



Australian Government

SMARTER SCHOOLS NATIONAL PARTNERSHIPS



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IMPROVING TEACHER QUALITY
LOW SES SCHOOL COMMUNITIES
LITERACY AND NUMERACY

Tasmania Annual Report for 2009 (April 2010)



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The Smarter Schools National Partnership on Low SES School Communities, Literacy and Numeracy and Improving Teacher Quality, are joint initiatives between the Australian and Tasmanian Governments.

Section 1 – Smarter Schools Summary

Highlights

The focus during 2009 was on the planning and establishment of the Smarter Schools NPs (SSNPs) in Tasmania. As a consequence, there is limited information that can be included in this first Annual Report about achieving outcomes or examples of good practice. School improvement outcomes and good practice will feature increasingly in future reporting.

Nevertheless, the planning and establishment phase has been crucial to laying the foundation for school improvement and has achieved the following:

- a Memorandum of Understanding agreed between all three Tasmanian schooling sectors that explains how they will work together to implement the NPs (NPs)
- discussions between principals, schools leaders and teachers about school improvement and how to improve student outcomes
- school communities empowered to make improvements by developing local solutions to local problems that are informed by trusted local data and knowledge
- school improvement planning tools developed to provide guidance to schools about improvement planning and to ensure proposed reforms are of sufficient quality and depth
- developed Tasmania's Final Implementation Plan and Bilateral Agreement
- developed school level plans for all NP schools across all three schooling sectors
- a focus on post year 10 retention and the impetus for increased discussions and strategies
- provided professional learning opportunities for teachers in all three schooling sectors.

Cross sector collaboration

The three Tasmanian schooling sectors, the Government sector as represented by the Department of Education (DoE), the Catholic sector as represented by the Tasmanian Catholic Education Office (TCEO) and the Independent sector as represented by the Association of Independent Schools Tasmania (AIST) entered into a Memorandum of Understanding (MoU). The MoU sets out an agreed approach to working cooperatively and, where appropriate, collaboratively to achieve the NP outcomes for Tasmanian students. The MoU also sets out principles underpinning the Agreement, and the roles and responsibilities of each sector.

Prior to developing the MoU the three schooling sectors led by the TCEO, developed principles of partnership to ensure the development of Tasmania's implementation plan was collaborative and consultative with clear and open communication across all three sectors.

Tasmania's Final Implementation Plan was developed jointly by DoE, TCEO and AIST and, along with the MoU, has set the path for future collaboration. A greater consistency in approach and willingness to share innovative ideas and opportunities for professional learning across sectors has been evident during the first year of the SSNPs.

Stakeholder consultation/engagement

A variety of stakeholder consultation and engagement activities were undertaken throughout 2009 including:

- Negotiating and agreeing a MoU between all schooling sectors describing how they would work together to implement the SSNPs.
- Cross-sector participation in the development of Tasmania's Final Implementation Plan.
- The Government sector conducted information sessions explaining the Low SES School Communities NP for NP principals, Government and Independent, around the state. An information package was prepared by the Department of Education, which was also provided to the TCEO, to ensure a clear understanding of the expected reforms and the breadth of this NP.
- A variety of stakeholder discussions and meetings were held around the state with the Tasmanian Principals Association, Tasmanian Aboriginal Education Association, Tasmanian Parents and Friends Association, Australian Education Union, School Improvement Boards and other interest groups across the three

schooling sectors. These meetings provided information to the stakeholders and provided opportunities for input and feedback.

- NP schools are engaging directly with parents and their wider school communities about specific school improvement reforms. In the Catholic sector, all schools involved in the Low SES and Literacy and Numeracy NPs engaged with parents both face-to-face and through newsletters and brochures, explaining the strategies and seeking support in their implementation.
- Discussions were also held to ensure that the implementation of the SSNPs aligned and complemented strategies and action through other NPs (Early Childhood Education, Indigenous Early Childhood Development, Youth Attainment and Transitions) as well as reforms being addressed through the National Indigenous Reform Agenda.

School level plans

All Tasmanian NP schools engaged in appropriate levels of consultation for the development of school plans in 2009 and this is continuing throughout 2010. All NP schools in the government sector were provided with a rubric to support schools achieve an appropriate depth and quality of reform in their school plans. This rubric was also made available for use by non-government sectors. This rubric, along with face-to-face support and guidance by Managers Learning, has ensured that principals have addressed reforms and that plans are likely to achieve the desired outcomes. Similar support was provided to NP schools in the Catholic and Independent sectors.

The improvement plan of each NP school across all three school sectors identifies NP investment and the activities being implemented. Site visits, conversations and feedback followed the completion of individual school plans, and this will be ongoing. School planning is responsive to school need and school plans will be updated as appropriate.

Government schools have also been supported by the Educational Performance Services unit within the Department of Education to identify and interpret school level data to inform school plans and targets. This support is also available to the non-government schooling sector in relation to NAPLAN and Performance Indicators in Primary Schools (PIPs) assessments.

The school improvement plans of each Government, Catholic and Independent NP school are available online via the following links:

<http://www.education.tas.gov.au/dept/strategies/national-partnerships>

<http://www.ceo.hobart.catholic.edu.au>

<http://www.aist.tas.edu.au>

Section 2 – Improving Teacher Quality

Progress statement

In 2009 the Partnerships in Teaching Excellence (PiTE) program was established and the initial year evaluated. Postgraduate scholarship support was negotiated and advertised. A postgraduate certificate in literacy was also developed in negotiation with the University of Tasmania (UTas) and work on the postgraduate course framework commenced.

All three sectors participated in the planning of the Improving Teacher Quality elements of Tasmania's Final Implementation Plan. In the Catholic sector work is underway to establish two Centres for Excellence in 2011. A workforce plan is being developed and teacher networks established in all regions to enhance the professional learning of teachers. Participation of teachers in remote areas is supported. Leadership development activities are underway and links have been established with universities.

The AIST recognises that improving teacher quality is essential to improving school and student outcomes and continues to explore opportunities to engage with the Department of Education in this area.

The three sectors are continuing to meet to further explore cross-sectoral collaboration and professional learning.

Milestones and Performance Indicators

All milestones for the reporting period have been achieved.

Principal professional learning

A senior principal has been appointed as Program Manager – School Leadership to develop a Leading for High Performance program. The recommendations of the *School Leadership Professional Learning for 2010 and Beyond* paper will be implemented, including the provision of a professional learning program for aspiring and incumbent leaders in the Department of Education from 2010. The groundwork for this program occurred during 2009.

Pathways into teaching

Twenty second-year Bachelor of Teaching students were accepted into the 2009 PiTE program, with eighteen students successfully completing the program. Regular meetings with the students and the five Colleague Teachers were scheduled across the year. Students spent an additional day per week in semester 1 and an additional two days per week in semester 2 in their base schools, over and above the practice sessions undertaken by all Bachelor of Teaching students. UTas provided credit for the PiTE students' increased practical placement time through two Reflective Practice units.

Standards, accreditation and teacher education

A Partnership Agreement with UTas was developed and the PiTE program established. The Teacher Learning Centre at Rokeby was opened by the Premier and Minister for Education, David Bartlett on 8 July 2009. The initial year of PiTE was evaluated and the outcomes of the evaluation disseminated. A particular insight from the evaluation was how student teachers benefited from participating in the start of the school year, including observing how classrooms are set up and routines established.

Postgraduate scholarship support was negotiated and provided to all Tasmanian Government teachers undertaking study at UTas. A Postgraduate Certificate in Literacy was developed in negotiation with UTas and one unit was run as a summer school. Work began on the development of a postgraduate course framework with UTas Faculty of Education staff and an executive group with responsibility for this work was established.

Five southern schools became Centres for Excellence in their support for teacher education and development.

Implementation or impact issues

The PiTE program experienced two interrelated implementation issues worth noting - managing the work load of student teachers and effectively supporting Colleague Teachers as they adapted to their new responsibilities. The workload issues for students were addressed as they surfaced. Work also began with Colleague Teachers, through a series of scheduled meetings, about how to be explicit about their practice and how to prioritise student learning about teaching. These lessons will be applied in the implementation of the PiTE program in 2010 and beyond.

Challenges for meaningful participation by the AIST schooling sector in the Improving Teacher Quality NP were also identified during 2009. The needs of the diverse 'non-system' schools across the AIST will need to be

explored further during 2010.

Activities supporting Indigenous students and/or teachers

The PiTE was delivered through schools identified in low SES communities all of which have a high proportion of Aboriginal students. Specific activity supporting Aboriginal students and/or teachers will feature in future years.

Good practice

Graduates from the 2009 PiTE program who are working in schools in 2010 have been well received by principals. Positive comments by principals about these new teachers in their first few weeks of employment indicate the early success of the program. The new teachers were described as classroom ready, well planned, 'hitting the ground running' and team members, with words like 'fantastic' and 'outstanding' much in use. While there is room for enhancement of the program 2009 was clearly a successful start.

At the signing of the Final Smarter Schools Bilateral Agreement and Implementation Plan the Deputy Prime Minister met with the 2009 graduating PiTE students. The conversations between the DPM and the students clearly indicated the students' good understanding of the task they were about to undertake as teachers in classrooms and provided evidence of excellent school based training opportunities through the PiTE program.

Section 3 – Low SES School Communities

Progress statement

Schools to participate in the Low SES School Communities NP were identified in each sector and principals contacted, informed and engaged. Information sessions were conducted for participating NP schools across all three sectors to ensure a clear understanding of the expected reforms and the breadth of the Low SES NP. Tasmania developed the following set of Low SES strategies that are described in Tasmania's Final Implementation Plan:

- SES 1 Formal Federations
- SES 2 Secondary Renewal
- SES 3 Extended and Integrated Service Delivery in Low SES Communities
- SES 4 Flexible Learning School (DoE)
- SES 5 Individual Low SES School Reforms
- SES 6 School Improvement Reform through Intervention
- SES 7 Polytechnic/Academy Transition Initiative (Year 10-11 Transition Initiative in the Catholic sector).

All NP schools were supported to identify which of the Low SES strategy (or strategies) was most appropriate for their circumstances. School data and local knowledge informed this decision making process. In most cases, principals were asked to lodge an Expression of Interest for participation in a particular strategy. A package of information was provided to principals to support this process. Where necessary, managers, across the respective sectors, approached principals in order to assist their understanding of the scope of particular strategies and to explore the extent to which intended action would address required reforms. Principals were advised of their school's inclusion in a particular strategy, and were then supported to develop an initial plan that was required to address the NP reforms as well as the specific outcome requirements of the selected Tasmanian Low SES strategy. A template was provided to assist the development of the plans across the three schooling sectors. A rubric was developed and used to assess and provide feedback to principals on their first draft plans.

The criteria for the rubric included:

- clearly meets reform expectations and outcomes
- based on research and evidence
- strategies are explicit and align with outcomes and outputs
- targets for Year 1 are explicit and measurable
- strategies for Indigenous students are explicit
- strategies are sustainable
- key leadership roles and responsibilities are outlined
- clear use of data to inform strategies and actions, and to set targets
- links with other schools or partnerships are identified
- community and parental involvement
- clear actions and targets for years 5 - 8 and 6 - 7 transition for the Literacy and Numeracy NP.

The rubric was available for use by the non-government sectors.

These preliminary plans were developed in the knowledge they would be further refined, expanded and developed in 2010.

Milestones and measures

All milestones for 2009 have been achieved.

School Improvement Plans were developed for all NP schools participating in SES1 Formal Federations, SES 3 Extended and Integrated Service Delivery and SES 5 Individual Low SES School Reforms.

Secondary renewal (SES 2) networks were established and improvement plans developed by the participating renewal network schools.

All school plans address reforms and outcomes that relate to the particular Low SES strategy that they are implementing. Plans also identify the relevant School Improvement Measures required to be addressed by each

Low SES strategy and set ambitious targets that will be achieved.

Initial schools that will participate in School Improvement Reform through Intervention (SES 6) were prioritised and a process for selecting future participating schools has commenced. Planning, monitoring and reporting mechanisms for SES 6 were developed in 2009 and are being refined into 2010.

In the Government sector attendance targets for all participating NP schools were established.

The Independent sector Low SES NP school completed its school plan.

Implementation or impact issues

There were significant challenges to getting this NP up and running. The need to budget across seven years of implementation was a difficult process in itself, but also requires flexibility to adapt to emerging priorities and recognition that some actions will need modifying over this extended timeframe.

It was also difficult for a small team to provide sufficient on-the-ground support to principals in understanding the Low SES reforms and developing their own school based plans in this crucial early implementation stage. For instance, in the Government sector, a team of five people provided support to thirty-two Low SES NP schools in addition to their other roles. The progress achieved by the team across the sectors, was exemplary.

Activities supporting Indigenous students

NP activity has put the spotlight on the needs of Aboriginal students in our schools and has been a catalyst for conversations and activities that may not otherwise have taken place. There has also been increased principal and leadership team awareness of school based data, and how to use that data to identify and meet the specific needs of Aboriginal students. Specific activities supporting Aboriginal students during 2009 included:

- *Dare to Lead* snapshots clarifying the major improvement issues for the Aboriginal population of participating schools
- a mentoring program established in partnership with a community organisation linking Aboriginal students with their local environment and elders in their community
- developing personalised learning plans for every Aboriginal student enrolled in the Independent sector's Low SES NP school.

It is anticipated that implementation of the Low SES School Communities NP in 2010 and beyond will result in diverse and innovative activities supporting Tasmania's Aboriginal students.

Good practice

While evidence of the impact of reforms will be more evident in future reports, there are many instances of good practice during the planning and implementation stage of the Low SES School Communities NP including:

- school based learning plans that better address the needs of students, collectively and individually
- opportunities for networks of principals to discuss and select evidence based approaches in order to achieve the most positive impact on student learning outcomes
- principals were more aware of the value, and had more capacity to use and question student and school data
- compelling schools to be increasingly reflective and aware of research in order to make informed and evidence-based decisions about strategies and implementation action
- purposeful conversations between principals, schools leaders and teachers about school improvement and how to improve student outcomes
- greater cooperation, consultation and collaboration across the three schooling sectors.

Following training by staff from Macquarie University, MULTILIT was administered for a minimum of 3 times each week for 20 minutes each day in the Independent sector partnership school. This was a 1:1 explicit teaching time. The school recorded significant improvement in reading fluency, accuracy and comprehension. Students participating in the program made gains of up to 5 reading levels over 10 months. Significant improvement in attitude and self concept was also documented.

Performance Indicators (not required for 2010 Annual Report)

Section 4 – Literacy and Numeracy

Progress statement

Eight literacy and numeracy networks have been established in the Government school sector and three established in the Catholic school sector. All networks have developed improvement plans and have appointed coordinators who support professional learning and student transition across years 6 and 7.

In the AIST, support has been available to identified Independent schools in 2009 through training for the implementation of Performance Indicators in Primary Schools (PIPS) in 2010 and professional development to enable best use of data from PIPS and NAPLAN.

Milestones and measures (targets from 2011)

All milestones for 2009 have been achieved.

By the end of 2009 all networks of schools had been identified, had met several times, and had examined their data and identified a specific intervention. An intervention strategy was developed and is being implemented in all schools in all networks. The plans address a specific intervention, or interventions, that must be evidence based and driven by data. Individual school and network improvement targets have been established.

Eleven network plans were developed as appendices to individual School Improvement Plans. Network plans have been published online.

All principals and coordinators of those networks choosing to implement QuickSmart numeracy in 2010 undertook the required professional learning during 2009. All professional learning, where required by network plans, was undertaken in 2009.

At least one teacher from each network has been identified to work across primary and high schools to address student transition from year 6 to 7.

In the Independent sector:

- Eight Independent schools trained in, and were supported in, the implementation of the MULTILIT Reading Tutor Program.
- 45% of Independent primary school Prep teachers attended training delivered by Professor Helen Wildy from the University of Western Australia. This professional learning was provided to support administration of the assessment and to inform teachers in how to best use the data provided for planning to meet student needs. Financial support was also provided to these Independent primary schools to support implementation of PIPS.
- Staff of four Independent schools worked with Gail Brown as outlined in the Final Implementation Plan.

Implementation or impact issues

The time consuming planning process undertaken between DEEWR and the states meant that the implementation of the Literacy and Numeracy NP in schools did not commence until late in 2009. The planning process, timing of the receipt of funding and the intense end-of-school reporting activity delayed the start of implementation for some of the schools and networks.

Activities supporting Indigenous students

Where outlined in school plans, NP schools have developed individual literacy improvement plans and individual numeracy improvement plans for Aboriginal students at or below the National Minimum Standard.

Tasmania's Measures, Targets and Rewards Framework, as developed in negotiation with DEEWR, includes a Local Indigenous Target. Participating schools are aware of this and school/network plans provide evidence of action to support this target.

A number of NP schools are also involved in the Low SES NP, which specifically addresses the needs of Aboriginal students.

Good practice

At this stage it is too early to identify improvements in outcomes. Plans were completed but implementation had barely commenced by the end of 2009. However, the planning and early implementation stage features a range of examples of good practice including:

- professional conversations and shared expertise across network schools
- explicit and informed use of student data
- professional learning resulting from participation in networks
- personalised learning plans developed for students as appropriate
- evidence based whole school/network approaches have led to targeted and explicit teaching practice.

Section 5 – Other evidence

Part A: Evaluation, scoping, research and case studies

A broad approach to Tasmania's state based evaluation of the SSNPs was developed in 2009. This approach will involve a strategic evaluation of one aspect of Tasmania's implementation of these NPs – schools working together through networks and federations.

A recurring feature of Tasmania's Implementation Plan across all three Smarter Schools NPs involves schools combining together as federations or networks, in partnership with their extended school communities to provide integrated support to students and their families. Tasmania will evaluate the success of this network strategy for impacting on school improvement performance, particularly for students, teachers and school leaders.

In 2009 the Independent school sector implemented the Pilot Project In School Consultancy and Support to develop best practice in literacy and numeracy teaching. The Pilot Project has generated a range of teaching strategies, practices, activities and an approach to professional development that can be generalised to many learning environments. The placement of highly skilled practitioners within the school, for a sustained period of time, has allowed for learning to build on trusting, supportive relationships. Some learning that has been noted is the importance of:

- 'just in time' support to teachers in addressing issues as they arise in the classroom
- analysis and interpretation of NAPLAN data to inform school/classroom practice and lead to improved student outcomes
- working with individual children in the diagnosis of learning needs and providing advice/resources on addressing a child's needs to all stakeholders
- professional conversations and the modelling of effective teacher strategies to/for classroom teachers
- within-school and across-school focus on teacher professional learning – identifying/addressing professional learning needs through collaboration, developing common understandings and shared language to identify/negotiate/address needs.

Part B: Data

Section 6 – Reporting for 2011

General Notes:

This template has been developed for the reporting of SSNP activity in 2009 which was a largely planning and pre-implementation activity year. Consistent with the principles that the quality and range of evidence for the NPs should increase over time, the reporting template will also mature by requiring further evidence. Where possible, these changes have been flagged in the body of this document.

2011 Annual Report (2010 activity)

- Further milestones as agreed in Implementation Plans or updates for each State and Territory.
- Literacy & Numeracy – Achievements and the percentage of Reward funding claimed against those achievements in the Measures, Targets & Rewards for the Literacy & Numeracy NP, as already agreed by the States and Territories. This information should be aggregated to 'Lit/Num NP Schools' level. Baseline data may be required for 2008 and 2009.
- Teacher Quality –
 - Reporting against Performance Indicators in the Teacher Quality NP, which are derived from Indicative Performance Indicators, will be required by all states/territories to give consistency across jurisdictions.
 - Reporting against reward reforms, in addition to facilitation reforms, will be required as 2011 reward payments are based on activities undertaken in 2010. This will also be required for the 2012 reports.
 - DEEWR are currently in the process of talking to the COAG Reform Council (CRC) regarding the TQNP reward reform reporting. The CRC may determine that additional/supplementary reporting is required in addition to the SSNP Milestone and Annual Reports, in order for the CRC to undertake assessment of reward reforms.
 - Further advice will be provided to states and territories regarding reporting on TQNP reward reforms when available. A draft of the 2011 requirements has been included at the end of this section.
- Low SES School Communities – School level data for the s19 Performance Indicators from the Low SES School Communities NP, where suitable development of the indicator has been undertaken in line with the National Education Agreement by the COAG Productivity Data Development Group. Where appropriate to measure progress, it may also be necessary to develop benchmark data for periods prior to 2010. Note that where possible and appropriate, this data will need to be disaggregated as described in s20 of the NP.
- Jurisdictional measures and outcomes – some jurisdictions have indicated that they will collect and report on additional measures during the life of the Low-SES NP. These measures include items such as student or parent satisfaction surveys.
- Indigenous Education Action Plan – from 2011, where available and appropriate, information should be supplied by domain for the Indigenous Education Action Plan schools and cohorts.
- Student Engagement and Wellbeing Indicators - The Low SES School Communities NP s21 also allows for additional agreed outcomes and performance indicators, including the indicators on student engagement and well being.
- Towards better outcomes for Indigenous students – the focus of this item will change over time from descriptions of activities undertaken with a particular focus on Indigenous students or teachers to a broader element that describes the factors that have led/are leading to accelerated outcomes for this group.

2012 and further Annual Reports

- Further milestones as agreed in Implementation Plans or updates for each State and Territory.
- Literacy & Numeracy – Achievements and the percentage of Reward funding claimed against those achievements in the Measures, Targets & Rewards for the Literacy & Numeracy NP, as already agreed by the States and Territories. This information should be aggregated to 'Lit/Num NP Schools' level.
- Teacher Quality milestones as agreed (see 2011 above).
- Low SES Communities – School level data for the s19 Performance Indicators from the Low SES School Communities NP, where suitable development of the indicator has been undertaken in line with the National Education Agreement by the COAG Productivity Data Development Group. Where appropriate to measure progress, it may also be necessary to develop benchmark data for periods prior to 2010. Note that where possible and appropriate, this data will need to be disaggregated as described in s20 of the NP.
- Towards better outcomes for Indigenous students – the focus of this item will change over time from descriptions of activities undertaken with a particular focus on Indigenous students or teachers to a broader element that describes the factors that have led/are leading to accelerated outcomes for this group.

Part B1: Tasmania - Milestone Reporting - Annual Report 2010

(See Completion guide for notes)

Milestone	Detail of achievement*
Teacher Quality	
Five Centres of Excellence established in 2009	Completed
Postgraduate Certificate in Literacy developed by 2009	Completed
Postgraduate scholarship support provided to Tasmanian Government teachers by 2009	Completed
PiTE evaluation completed by December 2009	Completed
Teacher Learning Centre at Rokeby completed by July 2009	The Teacher Learning Centre has been established and is now up and running.
PiTE program established	Completed. The 2010 intake has commenced.
Partnership Agreement with University of Tasmania developed	Completed
100 percent of principals will have participated in a performance review discussion with General Managers (Department of Education (DoE)) during 2009	Completed
Appointment of a senior principal to develop the Leading for High Performance program	Completed
Low SES	
Guidelines for participation in the Low Socio-Economic School Communities NP developed and principals' information sessions conducted for principals in all three schooling sectors	Completed in all sectors
Submission process for participation in Low SES strategies developed	Completed in all sectors
Submissions called for Low SES strategies 1, 2, 3 and 5 in all sectors	Completed in all sectors
Submissions lodged and approval process undertaken in all sectors	Completed in all sectors.
Steering group developed, and meeting regularly, for SES 4 Flexible Learning School in order to develop model, principles and operational plan	Group established in mid 2009 and continuing to meet regularly in 2010.
Site for southern campus of Flexible Learning Tasmania identified (SES 4)	Site confirmed with building works to commence later in 2010. Strategic planning process in place.
Process developed for referring schools for SES 6 School Improvement Reform Through Intervention	Initial process developed and is being further refined.
Planning template developed for SES 7 Polytechnic / Academy Transition Initiative, and planning commenced	Planning template completed and planning well underway.

Literacy and Numeracy	
Eleven Network Management Teams established, lead school identified and focus for improvement agreed for all Government and Catholic schools in Literacy & Numeracy NP Networks	Completed
AIST Literacy & Numeracy NP approach developed and communicated to Independent sector schools	Completed
Managers Learning (Department of Education (DoE)) and Directors (Tasmanian Catholic Education Office (TCEO)) provide support to networks to assist their use of student outcome data in the identification of network focus and to source evidence based strategy	Completed and providing ongoing support.
Guidelines for participation in the Literacy & Numeracy NP developed and principals' information sessions conducted for principals in the Government and Catholic schooling sectors. Networks confirmed	Completed
Criteria for participation in the Literacy & Numeracy NP established and based on student outcome data, schools and networks identified in the Government and Catholic sectors	Completed
Tasmania's Smarter School Implementation Plan finalised and signed and published in summarised format	Completed
Networks are supported by EPS and provided with aggregated network student achievement and attendance data to enable network focus and targets to be established	Completed for all sectors.
Literacy & Numeracy NP planning template developed	Completed and being compiled by individual schools and will be published on each schooling sector's website.
*include quantification if appropriate	