



SMARTER SCHOOLS NATIONAL PARTNERSHIPS

**IMPROVING TEACHER QUALITY
LOW SES SCHOOL COMMUNITIES
LITERACY AND NUMERACY**

**Western Australia
Progress Report 2011
(1 January – 30 June 2011)**

INTRODUCTION

This Progress Report covers Smarter Schools National Partnerships (SSNP) funded activity from 1 January to 30 June 2011. The Report focuses on highlights and achievements, case studies and milestone activities, as agreed in each State and Territory Final Implementation Plan. The report provides information on SSNP funded activities that support improvement in educational outcomes for Aboriginal and Torres Strait Islander students.

STRUCTURE OF REPORT

The Progress Report has five sections (see below). Detailed instructions for each section of the Progress Report are provided in the respective sections.

- Section 1 - Overview/Summary of Progress
- Section 2 - Improving Teacher Quality
- Section 3 - Low SES School Communities
- Section 4 - Literacy and Numeracy
- Section 5 - Milestone Report (against all National Partnerships)

Within this report the term Aboriginal is respectfully used to refer to Aboriginal and Torres Strait Islander people.

Section 1 – Overview/Summary of Progress

From January to June 2011, the Department of Education, Catholic Education Office of Western Australia (CEOWA) and the Association of Independent Schools of Western Australia (AISWA), continued the implementation of reform activity under the Smarter Schools National Partnerships.

A range of reform strategies are being implemented and 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.

Government Sector

Teacher Quality

- Within the Teacher Quality National Partnership, Western Australia has contributed significantly toward the progression of the facilitation reform elements. The State is committed to implementing the National Professional Standards for Teachers as well as being an active participant on the AITSL National Professional Standards Implementation Reference Group and Nationally Consistent Registration of Teachers Working Group.
- The Government sector also remains committed to developing a culture of continuous improvement across the public education system through the progression of systematic reform to facilitate greater school level decision making and community engagement through the Western Australian **Independent Public School initiative**.
- Improved outcomes for Aboriginal students are still a priority for the sector and a number of activities have been implemented aimed at supporting students through increased representation of Indigenous employees, particularly within classrooms.
- Key achievements during this period are:
 - The establishment of the **Public School Leadership Program** to ensure high quality sustainable leadership across public schools. In 2011, the Institute for Professional Learning (IPL) delivered a range of leadership programs, with 921 leaders and aspirants participating.
 - The **Specialist Coaching Project** provided comprehensive coaching and support to a targeted cohort of 38 graduates from the Bachelor of Education Conversion Course (BECC) including Aboriginal Islander and Education Officers (AIEO) and Education Assistants (EA). A group of 87 graduates in challenging circumstances were also supported by the Project.
 - 64 principals of **Independent Public Schools (IPS)** received comprehensive training and support, additional administration resources and access to leadership development programs for their transition toward greater autonomy. A further group of 109 schools will be brought into the initiative in two phases: 73 schools in 2012 and 36 schools in 2013.
 - The **Up-skilling School Support Staff Program** provided an opportunity for 47 permanent school support staff, who possess a Certificate IV in Education Support or equivalent, to undertake a Diploma of Education Support.
 - In collaboration with Edith Cowan University (ECU), the Department continued the **Training Schools (Residency) Program**. In 2011:
 - 56 student teachers commenced;
 - 11 Scholarships were awarded to residency interns; and
 - 20 teachers were trained as mentor teachers to supplement the cohort trained in 2010.
 - In addition, 10 student teachers commenced an Internship Program at Kingston Primary School in 2011.
 - An internal review of the **Level 3 Classroom Teacher Program** was completed. 141 teachers went through the selection process in 2010 and were appointed from 2011. Training was provided for 241 aspirants in 2011.

Low Socio-economic Status School Communities

- A total of 62 schools have now commenced implementing activities funded through the National Partnership. A large proportion of funds have been allocated to school communities to explore innovative strategies that contribute to improve student learning outcomes. This empowers school communities to decide how best to allocate funds to explore and tailor innovations to their community context that improve educational outcomes for their students. It

encourages principals and their community to determine relevant, additional staffing appointments, make decisions about how to allocate funds and determine strategies that may be effective within their community context.

- All schools are using National Partnership funds to enhance strategies that aim to improve outcomes in early childhood education, attendance, engagement and literacy and numeracy, with schools already reporting progress at this early stage.
- Key strategies and achievements are listed below:
 - A proposal to trial a new specialist teacher position (**Consultant Teacher**) for selected low SES schools has been developed and endorsed for implementation in 2012.
 - A driver for enhancing school autonomy in Western Australian public schools is the **Independent Public Schools (IPS)** initiative. IPS schools are granted greater autonomy for governance, staffing and financial arrangements. To date, 11 schools participating in the Low SES School Communities National Partnership have been awarded IPS status.
 - The Department of Education has led the establishment of the **National Extended Service Schools Exchange**, which provides a platform for national sharing of information, ideas and resources to support implementation of extended services in schools. The idea for a national exchange was conceptualised at the National Extended Schools Forum, organised by the Department of Education in October 2010.
 - 95% of schools engaged through this National Partnership reported that they are working to enhance partnerships with other schools, businesses and their local communities. 40% of these schools reported good to excellent progress in the provision of extended services provided in partnership with community groups.
 - Activities funded through the National Partnership are complemented by a number of national and State initiatives that seek to improve attendance and participation of Aboriginal students. This includes the **Aboriginal Network Schools Initiative**, Focus Schools, *the Aboriginal Education Plan for WA Public Schools 2011-2014* and Kimberley Success Zone (KSZ).
 - Using National Partnership funds, schools implemented a range of strategies to address student attendance. A high proportion of schools reported progress improving attendance for Aboriginal and non-Aboriginal students. Such improvements can be attributed to innovative strategies such as **attendance reward camps**, greater parental engagement and improved partnerships with external agencies.

Literacy and Numeracy

- During the first six months of 2011, Literacy and Numeracy National Partnership schools used additional funding to improve students' literacy and numeracy skills, through a mix of systemic, local area and whole-of-school strategies tailored to identified needs.
- Of significance was how school leadership in Literacy and Numeracy National Partnership schools has been strengthened by involvement in the NP Program. Expectations of LNNP schools included:
 - emphasising the key role of the principal in ensuring there is effective learning and teaching in every classroom and building instructional leadership capacity;
 - planning within the context of a whole-school approach to literacy and numeracy; and
 - establishing and maintaining school structures and processes to enable on-going staff development and team ownership of student achievement (e.g. distributed leadership, team approaches to data analysis and planning, inclusion in staff performance management).
- Each term, Literacy and Numeracy National Partnership schools are required to undertake self-assessment of their progress towards implementing milestones and to reflect on the progress of case-managed students. Comments from the Term 1 and Term 2 2011 Monitoring Review Framework, emphasised the growing confidence of Literacy and Numeracy National Partnership schools and also an increased understanding of the role of effective school planning processes in the implementation of reforms and whole-school approaches.
- Key activities during this period included:
 - Two day workshops in February, March, May and June 2011 provided professional learning for **Literacy and Numeracy Specialist Teachers** in National Partnership schools. Separate events targeted experienced specialist teachers and those who are new to their role in Partnership schools in 2011. In addition to specific content regarding literacy and numeracy teaching, learning and assessment, the programs emphasised the role of specialist teachers as mentors, coaches and classroom planning collaborators. The importance of the role to schools' instructional leadership teams has also been reiterated.

- Growth Coaching International was brokered to present a three day **Leadership Coaching** course specifically adapted for 40 Literacy and Numeracy Specialist Teachers in Partnership schools. Feedback from participants was extremely positive and the course will be offered again in Semester Two, 2011.
- A network of English as **Additional Language/Dialect (EAL/D) Specialist Teachers** working in Partnership schools was convened in two days professional learning in February and May. The professional learning focussed on the role of EAL/D Specialist Teachers in implementing the three reform areas of the Literacy and Numeracy National Partnership program and the EAL/D resources available to support class room teachers who are case-managing EAL/D students.
- The key reform activity in Partnership schools to support Aboriginal students is to implement **whole-school case-management** approaches for students who are not achieving their potential for literacy and numeracy improvement, especially those below the National Minimum Standards in NAPLAN. Whole-school ownership of case-management approaches ensures that classroom teachers have the support and resources needed to differentiate the curriculum and monitor the progress of identified Aboriginal students.
- Through the use of whole-school case-management, almost half of the Aboriginal students in the Literacy and Numeracy National Partnership schools are currently being case managed for attendance and are on track to meeting targets. Additionally, the Focus Schools involved in the Literacy and Numeracy National Partnership have also reported good progress in the implementation of an attendance strategy developed in consultation with parents and the Aboriginal community.

Catholic Sector (CEOWA)

- CEOWA has used the National Partnerships support to address a number of system wide priorities.
- Firstly, the support has been applied to develop sustainable structures and processes both within schools and within the wider system. This has been achieved by integrating programs from all three National Partnerships. For example, many low SES schools receive support through this program as well as many being designated literacy and numeracy schools. Teacher quality initiatives are available to all schools to assist in leadership and school improvement.
- As reported in previous Reports, the Literacy and Numeracy National Partnership has adopted a strategic approach. Schools have been provided with a mix of support from **School Support Consultants (SSCs)** with a caseload of approximately 15 to 18 schools each and funding available to individual schools for teacher relief and literacy and numeracy projects. The **Collaborative Professional Learning** model has been used within schools to develop detailed literacy and numeracy plans, analyse data and implement school-aligned improvement and intervention processes. Feedback from research and school evaluation has indicated strong support for the initiative.
- The breadth of ambition in literacy and numeracy support, is also an important strategic initiative. This not only applies to the ambitious improvement targets, but also the number of schools and spread of reforms described above. Seventy three of 110 Catholic primary schools are involved in the reforms with a further 12 secondary schools. This reflects the determination by the CEOWA to establish a sustainable, system wide process based on a high level of involvement ambition. Non National Partnership schools have also been involved in a less formal way in sharing strategies and collegiate support.
- A further important system wide strategic initiative involves the implementation of the **Quality Catholic Schooling (QCS)** school improvement framework. This has been implemented in all 158 Catholic schools, with at least one (and up to four) of the components being used by schools in 2011 to evaluate their school improvement processes. This is seen, alongside the system wide leadership framework, as being critical to effecting whole school improvement.
- A further important initiative has been the decision by CEOWA to focus Low SES National Partnership support on the 13 Kimberley schools. This reflects ongoing commitment to students and teachers within the region and is discussed below in more detail regarding how these initiatives help to address 'Closing the Gap' and the *Aboriginal and Torres Strait Education Action Plan*.
- As mentioned above, the Low SES National Partnership has focused on Kimberley schools that received approximately 60% of Low SES funds for this reporting period. Some of the initiatives funded through this Partnership include leadership enhancement and whole school improvement; up-skilling Aboriginal Teacher Assistants; accelerated literacy and numeracy support; engagement programs such as:
 - promoting Alternative Thinking Skills (PATHS);
 - implementation of the Bluearth Program to increase student engagement and resiliency;
 - school leadership and whole school improvement support from an experienced educational director;

- implementation of the student tracking programs through the DEEWR Tri Border initiative;
 - provision of a range of reading books to K-3 students through the Books in Homes initiative; and
 - funding for strategic school initiatives.
- Specific programs such as **Reading Recovery (RR)** and **Extending Mathematical Understandings (EMU)** have also been implemented and there has been an observable improvement in outcomes. 'Closing The Gap' funding has also been received and aligned to the above projects. CEOWA has identified 15 Focus Schools under the 'Closing the Gap' initiative and many of these are also Low SES National Partnership and Literacy and Numeracy National Partnership schools.
 - There are several initiatives which have been used in CEOWA schools to address attendance and engagement issues. Programs such as **PATHS** and **Bluearth** address issues related to behaviour, resiliency, self efficacy and personal confidence and help to provide motivation for students to attend and engage more with school. The Bluearth program builds these skills through the medium of physical exercise and schools report a positive influence on attendance rates. CEOWA has injected funding into the DEEWR Tri Border program, which will enable students' movements from school to school to be tracked and ultimately, information about achievement and schooling can be exchanged.
 - Attendance in Kimberley schools has been variable but improving with the town schools exhibiting satisfactory and increasing attendance rates but with the remote schools exhibiting variable attendance rates. A youth worker employed in the Warmun community, for example, will also work with community members to improve attendance rates.

Independent Sector (AISWA)

- AISWA is committed to support the implementation of the National Professional Standards for Teachers as well as being an active participant on the AITSL National Professional Standards Implementation Reference Group and Nationally Consistent Registration of Teachers Working Group.
- AISWA has used the National Partnership funding to support a number of initiatives across the independent sector.
- Firstly, the support has been applied to develop sustainable structures and processes both within schools and within the wider system. This has been achieved by integrating programs from all three National Partnerships. For example, many low SES schools receive support through this program as well as many being designated literacy and numeracy schools.
- Teacher quality initiatives are available to all schools to assist in leadership and school improvement.
- As part of National Partnerships Teacher Quality, AISWA developed significant partnerships with **University of Western Australia** and **Edith Cowan University** to support leaders undertake post-graduate studies in Educational Leadership. In addition AISWA has been able to run 14 programs of which many were run in collaboration with Edith Cowan University, including a contextual leadership course in the South West of Western Australia and also, **Principals as Literacy Leaders**. AISWA has not been able to provide this level of leadership and building teacher quality support to the independent sector prior to the National Partnerships.
- As reported in previous reports, the Literacy and Numeracy National Partnership has adopted a sustainable and strategic approach. Support to schools has been provided by **Literacy and Numeracy Consultants** with a caseload of approximately five to six schools each around effective literacy and numeracy practices. This support is implemented through one-on-one coaching, team coaching, development of professional learning communities and whole school approaches to teaching and learning. Whole School Planning has been utilised by the consultants to support schools to develop detailed literacy and numeracy plans, analyse data and implement school-aligned improvement and intervention processes. Feedback from a representative sample of Literacy and Numeracy schools has indicated strong support for the initiative.
- At the commencement of 2011, AISWA increased the number of Literacy and Numeracy schools participating in the partnership from 17 to a total of 44 schools. This highlights the independent sectors commitment and level of ambition within the Partnership. This decision has enabled AISWA to build on our strategic approach to Literacy and Numeracy from the phase one schools and apply the successful strategies to phase two schools.
- A total of 26 schools have now begun implementing funded projects to improve literacy, numeracy and engagement through the National Partnership for Low SES School Communities. A large proportion of funds have been allocated to school communities to explore innovative strategies that contribute to improve student learning outcomes. This empowers school communities to decide how best to allocate funds to explore and tailor innovations to their community context that improve educational outcomes for their students.

- AISWA has 14 remote Aboriginal schools across Western Australia participating in the Low SES National Partnership. This has resulted in the development of innovative projects that are contextual to the school and their communities. In addition further support is provided by a dedicated Low SES Consultant based in Broome to support, build capacity and ensure the projects continue to gain momentum. Some of the support involves leadership mentoring, coaching and whole school improvement strategies.
- A significant partnership with **Notre Dame** Broome was formed to enable the up- skilling of 15 **Aboriginal Education Workers** to achieve a Certificate III in Teacher Assistants. Partnerships with **Murdoch University** and **CY O'Connor** have also enabled Aboriginal Education Workers to undertake Certificate III and also a Bachelor of Education for schools in the Goldfields and Perth.
- Through the low SES partnerships, 25 schools have begun implementing innovative projects that focus on literacy, numeracy, improved attendance and engagement. Many of the projects have formed partnerships with external providers to support engaging teaching strategies through multi-media, digital stories, author visits and restorative behaviour management initiatives.
- Attendance in Kimberley schools has been further supported by the work of the Low SES Consultant based in Broome through in-class support around effective teaching and learning. Teachers are participating in classroom observations, videos and self reflection with collegial support around effective teaching, improved engagement, thus improving teacher retention and student attendance.

Section 2 – Improving Teacher Quality

Significant Achievements/Activities/Highlights - 1 January To 30 June 2011

Government Sector

- The **Public School Leadership Program** 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. In 2011, the Institute for Professional Learning (IPL) delivered a range of leadership programs, with 921 leaders and aspirants participating.
- The **Specialist Coaching Project** provided comprehensive coaching and support to a targeted cohort of 38 graduates from the Bachelor of Education Conversion Course (BECC) including Aboriginal Islander and Education Officers (AIEO) and Education Assistants (EA). A group of 87 graduates in challenging circumstances were also supported by the Project.
- 64 principals of **Independent Public Schools (IPS)** received comprehensive training and support, additional administration resources and access to leadership development programs for their transition toward greater autonomy. A further group of 109 schools will be brought into the initiative in two phases: 73 schools in 2012 and 36 schools in 2013.
- The **Up-skilling School Support Staff Program** provided an opportunity for 47 permanent school support staff, who possess a Certificate IV in Education Support or equivalent, to undertake a Diploma of Education Support. The program, which is face-to-face or online, aims to build capacity and competency within the school support workforce, and to sustain the delivery of quality learning outcomes in public schools with the assistance of suitably qualified and professional staff.
- A proposal to trial a new specialist teacher position (**Consultant Teacher**) for selected low SES schools was developed and approved. An implementation plan has been designed, together with a recruitment package.
- In collaboration with Edith Cowan University (ECU), the Department continued the **Training Schools (Residency) Program**. In 2011, this program targets pre-service teachers completing a Graduate Diploma of Education. Residency interns achieve their teaching qualification by being placed in a school under the supervision and tutelage of an accomplished mentor teacher for the entire year. In 2011:
 - 56 student teachers commenced;
 - 11 Scholarships were awarded to residency interns; and
 - 20 teachers were trained as mentor teachers to supplement the cohort trained in 2010.
 - In addition, 10 student teachers commenced an Internship Program at Kingston Primary School in 2011.
- The Department has commenced a comprehensive implementation program related to the **National Professional Standards for Teachers** to ensure alignment with professional learning and policy. This program was underpinned by extensive consultation with stakeholders, including WA universities, independent education organisations, unions, professional associations and Departmental staff.
- An internal review of the **Level 3 Classroom Teacher Program** was completed. 141 teachers attained the Level 3 Classroom Teacher status in 2010 and were appointed from 2011. Training was provided for 241 aspirants in 2011.

Catholic Sector (CEOWA)

- Activities in early 2011 for CEOWA schools were restricted by small amounts of funding available in this National Partnership. However, there was significant planning and extension of activities in two main areas. Completion of the system-wide **Quality Catholic Schooling (QCS)** framework in October 2010, saw its implementation in all 158 schools in early 2011. Schools were implementing at least one (and many up to four) components.
- This was used as a basis to effect ongoing school improvement processes. A bank of survey items was completed in the period and available to schools in later 2011 to assist with evaluation processes. Planning occurred during the 6 month period for more widespread implementation and support activities for 2011, as well as more closely aligning other system wide priorities to the QCS framework.

- A further initiative for CEOWA schools which expanded during the period was the **Expert Mentor** program. This program has expanded from servicing first to third year out teachers in metropolitan schools to include teachers in the Geraldton and Kalgoorlie regions. This expansion applied to 11 schools as well as potentially about 70 schools in Perth. The expansion to country schools also included mentor training, professional development sessions and school support through teacher relief and similar. Networking between schools was also a strong feature. Planning also occurred for expansion of this program in the second half of 2011 and into 2012, when a Mentor Support Framework will be developed and the program embedded more widely into system wide processes and support.
- For CEOWA, all other programs continued to adapt and modify to meet needs of students and teachers. For example, the science and mathematics **up-skilling program** which catered for teachers aspiring to teach some senior secondary courses, was expanded to up-skill Year 7 primary teachers who had moved to secondary campuses with the state wide movement of Year 7 students in Catholic schools. Many of these teachers did not have the requisite skills to teach secondary school mathematics and science.

Independent Sector (AISWA)

- Teacher Quality in this reporting period has achieved significant success in the suite of professional learning offered to the independent schools. During Term 1 and 2 of 2011 the professional learning undertaken by leaders has been as follows:
 - Commencement of the second cohort (15) of UWA Graduate Diploma in Educational leadership program;
 - Establishment of a new cohort (9) of leaders undertaking Edith Cowan University, Graduate Certificate of Educational Leadership;
 - Commencement of the Early Childhood Leadership Project for 30 teacher leaders through Edith Cowan University;
 - Commencement of Principals as Literacy Leaders for 30 leaders;
 - Professional learning for regional areas specialising in Educational Leadership;
 - Commencement of Whole School Planning designed and delivered to 20 schools; and
 - Commencement of a teacher mentoring and aspiring leadership program presented to a total of 28 leaders and teachers.

Support For Aboriginal And Torres Strait Islander Students - 1 January To 30 June 2011

Government Sector

- The Department of Education is committed to improved outcomes for Aboriginal students and has implemented a number of activities aimed at supporting students through increased representation of Aboriginal employees, particularly within classrooms. In 2011, 927 employees identified themselves as Aboriginal, including:
 - 630 Aboriginal and Islander Education Officers;
 - 145 Aboriginal teachers; and
 - 17 Aboriginal school administrators.
- The Department endorsed and commenced implementing an employment strategy to support entry and career development for ATSI. The initiatives within **Culture Strong, Career Proud** and the *Aboriginal and Torres Strait Islander Employment Action Plan 2011-2014*, align to the 'Closing the Gap' reform priority and support the Western Australian Government's commitment under the Indigenous Economic Participation National Partnership Agreement to an Aboriginal employment target of 3.2%.
- From January 2011, the Department supported eight Aboriginal graduate teachers to transition into the classroom by providing one-on-one mentoring and coaching support through the **Specialist Coaching** program.
- Aboriginal graduate teachers were provided an additional incentive of guaranteed permanency following 12 months of continuous and satisfactory performance as teachers.
- An **AIEO Professional Learning Program** was established to support AIEOs to achieve a certificate qualification from a State Technical and Further Education (TAFE) college of their choice. The Program develops the skills and competencies of AIEOs to support teaching and learning programs in schools. In Semester 1, 2011, 80 AIEOs were enrolled in a Certificate III or IV Education Support course at a TAFE college.
- In 2011, two Aboriginal employees commenced in the **Residency Program** to achieve a Graduate Diploma of Education.
- Eight Aboriginal Languages Teachers completed probationary teaching period in 2010 and continue to teach in

2011.

- The **Up-skilling Program**, that supports School Support Staff to acquire a Diploma in Education Support qualification, also provides a further graduated career path for Indigenous employees. Two AIEOs commenced the Program in 2011.
- The Institute for Professional Learning continued to support an established **Aboriginal Principals' Collegiate Group** of 15 members. The Group was formed in 2010 to provide sharing of experience and knowledge and to link participants with stakeholders who can assist their professional learning and career advancement. An aspirant **Aboriginal School Leadership Program** was completed by five participants.

Catholic Sector (CEOWA)

- In terms of Teacher Assistant and Aboriginal Teacher Assistant support, a number of ATAs have been supported through to higher qualifications.
- A specialist leadership stream has also been established for Aboriginal leaders through the **Dare to Lead** program. This is offered through CEOWA and approximately 15 participants were involved in 2011. Planning has continued during 2011 to refine the course for 2012. Attendance has also been extended to non Aboriginal leaders who may wish to be appointed to a largely Aboriginal cohort school.

Independent Sector (AISWA)

- Improved outcomes for Aboriginal Students:
 - One Aboriginal Education Worker (AEW's) from Coolgardie is progressing well in achieving a Bachelor of Education in Teaching. The second AEW has faced some challenges and the Low SES Consultant is working closely with the school to encourage focus back on the course.
 - An AEW in Meekatharra has commenced a Certificate III in Teacher Assistant through CY O'Connor.
 - Metropolitan AEW enrolled in June to commence a Bachelor of Education through Murdoch University.
 - 16 AEW's enrolled and commenced a Certificate III at Notre Dame, Broome Campus. The AEW's have achieved two competencies during this reporting period.
 - 19 AEW's participated in the Indigenous Parent Factor and are now trained to be able to present the training and support to their local communities.

Progress Against TQ National Partnership Facilitation Reforms - 1 January To 30 June 2011

NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS

Government Sector

- Western Australia is committed to implementing the National Professional Standards for Teachers, with work progressing to ensure the successful transition of the Standards into existing programs and practice. This has included mapping of professional learning against the new Standards within the context of Graduate and Senior Teacher modules; incorporation of the Standards in leadership and aspirant modules; identifying changes required in Department policies; and awareness raising of the Standards for the Department's workforce.
- Western Australia is an active participant on the AITSL National Professional Standards Implementation Reference Group which met on two occasions in 2011. Within this context, WA undertook a comprehensive consultation program, to identify implementation issues and support required. Stakeholders included all WA universities, independent education organisations, unions, professional associations and Departmental staff. Information from meetings has informed the Department's implementation planning.
- A proposal to trial a new specialist teacher position (**Consultant Teacher**) for selected low SES schools has been developed and endorsed for implementation in 2012. The Consultant Teacher is a school based position focused on improving the quality of teaching through modelling high quality teaching and leading teachers in the development and refinement of their teaching practice to improve student outcomes. The Consultant Teacher's role statement has been aligned to the new Standards.

Catholic Sector (CEOWA)

- These standards have been embedded in the Quality Catholic Schooling Framework for CEOWA schools as well as the **Leadership Framework**. This includes the 24 components and the performance indicators. The Mentor Program for 1st and 2nd year out teachers has also embedded some of the standards where appropriate. In early 2011, plans were made to extend the mentoring program including development of a Mentor Support Framework. This framework, to be developed in the second half of 2011, will also embed the National Professional Standards and will draw on these when developing support activities and a recognition framework.

Independent Sector (AISWA)

- During this reporting period the Independent sector has attended all consultation meetings to provide feedback on the National Professional Standards for Teachers. AISWA has also facilitated three sessions with leaders to engage with the National Professional Standards for Teachers as well as developing a process to support teachers and leaders wishing to apply for the National Principal and Teacher Awards.

NATIONAL CERTIFICATION OF ACCOMPLISHED AND LEAD TEACHERS

Government Sector

- Western Australia has actively participated in forums and consultations with AITSL regarding certification processes for Highly Accomplished and Lead Teachers. The Department of Education shared information related to its **Level 3 Classroom Teacher Program**, through meetings and presentations, and provided extensive feedback on draft proposals related to national certification.
- The Department is investigating options for reform of existing teacher career pathways to align existing systems and processes, where industrially possible. Implementation is contingent on the further development of agreed national principles and processes.

Catholic Sector (CEOWA)

- CEOWA has a designated category of **Level 3 teacher** which attracts a salary loading. As mentioned above, the National Professional Standards for Teachers are incorporated in various professional development, mentoring programs etc to help define Lead Teacher status and Highly Accomplished teacher status.

Independent Sector (AISWA)

- As each school or small system within in the Independent sector has its own Enterprise Bargaining Agreement (EBA), the final decision on pay structures and other incentives is a school one. AISWA supported the endorsement of the National Professional Standards for Teachers, and will continue to work with its members to find innovative ways of supporting this reform within independent schools of Western Australia.

NATIONALLY CONSISTENT REGISTRATION OF TEACHERS

Government Sector

- The Department of Education continued to participate in the Nationally Consistent Registration of Teachers Working Group to develop nationally consistent teacher registration.
- The Western Australian College of Teaching (WACOT) worked with AITSL on programs that relate to teacher registration and has implemented elements of the nationally consistent registration that do not require legislative changes, such as the nationally consistent English language requirement.
- The WACOT Act limits Western Australia's capacity to implement all elements of the nationally consistent policy framework, without changes to the legislation. Western Australia is proposing to introduce legislation to accommodate the framework
- The Department of Education Services' review of the WACOT Act considered the progress towards nationally consistent registration.

Catholic Sector (CEOWA)

- All teachers in CEOWA schools are registered through the Western Australian College of Teaching (WACOT). On the assumption that this milestone refers to national accreditation according to the four categories in the National Professional Standards for Teachers, these have been embedded in a number of key initiatives. These include the QCS Framework, the Leadership Framework and in the **Teacher Mentoring Program**. This will provide a clear foundation for embedding these standards when national certification is sought or recommended.

Independent Sector (AISWA)

- AISWA represents Independent Schools at the Nationally Consistent Registration of Teachers Policy Framework Group.

NATIONAL CONSISTENCY IN ACCREDITATION OF PRE-SERVICE TEACHER EDUCATION COURSES

Government Sector

- Representatives from across Western Australia's education sectors continued to participate in the development of a national accreditation system of pre-service teacher education courses.
- Further information regarding transition arrangements for implementation of a national accreditation system, particularly the outcomes of the mapping of literacy and numeracy standards required for entry to teacher education programs, is important to enable jurisdictions to progress implementation planning.

Catholic Sector (CEOWA)

- CEOWA is in partnership with three universities regarding pre-service education training. Edith Cowan University, Curtin University and the University of Notre Dame are embedding these standards in teacher training programs. School-based site directors work with pre-service trainees and are aware of these standards.
- CEOWA also planned and negotiated with Teach for Australia to implement the program in some Catholic schools. This builds on the successful implementation of the program in Victorian schools.

Independent Sector (AISWA)

- Not applicable in the Independent Sector.

PROFESSIONAL DEVELOPMENT AND SUPPORT FOR PRINCIPALS

Government Sector

- The Department's new professional learning entity specifically for public education in Western Australia – the Institute for **Professional Learning** (the Institute), has been operating effectively since its establishment in 2010, with high quality programs implemented. In 2011, the Institute delivered a range of leadership programs, with 921 leaders and aspirants participating.
- The **Public School Leadership Program** 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 procurement process for the Public School Leadership Program commenced in May 2010 and was finalised in July 2011.
- Negotiations are continuing with the Institute and AITSL as to how affiliated, national and flagship leadership programs will be developed and delivered.
- All professional learning for teachers and school leaders has been mapped against the National Professional Standards for Principals and the National Professional Standards for Teachers. The Institute has developed self reflection tools for principals in IPS, based on the National Standard for Principals.
- The Institute continued to support an established **Aboriginal Principals' Collegiate Group** of 15 members. The Group was formed in 2010 to provide a sharing of experience and knowledge and to link participants with stakeholders who can assist their professional learning and career advancement. An aspirant Aboriginal School Leadership Program was completed by five participants.

- An additional 64 principals of IPS participated in a comprehensive induction program. Ongoing professional support and resources were made available to assist their transition toward greater autonomy. IPS received a once off transition grant (\$20 000 to \$40 000) and a recurrent administration support grant (\$25 000 to \$50 000) in recognition of the additional decision making and responsibility devolved to the local level.

Catholic Sector (CEOWA)

- CEOWA programs offer considerable support. The QCS provides a framework for principals and other leaders, as well as staff in schools to discuss aspects of whole school improvement. It provides opportunities for principals to use leadership capacity to effect change and improvement. The CEOWA Executive Principal initiative supports a number of experienced principals to mentor other principals who may require some support.
- The **Executive Principal** visits the relevant school to provide in situ support and advice. At least two country schools are supported under this initiative. Although not directly funded through National Partnership support, CEOWA offers an intensive leadership support and development program. This is closely aligned to the QCS initiative and in 2012 it is proposed to fund the programs jointly.
- Aboriginal aspiring leaders also receive support and development for leadership roles and this is discussed in a later section.

Independent Sector (AISWA)

- The central focus of the professional learning for improving teacher quality has been to improve the quality of teaching and leadership across the independent sector. Progress in this area has been achieved through **professional learning** in leadership, ICT, Curriculum leadership, Early Childhood Leadership, whole school planning and supporting the acquirement of post-graduate qualifications.
- During this reporting period we have achieved:
 - Second cohort (15 leaders) commencing University of Western Australia post-graduate qualifications;
 - First cohort (nine leaders) commencing Edith Cowan University post-graduate qualifications;
 - 30 leaders commenced the Early Childhood Leadership Project;
 - 30 leaders commenced the Principals as Literacy Leaders Program;
 - 28 leaders participated in Curriculum Leadership professional learning;
 - Five regional leaders participated in Educational Leadership program in the South West of WA;
 - 20 schools commenced the Whole School Planning Program;
 - 10 teacher leaders participated in a new teacher mentoring program; and
 - 20 aspirant leaders participated in the Aspiring Leadership program.

IMPROVED PERFORMANCE MANAGEMENT AND CONTINUOUS IMPROVEMENT IN SCHOOLS

Government Sector

- The Department of Education is committed to developing a culture of continuous improvement across the public education system. It progressed with systemic reform to facilitate greater school level decision making and community engagement enabling public education to be more responsive to the needs and development of all Western Australian students.
- The Department of Education:
 - commenced the establishment of up to **75 school networks** to support innovation, efficiency and collaboration for improving teaching and learning in eight educational regions across the State;
 - established and supported the implementation of an additional **64 IPS**;
 - continued to support the application of performance management processes and procedures;
 - established the **Rural and Remote Training Schools Support Team** to promote the experience of teaching in rural and remote schools and provide support to teachers and principals in identified schools;
 - developed a recruitment package to attract high quality teachers to low SES schools; and
 - established improved information systems (a **School's Performance Monitoring System**) that will better support evidence based decision making and improved planning at each school.

- The **Institute for Professional Learning** is integral to the development of a culture of continual improvement. Professional development continued to be developed and delivered to support staff at every level of their career path.
- The **Specialist Coaching Project** provided a comprehensive coaching and support to a targeted cohort of 38 graduates from the Bachelor of Education Conversion Course (BECC), including Aboriginal Islander and Education Officers and Education Assistants. A group of 87 graduates in challenging circumstances was also supported by the Project.
- Through the Project, individualised coaching and mentoring was provided to graduate teachers to:
 - develop effective, practical classroom skills and increase confidence and efficacy;
 - enhance their instructional repertoire and capacity to cater for the needs of a diverse range of students; and
 - provide opportunities for personal and professional growth leading to improved teaching effectiveness and commitment to stay in the profession.
- **Specialist Coaches**, who are highly accomplished teachers, provided intensive training and mentoring/coaching support in areas of classroom management, assessment, planning, literacy and numeracy, and Aboriginal education.
- Graduate teachers within the Project valued working with well trained, highly experienced and credible teachers.

Catholic Sector (CEOWA)

- The **QCS framework** is a major system wide initiative of CEOWA. It uses four key domains and 24 components to describe aspects of school improvement. A rubric identifies seven levels of school improvement and efficiency. Schools use this to engage in conversations. All 158 Catholic schools are required to implement the framework from 2011 and are gradually implementing a number of the 24 components. The QCS framework aligns with a number of other National Partnership initiatives. Other National Partnership programs also offered by CEOWA contribute to school improvement. The Science and Mathematics Up-skilling Program aims at up-skilling science and mathematics teachers to a level necessary to deliver lower and medium level senior secondary courses. Year 7 teachers who have relocated to secondary campuses with the movement of Year 7 students have also been included in the program.
- For CEOWA, Teacher Assistants have been provided with up-skilling opportunities to Certificate III, IV and Diploma level. This has provided potentially more effective classroom support as well as opportunities for articulation to an early childhood teaching degree at Curtin University. Aboriginal Teacher Assistants have also been supported in conjunction with the Low SES National Partnership.
- The **Mentor Program** for first and second year out teachers provides contextualised support and improvement for these teachers. The program has operated in the Perth metropolitan schools as well as schools in the Kalgoorlie and Geraldton regions. Planning commenced in early 2011 to develop a **Mentor Support Framework** which will align to the QCS, other professional development initiatives as well as the National Professional Standards for Teachers. This will contribute to continuous improvement in the schools involved.

Independent Sector (AISWA)

- AISWA has provided on-going professional learning that empowers principals to better manage their schools through the commencement of the **Whole School Planning** Program. The Literacy and Numeracy Consultants were provided with 'train the trainer' professional learning to enable them to coach and guide schools during the participation of a 12 month project.
- In 2010 AISWA commenced the implementation of EPICT (**European Pedagogical ICT Licence**). AISWA have three ICT Mentors working with 11 facilitators trained in 2010. The mentors work with the facilitators to support them with the EPICT training in schools. The mentors have conducted four visits to schools to support the use of EPICT.
- Whole group workshops with the facilitators have occurred during this reporting period to extending their knowledge of ICT use.
- 65 teachers are participating in the project to date.
- On-line mentoring has been provided to the facilitators to support enhancements made to the training material.
- 210 teachers have been trained so far.

NEW PATHWAYS INTO TEACHING

Government Sector

- The Department of Education continued to support the **Kingston Primary School Internship Program** with a further intake of 10 final year Bachelor of Education students commencing their studies within the classroom in 2011. The internship model provides an opportunity for pre-service teachers to complete their qualifications whilst working 100% of their time within a school environment. Interns had access to a scholarship of \$30 000.
- Of the 10 Kingston Primary School scholarship recipients in 2010, nine remain employed by the Department and are currently working in the Kimberley (two), Goldfields (one) and Pilbara (six). An approximate 10% attrition rate is much lower than the standard attrition rate from a traditional university based teacher training program. Therefore, the retention of these teachers located in challenging regional schools has been highly successful.
- The Department continued to work closely with **Teach for Australia** to plan the possible implementation of the Associate program within Western Australia for the 2012 school year. Western Australia is proposing to introduce legislation that will accommodate this. Registration of Associates remained an issue for implementation. The Department liaised extensively with stakeholders, including WACOT, to negotiate a way through current registration barriers to enable Associates to be placed in an 'alternative pathway'.
- In collaboration with Edith Cowan University, the Department continued the **Training Schools (Residency) Program** in 2011. This program targets pre-service teachers (residency interns) completing a Graduate Diploma of Education. Residency interns 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.
- 56 residency interns commenced this program in 2011. Of these, 56 (37 Early Childhood Education (ECE)/Primary and 19 Secondary) interns were placed across 17 Training Schools.
- The Department also offered **scholarships** to residency interns. The scholarships commit recipients to State-wide placement within the public education system for a period of one or two years following graduation. Eleven residency interns accepted scholarships in 2011: eight at \$30 000 and three at \$15,000.¹

Catholic Sector (CEOWA)

- Teaching Assistants who upgrade their qualifications to a Diploma of Children's Services have an opportunity to gain significant credit and advanced standing towards an Early Childhood Teaching degree through Curtin University, with negotiations also extended to other universities.
- The support of **Teach for Australia** and the pre-service partnerships with the three universities mentioned above also provide new and innovative pathways for teacher training and entry into the workforce.

Independent Sector (AISWA)

- Not applicable in the Independent Sector.

BETTER PATHWAYS INTO TEACHING

Government Sector

- The **Up-skilling School Support Staff Program** provided an opportunity for permanent school support staff, who possess a Certificate IV in Education Support or equivalent, to undertake a Diploma of Education Support.
- The program aims to build capacity and competency within the school support workforce, and to sustain the delivery of quality learning outcomes in public schools with the assistance of suitably qualified and professional staff. In addition, the program aims to improve promotional prospects for school support staff and provide an alternative entry pathway into teacher education.
- The program objectives are to:
 - support the professional development of school support staff to develop effective, practical classroom skills and increase confidence and

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

efficacy;

- enhance the skills of, and career prospects for, school support staff;
 - develop a culture valuing ongoing learning; and
 - improve existing support for teachers in classrooms
- The program was delivered in collaboration with Central Institute of Technology and was completed over 20 weeks with two separate delivery models: face-to-face and online. 47 participants commenced Stage One with 37 successful completions (23 metro and 14 rural).

Catholic Sector (CEOWA)

- CEOWA has been involved with three universities in terms programs which lead to better pathways into teaching. The **Edith Cowan Residency Program** provides graduates with two days per week training in schools for the whole year. A school based site director assists the students as well as the mentor teachers. Schools work closely with ECU staff in the support and assessment of training teachers. Curtin University is trialling a more traditional program with one Catholic school in terms of how greater support can be provided to training teachers as well as support for the school. A partnership with Notre Dame University and two Catholic schools represents an opportunity to support training teachers, to provide professional development for the teachers in a school of excellence model and finally an action research trial of the National Professional Standards for pre-service education.
- During 2011, negotiations have been firmed up with **Teach for Australia** to provide support for up to 10 associates in Catholic schools commencing in 2012. This will be subject to availability of associates and employment places. The emphasis will be on lower SES schools.

Independent Sector (AISWA)

- AISWA is part of cross-sectoral representation to the West Australian Collage of Teachers (WACOT) looking at initiatives such as Teach for Australia.

IMPROVED QUALITY AND AVAILABILITY OF TEACHER WORKFORCE DATA

Government Sector

- The Department of Education continued to participate in the development of the **National Teaching Workforce Dataset** to better inform State and national teacher workforce planning. The main priorities of this project are to develop the dataset and a longitudinal teacher workforce study to provide both a detailed profile of the teacher workforce and to provide better information on teacher labour market trends over time.
- Following specification scoping of the national dataset, further work is currently being undertaken to construct an initial version of the dataset. Stakeholders from all jurisdictions are involved in data mapping and collection processes.
- As part of a related research exercise, the Department assisted in the National Staff in Australia's Schools (SiAS) Study 2010. The study was undertaken by the Australian Council for Educational Research (ACER) and the Department assisted with the distribution and promotion of survey information. The final report is expected to be released in September 2011.
- The Department continued to prepare projections of the teacher workforce in Western Australia annually to inform strategic planning for the public education sector.

Catholic Sector (CEOWA)

- CEOWA is developing a new portal which will, among other things, enable more data to be collected about the teacher workforce, including teaching assistants.

Independent Sector (AISWA)

- As AISWA is not an employing body this initiative is not applicable to the independent sector.

INDIGENOUS EDUCATION WORKFORCE PATHWAYS

Government Sector

- The Department endorsed and commenced implementation of an employment strategy to support entry and career development for Aboriginal employees. The initiatives within **Culture Strong, Career Proud** and *the Aboriginal and Torres Strait Islander Employment Action Plan 2011-2014*, align to the 'Closing the Gap' reform priority and supports the Western Australian Government's commitment under the Indigenous Economic Participation National Partnership Agreement to an Aboriginal employment target of 3.2%.
- The Department is committed to increasing the representation of Indigenous employees, particularly within classrooms. In 2011, 927 employees identified themselves as ATSI, including:
 - 630 Aboriginal and Islander Education Officers;
 - 145 Aboriginal teachers; and
 - 17 Aboriginal school administrators.
- Aboriginal graduate teachers were provided an additional incentive of guaranteed permanency following 12 months of continuous and satisfactory performance as teachers.
- An **Aboriginal and Indigenous Education Officer Professional Learning Program** was established to support AIEOs to achieve a certificate qualification from a State Technical and Further Education (TAFE) college of their choice. The program will develop the skills and competencies of AIEOs to support teaching and learning programs in schools. In Semester 1, 2011, 80 AIEOs were enrolled in a Certificate III or IV Education Support course at a TAFE college.
- In 2011, two Aboriginal employees commenced the **Residency Program** to achieve a Graduate Diploma of Education.
- The **Up-skilling School Support Staff Program** provided a further graduated career path for Aboriginal employees. Two AIEOs commenced the program in 2011.
- The Institute for Professional Learning:
 - supported an Aboriginal Principals' Collegiate Group (15 members); and
 - provided an Aspirant Aboriginal School Leaders Program which builds the capacity of Aboriginal teachers to take on leadership roles in schools. Five teachers participated in the Program in 2011.

Catholic Sector (CEOWA)

- CEOWA provides opportunities to up-skill **Aboriginal Teacher Assistants** in Kimberley schools as well as opportunities to transition through to a Diploma in the Perth-based Teacher Up-skilling program. The Aboriginal Leadership Program provides opportunities for Aboriginal aspirant leaders or non Aboriginal teachers who may aspire to leadership in Aboriginal schools. The Dare to Lead program is used.

Independent Sector (AISWA)

- As a result of discussion in 2010 with universities we now have several pathways for **Aboriginal Education Workers** these include:
 - Certificate III Education Assistant;
 - Certificate IV Education Assistant; and
 - Bachelor of Education.AISWA have a total of 18 AEW's pursuing these pathways.

QUALITY PLACEMENTS

Government Sector

- A **Rural and Remote Training Schools Project** commenced in 2011. The purpose of the project is to re-invigorate the profile, opportunities and uniqueness of rural schools and the Remote Teaching Service (RTS). The project:
 - identifies high quality pre-service students and mentor teachers to undertake a practicum in pre-selected rural and remote schools; and
 - promotes the experience of teaching in rural and remote schools and also provides support to those teachers and principals in identified schools, particularly with respect to their engagement with the students and their

capacity to implement a 'training school' approach.

- The table below indicates the successes of the project.

Rural/ Remote Teaching Service	2008	2009	2010	30 June 2011
Practicum placements	1	10	10 in Term 3	12 in Term 2
Applications for RTS	120	150	210	284
Staffing appointments from practicum	1 commencing 2009	4 commencing 2010	3 commenced Term 4, 2010 2 commenced Term 1, 2011 2 awaiting appointment	3 of 4 placed in an RTS school Term 2 and commenced Term 3 35 awaiting practicum completion

- Support provided by the Rural and Remote Training Schools Project to pre-service teachers, principals and stakeholders was invaluable. During the reporting period, the support team:
 - made over 350 support calls to pre-service teachers, principals and staff across rural/ remote schools;
 - wrote approximately 360 support emails;
 - facilitated six face-to-face orientation sessions and a de-brief session for pre-service teachers placed in schools;
 - marketed the RTS to over 300 final year university students across five university campuses;
 - organised a process for ESL/ ESD work-shadowing for 10 mentor teachers in RTS schools; and
 - facilitated a concurrent session at the state Principals Conference and assisted the Western Australian Principals Association in the development of modules for aspirant and new leaders to RTS schools.
- The Department promoted an opportunity for pre-service teachers to undertake a teaching practicum in country public schools through the **Rural Teaching Practicum Program**. Students accepted in the program are provided a financial incentive to assist in covering the costs of undertaking a rural practicum:
 - a weekly payment ranging from \$135 to \$265 to meet some living expenses; and
 - a travel support allowance that covers a return journey from their residence to the school.
- The Department assisted 33 pre-service teachers to complete a teaching practicum through the Rural Teaching Practicum Program.

Catholic Sector (CEOWA)

- The various partnerships with the three universities described above, provide quality placements for training teachers in Catholic schools. The partnership with Edith Cowan University uses a school based site director who is trained by ECU to support training teachers. Other mentor teachers are also trained in supporting the trainees.
- The **Residency Model** provides quality placements for trainees. The partnership with the University of Notre Dame uses a slightly different placement model but is also based on a Site Director model who has received mentor training. The university also provides a range of professional development to the school. This partnership will also trial and provide a report on the effectiveness of the National Standards for Initial Teacher Education Programs in providing quality training opportunities. A partnership with Curtin University uses a similar model to the above. During the first six months of 2011, all three models will be carefully evaluated to determine potential programs for 2012.

Independent Sector (AISWA)

- As AISWA is not an employing body this initiative is not applicable to the independent sector. The professional learning offered to school leaders, does encourage schools to review and refine their recruitment policies.

SCHOOL CENTRES OF EXCELLENCE

Government Sector

- In collaboration with Edith Cowan University (ECU), the Department of Education continued the **Training Schools (Residency) Program** in 2011. This program targets pre-service teachers (residency interns) completing a Graduate Diploma of Education. Residency interns 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.
- 56 residency interns commenced this program in 2011. Of these, 56 (37 ECE /Primary and 19 Secondary) interns were placed across 17 Training Schools.
- The Department also offered scholarships to residency interns. The scholarships commit recipients to State-wide placement within the public education system for a period of one or two years following graduation. Eleven residency interns accepted scholarships in 2011: eight at \$30 000 and three at \$15,000.²
- Training Schools received additional resources to support the implementation of the Training Schools (Residency Program), including funding for a dedicated site director and professional development for mentor teachers to support the interns throughout their program. Each Training School's site director dedicated the equivalent of one day per week to support and coordinate the residency interns and their mentor teachers. ECU worked with Training Schools to conduct professional learning workshops covering diagnostic and intervention strategies in literacy and numeracy. These workshops were also available to school staff as well as residency interns.
- Resources were also provided to support the training of mentor teachers with each mentor receiving a supervising allowance of up to \$184 per fortnight for four hours of mentoring. 20 teachers were trained as mentors in 2011 to supplement the cohort trained in 2010.
- Each residency intern was 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 27 weeks of mentoring, while those studying secondary teaching received 31 weeks of mentoring.
- ECU held a mentor meeting in March 2011. The meeting provided an opportunity for mentors to provide ECU constructive feedback regarding operations of the program.
- Site directors undertook personal observation of each residency intern during the year and conduct meetings with each mentor teacher and their residency intern.
- An evaluation of the 2010 Teacher Residency Program, completed in February 2011, showed that 21% of the 2010 participants were awarded a high distinction in their Graduate Diploma qualification, compared to 17% of students studying the same qualification via a traditional university on-campus course.
- A Request for Tender for Phase 2 of the Training Schools (Residency) Program was advertised in June 2011.
- The Department has also continued the Kingston Primary School internship model during 2011, with a further intake of 10 final year Bachelor of Education students to complete their studies in the classroom.

Catholic Sector (CEOWA)

- The partnership with the University of Notre Dame through two Catholic schools is developing this model. Through a quality two way partnership and the provision of quality professional development to the two schools, there will be significant up skilling of teachers. This will provide support to the whole school as well as to training teachers. The model will be informed by the National Professional Standards for Teachers as well as the National Standards for Initial Teacher Education Programs.

² Scholarships are awarded to applicants who are committed to working with the Department for two years and are available for State-wide placement.

Showcase/Exemplary Schools - 1 January To 30 June 2011

Government Sector

- The **Training Schools (Residency) Program** targeted pre-service teachers (residency interns) completing a Graduate Diploma of Education. Residency interns achieve their teaching qualification by being placed in a school under the supervision and tutelage of an experienced and accomplished mentor teacher. The one year Program is structured to better prepare these students for their transition into the classroom at the commencement of their professional teaching career.
- The Program focuses on the critical role of in-situ support for pre-service teachers through a structured integrated professional practice and support program. They are placed with a trained mentor teacher who provides support, advice and feedback on all aspects of teaching. Interns are also part of the school community, involved in school activities and professional development.
- 56 residency interns commenced the program in 2011. Of these (37 ECE/Primary and 10 secondary) interns were placed across 17 Training Schools. Seventy nine mentors (2010) and an additional 20 mentors (2011) were trained for this purpose.
- The Department also offers scholarships to its residency interns, which commit recipients to State-wide placement within the public education system for a period of one to two years following graduation. 11 of the residency interns have accepted scholarships.
- National funding is applied to training mentor teachers, providing mentor supervising allowances and relief; provision of release for site director responsibilities, and funding of scholarships for residency interns who accept a scholarship.
- Feedback from schools and participants indicate the program:
 - built confidence in classroom readiness, particularly student behaviour management and literacy;
 - strengthened participants' teaching ability and knowledge;
 - reflected the reality of teaching in-situ and provided valuable practical experience, rather than solely through a University environment; and
 - created a sense of belonging to the profession and a motivation towards the teachers' new career.
- A particular feature of the program at Roseworth Primary School includes a local partnership with Edith Cowan University in the establishment of a 'research classroom'. This facility enables teachers, both pre-service and service teachers, to observe and research a wide range of classroom teaching methods and behaviour management techniques without imposing on multiple classrooms.
- The **Up-skilling School Support Staff Program** provides an opportunity for permanent school support staff, who possess a Certificate IV in Education Support or equivalent, to undertake a Diploma of Education Support.
- The program aims to build capacity and competency within the school support workforce, and to sustain the delivery of quality learning outcomes in public schools with the assistance of suitably qualified and professional staff. In addition, the program aims to improve promotional prospects for school support staff and provide an alternative entry pathway into teacher education.
- The program is delivered in collaboration with Central Institute of Technology. The program was completed in 20 weeks with two separate delivery models, face- to-face and online. 47 participants commenced in 2011 with 37 successfully completing (23 metro and 14 rural).
- The impact of this program is that the enhancement of knowledge, skills and confidence of support staff directly supports students' learning in the classroom, particularly in literacy and numeracy and behaviour management. A further benefit is that this type of professional learning is an impetus for support staff to continue to upgrade their skills as part of a longer term career path.
- The **Specialist Coaching Project** provides a comprehensive coaching and support program to a targeted cohort of graduates from the Bachelor of Education Conversion Course (BECC), including Aboriginal Islander and Education Officers (AIEO) and Education Assistants (EA). Graduates working in challenging school contexts are also supported.
- Through the project, individualised coaching and mentoring is provided to these graduate teachers by highly skilled exemplary teachers to:
 - develop effective, practical classroom skills and increase confidence and efficacy;
 - enhance instructional repertoire and capacity to cater for the needs of a diverse range of students; and
 - provide opportunities for personal and professional growth which will lead to improved teaching effectiveness and commitment to stay in

the profession.

- In 2011, six Specialist Coaches:
 - continue to support 38 graduates from the BECC – eight AIEOs and 30 EAs; and
 - support an additional 87 new graduates working in complex and challenging schools.
- National funding is used to: employ and train the six Specialist Coaches develop professional learning resources to support their work, and to fund travel to schools where graduates are appointed.
- Feedback from graduate teachers indicates:
 - they valued working with well trained, highly experienced and credible Specialist Coaches who tailor support to their specific needs;
 - the dedicated one-on-one ongoing support which minimised the stress associated with beginning in a new career is critical; and
 - increased confidence in relation to teaching practice, classroom management and general curriculum planning, assessment and reporting responsibilities.

Catholic Sector (CEOWA)

- An important reform for CEOWA has been the implementation and intensification of the **Mentoring Program** which is modelled somewhat on that used by the Department of Education. The program commenced with the support of a lead mentor on a part-time basis plus additional support for administration, travel etc. Workshops were coordinated for first, second and third year out teachers on a range of topics. Some teacher relief and venue support was funded from the National Partnership. Presenters were engaged and the agenda was largely set by the participants.
- Following on from planning in late 2010, the model was implemented in five primary schools in the Kalgoorlie region. This consisted of four two-day workshops being delivered in Kalgoorlie and teachers were supported in travelling to Kalgoorlie. Two of these were held in the first 6 months of 2011. Schools were also provided with additional teacher relief support for each first to third year out teacher to allow them to receive mentoring support. During early 2011, an additional experienced 7-12 school mentor was appointed to begin an additional program. One metropolitan workshop was held. The mentoring program was also expanded to 6 schools in the Geraldton region, including the 7-12 school. Meetings were held with all schools and a key mentor teacher identified.
- The University of Notre Dame was engaged to deliver a full day **Specialist Mentor Training Program**. Twelve teachers attended the program. The 7-12 mentors also worked with teachers at the secondary school. During this six month period, planning occurred for the ongoing delivery of workshops in the metropolitan region, Kalgoorlie and Geraldton. Negotiations also occurred for the commencement of development of a mentor support framework which will provide a structure and recognition process for participants. This will be completed during the next six to nine months. This will build on existing templates which have been produced and embed the National Professional Standards for Teachers. Aspects of the National Professional Standards for Pre-service education will also be embedded where appropriate.
- Further expansion of the mentor program was also planned, subject to availability of Reward Funds. This will likely include expansion to other country regions, development of a full framework, additional support to schools and teachers, more mentor training in association with University of Notre Dame and expansion of the coordinator mentor's role. The development of a more formal framework for this program is seen to be significant in that it will provide structure and recognition for participants.
- The CEOWA mentor program is considered to be an ambitious and significant program, especially as no formal program exists currently. Outcomes have included approximately 60 teachers being supported and more formal processes being implemented in schools. The initial planning for the development of a mentoring framework will also be important. The anticipated outcomes of the program will include significant professional and personal up skilling and support for beginning teachers as well as addressing any retention issues which typically occur with some beginning teachers. It is significant that this program was extended to approximately 12 country schools and some 50 teachers. Often non-metropolitan teachers experience the greatest issues and need for support.

Independent Sector (AISWA)

- In April 2011 AISWA hosted the **Indigenous Parent Factor training** for 19 AEW's from Independent remote Aboriginal Community Schools. The Indigenous Parent Factor provides training to AEW's, teachers and community members in order to better educate local communities in how they can support their children in school and the development of literacy. The 19 AEW's participated from the most remote schools in the Kimberley. The reform area under teacher quality that this activity focuses on is improving outcomes for indigenous students.

- Initially the 19 AEW's were very anxious about the training and participating in the program. Many of them expressed that they were the only generation who could speak, read and write English and had come from families where the only stories shared were orally. The program provided extensive training for two and a half days and enabled them to prepare and present modules to the participants in a safe environment. Over the two and a half days their confidence grew and their presentation skills also improved.
- Many of the AEW's during their presentations built upon their own experiences in the classroom and provided further examples of how parents can support the literacy development of their children. At the end of the training they all commented that they had really enjoyed the program, had gained many skills in literacy and wanted to present the material to their communities and would need support from everyone around them to do this. For many of the AEW's this was the first time in public speaking and training. As they are from very remote parts of the Kimberley this training will be the beginning of what they can do. After the course many of the AEW's enrolled in the Notre Dame Certificate III in Teacher Assistant to formalise what they do in the classroom.

Section 3 – Low SES School Communities

Significant Achievements/Activities/Highlights – 1 January To 30 June 2011

Government Sector

- A total of **103** Western Australian government schools accounting for **23 439** students will receive funding through the National Partnership Low Socio-Economic School Communities initiative from 2010 to 2015. A total of **8 789** Aboriginal students are currently enrolled in WA schools identified for participation in this National Partnership.
- A phased, six-monthly rollout of grants to schools commenced in January 2010. To date, 62 schools have commenced with the National Partnership. These schools are using National Partnership and school funds to explore innovative practices aimed at improving outcomes for students over a period of four years.
- At the system level, remuneration packages, specifically designed to attract and retain high performing principals who work in disadvantaged Aboriginal, rural/remote and hard-to-staff schools, are being progressed.
- In June 2011, through an online survey, schools reported progress regarding implementation and achievement against the six key reform areas identified for this National Partnership. Seventy seven per cent of schools reported that they are making excellent to fair progress associated with planned activities.

INCENTIVES TO ATTRACT HIGH PERFORMING PRINCIPALS AND TEACHERS

- At the system level, remuneration packages, specifically designed to attract and retain high performing principals who work in disadvantaged Aboriginal, rural/remote and hard-to-staff schools, were developed. Due to the Western Australian Government's wages policies and public sector legislation, the provision of any financial incentives beyond the Enterprise Bargaining Agreement requires approval from State Government central agencies. The Department continues to work with the Western Australian Department of Commerce, Department of the Premier and Cabinet and Department of Treasury and Finance to ensure the reform proposal is sustainable and approved for implementation.
- A proposal to trial a new specialist teacher position (**Consultant Teacher**) for selected low SES schools has been developed and endorsed for implementation in 2012. The Consultant Teacher is a school based position focused on improving the quality of teaching through modelling high quality teaching and leading teachers in the development and refinement of their teaching practice to improve student outcomes. The Consultant Teacher's role statement has been aligned to the new National Professional Standards for Teachers.

ADOPTION OF PERFORMANCE AND STAFFING ARRANGEMENTS THAT ARTICULATE A CLEAR ROLE FOR PRINCIPALS

- Up to 80% of schools have reported they have made progress toward increasing autonomy and flexibility to better cater for students.
- A driver for enhancing school autonomy in Western Australian public schools is the **Independent Public Schools (IPS)** initiative. IPS schools are granted greater autonomy for governance, staffing and financial arrangements. Schools awarded IPS status must demonstrate the capacity to self manage and have established partnerships with

parents and community groups.

- To date, 11 schools participating in the Low SES School Communities National Partnership have been awarded IPS status. Five of these schools have been awarded IPS status following commencement with the Low SES School Communities National Partnership. The allocation of IPS status to these schools is indicative of improved engagement with the community, a broader strategic overview in planning and a desire for greater autonomy in order to address local needs.
- While it is too early to determine the impact of greater autonomy for governance, staffing and financial arrangements on student outcomes, there is evidence that schools awarded IPS status have already enhanced community partnerships that may ultimately impact on longer term outcomes related to student attendance, participation and academic achievement.

SCHOOL OPERATIONAL ARRANGEMENTS WHICH ENCOURAGE INNOVATION AND FLEXIBILITY

- Almost half of the low SES schools reported that they are making progress establishing innovative school operational arrangements.
- **Balga Senior High School** has used some of the National Partnerships funding to help establish a transition class. The class has 19 students who are severely at risk from disengaging. Students spend 17 hours per week with the same teacher and an education assistant. During this time the students study English, Maths, Science and Society & Environment. Students also study career education and a range of relevant programs such as cyber safety. The students who range in age from 13-17 years are taught according to their ability and need rather than age or year. A full time education assistant is employed to support the teacher implement multi-age grouping activities and parallel programs to cater for the student group.
- The transition class has seen statistical improvements in literacy achievement and attendance rates supported by anecdotal evidence relating to the engagement of each of the student in this education program. Students have increased their reading and spelling levels between one and three years with the average being a two year increase in six months. Attendance has also increased and suspension rates have fallen. Anecdotally students have shown improvement in their engagement in their education and the relationships they have developed with the teachers and assistants who work in the program.

PROVIDING INNOVATIVE AND TAILORED LEARNING OPPORTUNITIES

- More than half of schools reported that they are making excellent to good progress providing innovative and contextualised learning programs. In some of these schools, improvements in literacy and numeracy and student attendance have being noted. However, it is still too early to determine the longer term impact of these initiatives.
- **Coolbellup Community School** has established of an Early Childhood Education (ECE) Literacy Team, to improve the quality of oral literacy skills in the early years at the school. The team consists of a speech pathologist funded through the National Partnership, five early childhood education teachers, an Aboriginal Islander Education Officer and an Early Childhood Education Assistant. The speech pathologist's role is to build the capacity of early childhood staff to cater for students with speech and language needs within the classroom. The project has shifted the belief that only speech pathologists have the capacity to affect change in student's speech and language development. The school has also reported that as a result of this strategy, non-verbal students have started talking in a group setting and showing signs of enjoyment, engagement and full participation during speech pathologist sessions.
- **Gwynne Park Primary School** continues to report strong results through a case management approach and coordination of external agency services. The engagement of difficult to reach families is a priority as is the engagement of numerous stakeholders through this coordinated approach. The school hosts community playgroups that provides opportunities for local support agencies to work directly with Aboriginal families prior to their child's formal enrolment into school.

STRENGTHENED SCHOOL ACCOUNTABILITY

- The majority of schools have reported that they are making excellent to good progress improving school accountability practices. In many instances this involves developing the capacity of school leadership teams to analyse and interpret data. This has contributed to schools identifying areas for improvement so that targeted strategies can be put in place.
- **Broome Primary School** has used National Partnership funding to employ an experienced teacher to facilitate fortnightly meetings with staff to share good practice, discuss concerns, and monitor the student outcome data for targeted school programs. The school reports that this has resulted in a consistent and cohesive approach to addressing literacy concerns.

- **Neerigen Brook Primary School** has allocated a portion of their National Partnership funds towards establishment of a team leader strategy. Each team leader is allocated time out of class time for consultancy, planning and professional development with the aim to build the capacity of school leaders and teachers to analyse data, set targets and implement strategies in the area of literacy and numeracy. The school has reported progress improving school accountability practices as an outcome of this strategy.

EXTERNAL PARTNERSHIPS WITH PARENTS, OTHER SCHOOLS, BUSINESS AND COMMUNITIES AND THE PROVISION OF ACCESS

- The Department of Education has led the establishment of the **National Extended Service Schools Exchange**, which provides a platform for national sharing of information, ideas and resources to support implementation of extended services in schools. The idea for a national exchange was conceptualised at the National Extended Schools Forum, organised by the Department of Education in October 2010.
- 95% of schools engaged through this National Partnership reported that they are working to enhance partnerships with other schools, businesses and their local communities. 40% of these schools reported good to excellent progress in the provision of extended services provided in partnership with community groups.
- **Neerigen Brook Primary School**, in the outer suburbs of Perth continues to implement a 'full service school model' and employ strategies to enhance parent engagement to develop an integrated services model for students and their families. The school has reported that they are continuing to make excellent progress in relation to community engagement and the implementation of extended services funded by the National Partnership.
- **Perenjori Primary School** in the State's Northern Wheatbelt is harnessing the additional funding support through this National Partnership to implement a 0 to 3 early years strategy. The school is currently negotiating with their local government authority to establish playgroup and child care facilities on the school site. Additionally, the school is seeking partnerships with mining interest to support improved services and curriculum access in the early years.
- **Balga Primary School** has reported continued success through the implementation of the National Partnership funded Games Factory. The school, with high refugee and Aboriginal student numbers, has used the model in a whole school behaviour and conflict resolution approach. The school has also implemented programs such as Food Bank, a Breakfast Club and parent support networks within their catchment area. The school has reported an 85% drop in suspensions and referrals since the implementation of this strategy.

Catholic Sector (CEOWA)

- CEOWA implemented a number of programs which individually and/or collectively addressed engagement, attendance, building community and school capacity and improving educational outcomes.
- **The Bluearth Program** was implemented in 23 schools of the total 28 low SES schools. This program was important in developing resiliency, self confidence, teamwork and engagement and there is evidence in the Kimberley schools, that where it is embedded into school conversation and practice, it leads to more appropriate school behaviour. For the non Kimberley schools, the program has worked extremely well and has been embedded into wider school practice.
- **Up-skilling Aboriginal Teacher Assistants Program** negotiated a new partnership with Batchelor Institute in Alice Springs to deliver up to a Certificate III credential. This aims to increase classroom support skills particularly in the areas of literacy and numeracy.
- Strategic initiatives have been supported in schools. Schools in the Kimberley, for example, have negotiated with key regional officers and consultants to fund initiatives which address needs such as attendance, engagement, community relations, literacy and numeracy etc. Some examples of initiatives which have been supported include a shared funding of a youth worker, community attendance support workers, additional support for literacy through ATA support, additional Bluearth support, before and after school hours initiatives including hobbies, computer clubs etc.
- During early 2011, it became evident that such initiatives needed to be more targeted and aligned to school improvement plans. In other schools, especially in the Perth region, schools were encouraged to cluster and use funds to jointly engage services, personnel etc. Engagement of youth workers, literacy support, speech therapist support in partnership with Curtin University, community liaison to assist refugee families and children, before and after school cultural activities and magazine and reading clubs were some examples. Late in 2010 and continuing in 2011, one low SES country school formed a strategic partnership with a larger country school and appointed a

mentor to assist staff. Part of the funding was used for **'Words Their Way'** training for staff to improve literacy outcomes.

- **A Building Strategic Capacity Program** was initiated in 2010 and continued in the first six months of 2011. This involved an experienced educator to work with Kimberley schools and leadership teams to develop a more strategic and consistent and sustainable approach to school improvement. This was partly the result of recognition that one issue for Kimberley schools was the multitude of intersecting (and sometimes misaligned) initiatives which confronted these schools. This was often exacerbated by frequent staff and leadership changes. Leaders in these schools often lacked appropriate experience.
- An FTE consultant has continued to assist Kimberley schools with the implementation of the **Promoting Alternative Thinking Skills (PATHS) Program** which has assisted in developing positive attitudes and behaviour amongst students. This aims to develop stronger student engagement as a precursor for effective learning as well as providing an appropriate framework for behaviour management.
- A further program of strategic significance is the **Tracking Students Program** which involves participation in the DEEWR funded Tri-Border arrangement. The program has been funded to extend to all Kimberley schools and includes computer training to establish the appropriate databases. Ultimately there will be sharing of information about students and their achievement.
- The **Senior Secondary Support Program** was designed to support schools which are K – 10 but have a small number of senior secondary age students. Initially the program aimed to deliver a range of Curriculum Council integrated courses which could contribute towards the senior secondary certificate, the WACE. In early 2011, this was changed to provide a focus on English as an Additional Language/Dialect (EAL/D)
- A program also operated in the Kimberley Schools with a focus on intensification of literacy and numeracy. While four Kimberley schools were also Literacy and Numeracy National Partnership schools, they and the remaining schools received additional in situ support from an FTE literacy and numeracy consultant. This also involved the implementation of the **Reading Recovery Program** in some schools as well as the Extending Mathematical Understandings (EMU) program.
- A feature of the above initiatives is that they align closely to existing CEOWA procedures and many schools are being supported by nearly all of the above initiatives. Further, many schools are also Literacy and Numeracy National Partnership schools as well as receiving support through a range of the Teacher Quality initiatives. This has led to a greater alignment of effort as well as more sustainable approaches.

Independent Sector (AISWA)

- The Independent schools funded under the Low SES National Partnership 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.
- 25 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 National Partnership, grants have been given to schools to allow them to further their work.
- The National Partnership 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:
 - Eight school community agreements have been finalised and are published on the Aboriginal Independent Community Schools website at <http://aics.wa.edu.au/>.
 - Three authors were organised to support innovative teaching practices in four schools.
 - A symposium was held in Broome for all Low SES Partnership Schools to share successful strategies; and produce a funding application for each school for a project to address engagement, attendance and improving literacy and numeracy. As a result 25 funding applications were produced and will be funded in three instalments from July 2011.

- Curriculum design for middle school students at risk is being developed in three CARE schools (Curriculum and Re-engagement in Education).
- Two Aboriginal schools have engaged in Behaviour Management specialists to support fostering a positive learning environment.
- Professional Learning in the Early Childhood Education Reforms has been presented in the Aboriginal schools and also, seven low SES Primary schools in the southern part of Western Australia. The professional learning focused not only on the Early Childhood reforms but also on aligning and implementing the Australian Curriculum.
- Ten new teachers commenced the teaching improvement program (PRICE – Promoting Reflective Innovative Collaborative Educators).
- Five teachers from remote schools visited and presented to Universities around Australia on teaching in AISWA remote indigenous schools.

Support For Aboriginal And Torres Strait Islander Students – 1 Jan To 30 Jun 2011

Government Sector

- To date, 64 schools have engaged with the Low SES School Communities National Partnership. There are:
 - **5 935** Aboriginal students attending these 64 schools, making up 43% of the total student population.
 - Forty-four schools are using National Partnership funds to enhance strategies that aim to improve attendance and engagement of Aboriginal students. 75% of these schools report that they are making some progress in this area. Additionally, 61 schools report using funding to improve literacy and numeracy outcomes with reports of success in activities focused on improving these outcomes.
 - During this reporting period, 81% schools reported the implementation of activities specifically targeting the needs of Aboriginal students. 43% of schools reported good to excellent progress achieving improved literacy outcomes. 33% of schools reported good to excellent progress achieving improved numeracy outcomes and 50% of schools reported good to excellent progress improving attendance.

SYSTEM AND REGIONAL LEVEL

- Activities funded through the National Partnership are complemented by a number of national and systemic initiatives that seek to improve attendance and participation of Aboriginal students.
- 15 schools participating in the National Partnership have applied to participate in the Department for Education's **Aboriginal Network Schools Initiative** that will commence in 2012. Schools with high proportions of Aboriginal students will participate as a network of schools that will have increased support and flexibilities to explore innovation in partnership with their communities. It is expected participating schools will explore locality-based strategies to close the performance gap for Aboriginal students. The Aboriginal Network Schools Initiative brings together a number of key elements from successful local initiatives. Aboriginal Network Schools will be supported to partner with other organisations to coordinate services such as health, child care, parenting, attendance, and extra curricular activities delivered through the school.
- Additionally, 24 schools participating in the National Partnership are Focus Schools. Focus Schools are schools with high proportions of Aboriginal students with the greatest need and where efforts should be focused to make the greatest difference. All States and Territories have identified Focus Schools as part of a national strategy under the *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014*. These 24 schools are aligning funds allocated through the National Partnership to achieve the stipulated outcomes for the Focus School agenda.
- *The Aboriginal Education Plan for WA Public Schools 2011-2014* acknowledges the urgent and compelling need to strengthen our capacity to close the performance gap between Aboriginal and non-Aboriginal students in WA schools. Key areas set out in the plan; readiness for school, attendance and literacy and numeracy are addressed within planning and activities undertaken by National Partnership schools in Rounds 1, 2 and 3.
- **The Kimberley Success Zone (KSZ)** is another initiative funded through this National Partnership. The KSZ was established as a partnership between Curriculum Services Australia, the Department of Education, CEOWA and AISWA to support schools in the Kimberley improve outcomes for their Aboriginal students. This program is building productive partnerships across schools, sectors and communities to investigate ways of accelerating improvements for Aboriginal students by sharing good practice and through professional development and school-community interaction.

SCHOOL LEVEL

- Schools have indicated that they are continuing to implement strategies concerning:
 - early intervention for 0-4 years;
 - student attendance; and
 - school accountability processes including enhanced data collection, analysis and interpretation of data to support planning.
- 39 remote schools implemented the **Aboriginal Literacy Strategy** which includes the employment of Aboriginal and Torres Strait Islander Education Officers and increased access to resources in English as an Additional Language or Dialect (EAL/D). This includes the ABC of Two Way Literacy and Learning Program that provides additional support to extending teacher's knowledge and understanding of Aboriginal English, EAL/D teaching strategies, and monitoring and assessing students using ESL/ESD Progress Maps. Other National Partnership schools are also engaged in the Aboriginal Language Speaking Students Program for students who have a language background other than Standard Australian English.
- National Partnership funding has contributed to the appointment of additional literacy and numeracy specialist teacher positions to support and mentor teachers within schools. During the reporting period schools have engaged planning support from the Literacy and Numeracy project team focused on improved planning and tailoring programs to meet the needs of individual Aboriginal students.
- Five schools have implemented **Follow the Dream: Partnerships for Success** which provides individualised case management, support and tuition to high achieving secondary school students. Follow the Dream: Partnerships for Success accounted for 50% of the Aboriginal students in Western Australian public schools who achieved an Australian Tertiary Admission Rank (ATAR). It is still too early to determine the longer term impact of this strategy on outcomes for Aboriginal students in National Partnership schools.
- Some schools have also implemented partnership agreements with their local Aboriginal communities. The agreements are designed to enhance the attendance, achievement and post school opportunities of Aboriginal students by enabling their parents, caregivers and the local community to have greater involvement in school decision making.
- Six schools participated in the **Primary Connections Project**, designed to maintain the engagement and achievement of high performing Aboriginal students (identified by NAPLAN results at Year 3 level) in the primary years. Early findings indicate the cooperative, small group approach to learning is extremely beneficial for Aboriginal students.

SCHOOL LEVEL: ATTENDANCE FOCUS

- 93% of schools are developing a range of local strategies to address the attendance and participation of Aboriginal students. 50% of these schools have reported excellent or good progress in improving attendance and well-being outcomes for these students.
- Some examples of programs implemented through the National Partnership, are described below.
 - **Kalumburu Remote Community School** in the Kimberley Region has used National partnership funding to develop a strategy to address poor retention of Aboriginal and Torres Strait Islander students. The Kalumburu Transition Support Program addresses the poor retention of Aboriginal students through the employment of a transition support coordinator who provides one-on-one support to students and their families. The program assists the transition of high school students from Kalumburu to other secondary schools. Early indications suggest that this increased support will result in improved in school retention.
 - Another example of early success improving attendance and participation has been demonstrated at **Broome Senior High School**. Using National Partnership funds, the school has appointed a full-time female Aboriginal and Torres Strait Islander Education Officer to support students in the Girls Basketball Academy. The Girls Basketball Academy aims to improve attendance, life skills, literacy and numeracy in a caring and welcoming environment with strong links to parents/caregivers. The Education Officer is responsible for supporting the girls with literacy, numeracy, attendance and life skills. She is a cultural consultant for teachers and liaises with parents and caregivers. The school has reported improved attendance of Aboriginal girls involved in the Academy.
 - **Dawul Remote Community School**, along with a number of other Kimberley schools, has used National partnership funding to implement the Stronger, Smarter Approach to school leadership and partnerships. Dawul RCS reports improved parent engagement and school attendance.

- **The Ngaanyatjarra Lands School** encompasses nine campuses across an area twice the size of Tasmania in central Western Australia. The school has used funding to implement a 'whole school reward program' focused on improving relationship and attendance. The reward program is in the form of a school camp across all schools in the group. As a result of this strategy the school has reported an increase in the number of students attending school on a regular basis.
- An encouraging trend in regular attendance data for Aboriginal students (students attending 90% or more) is noted across the National Partnership. In Semester 1, 2009 of 20.83% of Aboriginal students were deemed regular attendees. This figure increased to 23.35% in Semester 1, 2010; with downward trends in the 'at risk' attendance categories.

SCHOOL LEVEL: LITERACY AND NUMERACY FOCUS

- A number of schools are exploring strategies to improve literacy and numeracy outcomes for Aboriginal students. Some schools have reported fine grained improvements in student outcomes. Some specific examples are described below.
 - **Balga Senior High School** is a large secondary school in Perth's northern suburbs that has used funding to support four multi-age groups using the single teacher model for 13 to 15 year olds across English, Mathematics, Science and Humanities. The particular focus is on literacy in middle schooling. The 'single teacher model' where a single teacher is responsible for an integrated program, is extended to ESL/ ESD students, with similar results. Attendance for Aboriginal students is reported to be up by 15% overall. In Year 8 and 9, attendance has improved from 70% to 80%. Promising signs are reported with greater proportions of students within these groups attending above 90% of the time.
 - **Wangkatjunga Remote Community School**, combining with other schools in the Fitzroy Valley in the Kimberley Region, has used National Partnership funding to employ a 'Getting It Right' literacy teacher to support other teachers in planning, teaching and assessment. Despite the early stages of this initiative the school has reported fair progress in the improvement of literacy outcomes.
 - **Yule Brook College**, in Perth's eastern suburbs, with an Aboriginal population of 40.5%, has used funding to implement the principles of 'Big Picture Education Australia' program. The school reports that since the implementation of the program there has been a significant decrease in problem behaviour, increased engagement and improved literacy and numeracy results for Aboriginal students.
 - **Wyndham District High School** has introduced 'Guided Reading' across the primary school three mornings a week, teaching targeted strategies using direct instruction methodologies. The school reported that results indicate students have benefited from this small group instruction with all students improving their reading levels, comprehension, fluency and expression.

SCHOOL LEVEL: PARENT ENGAGEMENT AND PARTNERSHIPS

- 60 of the 62 National Partnership schools have reported activities directly targeting improved parent and stakeholder engagement in Aboriginal communities. 68% of schools reported fair to excellent progress in engaging with their community.
- **Bluff Point Primary School** has implemented a parent engagement strategy which encourages parents to attend a series of hands on practical maths session where they are provided with a bag of materials to take home and use when focusing on mathematical learning with their children. A number of parents have asked for the session to be repeated. The session is also held with an Aboriginal community group for parents. Parents are using the resources with their children at home. Parent feedback stated that the sessions were the best mathematical learning they had ever been involved in, as it helped them recognise some of the strategies their children are using and how they can help them.
- **Derby District High School** has introduced a playgroup in the community to engage children from 0-4 years of age and their parents. The playgroup encourages whole family participation rather than just parents with the young children, which is a better fit to the child rearing practices that occur in the community. The playgroup has enabled school staff to build relationships with families prior to children starting school through the playgroup and provided staff with the opportunity to enrol children into Pre-Kindergarten and Kindergarten programs. The playgroup also provides families with an informal context to ask questions or find out information concerning older children enrolled at the school. This has been a positive outcome as previously many parent/caregivers have not been comfortable coming into the school to discuss issues. Since the implementation of this strategy the school has reported increased parent/family participation in school events such as open night, NAIDOC week activities, parent information sessions and morning teas.

Catholic Sector (CEOWA)

- CEOWA already has an Aboriginal Education K-12 team with six consultants and a team leader who provide significant support to schools with Aboriginal cohorts. This support covers a range of issues including attendance, engagement, training and community liaison. There are a number of National Partnership initiatives which also address these issues.
- The **PATHS Program**, previously described, has addressed classroom engagement, behaviour and discipline as well as important personal skills and confidence. Anecdotal evidence indicates this program is improving outcomes in Kimberley schools by creating a more supportive learning environment. The **Bluearth Program** has also assisted in developing a more supportive learning environment. In the Kimberley schools where the language and methodology of the program has been embedded in whole-school culture, attendance and engagement has improved. Some of the very remote schools have reported less effective outcomes from the program.
- The strategic initiatives program has also specifically addressed attendance and engagement. Examples include the support for a youth worker and community attendance support person. Before and after school activities such as clubs, computer support, cultural activities and recreational activities have also assisted in increasing attendance.
- The **Tracking Student Program** which is part of the DEEWR Tri-Border Project will enable students to be tracked as they move from school to school. While this may not directly increase attendance, it will enable educational whereabouts of students to be identified and also enable an exchange of information about students' study programs and achievement. It needs to be recognised that in the first two years of the low SES National Partnership, CEOWA has placed a focus on the 13 Kimberley schools which have high Aboriginal enrolments. The remaining 15 of the 28 schools have been phased in for support during 2011. The primary focus however, remains on Kimberley schools.
- CEOWA has continued to support schools with high Aboriginal enrolments. Aboriginal enrolment in the whole system is around 4.8% but in the combined cohort of Kimberley schools the proportion is about 80%. Four of the 13 Kimberley schools are also Literacy and Numeracy National Partnership schools and receiving specific support in these areas, particularly through the Reading Recovery and Extending Mathematical Understandings Programs.
- One of the Low SES programs is an intensified **Literacy and Numeracy Program**. This involves a full time consultant working with the Kimberley schools to improve student outcomes. During the first half of 2011, planning occurred to extend the Reading Recovery program into more Kimberley schools. A CEOWA school in Geraldton which has a significant Aboriginal enrolment has also received literacy and numeracy support. Although not specifically a National Partnership, 'Closing the Gap' funding which will be applied to 15 Focus Schools, including 13 Kimberley schools will have a significant focus on literacy and numeracy. 12 of the Kimberley schools are Focus Schools.
- State-wide, all schools in WA met a substantial amount of the targets for Reward Funding which related to Aboriginal students. The four Kimberley schools which are in the Literacy and Numeracy National Partnership have noted significant improvement in results which can be attributed to the Reading Recovery program. The 2011 NAPLAN results will provide evidence of any increase in literacy and numeracy attainment.

Independent Sector (AISWA)

- The funding applications that low SES schools applied for during the symposium held in April 2011 have enabled AISWA to support 26 schools to undertake the following projects:
 - **Multi-media literacy project** linking variety of multi-modal forms of literacy to create story books, illustrate them and publish them as hard copy or as movies;
 - **Restorative Justice Behaviour management** projects to build a positive culture around behaviour and community involvement;
 - **Transition to the Workplace**, which is a project to link in industry to the skill sets of the students to ensure when they leave school they have a transition to the workplace;
 - **Bikes in schools** - this project will run a cultural awareness, physical activity and health project as an incentive for improved attendance. The students will gain a variety of skills and plan a cycling trip to raise awareness of cultural, environmental and health aspects;

- **ICT project** - this project will provide electronic whiteboards to improve literacy engagement. Support will be provided to enable the teachers to be up skilled in using ICT in a creative and engaging way;
 - **Principal Mentor** - AISWA has two schools where a project will be used to support new principals settle into remote schools with the aim of improving retention of new principals and also building the quality and skills of the principals and forming positive links to the community;
 - **Coach/mentor** to support AEW's in up-skilling their qualifications. This project will see a mentor support approx 14 AEW's in their study when they are back in the community. The support will assist in encouraging them, assisting in computer skills and being a critical friend;
 - **AIC cluster project** - AISWA has a project commenced to remotely connect the schools through an online portal. This project will provide resources, examples of exemplar teaching, discussion boards etc. to build the quality of education for the remote schools and build networking among the staff; and
 - AISWA's low SES consultant based in Broome has created a new teacher mentoring program to support the retention of new teachers to remote schools, build the quality of their teaching experience and build networking links between all the schools. This project has not only had the support from the consultant building exemplar practice but has also connected them through ICT so they can discuss teaching with each other and also, network and form strong relationships. They are building a portfolio of exemplar practice which will support them gaining full registration as a teacher. The consultant is using the new AITSL teaching standards to support their growth and development.
- As part of Teacher Quality National Partnership, AISWA has supported remote schools as follows:
 - Providing support to 15 **Aboriginal Education Workers** who have commenced a Certificate III in Education Assistance. This will provide a pathway into the Certificate IV and into a degree if they wish;
 - Two AEW's have commenced a Bachelor of Education- one in Perth and one in Kalgoorlie;
 - Whole school planning - in three remote schools;
 - **Principals as Literacy Leaders** - one remote school participating;
 - Thinking and planning strategically - two staff participated in thinking and planning strategically;
 - **Early Childhood Leadership Project** - one remote school is participating to lead the reforms in their school and community; and
 - **Indigenous Parent Factor Program** in the Kimberley.
 - The two Low SES Consultants are actively supporting AEW's completing up-skilling qualifications across WA. The consultant in Broome is supporting AEW's through face-to-face support and also through the development of an on-line discussion board to support their study.
 - The low SES metro consultant is supporting AEW's in Coolgardie, Perth and Meekatharra. One AEW from each of these schools is completing further education to complete a Certificate in Teacher Assistant and also, Bachelor of Education.
 - Two lead Aboriginal schools have applied for a grant to recruit an **Indigenous Mentor** to further support the AEW's studying in the Kimberley due to their isolation and limited on-line facilities. This person will visit and support the students with assignment questions and generally support their requirements.

Showcase/Exemplary Schools

Government Sector

BALGA SENIOR HIGH SCHOOL

- **Balga Senior High School** is located north of Perth in one of the city's lowest socio – economic and culturally diverse areas. The school has a student population of approximately 500 with 28% Indigenous and 54% migrant students from northern and central Africa, Burma, the Middle East and several other Asian regions. The school also caters to local area students, education support students and students who are young parents.
- The school runs the successful **Swan Nyungar Sports Education Program** (SNSEP) catering for Aboriginal students in Perth's northern suburbs. This program currently has 90 in Year 8-10 and 40 senior school students. The program uses sport, culture and dance to engage students in their education. Through Balga's involvement in the National Partnerships the school has used funding to improve attendance, engagement, literacy levels and self esteem improving the educational outcomes of these students.

- National Partnerships funding is applied throughout the SNSEP Program to improve educational outcomes for Aboriginal students at Balga SHS. The funding pays for books and resources to deliver the **Soundway Program** to lower school students. This teaching resource dramatically improves reading, writing and spelling skills in schools via interactive, face to face and DVD lessons. Currently 30 students are involved in the Soundway Program.
- Multi age grouping and parallel programs are two of the key teaching strategies used in the delivery of curriculum in the SNSEP Program. National Partnership funding pays for Aboriginal Islander Education Officer's within the program, who work with teachers to deliver appropriate teaching programs, part of which is based around Aboriginal culture, language and dance.
- In order to engage Aboriginal students in their education and measurably improve their outcomes, students are taken once a week to Yanchep National Park to participate in activities based around their culture. Funding has supported transport costs to and from the National Park with the future aim of replicating this in the school bushland setting.
- National Partnerships funding has allowed for the development of innovative programs and for the building of partnerships outside the school to improve educational outcomes for Aboriginal students in the SNSEP Program. The quality of delivery has improved with this funding.
- In a 15 week period, reading age gains range from one reading age year to six reading age years and 0.5 spelling age year gain to three spelling age year gains. 75% of students completing the program gain at least two reading age year gain and 33% gain three reading age years or higher.
- Aboriginal attendance improvement gains made since revamping the structures of the program supported by National Partnership funding is reflected in the table below:

(Note: Statistics here are calculated on students who have attended greater than 5% of the time.)

Year	2008	2009	2010	2011
Average Attendance (75 students)	44%	50%	64%	66%

- More significantly the number of Year 8 students entering high school doubled in 2011 from 15 to 31 students, the attendance rate sustained is reflected in the following table. This is clear evidence the structure of the SNSEP program is delivering results for the community.

Year	2008	2009	2010	2011
Average Attendance Year 8 students	47%	42%	72%	73%

THE NGAANYATJARRAA LANDS SCHOOL

- **The Ngaanyatjarraa Lands School** encompasses nine campuses across an area twice the size of Tasmania in central Western Australia. These campuses include Wingellina, Blackstone, Jameson, Warburton, Tjirrkarli, Kiwirrkurra, Warakurna, Tjukurla and Wanarn. In August of 2011, the school had 330 enrolments from Kindergarten to Year 12, spread across 27 classes. The school is supported by an Executive Principal, two curriculum program coordinators, student services coordinator, senior community liaison officer and three administrative support staff. Of these 330 students, 327 are Aboriginal and nearly all speak English as a second language.
- The school commenced engagement with the National Partnership in Semester 2, 2010 and uses the funding to implement an attendance and health strategy.
- The **attendance strategy** seeks to address the attendance and active participation of students by focussing on forming strong partnerships with Indigenous attendance officers, school communities, families, Police, Department of Child Protection and Shire Youth Workers.

- The strategy is coordinated by a National Partnership funded Program Coordinator whose key role is to:
 - develop a common attendance strategy across all campuses;
 - employ and mentor school based attendance officers;
 - develop and maintain community and interagency partnerships; and
 - develop and manage the incentive, reward and after school programs.
- Programs implemented under the strategy include attendance reward camps to Perth, which seek to expose the students to wide range of activities not on offer in the Ngaanyatjarraa Lands including visits to the beach, Perth Zoo, Adventure World, Rottnest Island, Scitech, the cinema, restaurants, state of the art high schools in Perth, David Wirrapunda Football Academy, Parliament House, King's Park, shopping centres, Clontarf Aboriginal College, Sacred Heart College and Channel 10.
- After school youth activities, which involve a range of staff from the Tjukurla, Tjirrkarli and Warburton campuses, engage students at risk in after school activities. The after school youth activities are developed and managed in partnership with the WA Police, School Drug Education and Road Aware, Department of Families Housing Community Services and Indigenous Affairs, parents and school staff.
- Case management of 15 families in the Warakurna, Warburton and Blackstone communities. The Program Coordinator and Senior Community Liaison Officer work with the families to address incidences of non-attendance with varying degrees of success.
- Truancy management in partnership with the three police stations in Warakurna, Warburton and Blackstone.
- Since the implementation of the attendance strategy the school has reported an increase in the number of students attending school on a regular basis (i.e. greater than 90%). Prior to National Partnership funding the school had a historical attendance rate of 4%; which is now approaching 30%.
- The strategy has evoked strong support from the community, with elders requesting for more innovative reward systems including the recognition of families who send their children to school on a regular basis. High school students from across the school have also communicated a strong interest to participate in the attendance reward camps. As a result the school is currently in the process of inviting 15 high school students to attend the next attendance reward camp in Perth and Dwellingup during November 2011. This particular camp will seek to immerse students in a range of leadership, communication and outdoor pursuits.

COOLBELLUP COMMUNITY SCHOOL

- **Coolbellup Community School (CCS)** is a new 'state of the art' school. It is located in the suburb of Coolbellup, between the City of Cockburn Council Hub, shopping centre and public sport amenities. The Hub consists of an after hours day care centre, public library and Early Intervention Centre offering parent workshops and other valuable community services.
- The school caters for K-7 students in an inclusive educational environment and shares the site with the public Dental Therapy Centre and the Coolbellup Learning Centre, which is an essential characteristic of the school's culture and is strongly valued by students, staff and parents. Of 229 students, 20% are Aboriginal and 9% are students of language background other than English (LBOTE).
- Key to the schools' National Partnership plans was the establishment of an Early Childhood Education (ECE) Literacy Team, to improve the quality of oral literacy skills in the early years at the school.
- The team consists of a speech pathologist from **Next Challenge** who works two mornings a week funded through the National Partnership, five early childhood education teachers, an Aboriginal Islander education officer and an early childhood education assistant.
- The **Next Challenge** speech pathologist's role is to build the capacity of early childhood staff to cater for students with speech and language needs within the classroom. The speech pathologist supports the teachers by providing professional learning opportunities, advice regarding classroom strategies, programs and resources, in class modelling and demonstrations as well as work with small groups and individual students where required.
- The speech pathologist advocates strongly for a high quality learning experience in the ECE setting. Some examples of this work include providing the school team with high quality and interactive professional learning sessions and offer ongoing support.

- The speech pathologist is available to provide consultative services to parents and grandparents during our weekly **Nursery Rhyme Time**. Nursery Rhyme Time is a 0-3 year olds program where the children and parents are invited to take part in fun, hands on nursery rhymes facilitated by a fully qualified ECE teacher. Parents appreciate this non-threatening nurturing environment to have the opportunity to have a friendly chat with the speech pathologist to help their kids learn at home.
- Regular collaborative planning sessions to suit the needs of our ECE learners in developing strong assessment and intervention programs within the context of the mainstream classroom.
- The assessment of language skills in the kindergarten and pre-primary classes through use of the **Teacher Assessment of Communication (TAC)**. Teachers assess students in Term 1 and send the assessments to Next Challenge who mark the tests and generate a class profile based on the results. The profile assists the teachers to develop goals to focus on areas of weakness over the course of the year. This is then compared with post data collected in Term 4 to show the effectiveness of intervention programs.
- Through the implementation of the ECE Literacy Team, the ECE students and staff are flourishing. The project has shifted the teachers' belief that only speech pathologists have the capacity to affect change in student's speech and language development.
- The school has also reported that as a result of this strategy non-verbal students have started talking in a group setting and show signs of enjoyment and engage in full participation during speech pathologist's sessions.

THE CARNARVON SCHOOL CLUSTER

- **The Carnarvon School Cluster** is located on the coast in the Gascoyne Region of Western Australia, 900 km north of Perth. Carnarvon as a town has one of the lowest socio-economic statuses in Australia. It is a complex community with a significant Aboriginal and multicultural population.
- The combined school enrolment of East Carnarvon Primary, Carnarvon Primary and Carnarvon Senior High Schools is around 699 students. There is a significant gap between the levels of achievement of students in Carnarvon and the levels of other students in the State and nationally.
- National Partnership funding has created a collaboration between the three government schools, encouraging them to work together to address the issues impacting on student performance, engagement and attendance across the three schools.
- National Partnership funding has also provided the Carnarvon School Cluster with the opportunity to address attendance issues through the implementation of the COMPASS Alliance Strategy.
- The **COMPASS Alliance** is comprised of key community based agencies who work together to formulate strategies to address non-school attendance issues that had arisen in Carnarvon. The key agencies working in partnership with the schools include the Department of Education, Department of Child Protection, Department of Sport and Recreation, Department of Corrective Services, WA Police, Aboriginal Congress, Shire of Carnarvon-Youth Outreach, Youth Network, Emu Services, Police and Citizens Youth Club, Geraldton Regional Community Education Centre, Durack Institute of Technology (TAFE), Clontarf Academy, Lotteries House-Youth Pathways, Chamber of Commerce and the wider Carnarvon community including parents, students and business owners.
- The Alliance first met in March 2010, established a very strong action orientated goal and has been 'checking in' every five weeks to ensure actions are reviewed and new actions put in place. Some successful strategies to date have included:
 - Truancy Patrol Bus;
 - Truancy Patrol;
 - Youth Drop In Centre Saturday nights;
 - Targeted sport programs for students;
 - Connecting with parents through forums;
 - Public, parent and staff awareness on attendance; and
 - School support mechanisms to reengage students.
- The school has reported that students, parents and the wider community have become more engaged with the schools.

- **Majella** is a smaller single stream Catholic Primary school with a cohort of 205 students. It is located in a very low ICSEA region about 20 km from Perth CBD and has a high concentration of state housing. Approximately 160 of the students are from extremely poor refugee families mainly from East Africa and other Middle Eastern countries. Most of the cohort is non English speaking students and families. Literacy and numeracy standards are low, with significant numbers of students below the national benchmarks.
- Majella is currently supported through all three Smarter Schools National Partnerships. In terms of the Teacher Quality National Partnership, it is in partnership with Edith Cowan University through the student residency program. A part time site director has been appointed at the school. Approximately four to five training students work in the school for two days per week over the school year. Majella is also supported through the Literacy and Numeracy National Partnership.
- Majella has implemented a new program called '**Head Start**'. This a multi-faceted project which includes an intensive early learning and parenting support program aimed at assisting in the process of engaging CALD families in their child's education and the life of the school. It also involves teaching vital parenting skills to help lay the groundwork for success in learning for their children.
- The program offers a range of opportunities for CALD families and their children to connect through learning experiences that integrate their own family experiences and cultural practices.
- Speech pathology services are also offered as part of Majella Head Start on both an early assessment and intervention model to younger children and as ongoing support for older students unable to access specialist interventions.
- Majella Head Start is further supported by language screening for all kindergarten and pre-primary students as well as the purchase of additional resources for the support of students with English as a second language.
- Expected outcomes are:
 - Raising outcomes in Literacy and Numeracy;
 - Increasing student engagement;
 - Increasing student attendance;
 - Creating appropriate conditions for successful learning; and
 - Building community partnerships.
- Majella parents face a range of barriers to active involvement in the school. Parental contact with the school is largely crisis-focused and usually related to discipline issues. One of the key aims of the program is to positively engage parents with the school.
- Majella Head Start has a strong educational and developmental focus. The early years of life (0-3) are critical in setting pathways in brain development in children that affect learning, health and behaviour throughout the life cycle. Majella Head Start enhances the health and developmental readiness of children, ensuring a stronger base from which to develop literacy and numeracy skills as well as social/emotional competence in later years. It will assist families with parenting and child-rearing skills and assist the school in understanding its families.
- Majella Head Start also has a concerted focus on collaborating with the community to enable the development of partnerships with selected community organisations and agencies. These partnerships will promote the sharing of information and resources that are helpful to students and families. These groups and organisations can provide cultural, recreational and extracurricular opportunities so that children's lives are enriched. A broad base of community involvement contributes to awareness and support for the activities and learning taking place in the school.
- Partnerships with community agencies can make health and social services, such as medical care and counselling, available to students and families through the school. Access to such services is currently restricted for the majority of families at Majella due to barriers of finance and language.
- Specific program outcomes include:
 - Encouraging parents to participate in their child's education and school life;
 - Developing strong home-school partnerships based on the assets and expertise of both parties;
 - Teaching parents about the Australian educational context;

- Promoting positive parent-child interaction;
- Improving child development, child safety and family functioning; and
- Linking families to a range of community services to further support their needs and address family concerns.
- The **Speech Pathology Placement Program** will lead to improved developmental progress in students by addressing speech concerns through a placement program for third and fourth year Curtin University Speech Pathology students under the supervision of a qualified Speech Pathologist. The program will operate at Majella Catholic Primary School, St Gerard's Primary School and Our Lady of Mercy Primary School.
- Outcomes include:
 - Early intervention for younger children with speech delays or impediments and, where appropriate, referral to specialist services;
 - Full assessment of all students with suspected speech delays and development and implementation of therapy and support programs;
 - Increased participation, engagement and academic achievement in students whose speech delays had previously acted as a barrier to this; and
 - Enhancement of students' understanding of language and pre-literacy or phonological awareness skills needed for reading and language development.
- The **Complete Advantage Screening** will screen all students in Kindergarten and Pre Primary for speech and language skills. The data provided will allow for the early identification of students at risk and to assist teachers in language planning and development. Teachers will be able to use the data to develop significant early intervention programs for students. This data will be valuable in identifying students who would benefit from support within the Speech Pathology Placement Program and Majella sees these two programs as being strongly supportive of one another and critical components of Majella Head Start.
- Outcomes include:
 - Early identification of younger children with speech delays or impediments;
 - Full assessment of all kindergarten and pre-primary students;
 - Baseline data to assist in the development of early intervention programs for children with developmental and learning difficulties; and
 - Professional support for teachers in assisting them to implement new speech and language goals, strategies and activities.
- Learning English is an essential requirement for success both at school and for further education, training and employment for students who speak a language other than English as their first language. At Majella, a significant proportion of students have English as their second language. This has a significant impact on the learning outcomes and achievements of these students. Majella has established English as a Second Language program which needs to be strengthened further through the availability of more recently developed resources, particularly in the area of technology.
- Outcomes include:
 - Learning support for students to develop the competence in English necessary for achieving the outcomes of the key learning areas;
 - Increased participation, engagement and academic achievement in students whose limited knowledge of the English language had previously acted as a barrier to this;
 - Enhancement of students' understanding of the English language and their ability to engage the language with confidence; and
 - The target groups of the program are Families with children 0-3 years; All kindergarten and pre-primary students; Students with speech difficulties in Years 1-6; K- 6 students for whom English is their second language.
- All elements of Majella Head Start will be evaluated against intended outcomes as detailed above.

Majella Head Start

- Term evaluations by Majella Head Start Co-ordinator and HSLO
- Feedback sessions with parents utilising services of HSLO
- Formal meeting in October 2011 between the Majella Leadership Team, Program Coordinator and HSLO to review celebrations and gaps in Majella Head Start and the implications for its continuation and enhancement in 2012.

Speech Pathology Placement Program

- Ongoing evaluations by classroom teachers, pathology students and their supervisor
- Student assessments to monitor speech development

- Formal meeting in October 2011 between the Leadership Teams at Majella Catholic Primary School, St Gerard's Primary School and Our Lady of Mercy Primary School and Curtin University staff to review celebrations and gaps in the program and the implications for its continuation and enhancement in 2012.

Complete Advantage Screening

- Ongoing evaluations by classroom teachers re: the usefulness of the data gathered plus discussions with pathology students and their supervisor re: the value of the data in supporting their work with students at risk.

ESL Support

- Continued monitoring of data collected via both internal and external assessments.
- The juxta-posing of the Head Start program with support from other National Partnerships reflects an integrated and more sustainable approach.

Independent Sector (AISWA)

CAPS COOLGARDIE

- **CAPS Coolgardie** is a residential Aboriginal school, which has had a period of instability due to leadership/staff changes. Students were disengaged and often badly behaved as a result. New leadership this year has led to the school looking to find ways to engage the students in more relevant, practical activities which would increase self esteem and confidence and consequently, achievement. Firstly there is a need to get the students to school and then create an environment in which they want to learn.
- In May, the school began work on the **Bicycle Project** that was the first instalment of their National Partnerships funding. The aim of the project was to engage the students, particularly boys, in a bicycle maintenance program, leading to a fitness program and a cross- cultural exchange in Perth with, perhaps, Clontarf. To be accepted in the program the students had to attend school and to engage in their learning. The students made an expression of interest and a target group has been identified. The principal is now sourcing reliable bikes and a cycling expert to teach the boys about care of the bikes and themselves when cycling. Both school results and personal growth will be documented at the end of the project.
- Alongside this, there is also a basketball program running with the girls, who also have to earn their place in the team. They have played in and around Kalgoorlie (e.g. Leonora) and have had increasing success. The program is raising the profile of the school in the district and improving community links.

ALTA-1

- **Alta-1** is an alternative education pathway for students at risk who have been asked to leave all other schools, for various anti-social reasons. It is important to first attend to their social and emotional well- being and then to ensure they have the literacy and numeracy skills to enable them to function in society.
- Alta-1, in conjunction with AISWA consultants, has developed a scope and sequence for the Year 7-10 Maths and English subject areas, taking into account the context of these students and the need for the content to be accessible, relevant and not patronising. Consultation has also been with the Australian Curriculum consultant to ensure sustainability of the curriculum. Already, improved engagement, attendance and achievement, have been noted.

PRICE (PROMOTING REFLECTIVE INNOVATIVE COLLABORATIVE EDUCATORS)

- This is a teaching improvement process that has been taken up by 10 teachers in the Kimberley region. There are many aspects to the program with many of them relating to the use of the WA Professional Standards for teaching. The program is now shifting to the use of the new National Professional Standards for Teaching. This will allow the teachers involved to continue to feel inspired and challenged to move through the hierarchy of teaching progress.
- The **PRICE** process requires teachers to complete a comprehensive portfolio, which showcases their teaching experience. Three exemplary portfolios from three different teachers at three different schools will be included for the end of year report. Teachers involved in the process will be invited to be part of an expansion of the program where they take on the roles as in school mentors and guides for new teachers starting at the schools. The program is evolving constantly.

Section 4 – Literacy and Numeracy

Significant Achievements/Activities/Highlights - 1 January To 30 June 2011

Government Sector

- The Western Australian public school sector addresses the following three key reform areas of the National Partnership Agreement for Literacy and Numeracy:
 - 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.
- After a series of planning workshops presented in Term 4 2010, 68 schools that were funded for a two year period (2010 - 2011) submitted revised plans for 2011 implementation. The 15 additional schools, funded July 2010 - July 2011, also attended planning workshops.
- Schools reported an effective transition from the 2010 to the 2011 school year, especially with regard to continuity of whole-school processes for case-management. The planning workshops in late 2010 ensured that schools targeted specific students and were well prepared to implement specific strategies from the beginning of the 2011 school year.
- Many schools, where transience of staff had previously been an issue, reported that the increased flexibility of staffing transfers afforded to the Literacy and Numeracy National Partnership schools resulted in greater continuity of staff and, consequently, to the consistency and continuity of whole-school teaching and learning structures, processes and evidence based strategies.
- Each term, Literacy and Numeracy National Partnership schools are required to undertake self-assessment of their progress towards implementing milestones and to reflect on the progress of case-managed students. **The Monitoring Review Framework** has been developed over the course of the program and is now available to schools in a secure online environment. The Monitoring Review Framework is closely aligned to school operational plans and the online survey questions are intended to embed the 'Plan, Assess, Act' school improvement cycle into school planning. The chart overleaf provides a 'traffic light' summary of the schools' self-assessments of the milestones as at the end of first semester 2011.

School	Whole-school_LITERACY	Whole-school_NUMERACY	Evidence-based_LITERACY	Evidence-based_NUMERACY	K-7_LITERACY	K-7_NUMERACY	Case-management	Extended_services	Student_performance	Instructional_leadership	structures_processes	Team_ownership	staff_development	community	Collaborative_partnerships
Baler PS	4	4	3	4	3	3	3	4	3	3	3	4	3	3	4
Ballajura Community College	3	3	3	3	3	3	3	4	4	3	3	3	3	3	3
Beechboro PS	2	2	3	3	1	1	4	4	2	1	2	1	2	2	1
Boulder PS	3	3	3	3	3	3	3	2	4	4	3	3	3	2	2
Bramfield Park Primary School	3	3	3	3	3	3	4	3	4	4	4	4	3	3	1
Campbell Primary School	4	3	3	3	4	4	4	4	4	4	4	4	4	4	2
Canington Community College	2	1	2	1	2	2	2	1	2	0	2	2	2	1	1
Carramar Primary School	4	3	3	3	4	4	4	4	4	4	4	4	4	3	0
Cassia Primary School	4	3	4	3	4	4	4	4	4	4	4	4	4	3	4
Castletown Primary School	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3
Charthouse Primary School	3	3	3	3	3	3	3	3	3	3	2	3	3	2	3
Clarkson Primary School	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Comet Bay Primary School	4	3	4	3	3	3	3	4	4	4	4	4	4	4	3
Currambine Primary School	3	3	3	3	2	2	4	4	4	3	3	3	3	3	2
East Kenwick Primary School	3	1	2	1	2	1	3	2	3	3	2	2	2	2	1
East Maddington Primary School	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3
Ellen Stirling Primary School	4	3	3	3	3	3	4	4	3	3	3	3	3	3	3
Ellenbrook Primary School	3	2	3	2	2	2	3	3	4	3	3	2	3	2	3
Endeavour PS	3	4	3	3	3	4	4	4	4	4	4	4	4	3	4
Forest Crescent Primary School	3	3	3	3	3	3	3	3	3	3	3	3	3	3	1
Forrestfield PS	3	0	3	0	3	0	3	4	3	3	3	2	2	2	2
Gosnells Primary School	4	4	4	4	4	4	3	3	4	4	4	3	2	2	2
Greenfields Primary School	4	3	3	3	4	4	3	3	4	4	4	4	3	3	1
Hannans PS	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4
Hilton Primary School	3	2	4	3	3	3	4	4	4	4	3	3	4	3	2
Kalgoorlie Primary School	4	4	3	3	3	3	3	2	3	3	3	3	3	3	3
Koorana Primary School	3	3	3	3	3	3	3	3	4	4	4	3	3	3	1
Maddington Primary School	4	2	4	3	4	2	4	3	4	4	3	3	3	2	1
Manjimup Primary School	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3
Margaret River Primary School	2	2	4	3	4	3	4	4	4	4	4	4	3	2	3
Merriwa Primary School	3	3	3	3	2	2	3	2	3	3	3	3	3	2	1
Mindarie Primary School	4	1	3	1	3	2	2	4	1	3	3	4	3	2	2
Mount Barker Community College	2	2	2	2	2	2	2	3	3	3	3	2	3	2	1
Mount Lockyer Primary School	4	4	4	4	4	4	4	4	4	4	4	4	4	3	2
North Parmelia PS	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Nulsen Primary School	3	2	3	3	3	3	4	4	3	3	3	3	3	4	3
O'Connor Primary School	4	3	3	3	3	2	4	4	3	3	3	3	3	3	2
Parkfield Primary School	4	4	4	4	3	3	3	4	3	4	4	4	4	3	2
Pingelly Primary School	3	1	3	3	3	3	4	4	4	4	4	4	3	3	3
Port Kennedy Primary School	2	2	2	2	3	3	3	3	2	2	2	3	2	2	2
Quairading District High Sch	3	2	4	3	3	3	3	2	3	3	3	3	4	3	2
Guinns Beach Primary School	4	4	3	3	4	4	3	4	4	4	3	3	4	3	3
Roslinson Primary School	3	3	3	3	3	3	3	3	3	3	3	3	3	3	0
Rockingham Lakes Primary Sch	4	4	4	3	4	4	4	4	4	4	4	4	4	4	0
Safety Bay PS	4	4	4	3	3	4	4	4	4	4	4	3	4	3	3
Seaforth Primary School	4	3	4	3	4	4	4	2	4	4	4	4	4	3	2
Singleton PS	3	3	3	3	2	3	3	3	3	3	3	2	3	3	2
Somerly Primary School	4	2	4	2	2	2	4	3	4	4	4	3	4	3	3
South Hedland PS	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
South Kalgoorlie PS	4	3	4	2	4	3	4	3	4	3	4	3	4	2	2
South Lake PS	3	3	3	3	3	3	3	3	3	2	3	3	3	3	2
South Newman Primary School	3	2	3	1	3	2	2	3	2	3	2	2	2	2	3
Tapping Primary School	4	4	3	3	1	1	3	3	4	4	3	4	4	4	3
Tranby Primary School	3	2	3	2	2	2	3	3	3	3	3	3	3	1	0
Westfield Park Primary School	3	2	3	3	3	3	3	3	2	3	3	2	3	1	1
Willandra PS	4	4	4	3	3	3	4	4	4	4	4	3	4	3	2
Yakamia Primary School	3	3	3	2	3	3	3	3	4	3	4	3	4	3	2

Figure 1: Term Two Monitoring Review Traffic Light Chart

- The preponderance of olive and lime green shading indicates that schools believe they have implemented the milestones of the program to a considerable or major extent. The orange shaded cells provide lines of enquiry for the central office team and enable the provision of targeted support. For example, the final column titled 'The extent to which the school has implemented collaborative partnerships with other schools' indicates that the majority of schools require central office support to achieve this milestone.
- Comments from the Term 1 and Term 2 2011, Monitoring Review Framework emphasise the growing confidence of Literacy and Numeracy National Partnership schools and also an increased understanding of the role of effective school planning processes in the implementation of reforms and whole-school approaches. For example, comments from the Term 1 Monitoring Review Highlights section include:
 - **Allendale Primary School** – Staff engaged in collaborative planning and team meetings. Student progress and achievement were identified in reading, writing and spelling. Staff have increased general knowledge of literacy learning. Case management plans have been fantastic overall.
 - **East Waikiki Primary School** -The National Partnership program has enhanced our whole school engagement with literacy and to a lesser extent, numeracy. Funding has enabled us to operate according to a distributed leadership model where team leaders work closely with teams of teachers to achieve student targets. Weekly team meetings have enhanced staff collaborative efforts resulting in more explicit teaching and sharing of evidence based teaching strategies (e.g. Guided Reading). Staff members began the year being familiar with our National Partnership plan and their roles and have worked more confidently towards achieving targets. Teams of teachers are dealing with specific students or groups of students as part of case management planning in a collaborative way.

- **Yakamia Primary School** - NAPLAN preparation was seamless and whole school planning helping staff work together to address needs, hopefully improving student performance.
- Comments from the Term 2 Monitoring Review Highlights section include:
 - **Baler Primary School** - As a result of the partnership, case management has become an embedded practice within the school. Teachers see this as a valuable tool to inform planning and make informed decisions regarding student's progress.
 - **Cassia Primary School** - Teachers are using data more effectively to drive planning. Effective collaboration is occurring across year levels as teachers work together to improve student outcomes.
 - **Rockingham Lakes Primary School** - During Term 2, staff continued to collaborate in groups and attend Maths Professional Learning, moderate for reports, prepare resources and share lessons.
- Two day workshops in February, March, May and June 2011 provided professional learning for **Literacy and Numeracy Specialist Teachers** in National Partnership schools. Separate events targeted experienced specialist teachers and those who are new to their role in Partnership schools in 2011. In addition to specific content regarding literacy and numeracy teaching, learning and assessment, the programs emphasised the role of specialist teachers as mentors, coaches and classroom planning collaborators. The importance of the role to schools' instructional leadership teams has also been reiterated.
- Growth Coaching International was brokered to present a three day **Leadership Coaching** course specifically adapted for 40 Literacy and Numeracy Specialist Teachers in Partnership schools. Feedback from participants was extremely positive and the course will be offered again in Semester Two, 2011.
- A network of English as **Additional Language/Dialect (EAL/D) Specialist Teachers** working in Partnership schools has been convened and has participated in two days professional learning in February and May. The professional learning focussed on the role of EAL/D Specialist Teachers in implementing the three reform areas of the Literacy and Numeracy National Partnership program and the EAL/D resources available to support class room teachers who are case-managing EAL/D students. The program encourages the EAL/D Specialist Teachers to present professional learning in their own school contexts. Specifically, it has updated their professional knowledge of the explicit links between NAPLAN data and Western Australia's ESL/ESD Progress Maps and the relevance of this knowledge to target setting and monitoring case-management plans. Workshops have also familiarised the EAL/D Specialist Teachers with the Australian Curriculum.
- The Department of Education support team has undertaken an extensive school visit program to support leadership teams, specialist teachers and to deliver professional learning to classroom teachers. Over 130 school visits January to June 2010 have helped to ensure the effectiveness of the National Partnership program in developing the capacity of school staff to deliver continuous improvement to literacy and numeracy learning. The team reports that there is an increasing confidence in the Partnership schools with regard to their planning cycle and implementation of whole-school approaches.

Catholic Sector (CEOWA)

- For CEOWA schools, literacy and numeracy support continued to consolidate the strategic system wide model. This involved an expansion in the number of K-6/7 schools from 62 to 73, or about 70% of all Catholic primary schools. 12 year 7-12 schools were also supported. **School Support Consultants (SSCs)** continued to support K-7 schools, with a case load of approximately 15-18 schools each. Servicing of the additional 11 schools, all of which are located in non-metropolitan regions, commenced in late 2010 and was intensified in the first six months of 2011. Schools continued to develop and act on detailed literacy and numeracy plans and strategies. SSCs visit and support the key literacy and numeracy teachers in the school, as well as the leadership team. This model continues to build on a strategic CEO approach to support for all schools. The model is a sustainable one in that it complements current use of central consultants. Non National Partnership schools are also sharing the knowledge and expertise developed in the 73 National Partnership schools and ongoing expansion to these schools is planned.
- The level of ambition outlined above, whereby most Catholic primary schools are being supported in the Literacy and Numeracy National Partnership, is unique in Australia.
- It is also significant that many schools are being supported through all three National Partnerships. In the example of Majella Catholic Primary School outlined previously, there is significant support in speech therapy, parent support and education testing as well as support in the Teacher Quality National Partnership which has provided on average, four or so training teachers as part of the Edith Cowan University residency program. These additional two National Partnership programs have significantly supported literacy and numeracy development in the school. A total of eight primary schools are being dually supported through both the Low SES and Literacy and Numeracy National

Partnership.

- In February 2011, a significant evaluation of the Literacy and Numeracy support to the 62 primary schools involved in 2010 and previous was undertaken and results available in April 2011. The leadership teams of each school as well as the key literacy and numeracy teachers were surveyed about a range of aspects of the support provided. The results indicate extremely positive feedback from all groups. Feedback from the country schools involved indicated overwhelming support. All schools felt that the process which focussed on whole school communication and improvement was an important and sustainable one. The frequency and visits by the School Support Consultants was identified as important. Additional support through teacher relief and for special literacy and numeracy projects was also identified as a positive of National Partnership support.
- An evaluation of the “**Making the Links**” project being conducted in collaboration with the University of Western Australia in eight secondary schools also indicated positive outcomes in literacy, especially where the processes were integrated across learning areas. This evaluation became available in March 2011 and is available on the University’s website. This has prompted a continuation of this program in 2012 with a cross learning area approach being encouraged in all schools.
- Twelve 7 – 12 schools received Numeracy support with a focus on Years 7-9. Schools prepared numeracy plans which focussed on specific aspects of numeracy and were funded to implement these plans. Six monthly reports were prepared for the project manager. Interventions included accessing professional development, visits to other school and collegial mentoring, specific instructional strategies, appointment of a key numeracy person in the school and teacher relief for numeracy planning.

Independent Sector (AISWA)

- A further 23 began receiving Literacy and Numeracy support from 2011 for the Independent sector. AISWA is now supporting a total of 44 schools under the Literacy and Numeracy National Partnership.

Effective and Evidence-Based Teaching

- A total of nine consultants provided coaching and in-class support with regards to explicit teaching strategies and have worked across the school to create an understanding of what explicit teaching looks like and to use this understanding as the basis for coaching conversations.
- In-school coaching has focused on differentiation, literacy blocks, guided reading, programming and planning, comprehension, learning intentions, success criteria and test literacy.
- Facilitation and coaching on specific resources has occurred during this reporting period including: **First Steps in Mathematics** and **Words Their Way**.
- National Partnership Literacy and Numeracy consultants have begun working with schools to build their understanding of **Professional Learning Teams** and to build school capacity to base decisions on evidence and work through an inquiry cycle to build quality teaching in classrooms.
- Supported schools to develop whole school approaches to analysing data, literacy and numeracy approaches and programming.

Whole School Planning

- Whole School Literacy and numeracy plans developed to integrate learning across the school. The Literacy and Numeracy Consultants have developed professional learning teams (PLTs) in schools to develop teacher leaders to facilitate this improvement process for the future. Whole School plans have begun work in the areas of reading, writing, literacy and numeracy. The approach we have to the Whole School Planning is to support through workshop sessions presented each term. The National Partnership Consultant supports in between sessions through facilitating the PLT work.
- Literacy and Numeracy Consultants have provided support in the classroom to reflect effective whole school approaches.
- Coaching leaders around the accountability of whole school plans to determine that the plans are being demonstrated in explicit teaching.

Use and Interpreting Data

- Used the data analysis ‘**Appraise**’ software as a pivotal role in whole school planning and assisting and supporting data analysis and interpretation to enable the PLT to research and devise best practice based evidence-based decisions.

- Nulsen Primary School;
 - South Hedland Primary School;
 - South Newman Primary School; and
 - Tranby Primary School.
- The Literacy and Numeracy National Partnership Monitoring Review now includes questions specifically for Focus Schools. Their responses to the Term 2 2011 Monitoring Review are summarised in the following table:

The extent to which Literacy and Numeracy National Partnership Focus Schools have achieved:	
Literacy and numeracy improvement activities that specifically target the needs of Aboriginal Students	100% achieved
Personalised learning strategies for Aboriginal students	12.5% limited progress
	25% fair progress
	62.5% good progress
A school-community partnership agreement	37% limited progress
	37% fair progress
	12.5% good progress
	12.5% achieved
An evidence-based attendance strategy developed in consultation with parents and the Aboriginal and Torres Strait Islander community.	12.5% not applicable
	25% fair progress
	37.5% good progress
	12.5% achieved
A whole-of-school approach to the teaching and learning of Standard Australian English literacy and numeracy	12.5% not applicable
	25% fair progress
	62.5% good progress
Teachers and education workers participation in professional learning by June 2011 to support a whole-of-school approach to the teaching of Standard Australian English literacy and numeracy	12.5% not applicable
	25% fair progress
	50% good progress
	12.5% achieved
School principal participation in a leadership program to assist them to lead improvement in the learning outcomes of Aboriginal students	25% fair progress
	50% good progress
	25% achieved
School operations are tailored to meet the needs of the local Aboriginal community	25% fair progress
	50% good progress
	25% achieved

Catholic Sector (CEOWA)

- For CEOWA schools, four schools amongst the Literacy and Numeracy National Partnership schools, were Kimberley schools with high Aboriginal enrolments. The total Aboriginal enrolment of these schools was 523. Additionally, a related Low SES project also focussed on literacy and numeracy development and support, covering the remaining nine Kimberley schools. The four Aboriginal literacy and numeracy schools adopted a range of strategies including **Reading Recovery (RR)** and **Extending Mathematical Understandings (EMU)**. Support was also provided by a regional literacy and numeracy consultant based at the Broome Office.
- Other schools have Aboriginal students involved, in particular St Joseph's, Moora, St Joseph's, Pinjarra and St Joseph's, Waroona.

Independent Sector (AISWA)

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

Showcase/Exemplary Schools

Government Sector

EAST MADDINGTON PRIMARY SCHOOL

- Located in Perth's eastern suburbs, **East Maddington Primary School** currently has 341 enrolments, including 45 Aboriginal and 84 EAL/D students with 24 languages represented. Enrolments have increased by 25% in the last two years and student transience can affect up to one third of the school population yearly. Attendance is good, with an average of 93% overall and attendance rates of 88.3% for Aboriginal students. The majority of staff is experienced; however some graduates are employed.
- The Literacy and Numeracy National Partnership has enabled the school to deliver specialist support programs across the school. This includes:
 - the appointment of 0.8 FTE Literacy and 0.8 FTE Numeracy and 0.2 FTE EAL/D specialist teachers;
 - the use of specialist support personnel who deliver programs for students with disabilities;
 - First Steps, Guided Reading and MULTILIT are the key literacy and numeracy programs; and
 - EAL/D programs are developed based on monitoring students with the Department's ESL/ESD Progress Maps.
- Through a case-management model the school also works to Assess, Plan and Act, to address literacy and numeracy improvement.
- Assessment involves the learning phase teachers and specialist teachers to identify students at educational risk through a range of methods including NAPLAN, teacher grades, ESL/ESD Progress Maps, On-Entry Assessment and a range of school level assessments. Targeted students are selected in accordance with priorities and include students who may be underperforming. All students, however, who are at risk of not achieving National Minimum Standards in NAPLAN are included.
- The planning element of the case-management model involves:
 - aspirational targets are set at a strategic, operational and individual student level;
 - individual student targets are reviewed each term and target literacy and numeracy outcomes identified as milestones towards achieving strategic targets;
 - specialist teachers are employed to build staff capacity through collaborative planning and assessment sessions, modelling, working shoulder to shoulder and coaching;
 - all teaching staff to participate in collaborative planning and assessment sessions with their learning phase teams and specialist teachers every fortnight and at the end of each term;
 - case-management of classroom planning and differentiation through the planning for cross setting according to case-management plans. The efficient allocation of resources such as education assistants or the support of specialist teachers ensures that students who are identified as achieving below National Minimum Standards are separated into smaller groups, resulting in a smaller ratio of teacher to students;
 - looping which is achieved through split grades and cross setting;
 - identification of students who are below or potentially below National Minimum Standard in Reading are included in the MULTILIT program which involves one on one tutoring three to four times a week.; and
 - capacity building achieved through Education Assistants and the AIEO being trained in MULTILIT and Guided Reading. Whole school staff have participated in data analysis and target setting workshops.
- Through the action process of the case-management model the school undertakes:
 - teaching and learning programs linked to targeted students and target outcomes for each term;
 - team work to achieve targets;
 - ongoing monitoring and review through collaborative sessions;
 - differentiated curriculum for different cohorts e.g. MULTILIT, extension, cross setting; and
 - planning and assessment cycles review targets and adjust teaching strategies as appropriate.
- Outcomes of this model to date include:
 - the transfer of strategic targets to classroom and individual student targets has ensured that the curriculum is effectively differentiated to achieve milestones and term targets;
 - a team approach ensures there is collective ownership when deciding the most appropriate strategies to achieve set targets and how best to link various programs and support;
 - capacity is being built across all staff;
 - identified students at risk are receiving individual tutoring using the MULTILIT program and are demonstrating

significant reading progress; and

- o planning and assessment cycles each term ensure accountability.

BEECHBORO PRIMARY SCHOOL

- **Beechboro Primary School** is situated in the North Metropolitan Education region of Western Australia. It has 509 students enrolled. It has a low SEI index of 97.03 with over 75% of the students from culturally and linguistically diverse (CALD) backgrounds. 151 students have been identified as having EAL/D language learning needs. Beechboro PS provides a range of educational learning experiences for 509 students from Kindergarten to Year 7.
- Beechboro PS is a dynamic school which embraces its diversity. It provides an intercultural and inclusive environment for students, staff and the community. A wide range of specialist programs and staff ensure the curriculum is accessible to all students.
- The Literacy and Numeracy National Partnership has enabled the school to deliver a Specialist Literacy program across the school facilitated by a fulltime Literacy Specialist Teacher.
- Other specialists are provided in the following areas: Languages/Indonesian, Physical Education, Music, Art, Primary Extension and Challenge/JETS, Aboriginal Tutorial Assistance Scheme, Commonwealth Literacy and Numeracy Program, and Science.
- EAL/D Specialist support personnel, two English as a Second Language Teachers and three Ethnic Assistants fluent in a total of ten different languages. Specialist staff deliver appropriate two-way learning programs to Aboriginal and Torres Strait Islander students. Additionally, specialist support personnel and programs for Students with Disabilities and Education Support students are provided.
- Whole-school improvement targets for NAPLAN results; a focus on the teaching of core literacy and numeracy skills; and a case-management approach for students at risk of falling below National Minimum Standards.
- Beechboro PS utilises the on-entry diagnostic tool in Pre-Primary to identify students for whom a specific case-management plan is required. This process assists teachers to make professional judgements for early intervention of students who fail to make progress in the first year of school.
- The Literacy and Numeracy National Partnership Professional Support Officer and Consultant Principal worked with school personnel to analyse the 2009 and 2010 NAPLAN data and identified and set targets for groups of students who were at risk of not performing to their individual potential (either on/just below/just above National Minimum Standards).
- The Literacy Specialist Teacher withdrew identified students to diagnose and develop case-management plans and programmes. The Literacy Specialist Teacher also worked with targeted groups to deliver explicit teaching.
- An innovative action research project to improve outcomes for EAL/D students has been initiated with assistance of the National Partnership EAL/D Officer. This project was initiated in response to a lowering in the Year 5 and Year 7 Literacy results in the NAPLAN tests which was deemed to be a consequence of students' increasing difficulty with cognitive and academic language.
- Beechboro PS has an EAL/D Specialist Teacher and an established EAL/D program and presence in the school.
- The action research project is building on the success of this program as a basis from which to train the whole staff in the Teaching ESL Students in Mainstream Classrooms course (developed by Department of Education and Children's Services, South Australia).
- The school EAL/D Specialist Teacher and the Literacy and Numeracy National Partnership team EAL/D Officer have conducted a pre-course survey of school staff to determine their level of knowledge and current use of the Australian Curriculum. Staff have completed five of the nine workshops in the course.
- The school has used some of its Literacy and Numeracy National Partnership funding to buy course workbooks and has dedicated three staff development days to the professional learning.
- As a result course content has been well received and part-time teachers are volunteering to attend the course, despite not being rostered for duty. Teachers have also indicated that they are already using some of the strategies and materials. Staff are also consulting with the EAL/D Specialist Teacher on implementation of the pedagogy and methodology of the course. A number of teachers have opted to complete extension activities and/or work towards full accreditation for the course.
- A key driver of the action research project is that the Australian English Curriculum is premised on the same model of English language teaching and learning. Staff are enthusiastic about their developing familiarity with the Australian Curriculum and their growing confidence to implement it from 2012.

ROCKINGHAM LAKES PRIMARY SCHOOL

- **Rockingham Lakes Primary School** is situated in the South Metropolitan Education region of Western Australia. The school caters for children from low to medium socio-economic backgrounds and has a transient population due to the high number of naval families and rental houses in the area. A third of the school's 653 students are identified as Students at Educational Risk (SAER). Rockingham Lakes PS shares its campus with Peel Language Development School (PLDS).
- In the years before the Literacy and Numeracy National Partnership, School Reviews identified Rockingham Lakes PS as performing below expected in mathematics. Analysis of NAPLAN data identified that the students needed to improve their basic numeracy facts and mental maths.
- A Numeracy Improvement Plan was developed that focussed on **Mental Maths Strategies** and the delivery of a balanced mathematics curriculum: number, measurement, geometry, statistics and probability. The Numeracy Plan was initiated when the Numeracy Specialist Teacher modelled Mental Maths Strategies in all classrooms and created a set of posters for each class.
- The school's Partnership funding was utilised to augment the school's Numeracy Improvement Plan and to further develop the whole-school focus on Mental Maths Strategies. The funding was used to buy time and/or resources to:
 - develop whole-school Curriculum Plans. The teaching pointers came from the Department's K-7 Syllabus documents and from an analysis of NAPLAN data which identified student needs. The school leadership team presented professional learning to explain the plans to teachers of each year level;
 - enable the leadership team to present Mental Maths Strategies professional learning in the form of "How Did You Do It?" sessions and modelled how to use Rockingham Lakes PS Numeracy posters as a teaching resource;
 - present three parent information sessions which informed parents on the language and purpose of the strategies and provided them with mental math strategy handbooks;
 - enable the specialist teachers and Deputy Principal to work side-by-side with staff in their classrooms and to model the strategies and numeracy centres;
 - provide one-on-one time with new staff and supported them implementing the strategies in their classroom;
 - organise common DOTT time within cohorts so that staff could collaboratively plan and share resources including maths centres;
 - enable teachers to be paired up to observe each other's implementation and teaching of the strategies; and
 - **Create Messy Maths Boxes** to help with the hands-on learning aspect of the Mental Maths Strategies. The leadership team presented professional learning on the implementation of the boxes and teachers were expected to share experiences at the next staff meeting. Parents who were involved in the creation of the boxes were informally up skilled by the leadership team on the benefits of the boxes.
- The capacities of staff improved at various rates and the leadership team realised that there was a need to differentiate the learning for the staff. Using a school constructed teacher survey, the leadership team obtained feedback on what the staff needed and what they would like information on in the forthcoming professional learning sessions. It became clear that some teachers wanted to take their student's learning to the next level, so the leadership team collaborated with them to create some "How Did You Do It?" resources and a self-assessing rubric. These tools enabled staff to conference with their students and helped students to set goals for their numeracy learning.
- As a result of the maths strategies the whole school is fully immersed in the metalanguage of mental maths strategies. Numeracy centres, explicit teaching, hands-on resources and collaborative practices are happening from K-7. During explicit teaching sessions, discussion about the strategies and the language used has become the norm. Instructional strategies are apparent in classes and the differentiated curriculum has become embedded.
- The school has also reported increased parental involvement in numeracy learning e.g. How do I help child with their homework? What language should I be using?
- Even though mental maths strategies were the focus, the school curriculum plans ensured the implementation of a balanced numeracy curriculum e.g. number, measurement, geometry, statistics and probability.
- As a result of improved instructional leadership the school has reported more effective school timetable structures that support teachers collaborating and developing stronger ownership of whole-school approaches.
- Effectiveness of the maths strategy was demonstrated in the 2010 NAPLAN results and the school exceeded the 2010 Literacy and Numeracy National Partnership targets.
- Progress and change management processes were acknowledged when the school featured in *The Australian* newspaper and was visited by Senator Jacinta Collins, Parliamentary Secretary for School Education. Staff from the

region and from other Literacy and Numeracy National Partnership schools have visited to observe the whole-school implementation of numeracy centres and to learn about the resources developed.

Catholic Sector (CEOWA)

ST BRIGID'S SCHOOL, COLLIE

- **St Brigid's Collie** is a co-educational Catholic Primary school from Kindergarten to Year 7. The school became part of the National Partnership in October of 2009, receiving significant support from a School Support Consultant (SSC) as well as financial assistance for support activities. Using this support, the school is undertaking their second investigation which is targeted at improving outcomes for all their students.
- In Term 4, 2010 the leadership team and the teachers began analysing their classroom, school level and NAPLAN data. Other data collection sources were also considered in the whole school reflection process. Data sources included Pat R testing, Waddington testing and specifically focussed class assessments. After teachers had reflected on the implications of the data analysis (such as patterns across the school, areas of least/greatest success) a decision was made to investigate reading comprehension, with particular emphasis on investigating the content, pedagogy and assessment tasks that would allow all students to progress at the expected rate. Of particular importance was the data from the early years' assessment which showed that students were beginning schooling below expected levels and those students in the middle and upper levels were making less than expected progress.
- Teachers collaborated to word their school improvement focus as an inquiry question:
 - How do we ensure that all students have the necessary reading strategies to comprehend a wide range of text effectively?
- This forms the bases of their current investigation.

Early Intervention

- After analysis of the PIPS data over a two year period, it was discovered that generally the students were entering Year 1 well below the state average in their literacy and numeracy skills so strategies were put in place to assist the development of our Pre-primary students. At the **Kindergarten Open Day** at the beginning of this year, parents were informed in a group setting of the importance of reading to their children from an early age and for the parents to aim at developing a passion for reading within their children. They were given copies of the book "Your Child's First Year at School" to support them in helping them give their children the best possible start to their schooling. Time was set aside during the Pre-kindergarten program for the children to visit the library to borrow books and the librarian modelled reading to the children each week for the parents. Hundreds of early readers were purchased by the school and made available for the Kindergarten and Pre-primary students to borrow each day.
- The school has also been one of the founding groups to join the Smith Family Organisation in Collie which offers the **Let's Read program**. Let's Read provides free to families books to children at 12 months, 18 months and three and a half years.
- The school also employed an additional Teacher Assistant to work in the Pre-primary classroom with the aim of supporting literacy and numeracy development because evidence suggests that early intervention helps students to achieve their best outcomes.
- Teachers began their investigation by inquiring into the content, resources, instruction and assessment practices currently in place for their year levels. By initially considering teachers' own key beliefs about how reading comprehension should be reflected in student language and behaviours, teachers were able to further investigate how this would look at different developmental stages and how the curriculum needed to be differentiated to cater to a variety of needs. Through considered professional reading and enhanced personal knowledge, teachers were able to develop their own definitions and key indicators of how this would look at St. Brigid's School. As all agreed that good teaching is the most important factor in student learning, teachers also decided to take part in classroom visits during reading time, to better understand how reading comprehension is taught and assessed at St Brigid's. These visits were very specifically designed to allow collegial support and extend individual teacher's repertoire of skills. The leadership team offered relief for these visits and allowed time for reflection between teachers.
- Staff identified some pattern to further explore, e.g. Not everyone was using the same continuum of learning to inform content, content for their instruction did not include the full range of inferential reading knowledge that students would need for deep comprehension. They also wrote questions that they needed answered during the course of their investigation. These were then classified under Content, Pedagogy and Students.
- In planning their way forward from here the **Co-ordinator of Professional Learning**, facilitated the research into the effective comprehension strategies and effective teaching and assessment linked to the Curriculum Frameworks,

Australian Curriculum and teachers key beliefs about reading, (which is developing as the investigation continues). An important factor highlighted was the need for consistent assessments and how this would translate into targeted teaching. Considerable time was spent on comparing work samples from identical activities completed in different year levels and a checklist of consistent assessment criteria developed.

- Staff professional development has also been used to enhance the understanding of how to teach reading comprehension and developed a range of collaborative learning structures using Dr Spencer Kagan's models to support a differentiated curriculum. All staff have completed the first two days of the five day training course. The key to Kagan's strategies that are used in 32 countries is engagement. Kagan provides teachers with more than a hundred structures that can be used by teachers and are designed to maximise student involvement which encourages: higher order thinking, a wider vocabulary, public speaking opportunities, increased confidence and a positive classroom environment.
- As a result, St Brigid's has created their own **Continuum of learning for Reading Comprehension**, developed a bank of effective teaching strategies and learning tasks for their students. Once they were confident of their decisions they began the process of trialling and refining their decisions. For example, a decision has been made to trial the Continuum of learning and Guided Reading. They are also continuing to work on a variety of formative assessments to assist teachers in teaching students at their point of need and to evaluate the effectiveness of their investigation.
- To support this process, the school is using their Key Teacher Literacy who is supported and trained by specialist learning consultants from CEO. They are undertaking shoulder to shoulder learning where by teachers' plan together using the Continuum of Learning, develop formative assessments, teach while being watched, discuss and review lessons and plan for future success. Positive feedback from teachers has continued as they feel that this process has allowed them to work and grow together in their professional knowledge and pedagogy. Support of such specific action learning/reviewing and co-ordination via consultants and key teachers is vital for success. It is through a process which allows all staff to make valued contribution in a non-threatening professional forum that programs specifically targeted to student needs have been developed and implemented.
- As teachers transfer the knowledge and skills they have acquired through the first six months of the investigation into the classroom the focus shifts to one of monitoring and collecting evidence about how successful their initiatives have been. Based on data from their 2010 investigation they would expect to see a higher percentage of students in the middle and upper bands.

(Footnote; A similar model is being implemented in all 73 National Partnership Literacy and Numeracy schools as well as being extended more widely to the remaining 40 K-7 schools in the Catholic system.)

Independent Sector (AISWA)

MARANATHA CHRISTIAN COLLEGE

- In the reform area pertaining to evidence-based literacy and numeracy teaching and whole school engagement, the key strategic activity of targeted professional learning with follow-up coaching and support have been effective. The engagement of leaders and teachers in the reflecting, reviewing and refining their practice in line with student need determined from the data, external input and coaching by the National Partnership consultant has resulted in both qualitative and quantitative data indicating that this is an effective strategy. Further to this, the process has developed teacher capacity which is now having a demonstrable impact on the wider teaching staff. Through the development of **Professional Learning Teams** (PLTs) the whole Junior School Staff are now utilising two staff meetings out of every four to inquiring into effective practice and implementing instructional changes. The School's strategic plan requires the Junior School to improve reading outcomes for students.
- **Maranatha Christian College** (MCC) is a K-12 co-educational school located south of Perth. Providing a faith-based education it caters for approximately 700 students in the Rockingham region. The work of National Partnerships Literacy and Numeracy has been focused in the Junior School, with an emphasis on **Guided Reading** at the outset of the Partnership. Although able to attract and retain quality teachers, some practices have been left in place without critique until the work of National Partnership began. Lead by a proactive and positive leadership team, MCC has engaged in many of the key strategic activities of the Partnership to develop teaching practices and leadership skills within the School in order to improve outcomes for students.
- Key strategic activities:
 - Professional learning in regard to content and pedagogical knowledge;
 - Ongoing teacher coaching and development in reading through the National Partnership Consultant;
 - Trialling effective assessment tools such as the Informal Prose Inventory;
 - Test Literacy development;

- Leadership involvement in the Strategic Leadership course, and postgraduate study;
 - Coaching and development of a teacher leader;
 - Planning for the development of Professional Learning Teams; and
 - Coaching Leadership.
- The work of the National Partnership at MCC is a success story and highlights what is possible when the school and National Partnership truly work in partnership. Initially, the work related to coaching of teachers in classrooms which was effective in some cases, but not really sustainable. An outcome of this work was that a highly effective teacher was identified, with the will and motivation to become a teacher leader. In collaboration with leadership a pathway was planned for this teacher and a more sustainable model emerged. Below is an account of this work to date.
 - The Junior School Professional Learning Team (PLT) is being facilitated the key teacher with the support of the National Partnership Consultant as coach and guide. Professional learning through a workshop with Andrea Hillbrick and the text, Leading Professional Learning Teams by Susan Sather have both provided the research base and practical strategies to implement this with the Junior School staff. Initially, time was spent developing the climate and parameters under which the PLT would operate. Underpinning values, behaviours and expectations were all clarified before embarking on the first improvement cycle.
 - The first stage of the cycle required interrogation of the current performance data for reading to identify the student need. With the need identified, the PLT investigated current research related to effective teaching practice. Using the research, the PLT analysed their own teaching practices to see if there was an area not being addressed or in need of improvement. The PLT constructed their own 'Effective Practices in the teaching of reading' reflective tool and use this to self-evaluate performance. Collation of this information allowed the teachers to decide on a particular teaching practice and develop a strategy related to the student need. The strategy was then implemented using an action research planner. The PLT determined their own accountability measures and the where the National Partnership Consultant was needed to assist in implementation. Pre and post assessment measures were part of the implementation phase in order to see if the chosen strategy was effective.
 - Although this cycle is still in action the shift in teacher thinking about effective practice is marked. Teachers are now questioning practices once held dear as the data does not necessarily support their use. A willingness to try new strategies is emerging and sharing of effective practice is taking place. Further to this, staff are embarking on whole of Junior School approaches to an identified area of weakness in student performance. So whilst coaching of teachers by the National Partnership Consultant in the early days of the partnership was effective, this teacher collaborative work has the potential to be far more sustainable and lead to greater improvement over time.

Part 2 - Milestones in Progress Report - (Achieved 1 January to 30 June 2011)

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
<p><u>Training Schools Residency Program</u></p> <ul style="list-style-type: none"> • Service Agreement signed by Department of Education and Edith Cowan University to implement the Training Schools Residency Program. (D) • 59 graduates from 2010 new/better pathways. • 16 Training Schools established in 2011. (D, C) • 70 Diploma of Education pre-service teachers commence through new/better pathways 2011. (D, C) • 15 Site Directors appointed; all whom are highly accomplished teachers. (D, C) • 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. (D) • Scholarships for 2012 advertised. (D) • Tender for Training Schools 2012 and 2013 prepared. 	<ul style="list-style-type: none"> • Service Agreement has been signed by the Department of Education and Edith Cowan University to implement the Training Schools Residency Program. • 46 Departmental residency interns graduated. • 17 Training Schools were established with a total of 56 Departmental residency interns commencing the Program in 2011. • CEO has established three training schools in partnership with Edith Cowan University; two with University of Notre Dame; and one with Curtin University. • For CEOWA, across the schools listed above, 20 Dip Ed (from a base of 30 Certificate students who commenced the year) students were involved in Semester 1 with a similar number expected for Semester 2. • 16 Site Directors were trained and appointed in 2010 and continue in 2011. • One Site Director appointed in each of the six CEOWA schools; Time allowance and training provided by universities • 79 mentor teachers were trained in 2010, with an additional 20 in 2011. Each residency intern was allocated a mentor. • Scholarships available from October 2011. • A request for Tender for Phase 2 of the Training Schools (Residency) Program was completed. 		

<p><u>Up skilling School Support Staff</u></p> <ul style="list-style-type: none"> • Demonstration stage for public school support staff – 50 participants commence the up-skilling program, March 2011. • Evaluation of demonstration stage undertaken June/July 2011. • Expansion of up-skilling program (in total 200 across Catholics and Department). 	<p><u>Demonstration Stage – 20 week program.</u></p> <ul style="list-style-type: none"> • 50 participants selected for the March 2011 cohort. • 47 participants commenced. • 37 completed: 23 metro and 14 regional. • Evaluation report received in September 2011. • Expansion of the up-skilling program commenced in July 2011. • Science and Mathematics up-skilling for teachers in Catholic schools was provided to about 40 teachers in the first 6 months. Further sessions will occur in 2nd semester and the anticipated number will be over 60 for the year. 		
<p><u>Specialist Coaching</u></p> <ul style="list-style-type: none"> • 80% retention rate of Bachelor of Education Conversion Course graduates. (D) • Evaluation of the Specialist Coaching Project complete. • CEOWA Specialist Coaches initiative. (C) • 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. (I) 	<ul style="list-style-type: none"> • 38 of 40 participants (95%) retained in schools. • An interim evaluation report of the Specialist Coaching Project was completed in August 2011. • The Mentor program has expanded. A specialist primary and secondary mentor have been appointed. Key teachers in schools are progressively being trained in a partnership with the University of Notre Dame. In the first six months approximately 12 mentors trained. Further training will occur in Semester 2. • Independent Sector - 11 teachers have been trained as facilitators of EPICT and 19 schools are participating in this project. This is a two year project which commenced towards the end of 2010. 		
<p><u>Enhanced Career Path for Teachers (review of Level 3 Classroom Teacher Program)</u></p> <ul style="list-style-type: none"> • Transition planning underway to align to the National Professional Standards for Teachers. (D) • Options developed to improve distribution of exemplary teachers to disadvantaged schools. (D) 	<ul style="list-style-type: none"> • Implementation planning and activities to progress the transition to the new Standards are underway in the context of professional learning, policy inclusion and awareness raising. • A proposal to trial a new specialist teacher position (Consultant Teacher) for nominated low SES schools has been developed and approved for implementation. 		
<p><u>Mentor / Expert Teacher Program (C) (I)</u></p> <ul style="list-style-type: none"> • 60 teachers participate in training sessions in up skilling in Science and Maths teaching. Six sessions will be held in regional centres. (C) 	<ul style="list-style-type: none"> • Three ICT Mentors are working with 11 facilitators to support them with the EPICT training in schools. The mentors have conducted four visits to schools to support the use of EPICT. • As mentioned above, approx. 30 teachers attended sessions in 1st semester; a further min. of 30 to 40 will attend in Semester 2. Subject to demand, sessions are planned for Perth, Geraldton and Bunbury with country participants flown to Perth from other locations; 		

<ul style="list-style-type: none"> • Three Information and Communications Technology (ICT) mentors and expert teachers to work with cluster schools. (I) • 41 teachers participate in ICT training in cluster groups. (I) • 150 teachers undertake ICT training. (I) 	<p>programme expanded to include senior secondary courses and Year 7 teachers.</p> <ul style="list-style-type: none"> • Whole group workshops with the facilitators have occurred during this reporting period to extending their knowledge of ICT usage. • 65 teachers are participating in the project to date. • On-line mentoring has been provided to the facilitators to support enhancements made to the training material. • 210 teachers have been trained so far. 		
<p><u>Incentives package developed, including agreement regarding industrial conditions</u></p> <ul style="list-style-type: none"> • Incentives package developed and submitted to central agencies for endorsement. (D) 	<ul style="list-style-type: none"> • The incentives package proposal was developed and submitted to the Department of the Premier and Cabinet and is under consideration. 		
<p><u>Principals professional development/ flexibilities</u></p> <ul style="list-style-type: none"> • Preliminary planning undertaken in relation to establishment of school networks. (D) • A further 64 Independent Public Schools established in 2011. (D) • IPS school principals are provided with targeted support in relation to increase operational flexibility. (D) • 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 National Partnership responsibilities. (C) • Leadership Strategy commenced. (C) • Partnership established with two universities to provide customised leadership professional learning for AISWA schools. (I) 	<ul style="list-style-type: none"> • Up to 75 school networks in eight educational regions across the State, are in the process of being established • An additional 64 Independent Public Schools were established in 2011. • All 64 Principals were provided comprehensive professional development and support to increase operational flexibility. • Two additional Executive Principals have been working with four schools to develop leadership capacity; all four executive principals have been working with schools re: literacy and numeracy and Quality Catholic Schooling (QCS). • The Leadership Program for emerging as aspiring leaders continued in 2011; linked closely to executive principal and QCS initiatives; Aboriginal Leadership program planned in early 2011 for delivery in mid 2011. • Independent Sector - AISWA have established a partnership with University of Western Australia and Edith Cowan University. In this reporting period AISWA enrolled 15 additional leaders in University of Western Australia Graduate Diploma in Educational Leadership and 11 additional leaders enrolled in Edith Cowan University Graduate Certificate in Educational Leadership. AISWA are supporting approximately 40 leaders to achieve post-graduate qualifications. 		

Section 5 – Milestone Reporting

Low SES School Communities National Partnership

Part 2 - Milestones in Progress Report - (Achieved 1 January to 30 June 2011)

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
<p><u>School Plans</u></p> <ul style="list-style-type: none"> Operational school partnership plans have been developed and endorsed by the Department of Education. (76) Operational school partnership plans have been developed and endorsed by the CEOWA. (27) Metropolitan and Aboriginal Independent school communities' partnership plans have been developed and endorsed by the Association of Independent Schools of WA. (26) 	<ul style="list-style-type: none"> 62 (up to June 2011) school partnership plans have been developed, endorsed by the and placed on Department website.. School Level Plans developed for 28 Catholic schools (St Clare's School, Lathlain added officially in early 2011); all plans on school and CEOWA website. School Level Plans developed for 26 Independent schools; all plans on AISWA website. 		
GOVERNMENT SECTOR			
<p><u>Attracting and retaining principals and teachers and paraprofessionals*</u></p> <ul style="list-style-type: none"> Introduction of an attraction and retention benefits and strategies to highly skilled principals and teachers in Low SES school communities. (1) <p>(*Note: Supported by system wide initiative)</p>	<ul style="list-style-type: none"> Not achieved. 	<ul style="list-style-type: none"> Agreement to utilise the provision of an ARB have not been struck as of 1 September 2011. Package requires central agency approval. 	<ul style="list-style-type: none"> 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.

<p><u>Extended Service School Models</u></p> <ul style="list-style-type: none"> Schools implement a range of extended services and support programs for the school community and broker a range of services for student and families within the school context. (8) 	<ul style="list-style-type: none"> Eight schools rate their progress to providing access the extended services as 'excellent'. A further 14 schools report 'good' progress in extended services. 		
<p><u>Enhanced parent engagement and community partnerships</u></p> <ul style="list-style-type: none"> Schools implement a range of strategies to enhance parent and community engagement in schooling and build effective partnerships to enhance student learning. (39) 	<ul style="list-style-type: none"> 34 schools reported good to excellent progress in the implementation of engagement strategies. A further eight school report the implementation of a limited range of engagement strategies however report 'limited' progress. 		
<p><u>Increased school autonomy and local planning</u></p> <ul style="list-style-type: none"> School adopt innovative governance models including transition to Independent Public Schools. (6) 	<ul style="list-style-type: none"> Eight Low SES National Partnership schools have achieved Independent Public School status. Of note is a further five schools will achieve IPS status by 2013. 		
<p><u>Leadership and Planning capacity</u></p> <ul style="list-style-type: none"> Leadership capacity in low SES school communities enhanced by delivering by mentoring and coaching, additional professional support and professional networks. (11) 	<ul style="list-style-type: none"> 12 low SES schools report enhanced arrangements by delivering mentoring and coaching through the provision of mentor principals or executive principals to support existing leadership structures and operations. 		
<p><u>School operational arrangements encourage innovation and flexibility</u></p> <ul style="list-style-type: none"> New school operational arrangements are developed to support innovation (i.e. flexible school hours, smaller class sizes or after-hours programs). (11) 	<ul style="list-style-type: none"> 17 schools reported good to excellent progress towards the implementation of flexible arrangements to support innovation. 		
<p><u>School accountability</u></p> <ul style="list-style-type: none"> School accountability is strengthened to ensure that schools continuously collect reliable data, and analyse and improve their interpretation of the data and improve reporting of the school's performance to parents and plan for improvement. (14) 	<ul style="list-style-type: none"> 30 low SES school reported good to excellent progress collecting reliable data, and analyse and improve their interpretation of the data to improve reporting performance. 		

<p><u>Early years strategies</u></p> <ul style="list-style-type: none"> • Early years strategies (0 to 4 years) are implemented to focus specifically on health, development and learning needs and to strengthen relationships between communities, families and schools. (16) 	<ul style="list-style-type: none"> • Significant progress has been made in this area. 20 schools reported good to excellent progress towards the implementation of early year strategies prior to formal schooling. 		
<p><u>Schools adopt innovative teaching and learning strategies to support literacy and numeracy achievement</u></p> <ul style="list-style-type: none"> • Leadership and planning reflects whole of school literacy and numeracy incorporating school level and classroom improvement strategies. Schools implement innovative approaches to monitoring student progress including case management to link different services to meet the needs of the student. • Schools adopt evidence based teaching and learning approaches. (36) 	<ul style="list-style-type: none"> • 45 schools reported progress and the implementation of innovative approaches to monitoring student progress. • 22 schools reported good to excellent progress toward improved literacy outcomes. • 17 schools reported good to excellent progress toward improved numeracy outcomes. 		
<p><u>Innovative approaches aimed at improving literacy and numeracy achievement Aboriginal students</u></p> <ul style="list-style-type: none"> • Improved outcomes for Aboriginal students are enhanced through new and enhanced strategies. (33) 	<ul style="list-style-type: none"> • 44 schools reported funded National Partnership activities targeting improved literacy and numeracy outcomes for Aboriginal students. 		
<p><u>Attendance, engagement and well being strategies</u></p> <ul style="list-style-type: none"> • Attendance, engagement and pastoral care strategies are put in place to encourage students to attend regularly and provide additional support to those students at risk. (30) 	<ul style="list-style-type: none"> • 33 schools reported reasonable to excellent progress in activities targeting attendance and well being to support students at risk. 		
<p><u>Innovative approaches aimed at improving outcomes for student with diverse learning needs</u></p> <ul style="list-style-type: none"> • Improved outcomes for students with disabilities and additional learning needs and enhanced through new and enhanced strategies. (16) 	<ul style="list-style-type: none"> • 46 schools reported strategies specifically targeting students with ESL/ESD, students with disabilities or students with additional needs. 		

<p><u>Improved Student Transitions</u></p> <ul style="list-style-type: none"> Strategies aimed at improving transition through phases of schooling and to work. (5) 	<ul style="list-style-type: none"> Five schools have reported strategies to support transition with excellent progress in this area. 		
CATHOLIC SECTOR			
<p><u>Promoting Alternate Thinking Skills (PATHS)</u></p> <ul style="list-style-type: none"> Effective discipline and classroom management strategies are implemented to underpin improvements in student learning through kits being distributed and Broome-based Consultant assisting and training teachers. (13) 	<ul style="list-style-type: none"> FTE consultant continued to work with 13 Kimberley schools; kits in all schools and regular visits occur for support and staff training in all schools; Professional Development and conference opportunities provided to consultant. 		
<p><u>Extending Bluearth Program</u></p> <ul style="list-style-type: none"> Students' social, emotional, self discipline, resiliency, fitness and attendance is increased, through the expansion of the Bluearth Program and additional staff trained by Bluearth coaches. (23) 	<ul style="list-style-type: none"> Bluearth operating in 12 Kimberley schools (withdrawn from Balgo) and 10 Perth/country schools. Fully embedded in most schools and in at least three quarters of schools, leading to higher engagement and resiliency. School coaches have also been trained. 		
<p><u>Senior Secondary Support</u></p> <ul style="list-style-type: none"> Kimberley schools (and Carnarvon) 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: Schools have processes manuals and other resources and copies of courses; Students are enrolled in at least one WACE course; and Deputy Principal is funded to mentor the schools and assist in enrolment and accountability processes. (8) 	<ul style="list-style-type: none"> Program continued but expanded to include a focus on delivery of Curriculum Council course 'English as an Additional Language/Dialect'. In schools like Lurrnpa at Balgo, EAL/D will be contextualised within the Certificate level courses being offered at the soon to be opened Trade Training Centre. Enrolment and Accountability now managed through the CEOWA. 		
<p><u>Up Skilling Aboriginal Teaching Assistants (ATAs)</u></p> <ul style="list-style-type: none"> Upskill 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: A Broome based consultant appointed to assist ATAs in Kimberley schools; 	<ul style="list-style-type: none"> Broome based consultant currently assisting ATAs in 13 Kimberley schools; central consultant in Perth Office also assisting with program training contract formalised with Batchelor Institute in NT to deliver training. Focus on Certificate I courses increasing to Cert III courses. Meeting in Broome has occurred. ATAs are supported in situ by Broome based consultant with regular support in town schools and at least twice a year in remote schools. Focus is on literacy and numeracy support. 		

<ul style="list-style-type: none"> • ATAs visited in schools; • Training negotiations with RTOs in place for certificate level qualifications; and • An ATA conference in Broome is finalised. (13) 			
<p><u>Tracking Students</u></p> <ul style="list-style-type: none"> • Unique identifiers for students in the Kimberley schools are allocated and processes developed for electronic attendance registration and sharing of information across all schools by 2015. (13) 	<ul style="list-style-type: none"> • This program has been merged in DEEWR Tri-Border program and has expanded to include all 13 Kimberley school; contract signed with RM Aust to provide MAZE support portal; two training sessions provided to Kimberley schools in Broome with key consultants. 		
<p><u>Intensified Literacy and Numeracy Support Kimberley schools receive additional literacy and numeracy support through:</u></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. (13) 	<ul style="list-style-type: none"> • Broome based consultants visit schools regularly and supporting literacy and numeracy development; based largely on the Collaborative Professional Learning model used in Literacy and Numeracy National Partnership schools. All schools develop detailed literacy and numeracy plans which are data informed and addressing the needs of the cohort. Plans for expansion of Reading Recovery to more schools (subject to tutor availability) has occurred. EMU is being used by about five schools. 		
<p><u>Extending the School day and other strategic initiatives</u></p> <ul style="list-style-type: none"> • 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. • Program in 2011 also to include initiatives implemented within school day and supporting school operation. (27) 	<ul style="list-style-type: none"> • This program was expanded in 2011 to include both out-of-school and in-school initiatives. Examples of programs implemented include cultural, musical, computer, additional literacy, sporting, Blueearth and hobby type activities. A youth worker was part funded (also by community funding) in Warmun and an attendance support community member in Lombadina. • The 15 non Kimberley schools implemented a range of activities, many in collaboration with each other. These include community and parent support; literacy and numeracy support; speech therapy partnerships with Curtin University; cultural and social support activities; and one on one literacy support from students at University of Notre Dame. Total number of schools now 28. 		
<p><u>Leadership in Low SES Schools</u></p> <ul style="list-style-type: none"> • The Catholic Education Office builds on current leadership programs to include specific programs to support leaders in low SES school communities, particularly in remote Aboriginal schools. 	<ul style="list-style-type: none"> • An experienced senior director continued work in 2011 with the 13 Kimberley schools. The focus was on building leadership capacity, whole school improvement and developing educational programs which matched the needs of the community and students. A feature of leadership in Catholic schools was the high turnover rate and relative lack of experience. All Kimberley schools have been visited at least two times this year. 		
<p><u>System led literacy and numeracy</u></p> <ul style="list-style-type: none"> • Schools raise the levels of attendance, engagement and literacy and numeracy achievement. 	<ul style="list-style-type: none"> • The Collaborative Professional Learning model underpins all literacy and numeracy intervention. It is characterised by the appointment of a key literacy and key numeracy teacher, development of a detailed literacy and numeracy plan, establishing key lines of discussion and communication within the school and collegiate visits to other schools. • All 28 low SES schools have implemented a range of strategies described above which address issues of engagement, attendance and literacy and numeracy achievement. 		

INDEPENDENT SECTOR			
<p><u>Whole school planning</u></p> <ul style="list-style-type: none"> • 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. (4) 	<ul style="list-style-type: none"> • AISWA have 8 low SES schools participating in the Whole School Planning program. The Low SES consultant is working extensively with these schools to support the planning of their whole school approach to effective literacy and numeracy teaching. 		
<p><u>Effective and evidence-based teaching</u></p> <ul style="list-style-type: none"> • Schools participate in professional learning in teaching practices to improved student learning. • Specialist literacy and numeracy teachers demonstrate effective teaching strategies, observe lessons and provide guidance to the teachers. (13) 	<ul style="list-style-type: none"> • 15 schools have participated in professional learning in teaching practices including, guided reading, literacy teaching, Australian Curriculum implementation support, grammar. • The low SES consultants are supporting schools through coaching and providing in class observations. 	<ul style="list-style-type: none"> • One school has experienced difficulty and may close and has therefore, struggled to participate in the initiative. 	
<p><u>Sharing successful strategies</u></p> <ul style="list-style-type: none"> • Regular forums are conducted to bring schools together to share strategies on improving the engagement of students. (12) 	<ul style="list-style-type: none"> • A symposium was facilitated with all the low SES schools in Broome in March 2011. This enabled school leaders to share successful strategies, network and develop project plans that would improve engagement, attendance and effective teaching. All 26 schools participating in the low SES National Partnership have developed an improvement project which will commence in July 2011. 		
<p><u>Innovative teaching practices</u></p> <ul style="list-style-type: none"> • Schools incorporate innovative practices into their own teaching programs. (5) 	<ul style="list-style-type: none"> • 15 schools have incorporated innovative teaching programs into their own teaching programs. These include author visits to inspire and support students to think creatively, extend their writing and illustrating, encourage participation through music, visual art and multimedia. 		
<p><u>Social and emotional well being</u></p> <ul style="list-style-type: none"> • Teachers participate in appropriate Professional Learning to strengthen skills in dealing with students with social and emotional problems. • Mentors provide models for students with social and emotional problems. (5) 	<ul style="list-style-type: none"> • 18 schools have used the National Partnership funding to better support students' emotional and social wellbeing. The activities include support through restorative behaviour management specialists, psychologist to assist in addressing issues on mental health and classroom behaviours. 		

<p><u>Community Links</u></p> <ul style="list-style-type: none"> Schools access more services offered by community organisations and other service providers. (12) 	<ul style="list-style-type: none"> 17 schools have indicated that they are accessing more services than they have in the past. The discussion between school and community as part of the school/community agreements has enabled the schools to target organisations that address the specific needs of their context. The conversation across schools about the availability of services offered has also been strengthened. 19 AEW's participated in 'train the trainer' Indigenous Parent Factor program in order to facilitate learning in the community around literacy developments in children and how the community can support school and their children as they become literate. 		
<p><u>Classroom Management Skills</u></p> <ul style="list-style-type: none"> Teachers participate in Professional Learning to improve their skills in managing classes. Specialist teachers demonstrate effective teaching and classroom management strategies observe lessons and provide guidance to the teachers. (1) 	<ul style="list-style-type: none"> 16 schools have benefited from Professional Development offered specifically for classroom management skills. In addition to this the schools have implemented lesson observations by visiting consultants and peers using a classroom profiling system. This looks specifically at the interactions between students and teachers as opposed to just lesson content. 		
<p><u>Attendance</u></p> <ul style="list-style-type: none"> Reporting of non-attendance, standardised. (4) 	<ul style="list-style-type: none"> Eight schools have indicated that they have standardised their non-attendance procedures as a result of the recent DET visits. One cluster of schools produced a template that others could follow. The Kimberley Success Zone is currently working towards all Kimberley Schools in all school sectors standardising attendance procedures to address the cases of 'student whereabouts unknown'. Other regions are also showing interest in this initiative. 		
<p><u>Assessment</u></p> <ul style="list-style-type: none"> Professional learning is provided to understand the requirements of NAPLAN assessment, and embed strategies that lead to sustained improvement in student achievement. Support is provided for classroom teachers to provide more accurate feedback to students in relation to their performance. (13) 	<ul style="list-style-type: none"> 17 schools have accessed professional development in the Appraise program offered by AISWA. This has been either directly by the schools existing staff or through visiting AISWA consultants. Visiting consultants to these schools have offered explicit support to staff for analysing all collected classroom data to inform teaching and personalise support to individuals and groups. 		

Section 5 – Milestone Reporting

Literacy and Numeracy National Partnership

Part 2 - Milestones in Progress Report - (Achieved 1 January to 30 June 2011)

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
<p><u>School Plans</u></p> <ul style="list-style-type: none"> 82 school plans developed and endorsed by the Department of Education. 63 Catholic school plans developed and endorsed by the CEOWA. 20 school Literacy and Numeracy school plans developed and endorsed by the AISWA. 	<ul style="list-style-type: none"> 82 school plans were developed endorsed by the and placed on the Department website. 73 School level plans have been developed for Catholic K-7 schools (an additional 11 schools were approved to the original 62 schools. All school level plans are posted on both the individual school and CEOWA websites. School Level Plans developed for 44 Independent schools; all plans on AISWA website. 		
<p>GOVERNMENT Between 68 and 82 schools will implement the following strategies during 2011</p>			
<p>Schools' self-assessment data from the 2011 Term 2 Monitoring Review Framework has been collated to provide the percentage figures in this report. School self-assessments rate the extent to which the school has implemented the milestones on a 5 point scale where:</p> <p>0 = not applicable 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></p> <ul style="list-style-type: none"> Whole-school approaches to learning and teaching founded on sequences of content and instructional practices that are consistent across phases of schooling 	<ul style="list-style-type: none"> Whole-school approaches to learning and teaching have been implemented in all Literacy and Numeracy National Partnership schools. 90% of schools have implemented whole-school approaches to literacy to a considerable or major extent. 68% of schools have implemented whole-school approaches to numeracy to a considerable or major extent. 		
<p><u>Evidence-based interventions</u></p> <ul style="list-style-type: none"> Monitor selected evidence-based intervention strategies on a regular basis to ensure effectiveness in literacy and numeracy teaching for students of all ability levels. 	<ul style="list-style-type: none"> 93% of schools have implemented evidence-based literacy intervention strategies to a considerable or a major extent. 68% of schools have implemented evidence-based numeracy intervention strategies to a considerable or a major extent. 		

<u>Literacy specialist teachers</u> <ul style="list-style-type: none"> 62 schools. 	<ul style="list-style-type: none"> 62 schools have appointed Literacy Specialist Teachers as 1.0FTE or a fractional appointment. 		
<u>Numeracy specialist teachers</u> <ul style="list-style-type: none"> 44 schools. 	<ul style="list-style-type: none"> 44 schools have appointed Numeracy Specialist Teachers as 1.0 FTE or a fractional appointment. 		
<u>Education Assistants – literacy</u> <ul style="list-style-type: none"> 33 schools. 	<ul style="list-style-type: none"> 33 schools have Education Assistants working to support improved student performance in literacy. 		
<u>Education Assistants – numeracy</u> <ul style="list-style-type: none"> 14 schools. 	<ul style="list-style-type: none"> 14 schools have Education Assistants working to support improved student performance in numeracy. 		
<u>Literacy coach</u> <ul style="list-style-type: none"> Three schools. 	<ul style="list-style-type: none"> Literacy Coaches are working effectively in four schools. 		
<u>Numeracy coach</u> <ul style="list-style-type: none"> Three schools. 	<ul style="list-style-type: none"> Numeracy Coaches are working effectively in four schools. 		
<u>Targeted numeracy intervention for individual students</u> <ul style="list-style-type: none"> One school. 	<ul style="list-style-type: none"> One school is participating in the Murdoch University program: Targeted numeracy intervention for individual students. 		
<u>Reading Recovery</u> <ul style="list-style-type: none"> Four schools. 	<ul style="list-style-type: none"> Reading Recovery is utilised in at least four schools. 		
<u>Guided reading</u> <ul style="list-style-type: none"> 32 schools. 	<ul style="list-style-type: none"> At least 70 primary schools have continued to implement Guided Reading. 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. 		
<u>MULTILIT</u> <ul style="list-style-type: none"> Eight schools. 	<ul style="list-style-type: none"> MULTILIT is utilised in at least four schools. 		
<u>Support a reader</u> <ul style="list-style-type: none"> Five schools. 	<ul style="list-style-type: none"> Five schools are implementing the Support a Reader program. 		
<u>Speech and language support</u> 17 schools.	<ul style="list-style-type: none"> At least 17 schools are accessing speech and language support for students with identified needs. 		

<p><u>Developing a repertoire of calculation strategies Years 4 – 7</u></p> <ul style="list-style-type: none"> • 11 schools. 	<ul style="list-style-type: none"> • At least 11 schools are implementing the Calculate Strategies Years 4-7. Numeracy Specialist Teachers have been trained to facilitate the professional learning at the school level. The Numeracy Principal Curriculum Officer is available on request to supports schools to implement the strategies. 		
<p><u>Developing a repertoire of measurement strategies Years 4 – 7</u></p> <ul style="list-style-type: none"> • Four schools. 	<ul style="list-style-type: none"> • The Numeracy Principal Curriculum Officer is available on request to supports at least four schools to implement the measurement strategies Years 4-7. Many Numeracy Specialist Teachers have the capacity and resources to present the professional learning at a school level. 		
<p><u>Developing a repertoire of calculation strategies Years K- 4</u></p> <ul style="list-style-type: none"> • One school. 	<ul style="list-style-type: none"> • One school has implemented the K-4 calculation strategies. This school is collaborating with other Literacy and Numeracy National Partnership schools to share the resources and professional learning. 		
<p><u>Mathletics</u></p> <ul style="list-style-type: none"> • Nine schools. 	<ul style="list-style-type: none"> • Mathletics is utilised in nine schools. 		
<p><u>First Steps in Literacy facilitator training</u></p> <ul style="list-style-type: none"> • Eight schools. 	<ul style="list-style-type: none"> • Eight schools are purchasing First Steps in Literacy facilitator training. All Literacy Specialist Teachers working in Literacy and Numeracy National Partnership schools are able to deliver First Steps Literacy professional learning. 		
<p><u>First Steps in mathematics training</u></p> <ul style="list-style-type: none"> • Three schools. 	<ul style="list-style-type: none"> • Three schools are purchasing First Steps in mathematics training. • The Literacy and Numeracy National Partnership Specialist Teacher professional learning depends on First Step principals and utilises its strategies. 		
<p><u>Online learning and teaching resources</u></p> <ul style="list-style-type: none"> • K-10 teachers explicitly teach skills and knowledge aligned to the Early Childhood (K-3), Middle Childhood (4-7) and Early Adolescence (8-10) English and Mathematics Syllabus scope and sequence statements, supported by online learning and teaching resources relevant to the Primary and Secondary context. 	<ul style="list-style-type: none"> • 78% of schools are utilising online literacy resources to a major or considerable extent. • 70% of schools are utilising online numeracy resources to a major or considerable extent. 		
<p><u>Case-management practices</u></p> <ul style="list-style-type: none"> • Case management practises are used to cater for students achieving at or below the national minimum standard, in particular Aboriginal and Torres Strait Islanders and English as a Second Language/English as a Second Dialect (ESL/ESD) students. 	<ul style="list-style-type: none"> • 100% of schools have implemented case-management approaches. 93% have done so to a major or a considerable extent. 		

<p><u>Early identification</u></p> <ul style="list-style-type: none"> • Early identification of students who, start school behind or fail to make progress in the first years of school 	<ul style="list-style-type: none"> • 100% of schools completed the on-entry assessment for early childhood students in Term 1 2011. • The on-entry assessment resources to support teachers to analyse and utilise the on-entry data continue to be developed and refined. 		
<p><u>Extended services</u></p> <ul style="list-style-type: none"> • Provide effective extended services provided for students with complex needs. 	<ul style="list-style-type: none"> • 85% of schools are providing extended services for students to a major or considerable extent. • 15% of schools are providing extended services for students to some or to a moderate extent. 		
<p><u>Student performance information</u></p> <ul style="list-style-type: none"> • Effectively utilise 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. 	<ul style="list-style-type: none"> • 92% of schools are effectively using student performance information to inform school planning to a major or considerable extent. 		
<p><u>Building instructional leadership capacity</u></p> <ul style="list-style-type: none"> • Principals play a key role in building instructional leadership capacity across the school and ensuring there is effective learning and teaching in every classroom. 	<ul style="list-style-type: none"> • 92% of schools have leaders playing a key role in building instructional leadership to a major or considerable extent. 		
<p><u>Focused distributed leadership, team</u></p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 90% of schools have developed and refined school structures that enable staff development to a major or considerable extent. 		
<p><u>Community and home-school links</u></p> <ul style="list-style-type: none"> • Establish and sustain productive community and home-school links. 	<ul style="list-style-type: none"> • 68% of schools have established productive community links to a major or considerable extent. • 32% of schools have established productive community links to some or to a moderate extent. 		
<p><u>Collaborative partnerships</u></p> <ul style="list-style-type: none"> • Develop collaborative partnerships with other schools where this would benefit students. 	<ul style="list-style-type: none"> • 38% of schools have formed collaborative partnerships with other schools to a major or considerable extent. This represents a 10% improvement over the first half of 2011. • 55% of schools have formed collaborative partnerships with other schools to some or to a moderate extent. 		

CATHOLIC SECTOR			
Literacy and Numeracy K-7 Project			
<ul style="list-style-type: none"> Six School-based literacy and numeracy consultants appointed, trained and working with schools in the metropolitan, south west, Geraldton and Kalgoorlie regions. (73) 	<ul style="list-style-type: none"> Six School Support Consultants (SSCs) currently employed covering metropolitan and south west schools as well as the additional 11 schools in the Kalgoorlie and Geraldton regions; initial and ongoing training provided four times per year- all 73 schools serviced. 		
<ul style="list-style-type: none"> Two School-based literacy and numeracy consultants appointed, trained and working with schools in the Kimberley region. (6) 	<ul style="list-style-type: none"> Two consultants trained and operating from Broome Office servicing the four National Partnership schools plus also servicing the remaining nine Kimberley schools as part of Low SES National Partnership. 		
<ul style="list-style-type: none"> 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. (73) 	<ul style="list-style-type: none"> The key numeracy and key literacy teacher from all 73 schools attended two day Professional Development session in Perth in Semester 1. A major conference with about 600 delegates is held in August each year in Perth with all National Partnership schools (and others) attending. Professional Development covers a range of topics including major input from University of Western Australia on data analysis and planning. 		
<ul style="list-style-type: none"> Schools develop individualised literacy and numeracy projects in collaboration with school based consultants. (73) 	<ul style="list-style-type: none"> With the assistance of the SSC and the key literacy and key numeracy teacher in each of the 73 schools, a detailed data informed plan is developed. Typically these are about 20 pages; the School Level Plan on the website is a précis of this. These plans are reviewed regularly throughout the year by all staff as part of the wider school improvement process. 		
<ul style="list-style-type: none"> 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. (73) 	<ul style="list-style-type: none"> See above. Schools use a range of data in school literacy and numeracy plans including NAPLAN and other school-administered tests. Improvement processes are contextualise within the whole school collaborative Professional Learning model. Plans are regularly updated as details received and processed. All 73 schools involved. 		
<ul style="list-style-type: none"> Meetings with leadership teams occur and whole school approaches from K-7 are scoped out and implemented; these are research based and based on Collaborative Professional Learning models; schools establish processes for ongoing all of school conversations. (73) 	<ul style="list-style-type: none"> The CPL model involves all teachers especially the key literacy and key numeracy teacher; all teachers are involved in whole of school approaches; CPL embedded in the Quality Catholic Schooling improvement framework. 		
<ul style="list-style-type: none"> Specialist program Reading Recovery implemented in Kimberley schools; RR teacher appointed. (7) 	<ul style="list-style-type: none"> Reading Recovery implemented fully in five schools; coaches trained. 	<ul style="list-style-type: none"> Issue of training and retaining qualified Reading Recovery Tutors in the Kimberley region has meant implementation in five schools 	<ul style="list-style-type: none"> Training is occurring for additional Reading Recovery tutors; Additional funding from Low SES National Partnership will support additional RR tutors.

<ul style="list-style-type: none"> Specialist program Extending Mathematical Understandings (EMU) implemented. (4) 	<ul style="list-style-type: none"> EMU implemented in four schools; teachers trained. 		
<ul style="list-style-type: none"> Links with associated National Partnership Program (Low SES) of Upskilling Aboriginal Teaching consolidated; ATAs provided with professional development in literacy and numeracy strategies. (12) 	<ul style="list-style-type: none"> Literacy and numeracy consultants from Broome and Perth offices have worked with ATAs to up skill in literacy and numeracy support strategies; partnership with Batchelor Institute provides certificate courses with literacy and numeracy development embedded. 		
<ul style="list-style-type: none"> Intensive literacy program based on a 'Words Our Way' program through The University of Western Australia implemented; contract signed, teachers trained, central literacy consultant working with schools. (8) 	<ul style="list-style-type: none"> Eight schools involved in program; focus on practical literacy across the curriculum; major evaluation report produced by University of Western Australia indicating strong program outcomes. 		
<ul style="list-style-type: none"> Implementation of the above in a whole school approach across all learning areas, not just English. (1) 	<ul style="list-style-type: none"> At least two schools now embedding the program across a number of learning areas; whole school improvement processes being implemented; a seminar of participating schools occurred to showcase success stories etc. 		
<ul style="list-style-type: none"> Schools selected to participate in a numeracy pilot program; establishment of research parameters and types of support. (12) 	<ul style="list-style-type: none"> All 12 numeracy schools have worked closely with the CEO consultant to develop numeracy programs in their school with a focus on Years 7-10. The proposals were approved by the consultant and schools commenced the in-school support program. Data driven intervention was a feature of the program in all 12 schools. 		
<ul style="list-style-type: none"> Schools analyse data and develop specific plans and intervention/support strategies; as approved by mathematics consultant. (12) 	<ul style="list-style-type: none"> All 12 schools have analysed Year 7 and 9 NAPLAN data and other tests to develop targeted numeracy plans; consultant has supported many schools in developing plans. Plans typically focus on a specific aspect of numeracy given the fairly limited funding 		
<ul style="list-style-type: none"> Schools implement a range of numeracy-related initiatives which address teacher skills and student outcomes. (12) 	<ul style="list-style-type: none"> In at least 12 schools, a focus was provided on teacher up skilling, especially primary teachers who had moved to the 7-12 school as a Year 7 teacher. Strategies implemented included a focus on a year group; teacher professional development; appointment of a part time numeracy coach, relief time for resource development etc. 		
<p><u>Whole of school approach</u></p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Eight of the schools are both Literacy and Numeracy National Partnership schools. This allowed an integrated approach to occur in the implementation of literacy and numeracy support. The consultant facilitated sharing of information and strategies across schools. 		
<p><u>School improvement framework</u></p> <ul style="list-style-type: none"> Literacy and Numeracy achievements enhanced through a whole of school improvement framework 	<ul style="list-style-type: none"> The Quality Catholic Schooling (QCS) school improvement framework (which is part funded under the Teacher Quality National Partnership) is linked by schools to the Collaborative Professional Learning model which is embedded in the literacy and numeracy support. This 		

	contributes significantly to ensuring a whole school improvement approach.		
<u>Kimberley schools</u> <ul style="list-style-type: none"> Literacy and numeracy programs developed and implemented, specifically in Kimberley schools and linked to initiatives in other National Partnership projects which also provide strategic support for Kimberley schools e.g. Extending the School Day; Up skilling ATAs; Senior Secondary Support 	<ul style="list-style-type: none"> A holistic approach has been applied to Kimberley schools with considerable overlap between all three National Partnerships – Low SES; Literacy and Numeracy and Teacher Quality. Examples include the up skilling of ATAs in literacy and numeracy; strategic initiatives in and out of the schools day which often focussed on attendance, engagement and literacy and numeracy, Senior Secondary support which now has a focus on English as an Additional Language/Dialect; Additional intervention to the non lit/Num schools in the Kimberley; Aboriginal Leadership up skilling etc. the interplay of these program attempts to align support to these schools and leads to a more sustainable model. 		
INDEPENDENT SECTOR			
<u>Effective and evidence-based teaching</u> <ul style="list-style-type: none"> Schools participate in professional learning in teaching practices to improved student learning. Specialist literacy and numeracy teachers demonstrate effective teaching strategies, observe lessons and provide guidance to the teachers. (38) 	<ul style="list-style-type: none"> The National Partnerships initiative has enabled at least 38 schools to access context specific professional learning related to effective teaching. Follow-up coaching (including modelling, observation & feedback) allows for accurate transference to the classroom. Independent sector National Partnership Consultants have worked in this way across the following areas: <ul style="list-style-type: none"> Explicit teaching; Differentiation; Literacy blocks; Guided reading; Programming and planning; Home-school links; Questioning; Lesson structure; Education Assistant development; First Steps in Mathematics; Learning intentions and success criteria; Assessment; Test Literacy; Words Their Way; Effective teaching of reading; and Australian curriculum – English and Mathematics. Where expertise is identified in a school, these teachers are developed / coached in a teacher leader role to ensure the sustainability of the coaching model. 		
<u>Whole school planning</u> <ul style="list-style-type: none"> Whole school literacy and numeracy plans developed to integrate learning across the school. 	<ul style="list-style-type: none"> Many schools are at different stages of whole school planning (WSP) for literacy and numeracy. National Partnership Consultants have facilitated and supported schools to implement whole school planning processes or begin strategic planning in relation to this process. 	Barriers to this work include leadership turnover, time and follow up. In some cases the value of effective WSP is not understood.	Continue to build coaching relationships with leaders and provision of ongoing PL relating to the importance of and processes for effective WSP.

<ul style="list-style-type: none"> Specialist literacy and numeracy consultants assist in the implementation of the school plans in the classroom. (38) 	<ul style="list-style-type: none"> To date at least 38 schools have embarked on WSP in the following areas: <ul style="list-style-type: none"> Reading; Writing; Literacy (all areas); and Numeracy. In relation to this work National Partnership has supported schools to build capacity for WSP by: <ul style="list-style-type: none"> Developing leadership knowledge of effective WSP processes; Coaching through the process to ensure follow-up; Building teacher leader capacity in relation to curriculum specialisation (English, Mathematics and Early Childhood); and Supporting leadership and teachers with professional learning team (PLT) development which acts as a vehicle for WSP work. 		
<p><u>Use and interpretation of data</u></p> <ul style="list-style-type: none"> Professional learning is provided to understand and interpret data; and using this data to inform school and classroom programs. (38) 	<ul style="list-style-type: none"> Achieved in at least 38 schools Both coaching of teachers around effective practice and supporting schools with WSP relies heavily on appropriate use of school data. WSP relies on data to determine targets for improvement and indeed efficacy of practices in the school currently. Coaching teachers involves significant work around collection and use of appropriate data to inform teaching. Schools are supported to design, implement and interrogate data from common assessment tasks, including moderation processes. Leaders and teachers are provided with professional learning opportunities to interrogate NAPLAN and other standardised data sets. The use of Appraise supports schools to utilise NAPLAN data appropriately. 		
<p><u>Assessment</u></p> <ul style="list-style-type: none"> Professional learning is provided to understand the requirements of NAPLAN assessment, and embed strategies that lead to sustained improvement in student achievement. Support is provided for classroom teachers to provide more accurate feedback to students in relation to their performance. (38) 	<ul style="list-style-type: none"> As above, achieved in at least 38 schools - but more specifically: <ul style="list-style-type: none"> NAPLAN test literacy & interpretation of results; Even Years assessment and interpretation of results through Appraise; Up-skilling of teachers in regard to administering assessments- running records, Early Numeracy Interview, LLANs, OPI, IPI, Words Their Way Inventories, and diagnostic tasks from First Steps mathematics; Facilitating sessions where teachers and leaders critique their assessment schedule to ensure effective assessments are in place; and Work on formative assessment through learning intentions and success criteria. At all times working with teachers and leaders to make the connection between performance data (diagnostic, formative or summative) and classroom practice. 		

	<ul style="list-style-type: none"> • In the schools adopting the professional learning team model data provides the first step in the inquiry cycle being used. 		
<p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Professional learning and support is provided in relation to differentiation in the classroom to better target individual student needs. (38) 	<ul style="list-style-type: none"> • Achieved in at least 38 schools • Heavily connected to the use of assessment data is the support being provided in relation to differentiation. • National Partnership Consultants coach at the planning and implementation stages to assist teachers with their capacity to differentiate effectively in literacy and numeracy. Schools are being supported to implement the professional learning team model as a vehicle for teachers to develop their skills of differentiation through collaborative professional practices in conjunction with the PL being provided. 		