



Australian Government



## **SMARTER SCHOOLS NATIONAL PARTNERSHIPS**

**IMPROVING TEACHER QUALITY**

**LOW SOCIO-ECONOMIC STATUS SCHOOL COMMUNITIES**

**LITERACY AND NUMERACY**

# **Western Australia Annual Report for 2010**

<b>Section 1</b>	<b><i>Smarter Schools Summary</i></b>
<b>Section 2</b>	<b><i>Improving Teacher Quality</i></b>
<b>Section 3</b>	<b><i>Low Socio-Economic Status School Communities</i></b>
<b>Section 4</b>	<b><i>Literacy and Numeracy</i></b>
<b>Section 5</b>	<b><i>Research and Evaluation</i></b>
<b>Section 6</b>	<b><i>Milestone Reporting</i></b>
<b>Section 7</b>	<b><i>Performance Indicators for Identified Cohorts</i></b>
<b>Section 8</b>	<b><i>State Performance Measures</i></b>

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

## Section 1 – Smarter Schools Executive Summary

### Overview

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

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

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

### Government Sector

#### Teacher Quality

- Western Australia has contributed significantly toward the development and progress of the facilitation reform elements. Including representation on each of the national working parties, the drafting of and facilitation of consultation forums concerning for the new National Professional Standards for Teachers, and the drafting and trialling of the new National Professional Standard for Principals.
- During 2010, the Government sector introduced a new structure for public education that will better meet the educational needs of all public education students. The establishment of independent public schools and the new regional structure will facilitate improved local decision making, greater autonomy for school principals, engagement of school communities and increased accountability.
- The establishment of the Centre for Public School Leadership during the year is a significant step forward in ensuring that the Western Australian public education system ensures high quality sustainable leadership is achieved across all public schools.
- The evaluation of the first cohort of residency interns through the Training School Residency Model has highlighted that this cohort of pre-service teachers are better prepared for the classroom as a result of the extended practicum experience and the close working relationship between staff at the training school and Edith Cowan University.

#### Low Socio-Economic Status School Communities

- A significant proportion of National Partnership funds has been allocated to low socio-economic status (low SES) school communities to explore innovative strategies that contribute to improve student learning outcomes. This empowers school communities to decide how best to allocate funds to support innovative ideas for improving educational outcomes for their students. It encourages principals and their community to determine relevant, additional staffing appointments, make decisions about how to allocate funds and determine strategies that may be effective within specific contexts.
- This strategic approach is designed to encourage autonomy and aligns closely with the State's Independent Public Schools (IPS) initiative, which will continue beyond the life of the Smarter Schools National Partnerships (NPs). Under this State initiative, IPS are provided with more autonomy in relation to human resources and financial management. Six schools participating in the Low SES NP are already part of a growing number of IPS. The State has also recently made changes to the role of Regional Executive Directors as part of broader initiatives to give schools greater autonomy, enhance school leadership, reduce bureaucratic restriction and locate support services closer to schools.
- At this early stage of implementation, schools have reported achievements related to each of the key reform areas. Most schools reported that they are delivering planned outcomes and that planned activity is on schedule to achieving end targets related to reforms.
- The focus under the Low SES NP to implement reforms in partnership with community groups and to increase parental engagement through the provision of extended services is supported by the State Government. The State and local governments are progressing the concept of community hubs in Western Australia. The community hub concept provides an opportunity for services to be built around individual and local communities. Communities will be given greater opportunity to influence the management of public facilities, including childcare centres, schools, training facilities and community centres. This concept is aligned strongly with Key Reform Area Six of the Low SES NP, ensuring future school and system level sustainability.

## **Literacy and Numeracy**

- During 2010, Literacy and Numeracy National Partnership (LNNP) schools used additional funding to improve students' literacy and numeracy skills, through a mix of systemic, local area and whole-of-school strategies tailored to identified needs.
- Of significance was how school leadership in LNNP schools has been strengthened by involvement in the NP Program. Expectations of LNNP schools included:
  - emphasising the key role of the principal in ensuring there is effective learning and teaching in every classroom and building instructional leadership capacity;
  - planning within the context of a whole-school approach to literacy and numeracy; and
  - establishing and maintaining school structures and processes to enable on-going staff development and team ownership of student achievement (e.g. distributed leadership, team approaches to data analysis and planning, inclusion in staff performance management).
- Clear expectations and regular monitoring of the expectations resulted in many LNNP schools having a more focused approach to school planning and a stronger engagement of leadership in the implementation of whole-school literacy and numeracy strategies.
- Evidence of school leader engagement in practices aligned to the expectations included:
  - some schools implemented performance management processes that supported the implementation timelines of their LNNP plans;
  - some schools restructured school timetables to accommodate improved collaboration between performance managers, specialist teachers and classroom teachers;
  - all schools organised professional learning experiences for staff that were designed to achieve the milestones and targets articulated in their LNNP plans; and
  - all schools completed regular reviews related to the implementation of their LNNP plans via the online Monitoring Review Framework.

## **Catholic Sector (CEOWA)**

- The Catholic schools participating in the Literacy and Numeracy National Partnership have provided a strengthening of the regional collaboration model being developed by the Catholic school system. This involves clusters of approximately 15 schools working under the support of a Literacy and Numeracy School Support Consultant, who facilitates a number of school-based and collaborative processes. This aligns with the strategic direction of the CEOWA to reduce central support and move towards a regionally-based model. Of particular significance was the addition of 22 schools (11 secondary and 11 primary) to the original list of 62 LNNP schools. Many of these schools were country schools in the Goldfields and Geraldton regions, further highlighting the strategic commitment to non-metropolitan schools. Support continued to be provided to a range of Kimberley schools through both the Low Socio-Economic Status and Literacy and Numeracy NPs – this is the strategic direction of CEOWA and is consistent with national initiatives such as 'Closing the Gap'.
- A further key strategic initiative for CEOWA has been the integration across projects. Many of the Low SES NP schools are also Literacy and Numeracy NP schools and there has been an alignment of supported initiatives. In some instances, such as three schools in the Kimberley region, a Trade Training Centre will also provide a focus for improvement in various education outcomes. Many of the Literacy and Numeracy NP schools are also receiving support through the CEOWA mentoring program under the Improving Teacher Quality NP. For example, the five new K-7 Literacy and Numeracy NP schools in the Kalgoorlie region are being supported through this mentoring program for first and second year teachers. This commenced in Term 4, 2010.
- The CEOWA has also begun implementing some strategic system initiatives through the Improving Teacher Quality NP. These align with existing and future planning. For example, the Quality Catholic Schooling (QCS) school improvement framework was completed in October 2010 with some assistance from NP funding. Components of this framework have been implemented in over 150 schools and this will provide an important avenue for conducting conversations about school improvement, both within and between schools. Related to this is a consolidated system leadership program, an element of which – the Aboriginal Leadership Program – is provided through NP funding. This program aligns closely to a number of other programs, such as the Executive Principal program.
- Support through the Low SES NP continued with a strategic focus. For instance, towards the end of 2010, 10 Metropolitan and South West schools were engaged in forming partnerships with each other to deliver important support services to underpin attendance, health, engagement and learning outcomes. These include speech pathology services and those provided by family liaison workers and youth workers. The partnerships will be finalised in early 2011 and implemented in the schools as soon as possible. The integration of this Low SES NP support (which also includes support of the Bluearth

program) with Literacy and Numeracy and Improving Teacher Quality NP programs, is an important feature of programs in many Catholic schools.

### Independent Sector (AISWA)

- In 2009/10, 17 schools were invited to join the Literacy and Numeracy NP and 25 schools were invited to join the Low SES NP; in late 2010, a further 24 schools joined the Literacy and Numeracy NP. In total, 66 schools are part of either the Low SES or Literacy and Numeracy NPs. As a result approximately 40% of all AISWA member schools are part of these partnerships. A high level of synchronisation has been established across all three NPs so that AISWA can maximise the impact of the reform strategies within each NP.
- The central approach in the Literacy and Numeracy and the Low SES NPs was to appoint consultants to coach teachers to develop exemplary teaching practices. Research, however, has shown the importance of school leadership for improving student outcomes. Therefore, if these NPs are to lead to improved student outcomes, it is essential that there is up-skilling of school leaders. Through the Improving Teacher Quality NP, high quality professional learning has been offered for school leadership teams in the areas of Strategic Leadership, Curriculum Leadership and Administrative Leadership. The NP consultants have participated in all sessions with their school leaders so that they are well placed to support leaders in implementing changes with staff that will lead to improved student outcomes.
- AISWA Quality Teaching and Leadership Development Centre has been established and extensive professional learning opportunities are provided for teachers and aspirant and current school leaders across all Independent schools.

## 2010 Key highlights

### Government Sector

#### Teacher Quality

- During 2010, the Department established a new professional learning entity specifically for public education in Western Australia – the **Institute for Professional Learning** (the Institute), which includes a Centre for Public School Leadership (the Centre). The Centre has been established to ensure high quality sustainable leadership across public schools. The Institute and the Centre represent an integrated strategy to professional learning that is consultative, collaborative and responsive to the professional learning needs of all Department staff, including public sector employees supporting schools.
- **34 Independent Public Schools (IPS)** were established during the year. IPS have more local authority and freedom from central policies and procedures in the area of financial management, curriculum, student support, staff recruitment and selection, management of teachers and other staff, payroll and maintenance of buildings and facilities.
- A rural and remote support team was piloted during 2010. The support team has been established to re-invigorate the profile of the **Remote Teaching Service (RTS)**. The team identifies high quality pre-service students and mentor teachers to implement a practicum in pre-selected remote schools; and
- An independent evaluation of the **Teacher Residency program** has highlighted that the first year of the program has proven to be successful, identifying that:
  - residency interns gained a strong sense of membership in their respective schools;
  - relatively higher standards were achieved in practical and academic teaching competence compared to on-campus students;
  - residency graduates are more confident and optimistic about their future as classroom teachers;
  - professional esteem and professional learning of the mentor was boosted and improved job satisfaction; and
  - site directors and principals were also pleased to be involved in a program that promises improved teaching quality and retention at a time when these are critical issues in the profession.

#### Low Socio-Economic Status School Communities

- One of the key highlights has been the take up of **extended services** in Western Australian government schools. Several public schools have identified early intervention from 0 to 4 years as a significant area of activity to better address the needs of their local community.
- Schools have shown enterprise in developing partnered services aimed at improving school readiness and parent engagement. Schools have extended services to families and in doing so have provided opportunities for integrated services on school sites.
- There have also been several examples of schools improving the use of information about **student performance and**

**attendance** to monitor progress, inform teaching strategies and underpin school planning. There is strong evidence of schools adopting personalised approaches to students not progressing well academically or socially.

- **Remuneration packages** specifically designed to attract, retain and reward high performing principals who work in disadvantaged Indigenous, rural/remote and hard-to-staff schools have been developed. Once approved for implementation by State Government central agencies, these remuneration packages will bring about sustainability for NP and non-NP school communities.
- **Professional learning strategies** designed to build leadership capacity are contributing to the sustainability of school-based initiatives. 76% of schools reported progress in enhancing leadership capacity in the school or across a cluster of schools. Strengthened leadership is the result of up-skilling key staff and creating leadership pathways within the schools, or by recruiting expertise to provide professional learning and support for teachers. The Low SES NP project team is progressing further opportunities for schools to engage in professional learning regarding community engagement and extended services.
- A further unexpected outcome has been the range of schools collaboratively developing strategies aimed at sharing resources within the low SES context. Several schools have implemented **joint initiatives** in literacy and numeracy and social and emotional well being, with a particular focus on Aboriginal students.

### Literacy and Numeracy

- **School leadership** in LNNP schools has been strengthened by involvement in the LNNP Program. Expectations of LNNP schools included:
  - emphasising the key role of the principal in ensuring there is effective learning and teaching in every classroom and building instructional leadership capacity;
  - planning within the context of a whole-school approach to literacy and numeracy; and
  - establishing and maintaining school structures and processes to enable on-going staff development and team ownership of student achievement (eg distributed leadership, team approaches to data analysis and planning, inclusion in staff performance management).
- Another highlight of the LNNP program is the way that case management approaches have been utilised to differentiate learning for students. **Case management** is a whole-school approach to school improvement, ensuring the literacy and numeracy learning needs of all students are identified, monitored and ultimately achieved. It is a process that results in differentiated curriculum, particularly for any student not achieving their potential, including those achieving at or below the National Minimum Standard (NMS).
- **Specialist teachers** are emerging as significant change agents in LNNP schools; however, their roles in individual schools are diverse, with the most effective being those who are integral to their school's instructional leadership team and school planning processes. Membership of the school's LNNP leadership team ensures that they develop a coherent understanding of the school's strategic plan and contribute suggestions as to how best to put actions into place that will realise long term goals. School timetables in effective schools are structured in ways that enable specialists to meet and work with the teachers on whose improving expertise the success of the LNNP plan relies.
- **Paraprofessionals:** Another effective strategy employed by some LNNP schools is to better utilise the services of paraprofessionals including Education Assistants, Ethnic Education Assistants and Aboriginal Education Officers. The provision of *First Steps - Literacy* and *First Steps - Mathematics* professional learning to paraprofessionals has built their capacity to work in more relevant ways in mainstream classes. This has included the facilitation of small group work during Guided Reading sessions, or in Mathematics lessons. The professional learning gave paraprofessionals access to the discourse of literacy and numeracy education and confidence in discussing students' progress with classroom teachers. Some Education Assistants received training in strategies such as *Reading Recovery* and *MULTILIT* and were then able to work one-on-one with junior primary students to overcome difficulties faced in learning to read.

### **Catholic Sector (CEOWA)**

- Consolidation of the **regional literacy and numeracy support model** in the original 62 schools and extension to a further 22 schools, including secondary and country schools; and development of a sustainable and innovative range of literacy and numeracy support processes which align closely with current system structures.
- Completion of training of the first cohort of **Teacher Assistants** (30, including 20 through to Diploma level) and continued negotiations with Curtin University for advanced standing to an early childhood teaching degree, thereby providing new pathways into early childhood teaching for Teacher Assistants in Catholic schools.
- A total of around 120 teachers **up-skilled in science and mathematics**, including 15 from non-metropolitan schools,

addressing system wide issues of mathematics and science teacher expertise shortages in senior secondary education.

- Planning for a significant expansion of Low SES NP support to a further 14 schools through a range of **integrated and cross-school support structures** (e.g. sharing youth workers and speech pathologists).
- Increased **attendance and engagement** in Kimberley Low SES NP schools partly as a result of system wide consolidated approaches, including some receiving NP support.
- Finalisation of the **Quality Catholic Schooling school improvement framework**, with over 150 schools implementing some components of the framework and evaluating school performance.

### Independent Sector (AISWA)

- Establishment of the **AISWA Quality Teaching and Leadership Development Centre**.
- Partnerships established with two universities and over 130 school leaders participated in high quality on-going professional learning in leadership.
- Contract negotiated with Edith Cowan University to offer the Department of Education, Employment and Workplace Relations funded pilot project, **Principals as Leaders of Learning** (PALs) to all independent schools.
- Sector wide support (through the design and development of customised **data analysis software**) for schools to analyse and interpret their NAPLAN results and to integrate this analysis into whole school planning and improvement.
- Consolidation of coaching in 17 Literacy and Numeracy schools, with many schools moving to sustainable strategies such as the introduction of **professional learning teams**. Consultants appointed and coaching begun in a further 24 schools, including 9 regional schools.

### Cross Sector Collaboration

- Western Australia has established a high-level strategic Cross-Sectoral Governance Group to make possible the planning and implementation of the National Partnerships between the Government and non government school sectors. This group meets quarterly to discuss a range of implementation issues and to identify areas of potential collaboration. The group provides for ongoing co-operation, collaboration and sharing of valuable information as the implementation of strategies progresses. Existing information networks ensure that relevant operational issues are shared as they arise.
- There have been several levels of cross system collaboration. Heads of system/sector meetings are held approximately five times a year to discuss key issues and opportunities and to identify possibilities for collaboration at the specific project level. At the secretariat level, there have been opportunities for cross system collaboration in the up-skilling Teacher Assistant project and use of the same Registered Training Organisation (RTO); strategic sharing of knowledge and processes in the Kimberley region; sharing of ideas and resources for support to Low SES NP schools; and enrolment of teachers from other systems in the Science and Mathematics Up-skilling program. There has also been significant collaboration in the Remote Access Schools and Extended Service School Models projects. The Student Tracking program has now been subsumed in the tri-border initiative, which brings together systems and sectors from Western Australia and two other states.
- In the Literacy and Numeracy NP, there has been close collaboration in data processing and in ongoing refinements to key documents such as the reward structure and implementation plans.

### School Level Plans

- The Department of Education Partnership Schools website was developed in May 2010 and can be viewed at <http://det.wa.edu.au/partnershipschools>. The website provides an overview of the projects, participating schools and up-to-date fact sheets on initiatives and significant reforms. The Schools Level Plans for all schools participating in the NP reforms in 2010 can be accessed through the website.
- The Catholic sector provides information about the National Partnerships and School Level Plans at [http://cms.ceo.wa.edu.au/our\\_schools/national\\_partnership\\_programs.jsp](http://cms.ceo.wa.edu.au/our_schools/national_partnership_programs.jsp). In many cases, in particular for the Literacy and Numeracy NP schools, a very detailed implementation plan sits behind the School Level Plan which is a summary of these detailed strategies and data analysis.
- The Independent sector provides their school community agreements and School Level Plans at <http://ais.wa.edu.au/national-partnerships>.

The school level plans outline the NP activities implemented in 2010. The plans also identify the level of NP investment (Commonwealth, State and school level investment) and the NP activities being implemented at that school.

## Section 2 – Improving Teacher Quality

### Overview – 1 January to 31 December 2010

#### Government Sector

- The **Institute for Professional Learning** has been established and the Managing Director of the Institute has been appointed.
- **34 Independent Public School (IPS)** principals received comprehensive training and support, additional administration resources and access to leadership development programs. The second tranche of IPS were announced in July 2010, with a further 64 schools to operate with greater autonomy from 2011.
- The review of the **Level 3 Classroom Teacher (L3CT)** program was completed.
  - Research and analysis has been undertaken to inform detailed planning and the development of a preferred model for the Department of Education (the Department) which would improve the career paths for all teachers working in public education and result in better distribution of exemplary teachers across all schools.
  - The existing L3CTs process was reviewed and options for improving the program have been developed.
  - A submission to Western Australian Government central agencies was prepared to gain approval to provide incentives for better distribution of quality teachers and leaders.
- **Specialist Coaches program**
  - A further 5 full-time equivalent (FTE) specialist coaches were recruited as part of the one-on-one, in-class Specialist Coaching program for 40 graduates of the Bachelor of Education Conversion Courses and a further 60 teachers.
  - The program provides an additional 20 hours of classroom focused mentoring. 10 graduates were previously Aboriginal and Islander Education Officers (AIEOs), of whom seven have been appointed to regional and rural schools. 30 graduates were previously EAs, of whom eight have been appointed to regional and remote schools.
  - 60 other graduates, identified by principals as needing intensive support, were assisted by specialist coaches.
- **Training Schools**
  - Edith Cowan University (ECU) was appointed as the service provider for the Training Schools and 13 (public) Training Schools were established in 2010.
  - 60 residency interns commenced the Residency Program in January 2010 and a further 11 residency interns commenced as the second cohort at Kingston Primary School.
  - 25 scholarships were established for interns (both Kingston and the Residency Program) in 2010.
  - 79 teachers were trained as mentor teachers as part of the Training Schools project.

#### Catholic Sector (CEOWA)

- A major CEOWA initiative under the Improving Teacher Quality NP has been the support to the **Quality Catholic Schooling (QCS) school improvement framework**, which is considered to be a key reform activity. Although this commenced prior to the commencement of this NP, the CEOWA has used Improving Teacher Quality NP funding to finalise the feedback process for and complete the validation of the final components and elements of the QCS. The QCS will be used by schools to self rate their school improvement processes and provides key criteria to conduct important conversations about whole school improvement processes. It also provides a method for schools to benchmark their performances against nominal standards and other schools. A range of survey instruments are also being prepared to assist schools in gauging stakeholder feedback.
- The **mentor teacher support program** is also considered to be a significant reform. An experienced Assistant Principal has been providing support to first and second year teachers, mainly in metropolitan primary schools. This has been mainly by way of a number of seminars and professional development activities and internet contact where necessary. This support was extended to five schools in the Kalgoorlie region and approximately 33 first and second year teachers, and in 2010, a number of two-day seminars/meetings were held. Planning was undertaken in 2010 to significantly extend the program, including to secondary teachers and in particular to Kalgoorlie where a consolidated support package will be available. This will include specialist mentor training, links to metropolitan schools, teacher relief support and time relief for inexperienced teachers.

#### Independent Sector (AISWA)



The independent sector is using the Improving Teacher Quality NP to support school leaders, aspirant school leaders and teachers across the sector and to extend the work within the Literacy and Numeracy and Low SES NPs. Work undertaken in 2010 includes:

- Appointment of a **Improving Teacher Quality NP Coordinator** to ensure a high level of coordination across the three NPs; to extend the work of the Improving Teacher Quality NP; and to increase the liaison with the public and Catholic sectors.
- Establishment of the **AISWA Quality Teaching and Leadership Development Centre**.
- Through the Leadership Development Centre, AISWA has provided extensive professional learning opportunities for teachers and aspirant and current school leaders across all Independent schools. The professional learning specifically addresses the intent of the NP and supports leaders to consider performance management and continuous improvement in schools; and the implementation of the National Professional Teacher Standards Framework.
- Contracted ECU to offer the DEEWR funded pilot project, **Principals as Leaders of Literacy Learning**, to independent schools.
- Sector wide support (through the design and development of customised data analysis software) for schools to analyse and interpret their NAPLAN data and to integrate the analysis into whole school planning and improvement.
- Building capacity in trained European Pedagogical license in ICT (EPICT) facilitators and teachers through professional learning has facilitated the expansion of technology to enhance student outcomes across a significant number of independent schools.

## Progress against TQNP Facilitation Reforms – 1 January to 31 December 2010

### NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS

#### Government Sector

- Western Australia has actively participated in the development and drafting of the National Professional Standards for Teachers.
- During April and May 2010, the Department facilitated a comprehensive consultation process in Western Australia which involved universities, professional associations, the CEOWA, Western Australian College of Teaching (WACOT), Department of Education Services, Department of Education representatives, Curriculum Council, State School Teachers' Union of Western Australia, professional associations and other stakeholders.
- The Standards closely align with the Department's existing Competency Framework for Teachers that is used to guide professional development; and the Western Australian Teacher Standards used by WACOT for registration purposes.
- Western Australia is committed to implementing the Standards, however, this will not happen immediately – implementation will be phased in, allowing sufficient transition time for teachers and principals. Education stakeholders will work collaboratively to accommodate the new Standards in professional learning, performance management, accreditation and recognition. Implementation will also be contingent on the development of nationally agreed positions for a variety of uses.

#### Catholic Sector (CEOWA)

- The Catholic sector has embedded the key aspects of the National Professional Standards for Teachers in appropriate components and elements of the Quality Catholic Schooling (QCS) school improvement framework. This occurred during the development and revision period. The Standards have also been embedded in leadership courses which support the QCS framework. The Draft National Standards for pre-service providers have also been considered and are being embedded in the pre-service education programs which currently operate in partnership with ECU. The University of Notre Dame intends to undertake a number of action research projects with Catholic schools involving pre-service education and a focus on the National Professional Standards for Teachers and the Draft National Standards for Pre-service providers.
- Key elements of the National Professional Standards for Teachers have also been embedded within professional development courses in science and mathematics up-skilling.
- As part of the mentor teacher support program, the Standards will be used as a discussion point with teachers. Mentors who undergo specialised mentor training will also become familiar with the Standards.

### **Independent Sector (AISWA)**

- During 2010, AISWA has attended consultation meetings to provide feedback on the National Professional Standards for Teachers. AISWA supported the endorsement of the Standards and will look for ways to support the implementation across independent schools in Western Australia.

## **NATIONAL CERTIFICATION OF ACCOMPLISHED AND LEAD TEACHERS**

### **Government Sector**

- During 2010, Western Australia contributed to the drafting of the principles for certification of accomplished and lead teachers and will continue participation during 2011.
- The Department is investigating options for reform of existing career structures for Western Australian public sector teachers. Implementation is contingent of the development of agreed national principles.

### **Catholic Sector (CEOWA)**

- This reform has not been specifically addressed by Catholic schools under the Improving Teacher Quality NP.

### **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 will continue to work with its members to find innovative ways of supporting this reform within independent schools in Western Australia.

## **NATIONALLY CONSISTENT REGISTRATION OF TEACHERS**

### **Government Sector**

- Improved mobility of the Australian teaching workforce primarily relates to Nationally Consistent Registration of Teachers.
- The Director of the Western Australian College of Teaching participated in the national working group established to develop nationally consistent registration. The Departments of Education and Education Services have also been actively consulting with AITSL throughout ongoing developments.
- In 2010, the Department of Education Services undertook a review of the *Western Australian College of Teachers Act*. The Review's recommendations consider the progress, nationally, toward consistent registration.

### **Catholic Sector (CEOWA)**

- This reform has not been specifically addressed by Catholic schools under the Improving Teacher Quality NP.

### **Independent Sector (AISWA)**

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

## **NATIONAL ACCREDITATION OF PRE-SERVICE TEACHER EDUCATION COURSES**

### **Government Sector**

- During 2010, representatives from across Western Australia's education sectors contributed to the drafting of standards and principles for the accreditation of pre-service teacher education courses and will continue active participation during 2011.
- The Western Australian Department of Education Services, in 2010, undertook a review of the *Western Australian College of Teaching Act 2004*. The review's recommendations consider national reform, including the standards and principles.

### **Catholic Sector (CEOWA)**

- Planning commenced in late 2010 to expand the pre-service education program currently operating in partnership with ECU to also include the University of Notre Dame. In 2011, action research programs will examine ways of embedding Draft National Standards for Pre-service Accreditation into the training program. This will take the form of research in at least three Catholic schools with both the National Professional Standards for Teachers and the Draft Standards for Pre-Service education being embedded.

## Independent Sector (AISWA)

- Not applicable in the Independent Sector.

## PROFESSIONAL DEVELOPMENT AND SUPPORT FOR PRINCIPALS

### Government Sector

- The Department has established a new professional learning entity specifically for public education in Western Australia – the **Institute for Professional Learning** (the Institute). The Institute will include a Centre for Public School Leadership (the Centre).
- The Centre will be established to ensure high quality sustainable leadership across public schools. The current environment of the ageing workforce (particularly in administration), shortage of qualified staff to replace them and need for a new style of leadership responsive to an increasingly flexible and empowered school environment, prioritises the need for effective public school leadership.
- The Institute and the proposed Centre represent an integrated strategy to professional learning that is consultative, collaborative and responsive to the professional learning needs of all Department staff, including public sector employees supporting schools.
- The Managing Director oversees both the Institute and Centre, has been appointed and commenced in June 2010. The procurement process for the Centre commenced in May 2010 and continues to progress.
- Close negotiation is underway with the Institute and the Australian Institute for Teaching and School Leadership as to how affiliated, national and flagship programs will be developed and delivered.
- To achieve its aims the Institute will deliver focus programs for staff at key stages of their career, such as:
  - School support staff program;
  - Graduate teacher induction program;
  - Teacher development program;
  - Senior teacher program; and
  - Leadership development programs.
- All professional learning for teachers and school leaders has been mapped against the draft National Standards for Principals and the National Professional Standards for Teachers.
- The Institute supports the recently established Aboriginal Principals' Collegiate Group (the Group) of 15 members. The Group was formed in 2010 to provide a mechanism for sharing experience and knowledge amongst Aboriginal principals and administrators and to link them with stakeholders that can assist their professional development and career advancement. The Group met ten times during 2010. In addition, the Institute established an aspirant Aboriginal Principals group with 40 members.
- **Independent Public Schools (IPS)** - all 34 principals of IPS participated in a comprehensive induction course and ongoing professional support and resources have been made available to support their transition toward greater autonomy. IPS received funds to go towards administrative support and ongoing central system support was provided throughout 2010.
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- **Local selection of school leaders** - in an effort to select school leaders with the skills and expertise that will best meet the needs of the school community, all public school principal positions are now advertised online on the Western Australian Government jobs board and successful candidates selected through open merit select processes. This moves away from a centralised process where aspirant principals were selected into a pool and then allocated positions as they arose.

### Catholic Sector (CEOWA)

- There have been two main programs in the Catholic sector where this reform has been achieved. The **QCS school improvement framework** provides four domains and 24 components and various elements of school improvement. The role of leadership in this framework is important and clearly defined, in terms of effecting school improvement. Leadership is described, in its totality, in all four domains of the QCS. The framework provides a process by which school leaders and leadership teams can conduct discussions about where their school is located on a continuum of improvement and what is required to move towards the next level.
- In 2010, over 150 Catholic secondary and primary schools were involved in implementing at least one of the QCS components. The CEOWA has also developed a range of leadership courses which complement the QCS framework.

These are provided to aspiring and emerging leaders in primary and secondary schools. A specialised leadership program for Aboriginal leaders, based on the *Dare to Lead* program, was also implemented.

- The CEOWA also implemented the Executive Principal Program in Catholic schools. This provided funding to two existing principals to mentor and work with principals in other schools, who may be experiencing some difficulty with aspects of their leadership. One remote school in the Kimberley was supported by this program as well as two metropolitan schools. The program focuses on providing support for principals in leadership development and school improvement.

### **Independent Sector (AISWA)**

- The central focus of the **professional learning** in Improving Teacher Quality has been to improve the quality of teaching and leadership across the independent sector. Professional learning in leadership, data analysis, ICT, curriculum leadership and whole school strategic planning was provided in 2010.
- In addition, AISWA has been able to support leaders in furthering their education. AISWA entered into a partnership with the University of Western Australia (UWA) to offer leaders and aspirant leaders a Graduate Diploma of Educational Leadership. AISWA developed and provided a unit in Administrative leadership and subsidised 50 per cent of the cost of the remaining three units. The Graduate Diploma articulates with the UWA Masters in Education.

Below is a summary of the number of participants who have benefited from the professional learning opportunities:

- Leadership Learning – 112 school leaders
  - South Regional Leadership Programs – 20 school leaders
  - Data Interpretation and analysis – 283 school leaders/teachers
  - Data Interpretation and analysis for regional schools – 56 school leaders/teachers
  - Early Years Reforms – 15 school leaders/teachers
  - ICT Trained Facilitators – 23 leaders/teachers
  - ICT trained teachers – 152 teachers
  - ICT completed all modules – 10 leaders
  - Graduate Diploma in Educational Leadership through UWA – 15 participants.
- A partnership has been established with the University of Western Australia Business School to apply for significant funding through the Australian Research Council to research the link between building strategic leadership capacity and improving student outcomes, particularly in regional and remote schools. The outcome of this application will be known in May 2011.

## **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 is progressing with systemic reform that will 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.

During 2010, the Department:

- developed a new regional structure that will support greater decision making at the local level;
  - established and supported the implementation of 34 IPS;
  - revised the performance management policies and processes;
  - reviewed the existing career pathways for teachers; and
  - established improved information systems (a School's Performance Monitoring System) that will better support evidence based decision making and improved planning at each school.
- The Department provides statistical data concerning various aspects of school performance within *My School* website .
  - The Department is continuing investigation and development of models that reward improved performance of low socio-economic status schools.
  - The new Institute for Professional Learning is integral to the development of a culture of continual improvement. Professional development and leadership courses are being developed to support staff at every level of their career path.
  - Western Australia had representation on the Expert Working Group that was established to guide the National Collaborative Partnership Project – School Performance Improvement Framework.

### Catholic Sector (CEOWA)

- The **Quality Catholic Schooling School Improvement Framework** was completed by October 2010 and over 150 schools have begun implementing at least one of the components. The Framework is designed to provide a tool and process for schools to plan for whole school improvement across the whole school operation. Schools can use the Framework as a means for dialogue with key office personnel and with other schools. Schools have reported that the Framework is effective and a useful starting point for conversations about school improvement.
- The **Up-skilling Science and Mathematics Teachers program** provides specific professional development to teachers who wish to deliver higher level courses but who may not possess the requisite knowledge and skills. Year 7 teachers, who now deliver on secondary campuses in Catholic schools, have also undertaken this training. Over 120 teachers were trained in the various sessions, including over 15 from non-metropolitan schools. The program will expand further in 2011. The program was particularly significant in that it supported key learning areas and country teachers who are often less experienced and teaching out of field. The delivery was closely aligned to senior secondary course preparation. Participating teachers have provided very positive feedback about the courses and have also reported increased opportunities in delivering higher level maths and science in their respective schools.
- In the Catholic sector, the **Teacher Mentoring program** was implemented in Metropolitan schools, with expansion to five schools in the Kalgoorlie region. An experienced Assistant Principal from a Metropolitan school delivered and administered the program, focussing primarily on teachers in their first two years of teaching. Four sessions were run on a range of topics for metropolitan schools, with about 80 teachers attending. The organiser was also available to support teachers outside of these sessions. Two, two-day seminars were held in Kalgoorlie for about 20 participants from five primary schools in the Kalgoorlie region. These were extremely well received and support (in the form of travel, accommodation and teacher relief) was provided for teachers to attend. In 2011, the program will be extended and integrated with the Literacy and Numeracy NP as the five schools involved have now been added as LLNP schools. Planning was also undertaken in 2010 for the expansion of this program to schools in the Geraldton region.
- The **Up-skilling Teacher Assistant program** also contributed to significant school improvement, with 30 Teacher Assistants up-skilling to a Certificate IV qualification and 20 of these up-skilling to a Diploma. This enables them to play a more effective role in classroom support and literacy and numeracy improvement in particular. The program also provided a potential pathway into early childhood teaching.
- The **Executive Principal Program** provided leadership and school improvement support to four schools where leadership was seen to be in need of some support. Although not funded through the Improving Teacher Quality NP, the CEOWA appointed more Principal School Advisors. These Advisors perform a similar role to Executive Principals, but with a case load of around 15 schools each. This also assisted with school improvement outcomes and related conversations.

### Independent Sector (AISWA)

- AISWA has provided on-going **professional learning** that empowers principals to better manage their schools to achieve improved student results. In 2010, AISWA established the following ongoing professional learning for 2011:
  - Principals as Literacy Leaders with ECU;
  - School planning support for whole of school staff;
  - Early Childhood Leadership Project with ECU.

## **NEW PATHWAYS INTO TEACHING**

### Government Sector

- In 2010, the Department continued to support the **Kingston Internship Program** enabling a further intake of 11 final year Bachelor of Education students to complete their studies within the classroom. The internship model provides an opportunity for pre-service teachers to complete their qualifications whilst working within a school environment. This model aims to better prepare pre-service teachers for the transition into the classroom by reducing the gap between theory and practice. Interns are offered the opportunity to apply for a scholarship that will support them financially through their final year.
- The Kingston model was initially piloted in 2009, with each of the participants also being granted a scholarship valued between \$15 000 and \$30 000 depending on the length of contract of employment following graduation.
- Of the 11 Kingston scholarship recipients in 2009, 10 remain employed by the Department and are currently working in regions as follows:

- 2 Kimberley
- 1 Midwest
- 3 Goldfields
- 1 Wheatbelt
- 2 Southwest
- 1 South Metro

- In 2010, a further nine Kingston internship scholarships were funded by the Department. These were all two-year contracts with a value of \$30 000 each, paid half in the study year and half on completion of contract. Nine have graduated and are now teaching in schools in the Pilbara, Kimberley and Goldfields.
- During 2010, the Department has worked closely with *Teach for Australia* to plan the possible implementation of the Associate program within Western Australia for the 2012 school year. Registration of Associates remains an issue for implementation.

### **Catholic Sector (CEOWA)**

- The CEOWA has formed a partnership with ECU for the **Teacher Residency Program**, involving three Catholic schools and 22 students completing training from ECU in 2010. These students were selected for a one year Bachelor course from a variety of undergraduate study areas, and undertook a residency program in schools, which involved an internship of two days per week over the whole school year. This was the only such program operating in Western Australian universities. Feedback from schools indicated that primary schools were highly supportive of the program as a new pathway into teaching, however secondary schools were less so as students often lacked the suitable subject disciplinary background. The program will continue in four schools in 2011.

Planning was also undertaken in late 2010 to include a partnership of two schools with Curtin University and a further two schools in partnership with the University of Notre Dame, with the latter focussing on embedding the new Draft Professional Standards for tertiary education training. This new pathway into teaching generally attracted a slightly older cohort who had some 'life experiences' before deciding to pursue a teaching career.

- The **Up-skilling Teacher Assistant Program** upgraded 30 Teacher Assistants to a Certificate IV qualification, with 20 proceeding to a Diploma qualification. The provider, Central Metropolitan Institute of Technology, is negotiating with Curtin University to secure advanced standing beyond the normal one year towards an early childhood teaching credential and with flexible delivery opportunities, such as online and block training. The 2011 intake was finalised in November 2010 and a further 32 TAs have been admitted. Monitoring of the career intentions of the Diploma graduates from 2010 will be undertaken.

## BETTER PATHWAYS INTO TEACHING

### **Government Sector**

- The Department's better pathways program facilitates entrants into the teaching workforce through a Graduate Diploma of Education. The program, known as the **Residency Program**, is undertaken within newly established Training Schools. Training Schools have been provided with additional resources and specific training for mentors and supervisors to ensure improved support to the Residency interns throughout the school year. This initiative is discussed further under the progress against the School Centres of Excellence reform.

### **Catholic Sector (CEOWA)**

- As previously outlined, the CEOWA has formed a partnership with ECU for the **Teacher Residency** program. This program not only provides a relatively new pathway into teaching, but also provides a better pathway into teaching. The Teacher Residency program was considered to be a better and more effective way of entering the profession and preparing for teaching in the sense that most of the participants were mature age or older than mainstream undergraduate students. Further details regarding the program can be found in the progress against the New Pathways into Teaching reform, provided above.

Planning was undertaken in November and December 2010 to support *Teach for Australia* and its implementation in Western Australian Catholic schools sometime later in 2011. This is also seen to be a better pathway into teaching given its proven track record in Victoria.

### **Independent Sector (AISWA)**

AISWA is part of cross-sectoral representation to the West Australian Collage of Teachers (WACOT) to support *Teach for Australia*.

## IMPROVED QUALITY AND AVAILABILITY OF TEACHER WORKFORCE DATA

### Government Sector

- The Department has continued to participate in the development of the **National Teaching Workforce Dataset** to better inform State and national teacher workforce planning. The two 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.
- The specifications of the national dataset have been scoped and further work is being undertaken to construct an initial version of the dataset. This work will continue during 2011.
- As part of a related research exercise, the Department assisted in the national Staff in Australia's Schools (SiAS) study 2010. The study was undertaken by the Australian Council for Educational Research (ACER) and the Department assisted with the distribution and promotion of survey information.
- The Department also prepares projections of the teacher workforce in Western Australia annually to inform strategic planning for the public education sector.

### Catholic Sector (CEOWA)

- While no support was provided specifically for this reform, the CEOWA continues to improve its internal data collection processes and will implement a new system-wide portal later in 2011.

### 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 has developed an employment strategy to support entry and career development for Aboriginal and Torres Strait Islander people. The strategies within *Culture Strong, Career Proud: Aboriginal and Torres Strait Islander Employment Strategy* align to the 'Closing the Gap' reform priority.
- The Department is committed to increasing the representation of Aboriginal employees, particularly within classrooms. Over the period November 2009 to November 2010, the Department achieved an increased representation of Aboriginal employees of 4% (an increase of 43 employees). In November 2010, there were a total of 1 023 employees who identified themselves as Aboriginal and Torres Strait Islanders (ATSI), including:
  - 610 Aboriginal and Islander Education Officers (an increase of 3 AIEOs);
  - 69 Aboriginal teacher aides (an increase of 13, equating to an increase of 23%); and
  - 148 Aboriginal teachers (an increase of 14, representing an increase of 10%).

Aboriginal and Torres Strait Islander workforce	Head Count 2009	Head Count 2010	Change %	Change #
Director of Schools	1	1	0%	0
School administrator	23	26	13%	3
Teachers	134	148	10%	14
School psychologist	2	0	-100%	-2
Teacher assistant/aide	56	69	23%	13
AIEO	607	610	0%	3
Aboriginal education worker	34	34	0%	0
Other	123	135	10%	12
<b>Total</b>	<b>980</b>	<b>1023</b>	<b>4%</b>	<b>43</b>

- The Department, in collaboration with Curtin University, supported the Bachelor of Education Conversion Course, a re-engineered program that facilitated a four year degree program delivered over two years. The structure of the course recognised professional learning and experience of AIEOs. This course enabled AIEOs (and a further intake of education assistants) entry into the teaching workforce. Ten AIEOs graduated from the conversion course at the end of 2009 and were appointed as teachers for the 2010 school year.
- The Department supported each graduate's transition into the classroom by providing additional one-on-one mentoring and coaching support through the Specialist Coaches program, which also supported eight new graduate teachers who were previously education assistants and who were appointed to schools in rural and remote regions of Western Australia with high Aboriginal student populations.
- A further four AIEOs graduated at the end of 2010 and have been appointed as teachers in 2011. These graduates will also be provided with one-on-one mentoring and coaching support during the 2011 school year. The Department supported participants during their course through:
  - payment of tuition fees;
  - salary maintenance whilst on study block and practicum;
  - allocation of a laptop to each student; and
  - access to mentoring and coaching.
- Aboriginal graduate teachers are provided an additional incentive of guaranteed permanency following 12 months of continuous and satisfactory performance as teachers.
- The Department is currently supporting an **Early Childhood Education and Carer Workforce Program** in conjunction with Murdoch University. Of the participants, five are Aboriginal employees of the Department. The program will see participants complete a four year Bachelor of Education course. During the term of their course, the Department supports students by ensuring access to study leave, maintenance of income throughout the course program and offering a scholarship to students in their final year. The course is flexible and multi-modal, providing an individualised program and support to participants.
- **The Up-skilling Program** also provides for a graduated career path for Aboriginal and Torres Strait Islander employees.
- **The Institute for Professional Learning** supports an Aboriginal Principals' Collegiate Group, which provides a mechanism for sharing experience and knowledge amongst Aboriginal principals and administrators. The Group enables members to link with stakeholders that can assist their professional development and career advancement.

#### **Catholic Sector (CEOWA)**

- The CEOWA implemented a specific program to support Aboriginal leadership aspirants. This involved the delivery of the **Dare to Lead** program to 15 participants. This was aimed to support Aboriginal middle managers and aspiring leaders for roles in Catholic schools with significant Aboriginal enrolments. Some of the participants were non-Aboriginal aspiring leaders who also sought to teach and assume leadership roles in these schools. The program was specifically designed for this cohort.
- For information regarding support for Aboriginal Teacher Assistants and possible pathways into teaching, please see the Low SES NP section of this report.

#### **Independent Sector (AISWA)**

- AISWA has had ongoing exploratory discussions with Murdoch University, Curtin University and the University of Notre Dame to establish the most appropriate support for **Aboriginal Education Workers (AEWs)**. As a result of these discussions 18 AEWs are enrolled into a Certificate III; 15 through the University of Notre Dame, Broome and three through Curtin University, Kalgoorlie.
- Ensuring successful completion of further qualifications is complex and the participants face enormous challenges. The Improving Teacher Quality NP coordinator continues to liaise very closely with universities, school principals, Low SES NP consultants and participants to maximise support for the participants.
- In addition, the coordinator has ascertained that many of the interested AEWs need to gain polytechnic qualifications before pursuing an education degree. The consultant is liaising with regional TAFEs and universities to establish educational pathways for these AEWs.



## QUALITY PLACEMENTS

### Government Sector

- The Department has supported the pilot of two internship models: a final year internship (Kingston model) and a graduate diploma internship (Residency Program). These are discussed under the progress against the New Pathways, Better Pathways and Training Schools (School Centres of Excellence) reforms.
- During 2010, the Department piloted a rural and remote support team. The support team was piloted with the purpose of re-invigorating the profile, opportunities and uniqueness of the Remote Teaching Service (RTS). The team identifies high quality pre-service students and mentor teachers to implement a practicum in pre-selected remote schools.
- The team promotes the experience of teaching in remote schools and also provides support to those teachers working in remote schools, particularly with respect to their engagement with both the students and the community. The team also ensures all staff has a comprehensive understanding of the context in which their school operates, their role and the service they provide to the community.
- The table below indicates the successes of the team to date, and the pilot will continue during 2011.

Remote Teaching Service	2008	2009	2010
Practicum placements	1	10	10 in Term 3 alone
Applications	120	150	210
Staffing appointments from practicum	1 commencing 2009	4 commencing 2010	3 commenced Term 4, 2010 2 commencing Term 1, 2011 2 more awaiting appointment

- Further, the support provided by the support team to teachers and principals in remote schools is invaluable. During 2010 the support team:
  - made over 950 support calls to principals and teachers across RTS schools;
  - wrote approximately 900 support emails to principals and teachers in RTS schools; and
  - facilitated seven face-to-face pre-mobilisation/orientation sessions with newly appointed staff and students.
- The Department promotes an opportunity for pre-service teachers to undertake a teaching practicum in country public schools through the **Rural Teaching Practicum Program**. Students accepted in the Program are provided a financial incentive to assist in covering the costs of undertaking a rural practicum:
  - a weekly stipend ranging from \$120 to \$240 to meet some living expenses; and
  - a travel support allowance that covers a return journey from their residence to the school.
- In 2010, the Department assisted 138 pre-service teachers to complete a teaching practicum through the Rural Teaching Practicum Program, which is an increase of 18 compared to 2009.

### Catholic Sector (CEOWA)

- The Catholic sector's **Teacher Residency Program**, in partnership with ECU, has been referred to previously. This Program has provided an effective way for graduates to undertake teacher training as well as attracting a different cohort into the profession. Quality placements have been assured by the highly structured and support processes in the Program. Trainees are selected and supported by the mentor teachers.
- A site director was appointed in each school and through Improving Teacher Quality NP funding was provided with a 0.2 FTE time release to support trainees. Mentor teachers and site directors were trained by ECU. The placement of about five to six students in each school resulted in a collegiate type support structure. Trainees received off-the-job theoretical type training for one day per week, with a practical internship for two days per week. Schools expressed strong support for the Program in terms of providing a quality placement for students and quality up-skilling for the mentor teachers and site directors. A total of three schools, 15 mentor teachers, three site directors and 15 students being trained from ECU were involved. Schools are also negotiating with ECU for additional professional development for their teachers.

### 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, however, does encourage schools to review and refine their recruitment policies.

### Government Sector

- In collaboration with ECU, the Department piloted a **Residency Program**. This Program targets pre-service teachers (residency interns) completing a Graduate Diploma of Education. Residency interns achieve their teaching qualification by being placed in a school under the supervision and tutelage of an experienced and accomplished mentor teacher. The Program has been structured to better prepare these students for their transition into the classroom.
- The Residency Program was conducted across both public and private schools. In total, 80 residency interns commenced this Program in 2010. The following information relates to the public school trial. A total of 60 students enrolled within the residency Program at the commencement of 2010 and were placed across 13 Training Schools. The Department offered scholarships to residency interns. The scholarships commit recipients to State-wide placement within the public education system for a period of two years following graduation. A total of 15 residency interns accepted the scholarship of \$30 000.<sup>1</sup>
- Training Schools receive additional resources to support the implementation of the Residency Program, including funding for a dedicated site director and professional development for mentor teachers to support the interns throughout their Program. Each Training School's site director dedicates one day per week to support and coordinate the residency interns and their mentor teachers. In total 17, site directors were provided training.
- Resources were also provided to support the training of mentor teachers and each mentor received a supervising allowance. A total of 79 mentors undertook professional development consisting of two sessions over three days.
- Each residency intern is placed with their mentor for two full days per week during the term, in addition to their extended practicum placement. Those residency interns studying early childhood and primary teaching received 10 weeks of mentoring, while those studying secondary teaching received eight weeks of mentoring.
- In addition, an hour long weekly meeting takes place between the mentor and student, for the purpose of providing feedback to the student on their teaching and learning in practice.
- Site directors undertook personal observation of each residency intern at least twice per term and conducted three way meetings with each mentor teacher and their residency intern twice per term. Site directors attended a meeting in May 2010 to share learnings from the first intake. Training Schools have formed a close working relationship with ECU, which has proven to be beneficial to both ECU and the staff at each school.
- During the reporting period, a review meeting was held between ECU and Department representatives to discuss operational and implementation issues for 2011 and the possibility of extending the initiative to rural schools.
- Under the Training Schools initiative, to December 2010:
  - 60 students enrolled in the residency course and undertook their placement within a public Training School;
  - 17 site directors were trained;
  - 79 mentor teachers trained; and
  - 46 students completed the course.
- During 2010, ECU undertook an independent evaluation of the **Teacher Residency Program**. This evaluation highlighted that the first year of the Program has proven to be successful, identifying that:
  - residency interns gained a strong sense of membership in their respective schools;
  - relatively higher standards were achieved in practical and academic teaching competence compared to on-campus students;
  - residency graduates are more confident and optimistic about their future as classroom teachers;
  - professional esteem and professional learning of the mentor was boosted and improved job satisfaction;
  - site directors and principals were also pleased to be involved in a Program that promises improved teaching quality and retention at a time when these are critical issues in the profession.
- The relatively rigid structure of the Program resulted in 15 students (of the 80 enrolled across both public and private Training Schools) transferring to the regular on-campus Program.
- The Department has also continued the **Kingston Internship Model** during 2010 with another cohort of 10 ECU students completing their final year of an undergraduate Bachelor of Education within Kingston Primary School. Nine Kingston intern students have accepted a scholarship whilst completing their qualification.

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

## **Catholic Sector (CEOWA)**

- The three training schools participating in the **Teacher Residency Program** have developed a range of expertise in mentor support and training. As the partnership with ECU continues to consolidate, there will be a number of professional development opportunities and other support provided to the schools by ECU and these school-tertiary partnerships will assist in raising levels of expertise and excellence in schools. Negotiations in late 2010 will result in significant partnerships with tertiary providers for approximately four additional schools to commence in 2011, including with Curtin University and the University of Notre Dame. The University of Notre Dame intends to embed the National Professional Standards for Teachers as well as the Draft Standards for Pre-service education.

## **Independent Sector (AISWA)**

- AISWA is an association and does not have a mandate to establish School Centres of Excellence.

## **Progress towards meeting TQNP Reward Reforms**

### **IMPROVED PAY DISPERSION**

#### **Government Sector**

#### **Enhanced Career Path for Teachers (Review of L3CT)**

- The Department has undertaken a review of the **Level 3 Classroom Teacher Program**. This L3CT Program was implemented in 1998 to reward exemplary classroom teachers. The (then) newly created classification offered an extended career pathway for teachers and a retention strategy to stay in the classroom.
- The L3CT Program assesses teachers in two stages – firstly, a portfolio assessment against five competencies and secondly, through reflective practice where applicants are assessed against three competencies. Applicants are assessed by their peers and those that are successful not only receive greater remuneration, but also recognition of their achievement through a formal presentation ceremony.
- In 2009, there were a total of 757 L3CTs working across 321 public schools, with 4.6% of these teachers working in schools identified for participation in the Low SES NP.
- During the first half of 2010, a project coordinator was employed by the Department to enhance the L3CT processes, with the aim to encourage greater number of applicants and provide sufficient support to applicants in order to improve the success rate. In 2010, there were:
  - 311 applicants (an increase of 45 applicants from 2009).
  - 196 applicants who passed the portfolio assessment, representing a 63% pass rate (compared to 61.65% in 2009).
  - 141 applicants who passed the reflective practice stage, representing a pass rate of 71.9% of those who progressed through to the second stage. An overall pass rate of 45.3% was achieved. In 2009, 67% of those who progressed to the second stage passed, giving an overall pass rate of 41.3%.
- The Department's review of the 2010 L3CT Program highlighted that the existing Program has theoretical value as a recognition framework and the assessment process is comprehensive. Improvements to the Program are needed, however, as applicants found the portfolio assessment somewhat onerous and time consuming (taking applicants on average 12 months to prepare the portfolio). The evaluation process could improve with the inclusion of classroom competency assessment, principals should nominate staff to apply, and the fact that country applicants have more difficulty and costs associated with accessing professional learning and support could therefore be prohibiting a greater number of country applicants.
- Improvements to processes and increased support from the Program coordinator have resulted in an increase, since 2009, in the number of L3CTs and there has been a greater distribution of these L3CTs across the public system, as indicated in the table below:

Year	Number	FTE	Distribution (schools)	Proportion in Low SES schools
2009	757	688.87	321	4.60%
2010	768	709.90	325	3.40%
2011	905	831.44	364	2.65%

- More effective distribution of these exemplary teachers to Low SES NP schools is desired, however. A revised career structure has been developed and the concept to improve both the career path for teachers and improved distribution of exemplary teachers to Low SES NP schools is being considered as part of the EBA strategy.

#### **Catholic Sector**

- Funds are not being directed to this reform in the Catholic sector. Catholic schools have the autonomy to develop appropriate promotional structures and pay dispersion arrangements. While payments to teachers are governed by agreed base pay structures, Catholic schools are independent in terms of higher duty and additional payments.

#### **Independent Sector (AISWA)**

- As AISWA is not an employing body, this initiative is not applicable to the independent sector.
- AISWA is supporting the intent of the initiative by supporting aspirant leaders complete higher degrees in school leadership through the UWA and ECU.

### **IMPROVED REWARD STRUCTURES FOR TEACHERS AND LEADERS WHO WORK IN DISADVANTAGED INDIGENOUS, RURAL/REMOTE AND HARD-TO-STAFF SCHOOLS**

#### **Government Sector**

- Through the *School Education Act Employees' (Teachers and Administrators) General Agreement 2008*, the Department continues to offer significant financial incentives to attract experienced and high quality principals and teachers to many low socio-economic status schools, particularly in regional areas. Incentives for the Metropolitan Teaching Program (MTP), Country Teaching Program (CTP) and Remote Teaching Service (RTS) range from:
  - MTP – \$2 000 to \$3 000 per annum;
  - CTP – \$5 000 to \$12 500 per annum; and
  - RTS – 14 000 to \$19 000 per annum.
- In some circumstances, permanency, additional leave and other non-financial incentives are also offered. During 2010, the Department, in conjunction with the Western Australian Department of Treasury and Finance, reviewed the value of the incentives and will be ensuring that these elements remain effective (by way of encouraging and rewarding staff working in disadvantaged and difficult to staff schools) as the EBA is renegotiated during 2011.
- The Department's L3CT Program recognises and rewards exemplary teachers across the Western Australian public education system. During 2010, the Department aimed to improve the number and distribution of the L3CTs. While this was achieved, the review of the Program identifies that only 2.65% of L3CTs work in Low SES NP schools and strategies to encourage greater distribution to these schools are required.
- Forming part of the aforementioned enhanced career path for teachers project, the Department continues to explore options that will improve the distribution of these exemplary teachers across all public schools.
- Remuneration packages specifically designed to attract, retain and reward high performing principals who work in disadvantaged Aboriginal, rural/remote and hard-to-staff schools were developed. Due to the Western Australian Government's wages policies and public sector legislation, the provision of any financial incentives beyond the EBA requires approval from State Government central agencies. During 2010, the Department consulted with the Western Australian Department of Commerce, Department of the Premier and Cabinet and Department of Treasury and Finance throughout the proposal's development and is currently seeking approval for implementation.

#### **Catholic Sector**

- Funds are not currently being directed to this reform in the Catholic sector. A number of support structures are already available to teachers in these schools.

#### **Independent Sector (AISWA)**

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

# IMPROVED IN-SCHOOL SUPPORT FOR TEACHERS AND LEADERS WHO WORK IN DISADVANTAGED INDIGENOUS, RURAL/REMOTE AND HARD-TO-STAFF SCHOOLS

## Government Sector

### Independent Public Schools (IPS) – increased support staff

- Within the Implementation Plan, the Department committed to an indicative performance target of increased school support staff within newly established IPS.
- The Department established 34 IPS in 2010. These schools have greater flexibility in determining their school profile to better meet the needs of the school community. Each IPS will have in place a workforce/school plan that details their respective approach.
- Improved in-school support can be achieved by utilising school resources more effectively, thus improving the capacity of the school in meeting the needs of the school community. Such improvements may not necessarily be represented in an increased FTE figure.
- IPS' workforce profiles will be dynamic, adjusting to the needs of the students and staff. Principals could, for example, improve support by:
  - adjusting school timetables to create efficiencies, thus reducing or maintaining FTE;
  - increasing the number of support staff;
  - increasing the capacity of staff through investing in skills development; or
  - recruiting more highly skilled staff (resulting in no FTE change but rather a higher remunerated staff member).
- Each of the 34 IPS was allocated additional funding and professional development for principals and business managers/registrars was provided to assist in the preparation and planning for transitioning to an IPS. Additional ongoing resources have also been allocated to support the increased administrative functions in the areas of human resources and financial management.
- The below table highlights that there has been an increase in the number of education assistants, teaching staff and other support staff (administrative staff) across the 34 IPS.

Independent Public Schools (first intake) staff profile, 2009 and 2010

Year	Education Assistants (FTE)	Teaching staff (FTE)	Total in-class resources (FTE)	Other support staff	Total Students
2009	308.16	1313.8	1621.9	206.2	15791
2010	374.15	1337.9	1712.0	208.6	16757

- The following table expresses the same information as student to staff ratios over the period 2008 to 2010. The decreasing ratios identify that across the 34 IPS, there are more staff members per student in 2010 than there were in 2008. This is particularly the case for education assistants.

Independent Public Schools (first intake) student to staff ratios, 2008 to 2010

Year	Ratios			
	Students to other support staff	Students to Education Assistants	Students to teaching staff	Student to total staff
2008	86.111	55.29	12.61	10.27
2009	76.590	51.24	12.02	9.74
2010	80.316	44.79	12.53	9.79

### Up-skilling School Support Staff

- Early planning for this project was undertaken in collaboration with the CEOWA. The scope of this Program has changed from that which was stated in the Final Implementation Plan, which stated the Department would up-skill Education Assistants and create a new role of Senior Learning Assistant.
- The new role would have fallen across two different industrial agreements and therefore would create significant complexities, delaying the implementation of the project beyond the life of the NP Agreement.

- The Department has therefore amended the scope to stay within existing industrial frameworks while maintaining the overall objective, which is to build the capacity of the workforce within the classroom with a focus on increasing practical classroom skills and confidence of school support staff.
- The aim of the **Up-skilling Program** is 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.
- The scope of the project is to up-skill school support staff to enable them to:
  - enhance the quality of support they provide to classroom teachers;
  - access career pathways in public schools; and
  - access an alternative entry path into teacher education.
- During 2010, the Department engaged the Central Institute of Technology (CIT) to deliver a Diploma of Education Support that incorporates core literacy and numeracy skills, learning theory and behaviour management skills.
- A total of 50 school support staff (including three Aboriginal school support staff) from across Metropolitan and country regions will participate in the demonstration stage. These participants will commence their studies in March 2011.
- The Diploma of Education comprises 13 units, with seven compulsory and six optional units. The units studied include literacy and numeracy skills, learning theory and behavioural management.
- Classroom teachers will mentor and coach school support staff participants to complete the course. School administrators and CIT personnel will assess components of the course. A formal evaluation of the Program is scheduled for November 2011.

#### **Allocation of Aboriginal and Islander Education Officers (AIEOs)**

- AIEOs play an integral part in education for staff, students and the Aboriginal community. AIEOs facilitate shared understanding and awareness of Aboriginal history, language and culture within schools, therefore promoting respect and harmony. AIEOs support Aboriginal students in the areas of academic achievement, participation, attendance, discipline, retention and communication.
- The Department provides additional resources to schools with Aboriginal students for the purpose of employing AIEOs. The number of AIEOs is directly linked to the number of Aboriginal students and therefore may not necessarily increase over time as schools already have the desired number of AIEOs. In saying this, the Department is committed to increasing the representation of Aboriginal employees across the public education system and has experienced an increase in the number of AIEOs as well as Aboriginal education assistants and Aboriginal teachers. This is discussed further under the progress against the Indigenous Education Workforce Pathways Reform.

#### **Establishment of Collegiate Networks**

- In late 2010, the Department announced the establishment of eight Education Regions for the commencement of the 2011 school year. Regional planning during the first half of 2011 will then determine the establishment of up to 75 school networks. It is anticipated that the school networks will be in operation by 2012.
- Each Network will comprise of up to 20 schools led by a network principal. This is a new position created so the best principals will be able to extend their influence and knowledge. Networks will be able to share experiences and resources to ensure improved collegiate support and development. There are very important benefits for students and staff that flow from schools working in networks, including:
  - improved collegiate support;
  - greater curriculum choice for students;
  - increased access to specialist teachers;
  - smoother transition between primary and secondary schools; and
  - a more consistent approach to behaviour management and discipline across schools.
- The Department has also trained specialist teachers (discussed in Section 4 – Literacy and Numeracy) and specialist coaches (discussed under the progress against the Indigenous teachers and leaders engagement with community members reform) to support teachers within the classroom.

## Catholic Sector

- The CEOWA is currently implementing this reform and this will continue to be a major focus for 2011 and beyond. Substantial support is also being provided to these schools and teachers through the Low SES NP. Activities under the Improving Teacher Quality NP include:
  - Support to country and remote schools through mathematics and science up-skilling. This is particularly important for inexperienced teachers and teachers who were teaching out of field. Additionally, many of these schools have lower Index of Community Socio-educational Advantage (ICSEA) scores and higher proportions of Aboriginal students and students with other needs.
  - Work of Executive Principals in remote and difficult to staff schools – there has been a focus on four lower SES schools, including one school in the Kimberley region. This support is provided to the school principal and is directed at overall school improvement processes.
  - Focus of the **Teacher Residency Program** on lower SES schools such as Majella Catholic Primary School, Mercy College, St Joseph's School Queens Park, and in 2011, Aranmore Catholic Primary School. All of these have very low ICSEA cohorts and with special need cohorts such as Aboriginal, migrant, refugee and students with difficult home environments. The additional support from ECU, the assistance provided by the training students and the funding provided to up-skill mentor teaches and site directors provided important support to these schools.
  - Extension of the **Mentor Support Program** to schools in the Kalgoorlie and Geraldton regions in 2011 – most of the schools in these regions have lower ICSEA scores, higher proportions of Aboriginal students and larger numbers of first and second year teachers who need mentoring assistance. Specialised training for mentors and professional development opportunities for new teachers are provided.
  - As previously mentioned, the Aboriginal Leadership Program is directed towards up-skilling Aboriginal leaders or other aspiring leaders who may seek appointment to schools with higher Aboriginal enrolments.

## Independent Sector (AISWA)

- AISWA is working closely with principals in Aboriginal Independent Schools to establish a support network and the Low SES consultant mentors newly qualified teachers in these schools.
- AISWA hosts numerous opportunities for principals and teachers in Aboriginal Independent Schools to access high quality professional learning, including participating in conferences hosted in Broome and Fitzroy.
- AISWA provides on-going support to Care (Curriculum And Re-engagement) Schools to provide a curriculum most appropriate for their students.

## INCREASED SCHOOL-BASED DECISION MAKING

### Government Sector

- As mentioned above, in late 2010 and following comprehensive planning, the Department announced the establishment of eight Education Regions for the commencement of the 2011 school year. The introduction of Education Regions extends the focus of greater school autonomy, enhanced school leadership and improved accountability. Introduction of education regions will:
  - encourage greater local decision making with regard to resources,
  - reduce bureaucratic restrictions,
  - locate support services within or as close to schools as possible; and
  - allow for greater interagency collaboration.
- Each region will be led by a Regional Executive Director who will be a member of the Department's Corporate Executive team, strengthening regional representation at the most senior decision making level of the Department.
- Within each region, a number of school networks will be established (of up to 20 schools), each led by a Network Principal. The number, size and establishment of school networks will be determined by the Regional Executive Director during 2011. The benefits that flow from such a school network model include:
  - greater curriculum choice for students;
  - increased access to specialist teachers for students;
  - smoother transition between primary and secondary school;

- greater collegiate support and professional development for staff; and
- a more consistent approach to behaviour management and discipline across schools.

### **Establishment of Independent Public Schools (IPS)**

- A total of 34 schools began operating as IPS in 2010. In collaboration with their school community, IPS set their own strategic directions, have authority for day-to-day decision making and are in an ideal position to make decisions that best cater for their students. Parents and community members have an important and enhanced role in this initiative.
- In order to operate with more autonomy, these schools are afforded a number of flexibilities. This means that they can select staff, manage their financial affairs through a one line budget, select school development day dates, approve leave applications, determine the curriculum that best supports students' needs, as well as manage school utilities (electricity, water, gas and waste management) and faults (breakdowns and repairs). Some groups of IPS work as a cluster, which enables them to effectively combine ideas and resources to create even greater flexibilities across their group.

Following the success of the first intake of 34 IPS, the Western Australian Government announced a further 64 IPS for 2011.

### **Catholic Sector**

- While this has always been a feature of the operation of schools in the Catholic sector, with Catholic schools having autonomy over staffing up to principal level, financial allocations and resource distributions, the QCS school improvement framework will allow schools and leadership teams to be more responsible for school appraisal and evaluation. Catholic schools have a school board or council, consisting of parents and community members, which has the capacity to advise on a range of matters. Subsidiarity is a key element of the operation of Catholic schools.

### **Independent Sector (AISWA)**

- Independent schools are autonomous and all decisions rest with the school boards.

## **CONTINUOUS IMPROVEMENT**

### **Government Sector**

- The Department provides targeted, relevant professional development for all teaching staff at key stages of their career. The establishment of the Institute for Professional Learning and Centre for Public School Leadership represents an integrated strategy to professional learning that is consultative, collaborative and responsive to the professional learning needs of public education staff. Staff participating in professional development offered by the Department for the reporting period include:

#### **Graduate teacher induction Program**

- 712 first year graduate teachers attended Module One of the Graduate Teacher Professional Learning Program – Professional Standards for Effective Classroom Practice.
- 604 second year teachers attended at least one of professional development Modules Two (Facilitating Student Learning), Three (Assessing and Monitoring Student Learning Outcome) and Four (Teamwork for Curriculum Improvement).

#### **Senior teacher Program**

- 440 senior teachers completed the Building Professional Learning Communities Program.
- 367 completed Sharing Professional Practice.
- 390 applicants gained recognition of prior learning for one or more of the elective modules of the Program.

#### **Teacher development Program**

- 522 teachers attended workshops on a range of curriculum and student wellbeing topics delivered through the 2010 Vacation School Programs.
- 93 teachers completed the Effective Staff Development Program.
- 14 teachers attended the Vacation School workshop on the L3CT Program.



### Leadership development Program

- Four courses were run for aspirants for school leadership positions, with a total attendance of 73.
- Six courses were run for current school leaders, with a total attendance of 179.

### Scholarship Program

- The following scholarships were awarded to progress further postgraduate studies:
  - Academic – 62;
  - Public Sector Management – 9; and
  - Self Directed Learning – 20.
- A further 121 Department staff members are continuing their studies having been awarded scholarships in previous years.

### Catholic Sector (CEOWA)

- The Quality Catholic Schooling improvement framework identified 4 domains of school improvement and 24 components. Indicators for 7 levels of performance were developed. This framework is mandatory for all 158 Catholic schools and all schools have identified at least one component for implementation in 2011, moving to a full implementation within 3 years. The framework allows schools to focus on key elements of improvement, create conversations within the school to make meaning of the indicators, and implement processes and procedures for whole school improvement. Ultimately, schools will be able to undertake conversations with each other and key CEO staff to effect whole school improvement. The framework is also complemented by/complements the wider CEO leadership program. A part of this – Indigenous Leadership – is a designated NP project.
- Several other projects also focus on continuous school improvement, and these include;
  - **Up-skilling of Teacher Assistants** in primary schools to effect higher classroom performance and provide pathways for transition into tertiary courses for early childhood education. 30 teacher assistants were involved in 2010 with enrolments in late 2010 for the 2011 program up to 34.
  - **Up-skilling mathematics and science teachers** to enable them to teach higher level senior secondary courses. An important focus in this was on also including teachers from non-metropolitan schools. The program was also extended to include year 7 teachers who are located on secondary campuses, typically with a primary education background, and who required up-skilling in aspects of mathematics and science education. The aim of these projects were to lead to improvement in mathematics and science teaching. Over 100 teachers have so far been involved in the program.
  - **The teacher mentoring program** focussed on first and second year out teachers and provided support through professional development meetings, networking, collegiate support and more recently in late 2010, the program was extended to schools in the broad Kalgoorlie region. The aim of the program was to increase the skill base of these new teachers (who in some schools comprised up to 50% of the staff). Over 50 teachers have been involved in the program.
  - **The Executive Principal program** identified experienced principals – primary and secondary – to work with principals in schools who, for whatever reason, required some mentoring and assistance. The support aimed to increase whole school improvement processes and focussed on school leadership. Two Executive Principals were supported and supporting 4 schools.

### Independent Sector (AISWA)

- As described earlier professional learning has concentrated on improved quality of teaching and leadership across the independent sector. Professional learning has been provided in leadership, data analysis, ICT, curriculum leadership and whole school strategic planning.
- In addition, through the Improving Teacher Quality NP, AISWA has been able to support leaders in furthering their education. AISWA entered into a partnership with the University of Western Australia (UWA) to offer leaders and aspirant leaders a Graduate Diploma of Educational Leadership. AISWA developed and provided a unit in Administrative leadership and subsidised 50 per cent of the cost of the remaining three units. The Graduate Diploma articulates with the UWA Masters in Education.

Below is a summary of the number of participants who have benefited from the professional learning opportunities:

- Leadership Learning – 112 school leaders
- South Regional Leadership Programs – 20 school leaders
- Data Interpretation and analysis – 283 school leaders/teachers
- Data Interpretation and analysis for regional schools – 56 school leaders/teachers
- Early Years Reforms – 15 school leaders/teachers
- ICT Trained Facilitators – 23 leaders/teachers
- ICT trained teachers – 152 teachers
- ICT completed all modules – 10 leaders
- Graduate Diploma in Educational Leadership through UWA – 15 participants.

A partnership has been established with the UWA Business School to apply for significant funding through the Australian Research Council to research the link between building strategic leadership capacity and improving student outcomes, particularly in regional and remote schools. The outcome of this application will be known in May 2011

## INDIGENOUS TEACHERS AND LEADERS ENGAGEMENT WITH COMMUNITY MEMBERS

### Government Sector

- Recognising the importance of engaging parents within their children's education, the Department provides additional resources to schools with Aboriginal students, for the purpose of employing an AIEO. One of the key roles of an AIEO is to bridge the language and culture barrier between students, the community and teaching staff. In particular, the AIEOs, support the development of productive relationships between members of the community and staff, in turn facilitating better educational outcomes for Aboriginal students. The Department currently employs 610 AIEOs.
- During 2010, a review of the AIEO Program was undertaken, which reaffirmed the value of AIEOs within schools. Enhancements to the Program have been recommended and will be considered by the Department for implementation during 2011.
- The Department is committed to increasing the representation of Aboriginal employees across the public education system and has introduced opportunities for a graduated career path to teaching through the up-skilling Program (discussed under the progress against the improved in-school support for teachers and leaders, particularly in disadvantaged Indigenous, rural/remote and hard-to-staff schools reform) and additional support for those Aboriginal teachers that have graduated the Bachelor of Education Conversion Course, discussed further in this section.
- Aboriginal graduate teachers are provided an additional incentive of guaranteed permanency following 12 months of continuous and satisfactory performance as teachers.
- The Department is currently supporting an **Early Childhood Education and Carer Workforce Program** in conjunction with Murdoch University. Of the participants, five are Aboriginal employees of the Department. The Program will see participants complete a four year Bachelor of Education course. During the term of their course, the Department supports students by ensuring access to study leave, maintenance of income throughout the Program and offering a scholarship to students in their final year. The course is flexible and multi-modal, providing an individualised program and support to participants.
- The Institute supports an Aboriginal Principals' Collegiate Group (the Group), which was formed during 2010 to provide a mechanism for sharing experience and knowledge amongst Aboriginal principals and administrators. The Group enables members to link with stakeholders that can assist their professional development and career advancement.

### **Specialist Coaches Program**

- The Specialist Coaches Program runs parallel to the In-Class Coaching Program (ICCP) which currently supports 570 first year teachers in public schools. Graduates have access to confidential, non-evaluative support from accomplished teachers. The coaches have been intensively trained in methodology that includes consultation, collaboration and coaching as well as developing the graduate's teaching knowledge and practice.
- Graduates are assisted to aspire to, and exceed high standards referenced against professional standards in the Department's Competency Framework for Teachers and the Western Australian Professional Standards for Teaching developed by WACOT. Meetings between coaches and graduate teachers occur on a regular basis, with approximately 20 hours allocated to each graduate.
- In 2010, 40 teachers were specifically targeted for the Specialist Coaching Project. All have graduated through an alternative pathway, having achieved their teaching degree through a two year Bachelor of Education Conversion Course. 10 were formerly AIEOs, and 30 were formerly Education Assistants (EAs).

- The 10 former AIEOs participated in a two day orientation and induction as well as completing sessions on effective teaching practice. The 30 former EAs also completed sessions on effective teaching practice.
  - In Term 1, schools with the targeted graduates were offered teacher relief for graduates to access in-school support to develop their understanding of the school context, community, policies and priorities.
- At the end of 2010, of the 40:
- 7 are in permanent positions,
  - 27 are in contract positions; and
  - 6 have no position, however 4 have contracts for 2011.
- Feedback indicates that principals have been very positive, and there is clear understanding that the project is intended to accelerate the development of their new staff and should not be considered a remediation initiative.
  - Negotiations regarding the external review of this project were finalised in December 2010 and the review will commence in early 2011.

### **Community Partnership Kits**

- The impetus to develop formal partnership agreements between schools and their local Aboriginal communities stemmed from the Ministerial Council on Education, Employment Training, and Youth Affairs' (MCEETYA) report *Australian Directions in Indigenous Education 2005-2008*. The report recommends "formalised partnerships between schools and communities provide the opportunity to maximise the attendance, engagement and achievement of Indigenous students".
- A school and community partnership agreement is a formal commitment based on shared responsibility for the education of Aboriginal students at the school. An agreement is negotiated between the school, the parents and the local community or communities and is a commitment to make change in the way the school and community work together. Partnership agreements provide the opportunity to maximise the attendance, engagement and achievement of Aboriginal students and better involve parents in their child's education.
- In response to the MCEETYA report, the Department identified a total of 53 schools with at least 50% of their student enrolments being Aboriginal.
- Following from community partnership trials undertaken by six schools in 2007, a resource kit was published in 2009 to assist other schools in developing their community partnerships. The Aboriginal School and Community Partnership Agreements outline expectations, goals, targets and specific roles and responsibilities of the school, the parents and community members. The resource kit provides planning tools, strategies, templates and guidelines to developing partnership agreements has been made available to all principals, school staff, parents and community members.
- All of the 53 identified schools were provided with a copy of the Aboriginal School and Community Partnership Agreements Resource Kit and offered support, through district Aboriginal Education Teams, to develop formal partnership agreements with their local Aboriginal communities.
- Currently, eight of these 53 targeted schools have school-community partnership agreements in place, with an additional 43 of the targeted schools having commenced the development of an agreement.
- The resource kit and support has also been provided to an additional 33 'non-targeted' schools with Aboriginal student populations of less than 50% of the total student population. 11 of these schools now have a completed school-community partnership agreement in place and the other 22 have commenced development.
- An Aboriginal Principals' Collegiate Group has been established during 2010 to provide a mechanism for sharing experience and knowledge amongst Aboriginal principals and administrators. The Group, supported by the Department's Institute for Professional Learning, enables members to link with stakeholders that can assist their professional development and career advancement.

### **Catholic Sector**

- In the Catholic sector, the Aboriginal Leadership Program is available for Aboriginal and non-Aboriginal aspiring leaders who wish to work in largely Aboriginal schools. Part of the Program addresses a wide range of issues and opportunities in such schools, including community liaison. The Low SES NP initiatives have also addressed some of the connections between school and community.

### **Independent Sector (AISWA)**

- As the Aboriginal independent schools have their own EBAs, the final decision on pay structures and other incentives is a school one.

- Principals from remote schools are supported in attending all professional learning in leadership.
- The Low SES NP consultant has a lead role in mentoring newly qualified teachers.
- AISWA initiated discussions with the Indigenous Parent Factor facilitators to develop a Program that would suit the independent Indigenous schools in Western Australia. These discussions have led to the development of a Program that will be presented to 20 Indigenous leaders, teachers, carers and community members in Broome during 2011.

## Challenges to Implementation/Progress – 1 January to 31 December 2010

### Government Sector

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

### Industrial relations

- Western Australia's Implementation Plan describes a project that creates a new role of Senior Learning Assistant. Through this project, the Department was to up-skill Education Assistants and create a new role for the higher qualified assistant (paraprofessional). During project analysis and planning, the Department found that the new role would, in fact, fall across two different industrial agreements and therefore create significant complexities which would delay the implementation of the project beyond the life of the NP Agreement.
- It has therefore been necessary to redefine the Senior Learning Assistant project within the boundary of the existing EBA. The project is now known as Up-skilling School Support Staff.

### Regional implementation

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

### Catholic Sector (CEOWA)

- Effecting larger scale system wide reforms has also been problematic in Catholic schools. All Catholic schools have high levels of autonomy, for example in terms of devolved decision making, appointments, teaching loads, internal structures, promotions and financing. There are certain system wide guidelines and requirements including salaries for staff and support for teachers in remote areas. Union negotiations are also an issue in negotiating any additional reward payments for teachers in hard to staff schools, for example.
- Providing support for teachers and leaders in rural and remote schools, particularly in the Kimberley region, is difficult because of cost factors and is also impacted by relatively high staff turnover. Visits to Kimberley schools and bringing staff into regional centres such as Broome require charter flights, which are extremely expensive, and also require accommodation. Similar issues apply to the Literacy and Numeracy and Low SES NPs.

### Independent Sector (AISWA)

- Traction in Aboriginal Independent Community Schools (AICS) has been slower than was initially hoped for the following reasons:
  - AICS have been supported by the AICS support unit for a number of years and the current funding stream for this support is likely to end or be substantially reduced. Concern about the withdrawal of support has made it difficult to work more closely with schools.
  - Many organisations currently work with AICS and on several occasions the NP consultant has not been able to visit schools or to complete projected work with staff because of the number of visitors already at the school.
- To overcome these barriers, AISWA is working closely with school leaders to broker a way forward and to establish an AICS network. The Low SES NP consultant attached to AICS schools has recast his role to take on the mentoring of inexperienced teachers and to assist schools in establishing professional learning teams. The appointment of an Improving Teacher Quality NP coordinator will allow for a more coordinated approach in encouraging and supporting AEWs and teachers to enrol for further qualifications.

## Support for Aboriginal and Torres Strait Islander Peoples – 1 January to 31 December 2010

### Government Sector

- The Department is committed to increasing the representation of Aboriginal employees, particularly within classrooms. Over the period November 2009 to November 2010, the Department achieved an increased representation of Indigenous employees of 4% (that is, an increase of 43 employees). In November 2010, there were a total of 1 023 employees who identified themselves as Aboriginal and Torres Strait Islanders (ATSI), including:
  - 610 Aboriginal and Islander Education Officers (an increase of 3 AIEOs);
  - 69 Aboriginal teacher aides (an increase of 13, equating to an increase of 23%); and
  - 148 Aboriginal teachers (an increase of 14, representing an increase of 10%).

Aboriginal Workforce	Head Count 2009	Head Count 2010	Change %	Change #
Director of Schools	1	1	0%	0
School administrator	23	26	13%	3
Teachers	134	148	10%	14
School psychologist	2	0	-100%	-2
Teacher assistant/aide	56	69	23%	13
AIEO	607	610	0%	3
Aboriginal education worker	34	34	0%	0
Other	123	135	10%	12
<b>Total</b>	<b>980</b>	<b>1023</b>	<b>4%</b>	<b>43</b>

- The **Bachelor of Education Conversion Course (BECC)** was a re-engineered Program that facilitated a four year degree Program to be delivered over two years. The structure of the course recognised professional learning and experience as a result of the AIEO having in-class experience of five years. This course enabled AIEOs and education assistants entry into the teaching workforce. 10 AIEOs graduated the conversion course at the end of 2009 and were appointed as teachers for the 2010 school year. The Department supported each graduate's transition into the classroom by providing additional one-on-one mentoring and coaching support through the specialist coaching project. The specialist coaching project also supported eight new graduate teachers who were previously EAs and who were appointed to schools in rural and remote regions of Western Australia with high Aboriginal student populations.
- A further four AIEOs graduated at the end of 2010 and have been appointed as teachers in 2011. These graduates will also be provided with one-on-one mentoring and coaching support during the 2011 school year. The Department supported participants during their course through:
  - payment of tuition fees;
  - salary maintenance whilst on study block and practicum;
  - allocation of a laptop to each student; and
  - access to mentoring and coaching.
- Aboriginal graduate teachers are provided an additional incentive of guaranteed permanency following 12 months of continuous and satisfactory performance as teachers.
- The Department is currently supporting an **Early Childhood Education and Carer Workforce Program** in conjunction with Murdoch University. Of the participants, five are Aboriginal employees of the Department. The Program will see participants complete a four year Bachelor of Education course. During the term of their course, the Department supports students by ensuring access to study leave, maintenance of income throughout the course Program and offering a scholarship to students in their final year. The course is flexible and multi-modal, providing an individualised Program and support to participants.
- The **Up-skilling Program** also provides for a graduated career path for Indigenous employees.
- The **Leadership Institute** supports an Aboriginal Principals' Collegiate Group (the Group), which was formed during 2010 to provide a mechanism for sharing experience and knowledge amongst Aboriginal principals and administrators. The collegiate group enables members to link with stakeholders that can assist their professional development and career advancement.

### Catholic Sector (CEOWA)

- In the Catholic sector, the main project providing support to Aboriginal teachers and students is the **Aboriginal Leadership Program**. This Program provides leadership training for Aboriginal and non-Aboriginal leaders and aspirant leaders in Catholic schools. Significant support for the above groups is provided through the Low SES NP, particularly in schools in the Kimberley region.
- A number of teachers from St Mary's College in Broome attended the science and mathematics up-skilling. This College has a high Aboriginal enrolment and the training provided to these teachers will be particularly beneficial for students in Years 7-10.
- The Executive Principal Program is supporting two schools which have higher Aboriginal enrolments.

### Independent Sector (AISWA)

- As previously described, AISWA is:
  - supporting 18 AEWs to complete a Certificate III;
  - exploring ways to support AEWs to gain polytechnic qualifications;
  - mentoring newly qualified teachers in AICS; and
  - supporting Indigenous parents to positively influence home learning.

## Support for Other Cohorts (if applicable) – 1 January to 31 December 2010

### Government Sector

- The Improving Teacher Quality projects have been developed with a focus of supporting teachers and staff within regional, rural and low SES schools of Western Australia. The Enhanced Career Path for Teachers has commenced specific planning to improve the distribution of exemplary teachers to schools in low socio-economic status communities.

### Catholic Sector (CEOWA)

- Country schools have been strongly supported through Improving Teacher Quality NP activities, particularly in mentoring teachers, science and mathematics up-skilling and Executive Principal support. This includes some schools in the Kimberley region as well as schools recently added in Kalgoorlie and Geraldton.
- Lower SES schools, schools with lower ICSEA scores and schools with high migrant and refugee populations have been supported through the **Teacher Residency Program**, teacher mentoring (especially the emphasis on schools in the Kalgoorlie region with lower ICSEA scores) and the Executive Principal Program. These schools include Mercy College, Majella Catholic Primary School and St Joseph's School Queens Park. Most country schools also tend to have lower ICSEA values.

### Independent Sector (AISWA)

- Nine regional schools are supported through LLNP and professional learning is offered regularly to all regional and remote schools.
- Schools with high migrant populations are provided with targeted ESL support. NP consultants work closely in schools to mentor teachers and take a lead role in co-ordinating additional AISWA support.

## Showcase – 1 January to 31 December 2010

### Government Sector

- In collaboration with ECU, the Department piloted a **Residency Program**. This Program targets pre-service teachers (residency interns) completing a Graduate Diploma of Education. Residency interns achieve their teaching qualification by being placed in a school under the supervision and tutelage of an experienced and accomplished mentor teacher. The Program has been structured to better prepare these students for their transition into the classroom.
- The Residency Program was conducted across both public and private schools. In total, 80 residency interns commenced this Program in 2010. The following information relates to the public Training Schools. A total of 60 students enrolled within the Program at the commencement of 2010 and were placed across 13 Training Schools.

- Training Schools receive additional resources to support the implementation of the Residency Program, including funding for a dedicated site director and professional development for mentor teachers to support the interns throughout their Program. Each Training School's site director dedicates one day per week to support and coordinate the residency interns and their mentor teachers. In total 17, site directors were provided training.
- Resources were also provided to support the training of mentor teachers, and each mentor received a supervising allowance. A total of 79 mentors undertook professional development consisting of two sessions over three days.
- Each residency intern is placed with their mentor for two full days per week during the term, in addition to their extended practicum placement. Those residency interns studying early childhood and primary teaching received 10 weeks of mentoring, while those studying secondary teaching will have received eight weeks of mentoring.
- In addition, an hour long weekly meeting takes place between the mentor and student, for the purpose of providing feedback to the student on their teaching and learning in practice.
- Site directors undertook personal observation of each residency intern at least twice per term and conducted three way meetings with each mentor teacher and their residency intern twice per term. **Training Schools** have formed a close working relationship with ECU, which has proven to be beneficial to both ECU and the staff at each school.
- In summary there were:
  - 60 students enrolled in the residency course who undertook their placement within a public Training School;
  - 13 public Training Schools were established;
  - 17 site directors were trained;
  - 79 mentor teachers trained; and
  - 46 students completed the course.
- During 2010, ECU undertook an independent evaluation of the Teacher Residency Program. This evaluation highlighted that the first year of the Program has proven to be successful, identifying the following benefits to residents:
  - a strong sense of what teaching is about, resulting from more intense and longer involvement with pupils and mentors;
  - higher teaching practice marks – 76% achieved a distinction or high distinction;
  - higher academic scores – 57% achieved distinctions or high distinctions and 33% achieved credits;
  - greater enthusiasm to teach;
  - developed relationships and networks, which should aid with induction in first year of teaching; and
  - an appreciation of and respect for good teachers, as shown by their liberal praise of their mentor teachers.

### Catholic Sector (CEOWA)

- The **Teacher Mentoring Program** was originally developed to service Perth metropolitan schools, however was extended to five Kalgoorlie regional schools in Semester 2, 2010. A total of 33 first and second year teachers were employed in these schools and overall, most schools were characterised by inexperienced staff. Two, two-day sessions were held in Kalgoorlie and were well attended by the teachers. The Program included a range of topics involving teaching pedagogy, personal management strategies, dealing with students and parents and building community relationships. Networks and contacts between the schools and with metropolitan schools were developed.
 

Planning sessions were undertaken with school principals to enhance the Program in 2011 to include specialised mentor training and at least four, two-day seminars. Mentors in each school were also trained and will continue to be trained in 2011. Networks with metropolitan schools will be extended and supported through Improving Teacher Quality NP funding. Principals and teachers have reported strong satisfaction with the Program and anticipate enhanced support in 2011. It is also proposed to extend the model to schools in the Geraldton region in 2011.
- The QCS school improvement framework is a high level strategic initiative which was partially supported by Improving Teacher Quality NP funding. The framework was developed to cover four key domains of school operation with 24 sub-components. A rubric to cover seven levels of school performance for all components was developed through a fully collaborative process, including oversight by an international expert. The aim of the framework is to provide support for schools to conduct relevant conversations about school processes and improvement. The framework was completed in October 2010 after considerable trialling by schools.
 

All Catholic schools in 2010 and 2011 are embedding at least one component in school evaluation practice and central support is being provided. The strategic importance of this framework is that it provides a context for school improvement for all NP and other reforms. During 2011, the framework will be more widely implemented. It will provide an effective process for discussing and quantifying school improvement.



- The Teacher Assistant up-skilling in Catholic schools is also an exemplary Program involving a partnership with the Central Metropolitan Institute of Technology and an effective Recognition of Prior Learning (RPL) model and in situ assessment. The Program has been capped at 30 participants and has been in significant demand. All 30 participants completed a Certificate IV qualification, with 20 of these continuing on to complete a Diploma. This provides them with an opportunity to articulate, with significant credit transfer, into an early childhood teaching degree.

## **Independent Sector (AISWA)**

### **1. Thematic overview**

- The most applicable reform strategy being implemented in the independent sector under the Improving Teacher Quality NP is that of providing professional development and support for school leaders. AISWA has strategically planned ongoing professional learning that empowers principals to better manage their schools to achieve improved student results.

### **2. Examples of the aspect of good practice in reform activity**

#### *a) Context setting*

- In late 2009, 17 schools joined the Literacy and Numeracy NP and 25 schools joined the Low SES NP; in late 2010, a further 24 schools joined the Literacy and Numeracy NP. In total, 66 schools are part of the Low SES or Literacy and Numeracy NPs, representing approximately 40 per cent of all AISWA member schools. A high level of synchronisation across all three NPs is necessary if AISWA is to maximise the impact of the reform strategies within each NP.

#### *b) Reform activities/strategies*

- The central approach in the Literacy and Numeracy NP was to appoint consultants to coach teachers to develop exemplary teaching practices. Research, however, has shown the importance of school leadership for improving student outcomes (Leithwood, Day, Sammons, Harris and Hopkins, 2006<sup>2</sup>). Their findings include:
  - School leadership is second only to classroom teaching as an influence on student learning;
  - The ways in which leaders apply basic leadership practices – not the practices themselves – demonstrate responsiveness to, rather than dictation by, the contexts in which they work;
  - School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions; and
  - School leadership has a greater influence on schools and students when it is widely distributed.
- Therefore, if the Literacy and Numeracy and Low SES NPs are to lead to improved student outcomes, it is essential that there is up-skilling of school leaders. Through the Improving Teacher Quality NP, high quality professional learning has been offered to Literacy and Numeracy and Low SES NP school leadership teams in the areas of Strategic Leadership, Curriculum Leadership and Administrative Leadership. The NP consultants have participated in all sessions with their school leaders so that they are well placed to support leaders in implementing changes with staff that will lead to improved student outcomes.
- In addition, Improving Teacher Quality NP funding has made it possible to offer postgraduate studies in Educational Leadership, allowing aspirant leaders to prepare for future roles.
- Support provided through the Improving Teacher Quality NP has not been limited to Literacy and Numeracy or Low SES NP schools, however through tactical use of resources AISWA has been able to maximise the impact of all three NPs.

#### *c) Progress/Outcomes*

- A case study highlighting the impact of this approach is provided later in this report (under Section 4 – Literacy and Numeracy).

<sup>2</sup> Leithwood, K., Day, C., Sammons, P., Harris, A. and Hopkins, D. (2006), *Seven strong claims about successful school leadership*, Nottingham, National College for School Leadership.

## Sustainability

### Government Sector

- The Department of Education recognises the critical importance of high quality school leadership and the resulting influence on a school's performance. Therefore the Department established, in 2010, the new professional learning entity the Institute for Professional Learning (the Institute), which includes a Centre for Public School Leadership (the Centre).
- The Centre has been established to ensure high quality sustainable leadership across public schools. The current environment of the ageing workforce (particularly in administration), shortage of qualified staff to replace them and need for a new style of leadership responsive to an increasingly flexible and empowered school environment, prioritises the need for effective public school leadership. The Institute and Centre will continue beyond the life of the National Partnership Agreement.
- The introduction of Independent Public Schools and a regional structure, which includes the establishment of school networks, enabling schools to be more responsive to the specific needs of their school community. These structures will ensure continual improvement is sustained over the long term.
- The Up-skilling School Support Staff project has been made viable as a result of funding received through the National Partnership Agreement. This project aims to build the capacity within the current workforce, provide an alternative entry pathway into teacher education and is a retention strategy for quality support staff within schools. An evaluation of the project will inform the Department's options for supporting the program over the longer term.
- The Teacher Residency program (internship model) is delivered through Training Schools which have received additional resources in order to provide greater support to pre-service interns. The internship model is a relatively expensive model for the delivery of pre-service teacher education courses and will require additional funding for both the university and the training school for the model to be sustained beyond the life of the Agreement.
- Although the project is only in its infancy an initial evaluation indicates that the benefits of the internship model are evident with the quality of graduate improved relative to on-campus graduates. The ongoing relationship between school and the university has seen over 70 teachers receiving professional skills development for mentoring and coaching pre-service teachers. The skills will be retained well beyond the life of the Agreement. A longitudinal evaluation must be undertaken (and will be undertaken) to determine whether the internship model is sustainable over the longer-term.
- As the Department explores options for improved remuneration and improved incentives for high quality teachers and leaders to work in low socio-economic status school communities issues of sustainability arise both during the life of the National Partnership and also beyond the life of the National Partnership. Any trial of differential salaries if successful will undoubtedly place considerable pressure on the State to continue the initiative beyond the National Partnership funding.

### Catholic Sector (CEOWA)

- Nearly all NP initiatives build on and are closely related to existing system imperatives. Considerable organisational infrastructure has been invested by the CEOWA to ensure that all NP initiatives will be sustainable into the future through alignment with current strategic plans. For example, the QCS school improvement framework has been substantively funded by CEOWA as one of the key strategic initiatives for 2009 – 2012. NP funding assisted in the development, trialling and consultation process. Schools will adopt the framework as an embedded part of school improvement processes. The CEOWA has appointed eight Principal Schools Advisors to assist schools in overall improvement and compliance processes, with the QCS as an important focus. All CEOWA support processes and professional development are also based around the QCS.
- In terms of science and mathematics up-skilling, central CEOWA consultants can pick much of this up as core responsibilities when NP funding concludes. NP funding has provided support for the development of resources which will have some ongoing use, although some modifications may be required with the implementation of the National Curriculum.
- The mentor teacher Program will continue to be supported through NP funding. Training key personnel in each school in specialised mentoring processes will be a key feature to ensure sustainability. Similarly, the development of 'partner' schools and personnel in city schools, where staff are generally more experienced, will assist country schools in particular.
- In the case of the Executive Principal Program, Improving Teacher Quality NP funding is supporting two Executive Principals. Another four Executive Principals exist and the system is committed to the continuation and further expansion of the Program.
- The Up-skilling Teacher Assistants Program is being significantly funded using NP funding. Many will have been trained by the conclusion of the NP funding and negotiations have occurred with the training provider to continue the RPL process

which is faster and more cost-effective.

- The Indigenous Leadership Program is an important part of the overall CEOWA Leadership Program and is therefore an embedded strategic initiative.
- In the case of the Teacher Residency Program, Site Directors are being trained as are the mentor teachers. This will assist in developing a school-based level of expertise which will assist in developing sustainable practice.

#### **Independent Sector (AISWA)**

- The most applicable reform strategy being implemented in the independent sector under the Improving Teacher Quality NP is that of providing professional development and support for principals, in particular empowering principals to better manage their schools to achieve improved student results. AISWA has used research evidence to devise and implement professional learning that will result in increased leadership capacity that will remain in schools after the term of the Improving Teacher Quality NP.

## **Section 3 – Low Socio-Economic Status School Communities**

### **Overview – 1 January to 31 December 2010**

#### **Government Sector**

- A total of 103 Western Australian public schools, accounting for 22 860 students, will receive funding through the Low SES NP over the period 2010 to 2015. A total of 8 234 Aboriginal students are currently enrolled in schools identified for participation in this NP.
- Public schools are allocated funds to explore innovative practices aimed at improving outcomes for students over a period of four years. A phased, six-monthly rollout of grants to selected schools commenced in January 2010. 31 Round One schools commenced activity in January 2010 and 19 Round Two schools were engaged in July 2010. To date, a total of 50 schools have commenced engagement with the Low SES NP.
- At the system level, remuneration packages, specifically designed to attract, retain and reward high performing principals who work in disadvantaged Aboriginal, rural/remote and hard-to-staff schools, were developed. Due to the Western Australian Government's wages policies and public sector legislation, the provision of any financial incentives beyond the EBA requires approval from State Government central agencies. During 2010, the Department consulted with the Western Australian Department of Commerce, Department of the Premier and Cabinet and Department of Treasury and Finance and is currently seeking approval for implementation.
- Schools have reported progress regarding implementation and achievement against key reform areas. Most schools reported that they are delivering planned outcomes and that their planned activity is on schedule to achieve end targets related to reforms.
- To enhance the capacity of schools to engage effectively with parents and the community, the Low SES NP project team ran an Extended Service Schools Forum in October 2010. The Forum brought together interested principals of Low SES NP schools in Western Australia, representatives from selected interstate and local schools and senior representatives from key Western Australian government and non-government agencies. The Forum assisted in the conceptualisation of a National Extended Schools Network following the Forum to facilitate sharing of successful practice, and in fostering links within the Department and between external groups to support extended service school Programs. The Network is scheduled to be operational by April 2011.
- Schools funded through the Low SES NP are making progress toward achieving the following reforms:

#### **Implementation of early years strategies (0 to 4 years) that focus on health, development and learning needs and seek to strengthen relationships between communities, families and schools.**

- A number of schools with high Aboriginal student populations have strengthened leadership capacity to support early years Programs within local communities. Proactive approaches from schools to support early years Programs within Aboriginal communities have led to promising reported results. For example, **Challis Early Childhood Education Centre's** Parenting and Early Learning Centre provides integrated services for children and their families from birth to three years of age. Children attending the 3 year old kindergarten have achieved the phonological awareness skills and school readiness skills that would not ordinarily be achieved until part way through the 4 year old pre-primary phase.

- Within rural and remote settings, some schools have engaged with community playgroups to support the quality of early years Programs offered and have provided opportunities for parents and community members to participate in supporting early learning activities. For example, **Derby District High School** in the Kimberley region has developed a coordinated approach to early development of language and school readiness in community playgroup settings.

#### **School operational arrangements encourage innovation and flexibility.**

- Several schools have indicated that they are exploring innovative strategies associated with reforms to school operational arrangements. For example, the **Carnarvon** cluster of schools has established an Executive Group comprising the current three site Principals, chaired by the Executive Principal. The focus for the Executive Group has been to establish a clear, shared and unified vision for public education in Carnarvon and to make recommendations to an Advisory Board about how best this can be implemented. Following extensive community consultation with school staff, councils, parent groups and community groups, the Executive Group developed a concept paper suggesting a range of innovative operational changes.

#### **Establishment of extended services in partnership with community groups that may include childcare services, health and social care, after hours support programs, sports and parent programs.**

- Eleven schools are working to enhance partnerships with community groups, while six schools are exploring provision of extended services. **Gwynne Park Primary School** has demonstrated the establishment of external partnerships with Murdoch University through their Teachers as Tutors initiative. Murdoch University benefits from high quality, authentic practitioners tutoring their trainee teachers while Gwynne Park Primary School benefits from teachers accessing high quality professional learning which is reflected in improved learning opportunities for students and improved whole school planning. Additionally, **Balga Primary School** is working in partnership with The Game Factory to encourage students and the wider community to accept and embrace individual differences and learn to interact with each other in a cooperative and constructive way. This has led to improvements in behaviour and attendance as students have a sense of belonging and worth.

#### **Improvement in the engagement of parents in the education of their children.**

- A significant proportion of schools engaged through the Low SES NP have recognised the importance of strategies to improve the engagement of parents with the school. For example, **Perenjori Primary School** has established stronger engagement with parents through the use of the local playgroup. Following consultation with parents, the school now offers informal discussions and information sessions on early literacy and the importance of play with parents. The school continues to work in collaboration with the parents to provide regular sessions based around early learning principles, while assisting with the provision of supervision of children to enable parents to engage in the 40 minute workshops. Parents are able to participate fully and see the strategies/activities modelled. This Program will be extended in 2011.

#### **Innovative approaches aimed at improving outcomes for aboriginal students.**

- A high proportion of Aboriginal students are enrolled in schools engaged through the Low SES NP. Many schools are exploring strategies to improve outcomes for this cohort. The Swan Nyungar Sports Education Program developed at **Balga Senior High School** for Aboriginal students has demonstrated its success with 20 students achieving Secondary Graduation, improved reading achievement and improved attendance in the primary school intake year. The Program involves negotiation with feeder primary schools to provide intensive language instruction, Aboriginal language and culture, and sport. National Partnership funding provides for the employment of a teacher coordinator, school psychologist, an Aboriginal liaison officer and sports trainers. The Program is supported by the provision of extended school hours and contact, giving students a greater opportunity to bridge learning gaps.

#### **Catholic Sector (CEOWA)**

- In 2010, the CEOWA focused largely on 13 schools in the **Kimberley region**, with a minor focus on 10 other lower SES schools in the Perth and south west regions. The 13 Kimberley schools are characterised by up to 100% Aboriginal enrolments, highly transient communities/families, largely inexperienced teachers with significant annual turnover and with seven of the schools being in very remote areas. Key support activities which impacted on the teacher workforce included the Aboriginal Teacher Assistant (ATA) support Program which provided both in situ and other professional development support to ATAs in an effort to raise their capacity in classroom support.

Support to principals and leadership teams occurred through a Program commencing midway through 2010 where an experienced senior educator was involved in working with schools to build leadership capacity and school improvement processes. This Program has been highly successful and it has been learned that until such processes are effective, other reforms tend to be less influential. A specialist Promoting Alternate Thinking Skills (PATHS) consultant also supported schools through a visitation Program during 2010. This has assisted teachers and schools to develop effective behaviour

management processes.

- Supporting the seven very remote schools proved to be difficult. Travel and accommodation costs and uncertain road access were significant logistical factors. Many of these schools had only one or two teachers and in situ professional development was an essential means of support. The transitory nature of staff meant that visits to schools needed to be more frequent. For the Kimberley schools in town centres, support was more sustainable. For the 10 Perth and south west schools, initial support was provided through the Blueearth Program and this produced outstanding results. The school visitation Program, therefore, is the most appropriate for Kimberley schools, notwithstanding the logistical problems and higher costs.
- For Catholic schools, what has also become obvious is the need to treat each school differently since the range of schools and community dynamics is very diverse. This has resulted in a specific case-management approach to schools where Broome regional officers and other strategic consultants have worked with schools. One example of this has been the identified need of a youth worker at Warmun and the decision to provide substantial support through the Low SES NP to fund 50% of the appointment. A much more individualised approach will occur in 2011.

### **Independent Sector (AISWA)**

- 25 small but diverse independent schools are part of the Low SES NP. These include Metropolitan, regional and remote schools; schools enrolling K-Primary, K-Secondary, K-Upper Secondary and Secondary-Upper Secondary students; and schools of differing educational or religious philosophies. 70% of schools in this partnership have less than 100 students. Funding is relatively low and in 2010 could only meet the costs of two consultants and grants of \$7 000 per school. To address the challenge this poses, all principals involved in the Low SES NP will participate in a symposium in February 2011. The purpose of the symposium is to agree upon initiatives for 2011 and 2012. Achievements in 2010 include the establishment of external partnerships with parents and other service providers; the provision of innovative and tailored learning opportunities and support to purchase attendance software.

## **Significant Achievements of National Partnership reforms – 1 January to 31 December 2010**

### **Government Sector**

#### **Systemic reforms to education policy/delivery**

- Incentive packages specifically designed to attract, retain and reward high performing principals who work in disadvantaged, Aboriginal, rural/remote and hard-to-staff schools have been developed and are awaiting approval for implementation from State Government central agencies in 2011.
- During 2010, six Round One and Two schools became Independent Public Schools (IPS). IPS have greater autonomy in governance and financial arrangements and a focus on being a distinctive school shaped by the needs of their students and school communities. For IPS, the formation of new school boards recognises the stronger role parents and community members can play in schools.

#### **Changed school culture or teaching practices**

- Schools have reported positive progress against the six key reform areas under the Low SES NP. 78% of schools reported that they are delivering planned outcomes and 64% reported that their planned activity is on schedule to achieving end targets related to reforms.
- 49% of schools reported making excellent to reasonable progress toward implementing innovative operations including flexible timetabling and extended hours of operation. Additionally, 87% of schools reported excellent to fair progress implementing improvements to school accountability practices that include collection, analysis and interpretation of data to inform school planning and improve reporting of student outcomes.
- 80% of schools reported excellent to reasonable progress toward enhancement of partnerships with parents, other schools, businesses and communities. There are currently a number of schools that have formed partnerships with other schools throughout the State. For example, Carnarvon, Kwinana and Mandurah school clusters have made progress employing a range of strategies that seek to enhance parent and community engagement with schools. A number of schools have changed practices and are engaging in establishing partnerships with parents, businesses and the community. They are consulting with stakeholders for feedback to improve school practices. Carnarvon cluster schools, for example, have established a Compass Attendance Alliance comprising a number of key community based agencies to tackle the issue of student school attendance and engagement.

- 54% of schools reported excellent to reasonable progress towards the establishment of extended services in partnership with community groups that may include childcare services, health and social care, after hours support Programs, sports and parent Programs.
- The Low SES NP has contributed to a reported 42% of schools making excellent to reasonable progress towards implementing or enhancing early years strategies. Schools have engaged strategies such as consultation with parents, encouraging parent interaction and participation, developing and progressing extended services and creating additional and tailored kindergarten classes.
- 60% of schools reported progress towards improvement in the engagement of parents in the education of their children. Such practice is evident in Perenjori Primary School, which through the Low SES NP is actively engaging with parents regarding the provision of its early years Program.

### **Improved educational outcomes/learning engagement for schools and students**

- At this early stage of implementation, schools have reported evidence of improved student outcomes in response to reforms associated with the Low SES NP.
- 71% of schools reported excellent to reasonable progress towards achieving improved student literacy outcomes and 65% of schools reported excellent to fair progress towards achieving improved numeracy outcomes for students. For example, schools in the **Kwinana Federation** are seeing improvement in teachers' instructional strategies and evidence of improved student development in their literacy and numeracy skills. This has been attributed to the employment of Literacy and Numeracy Leaders, who work across schools in the cluster. Southwell Primary School reported improved literacy results, showing an improvement of more than one standard deviation above the school's mean predicted NAPLAN data reported in 2010. Southwell Primary School employed a Literacy Specialist to up-skill teachers and assistants to become quality literacy teachers. This is a significant achievement for a school that has traditionally been in the lower percentage when compared to like schools.
- 76% of schools reported excellent to reasonable progress towards improving learning outcomes for Aboriginal students, with 38% reporting excellent or good results. **La Grange Remote Community School** reported that the employment of a Level 3 Project Coordinator made a significant difference to the literacy planning and instructional practice at the school. **Fitzroy Valley District High School** reported early signs that literacy and numeracy outcomes are improving, especially in the early years.
- 42% of schools reported excellent to reasonable progress towards achieving improved outcomes for special groups including students with a disability, students from non-English speaking backgrounds, refugees and homeless students. The **Mandurah cluster** of schools is characterised by a transient student population, family dysfunction, community mental health issues, drug abuse and poor literacy and numeracy. The cluster has reported positive progress in the improvement of outcomes for the disadvantaged students within their community through improving parental and community engagement and implementing a range of school based Programs.
- 44% of schools reported excellent to reasonable progress towards achieving improvements in student transitions and 71% of schools reported progress toward improved student social and emotional health and wellbeing. An example of this is **Gwynne Park Primary School**, which undertook a *Connected Services Partnership Strategy*. The Strategy involved the appointment of Pastoral Care Coordinator to oversee connected services, appointment of an education assistant to assist in targeted intervention plans for high needs students and the engagement of external services to provide on site counselling. At this early stage, Gwynne Park Primary School has reported good progress in the improvement of the social and emotional health and wellbeing of its students.
- 73% of schools reported progress towards improved student participation and attendance. Using Low SES NP funding, **Fitzroy Valley District High School** has implemented an attendance strategy involving the employment of a Level 3 Program Coordinator. At the end of 2010, the school has seen a 7% increase in overall attendance and a slight increase in Aboriginal attendance.

### **Catholic Sector (CEOWA)**

#### **Systemic reforms to education policy/delivery**

- In Catholic schools, because of the relatively early stage of this NP and the fact that only 23 of 158 schools were involved in 2010, there have been limited system level reforms. A decision was made in mid 2010 to appoint a specialist school support officer to work with schools on overall school improvement practices and to align these closely with the major system initiative of Quality Catholic Schooling. This is a major school improvement framework being implemented in all Catholic schools.

### Changed school culture or teaching practices

- Changes to school culture are occurring slowly in Low SES Catholic schools. Attendance, behaviour and engagement have always been major issues in many of the Kimberley schools. The combined effects of the Bluearth Program, PATHS and other in situ support have seen improvements in these areas in many of the schools. Teaching practices have been improved, particularly for the Aboriginal Teacher Assistants in the classroom management of literacy and numeracy. The intensive literacy support Program in four Kimberley schools, particularly focussing on Reading Recovery and Extending Mathematical Understandings (EMU) has raised levels of classroom teacher performance.

### Improved educational outcomes/learning engagement for schools and students

- For Catholic schools, improved educational and learning engagement have been effected as described above. For example, the implementation of Reading Recovery in Kimberley schools (with planned expansion in 2011) has resulted in improved results in NAPLAN.

### Include a description of positive and negative impacts, if any.

- For Catholic schools, while there are no negative impacts of NP support, an ongoing challenge is to continuously monitor schools, particularly in the Kimberley region, to ensure that NP reforms align with the numerous other reforms and Programs which occur. Added to the high staff turnover, this creates an ongoing challenge.

### Where possible, include examples of actual student/teacher/principal/school and community outcomes achieved and the underlying evidence.

- **Student outcomes** have improved in Catholic schools during 2010 and some of these can be attributed to NP support. For example, Reading Recovery, which has been partially supported through NP support, has led to demonstrable improvements in NAPLAN results in those schools. Teachers and principals report on the effectiveness of PATHS and Bluearth in improving attendance and behaviour. Attendance data are highly variable but appear to be improving slightly across the board.
- **Teacher outcomes** have improved in Catholic schools. This includes the Aboriginal Teacher Assistants through the NP support Program which focuses on classroom support in areas of literacy and numeracy and for teachers through the ongoing visits by the PATHS coordinator, literacy and numeracy support consultants and other school improvement consultants.
- **Principals** have been supported by all initiatives in Catholic schools – in many of the remote schools, the principal is also teaching a substantial load and has benefited from literacy, numeracy, Bluearth and PATHS support. Principals in the Kimberley region have also been supported by the newly appointed School Improvement Officer for the Building Strategic Capacity in Kimberley Schools project.
- **Community outcomes** are strengthened in Catholic schools where a greater attachment to the school is developed. The Books in Homes project which has been supported through NP funding as well as the 50% support of a youth worker in the Warmun Community, taking effect from late 2010 have raised community connection to the respective schools.

### **Independent Sector (AISWA)**

- External partnerships have been established with parents and with other service providers:
  - 14 school community agreements have been finalised and are published on the Aboriginal Independent Community Schools (AICS) website at <http://aics.wa.edu.au/>.
  - Through *Books in Homes*, over 230 students were provided with additional books.
  - The Low SES NP consultant worked closely with the Telethon Speech and Hearing Centre to secure substantial funding for the Centre's ear bus which provides vital support for Culunga Aboriginal Community School.
- To support strengthened school accountability and to encourage greater monitoring of student attendance, AISWA negotiated at a greatly reduced cost access to school attendance software. This cost has been further subsidised through Low SES NP funding.
- Author, artist and musician school visits have been supported to encourage innovative and tailored learning opportunities. In addition, close and on-going mentoring of newly qualified teachers in remote schools has been instigated under the Low SES NP.

### **Challenges to Implementation/Progress – 1 January to 31 December 2010**

## Government Sector

- Some schools, particularly those in remote and rural communities, expressed difficulty attracting and retaining staff. The retention of staff in school leadership positions has proven difficult for some remote communities, and late appointments of staff in some instances delayed implementation of planned reforms. Remuneration packages specifically designed to attract, retain and reward high performing principals who work in disadvantaged Aboriginal, rural/remote and hard-to-staff schools have been developed and are currently waiting approval for implementation from State Government central agencies.
- The majority of schools reported some difficulty engaging participation by parents and the community. This was particularly evident in school communities with a large Aboriginal population. Some remote schools that sought to employ Aboriginal teachers found that it was cumbersome getting Working with Children Checks for members of their community. The Department was able to negotiate some flexibilities with the Department for Child Protection to expedite the processes of completing Working with Children Checks in remote Aboriginal Communities.
- The Low SES project team is also progressing professional learning to strengthen the capacity of schools to enhance community engagement and is developing an online resource for schools to share best practice.
- A small percentage of schools also reported roadblocks to reform related to school funding models, human resource regulations, infrastructure and accounting requirements.

## Catholic Sector (CEOWA)

- For CEOWA, significant ongoing challenges were faced for the 13 Kimberley schools. Seven of these schools are extremely remote which makes travel extremely expensive. Challenges include climatic factors, poor roads, large distances, lack of accommodation in remote centres, costs of charter air flights and workload issues for staff supporting schools. The conundrum is that these schools generally have the most inexperienced staff with a higher turnover. Additionally, with only one or two staff in these schools and the absence of any relief teachers, professional development in larger centres such as Broome is difficult. There are few ways of mitigating against these issues other than to budget for visits. On-line delivery is not generally satisfactory.
- The inexperienced nature of staff, including Aboriginal Teacher Assistants is a further issue. In some schools, there has been a 100% turnover of staff. This has often necessitated additional professional development.
- It has become obvious that many of the school operations experience great difficulty due to all of these factors. This has almost meant a 'get back to basics' approach in many schools, including a very targeted and more strategic approach. For example, out of school hours initiatives are not appropriate in some schools where schooling during school hours faces significant challenges.
- There have been no issues with the 10 Perth and south west schools and it is planned to significantly extend support in these schools during 2011.

## Independent Sector (AISWA)

- The following two interrelated challenges need to be addressed by the independent sector in relation to the Low SES NP:
  1. There are 25 small but diverse independent schools participating in the Low SES NP. These include metropolitan, regional and remote schools; schools enrolling K-Primary, K-Secondary, K-Upper Secondary and Secondary-Upper Secondary students; and schools of differing educational or religious philosophies. 70% of schools in this partnership have less than 100 students.
  2. Funding is relatively low and in 2010 could only meet the costs of two consultants and grants of \$7 000 per school.
- To address these challenges, all principals involved in the Low SES NP will participate in a symposium in February 2011, the purpose of which is to agree upon initiatives for 2011 and 2012. Discussion will focus on common strategic issues across schools and possible initiatives that will have a positive impact on student outcomes. As a result of the symposium, it is anticipated that three tiers of initiatives will be instigated:
  - an initiative that addresses a central issue faced by all schools (such as sustainable school leadership for schools);
  - initiatives that are applicable to clusters of schools; and
  - initiatives applicable within a school.
- While the level of funding will become less of an issue going forward, the Low SES NP consultants continue to investigate external partnerships that will further support the intent of this NP.



### Government Sector

- There are 4 569 Aboriginal students in the Round One and Two Low SES NP schools.
- 73% of Round One and Round Two schools reported that their NP funded activities specifically target the needs of Aboriginal students. 91% of these schools reported improvement in literacy outcomes and 88% reported improvement in numeracy outcomes for Aboriginal students. An example is Balga Senior High School, which has implemented a Program specifically for Aboriginal students called the Swan Nyungar Sports Education Program. For three hours each day, 13 to 15 year old students are placed into mixed aged groups based on their literacy ability. Through themes of sport, language, culture, dance, music and community values, students are engaged in activities that seek to enhance their literacy, self esteem, management, leadership and confidence skill sets. Students with lower literacy skills take part in the Soundway Program which improves reading ages by an average of four years in 15 weeks, while building self esteem and confidence.

This Program has been extended to include Year 7 students in surrounding schools, for three half-days each week. Year 8 enrolments in the Soundway Program for 2011 have almost doubled. The school has reported good progress in the improvement of literacy outcomes for students.

- 91% of schools reported some improvement in the attendance and wellbeing outcomes of Aboriginal students. In seeking to address the poor retention of Aboriginal students, Kalumburu Remote Community School developed a transition support Program, funded through the Low SES NP, to improve support systems for secondary students and their families. A transition support coordinator was engaged to provide one-on-one support to students and their families and highlight the benefits of schooling. Increased support for secondary students has resulted in significant improvements in school retention.

At the start of Term 3, 2010, 13 students were still attending their respective secondary schools, representing a 46% increase in retention. In addition, more Aboriginal community members are seeking and receiving employment in the school as a result of improved school engagement and relationships. These community members act as cultural consultants for teachers, a conduit to the community and are becoming role models for Aboriginal students. Improved community engagement is positively influencing student attendance and participation.

- 94% of schools reported that activities undertaken through the Low SES NP have improved, to some extent, the engagement and participation of Aboriginal parents and community stakeholder groups. Medina Primary School, which has a high proportion of Aboriginal and Torres Strait Islander students (35%), reported improved Aboriginal engagement and participation by parents and community stakeholders. The school partially attributes the improved level of parent participation with the school to the NP funded Parent Volunteer Program. Parents earn points for volunteering in the school and the points are redeemed for Medina Dollars. The dollars can be used to fund their children's school-based activities/Programs such as school lunches, incursions, excursions, voluntary fees and contributions, school uniforms, graduation lunch, books and stationery.
- The Low SES NP funding has also contributed to the Kimberley Success Zone. The Kimberley Success Zone has been established to support all Kimberley schools to improve outcomes for their Indigenous students through building productive partnerships across schools, sectors and communities in the Kimberley. All Kimberley schools and sectors are involved in the Success Zone, which investigates ways of accelerating improvements for Indigenous students and shares good practice throughout the schools through professional development, school-community interaction and capacity building.

### Catholic Sector (CEOWA)

- As previously stated, the focus of activity by CEOWA has been on the 13 Kimberley schools which, in most cases, have very high or total Aboriginal enrolments. The focus of all initiatives has therefore been on Aboriginal Assistants, students and communities. CEOWA projects support teachers and Aboriginal students through the PATHS Program, Blueearth, senior secondary support, ATA Upskilling, Out of School Hours initiatives, intensified literacy support and tracking students. More recently from mid 2010, the Building Strategic Capacity in schools, supported the leadership teams in schools.
- Communities were involved through participation in some of the out of school hours initiatives and where a community member was involved as a support Blueearth coach. Late in 2010, funding was allocated to Warmun to engage a school and community youth worker to work both with school students and the wider community.
- For CEOWA, support of Kimberley schools addressed the strategic initiatives of the 'Closing the Gap' strategy. This has provided an important strategic focus for many of the NP projects.

- In the Perth schools and South West schools, smaller populations of Aboriginal students were also supported.

#### Independent Sector (AISWA)

- As previously described, AISWA is:
  - supporting 18 AEWs to complete a Certificate III;
  - exploring ways to support AEWs to gain polytechnic qualifications;
  - mentoring newly qualified teachers in Aboriginal Independent Community Schools (AICS); and
  - supporting Indigenous parents to positively influence home learning.

### Support for Other Cohorts (if applicable) – 1 January to 31 December 2010

#### Government Sector

- In 2010, Round One and Two schools supported 363 students with disabilities, including 178 students with an intellectual disability and 74 students with Autism Spectrum Disorder. A total of 39 students in Round One and Two schools had a diagnosis of Severe Mental Disorder.
- 65% of Round One and Two schools have reported undertaking activities to improve outcomes for special groups including students with a disability, students from a non-English speaking background, refugees and homeless students. All of these schools have reported some progress in improving the outcomes for these cohorts of students.
- The Mandurah school cluster commenced participation with the Low SES NP in Semester 2, 2010. Through the NP, the schools are investigating an interagency shared service model to provide social and health support services for students and their families and will seek to broaden this approach to include all feeder primary schools in the future. Plans are underway to appoint a community services coordinator to liaise with key agencies in education, physical and mental health and key community agencies such as the Western Australia Police, City Council and the Department for Child Protection to develop partnerships and agreements.
- The Mandurah cluster schools have reported positive progress in the improvement of outcomes for the disadvantaged students within their community.

#### Catholic Sector (CEOWA)

- For CEOWA, some of the schools involved had significant proportions of refugee and overseas students. This was particularly so with Majella Catholic Primary School, Banksia Grove CPS and St Gerard's CPS and Our Lady of Mercy Primary School. While these are indicative low ICSEA schools, the educational disadvantage is much more since these students are not part of ICSEA calculations. These students typically are LBOTE, from dysfunctional and overcrowded families and suffering from a range of health and other emotional and social issues.
- In these schools, reform activities include Blueearth which assists in developing self control, confidence and team work. The schools report more engagement from students as a result of this Program which assists with learning.

#### Independent Sector (AISWA)

- The Low SES consultants take a lead role in accessing specialised consultancy (Inclusive Education and English as a Second Language) within AISWA to support Low SES schools in meeting the needs of other cohorts.

### Showcase – 1 January to 31 December 2010

#### Government Sector

##### Early Years Intervention

- 64% of Round One and Two schools have implemented or enhanced early years strategies within the school. 93% of these schools have reported limited to excellent progress in this area. In particular, **Challis Parenting and Early Learning Centre** and **Derby District High Schools** have demonstrated excellent progress in the implementation of early years strategies.
- Challis Parenting and Early Learning Centre, established at Challis Early Childhood Education Centre, a school in the Armadale area of Perth, provides integrated services for children and their families from birth to three years of age. The school has reported that children attending the 3 year old Kindergarten have achieved the phonological awareness skills

and school readiness skills that would not ordinarily be achieved until part way through 4 year old Kindergarten.

- **Derby District High School** is situated at the southern end of King Sound in the Kimberley region of Western Australia. Derby is 220 km east of Broome by road and is 2 463 km north of Perth. Students from the region speak Aboriginal English at home and in the community. Introducing students to Standard Australian English and preparing them for schooling was a need identified by parents and teachers. There are several 0-4 year old playgroups servicing the Derby community. They aim to provide quality early years experiences for young children and their families and have a profound effect on children's school readiness, however many families were not accessing the community playgroups.
- Under the Low SES NP, a 0-4 school readiness Program in **Mowanjum**, a community of about 500 people near Derby, is now being funded.
- Under this Program, Supporting Early Education in Derby, the school has appointed an Early Years Coordinator to focus on culturally appropriate literacy and numeracy Programs. In addition, 0-4 playgroups were established to support the development of children's early social skills and literacy and numeracy skills. The playgroup has a strong focus on parental engagement and parents as teachers.
- The playgroups are well attended by parents and caregivers of the Mowanjum community. The playgroup acts as a conduit to a range of other services in the community, such as health services.
- A key outcome of the strategy has been the successful engagement of parents and communities in schooling and to assist families in accessing and connecting with appropriate early intervention services and agencies. Schools, parents, students and the community now share a sense of responsibility for the education outcomes of students in this region.

### **External Partnerships**

- 80% of Round One and Two schools have reported plans to establish extended school services in partnership with community groups. 97% of these schools have reported limited to excellent progress in the implementation of these plans. Cluster schools such as those in the **Carnarvon** cluster are progressing well in establishing external partnerships and extended services.
- Carnarvon is situated on the coast in the **Gascoyne** region of Western Australia's northwest. The Carnarvon cluster consists of three schools, being Carnarvon Primary School, Carnarvon Senior High School and East Carnarvon Primary School.
- Along with educational improvement, a key part of the NP arrangement is the extensive community engagement. Through the cluster arrangement, a Compass Attendance Alliance has been established. This Alliance, comprising a number of key agencies (Carnarvon Police, Department for Child Protection, Emu Services, the three schools along with key support staff, Department of Corrective Services, Youth Connections, Police and Community Youth Centre, Department of Sport and Recreation, Shire of Carnarvon, Carnarvon Chamber of Commerce, Carnarvon Aboriginal Reference Group and the Northern Guardian Newspaper), is tackling the issue of student school attendance and engagement at every level, before school, during school and after school.
- The Alliance first met in March 2010, established a very strong action orientated goal and has been 'checking in' every five weeks to ensure actions are reviewed and new actions put in place. This has proved hugely successful due to a strong alliance and commitment and action.
- The goal of demonstrating improved attendance is well on the way to being achieved, with attendance increasing from 71% to 74% across the cluster schools.
- **Gwynne Park Primary School** has also demonstrated the establishment of external partnerships with the community through Teachers as Tutors. Gwynne Park uses NP funding to support this Program which provides teachers the opportunity to work as tutors at Murdoch University. Murdoch University benefits from high quality, authentic practitioners tutoring their trainee teachers and Gwynne Park Primary School benefits from teachers accessing high quality professional learning which is reflected in improved learning opportunities for students and improved whole school planning.
- Low SES NP funding has supported the appointment of a Teachers as Tutors Partnership (TTP) Manager, provided the TTP Manager with access to relevant professional learning and networks, provided timetable support to support ongoing design, implementation and review of the project and provided opportunities for other schools to assess and possibly enter into a similar partnership with Murdoch University
- This Program demonstrates improvement in school operational arrangements which encourage innovation and flexibility, and provides innovative and tailored learning opportunities.

## Extended Services

- **Tjuntjuntjara Remote Community School** is located in the Tjuntjuntjara Community, home of the Pila Nguru. The Tjuntjuntjara Community is in the Great Victoria Desert, close to the border with South Australia, north of the Nullarbor Plain and 680 kilometres north east of Kalgoorlie.
  - The Tjuntjuntjara Remote Community School NP Plan identified health issues as having a significant impact on student achievement. A key strategy for obviating the impacts of poor nutrition, substandard living conditions and isolation has been the development of a strong partnership between the community, the school and Tjuntjuntjara Health Service.
  - Collaboration with Tjuntjuntjara Health Service is ensuring that all students have access to appropriate and timely health care, including early years students (aged 0 – 3 years). The school provides otoscope (ear) screening, trachoma testing and treatment, and dental health screening and treatment for all children. Sound field systems have also been placed in every classroom.
  - Additionally, all children in the community now have access to a healthy school meal. Lollies and junk food in the store have been replaced with healthy alternatives.
  - The school community is well on the way to meeting challenges to ensure that these strategies are embedded in community decision making and sustained into the future.
  - Challis Early Childhood Education Centre, a primary school in the Armadale area of Perth, provides extended services at its Parenting and Early Learning Centre with the provision of a Family Support Worker and Aboriginal Liaison Officer integrated into the early childhood Program. Additional services include a General Practitioner (provided by the Department of Health) and Social Worker (provided by Parkerville Children’s Services, a local not for profit organisation) to provide an integrated hub of services from the school site.
  - **Neerigen Brook Primary School** in Perth’s southern suburbs is one of several schools successfully implementing extended services through the development of strategies to provide more learning and engagement opportunities and extended learning times. Active After School, focussing on fitness and wellbeing three afternoons per week, is supported by the Reading Breakfast Club and the after hours School Modelling Club.
  - In October 2010, the Department held an Extended Service Schools Forum, which was aimed at sharing information and building support for establishing and expanding extended service schools in Low SES partnership schools.
  - The Forum brought together interested principals of Low SES NP schools in Western Australia, representatives from selected interstate and local schools, and senior representatives from key Western Australian government and non-government agencies.
  - The day following the Forum, a group of Forum participants visited Challis Early Childhood Education Centre and **Roseworth Primary School** to view extended services in action.
  - Key ideas to emanate from the Forum and school visits include:
    - Establishment of a National Extended Schools Network following the Forum to facilitate sharing of successful practice;
    - Establishment of a local extended service schools network to leverage activity and reforms that promote successful practice;
    - Development of a framework to support schools running extended services;
    - Development of professional learning support for schools implementing extended service school Programs; and
    - Fostering links within the Department and between external groups to support extended service school Programs.
- These ideas will be taken up by the Low SES project team as part of the focusing of project activity for 2011.

## Attendance and Retention

- **Broome Senior High School** draws students from across Kimberley, including many from remote communities who stay at the Broome Residential College. Over the last five years, Broome Senior High School student numbers have increased from 270 in 2004 to over 500 in 2010. Around 42% of the student population are Aboriginal.
- School attendance has increased by about 2% per year for the past five years and the retention has grown to over 90%. Despite these positive outcomes, the school still faces problems regarding attendance and retention of Aboriginal girls.
- Broome Senior High School commenced participation in the Low SES NP in Semester 2, 2010. With the use of NP funds, the school has appointed a full-time female Aboriginal and Torres Strait Islander Education Officer (AIEO) to support the Aboriginal girls in the Girls Academy.

- The AIEO is responsible for supporting the girls with literacy, numeracy, attendance and life skills. She is a cultural consultant for teachers and liaises with parents and caregivers. This role is pivotal to the girls feeling welcomed and supported in the academy.
- As a result of the appointment of the AIEO, Broome Senior High School has reported improved attendance of Aboriginal girls involved in the Girls Academy as well as a reduction in the number of bullying incidents.

### Catholic Sector (CEOWA)

- In Catholic schools, the Bluearth Program is an example of an exemplary Program in many **Kimberley schools**. This is particularly so in St Joseph's School in Wyndham, Holy Rosary School in Derby, Djarindjin Lombadina Catholic School in Lombadina, and St Joseph's School in Kununurra. More specifically, Derby is considered by the Bluearth Foundation to be probably the best operating Bluearth school nationally. Outcomes in terms of engagement, attendance, self awareness, team spirit and confidence have been significant. All schools have benefited from the integrated approach where PATHS, ATA up skilling and building school leadership capacity have aligned to assist schools. The 10 Perth and south west schools which implemented Bluearth in 2010 have reported excellent outcomes and as part of their Program school staff is also trained to facilitate the Program within their schools.
- **Majella Catholic Primary school** is an excellent case study which was also showcased in the "Biennial Forum" in 2010. This low SES school has very high proportions of Sudanese and other refugee children (approx. 150 of 230 students). Low SES support includes Bluearth and other before and after school activities including literacy and numeracy support, a magazine club, social and cultural awareness building and parental support. Planning for 2011 occurred during late 2010 to implement additional support such as speech therapy, social worker support and further support to parents and students. A part time school liaison officer to support parents will also be appointed. Majella Catholic Primary school is also an excellent case study of the integration of Programs across all 3 NPs. A partnership exists with ECU in the Teacher Quality NP with 6 training teachers operating in the school 2 days per week.
- Another example in Catholic schools, is **St Mary's Star of the Sea in Carnarvon**. This school has developed a formal partnership with Nagle Catholic College in Geraldton for teachers from years 6 – 10. Staff from Carnarvon visit Nagle about twice a year for collegiate support and professional development. Carnarvon have also formed a partnership with Mercy College in Perth. During 2010, two visits were made to Nagle and planning for a visit to Mercy in 2011 was undertaken. There has been an ongoing partnership between Carnarvon and the two schools with exchange of information and resources, assessment and moderation support etc. This cluster will be developed further with Low SES support during 2011.

### Independent Sector (AISWA)

#### Overview

- **Alta-1** supports disadvantaged, dysfunctional young people to address life issues through creating an environment of belonging and acceptance. Alta-1 Education is a registered secondary school offering recovery education to young people at risk. The structure under development is based around a multi-sited model, supported by educational hubs, specialist vocational centres, student housing and camping facilities, which engages community resources to meet the educational and socio-emotional needs of its students.
- Typically, students are enrolled into Alta-1 Education because they have been unsuccessful in mainstream schooling where personal issues have impacted their learning and engagement. Many have been, or are in the process of being excluded from their former schools and some are referred by a variety of agencies. Most students take two years to complete a Year 11 Western Australian Certificate of Education (WACE) course, after which they are able to access employment, an apprenticeship, further training at TAFE or re-integrate into mainstream schooling. Some opt to complete a further 12 month Year 12 WACE course with Alta-1.

#### Achievements

In 2010, students who were engaged with Alta-1 attended 71% of the time. Prior to attending Alta-1, the majority of students had habitual patterns of non-attendance.

In 2010, there was a 60% success rate in post-Alta-1 transitions – 23 students returned to mainstream schools, seven moved to TAFE based courses, 10 gained apprenticeships and one went into full-time employment.

## Sustainability

### Government Sector

- Low SES NP funding is allocated directly to schools identified as low SES, allowing school communities to decide how best to allocate funds to support innovative ideas for improving educational outcomes for their students. This strategy encourages principals and their community to determine relevant, additional staffing appointments, make decisions about how to allocate funds and determine strategies that may be effective within specific contexts.
- This strategic approach is designed to encourage autonomy and aligns closely with the State's Independent Public Schools (IPS) initiative, which will continue beyond the life of the Smarter Schools NPs. Under this State initiative, IPS are provided with more autonomy in relation to human resources and financial management. Six schools participating in the Low SES NP are already part of a growing number of IPS. The State has also recently made changes to the role of Regional Executive Director as part of broader initiatives to give schools greater autonomy, enhance school leadership, reduce bureaucratic restriction and locate support services closer to schools.
- The focus under the Low SES NP to implement reforms in partnership with community groups and increase parental engagement through the provision of extended services is supported by the State Government. The State and local governments are progressing the concept of community hubs in Western Australia. The community hub concept provides an opportunity for services to be built around individual and local communities. Communities will be given greater opportunity to influence the management of public facilities, including childcare centres, schools, training facilities and community centres. This concept is aligned strongly with Key Reform Area Six of the Low SES NP, ensuring future school and system level sustainability.
- Remuneration packages specifically designed to attract, retain and reward high performing principals who work in disadvantaged Indigenous, rural/remote and hard-to-staff schools have been developed. Once approved for implementation by State Government central agencies, these remuneration packages will bring about sustainability for NP and non-NP school communities.
- Professional learning strategies designed to build leadership capacity are contributing to the sustainability of school-based initiatives. 76% of schools reported progress in enhancing leadership capacity in the school or across a cluster of schools. Strengthened leadership is the result of up-skilling key staff and creating leadership pathways within the schools, or by recruiting expertise to provide professional learning and support for teachers. The Low SES NP project team is progressing further opportunities for schools to engage in professional learning regarding community engagement and extended services.

### Catholic Sector (CEOWA)

- In CEOWA schools for example, the Bluearth Program has been implemented for some years. Funding has been extended to all Kimberley and 10 other Perth and south west schools. Schools have trained up Bluearth coaches which means it will eventually be possible to reduce/replace the need to external Bluearth coaches. The PATHS Program has been supported strongly through the Kimberley consultant and this will lead to increased training and sustainability in these schools. An ongoing challenge to all of this however, is the high level of staff turnover. Processes such as more intensive induction Programs for new staff will be implemented to reduce the need for early school visits.
- Most of the initiatives implemented in schools are part of wider CEOWA strategic directions. This has meant that central resources and staff exist to continue to support schools. An example is the PATHS Program. This is a Program supported by the Non Government School Psychology Service which also services the NP schools through central and Broome-based personnel. There is also a Broome-based PATHS consultant, that is funded through the NP.
- The engagement of a consultant to assist schools in their school improvement processes also aligns with a broader CEOWA initiative of Quality Catholic Schooling which is a major, and heavily system funded, strategic initiative involving school improvement planning.
- In CEOWA there has been significant sharing of ideas across schools. While the number of schools now involved in Low SES funding is relatively small (23 schools in 2010 extending to 27 schools in 2011 out of a system total of 158 schools) there are significantly more schools involved in the Literacy and Numeracy NP Program. There has been sharing across schools and an example is the Bluearth Program. The 10 Perth and South West schools which have implemented the Program successfully in 2010 have been advocating about the Program to other schools.

- For Catholic schools, late in 2010, a number of schools from Perth and the south west met to discuss ways in which they can form strategic partnerships with each other such as in engaging a speech pathologist shared between 2 or 3 schools; a youth worker on a similar shared basis etc. Schools have finalised their proposals and these Programs will be implemented in 2011. Shared services and facilities will continue to be encouraged in an attempt to move towards sustainability.
- A wider strategy of CEOWA has been to align the three Smarter Schools National Partnerships. For example, many of the Literacy and Numeracy NP schools are also Low SES schools. Further, many of the initiatives in the Teacher Quality NP such as science and mathematics upskilling, mentor teaching and teacher training initiatives also apply to the literacy and numeracy and Low SES schools. The integration across NPs as well aligning these to current CEOWA structures and support processes is fundamental to making the initiatives sustainable into the future.

#### **Independent Sector (AISWA)**

- As described previously, all Low SES NP school principals participated in a symposium to plan future initiatives within this NP. Principals are required to submit applications for funding by 4 April 2011, with one of the requirements being that principals plan so that initiatives can be sustained without requiring further external funding.

## **Section 4 – Literacy and Numeracy**

### **Overview – 1 January to 31 December 2010**

#### **Government Sector**

The Western Australian public school sector addresses the following three key reform areas of the *National Partnership Agreement for Literacy and Numeracy*:

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

During 2010, Literacy and Numeracy National Partnership (LNNP) schools used additional funding to improve students' literacy and numeracy skills, through a mix of systemic, local area and whole-of-school strategies tailored to identified needs. The strategies with the most significant impact on school and classroom practice and student achievement included:

- supporting and/or mentoring school leaders and enhancing planning within the context of a whole-school approach to literacy and numeracy;
- implementing case-management approaches which resulted in explicitly teaching core literacy and numeracy skills and knowledge to any student not achieving their potential, including those achieving at or below the national minimum standard (NMS);
- improving the use of information about school and student performance to set improvement targets, monitor progress, provide ongoing feedback to students, and inform learning, teaching and leadership strategies that underpin school planning;
- focusing attention on students achieving at or below the NMS, in particular Aboriginal and Torres Strait Islanders and English as a Second Language/English as a Second Dialect (ESL/ESD/) students;
- utilising specialist teachers who worked shoulder-to-shoulder in the classroom with colleagues to implement and monitor effective and evidence-based literacy and numeracy teaching strategies;
- establishing and building productive community and home-school links;
- providing extended services for those students with complex literacy and numeracy needs; and
- self reflecting on and monitoring school achievement against milestones identified within LNNP plans to ensure the effectiveness of intervention strategies.

## Implementation

- The LNNP support team was active in supporting all schools to implement strategies and to achieve the milestones articulated in school plans. The team provided targeted and tailored professional learning to school leaders, specialist teachers, classroom teachers and paraprofessionals. The intent of the team's support to schools during 2010 was to assist schools to effectively utilise resources provided through the LNNP to build capacity to deliver improved teaching and learning Programs. Support to schools facilitated the implementation of clearly defined strategies within operational plans and assisted schools to meet objectives and targets described in longer term, strategic plans. In addition to a series of professional learning events for specialist teachers, tailored support was available to every school.
- Members of the team made in excess of 200 visits to school sites during 2010. The team shared ideas and strategies, supported networks and provided consultancy and feedback. They also presented workshops in school planning, data analysis, literacy and numeracy teaching, case-management and monitoring strategies.
- Schools undertook a review of their LNNP milestones and case-management practices each term. The Monitoring Review Framework was designed to align with the school planning and reflective processes of LNNP schools. By Term 2, the review was available to schools as an online survey. The team utilised data collated from the Monitoring Review Framework to tailor and target support to schools. Data from these reviews inform the Annual Report.

## Effective strategies

- **Specialist teachers:** Specialist teachers are emerging as significant change agents in LNNP schools; however, their roles in individual schools are diverse, with the most effective being those who are integral to their school's instructional leadership team and school planning processes. Membership of the school's LNNP leadership team ensures that they develop a coherent understanding of the school's strategic plan and contribute suggestions as to how best to put actions into place that will realise long term goals. School timetables in effective schools are structured in ways that enable specialists to meet and work with the teachers on whose improving expertise the success of the LNNP plan relies.
- Such specialist teachers are frequently the corner stone of case management processes implemented as part of the LNNP school plan. They support classroom teachers to use available data sources (including NAPLAN) to identify students not achieving their potential and to set realistic long and short term improvement targets for them. They collaborate with classroom teachers and select and model the most effective strategies to appropriately differentiate the curriculum for case-managed students. Effective specialist teachers, therefore, perform a supporting and coaching role in their school, and the classroom teacher maintains full responsibility for the progress of each student in his or her class.
- This model builds the capacity of classroom teachers to sustain the reforms. In contrast, are the specialist teachers in some LNNP schools, who have been made accountable for case-management and who adopt a more interventionist role. The specialist teacher works separately to the school's leadership team and often outside of the school's planning and leadership processes. In these schools, case-managed students are often identified, diagnosed and withdrawn for 'treatment' by specialist teachers. Whilst this model can effect good improvement for some students, it is often short term, with students soon falling behind when reinstalled in the mainstream classroom with a teacher who is not fully apprised of the details of the interventions made by the specialist. The model is unsustainable beyond the life of the LNNP Program when the funding available for interventionist specialists ceases. This model also leads to an over-burdening of the specialist teacher, several of whom 'burnt out' and relinquished their specialist role at the end of 2010.
- The LNNP Central Office team developed and presented a schedule of professional learning each term for specialist teachers working in NP schools that supported them to develop better understandings of the specialist role in LNNP schools, in particular with regard to case management.
- The professional learning included registering LNNP specialist teachers in an online specialist teacher professional network, using the NING social networking tool. The NING LNNP network, <http://nplnwa.ning.com/>, has enabled the formation of a collaborative professional learning community of specialist teachers across LNNP schools. It fosters professional discussions, collaborative practices and the collegiate sharing of ideas and strategies.
- **Paraprofessionals:** Another effective strategy employed by some LNNP schools is to better utilise the services of paraprofessionals including Education Assistants, Ethnic Education Assistants and Aboriginal Education Officers. The provision of *First Steps - Literacy* and *First Steps - Mathematics* professional learning to paraprofessionals has built their capacity to work in more relevant ways in mainstream classes. This has included the facilitation of small group work during Guided Reading sessions, or in Mathematics lessons. The professional learning gave paraprofessionals access to the discourse of literacy and numeracy education and confidence in discussing students' progress with classroom teachers.



Some Education Assistants received training in strategies such as *Reading Recovery* and *MULTILIT* and were then able to work one-on-one with junior primary students to overcome difficulties faced in learning to read.

### **Additional schools**

- In February 2010, the Commonwealth Government announced the inclusion of 15 additional LNNP schools, with a total funding of \$1.5 million for one year. Of these 15 schools, five are primary schools, nine are senior high schools and one is a community college.
- Officers from the Department of Education supported these schools to develop school plans in preparation for Semester 2, 2010 implementation, which were placed online on the Partnership Schools website. Funds were distributed and in July, 2010 schools commenced implementation. Schools appointed specialist teachers, initiated case-management practices, accessed relevant professional learning and support from Department of Education officers, including the Central Office LNNP team and completed a review of their progress at the end of second semester, 2010.

### **Catholic Sector (CEOWA)**

- For CEOWA, the delivery of reforms in the literacy and numeracy schools have made a significant short and potential medium to long term impact. Firstly, the regional model of support has been a strong advantage of the NP. A regional school support consultant typically services and supports about 15 schools in building capacity in literacy and numeracy. Schools are provided with a range of support strategies including collegiate support from other schools, a range of professional development activities, school-initiated projects etc. Additional to the support has been assistance from central CEOWA consultants.
- Secondly, the model in which literacy and numeracy improvement strategies have been implemented (Collaborative Professional Learning in Action) develops school capacity in whole of school improvement practice. This has increased the capacity of both the teacher workforce as well as leadership teams.
- A third key aspect has been the strong support of non-metropolitan schools. In the original list of 62 schools, 20 were from country areas including 4 from the Kimberley region. In August 2010, a further 11 country primary and 2 country secondary schools were added to the list. Given the need for support of country schools, this strong commitment to regional WA has seen considerable capacity building amongst the rural teacher workforce.
- Given the relative lack of resources and the relative inexperience of teachers in some country schools, the regional model of support has worked very well. Country schools were visited about 3 - 4 times per term by the regional School Support Consultant and given opportunities to access a range of PD events. This has been recognised as an extremely effective model in these schools. The inclusion of schools in the Kalgoorlie and Geraldton region has also been a notable addition with these schools also being supported by the Teacher Quality mentor Program for 1<sup>st</sup> and 2<sup>nd</sup> year out teachers. The integration of activities in these two NP Programs has worked well.
- For Kimberley schools, the frequent visitation Program has also worked effectively. Up-skilling ATAs through the Low SES NP as well as literacy and numeracy support through the Reading Recovery and Extending Mathematical Understandings (EMU) Program has been highly effective. So successful has the Reading Recovery Program been, CEOWA is seeking ways to extend this to as many schools as possible. The availability of trained Reading Recovery tutors is a problem in some of these regions.
- For Catholic schools, while not strictly an 'unintended outcome' the observed success of the Literacy and Numeracy Program has seen a number of other Catholic Primary schools seeking similar support from the NP project. Already 73 of approximately 115 primary schools in the Catholic system are supported in the NP project, probably one of the highest proportions nationally. Eleven extra schools were added in 2010, dramatically increasing the number of country schools. This is seen to be a good outcome and while non-NP schools are not directly supported through NP funding, they are progressively adopting similar models of literacy and numeracy improvement. CEOWA continues to support the non-NP schools.

### **Additional schools**

- For CEOWA, only one school received additional NP literacy and numeracy funding - Catholic Agricultural College in Bindoon. The College was consulted from about August 2010 and commenced planning literacy and numeracy strategies in consultation with central CEO personnel. Planning for some of these strategies occurred in 2010 with limited application towards the end of the year. Full scale implementation occurred in 2011.
- A number of key reforms are planned including developing instructional leadership; coaching models for effective classroom practice; strengthening literacy and numeracy in the vocational aspects of the College; processes to address

attendance and engagement, especially Aboriginal students; focus on employment related literacy and numeracy. Funding will be allocated to a range of professional development activities, salary equivalents for specialist support and teacher assistants.

- There will be a specific focus on students at risk and aspects such as self esteem, resiliency, anti bully policies etc which are the precursors to student learning. At the Catholic Agricultural College ( a 7 – 12 college)the focus of the literacy and numeracy Program will be mainly early intervention of years 7 to 9. There will be an equal emphasis on literacy and numeracy across all years. There will be a smaller focus on years 11 and 12 and this will be more vocationally oriented. Approximately 25% of students at the College of 165 students are Aboriginal students.

### **Independent Sector (AISWA)**

- AISWA's key strategy within the Literacy and Numeracy NP has been to appoint a team of consultants to work directly with schools. The consultants have literacy and/or numeracy expertise and extensive classroom teaching experience, with many having school leadership experience. The team is therefore well placed to collaborate both with school leaders and teachers and to guide school reform. As independent schools operate autonomously, an essential driver in the independent sector is the ability of the Literacy and Numeracy NP team to establish and maintain professional relationships with participating schools.
- In the State Final Implementation Plan, AISWA signalled a strategy to extend NP support to more schools. In June, a review of NP activity was undertaken and it was found that the work had had a significant positive impact on teaching and school planning processes. As a result, the Literacy and Numeracy NP team was confident to extend the project to a further 22 schools. A further five consultants were recruited and a Literacy and Numeracy NP coordinator was appointed. Schools that have been participating in this NP since 2009 will be referred to as Phase One schools, with the new schools to be referred to as Phase Two schools.
- AISWA has maintained alignment to the Literacy and Numeracy NP by ensuring close and ongoing collaboration and support across all three of the Smarter Schools NPs.

The key reform activities include:

#### **Effective and evidence-based teaching of literacy and numeracy**

The key strategy adopted is for the Literacy and Numeracy NP consultants to coach teachers to become highly effective practitioners. The work has focused on:

- Professional learning sessions and follow-up coaching in the classroom in regard to:
  - differentiation;
  - explicit teaching; and
  - content and pedagogical knowledge.
- Establishing effective Professional Learning Teams.

#### **Strong school leadership and whole-school engagement with literacy and numeracy**

- Research findings indicate effective school leaders have a clear vision and direction for their school and spread leadership throughout the school; promote high expectations for all students; ensure an orderly learning environment throughout the school; and have relatively few priorities which are focussed on the core aspects of student learning. This research has guided the professional learning offered to Literacy and Numeracy NP school leaders.

All Literacy and Numeracy NP school leadership teams were invited to participate in a three day intensive course in strategic thinking and planning offered through the UWA Business School. Professional learning of this standard is not readily available to school leaders and could only be offered because of NP funding.

Further support was provided through professional learning in Instructional Leadership and Administrative Leadership. The requirement that consultants participate in the professional learning with their school leadership teams has proven to be a very successful strategy and has allowed for ongoing support to embed best practice.

#### **Monitoring student and school literacy and numeracy performance to identify where support is needed.**

- AISWA has supported school leadership and teachers to better monitor student performance in a variety of ways.
- Through Literacy and Numeracy NP and Targeted Programs funding, AISWA was able to commission the development of software (*Appraise*) to assist schools in interpreting their NAPLAN results. Eighteen of the 20 Phase One schools participated in workshops about using NAPLAN results to inform teaching Programs and whole school planning. Prior to

working with teachers in Phase Two schools, consultants met with leadership teams and facilitated discussion about their performance information.

In addition, processes were put in place to release NAPLAN historical data three months earlier than previously possible. This allowed schools to use NAPLAN data in Term 4 to plan for 2011 initiatives.

- The WOMBAT online assessment tool was utilised early in the Literacy and Numeracy NP to support teachers in identifying student need in the area numeracy. The limitations and issues with this assessment prompted the team to work with teachers to explore and identify more effective ways to capture data about student numeracy development. While NAPLAN and standardised assessments (such as PAT Maths) have played a part in this work, consultants have facilitated professional learning around the Early Numeracy Interview and Fractions and Decimals Interview.
- Schools have been supported with the implementation and use of Performance Indicators in Primary School (PIPS) data. Monitoring of student performance over time has been achieved through the use of this data in Appraise.
- The end of 2010 saw AISWA collaborate with the Australian Council for Educational Research (ACER) to run a Longitudinal Literacy and Numeracy Study (LLANS) trial in independent schools. The results of the trial will be available in 2011.
- The reward targets set to show improved student performance in Years 3, 5 and 7 in a short timeframe necessitated work with teachers of Year 2 and upwards in the initial stages of the project. While this work has been valuable, improvement in school performance depends on highly effective early childhood teaching practice. The consultants are refocusing their work to include more targeted support for pre-primary and Year 1 teachers.

## Significant Achievements of National Partnership reforms – 1 January to 31 December 2010

### Government Sector

**School leadership:** School leadership in LNNP schools has been strengthened by involvement in the LNNP Program. Expectations of LNNP schools included:

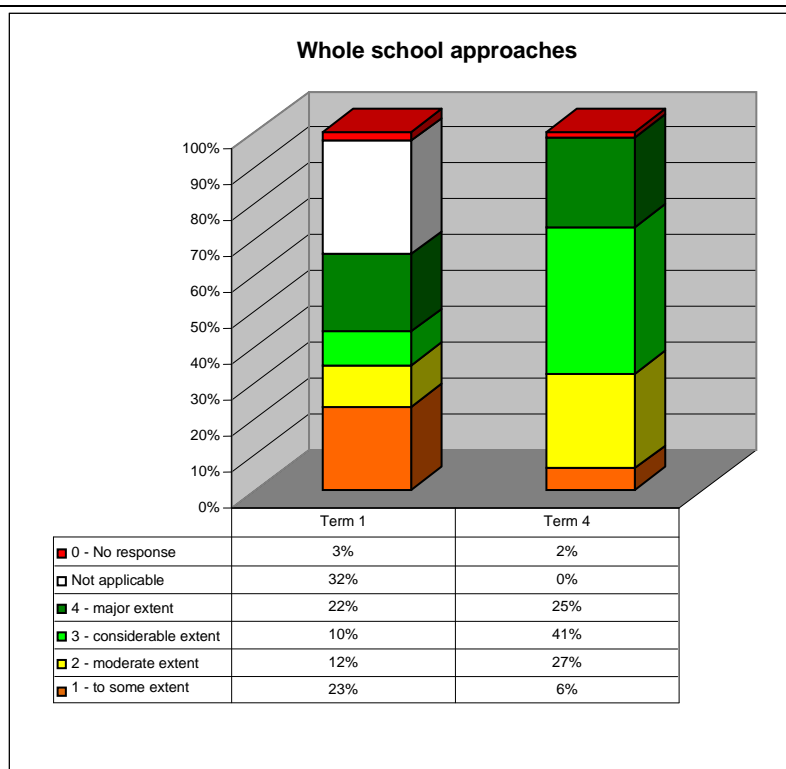
- emphasising the key role of the principal in ensuring there is effective learning and teaching in every classroom and building instructional leadership capacity;
- planning within the context of a whole-school approach to literacy and numeracy; and
- establishing and maintaining school structures and processes to enable on-going staff development and team ownership of student achievement (eg distributed leadership, team approaches to data analysis and planning, inclusion in staff performance management).

Clear expectations and regular monitoring of the expectations resulted in many LNNP schools having a more focused approach to school planning and a stronger engagement of leadership in the implementation of whole-school literacy and numeracy strategies.

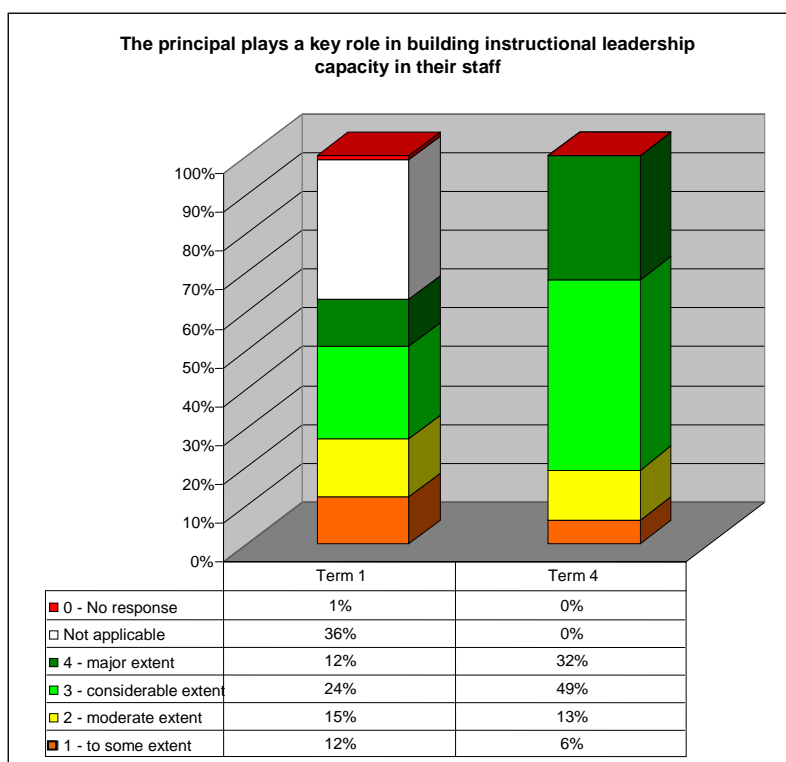
Evidence of school leader engagement in practices aligned to the expectations included:

- some schools implemented performance management processes that supported the implementation timelines of their LNNP plans;
- some schools restructured school timetables to accommodate improved collaboration between performance managers, specialist teachers and classroom teachers;
- all schools organised professional learning experiences for staff that were designed to achieve the milestones and targets articulated in their LNNP plans; and
- all schools completed regular reviews related to the implementation of their LNNP plans via the online Monitoring Review Framework.

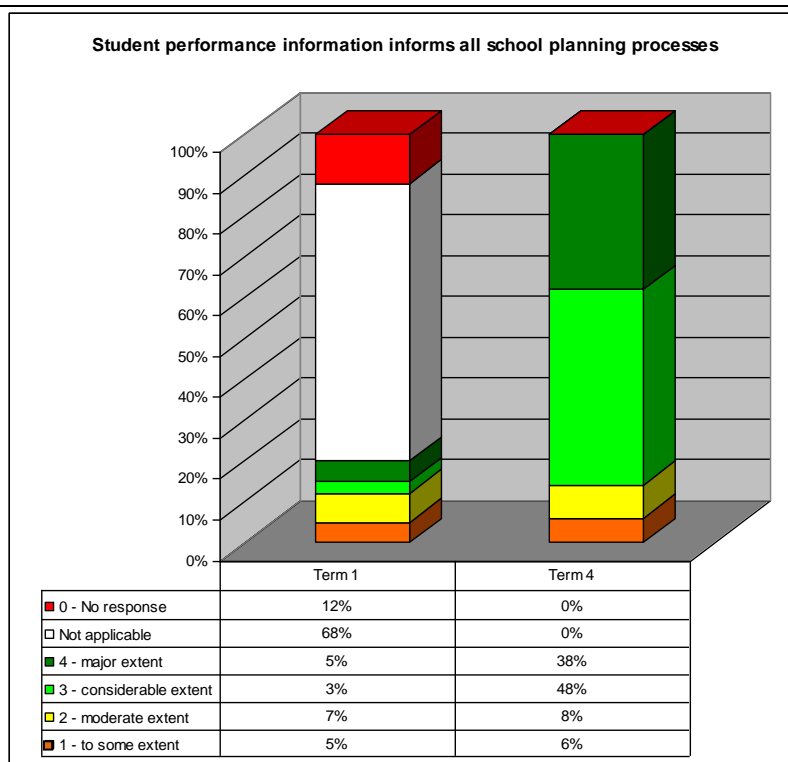
Data collated from Terms 1 to 4 Monitoring Review Frameworks and illustrated in the charts below, demonstrates LNNP principals' self-assessments of the extent to which their schools increasingly met expectations of the LNNP Program.



**Figure 1** Data compiled from the Terms 1 - 4 Monitoring Review Frameworks show improvement in principals' self-assessment of the extent to which whole-school literacy and numeracy approaches progressed across the first year of the Program.



**Figure 2:** Data compiled from the Terms 1 - 4 Monitoring Review Frameworks show significant improvement in principals' self-assessment of the extent to which they have become more involved in building the capacity of their staff to implement the LNNP reforms.



**Figure 3:** Data compiled from the Terms 1 - 4 Monitoring Review Frameworks show significant improvement in principals' self-assessment of the extent to which improved assessment literacy has affected school planning processes.

The following fairly typical comments from the 'Highlights' section of the Monitoring Review Framework illustrate the positive effect of LNNP plan implementation in schools:

**Boulder PS:**

*All staff completed First Steps Reading and most Number modules. Whole school policies in Literacy and Numeracy are in draft form. School Operational Plans for 2011 have been written using whole school data analysis to target student needs. Staff have identified their PL needs for next year.*

**Bramfield Park:**

*Plans were set up with a good understanding of whole school literacy and numeracy approaches. Target students were identified. Operational plans identified these students and specific targets were set.*

**East Kenwick:**

*One highlight is target setting for 2011 as part of Data Review process. Classroom teachers are finding target planning is making their teaching more effective.*

Impressions received by members of the LNNP team as they worked with schools during 2010, confirmed principals' self-assessments that the LNNP Program has made significant changes to schools' culture and practice, and that it is improving the educational outcomes for students.

**Catholic Sector (CEOWA)**

- For CEOWA, it has been previously emphasised that the literacy and numeracy support processes align with a wide strategic direction for the whole system. This includes the implementation of a regionally based model in 62 metropolitan and south west schools; expansion to a further 11 schools in the Kalgoorlie and Geraldton regions, and the integration of these initiatives into existing support structures provided centrally by the CEOWA. This is seen to be a significant reform which will provide the basis for embracing additional Catholic schools over the years. The Collaborative Professional Learning in Action model has been used to effect whole school improvement processes and this has been used as the overarching framework for the literacy and numeracy changes.
- Changes to culture in Catholic schools has been effected by the Collaborative Professional Learning model and overall NP support. These strategies have developed a strong sense of school improvement aspiration. The appointment of a liaison person for collaborative learning and key teacher for literacy and numeracy have provided an effective professional learning base in the school as well as opportunities for sharing across schools. The culture of sharing and professional collaboration contributes strongly to ongoing effectiveness and sustainability and overall improvement in teaching practice.

- 2011 NAPLAN results will determine, to a greater extent, the effectiveness of learning outcomes for students. Anecdotal evidence indicates higher expected outcomes. Learning engagement has increased in many of the schools especially those literacy and numeracy schools which are also receiving support through Low SES initiatives such as PATHS, Blueearth, out-of-school support etc.
- Impacts in Catholic schools have been highly positive and no negative impacts have been identified. Some of the primary schools have experienced difficulty in resourcing the key school appointments, even for a short time each week. These appointments are the key literacy and numeracy teachers and the coordinator of professional learning.
- Every NP school has appointed a coordinator of Collaborative Professional learning as well as a key teacher in literacy and a key teacher in numeracy. These 3 key appointments represent almost 200 appointments across the 62 NP schools. This resource and expertise base in the school provides a sustainable means of ongoing literacy and numeracy support.

### Independent Sector (AISWA)

As previously mentioned AISWA commissioned the development of software (*Appraise*) to better support schools in using NAPLAN data. The essential features of this software are as follows:

- Schools' previous Western Australian Literacy and Numeracy Assessment (WALNA) scales were equated to NAPLAN scales and as a result schools can review longitudinal performance over the period 2004-2010.
- Schools can easily move between reports for individual students, for classes and for cohorts, allowing them to build a broad understanding of their school's performance.
- Additional displays provide more in-depth information about student growth and therefore more detailed information about the value-adding provided by schools' Programs.
- Displays depict the standard error associated with test scores. As a result, schools can more readily make valid interpretations of the data.
- Schools can import data. This feature allows schools to assess students in other cohorts using NAPLAN tests and to import the data into the software. Schools can then readily view Year 2 – Year 9 performance on the same scale.

An unforeseen but positive outcome of facilitating the use of NAPLAN tests for other cohorts has been the use of the data to inform differentiation of teaching Programs. For example, Year 2 students' performance is displayed relative to national Year 3 performance. Teachers can therefore see the number of students who in Year 2 are already performing in the top 20% of Year 3 national performance. Conversely, they can also see the number of Year 2 students who are in the bottom 20% of Year 3 performance and can therefore anticipate how much growth is required if these students are to be above the national mean when they are in Year 3. The *Appraise* software has been central to the consultants' work in schools and for the first time, NAPLAN data has been extensively used in Western Australian independent schools as an integral part of whole school planning.

## Challenges to Implementation/Progress – 1 January to 31 December 2010

### Government Sector

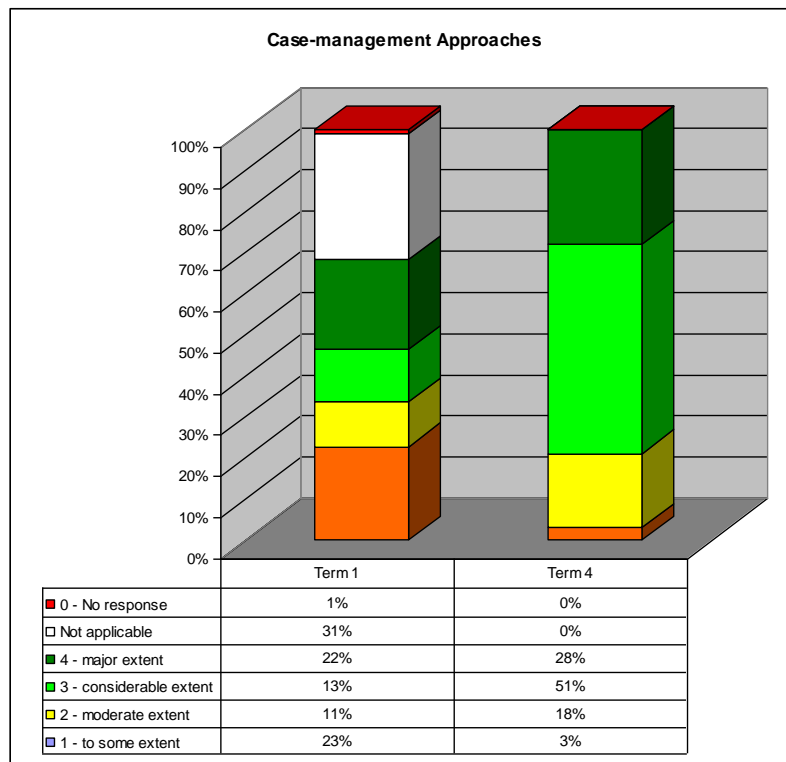
- **Case-management:** Developing a shared understanding of case-management approaches was one challenge to implementation in 2010. LNNP schools were expected to implement case-management approaches which resulted in explicitly teaching core literacy and numeracy skills and knowledge to any student not achieving their potential, including those achieving at or below the NMS. Queries from LNNP schools and their responses to the Term 1 Monitoring Review Framework suggested that there was a lack of clarity as to what constituted case-management approaches and which students should be included in such approaches.
- The LNNP team responded to this challenge by taking every opportunity in school visits and at specialist teacher professional learning events to deliver consistent messages about case-management. The LNNP team also prepared an advice paper which provided a structure for the case-management process and listed the common elements in the ways that schools assess, plan and act to implement a case-management approach.
- Workshops that helped schools use available data sources to identify students most likely to benefit from case-management approaches were offered to all LNNP schools in Term 4, 2010. 48 LNNP schools took advantage of this opportunity. Where appropriate, data workshops were presented to clusters of schools and included neighbouring schools which were not participating in the LNNP Program.

- The workshops promoted a whole-school approach to case-management and encouraged LNNP school teams to work collaboratively to support classroom teachers. Classroom teachers retained the chief responsibility for the progress of case-managed students.
- Monitoring the progress of these students was incorporated into whole-school planning and review processes. This approach led schools to develop improved tracking mechanisms that ensured that information about case-managed students is available to all members of the school's LNNP team and can be communicated to future teachers of these students.
- The Term 4 Monitoring Review Framework indicated that an improved shared understanding of successful case-management has developed across LNNP schools. Case-management is now more generally understood as being the consequence of effective systems and processes that are embedded with collaborative whole-school planning practices.

As one school noted in the Highlight section of the Term 4 Monitoring Review Framework:

**Hannans PS:**

*(Highlights of the LNNP plan) are (the) continued streamlining of case-management processes; (the) use of collaborative meetings with (school leaders) to accelerate change and more effective handover information formulated for the commencement of Term, 1 2011.*



**Figure 4:** Data compiled from the Terms 1 - 4 Monitoring Review Frameworks show significant improvement in principals' self-assessment of the extent to which case-management approaches have been implemented

### Catholic Sector (CEOWA)

- No difficulties have been experienced in the implementation of the model in Metropolitan schools. For South West schools, the regional model has involved a considerable amount of travel and accommodation to service the 28 schools involved. On occasions (Albany and Esperance) this has involved air travel. This represents an additional cost and time constraint on the School Support Consultant involved but is important in terms of the CEOWA commitment to supporting country schools.
- For the 4 Kimberley schools, travel and accommodation is also a significant problem and cost factor. There are no obvious methods to address these issues other than to make budget provisions accordingly.

### Independent Sector (AISWA)

- No specific challenges have emerged in the Literacy and Numeracy NP.

## Support for Aboriginal and Torres Strait Islander Peoples – 1 January to 31 December 2010

### Government Sector

- LNNP schools are expected to focus attention on Aboriginal students not achieving their potential, including those achieving at or below the NMS. This expectation was met by schools utilising case-management approaches for 1 319 of the 3 058 Aboriginal students (9.2% of total cohort) enrolled in LNNP schools in 2010. Professional learning was provided by the Central Office LNNP team which encouraged classroom teachers in LNNP schools to utilise the Department's *ESL/ESD Progress Maps* to assist the planning of relevant, differentiated learning for ESD Aboriginal students on case-management plans.
- Data summarised from the 2010 Term 4 Monitoring Review Framework reveals that case-management approaches have had a significant impact on the learning of Aboriginal students.

43% of Aboriginal students at LNNP schools are on one or more case-management plans.

37% of Aboriginal students at LNNP schools are on a literacy case-management plan.

61% of Aboriginal students on literacy case-management plans are on track to achieve their target.

31% of Aboriginal students at LNNP schools are on a numeracy case-management plan.

59% of Aboriginal students on numeracy case-management plans are on track to achieve their target.

25% of Aboriginal students at LNNP schools are on an attendance case-management plan.

57% of Aboriginal students on attendance case-management plans are on track to achieve their target.

### Catholic Sector (CEOWA)

- Most of the support to Aboriginal students has been through the NP support in Kimberley schools covering about 300 students in 4 West Kimberley schools. These students are assisted through the Reading Recovery, Extending Mathematical Understandings and other intervention Programs. Many of the city and south west schools have smaller proportions of Aboriginal students. A related Program in the Low SES NP attempts to upskill Aboriginal Teacher Assistants especially in the area of literacy and numeracy support.
- What has worked best in CEOWA schools with higher Aboriginal populations has been the integrated approach across the three Smarter Schools NPs. This includes supporting literacy and numeracy strategies with Programs that improve student engagement and attendance (PATHS and Blueearth); Programs that support teacher upskilling; and Teacher Quality Programs that address leadership and whole school improvement. The Reading Recovery Program has also been a very successful early intervention Program. It is hoped to extend this to more schools in 2011, however a lack of trained Reading Recovery teachers and the high cost of the Program will need to be scrutinised.

### Independent Sector (AISWA)

- There are very few Aboriginal and Torres Strait Islander students in the Literacy and Numeracy NP schools.



## Support for Other Cohorts (if applicable) – 1 January to 31 December 2010

### Government Sector

- 2 283 (6.9%) students in LNNP schools are identified as ESL/ESD learners. The LNNP Central Office team believe that this figure underestimates the number of ESD Aboriginal students in schools. Professional learning was available to LNNP schools during 2010 to encourage classroom teacher perceptions of Aboriginal English speaking students as being ESD students. Teachers have been encouraged to utilise the Department's *ESL/ESD Progress Maps* when identifying and planning for ESL/ESD students not achieving their potential, including those achieving at or below the NMS.
- During 2010, 39% of identified ESL/ESD learners were on one or more case-management plans. Data summarised from the 2010 Term 4 Monitoring Review suggests that case-management approaches have had a significant impact on the learning of ESL/ESD students.

39% of ESL/ESD students at LNNP schools are on one of more case-management plans.

35% of ESL/ESD students at LNNP schools are on a literacy case-management plan.

73% of ESL/ESD students on literacy case-management plans are on track to achieve their target.

25% of ESL/ESD students at LNNP schools are on a numeracy case-management plan.

71% of ESL/ESD students on numeracy case-management plans are on track to achieve their target.

9% of ESL/ESD students at LNNP schools are on an attendance case-management plan.

62% of ESL/ESD students on attendance case-management plans are on track to achieve their target.

### Catholic Sector (CEOWA)

- At least three of the Catholic schools supported have high proportions of refugee students, typically from east Africa as well as other students for whom English is not well understood. For example at Majella Catholic Primary School, over 150 students of the 210 cohort fall into this category with other schools like St Gerard's and Banksia Grove have similar cohorts. This has required additional support structures and processes. Fortunately many of these schools also enjoy support through overlapping NP projects such as Low SES (after school support activities; additional Teacher Assistant) and Teacher Quality (ECU residency Program which has provided up to 6 training teachers to support teachers and students).
- By their nature, nearly all literacy and numeracy schools, besides having higher proportions of students at or below the national benchmarks, are also relatively low SES cohort schools.
- In CEOWA schools, an holistic approach works best in these schools. Students face many difficulties including social, emotional, family, economic etc which impact significantly on their attendance, engagement and capacity to learn. As previously indicated, this has been accomplished largely by integrating support across all three NPs and current school support processes.

### Independent Sector (AISWA)

- Approximately 2 000 students in Years 2, 4 and 6 completed the NAPLAN test in September 2010 and schools were provided with the students NAPLAN scale scores for these students. Schools were also able to make comparisons across all cohorts of students and as a result plan whole school differentiation in teaching.

## Showcase – 1 January to 31 December 2010

### Government Sector

- One aspect of the LNNP Program worthy of showcasing is the way that case-management approaches have been utilised to differentiate learning for students. Developing the following shared understanding of case-management was a significant reform activity in 2010.

**Case-management** is a whole-school approach to school improvement, ensuring the literacy and numeracy learning needs of all students are identified, monitored and ultimately achieved. It is a process that results in differentiated curriculum, particularly for any student not achieving their potential, including those achieving at or below the NMS.

#### Key features

Effective case-management involves a team approach supporting the classroom teacher to deliver an effective Program for case-managed students. Typically, team members include:

- classroom teacher;
- parent or carer;
- member of the school executive team;
- specialist literacy, numeracy and/or ESL/ESD teachers; and
- expert stakeholders (eg school psychologist, speech therapist, Centre for Inclusive Schooling visiting teacher).

The team work together to:

- identify students who require case-management;
- set realistic long term improvement targets;
- identify short term milestones that will provide evidence of students' movement towards achievement of targets;
- assist the classroom teacher to differentiate the curriculum utilising relevant teaching strategies and resources; and
- implement a practical and regular monitoring and review process.

Successful case-management is the consequence of effective systems and processes that are embedded with collaborative whole-school planning practices, rather than specific resources or strategies. There is not one 'right' way to implement case-management, but there are common elements. A 'Plan, Assess, Act' cycle provides a structure for a case-management process.

#### *Example of the aspect of good practice in reform activity*

##### Background

**Comet Bay Primary School** is a Level 5 primary school with an SEI of 104.83.

In 2010, there were 880 students enrolled in the school. The school population has more than doubled since foundation in 2007. The school had 48 teaching staff with a large contingent of beginning teachers. The school promoted a holistic approach to case-management based upon a 'phase of intervention' framework used to identify students 'at risk' and outlines policies, Programs and plans to support them.

##### Assess

*A culture of high expectation drives school policy with the aim of 'raising the bar' for all students.*

1. School developed policy to identify Students at Educational Risk (SAER) (D grade and/or at and below NMS).
2. Collaborative planning with the Centre for Inclusive Schooling.
3. Maintain a sophisticated Excel Program to track SAER and underperforming students.
4. Conduct on-entry and AEDI testing for pre-primary students.
5. A once per term planning and assessment cycle for teachers regularly defines student progress.
6. A formalised whole-school assessment structure is captured on a term planner.
7. Students are identified as either Achieving (A) or Developing (D) set targets.
8. Leaders and teaching staff engage in current research to support all policy and planning development.

## Plan

*School planning supports a holistic approach to student improvement. The Learning Support Team coordinates case-management in the school and uses the Health Promoting School Framework to guide this practice.*

The following are examples of Programs and initiatives documented in the school plans:

- Health Promoting School Framework;
- target setting – strategic and operational (whole-school, cohort and individual student);
- specialist teachers employed – literacy (x2) and numeracy;
- *First Steps* – literacy and mathematics;
- Literacy and Numeracy Committees;
- Reading Block – fully integrated into whole-school teaching practice;
- *MULTLIT* – including EAs employed to aid Program delivery;
- assessment schedule – linked to system standards and classroom targets and to reporting meetings each term;
- looping teachers through multi-age classes;
- Residency Mode for pre-service teachers; and
- Department of Defence liaison – used to guide students through difficult transitional periods.

## Act

*A culture of pastoral care, coupled with high expectations, drives improvement within the school.*

- Instructional leadership drives school improvement where the principal has carriage of a curriculum team alongside his deputy principals.
- School leaders are able to freely converse with their staff on all facets of classroom practice, allowing a far more targeted approach to school improvement.
- The school administration team maintain and resource curriculum and assessment schedules for all staff. Teachers plan and record student achievement in relation to school planning and policy directions, and they are accountable to their line managers in relation to this.
- Regular time has been allocated for curriculum teams to meet and discuss classroom and phase of development planning, behaviour, attendance and other case-management related issues. It is widely acknowledged that team expectations assist in driving accountability throughout the school curriculum teams.
- The case-management process is governed by the Learning Support Team including a deputy principal, qualified in this field, and two part-time Learning Support Coordinators. The team work directly with curriculum teams to construct case-management plans and are resourced to meet with teachers regularly to discuss students' movement toward agreed targets. A range of external providers assist the team in providing targeted support for case-managed students.

## Snapshots of student success

- In the 2010 National Assessment Program for Literacy and Numeracy (NAPLAN) Reading there was a reduction in the percentage of Year 5 and Year 7 students scoring in the bottom 20% of the All Australian Schools profile, compared with 2008 Year 3 and Year 5 results respectively. The NAPLAN 2010 Numeracy Year 3 to 5 and Year 5 to 7 mean progress scores were significantly better than like schools and WA Public Schools.

## **Catholic Sector (CEOWA)**

- **Majella Catholic Primary School** has been showcased at the 2010 Biennial Forum and remains as one of the best examples of good practice amongst Catholic schools. The literacy and numeracy intervention is based on the Collaborative Professional Learning (CPL) model which builds capacity within the school and amongst key teachers including a coordinator of CPL and a key numeracy teacher and key literacy teacher. The school has had to use a range of strategies to support these students including additional Teacher Assistants taking smaller groups and providing one on one tuition. ECU training residents provide broad classroom support including small group work to support literacy and numeracy. Low SES initiatives that relate to literacy and numeracy include Blueearth which assists students in engagement and behaviour management; out of school magazine club, motivational and self esteem support etc. The school has identified additional support needs and in 2011 they will be supported with a part time teacher assistant and speech pathologist through Low SES NP funding.

- For Catholic schools, as part of the literacy and numeracy Program as well as proposed Low SES support in 2011, the school will work in partnership with other schools in the local area. This will enable some sharing of support staff, ideas and collegiate support.

### **Independent Sector (AISWA)**

- The independent sector has adopted an integrated approach to effective teaching and effective leadership in schools. The following case study demonstrates the success of this approach.

#### **Overview**

- The Literacy and Numeracy NP consultants work with both teachers and school leaders to develop effective practices relevant to their particular roles. Schools are offered further support through Improving Teacher Quality NP initiatives. The success of this approach is evident in the following case study:

#### **Mandurah Baptist College (MBC)**

- MBC is a K-12 co-educational school located south of Perth. It provides a faith-based education and caters for approximately 1 100 students in the Mandurah region. MBC has been able to attract and retain quality teachers, however was only in its third year of operation when it commenced participation in the Literacy and Numeracy NP, and faced significant strategic issues. Literacy and Numeracy NP activity has focused on the primary years and in particular, numeracy. MBC has engaged in many of the key strategic activities of the Literacy and Numeracy NP, with the intention of developing school-wide effective teaching practices and strong, effective leadership practice.

Key strategic activities at MBC include:

- professional learning with regard to content and pedagogical knowledge;
- implementation of the First Steps resources and Reading-to-Learn strategies;
- ongoing coaching of teachers with a particular focus on explicit teaching and differentiation (including detailed lesson planning);
- trialling effective assessment tools such as the Early Numeracy Interview;
- professional discussion about Test Literacy;
- leadership participation in Strategic Leadership course offered through the UWA Business School;
- follow-up support for staff in relation to strategic planning;
- support in analysing performance information;
- planning for the development of Professional Learning Teams (PLTs) across the school; and
- mentoring school leaders.

#### **Impact of Literacy and Numeracy NP activity at Mandurah Baptist College**

- While the leadership team already undertook collective planning activity on a regular basis, the input of the Strategic Leadership course has been instrumental in enabling them to do so more effectively. The leadership team has initiated and implemented the first in a series of strategic planning workshops. This planning identified the key issues that prevent accelerated growth in their students' learning.
- The qualitative feedback from the leaders included reference to the excitement that has been created in the school as a result of the school vision being clearly articulated. The teachers reported feeling highly valued, and staff are collaborating (through professional learning teams) to develop and share strategies and to monitor progress and in this way, address key issues in the school strategic plan. At a coaching session, one of the leadership team expressed a deep gratitude for how the course and subsequent Literacy and Numeracy NP work had enabled the school to work towards an improved professional culture with a clear focus on a whole school approach to improving teaching and learning.

## **Sustainability**

### **Government Sector**

Advice and support to schools during 2010 emphasised ways to improve the quality of leadership, teaching and monitoring of

student learning. Support in 2011 will maintain this emphasis. Factors in LNNP schools that will contribute to sustainability include:

- improved understanding of whole-school planning processes that distribute leadership, responsibilities and accountabilities;
- improved understanding of data analysis and target setting which is shared across case-management teams;
- improved performance management processes that align to school planning;
- specialist teachers working alongside colleagues to mentor, coach and build capacity to use evidence-based strategies to improve literacy and numeracy learning, and who work with an acceptance of their limited tenure and a finite goal;
- using the NING social networking tool to foster a professional learning community of specialist teachers across all LNNP schools; and
- LNNP contingency funds have been expended on resources that will exist beyond the funding term (eg manipulatives for Mathematics or print texts for Guided Reading).

Factors that mitigate against sustaining the momentum of reforms in LNNP schools include:

- high staff transience limits the ability of some schools to embed Programs and evidenced-based strategies; and
- not having the ongoing funding to employ specialist teachers and paraprofessionals to work on interventionist Programs such as *Reading Recovery*.

### **Catholic Sector (CEOWA)**

- For CEOWA, the strategies which underpin the literacy and numeracy NP are large scale system initiatives involving a sustained transition towards a regional School Support Consultant model with school support consultants servicing a smaller number of schools each. The Collaborative Professional Learning model underpins the strategies and is also being applied progressively to most Catholic primary schools. Non NP schools are operating under a similar model but support is provided by a centrally based CEOWA School Support Consultant who has about 25 or so schools to service. The additional funding of approximately \$10 000 for teacher relief and targeted projects is also not available to non NP schools. CEOWA has extended the number of schools in the NP to 73 in Term 3, 2010. Significantly, the spread of NP schools also covers country schools, which is also part of a broader system wide priority.
- For CEOWA schools the reforms build on a sustainable model which builds on existing initiatives and practices. The fact that the funding has been used to develop new support personnel rather than providing large less sustainable shorter term “grants” to schools also assists in assuring sustainability. The model is also a whole school improvement model which means that as the literacy and numeracy processes are embedded within whole school practice, they will become more sustainable. From a system point of view, a large proportion of schools are included in the NP model which enables a large number of schools to share practices and draw on the experiences of each other.
- The model aims clearly to build capacity within schools through general upskilling and the training to at least 3 key literacy and numeracy school personnel. An alternative model of projecting large amounts of NP funds into schools to effect short term improvement was not considered a sustainable practice in Catholic schools. Rather, the investment in long term support personnel and processes (and which align to existing support before NP funding was available) was seen to be a more sustainable practice.
- For CEOWA, this has been covered largely in preceding discussion. In 2011 and beyond, the current model will continue for the 73 primary and 11 secondary schools involved. The 11 primary schools which were added in 2010 are in the Kalgoorlie and Geraldton regions. Typically, country schools can find it difficult to attract and retain experienced staff. The building of capacity in country regions is a further step to building a sustainable model for the future.

### **Independent Sector (AISWA)**

The Independent sector is ensuring sustainability of the initiative by:

- supporting schools to develop Professional Learning Teams – that is, supporting the development of strong and distributed school leadership and facilitating coaching between colleagues; and providing resources such as *Appraise* which will remain in schools after the term of the Literacy and Numeracy NP.

## **Section 5 – Research and Evaluation**

## Government Sector

- During the reporting period, the Department of Education undertook planning for an evaluation of the three Smarter Schools NPs. The Department is seeking to engage the experience and expertise of an external consultant to undertake the evaluation and developed a request for tender to facilitate this. The tender was advertised in December 2010, with a closing date for submissions of 3 February 2011. The evaluation, which will examine the implementation of the Smarter Schools NPs, includes a cohesive set of evaluation questions pertaining to the effectiveness of the NPs and will be undertaken over the terms of the Partnerships.
- The evaluation has the following objectives:
  - to assess the extent to which desired NP outcomes have been achieved;
  - to determine which interventions and strategies are most effective (this will include consideration of contextual information, costs, enablers and barriers);
  - to describe, in detail, examples of successful practice and issues preventing schools from implementing strategies properly; and
  - to provide recommendations to inform policy and funding decisions about future interventions and strategies related to the scope of the Smarter Schools NPs.
- The findings of the evaluation will be reported and shared across States and Territories throughout the evaluation process. This will assist in integrating evidence and good practice from the implementation of the Smarter Schools NPs into other areas to improve the educational outcomes of young people.

## Catholic Sector (CEOWA)

- For CEOWA schools, a formal evaluation of the 7 – 9 Literacy project in eight secondary schools was undertaken by the University of Western Australia as part of their contract. This is contained in a publication “*Making the Links – Integrating Spelling, Vocabulary, Knowledge and Comprehension across the Curriculum*” produced by Val Faulkner et al in March 2011.” This will be available at [www.education.uwa.edu.au](http://www.education.uwa.edu.au) This publication reports a number of positive outcomes in the schools involved.
- CEOWA has established a regular reporting and ongoing evaluation process for all projects involved in all three NPs. This involves eight meetings held over the year whereby each manager is required to prepare a short report covering activities, effectiveness, issues, providing feedback about overall outcomes and ultimately make any refinements to projects. There are many examples of where refinements have been made across all 3 NPs as a result of this ongoing evaluation.
- A more formal evaluation has commenced within CEOWA and will cover 2010 activity. It will consist of reports – quantitative and qualitative – from managers of NP projects across all three NPs. The focus of the evaluation is largely on what impact the projects and wider reforms are having on Catholic schools. Each project is being evaluated against the following key criteria – the extent to which it leads to: more effective leadership; more effective teachers; higher student outcomes; embedded in whole school improvement; strengthened links with the community; and is a sustainable Program. These six key criteria will be used as the basis for an integrated internal evaluation.
- Additional to this, a more extensive survey instrument which will be administered to the 62 NP K – 7 Literacy and Numeracy schools involved in the NP project in 2010. This will survey members of school leadership teams as well as the Key Literacy and Numeracy Teacher and the Coordinator of Professional Learning. It is envisaged that the evaluation will be completed by the end of March 2011. The outcomes of the internal evaluation will be used to progressively refine existing projects where appropriate, during 2011.

## Independent Sector (AISWA)

- AISWA has commissioned UWA to undertake an evaluation under the Literacy and Numeracy NP. The research question to be examined is ‘*has there been a statistically significant improvement in student outcomes in Literacy and Numeracy in Years 3, 5 and 7 as a result of a National Partnership Consultant being allocated to a school?*’. UWA will undertake a multi-level analysis to ascertain the impact of the Literacy and Numeracy NP on student performance using 2008 – 2010 NAPLAN data. The report will be available in early April 2011. 2011 NAPLAN data will be used in a follow-up evaluation and the results from this analysis will provide better information about the Literacy and Numeracy NP initiative in independent schools.

## NATIONAL COLLABORATION PROJECTS

- The Western Australian Department of Education has facilitated two of the six national collaboration projects, the Extended

Service School Models Project and the Innovative Strategies for Small and Remote Schools Project.

- Australian Government funding totalling \$450,000 for each project was allocated.
- Western Australia sought early agreement to establish a combined national Steering Group to acknowledge synergies across the projects. The Group includes representation across all States and Territories, non-government education sectors and the Western Australian Council of State Schools Organisation. Subsequent to the commencement of the projects, South Australia has withdrawn from a shared leadership role, but retained representation on the national Steering Group. The Final Reports, to be presented by the Steering Group to the Ministerial Council for Education, Early Childhood and Youth Affairs (MCEECDYA), will:
  - allow the Australian Government to identify and document promising innovative models;
  - take a national approach to their evaluation, with a view to understanding what works, where and under what circumstances; and
  - provide recommendations for effective, sustained reform and suggested processes to move these forward at a national level.

## **EXTENDED SERVICE SCHOOL MODELS PROJECT**

- Extended service schools are those that work in partnership with government, local providers, and community members to offer a range of support services to students, their families and the local community. Such an approach facilitates the targeted delivery of support services to young people who are most at risk of not engaging in education and making a successful transition to schooling, further education and training and participation in the wider community. Extended service school models are yet to be widely implemented in Australia.

### **Stage 1 – literature review**

- The Foundation for Young Australians (FYA) completed the literature review for the Extended Service School Models project in May 2010 which is available at [www.det.wa.edu.au/partnershipschools](http://www.det.wa.edu.au/partnershipschools). The review provides a comprehensive overview of models, the services provided, why they are used, how they are implemented and how they may be applicable to the Australian context.
- Feedback from the FYA indicated considerable difficulty in locating literature that yields information specific to the project requirements. In an attempt to access more data, the research team accessed reports not yet available on-line. Previous research by the FYA involved meeting with researchers and policy makers of specific models of extended service schools and this information has been incorporated into this project research.
- The literature review indicates a lack of clarity around the definition of what constitutes 'extended service schools'. Overseas, particularly in the United Kingdom, the model is usually identified as a Full Service School model and provides a range of on-site services to meet the needs of its school community.
- These models are more likely to be school-based, fully integrated and requiring more resources to establish and strong quality leadership. The literature reveals that in Australia, models range from the provision of a single additional service, such as a breakfast club, through to the full service model – the former, currently being more prevalent. The Report points to a number of common issues facing schools in Australia and overseas which are reflected in the recommendations of the Stage 2 Final Summation Report. These include:

### ***Resourcing***

- The amount of funding required by and allocated to extended service schooling is a significant issue. Effective services may require additional staffing, professional development and infrastructure as well as ongoing operating funds. Studies have found that the establishment of successful and sustained practice is hampered by short term funding.

### ***Collaboration***

- The practice of relationship and partnership building is pivotal to schools engaged in extended service schooling. However in practice, working together across sectors can be a difficult process. One model that has been used is the appointment of an intermediary or partnership coordinator to facilitate the development of partnerships, guide and mentor schools in the development of services.

### ***Leadership and Governance***

- There are significant challenges in attracting and retaining quality leaders. Research reveals that leaders of full service schools, many of which are likely to be in challenging circumstances, need to be able to manage the intricacies of interagency operations within the context of running a school of diverse needs.

## **Evaluation**

- The literature review has shown that while there is no shortage of descriptions of individual practice, monitoring and measurement of outcomes and the collection and analysis of data is relatively uncommon. It also appears that there has been little systematic analysis of how the challenges of extended service schooling are managed or of how best practice is achieved.

## **Professional Development**

- Extended School Models can represent a significant shift in working practices for both leaders and staff and inadequate training and professional learning is one of the clearest threats to effective practice.
- The review indicates that service provision in extended service schools “have proven most effective when supported by a policy plan that established minimum standards for practice and considers long-term stability”. Such a policy base provides for the flexibility required to meet local needs rather than inhibiting innovation. Further, the Report indicates that improved outcomes, including sustainability, are more likely where a full-time coordinator or integration manager is appointed to support the model.

## **Stage 2 – audit and mapping process**

- The mapping processes and investigative research for this project has been undertaken by Taylor Nelson Sofres Australia (TNS Social Research) who commenced this stage of the project in July 2010. TNS commenced the research with a comprehensive mapping of current models of extended service schooling followed by case study analysis. The research involved the integration of multi-methods and data sources to provide a robust evidence base. The methodology was designed to incorporate existing data and knowledge, and gather insights from a wide range of players, including Principals, teachers, parents and external stakeholders.
- The main research tool was to be the conduct of case studies within schools using an immersion technique whereby a TNS researcher would visit the school for up to two days, immersing themselves in the school community and talking to as many people as possible. A minimum of two schools from each state/territory was included in the research to ensure a wide representation including from primary, secondary, independent, Catholic and public schools. The Steering Group were central to the nomination of schools in their respective jurisdictions.
- A Final Summation Report, and a range of appendices, including case studies, to provide clear recommendations for how the implementation of models of extended service schooling can be supported across a range of school contexts is expected in 2011. As lead agency, the Department of Education has worked closely with TNS in aspects of the research. The Final Report will ensure the significance of this work is put forward at a national level such that future directions are clear. The Report will be provided to AEEYSOC prior to its submission to MCEECDYA.

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## **INNOVATIVE STRATEGIES FOR SMALL AND REMOTE SCHOOLS PROJECT**

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### **Stage 1 – literature review**

- The Innovative Strategies for Small and Remote Schools Project literature review was undertaken by the University of Western Australia (UWA) and completed on 28 April 2010. A copy of the review is available at [www.det.wa.edu.au/partnershipschools](http://www.det.wa.edu.au/partnershipschools). It provides an overview of the factors that affect success or failure in small and remote school contexts, particularly those in low SES communities, and identifies a number of strategies that are successfully addressing the challenges small and remote schools face. Feedback from UWA indicated that there were only a small proportion of strategies that are accompanied by strong evaluation components, however most strategies had a least one level of reporting.
- The literature review report conceptualises the issues and strategies relating to the:
  - **School and Community** - a recurring theme in the literature is the development of partnerships between the school and community to initiate innovative strategies;
  - **School and Other Schools** - clustering is extensively cited in the literature as a strategy for mediating a range of challenges faced by small and remote schools and can be used for sharing resources, expanding curriculum choice, making available to students a wider range of equipment and expertise; and
  - **School and Educators** - systemic strategies such as leadership training, teaching Programs and strategies to attract teachers can have a positive effect on small and remote schools.
- The review frames five key principles for enabling small and remote schools to contend with and even address the challenges they face, within the context of their local community. The five key principles are:



- Partnerships and Networks
- Quality Teachers and Leaders
- Effective Pedagogies
- Leadership and Responsibility
- Outcomes and Results

**Stage 2 – audit and mapping process**

- PricewaterhouseCoopers are undertaking this stage of the project which aims to promote a shared knowledge across all jurisdictions of best practice and innovative strategies that can be implemented in small and remote schools, including describing key opportunities and risks that may apply in the national context.
- This stage of the project draws on surveys, interviews, school visits, and ultimately, the development of comprehensive case studies from across states and territories all of which will inform the final recommendations. As with the Extended Service School Models project, the Steering Group has worked closely with PwC in supporting research approvals in their respective jurisdiction/sector and also in nominating proposed case study schools.
- Drawing on the findings of the Stage 1 literature review, the Final Report will identify strategies that address the challenges small and remote schools face. These challenges relate to curriculum options and delivery, high staff turn over and high student mobility for both Aboriginal school communities and non-Aboriginal school communities. The Final Report will identify and document promising innovative models and take a nationally coordinated approach to their evaluation, with a view to understanding what works, where and under what circumstances.

**Summary**

The Annual Report must include reporting against milestones and measures as agreed in Final Implementation Plans and Bilateral Agreements.

Milestone activity provided in the January-June 2010 Progress Report may form part of the Annual Report for 2010, which covers the full 2010 calendar year.

Where appropriate, information on context or progress towards next milestones or measures may be included – for example if a milestone was reached on time but an unanticipated growth in uptake means that it is likely that the next milestone for that reform will be achieved significantly early.

**Milestones for 1 January 2010 to 31 December 2010**

Milestone	Detail of achievement against milestone <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
<b>Training Schools Residency Program</b>			
<ul style="list-style-type: none"> <li>Service Agreement signed by Department of Education and Edith Cowan University to implement the Training Schools Residency Program (Dept).</li> </ul>	<ul style="list-style-type: none"> <li>Service Agreement signed by the Department and ECU for the development and implementation of the Residency Program.</li> </ul>		
<ul style="list-style-type: none"> <li>13 schools identified to place 70 Diploma of Education pre-service teachers (Department)</li> </ul>	<ul style="list-style-type: none"> <li>13 public Training schools were established with a total of 60 residency interns commencing across the 13 schools.</li> <li>A further 18 residency interns commenced across 11 primary residency and 4 secondary Interns and 4 interns in the Independent sectors.</li> </ul>		
<ul style="list-style-type: none"> <li>13 Site Directors appointed; all whom are highly accomplished teachers (Department).</li> </ul>	<ul style="list-style-type: none"> <li>A total of 17 Site Directors were trained and appointed at each of the Training Schools.</li> </ul>		
<ul style="list-style-type: none"> <li>70 mentor classroom teachers appointed to partner each Intern on a one-on-one relationship to supervise, coach and tutor residency interns in classroom teaching practice (Department).</li> </ul>	<ul style="list-style-type: none"> <li>79 mentor teachers were trained and each residency intern was allocated a mentor.</li> </ul>		
<b>Incentives package developed, including agreement regarding industrial conditions</b>			
<ul style="list-style-type: none"> <li>Negotiations conducted between the Department of Education and Departments of Commerce, Treasury and Finance and the Premier and Cabinet to develop incentives package (Department).</li> </ul>	<ul style="list-style-type: none"> <li>Package has been developed in consultation with central government agencies including the Department of the Premier and Cabinet, Department of Treasury and Finance, and the Department of Commerce. Implementation is subject to central agency approval.</li> </ul>		
<b>Up-skilling School Support Staff</b>			
<ul style="list-style-type: none"> <li>Meetings held with CEOWA to share information on the strategy to support School Support staff to acquire qualifications that lead to achieving a teaching qualification (Catholic and Department).</li> </ul>	<ul style="list-style-type: none"> <li>The project has been developed collaboratively between the Catholic Education Office and the Department of Education.</li> <li>Meetings were held between CEOWA and Department and included key personnel from Central Metropolitan Institute. Negotiations for credit transfer to Curtin University also occurred. The Department have implemented a similar model following these negotiations.</li> </ul>		

<ul style="list-style-type: none"> <li>Up to 30 Education Assistants commenced the Teacher Assistant (TA) Up-skilling project to complete a Diploma qualification. This up-skilling Program commenced in February 2010 (Catholic and Department).</li> </ul>	<ul style="list-style-type: none"> <li>30 TAs commenced training in early 2010 and all completed Cert IV; 20 went further to complete Diploma. The 2011 intake was finalised in November 2010 with a further 33 TAs enrolled.</li> <li>The Department plans to commence the first cohort of participants during March 2011.</li> </ul>		
<ul style="list-style-type: none"> <li>The Low SES NP consultant continues to work with remote schools to encourage Aboriginal Education Workers (AEWs) to take part in further training. Up to five AEWs enrolled and/or commenced further training (Independent).</li> </ul>	<ul style="list-style-type: none"> <li>18 AEWs enrolled in a Certificate III; 15 at the University of Notre Dame; 3 at Curtin University.</li> </ul>		
<ul style="list-style-type: none"> <li>Negotiations conducted between Murdoch University and AISWA to provide a pathway for further training and longer term degrees in education. Expressions of Interest sent to schools with AEWs inviting participation in the Certificate III or IV or Degree Programs designed for delivery to remote communities (Independent).</li> </ul>	<ul style="list-style-type: none"> <li>Discussions continue with all institutions including regional TAFEs to establish successful pathways.</li> <li>ITQ NP coordinator continues to liaise with the University of Notre Dame and Curtin University to maximise support for 18 AEWs already enrolled. This represents approximately half of AEWs working in Independent schools.</li> <li>ITQ NP coordinator continues to ascertain AEWs interest in further studies.</li> </ul>		
<b>Specialist Coaching</b>			
<ul style="list-style-type: none"> <li>Planning related to intensive training finalised (Dept).</li> </ul>	<ul style="list-style-type: none"> <li>6 specialist coaches (equivalent of 5 FTE) were recruited and undertook an eight day training Program.</li> </ul>		
<ul style="list-style-type: none"> <li>CEOWA Specialist Coaches initiative (Catholic).</li> </ul>	<ul style="list-style-type: none"> <li>Key mentor teacher appointed in 2009 and expanded Program to 5 Goldfields schools. Specialist mentor training provided to all schools involved. Specialist pre service coaches also appointed as part of the ECU pre service education Program.</li> </ul>	<ul style="list-style-type: none"> <li>It was anticipated that about 30 or so specialist coaches would be trained. The full quota will be trained by about May 2011.</li> </ul>	<ul style="list-style-type: none"> <li>Negotiations have now been finalised with Murdoch University and the University of Notre Dame Australia to secure adequate trainer, a suitable training Program and credit towards higher qualifications for the training undertaken.</li> </ul>
<ul style="list-style-type: none"> <li>Commence implementation of EPICT (European Pedagogical ICT Licence) - with 14 teachers who will become facilitators at their schools to up skill a group of teachers in the school setting (Independent).</li> </ul>	<ul style="list-style-type: none"> <li>10 facilitators trained.</li> </ul>		
<b>Level 3 Classroom Teacher Program</b>			
<ul style="list-style-type: none"> <li>Review of the L3CT Program complete (Dept).</li> </ul>	<ul style="list-style-type: none"> <li>Review has been completed and the outcomes are under consideration.</li> </ul>		

<b>Mentor / Expert Teacher Program (C) (I)</b>			
	<ul style="list-style-type: none"> <li>This is the same as the details mentioned above.</li> <li>A Key mentor teacher appointed in 2009 and expanded Program to 5 Goldfields schools. Specialist mentor training provided to all schools involved. Specialist pre service coaches also appointed as part of the ECU pre service education Program.</li> </ul>	<ul style="list-style-type: none"> <li>It was anticipated that about 30 or so specialist coaches would be trained. The full quota will be trained by about May 2011. Negotiations have now been finalised with Murdoch University and the University of Notre Dame Australia to secure adequate trainer, a suitable training Program and credit towards higher qualifications for the training undertaken.</li> </ul>	
<ul style="list-style-type: none"> <li>60 teachers participate in training sessions in Up-skilling in Science and Maths teaching. Six sessions will be held in regional centres (Catholic).</li> </ul>	<ul style="list-style-type: none"> <li>About 120 teachers were trained in this Program with two separate sessions held in both Maths and Science areas. Sessions for both Maths and Science were held in Kalgoorlie, Geraldton and Bunbury (6 sessions) with teachers from Broome and Karratha flown to Perth. Teachers from other education systems also included. The Program extended to also include year 7 teachers in need of up skilling – about 50 teachers and two major sessions.</li> </ul>		
<ul style="list-style-type: none"> <li>Three Information and Communications Technology (ICT) mentors and expert teachers to work with cluster schools (Independent).</li> </ul>	<ul style="list-style-type: none"> <li>10 teachers licensed to train EPICT.</li> </ul>		
<ul style="list-style-type: none"> <li>41 teachers participate in ICT training in cluster groups (Independent).</li> </ul>	<ul style="list-style-type: none"> <li>65 teachers participated.</li> </ul>		
<ul style="list-style-type: none"> <li>150 teachers undertake ICT training (Independent).</li> </ul>	<ul style="list-style-type: none"> <li>210 teachers trained.</li> </ul>		
<b>Principals professional development/Flexibilities</b>			
<ul style="list-style-type: none"> <li>Preliminary planning undertaken in relation to Sister Schooling guidelines (Department).</li> </ul>	<ul style="list-style-type: none"> <li>New Regional Structure supersedes the sister school arrangements. Education Regions effective from 2011 and up to 75 school networks will be in place by 2012.</li> </ul>		
<ul style="list-style-type: none"> <li>34 Independent Public Schools established (Department).</li> </ul>	<ul style="list-style-type: none"> <li>34 Independent Public Schools were established in 2010</li> </ul>		
<ul style="list-style-type: none"> <li>IPS principals are provided with targeted support in relation to increase operational flexibility (Department).</li> </ul>	<ul style="list-style-type: none"> <li>All 34 Principals were provided comprehensive professional development and support to increase operation flexibility.</li> </ul>		
<ul style="list-style-type: none"> <li>The Executive Principal Project provides in situ mentoring support to principals to assist in the whole school improvement process. The responsibilities of the four Executive Principals expanded to include NP responsibilities (Catholic).</li> </ul>	<ul style="list-style-type: none"> <li>Part of the load of four Executive principals was supported by NP funding, to specifically support the principal and school leadership team, in those schools requiring support to effect appropriate school improvement processes. The focus was on lower SES schools including one Kimberley school</li> </ul>		

<ul style="list-style-type: none"> <li>Leadership Strategy commenced (Catholic).</li> </ul>	<ul style="list-style-type: none"> <li>Full leadership Programs were scoped out, implemented and aligned closely to the Quality Catholic Schooling (QCS) Program which focuses on whole school improvement. Leadership Program for Aboriginal leaders and non- Aboriginal leaders aspiring to leadership roles in Aboriginal schools was also implemented based on 'Dare to Lead' model.</li> </ul>		
<ul style="list-style-type: none"> <li>Partnership established with two universities to provide customised leadership professional learning for AISWA schools. 25 teachers/school leaders have nominated to participate in the courses beginning in semester 2, 2010 (Independent).</li> </ul>	<ul style="list-style-type: none"> <li>Established partnership with UWA Business School to provide tailored professional learning in strategic leadership – 58 school leaders participated.</li> <li>Established partnership with ECU to provide leadership courses to regional school leaders – 20 school leaders participated.</li> <li>Established partnership with the UWA Faculty of Education to provide a Graduate Diploma in Educational Leadership. 17 participants completed two units in 2010.</li> </ul>		

## Section 6: (State/Territory) – Milestone Reporting

## Low SES School Communities NP

### Summary

The Annual Report must include reporting against milestones and measures as agreed in Final Implementation Plans and Bilateral Agreements.

Milestone activity provided in the January-June 2010 Progress Report may form part of the Annual Report for 2010, which covers the full 2010 calendar year.

Where appropriate, information on context or progress towards next milestones or measures may be included – for example if a milestone was reached on time but an unanticipated growth in uptake means that it is likely that the next milestone for that reform will be achieved significantly early.

### Milestones for 1 January 2010 to 31 December 2010

Milestone	Detail of achievement against milestone <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
<b>ALL SECTORS</b>			
<b>School Plans</b>			
<ul style="list-style-type: none"> <li>47 operational school partnership plans have been developed and endorsed by the Department of Education.</li> </ul>	<ul style="list-style-type: none"> <li>50 operational school partnership plans have been developed and published on the web.</li> </ul>		
<ul style="list-style-type: none"> <li>23 operational school partnership plans have been developed and endorsed by the Catholic Education Office of WA.</li> </ul>	<ul style="list-style-type: none"> <li>All 23 plan were fully developed, endorsed by CEOWA and posted on required sites; the additional schools ( 4) were developed and endorsed and will be placed on school websites and CEOWA in early 2011.</li> </ul>		

<ul style="list-style-type: none"> <li>17 metropolitan and Aboriginal Independent School Community (AIC) partnership plans have been developed and endorsed by the Association of Independent Schools of WA</li> </ul>	<ul style="list-style-type: none"> <li>25 school plans published on school websites.</li> </ul>		
<b>GOVERNMENT SECTOR</b>			
<p><b><u>Extended Service School Models</u></b></p> <ul style="list-style-type: none"> <li>Seven centres are operational and providing integrated social support that will nurture children's wellbeing and learning. These centres will offer a range of extended services to students, their families and the local community.</li> </ul>	<ul style="list-style-type: none"> <li>Six out of seven schools achieved milestones associated with progress toward establishing extended service models of schooling.</li> </ul>	<ul style="list-style-type: none"> <li>One school did not make progress against establishment of extended services as planned. The school attributed this to budgeting issues due to high than expected costs in other planned activities.</li> </ul>	<ul style="list-style-type: none"> <li>The school has committed to focus activity in 2011 toward establishment of extended services in partnership with cluster schools.</li> </ul>
<p><b><u>Performance Management agreements</u></b></p> <ul style="list-style-type: none"> <li>19 schools to implement improvements in the use and quality of performance management agreements and progress is made to improve the use of these to increase student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>All 19 schools have achieved milestones associated with progress toward establishing performance management agreements related to improved student achievement in NP Low SES School Communities have been achieved.</li> </ul>		
<p><b><u>Attendance, engagement and pastoral case strategies</u></b></p> <ul style="list-style-type: none"> <li>25 schools to put in place attendance, engagement and pastoral care strategies to encourage students to attend regularly and provide additional support to those students at risk.</li> </ul>	<ul style="list-style-type: none"> <li>Twenty-three out of twenty-five schools have achieved milestones associated with progress toward enhancing attendance, engagement and pastoral care strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Three schools were unable to make planned progress toward enhancing attendance, engagement and pastoral care strategies. Reasons cited include: <ul style="list-style-type: none"> <li>remoteness of schools meant that no suitable applicants applied for attendance officer positions;</li> <li>the timeline to identify and select and train an appropriate person to explore innovative strategies was too short or held up by school council endorsement processes; and</li> <li>principal fell ill and initiative was stalled.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>These schools will explore alternative strategies to achieve milestones related to this milestone category.</li> </ul>

<p><b><u>Reconceptualise school operational arrangements</u></b></p> <ul style="list-style-type: none"> <li>10 schools to develop new school operational arrangements through flexible school hours, smaller class sizes or after-hours Programs.</li> </ul>	<ul style="list-style-type: none"> <li>Ten schools have achieved milestones associated with progress toward reconceptualise school operational arrangements.</li> </ul>		
<p><b><u>External partnerships</u></b></p> <ul style="list-style-type: none"> <li>25 schools create and maintain external partnerships to connect and engage parents, the broader community and businesses with the school.</li> </ul>	<ul style="list-style-type: none"> <li>Twenty-three schools have achieved milestones associated with progress toward creating and maintaining external partnerships to connect and engage parents, the broader community and businesses with the school</li> </ul>	<ul style="list-style-type: none"> <li>Two schools did not achieve planned progress to create and maintain external partnerships to connect and engage parents, the broader community and businesses with the school. Reasons cited include: <ul style="list-style-type: none"> <li>delays and challenges securing <i>Working with Children</i> clearances for Aboriginal people in a remote community school; and</li> <li>waiting for other agencies to support Programs; particularly in remote communities.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Flexibilities were provided by the Department of Child Protection to the process for obtaining <i>Working with Children</i> clearances in remote Aboriginal Communities.</li> <li>Schools will continue to foster improved partnerships with community agencies.</li> </ul>
<p><b><u>Early years strategies</u></b></p> <ul style="list-style-type: none"> <li>16 schools implement early years strategies to focus specifically on health, development and learning needs and to strengthen relationships between staff, families and students.</li> </ul>	<ul style="list-style-type: none"> <li>Fifteen out of sixteen schools have achieved milestones associated with progress toward implementing early-years strategies.</li> </ul>	<ul style="list-style-type: none"> <li>One school did not make progress as planned toward establishing their early-years strategy. Training of the early-years teacher in Level 1 Primary Movement (sensory integration) training was delayed until 2011 as selected teacher was unable to attend three days of training because of illness. Training has been included in the school's 2011 milestones.</li> </ul>	<ul style="list-style-type: none"> <li>The school has planned to support the teacher undertake training in 2011</li> </ul>

<p><b><u>School accountability</u></b></p> <ul style="list-style-type: none"> <li>Five schools strengthen school accountability to ensure that schools continuously collect reliable data, and analyse and improve their interpretation of the data.</li> </ul>	<ul style="list-style-type: none"> <li>Nineteen out of twenty schools have achieved milestones associated with progress toward strengthening school accountability.</li> </ul>	<ul style="list-style-type: none"> <li>One school has not made progress as planned to strengthen school accountability because courses and professional learning Programs are still under development including development of scope and sequence maps.</li> </ul>	<ul style="list-style-type: none"> <li>The school has planned to implement training early in 2011.</li> </ul>
<p><b><u>Leadership capacity</u></b></p> <ul style="list-style-type: none"> <li>Leadership capacity in 21 low SES school communities enhanced by delivering additional professional support and cultural training.</li> </ul>	<ul style="list-style-type: none"> <li>Twenty out of twenty-one schools have achieved milestones associated with progress toward enhancing school leadership capacity.</li> </ul>	<ul style="list-style-type: none"> <li>One school did not progress as planned to improve leadership capacity. Appointment of a person to a leadership position and associated training was delayed.</li> </ul>	<ul style="list-style-type: none"> <li>The position has now been created and training provided to enhance this persons leadership capacity in the school.</li> </ul>
<p><b><u>Executive Principal</u></b></p> <ul style="list-style-type: none"> <li>Investigation undertaken into the creation of an Executive Principal position to manage a small cluster of schools.</li> </ul>	<ul style="list-style-type: none"> <li>An Executive Principal was appointed in July 2010 to work across schools in the Carnarvon cluster.</li> </ul>		
<p><b><u>Broader social needs of students</u></b></p> <ul style="list-style-type: none"> <li>The social needs of students in 11 schools addressed by delivering activities related to learning, recreation and physical/social-emotional health.</li> </ul>	<ul style="list-style-type: none"> <li>Eleven schools have achieved milestones associated with progress toward improved strategies to cater for the broader needs of students.</li> </ul>		
<p><b><u>Disability and learning needs</u></b></p> <ul style="list-style-type: none"> <li>Students with disability and learning needs in 5 schools are catered for through new and enhanced strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Five schools achieved milestones associated with progress toward improved strategies that cater for students with a disability or special learning needs.</li> </ul>		
<p><b><u>Specialist literacy and numeracy teachers</u></b></p> <ul style="list-style-type: none"> <li>38 schools appoint specialist literacy and numeracy teachers to work alongside classroom teachers to identify and address the needs of students who are at risk and implement appropriate intervention strategies</li> </ul>	<ul style="list-style-type: none"> <li>Thirty-three of thirty-eight schools achieved milestones associated with appointment of specialist literacy and numeracy teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Five schools were unable to achieve targets related to appointment of literacy and numeracy specialists for a variety of reasons including: <ul style="list-style-type: none"> <li>lack of suitable applicants for positions in remote regions;</li> <li>delays in appointment approvals and processes; &amp;</li> <li>teacher transfers.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Most of these schools have now attracted a suitable person or have made adjustments to their plans.</li> </ul>



<p><b><u>Targeted literacy and numeracy intervention</u></b></p> <ul style="list-style-type: none"> <li>Targeted literacy and numeracy intervention strategies implemented in 31 schools to cater for individual students who require one-on-one support in literacy and/or numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>Thirty of thirty-one schools achieved milestones associated with targeted literacy and numeracy intervention.</li> </ul>	<ul style="list-style-type: none"> <li>One school did not achieve milestones as planned. More time was needed to develop internal culture to support materials and conduct relevant whole school professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>The school has incorporated strategies into their 2011 plan to achieve the associated milestones.</li> </ul>
<p><b><u>Whole school literacy planning and leadership</u></b></p> <ul style="list-style-type: none"> <li>Whole of school literacy planning and leadership to support 39 schools implement <i>Whole school Literacy Plan</i> and school and classroom literacy improvement strategies across K-7.</li> </ul>	<ul style="list-style-type: none"> <li>Thirty- one of thirty-eight schools have achieved milestones associated with whole school literacy planning and leadership.</li> </ul>	<ul style="list-style-type: none"> <li>Seven schools did not achieve planned milestones associated with whole school literacy planning and leadership. A range of reasons were given including: <ul style="list-style-type: none"> <li>appointment of new principal;</li> <li>building shared vision across the school community for Programs;</li> <li>unable to attract appropriate staff to remote regions;</li> <li>delays in engaging in relevant professional learning; and</li> <li>staff transfers.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>These schools have revised their plans to reflect their context and address impediments to reform. Some of these schools have agreed to focus on enhancing community engagement.</li> </ul>
<p><b><u>Reading Recovery Program</u></b></p> <ul style="list-style-type: none"> <li>The Reading Recovery Program implemented in 2 schools to reduce reading and writing failure for students in their second year of formal schooling.</li> </ul>	<ul style="list-style-type: none"> <li>One out of two schools has achieved milestones associated with the <i>Reading Recovery Program</i>.</li> </ul>	<ul style="list-style-type: none"> <li>One school did not achieve milestones associated with the reading recovery Program. The reason given is that "<i>Reading Recovery Training linking with St Josephs not achieved because the initial training and resources weren't available. Incumbent staff promoted out of school. New inexperienced staff appointed second term.</i>"</li> </ul>	
<p><b><u>Reading to Learn</u></b></p> <ul style="list-style-type: none"> <li>The Reading to Learn Program implemented in 2 schools, to enable all learners, including Aboriginal and Torres Strait Islanders and ESL/ESD students, to read and write successfully, at levels appropriate to their age, grade and area of study.</li> </ul>	<ul style="list-style-type: none"> <li>Two schools achieved milestones related to the <i>Reading to Learn Program</i>.</li> </ul>		

<p><b>Calculation strategies in Years 4-7</b> Teachers in 7 schools provided with professional development in Calculation strategies for Years 4-7.</p>	<ul style="list-style-type: none"> <li>Professional learning for teachers in seven schools has taken place.</li> </ul>		
<p><b>Measurement Learning Outcome</b></p> <ul style="list-style-type: none"> <li>Teachers in 7 schools provided with professional development to refine and develop their understanding of the Measurement Learning Outcomes and strategies for engaging students in measurement activities.</li> </ul>	<ul style="list-style-type: none"> <li>Five out of seven schools achieved milestones related to the measurement learning outcome. Professional learning has taken place in these five schools.</li> </ul>	<ul style="list-style-type: none"> <li>Two schools did not achieve milestones related to the measurement learning outcome. Reasons given include delays in embedding learning practices across the school and loss of key staff members.</li> </ul>	<ul style="list-style-type: none"> <li>These two schools have planned to revisit related milestones in 2011.</li> </ul>
<p><b>Resources and facilities</b></p> <ul style="list-style-type: none"> <li>Facilities established that enable literacy and numeracy or other relevant Programs to be operational.</li> <li>Resources, such as learning kits, in place to enable literacy, numeracy or other learning Programs to be conducted.</li> </ul>	<ul style="list-style-type: none"> <li>Seven schools have enhanced resources and facilities.</li> </ul>		
<p><b>Attraction and retention benefit</b></p> <ul style="list-style-type: none"> <li>Proposal developed to introduce an attraction and retention benefit to highly skilled principals and teachers in Low SES school communities by December 2010.</li> </ul>	<ul style="list-style-type: none"> <li>Remuneration packages specifically designed to attract, retain and reward high performing principals who work in disadvantaged Indigenous; rural/remote and hard-to-staff schools were developed and are awaiting central agency approval for implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Due to the Western Australian Government's wages policies and public sector legislation provision of any financial incentives beyond the enterprise agreement require approval from central government agencies.</li> </ul>	<ul style="list-style-type: none"> <li>During 2010, the Department consulted with the State's Department of Commerce, Department of the Premier and Cabinet and Department of Treasury and Finance throughout the proposal's development and is currently seeking approval for implementation.</li> </ul>
<p><b>Professional learning and development centres</b></p> <ul style="list-style-type: none"> <li>Complete investigation of establishing schools as professional learning and development centres for teachers and school leaders by December 2010.</li> </ul>	<ul style="list-style-type: none"> <li>As part of the reform agenda public schools now work on a regional structure with the priority of establishing networks across schools to provide greater autonomy and maximize resources within schools</li> </ul>	<ul style="list-style-type: none"> <li>As part of a system wide strategy the Department has created the <i>Institute of Professional Learning</i> to support regional networks.</li> </ul>	<ul style="list-style-type: none"> <li>Establishment of school networks and regional structure in 2011.</li> </ul>
<b>CATHOLIC SECTOR</b>			
<p><b>Promoting Alternate Thinking Skills (PATHS)</b></p> <ul style="list-style-type: none"> <li>Effective discipline and classroom management strategies are implemented in 13 schools to underpin improvements in student learning through kits being distributed and Broome-based Consultant assisting and training teachers.</li> </ul>	<ul style="list-style-type: none"> <li>A 1.0 FTE PATHS coordinator was appointed and working from Broome office; assists with implementation through visits to the 13 Kimberley schools and training sessions. All schools have kits and are continuing to implement the Program. Non Government School Psychology Service also assists in implementation in Kimberley schools.</li> </ul>		

<p><b>Extending Bluearth Program</b></p> <ul style="list-style-type: none"> <li>Students' social, emotional, self discipline, resiliency, fitness and attendance is increased, through the expansion of the Bluearth Program to an additional 23 schools and additional staff trained by Bluearth coaches.</li> </ul>	<ul style="list-style-type: none"> <li>Bluearth Program subsidised between 65% and 70% in 13 Kimberley and 10 Perth and south west regional schools. Noticeable improvements and outcomes have occurred from the 10 Perth and SW schools which implemented Bluearth for the first time in early 2010. Kimberley schools continue to implement Program and train staff. All 23 schools have at least one key staff member trained up as a Bluearth coach.</li> </ul>		
<p><b>Tracking Students</b></p> <ul style="list-style-type: none"> <li>Unique identifiers for students in 13 Kimberley schools are allocated and processes developed for electronic attendance registration and sharing of information across all schools by 2015.</li> </ul>	<ul style="list-style-type: none"> <li>Significant progress in integrating this project with the DEEWR Tri Border Program; data protocols finalised, MAZE Program implemented in Catholic schools; training of school staff planned to occur April 2011. All students have unique identifiers allocated by the Curriculum Council of WA.</li> </ul>		
<p><b>Senior Secondary Support</b></p> <ul style="list-style-type: none"> <li>Seven Kimberley schools with small cohorts of senior secondary students, supported, particularly in terms of enrolling in some of the Western Australian Certificate of Education (WACE) courses, for example: <ul style="list-style-type: none"> <li>a) Schools have processes manuals and other resources and copies of courses;</li> <li>b) Students are enrolled in <i>at least one</i> WACE course; and</li> <li>c) Deputy Principal is funded to mentor the schools and assist in enrolment and accountability processes.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Program was implemented in 2010 but the take up was limited. Only 3 schools were able to implement any aspects of a senior secondary course. The need for the key teacher in Broome was therefore limited.</li> </ul>	<ul style="list-style-type: none"> <li>One of the issues is that of the 7 schools with senior secondary tops, numbers of students were very small, and staff turnover and limited expertise were an issue. The initiatives was therefore partly achieved.</li> </ul>	<ul style="list-style-type: none"> <li>Planning occurred in 2010 to implement the English as an Additional Language (EAL/D) course as a focus on literacy which occurs in this senior secondary course, will support current school literacy and numeracy initiatives. There will be less reliance on the Deputy Principal and more on the Broome and Perth literacy consultants.</li> </ul>
<p><b>Up-Skilling Aboriginal Teaching Assistants (ATAs)</b></p> <ul style="list-style-type: none"> <li>Up-skill ATAs so that they can play a stronger role in the classroom, especially in terms of engaging more with the learning and teaching and classroom management process, with a focus on literacy and numeracy through: <ul style="list-style-type: none"> <li>a) A Broome-based consultant appointed to assist ATAs in 13 Kimberley schools;</li> <li>b) ATAs visited in schools;</li> <li>c) Training negotiations with RTOs in place for certificate level qualifications; and</li> <li>d) An ATA conference in Broome is finalised.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>A Broome consultant continues to support the ATAs through school visits. The PATHS consultant has also expanded her role and is able to assist ATAs in the 13 Kimberley schools. ATAs were visited in their schools as part of the cyclic visitation Program. Notre Dame University in Broome will deliver the training Program. The conference was held in Broome, bringing in the ATAs and their classroom teaches for support training.</li> </ul>		

<p><b><u>Intensified Literacy and Numeracy Support</u></b></p> <ul style="list-style-type: none"> <li>▪ 16 Kimberley schools receive additional literacy and numeracy support through: <ul style="list-style-type: none"> <li>a) two Broome-based consultants being appointed;</li> <li>b) All Kimberley schools being visited; and</li> <li>c) Specialist intervention Programs such as Reading Recovery and Extending Mathematical Understandings (EMU) implemented.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ The correct number of schools should be 13 not 16. Two consultants visit the schools. The basis of literacy and numeracy support is tailored for each school; reading recovery and EMU were implemented. Four of the schools were receiving additional literacy and numeracy support through the Literacy and numeracy NP.</li> </ul>		
<p><b><u>Extending the School day</u></b></p> <ul style="list-style-type: none"> <li>▪ Seven schools implement activities before and after school which directly or indirectly support higher student outcomes. These could include leisure type activities; activities which build on the daily learning Program; or community-based initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Seven schools submitted proposals and were supported in a range of activities including literacy and magazine clubs; enhancement of Blueearth; Cultural Clubs, music clubs; first aid accredited Programs; bronze medallion; literacy and numeracy support Programs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Programs, as planned were fully implemented. However, it was recognised that some of the schools were struggling with their in-school Programs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The emphasis on out of school hours Programs will remain but strategic in-school Programs which address issues such as attendance and engagement. Under this expanded initiative, similar support will be provided to the additional 14 low SES schools outside the Kimberley region.</li> </ul>
<p><b><u>System led literacy and numeracy</u></b></p> <ul style="list-style-type: none"> <li>▪ Schools raise the levels of attendance, engagement and literacy and numeracy achievement.</li> </ul>	<ul style="list-style-type: none"> <li>▪ System led literacy and numeracy Programs are embedded in the Collaborative Professional Learning model. Nearly all the initiatives described above, address the underpinning conditions for literacy and numeracy achievement including engagement and attendance. A number of key system wide strategies such as Reading Recovery, EMU, provision of support through the Books in Homes Program occurred.</li> </ul>		
<p><b><u>Leadership in Low SES Schools</u></b></p> <ul style="list-style-type: none"> <li>▪ The CEOWA builds on current leadership Programs to include specific Programs to support leaders in low SES school communities, particularly in remote Aboriginal schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ An experienced leadership consultant was engaged in 2010 to work with school leadership teams. His role was to visit all Kimberley schools and examine school development and improvement processes with leadership teams. The Quality Catholic Schooling improvement framework assisted in this planning. His work has demonstrated that school leadership enhancement is probably one of the biggest challenges in Kimberley schools. Further support work is planned in 2011.</li> </ul>		
<b>INDEPENDENT SECTOR</b>			
<p><b><u>Whole school planning</u></b></p> <ul style="list-style-type: none"> <li>▪ Whole school literacy and numeracy plans are developed to integrate learning across the school.</li> <li>▪ Specialist literacy/numeracy consultants assist in the implementation of the school plans in the classroom.</li> <li>▪ To be implemented in 12 schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 12 schools have participated in or have begun participating in whole school planning workshops and will complete the series by mid 2011.</li> <li>▪ The requirement for whole school planning as a prerequisite for school improvement will be a central component of the leadership Program for Low SES NP schools in 2011.</li> </ul>		

<p><b>Effective and evidence-based teaching</b></p> <ul style="list-style-type: none"> <li>▪ Schools participate in professional learning in teaching practices to improved student learning.</li> <li>▪ Specialist literacy/numeracy teachers demonstrate effective teaching strategies, observe lessons and provide guidance to the teachers.</li> <li>▪ To be implemented in four schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Low SES NP consultant is working across 8 schools in the Kimberley and Pilbara to mentor newly qualified teachers in effective teaching practice.</li> </ul>		
<p><b>Sharing successful strategies</b></p> <ul style="list-style-type: none"> <li>▪ Regular forums are conducted to bring schools together to share strategies on improving the engagement of students.</li> <li>▪ 12 forums to be conducted.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Not achieved.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Travel to bring together Low SES NP schools is expensive and it was decided that funding would be better utilised in bringing principals from all 25 Low SES NP schools to a symposium to review future initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The symposium was held in February 2011 in Broome. Principals reviewed common strategic issues and planned cluster initiatives for 2011/2012.</li> </ul>
<p><b>Innovative teaching practices</b></p> <ul style="list-style-type: none"> <li>▪ Eight schools incorporate innovative practices into their own teaching Programs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Achieved – work includes five authors visiting schools; a musician and an artist visiting schools; introduction of the spelling Program, Words their Way in five schools; tactical teaching professional learning in one school.</li> </ul>		
<p><b>Social and emotional wellbeing</b></p> <ul style="list-style-type: none"> <li>▪ Teachers participate in appropriate Professional Learning to strengthen skills in dealing with students with social and emotional problems.</li> <li>▪ Mentors provide models for students with social and emotional problems.</li> <li>▪ To be implemented in six schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Two schools participated in professional learning to support them in dealing with students social and emotional problems offered through Wilson McCuskell and the Games Factory; one school was supported in sending all staff to the Positive Schools conference; one school was supported in running a self awareness and acceptance Program for their students; two schools participated in the Beacon Foundation Polish Program.</li> <li>▪ AISWA initiated discussions with the Indigenous Parent Factor facilitators and they will work with indigenous leaders, teachers, carers and community members in 2011.</li> </ul>		
<p><b>Community Links</b></p> <ul style="list-style-type: none"> <li>▪ Five schools access more services offered by community organisations and other service providers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Links established with: the Beacon Foundation to support the work of four CARE schools; with the Telethon Speech and Hearing Centre to support Culunga Aboriginal Community School; Fremantle Literature Centre to provide author visits to five schools.</li> <li>▪ Low SES NP consultant continues to source funding to support driver training in two schools.</li> </ul>		

<p><b><u>Classroom Management Skills</u></b></p> <ul style="list-style-type: none"> <li>▪ Teachers participate in Professional Learning to improve their skills in managing classes.</li> <li>▪ Specialist teachers demonstrate effective teaching and classroom management strategies observe lessons and provide guidance to the teachers.</li> <li>▪ To be implemented in five schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Low SES NP consultant is mentoring newly qualified teacher in 8 schools in the Kimberley and Pilbara in classroom management skills.</li> </ul>		
<p><b><u>Attendance</u></b></p> <ul style="list-style-type: none"> <li>▪ Reporting of non-attendance, standardised in four schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Three schools have entered into contracts to purchase software to record attendance, with another four schools presently negotiating contracts.</li> </ul>		
<p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>▪ Professional learning is provided to understand the requirements of NAPLAN assessment, and embed strategies that lead to sustained improvement in student achievement.</li> <li>▪ Support is provided for classroom teachers to provide more accurate feedback to students in relation to their performance.</li> <li>▪ To be implemented in one school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 20 schools were provided with software to support them in interpreting NAPLAN data; two schools participated in professional learning.</li> </ul>		

**Summary**

The Annual Report must include reporting against milestones and measures as agreed in Final Implementation Plans and Bilateral Agreements.

Milestone activity provided in the January-June 2010 Progress Report may form part of the Annual Report for 2010, which covers the full 2010 calendar year.

Where appropriate, information on context or progress towards next milestones or measures may be included – for example if a milestone was reached on time but an unanticipated growth in uptake means that it is likely that the next milestone for that reform will be achieved significantly early.

**Milestones for 1 January 2010 to 31 December 2010**

Milestone	Detail of achievement against milestone <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
<b>ALL SECTORS</b>			
<p><b>School Plans</b></p> <ul style="list-style-type: none"> <li>83 school plans developed, endorsed by the Department of Education and published.</li> </ul>	<ul style="list-style-type: none"> <li>68 school plans published online in March, 2010.</li> <li>The additional 15 school plans for schools identified by the Australian Government were published online in May, 2010.</li> </ul>		
<ul style="list-style-type: none"> <li>63 Catholic school plans developed, endorsed by the Catholic Education Office of Western Australia and published.</li> </ul>	<ul style="list-style-type: none"> <li>All 62 school plans were developed and approved by CEOWA and posted on respective web sites. At the end of 2010, an additional 11 primary and 11 secondary schools were added. Their plans were posted on the websites in 2010 and all will be upgraded in early 2011.</li> </ul>		
<ul style="list-style-type: none"> <li>20 school Literacy and Numeracy school plans developed, endorsed by the Association of Independent Schools of Western Australia and published.</li> </ul>	<ul style="list-style-type: none"> <li>20 school Literacy and Numeracy school plans published on school websites.</li> </ul>		
<b>GOVERNMENT SECTOR</b>			
<p>Schools' self-assessment data from the 2010 Monitoring Review Frameworks has been collated to provide the percentage figures in this report. The monitoring review is completed by schools each term. School self-assessments rate the extent to which the school has implemented the strategies on a 4 point scale where:</p> <p>1 = to some extent                  2 = to a moderate extent                  3 = to a considerable extent                  4 = to a major extent.</p>			

<p><b>Whole-school approaches</b></p> <ul style="list-style-type: none"> <li>Whole-school approaches to learning and teaching founded on sequences of content and instructional practices that are consistent across phases of schooling.</li> </ul>	<ul style="list-style-type: none"> <li>Whole-school approaches to learning and teaching have been implemented in all Literacy and Numeracy National Partnership schools.</li> <li>80% of schools have implemented whole-school approaches to literacy to a considerable or major extent.</li> <li>51% of schools have implemented whole-school approaches to numeracy to a considerable or major extent.</li> </ul>		
<p><b>Evidence-based interventions</b></p> <ul style="list-style-type: none"> <li>Monitor selected evidence-based intervention strategies on a regular basis to ensure effectiveness in literacy and numeracy teaching for students of all ability levels, through:</li> </ul>	<ul style="list-style-type: none"> <li>79% of schools have implemented evidence-based literacy intervention strategies to a considerable or a major extent.</li> <li>49% of schools have implemented evidence-based numeracy intervention strategies to a considerable or a major extent.</li> </ul>		
	<ul style="list-style-type: none"> <li>Qualitative and quantitative data concerning specific evidence-based intervention strategies has been gathered and synthesised from the 'Achievements' or 'Issues' segments of the Monitoring Review Frameworks, from salary pool expenditure figures and from reports of school contacts and visits by members of the Literacy and Numeracy National Partnership team.</li> </ul>		
<ul style="list-style-type: none"> <li>Literacy Specialist Teachers – 75 schools</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Specialist Teachers are the chief strategy utilised by Literacy and Numeracy National Partnership Schools.</li> <li>In 2010, 83 schools have appointed Literacy Specialist Teachers as 1.0 full time equivalent (FTE) or a fractional appointment.</li> </ul>		
<ul style="list-style-type: none"> <li>Numeracy Specialist Teachers – 58 schools</li> </ul>	<ul style="list-style-type: none"> <li>In 2010, 45 schools have appointed Numeracy Specialist Teachers as 1.0 FTE or a fractional appointment.</li> </ul>	<ul style="list-style-type: none"> <li>Some Literacy and Numeracy National Partnership Schools have prioritised the implementation of the literacy component of their plans and will not appoint Numeracy Specialist teacher until 2011.</li> </ul>	<ul style="list-style-type: none"> <li>School plans will be monitored to ensure Numeracy Specialist teachers are appointed in schools.</li> </ul>
<ul style="list-style-type: none"> <li>Education Assistants – Literacy – 33 schools</li> </ul>	<ul style="list-style-type: none"> <li>74 LNNP primary and district high schools have Education Assistants working to support improved student performance.</li> </ul>		<ul style="list-style-type: none"> <li>Professional learning for paraprofessionals is scheduled for 2011.</li> </ul>
<ul style="list-style-type: none"> <li>Education Assistants – Numeracy – 13 schools</li> </ul>			
<ul style="list-style-type: none"> <li>Literacy Coach – 5 schools</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Coaches are working effectively in 5 schools.</li> </ul>		
<ul style="list-style-type: none"> <li>Numeracy Coach – 5 schools</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy Coaches are working effectively in 5 schools.</li> </ul>	<ul style="list-style-type: none"> <li>Due to staff shortages, the Numeracy Coach in the Pilbara Hub was not appointed until part way through Term 2.</li> </ul>	
<ul style="list-style-type: none"> <li>Targeted literacy intervention for individual students – 10 schools</li> </ul>	<ul style="list-style-type: none"> <li>This professional learning was not available in 2010.</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning targeting literacy and numeracy intervention programs was offered to LNNP schools for inclusion in 2011 plans.</li> </ul>	<ul style="list-style-type: none"> <li>In 2011, the Team will facilitate the formation of collaborative partnerships with National Partnership schools that are utilising external professional learning and</li> </ul>
<ul style="list-style-type: none"> <li>Targeted numeracy intervention for individual students – 11 schools</li> </ul>	<p>This professional learning was not available in 2010.</p>		



<ul style="list-style-type: none"> <li>Reading Recovery – 13 schools</li> </ul>	<ul style="list-style-type: none"> <li>Of the 13 schools that planned to utilise <i>Reading Recovery</i>, at least 3 schools have accessed and implemented <i>Reading Recovery</i> strategies. The other schools have made local decisions about more appropriate strategies for their context.</li> </ul>		resources in order to collaborate and share best practice.
<ul style="list-style-type: none"> <li>Reading to Learn – 6 schools</li> </ul>	<ul style="list-style-type: none"> <li>This professional learning was not available in 2010.</li> </ul>		
<ul style="list-style-type: none"> <li>Guided Reading – 37 schools</li> </ul>	<ul style="list-style-type: none"> <li>74 primary schools have implemented <i>Guided Reading</i>. The strategy was promoted and modelled in Literacy Specialist Teacher professional learning. Schools have been enthusiastic in their uptake and very positive about its impact.</li> </ul>		
<ul style="list-style-type: none"> <li>MULTILIT – 7 schools</li> </ul>	<ul style="list-style-type: none"> <li>5 schools have accessed and implemented <i>MULTILIT</i> in 2010.</li> </ul>	<ul style="list-style-type: none"> <li><i>MULTILIT</i> has been awarded a panel contract from the Department of Education to work with LNNP schools.</li> </ul>	<ul style="list-style-type: none"> <li>In 2011, the Team will facilitate the formation of collaborative partnership with NP schools that are utilising external professional learning and resources in order to collaborate and share best practice.</li> </ul>
<ul style="list-style-type: none"> <li>Support a Reader – 5 schools</li> </ul>	<ul style="list-style-type: none"> <li>4 schools are utilising</li> <li>Paraprofessionals and parents to implement this program. One school was unable to proceed because of its building program and will instead implement the program in 2011.</li> </ul>		
<ul style="list-style-type: none"> <li>Reading intervention Years 4 – 7 – 2 schools</li> </ul>	<ul style="list-style-type: none"> <li>This professional learning was not available in 2010.</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning targeting literacy and numeracy intervention programs was offered to LNNP schools for inclusion in 2011 plans.</li> </ul>	
<ul style="list-style-type: none"> <li>Speech and language support – 22 schools</li> </ul>	<ul style="list-style-type: none"> <li>21 schools have accessed professional learning for speech and language through the Consultant Principals, Speech and Language who are based at Fremantle, Swan, Canning and West Coast District Education Offices.</li> <li>4 schools have presented parent workshops.</li> <li>1 school has employed a speech therapist to assess students and support teachers.</li> </ul>		
<ul style="list-style-type: none"> <li>Developing a repertoire of calculation strategies Years 4 – 7 – 26 schools</li> </ul>	<ul style="list-style-type: none"> <li>26 schools completed the <i>Developing a repertoire of calculation strategies Years 4 – 7</i> in 2010.</li> </ul>		
<ul style="list-style-type: none"> <li>Developing a repertoire of measurement strategies Years 4 – 7 – 1 school</li> </ul>	<ul style="list-style-type: none"> <li>Planned for 2011.</li> </ul>	<ul style="list-style-type: none"> <li>This school is also implementing the <i>Developing a repertoire of calculation strategies Years 4 – 7 strategy</i>.</li> </ul>	<ul style="list-style-type: none"> <li>The Team will offer targeted professional learning in 2011 to schools wanting to use this strategy.</li> </ul>

<ul style="list-style-type: none"> <li>Developing a repertoire of calculation strategies Years K- 4 – 1 school</li> </ul>	<ul style="list-style-type: none"> <li>Planned for 2011.</li> </ul>	<ul style="list-style-type: none"> <li>This school is also implementing the <i>Developing a repertoire of calculation strategies Years 4 – 7 strategy</i>.</li> </ul>	<ul style="list-style-type: none"> <li>The Team will offer targeted professional learning in 2011 to schools wanting to use this strategy.</li> </ul>
<ul style="list-style-type: none"> <li>Focusing on measurement knowledge to improve numeracy skills – 1 school</li> </ul>	<ul style="list-style-type: none"> <li>Planned for 2011.</li> </ul>	<ul style="list-style-type: none"> <li>This school is also implementing the <i>Developing a repertoire of calculation strategies Years 4 – 7 strategy</i>.</li> </ul>	<ul style="list-style-type: none"> <li>The Team will offer targeted professional learning in 2011 to schools wanting to use this strategy.</li> </ul>
<ul style="list-style-type: none"> <li>Mathletics – 4 schools</li> </ul>	<ul style="list-style-type: none"> <li>Achieved. 4 schools are utilising this strategy.</li> </ul>		
<p>First Steps in Literacy facilitator training – 36 schools</p>	<ul style="list-style-type: none"> <li>21 schools have accessed this professional learning from an external provider.</li> </ul>	<ul style="list-style-type: none"> <li>Some schools have identified teachers who have previously accessed this training and no longer require provision from the external provider.</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring reviews will be analysed to ascertain the ongoing uptake of this strategy.</li> </ul>
<p>First Steps in Mathematics facilitator training – 15 schools</p>	<ul style="list-style-type: none"> <li>10 schools have accessed this professional learning from an external provider.</li> </ul>	<ul style="list-style-type: none"> <li>Some schools have identified teachers who have previously accessed this training and no longer require provision from the external provider.</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring reviews will be analysed to ascertain the ongoing uptake of this strategy.</li> </ul>
<ul style="list-style-type: none"> <li>Tactical Teaching – 1 school</li> </ul>	<ul style="list-style-type: none"> <li>One school accessed this professional learning from an external provider.</li> </ul>		
<ul style="list-style-type: none"> <li>Access to AUSSAT online – 2 schools</li> </ul>	<ul style="list-style-type: none"> <li>Two schools have accessed this performance measure and student achievement tracking tool.</li> </ul>		
<ul style="list-style-type: none"> <li>Stepping Out (Literacy) – 1 school</li> </ul>	<ul style="list-style-type: none"> <li>One school has accessed this professional learning from an external provider.</li> </ul>		
<p><b>Online learning and teaching resources</b></p> <ul style="list-style-type: none"> <li>K-10 teachers explicitly teach skills and knowledge aligned to the <i>Early Childhood (K-3), Middle Childhood (4-7) and Early Adolescence (8-10) English and Mathematics Syllabus</i> scope and sequence statements, supported by online learning and teaching resources relevant to the primary and secondary context.</li> </ul>	<ul style="list-style-type: none"> <li>72% of schools are utilising online literacy resources to a major or considerable extent.</li> <li>58% of schools are utilising online numeracy resources to a major or considerable extent.</li> </ul>	<ul style="list-style-type: none"> <li>National Partnership school leaders need more professional learning to become better informed about the extent and quality of the resources available.</li> </ul>	<ul style="list-style-type: none"> <li>The Team will continue to provide professional learning focused on building the capacity of school leaders to access and utilise online resources.</li> </ul>
<p><b>Case-management practices</b></p> <ul style="list-style-type: none"> <li>Case-management practices are used to cater for students achieving at or below the NMS, in particular Aboriginal and Torres Strait Islanders and English as a Second Language/English as Second Dialect (ESL/ESD/ESD) students.</li> </ul>	<ul style="list-style-type: none"> <li>79% of schools have implemented case-management approaches to a major or a considerable extent.</li> </ul>		

<p><b><u>Early identification</u></b></p> <ul style="list-style-type: none"> <li>▪ Early identification of students who start school behind or fail to make progress in the first years of school (primary schools)</li> <li>▪ Effective identified of students at educational risk through Primary to Secondary transition processes. (Secondary Schools)</li> </ul>	<ul style="list-style-type: none"> <li>▪ 27 schools were part of the on-entry assessment trial.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The on-entry assessment was not available for all schools in Term 1, 2010.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The on-entry assessment was available as a hard copy for all schools in Term 4, 2010. It will be mandatory for all schools as an online, on-entry assessment from Term 1, 2011.</li> </ul>
<p><b><u>Extended services</u></b></p> <ul style="list-style-type: none"> <li>▪ Provide effective extended services for students with complex needs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 82% of schools are providing extended services for students to a major or considerable extent.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 16% of schools are providing extended services for students to some or to a moderate extent.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Monitoring reviews will be analysed to ascertain the ongoing uptake of this strategy.</li> </ul>
<p><b><u>Student performance information</u></b></p> <ul style="list-style-type: none"> <li>▪ All staff develop effective data literacy standards and use student performance information to set improvement targets, monitor progress, provide ongoing feedback and inform learning, teaching and leadership strategies that underpin whole-school planning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 79% of schools are effectively using student performance information to inform school planning to a major or considerable extent.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 14% of schools are effectively using student performance information to inform school planning to some or to a moderate extent.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Team will utilise monitoring review data to target school support where self-assessments indicate schools are using student performance data to some or to a moderate extent.</li> </ul>
<p><b><u>Building instructional leadership capacity</u></b></p> <ul style="list-style-type: none"> <li>▪ Principals play a key role in building instructional leadership capacity across the school and ensuring there is effective learning and teaching in every classroom</li> </ul>	<ul style="list-style-type: none"> <li>▪ 82% of schools have leaders playing a key role in building instructional leadership to a major or considerable extent</li> </ul>	<ul style="list-style-type: none"> <li>▪ 19% of schools have leaders playing a key role in building instructional leadership to some or to a moderate extent.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Team will utilise monitoring review data to target school support where self-assessments indicate school leaders are playing a key role to some or to a moderate extent.</li> </ul>
<p><b><u>Focused distributed leadership, team</u></b></p> <ul style="list-style-type: none"> <li>▪ Develop and refine internal arrangements and embed processes that enable on-going staff development and team ownership of student achievement e.g. focused distributed leadership, team approaches to data analysis and planning, effective performance management.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 59% of schools have team ownership of student achievement to a major or considerable extent.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 38% of schools have team ownership of student achievement to some or to a moderate extent.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Team will utilise monitoring review data to target school support where self-assessments indicate team ownership of student performance to some or to a moderate extent.</li> </ul>

<p><b><u>Community and home-school links</u></b> Establish and sustain productive community and home-school links.</p>	<p>53% of schools have established productive community links to a major or considerable extent.</p>	<p>44% of schools have established productive community links to some or to a moderate extent.</p>	<ul style="list-style-type: none"> <li>▪ The Team will utilise monitoring review data to target school support where self-assessments indicate schools have established productive community links to some or to a moderate extent.</li> <li>▪ This support will include the facilitation of collaborative partnerships with schools that have established and are sustaining productive community and home links.</li> </ul>
<p><b><u>Collaborative partnerships</u></b> Develop collaborative partnerships with other schools where this would benefit students</p>	<p>28% of schools have formed collaborative partnerships with other schools to a major or considerable extent.</p>	<p>63% of schools have formed collaborative partnerships with other schools to some or to a moderate extent.</p>	<ul style="list-style-type: none"> <li>▪ The Team will liaise with school leaders regarding appropriate collaborative partners; especially with regard to sharing best practice regarding specific evidence-based strategies. Analysis of the collated data from the monitoring reviews enables a more coherent understanding of which schools could work collaboratively.</li> <li>▪ An online learning community facility was available to Specialist Literacy and Numeracy Teachers by Term 4, 2010 and is enabling collaboration between geographically disparate schools.</li> </ul>
<p><b>Catholic Sector</b></p>			
<p><b><u>Literacy and Numeracy K-7 Project</u></b></p>			
<ul style="list-style-type: none"> <li>▪ Five school-based literacy and numeracy consultants appointed, trained and working with schools in the metropolitan and Southwest regions.</li> <li>▪ Strategy implemented in 62 schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Five regional school support officers were appointed in 2009 and continued their support working amongst the 62 literacy and numeracy NP schools. 11 primary schools were added in late 2010 and this will require a fractional appointment for Kalgoorlie (5 schools) and Geraldton (6 schools). Regular training sessions and professional development are provided about 4 times per year.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Two school-based literacy and numeracy consultants appointed, trained and working with schools in the Kimberley region.</li> <li>▪ Strategy implemented in four schools .</li> </ul>	<ul style="list-style-type: none"> <li>▪ Two literacy and numeracy school support consultants were appointed in late 2009 and continued to support the 4 literacy and numeracy schools as well as the other 9 Kimberley schools through the intensified literacy and numeracy Low SES Program.</li> </ul>		

<ul style="list-style-type: none"> <li>▪ Key teachers from participating schools receive centrally organised Professional Development in literacy and numeracy support Programs as well as detailed advice on data interpretation and using this to inform Programs.</li> <li>▪ Strategy implemented in 62 schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Each literacy and numeracy NP school has appointed a Coordinator of Professional Learning as well as a Key teacher for literacy and numeracy.</li> <li>▪ These two key school-based people have received regular training in aspects of school improvement; pedagogical change; specialist literacy and numeracy advice; data interpretation etc both In situ and in centrally organised professional development.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Schools develop individualised literacy and numeracy projects in collaboration with school-based consultants.</li> <li>▪ Strategy implemented in 62 schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ During 2010 (and continuing into 2011) the key literacy and numeracy teacher, coordinator of professional learning and the school leadership team worked with the regional school support consultant and submitted proposals for up to 12 days of teacher relief and additional financial support to undertake strategic professional development or a project to enhance literacy and numeracy in that school.</li> <li>▪ This has occurred in all 62 schools and some outstanding projects/proposals were supported.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Schools develop detailed literacy and numeracy plans based on exacting interpretation of data; plans shared and used as a basis for whole of school discussions.</li> <li>▪ Strategy implemented in 62 schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Coordinator of professional learning and the key literacy and numeracy received intensive training and worked with the regional school support consultant to provide a close analysis of data from a variety of sources. This was used to prepare a detailed literacy and numeracy plan for the school.</li> <li>▪ This underpins the school level plan published but is far more detailed. All 62 schools prepared such plans.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Meetings with leadership teams occur and whole school approaches from K-7 are scoped out and implemented; these are research-based and based on CPL models; schools establish processes for ongoing all of school conversations.</li> <li>▪ Strategy implemented in 62 schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The coordinator of Professional Learning is responsible for working with the leadership team and other key teachers to implement whole school literacy and numeracy improvement processes.</li> <li>▪ These are based on a highly effective Collaborative Professional Learning (CPL) model. All 62 schools were supported regularly by their regional school support consultant to assist in this all-school improvement model.</li> </ul>		

<ul style="list-style-type: none"> <li>▪ Specialist Program Reading Recovery implemented in Kimberley schools; Reading Recovery teacher appointed.</li> <li>▪ Strategy implemented in seven schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reading Recovery has been implemented in the 4 literacy and numeracy NP schools. A further 3 non literacy and numeracy schools (but supported through the low SES NP) were supported to implement Reading recovery. There is continuing support – subject to availability of reading recovery tutors – may be funded by Low SES NP and Closing the Gap funding.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Specialist Program Extending Mathematical Understandings (EMU) implemented.</li> <li>▪ Strategy implemented in four schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ EMU has been successfully implemented in all 4 literacy and numeracy NP Kimberley schools.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Links with associated Low SES NP Program of Up-skilling Aboriginal Teaching consolidated; ATAs provided with professional development in literacy and numeracy strategies.</li> <li>▪ Strategy implemented in 12 schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Through Low SES support and a focus on literacy and numeracy during school visits by Broome support staff, ATAs have been supported in up skilling their capacity to assist with in class literacy and numeracy development. All 12 schools implemented the strategy.</li> </ul>		
<b>Literacy and Numeracy 7-9 Project</b>			
<ul style="list-style-type: none"> <li>▪ Intensive literacy Program based on a 'Words Our Way' Program through UWA implemented; contract signed, teachers trained, central literacy consultant working with schools.</li> <li>▪ Strategy implemented in eight schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Words Their Way delivered in 8 schools; central CEOWA consultant worked with teachers, schools and UWA; Major report written by UWA evaluating Program indicating positive outcomes. Report available.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Implementation of the above in a whole school approach across all learning areas, not just English in one school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Holy Cross College implemented the Words Their Way across all learning areas in years 7 and 8. This included data informed planning and cross learning area Programs and support. Learning community meetings were held and a whole of school approach implemented.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Schools selected to participate in a numeracy pilot Program; establishment of research parameters and types of support.</li> <li>▪ Strategy implemented in 12 schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 12 schools are receiving support for a range of initiatives. Each school developed a numeracy plan to focus on a specific initiative. Once approved, funds were provided to each school for this Program. Some Programs involved practical intervention and support activities and others looked at wider research and application. Many schools focused on the numeracy needs of recently enrolled, year 7 cohorts.</li> </ul>		

<ul style="list-style-type: none"> <li>▪ Schools analyse data and develop specific plans and intervention/support strategies; as approved by mathematics consultant.</li> <li>▪ Strategy implemented in 12 schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ As described above, each of the schools have developed a specific focus for mathematics support. Data from Year 5 and Year7 NAPLAN form the basis for development of support strategies.</li> <li>▪ Some schools have instigated a focus on a particular year or specific strand of mathematics. All schools submitted these to the central CEOWA mathematics consultant for approval of funding.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Schools implement a range of numeracy-related initiatives which address teacher skills and student outcomes.</li> <li>▪ Strategy implemented in 12 schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ As mentioned above initiatives include a focus on a particular year of 7 – 9; focus on an area of student weakness in mathematics as illustrated in NAPLAN; staff development; student intervention and coaching and resource production. Implemented in all 12 schools</li> </ul>		
<p><b><u>Whole of school approach</u></b></p> <ul style="list-style-type: none"> <li>▪ A whole of school approach to literacy and numeracy development is devised which is founded on the exchange of information about successful practises in schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Words their Way Program encourages and resulted in whole school improvement processes. In the mathematics support schools, whole school approaches are gradually developing but are limited by the amount of funding support and the 'departmentalised' nature of 7 – 12 schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ In the mathematics NP schools, there were some across learning area approaches. This was especially in year 7 where more integrated approaches are occurring. A more concerted cross learning area and whole of school approach will be developed during 2011.</li> </ul>	
<p><b><u>School improvement framework</u></b></p> <ul style="list-style-type: none"> <li>▪ Literacy and numeracy achievements enhanced through a whole of school improvement framework.</li> </ul>	<ul style="list-style-type: none"> <li>▪ For both the K – 7 and 7 – 9 projects, a whole school improvement framework was used to implement reforms. The Collaborative Professional Learning model provided a means for whole of school conversations and planning. The Quality Catholic Schooling framework also provided a school planning matrix to evaluate the Programs</li> </ul>		
<p><b><u>Kimberley schools</u></b></p> <ul style="list-style-type: none"> <li>▪ Literacy and numeracy Programs developed and implemented, specifically in Kimberley schools and linked to initiatives in other NP projects which also provide strategic support for Kimberley schools e.g. Extending the School Day; Up-skilling ATAs; Senior Secondary Support.</li> </ul>	<ul style="list-style-type: none"> <li>▪ An integrated approach, combining Programs from all 3 NPs was implemented. For example, all Kimberley schools were supported through a range of Low SES initiatives, focussing on aspects such as attendance, engagement and developing resiliency.</li> <li>▪ Additional to this was support to all of these schools in literacy and numeracy as well as 4 of the schools receiving additional literacy and numeracy support in the K – 7 Literacy and Numeracy NP. The Teacher Quality NP also provided support to Kimberley schools through the leadership Program.</li> </ul>		

<b>Independent Sector</b>			
<p><b>Effective and evidence-based teaching</b></p> <ul style="list-style-type: none"> <li>▪ Schools participate in professional learning in teaching practices to improved student learning.</li> <li>▪ Specialist literacy/numeracy teachers demonstrate effective teaching strategies, observe lessons and provide guidance to the teachers.</li> <li>▪ Strategy implemented in 14 schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Strategy implemented in 20 schools.</li> <li>▪ NP consultants have worked across all Phase One schools to demonstrate and observe lessons and to provide guidance to teachers. They have developed professional learning (individualised for each school context) to embed effective and evidence-based teaching across the school.</li> <li>▪ Strategy initiated in all Phase Two schools.</li> </ul>		
<p><b>Whole school planning</b></p> <ul style="list-style-type: none"> <li>▪ Whole school literacy and numeracy plans developed to integrate learning across the school.</li> <li>▪ Specialist literacy and numeracy consultants assist in the implementation of the school and classroom Programs.</li> <li>▪ Strategy implemented in five schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consultants are encouraging and supporting all schools to develop whole school literacy and numeracy plans.</li> <li>▪ Whole school planning Program have been developed. The Program is tailored to address each school's needs and adopts a whole of staff approach.</li> <li>▪ The Strategy is well advanced in five schools.</li> </ul>		
<p><b>Use and interpretation of data</b></p> <ul style="list-style-type: none"> <li>▪ Professional learning is provided to understand and interpret data; and using this data to inform school and classroom Programs.</li> <li>▪ Strategy implemented in five schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Strategy implemented in 19 schools.</li> <li>▪ AISWA commissioned customised software to support schools in interpreting NAPLAN data and school leadership teams from all Phase One schools participated in professional learning.</li> <li>▪ Work in Phase Two schools began with leading school teams through the NAPLAN data.</li> </ul>		
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>▪ Professional learning is provided to understand the requirements of NAPLAN assessment, and embed strategies that lead to sustained improvement in student achievement.</li> <li>▪ Support is provided for classroom teachers to provide more accurate feedback to students in relation to their performance.</li> <li>▪ Strategy implemented in six schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ This strategy in integral to effective and evidence based teaching and the use of data. It has been implemented in 19 Phase One schools and has commenced in Phase Two schools.</li> </ul>		



<p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>▪ Professional learning and support is provided in relation to differentiation in the classroom to better target individual student needs.</li> <li>▪ Strategy implemented in two schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Differentiation is necessary for effective teaching. Professional learning and support has been provided to all 20 Phase One schools and is being implemented in Phase Two schools.</li> </ul>		
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Clause 20 of the Low SES School Communities National Partnership (NP) Agreement provides for reporting on outcomes for identified cohorts, where possible and appropriate. Identified cohorts could include but is not limited to Indigenous students and students from a non-English speaking background. Clause 20 allows for indicators for these students to include numbers of students achieving high-end results and number of students achieving low-end results across a range of subjects and extra-curricula offerings.

In providing these data, jurisdictions should note that:

- The proposed data sets below are available through existing National Assessment Program - Literacy and Numeracy (NAPLAN) data collection mechanisms and meet the broad intent of Clause 20.
- These data do not represent performance targets, only broad indicators of progress as a result of the Low SES NP investment.
- The data will not be sought at the level of individual schools, only an aggregate for the identified sub populations of students participating in the NP.
- State and territories will also be able to report against other performance indicators as agreed in Bilateral Agreements and Implementation Plans in Section 8 of this report.

To remain consistent with national reporting, jurisdictions should note that:

- **Participation Rate** are calculated as all assessed and exempt students as a percentage of the total number of students in the year level, as reported by schools, which includes those absent and withdrawn.
- **Exempt students** are defined as those who were not assessed and are deemed not to have met the national minimum standard.
- **Weighted Likelihood Estimates** are to be used to calculate figures for the Bottom Two Bands and Mean Scale Score.
- **95% confidence intervals** are to be reported for the Bottom Two Bands and Mean Scale Score figures.
- All data, including percentages should be expressed to **one decimal place**.

**Schools participating from 2010 – 2013 will report Reading and Numeracy results for Years 3, 5, 7 and 9 students using NAPLAN:**

Description	Year Level	Domain	2009 (baseline)					2010				
			Participation Rate (%)	Exempt (%)	Bottom Band ± C.I.	Second Bottom Band ± C.I.	Mean Scale Score ± C.I.	Participation Rate (%)	Exempt (%)	Bottom Band ± C.I.	Second Bottom Band ± C.I.	Mean Scale Score ± C.I.
Percentage achievement of ALL Students in Low SES Participating Schools	Year 3	Reading	89.7%	0.4%	18.7% ±	21.8% ±	350.3 ±5.4	90.1%	0.6%	18.0% ±	24.2% ±	349.3 ±5.4
	Year 5	Reading	91.3%	0.9%	27.1% ±	17.3% ±	436.6 ±5.5	91.2%	0.6%	26.4% ±	22.2% ±	432.9 ±5.1
	Year 7	Reading	90.5%	1.0%	22.9% ±	21.8% ±	486.9 ±5.7	88.7%	0.6%	20.3% ±	21.6% ±	496.2 ±4.8
	Year 9	Reading	82.3%	0.8%	28.5% ±	17.7% ±	528.2 ±6.0	83.4%	1.3%	30.2% ±	29.7% ±	520.0 ±5.1
Participating Schools	Year 3	Numeracy	88.3%	0.4%	23.1% ±	21.9% ±	336.4 ±4.8	89.2%	0.6%	14.6% ±	26.8% ±	340.2 ±4.4
	Year 5	Numeracy	90.0%	0.7%	14.6% ±	30.2% ±	442.2 ±4.3	90.4%	0.6%	21.8% ±	21.5% ±	435.6 ±4.2
	Year 7	Numeracy	89.6%	1.0%	19.1% ±	26.2% ±	491.3 ±5.7	88.7%	0.5%	19.1% ±	24.7% ±	497.8 ±4.8
	Year 9	Numeracy	81.5%	0.8%	18.5% ±	25.8% ±	541.2 ±5.0	82.1%	1.0%	22.7% ±	26.6% ±	538.6 ±5.2

Description	Year Level	Domain	2009 (baseline)					2010				
			Participation Rate (%)	Exempt (%)	Bottom Band ± C.I.	Second Bottom Band ± C.I.	Mean Scale Score ± C.I.	Participation Rate (%)	Exempt (%)	Bottom Band ± C.I.	Second Bottom Band ± C.I.	Mean Scale Score ± C.I.
Percentage of achievement of Indigenous Students in Low SES Participating Schools	Year 3	Reading	74.1%	0.8%	39.5% ±	33.2% ±	287.0 ±8.0	80.3%	1.2%	33.8% ±	36.3% ±	286.7 ±8.7
	Year 5	Reading	81.7%	1.6%	54.8% ±	19.1% ±	372.9 ±9.5	79.3%	1.3%	57.3% ±	25.5% ±	362.1 ±8.4
	Year 7	Reading	76.0%	1.1%	47.0% ±	26.0% ±	432.2 ±10.7	76.8%	0.8%	46.7% ±	33.3% ±	434.4 ±7.5
	Year 9	Reading	60.9%	0.7%	67.9% ±	19.4% ±	456.2 ±9.7	62.4%	1.7%	66.7% ±	22.2% ±	465.6 ±7.5
Participating Schools	Year 3	Numeracy	71.8%	0.8%	44.1% ±	29.9% ±	283.3 ±7.9	79.1%	1.2%	32.1% ±	36.0% ±	289.0 ±7.4
	Year 5	Numeracy	78.0%	1.4%	30.9% ±	45.9% ±	392.0 ±6.5	78.7%	1.3%	51.9% ±	26.4% ±	375.6 ±6.8
	Year 7	Numeracy	75.3%	1.1%	41.1% ±	35.6% ±	444.8 ±8.7	77.0%	1.1%	47.0% ±	35.5% ±	437.9 ±6.4
	Year 9	Numeracy	58.3%	0.7%	43.2% ±	40.1% ±	484.7 ±7.1	62.4%	1.3%	57.6% ±	28.3% ±	478.1 ±6.7

Description	Year Level	Domain	2009 (baseline)					2010				
			Participation Rate (%)	Exempt (%)	Bottom Band ± C.I.	Second Bottom Band ± C.I.	Mean Scale Score ± C.I.	Participation Rate (%)	Exempt (%)	Bottom Band ± C.I.	Second Bottom Band ± C.I.	Mean Scale Score ± C.I.
Percentage of achievement of LBOTE Students in Low SES Participating Schools	Year 3	Reading	90.9%	0.2%	19.3% ±	21.5% ±	346.4 ±9.5	88.4%	0.2%	17.8% ±	24.5% ±	348.0 ±9.4
	Year 5	Reading	88.8%	1.3%	26.6% ±	15.8% ±	435.5 ±11.1	90.1%	0.4%	27.5% ±	20.8% ±	428.5 ±9.5
	Year 7	Reading	86.9%	0.8%	23.5% ±	20.8% ±	481.6 ±10.9	89.1%	0.8%	21.5% ±	19.3% ±	494.0 ±8.0
	Year 9	Reading	84.9%	0.4%	27.3% ±	16.0% ±	530.5 ±9.9	85.8%	1.1%	26.2% ±	28.8% ±	526.0 ±9.4
Participating Schools	Year 3	Numeracy	89.3%	0.2%	25.1% ±	20.4% ±	335.7 ±8.7	89.3%	0.2%	18.4% ±	28.4% ±	331.8 ±8.9
	Year 5	Numeracy	88.3%	1.0%	17.1% ±	27.1% ±	447.8 ±9.0	89.2%	0.4%	21.0% ±	23.9% ±	438.0 ±7.7
	Year 7	Numeracy	87.7%	0.8%	19.5% ±	22.5% ±	493.9 ±10.4	89.1%	0.3%	19.5% ±	21.0% ±	509.5 ±9.3
	Year 9	Numeracy	86.0%	0.4%	19.1% ±	22.9% ±	551.0 ±9.6	86.5%	1.1%	20.3% ±	18.1% ±	557.3 ±10.3

Year 3 - the nms (second bottom band) is Band 2 and below the nms (bottom band) is Band 1  
 Year 5 - the nms (second bottom band) is Band 4 and below the nms (bottom band) is Band 3 and below  
 Year 7 - the nms (second bottom band) is Band 5 and below the nms (bottom band) is Band 4 and below  
 Year 9 - the nms (second bottom band) is Band 6 and below the nms (bottom band) is Band 5 and below

Note - Confidence intervals have been included as an optional data column to accommodate the reporting intentions of jurisdictions who advise that NAPLAN data is to be considered along with the details of measurement of error and they intend to report confidence intervals accordingly. The provision of such information is optional and at the discretion of jurisdictions.

## Section 8 – State Performance Measures

## Low SES School Communities NP

Performance Indicators	Measures	Progress 2010
<b>KEY REFORM AREA 1 - INCENTIVES TO ATTRACT HIGH-PERFORMING PRINCIPALS AND TEACHERS</b>		
<ul style="list-style-type: none"> <li>• Success in attracting high quality and experienced principals and teachers to low SES school communities</li> </ul>	<ul style="list-style-type: none"> <li>• Number of principal and teacher appointments in partnership schools linked to implemented strategies</li> <li>• Average experience of principals and teachers in partnership schools</li> </ul>	<p style="text-align: center;"><b>Government</b></p> <ul style="list-style-type: none"> <li>▪ Remuneration packages specifically designed to attract, retain and reward high performing principals who work in disadvantaged Indigenous, rural/remote and hard-to-staff schools were developed.</li> <li>▪ Due to the Western Australian Government's wages policies and public sector legislation, the provision of any financial incentives beyond the EBA requires approval from State Government central agencies.</li> <li>▪ During 2010, the Department consulted with the Western Australian Department of Commerce, Department of the Premier and Cabinet and Department of Treasury and Finance throughout the proposal's development and is currently seeking approval for implementation.</li> <li>▪ It is anticipated that the incentive package will be offered in the second half of 2011.</li> <li>▪ The Department has been working to more effectively distribute exemplary teachers to Low SES schools and has undertaken a review of the Level 3 Classroom Teacher program. During the first half of 2010, a project coordinator was employed by the Department to enhance the L3CT processes.</li> <li>▪ A revised career structure has been developed and the concept to improve both the career path for teachers and improved distribution of exemplary teachers to Low SES NP schools is being considered as part of the EBA strategy.</li> </ul>

		<p style="text-align: center;"><b>Catholic</b></p> <ul style="list-style-type: none"> <li>▪ The emphasis in Catholic schools was to focus on shared support consultants and other projects. There were no additional teacher or principal appointments in the 23 low SES schools. An additional 0.5 youth worker was employed at one school. Approx 4.0 FTE were employed to support low SES schools in a range of services.</li> <li>▪ Attracting and retaining staff in Kimberley schools remains an issue. In the 13 Catholic Kimberley schools, most principals had between 0 – 3 year’s experience and for teachers, a similar figure applied. Some had, however, been there for considerable periods. In at least 2 schools, the entire staff was new to the school in 2010 and with less than 3 year’s experience in each.</li> <li>▪ In the 10 metropolitan and south west Catholic schools, principals had been serving between 1 and 17 years, with a mean of around 10 years. The mean for teachers in terms of years of service was around 12 - 14 years.</li> </ul>
		<p style="text-align: center;"><b>Independent</b></p> <ul style="list-style-type: none"> <li>▪ As AISWA is not an employing body, this initiative is not applicable to the independent sector.</li> <li>▪ AISWA is supporting the intent of the initiative by supporting aspirant leaders from a range of schools, including Low SES schools to complete higher degrees in school leadership through the UWA and ECU.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Reduction in turnover of Principals and teachers in low SES school communities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Principal and teacher turnover in partnership schools</li> </ul>	<p style="text-align: center;"><b>Government</b></p> <ul style="list-style-type: none"> <li>▪ As indicated in the section above Remuneration packages specifically designed to attract, retain and reward high performing principals who work in disadvantaged Indigenous, rural/remote and hard-to-staff schools were developed. Due to the Western Australian Government’s wages policies and public sector legislation, the provision of any financial incentives beyond the EBA requires approval from State Government central agencies.</li> <li>▪ During 2010, the Department consulted with the Western Australian Department of Commerce, Department of the Premier and Cabinet and Department of Treasury and Finance throughout the proposal’s development and is currently seeking approval for implementation.</li> </ul>

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**KEY REFORM AREA 2 - ADOPTION OF BEST PRACTICE PERFORMANCE MANAGEMENT AND STAFFING ARRANGEMENTS THAT ARTICULATE A CLEAR ROLE FOR PRINCIPALS**

<ul style="list-style-type: none"> <li>▪ Improvements in the use and quality of performance agreements with principals and teachers</li> <li>▪ Greater autonomy, innovation and flexibility is achieved for partnership schools</li> </ul>	<ul style="list-style-type: none"> <li>▪ The extent to which targeted performance agreements are in place in partnership schools</li> <li>▪ The number and lists of specific examples of where increased autonomy, innovation or flexibility has been achieved in partnership schools</li> </ul>	<p><b>Government</b></p> <ul style="list-style-type: none"> <li>▪ Targeted performance agreements designed to attract and retain school principals in Low SES school communities have been designed but are currently awaiting State Government approval for implementation</li> <li>▪ 6 schools that have commenced with the National Partnership Project are now Independent Public Schools. These schools include:                             <ul style="list-style-type: none"> <li>○ Challis Primary School</li> <li>○ Challis Early Childhood Education Centre</li> <li>○ Neerigen Brook Primary School</li> <li>○ Perenjori Primary School</li> <li>○ Warriapendi Primary School</li> <li>○ Calista Primary School</li> </ul> </li> <li>▪ To become an Independent Public School, schools had to demonstrate capacity of the school to assume greater responsibility for its own affairs, level of local support, including staff support and potential benefits to students and the broader school community.</li> <li>▪ The increased flexibility includes being able to select staff, manage their financial affairs through a one line budget, select school development day dates, approve leave applications, determine the curriculum that best supports students' needs, as well as manage school utilities (electricity, water, gas and waste management) and faults (breakdowns and repairs).</li> </ul>
		<p><b>Catholic</b></p> <ul style="list-style-type: none"> <li>▪ Catholic schools are subject to certain system requirements which include performance review processes for the school (through regular school audits) and the principals (major reviews after 3 years, 8 years and 12 years of service). Additionally all Catholic schools use the Quality Catholic Schooling framework to monitor, discuss and plan for school improvement across all areas, including leadership and staff development.</li> <li>▪ For Catholic Kimberley schools, an experienced external consultant has been working with principals to establish targeted and strategic school improvement plans. As part of a system practice, more experienced metropolitan principals are assigned to</li> </ul>

		mentor each of the Kimberley principals.
		<ul style="list-style-type: none"> <li>▪ Catholic schools already enjoy considerable autonomy in their operation and decision making within the overall system agreement. This includes flexibility in school staffing, timetabling, education programs and the ability to be innovative.</li> </ul>
		<b>Independent</b>
		<ul style="list-style-type: none"> <li>▪ Independent schools are autonomous and all decisions rest with the school boards.</li> </ul>

Performance Indicators	Measures	Progress 2010
<b>KEY REFORM AREA 3 - SCHOOL OPERATIONAL ARRANGEMENTS WHICH ENCOURAGE INNOVATION AND FLEXIBILITY</b>		
<ul style="list-style-type: none"> <li>• Greater autonomy, innovation and flexibility is achieved for partnership schools</li> </ul>	<ul style="list-style-type: none"> <li>• The number and lists of specific examples of where increased autonomy, innovation or flexibility has been achieved in partnership schools</li> </ul>	<b>Government</b>
		<ul style="list-style-type: none"> <li>▪ As mentioned above, 6 schools that have commenced with the National Partnership Project are now Independent Public Schools.</li> <li>▪ In addition to the 6 IPS schools, schools have reported excellent improvement and 9 schools have reported good improvement in operational arrangements that encourage innovation and flexibility.</li> <li>▪ These schools include: Kalumbaru RSC, Bluff Point PS, Ngalapita RSC, Balga SHS, One Arm Point RCS, Gwynne Park PS, Carnarvon SHS, Oombulguri RCS, Djugerari RCS, Neerigen Brook PS, Roebuck PS, Gilmore College and Jungdranung RCS</li> </ul>
		<b>Catholic</b>
		<ul style="list-style-type: none"> <li>▪ Catholic schools already enjoy considerable autonomy in their operation and decision making within the overall system agreement.</li> <li>▪ It is therefore difficult to ascribe any changes directly to NP initiatives. Notwithstanding, there have been some innovative practices with after school hours programs in Kimberley schools. In the metropolitan and south west Low SES NP schools there have been a range of cultural, parent/community, literacy and numeracy initiatives. Planning occurred in late 2010 for a number of metropolitan Low SES schools to form strategic partnerships to jointly employ support staff in more flexible arrangements.</li> </ul>

		<b>Independent</b>
		<ul style="list-style-type: none"> <li>▪ Independent schools are autonomous and all decisions rest with the school boards.</li> </ul>

Performance Indicators	Measures	Progress 2010
<b>KEY REFORM AREA 4 - PROVIDING INNOVATIVE AND TAILORED LEARNING OPPORTUNITIES</b>		
<ul style="list-style-type: none"> <li>▪ Improvement in Literacy and numeracy achievement in NAPLAN testing</li> </ul>	<ul style="list-style-type: none"> <li>• NAPLAN testing – The mean scores and proportions at or above the national minimum standards in Years 3, 5 and 7 in Reading and Numeracy will improve for student in targeted schools</li> </ul>	<ul style="list-style-type: none"> <li>▪ Government, Catholic and Independent schools NAPLAN data are provided in Section 7 above.</li> </ul>
<b>KEY REFORM AREA 5 - STRENGTHENED SCHOOL ACCOUNTABILITY</b>		
<ul style="list-style-type: none"> <li>• Improvements in school self assessment, planning and reporting</li> </ul>	<ul style="list-style-type: none"> <li>• The extent to which partnership school plans and school annual reports comply with State and Commonwealth requirements</li> </ul>	<b>Government</b>
		<ul style="list-style-type: none"> <li>▪ All schools demonstrated compliance with state accountability policy and the Commonwealth National Partnership Low SES School Communities Funding Agreement.</li> </ul> <p>There was some variability between participating schools in terms of how schools reported improved planning processes; specifically, improved capacity to demonstrate accountability to stakeholders, including the development of school plans, operational planning and classroom planning, self assessment and publication of an annual school report.</p> <ul style="list-style-type: none"> <li>▪ Five schools have reported excellent progress and 24 schools have reported good progress regarding improved accountability practices in processes during 2010.</li> </ul>
		<b>Catholic</b>
		<ul style="list-style-type: none"> <li>▪ All Catholic NP schools are system schools and are required to follow state, commonwealth and system level accountability requirements. CEOWA schools undergo periodic audits of all processes and documents to assure compliance. This is part of a system level requirement. All NP schools have conformed to School Level Plans posted on the required website.</li> <li>▪ As part of one NP project in the Kimberley, an experienced external consultant has been working with schools and leadership</li> </ul>



		<p>teams to develop whole of school improvement and strategic plans. As part of the Teacher Quality NP, all Catholic schools are implementing the Quality Catholic Schooling (QCS) which is a school improvement framework based on 4 domains and 24 components with descriptors for school improvement. Schools use this as a self assessment and reflection document. In terms of individual NP projects which involve payments direct to schools, there is an application, reporting and accountability process.</p>
		<p style="text-align: center;"><b>Independent</b></p> <ul style="list-style-type: none"> <li>▪ All schools demonstrated compliance with state accountability policy and the Commonwealth National Partnership Low SES School Communities funding agreement.</li> <li>▪ AISWA has supported school leadership and teachers to better monitor student performance in a variety of ways.</li> <li>▪ Through Literacy and Numeracy NP and Targeted Programs funding, AISWA was able to commission the development of software (<i>Appraise</i>) to assist schools in interpreting their NAPLAN results. Processes were put in place to release NAPLAN historical data three months earlier than previously possible. This allowed schools to use NAPLAN data in Term 4 to plan for 2011 initiatives.</li> <li>▪ Schools have been supported with the implementation and use of Performance Indicators in Primary School (PIPS) data. Monitoring of student performance over time has been achieved through the use of this data in <i>Appraise</i>.</li> <li>▪ The end of 2010 saw AISWA collaborate with the Melbourne office of the Australian Council for Educational Research (ACER) to run a Longitudinal Literacy and Numeracy Study (LLANS) trial in independent schools. The results of the trial will be available in 2011.</li> </ul>

<b>KEY REFORM AREA 6 - EXTERNAL PARTNERSHIPS WITH PARENTS, OTHER SCHOOLS, BUSINESSES AND COMMUNITIES AND THE PROVISION OF ACCESS TO EXTENDED SERVICES</b>		
<ul style="list-style-type: none"> <li>• Improvements in student attendance and performance</li> </ul>	<ul style="list-style-type: none"> <li>• NAPLAN and senior secondary outcome data for partnership schools - all students and Indigenous students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Government, Catholic and Independent schools NAPLAN data are provided in Section 7 above.</li> </ul>

	<ul style="list-style-type: none"> <li>For students in targeted schools, an increase in the percentage of students with regular attendance of 90% or more</li> </ul>	<table border="1"> <tr> <th data-bbox="1339 92 2033 132">Government</th> </tr> <tr> <td data-bbox="1339 132 2033 379"> <ul style="list-style-type: none"> <li>Within 2010 targeted schools, 50.7 % of students attend regularly with attendance of 90% or more.</li> <li>In 2009, targeted schools reported a regular attendance of 90% or more of 45.6%.</li> <li>This represents an increase in percentage of students with regular attendance of 5.1%.</li> </ul> </td> </tr> <tr> <th data-bbox="1339 379 2033 419">Catholic</th> </tr> <tr> <td data-bbox="1339 419 2033 858"> <ul style="list-style-type: none"> <li>Attendance data for Catholic schools were collected for the 23 Low SES schools involved. The movement of Year 7 students from the primary campus to secondary campus made interpretation difficult in some instances, as did the very small number of students in some remote schools. Notwithstanding, 16 schools of 23 improved their attendance in the 90%+ category, with 8 of these being significant.</li> <li>Seven schools declined with 4 of these being insignificant because there were fewer than 10 students in the school. The other 3 declines were marginal and in 2 cases, probably attributable to changing dynamics between 2009 and 2010 with the movement of Year 7 students.</li> </ul> </td> </tr> <tr> <th data-bbox="1339 858 2033 898">Independent</th> </tr> <tr> <td data-bbox="1339 898 2033 1102"> <ul style="list-style-type: none"> <li>As independent schools are autonomous, AISWA does not routinely collect attendance data. To support strengthened school accountability and to encourage greater monitoring of student attendance, AISWA negotiated at a greatly reduced cost, access to school attendance software. This cost has been further subsidised through Low SES NP funding.</li> </ul> </td> </tr> </table>	Government	<ul style="list-style-type: none"> <li>Within 2010 targeted schools, 50.7 % of students attend regularly with attendance of 90% or more.</li> <li>In 2009, targeted schools reported a regular attendance of 90% or more of 45.6%.</li> <li>This represents an increase in percentage of students with regular attendance of 5.1%.</li> </ul>	Catholic	<ul style="list-style-type: none"> <li>Attendance data for Catholic schools were collected for the 23 Low SES schools involved. The movement of Year 7 students from the primary campus to secondary campus made interpretation difficult in some instances, as did the very small number of students in some remote schools. Notwithstanding, 16 schools of 23 improved their attendance in the 90%+ category, with 8 of these being significant.</li> <li>Seven schools declined with 4 of these being insignificant because there were fewer than 10 students in the school. The other 3 declines were marginal and in 2 cases, probably attributable to changing dynamics between 2009 and 2010 with the movement of Year 7 students.</li> </ul>	Independent	<ul style="list-style-type: none"> <li>As independent schools are autonomous, AISWA does not routinely collect attendance data. To support strengthened school accountability and to encourage greater monitoring of student attendance, AISWA negotiated at a greatly reduced cost, access to school attendance software. This cost has been further subsidised through Low SES NP funding.</li> </ul>
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		<ul style="list-style-type: none"> <li>○ Challis PS - Smiles Speech Program, Family Support Worker, allied health workers and social worker</li> <li>○ Challis ECE - integrated services for children and their families from birth - 3 years of age</li> <li>○ Derby – 0-4 playgroups and early years program</li> <li>○ Tjuntjunjara – Medical and health services on site.</li> <li>○ Perenjori PS - Family Learning Cottage for early years</li> <li>○ Ngaanyatjarra Lands Schools – Health services have decreased the incidences and effects of trachoma, otitis media, conductive hearing loss.</li> <li>○ Coolbellup PS – Speech pathologist and Occupational Therapist on site and 0-3 playgroup.</li> </ul>
<b>Catholic</b>		
<ul style="list-style-type: none"> <li>▪ In Catholic, Kimberley schools, a partnership was formed with DEEWR re the Tri Border Attendance initiative. All Kimberley schools and the 10 metropolitan schools were involved in a formal partnership with the Blueearth Foundation for the implementation of that program.</li> <li>▪ PATHS, a commercial package, is also being implemented in most of the 13 Kimberley schools. 'Books for Homes' were also engaged to provide reading books services to students and families. Planning occurred in late 2010 to formalise a number of external partnerships in 2011 including training providers, tertiary institutions and government agencies.</li> </ul>		
<b>Independent</b>		
<ul style="list-style-type: none"> <li>▪ External partnerships have been established with parents and with other service providers: <ul style="list-style-type: none"> <li>○ 14 school community agreements have been finalised and are published on the Aboriginal Independent Community Schools (AICS) website at <a href="http://aics.wa.edu.au/">http://aics.wa.edu.au/</a>.</li> <li>○ through <i>Books in Homes</i>, over 230 students were provided with additional books.</li> <li>○ the Low SES NP consultant worked closely with the Telethon Speech and Hearing Centre to secure substantial funding for the Centre's ear bus which provides vital support for Culunga Aboriginal Community School.</li> </ul> </li> </ul>		

<ul style="list-style-type: none"> <li>• Increase in the level of parental involvement in partnership schools</li> </ul>	<ul style="list-style-type: none"> <li>• The extent to which, and examples of how, parental involvement has increased in partnership schools</li> </ul>	<table border="1"> <tr> <td data-bbox="1346 95 2036 571"> <p style="text-align: center;"><b>Government</b></p> <ul style="list-style-type: none"> <li>▪ 30 schools have enhanced parental engagement and involvement in the school.</li> <li>▪ Schools use programs and strategies listed below to increase parental engagement in the schools: <ul style="list-style-type: none"> <li>○ The passport program</li> <li>○ Justice school link</li> <li>○ Internet café for parent use</li> <li>○ Skill/employment classes and links</li> <li>○ Parenting programs</li> <li>○ Home reading</li> <li>○ Cultural studies programs</li> <li>○ Volunteer programs</li> <li>○ Early child years play groups</li> </ul> </li> </ul> </td> </tr> <tr> <td data-bbox="1346 571 2036 943"> <p style="text-align: center;"><b>Catholic</b></p> <ul style="list-style-type: none"> <li>▪ Parents have always been involved in the school community in the Kimberley schools. The ATAs continued to support this community involvement. The Extending the School Day NP project involved about 7 community members in some of these activities such as cultural support, craft activities, Blueearth coaching etc.</li> <li>▪ A youth worker was jointly funded by the community and NP funding to work with the school and community in Warmun. The 'Books for Homes' program provided reading books for students to take home and encouraged parental engagement in literacy and numeracy support.</li> </ul> </td> </tr> <tr> <td data-bbox="1346 943 2036 1118"> <p style="text-align: center;"><b>Independent</b></p> <ul style="list-style-type: none"> <li>○ 14 school community agreements have been finalised and are published on the Aboriginal Independent Community Schools (AICS) website at <a href="http://aics.wa.edu.au/">http://aics.wa.edu.au/</a>.</li> </ul> </td> </tr> </table>	<p style="text-align: center;"><b>Government</b></p> <ul style="list-style-type: none"> <li>▪ 30 schools have enhanced parental engagement and involvement in the school.</li> <li>▪ Schools use programs and strategies listed below to increase parental engagement in the schools: <ul style="list-style-type: none"> <li>○ The passport program</li> <li>○ Justice school link</li> <li>○ Internet café for parent use</li> <li>○ Skill/employment classes and links</li> <li>○ Parenting programs</li> <li>○ Home reading</li> <li>○ Cultural studies programs</li> <li>○ Volunteer programs</li> <li>○ Early child years play groups</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Catholic</b></p> <ul style="list-style-type: none"> <li>▪ Parents have always been involved in the school community in the Kimberley schools. The ATAs continued to support this community involvement. The Extending the School Day NP project involved about 7 community members in some of these activities such as cultural support, craft activities, Blueearth coaching etc.</li> <li>▪ A youth worker was jointly funded by the community and NP funding to work with the school and community in Warmun. The 'Books for Homes' program provided reading books for students to take home and encouraged parental engagement in literacy and numeracy support.</li> </ul>	<p style="text-align: center;"><b>Independent</b></p> <ul style="list-style-type: none"> <li>○ 14 school community agreements have been finalised and are published on the Aboriginal Independent Community Schools (AICS) website at <a href="http://aics.wa.edu.au/">http://aics.wa.edu.au/</a>.</li> </ul>
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