low SES school communities by December 2010.</p>	<p>A detailed business case was submitted to Western Australian Government central agencies to use Approved Procedure 7 – provision of an Attraction and Retention Benefit. This project is still being progressed.</p>		
<p><u>Professional learning and development centres</u> Complete investigation of establishing schools as professional learning and development centres for teachers and school leaders by December 2010.</p>	<p>This project is currently being progressed.</p>		
Catholic Sector			
<p><u>Promoting Alternate Thinking Skills (PATHS)</u> Effective discipline and classroom management strategies are implemented in 13 schools to underpin improvements in student learning through kits being distributed and Broome-based Consultant assisting and training teachers.</p>	<p>0.7 FTE PATHS consultant working with all 13 schools in Kimberley region; visits to schools are aimed at supporting every teacher and integrating the program into school and classroom practice; generally at least two visits per term.</p>		

<p><u>Extending Bluearth Program</u> Students' social, emotional, self discipline, resiliency, fitness and attendance is increased, through the expansion of the Bluearth Program to an additional 23 schools and additional staff trained by Bluearth coaches.</p>	<p>Bluearth exists in all 13 Kimberley schools; number and duration of visits expanded; school and community members trained up as Bluearth facilitators; survey evaluation implemented indicating positive outcomes; 10 additional schools from Perth and South West (total 23) also supported for implementation of Bluearth in February 2010.</p>		
<p><u>System led literacy and numeracy</u> Schools raise the levels of attendance, engagement and literacy and numeracy achievement.</p>	<p>Additional support has been provided to 13 Kimberley schools and one metropolitan school for literacy and numeracy support. A consultant has been working with schools in the Kimberley. The Perth school has employed an additional Teacher Assistant.</p>		
<p><u>Tracking Students</u> Unique identifiers for students in 13 Kimberley schools are allocated and processes developed for electronic attendance registration and sharing of information across all schools by 2015.</p>	<p>All 13 schools have a student database with Curriculum Council unique identifiers from K-10. Project has now merged with the DEEWR Tri Border initiative which involves other systems/sectors.</p>		
<p><u>Senior Secondary Support</u> Seven Kimberley schools with small cohorts of senior secondary students, supported, particularly in terms of enrolling in some of the Western Australian Certificate of Education (WACE) courses, for example:</p> <ul style="list-style-type: none"> • Schools have processes manuals and other resources and copies of courses; • Students are enrolled in <i>at least one</i> WACE course; and • Deputy Principal is funded to mentor the schools and assist in enrolment and accountability processes. 	<p>All 7 schools have been contacted and supported by one Broome and one Perth-based consultant. A file indicating various opportunities and procedures has been produced and circulated. Principals attended a conference in June 2010 in Broome to receive further support. The Deputy Principal in Broome is acting as a point of contact and support position. Integrated Studies units and Endorsed Units have been used by schools. Students, typically of post-compulsory age have been involved.</p>	<p>Coverage of students is fairly complete. Irregular attendance and literacy and numeracy problems have impacted on a near-total implementation. For many students, the Integrated Units and P stage units are still very difficult in terms of literacy skills.</p>	<p>Work will continue with all schools to identify the most appropriate units and courses for students.</p>

<p><u>Up-Skilling Aboriginal Teaching Assistants (ATAs)</u></p> <p>Up-skill ATAs so that they can play a stronger role in the classroom, especially in terms of engaging more with the learning and teaching and classroom management process, with a focus on literacy and numeracy through:</p> <ul style="list-style-type: none"> • A Broome-based consultant appointed to assist ATAs in 13 Kimberley schools; • ATAs visited in schools; • Training negotiations with RTOs in place for certificate level qualifications; and • An ATA conference in Broome is finalised. 	<p>A full-time consultant commenced work in September 2009, visiting all 13 Kimberley schools and assisting ATAs in situ, including working with the teachers involved. A number of ATAs have been supported to upgrade their qualifications through Notre Dame University (two graduated in this period). ATA conference was held in Broome in July 2010 focussing on learning and teaching strategies, classroom management and literacy and numeracy support.</p>		
<p><u>Intensified Literacy and Numeracy Support</u></p> <p>16 Kimberley schools receive additional literacy and numeracy support through:</p> <ul style="list-style-type: none"> • two Broome-based consultants being appointed; • All Kimberley schools being visited; and • Specialist intervention programs such as Reading Recovery and Extending Mathematical Understandings (EMU) implemented. 	<p>Additional support has been provided to 13 Kimberley schools and one metropolitan school for literacy and numeracy support. A consultant has been working with schools in the Kimberley. The Perth school has employed an additional Teacher Assistant.</p>		
<p><u>Extending the School day</u></p> <p>Seven schools implement activities before and after school which directly or indirectly support higher student outcomes. These could include leisure type activities; activities which build on the daily learning program; or community-based initiatives.</p>	<p>Seven schools have been supported to implement a range of activities including sporting, cultural, offering Bluearth out of school hours, Police Rangers, breakfast clubs, literacy and numeracy support, community and cultural programs etc. One additional school in Perth also supported with a literacy and numeracy program, cultural support and magazine club.</p>		

<p><u>Leadership in Low SES Schools</u></p> <p>The CEOWA builds on current leadership programs to include specific programs to support leaders in low SES school communities, particularly in remote Aboriginal schools.</p>	<p>An Executive Principal was appointed to support low SES schools, particularly in the Kimberley. Planning commenced to appoint a Whole School and Leadership Enhancement Consultant who will work closely with all principals in the Kimberley. Appointment made July 2010. Assisting leaders is also core support work undertaken across all projects.</p>		
<p>Independent Sector</p>			
<p><u>Whole school planning</u></p> <p>Whole school literacy and numeracy plans are developed to integrate learning across the school. Specialist literacy/numeracy consultants assist in the implementation of the school plans in the classroom.</p> <p>To be implemented in 12 schools.</p>	<p>Nine schools have begun working on whole school planning and principals have either attended professional learning in this regard or the Low SES consultant has worked in the schools to assist them in the process.</p>	<p>The funding for the Independent sector Low SES schools is such that only two consultants can be employed. One consultant is attached to 17 schools; the other is attached to eight schools. The schools are dispersed geographically and have very different philosophies and needs.</p>	<p>In relation to whole school planning specifically, a central committee in AISWA consisting of representatives from NPs, Targeted Programs and School Compliance has been convened and work has begun on a co-ordinated approach to better assist schools with developing whole school plans and implementing these in the classroom.</p> <p>As described previously, AISWA has commissioned software to better support schools in using NAPLAN results to inform whole school planning. All Low SES schools have been invited to test their students in Years 2, 4, and 6, using NAPLAN tests. Workshops are scheduled in Semester 2, to bring literacy and numeracy professional learning teams together to analyse the data and plan refinements to their teaching programs.</p>
<p><u>Effective and evidence-based teaching</u></p> <p>Schools participate in professional learning in teaching practices to improve student learning. Specialist literacy/numeracy teachers demonstrate effective teaching strategies, observe lessons and provide guidance to the teachers.</p> <p>To be implemented in four schools.</p>	<p>12 schools have participated in professional learning that has covered different aspects of effective teaching, such as: using IT to enhance student outcomes; teaching students for whom English is a second language; evidence-based phonetics programs and providing differentiated learning. In addition some schools have been supported in implementing well researched teaching programs such as <i>Tactical Teaching</i> and <i>Words their Way</i>.</p>		

<p><u>Sharing successful strategies</u></p> <p>Regular forums are conducted to bring schools together to share strategies on improving the engagement of students.</p> <p>12 forums to be conducted.</p>	<p>This activity is still to be undertaken.</p>	<p>The NP team have reviewed the needs of schools and believe that a conference for Principals from all Low SES schools will be highly beneficial. The team believes it will be beneficial because not only will the Principals benefit from sharing their successful strategies, but it is hoped that by bringing the Principals together they will view the challenges they face in a broader context.</p>	<p>A conference is tentatively scheduled for the start of 2011. The uncertainty of the future role of the AICS support unit is impacting on finalising the details for this conference.</p>
<p><u>Innovative teaching practices</u></p> <p>Eight schools incorporate innovative practices into their own teaching programs.</p>	<p>15 schools have incorporated innovative teaching programs into their own teaching programs. These include: using authors' and artists' visits to inspire and support students to think creatively, extend their writing and illustrate their work; developing and encouraging participation in music and art programs, incorporating IT in creative ways; and developing student leadership.</p>		
<p><u>Social and emotional wellbeing</u></p> <p>Teachers participate in appropriate Professional Learning to strengthen skills in dealing with students with social and emotional problems.</p> <p>Mentors provide models for students with social and emotional problems.</p> <p>To be implemented in six schools.</p>	<p>11 schools have used the NP funding to better support students' emotional and social wellbeing. The activities include appointing a psychologist to assist staff in addressing issues on mental health and severe classroom behaviours; taking struggling teenage boys on an intensive camp focusing on emotional issues; taking students to Perth to view possible secondary school boarding schools and thus provide them with a vision for the future; and working with an Aboriginal author to inspire students.</p>		
<p><u>Community Links</u></p> <p>Five schools access more services offered by community organisations and other service providers</p>	<p>The NP consultants are in close negotiations with a number of organisations to explore possible ways of supporting schools. These organisations include:</p> <p>Books in Homes (and books will be provided to six schools in Term 4, 2010) Kimberley Success Zone; Kimberley Remote Service Delivery, Kimberley Reading Recovery; Telethon's Speech and Hearing Centre; and preliminary discussions have been initiated with the David Wirrpanda Foundation and The Beacon Foundation.</p>		

<p><u>Classroom Management Skills</u></p> <p>Teachers participate in Professional Learning to improve their skills in managing classes.</p> <p>Specialist teachers demonstrate effective teaching and classroom management strategies, observe lessons and provide guidance to the teachers.</p> <p>To be implemented in five schools.</p>	<p>One school has used the NP grant to employ a behavioural psychologist to assist teachers in developing classroom management strategies.</p>		
<p><u>Attendance</u></p> <p>Reporting of non-attendance standardised in four schools.</p>	<p>AISWA has reviewed attendance reporting software and is currently reviewing the possibility of supporting schools to purchase this software.</p> <p>The Low SES Consultant for Kimberley and Pilbara schools has developed a standardised reporting template and shared this with schools.</p> <p>AISWA has collected attendance data for Low SES schools to evaluate current attendance rates. This information will be used to inform future support for all Low SES schools.</p>		
<p><u>Assessment</u></p> <p>Professional learning is provided to understand the requirements of NAPLAN assessment, and embed strategies that lead to sustained improvement in student achievement.</p> <p>Support is provided for classroom teachers to provide more accurate feedback to students in relation to their performance.</p> <p>To be implemented in one school.</p>	<p>Five schools have participated in professional learning related to NAPLAN, interpreting the data and using the data to inform classroom practice and better understanding of the requirements of the NAPLAN tests.</p>		

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>
All Sectors			
Updated bilateral agreement with quantifiable implementation activities for 2010 and 2011, by February 2010.	Western Australia provided the quantifiable implementation activities for 2010 to the Department of Education, Employment and Workplace Relations (DEEWR) in June 2010. The 2011 quantifiable implementation activities will be provided in March 2011.	The quantifiable implementation activities are based on the information received in the school operational plans. The development and analysis of the plans took slightly longer than anticipated. The 2011 activities are derived from the school operational plans which will not be developed and analysed until March 2011.	
School Plans 83 school plans developed and endorsed by the Department of Education. 63 Catholic school plans developed and endorsed by the Catholic Education Office of Western Australia. 20 school Literacy and Numeracy school plans developed and endorsed by the Association of Independent Schools of Western Australia.	68 school plans published online in March. The additional 15 school plans for schools were published online in May 2010. School plans for the Catholic and Independent sector have been developed and published on their school websites.		

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>	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>
Government Sector - All 82 schools will implement the following strategies during 2010 and 2011:			
<p>Schools' self-assessment data from the term Monitoring Reviews has been collated to provide the percentage figures in this report. The monitoring review is completed by schools each term. School self-assessments rate the extent to which the school has implemented the strategies on a 4 point scale where:</p> <p>1 = to some extent 2 = to a moderate extent 3 = to a considerable extent 4 = to a major extent.</p>			
<p><u>Whole school approaches</u> Whole school approaches to learning and teaching founded on sequences of content and instructional practices that are consistent across phases of schooling.</p>	<p>Whole school approaches to learning and teaching have been implemented in all Literacy and Numeracy Partnership Schools.</p> <p>68% of schools have implemented whole school approaches to literacy to a considerable or major extent.</p> <p>43% of schools have implemented whole school approaches to numeracy to a considerable or major extent.</p>		

<p><u>Evidence-based interventions</u> Monitor selected evidence-based intervention strategies on a regular basis to ensure effectiveness in literacy and numeracy teaching for students of all ability levels, through the following:</p>	<p>66% of schools have implemented evidence-based literacy intervention strategies to a considerable or a major extent.</p> <p>43% of schools have implemented evidence-based numeracy intervention strategies to a considerable or a major extent.</p> <p>Qualitative and quantitative data concerning specific evidence-based intervention strategies has been gathered and synthesised from the 'Achievements' or 'Issues' segments of the monitoring reviews, from salary pool expenditure figures and from reports of school contacts and visits by members of the Literacy and Numeracy NP team.</p>		
<p>Literacy specialist teachers – 75 schools</p>	<p>Literacy Specialist Teachers are the chief strategy utilised by Literacy and Numeracy Partnership Schools.</p> <p>83 schools have appointed Specialist Literacy Teachers as 1.0 full time equivalent (FTE) or a fractional appointment.</p>		
<p>Numeracy specialist teachers – 58 schools</p>	<p>45 schools have appointed Numeracy Specialist Teachers as 1.0 FTE or a fractional appointment.</p>	<p>Some Literacy and Numeracy Partnership Schools have prioritised the implementation of the literacy component of their plans and will not appoint Numeracy Specialist Teachers until 2011.</p>	<p>Literacy and Numeracy NP 2011 School Plans will be monitored to ensure Numeracy Specialist Teachers are appointed in schools.</p>
<p>Education Assistants – literacy – 33 schools</p>	<p>At least eight schools have allocated dedicated literacy Education Assistants to support literacy improvement strategies. More may be working on a less formal basis.</p>	<p>Provision of a professional learning program to build the capacity of para-professionals has not been yet been offered as part of the Literacy and Numeracy NP professional learning.</p>	<p>Professional learning for para-professionals is a priority for second semester 2010 and 2011.</p>
<p>Education Assistants – numeracy – 13 schools</p>	<p>At least three schools have allocated dedicated numeracy Education Assistants to support numeracy improvement strategies. More may be working on a less formal basis.</p>	<p>Provision of a professional learning program to build the capacity of para-professionals has not been yet been offered as part of the Literacy and Numeracy NP professional learning.</p>	<p>Professional learning for para-professionals is a priority for second semester 2010 and 2011.</p>
<p>Literacy coach – five schools</p>	<p>Literacy Coaches are working effectively.</p>		
<p>Numeracy coach – five schools</p>	<p>Numeracy Coaches are working effectively.</p>	<p>Due to staff shortages, the Numeracy Coach in the Pilbara Hub was not appointed until part way through Term 2.</p>	

<i>Targeted literacy intervention for individual students – 10 schools</i>	In progress.	Awaiting procurement processes.	In 2011 the Literacy and Numeracy NP team will facilitate the formation of collaborative partnerships with Partnership Schools that are utilising external professional learning and resources in order to collaborate and share best practice.
<i>Targeted numeracy intervention for individual students – 11 schools</i>	In progress.	Awaiting procurement processes.	In 2011 the Literacy and Numeracy NP team will facilitate the formation of collaborative partnerships with Partnership Schools that are utilising external professional learning and resources in order to collaborate and share best practice.
<i>Reading Recovery – 13 schools</i>	A minimum of three schools have accessed and implemented <i>Reading recovery</i> strategies.	Awaiting procurement processes.	In 2011 the Literacy and Numeracy NP team will facilitate the formation of collaborative partnerships with Partnership Schools that are utilising external professional learning and resources in order to collaborate and share best practice.
<i>Reading to Learn – six schools</i>	In progress.	Awaiting procurement processes.	In 2011 the Literacy and Numeracy NP team will facilitate the formation of collaborative partnerships with Partnership Schools that are utilising external professional learning and resources in order to collaborate and share best practice.
<i>Guided Reading – 37 schools</i>	74 primary schools have implemented <i>Guided Reading</i> . The strategy was promoted and modelled in Literacy Specialist Teacher professional learning. Schools have been enthusiastic in their uptake and very positive about its impact.		
<i>MULTILIT – seven schools</i>	Five schools have accessed and implemented <i>MULTILIT</i> .	Awaiting procurement process.	In 2011 the Literacy and Numeracy NP team will facilitate the formation of collaborative partnerships with Partnership Schools that are utilising external professional learning and resources in order to collaborate and share best practice.
<i>Support a reader – five schools</i>	Three schools are utilising para-professionals to implement this program.		

<i>Reading Intervention Years 4-7 – two schools</i>	In progress	Awaiting procurement process.	
Speech and language support – 22 schools	21 schools have accessed professional learning for speech and language through the Consultant Principals, Speech and Language who are based at Fremantle, Swan, Canning and West Coast District Education Offices. Four schools have presented parent workshops. One school has employed a speech therapist to assess students and support teachers.		
<i>Developing a repertoire of calculation strategies Years 4-7 – 26 schools</i>	13 schools have accessed the professional learning for this strategy.		The Literacy and Numeracy NP Education Officer Numeracy offers targeted professional learning to all schools wanting to use this strategy.
<i>Developing a repertoire of measurement strategies Years 4-7 – one school</i>	In progress	This school is also implementing the <i>Developing a repertoire of calculation strategies Years 4-7 strategy</i> .	The Literacy and Numeracy NP Education Officer Numeracy will offer targeted professional learning in 2011 to schools wanting to use this strategy.
<i>Developing a repertoire of calculation strategies Years K-4 – one school</i>	In progress	This school is also implementing the <i>Developing a repertoire of calculation strategies Years 4-7 strategy</i> .	The Literacy and Numeracy NP Education Officer Numeracy will offer targeted professional learning in 2011 to schools wanting to use this strategy.
<i>Focussing on measurement knowledge to improve num skills – one school</i>	In progress.	This school is also implementing the <i>Developing a repertoire of calculation strategies Years 4-7 strategy</i> .	Literacy and Numeracy NP Education Officer Numeracy will offer targeted professional learning in 2011 to schools wanting to use this strategy.
<i>Mathletics – four schools</i>	Two schools are utilising this strategy.		
<i>First Steps in Literacy</i> facilitator training – 36 schools	21 schools have accessed this professional learning from an external provider.	Some schools have identified teachers who have previously accessed this training and no longer require provision from the external provider.	Literacy and Numeracy NP monitoring reviews will be analysed to ascertain the ongoing uptake of this strategy.
<i>First Steps in numeracy</i> facilitator training – 15 schools	10 schools have accessed this professional learning from an external provider.	Some schools have identified teachers who have previously accessed this training and no longer require provision from the external provider.	Literacy and Numeracy NP monitoring reviews will be analysed to ascertain the ongoing uptake of this strategy.
<i>Tactical Teaching – one school</i>	One school has accessed this professional learning from an external provider.		

Access to AUSSAT online – two schools	In progress.	These schools are additional schools funded in 2010. Literacy and Numeracy NP plan implementation was initiated at the beginning of Term 3.	Literacy and Numeracy NP monitoring reviews will be analysed to ascertain the ongoing uptake of this strategy.
<i>Stepping Out</i> (literacy & numeracy) – one school	In progress.	This school is one of the additional schools funded in 2010. Literacy and Numeracy NP plan implementation was initiated at the beginning of Term 3.	Literacy and Numeracy NP monitoring reviews will be analysed to ascertain the ongoing uptake of this strategy.
<p><u>Online learning and teaching resources</u> K-10 teachers explicitly teach skills and knowledge aligned to the <i>Early Childhood (K-3)</i>, <i>Middle Childhood (4-7)</i> and <i>Early Adolescence (8-10)</i> <i>English and Mathematics Syllabus</i> scope and sequence statements, supported by online learning and teaching resources relevant to the primary and secondary context.</p>	<p>51% of schools are utilising online literacy resources to a major or considerable extent. 44% of schools are utilising online numeracy resources to a major or considerable extent.</p>	NP school leaders need more professional learning to become better informed about the extent and quality of the resources available.	The Literacy and Numeracy NP team will continue to provide professional learning focused on building the capacity of school leaders to access and utilise online resources.
<p><u>Case management practices</u> Case management practises are used to cater for students achieving at or below the national minimum standard, in particular Aboriginal and English as a Second Language/English as a Second Dialect (ESL/ESD) students.</p>	<p>60% of schools have implemented case management approaches to a major or a considerable extent. 26% of all students in Partnership Schools have case management plans. 37% of schools are using case management to a moderate extent. 65% of students are on track to achieve literacy targets; 64% are on track to achieve numeracy targets; 56% are on track to achieve attendance targets. 46% of Aboriginal students have case management plans; 58% are on track to achieve literacy targets; 59% are on track to achieve numeracy targets; 60% are on track to achieve attendance targets. 34% of ESL/ESD students have case management plans; 67% are on track to achieve literacy targets; 66% are on track to achieve numeracy targets; 54% are on track to achieve attendance targets.</p>	At the beginning of the Literacy and Numeracy NP program there was a lack of clarity in schools as to what constitutes case management approaches. Since induction, the NP team have had the opportunity to deliver consistent messages about case management and its links to differentiated curriculum for students at or below the National Minimum Standard (NMS) and for students not achieving their potential.	<p>The Literacy and Numeracy NP team will continue to communicate consistent messages about the definition and application of case management approaches.</p> <p>The Literacy and Numeracy NP team will continue to provide professional learning to schools regarding best practice case management processes and models.</p> <p>The Literacy and Numeracy NP web site will publish an Advice Paper on case management that explains and models best practice, including case stories from different school contexts.</p> <p>The Literacy and Numeracy National Partnership team will utilise monitoring review data to target school support where self-assessments indicate case management implementation to some or to a moderate extent.</p>

<p><u>Early identification</u> Early identification of students who start school behind or fail to make progress in the first years of school (primary schools). Effective identification of students at educational risk through primary to secondary transition processes (secondary schools).</p>	<p>27 schools were part of the on-entry assessment trial.</p>	<p>The on-entry assessment was not available for all schools in Term 1, 2010.</p>	<p>The on-entry assessment is available as a hard copy for all schools in Term 4, 2010. It will be mandatory for all schools as an online, on-entry assessment from Term 1, 2011.</p>
<p><u>Extended services</u> Provide effective extended services for students with complex needs.</p>	<p>78% of schools are providing extended services for students to a major or considerable extent.</p>	<p>16% of schools are providing extended services for students to some or to a moderate extent.</p>	<p>Literacy and Numeracy NP monitoring reviews will be analysed to ascertain the ongoing uptake of this strategy.</p>
<p><u>Student performance information</u> All staff develop effective data literacy standards and use student performance information to set improvement targets, monitor progress, provide ongoing feedback and inform learning, teaching and leadership strategies that underpin whole school planning.</p>	<p>79% of schools are effectively using student performance information to inform school planning to a major or considerable extent.</p>	<p>18% of schools are effectively using student performance information to inform school planning to some or to a moderate extent.</p>	<p>The Literacy and Numeracy NP team will utilise monitoring review data to target school support where self-assessments indicate schools are using student performance data to some or to a moderate extent.</p>
<p><u>Building instructional leadership capacity</u> Principals play a key role in building instructional leadership capacity across the school and ensuring there is effective learning and teaching in every classroom.</p>	<p>79% of schools have leaders playing a key role in building instructional leadership to a major or considerable extent.</p>	<p>18% of schools have leaders playing a key role in building instructional leadership to some or to a moderate extent.</p>	<p>The Literacy and Numeracy NP team will utilise monitoring review data to target school support where self-assessments indicate school leaders are playing a key role to some or to a moderate extent.</p>
<p><u>Focused distributed leadership, team</u> Develop and refine internal arrangements and embed processes that enable on-going staff development and team ownership of student achievement e.g. focused distributed leadership, team approaches to data analysis and planning, effective performance management.</p>	<p>59% of schools have team ownership of student achievement to a major or considerable extent.</p>	<p>38% of schools have team ownership of student achievement to some or to a moderate extent.</p>	<p>The Literacy and Numeracy NP team will utilise monitoring review data to target school support where self-assessments indicate team ownership of student performance to some or to a moderate extent.</p>

<p><u>Community and home-school links</u> Establish and sustain productive community and home-school links.</p>	<p>53% of schools have established productive community links to a major or considerable extent.</p>	<p>44% of schools have established productive community links to some or to a moderate extent.</p>	<p>The Literacy and Numeracy NP team will utilise monitoring review data to target school support where self-assessments indicate schools have established productive community links to some or to a moderate extent.</p> <p>This support will include the facilitation of collaborative partnerships with schools that have established and are sustaining productive community and home links.</p>
<p><u>Collaborative partnerships</u> Develop collaborative partnerships with other schools where this would benefit students.</p>	<p>22% of schools have formed collaborative partnerships with other schools to a major or considerable extent.</p>	<p>62 per cent of schools have formed collaborative partnerships with other schools to some or to a moderate extent.</p>	<p>The Literacy and Numeracy NP team will liaise with school leaders regarding appropriate collaborative partners; especially with regard to sharing best practice regarding specific evidence-based strategies. Analysis of the collated data from the monitoring reviews enables a more coherent understanding of which schools could work collaboratively.</p> <p>An online learning community facility will be available to Specialist Literacy and Numeracy Teachers by Term 4, 2011 and this will enable collaboration between geographically disparate schools.</p>

Catholic Sector

Literacy and Numeracy K-7 Project

<p>Five school-based literacy and numeracy consultants appointed, trained and working with schools in the metropolitan and Southwest regions. Strategy implemented in 62 schools.</p>	<p>Five regional literacy and numeracy consultants commenced work in September 2009. Full training concluded and ongoing training and collaboration has occurred and will continue. Central consultants work closely with regional literacy and numeracy; four Kimberley schools also included.</p>		
<p>Two school-based literacy and numeracy consultants appointed, trained and working with schools in the Kimberley region. Strategy implemented in four schools .</p>	<p>One key literacy and numeracy consultant has been appointed and commenced working with schools in September 2009. Additional support to around 1 FTE provided by regional PSA, PATHS consultant etc.</p>		

<p>Key teachers from participating schools receive centrally organised professional development in literacy and numeracy support programs as well as detailed advice on data interpretation and using this to inform programs.</p> <p>Strategy implemented in 62 schools.</p>	<p>Each of the 62 schools has appointed a coordinator of professional learning and a key teacher for literacy and numeracy. These teachers have received professional development and ongoing support from their regional literacy and numeracy consultant and other centrally organised professional development. All schools have been supported to develop detailed data-informed literacy and numeracy plans.</p>		
<p>Schools develop individualised literacy and numeracy projects in collaboration with school-based consultants.</p> <p>Strategy implemented in 62 schools.</p>	<p>Schools were allocated around \$5,000 each to develop strategic school-specific literacy and numeracy support projects. Additional teacher relief funding has also been provided to support other professional development and support activities. All schools have developed a plan and most have implemented these along with their wider literacy and numeracy processes.</p>		
<p>Schools develop detailed literacy and numeracy plans based on exacting interpretation of data; plans shared and used as a basis for whole of school discussions.</p> <p>Strategy implemented in 62 schools.</p>	<p>All 62 schools have prepared detailed literacy and numeracy plans. These are based on data from the last three years (NAPLAN, PAT-R etc) & other information. Other aspects of the cohort are also included. Plans outline specific areas of focus and strategies to be progressively implemented. Plans integrate with whole school improvement processes. Plans are updated regularly and are a key point of conversation with regional school support consultants.</p>		
<p>Meetings with leadership teams occur and whole school approaches from K-7 are scoped out and implemented. These are research-based and based on CPL models. Schools establish processes for ongoing whole school conversations.</p> <p>Strategy implemented in 62 schools.</p>	<p>A coordinator of professional learning as well as a key literacy and numeracy teacher has been appointed in all 62 schools. The CPL model has been implemented in all 62 schools and additional professional development (including a major conference in August 2010) has concentrated on this model. Literacy and numeracy support within and between schools is firmly juxtaposed within this model.</p>		

Specialist program Reading Recovery implemented in Kimberley schools; Reading Recovery teacher appointed. Strategy implemented in seven schools.	Reading Recovery exists in four Kimberley schools. Plans are to extend to a further three to four schools in Semester 2, 2010.	Extension to all seven schools has been impacted by cost factors and the availability of a qualified RR teacher who can work in the Kimberley region.	Subject to reasonable return from Reward Funding and availability of a suitable teacher, will commence in Term 4, 2010; support funding could occur through the intensified literacy project under the Low SES NP.
Specialist program Extending Mathematical Understandings (EMU) implemented. Strategy implemented in four schools.	EMU has been implemented in four schools and embedded as part of numeracy practice.		
Links with associated Low SES NP program of Up-skilling Aboriginal Teaching consolidated; ATAs provided with professional development in literacy and numeracy strategies. Strategy implemented in 12 schools.	ATA Up-skilling program through the Low SES NP has provided classroom management and pedagogical support (especially in literacy and numeracy); conference for ATAs held in Broome; support to 13 Kimberley schools. Plans to extend ATA support to other Low SES schools in other regions.		
Literacy and Numeracy 7-9 Project			
Intensive literacy program based on a 'Words Our Way' program through UWA implemented; contract signed, teachers trained, central literacy consultant working with schools. Strategy implemented in eight schools.	Four schools commenced in September 2009; four additional schools in February 2010; program implemented in all eight schools.		
Implementation of the above in a whole school approach across all learning areas, not just English in one school.	February 2010, one school has implemented the program across all learning areas as a whole school approach (Holy Cross College). This builds on developmental work during late 2009.		
Schools selected to participate in a numeracy pilot program; establishment of research parameters and types of support. Strategy implemented in 12 schools.	12 schools consulted and data analysis occurred in late 2009; schools planned support strategies; key staff identified and commenced program; central consultant worked closely with schools.		
Schools analyse data and develop specific plans and intervention/support strategies; as approved by mathematics consultant. Strategy implemented in 12 schools.	Data analysis concluded in 2009 and continued to be a focus in 2010; specific strategies identified; meetings occurred with individual schools and clusters of schools also met in network meetings to discuss partnership and sharing opportunities.		

<p>Schools implement a range of numeracy-related initiatives which address teacher skills and student outcomes.</p> <p>Strategy implemented in 12 schools.</p>	<p>Strategies have been implemented in all 12 schools, covering a range of strategic needs such as Year 7 teachers and support, certain aspects of mathematics, target student groups etc. Teacher relief and professional development support was also provided.</p>		
<p><u>Whole of school approach</u></p> <p>A whole of school approach to literacy and numeracy development is devised which is founded on the exchange of information about successful practises in schools.</p>	<p>Literacy and numeracy Partnership Schools have contextualised their reforms and support processes in a whole of school improvement model based on the CPL model. Network days held where participating schools meet and work with central consultant and share strategies with each other. Resource sharing also occurred. Professional development opportunities provided to schools to support the whole of school strategy.</p>		
<p><u>School improvement framework</u></p> <p>Literacy and numeracy achievements enhanced through a whole of school improvement framework.</p>	<p>Quality Catholic Schooling Framework (Framework for whole school improvement) was developed and implemented in schools as part of the Improving Teacher Quality NP. Literacy and Numeracy Partnership Schools have used the framework to effect improvements and to evaluate changes against the improvement framework.</p>		
<p><u>Kimberley schools</u></p> <p>Literacy and numeracy programs developed and implemented, specifically in Kimberley schools and linked to initiatives in other NP projects which also provide strategic support for Kimberley schools e.g. Extending the School Day; Up-skilling ATAs; Senior Secondary Support.</p>	<p>Literacy and Numeracy improvement in the Kimberley is supported by a holistic approach. A strong emphasis has been on increasing attendance and engagement through Blueearth, PATHS, extending the school day etc. The focus of literacy and numeracy improvement has underpinned this eclectic approach.</p>		

Independent Sector

<p><u>Effective and evidence-based teaching</u></p> <p>Schools participate in professional learning in teaching practices to improved student learning.</p> <p>Specialist literacy/numeracy teachers demonstrate effective teaching strategies, observe lessons and provide guidance to the teachers.</p> <p>Strategy implemented in 14 schools.</p>	<p>In 14 schools, Literacy and Numeracy NP consultants have worked closely with teachers to:</p> <ul style="list-style-type: none"> • Coach and provide in-class support with regards to explicit teaching. • Coach teachers in writing detailed lesson plans that provide for differentiation, assessment and student reflection time. • Assist teachers to develop targeted programs that include differentiation and address the scope and sequence of learning. <p>The consultants have also worked across the school to create an understanding of what explicit teaching looks like and to use this understanding for all subsequent coaching.</p>		
<p><u>Whole school planning</u></p> <p>Schools participate in professional learning in teaching practices to improve student learning.</p> <p>Strategy implemented in five schools.</p>	<p>18 schools have participated in professional learning on a whole school approach to NAPLAN and the use of data to inform and drive whole school plans.</p> <p>In six schools, consultants have facilitated the development of school plans, and the use of term planners to implement whole school plans.</p>		
<p><u>Use and interpretation of data</u></p> <p>Professional learning is provided to understand and interpret data; and using this data to inform school and classroom programs.</p> <p>Strategy implemented in five schools.</p>	<p>Five schools have been supported in devising and implementing curriculum initiatives based on careful interpretation of data.</p>		

<p><u>Assessment</u></p> <p>Professional learning is provided to understand the requirements of NAPLAN assessment, and embed strategies that lead to sustained improvement in student achievement.</p> <p>Support is provided for classroom teachers to provide more accurate feedback to students in relation to their performance.</p> <p>Strategy implemented in six schools.</p>	<p>18 schools have been provided with support schools to analyse NAPLAN results and to use this information to inform school planning and the future direction for NP support.</p> <p>In nine schools, teachers have been shown how to analyse specific question formats and skills assessed, and to reflect on teaching programs.</p> <p>In five schools consultants have worked with teachers to identify specific areas of concern as evidenced in the assessment and to refine teaching strategies.</p> <p>Seven schools have worked with the consultants to develop assessment schedules and assessment policies.</p> <p>Two schools have reviewed appropriate diagnostic assessments for creating baseline data for students' reading levels and groupings, and ways of developing running records and monitoring student progress.</p>		
<p><u>Differentiation</u></p> <p>Professional learning and support is provided in relation to differentiation in the classroom to better target individual student needs.</p> <p>Strategy implemented in two schools.</p>	<p>Staff from two schools have participated in professional learning in differentiating the curriculum, and provide strategies and resources to support differentiation.</p> <p>Staff from two other schools has been introduced to guided reading programs, including baseline assessments and establishing student groupings.</p>		