

**SMARTER SCHOOLS - IMPROVING TEACHER QUALITY NATIONAL PARTNERSHIP 2011-12 REWARD MILSTONES  
WESTERN AUSTRALIA**

<b>Reward Reform 1: Improved Pay Dispersion to Reward Quality Teaching</b>
<p><b>Government Sector</b></p> <p>An internal review of L3CT completed, by December 2010:</p> <ul style="list-style-type: none"> <li>o identifying processes to strengthen the existing program;</li> <li>o considering models for more effective utilisation and improved distribution of quality teachers to difficult to staff schools and rural and remote schools, by December 2010.</li> </ul>
100 teachers, in 2010, attained L3CT status for commencement in 2011.
Training provided for 60 aspirant L3CTs in 2011.
150 teachers, in 2011, attained L3CTs status for commencement in 2012
<b>Reward Reform 2: Improved Reward Structures for Teachers and Leaders who Work in Disadvantaged Indigenous, Rural/Remote and Hard-to-Staff Schools</b>
<p><b>Government Sector</b></p> <p>Incentive packages developed and endorsed to support improved distribution of high-performing teachers and principals to rural, remote and hard-to-staff schools, by December 2010. Incentives include:</p> <ul style="list-style-type: none"> <li>o attraction, retention and performance payments for principals;</li> <li>o attraction and retention payments for exemplary teachers; and</li> <li>o school performance bonus payments.</li> </ul>
<b>Reward Reform 3: Improved In-school Support for Teachers and Leaders, particularly in Disadvantaged Indigenous, Rural/Remote and Hard-to-Staff Schools</b>
<p><b>Government Sector</b></p> <p><u>Training Schools</u></p> <p>13 Training Schools established for a two year trial commencing 2010.</p>

60 Mentor (supervising) teachers trained in 2010 and paid an allowance to support pre-service teachers (interns).
A site director allocated to each Training School to provide additional coaching and mentoring for both the supervising teacher and the pre-service teacher.
<u>Up-skilling Projects</u>
Program for up-skilling of education assistants developed and piloted with an initial cohort of 50 school support staff, Semester 1, 2011.
AIEO program reviewed in 2010 and recommendations implemented in 2011.
50 AIEOs commenced a training program to enhance their qualification (Certificate III or Certificate IV) in July 2011.
<u>Specialist Coaches</u>
5 FTE specialist coaches recruited and trained to support 40 conversion course graduates and 60 early career teachers during 2010 and 2011.
<u>Collegiate Support Network</u>
6 Regions established by November 2011.
50 Collegiate Support Networks established by November 2011.
<b>Catholic Sector</b>
<u>Quality Catholic Schooling</u>
QCS Framework of 4 domains and 24 components completed, trialled and distributed to schools by October 2010.
150 Catholic schools piloting at least one component of the Framework, commencing February 2011.
Trial survey items developed for all 24 components and available to schools by Nov 2011.
<u>Up-skilling projects</u>
Delivery agreement with training provider formalised and signed, November 2009.
30 TAs commenced Certificate IV, Feb 2010.
20 TAs commenced Diploma in July 2010 (completed, Dec 2010).
30 TAs commenced Cert IV in Feb 2011.
Articulation arrangements to Curtin University established by June 2011.

20 Aboriginal Teachers Assistants from Kimberley schools commenced training February 2010.
1 full time equivalent field consultant appointed in Broome Office, 2010.
20 Aboriginal Teachers Assistants enrolled in training with Batchelor Institute by June 2011.
<u>Mentor/support</u>
2 Executive Principals appointed in 2010.
2 Executive Principals working with at least 4 schools by Nov 2011, including 1 regional school.
<b>Independent Sector</b>
<u>Up-skilling projects</u>
15 AEWs commenced a Certificate III Education Assistant qualification through Notre Dame University in 2010/2011.
Notre Dame University delivered coaching and support for 15 AEWs who commenced the Cert III qualification in 2010/11.
A pilot 'coaching' initiative to support 14 AEWs in 3 remote Kimberley and Pilbara schools implemented in 2011.
<b>Reward Reform 4: Increased School-based Decision Making about Recruitment, Staffing Mix and Budget</b>
<b>Government Sector</b>
<u>IPS</u>
34 Independent Public Schools established by 2010.
A further 64 Independent Public Schools established by 2011.
<u>Local selection</u>
All public school principal vacancies filled through local selection processes from 2010.
<b>Reward Reform 5: Continual Improvement Program for All Teachers</b>
<b>Government Sector</b>
<u>Professional Development</u>
The Institute for Professional Learning and Public School Leadership Program established by 2010 and 150 principals participated in leadership programs in 2010 and 2011.

200 principals participated in leadership programs in 2011, with 48 newly appointed principals participating in a comprehensive school leaders' induction program in 2011.
During 2010 and 2011, delivered targeted, relevant professional development available for multi-modal delivery for teaching staff. 125 participated in senior teacher online modules and 96 participated in graduate teacher online modules.
Professional learning delivered by the Institute for Professional Learning and the Public School Leadership Program aligned to the new National Professional Standards for Teachers during 2011 and the National Professional Standard for Principals (once endorsed).
<u>Performance management</u>
The Department's Performance Management policy revised and implemented in 2010.
Resources developed (templates and professional development) and provided to schools, during 2011, to support implementation.
<b>Catholic Sector</b>
<u>Mentor</u>
A total of 10 Mentor/Expert teachers trained and appointed: 2 centrally based and 8 schools based in regional areas.
Mentor consultant primary appointed in Term 1, 2010.
Secondary mentor appointed, Term 2 2011.
3 professional development meetings for 40 graduates and teachers in the first 3 years of teaching, held from Feb 2010 to June 2011.
Mentor support provided to 50 early career (1st to 3rd year out) teachers by June 2011.
Program expanded to Geraldton and Kalgoorlie regions by Feb 2011, with 10 schools being supported in these regions by June 2011, reaching 40 teachers.
Mentor training program delivered to 10 teachers by Notre Dame University by June 2011.
Maths up-skilling training course developed and delivered in 2010, including country schools.
30 participants of maths up-skilling course by 2010.
Science up skilling seminar developed and delivered by June 2011 for 20 teachers.
Planning completed for major maths support seminar by June 2011

**Independent Sector**

Literacy and numeracy planning program

Whole School Literacy Planning Program designed, in 2010.

Whole School Learning Planning Program presented to 20 Independent Schools over 2010 and 2011.

Contract with provider for the Principals as Leaders of Literacy Learning established in 2011.

30 school leaders participated in the 2 year trial, commencing 2011.

APPRAISE

Software program developed, by June 2010 with refinements completed in 2011.

250 school leaders and teachers trained in the data analysis program, by 2011.

40 schools provided support in school planning during 2010.

Leadership

Leadership workshops delivered for 30 independent school leaders in 2011 on: Aspiring Leadership, Mentoring new teachers coaching for learning.

Quality Teaching and Leadership Development Centre established by end of 2010.

Leadership programs developed and offered by 2011.

Met with UWA and ECU to facilitate provision of Graduate Diploma in Educational Leadership and Graduate Certificate in Educational Leadership programs

In 2010, 15 participants commenced the leadership program through UWA.

From 2011, 25 additional participants (14 through UWA and 11 through ECU) commenced the leadership program.

30 participants commence an Early Childhood Leadership program in March 2011, as part of a 2 year program.

Curriculum Leaders

44 school leaders participated in Curriculum Leadership program to build knowledge of curriculum leadership, establish professional learning teams and advise on pathways for curriculum leadership in schools.

ICT

In 2010, negotiated and established the European Pedagogical license in ICT (EPICT) to facilitate expansion of technology and enhance student outcomes. The EPICT program is a two year program.

During 2010 and 2011 AISWA commenced training 23 EPICT Facilitators.

150 teachers commenced training in EPICT by the end of 2011.

10 school leaders will completed all EPICT modules by July 2011.

**Reward Reform 6: Indigenous Teachers and School Leaders' Engagement with Community Members**

**Government Sector**

During 2010 and 2011, delivered leadership support and training programs to: 10 school leaders, 8 middle managers and 60 teachers, including a specific stream for Indigenous leaders, middle managers and teachers aspiring for promotion in largely Indigenous schools.

In 2010 and 2011, employed 650 AIEOs in schools with high proportions of Aboriginal students to support improved student outcomes and community engagement.

9 Aboriginal Languages Teachers completed their probationary teaching period.

19 schools have school-community partnership agreements in place by November 2011.

**Independent Sector**

19 AEWs trained as IPF facilitators by April 2011.