



Australian Government



IMPROVING TEACHER QUALITY  
LOW SES SCHOOL COMMUNITIES

Western Australia  
Progress Report 2012  
(1 January – 30 June 2012)

## INTRODUCTION

In April 2012, states and territories provided an Annual Report to the Department of Education, Employment and Workplace Relations (DEEWR) on Smarter School National Partnerships (SSNP) activity in the 2011 calendar year.

This Progress Report covers SSNP funded activity from 1 January to 30 June 2012. The Progress Report focuses on key highlights, case studies as well as milestone activities, as set out in each state and territory Bilateral Agreements/Final Implementation Plans.

The report also provides important information on SSNP funded activities to support the improvement in educational outcomes for Aboriginal and Torres Strait Islander students.

## STRUCTURE OF REPORT

The Progress Report has three sections:

- Section 1 - Improving Teacher Quality
- Section 2 - Low SES School Communities
- Section 3 - Milestones

Sections 1 and 2 will provide a narrative description of the progress and impact to date for each National Partnership.

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

# Section 1 – Improving Teacher Quality

## Overview/Highlights - 1 January to 30 June 2012

From January to June 2012, the Department of Education (the Department), Catholic Education Office of Western Australia (CEOWA) and Association of Independent Schools of Western Australia (AISWA) continued the implementation of reform activity under the Smarter Schools National Partnerships (NPs).

A range of reform strategies is being implemented and, collectively, these reform activities form 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

- Expansion of the **Training School Project** resulted in a significant number of metropolitan schools and a small number of rural schools joining the project. The increased number of pre-service teachers in rural schools prompted universities to develop online resources to facilitate mentor training and course delivery.  
Expansion of the project resulted in a significant increase in the number of interns, mentor teachers and schools participating, including 12 rural schools. In total there were:
  - 105 pre-service teachers (interns), 3 of whom were awarded teaching scholarships;
  - 120 mentor teachers supporting the interns; and
  - 38 schools (12 in rural areas).
- Participants in the **School Leadership Program**, established in 2011 to ensure high quality sustainable leadership across public schools, completed semester one of the Masters of School Leadership Program.
- The **Up-skilling School Support Staff Program** provided an opportunity for more permanent school support staff who possess a Certificate IV in Education Support or equivalent, to undertake a Diploma of Education Support.
- The **Aboriginal and Islander Education Officer (AIEO) Professional Learning Program** continued to support them to achieve a certificate qualification from a local Technical and Further Education College (TAFE) or teaching qualification from a university of their choice.
- The decentralised and autonomous model of school governance continued to expand with more schools operating as **Independent Public Schools (IPS)**.
- Further teachers attained **Level 3 Classroom Teacher** status and training was provided to Level 3 Classroom Teacher aspirants.
- The Department continued a comprehensive implementation program related to the *National Professional Standards for Teachers*. This included delivering professional learning for Graduates, Senior Teachers and leaders. Changes required to policies were identified.
- **Consultant Teacher** (a new specialist teacher position) is being trialled in seven Low SES schools. The trial aims to improve the distribution of high performing teachers to Low SES schools.

### Catholic Sector (CEOWA)

- The most significant and largest scale reform has involved the continued implementation of the **Quality Catholic Schooling (QCS)** whole school improvement framework. This is built around four key domains of whole school improvement with 24 components elaborated on. Seven levels or phases of school improvement are outlined in a detailed rubric. This framework is mandatory in all Catholic schools, with at least five of the components being used in schools to guide discussions about whole school improvement each year over the next five years, until all 24 components have been implemented. Schools have been provided with support to implement the framework and to align the QCS framework to their existing school strategic plans.

- This initiative is significant not only because it is a whole system initiative, but that it supports and builds on many other programs across the Smarter School NPs and many other emerging Australian Government programs which have evolved from election promises. These include teacher development and standards, leadership development, community and partnership building, enhancing governance arrangements in schools and building educational capacity and staff capability.
- In 2012, CEOWA has also implemented an extensive school survey and research project additional to, but consistent with, the QCS Framework. This allows schools to identify any issues or opportunities for reform, particularly in the areas of staff development and leadership. It provides important feedback to specific schools and operational aspects of schools to act as a basis for strategic planning.
- A further significant development has been the expansion of the **Mentor Teacher program** which focuses on early career teachers. During the reporting period, there has been an expansion in the number of teachers. Of significance however has been the commencement of work to develop a System Framework to support early career teachers. A consultant has been appointed to further this work. The Framework will involve mentoring programs, support for teachers through a range of professional development activities and engagement of university partners in the Framework. This is a significant initiative as it represents a transition towards a system-wide priority and reflects wider state and national priorities to support and retain beginning teachers.
- Other individual projects which are part of this NP were expanded during the first half of 2012. All of these projects build school and teacher capacity for groups within schools and across the system. These include support for early years teachers, science and mathematics teacher up-skilling, Teacher Assistant up-skilling, Aboriginal Teacher Assistant (ATA) up-skilling, pre-service education support programs and Executive Principal support.

#### Independent Sector (AISWA)

- AISWA has actively worked with schools creating awareness of the *National Professional Standards for Teachers* and *National Professional Standard for Principals*. AISWA is an active participant on the AITSL National Professional Standards Implementation Reference Group and Nationally Consistent Registration of Teachers Working Group.
- As part of the Improving Teacher Quality NP, AISWA has developed significant partnerships with the University of Western Australia and Edith Cowan University to support leaders to undertake post-graduate studies in Educational Leadership. During the reporting period, AISWA has delivered 14 programs aimed at developing teacher assistants, teachers and leaders. This included a new program, **Principals as Numeracy Leaders**, as well as continuing programs such as **Principals as Literacy Leaders** and the **Early Childhood Leadership Project**. AISWA had not been able to provide this level of leadership and teacher support prior to the Improving Teacher Quality NP.
- The partnership with the University of Notre Dame Australia Broome Campus was formed to enable the up-skilling of 15 **Aboriginal Education Workers (AEWs)** to achieve a Certificate III in Teacher Assistant. During the reporting period, AEWs were in the final part of their training, with graduation expected in August 2012. Partnerships with Murdoch University and C. Y. O'Connor Institute have also enabled AEWs from schools in the Goldfields and Perth to undertake Certificate III and a Bachelor of Education.
- Kimberley schools continue to be supported, with the Broome-based Low SES Consultant providing in-class support around effective teaching and learning. The consultant has developed the **PRICE** (Promoting Reflective Innovative Collaborative Educators) program to support new graduates and teachers new to remote schools to develop their skills and confidence. Teachers are participating in classroom observations, videos and self reflection, with collegial support around effective teaching and improved engagement, thus improving teacher retention and student attendance.
- Planning was undertaken for teacher and school leader professional learning in writing targeted assessments that can be used for school based evaluation of student learning. These professional learning sessions will begin in 2013.
- Planning was also undertaken for **Appraise for AISWA Schools** workshops, to be offered to teachers and leaders in all AISWA schools in October and November 2012.
- During the reporting period, one **EPICT** (European Pedagogical ICT Licence) Facilitator Certification Course was held, with another held in July 2012. 13 participants have been training in facilitating these programs and all are now in the process of setting up EPICT at their school. This usually involves discussion with the school leadership group and presenting the EPICT program to staff. The facilitator then provides a leadership role – guiding, moderating, advising and assisting teachers undertaking the EPICT course and managing the e-learning parts of the program.

## Support for Aboriginal and Torres Strait Islander Students – 1 January to 30 June 2012

### Government Sector

- The Department is committed to improving outcomes for Aboriginal students and implemented a number of activities to support students through increased representation of Aboriginal employees, particularly within classrooms.
- The Department continued implementing an employment strategy to support entry and career development for Aboriginal employees. The initiatives within the **Culture Strong, Career Proud: Aboriginal and Torres Strait Islander Employment Action Plan 2011-2014** align to 'Closing the Gap' and support the Western Australian Government's commitment under the Indigenous Economic Participation National Partnership Agreement to an Aboriginal employment target of 3.2%.
- In 2012, the **(Aboriginal and Islander Education Officer) AIEO Professional Learning Program** continued to support:
  - AIEOs to achieve a certificate qualification from a local TAFE that develops their competencies to support teaching and learning programs in schools. In Semester 1, 2012, a total of 145 AIEOs were enrolled in a Certificate III or Certificate IV Education Support course – 119 in Certificate III and 26 in Certificate IV.
  - AIEOs and Aboriginal Languages teachers, employed under a Limited Authority to Teach, were supported to achieve a teaching qualification from a university of their choice. In Semester 1, 2012, 32 AIEOs or Aboriginal Languages teachers were enrolled – 24 in their first academic year and eight in their second academic year.
- Six participants from rural and remote schools commenced in the **Aboriginal Languages Teacher Training Program** in 2012. 13 participants will continue their second year of training and graduate in October 2012.
- In 2012, two AIEOs commenced the **Up-skilling Program** that supports them to acquire a Diploma in Education Support qualification.
- An **Aboriginal Principals' Collegiate Group** of 23 members was supported during 2012. The Group provides a forum to share experience and knowledge, and to link participants with stakeholders who can assist their professional learning and career advancement. In 2012, six school administrators were funded to undertake self-identified professional learning and one school administrator was funded to attend the *More Aboriginal and Torres Strait Islander Teachers Initiative Conference*.
- Professional learning was provided for female Aboriginal leaders and aspirant leaders. In 2012, one female Aboriginal principal and one Aboriginal aspirant leader participated in the **2012 Senior School (Primary) Leadership Program**.

### Catholic Sector (CEOWA)

- Two programs specifically support Aboriginal and Torres Strait Islander teachers and education workers. The **Aboriginal Teacher Assistant (ATA)** up-skilling program has provided opportunities for formal up-skilling through Certificate and Diploma level credentials. As at Mid 2012, 30 ATAs were involved in Certificate II, Certificate III and Diploma qualifications. This is undertaken under partnership arrangements with Batchelor Institute of Indigenous Tertiary Education in Alice Springs. During the first six months, school-based and regional mentors have been trained to support and oversee training and assessment in schools.
- The Indigenous Leadership Program is based on the **Dare to Lead Program**. This was held in the first part of 2012 for Aboriginal teachers and aspiring leaders as well as those seeking a leadership position in a school with a larger Aboriginal student cohort.

### Independent Sector (AISWA)

- One Aboriginal Education Worker (AEW) from Coolgardie is progressing well in achieving a Bachelor of Education. 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.
- A metropolitan AEW commenced a Bachelor of Education at Murdoch University in June 2011 and is progressing with the studies.

- 15 AEWs enrolled and commenced a Certificate III in Teacher Assistant at the University of Notre Dame Australia Broome Campus. The AEWs are now in their final semester and are expected to graduate in August 2012.
- A follow-up program was conducted in Broome during April 2012 with the AEWs that participated in the Indigenous Parent Factor in 2011 and are being supported to begin community work. The Indigenous Parent Factor also conducted training with Strelley Community School which was received very positively.
- A workshop was conducted with **Aboriginal Independent Community School (AICS)** leaders on collecting, analysing and using student learning data to evaluate student learning progress during a year and over time. The focus of the workshop was highlighting student learning growth and celebrating and capturing successful teaching and learning strategies.
- Whole School Planning was facilitated with 12 Remote Aboriginal Community Schools in January 2012 to assist them to develop whole school approaches. These workshops were conducted with the schools' staff and leadership team and support was provided in developing action plans. Schools determined time throughout the year to work on Whole School Planning and will be provided with a follow-up at the beginning of 2013.

### NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS

#### Government Sector

- The Department has committed to implement, at its own time and pace, the *National Professional Standards for Teachers*, with work progressing to transition the *Standards* into existing policies and practice. This has included aligning professional learning against the new *Standards* for Graduates and Senior Teachers, incorporation of the *Standards* in leadership and aspirant modules, and identifying changes required in policies. A self-reflection tool aligned to the *Standards* has been developed to assist teachers identify professional learning needs.
- The Department was represented on the Australian Institute for Teaching and School Leadership (AITSL) national focus group of the profession to provide advice on the implementation of the *National Professional Standards for Teachers* and the *National Professional Standard for Principals*.
- The **Consultant Teacher** trial, involving selected Low SES schools, continued in 2012. The Consultant Teacher is a school-based position focused on improving the quality of teaching through modelling expert teaching and providing professional learning for teachers to improve student outcomes, particularly in literacy and numeracy. The selection criteria for the Consultant Teacher position have been aligned to the Lead Teacher phase of the *National Professional Standards for Teachers*.

#### Catholic Sector (CEOWA)

- The *National Professional Standards for Teachers* have been embedded in the Quality Catholic Schooling framework. The domain of 'stewardship' covers support and management of school personnel, largely teachers. The *Standards* are embedded in the rubric for this domain, outlining stages of progression and support. Similarly the *Standards* have also been embedded into the domain of learning and teaching.
- The *Standards* are also embedded in other programs such as the Mentor Teacher Support program which targets newly appointed teachers who would typically be at the 'Graduate' level of proficiency. Science and Mathematics up-skilling programs also embed the *Standards*, where possible.
- Teachers involved as support mentors and Site Directors as part of the Teacher Training Residency program also have the opportunity to determine how that experience can contribute to their proficiency levels, especially moving towards the classifications of 'Highly Accomplished' and 'Lead Teacher' status.
- Independent from NP support, CEOWA has already commenced establishing some of the necessary processes for wider system implementation of the *Standards*. Further planning will occur during the second half of 2012 to prepare schools for the implementation of annual performance reviews as well as the 'Rewards for Great Teachers' program implementation in 2013.

#### Independent Sector (AISWA)

- During the reporting period, AISWA facilitated 10 awareness sessions regarding the *National Professional Standards for Teachers* and *National Professional Standard for Principals*, which were presented to school boards, school leaders and teachers, as well as developed a process to support teachers and leaders wishing to apply for the National Principal and Teacher Awards.
- During the reporting period, AISWA nominated five educators for the National Teaching and School Leadership Awards for 2012.

### NATIONAL CERTIFICATION OF ACCOMPLISHED AND LEAD TEACHERS

#### Government Sector

- The Department participated in focus group workshops with AITSL regarding certification processes for Highly Accomplished and Lead Teachers. Practising teachers, school administrators and key members of education stakeholder groups provided information regarding the exemplary teacher certification process operating in Western Australia and feedback on draft proposals related to national certification.

### Catholic Sector (CEOWA)

- This has been addressed as detailed above in relation to the *National Professional Standards for Teachers*. No NP project has focussed specifically on the implementation of these two standards. Independent of NP funded projects, however, CEOWA has commenced the planning processes for the implementation of the Rewards for Great Teachers initiative which focuses specifically on the two categories of Highly Accomplished and Lead Teachers. Associated with this will be the gradual implementation of systematic annual performance reviews based on the *National Professional Standards*.

### Independent Sector (AISWA)

- As each school or small system within 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 is continuing to work with its members and the Independent Schools Council of Australia (ISCA) to find innovative ways of supporting this reform in Western Australian independent schools.

## NATIONALLY CONSISTENT REGISTRATION OF TEACHERS

### Government Sector

- All teachers in Western Australian schools are required to be registered with the Western Australian College of Teaching (WACOT). Preparation of legislation establishing the new Teacher Registration Board was completed and the *Teacher Registration Bill 2011* was passed by both houses of the Western Australian Parliament in June 2012. This legislation will provide greater consistency with the national approach for the registration of teachers.
- 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.

### Catholic Sector (CEOWA)

- No NP project focuses directly on the Nationally Consistent Registration of Teachers. All teachers in Western Australia, including those in Catholic schools, are required to be registered with the Western Australian College of Teaching (WACOT). Under recent legislative changes, the registration requirements are more consistent with other state bodies.

### 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

- The sector continued to participate in the development of a national accreditation system for pre-service teacher education courses.
- The new Teacher Registration Board that is being established has explicit functions related to the accreditation of initial teacher education programs and will provide for greater consistency with national program standards.

### Catholic Sector (CEOWA)

- Pre-service education training providers are implementing the new National Standards for Pre-service Education. CEOWA is involved with the University of Notre Dame Australia as well as Edith Cowan University in pre-service education training programs. These universities are implementing these standards in pre-service programs. Teachers who are appointed as Site Directors and who are involved in mentoring teachers will also be made familiar with the standards and how they impact on the program.

### Independent Sector (AISWA)

- Not applicable in the independent sector.



## PROFESSIONAL DEVELOPMENT AND SUPPORT FOR PRINCIPALS

- A separate progress report template for Principal Professional Development is located following this Section.

## IMPROVED PERFORMANCE MANAGEMENT AND CONTINUOUS IMPROVEMENT IN SCHOOLS

### Government Sector

- The Department 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:
  - continued the **school networks** initiative with 68 network schools operating 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 73 **Independent Public Schools**;
  - continued to support the application of performance management processes and procedures, through resources and professional learning;
  - continued the **Rural and Remote Training Schools** project to promote the experience of teaching in rural and remote schools and provide support to pre-service teachers, mentor teachers and principals in identified regional schools; and
  - progressed implementation of incentive packages to attract high quality teachers and leaders to low SES schools.
- The **Institute for Professional Learning** is integral to the development of a culture of continuous improvement. High quality professional development programs continued to be developed and delivered to school staff at every level of their career path.
- A total of 30 school support staff commenced the **Up-skilling School Support Staff Program** in Term 2, 2012. The program:
  - builds the capacity of school support staff;
  - assists teachers through the provision of quality classroom support; and
  - increases flexibility in the ways schools manage their school support staff.

### Catholic Sector (CEOWA)

- All Catholic schools in Western Australia are progressively implementing the Quality Catholic Schooling whole school improvement framework. This is based on four basic pillars or domains of school improvement which are Catholic Identity, Education, Community and Stewardship (human and physical resources). These are elaborated by a total of 24 components. A rubric describes improvement across seven levels for each component. This enables schools to discuss their improvement and to identify the necessary steps to be implemented to effect such improvement. CEOWA has also appointed eight Principal School Advisors whose role includes supporting schools in their cluster to implement the QCS framework. This enables schools to discuss their interpretation of the standards and to learn from the experiences of other schools.
- The QCS framework has contributed to more effective school improvement processes which align more closely to the school's strategic plan. It is not intended to be a hard line accountability framework, rather, it empowers schools to take responsibility for school improvement. CEOWA has other school audit requirements (outside NP programs) which assure compliance with external and system regulatory requirements.
- The Executive Principal program allows mentor support for those principals and leadership teams which might be experiencing difficulty. This has been partially funded by NP support.
- Other programs also support staff development and school improvement. These include initiatives addressing science and mathematics teacher up-skilling, up-skilling of Teacher Assistants and up-skilling of Aboriginal Teacher Assistants. Many of these are contextualised in the wider leadership development programs provided by CEOWA.

## Independent Sector (AISWA)

- AISWA has provided on-going professional learning that empowers principals to better manage their schools through the continuation of the **Whole School Planning** program, which is supported and facilitated by Literacy and Numeracy Consultants, Manager National Partnerships and Literacy Consultants. All remote schools participated in Whole School Planning in January 2012 and have commenced work on planning and implementation.
- The implementation of EPIC (European Pedagogical ICT Licence) continued. AISWA are working across Western Australia, the eastern states and internationally and began mapping for accreditation against the *National Professional Standards for Teachers*. Whole group workshops were held with the facilitators, to extend their knowledge of ICT use.
- Ongoing work with leadership teams in five AISWA schools as part of Whole School Planning specifically related to Session 3: Targets and Assessment, which looks at how to use assessment data and standardised test data to establish realistic targets for Whole School Literacy and Numeracy Strategic Planning.

## NEW PATHWAYS INTO TEACHING

### Government Sector

- The Department worked with Deakin University and DEEWR to facilitate the placement of three **Teach Next** participants in Western Australian public schools from the commencement of Term 3, 2012. Applications closed mid-April 2012 and, following a rigorous screening and interview process, placements were offered to seven applicants (each of whom has six years of tertiary education with qualifications ranging from a Bachelor of Science to a PhD in Physics).
- Legislative restrictions prevented the first **Teach Next** intake from obtaining limited teacher registration and therefore these participants were placed as student teachers under a scholarship agreement.
- The **Training Schools Project** expanded in 2012 to include four Western Australian universities and now supports interns completing the final year of their initial teacher training course (from Bachelor of Education through to Masters of Education).
- Expansion of the project led to the inclusion of 23 additional public schools, 10 of which are in rural areas. A total of 105 pre-service teachers commenced internships supported by 120 mentor teachers in 38 schools (12 in rural areas). The significantly increased number of interns placed in rural schools prompted universities to develop online resources to facilitate mentor training and course delivery.
- The Department continued to support the **Kingston Primary School Internship Program** with a further intake of 13 final year Bachelor of Education students commencing the program in 2012. The internship model provides an opportunity for pre-service teachers to complete their qualifications while working 100% of their time within the school environment. Kingston interns had access to a scholarship of up to \$30 000 which, depending on the value of the scholarship, commits them to work for up to two years in a rural or difficult to staff school.

### Catholic Sector (CEOWA)

- CEOWA is involved in pre-service education partnerships with the University of Notre Dame Australia and Edith Cowan University.
- In relation to the University of Notre Dame Australia, three schools are involved in a partnership which provides up-skilling and mentor training for the school involved as well as innovative support for training teachers. Each school is able to accommodate more training teachers through the appointment of a school-based Site Director.
- The Edith Cowan University partnership involves a residency model, where graduates complete their education qualification via a two day per week residency as well as a further commitment during the other days at the university. The program tends to attract older entrants into teaching who have completed, at least, an undergraduate degree. Three primary schools are involved in this program. A 0.2 FTE Director is appointed at each school. Participating schools report strong outcomes in terms of the training program as well as up-skilling for the school staff involved. Several of the teachers training in Catholic schools have been offered employment in Perth schools.

- Within the Up-skilling TAs project, a pathway into teaching at Curtin University continues to exist.
- Independent of NP funding, CEOWA has also supported the Teach for Australia and Teach Next initiatives as new pathways into teaching.

#### 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;
  - support the professional development of school support staff to develop effective, practical classroom skills and increase confidence and 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, delivered in collaboration with Central Institute of Technology, was completed over 20 weeks with two separate delivery models: face-to-face and online. 30 participants commenced the program in Semester 1, Term 2.

#### Catholic Sector (CEOWA)

- Both the University of Notre Dame Australia and especially the Edith Cowan University pre-service teacher training programs are considered to represent a better pathway into teaching. A residency program for two days per week such as in the Edith Cowan University program allows the pre-service teacher to become more involved in school culture over a longer period as well as allowing the teacher to become more attached to classes. The training teachers are also able to become engaged with the co-curricular and extra curricular activities of the school. Being involved with the students over a longer period also allows the training teachers to evaluate the effectiveness of their program on student outcomes. The appointment of a trained Site Director and appropriately trained mentor class teachers provides a higher quality of support to training teachers. The clustering of four or so training teachers within the school also provided a collegial and supportive training environment for student teachers. This model is considered to be a better pathway than the more traditional block practicum model.

#### Independent Sector (AISWA)

- AISWA is part of cross-sectoral representation to the Western Australian College of Teaching (WACOT) looking at initiatives such as Teach for Australia.

## IMPROVED QUALITY AND AVAILABILITY OF TEACHER WORKFORCE DATA

### Government Sector

- The Department participated 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, an initial version of the dataset is currently being compiled. Stakeholders from all jurisdictions are involved in data mapping and collection processes.
- The Department prepared manual projections of the teacher workforce in Western Australia annually to inform strategic planning for the public education sector.

### Catholic Sector (CEOWA)

- CEOWA is not funding any NP program to this effect.

### 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 is committed to improving outcomes for Aboriginal students and implemented a number of activities to support students through increased representation of Aboriginal employees, particularly within classrooms.
- The Department continued implementing an employment strategy to support entry and career development for Aboriginal employees. The initiatives within the **Culture Strong, Career Proud: Aboriginal and Torres Strait Islander Employment Action Plan 2011-2014** align to 'Closing the Gap' and support the Western Australian Government's commitment under the Indigenous Economic Participation National Partnership Agreement to an Aboriginal employment target of 3.2%.
- In 2012, the **AIEO Professional Learning Program** continued to support:
  - AIEOs to achieve a certificate qualification from a local TAFE that develops their competencies to support teaching and learning programs in schools. In Semester 1, 2012, a total of 145 AIEOs were enrolled in a Certificate III or Certificate IV Education Support course – 119 in Certificate III and 26 in Certificate IV.
  - AIEOs and Aboriginal Languages teachers, employed under a Limited Authority to Teach, were supported to achieve a teaching qualification from a university of their choice. In Semester 1, 2012, 32 AIEOs or Aboriginal Languages teachers were enrolled – 24 in their first academic year and eight in their second academic year.
- Six rural and remote schools participated in the **Aboriginal Languages Teacher Training Program** in 2012. 13 participants continued their second year of training and graduate in October 2012.
- In 2012, two AIEOs commenced the **Up-skilling Program** that supports them to acquire a Diploma in Education Support qualification.
- In 2012, an **Aboriginal Principals' Collegiate Group** of 23 members was supported. The Group provides a forum to share experience and knowledge and to link participants with stakeholders who can assist their professional learning and career advancement. In 2012, six school administrators were funded to undertake self-identified professional learning and one school administrator was funded to attend the *More Aboriginal and Torres Strait Islander Teachers Initiative Conference*.
- Professional learning was provided for female Aboriginal leaders and aspirant leaders. In 2012, one female Aboriginal principal and one Aboriginal aspirant leader participated in the **2012 Senior School (Primary) Leadership Program**.

## Catholic Sector (CEOWA)

- Previous sections have outlined NP initiatives under the Indigenous Leadership Program where the Dare to Lead program is used to train and encourage Indigenous participation in schools for aspiring leaders.

## Independent Sector (AISWA)

- As a result discussions with universities in 2010, there are now several pathways for **Aboriginal Education Workers**, including:
  - Certificate III Education Assistant;
  - Certificate IV Education Assistant; and
  - Bachelor of Education.
- AISWA has supported a total of 18 AEWs to pursue these pathways. Certificate III graduation is scheduled for August 2012.

## QUALITY PLACEMENTS

### Government Sector

- The **Rural and Remote Training Schools project** continued during 2012. The purpose of the project is to re-invigorate the profile, opportunities and uniqueness of rural and remote schools in Western Australia. The project:
  - identifies high quality pre-service students and mentor teachers to undertake a practicum in pre-selected rural and remote schools;
  - promotes the experience of teaching in rural and remote schools; and
  - provides support to those teachers and principals in identified schools, particularly with respect to their engagement with pre-service students and their capacity to implement a 'training school' approach.
- As of mid 2012 a total of 34 pre-service teachers were identified, prepared and placed in rural and remote practicum programs for Term 2 and a further 54 have been identified for Term 3. This is a significant increase in quantum from previous years.
- Pre-service teachers accepted into the project are provided a financial incentive to assist in covering the costs of undertaking a rural practicum. In Term 2, 34 pre-service teachers were assisted.
- During the reporting period, the project team provided valuable support to pre-service teachers, principals and stakeholders, including:
  - liaison with 350 pre-service teachers, principals and staff across rural and remote schools;
  - facilitated seven face-to-face orientation sessions and one debrief session for pre-service teachers placed in schools during Term 2;
  - marketed teaching in rural and remote schools to over 400 final year university students across five universities; and
  - presented a concurrent session at the state Primary Principals Conference.

### Catholic Sector (CEOWA)

- Quality placements for pre-service teachers are provided under the two university partnership programs previously outlined. The placement quality is assured by a number of factors including:
  - appointment, training and time allocation for a Site Director to assist in training students and liaising with the university staff involved;
  - training of mentor teachers in the school;
  - familiarising staff at the school with the pre-service training program;
  - clustering of four or five pre-service education students within a school to build a collegial and supportive learning environment;
  - longer term training in the school to assure greater involvement in school and classroom life; and
  - evaluation of the program to seek improvements where needed.

### 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

- The **Training Schools Project** expanded in 2012 to include four Western Australian universities. Edith Cowan University continued to offer internships to pre-service teachers completing a Graduate Diploma of Education qualification. In addition, Murdoch University, the University of Western Australia and Curtin University's Business School and Centre for Aboriginal Studies offered internships to high-calibre pre-service teachers completing Bachelor of Education, Graduate Diploma of Education and Masters of Teaching qualifications.
- The Department continued to support the **Kingston Primary School Internship Program**, with a further intake of 13 final year Bachelor of Education students commencing their studies within the school in 2012 (eight of whom were awarded scholarships). The Kingston internship model differs from the Training Schools model in that it provides an opportunity for pre-service teachers to complete their qualifications while working 100% of their time within a school environment.
- Evaluation of the efficacy and impact of the internship teacher training model indicated participating school staff foster a culture of professional reflection, learning and development and participating schools are demonstrating a strong commitment to reform in the area of pre-service teacher training and professional support for beginning teachers. Practical and academic results for the 2011 cohort identified Training School interns achieved higher standards in practical and academic competence as compared to their on-campus peers.
- An additional outcome has been that, as a result of their participation, many mentor teachers experienced a reinvigoration professionally (and personally).

### Catholic Sector (CEOWA)

- Traits of the School Centres of Excellence model are evident in the partnership program with the University of Notre Dame Australia. In negotiation with the school, the university is able to provide a number of professional development and staff support programs such as mentoring, mathematics training, literacy support, leadership training and general pedagogical support. The training of practicum Site Directors has also led to significant capacity building within the school. Site Directors are able to mentor and assist other teachers raising staff quality in the school.

## Showcase Examples - 1 January to 30 June 2012

### Government Sector

#### Training Schools Project

- The **Training Schools Project** aims to better prepare graduates for the reality of the classroom. The internship model of pre-service teacher training utilises the skills of exemplary teachers and ensures that pre-service teachers have a realistic and quality experience in schools, thus facilitating a more classroom-ready graduate. It is anticipated that this model will not only increase the capacity of pre-service teachers but also provide leadership opportunities for high-calibre, experienced teachers and lead to improved retention rates for early career teachers and improved student outcomes.
- Training Schools provide a supportive, professional environment where interns observe and practice the skills required to be an effective classroom teacher. Training Schools do this by:
  - collaborating with university personnel to ensure high level integration of education theory with classroom teaching practice;
  - providing quality mentoring and support to interns which builds their confidence and helps them to develop effective and practical teaching strategies; and
  - providing relevant professional learning for teachers and school leaders.
- As well as facilitating the ongoing professional learning of interns, mentor teachers support interns by:
  - setting aside a minimum of two hours per week (outside normal classroom times) to coach the intern and guide them in reflection on their professional practice; and
  - regularly providing clear and constructive informal and formal feedback.

- Interns are able to apply for scholarships in areas of need, up to the value of \$30 000.
- A stipend is paid by the Department to those who relocate in order to complete their internship in a rural Training School.
- A preliminary review of practical and academic results for the 2011 cohort identifies Training School interns achieved higher standards in practical and academic competence as compared to their on-campus peers. The 2011 interns reported a number of significant benefits resulting from their participation in the program, including:
  - a greater appreciation of the complexities of teaching;
  - an understanding of the centrality of relationships and how to develop relationships with students; and
  - the development of a sense of belonging to the teaching profession, and recognition as a valuable member of the school community.
- The recent evaluation conducted by Edith Cowan University (ECU) indicates ECU interns are performing better in their practicum and are increasingly being viewed as a learning resource within their respective Training School. The potential for interns to influence student learning outcomes via their contributions to specialist programs, and the fact they are an extra teaching resource in the classroom, has been acknowledged by principals, site directors and mentor teachers.
- Further, the evaluation highlights:
  - establishment of informal networks and partnerships between schools which encourages discussion and collaboration on the part of principals, site directors, school based coordinators and mentors;
  - ongoing access to up-skilling for mentors with regard to coaching and mentoring skills;
  - access to professional learning opportunities for interns with regard to behaviour management and cultural awareness;
  - extensive opportunities for interns to observe and participate in student assessment and reporting; and
  - opportunities for interns to observe and participate in year/department/school planning sessions.
- The expansion to rural schools prompted the development and implementation of online resources to facilitate mentor training and academic content delivery for interns.
- During Semester 1, 2012 the Training Schools Project included four Western Australian universities, 38 schools (including 12 rural schools), 120 mentor teachers and 105 pre-service teachers (interns).

### AIEO Professional Learning Program

- In 2012, the **AIEO Professional Learning Program** continued to support AIEOs to achieve a certificate qualification from a local TAFE college. The Program develops the skills and competencies of AIEOs to support teaching and learning programs in schools. The Department funds tuition and resource fees for participants. Five hours per week study leave is provided under the Award. A key component of this program is access to training as close to the AIEO's home location as is practicable. TAFE colleges have developed modes of delivery best suited to the region context.
- In Semester 1, 2012, 145 AIEOs were enrolled in a Certificate III or IV Education Support course at a TAFE college – 119 in Certificate III and 26 in Certificate IV.
- From January 2012, the **AIEO Professional Learning Program** continued to support AIEOs and Aboriginal Languages teachers employed under a Limited Authority to Teach to achieve a teaching qualification from a university of their choice. The Department supported participants during their course through:
  - salary maintenance while on practicum and block study; and
  - allocation of a laptop to each student.
- In Semester 1, 2012, 32 AIEOs or Aboriginal Languages teachers were enrolled – 24 in their first academic year and eight in their second academic year.

### Up-skilling School Support Staff Program

- In collaboration with Central Institute of Technology (Central), the Department piloted Stage One (Demonstration) of the

**Up-skilling School Support Staff Program.** This program enables school support staff who have a Certificate IV in Education Support (or equivalent) to undertake a Diploma of Education Support (20 week course). Program participants completed the course largely within their school with one-on-one support from a dedicated mentor within the school. The remainder of the training was delivered either face-to-face (for metropolitan participants) or online (for rural participants) by Central. During 2011, the **Up-skilling School Support Staff Program** was piloted in public schools across the State, with 129 staff completing the program that year.

- In 2012, 30 participants commenced the program (19 metropolitan and 11 rural). Successful participants will graduate in September 2012.
- The graduation ceremony for the 129 participants who successfully completed the program in 2011 was held in April 2012.
- Participating schools received additional resources to support the program's implementation, including relief funding for participants, mentor teachers and school-based assessors for the course duration.
- An evaluation was carried out by Central and identified program delivery issues which were modified and implemented by the Department and Central.

## Catholic Sector (CEOWA)

### Aboriginal Teacher Assistants

- **Aboriginal Teacher Assistants (AT As)** play a critical role in the 13 Kimberley schools in terms of the overall support they provide in the wider community, across the school, and in particular in supporting the classroom teacher in the teaching and learning process. The AT A up-skilling program targeted the third of these roles of the AT A – support in the classroom. One of the issues faced in supporting the approximately 90 AT As in Kimberley schools is their geographic isolation and the cost of delivering any support or training program. Furthermore, there is a challenge of developing an appropriate training program that builds on their skill, recognises their school context and accommodates their levels of literacy and numeracy.
- The partnership with the **Batchelor Institute of Indigenous Tertiary Education (BIITE)** in Alice Springs has provided an effective method of training and up-skilling the AT As. An assessment of their individual learning needs was undertaken and training programs at one of three levels developed. In the first six months of 2012, six were enrolled in the Certificate II course, 36 in the Certificate III course and four in the Diploma course. The program involved a mixture of on-the-job training and assessment and study learning, with journaling etc. an important aspect. A lecturer from BIITE trained a CEOWA consultant and this consultant also achieved the Certificate IV in Workplace Assessment. This enabled the number of onsite visits by BIITE staff to be minimised with more on-the-job assistance and assessment occurring with the CEOWA consultant. As part of the program, the AT A conference planned for October 2012 in Broome will build on the training and also target other AT As who may wish to enter the program late in 2012 or in 2013. The classroom teacher has also played an important part in mentoring and assisting in the training of the AT A.
- As of mid 2012, most of the 13 Kimberley schools are involved in the program. As previously indicated, 46 AT As (or more than 50%) are involved. A general focus of the program has been on developing the literacy and numeracy skills of the AT A as well as a better understanding of how they can assist their classroom teacher in increasing student learning. Their role as a community member can also be extended to encourage other parents to be more involved in their child's education program.
- Reports from BIITE and the CEOWA consultant indicate strong support from the participating AT As. Some supplementary support in their professional writing and journaling skills was required and was provided by the CEOWA consultant.
- Teachers report a significant additional input from AT As. An ongoing challenge is to build upon this impetus and also to assist classroom teachers in understanding the role that AT As can play. One of the initiatives under the Low SES School Communities NP has been to appoint community members to assist with parent liaison and attendance. In some cases, the AT A can fill this position.

### Quality Catholic Schooling improvement framework

- The **Quality Catholic Schooling** improvement framework is seen to be a significant development not only because of its



strategic system-wide importance, but also because it provides a context for the implementation of many other reforms. It has been developed using a wide research base and with the assistance of a respected school improvement international expert. The four domains of school improvement are Catholic Identity, Teaching and Learning, Community and Stewardship (human and physical resources). A total of 24 components have been developed to elaborate on the intent of the domains. These have been summarised on an improvement rubric where schools can plot their improvement across seven levels. Schools have been provided with support on reading, understanding and contextualising the framework to their specific school setting. Schools are encouraged to use the framework in a non-threatening way to ask questions about processes and outcomes and to seek ways of effecting improvement. Initially, in 2011, schools were required to implement at least two of the components in their school planning and improvement procedure, with five components per year being implemented over the next four years. Schools have been provided with support from their specific Principal School Advisor as well as consensus sharing opportunities. In 2012, all schools continue to implement five components of the improvement framework.

- NP reforms across all three Smarter Schools initiatives are contextualised in the school's improvement planning.

### Independent Sector (AISWA)

#### Using Data to inform Whole School Literacy and Numeracy Planning

- Several NP schools are now using data to inform their Whole School Literacy and Numeracy Planning. The difficulty has been in comparing standardised assessment data from NAPLAN with other standardised assessment data, such as ACER PAT data and school based data. These data sets are not on the same measurement scale so direct comparisons for individual students, classes and cohorts are not possible. Much of the work AISWA is doing in *Appraise* this year is to bring these disparate data sets onto the same scale so that progress and growth in learning can be readily triangulated. AISWA is also working towards making the *Appraise* program web-based, so that it is more accessible to teachers and school leaders.

#### Up-skilling Aboriginal Education Workers

- Growth has been seen across the AEWs who are participating in further training through the University of Notre Dame Australia in Broome. Many have expressed a desire to become teachers and have enrolled in the Certificate IV. Their training has increased their confidence in working with children. They are active in the classroom and support the teacher more effectively. They explained that they now feel like educational leaders of the future and will continue to work at achieving further qualifications as they want a brighter future for their children.

## PRINCIPAL PROFESSIONAL DEVELOPMENT

The Implementation Plan for the Principal Professional Development strengthens and complements the reform activities already being implemented through the Improving Teacher Quality National Partnership Implementation Plan. An overview of activities and key achievements follows:

### Government Sector

- The Department's 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. During the reporting period, the Institute delivered a range of leadership programs, with 272 leaders and aspirants participating.
- The **School Leadership Program** was established in 2011 to ensure high quality sustainable leadership across public schools. The first 50 participants in the Masters of School Leadership completed semester one of the course in June 2012.
- Negotiations continued with the Institute and AIT SL as to how affiliated, national and flagship leadership programs will be developed and delivered.
- All professional learning delivered for teachers and school leaders in 2012 is mapped against the *National Professional Standards for Teachers* and the *National Professional Standard for Principals*.
- In 2012, an **Aboriginal Principals' Collegiate Group** of 23 members was supported. The Group provides a forum to share experience and knowledge and to link participants with stakeholders who can assist their professional learning and career advancement. In 2012, six school administrators were funded to undertake self-identified professional learning and one school administrator was funded to attend the *More Aboriginal and Torres Strait Islander Teachers Initiative Conference*.
- In 2012, the Department continued to provide leadership professional learning for female leaders and aspirants to senior school leadership positions. 25 female primary principals, including one female Aboriginal principal and one Aboriginal aspirant leader, participated in the **2012 Senior School (Primary) Leadership Program** and 18 (nine female principals and nine female aspirant leaders) participated in the **2012 Cognitive Coaching Program**.

### Catholic Sector (CEOWA)

- Refinement of existing leadership programs for **emerging and designated leaders** and the development of electronic/online equivalents. Focus on participants from schools with Aboriginal enrolments. Program modules mapped to the AIT SL standards and, where relevant, the Australian Curriculum.
- Refinement of existing leadership programs for **aspiring principals**. Focus on participants from schools with Aboriginal enrolments and principal aspirants with desire to work in regional and remote schools with large numbers of Aboriginal enrolments. Program modules mapped to the AIT SL standards and, where relevant, the Australian Curriculum.
- Refinement of existing leadership programs for **new principals**. Focus on participants from schools with Aboriginal enrolments. Program modules mapped to the AIT SL standards and, where relevant, the Australian Curriculum.
- Refinement and expansion of support for principals in remote and regional centres to attend professional learning opportunities (**Leadership Enrichment Courses**), particularly schools which have high numbers of Indigenous student enrolments.
- Development and delivery of leadership programs for **experienced principals** (minimum 8 years' experience). Formation of partnerships with universities, business and mentor leaders. Focus on principals from regional and remote schools as well as those with higher Indigenous student enrolments.
- **In situ advice, support and development of principals** in regional and remote settings, especially in schools with high Indigenous student enrolments. Focus on Kimberley schools.

## Independent Sector (AISWA)

- **Current School Leaders / Aspiring Leaders (Metro, Regional and Remote)** – during the reporting period, AISWA began mapping the *National Professional Standards for Teachers* and *National Professional Standard for Principals* across the current leadership programs. AISWA presented 10 sessions to current school leaders to raise awareness of the *National Professional Standards for Teachers* and *National Professional Standard for Principals*.
- **Ongoing Support and Development for Principals** – Whole School Planning support was provided to all 14 rural and remote schools in January and April 2012, to engage in planning for school improvement and using the national reforms to guide this planning.

## Principal Professional Development

Description of Activity	Milestones 2012	Progress against milestones to date
<i>Where appropriate please address the principles for use of funding as included in the relevant section of the Implementation Plan.</i>	<i>List milestones as stated in the Implementation Plan.</i>	<i>Please report all activity undertaken against each milestone to date, clearly stating whether the milestone has been achieved, in progress or delayed.</i>
<b>Government Sector</b>		
<ul style="list-style-type: none"> <li>▪ Establish a Principals Advisory Team to support principals working in challenging circumstances to lift their leadership capabilities, improve the performance of the school and the outcomes for students. The Principals Advisory Team will generally provide direct face to face mentoring and advice along with connecting the principal with other support mechanisms such as networks and the Institute for Professional Learning.</li> <li>▪ This will ensure principals' further develop their capabilities to manage change, establish relationships, provide educational leadership, set and achieve high standards and manage the school resources.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Establish a Principals Advisory Team.</li> <li>▪ Engage 5 mentor principals.</li> <li>▪ Provide onsite mentoring and support for 15 principals and access to targeted relevant professional development opportunities specifically aimed at school leaders working in challenging circumstances, in low performing or low SES schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Principal Advisory Team positions established.</li> <li>▪ Recruitment process for five mentor principals commenced with the positions likely to be in place by October 2012.</li> <li>▪ Statewide planning to be undertaken during Semester two, 2012 to:               <ul style="list-style-type: none"> <li>○ identify the first group of principals to be mentored and supported; and</li> <li>○ define the nature and scope of professional learning requirements, including to build capacity of potential leaders in schools in challenging circumstances.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>▪ Facilitate access to targeted professional learning for principals, including expert within school support, with priority given to developing the capacities of potential and existing leaders in challenging circumstances.</li> <li>▪ Provide targeted, relevant professional learning across the continuum of leadership (aspirant through to experienced).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Professional learning delivered by the Institute for Professional Learning and the Public School Leadership Program aligned to the new <i>National Professional Standards for Teachers</i> during 2012 and the <i>National Professional Standard for Principals</i> and supports the implementation of the Australian Curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The School Leadership Program was established in 2011 to ensure high quality sustainable leadership across public schools.</li> <li>▪ The first 50 participants in the Masters of School Leadership completed semester one of the course in June 2012.</li> </ul>
<b>Catholic Sector (CEOWA)</b>		
<ul style="list-style-type: none"> <li>▪ Refinement of existing leadership programs for <b>emerging and designated leaders</b> and the development of electronic/online equivalents. Focus on participants from schools with Aboriginal enrolments. Program modules mapped to the AITSL standards and, where relevant, the Australian Curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Electronic/online programs developed and finalised.</li> <li>▪ AITSL standards fully embedded; Australian Curriculum embedded.</li> <li>▪ Face-to-face delivery continues; 40 participants.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Electronic/online programs for both the Catholic Education Emerging Leaders' and Designated Leaders' programs have been postponed because of issues with the Catholic Education ICT platform. These issues are unlikely to be resolved in 2012/13.</li> <li>▪ AITSL standards fully embedded within both the Emerging Leaders' and Designated Leaders' programs. Australian Curriculum fully embedded within the Education module of each leadership program.</li> <li>▪ Face-to-face delivery of both the Emerging Leaders' and Designated Leaders' programs is 70% complete for 2012. These programs</li> </ul>

		involve 40 participants with majority from schools with Aboriginal enrolments.
<ul style="list-style-type: none"> <li>Refinement of existing leadership programs for <b>aspiring principals</b>. Focus on participants from schools with Aboriginal enrolments and principal aspirants with desire to work in regional and remote schools with large numbers of Aboriginal enrolments. Program modules mapped to the AITSL standards and, where relevant, the Australian Curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>AITSL standards fully embedded; Australian Curriculum embedded.</li> <li>Face-to-face delivery continues; 10 participants.</li> </ul>	<ul style="list-style-type: none"> <li>AITSL standards fully embedded within the Catholic Education Aspiring Principals' program. Australian Curriculum fully embedded within the Education module of this leadership program.</li> <li>Face-to-face delivery of this leadership program is 60% complete for 2012. 10 participants. Two participants have aspiration to serve as a principal in a remote, Kimberley school with majority Aboriginal enrolments.</li> </ul>
<ul style="list-style-type: none"> <li>Refinement of existing leadership programs for <b>new principals</b>. Focus on participants from schools with Aboriginal enrolments. Program modules mapped to the AITSL standards and, where relevant, the Australian Curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>AITSL standards fully embedded; Australian Curriculum embedded.</li> <li>Face-to-face delivery continues; includes beginning Principals' residential; Year One Principals' residential; Year Two Principals' residential; Year Three Principals' residential.</li> <li>Funded positions directed to non-metropolitan participants (offered to all new principals in non-metropolitan schools).</li> </ul>	<ul style="list-style-type: none"> <li>AITSL standards fully embedded within the Catholic Education Beginning Principals' Program. Australian Curriculum fully embedded within the <i>Education</i> module of this leadership program.</li> <li>Face-to-face delivery for the Year One, Year Two and Year Three Principals' phases has concluded for 2012. Participants from schools with Aboriginal enrolments have received fully-funded positions for this program: <ul style="list-style-type: none"> <li><b>Year One Principals' residential:</b> nine participants (five from Kimberley schools with 100% Aboriginal student enrolments)</li> <li><b>Year Two Principals' residential:</b> seven participants (two from Kimberley schools with 100% Aboriginal student enrolments)</li> <li><b>Year Three Principals' residential:</b> 13 participants (three from Kimberley schools with 100% Aboriginal student enrolments)</li> </ul> </li> <li>The Beginning Principals' phase of this program (i.e. first-time principals appointed in 2012 and due to commence service in January 2013) commences in November 2012.</li> </ul>
<ul style="list-style-type: none"> <li>Refinement and expansion of support for principals in remote and regional centres to attend professional learning opportunities (<b>Leadership Enrichment Courses</b>), particularly schools which have high numbers of Indigenous student enrolments</li> </ul>	<ul style="list-style-type: none"> <li>Development and refinement of high impact two and three day programs to support principals and members of their leadership teams.</li> </ul>	<ul style="list-style-type: none"> <li>51 Leadership Enrichment Courses designed to support principals and members of their leadership teams were planned for 2012. This program is 80% complete. Unfortunately, participants from schools with high numbers of Indigenous students did not attend these programs, despite promotion.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Delivery commences in 2nd semester 2012; non-metropolitan participants supported with all costs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ A reduced number of Leadership Enrichment Courses are currently being devised for 2013. These courses will be aligned to the Catholic Education Leadership Framework domains and professional practices of the <i>National Professional Standard for Principals</i>, will have a focus on quality, involve local, national and international facilitators, and focus on longitudinal learning (two and three day programs) with modules spaced over time with contextually-relevant tasks between days. Both primary and secondary principals' associations and the assistant and deputy principals' associations are currently being surveyed to determine needs analysis.</li> <li>▪ Non-metropolitan participants leading schools with high numbers of Indigenous students will be supported with all costs associated with Leadership Enrichment Courses including travel, accommodation and course fees.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Development and delivery of leadership programs for <b>experienced principals</b> (minimum 8 years' experience). Formation of partnerships with universities, business and mentor leaders. Focus on principals from regional and remote schools as well as those with higher Indigenous student enrolments.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Programs developed and partnerships established by 2nd semester 2012.</li> </ul>	<ul style="list-style-type: none"> <li>▪ After a successful tender bid, Integral Development has been awarded the contract to develop the Experienced Principals' Program in conjunction with the CEOWA Leadership Consultant.</li> <li>▪ The Experienced Principals' Program is currently under development with a pilot program planned between March and August 2012. The pilot will involve eight Catholic school principals, six public school principals and six independent school principals. All participants will be selected by a cross-sectoral panel.</li> <li>▪ Integral Development and the CEOWA are currently seeking a university partner to independently research the effectiveness of the program in changing participant leadership practices.</li> <li>▪ This two-phase, cross-sectoral program will be owned and hosted by the CEOWA. The program targets primary and secondary principals with a minimum of 10 years' experience in at least two schools with an excellent track record of review. Phase one, conducted by Integral Development medical staff, aims to raise individual participant awareness of the importance of health and wellbeing by providing an accurate assessment of their current and projected health outcomes. Phase two, facilitated by staff from Integral Development, consists of seven days of professional learning over a semester involving delivery of theory supported by experiential learning and collaborative dialogue. Phase two is based on the professional practices of the <i>National Professional Standard for</i></li> </ul>

		<p><i>Principals.</i> During this phase, participants work with program colleagues and business leaders to better understand leadership in a context other than that of their own school via the completion of a cross-sectoral mastery project in a business setting.</p> <ul style="list-style-type: none"> <li>It is envisaged that this program will become part of the permanent suite of Catholic Education leadership programs and will be convened annually for a group of 20 participants.</li> </ul>
<ul style="list-style-type: none"> <li><b>In situ advice support and development of principals</b> in regional and remote settings, especially in schools with high Indigenous student enrolments. Focus on Kimberley schools</li> </ul>	<ul style="list-style-type: none"> <li>Consultant increases number of visits to Kimberley principals. Strong focus on building leadership capacity; all 13 schools supported.</li> <li>Kimberley principals continued to be provided with mentor principals also appointed to support.</li> <li>Principal induction program refined for remote schools.</li> </ul>	<ul style="list-style-type: none"> <li>An Assistant Principal Schools advisor has been appointed at the Broome regional office to increase the number of visits to Kimberley principals. This measure has permitted a strong focus on building leadership capacity in all 13 Kimberley schools.</li> <li>First-time Kimberley principals, at appointment, are linked with an experienced, trained mentor principal who is responsible for building leadership capacity.</li> <li>All first-time Kimberley principals are required to complete the four phases associated with the Catholic Education Beginning Principals' program as detailed above. These are fully-funded positions.</li> </ul>
<b>Independent Sector (AISWA)</b>		
<ul style="list-style-type: none"> <li>Refinement of existing leadership programs for <b>current leaders</b> in metropolitan schools and in particular rural and remote schools. Program modules mapped to the AITSL principal standards and build capacity of instructional leadership, professional learning communities, coaching, data evidence decision making.</li> </ul>	<ul style="list-style-type: none"> <li>AISWA begin to map the AITSL standards across programs and links made to the Australian Curriculum.</li> <li>Face-to-face delivery continues; 20 participants.</li> </ul>	<ul style="list-style-type: none"> <li>During the reporting period, AISWA began mapping the AITSL standards across professional learning programs and links were made to the Australian Curriculum.</li> <li>AISWA have facilitated a range of leadership programs during this reporting period; over 40 participants.</li> </ul>
<ul style="list-style-type: none"> <li>Refinement of existing leadership programs for <b>aspiring principals in metro, rural and remote schools.</b> Program will be mapped to the AITSL standards and, where relevant, links made to the Australian Curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>AITSL standards fully embedded.</li> <li>Face-to-face delivery continues; 10 participants.</li> </ul>	<ul style="list-style-type: none"> <li>AITSL standards have begun to be embedded across the Improving Teacher Quality programs.</li> <li>Face-to-face delivery continued; over 50 participants.</li> </ul>
<ul style="list-style-type: none"> <li><b>Ongoing support and development of principals</b> in regional and remote settings.</li> </ul>	<ul style="list-style-type: none"> <li>Strong focus on building leadership capacity and engaging in the AITSL standards; all 14 rural and remote schools supported.</li> </ul>	<ul style="list-style-type: none"> <li>Strong focus on building leadership capacity and engaging in the AITSL standards; all 14 rural and remote schools supported.</li> </ul>

## Section 2 – Low SES School Communities

### Overview/Highlights - 1 January to 30 June 2012

#### Government Sector

- A total of 102 Western Australian public schools have commenced implementation of strategies designed to improved student learning outcomes using funding allocated through the Low SES NP. These schools comprise 23 439 students, including 8 789 Aboriginal students.
- Schools have commenced participation in the NP at different times, as part of one of five rounds. The number of schools in each round is as follows:
  - Round 1 – 28 schools
  - Round 2 – 21 schools
  - Round 3 – 12 schools
  - Round 4 – 14 schools
  - Round 5 – 27 schools
- The table below shows the number of public schools participating at each phase of the funding rollout and illustrates that from January 2012 to December 2013 is a peak time for the project, with 102 schools engaged.

Commencement Date	Rollout Phases	Schools Participating
1/1/2010	Round 1	28
1/7/2010	Rounds 1 and 2	49
1/1/2011	Rounds 1, 2 and 3	61
1/7/2011	Rounds 1, 2, 3 and 4	75
1/1/2012	Rounds 1, 2, 3, 4 and 5	102
1/7/2012	Rounds 1, 2, 3, 4 and 5	102
1/1/2013	Rounds 1, 2, 3, 4 and 5	102
1/7/2013	Rounds 1, 2, 3, 4 and 5	102
1/1/2014	Rounds 2, 3, 4 and 5	74
1/7/2014	Rounds 3, 4 and 5	53
1/1/2015	Rounds 4 and 5	41
1/7/2015	Round 5	27

- NP funding is enabling schools to work with their local community to implement strategies based on key reform areas four to six with the aim of improving student engagement, educational attainment and wellbeing. Support is provided to schools to implement strategies associated with the key reform areas, reflect on achievements and share successful practice.
- A proportion of the total funding has been complemented by State funding to implement central or partnership reforms. These include the *Attracting Outstanding Principals Trial*, the *Consultant Teacher Trial* and *Fogarty EDvance*. These initiatives are described elsewhere in this report.
- Schools in the Kimberley region are contributing a proportion of NP funding towards the **Kimberley Success Zone (KSZ)**. The KSZ project continues to create, develop and maintain educational partnerships between the three schooling sectors across the Kimberley region. The range of actions and outputs achieved through the KSZ are embedded within this report.

#### Incentives to Attract High Performing Principals and Teachers

- The **Attracting Outstanding Principals** initiative was established in March 2012 in conjunction with the Improving Teacher Quality NP. Through this initiative, the Department of Education will offer up to 30 outstanding principals an annual attraction and retention payment for up to three years to work in select Low SES NP schools. Principals will be paid up to \$28 703 on top of their usual salary to work in schools with high proportions of vulnerable children. Recognising that school improvement results from the efforts of all staff, the initiative includes grants ranging from \$24 000 to \$57 000 a



year, depending on the size of the school. These will be paid to those schools participating in the trial that demonstrate improved school outcomes. Principal positions to be included in the trial will arise through natural attrition. Five schools have taken advantage of this new initiative since March 2012. A nationwide recruitment campaign has commenced to fill these positions.

- A proposal to trial a new specialist teacher position (**Consultant Teacher**) for selected Low SES schools has been developed in conjunction with the Improving Teacher Quality NP and endorsed for implementation in 2012. The Consultant Teacher is a school-based position focused on improving the quality of teaching through modelling and coaching aimed at the refinement of teaching practice to improve student outcomes. The selection criteria for the Consultant Teacher position have been aligned to the Lead Teacher phase of the *National Professional Standards for Teachers*. Seven Low SES NP schools currently have consultant teachers employed in their schools. Rangeway Primary School has reported early benefits including a more collaborative and coordinated school approach in the areas of literacy and numeracy.
- Schools in the **Murchison cluster** have provided some NP funds that are supplemented by the regional office to employ a mentor principal. The mentor principal supports the cluster of schools to assist them to develop partnerships with interagency and community organisations and establish extended services and early years intervention strategies.
- In addition to exploring strategies to attract and retain high performing principals and teachers to work in low SES school communities, strategies are being explored to develop the capacity of leaders and teachers currently working in low SES school communities. In mid 2012, the Low SES NP has supported the establishment of **EDvance**, a program to support school principals working within low SES communities to improve the leadership capabilities within their school. EDvance focuses on the development of individual principals in the areas of financial management, organisational management, change management, board development and data analysis but also specifically focusing on:
  - evidence/research base on effective schools in low SES communities;
  - community engagement; and
  - building the leadership skills and capacity of their staff.
- The program was developed in collaboration with community providers, philanthropic organisations and business and is tailored specifically to the needs of low SES schools. EDvance provides a unique opportunity to offer professional learning and connectivity to community and business partners. A powerful attribute of the proposed model is the establishment of networks and advisory groups (which include the business community) to support principals to engage with their local community, assisting in further development of consultancy skills and brokering of community partnerships. Five schools are part of the first intake of EDvance, which engages Low SES schools in a program of whole school and leadership improvement.
- The Department's Institute for Professional Learning continues to offer a range of courses in 2012 for principals and aspiring leaders to build capacity and leadership. These include *Leading Learning Communities* and *Leading Teaching and Learning*. A course specifically aimed at Low SES schools, *Understanding Poverty*, was also offered for staff in these schools at the beginning of 2012.
- The **Kimberley Success Zone (KSZ)** has added value to existing induction programs offered by education sectors in the Kimberley. KSZ has provided opportunities for 'new to Kimberley' teachers to connect through the establishment of an online environment – the Connecting Colleagues Network – in which new teachers from all sectors can ask questions of a moderator, learn from each other, articulate professional learning needs, utilise an expanding resource library and maintain professional relationships with colleagues. The face-to-face component of the Network promotes the value and importance of participants as teachers, identifies and services immediate and future needs and connects participants to the online environment.
- **KSZ** has sought to provide access to leadership support and development across education sectors in the region. 24 Kimberley school leaders across all sectors have enrolled in a coaching accreditation program delivered by Growth Coaching International. In addition, KSZ has subsidised positions for all school sectors to access Stronger Smarter professional learning as part of a focus on maintaining high expectations and educational outcomes for Aboriginal students. KSZ has also supported school leaders and AIEOs to access the Stronger Smarter Coach in a Box program. KSZ is working on podcasts attending to the theme of leadership, to be posted on the KSZ website. The podcasts will include footage of experienced Kimberley principals addressing topics such as building a culture of high expectations, effective use of data and community engagement with schools. Sprinkled with practical advice for new leaders, these podcasts will support, highlight and showcase good practice across the Kimberley.

The KSZ secured the services of two leading authorities in the field of distributive leadership and professional learning communities to present at a forum for school leaders in Broome in July 2012. Participants learnt the 'what', 'how' and 'why' of distributed leadership and the practicalities of establishing professional learning communities in their schools.

### Adoption of Performance Management and Staffing Arrangements that Articulate a Clear Role for Principals

- Schools across the State are working more autonomously and with greater flexibility to identify and tailor strategies best suited to their students and their community. **Regions and networks of schools** have been established and resources have been placed closer to schools so that they can make decisions about how best to use funding to bring about improvement in specific areas of need.
- The Independent Public Schools (IPS) initiative is providing increased flexibility and autonomy to schools that are able to demonstrate readiness to manage increased levels of flexibility to select staff and allocate funds. The Low SES NP provides schools with additional resources to explore reforms that may position them to be granted IPS status. A total of 22 Low SES NP schools have now achieved IPS status. 10 Low SES NP schools are currently IPS, and a further 12 Low SES NP schools have been awarded IPS status to commence in 2013. IPS are networking to explore innovative ways to use the flexibilities they enjoy. For example, students and teachers at Beaumaris Primary School in Perth are working and learning with peers at Perenjori Primary School, a Low SES school located in the mid-west region of the State.
- The move to give public schools greater autonomy is not exclusively confined to the IPS initiative; some flexibilities from the IPS initiative have been extended to all schools. This initiative is empowering many Low SES NP schools in the areas of governance, staffing, operational and financial arrangements. These flexibilities include:
  - increased opportunities for schools to select their own staff through the new *School Select* 2012 processes;
  - increased flexibility for schools to convert funds for special needs resourcing to the salary pool or bank accounts to implement alternative support strategies for students;
  - approval of aspects of staff leave, including all long service leave;
  - completion of payroll documentation online; and
  - approval of all salary conversions to their school salary pool.

### School Operational Arrangements Which Encourage Innovation And Flexibility

- The Low SES NP has supported establishment and enhancements to a number of reforms at the regional and school level. These include:
  - establishment of school networks that share resources and expertise, such as the Kwinana Federation that employs instructional leaders to work across a number of low SES school communities;
  - implementation or enhancement of programs to support literacy and numeracy development, including a consistent timetabling approach that incorporates literacy and numeracy blocks across a significant proportion of schools;
  - establishment of professional learning communities that bring teachers together to engage in action research to explore improvements to teaching and learning. For example, Fitzroy Valley District High School is in the early stages of implementing professional learning communities at the school to explore strategies that improve engagement of students with Foetal Alcohol Syndrome; and
  - employment of additional staff to enhance the capacity of individual schools to more effectively undertake a range of operations. The range of additional support staff employed to improve school operations are detailed in the table below.

Support Staff	Allied Health professionals	Aboriginal Staff	Teachers	School Leaders
<ul style="list-style-type: none"> <li>▪ Attendance Officer</li> <li>▪ Family Support Worker</li> <li>▪ Education Assistant</li> <li>▪ Youth Worker</li> <li>▪ Community Liaison</li> <li>▪ Early Intervention Coordinator</li> <li>▪ ECE Coordinator</li> <li>▪ Ministerial Officer</li> <li>▪ Supervisor Officer</li> <li>▪ Play group Coordinator</li> <li>▪ Chaplain</li> <li>▪ Support Staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ Psychologist</li> <li>▪ Speech Therapist</li> <li>▪ Occupational Therapist</li> <li>▪ Social Worker</li> </ul>	<ul style="list-style-type: none"> <li>▪ Aboriginal Attendance Officer</li> <li>▪ Aboriginal and Islander Education Officer</li> <li>▪ Aboriginal Community Support</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher (Level 2 or 3)</li> <li>▪ Literacy Teacher</li> <li>▪ Numeracy Teacher</li> <li>▪ Homework Class Tutor</li> </ul>	<ul style="list-style-type: none"> <li>▪ Deputy Principal</li> <li>▪ Manager/Coordinator Level 3/4</li> <li>▪ HOLA</li> <li>▪ Team Leader</li> <li>▪ Mentor Principal</li> </ul>

- A recent survey found that 22% of Low SES NP schools are implementing strategies to improve school operational arrangements which encourage innovation and flexibility, and of these schools, 75% have reported good or excellent progress. For example, **Dudley Park Primary School** has employed an Aboriginal and Islander Education Officer and used flexible timetabling to establish an attendance and engagement program. Data shows that since implementing the program, the number of high-risk incidents reported has decreased from 73 to nine. The program includes a case management approach to attendance, with a dedicated attendance team. This strategy also includes a lunchtime system of activities to build life skills and a reward system for attendance and behaviour that gives students the opportunity to have lunch with the principal and access the recreation room.

### Providing Innovative And Tailored Learning Opportunities

- Schools are either exploring new or innovative tailored learning opportunities or enhancing current programs. The range of activities is typically designed to improve student participation and wellbeing, student learning and student transitions. It has been observed that what may be innovative in one community may be standard practice in another. This is because schools are at different stages of reform or improvement, or require different levels of intervention in key areas.
- The range of strategies schools are funding supported by this NP include:
  - early childhood initiatives (K-3);
  - attendance and participation programs;
  - a range of literacy and numeracy interventions including whole school planning, coaching, individual education plans and employing expert literacy and numeracy teachers to develop the capacity of others;
  - pathways to work, training or university, and
  - innovative or evidence based approaches to improving outcomes for Aboriginal students and students with diverse learning needs.
- A recent survey indicated that 51 schools, representing 55% of schools participating in the Low SES NP, are implementing innovative and tailored learning opportunities for students. 63% have reported good or excellent progress with a further 35% reporting fair progress in this area. Disaggregated data associated with specific programs and activities is summarised below.
  - 48 schools are using NP funding to explore or enhance programs to improve student attendance. Of these schools, 56% reported good or excellent progress and 42% reported fair progress.
  - 51 schools (55%) are using NP funding to enhance early years strategies (Kindergarten to Year 3). 65% of these schools reported good or excellent progress and 29% reported fair progress implementing reforms.
  - Of the 20 schools using NP funding to implementing or enhance strategies to improve student pathways and transitions, 50% reported good or excellent progress implementing reforms in this area. A further 45% reported fair progress.
  - 84% of the schools are using NP funds to implement strategies to improve students' literacy outcomes. Of these, 63% reported good or excellent progress and 27% reported fair progress regarding the effectiveness of these reforms. **Broome Primary School** has used NP funding to employ three experienced teachers as curriculum leaders. The curriculum leaders support staff in implementing whole school literacy and numeracy plans through assisting teachers to plan, teach and assess. This, in combination with reduced class sizes, has led to reports of whole school consistency of approach and improved student outcomes.
  - 73% of schools are implementing strategies to improve the numeracy outcomes of all students. 63% of these schools reported good or excellent progress implementing these reforms and 31% reported fair progress.
  - 41 schools reported they are focusing on targeting the needs of English as a Second Language/English as a Second Dialect (ESL/ESD) students. These schools indicated that there are some 3 629 ESL/ESD students benefiting from tailored interventions. Of these schools, 25% reported that the literacy outcomes of these students improved to a considerable or major extent and 49% of schools reported improvements to a moderate extent. 19% of these schools reported that the numeracy outcomes of ESL/ESD students improved to a considerable or major extent and 34% reported that outcomes improved to a moderate extent. **Nollamara Primary School** and **Warriapendi Primary School** have high migrant populations and have used funding to enhance speech and language programs aimed at building the capacity of parents and students in speaking and writing in English. These schools have reported a positive parent response and involvement.

- Six schools are implementing strategies specifically targeting students with a disability. The number of students with a disability in these schools is reported to be 91. Three of these schools reported that literacy and numeracy outcomes improved to a moderate or considerable extent. Three schools reported that attendance and wellbeing of the students improved to a moderate or considerable extent.
- There are 24 schools implementing strategies targeting the needs of students with other additional learning needs, such as learning difficulties, foetal alcohol syndrome disorder and emotional and behaviour problems. There are 1 153 students in this target group enrolled in these schools. Of these schools, 25% reported that literacy outcomes of students with other additional learning needs improved to a considerable or major extent and 54% reported improvements to a moderate extent.
- Five of the Low SES NP schools are implementing strategies targeting the needs of other groups of students. These include teenage parents, students requiring a differentiated learning program to ensure academic extension opportunities and students at risk who require intensive additional support. Schools have reported that there are 108 students in this target group enrolled in the schools. Of these schools, two reported improvements in literacy outcomes to a major or moderate extent and three to some extent. Three schools reported improved attendance and wellbeing of students to a considerable or major extent and one school reported improvements in this area to a moderate extent.
- **The KSZ has a focus on attendance and retention.** The Tri-Border Attendance Strategy continues to gather momentum with the government, Catholic and independent sectors delivering live and current information to the Central Schools Database (CSD). Considerable work has been dedicated to position the three sectors to access this resource. Schools' awareness of and proficiency in utilising this new resource is strengthening. Schools recognise its outstanding value as an additional tool to locate students and extract useful information. Sectors have participated also in combined professional learning regarding the CSD. Future work in this area will look at enhancing software to provide finer grain student performance information of high relevance for the classroom teacher.
- **Through the KSZ, strategies to improve literacy and numeracy outcomes continue to be explored across schools in the region.** Cross-sectoral forums continue to be convened across the Kimberley, drawing in all schools to regional centres including Kununurra, Halls Creek, Fitzroy Crossing and Broome. The forums have had excellent cross-sectoral representation, with teachers, AIEOs and administrators joining the conversations about what works and exchanging ideas and resources. A positive spirit of collaboration exists and information from these forums is constantly being added to the KSZ website. KSZ has convened on request a number of professional learning events including First Steps Writing and Reading. It has supported key teachers in literacy to develop whole of school approaches and learning area audit tools. These events have been well attended by all sectors. Recent professional learning has included an Australian Curriculum session in Kununurra, an interactive whiteboard workshop in Halls Creek and Grammar/Australian Curriculum forums in Broome.
- **The KSZ is also working with schools to enhance strategies for students with special needs.** The KSZ, in partnership with Principals Australia, has provided all Kimberley schools with access to the mental health and wellbeing program Kids Matter/Mind Matters. Schools from all sectors have expressed an interest in implementing the framework within their schools. Currently, the program is being delivered in the Fitzroy and Broome regions. In addition, KSZ has created and promoted to all sectors an online special needs environment facilitated by a local content expert. All schools from all sectors will be encouraged to access this service. From education assistants to teachers and administrators, this service can provide rapid response times to classroom level questions relating to effectively cater to children with special needs. KSZ is also in the process of drawing together a special needs advisory group that is inclusive of all sectors. Its purpose will be to add value to existing work of Kimberley schools in the area of special needs.

### **Strengthened School Accountability**

- Schools in partnership with the system are exploring strategies to strengthen school accountability. These include initiatives to enhance teachers' data literacy, such as the employment of teachers with expertise in data analysis to support other teachers to develop evidence-based programs. Through the Low SES NP, schools have worked with the system to enhance processes for reviewing the effectiveness of strategies implemented by schools. Schools will implement an enhanced Low SES NP reporting process, which will require schools to describe, using evidence, the extent to which NP funded activities are achieving desired outputs and/or outcomes. The enhanced reporting process will come into effect at the end of 2012.
- Forty five per cent of the Low SES NP schools are focusing on improving accountability practices that include collection, analysis and interpretation of data to inform school planning and improve reporting of student outcomes. Of these schools,

61% have reported making good or excellent progress. This focus enables schools to have a strong evidence base for identifying areas for improvement so that targeted strategies can be put into place.

### External Partnerships with Parents, Other Schools, Business and Community and the Provision of Access to Extended Services

- Fifty two per cent of Low SES NP schools (48 schools) have implemented strategies in the area of external partnerships with parents. Of these schools, 52% reported good or excellent progress and 44% reported fair progress.
- Over one third of the schools (35%) are establishing parenting and early learning intervention programs (0-4). 46% reported good or excellent progress and 25% reported fair progress. The majority of these schools are providing early intervention and school readiness programs. Strategies include access to extended services in partnership with the community and other agencies such as health services, playgroups, childcare, breakfast programs, access to Foodbank and parenting programs.
- There has been steady progress toward more schools providing activities to improve the engagement of parents in the education of their children. Approximately half of Low SES NP schools are implementing strategies in this area, with 34% reporting good or excellent progress and 52% reporting fair progress.
- The Low SES NP supported principals to explore strategies for establishing extended school services through the **Extended Services Schools Exchange Tour** in June 2012. Eight secondary principals travelled to Victoria to learn about the Extended Service Schools Pilot project. A study tour for primary principals is scheduled for later in 2012.
- Although the journey toward extended school services is different for each school, particular schools continue to be leaders in this area.
- **Neerigen Brook Primary School** promotes a full service culture and philosophy and engages with other agencies, local community organisations, appropriate support services and a range of school activities and programs to build relationships between the school and parents. Parents are encouraged to participate in activities in the school, including computer training, dietary health education, **Read Write Now Services** and the **Passport Program** which rewards student attendance. In addition, integrated health services are available on site, comprising a health nurse, dental facilities, physiotherapy, speech therapy, occupational therapy, social workers and counselling services. The school seeks to engage parents in identifying activities they think will assist in their child's education. Some of the services provided include homework clubs, breakfast club and take home literacy and numeracy packs. The school is working closely with the University of Western Australia to evaluate the program.
- **Challis Early Childhood Education Centre** and **Challis Primary School** are acknowledged across Australia for leading the way in their extended services, focused mainly on early intervention. Their programs have empowered parents to become actively involved in their child's education.
- **Roseworth Primary School** has a high migrant student population and has continued to build partnerships with not-for-profit and other organisations, to provide programs for students and families. Ensuring that the whole community has a shared vision enables the school to cater for the range of student needs.
- Many schools are just beginning their journey into developing an extended school services model. Of significance is the establishment of extended school service hubs, such as the **Swan Valley Extended Hub**. Swan View Primary School, Middle Swan Primary School, Clayton View Primary School and Swan View Senior High School, in a grant partnership with The Smith Family, have commenced a cooperative extended hub approach based at Middle Swan Primary School. This extended hub project will provide a model for other clusters to consider in the future.
- **Woodbridge Primary School** is focusing on early intervention strategies and fostering community engagement through their priority with the Arts. The various arts programs, which extend to out of school hours, are engaging students and families with the school.
- **Derby District High School** has implemented early intervention programs and an opportunity for young teen mothers to also engage in further training, through a supportive mothers' group. These mothers are supported through an extensive range of experts and support services.

## Catholic Sector (CEOWA)

- A total of 28 Catholic schools are being supported under this NP. A key feature of the implementation of this NP has been the focus on the 13 Kimberley Catholic schools. The Kimberley schools consist of four 'town' schools as well as nine remote and very remote community type schools. In most cases, the student cohort is almost entirely Aboriginal. These schools are faced with significant disadvantage in terms of literacy, numeracy, attendance and engagement, health and community, and geographic isolation. In many schools, staff and leadership teams are inexperienced.

Support to the 13 Kimberley schools is part of a system wide imperative as well as key State and national policies and programs such as the Aboriginal and Torres Strait Islander Education Action Plan and the Closing the Gap Strategy. All of the Kimberley schools as well as some of the other Low SES schools are Focus Schools under the Closing the Gap NP. This has enabled support to be integrated and appropriately targeted. Schools have also collaborated with the Australian Government in the Tri-Border Attendance Strategy which spans Western Australia, South Australia and the Northern Territory.

A further significant system wide initiative which has been implemented in these schools has been the Reading Recovery program. Tutors have been trained and schools resourced to implement the program. Housing shortages have been an issue in some schools. Schools are supported by central and regional office consultants in implementing the program. Other initiatives include the **Bluearth program** and **PATHS** (Promoting Alternative Thinking Skills) has been implemented as a CEOWA strategic program to support student self-development, resilience and confidence.

- The other 15 Catholic Low SES schools have implemented a range of strategic initiatives. These have tended to be specific to the local needs of their school and community although many will be of wider strategic importance. Some examples include partnerships between a country school and a larger city school for learning and collegiate support, literacy and numeracy support, community building programs with parents especially in schools with higher refugee populations, and partnerships with tertiary providers to support areas of literacy and numeracy and in programs such as speech pathology support. Central coordination will hopefully see programs such as the speech pathology program with Curtin University become a system-supported initiative, primarily for the Low SES schools but with the possibility for wider implementation.
- It is also important to recognise that CEOWA has taken a very strategic approach by ensuring there is a complementarity between programs across all three Smarter Schools NPs. For example, all Catholic primary schools are supported in the Literacy and Numeracy NP and many of the Improving Teacher Quality NP support programs also support the Low SES schools.
- The following outcomes are noted in relation to specific programs.
  - **Promoting Alternate Thinking Skills (PATHS)** – this operates in all Kimberley schools and has been supported by a CEOWA consultant operating from the Broome office. This consultant visits schools and supports teachers and school leaders to deliver the program. Schools have been using the resource kits for approximately three years. The PATHS program addresses aspects such as resilience, self confidence, behaviour, teamwork and general interpersonal skills. It achieves most success when fully embedded in whole school processes and culture.
  - **Tri-Border Attendance Strategy** – this is a partnership between schools and DEEWR and has established the data base and support procedures to record and share student attendance data across Western Australia, South Australia and the Northern Territory. Achievement and individual study program information can also be shared so that students can receive the most appropriate stage-relevant education. Funding support has been directed towards training staff in schools to ensure they appropriately use the software. By June 2012, the program was operational.
  - The **Bluearth Program** has been supported in schools. Funds support the costs of the Bluearth trainer visiting schools over the year. Staff in schools are also trained by the accredited Bluearth trainer so that the program can be carried further and embedded into the school culture and curriculum. The program has been operating in Kimberley schools for four years and schools have been surveyed regarding its effectiveness. Responses were very supportive and indicated that there were many positive outcomes for students, particularly where the program philosophy is embedded in school culture, language and procedures. The Bluearth program has also been funded in 13 of the 15 Low SES schools outside the Kimberley region. These include two schools in Geraldton/Carnarvon, two south-west country schools and nine Perth schools. The program has worked extremely well in all of these schools. Visits are more frequent than the Kimberley model and this has made a significant difference.

- The **targeted initiatives** program has operated in all 28 Low SES schools in 2012. This initially commenced as promoting initiatives in the Kimberley schools to extend the school day. The focus changed in 2011 (and continued in 2012) to include specific initiatives in schools which addressed attendance, engagement, learning support (especially literacy and numeracy) and community building with parents and other groups. A short report on outcomes is also required. Proposals implemented in 2012 included the appointment of community liaison and attendance workers; activities to engage parents, especially in schools with higher refugee cohorts; literacy and numeracy support; activities to engage students; appointment of a part-time FTE youth worker; partnership with the University of Notre Dame Australia in literacy and numeracy support; support from a speech therapist and speech therapy students in a partnership with Curtin University; learning partnerships between a country school and city school; and the appointment of a school mentor to assist less experienced teachers.

The **'Books in Homes'** program has been centrally supported for all 13 Kimberley schools. This has made a significant contribution to literacy outcomes and provided an opportunity for parents to become involved in their child's education. The 'Follow the Dream' mentoring program for Indigenous youth was also supported in St Mary's College, Broome in 2012. In August 2012, a meeting was held to evaluate the various programs, seeking ways of forming sustainable partnerships across schools and to plan for 2013. CEOWA has identified the speech therapy support program from Curtin University as a system wide priority during the second half of 2012 and will be negotiating with Curtin University to expand the program in 2013.

- **Senior secondary support** has been provided to those Kimberley schools which also have Year 8, 9 and 10 students. This has involved connecting teachers with metropolitan schools and providing support to implement aspects of the Western Australian Certificate of Education.
- **Additional Literacy and Numeracy support** has also been provided to Kimberley schools. This has involved the appointment of a regionally based literacy and numeracy support consultant who visits Kimberley schools to assist with literacy and numeracy outcomes. The Reading Recovery program has also been implemented in 10 of the Kimberley schools. This has involved the training and placement of a Reading Recovery tutor. Results during 2010 and 2011 in the west Kimberley schools have shown a significant improvement in NAPLAN literacy performance. CEOWA sees the Reading Recovery program as a system wide priority. Outside NP funding, two centrally based Reading Recovery tutors have been appointed to assist schools more widely. In the case of the Kimberley schools, NP funding has supported the roll out of the program.
- The **Building School Capacity** program continued in 2012, however with a slightly lesser scope than in 2011. This involved providing leadership support to Kimberley schools as they plan for improvement. Many of the principals and leadership teams are relatively inexperienced and the support from a range of experienced school leaders has allowed Kimberley schools to strategically plan for school improvement.
- A feature of support for the 28 Low SES schools has been the integration of a number of initiatives. All three Smarter Schools NPs integrate and support schools. Literacy and Numeracy support under that NP is provided to 75% of Catholic schools including all K-6 schools. Some 28 of these schools receive Low SES NP support and the various programs under the Improving Teacher Quality NP are also available to schools.
- A feature of support for the 28 Low SES schools has been the integration of a number of initiatives. All three Smarter Schools NPs integrate and support schools. Support under the Literacy and Numeracy NP is provided to 75% of Catholic schools, including all K-6 schools. Some 28 of these schools receive Low SES NP support and the various programs under the Improving Teacher Quality NP are also available to schools.

### Independent Sector (AISWA)

Specific work in Low SES schools in Coolgardie and Meekatharra on literacy and numeracy to enable school leaders in these locations to target teaching and learning for individual students, classes and cohorts.

- Work with AICS schools to link attendance, wellbeing and academic data so that the success of school retention and access programs can be evaluated.
- The independent schools funded under the Low SES NP represent a diverse range of schools; most are small schools. 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.

- 24 schools are part of this partnership. Nine of these schools have an Index of Community Socio-Educational Advantage (ICSEA) value of less than 700.
- Many of the schools already have programs in place to increase school attendance, student engagement and student achievement. Schools, however, identified that the impediment to achieving their goals is often related to a lack of resources and access to support. Through the Low SES NP, grants have been provided 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 the Low SES NP during the reporting period are as follows:
  - Six new teachers commenced the teaching improvement program, PRICE (Promoting Reflective Innovative Collaborative Educators).
  - Seven existing teachers continued their involvement in PRICE.
  - Two PRICE teachers were nominated by AISWA for AITSL's 2012 Australian Awards for Outstanding Teaching and School Leadership.
  - The current literacy portal for remote Aboriginal schools was expanded to include numeracy resources.
  - Participation in the Early Years Learning Framework (EYLF) mentoring with Aboriginal Education Workers.
  - An AISWA consultant visited all remote Aboriginal schools to showcase and discuss the literacy portal.
  - High school students at Yiyili Community School have commenced barista training as they begin the implementation of their Bush To Belly Food Company project.
  - Whole School Planning professional development for all Kimberley schools.
  - Five Kimberley schools participated in the Kimberley Reading Recovery Program.
  - Continuation of other Low SES funded projects including:
    - Author visits to remote Aboriginal schools.
    - Aboriginal Education Worker mentoring.
    - Principal mentoring.
    - Whole School Planning in six Low SES schools.
    - Middle school curriculum development in three Curriculum And Re-Engagement (CARE) schools.
    - IT up-skilling in three schools that recently purchased interactive whiteboards and/or iPads.
    - A behaviour management program in one Aboriginal school.

## Support for Aboriginal and Torres Strait Islander Students - 1 January to 30 June 2012

### Government Sector

- Sixty seven public schools responsible for the education of just over 6 000 enrolled Aboriginal students are using funding provided through this NP to enhance support to improve outcomes for Aboriginal students. These schools are implementing targeted strategies to improve parent and community engagement, literacy and numeracy achievement and attendance and wellbeing outcomes for Aboriginal students.
- In a recent survey, the 67 schools that indicated they have specifically designed programs catering for Aboriginal students reported the following progress trends:
  - 83% of schools indicated they have improved literacy outcomes for Aboriginal students. Of these, 34% reported good or excellent progress and 49% reported making fair progress.
  - 32% of schools reported improved numeracy outcomes for Aboriginal students to a good or excellent extent. 42% reported fair progress in improving numeracy outcomes.
  - 28% of schools reported good progress in improving the engagement of Aboriginal parents and community stakeholder groups. 46% of schools reported fair progress in this area.
  - Over 25 schools have adopted the 'Stronger Smarter' leadership model, which empowers Indigenous communities to be proactive with decision making processes and involvement in schools. **Dawul Remote Community School** is a good example of the positive impact this model is beginning to make.



- 19 schools have continued to use NP funds to engage in the **Kimberley Success Zone**. This initiative was established as a collaborative effort between CEOWA, AISWA and other stakeholders to support schools in the Kimberley to improve outcomes for 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.
- 74% of schools reported positive improvement (fair or good progress) in the engagement and participation of Aboriginal parents and community stakeholder groups. For example, **Challis Early Childhood Education Centre** and **Challis Primary School** offer a family group early childhood class for Aboriginal families. Brothers and sisters have the choice of staying in the same class and there are strategies specifically for Aboriginal students. This has resulted in improved attendance and engagement of Aboriginal students and participation of their parents.
- 41% of schools reported good or excellent progress and 37% indicated fair progress resulting from NP-funded programs targeted at the attendance and wellbeing of Aboriginal students. Examples of successful programs include:
  - The Swan Nyungar Sports Education Program at **Balga Senior High School**. This program, which incorporates sport, culture and dance to engage students in their education, has over 120 students involved. The program is aimed specifically at Aboriginal students who may have had or still have disruptions in their attendance. Balga Senior High School also employs strategies such as connecting with students before school starts, and developing multi-aged groupings for English, Maths and Science and Society for three hours per day.
  - The **Broome Senior High School** girls program, which employs an AIEO to support the girls in their literacy, numeracy, attendance and life skills.
  - The **Derby District High School** program that supports Aboriginal students and young mothers and their children to re-engage with schooling.
  - **Dudley Park Primary School** employs an AIEO to support their attendance program. This has seen impressive results, with a reduction in the number of high-risk behaviour incidents from 40 to less than 10 in two years.

#### Catholic Sector (CEOWA)

- The 13 Kimberley schools are supported under this NP. These schools have significant Aboriginal enrolments, often 100%. For the first two years of the NP, the focus was very much on the 13 Kimberley schools, with less being directed to other Low SES schools. From 2011 and into 2012, support for Kimberley schools has continued but other schools with significant Aboriginal student cohorts have also been supported. These include Clontarf Aboriginal College, St Clare's School and St Joseph's School in Pinjarra. The approach has been to provide a mix of system initiatives and specific programs that address the local needs of the school. The main focus has been on literacy and numeracy support, engagement of students, addressing attendance issues and encouraging parent and community involvement. As previously mentioned, the support for the 13 Kimberley schools integrates with other initiatives such as the Closing the Gap Focus School NP.

#### Independent Sector (AISWA)

- The funding applications that Low SES schools applied for during the symposium held in April 2011, have enabled AISWA to continue to support 11 Indigenous schools to undertake the following projects:
  - **Quality Learning program** – to build a positive culture around behaviour and community involvement.
  - **Transition to the Workplace** – a project to link in industry to the skill sets of the students to ensure that when they leave school, they have a transition to the workplace.
  - **Bikes in schools** – 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** – which 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** – will be implemented in two schools. Support is provided for new principals to 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 AEWs in up-skilling their qualifications. A mentor will support approximately 14 AEWs in their studies when they are back in the community, providing encouragement, assisting with computer skills and being

a critical friend.

- **AIC cluster project** – a project to remotely connect the schools through an online portal. This project will provide resources, examples of exemplar teaching and discussion boards to build the quality of education for the remote schools and build networking among the staff.
- **PRICE (Promoting Reflective Innovative Collaborative Educators)** – the Broome-based Low SES Consultant has created this 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 connected teachers through ICT so they can discuss teaching, network and form strong relationships. With support from the consultant, teachers are building a portfolio of exemplar practice which will support them in gaining full registration as teachers. The consultant is using the *National Professional Standards for Teachers* to support teachers' growth and development.
- Karalundi Aboriginal School has engaged the services of an experienced consultant to investigate dormitory procedures, to ensure that students residing at the school are provided with the best care possible, to encourage a greater retention rate and therefore improve life chances for students, many of whom are Department for Child Protection (DCP) cases.
- Eleven school community agreements have been finalised and are published on the Aboriginal Independent Community Schools website at <http://aics.wa.edu.au>. These include:
  - Karalundi Aboriginal Education Community
  - Kulkarriya Community School
  - Nyikina Mangala Community School
  - Purnululu Independent Aboriginal Community School
  - Strelley Community School
  - Wulungarra Community School
  - Yakanarra Community School
  - Yiyili Aboriginal Community School
  - Christian Aboriginal Parent-Directed School (CAPS) Coolgardie
  - CAPS Kurrawang
  - CAPS Wongutha.
- The **Indigenous Parent Factor** program continues its implementation in the Kimberley.
- Thirteen out of the 15 **Aboriginal Education Workers** are due to complete and graduate with a Certificate III in Education Support in August 2012. A number of these students have enrolled in a Certificate IV and are due to commence late 2012.
- **Youth workers** to assist in providing support for the social and emotional growth of students attempting to re-enter the education system in five CARE schools.
- **ESL support** for students in four Low SES schools with a high proportion of students from other countries.
- **Literacy and Numeracy support** in schools where data has indicated support is needed.
- **IT assistance** where lack of resources and teacher skills have been evident.

## Exemplary Schools and Showcase activities - 1 January to 30 June 2012

### Government Sector

#### Parent Classes Lead to Increased Engagement at Warripendi Primary School

##### The Context

- **Warripendi Primary School** is located in the north metropolitan suburb of Balga which is eight kilometres from the Perth central business district. The school opened in 1970 and caters for students from Kindergarten to Year 7. The students are representative of a multicultural community; 28 different languages have been identified within the student group. The school has 230 students; approximately 20% are Aboriginal and 40% are language background other than English (LBOTE), most of whom are African refugees. Warripendi Primary School has identified the need for school based weekly English language activities for LBOTE parents to increase family support for their children and to increase parental engagement in school and class life.

## The Journey and Approach

- In October 2011, the school identified a need for parent workshops to assist parents to support their children in their learning. In particular, the aim is to increase parent participation within the school community; to teach parents skills to assist their children with reading, writing, oral language, fine motor skills, printing and spelling; to provide parents with resources to make during the workshops and use at home; to develop social networks; and to provide information on topics such as child health issues, behavioural issues, parenting issues and healthy food. The school recognises that many mothers are isolated, have limited interaction with other parents and feel unable to be involved with the school because of their limited English.
- Oral language was the focus for the first workshops held in Term 1, 2012 and led by the English as an Additional Language or Dialect (EAL/D) teacher, the education assistant and eight interpreters. The teacher demonstrated how shopping catalogues could be used for games and simple activities, such as describing, categorising and labelling. The teacher provided the parents with materials for resources that were made at the workshops, laminated and taken home.

## The Impact

- The school reports that the workshops are continuing and that there has been an increase in the number of participants, including one father. Parents now greet each other on arrival and talk together while waiting for the workshop to commence. Ideas for future workshops were identified by parents and as a result, sessions have been presented on reading, addressing behavioural issues at home and an explanation of the role of the School Psychologist. Following on from these suggestions, the School Psychologist has addressed the group and the EAL/D teacher organised Parenting WA to run two workshops discussing behavioural problems at home and suggestions on how to deal with these.
- As a spin off from involving the parents in these workshops, one mother accompanied the teacher to the International Women's Day Breakfast and another mother has applied for a Working With Children Check as she is keen to help in the classroom. In addition, the teacher reports that parents are seeking advice on issues they would not have discussed prior to the workshops. More parents are coming along to the playgroups and kindergarten program. Some parents have enrolled in a Parenting Program as a result of a workshop by Parenting WA. Several of the mothers are using the activities to assist them develop their English.
- This program is providing tangible assistance by providing information that will assist parents to support their children's learning and development, linking families with the school and facilitating parents' contact with other people in the community with young children. The teacher reports that she believes the parents involved with the workshops view the school as being culturally inclusive and a place that is interested in helping them. She also believes this initiative will help them realise that their child's school listens and values their partnership in their child's education.

Attendance Rate		
	School	State
2009	88.2%	92.9%
2010	92.1%	92.9%
2011	92.7%	92.7%

Average Test Score									
NAPLAN	NAPLAN – Reading								
	2009			2010			2011		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Average Score	306	403	462	339	450	512	357	424	482

Percentages of students Above, At, and Below National Minimum Standard Levels									
NAPLAN National Minimum Standard (NMS)	NAPLAN – Reading								
	2009			2010			2011		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Above NMS	28%	36%	64%	47%	53%	62%	77%	54%	56%

At NMS	33%	25%	14%	38%	22%	28%	18%	4%	35%
Below NMS	38%	39%	21%	15%	25%	11%	6%	42%	9%
Percentages may not add up to 100% due to rounding.									

Average Test Score									
NAPLAN	NAPLAN – Numeracy								
	2009			2010			2011		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Average Score	316	416	491	332	468	505	349	444	497

Percentages of students Above, At, and Below National Minimum Standard Levels									
NAPLAN National Minimum Standard (NMS)	NAPLAN – Numeracy								
	2009			2010			2011		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Above NMS	43%	32%	50%	42%	77%	67%	65%	54%	71%
At NMS	29%	50%	50%	35%	17%	28%	35%	38%	13%
Below NMS	29%	18%	0%	23%	7%	6%	0%	8%	17%
Percentages may not add up to 100% due to rounding.									

## Improving Attendance, Engagement and Behaviour at Dudley Park Primary School

### The Context

- **Dudley Park Primary School** is in the coastal suburb of Mandurah, which is 72 kilometres south of Perth. The school has 506 students from a range of cultural backgrounds, including 108 Aboriginal students. The school is using a whole school approach and case management strategies to support the learning and engagement of all students, but particularly 'at risk' students. Dudley Park is focusing on improving student attendance and engagement, and reducing the number of high risk behaviour incidents through a whole school approach, incorporating the establishment of a recreation centre and the Youth Pathways program.

### The Journey and Approach

- The Youth Pathways officer leads a team of four staff who case manage 'at risk' students. This position has been funded through the Low SES NP. The team uses attendance data to identify students. Each team member then case manages approximately six to eight students. Each day, the staff member touches base with each student to identify whether they are at school, are wearing the school uniform, have had breakfast, and how they feel. The team member works with the student to address any issues.
- Dudley Park has also implemented three rewards strategies to support student attendance:
  - Strategy one is rewarding students with 100% attendance in a two week cycle. These students are withdrawn for 50 minutes each fortnight by the Youth Pathways officer and taken to the recreation centre, where they have access to social games and activities. The recreation centre is also open at lunch time, and dedicated staff run a timetable of supervised activities during lunch times throughout the week to engage students.
  - Strategies two and three are based on a five week cycle, and include an iPod draw for students who achieve 92% attendance and good behaviour in the five week cycle. One student from each class, who has achieved 100% attendance, is also drawn to have 'lunch with the principal', which includes the opportunity to chat about topics such as their aspirations, what they like about school and how they can continue to make their school a better place.
- The extremely popular, purpose-built recreation centre is a safe place for students to participate in social games, activities and interact in a positive way, including construction projects to motivate and engage students. Twice per term, the attendance team meets with the Principal and Deputy Principal to examine the data and identify students that will be case managed. As an integral part of this approach, the attendance team also forms a relationship with the family to introduce themselves and report back to the parents on their child's progress at regular intervals.

## The Impact

- Using a whole school strategy and a case management approach, attendance has improved noticeably. Data also indicates improvements in student engagement, with a significant reduction in behaviour incidents, thus improving in turn, the academic levels of the students who are now attending more regularly.
- The Principal reports that students are enthusiastic and motivated to come to school. When asked if this has truly made a difference in the school, staff have been emphatic that the amazing calmness in the students and the change in students' behaviour has completely changed the climate of the school, to make it a safe haven and a place that both teachers and students find a pleasure to come to each day.

Attendance Rate		
	School	State
2009	90.1%	92.9%
2010	90.1%	92.9%
2011	89.2%	92.7%

Average Test Score									
NAPLAN	NAPLAN – Reading								
	2009			2010			2011		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Average Score	333	426	486	336	428	482	377	436	509

Percentages of students Above, At, and Below National Minimum Standard Levels									
NAPLAN National Minimum Standard (NMS)	NAPLAN – Reading								
	2009			2010			2011		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Above NMS	49%	51%	57%	51%	51%	48%	65%	61%	68%
At NMS	33%	20%	33%	29%	21%	34%	35%	16%	22%
Below NMS	18%	29%	10%	20%	28%	18%	0%	23%	10%
Percentages may not add up to 100% due to rounding.									

Average Test Score									
NAPLAN	NAPLAN – Numeracy								
	2009			2010			2011		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Average Score	322	420	464	333	427	473	340	439	504

Percentages of students Above, At, and Below National Minimum Standard Levels									
NAPLAN National Minimum Standard (NMS)	NAPLAN – Numeracy								
	2009			2010			2011		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Above NMS	51%	44%	35%	49%	54%	37%	56%	63%	66%
At NMS	22%	40%	50%	44%	34%	41%	31%	19%	32%
Below NMS	27%	16%	15%	7%	12%	22%	13%	18%	2%
Percentages may not add up to 100% due to rounding.									

## Meeting a Range of Needs at Derby District High School

### The Context

- **Derby District High School** is located in the Kimberley and caters for students from Kindergarten to Year 12. The school has a stable population of students, however in recent years has had a large increase in the number of transient students from nearby towns and communities. Attendance continues to be a challenge that contributes to the gap between Aboriginal and non-Aboriginal performance.
- The school has identified literacy, numeracy, early years, middle school and senior school as key focus areas to improve student performance. These focus areas will enable the school to provide a seamless transition for students as they move from the early years through primary school, to their secondary schooling, with pathways that link directly into senior school courses of study and training pathways to increase employment opportunities and Year 12 graduation rates.

### The Journey and Approach

- Derby District High School is using NP funding to appoint an Early Years Coordinator (Level 3 Administrator position) to engage with the surrounding communities about young children prior to entry to the Pre-primary program. The school operates a community playgroup to engage children from zero to four years of age, and their parents. The playgroup encourages whole family participation rather than just parents with the young children, which is consistent with the child rearing practices that occur in the community. Derby District High School has also established a young mothers' re-engagement program for teen mothers and their children. Incorporating extended school services, these mothers are supported in caring for their children and engaging in further education or training. The program is aligned with the playgroup program.
- Derby District High School reports that an emphasis on middle schooling has led to an improvement in attendance rates. Literacy and numeracy skills for students are being strengthened through targeted, evidenced based interventions. Enhanced teacher aided instructional competencies and flexible cohort organisation for classes based on the Ability Grouping in Education (AGE) model have led to improvements being reported.
- Derby District High School is a hub school as part of the Stronger Smarter learning communities program. The school's strategic and operational planning reflects this concerted approach to improving the literacy, numeracy, secondary graduation rates and post-school opportunities of Aboriginal students. With Stronger Smarter affiliate schools, four identified priority areas are implemented into school operations – community engagement; relationships, curriculum and human resources.
- Derby District High School is part of the Kimberley Success Zone which commenced in Semester 2, 2010. The priorities include literacy teaching practice, numeracy teaching, student attendance and engagement, community engagement, leadership and special needs. Staff have been involved in regular professional development in the priority areas and participated in a range of initiatives provided through the KSZ.

### The Impact

- The community playgroup and the young mothers' group have had a positive response from the community. Since the implementation of this strategy, the school has reported increased parent and family participation in school events such as open night, National Aborigines and Islanders Day Observance Committee (NAIDOC) Week activities, parent information sessions and morning teas. Of particular note are the improved NAPLAN results of the Year 3 cohort, showing the impact of early intervention strategies.
- Enhanced teacher aided instructional competencies and flexible cohort organisation for classes based on the AGE model have led to improvements being reported in Year 3, 5 and 9 student performance in Reading and Numeracy during this reporting period. At this school, the number of Aboriginal students who are regular attendees has risen 6.5% between 2009 and 2012.
- Derby District High School has demonstrated improved Year 12 graduation rates as a result of implementing a range of alternative pathways to further education, training and employment. All Year 12 students graduated with a Western Australian Certificate of Education (WACE) in 2011.

Attendance Rate		
	School	State
2009	72.1%	92.9%
2010	72.6%	92.9%
2011	73.3%	92.7%

Average Test Score												
NAPLAN	NAPLAN – Reading											
	2009				2010				2011			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
Average Score	307	351	475	492	327	386	479	505	329	391	425	552

Percentages of students Above, At, and Below National Minimum Standard Levels												
NAPLAN National Minimum Standard (NMS)	NAPLAN – Reading											
	2009				2010				2011			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
Above NMS	31%	18%	55%	19%	47%	22%	42%	34%	45%	28%	13%	60%
At NMS	38%	21%	17%	23%	38%	34%	27%	24%	17%	20%	45%	33%
Below NMS	31%	61%	28%	58%	15%	44%	30%	41%	38%	51%	42%	7%

Percentages may not add up to 100% due to rounding.

Average Test Score												
NAPLAN	NAPLAN – Numeracy											
	2009				2010				2011			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
Average Score	328	395	483	527	306	394	484	510	334	399	429	526

Percentages of students Above, At, and Below National Minimum Standard Levels												
NAPLAN National Minimum Standard (NMS)	NAPLAN – Numeracy											
	2009				2010				2011			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
Above NMS	50%	15%	44%	52%	31%	36%	50%	34%	43%	30%	17%	47%
At NMS	14%	67%	31%	19%	44%	22%	29%	21%	52%	24%	28%	40%
Below NMS	36%	19%	25%	29%	25%	41%	21%	45%	5%	45%	55%	13%

Percentages may not add up to 100% due to rounding.

### Full Service Model at Neerigen Brook Primary School

#### The Context

- Neerigen Brook Primary School, situated in Armadale to the south of Perth, is a leader in the full service schooling model. The school has approximately 356 students, with most of these from disadvantaged backgrounds. Neerigen Brook is an Independent Public School and offers programs for all aspects for the family from Playgroup to Year 7.

## The Journey and Approach

- Neerigen Brook operates a range of programs for parents and caregivers, including free adult language and computing tutoring. Including the whole family is a strong focus in the school to improve student engagement and attendance.
- Neerigen Brook has two playgroups and a reading playgroup for zero to four year olds, run in a purpose built Early Play Centre. The playgroups are headed by a qualified childcare worker and the AEO.
- The school offers programs and assistance onsite which are not usually available within the general school community, such as a Staff Psychologist, Social Worker, Chaplain, Community Liaison Officer, Speech Therapists, Physiotherapists, Community Health Nurse and Psychologist.
- The school manages programs to assist students such as After School Sports, Build Up Zone (BUZ) values program, Scholar Dollar Homework Club and Breakfast Bowl. The school has a dedicated centre based onsite for parents and school community members to participate in Sewing Club, Book Swap, Internet Café, Sewing for cash and to help run the Community Kitchen.
- Along this journey to a full service model, the school has formed strong partnerships with universities such as Curtin University, Edith Cowan University and the University of Western Australia. This has enabled the school to offer some additional education, social work and health services for students, through fourth year practicum students.
- Using NP funding, Neerigen Brook has been able to employ more staff to coordinate the extended services and literacy and numeracy programs for students.

## The Impact

- Through a full service model and coordinated approach, there has been an increase in parent involvement, student attendance and NAPLAN achievement in Numeracy and Writing. The attendance data shows a high rate of attendance and engagement of students.
- As part of a whole school approach to accountability, the school has adopted an approach in which three team leaders track each child's progress and map where the child should be by the end of each year. The leaders meet weekly.
- As a result, they have created a three-way conference format to meet with parents and discuss their children's performance. This includes a new streamlined attendance policy and chart. They show every parent, through a colour coded grid chart, exactly when their child has not attended and what direct impact that has had on their results.

Attendance Rate		
	School	State
2009	87.7%	92.9%
2010	91.0%	92.9%
2011	89.4%	92.7%

Average Test Score									
NAPLAN	NAPLAN – Reading								
	2009			2010			2011		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Average Score	332	398	475	336	425	508	328	408	470

Percentages of students Above, At, and Below National Minimum Standard Levels									
NAPLAN National Minimum Standard (NMS)	NAPLAN – Reading								
	2009			2010			2011		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Above NMS	62%	32%	42%	45%	40%	66%	42%	41%	42%
At NMS	25%	24%	32%	35%	36%	31%	38%	19%	42%



<b>Below NMS</b>	13%	44%	26%	20%	24%	3%	21%	41%	17%
Percentages may not add up to 100% due to rounding.									

<b>Average Test Score</b>									
NAPLAN	NAPLAN – Numeracy								
	2009			2010			2011		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
<b>Average Score</b>	328	419	467	333	432	515	354	432	470

<b>Percentages of students Above, At, and Below National Minimum Standard Levels</b>									
NAPLAN National Minimum Standard (NMS)	NAPLAN – Numeracy								
	2009			2010			2011		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
<b>Above NMS</b>	37%	52%	40%	43%	52%	66%	67%	61%	46%
<b>At NMS</b>	47%	24%	55%	48%	36%	25%	25%	19%	21%
<b>Below NMS</b>	16%	24%	5%	10%	12%	9%	8%	19%	33%
Percentages may not add up to 100% due to rounding.									

## Building Aspirations for the Future at Rangeway Primary School

### The Context

- Rangeway Primary School is situated in Geraldton, a city and port located 424 kilometres north of Perth, in the Mid West region. The school has a student population of approximately 523 students, of which 64% are Aboriginal and a large number are LBOTE students.
- The aims of the intervention programs are to improve student engagement, retention and attendance, to teach students to learn the relationship between learning, education and the world of work, and to empower each student with the skills they will need as life long learners to survive as adults in the modern world.

### The Journey and Approach

- Rangeway Primary School has a strong commitment to early intervention. With the encouragement of the Principal, each staff member is valued for their ideas and contributions. These have led to the establishment of three playgroups – Jinjamarda Mayu (Little Children Playing) Indigenous playgroup, Qurratul Ain (Apple of My Eye) Malay playgroup and the Rangeway playgroup – as well as the Home Interaction Program for Parents and Youngsters (HIPPY) and Paving Their Way program.
- An Aboriginal parent has been coordinating the Jinjamarda Mayu playgroup for five years. All of the playgroups are aimed at providing educational programs for parents, children's early learning and networking for parents.
- In addition, Rangeway has adopted the HIPPY, a two year, home based parenting and early childhood enrichment program that works with parents of young children. HIPPY builds the confidence and skills of parents and carers to create a positive learning environment to prepare their children for school.
- Parents/carers and families are encouraged to read, play and undertake educational activities with their child for around 15 minutes per day, five days per week, over two years. This encouragement is provided through a trained Home Tutor, who undertakes the program with parents in their homes and participates in the training and parent group gatherings.
- It had been observed that the enthusiasm for schooling was not carrying through to the upper primary years. In 2011, an educational assistant developed the idea of a program to help lay the foundations for future career pathways for upper primary students at Rangeway Primary School, based on the significant number of students who could not respond when asked 'what do you want to be when you grow up?'

- Paving Their Way provides students with practical hands-on experiences, wherever possible, of selected occupations so that they gain a deeper understanding of different types of occupations, highlighting a range of career and job options to increase students' understanding of what is available in the Mid West and beyond, and to assist students to establish an awareness and understanding of how employability skills benefit their community and themselves.

### The Impact

- The school is achieving success with the early intervention strategies.
- A recent evaluation of the Paving Their Way program found that 85% of students strongly agree or agree that they are more confident that they will be able to do the job or career that they want in the future. Comments from students have included "I loved touring the Durack Institute and seeing all of the different work choices they have to choose from. I also liked the mycareers.com website" and "Seeing different careers and how they work changes my goals".
- With the commencement of the School Community Partnership Agreement, continued staff collaboration, continuation and extension of early intervention programs and extension of partnerships with local businesses and community organisations, Rangeway Primary School is looking forward to the provision of a multi-faceted wraparound approach to improving outcomes for students.

Attendance Rate		
	School	State
2009	85.4%	92.9%
2010	87.1%	92.9%
2011	85.3%	92.7%

Average Test Score									
NAPLAN	NAPLAN – Reading								
	2009			2010			2011		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Average Score	319	411	465	321	403	475	311	413	481

Percentages of students Above, At, and Below National Minimum Standard Levels									
NAPLAN National Minimum Standard (NMS)	NAPLAN – Reading								
	2009			2010			2011		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Above NMS	44%	30%	44%	44%	39%	37%	35%	44%	38%
At NMS	36%	26%	32%	35%	22%	37%	42%	22%	45%
Below NMS	20%	44%	24%	21%	39%	25%	23%	34%	17%
Percentages may not add up to 100% due to rounding.									

Average Test Score									
NAPLAN	NAPLAN – Numeracy								
	2009			2010			2011		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Average Score	322	429	483	318	419	472	322	410	499

Percentages of students Above, At, and Below National Minimum Standard Levels									
NAPLAN National Minimum Standard (NMS)	NAPLAN – Numeracy								
	2009			2010			2011		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7

Above NMS	53%	43%	44%	42%	47%	35%	47%	35%	43%
At NMS	31%	31%	50%	38%	27%	41%	41%	42%	35%
Below NMS	16%	25%	6%	19%	27%	24%	12%	23%	22%
Percentages may not add up to 100% due to rounding.									

## Catholic Sector (CEOWA)

### St Gerard's Primary School, Westminster

- St Gerard's Primary School is a very multicultural school located about 20 kilometres north of the Perth central business district, with a predominant number of non-English speaking children and children new to Australia, often with refugee status. Of the 204 students enrolled, 127 of them (60%) have English as a second language. There are over 40 nationalities represented in the school population, with Vietnamese and Sudanese being the largest ethnic groups.
- Low SES NP funding has enabled St Gerard's Primary School to undertake the following programs in 2012.
- **Speech Pathology Program** (delivered through Curtin University) – provide assessment and treatment to students from Kindergarten to Year 6, once a week for the whole school year. The therapy is provided to whole classes, small groups, via individual therapy sessions and through classroom support in collaboration with classroom teacher. They focus on language, speech, literacy and other areas as requested. Teachers and parents are also provided with education sessions as needed. Speech Pathology students receive onsite supervision by a qualified Speech Pathologist for the duration of the placement.
- **St Gerard's Playgroup** – runs each Wednesday between 8:45am and 10:30am. The funding has enabled a social worker to coordinate this program. Playgroup is open to anyone with children from 0 to 4 years who live in the Mirrabooka area. They do not need to have any association with the school or intend to do so, beyond the playgroup.
- **St Gerard's Three Year Old Kindergarten** – the NP funding has enabled the school to run a modified (half day per week) Three Year Old Kindergarten Program. Some of the benefits include:
  - establishing learning routines for the children earlier;
  - exposing the children to an English speaking environment;
  - targeting activities to meet the specific needs of the children;
  - developing social and emotional competence in the children;
  - introducing the children to the same learning environment space that they will progress to in Kindergarten (familiarity);
  - diagnosing learning difficulties earlier than they would otherwise;
  - developing family contact and getting to know families earlier; and
  - working with families to help prepare the children for Kindergarten.
- **Bluearth Program** – this is a unique movement approach to learning that improves health, behaviour, self-esteem, confidence and academic achievement. This is undertaken through six key components – coordination and agility, movement challenges and games, dynamic movement control, core movement, skill activities and moving in the environment.
- **Earobics Phonic Awareness Program** – is used with the ESL and reading at risk students in Year 2. Students take part in six different activities which reinforces various skills such as auditory attention, short term and sequential memory, phoneme discrimination, sound-symbol correspondence, and phonological blending, sequencing and segmentation.
- **Mathletics Maths Program** – has generated a lot of excitement for maths learning amongst the students, with students enjoying the challenges and element of competition that Mathletics generates. Teachers have recorded notable progress, for example in Year 6 all students on F Level have moved to G Level in just 12 weeks' work. The program supports students with limited language skills and, at the other end of the spectrum, can cater for students with challenging activities and new concepts, while still covering the Australian Curriculum at an accelerated rate.
- **Reading Eggs Program** – has been beneficial to all students, particularly ESL learners. The Reading Eggspress component supports the more independent readers. The students learn at their own pace through a fun and interactive computer program which:

- assists students in knowing the basics of sounds and phonics;
  - reinforces new learning concepts by building on previously laid foundations;
  - introduces students to both non-fiction and fiction online books;
  - incorporates comprehension assessment tasks;
  - supports reluctant readers and targets their skills to make meaning of print; and
  - provides an individualised program for every student.
- Overall, Low SES NP funding has enabled St Gerard's Primary School to target initiatives which provide maximum impact on student learning and also support families to provide better outcomes for their children, with the aim of working in partnership to provide a better future for this group of students.

#### Independent Sector (AISWA)

##### Kwinana Christian School

- **Kwinana Christian School** is very small and one of the lowest SES schools that AISWA supports. Principal and other staffing changes had made whole school planning very difficult to commence. Funding has enabled staff to undertake whole school planning professional learning with the assistance of AISWA consultants, and to commence the development of a scope and sequence document for English, with plans to do so for other learning areas. Based on the available data and looking at the needs of the school in relation to its obligation to fulfil the requirements of the Early Years Learning Framework, the Foundation years area has been improved to cater for the new guidelines. Reading resources have been updated, with home reading kits being developed alongside parent educational sessions on how to use these effectively with their children.  
It is currently too early to measure whether the reading program for the early years has impacted, but the whole school planning has greatly affected the attitude and morale of staff, who now feel they have direction in their teaching and that learning is more purposeful. They are much more positive in their outlook and enthusiastic in their teaching, which can only impact well on results in the future.

##### CAPS Wongutha

- **CAPS Wongutha** is a residential Aboriginal school in Esperance. They have used their Low SES funding to assist in making links with companies in the Kimberley region of Western Australia (where most of their students come from) and to ensure that there is a smoother transition to the workforce, via continued support in their first year of employment and the offer of further support if needed. The first group of students to take advantage of this will be in the workforce in 2013 and the retention rates in employment will allow the success of the project to be measured.

##### Sowilo Community High School

- **Sowilo**, a CARE school, has students who are disengaged and have not been able to fit into the regular school system for a variety of reasons. Some students are unable to attend school at all. The funding supported them with the introduction of an Outreach project whereby a teacher and psychologist/social worker will visit the students and counsel and teach them at home until they are ready to attempt the school environment again. This has proven very successful, with a number of students returning to school, having made substantial progress both emotionally and educationally. Some students, however, are never able to make the transition.

Part 1 - Milestones not reported/not achieved/partially achieved in 2011 Annual Report

Milestone (state and territories may wish to identify whether the milestone relates to all sectors or a particular sector within their jurisdiction)	Detail of achievement against milestone <i>(Quantitative and Qualitative)</i>	If not achieved or partially achieved, reasons why <i>(Qualitative)</i>	Strategies put in place to achieve milestone and updated timeframe <i>(Quantitative and Qualitative)</i>
<b>Government Sector</b>			
<p><b>Attracting and retaining principals and teachers and paraprofessionals</b> Introduction of an attraction and retention benefits and strategies to highly skilled principals and teachers in Low SES school communities. (1)</p>	<p>Achieved. The Attracting Outstanding Principals initiative was established in March 2012. Five schools have taken advantage of this new initiative since March 2012.</p> <p>A proposal to trial a new specialist teacher position (Consultant Teacher) for selected Low SES schools has been developed and endorsed for implementation during 2012. Seven schools have now appointed consultant teachers.</p>		
<p><b>Extended Service School Models</b> Eight 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.</p>	<p>Achieved. This has been exceeded, with 37 schools undertaking activities that involve the establishment of extended services provided through schools.</p>		
<p><b>Enhanced parent engagement and community partnerships</b> 39 schools implement a range of strategies to enhance parent and community engagement in schooling and build effective partnerships to enhance student learning.</p>	<p>Achieved. This has been exceeded, with 48 schools reporting implementation of activities to enhance parent and community engagement.</p>		
<p><b>School operational arrangements encourage innovation and flexibility</b> 11 new school operational arrangements are developed to support innovation (ie: flexible school hours, smaller class sizes or after-hours programs).</p>	<p>Achieved. This has been achieved, with 20 schools now describing innovative and flexible operational arrangements.</p>		
<p><b>School accountability</b> School accountability is strengthened to ensure that 14 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.</p>	<p>Achieved. 41 schools have now described implementation of improved school accountability practices.</p>		

<p><b>Early years strategies</b> 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 in 16 schools.</p>	<p>Achieved. The number of schools implementing 0-4 programs now exceeds 16 schools.</p>		
<p><b>Schools adopt innovative teaching and learning strategies to support literacy and numeracy achievement</b> Leadership and planning reflects whole of school literacy and numeracy incorporating school level and classroom improvement strategies. 36 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.</p>	<p>Achieved. The number of schools adopting innovative teaching and learning strategies to support literacy and numeracy achievement is now over 62 schools.</p>		
<p><b>Innovative approaches aimed at improving literacy and numeracy achievement for Aboriginal students</b> Improved outcomes for Aboriginal students are enhanced through new and enhanced strategies in 33 schools.</p>	<p>Achieved.</p>		
<p><b>Attendance, engagement and well being strategies</b> 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 in 30 schools.</p>	<p>Achieved.</p>		
<p><b>Improved Student Transitions</b> Strategies aimed at improving transition through phases of schooling and to work in 5 schools.</p>	<p>Achieved.</p>		

Catholic Sector (CEOWA)			
<p>Eight 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:</p> <ul style="list-style-type: none"> <li>○ Schools have processes manuals and other resources and copies of courses;</li> <li>○ Students are enrolled in <i>at least one</i> WACE course; and</li> <li>○ Deputy Principal is funded to mentor the schools and assist in enrolment and accountability processes.</li> </ul>	<p>Schools continue to be supported. The original expectations were overly optimistic for the Kimberley schools in terms of enrolling in at least one WACE course unit. In the case of Balgo, students are undertaking the Certificate in General Education and some units of competency which relate to the operation of the new Trade Training Centre. Endorsed units (which count towards the WACE) will also be promoted in the schools. Students in Carnarvon are embedding units in Year 10 studies.</p>	<p>Not all students in all schools are enrolled. Issues have arisen with the capacity of staff to deliver such units, the literacy levels of students and the demand of regulatory and moderation processes of the School Curriculum and Standards Authority. A slight modification has been to work with schools to see what elements of WACE courses can be embedded in Year 9 and 10 curricula and an expansion in endorsed units, which also contribute to WACE.</p>	<p>Schools will continue to be supported and encouraged to enrol students in a WACE course unit or a unit of competency or endorsed program which contributes towards the WACE. Decisions will be on a school by school basis.</p>

## Part 2 - Milestones in Progress Report - (Achieved 1 January to 30 June 2012)

Milestone	Detail of achievement against milestone (Quantitative and Qualitative)	If not achieved or partially achieved, reasons why (Qualitative)	Strategies put in place to achieve milestone and updated timeframe (Quantitative and Qualitative)
<b>All Sectors</b>			
<b>School Level Plans</b>			
<ul style="list-style-type: none"> <li>• Operational school partnership plans have been developed and endorsed by the Department of Education. (102)</li> <li>• Operational school partnership plans have been developed and endorsed by the Catholic Education Office WA. (28)</li> <li>• Metropolitan and Aboriginal Independent school communities partnership plans have been developed and endorsed by the Association of Independent Schools of WA. (61)</li> </ul>	<ul style="list-style-type: none"> <li>• Achieved.</li> <li>• All 28 CEOWA Low SES schools have produced conforming School Level Plans.</li> <li>• All 61 school plans have been developed and updated for 2012 and are on display on school websites and on the AISWA website.</li> </ul>		
<b>Government Sector</b>			
<b>Attraction and retention of school leaders and teachers</b>			
<ul style="list-style-type: none"> <li>• Participate in the consultant teacher trial designed to attract and retain quality teachers in low SES school communities. (7)</li> <li>• As part of the Attracting Outstanding Principals Initiative, schools will be selected and engaged in the trial. (4)</li> </ul>	<ul style="list-style-type: none"> <li>• Achieved</li> <li>• Achieved.</li> </ul>		

<b>Establishment of EDvance</b> EDvance will engage NP Low SES schools in a program of whole school and leadership improvement. (5)	Achieved.		
<b>Greater autonomy and flexibility is achieved for Low SES school communities</b> NP Low SES schools will secure greater autonomy and flexibility through the Independent Public Schools selection process. (4)	Achieved.		
<b>Online progress survey</b> Schools will complete the progress online survey. (102)	Achieved.		
<b>Schools complete a Self Assessment</b> All schools will complete an annual self-evaluation by December 2012. (102)	Not yet achieved.	Due in December 2012.	Will be reported in the 2012 Annual Report
<b>Low SES Schools Exchange meetings twice per semester</b> <ul style="list-style-type: none"> <li>Schools will participate in the Low SES schools exchange to explore provision of professional learning support, innovation and reform and action research projects. (16)</li> <li>A forum will be held so that Low SES school communities can radiate successful practice.</li> </ul>	Achieved.		
<b>Schools implement extended service schools models</b> Schools will co-locate community services on the school site. (10)	Achieving. In excess of 10 schools are exploring extended service school models.		
<b>Schools implement strategies to enhance parent engagement and community partnerships</b> Schools will implement strategies to enhance parent and community engagement. (15)	Achieving.		
<b>Schools implement innovative and flexible school operational arrangements</b> New school operational arrangements will be developed (ie: flexible school hours, smaller class sizes or after-hours programs). (8)	Achieving.		
<b>An extended service schools forum is held to share and radiate practice</b> School leadership teams will participate in a forum to share successful practice. (20)	Not yet achieved.	To be achieved in November 2012.	Will be reported in the 2012 Annual Report.



<p><b>Selected principals participate in a National Low SES exchange/study tour</b> Principals will participate in a study tour of schools to enhance national networks, exchange of information and ideas and to radiate successful practice. (6)</p>	<p>Achieved.</p>		
<b>Catholic Sector (CEOWA)</b>			
<p><b>Promoting Alternate Thinking Skills (PATHS)</b> Effective discipline and classroom management strategies will be implemented to underpin improvements in student learning through kits being distributed and Broome-based Consultant assisting and training teachers. (13)</p>	<p>All 13 Kimberley schools are involved in the PATHS program. A specific PATHS consultant continues to operate from the Broome Office to support schools. Schools have been using kits and teachers continue to receive ongoing training. The strategies have been more widely embedded in schools' culture.</p>		
<p><b>Extending Bluearth Program</b> 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)</p>	<p>The Bluearth Program operated in eight of the 13 Kimberley schools and 12 other schools. Five Kimberley schools were withdrawn from the program due to a range of factors (see next column), however in the beginning of Term 2, two additional schools (Carnarvon and Northampton) were added to the program, making a total of 20 schools.</p>	<p>The withdrawal of five Kimberley schools was related to their remoteness (meaning that visits were quite spaced out and unreliable due to climatic factors) as well as a feeling that the program had not been fully embedded by the schools into their wider school culture. Turnover of leadership and staff remains an issue in many of these schools.</p>	<p>At this stage there is no plan to re-introduce the program into the five Kimberley schools. There is a possibility that the program may be implemented in a Low SES school in Geraldton in 2013. The program will continue to operate in 20 Low SES schools.</p>
<p><b>Senior Secondary Support</b> Kimberley schools (and Carnarvon) with small cohorts of senior secondary students, will be supported, particularly in terms of enrolling in some of the Western Australian Certificate of Education (WACE) courses. (7)</p>	<p>Schools continue to be supported. The original expectations were overly optimistic for the Kimberley schools in terms of enrolling in at least one WACE course unit. In the case of Balgo, students are undertaking the Certificate in General Education and some units of competency which relate to the operation of the new trade training centre. Endorsed units (which count towards the WACE) will also be promoted in the schools. Students in Carnarvon are embedding units in Year 10 studies.</p>	<p>Not all students in all schools are enrolled. Issues have arisen with the capacity of staff to deliver such units, the literacy levels of students and the demand of regulatory and moderation processes of the School Curriculum and Standards Authority. A slight modification has been to work with schools to see what elements of WACE courses can be embedded in Years 9 and 10 curricula and an expansion in endorsed units, which also contribute to WACE.</p>	<p>Schools will continue to be supported and encouraged to enrol students in a WACE course unit or a unit of competency or endorsed program which contributes towards the WACE. Decisions will be made on a school by school basis.</p>
<p><b>Up-skilling Aboriginal Teaching Assistants (ATAs)</b> Up-skill Aboriginal Teacher Aides 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. (13)</p>	<p>ATAs have been trained in an innovative model using largely on site assessments and in partnership with the Batchelor Institute of Indigenous Tertiary Education. A trained CEOWA consultant has helped with assessment and in-school support. Over 35 ATAs have been involved in training by June 2012 and a number of these will articulate to higher level Certificate IV and diploma qualifications. ATAs and classroom teachers have reported strong satisfaction with the training program.</p>		

<p><b>Tracking Students</b>  Unique identifiers for students in the Kimberley schools will be allocated and processes developed for electronic attendance registration and sharing of information across all schools by 2015. (13)</p>	<p>CEOWA has collaborated closely with DEEWR and other education systems in the Tri-border Attendance Strategy to establish the appropriate software, hardware and interoperability. Training has been provided to schools and key staff. Students have been successfully tracked, attendance data is collected and information about a student's achievement can be shared. All 13 Kimberley schools are involved.</p>		
<p><b>Intensified Literacy and Numeracy Support</b>  Kimberley schools will receive additional literacy and numeracy support. (13)</p>	<p>For 2012, all Year K-6/7 schools are designated as Literacy and Numeracy NP schools and have been receiving support. In the case of the 13 Kimberley schools, the additional literacy and numeracy support is provided by a regionally based literacy and numeracy consultant who visits schools and provides in situ training and support to teachers.</p>		
<p><b>Extending the School day and other strategic initiatives</b>  Schools will 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. (24)</p>	<p>This initiative supports a range of school-initiated strategies which address issues such as attendance, engagement, community building, creating an appropriate learning environment and literacy and numeracy development. Schools submit a comprehensive plan which is approved and funding is provided. This support has been extended to all 28 Low SES schools. Some of the strategies include the Curtin University Speech Pathology partnership; literacy and numeracy support through the University of Notre Dame; Bluearth; literacy and numeracy support; youth officers and attendance workers; family and community link programs; playgroups; school mentor and connection programs; and staff support.</p>		

<p><b>Leadership in Low SES Schools</b> The Catholic Education Office will build on current leadership programs to include specific programs to support leaders in low SES school communities, particularly in remote Aboriginal schools.</p>	<p>During 2012 a range of leadership development programs have been implemented including the regional Principal School Advisor and other specialist leadership mentors who have worked with leaders and leadership teams in the Kimberley to effect whole school improvement. Much of this has been conducted within the Quality Catholic Schooling whole school improvement framework. This has been an important initiative due to the relative inexperience and high turnover of school leaders in Kimberley schools.</p>		
<p><b>System led literacy and numeracy</b> Schools will raise the levels of attendance, engagement and literacy and numeracy achievement.</p>	<p>This has been mainly carried through the Reading Recovery program. This has been implemented in most Kimberley schools where a Reading Recovery tutor is available and where accommodation is also available. Noticeable improvements in NAPLAN results in the four west Kimberley schools where Reading Recovery has been operating for the longest, are significant.</p>		
<b>Independent Sector (AISWA)</b>			
<p><b>Whole school planning</b></p> <ul style="list-style-type: none"> <li>• Whole school literacy and numeracy plans will be developed to integrate learning across the school. (6)</li> <li>• Specialist literacy/numeracy consultants will assist in the implementation of the school plans in the classroom.</li> </ul>	<p>Literacy and Numeracy Consultants have continued to work with their schools and facilitate Whole School Planning during the reporting period. 10 metropolitan schools have joined the Whole School Planning program in 2012.</p>		
<p><b>Effective and evidence-based teaching</b></p> <ul style="list-style-type: none"> <li>• Schools will participate in professional learning in teaching practices to improve student learning. (6)</li> <li>• Specialist literacy/numeracy teachers will demonstrate effective teaching strategies, observe lessons and provide guidance to the teachers.</li> </ul>	<p>Planning for <i>Appraise for AISWA School 2012</i> workshops and Even Year's Testing to be offered to teachers and school leaders in all AISWA schools. These workshops will include how to triangulate learning data to better inform school strategic planning.</p>		
<p><b>Sharing successful strategies</b> Regular forums will be conducted to bring schools together to share strategies on improving the engagement of students. (12)</p>	<p>The Literacy Portal, which is in development, contains a number of successful teaching strategies to assist in the remote schools being able to network and have access to best practice.</p>		

<p><b>Innovative teaching practices</b> Schools will incorporate innovative practices into their own teaching programs. (5)</p>	<p>Schools have individual projects to support areas of innovation and improve practice.</p>		
<p><b>Social and emotional well being</b></p> <ul style="list-style-type: none"> <li>• Teachers will participate in appropriate Professional Learning to strengthen skills in dealing with students with social and emotional problems. (5)</li> <li>• Mentors will provide models for students with social and emotional problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Five schools are involved in projects that support the youth worker to engage students and improve attendance.</li> <li>• Port School has an Indigenous Mentor working with students to increase attendance and retention rates.</li> </ul>		
<p><b>Community Links</b> Schools will access more services offered by community organisations and other service providers. (12)</p>	<p>12 Low SES schools are engaging with the local community to improve links and transition to the workforce.</p>		