



Australian Government



## **SMARTER SCHOOLS NATIONAL PARTNERSHIPS**

**IMPROVING TEACHER QUALITY  
LOW SOCIO-ECONOMIC STATUS SCHOOL COMMUNITIES  
LITERACY AND NUMERACY**

**State/Territory  
Annual Report for 2011  
(due 30 April 2012)**

<b>Section 1</b>	<b><i>Smarter Schools Overview/Executive 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 Report</i></b>
<b>Section 7</b>	<b><i>Low SES School Communities - Performance Indicators for Identified Cohorts</i></b>
<b>Section 8</b>	<b><i>Low SES School Communities - 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 – Overview – Executive Summary

### 2011 National Partnership Overview – 1 January to 31 December 2011

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

A range of reform strategies are being implemented, and collectively, this reform activity forms a cohesive and comprehensive approach to improving schooling in Western Australia.

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

#### Government Sector

##### Improving Teacher Quality

- Within the Improving Teacher Quality National Partnership, the government sector has contributed significantly toward the progression of the facilitation reform elements.
- The Government sector also remains committed to developing a culture of continuous improvement across the public education system through the progression of systematic reform to facilitate greater school level decision making and community engagement.
- In 2011, the focus on employing and up-skilling Aboriginal and Islander Education Officers, assistants, teachers and leaders continued in the government sector through the use of professional learning programs and partnerships.

##### Low Socio-Economic Status School Communities

- A total of 75 schools have now commenced implementing activities funded through the National Partnership. Funds through the National Partnership are allocated directly to school communities to explore innovative strategies that contribute to improve student learning outcomes. It encourages principals and their community to determine relevant school improvement strategies and to make decisions about how to allocate funds and determine which approaches may be effective within their community context.

##### Literacy and Numeracy

- During 2011, 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 project effected demonstrable improvement in students' reading and numeracy outcomes as measured by NAPLAN. Analysis of the Reading and Numeracy mean in each year level for 2009, compared to 2011, and also the mean progress Year 3-5, and Year 5-7, showed that the LNNP schools average was above the Western Australian average. Approximately 70% of LNNP schools closed the gap between their performance and state performance in both reading and numeracy.

#### Catholic Sector (CEOWA)

##### Improving Teacher Quality

- Initiatives in the area of the Improving Teacher Quality National Partnership, have built on a number of national priorities including the AITSL standards for teachers and school leaders, as well as a focus on key priority learning areas of Mathematics and Science. These standards have been built into various programs. Mentoring of newly appointed (1<sup>st</sup> and 2<sup>nd</sup> year of teaching) and teachers out of field has also been a priority area. This aligns with national priorities to up skill and retain teachers in the workforce.
- The majority of the reforms implemented by CEOWA in relation to this NP, build on system wide strategic approaches and have assumed considerable momentum in 2011. Of note is the **Quality Catholic Schooling (QCS)** initiative, a leadership program, **Dare to Lead**, specifically designed for Aboriginal leaders and the **Teacher Mentoring Program** have been a focus of these reforms.
- Partnerships with universities – University of Notre Dame Australia; Curtin University and Edith Cowan University – were further developed in 2011 through the residency teacher program for final year education students.

## Low Socio-Economic Status School Communities

- The Low SES National Partnership (NP) has aligned with a number of system, state and national priorities. CEOWA has designated a priority for Literacy and Numeracy in the 13 Kimberley schools. On a wider scale, the *Aboriginal and Torres Strait Islander Education Action Plan* as well as the *Closing the Gap* initiatives have underpinned many of the projects and support processes. Focus on the other Low SES schools has addressed key areas such as literacy and numeracy, speech therapy, student attendance and engagement and community liaison and support. In Balgo Hills, a Trade Training Centre has been opened which also integrates with NP initiatives and assists in raising engagement and attendance and providing a transition from school to work for many students as well as training for community members.

### Literacy and Numeracy

- CEOWA has been active in assisting schools to implement a range of school level, regional and system level reforms during 2011 that build on existing system and state priorities. The Literacy and Numeracy National Partnership builds on an existing well researched and effective system wide initiative, **Collaborative Professional Learning in Action**. This model has now been implemented in all Catholic K - 6 schools as a system wide strategic initiative. As well as a focus on quality classroom teaching and learning, the system initiative promotes the use of a variety of programs and practices which are common to many schools in the state including Reading Recovery and Extending Mathematical Understandings. Literacy and Numeracy development, especially early intervention has been a common priority for all three educational systems.
- Momentum for change was exemplified by the decision to extend the Literacy and Numeracy NP beyond the original 62 schools in 2009; 73 schools at the end of 2010 to all 115 Catholic K – 7 schools during late 2011 and into 2012.

## **Independent Sector (AISWA)**

### Improving Teacher Quality

- AISWA is committed to supporting the implementation of the National Professional Standards for Teachers as well as being an active participant on the **AITSL** National Professional Standards Implementation Reference Group and Nationally Consistent Registration of Teachers Working Group.
- AISWA has used the National Partnership funding to support a number of initiatives across the independent sector.

## Low Socio-Economic Status School Communities

- A total of 25 schools have now begun implementing funded projects to improve Literacy, Numeracy and engagement through the Low SES NP. A large proportion of funds have been allocated to school communities to explore innovative strategies that contribute to improve student learning outcomes. This empowers school communities to decide how best to allocate funds to explore and tailor innovations to their community context that improve educational outcomes for their students.

### Literacy and Numeracy

- The Literacy and Numeracy National Partnership has adopted a sustainable and strategic approach. Support to schools has been provided by **Literacy and Numeracy Consultants** with a caseload of approximately five to six schools each around effective Literacy and Numeracy practices. This support is implemented through one-on-one coaching, team coaching, development of professional learning teams and whole school approaches to teaching and learning. Whole School Planning has been utilised by the consultants to support schools to develop detailed Literacy and Numeracy plans, analyse data and implement school-aligned improvement and intervention processes. Feedback from a representative sample of Literacy and Numeracy schools has indicated strong support for the initiative.
- At the commencement of 2011, AISWA increased the number of Literacy and Numeracy schools participating in the partnership from 21 to a total of 44 schools.

## **2011 Significant Highlights/Achievements**

### **Government Sector**

#### Improving Teacher Quality

- The **Public School Leadership Program** was established to ensure high quality sustainable leadership across public schools through the completion of a Masters of School Leadership. The selection process was completed in 2011 with 50 participants commencing in January 2011.
- The **Specialist Coaching Project** provided comprehensive coaching and support to a targeted cohort of 38 graduates from the Bachelor of Education Conversion Course including Aboriginal Islander and Education Officers (AIEO) and

Education Assistants. A group of 188 other graduates in challenging circumstances were also supported by the Project.

- In 2011, a further 64 principals of **Independent Public Schools** received comprehensive training and support, administration resources and access to leadership development programs for their transition toward greater autonomy.
- The **Up-skilling School Support Staff Program** provided an opportunity for 150 school support staff (47 participants in Stage One Demonstration and 103 in the first cohort of Stage Two), who possess a Certificate IV in Education Support or equivalent, to undertake a Diploma of Education Support. A total of 111 participants successfully completed the program in 2011 (37 in Stage One and 74 from the first cohort of Stage Two).
- In collaboration with Edith Cowan University, the Department continued the **Training Schools Project (Teacher Residency Program)**.
- An internal review of the **Level 3 Classroom Teacher Program** was completed and 150 new teachers attained the Level 3 Classroom Teacher status in 2011 and were appointed from 2012. Training was provided for 241 aspirants in 2011.
- A proposal to trial a new specialist teacher position (**Consultant Teacher**) for selected low SES schools was developed and endorsed in 2011, and implementation commenced in 2011.
- An **AIEO Professional Learning Program** was established to support AIEO's to achieve a certificate qualification from a State Technical and Further Education college of their choice. In 2011:
  - 97 AIEO's (48 regional and 49 metropolitan) commenced a training program to enhance their qualifications, with 85 enrolled in Certificate III and 12 enrolled in Certificate IV;
  - 45 AIEO's completed their Certificate III in December 2011;
  - 3 AIEO's completed their Certificate IV in December 2011; and
  - The AIEO Professional Learning Program was broadened to incorporate support for AIEOs to achieve a teaching qualification. In 2011, 19 AIEOs commenced a Bachelor of Education course.

#### **Low Socio-Economic Status School Communities**

- By 2011, 75 schools were engaged on the project. The focus of the National Partnership for Low SES school communities has been to implement reforms in partnership with community groups and to increase parental engagement through the provision of extended services.
- Key strategies and achievements are listed below:
  - In collaboration with the Improving Teacher Quality (ITQ) Partnership, a proposal to trial a new specialist teacher position (**Consultant Teacher**) for selected low SES schools has been developed and endorsed for implementation in 2012. In conjunction with this, a remuneration package proposal has been specifically designed to attract and retain high quality principals to work in disadvantaged Aboriginal, rural/remote and hard to staff schools.
  - The Department of Education has led the establishment of the **National Extended Service Schools Exchange**, which provides a platform for national sharing of information, ideas and resources to support implementation of extended services in schools.
  - WA leads one of the national Key Reform Projects - **the Extended Service School Model Project**. This project explores schools that work in partnership with government, local providers and community members to offer extended services to students, their families and the local community.
- 62% of schools reported that they are making good progress providing innovative and contextualised learning programs.
- 36 of the 75 schools currently engaged in this NP indicated that they have implemented strategies that focus on improving school readiness for children aged 0 to 4 years old.

#### **Literacy and Numeracy**

- **School leadership:** School leadership in LNNP schools continued to be strengthened by involvement in the LNNP program. Outcomes 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).
- 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)**

### **Improving Teacher Quality**

- The effective implementation of the **Quality Catholic Schooling (QCS) Improvement framework** across all 158 schools is a significant highlight. This provides a basis not only for wider school improvement but also enables many other NP projects and reforms to be contextualised in a strategic school improvement framework. Schools have commenced using this framework to plan for practical school improvement. Dialogue has also occurred between different schools to share strategies. CEO leadership programs have also been aligned to this framework.
- The strengthening partnership with three WA universities in the teacher training residency program remains a highlight and this program is envisaged to extend further with additional Reward Funding. The partnerships have provided mutual benefit and these partnerships have also extended to other NP's.
- Mentoring support for early career teachers is seen to be another strategic program for the system with a framework for professional development being developed, a specialist FTE consultant appointed and the program being extended to more schools beyond the smaller 2011 program. Research has long shown that early career teachers and teachers in out-of-field contexts, require additional support.

### **Low Socio-Economic Status School Communities**

- Significant highlights of the Low SES NP included the partnerships formed by many schools with tertiary providers and outside agencies. For example, many schools implemented the Curtin University Speech Pathology Program whereby a qualified speech pathologist and about 5 final year students were providing support in each school for one day per week for the duration of the school year. A similar program exists for Occupational Therapy in these schools also in partnership with Curtin University. An important partnership between Clontarf Aboriginal College and the University of Notre Dame was also established with final year education students assisting with one-to-one tutoring in Literacy and Numeracy. The results have been dramatic with some students increasing their reading age by up to four years in the space of two terms and every student making recognisable improvements.

### **Literacy and Numeracy**

- In the Literacy and Numeracy National Partnership Schools, there has been an observable enhancement of teacher skill and Literacy and Numeracy conversations in schools. The extension of the initiative to every K – 7 school was seen to be a significant highlight and schools have demonstrated increased levels of collaboration between each other. A further highlight of the **K – 7 Literacy and Numeracy program** has been the feedback received from participating schools through a system initiated questionnaire. For the 62 schools surveyed, support for the model was overwhelming, particularly the role of the School Support Consultants. This has provided the confidence for the Catholic system to implement this model into the future on a more permanent basis. The devolved model with a case management approach for schools is a significant achievement and will influence future processes for supporting schools.
- A further highlight has been the integration of NP programs to support Literacy and Numeracy. For example, as well as support to schools as described above, there is additional support through the Low SES National Partnership. Programs which support Literacy and Numeracy including Reading Recovery in the Kimberley schools; additional consultancy support in Kimberley schools; up-skilling of Aboriginal Teacher Assistants to support classroom literacy and numeracy; speech therapy support to selected schools in partnership with Curtin University; and additional teacher assistants.

## **Independent Sector (AISWA)**

### **Improving Teacher Quality**

- Teacher Quality has achieved significant success in 2011 with the suite of professional learning offered across the Independent schools in WA. During 2011, success has been achieved in the following:
  - 15 Leaders successfully graduated from UWA with a Graduate Diploma in Educational Leadership.

- Second cohort of 15 leaders commenced at the beginning of 2011 with UWA.
- 9 leaders commenced a Graduate Certificate of Educational Leadership with Edith Cowan University.
- Research projects commence from the teacher leaders that have been part of the Early Childhood Leadership Project. The participants have completed one year of the two year program.
- All participants have completed one year of the Principals as Literacy Leaders project and have commenced writing their intervention projects.
- Professional learning was provided to south regional WA during 2011 in Educational Leadership.
- Whole School Planning has been successful with further schools signing up to commence the program in 2012.
- Achievement of the first aspiring leadership program and mentoring program was delivered in 2011.

### **Low Socio-Economic Status School Communities**

- An evaluation survey has been developed and sent to each NP School at the beginning of 2012.
- Eight school community agreements have been finalised and are published on the Aboriginal Independent Community Schools website at <http://aics.wa.edu.au/>.
- Curriculum design for middle school students at risk is being developed in three CARE schools (Curriculum and Re-engagement in Education).
- Two Aboriginal schools have engaged in Behaviour Management specialists to support fostering a positive learning environment.
- Professional Learning in the Early Childhood Education Reforms has been presented in the Aboriginal schools and also, seven low SES Primary schools in the southern part of Western Australia. The professional learning focused not only on the Early Childhood reforms but also on aligning and implementing the Australian Curriculum.
- Ten new teachers commenced the teaching improvement program (PRICE – Promoting Reflective Innovative Collaborative Educators).
- Five teachers from remote schools visited and presented to Universities around Australia on teaching in AISWA remote indigenous schools.
- The bicycle program has been introduced at CAPS Coolgardie and has increased engagement and attendance of students due to rewards based inclusion
- A cycle 3 learning program has been introduced at Rockingham Montessori School which enables secondary students to continue their education within the Montessori philosophy, improving community links and providing sustainability of their programs.
- A Literacy portal has been developed for the remote Aboriginal schools, providing teachers with resources to assist in the improvement of their teaching and learning programs
- Islamic schools with a high proportion of ESL learners have engaged in the Teaching English as Second Language (ESL) in the Mainstream PD and been supported with resources and consultants to improve the planning of programs that are inclusive of all students.

### **Literacy and Numeracy**

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

#### ***Effective and Evidence-Based Teaching***

- At the end of 2011 a total of 6 consultants provided coaching and in-class support with regards to explicit teaching strategies and have worked across the school to create an understanding of what explicit teaching looks like and to use this understanding as the basis for coaching conversations.
- In-school coaching has focused on differentiation, Literacy blocks, guided reading, programming and planning, comprehension, learning intentions, success criteria and test Literacy.
- Facilitation and coaching on specific resources has occurred during this reporting period including: **First Steps in Mathematics** and **Words Their Way**.
- National Partnership Literacy and Numeracy consultants have begun working with schools to build their understanding of **Professional Learning Teams** and to build school capacity to base decisions on evidence and work through an inquiry cycle to build quality teaching in classrooms.
- Supported schools to develop whole school approaches to analysing data, literacy and numeracy approaches and programming.



### **Whole School Planning**

- Whole school Literacy and Numeracy plans developed to integrate learning across the school. The Literacy and Numeracy Consultants have developed professional learning teams (PLTs) in schools to develop teacher leaders to facilitate this improvement process for the future. Whole School plans have begun work in the areas of Reading, Writing, Literacy and Numeracy. The approach to the Whole School Planning is to support through workshop sessions presented each term. The National Partnership Consultant supports in between sessions through facilitating the PLT work.

### **Use and Interpreting Data**

- AISWA schools have used the data analysis 'Appraise' software as a pivotal role in whole school planning and assisting and supporting data analysis and interpretation to enable the PLT to research and devise best practice based evidence-based decisions. In their role, consultants coached school leaders and teachers in the use of data, determining appropriate data, collection methods and effective mechanisms to interrogate the data to improve learning outcomes for students and classes.

### **Assessment**

- National Partnership funding has facilitated NAPLAN workshops and facilitated professional learning around learning intentions and success criteria to enable classroom teachers to be able to provide informative and timely feedback to students about their performance.
- Schools have been able to take advantage of the 'Appraise' software to conduct even year's assessment which provides schools with longitudinal data and provides teachers with specific points and needs to focus teaching.
- An evaluation survey has been developed and will be sent to each NP School at the beginning of 2012.

### **Differentiation**

- Literacy and Numeracy Consultants have provided ongoing coaching around differentiation and providing support, resources and shoulder to shoulder collaboration to improve programs and classroom teaching.

### **Brisbane NP Literacy & Numeracy Forum**

- The Independent Sector WA attended the National Partnership Forum in Brisbane, taking 3 representative schools to share the outstanding work being achieved in their school through involvement in this Partnership.
- Schools attending to present were Maranatha Christian College, Mandurah Baptist College and Carey Baptist College. The work shared focused on professional learning team development, building teacher capacity and the use of assessment for learning in Numeracy.
- The work of Carey Baptist College is now being published into a teacher resource aligning First Steps diagnostic tasks and Australian Curriculum in order to facilitate appropriate and timely use of data to inform teaching and learning programs.

## **Sustainability of Reforms**

### **Government Sector**

#### **Improving Teacher Quality**

- The **Teacher Residency Program** (internship model) delivered through Training Schools receives additional resources in order to provide greater support to pre-service interns. The internship model is a relatively more expensive model for the delivery of pre-service teacher education courses and will require additional funding for both the university and the Training Schools to be sustained beyond the life of the Agreement.
- Evaluation of Teacher Residency intern outcomes to date indicates a marked increase in academic and practical results when compared to those of their on-campus peers. The ongoing relationship between Training Schools and ECU has seen over 110 teachers receive professional skills development for mentoring and coaching pre-service teachers. These skills will be retained well beyond the life of the Agreement. A longitudinal evaluation will be undertaken to determine whether the internship model is sustainable over the longer-term.

#### **Low Socio-Economic Status School Communities**

- A significant proportion of schools reported that they would not be able to sustain reforms if funding provided through this National Partnership was discontinued. These schools inferred that to sustain the benefits of the interventions put in place would require a long term investment.
- Some factors described by schools as contributing to, or enhancing sustainability include:
  - Reliable and consistent funding;
  - A whole school culture that supports innovation;



- Community partnerships and agreements;
  - Whole school planning;
  - Embedding practices in school culture;
  - System level support to achieve reform;
  - Support from parents; and
  - Shared vision and values by all staff, parents and the community toward education and schooling
- Some factors described by schools as inhibiting sustainability:
    - Inconsistent or lack of access to appropriate levels of funding;
    - High turn over of staff;
    - Inability to attract quality staff to some locations;
    - Lack of facilities and housing in some remote communities to accommodate additional staff that may be required;
    - High costs associated with continuing to contract support from outside organisations;
    - Difficulty in some contexts engaging parents and community groups;
  - Many schools acknowledge that funding provided through this National Partnership has enabled implementation of strategies that were not possible with previous levels of funding.
  - Schools suggested that funding through this National Partnership has provided impetus and additional capacity for schools to address low levels of student achievement associated with low socio-economic status but that high-end improvement requires a long term investment and sustained effort.
  - **Literacy and Numeracy**
  - In November, a Sustainability Forum was held at which representative, principals and teachers from all LNNP schools, gathered to discuss and share their success. Sessions included: Using On-entry assessment to inform case management; Developing an Assessment Community; Snapshots of sustainable practices in WA National Partnerships schools Professional; and Learning Networks.
  - An internal evaluation on the Literacy and Numeracy Partnership found the following:
 

*All the schools we spoke to are looking to continue key aspects of their approach next year, although often with reduced resourcing. Challenges to sustainability identified by schools include:*

    - *having to fully embed change across a school within a two year period*
    - *staff turnover creating a need for future professional learning in planning and pedagogy when faced with reduced availability of specialists; and*
    - *maintaining the school's focus on Literacy and Numeracy in the face of competing demands.*
  - The schools interviewed for this study expressed concern about the sustainability of the programs following the end of the Partnership funding.

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

- In terms of the **Literacy and Numeracy** NP there has been built-in sustainability from the commencement in 2009. This has occurred through basing the support strategies on a system wide model of **Collaborative Professional Learning**. The appointment of **School Support Consultants (SSC's)** as part of this model complemented existing structures of support within the CEO. These SSC's may continue beyond the NP if the devolved model is adopted system wide. By using key Literacy and Numeracy support staff in each school, the model will continue into the future as these school-based teachers were funded by each school. Further steps to assure sustainability involve the number of schools supported. There are 115 Catholic primary schools and from the commencement of the project, 62 (54%) of schools were supported. This was the highest proportion of any jurisdiction nationally. The number was extended to 73 schools for 2011 and in late 2011 when the Reward Funding applied, all 115 Catholic primary schools have been supported. This ensures sharing of ideas and a system wide approach which is sustainable and which also produces quality results. Support to Year 7 – 9 programs has been modest by comparison and a cessation of NP support will have little effect on sustainability. In saying that, the 7 – 9 schools involved will continue to build on the work commenced under NP support.
- **Teacher Quality** programs will be impacted slightly when the NP support ends. Notwithstanding this, projects such as the Quality Catholic Schooling Framework have been implemented as an important strategic system initiative and will continue to be heavily supported by CEOWA and all schools. This program is a major strategic initiative of the Catholic system and a number of centrally based consultants have been employed outside NP funding and this will continue. Programs such as the mentor support for early career teachers will be sustainable, in that CEOWA will appoint a central consultant to further this program and is in the process of developing a framework for in service and further support. Other programs such as Mathematics and Science up-skilling, Teacher Assistant up-skilling and Aboriginal leadership support will eventually be merged into existing support structures as appropriate to assure sustainability.

- **Low SES** activities tend to involve less sustainable support. For example, some schools have been supported to engage a youth worker and an attendance officer and other schools have contracted Curtin University for speech therapy support. As the success of these programs builds, schools will make decisions to include these services in recurrent budgeting. Many low SES schools have been encouraged to form local partnerships and share the costs of additional support services such as a youth worker or speech therapist. This potentially lowers costs for each school.
- Many of the initiatives adopted by CEOWA are centrally organised with support being provided to participating schools as opposed to ad hoc payments to isolated school projects (although many of these have also been made). This enables central consultants to exchange information between schools as well as ensuring that NP projects align with existing system initiatives and support.
- Of significance also, is the approach in CEOWA where many schools receive support from all three NP areas. This enables increased leverage for school improvement as well as sharing of ideas. CEOWA also holds regular meetings of NP project managers to discuss projects, potential overlap and good practice.

### Independent Sector (AISWA)

- AISWA has made strategic use of the National Partnerships to build leadership capacity and teacher capacity by using Teacher Quality as the professional learning vehicle to support the work of the consultants working directly with schools. This has resulted in impacting the quality of teaching in the classroom and supporting leadership through quality programs that support continuous improvement. As a result of this work, schools are now creating positions that will continue the reforms and whole school improvement strategies. The success of this strategic approach is leading to substantial changes across the school and has made an impact to school culture, whole school approaches, leading curriculum instruction and ultimately, student improvements.
- The impact of the NP and AISWA schools' understanding and use of NAPLAN and school based data to inform improvements in student learning in Literacy and Numeracy is yet to be fully realised. Further professional development and continued work with school leadership and PLTs in schools is necessary to sustain the reforms in AISWA schools. Research shows that these school improvement models take up to five years to impact the culture of schools and improvements in learning outcomes for students.

## Student Engagement and Attendance

### Government Sector

- Activities funded through the National Partnership at school level are complemented by a number of national and systemic initiatives that seek to improve attendance and participation of students.
- All States and Territories have identified Focus Schools as part of a national strategy under the *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014*. The **Kimberley Success Zone (KSZ)** builds productive partnerships across schools, sectors and communities to investigate ways of accelerating improvements for Aboriginal students, with a focus on student attendance.
- Using National Partnership funds, schools implemented a range of strategies locally to address student attendance and engagement. A high proportion of schools reported progress improving attendance and participation for Aboriginal and non-Aboriginal students. Such improvements can be attributed to innovative strategies such as attendance reward camps, appointment additional positions to support particular groups within schools, of greater parental engagement and improved partnerships with external agencies.
- A number of National Partnership schools have focussed on particular cohorts of students to target specific requirements and need to students. Several schools have established gender specific academies to boost attendance and engagement during this reporting period. Broome Senior High School has appointed a full-time female Aboriginal Education Officer to support students in the **Girls Basketball Academy**. The Girls Basketball Academy aims to improve attendance, life skills, literacy and numeracy in a caring and welcoming environment with strong links to parents/caregivers. Balga Senior High School represents another example with the Swan Noongar Sports program, with the appointment of additional staff to support students around a netball focus.

### Catholic Sector (CEOWA)

- Many of the activities in the Low SES National Partnership have directly addressed aspects of attendance and student engagement. The **Bluearth** program directly addresses aspects such as resilience, self esteem and personal development and on the days on which activities have been organised and where Bluearth practices have been embedded in wider school practice, schools report higher engagement. This applies to both remote Kimberley schools as well as non-Kimberley schools. One Kimberley school has been supported to engage a school and community youth worker and another school has engaged a 0.6FTE attendance officer. This has significantly improved attendance and engagement in

the two remote Kimberley schools involved.

- The **Promoting Alternate Thinking Strategies (PATHS)** program specifically addresses behavioural management, self confidence and engagement with learning. A specific PATHS consultant has been implementing the program in Kimberley schools for 2010 and 2011. Teachers have reported improvements in student behaviour and engagement. PATHS, has also been implemented in non Kimberley schools. Some low SES schools have also implemented community building projects with refugee parents such as Majella Catholic Primary School. Engaging mothers in particular, has led to significant increases in attendance. This has been achieved through focus groups and outreach programs for communities. Parents have become more aware of the nature of schooling in Australia and this has enabled them to assist their children where appropriate.
- Engagement and attendance rates for Kimberley schools are lower and tend to be more variable, but most schools have reported improvement over the past 3 years. Attendance and engagement rates for non Kimberley low SES schools are relatively high, with high proportions of students attending for more than 90% of the school year. Low SES activities such as Blueearth and Literacy and Numeracy support have contributed to maintaining these higher attendance rates.

### Independent Sector (AISWA)

- The impact of links between NAPLAN and school based academic data, with attendance and school engagement data and measurable improvements in student learning in Literacy and Numeracy over time, has led to the identification of interventions and programs which have contributed to this improvement. Continued work is needed in disseminating information and consequent professional learning about these interventions and programs to Low SES and AIC schools.
- The Low SES partnership has seen the development of a number of innovative projects that are having a positive impact on attendance and engagement. For example, **Alta 1** has developed a middle school curriculum which has provided an engaging curriculum that provides challenge and support for students. CAPS Coolgardie have developed two projects to directly increase the level of engagement and attendance through a **Bike Program** which provide cultural awareness, fitness and goal setting, maintenance of the bikes and planning a bike trip. The second program is a Basketball program for the Secondary Girls. Again, this project has increased engagement and attendance in school and as a result girls can sign up to the Basketball team. The team has travelled around the area playing against other teams and is showing some great success so far.

### Support for Disadvantaged Student Cohorts (Aboriginal and Torres Strait Islander, students with a disability, LBOTE/ESL students etc)

#### Government Sector

##### Improving Teacher Quality

- The Department of Education is committed to improved outcomes for Aboriginal students and has implemented a number of activities aimed at supporting students through increased representation of Aboriginal employees, particularly within classrooms.
- 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. A proposal to trial a new specialist teacher position (**Consultant Teacher**), aimed at improving the distribution of exemplary teachers to schools in low socio-economic status communities, was developed and endorsed in 2011, and implementation commenced in 2011. The Consultant Teacher is a school based position focused on improving the quality of teaching through modelling high quality teaching and leading teachers in the development and refinement of their teaching practice to improve student outcomes.

##### Low Socio-Economic Status School Communities

- Funding allocated through this National Partnership has enabled schools to enhance support programs for students from ESL backgrounds, students with disabilities and students with additional learning needs. Partnership schools supporting disadvantaged cohorts have implemented innovative projects and practices and have reported progress toward improved Literacy and Numeracy achievement and student attendance. The majority of the schools have adopted strategies and programs to encourage parent engagement in the school to promote greater attendance from students.
- 75 Public Schools in Western Australia have now joined the Partnership; representing 16 114 students of which 6 671, are Aboriginal students (41%).
- 84% of schools reported using National Partnership funds to directly target the needs of Aboriginal students.
- 59% of schools report that they are making fair progress in improved Literacy outcomes. Similar figures are reported in improved Numeracy outcomes.
- 63% of schools reported improved engagement and participation from parents and stakeholder groups.

- Activities funded through the National Partnership are complemented by a number of national and systemic initiatives that seek to improve attendance and participation of Aboriginal students. The funding has enabled these programs to progress. These projects include the Aboriginal Network Schools Initiative, Aboriginal focus schools, the Aboriginal Education Plan for WA Public Schools and The Kimberley Success Zone.
- A number of schools are exploring strategies with an early education focus to improve outcomes for Aboriginal students. The focus being on appointing early years coordinators to engage surrounding communities in the pre-primary setting and programs such as playgroups and Kindergarten. Many schools have appointed Aboriginal Education Officers to liaise with the community.
- A number of schools are exploring strategies to promote parent engagement and partnerships in Aboriginal communities. 72 of the 75 National Partnership schools have reported activities directly targeting improved parent and stakeholder engagement in Aboriginal communities. 63% of schools reported good progress in engaging with their community.

### Literacy and Numeracy

- Of the sixty nine schools in the project, eleven schools had existing EAL/D support programs. In addition, four low SEI schools with EAL/D support programs were invited to attend. In order to embed EAL/D considerations and following the principle of inclusivity, EAL/D sessions were also delivered during all the mainstream specialist teacher professional learning days, both in Literacy and Numeracy.
- The Principal Consultant EAL/D created a network of EAL/D Specialist Teachers who met for professional learning and networking for one day each term in 2011.
- School visits were made on request to assist schools with issues pertaining to; accurate identification of EAL/D students; communicating with parents and caregivers in Home Language using the On Call Interpreting and Translating service; professional learning for all staff in the ESL/ESD Progress Map; use of the ESL/ESD Progress Map when setting targets; and, putting students on case-management plans.
- The key reform activity in LNNP schools to support Aboriginal students is to implement whole-school case-management approaches for students who are not achieving their potential for literacy and numeracy improvement, especially those below the National Minimum Standards in NAPLAN. The Final Monitoring Review indicates that 43% of Aboriginal students in LNNP schools have case-management plans for literacy, numeracy and/or attendance.
  - 61% of Aboriginal students case-managed for literacy were on track to meet targets
  - 59% of Aboriginal students case-managed for numeracy were on track to meet targets; and
  - 57% of Aboriginal students case-managed for attendance were on track to meet targets.

### Catholic Sector (CEOWA)

#### Improving Teacher Quality

- Support was provided to non metropolitan schools through the **Mentor Teacher Program**. Ultimately this support to 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year out teachers will benefit those students in country K – 7 and 7 – 12 schools. The support of country teachers and the ultimate benefits for country students was seen to be important. The Executive Principal project provided support to lower SES schools where the leadership team and overall school improvement processes might have needed some support. Two low SES country schools were supported. A leadership program using the **Dare to lead** model was funded for Aboriginal teachers aspiring to leadership positions in schools.

#### Low Socio-Economic Status School Communities

- CEOWA has 28 NP Low SES schools. The 13 Kimberley schools, St John's School in Rangeway, St Clare's School and Clontarf Aboriginal College, which have very high proportions of Aboriginal students. In 2009 and 2010, most of the focus in the Low SES NP was on the Kimberley schools with a wider extension to other schools in 2011. A range of initiatives were implemented in the Kimberley schools in 2011, including an intensified Literacy and Numeracy program based on Reading Recovery and Extending Mathematical Understandings (EMU). Other specific programs include **PATHS**; employment of a youth worker and attendance officer, Aboriginal Teacher Assistant training, leadership support, **Bluearth** and a student tracking program for Kimberley schools. Clontarf, St John's and St Clare's have received funding to implement programs to address literacy and numeracy, attendance and engagement. For example, Clontarf has formed an alliance with the University of Notre Dame for an intensive Literacy and Numeracy program where final year education students support school students one-on-one at the school. This followed an intensive testing program to identify the most appropriate intervention strategies. For many students, their reading age was increased by several years in a period of about one semester.
- Other cohorts which have been supported, are ESL and refugee students with a number of educational needs including high numbers of ESL students. At least three schools supported have significant East African and Middle Eastern refugee

populations, as high as 70%. Programs include Literacy and Numeracy intensified support, before and after school hours support, Blueearth, speech therapy and engagement programs for parents.

- Many of these schools also receive support across NP's. For example, the Edith Cowan residency model places a number of final year education students in these schools to support classroom activities, especially Literacy and Numeracy. Blueearth programs also exist in these schools and a number of low SES schools with higher refugee and ESL populations have engaged with the speech therapy program.
- Non metropolitan schools, including remote schools have received considerable support in NP programs. In terms of Low SES support, this applies to the 13 Kimberley schools; Carnarvon, Northampton, Geraldton, Waroona and Pinjarra. Literacy and Numeracy support was provided to most country schools in 2011, with all south west schools being supported.

### Literacy and Numeracy

- In 2011, 73 schools were being supported in the Literacy and Numeracy NP. These included all Kimberley schools which have a high proportion of or entirely Aboriginal enrolments. Most of the low SES schools were also included in the Literacy and Numeracy support. Many of these schools included refugee students and others classified as EALD students. The support in the Kimberley schools also included additional support through the Reading Recovery program and Extending Mathematical Understandings. Of the 73 schools supported, over 25% were non metropolitan schools.
- In second semester 2011, funding was extended to all K– 7 schools with the use of Reward Funding. This meant that all students, including those with special needs, were supported.

### Independent Sector (AISWA)

#### Improving Teacher Quality

- Nine regional schools are supported through NP Literacy and Numeracy 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.

#### Low Socio-Economic Status School Communities

- The funding applications that low SES schools applied for during the symposium held in April 2011, have enabled AISWA to support 11 Aboriginal schools to undertake the following projects:
  - **Restorative Justice Behaviour management** projects to build a positive culture around behaviour and community involvement;
  - **Transition to the Workplace**, which is a project to link in industry to the skill sets of the students to ensure when they leave school they have a transition to the workplace;
  - **Bikes in schools** - this project will run a cultural awareness, physical activity and health project as an incentive for improved attendance. The students will gain a variety of skills and plan a cycling trip to raise awareness of cultural, environmental and health aspects;
  - **Coach/mentor** to support AEW's in up-skilling their qualifications. This project will see a mentor support approx 14 AEW's in their study when they are back in the community. The support will assist in encouraging them, assisting in computer skills and being a critical friend;
  - Karalundi Aboriginal School has engaged the services of a well experienced consultant to investigate the dormitory procedures to ensure that the students who all reside at the school are provided with the best care possible to encourage a greater retention rate and therefore improve life chances for students.
- Two lead Aboriginal schools have applied for a grant to recruit an **Aboriginal Mentor** to further support the AEW's studying in the Kimberley due to their isolation and limited on-line facilities. This person will visit and support the students with assignment questions and generally support their requirements.

### Literacy and Numeracy

The impact of links between NAPLAN and school based academic data, with attendance and school engagement data and measurable improvements in student learning in Literacy and Numeracy over time has led to the identification of interventions and programs which have contributed to this improvement. Continued work is needed in disseminating information and consequent professional learning about these interventions and programs to Low SES and AIC schools.

## School Level Plans

### Government Sector

- The Department of Education Partnership Schools website 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 2011 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 2011. 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

#### Government Sector

- Of note in 2011, reforms under this National Partnership, was the establishment of the **Public School Leadership Program** and the **Consultant Teacher position**. There continued to be further implementation of the **Level 3 Classroom Teacher Program** and the **Specialist Coaching Program**.
- The **Institute for Professional Learning** delivered a range of other leadership programs, with 921 leaders and aspirants participating.
- The 14 Training Schools established in 2010, continued to participate in the **Training Schools Project** and a further five training schools were established in January 2011. 58 Residency Interns commenced in 2011. **Training Schools** receive additional resources to support the implementation of the **Teacher 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 the equivalent of one day per week to support and coordinate the residency interns and their mentor teachers. ECU worked with Training Schools to conduct professional learning workshops covering diagnostic and intervention strategies in literacy and numeracy. These workshops were also available to school staff as well as residency interns.
- An independent evaluation, commissioned by ECU and completed in February 2011, "*Teacher Residency Program 2010: Evaluation Report to the Western Australian Department of Education and Training*", indicated Training School interns outperformed their on-campus peers and a higher number were awarded 'outstanding' and 'highly competent' grades for their final teaching practicums.
- An **AIEO Professional Learning Program** was established to support AIEOs to achieve a certificate qualification from a State Technical and Further Education college of their choice. The Program develops the skills and competencies of AIEOs to support teaching and learning programs in schools. In 2011, 97 AIEOs (48 regional and 49 metropolitan) commenced a training program to enhance their qualifications, with 85 enrolled in Certificate III and 12 enrolled in Certificate IV. In 2011, the **AIEO Professional Learning Program** was broadened to incorporate support for AIEOs to achieve a teaching qualification. In 2011, 19 AIEOs commenced a Bachelor of Education course.

#### Catholic Sector (CEOWA)

- There was a mixture of some larger scale system-wide strategic projects as well as a number of smaller scale targeted projects. Of significance was the system-led **Quality Catholic Schooling (QCS) framework**. This has been implemented in all 158 Catholic schools with NP funding assisting in the development of indicators and some of the moderation activities. Other programs addressed significant national strategic initiatives such as mentoring of early career teachers; partnerships with universities in teacher training and development; embedding AITSL standards for leadership, up-skilling of teacher assistants, teacher development and pre-service training; and support for Aboriginal leadership.
- Overall, important partnerships with universities were also developed. This related to the residency teacher model as well as specific mentor training with support from the University of Notre Dame.
- In essence, the main focus of this NP in Catholic schools was on overall school improvement through the improvement of and support for teachers, teacher assistants and school leaders.

#### Independent Sector (AISWA)

- Teacher Quality in this reporting period has achieved significant success in the suite of professional learning offered to the independent schools
- As a result of the success of **Principals as Literacy Leaders (PALLS)**, discussions commenced regarding developing Principals as Numeracy Leaders Pilot program. The program design would be underpinned by the leadership principles as developed in PALLS and then extensive numeracy content based on the development of numeracy trajectories focusing on number. As a result of the discussions PANL has been developed to commence in February 2012.
- Significant mapping of the AITSL Professional Standards for Teachers has been done across AISWA Leadership Professional Learning Programs to determine where we have gaps and need to develop further programs to support building quality in teachers and leaders. In addition, AISWA have also mapped the Professional Standards for Teachers and Professional Standard for Principals across our performance appraisal documents. This work will support leaders' engagement with the standards and support the process of continuous professional learning in the classroom through



coaching and classroom mentoring and observations.

- The success of the **PRICE Kimberley** program which supports new graduate teachers across the Kimberley has resulted in the development of a PRICE Metropolitan Pilot Program. The program has been developed to be contextual to the range of schools and graduates and will commence in 2012.

## 2011 Significant Achievements/Activities/Highlights – 1 January to 31 December 2011

### Government Sector

- The **Public School Leadership Program** was established to ensure high quality sustainable leadership across public schools through the completion of a Masters of School Leadership. The selection process was completed in 2011 with 50 participants commencing in January 2011. The current environment of an ageing workforce (particularly in administration), shortage of qualified staff to replace them and the need for a new style of leadership responsive to an increasingly flexible and empowered school environment, requires effective public school leadership. In 2011, the Institute for Professional Learning (IPL) delivered a range of other leadership programs, with 921 leaders and aspirants participating.
- The **Specialist Coaching Project** provided comprehensive coaching and support to a targeted cohort of 38 graduates from the Bachelor of Education Conversion Course including AIEOs and Education Assistants. A group of 188 other graduates in challenging circumstances were also supported by the Project
- In 2011, a further 64 principals of **Independent Public Schools** received comprehensive training and support, additional administration resources and access to leadership development programs for their transition toward greater autonomy. An additional 109 schools will be brought into the initiative in two phases: 73 schools in 2012 and 36 schools in 2013.
- The **Up-skilling School Support Staff Program** was implemented with **Central Institute of Technology** appointed as the training provider to develop and deliver the specifically tailored Diploma of Education Support via face-to-face (metropolitan) and online (rural) delivery modes. The program provided an opportunity for 150 school support staff (47 participants in Stage One Demonstration and 103 in the first cohort of Stage Two), who possess a Certificate IV in Education Support or equivalent, to undertake a Diploma of Education Support. Central undertook an evaluation of Stage One. The evaluation identified minor communication and program delivery issues which were modified and implemented by the Department of Education prior to the Stage Two implementation phase.
- In collaboration with ECU, the Department continued the **Teacher Residency Program**. An additional five Training Schools were established in January 2011. 58 interns commenced as the second cohort and a further 12 interns commenced as the third cohort at Kingston Primary School. 21 scholarships were established for interns (both Kingston and the Teacher Residency Program in 2011). A tender for the 2012 Training Schools Program was completed in September 2011. ECU will continue to offer the **Teacher Residency Program**, and a consortium of three Western Australian universities (Curtin University, Murdoch University and The University of Western Australia) will offer internships to Bachelor of Education, Graduate Diploma and Masters students in 2012.
- In the formal evaluation of the 2011 program, conducted by ECU, residency interns reported a number of significant benefits resulting from their participation and from being placed in schools from day one of the school year:
  - a greater appreciation of the complexities of teaching;
  - an understanding of the centrality of relationships and how to develop relationships with students;
  - the development of a sense of belonging to the teaching profession; and
  - recognition as a valuable member of the school community.
- A key finding from the informal evaluation of the program conducted by the Department of Education professional learning was not restricted to interns. Mentor teachers stated the program encouraged them to reflect more fully on their teaching methods and lesson content in order to articulate the process effectively when mentoring.
- 150 teachers attained the **Level 3 Classroom Teacher** status in 2011 and were appointed from 2012. Training was provided for 241 aspirants in 2011. An internal review of the **Level 3 Classroom Teacher Program** was completed. 150 teachers achieved Level 3 Classroom Teacher status in 2011 and were appointed in 2012. The review explored the effectiveness of the program in relation to the existing classroom teacher career path and specifically how to improve distribution of exemplary teachers to rural, remote and difficult to staff schools, particularly in low SES communities. The review considered five key aspects of the program and identified areas where the program could be strengthened.
- A proposal to trial a new specialist teacher position (**Consultant Teacher**) for selected low SES schools was developed and endorsed in 2011, and implementation commenced in 2011. The Consultant Teacher is a school based position focused on improving the quality of teaching through modelling high quality teaching and leading teachers in the development and refinement of their teaching practice to improve student outcomes. The Consultant Teacher's role statement has been aligned to the new Lead Teacher phase in the National Professional Standards for Teachers.

- In 2011, 97 AIEOs (48 regional and 49 metropolitan) commenced **AIEO Professional Learning Program** a training program to enhance their qualifications, with 85 enrolled in Certificate III and 12 enrolled in Certificate IV.
  - 45 AIEOs completed their Certificate III in December 2011; and
  - 3 AIEOs completed their Certificate IV in December 2011.
- In 2011, 19 AIEOs commenced a Bachelor of Education course as part of a broadened **AIEO Professional Learning Program** to incorporate support for AIEOs to achieve a teaching qualification.

### Catholic Sector (CEOWA)

- A key highlight was the juxtaposing of this NP and the related projects, into the Quality Catholic Schooling school improvement framework. Further, the implementation of this framework into all 158 schools was also highly significant. Schools are now using this to plan for school improvement and to provide cohesiveness in discussions. Schools are also beginning to discuss the framework and the Principal School Advisors also enable an exchange of information and ideas. In terms of specific projects, the expansion of the Mentor Teacher program into two regional areas, Geraldton and Kalgoorlie, was significant. This involved a partnership with the University of Notre Dame. Specific projects such as Aboriginal Leadership; Teacher assistant up-skilling; Executive Principal program, Science and Mathematics up-skilling have also made significant contributions to improving the quality of teachers, teacher assistants and school leaders.

### Independent Sector (AISWA)

#### Significant highlights in the AISWA sector in 2011 are:

- **Post Graduate Qualifications** - 15 leaders have graduated from UWA with a Graduate Diploma in Educational Leadership. All 15 are keen to continue and finalise the Masters in Educational Leadership which we hope to continue to support, dependent on achieving National Partnership reward funding.
- **Principals as Literacy Leaders** – 30 Participants have finished the first year of the two year program. Leaders are developing their intervention programs and positive outcomes have been expressed by schools throughout 2011. This program was a substantial investment in school improvement and the success of this program has seen the development of Principals as Numeracy Leaders which will commence in 2012.
- **Professional Learning Teams** – The development of professional learning teams has gained momentum in 2011 for a number of reasons. Firstly, consultants working in schools through the NP Literacy & Numeracy initiative have worked extensively with schools to create awareness, demonstrate and support the establishment of PLT's. Secondly, through Teacher Quality professional learning in PLT's was provided and this in conjunction with consultants work has led to a greater understanding of schools about what PLT's are and how to create and maintain the establishment of this work
- **Whole School Planning** – Through 2011, over 20 schools engaged in the program provided in each term. As a result, success in whole school planning is being enjoyed by schools and has created a momentum with further schools signing up for WSP in 2012.
- Engagement of leaders in Professional Learning and the impact combined with the NP L& N work has resulted in creation of positions that will sustain the work.

### Support for Aboriginal and Torres Strait Islander Students – 1 January to 31 December 2011

#### Government Sector

#### Improving Teacher Quality

- The Department of Education is committed to improved outcomes for Aboriginal students and has implemented a number of activities aimed at supporting students through increased representation of Aboriginal employees, particularly within classrooms. For the period November 2010 to November 2011, the Department employed an additional 23 Aboriginal employees. In 2011, 1 046 employees identified themselves as Aboriginal, including:
  - 630 Aboriginal and Islander Education Officers;
  - 146 Aboriginal teachers;
  - 23 Aboriginal school administrators; and
  - 247 other employment categories.
- The Department endorsed and commenced implementing an employment strategy to support entry and career development for ATSI. The initiatives within **Culture Strong, Career Proud** and the Aboriginal and Torres Strait Islander Employment Action Plan 2011-2014, align to the 'Closing the Gap' reform priority and support the Western Australian Government's commitment under the Indigenous Economic Participation National Partnership Agreement to an Aboriginal

employment target of 3.2%. Based on disclosure of diversity data the Department's Indigenous workforce representation increased from 3.3% to 3.8% in 2011

- From January 2011, the Department supported eight Aboriginal graduate teachers to transition into the classroom by providing one-on-one mentoring and coaching support through the **Specialist Coaching Project**.
- Aboriginal graduate teachers were provided an additional incentive of guaranteed permanency following 12 months of continuous and satisfactory performance as teachers.
- An **AIEO Professional Learning Program** was established to support AIEOs to achieve a certificate qualification from a State Technical and Further Education college of their choice. The Program develops the skills and competencies of AIEOs to support teaching and learning programs in schools. In 2011, 97 AIEOs (48 regional and 49 metropolitan) commenced a training program to enhance their qualifications, with 85 enrolled in Certificate III and 12 enrolled in Certificate IV.
  - 45 AIEOs completed their Certificate III in December 2011; and
  - 3 AIEOs completed their Certificate IV in December 2011.
- In 2011 the **AIEO Professional Learning Program** was broadened to incorporate support for AIEOs to achieve a teaching qualification. In 2011, 19 AIEOs commenced a Bachelor of Education course.
- There were 13 participants in the Aboriginal Languages Teacher Training intake for 2011 from metropolitan, rural and remote schools.
- Two AIEOs commenced in the **Up-skilling Program** that supports School Support Staff to acquire a Diploma in Education Support qualification in 2011.
- The Institute for Professional Learning supported an established **Aboriginal Principals' Collegiate Group** of 23 members. The Group provides a forum to share experience and knowledge and to link participants with stakeholders who can assist their professional learning and career advancement. An aspirant **Aboriginal School Leadership Program** was completed by five participants.

#### Catholic Sector (CEOWA)

- The Aboriginal Leadership Program, using the **Dare to Lead** model, provided leadership training for Aboriginal teachers who aspire to gain leadership positions in largely Aboriginal schools and also for non Aboriginal teachers who may wish to obtain middle management and leadership positions in Aboriginal schools. More highly skilled leaders in these schools will ultimately improve outcomes for students.

#### Independent Sector (AISWA)

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

### Support for Other Disadvantaged Student Cohorts – 1 January to 31 December 11

#### Government Sector

- The Department endorsed and commenced implementing an employment strategy to support entry and career development for ATSI. The initiatives within **Culture Strong, Career Proud** and the *Aboriginal and Torres Strait Islander Employment Action Plan 2011-2014*, align to the 'Closing the Gap' reform priority and support the Western Australian Government's commitment under the Indigenous Economic Participation NP to an Aboriginal employment target of 3.2%. Based on disclosure of diversity data the Department's Aboriginal workforce representation increased from 3.3% to 3.8% in 2011.
- The Department supported eight Aboriginal graduate teachers to transition into the classroom by providing one-on-one mentoring and coaching support through the **Specialist Coaching Project**. They were provided an additional incentive of

guaranteed permanency following 12 months of continuous and satisfactory performance as teachers.

- An **AIEO Professional Learning Program** was established to support AIEO's to achieve a certificate qualification from a State Technical and Further Education college of their choice. In 2011 the **AIEO Professional Learning Program** was broadened to incorporate support for AIEO's to achieve a teaching qualification. In 2011, 19 AIEO's commenced a Bachelor of Education course. Two AIEO's commenced in the **Up-skilling Program** that supports School Support Staff to acquire a Diploma in Education Support qualification in 2011.
- The Institute for Professional Learning supported an established **Aboriginal Principals' Collegiate Group**. The Group provides a forum to share experience and knowledge and to link participants with stakeholders who can assist their professional learning and career advancement. An aspirant **Aboriginal School Leadership Program** was completed by five participants.

#### Catholic Sector (CEOWA)

- Centrally organised Teacher Quality programs are available to all teachers, including those teaching in schools with higher Aboriginal and refugee student populations. A leadership program using the **Dare to Lead** model was funded for Aboriginal teachers aspiring to leadership positions in schools as well as for non Aboriginal teachers who wished to gain a leadership position in a school with higher Aboriginal enrolments. A Teacher Mentor program which supported teachers in their first few years of teaching was expanded in 2011 to focus on two regional areas – Geraldton and Kalgoorlie.
- The Edith Cowan residency program also focuses on lower SES K – 7 schools, where student enrolments include students from refugee families. The additional support provided by the 4 or 5 training teachers has provided considerable support to students in need.

#### Independent Sector (AISWA)

- As part of Teacher Quality National Partnership, AISWA has supported remote schools through the following implementations:
  - Providing support to 15 **Aboriginal Education Workers** who have commenced a Certificate III in Education Assistance. This will provide a pathway into the Certificate IV and into a degree if they wish;
  - Providing support to two AEW's, who have commenced a Bachelor of Education- one in Perth and one in Kalgoorlie;
  - Providing whole school planning - in three remote schools;
  - Establishing **Principals as Literacy Leaders** with one remote school participating;
  - Thinking and planning strategically - two staff participated in thinking and planning strategically;
  - **Early Childhood Leadership Project** - one remote school is participating to lead the reforms in their school and community; and
  - Indigenous Parent Factor Program in the Kimberley.

### Progress against TQNP Facilitation Reforms – 1 January to 31 December 2011

#### NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS

##### Government Sector

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

#### Catholic Sector (CEOWA)

- As a part of the Mentor Teacher program, a support and professional development framework is being developed to provide structure for centrally organised programs. As with all other professional development and leadership programs, the AITSL National Professional Standards for Teachers are being embedded within this framework. The residency programs being run in collaboration with Edith Cowan University and the University of Notre Dame have also embedded these standards into teacher training as well as the National Standards for Pre-service Education. Other courses such as Mathematics and Science up-skilling have drawn on these standards when developing programs.
- The standards have been significantly embedded in the Quality Catholic Schooling improvement framework, especially in the sections on leadership and teaching and learning.
- The processes and standards required to be classified as a Highly Accomplished or Lead Teacher have also been considered.

#### Independent Sector (AISWA)

- During this reporting period the Independent sector has attended all consultation meetings to provide feedback on the National Professional Standards for Teachers, facilitated three sessions with leaders to engage with the standards, as well as developing a process to support teachers and leaders wishing to apply for the National Principal and Teacher Awards.
- The AITSL Professional Standards for Teachers and Principals has been mapped across the current professional learning offerings and also, across the current performance appraisal process. This work will support schools engaging in the standards and also, support leaders to coach, mentor and provide support to teachers in developing their teaching skills throughout the year.

### NATIONAL CERTIFICATION OF ACCOMPLISHED AND LEAD TEACHERS

#### Government Sector

- The Department of Education actively participated in forums and consultations with AITSL regarding certification processes for Highly Accomplished and Lead Teachers. Information related to its **Level 3 Classroom Teacher Program**, was shared through meetings and presentations, and provided extensive feedback on draft proposals related to national certification.

#### Catholic Sector (CEOWA)

- The standards and proposed processes have been noted and have been embedded in the mentor teacher program, acknowledging that few of the first or second year out teachers would reach this standard. However it is important to contextualise the mentor program in the National Standards. The Science and Mathematics up-skilling has also built elements of these standards into the courses.
- The Quality Catholic Schooling framework and the associated performance rubrics for the learning and teaching domains have built the standards for Highly Accomplished and Lead teachers into the level 6 and 7 performance indicators.
- The residency programs in partnership with Edith Cowan University and the University of Notre Dame, appoint key teachers or site directors in each of the participating schools. This experience in mentoring training teachers and other teachers at the school will contribute significantly to the Highly Accomplished and Lead teacher status.

#### Independent Sector (AISWA)

- As each school or small system within in the Independent sector has its own **Enterprise Bargaining Agreement (EBA)**, the final decision on pay structures and other incentives is a school one. AISWA supported the endorsement of the National Professional Standards for Teachers, and will continue to work with its members to find innovative ways of supporting this reform within independent schools of Western Australia.
- AISWA have been involved in the consultation process through AITSL on the process for certifying accomplished and lead teachers and have and will continue to provide extensive input into this process.

### NATIONALLY CONSISTENT REGISTRATION OF TEACHERS

#### All Sectors

- All teachers in Western Australian schools are required to be registered with the Western Australian College of Teaching (WACOT). Legislative changes are being made to this organisation in June 2012 and this will provide greater consistency with national approaches.
- The Western Australian College of Teaching (WACOT) worked with AITSL on programs that relate to teacher registration and has implemented elements of the nationally consistent registration that do not require legislative changes, such as the nationally consistent English language requirement.

## NATIONAL ACCREDITATION OF PRE-SERVICE TEACHER EDUCATION COURSES

### Government Sector

- Representatives from across Western Australia's education sectors participated in the development of a national accreditation system of pre-service teacher education courses.

### Catholic Sector (CEOWA)

- Both Edith Cowan University and the University of Notre Dame Australia, are involved with teacher training programs, both of which embed the National Standards and Guidelines for Accreditation of Pre-service Education Courses. Site Directors appointed in each of the participating schools are familiar with these standards as part of their mentoring and support for the training teachers.

### Independent Sector (AISWA)

- Not applicable in the Independent Sector.

## PROFESSIONAL DEVELOPMENT AND SUPPORT FOR PRINCIPALS

### Government Sector

- The Department's new professional learning entity specifically for public education in Western Australia – the **Institute for Professional Learning** (the Institute), has been operating effectively since its establishment in 2010, with high quality programs implemented. In 2011, the Institute delivered a range of leadership programs, with 921 leaders and aspirants participating.
- The **Public School Leadership Program** was established to ensure high quality sustainable leadership across public schools through the completion of a Masters of School Leadership. The selection process was completed in 2011 with 50 participants commencing in January 2012. The current environment of an ageing workforce (particularly in administration), shortage of qualified staff to replace them and the need for a new style of leadership responsive to an increasingly flexible and empowered school environment, requires effective public school leadership. The procurement process for the Public School Leadership Program commenced in May 2010 and was finalised in July 2011.
- Negotiations continued with the Institute and AITSL as to how affiliated, national and flagship leadership programs will be developed and delivered.
- All professional learning for teachers and school leaders was mapped against the National Professional Standards for Principals and the National Professional Standards for Teachers. The Institute developed self reflection tools for principals, based on the National Standard for Principals.
- The Institute supported an established **Aboriginal Principals' Collegiate Group** of 23 members. The Group provides a forum for sharing of experience and knowledge and to link participants with stakeholders who can assist their professional learning and career advancement. An aspirant Aboriginal School Leadership Program was completed by five participants.
- An additional 64 principals of Independent Public Schools participated in a comprehensive induction program. Ongoing professional support and resources were made available to assist their transition toward greater autonomy. IPS received a once off transition grant (\$20 000 to \$40 000) and a recurrent administration support grant (\$25 000 to \$50 000) in recognition of the additional decision making and responsibility devolved to the local level.

### Catholic Sector (CEOWA)

- There are several NP programs which provide support and up-skilling for leaders in schools. This is based on the research which indicates that effective leadership is an import factor behind high functioning schools. The Executive Principal program engages experienced principals to work with and mentor other principals whose school or leadership performance may need some assistance. About 4 to 6 schools are being supported each year. The Quality Catholic Schooling framework also emphasises school leadership as an integral part of school improvement. The **Aboriginal Leadership Program** also focuses on providing support to Aboriginal teachers who may be aspiring for a leadership role in a school as well as non Aboriginal teachers who wish to lead in an Aboriginal School.

### Independent Sector (AISWA)

- The central focus of the professional learning for improving teacher quality has been to improve the quality of teaching and leadership across the independent sector. Progress in this area has been achieved through **professional learning** in leadership, ICT, Curriculum leadership, Early Childhood Leadership, whole school planning and supporting the acquirement of post-graduate qualifications.



- During this reporting period AISWA have achieved:
  - The first cohort, of 15 leaders from UWA, have graduated with a Graduate Diploma in Educational Leadership.
  - The second cohort (15 leaders) commencing University of Western Australia post-graduate qualifications;
  - The first cohort (nine leaders) commencing Edith Cowan University post-graduate qualifications;
  - 30 leaders have completed the first year of the Early Childhood Leadership Project;
  - 30 leaders have completed the first year of the Principals as Literacy Leaders Program;
  - 28 leaders participated in Curriculum Leadership professional learning;
  - Five regional leaders participated in Educational Leadership program in the South West of WA;
  - 20 schools commenced the Whole School Planning Program;
  - 10 teacher leaders participated in a new teacher mentoring program; and
  - 20 aspirant leaders participated in the Aspiring Leadership program;
  - Completion of Building Teacher Quality Program for 10 teachers to engage in the AITSL teaching standards and refine classroom practice. This program has been so successful, that two programs have been developed for 2012;
  - Provided a three day Administrative Leadership Course for leaders which provided them with 1 unit towards Grad Cert / Grad Dip in Educational Leadership; and
  - Commencement of a 'Coaching for Learning' program which introduced leaders to coaching and how this can support classroom refinements.
- Since 30 June 2011, school leaders and teachers from 153 AISWA schools received specific training in the use of *Appraise* software and the use of school based assessment data to inform improvements in student Literacy and Numeracy learning.
- Since 30 June 2011, the school leaders in the graduate diploma program at the University of Western Australia received specific training in the use of *Appraise* software and the use of school based assessment data to inform improvements in student Literacy and Numeracy learning.
- Since 30 June 2011, the AISWA AICS Consultants received specific training in the use of *Appraise* software and the use of school based assessment data to inform improvements in student Literacy and Numeracy learning.

## IMPROVED PERFORMANCE MANAGEMENT AND CONTINUOUS IMPROVEMENT IN SCHOOLS

### Government Sector

- The Department of Education is committed to developing a culture of continuous improvement across the public education system. It progressed with systemic reform to facilitate greater school level decision making and community engagement enabling public education to be more responsive to the needs and development of all Western Australian students.
- The Department of Education:
  - established 68 **school networks** to support innovation, efficiency and collaboration for improving teaching and learning in eight educational regions across the State;
  - established and supported the implementation of an additional 64 **Independent Public Schools**;
  - continued to support the application of performance management processes and procedures;
  - continued the **Rural and Remote Training Schools Support Team** to promote the experience of teaching in rural and remote schools and provide support to teachers and principals in identified schools; and
  - commenced the Consultant Teacher trial to attract high quality teachers to low SES schools.
- The establishment of Education Regions provided a support structure for schools that delivers vital education services to students and schools, whilst having greater school autonomy and flexibility to respond to local issues in ways that will have relevance to local communities. The eight Education Regions across Western Australia that were established for the beginning of the 2011 school year, were: North Metropolitan; South Metropolitan; Kimberley; Pilbara; Midwest; Wheatbelt; Southwest; and Goldfields.
- Regional planning during the first half of 2011 resulted in the establishment of 68 Collegiate Support Networks (39 metropolitan and 29 regional) to support innovation, efficiency and collaboration for improving teaching and learning in the eight educational regions.

### Performance Management

- A suite of comprehensive resources for employees and line managers was developed to support the implementation of the *Employee Performance Policy* in 2011, including:
  - *Employee Performance templates*: targeted for various workforce groups to assist in the process of performance



management;

- *Case studies*: a series of 10 best practice case studies across specific employee cohorts;
  - Frequently asked questions: to support employee understanding of the Policy;
  - Power point presentation to support line managers implement the policy in Department schools and workplaces;
  - Video clips: a series of four videos demonstrating best practice in undertaking the performance management process. These resources are available on the Department's intranet; and
  - A range of presentations (workshops and information sessions) has also been undertaken at the Institute and in regional offices.
- The **Institute for Professional Learning** is integral to the development of a culture of continual improvement. Professional development continued to be developed and delivered to support staff at every level of their career path.
  - The **Specialist Coaching Project** provided a comprehensive coaching and support to a targeted cohort of 38 graduates from the Bachelor of Education Conversion Course, including Aboriginal Islander and Education Officers and Education Assistants. A group of 188 other graduates in challenging circumstances was also supported by the Project
  - Through the Project, individualised coaching and mentoring was provided to graduate teachers to:
    - develop effective, practical classroom skills and increase confidence and efficacy;
    - enhance their instructional repertoire and capacity to cater for the needs of a diverse range of students; and
    - provide opportunities for personal and professional growth leading to improved teaching effectiveness and commitment to stay in the profession.
  - A total of 111 participants (37 in Stage One Demonstration and 74 of the first cohort for Stage Two) successfully completed the **Up-skilling School Support Staff Program**. The program:
    - builds the capacity of school support staff;
    - decreases pressure on teachers through the provision of quality classroom support from graduates; and
    - increases flexibility in the ways schools manage their school support staff.

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

- CEOWA has based NP program support on the propositions that they need to build on existing and enhanced whole of school improvement processes. The Quality Catholic Schooling framework provides the context for implementing specific whole of school programs for improvement. This QCS framework provides four main domains for school improvement with a number of categories under each domain. Specific indicators of improvement on a 7 point scale (with 7 representing excellent practice) have been developed for schools to self assess and plan for improvement. Other NP programs are selected to fit into this whole school improvement framework. For example, decisions to access Science and Mathematics up-skilling; Teacher Assistant training; Mentor Teacher Support etc would be made after an assessment of need and the extent to which it builds on school planning.
- Overall continuous improvement through NP projects which specifically increase the skills and capabilities of teachers and teacher assistants also contribute to whole school improvement. CEOWA has also embedded much of this support and continuous improvement into central support procedures which makes it sustainable and consistent.

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

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

#### **NEW PATHWAYS INTO TEACHING**

##### **Government Sector**

- The Department of Education supported the **Kingston Primary School Internship Program** with a further intake of 10

final year Bachelor of Education students commencing their studies within the classroom. The internship model provides an opportunity for pre-service teachers to complete their qualifications whilst working 100% of their time within a school environment.

- The Department worked closely with the Australian Government for possible implementation of **Teach for Australia** and **Teach Next** programs within Western Australia. Western Australia is currently progressing revised Teacher Registration legislation, the revised legislation will provide greater capacity for participants of alternate pathways (such as Teach for Australia and Teach Next) to gain a limited teaching registration.
- The **Training Schools (Residency) Program** continued during 2011. This program is a collaborative project with Edith Cowan University which 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 was structured to better prepare these students for their transition into the classroom. 58 residency interns commenced this program in 2011.
- The Department also offered **scholarships** to residency interns. The scholarships commit recipients to State-wide placement within the public education system for a period of one or two years following graduation. Eleven residency interns accepted scholarships in 2011: eight at \$30 000 and three at \$15,000.

### Catholic Sector (CEOWA)

- CEOWA has supported two main categories of programs which represent new pathways into teaching. In terms of a residency program, there were 3 schools involved in the Edith Cowan program and two schools with the University of Notre Dame. There was also one secondary school involved with a program with Curtin University, but this will not continue in 2012 due to operational issues. Specifically with the Edith Cowan program, graduates from a university were involved in a two day per week placement at schools while completing their education qualification in the remaining three days of the week. This program operated well in K – 7 schools but was less successful in a 7 – 12 environment, where the graduates did not always possess appropriate subject/discipline knowledge. The Notre Dame program was a more traditional program but with the appointment of a site director from the school involved, additional support was available for the learning community.
- A second category was planned but was not implemented in 2011. CEOWA was well advanced in identifying between 4 and 5 placement for associates from *Teach for Australia*. This was seen as an innovative method of entry into the teaching workforce. Unfortunately, TFA was unable to secure support for the two to three associates planned for placement at Kalgoorlie and both associates pulled out at short notice from the city college involved. CEOWA was disappointed at the outcome and had earmarked some NP funding to support the schools in additional mentoring of the associates. CEOWA undertook some planning in 2011 to continue to support the TFA program as well as the new *Teach Next* program which is being implemented nationally in 2012/13.

### Independent Sector (AISWA)

- Not applicable in the Independent Sector.

## BETTER PATHWAYS INTO TEACHING

### Government Sector

- The **Up-skilling School Support Staff Program** provided an opportunity for school support staff, who possess a Certificate IV in Education Support or equivalent, to undertake a Diploma of Education Support.
- The program aims to build capacity and competency within the school support workforce, and to sustain the delivery of quality learning outcomes in public schools with the assistance of suitably qualified and professional staff. In addition, the program aims to improve promotional prospects for school support staff and provide an alternative entry pathway into teacher education.
- The program objectives are to:
  - support the professional development of school support staff to enhance effective, practical classroom skills and to increase confidence and efficacy;
  - enhance the skills of, and career prospects for, school support staff;
  - develop a culture valuing ongoing learning; and
  - improve existing support for teachers in classrooms.
- The Department delivered the program in collaboration with Central Institute of Technology during 2011 (one program in each semester) and was completed over 20 weeks with two separate delivery models: face-to-face and online. 150 participants commenced with 111 successful completions (37 in Stage One and 74 in the first cohort of Stage Two).

### Catholic Sector (CEOWA)

- CEOWA has supported two main categories of programs which represent better pathways into teaching. In terms of a residency program, there were 3 schools involved in the Edith Cowan program and two schools with the University of Notre Dame. There was also one secondary school involved with a program with Curtin university but this will not continue in 2012 due to operational issues. Specifically with the Edith Cowan program, graduates from a university were involved in a two day per week placement at schools while completing their education qualification in the remaining three days of the week. This program operated well in K- 7 schools, but was less successful in a 7-12 environment, where the graduates did not always possess appropriate subject/discipline knowledge. The Notre Dame program was a more traditional program but with the appointment of a head of professional practice from the school involved, a learning community and additional support was available. These programs were seen to be better pathways in that a presence in a school for two days per week for at least a semester (before moving to another school placement) allowed the training teachers to establish a better connection to the school. This was not always possible in the typical 10 week placement. It also allowed the school, through the site director and other staff, to develop effective high quality mentoring and support processes. Follow up indicated that three of the training teachers from Edith Cowan received employment immediately on completion, in Catholic schools.
- A second category which was planned but was not implemented in 2011. CEOWA was well advanced in identifying between 4 and 5 placement for associates from *Teach for Australia*. This was seen as an innovative method of entry into the teaching workforce. Unfortunately, TFA was unable to secure support for the two to three associates planned for placement at Kalgoorlie and both associates pulled out at short notice from the city college involved. CEOWA was disappointed at the outcome and had earmarked some NP funding to support the schools in additional mentoring of the associates. CEOWA undertook some planning in 2011 to continue to support the TFA program as well as the new *Teach Next* program which is being implemented nationally in 2012/13.

### Independent Sector (AISWA)

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

## IMPROVED QUALITY AND AVAILABILITY OF TEACHER WORKFORCE DATA

### Government Sector

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

### Catholic Sector (CEOWA)

- CEOWA is currently implementing a range of strategies and processes. The annual **Collection of School Information (COSI)** was expanded in 2011 to collect a range of workforce data. One example was the collection of data relating to Teacher Assistants and those involved in early childhood education. This will enable planning to occur for the impending requirement of TA's to possess (or begun studying towards) a minimum of a Certificate III qualification by 2013.
- CEOWA has also begun developing a **Web Self Serve** function to schools in 2011. Not only does this enable faster access to leave and payment data, but it will also collect workforce data which can be used for ongoing review and workforce planning. Most of the work will commence in 2012 with a complete roll out in 2013. The development and enhancement of *Web Self Serve* is being funded under the Empowering Local Schools initiative.

### Independent Sector (AISWA)

- As AISWA is not an employing body this initiative is not applicable to the independent sector however, we have participated and will continue in cross-sectoral consultation processes in relation to this.

## INDIGENOUS EDUCATION WORKFORCE PATHWAYS

### Government Sector

- The Department endorsed and implemented an employment strategy to support entry and career development for Aboriginal employees. The initiatives within **Culture Strong, Career Proud** and the *Aboriginal and Torres Strait Islander Employment Action Plan 2011-2014*, align to the 'Closing the Gap' reform priority and supports the Western Australian Government's commitment under the Indigenous Economic Participation National Partnership Agreement to an Aboriginal employment target of 3.2%.
- The Department is committed to increasing the representation of Indigenous employees, particularly within classrooms. In 2011, 1 046 employees identified themselves as ATSI, including:
  - 630 Aboriginal and Islander Education Officers;
  - 146 Aboriginal teachers;
  - 23 Aboriginal school administrators; and
  - 247 Other employment categories.
- In 2011 the Department continued to support Aboriginal graduates 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 EAs in schools in rural and remote regions of Western Australia with high Aboriginal student populations. These graduates were provided with one-on-one mentoring and coaching support during the 2011 school year. Aboriginal graduate teachers were provided an additional incentive of guaranteed permanency following 12 months of continuous and satisfactory performance as teachers.
- An **AIEO Professional Learning Program** was established to support AIEOs to achieve a certificate qualification from a State Technical and Further Education (TAFE) college of their choice. The Program develops the skills and competencies of AIEOs to support teaching and learning programs in schools. In 2011, 97 AIEOs (48 regional and 49 metropolitan) commenced a training program to enhance their qualifications, with 85 enrolled in Certificate III and 12 enrolled in Certificate IV.
  - 45 AIEOs completed their Certificate III in December 2011; and
  - 3 AIEOs completed their Certificate IV in December 2011.
- In 2011, the **AIEO Professional Learning Program** was broadened to incorporate support for AIEOs to achieve a teaching qualification. In 2011, 19 Aboriginal employees commenced a Bachelor of Education course. The Department supports participants during their course through salary maintenance whilst on practicum and block study and allocation of a laptop to each student.
- The **Up-skilling School Support Staff Program** provided a further graduated career path for Aboriginal employees. Two AIEOs commenced the program in 2011.
- The Institute for Professional Learning:
  - supported an Aboriginal Principals' Collegiate Group (23 members); and
  - provided an Aspirant Aboriginal School Leaders Program which builds the capacity of Aboriginal teachers to take on leadership roles in schools. Five teachers participated in the Program in 2011.

### Catholic Sector (CEOWA)

- The **Dare to Lead** program provided leadership training for Aboriginal teachers who were aspiring to leadership roles in largely Aboriginal-cohort schools. Non Aboriginal teachers aspiring to leadership roles in larger Aboriginal cohort schools were also involved. Aboriginal Teacher Assistants were also provided with training. This up-skill's their qualifications to a Certificate IV level and provided them with a potential pathway into teaching. One ATA in Perth was enrolled in Diploma level studies which could articulate directly to a teaching degree with one year's credit transfer.

### Independent Sector (AISWA)

- A significant partnership with **Notre Dame Broome** was formed to up-skill 15 **Aboriginal Education Workers** to achieve a Certificate III in Education Support (Teacher Assistant). Partnerships with **Murdoch University** and **CY O'Connor** have also enabled Aboriginal Education Workers to undertake Certificate III and also a Bachelor of Education for schools in the Goldfields and Perth.

## QUALITY PLACEMENTS

### Government Sector

- A **Rural and Remote Training Schools Project** continued during 2011. The purpose of the project is to re-invigorate the

profile, opportunities and uniqueness of rural schools and the Remote Teaching Service (RTS). The project:

- identifies high quality pre-service students and mentor teachers to undertake a practicum in pre-selected rural and remote schools; and
  - promotes the experience of teaching in rural and remote schools and also provides support to those teachers and principals in identified schools, particularly with respect to their engagement with the students and their capacity to implement a 'training school' approach.
- The table below indicates the successes of the project:

<b>Rural/ Remote Teaching Service</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<i>Practicum placements</i>	1	10	10 in Term 3	12 in Term 2 (8 x 3 <sup>rd</sup> yr; 4 final yr) 35 in Term 3 (35 final yr) 12 in Term 4 (12 x 3 <sup>rd</sup> yr)
<i>Applications for RTS</i>	120	150	210	284
<i>Staffing appointments from practicum</i>	1 commencing 2009	4 commencing 2010	3 commenced Term 4, 2010 2 commenced Term 1, 2011	3 of 4 placed in an RTS school Term 2 commenced Term 3  32 final yr pre-service teachers appointed to rural/ remote schools for start of 2012 year 44 pre-service teachers applied for the RTS Pool for 2012

- Support provided by the Rural and Remote Training Schools Project to pre-service teachers, principals and stakeholders was invaluable. During the reporting period, the support team:
  - made over 500 support calls to pre-service teachers, principals and staff across rural/ remote schools;
  - wrote approximately 480 support emails;
  - facilitated seven face-to-face orientation sessions and three de-brief sessions for pre-service teachers placed in schools;
  - marketed the RTS to over 390 final year university students across five university campuses;
  - organised a process for ESL/ ESD work-shadowing for 10 mentor teachers in RTS schools; and
  - facilitated a concurrent session at the state Principals Conference and assisted the Western Australian Principals Association in the development of modules for aspirant and new leaders to RTS schools.
- The large number of applicants for the RTS Pool this year was inclusive of a record number of pre-service teachers (44) applying. A high proportion of these students were successful in entering the Pool for 2012 due to their practicum experience through the Rural and Remote Training Schools Project. Over 95% of students applying for the pool who completed a practicum through the Project were successful if their applications for the RTS Pool as opposed to approximately 50% of all other applicants being successful.
- The Department promoted an opportunity for pre-service teachers to undertake a teaching practicum in country public schools through the **Rural Teaching Practicum Program**. Students accepted in the program are provided a financial incentive to assist in covering the costs of undertaking a rural practicum:
  - a weekly payment ranging from \$135 to \$265 to meet some living expenses; and
  - a travel support allowance that covers a return journey from their residence to the school.
- The Department assisted 33 pre-service teachers to complete a teaching practicum through the Rural Teaching Practicum Program.

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

- Sections relating to new and better ways into teaching have covered most of this section. As a consequence of these programs described above, placements for participating training students have been highly effective. The main reasons are:
  - Role of the Site Director – this person is appointed to mentor and assist training teachers. This has led to more skilled training teaches as well as raising the profile and effectiveness of the supervising teachers in the schools
  - Development of a learning community – the presence of a group of 4 or 5 training teachers within the school, and with

the support processes described above in place, a learning community for both training teachers and mentor teachers has been established

- Involvement in wider school life – the placement of 2 days per week for about 20 weeks in each school has enabled the training teachers to become more closely involved in the life and professional school community.
- Reciprocal benefits – the school has benefited from the program and mentor teachers have become highly skilled in providing support for training teacher. The universities involved have provided ongoing support to the schools involved.

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

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

### **SCHOOL CENTRES OF EXCELLENCE**

#### **Government Sector**

- In collaboration with Edith Cowan University (ECU), the Department of Education continued the **Training Schools (Residency) Program** in 2011. This program targets pre-service teachers (residency interns) completing a Graduate Diploma of Education. Residency interns achieve their teaching qualification by being placed in a school under the supervision and tutelage of an experienced and accomplished mentor teacher. The Program was structured to better prepare these students for their transition into the classroom. 58 residency interns commenced this program in 2011.
- The Department also offered scholarships to residency interns. The scholarships commit recipients to State-wide placement within the public education system for a period of one or two years following graduation. Eleven residency interns accepted scholarships in 2011: eight at \$30 000 and three at \$15,000.<sup>1</sup>
- Training Schools received additional resources to support the implementation of the Training Schools (Residency Program), including funding for a dedicated site director and professional development for mentor teachers to support the interns throughout their program. Each Training School's site director dedicated the equivalent of one day per week to support and coordinate the residency interns and their mentor teachers. ECU worked with Training Schools to conduct professional learning workshops covering diagnostic and intervention strategies in literacy and numeracy. These workshops were also available to school staff as well as residency interns.
- Resources were also provided to support the training of mentor teachers. 20 teachers were trained as mentors in 2011 to supplement the cohort trained in 2010.
- Each residency intern was placed with their mentor for two full days per week during the term, in addition to their extended practicum placement. Those residency interns studying early childhood and primary teaching received 27 weeks of mentoring, while those studying secondary teaching received 31 weeks of mentoring. Site directors undertook personal observation of each residency intern during the year and conduct meetings with each mentor teacher and their residency intern.
- In March 2011, ECU held a mentor meeting to provide an opportunity for mentors to give ECU constructive feedback regarding operations of the program.
- An evaluation of the 2010 Teacher Residency Program, completed in February 2011, showed that 21% of the 2010 participants were awarded a high distinction in their Graduate Diploma qualification, compared to 17% of students studying the same qualification via a traditional university on-campus course.
- A Request for Tender for Phase 2 of the Training Schools (Residency) Program was advertised in June 2011.
- The Department also continued the Kingston Primary School internship model during 2011, with a further intake of 10 final year Bachelor of Education students to complete their studies in the classroom.

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

- For all schools involved, there have been a number of advantages from the program where partnerships have been established with Universities. Teachers within the school have received high quality mentor training and this has enabled them not only to mentor and support the training teachers, but also liaise with their colleagues to discuss effective pedagogy and to improve classroom practice. The universities have also been able to provide a number of professional development and learning activities for the schools. These include mentor training, IT professional development; classroom student management; specialist subject support etc. Schools have reported that these activities have led to overall improvements in teaching practice.

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

<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.

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

## Progress towards meeting TQNP Reward Reforms

### 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 of Education (the Department) offers significant financial incentives to attract and retain experienced and high quality principals and teachers to many low socio-economic status schools (low SES), particularly in regional areas. The incentives, forming part of 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.
- The Department, in conjunction with the Western Australian Department of Treasury, reviewed the relative value of the incentives during 2010 to ensure that these elements remained effective as the enterprise bargaining agreement (EBA) was renegotiated during 2011.
- The Department developed and endorsed a remuneration package proposal specifically designed to:
  - attract and retain high quality principals and teachers to work in disadvantaged Aboriginal, rural/remote and hard-to-staff schools; and
  - better support low SES National Partnership schools.
- The Department's L3CT Program recognised and rewarded exemplary teachers across the Western Australian public education system. 150 teachers (125 metropolitan and 25 regional) successfully went through the selection process in 2011 and were appointed from 2012.
- In addition, and to enhance the Department's career path for exemplary teachers, a new initiative, the *Consultant Teacher Trial*, was implemented in 2011 in low SES National Partnership schools. This trial targets the improved distribution of exemplary teachers in schools where there are none. The position aligns to the Lead Teacher career stage of the *National Professional Standards for Teachers* and attracts an annual salary of \$100 871, which is greater than the exemplary teacher salary in Western Australia.
- The Department of Education's L3CT program was reviewed during 2010. The review explored the effectiveness of the program in relation to the existing classroom teacher career path and specifically how to improve distribution of exemplary teachers to rural, remote and difficult to staff schools, particularly in low SES communities.
- The review considered five key aspects of the program and identified areas where the program could be strengthened:
  1. Impact of the L3CT status on the teachers' career structure: the review found that the program is an attractive career pathway that has resulted in retention of exemplary teachers in the classroom;
  2. The application and assessment process: the review highlighted that although the process is rigorous, its alignment with system developments such as local merit selection and devolved decision making has decreased over time;
  3. Distribution of L3CTs: the review identified that the 'status' based classification of L3CTs does not provide an incentive for the effective distribution of these teachers to rural, remote or challenging schools; and
  4. L3CT release time: the review found that the allocation to undertake collegiate leadership initiatives to support teaching and learning is valued by schools; however, its effectiveness is variable; and
  5. Alignment with the Department of Education's current and future strategic direction and the national context: the review identified that the Department transitioning to greater autonomy, and the impact of national consistency initiatives, will need to be addressed over the next three years.
- A L3CT report, based on the review and incorporating the above developments and initiatives related to the Department's L3CT program, was completed in 2011. Findings have resulted in revisions to the existing program including greater support for aspirant L3CTs and development of proposed transitional arrangements for the short to medium term. The transitional arrangements were discussed with the State School Teachers' Union, Western Australia; however, they were not able to be



progressed due to existing industrial commitments.

- To address the L3CT distribution issue an alternate initiative was implemented in 2011. *The Consultant Teacher Trial* is a non-award based position established in select low SES schools that have few or no exemplary teachers. The new trial position aligns to the Lead Teacher career stage of the new *National Professional Standards for Teachers*. The position models excellent teaching and supports other teachers to improve their practice within the school.
- In 2011, training was provided to 205 aspirant L3CTs. This included:
  - workshops in regions across Western Australia, with 151 participants (101 regional and 50 metropolitan);
  - Centra (on-line) presentations to 24 participants; and
  - a session at the Institute for Professional Learning with 35 participants.

#### Catholic Sector

- The area of Improved Reward Structures, does not apply to the Catholic Sector.

#### 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***

- The Independent Public Schools (IPS) initiative, established in 2010, is aimed at providing 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.
- Schools are able to determine their school's staffing profile within a one-line budget, select and appoint all staff, approve leave and fill all associated vacancies and manage relief costs for staff leave. This greater level of autonomy results in better engagement with the local community, more tailored learning strategies and school policies and the ability to expend resources in a manner best suited to the school's student population and local circumstances.
- The establishment of IPS has required the Department of Education to revise all centralised support systems, structures and policies including: resource allocation and budgeting models, school staffing policies, practices and procedures, and revision of all Departmental planning processes and policies. Each school within an IPS intake has been provided with intensive management and leadership training and has access to ongoing support through a centralised support team.
- Another 64 schools joined the initiative at the beginning of 2011. A third intake was advertised in 2011 and led to a further 109 schools attaining IPS status. 73 of these will commence in 2012 and 36 in 2013. In total, 207 schools in the Western Australian public school sector will have IPS status by 2013.

##### ***Up-skilling 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 2011, the Department worked in partnership with Central Institute of Technology (Central) to deliver a Diploma of Education Support. 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 mentored and coached participants to complete the course. School administrators and Central personnel assessed components of the course.
- A formal evaluation of the Stage One Demonstration of the Program was completed in September 2011.
- In 2011, a total of 111 school support staff (37 from Stage One and 74 from the first cohort of Stage Two) from across

metropolitan and rural regions successfully completed the program.

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

- The Department provides additional resources to schools with Aboriginal students for the purpose of employing 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.
- A review of the AIEO program was completed in December 2010 and the report, “*Review of the Aboriginal and Islander Education Officer Program*” was published in June 2011 by ECU.
- A plan responding to the findings of the Review was developed in 2011, “*Review of the Aboriginal and Islander Officer Program: Action Plan*”, was implemented during 2011 in areas including:
  - AIEO induction and training;
  - AIEO formula review;
  - support material development – guidelines, on-line resources;
  - professional learning for principals and teachers with AIEOs in the school; and
  - new career pathway elements – Job Description Form review, updated AIEO Handbook and professional learning linked to career pathways.

### **Catholic Sector**

- CEOWA has continued to implement its whole school improvement framework (**Quality Catholic Schooling**) to effect improvement in all Catholic schools, including staff and leadership. 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. 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.
- In 2010 & 2011, the QCS Framework of four domains and 24 components were completed, trialled and distributed to schools by October 2010. From the distribution of the QCS Framework, 150 Catholic schools piloting at least one component of the Framework, commencing February 2011.
- During 2012, the QCS Framework will be implemented in 158 schools; with a minimum of four components implemented and school improvement plans linked clearly to QCS planning. It is anticipated that system led moderation activities will be provided to these 158 schools, during the school year 2012, to develop consistent understandings about the seven standards and components.
- As part of this implementation process, trial survey items were developed for all 24 components and available to schools by Nov 2011. Survey items available to all 158 Catholic schools and are being promoted by the seven principal school's advisors. All 158 schools are collecting evidence about standards in at least four of the QCS components, with surveys being a part of the process.
- **Up-Skilling projects** are currently being implemented, to provide a program to up-skill Teacher Assistants (TA's) and appoint para professionals. Up-skilling Teacher Assistants in the program enables TA's to play a more effective role in classroom support, and Literacy and Numeracy improvement in particular, and provides a potential pathway into early childhood teaching. As part of this up-skilling program, 20 Aboriginal Teachers Assistants from Kimberley schools commenced training in February 2010, one full time equivalent field consultant was appointed in the Broome Office, 2010 and 20 Aboriginal Teachers Assistants enrolled in training with Batchelor Institute by June 2011.
- A Delivery Agreement with a training provider was formalised and signed in November 2009. As part of this agreement, 30 TA's commenced Certificate IV in Feb 2010, 20 TA's commenced a Diploma in July 2010 (completed, Dec 2010) and 30 TA's commenced a Cert IV in Feb 2011. CEOWA plans to have made articulation arrangements to Early Childhood Education degrees at Curtin University and other universities, with an aim to be finalised by mid 2012.
- **Mentor/Support** initiatives from CEOWA will continue to use experienced Executive Principals to mentor and support leaders in identified schools. Two Executive Principals were working with at least four schools by Nov 2011, including one regional school. A total of four Executive Principals (two additional) partly supported by NP funding, will work with at least five schools.
- CEOWA have also undertaken a significant program to up-skill Aboriginal Teachers Assistants (ATA's) in **Kimberley**

**Schools**, particularly in the areas of Literacy and Numeracy. ATA's will be able to upgrade their qualifications through Notre Dame University in Broome. Centrally organised PD in Broome will be established. A field officer has been employed to model best practice in schools.

## INCREASED SCHOOL-BASED DECISION MAKING

### Government Sector

- In late 2010 and following comprehensive planning, the Department announced the establishment of eight Education Regions for the commencement of the 2011 school year. Each region is led by a Regional Executive Director who is a member of the Department's Corporate Executive team.
- 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.
- Regional planning during the first half of 2011 resulted in the establishment of 68 Collegiate Support Networks (39 metropolitan and 29 regional) to support innovation, efficiency and collaboration for improving teaching and learning in the eight educational regions.
- A network consists of up to 20 schools, with the actual number, size and establishment determined by the Regional Executive Director and based on the context and specific needs of the region. 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.

### Local Selection

- In 2009, the Department transitioned from an annual centralised approach for the recruitment, selection and appointment of principals to a year-round local merit selection approach. The new approach uses a candidate management system to enable the filling of vacancies as they arise, with the selection of administrators on the basis of merit and in the context of the school. In 2011, the focus of the local merit selection has expanded to include all teaching staff, in addition to administrators.
- The process involved advertising public school principal positions online on the Western Australian Government jobs board and successful candidates selected through open merit select processes. The simplified process resulted in increased applications for administrator vacancies from 523 applications for 106 vacancies in 2007 to 1 512 applications for 110 vacancies in 2010. By the end of 2010, all administrator vacancies were filled locally on the basis of merit. An in house training package was presented to over 500 principals and selection panel chairs from approximately 300 schools.
- Following the success of the decentralised principal recruitment process, a Graduate Connection website was created. This simplified the application and recruitment process for graduate teachers, decreasing the recruitment time by 52 days.

### 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 has allowed 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. Subsidiary 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 Public School Leadership Program in 2010 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 during 2011 include:

### **Graduate Teachers**

#### **Engagement in four modules of professional learning across the first two years teaching**

- 821 graduate teachers received certification for completion of Professional Standards for Effective Classroom Practice (Module 1).
- 659 graduate teachers received certification for completion of Facilitating Student Learning (Module 2).
- 556 graduate teachers received certification for completion of Assessing and Reporting Student Learning Outcomes (Module 3).
- 505 graduate teachers received certification for completion of Quality teaching: Professional achievements and aspirations (Module 4).

#### **In Class Coaching Program**

The In-Class Coaching Program, which supported 262 first year teachers in public schools, on a voluntary basis. Graduates accessed confidential, non-evaluative, coaching and mentoring support from accomplished teachers. These teachers engaged in on-going professional learning to improve their skills to support graduates.

#### **Senior Teacher Program - 2011**

- 177 senior teachers received certification for completion of the Building Professional Learning Communities Program (Module 1).
- 282 applicants gained recognition of prior learning for one or more of the elective modules of the Program (Module 2 and Module 3).
- 160 senior teachers received certification for completion of Sharing Professional Practice (Module 4).

#### **Teacher development Program - 2011**

- 11 teachers received certification for the Effective Staff Development Program.

#### **Leadership development Program**

- 16 school leaders or aspiring leaders received certification for Leading Teaching and Learning.
- 217 school leaders or aspiring leaders received certification for Leading School Innovation and Reform.
- 45 school leaders or aspiring leaders received certification for Leading Learning Communities.
- 15 newly appointed principals participated in a comprehensive school leaders' induction program in 2011.

#### **Scholarship Program**

- The following scholarships were awarded to progress further postgraduate studies:
  - Public Sector Management – 4; and
  - Identified leadership programs – 2.
- A further 121 Department staff members are continuing their studies having been awarded scholarships in previous years.

## **Catholic Sector**

- In conjunction with the continual improvement program for all teachers, CEOWA has developed a **Mentor/Expert Teacher Support Program** (modelled on the DoE's Graduate Teacher In-Class coaching Program and the Specialist Coaches initiative) with an emphasis on new graduates, particularly in non-metropolitan schools. A total of 10 Mentor/Expert teachers trained and appointed: two centrally based and eight schools based in regional areas. A Mentor consultant primary teacher was appointed in Term 1, 2010, a secondary mentor teacher was appointed in Term 2, 2011.
- CEOWA implemented three professional development meetings for 40 graduates and teachers in the first three years of teaching, held from Feb 2010 to June 2011. Mentor support was provided to 50 early career (1st to 3rd year out) teachers by June 2011. The program was expanded to the Geraldton and Kalgoorlie regions by Feb 2011, with 10 schools being supported in these regions by June 2011, reaching 40 teachers. Support was maintained in metro schools with expansion to primary and secondary teachers; an additional 60 teachers will be supported by November 2012. A Mentor training

program was delivered to 10 teachers through Notre Dame University by June 2011. It is anticipated that the **Mentor Framework** will be completed by mid 2012 to outline support in each of the first three years of teaching. Strong links to AITSL standards are included in this.

- Aligned with the Up-skilling program, teachers of Science and Mathematics will be trained through short teacher training courses (for current Year 8-10 teachers). 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. The Maths up-skilling training course was developed and delivered in 2010, including country schools with 30 teachers participating in the Maths up-skilling course by 2010. The Science up skilling seminar was developed and delivered by June 2011 for 20 teachers. Planning was completed for major a Maths support seminar by June 2011.

#### Independent Sector (AISWA)

- AISWA has provided on-going professional learning that empowers principals to better manage their schools through the commencement of the **Whole School Planning** Program. The Literacy and Numeracy Consultants were provided with 'train the trainer' professional learning to enable them to coach and guide schools during the participation of a 12 month project.
- In 2010 AISWA commenced the implementation of **EPICT (European Pedagogical ICT Licence)** as a two year project. AISWA have three ICT Mentors working with 11 facilitators trained in 2010. The mentors work with the facilitators to support them with the EPICT training in schools. The mentors have conducted four visits to schools to support the use of EPICT.

### 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 650 AIEOs.
- During 2010, a review of the AIEO Program was undertaken, which reaffirmed the value of AIEOs within schools. Enhancements to the Program were recommended. In 2011 the Department commenced implementation of the *Review of the Aboriginal and Islander Education Program Action Plan* in areas including:
  - AIEO induction and training;
  - AIEO formula review;
  - support material development – guidelines, on-line resources;
  - professional learning for principals and teachers with AIEOs in the school; and
  - new career pathway elements – Job Description Form review, updated AIEO Handbook and professional learning linked to career pathways.
- 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 AIEO Professional Learning Program and the up-skilling and additional support for those Aboriginal teachers that have graduated the Bachelor of Education Conversion Course.
- Aboriginal graduate teachers are provided an additional incentive of guaranteed permanency following 12 months of continuous and satisfactory performance as teachers.
- During 2011, the Department continued to deliver leadership support and training programs to Indigenous school leaders, middle managers and teachers using forums. The forums focussed on "*What is working?*" show casing and sharing successful teaching practices for Aboriginal students. 58 state wide Aboriginal teachers and school administrators attended.
- There are 13 participants in the Aboriginal Languages Teacher Training intake for 2011 from metropolitan, rural and remote schools. These trainees will graduate at the end of 2012 (five languages).
- School community partnerships (SCP) are formal agreements between schools and their local Aboriginal communities that outline how they will work together to improve student attendance, literacy, numeracy and parental involvement in school-based decision making.
- With support from central and regional office staff, SCP agreements were finalised in 19 WA public schools by October 2011 and have commenced in an additional 79 WA public schools. Support includes the Department funding external

contractors, approved by the local Aboriginal communities, to help develop school-community partnership agreements in 19 public schools of greatest need.

- The Institute for Professional Learning continued to support the 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 Project runs parallel to the In-Class Coaching Program which supported 264 first year teachers in public schools, on a voluntary basis. Graduates accessed confidential, non-evaluative support from accomplished teachers. The coaches were intensively trained in methodology that includes consultation, collaboration and coaching as well as developing the graduate's teaching knowledge and practice, through meetings that occur on a regular basis (20 hours allocated).
- 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 Western Australian College of Teaching.
- In 2011, 38 teachers were specifically targeted for the Specialist Coaching Project. All graduated through an alternative pathway, having achieved their teaching degree through a two year Bachelor of Education Conversion Course. Eight were formerly AIEOs, and 30 were formerly Education Assistants.
- An external review was undertaken during 2011. In August, the interim report findings outline that:
  - the Specialist Coach project increased the confidence of graduates in their teaching practices;
  - Specialist Coaches enhanced the teaching practice of graduates directly contributing to the planning and engagement of students;
  - the Specialist Coaches contributed to filling gaps in practice; and
  - the training program provided to the coaches was very effective in preparing coaches for their role.

### **Community Partnership Agreements**

- 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."
- School community partnerships (SCP) are formal agreements between schools and their local Aboriginal communities that outline how they will work together to improve student attendance, literacy, numeracy and parental involvement in school-based decision making. Partnership agreements provide the opportunity to maximise the attendance, engagement and achievement of Aboriginal students and better involve parents in their child's education.
- With support from central and regional office staff, SCP agreements were finalised in 19 WA public schools by October 2011 and have commenced in an additional 79 WA public schools. Support includes the Department funding external contractors, approved by the local Aboriginal communities, to assist in these agreements.
- In 2011, the Aboriginal Principals' Collegiate Group continued to be a mechanism for sharing experience and knowledge amongst 23 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**

- The Aboriginal Leadership Program, using the ***Dare to Lead*** model, provided leadership training for Aboriginal teachers who aspire to gain leadership positions in largely Aboriginal schools and also for non Aboriginal teachers who may wish to obtain middle management and leadership positions in Aboriginal schools. More highly skilled leaders in these schools will ultimately improve outcomes for students.

## **Challenges to Implementation/Progress-1 January to 31 December 2011**

### **Government Sector**

- The Up-skilling Schools Support Staff Program, Stage One Demonstration commenced in March 2011. The timeframe for negotiating and awarding the contract for the training component of the program to Central Institute of Technology resulted in limited time to develop and implement one of the delivery models (online) which had not been established or tested prior

to the awarding of the contract. It was a challenge for Central to develop and implement the online delivery model on time with issues being addressed as identified throughout the demonstration phase of the program (completed in August instead of June 2011).

### Catholic Sector (CEOWA)

- The allocation of funding and inordinate delay in assessing the 2011/ 12 Reward Payment has proved to be a difficulty for this program. Notwithstanding this, an impressive array of programs have been implemented, with expansion occurring in 2011 to extra teachers and to non metropolitan areas. This has been possible by embedding some of these additional activities into school and central office practice. For example, existing Science and Mathematics consultants have been able to play a major role in the Mathematics and Science up skilling course and existing school staff, have been used in the Mentor Teacher program.

### Independent Sector (AISWA)

- The challenges for the Independent sector have been the limited funds allocated to AISWA under the National Partnerships to support reform change and also, the uncertainty of reward funding. As funds cannot be pre-allocated in the Independent Sector, it has resulted in providing limited support, as funding received has been spent throughout the year and not knowing the level of reward funds WA will achieve, has meant programs have been put on hold until further information on funding comes to hand. This will make 2012 slow to commence and provides a challenge when to-date, AISWA have experienced success in the National Partnership initiative.

## Showcase / Exemplary Activities – 1 January to 31 December 2011

### Government Sector

- In collaboration with Central Institute of Technology, the Department piloted Stage One (Demonstration) of the **Up-skilling School Support Staff Program**. This program enables School Support Staff who have a Certificate IV in Education Support (or equivalent) to undertake a Diploma of Education Support (20 week course). Program participants completed the course largely within their school with one-on-one support from a dedicated mentor within the school. The remainder of the training was delivered either face-to-face (metropolitan) or online (rural) by Central.
- The **Up-skilling Program** was piloted in public schools across the state. In total, 47 participants commenced this program in 2011. Participating schools received additional resources to support the program implementation, including relief funding for both the participants and mentor teachers and school-based assessors for the course duration.
- A total of 37 successfully completing the program (27 metropolitan and 10 rural) in August 2011.
- Central Institute of Technology undertook an evaluation of Stage One to:
  - assess the effectiveness of both delivery models (face-to-face and online);
  - assess whether an adequate level of support had been provided, particularly for participants in regional areas; and
  - identify any issues with the program.
- The evaluation identified minor communication and program delivery issues which were modified and implemented by the Department and Central prior to the Stage Two implementation phase.
- 103 participants (first cohort for Stage Two) commenced the program in July, with 74 successfully completing the program (57 Metropolitan and 17 rural) in December 2011. The graduation ceremony is scheduled for April 2012.

### Training Schools

- In 2011, the Training Schools Teacher Residency Program was expanded to include rural schools, and to increase the number of schools from low socio-economic areas participating. An additional five Training Schools were established in January 2011. These changes were implemented to increase the opportunities for interns to develop and practice skills they require as graduate teachers who are often appointed to rural and more challenging schools.
- The Teacher Residency Program was conducted across both public and private schools with a total of 58 residency interns commencing the Program in 2011. A total of 58 students enrolled in the Program at the commencement of 2011 and were placed across 17 Training Schools.
- Training Schools received additional resources to support the implementation of the Teacher 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, undertaking 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.



- Each residency intern was placed with their mentor for two full days per week during the term, in addition to the traditional full time final practicum placement. In addition, the mentors met with the intern for two hours per week for the purpose of providing feedback on their teaching and learning in practice.
- In summary:
  - 58 interns enrolled in the Teacher Residency Program undertook their placement within a public Training School;
  - Five additional Training Schools were established;
  - 51 interns completed the program.

### **AIEO Professional Learning Program**

- In 2011 in collaboration with TAFEWA Colleges, the Department established an **AIEO Professional Learning Program** to support AIEOs to achieve a certificate qualification from a State Technical and Further Education (TAFE) college of their choice. A key component of the program was access to training as close to the AIEO home location as practicable. TAFE Colleges have developed modes of delivery best suited to the region context. The Program develops the skills and competencies of AIEOs to support teaching and learning programs in schools. In 2011, 97 AIEOs (48 regional and 49 metropolitan) commenced a training program to enhance their qualifications, with 85 enrolled in Certificate III and 12 enrolled in Certificate IV.
  - 45 AIEOs completed their Certificate III in December 2011; and
  - 3 AIEOs completed their Certificate IV in December 2011.
- During 2011 the **AIEO Professional Learning Program** was broadened to incorporate support for AIEOs, Aboriginal Languages Teachers and Aboriginal Education Assistants to achieve a teaching qualification. In 2011, 19 AIEOs commenced a Bachelor of Education course. The Department supports participants during their course through:
  - Salary maintenance whilst on practicum and block study; and
  - allocation of a laptop to each student.

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

- **The Quality Catholic Schooling Improvement Framework** is considered to be a significant strategic initiative in which all NP programs – Teacher Quality, Literacy and Numeracy and Low SES school communities can be contextualised. It is a system wide initiative which is implemented during 2011 in all Catholic schools. It is based on four major domains of school improvement – Catholic Identity; Learning and Teaching; Connection to Communities and Stewardship with a number of components under each of these domains. Performance indicators on a seven point scale, exist for each component . These describe school improvement processes from the most basic (scale 1) to exemplary practice (scale 7).
- Schools have been using this to self-rate and to develop school improvement plans. All other NP projects help to build towards these school improvement processes. The central office has also put in place a number of initiatives to support the implementation of the QCS framework. In terms of the specific Teacher Quality projects, the Executive Principal; up-skilling Maths and Science teachers, Teacher Assistant and Aboriginal Teacher Assistant Program; and the Mentor Teacher program contribute significantly to the QCS framework. Planning occurred in 2011 to further extend the implementation of QCS to include more components and moderation activities between schools.

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

- **John Calvin Christian College and Woodthorpe School** - Several of the leaders who took part in post-graduate studies at the University of Western Australia have implemented targeted and data driven school improvement interventions in their schools. This has resulted in follow up work with all of the teachers at John Calvin Christian College in Armadale and the leadership team at Woodthorpe School on the use and interpretation of NAPLAN, other standardised test data and school-based assessment data to inform this school improvement. This work will continue during 2012.
- **Post-Graduate Success** - Fifteen leaders graduated from UWA with a Graduate Diploma in Educational Leadership. This qualification has taken two years for the leaders to achieve and has been supported by National Partnerships Teacher Quality. As a result of achieving this qualification, participants have expressed the desire to continue and finalise the Masters of Educational Leadership. Subject to reward funding outcomes for AISWA, we are keen to continue to support the leaders and extend this program to more leaders across the Independent Sector and continue to support further cohorts of Graduate Diplomas, Masters Programs and PhD programs.

## **Sustainability**

### **Government Sector**



- The **Up-skilling School Support Staff Program** has become a viable professional learning opportunity for school support staff across the state as a result of funding received through the National Partnership Agreement. This program aims to build the capacity within the current workforce, and is a retention strategy for quality support staff within schools. The overall evaluation of the program 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 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 Schools for the model to be sustained beyond the life of the Agreement.
- Evaluation of Teacher Residency intern outcomes to date, indicate a marked increase in academic and practical results when compared to those of their on-campus peers. The ongoing relationship between Training Schools and ECU has seen over 110 teachers receive professional skills development for mentoring and coaching pre-service teachers. These 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.

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

- Most of the NP projects implemented will be sustainable mainly because they build on existing strategic directions operating in the system and within schools. For example, the QCS framework received a small amount of support from the NP funding but has received substantial support from CEOWA and schools as it is seen to be one of the most important projects in the system.
- The Mentor Teacher program builds on work occurring in the system. Mentor training has occurred in schools to empower them to also support newly appointed teachers. NP support provides further support to the schools. It is proposed to expand the model to more schools in 2012 and to systematize the support in following years.
- A professional development framework will be developed so that the support program can be captured in centrally offered programs. Maths and Science up-skilling can be embedded further into the work of the centrally employed consultants over time.
- The residency program will rely on the universities being able to provide sufficient students.
- The programs most likely to be less sustainable are the Teacher Assistant and Aboriginal Teacher Assistant up-skilling. These programs require significant payments to the training organisations involved and over time would require either/both significant contributions from schools or the system to be sustainable.
- The Executive Principal program supports the work of two such principals out of a total of five Executive Principals. The program is therefore well embedded in school and office operations.

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

- AISWA has made strategic use of the National Partnerships to build leadership capacity and teacher capacity by using Teacher Quality as the professional learning vehicle to support the work of the consultants working directly with schools. This has resulted in impacting the quality of teaching in the classroom and supporting leadership through quality programs that support continuous improvement. As a result of this work, schools are now creating positions that will continue the reforms and whole school improvement strategies. The success of this strategic approach is leading to substantial changes across the school and has made an impact to school culture, whole school approaches, leading curriculum instruction and ultimately, student improvements.
- The impact of the NP and AISWA schools' understanding and use of NAPLAN and school based data to inform improvements in student learning in Literacy and Numeracy, is yet to be fully realised. Further professional development and continued work with school leadership and PLTs in schools is necessary to sustain the reforms in AISWA schools. Research shows that these school improvement models take up to five years to impact the culture of schools and improvements in learning outcomes for students.

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

### Overview

#### Government Sector

- A total of 75 schools have now commenced implementing activities through the National Partnership. Funds are allocated to school communities to explore innovative strategies that contribute to improve student learning outcomes. It encourages principals and their community to determine relevant school improvement strategies and to make decisions about how to allocate funds and determine which approaches may be effective within their community context. This empowers school communities to decide how best to allocate funds to explore and tailor innovations to their community context that improve educational outcomes for their students.
- A further 27 schools will receive funding through this National partnership in 2012.
- Key strategies and achievements are listed below:
  - In conjunction with the Improving Teacher Quality project, the Low SES project, has supported a proposal to trial a new specialist teacher position (**Consultant Teacher**) for selected low SES schools has been developed and endorsed for implementation in 2012.
  - A driver for enhancing school autonomy in Western Australian public schools is the **Independent Public Schools (IPS)** initiative. IPS schools are granted greater autonomy for governance, staffing and financial arrangements. To date, eight schools participating have been awarded IPS status.
  - The Department of Education has led the establishment of the **National Extended Service Schools Exchange**, which provides a platform for national sharing of information, ideas and resources to support implementation of extended services in schools.
  - Using National Partnership funds, schools implemented a range of strategies to address **student attendance**. A high proportion of schools reported progress improving attendance for Aboriginal and non-Aboriginal students. Such improvements can be attributed to innovative strategies such as attendance reward camps, greater parental engagement and improved partnerships with external agencies.
  - WA leads one of the national Key Reform Projects - **the Extended Service School Model Project**. This project explores how Low SES schools can work in partnership with government, local providers and community members to offer extended services to students, their families and the local community. Extended services can include child care, access to community activities, parenting and family support, as well as targeted and specialist support services. Stage 2 Report was completed towards the end of 2011 and is available on the DEEWR website.

#### Catholic Sector (CEOWA)

- In 2011, there were 28 schools receiving support under this National Partnership. Two schools were added from the original list of 26 – Clontarf Aboriginal College and St Clare's School (A CARE school for girls from Years 8 – 12). Both of these are not allocated an ICSEA but are deserving of support and were approved by DEEWR.
- In the first years of implementation of this NP, the main focus was on the 13 Kimberley schools with less support for the other 15 schools. In 2011 there was continued support for the 13 needy Kimberley schools as well as a significant injection of support to the four other country schools and 10 metropolitan low SES schools.
- Support was provided to focus on increasing attendance and engagement, building community links and addressing low levels of Literacy and Numeracy. Where possible links between Low SES initiatives and those in the Literacy and Numeracy and Teacher Quality NP's were made.
- In the case of the 13 Kimberley schools, all were focus schools under the Closing the Gap initiative. *The Aboriginal and Torres Strait Islander Education Action Plan* was also used to align NP support strategies.

#### Independent Sector (AISWA)

- The Independent schools funded under the Low SES National Partnership represent a diverse range of schools, most of which are small. Low SES schools include:
  - metropolitan and rural schools with a strong religious ethos;
  - schools that have a particular educational philosophy such as Montessori schools;

- schools that care for students who, for a variety of reasons, have been excluded from mainstream schools, and
- Metropolitan and remote Aboriginal schools.
- 25 schools are part of this partnership. Nine of these schools have an Index of Community Socio-Educational Advantage (ICSEA) value of less than 700.
- Many of the schools already have programs in place to increase school attendance, student engagement and student achievement. Schools, however, identified that the impediment to achieving their goals is often related to a lack of resources and access to support. Through the grants have been given to schools to allow them to further their work.
- The National Partnership consultants are working closely with schools to ensure that the grants will lead to increased student attendance and improved Literacy and Numeracy achievement.

## 2011 Significant Achievements/Activities/Highlights – 1 January to 31 December 2011

### Government Sector

- In December 2011, all 75 NP schools reported progress regarding the implementation and achievement against the six key reform areas identified for this National Partnership. 75% of schools reported 'good' or 'excellent' progress towards the achievement of end targets.

### Incentives to attract high performing principals and teachers

- Through the *School Education Act Employees' (Teachers and Administrators) General Agreement 2008*, the Department of Education (the Department) offers significant financial incentives to attract and retain experienced and high quality principals and teachers to many low socio-economic status schools (low SES), particularly in regional areas
- The Department developed a remuneration package proposal specifically designed to **attract and retain high quality principals** to work in disadvantaged Aboriginal, rural/remote and hard-to-staff schools. The strategy "Attracting Outstanding Principals" has been implemented.
- In collaboration between the National Partnership for Improving Teacher Quality and the National Partnership for Low SES school communities, the Department has established a career path for exemplary teachers to work in hard to staff, low SES school communities. The **Consultant Teacher Trial** was designed and implemented in September 2011 in low SES National Partnership schools. This trial targets the improved distribution of exemplary teachers in schools where there are none. The Consultant Teacher is a school based position focused on improving the quality of teaching through modelling high quality teaching and leading teachers in the development and refinement of their teaching practice to improve student outcomes. The Consultant Teacher's role statement has been aligned to the new National Professional Standards for Teachers. An attractive salary package and arrangements are included in this initiative to attract high performing teachers to low SES schools. The position aligns to the Lead Teacher career stage of the *National Professional Standards for Teachers* and attracts an annual salary of \$100 871, which is greater than the exemplary teacher salary. In Western Australia as at November 2011, seven schools have commenced advertising to fill positions for the start of the 2012 school year.

### The adoption of performance and staffing arrangements that articulate a clear role for principals

- A driver for enhancing school autonomy in Western Australian public schools is the **Independent Public Schools (IPS)** initiative. IPS schools are granted greater autonomy for governance, staffing and financial arrangements. Schools awarded IPS status must demonstrate the capacity to self manage and have established partnerships with parents and community groups. During 2011, **eight schools** participating have been awarded IPS status. The allocation of IPS status to these schools is indicative of improved engagement with the community, a broader strategic overview in planning and a desire for greater autonomy in order to address local needs. There is mounting evidence that schools awarded IPS status have enhanced community partnerships that may ultimately impact on longer term outcomes related to student attendance, participation and academic achievement, particularly in the context of Low SES communities.
- During 2011, the Low SES NP has supported the establishment of a leadership centre through a grant, to commence in 2012, that will build the capabilities of individual principals, leadership teams and school boards through multi-year engagements focused on the specific needs of the individual principal and the school. The leadership development centre (**EDvance**) will; provide high quality leadership and management support to the principal serving low socio-economic communities; collate, conduct and disseminate practice focused research on effective practices to improve the educational outcomes of disadvantaged children, and advocate through positive examples for the educational needs of children attending schools serving low socio-economic communities.

### School operational arrangements which encourage innovation and flexibility

- 46% of the low SES schools reported that they are making good progress establishing innovative school operational

arrangements. In addition, an encouraging 87% of schools indicated that they are making good progress towards increased autonomy and introducing increased flexibility to better cater for individual students. In terms of flexibility, 46% of schools reported that they had made timetabling changes or established extended hours of operation.

### Providing innovative and tailored learning opportunities

- 62% of schools reported that they are making good progress providing innovative and contextualised learning programs.
- North Balga Primary School** initiated an Early Childhood Oral Language Program working with private Speech Therapy Consultants throughout the year. The school has provided whole school professional learning in phonological awareness and semantics to support the program and have worked closely with one of the states Language Development Centres to set up the program.
- Cue Primary School** in the Midwest region has implemented a 'school garden and farm' project. Produce is harvested for school cooking lessons and for students to take home. There is also a joint activity with another NP school, Sandstone Primary School, which has established a potato farm. The project will fully integrate the garden work into the areas of Literacy and Numeracy. The school reports "we have established a herb garden and the K-2 had their own special garden in their area. During a school holiday the students worked with a voluntary group to build and plant a herb garden at the town caravan park.
- Coodanup Community College** established a Centre for Literacy and Numeracy (**CLAN**) during this reporting period to support year 8 students identified through the NP Primary partnerships program while in year 7. Positive results are reported in learning, attendance and participation

### Strengthened school accountability

- Medina Primary School** as part of the Kwinana Federation of Schools, have implemented strategies to strengthen and align the teaching of Literacy and Numeracy through instructional leadership at a school and network level.
- Carnarvon Cluster (Carnarvon Senior High School, East Carnarvon Primary School and Carnarvon Primary School)** appointed an Executive Principal to support leadership initiatives across the three schools. This activity will support stronger cooperation and agreement across programs, moving to the future amalgamation of the schools in the Carnarvon area. The *Compass Attendance Initiative* is an example of a multi agency project within Carnarvon reporting strong results.

### Extended services and partnerships with parent, other schools, business and communities

- The Department of Education has led the establishment of the **National Extended Service Schools Exchange**, which provides a platform for national sharing of information, ideas and resources to support implementation of extended services in schools. Extended services can include child care, access to community activities, parenting and family support, as well as targeted and specialist support services. The Exchange also provides an opportunity for school level exchange of emerging practice across schools wishing to share experiences.
- 48 of the 75 engaged Partnership Schools report good progress in establishing partnerships with parents, other schools, business and community groups. 34 schools reported the provision of access to extended services such as child care services, playgroups, health and social care, after hours support and parenting programs.
- Tjuntjunjara Remote Community School** in the Goldfields has introduced the Tjitji Kulapa (Little Children) Program. This is a joint initiative between the school and the Spinifex Health Service to provide a family and children's program for 0 - 4 year olds and their parents. This has resulted in improved school readiness, targeted health screening and engagement of families in the early learning of their children.
- Perenjori Primary School** in the WA's wheat belt region has developed a number of extended service initiatives. A partnership with Perenjori Shire to address the needs of families and young children has lead to a joint collaboration to build onsite facilities with shared services. The Shire is pursuing funding opportunities and is in the process of finalising a business plan for this significant undertaking. Collaboration with local playgroup and pre-entry families has been very positive, with majority of 0-3 year olds attending regular "Storytime" activities at school.
- Neerigen Brook Primary School**, in the outer suburbs of Perth continues to implement a 'full service school model' and employ strategies to enhance parent engagement to develop an integrated services model for students and their families. The school has reported that they are continuing to make excellent progress in relation to community engagement and the implementation of extended services funded by the National Partnership.
- Roseworth Primary School** in Perth's north continues to deliver quality programs to address the underpinnings of student underachievement. The school offers a number of extended services in partnership with not for profit providers, a teacher education facility linked to Edith Cowan University supported by the Fogarty Foundation.

### Early childhood initiatives in schools

- 36 schools of the 75 schools currently engaged in this National Partnership indicate activities directed to early intervention and particularly early years strategies focussed on children 0 - 4 years.
- A range of community playgroups and parenting initiatives have emerged in Western Australian public schools during this reporting period. Many school activities in the early years support Aboriginal students and their families, others schools are supporting refugee communities.

### Catholic Sector (CEOWA)

- The expansion of support to non Kimberley schools was a highlight in terms of some of the innovative programs and partnerships which were developed. Schools formed partnerships with Curtin University to access support in a speech therapy program. This involved a qualified speech therapist and about four final year speech therapy students servicing the school one day a week for the whole year. Many parents were faced with up to 18 month wait lists to access such services. Schools participating in this program have reported significant improvement in literacy with students who were being supported. Curtin University also offered support in Occupational Therapy as well. Some schools used funding to implement additional Literacy and Numeracy support such as with additional staff as well as the Reading Recovery program. Some schools with higher refugee student cohorts developed stronger links with the parents who, in many cases, did not understand the education system for their child. This involved meetings with parents and opportunities for parents to meet at the school at informal morning teas etc. One country K-10 school, developed partnerships with two other larger 7-12 schools for collegiate exchanges and support of their less experienced staff.
- **Clontarf Aboriginal College**, for example, developed a formal partnership with the University of Notre Dame Australia, where final year education students tested students for Literacy and Numeracy proficiency then provided one-on-one support at the College. Over a two term period, the reading ages of some students improved by over three years. In 2011, the program was extended to also provide intensive numeracy support. This program will be expanded further in 2012 and the College reported a significant positive impact on students' wider studies.
- **Up-skilling of Aboriginal Teacher Assistants** in collaboration with the Teacher Quality National Partnership has also seen positive impact on Literacy levels in many of the remote schools.
- Kimberley schools accessed support for Literacy and Numeracy (Reading Recovery program and Extending Mathematical Understandings) as well as Leadership Development courses (Polly Famer Institute); a youth worker, attendance officer, access to the Bluearth Program, Promoting Alternate Thinking Strategies (PATHS) and leadership and whole school improvement support.

### Independent Sector (AISWA)

- Achievements within this partnership this quarter are as follows:
  - Eight school community agreements have been finalised and are published on the Aboriginal Independent Community Schools website at <http://aics.wa.edu.au/>.
  - Three authors were organised to support innovative teaching practices in four schools.
  - Curriculum design for middle school students at risk is being developed in three CARE schools (Curriculum and Re-engagement in Education).
  - Two Aboriginal schools have engaged in Behaviour Management specialists to support fostering a positive learning environment.
  - Professional Learning in the Early Childhood Education Reforms has been presented in the Aboriginal schools and also, seven low SES Primary schools in the southern part of Western Australia. The professional learning focused not only on the Early Childhood reforms but also on aligning and implementing the Australian Curriculum.
  - Ten new teachers commenced the teaching improvement program (PRICE – Promoting Reflective Innovative Collaborative Educators).
  - Five teachers from remote schools visited and presented to Universities around Australia on teaching in AISWA remote indigenous schools.
  - The bicycle program has been introduced at CAPS Coolgardie and has increased engagement and attendance of students due to rewards based inclusion
  - A cycle 3 learning program has been introduced at Rockingham Montessori School which enables secondary students to continue their education within the Montessori philosophy, improving community links and providing sustainability of their programs.
  - A Literacy portal has been developed for the remote Aboriginal schools, providing teachers with resources to assist in

the improvement of their teaching and learning programs

- Islamic schools with a high proportion of ESL learners have engaged in the *Teaching ESL In the Mainstream PD* and been supported with resources and consultants improve the planning of programs that are inclusive of all students.

## Support for Aboriginal and Torres Strait Islander Students – 1 January to 31 December 2011

### Government Sector

- 75 Public Schools in Western Australia have now joined the Partnership; representing 16 114 students of which 6 671 are Aboriginal students (41%).
- 84% of schools reported using National Partnership funds to directly target the needs of Aboriginal students.
- During this reporting period, 67% of schools reported fair to excellent progress improving attendance and 63% of schools reported improved engagement and participation from parents and stakeholder groups.

### SYSTEM AND REGIONAL LEVEL

- Activities funded through the National Partnership are complemented by a number of national and systemic initiatives that seek to improve attendance and participation of Aboriginal students.
- *The Aboriginal Education Plan for WA Public Schools 2011-2014* acknowledges the urgent and compelling need to strengthen our capacity to close the performance gap between Aboriginal and non-Aboriginal students in WA schools. Key areas set out in the plan; readiness for school, attendance and literacy and numeracy are addressed within planning and activities undertaken by Low SES National Partnership schools in Rounds 1, 2, 3 and 4.
- 19 schools continue to use National Partnership funds to engage in the **Kimberley Success Zone (KSZ)**. The KSZ was established as a partnership between with CEOWA, AISWA and other stakeholders to support schools in the Kimberley to improve outcomes for their Aboriginal students. This program is building productive partnerships across schools, sectors and communities to investigate ways of accelerating improvements for Aboriginal students by sharing good practice and through professional development and school-community interaction.

### SCHOOL LEVEL: EARLY EDUCATION FOCUS

- **Derby District High School** reflects a number of country schools in country areas of Western Australia engaged in early intervention approaches prior to compulsory schooling. 34 schools within the NP have reported they have introduced strategies engaging children and their parents from 0 – 4 years. At the Derby District High School, NP funding has been used to appoint an Early Years Coordinator (Level 3 Administrator position) to engage surrounding communities prior to entry to the Pre Primary program. During the reporting period the school continues to operate a community playgroup to engage children from 0-4 years of age and their parents. The playgroup encourages whole family participation rather than just parents with the young children, which is a better fit to the child rearing practices that occur in the community. This has been a positive outcome as previously many parent/caregivers have not been comfortable coming into the school to discuss issues. Since the implementation of this strategy the school has reported increased parent/family participation in school events such as open night, NAIDOC week activities, parent information sessions and morning teas.

### SCHOOL LEVEL: ATTENDANCE FOCUS

- A high proportion of schools participating in the NP, indicate a strong focus on attendance (91% of schools). 57% of these schools have reported excellent or good progress in improving attendance and well-being outcomes for these students.
- Analysis of Aboriginal students who regularly attend (students who attend in excess of 90% of the time) indicates that since 2009 to 2011, the percentage of regular attendees rose to 26.2%. An analysis of at risk attendance groups is currently being conducted. Some examples of attendance focused programs implemented through the National Partnership, are outlined below.

### Broome Senior High School

- Using National Partnership funds, Broome Senior High School has appointed a full-time female Aboriginal and Torres Strait Islander Education Officer to support students in the Girls Basketball Academy. The Girls Basketball Academy aims to improve attendance, life skills, Literacy and Numeracy in a caring and welcoming environment with strong links to parents/caregivers. The Education Officer is responsible for supporting the girls with Literacy, Numeracy, attendance and life skills. She is a cultural consultant for teachers and liaises with parents and caregivers. The school has reported improved attendance of Aboriginal girls involved in the Academy. At this school the number of Aboriginal students who are regular attendees has risen 7.5% between 2009 and 2011.

### Derby District High



- Derby District High School reports that an emphasis on 'middle schooling' has led to an improvement in attendance rates. Numeracy & Literacy outcomes for students are being taught through targeted, evidenced based interventions. Enhanced teacher aided instructional competencies and flexible cohort organization for classes based on the Ability Grouping in Education (AGE) model being implemented have led to improvements being reported in year 7 and Year 9 student performance in Literacy and Numeracy during this reporting period. At this school the number of Aboriginal students who are regular attendees has risen 4.3% between 2009 and 2011. Derby DHS has also implemented a range of alternative pathways to tertiary education, leading to greater year 12 graduation rates.

#### **Yule Brook Community College**

- Yule Brook Community College represents another example of targeting Literacy levels of girls in middle schooling. A targeted program reports a doubling of 90% (regular attendance) levels in this cohort. At this school the number of Aboriginal students who are regular attendees has risen 8.9% between 2009 and 2011.

#### **Kalumburu Remote Community School**

- Kalumburu Remote Community School in the Kimberley Region has used National Partnership funding to develop a strategy to address poor retention of Aboriginal students. The Kalumburu Transition Support Program addresses the poor retention of Aboriginal students through the employment of a transition support coordinator who provides one-on-one support to students and their families. The program assists the transition of high school students from Kalumburu to other secondary schools. Early indications suggest that this increased support will result in improved in-school retention. A 3.6 % increase in regular attendance (90 % or more) is observed.

#### **Dudley Park Primary School**

- Dudley Park in Bunbury, is typical of many schools implementing attendance strategies. With the Low SES NP funding, they have been able to provide extra support to form an attendance team. This strategy allows the attendance team to case manage students along with a reward day for 100% attendance per fortnight.

### **SCHOOL LEVEL: LITERACY AND NUMERACY FOCUS**

A number of schools are exploring strategies to improve Literacy and Numeracy outcomes for Aboriginal students. Some schools have reported improvements in student outcomes. Some specific examples are described below:

- La Grange Remote Community School** in Western Australia's Kimberley Region has used NP funding to appoint a Literacy Coordinator. Several country and rural /remote schools have used NP funds to create additional specialist positions with a Literacy focus. Commencing during 2011 some schools are reporting improvements in lower school Literacy results.
- Yule Brook College**, in Perth's eastern suburbs, with an Aboriginal population of 37%, reports strong success in a targeted Literacy program for girls. The school has also implemented the principles of '**Big Picture Education Australia**' program. The school continues to report a significant decrease in problem behaviour, increased engagement and improved Literacy and Numeracy results for Aboriginal students.
- Balga Senior High School** is a large secondary school in Perth's northern suburbs that has used funding to support a 'single teacher model' where a single teacher is responsible for an integrated program in middle school covering English, Mathematics, Science and Humanities. 108 Aboriginal students attend the school. The school's total enrolment is 440 students. In 2009 only 4 % of Aboriginal students attended regularly (90% of the time), by 2011 that figure has risen to 12%.
- Orelia Primary School**, have also targeted early intervention of at risk students through a focus Oral language program in K-2 year levels, to improve Literacy and Numeracy results. Orelia Primary School has improved access to occupational therapy services and case-manage students at risk both academically and socially, developing individualised programs to engage teachers and families.
- National Partnership schools continue to implement **Follow the Dream: Partnerships for Success**, which provides individualised case management, support and tuition to high achieving secondary school students. Follow the Dream: Partnerships for Success accounted for 50% of the Aboriginal students in Western Australian public schools who achieved an Australian Tertiary Admission Rank (ATAR).

### **SCHOOL LEVEL: PARENT ENGAGEMENT AND PARTNERSHIPS**

- 72 of the 75 National Partnership schools have reported activities directly targeting improved parent and stakeholder engagement in Aboriginal communities. 63% of schools reported good progress in engaging with their community.
- Tjitji Kulapa (Little Children) Program**. A joint initiative between the school and the Spinifex Health Service to provide a Family and Children's program for 0 - 4 year olds and their parents. This early screening program provides an excellent



example of effective engagement in remote communities.

- **Gwynne Park Primary School**, continues to report strong results through a case management approach and coordination of external agency services. The school has implemented a parent involvement program to target school readiness into the school through a parent group, called **Gwynny Kids** program - a hybrid of a playgroup and a kindergarten with one key ingredient: Parents must be involved. Every Friday, parents with babies to 4 year olds attend for a range of activities run by a trained early childhood teacher. Data from the Australian Early Development Index, along with assessments of children's speaking and listening skills by Therapy Focus, shows that 30 per cent of young children in the Armadale area are up to two years developmentally delayed when they start kindergarten. The school has an on-site social worker from Parkerville Children's Services who works together with the student services team. The team includes a psychologist, learning support coordinator, pastoral care worker and Aboriginal and Islander Education Officers who work with and support individual children who need assistance. The progress of every child in need is tracked and managed through weekly team meetings, with more intense case meetings and work as needed.
- Many Low SES Schools have adopted a 'school dollars' scheme supported by the Community Development Foundation. This scheme encourages parent participation in the classroom and in their child's education. By volunteering, these parents earn reward school dollars, which can then be spent in the school. This initiative is aimed at encouraging parent education and engagement as well as promoting parent validation of education through incentives. This is an extremely powerful initiative that advocates parent participation, as *"the level of school performance appears to be linked to high parental involvement. Accordingly, adolescents who succeed well and have high aspirations say they receive more emotional support from their parents than do others"* Rupert Macgregor, *'Engaging with Parents, Families and Community'*, July 2006.

### Catholic Sector (CEOWA)

- Thirteen of the low SES schools are Kimberley schools, which in most cases, have a 100% Aboriginal enrolment. Other low SES schools have smaller proportions of Aboriginal students. The types of programs available have been outlined above. These include confidence building and resiliency programs such as the Polly Farmer Institute, Promoting Alternative Thinking Strategies (PATHS) and the Blueearth Program. Other support included a youth worker, attendance officers, additional Literacy and Numeracy support, up-skilling of Aboriginal Teacher Assistants and whole school improvement support. As previously mentioned, there is considerable overlap across all three NPs. These strategies have also been planned to support strategies for Catholic schools in the Aboriginal and Torres Strait Islander Education Action Plan and closing the Gap strategies. All 13 Kimberley schools are focus schools under this Action Plan.
- The student tracking project in collaboration with other education systems and DEEWR will also improve outcomes for Aboriginal students by allowing exchange of achievement and other learning information, when these students move to other centres.
- In Perth, Clontarf Aboriginal College with a cohort of approximately 120 Aboriginal students has also been supported as a Low SES National Partnership school. Details of the program in partnership with the University of Notre Dame Australia have been outlined previously. St Clare's School also has a higher proportion of Aboriginal students.
- **St John's School** in Rangeway (Geraldton) also has a significant Aboriginal population and attendance, engagement and Literacy and Numeracy support was provided.

### Independent Sector (AISWA)

- The funding applications that low SES schools applied for during the symposium held in April 2011, have enabled AISWA to support 11 Indigenous schools to undertake the following projects:
  - **Restorative Justice Behaviour management** projects to build a positive culture around behaviour and community involvement;
  - **Transition to the Workplace**, which is a project to link in industry to the skill sets of the students to ensure when they leave school they have a transition to the workplace;
  - **Bikes in schools** - this project will run a cultural awareness, physical activity and health project as an incentive for improved attendance. The students will gain a variety of skills and plan a cycling trip to raise awareness of cultural, environmental and health aspects;
  - **ICT project** - this project will provide electronic whiteboards to improve literacy engagement. Support will be provided to enable the teachers to be up skilled in using ICT in a creative and engaging way;
  - **Principal Mentor** - AISWA has two schools where a project will be used to support new principals settle into remote schools with the aim of improving retention of new principals and also building the quality and skills of the principals and forming positive links to the community;

- **Coach/mentor** to support AEW's in up-skilling their qualifications. This project will see a mentor support approx 14 AEW's in their study when they are back in the community. The support will assist in encouraging them, assisting in computer skills and being a critical friend;
- **AIC cluster project** - AISWA has a project commenced to remotely connect the schools through an online portal. This project will provide resources, examples of exemplar teaching, discussion boards etc. to build the quality of education for the remote schools and build networking among the staff; and
- AISWA's low SES consultant based in Broome has created a new teacher mentoring program to support the retention of new teachers to remote schools, build the quality of their teaching experience and build networking links between all the schools. This project has not only had the support from the consultant building exemplar practice but has also connected them through ICT so they can discuss teaching with each other and also, network and form strong relationships. They are building a portfolio of exemplar practice which will support them gaining full registration as a teacher. The consultant is using the new AITSL teaching standards to support their growth and development.
- Karalundi Aboriginal School has engaged the services of a well experienced consultant to investigate the dormitory procedures to ensure that the students who all reside at the school are provided with the best care possible to encourage a greater retention rate and therefore improve life chances for students, many of whom are DCP cases.
- Eight school community agreements have been finalised and are published on the Aboriginal Independent Community Schools website at <http://aics.wa.edu.au/>.
- These include :
  - Karalundi Aboriginal Education Community;
  - Kulkarriya Community School;
  - Nyikina Mangala Community School;
  - Purnululu Independent Aboriginal Community School;
  - Strelley Community School;
  - Wulungarra Community School;
  - Yakanarra Community School; and
  - Yiyili Aboriginal Community School.
- Support has been provided for a youth worker at Sowilo Community School to visit homes of students emotionally unable to attend school to increase their self esteem and trust to enable them to gradually return to school to improve their life chances.
- Two lead Aboriginal schools have applied for a grant to recruit an **Indigenous Mentor** to further support the AEW's studying in the Kimberley due to their isolation and limited on-line facilities. This person will visit and support the students with assignment questions and generally support their requirements.
- **The Indigenous Parent Factor Program** has been implemented in the Kimberley.
- Support has been provided to 15 **Aboriginal Education Workers** who have commenced a Certificate III in Education Assistance. This will provide a pathway into the Certificate IV and into a degree if they wish.

## Support for Other Disadvantaged Student Cohorts – 1 January to 31 December 2011

### Government Sector

- Funding allocated through this National Partnership has enabled schools to enhance support programs for students from ESL backgrounds, students with disabilities and additional learning needs.
- Partnership schools supporting disadvantaged cohorts have adopted innovative projects and practices and have reported progress toward improved Literacy, Numeracy achievement and attendance. Following, are highlights of schools undertaking innovative projects or practices to address these needs:
  - **Coodanup Community College** has integrated a **Pyramid of Intervention** program that endorses a whole school approach to supporting student learning and well being. A "Wraparound Service" model of intervention for individual students with significant and multi faceted needs, requiring input from community agencies where needed, has been adopted, incorporating improved communication with caregivers. In conjunction with this process, Coodanup have improved partnerships with external providers and industry, including the **Trade Training** Program. They have developed individualised learning plans for all students.
  - To address the needs of ESL students, **Balga Senior High School** has adopted a Literacy strategy for migrants of

limited schooling background. Balga SHS has 41% (116) of students categorised as Limited Schooling (less than 3 years formal schooling prior to arriving in Australia). To assist these students make ground in Literacy and Numeracy, several initiatives have been implemented, such as arranging for transition to mainstream small class groups (16-18), having 1-2 teachers for 18 hours out of 24 for the week supported by an Education Assistant for 50% of the time. Graduating students from the Intensive English Centre, students who are below Stage 4 are counselled into transition to mainstream classes following the IEC model of one main teacher for 75% of the timetable week supported by an Education Assistant in each class. Senior School and Yr 10 transition students also focus on needs in the workplace. Implementation of the Junior and Senior Direct Instruction **Soundway Program**, which has proven success with these students at Balga SHS over the past 3 years.

- **Bentley Primary School** has targeted early intervention of students in Kindergarten to year 3. The key focus is on Oral language development and utilise the K-3 Literacy Leader to provide assessment tools for oral language and management of the **Lighthouse Project**. The goal for Lighthouse schools is to network with other schools that have similar backgrounds and challenges, in order to share successful strategies for improving student early learning in literacy and numeracy. Bentley Primary School has also implemented a program to target early intervention for 'at risk' students called **S.P.A.R.K Special Programs for Attendance and Retention of Kids**. This program involves the employment of an **Indigenous Youth Officer** to maintain positive relationships with the community and to work collaboratively with the Aboriginal School Education Officer to develop projects and programs for both parents and students.

### Catholic Sector (CEOWA)

- Several of the low SES schools have higher refugee cohorts, especially from East Africa and the Middle East. This was especially so in the northern Perth suburbs at schools such as St Gerard's, Westminster; Majella Catholic Primary School, Balga; and Banksia Grove Catholic Primary School. A range of issues exist such as lower levels of literacy, dysfunctional family situations and cultural and adjustment issues. A range of strategies have been implemented to support these students ranging from additional Literacy and Numeracy support, cultural support activities, parent engagement etc.

### Independent Sector (AISWA)

- The funding from Low SES and the Teacher Quality National Partnership has enabled AISWA has supported remote schools as follows:
  - Two AEW's have commenced a Bachelor of Education- one in Perth and one in Kalgoorlie;
  - Whole school planning - in three remote schools as well as five regional and metropolitan schools;
  - **Principals as Literacy Leaders** - one remote school participating;
  - Thinking and planning strategically - two staff participated in thinking and planning strategically; and
  - **Early Childhood Leadership Project** - one remote school is participating to lead the reforms in their school and community.
- The two Low SES Consultants are actively supporting AEW's completing up-skilling qualifications across WA. The consultant in Broome is supporting AEW's through face-to-face support and also through the development of an on-line discussion board to support their study.
- The low SES metro consultant is supporting AEW's in Coolgardie, Perth and Meekatharra. One AEW from each of these schools is completing further education to complete a Certificate in Teacher Assistant and also, Bachelor of Education.
- Teachers of ESL students at 4 of our Islamic Colleges have participated in the Teaching ESL in the Mainstream PD to ensure that their teaching practices are inclusive and provide for optimum learning opportunities for all students.

## Challenges to Implementation/Progress – 1 January to 31 December 2011

### Government Sector

- Several schools within rural WA report difficulties in the provision of suitable accommodation, if teachers and other staff decide to relocate to their school. Within growth areas associated with the mining industry, increased accommodation costs flow to the non government sector placing restriction on the availability of suitable accommodation for teachers and school personnel.
- School reporting in this period have continued to report difficulties in the retention of teaching personnel as they had in the previous reporting period. 31% of schools reported moderate to major difficulties retaining staff during this period. This is consistent with shorter tenures in country schools to 12 or 24 months.
- Several schools in country, rural and remote locations continue to report difficulties in recruiting school personnel with high

proportion of schools reporting high turnover in 36 months or less. The development of the Consultant Teacher Trial during 2011 with a higher remuneration package seeks to attract more experienced teachers into NP schools. Seven schools have advertised Consultant Teacher positions during this reporting period.

- Several schools report difficulties in obtaining the services of relief staff to support teachers on leave or participating in professional development. Many initiatives and development opportunities are required to be rolled out after hours as there is no systematic provision of support staff in difficult to staff schools.

#### Catholic Sector (CEOWA)

- As reported in the 2010 report, the schools in the Kimberley region continue to pose challenges for school improvement. Attendance rates are variable for students, which challenges learning and other support strategies. Principals and staff at many of the remote schools can be inexperienced and/or tend to stay at the school for shorter terms, making the implementation of longer term school improvement strategies difficult. In 2011, it was necessary to adopt a targeted approach where the specific context of each school and community was paramount in decision making. The high cost of transport and accommodation remains an issue in the Kimberley schools. Intervention and support to two communities – Warmun and Balgo had to be drastically changed due to a flood in the former and some significant community issues in the latter.
- The principle of keeping strategies simple applied. Some of these schools are being supported by a variety of organisations and individuals and it was necessary to pare these back so that they were in alignment and did not create unnecessary confusion.
- Other than for many of the Kimberley schools, there were few other implementation issues.

#### Independent Sector (AISWA)

- The Low SES schools have experienced several challenges. Some of the main challenges have been due to the large turnover of staff in the Low SES schools. This has affected continuity of learning and consistency in teaching and assessment. It has been challenging in the Low SES, to clearly show the difference that is being made as it is often qualitative evidence, not quantitative and not based on test results. Improvement often takes a long time, and cannot be measured in short periods of time. Consultants and schools have acknowledged improvements are being made however, at this time test results will be a difficult measure to use. Other challenges are as follows:
  - The vast distances between the schools across the Low SES partnership. In AISWA, there are extremely small schools, remote and faith based schools which experience challenge in human resource and financial constraints.
  - As many of the schools are small, they have limited funds and often the Principal is also teaching much of the time. It is difficult to gain access to staff when in the school as they have very few relief opportunities which also prevents staff attending valuable professional learning.
  - Change requires time and effort and they often do not have the physical or financial resources to effectively make the necessary changes to their teaching and learning programs or their own professional development.

### Showcase – 1 January to 31 December 2011

#### Government Sector

- **Challis Early Childhood Education Centre**, a Partnership school in the Armadale area of Perth continues to report improved outcomes driven by an early intervention focus prior to 4 years of age. The school reports that at the end of 2011 the Pre-Primary cohort (5 year olds) started the year behind the state average (as measured on Performance Indicators in Primary Schools - PIPS) and finished the year above the state average.
- **Balga Senior High School** is located 15 minutes drive north of Perth's central business district. It is in one of the State's most diverse and low socio economic areas. With more than half the population in the area from migrant backgrounds, the school is playing a major part in connecting cultures and supporting families. Many of the migrant students have had limited schooling, often less than three years formal education before coming to Australia. The background of parents is varied. The northern and central African parents have had limited educational opportunities whereas the Burmese community, from the Thai border camps, have had their education disrupted due to being dislocated from their country. Another issue is that many of the migrants come from countries where the laws were not always upheld.

Recognising this need for a broader approach to education, the school has established regular forums for migrant parents on topics ranging from parenting teenagers to road rules and safety. The school employs the services of interpreters to translate and invites Government agencies and selected businesses to present on topics the migrant community is seeking assistance with. For example, the school has invited Centrelink and financial institutions to present a forum on finance and the Department of Transport to talk about road rules in Australia. These forums are very popular with around 60 parents attending. Such initiatives are enhancing partnerships with parents and building trust with the community.

The school has also used a netball program to improve student attendance and parent and community participation with the school. The netball program has made a significant contribution to improving the confidence of students and parents and developed teamwork and sense of responsibility.

- **Dawul Remote Community School** is one hour's drive south of Kununurra, on the Aboriginal-owned Doon Doon cattle station. Comprising of a 100% Aboriginal student population, the school has developed a strong partnership with the community. The school regularly meets with representatives from the community to share decision making. This has contributed to a supportive community that has grown to respect the school and the value of education. The principal comments that the parents have a real sense of ownership and often come along at recess and lunchtime to eat and play with their children.

The positive relationship with the community is seen in the number of children who regularly go to school and the reflected in Dawul's relatively high attendance rate and strong parental participation in school activities and meetings.

The school has negotiated a practical community agreement that includes parents ensuring their children are in bed early, on school nights, that children are dressed in their uniform and have breakfast before coming to school. The school does not have a breakfast club or canteen because parents organise all the lunches themselves. The community and families use the school motto – Strong and Deadly: We can do it. This includes support at home and support for the school.

Once a term, the school holds a cultural day where parents organise activities and make all the food.

These days are organised in partnership with the community who all attend on the day. The principal believes that this provides a positive foundation for the students to see their parents heavily involved with the school and respectful of education.

- **Roseworth Primary School** is a low SES community situated in Perth's Northern suburbs. The school community is quite transient, with about a third of students coming in each year and another third leaving. Around one in three students is Aboriginal and a growing number come from Africa and Burma.

The school is shaped by the belief that to be a strong academic school, you need to have strong, engaged families. This philosophy sits front and centre of the multitude of programs running at the school. The school is firmly focused on building strong relationships with the community and makes a conscious effort to involve parents with the school and their child's learning. Programs include family forums on parenting, free emergency lunches, access to speech pathology, occupational therapy and physiotherapy services, a breakfast club and playgroups.

The vegetable gardens, which sit adjacent to the front entrance, are proudly tended by a group of 15 Year 7 students known as the 'Happy Kids'. Around half the group are chosen to take part for their leadership abilities, with the remaining seven or eight students needing help for mental health or emotional issues.

The 'Happy Kids' program is incredibly popular with students. Parents are required to give permission for their children to take part and commit to helping out with the garden and parents often become involved as well. The program has meant that some parents, who would normally have little or no contact with the school, are now actively engaged. Working with the school and their children through this program has helped parents become comfortable with the school environment and realise the value of education. These parents help out with team-building excursions, organising afternoon teas for charity groups and taking part in goal setting.

Other initiatives that have contributed to increased parent participation with the schools include co-locating the community health nurse and dental services on the school site. The service is extended to young mothers in the community with children who are pre-school age. The community health nurses pick up developmental, behavioural and physical issues that can often be treated with simple therapies before these children come to school or while they are enrolled in the early years. Developmental issues around speech and hand to eye coordination for example, can often be addressed by fourth year Curtin University students on a six-week practicum at the school. Parents then come into the school and find out from the student occupational therapists, speech pathologists and physiotherapists how to work with their children at home.

With some of the students having trouble with small tasks such as tying shoelaces or articulating speech, access to this program is improving parent and community partnerships sharing responsibility for children's learning.

- In conjunction with this reporting process, a number of short videos that capture programs funded through this National Partnership are available. These stories outline how schools are improving links between schools, parents and their communities aimed at improving outcomes for students in low SES school communities. These can be viewed at: <http://www.det.wa.edu.au/partnershipschools/detcms/portal/>

Stories are captured from the following schools:

- Gwynne Park Primary School
- Neerigen Brooke Primary School.

- Challis Primary School and Early Childhood Centre
- Dawul Remote Community school
- Balga Senior High School.

### Catholic Sector (CEOWA)

- The involvement of the University of Notre Dame and **Clontarf Aboriginal College** is an example of the power of partnerships and of one-on-one support. Notre Dame University spent some time testing the students at Clontarf and identified that most students were well below benchmark standards and acceptable reading ages. Final year education students commenced a one-on-one tutoring and support program once a week. Students received the support, under the supervision of a Notre Dame Senior Lecturer and with the support of the College's Literacy support teacher, for two terms. The results were outstanding, with most students relating well to being supported by younger adults. Two students recorded an improvement in reading age of plus three years and all students made improvements. The average improvement was around 20 months in the six month period. This program will continue in 2012 and has been expanded to include numeracy support.
- This is a showcase in terms of models which can effect rapid improvements in Literacy and Numeracy and which is based on best practice principles including data analysis, development of individual intervention plans and effective monitoring and follow up procedures.

### Independent Sector (AISWA)

- The use of specific data as interpreted from **Appraise**, which has been linked to student attendance and school engagement data in Low SES schools. This combined data has been used to celebrate the marked, measurable academic improvement for a large number of students in Aboriginal Independent Community Schools (AICS) and to target specific programs and interventions, both academic and school engagement, which can be used as exemplars for individual AIC schools and other Low SES schools
- **Rockingham Montessori School** has had students of primary years enrolled for a number of years. The principal, wanted to start a secondary school for students to ensure continued tuition in the Montessori philosophy which would enable stronger community relationships and encourage parents to leave their children in the school.
- Using Low SES funding to subsidise the venture and the support of AISWA staff, a partnership with Murdoch University was gained. This enabled the upper secondary campus to be part of the University, use a number of the facilities and to support students in their pathways to higher education.
- It is early days yet but they have about 10 students enrolled and will increase numbers next year. It is anticipated this will grow as their reputation grows. It has been an exciting experience and will ensure parents have that choice to continue their children's education in an institution which supports their own philosophy.

### ALTA-1

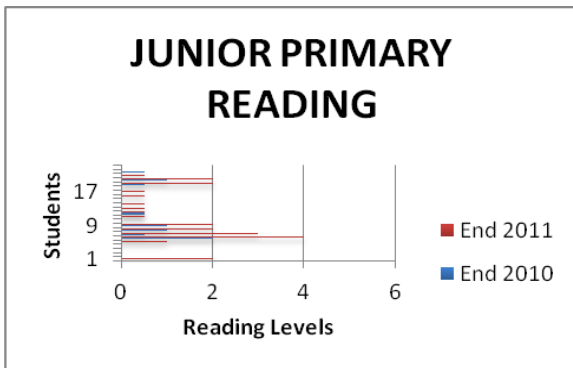
- **Alta-1** is an alternative education pathway for students at risk who have been asked to leave all other schools, for various anti-social reasons. It is important to first attend to their social and emotional well-being and then to ensure they have the Literacy and Numeracy skills to enable them to function in society.
- Alta-1, in conjunction with AISWA consultants, has developed a scope and sequence for the Year 7-10 Maths and English subject areas, taking into account the context of these students and the need for the content to be accessible, relevant and not patronising. Consultation has also been with the Australian Curriculum consultant to ensure sustainability of the curriculum. Already, improved engagement, attendance and achievement, have been noted.
- An Albany campus has been opened in 2012. This campus is using the Year 7-10 materials and is looking to extending this campus to Year 11 and 12 in the future.

### PRICE (PROMOTING REFLECTIVE INNOVATIVE COLLABORATIVE EDUCATORS)

- This is a teaching improvement process that has been taken up by 10 teachers in the Kimberley region. There are many aspects to the program with many of them relating to the use of the WA Professional Standards for teaching. The program is now shifting to the use of the new National Professional Standards for Teaching. This will allow the teachers involved to continue to feel inspired and challenged to move through the hierarchy of teaching progress.
- The **PRICE** process requires teachers to complete a comprehensive portfolio, which showcases their teaching experience. Teachers involved in the process will be invited to be part of an expansion of the program where they take on the roles as in-school mentors and guides for new teachers starting at the schools. The program is evolving constantly and has been contextualised for a Metropolitan pilot version of PRICE and will commence in 2012.

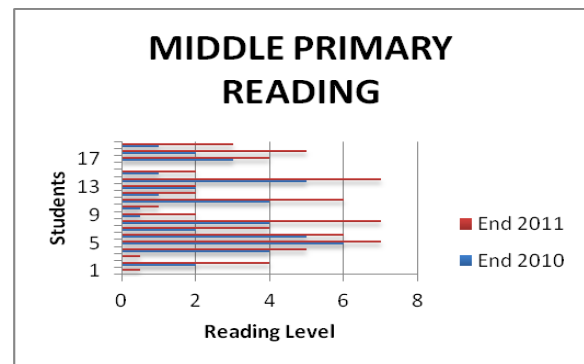


- The data below shows the effect size which is used to show student progress over a 12 month period. Professor John Hattie says that for something to make expected progress over a 12 month period then it would show an effect size score of 0.4. Anything above this would be considered greater than expected progress. An effect size score of 0.2 is still positive progress, however it is below what would be expected over a 12 month period. The following graphs show the results from the students from participating PRICE teachers.

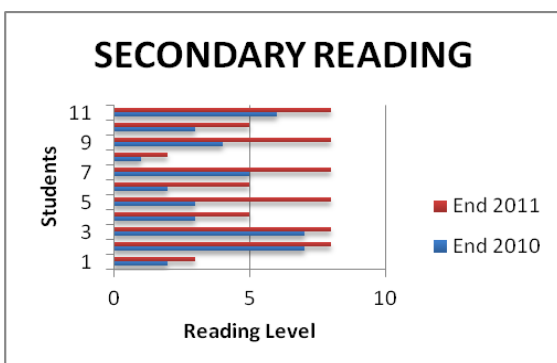
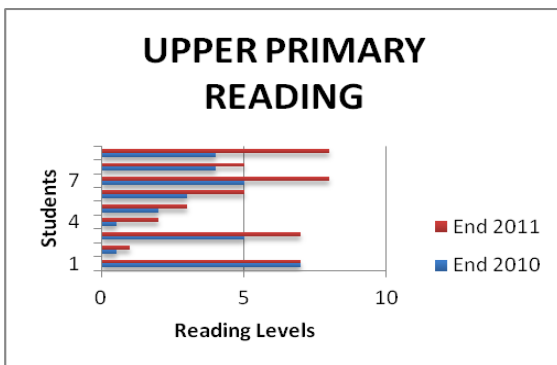


Effect size: 0.7  
This indicates growth of almost 2 years over a 1 year period.

Effect size: 0.62  
This indicates growth of 1 ½ years over a 1 year period.



Effect size: 1.05  
This indicates growth of 2 ½ years over a 1 year period.



Effect size: 0.77  
This indicates growth of 2 years over a 1 year period.

## Sustainability

### Government Sector

- While additional funding has provided the impetus for schools to explore innovative strategies to improve outcomes for students from Low SES school communities, the sustainability of initiatives is reliant on continuation of funds to support higher levels of intervention.
- The funding from the National Partnerships has enabled schools to implement programs, strategies and provide support that is aimed at improving outcomes for students impacted by inter-generational poverty. The majority of these programs



are making a difference which is not necessarily identifiable using high-end outcomes of schooling. Many of the strategies will take many years to show demonstrable change and long term funding would be required to sustain these initiatives.

- It is unlikely that the benefits of interventions applied by schools over four years will be sustained unless similar levels of funding and support are provided to schools in low SES communities.
- Evidence from the field suggests that increased levels of funding on their own will not necessarily contribute to improvement or sustainability unless schools have the internal capacity and appropriate levels of support to achieve improvement.

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

- Some of the initiatives adopted by Low SES schools are likely to be less sustainable than those adopted in Teacher Quality and Literacy and Numeracy NPs because they are less systematized and often rely on purchasing of support from outside providers or agencies. Notwithstanding this, as many of the programs are implemented for longer periods, schools will begin to embed these in school practice. For example, the speech pathology program which was implemented in many city schools, may become more sustainable as schools recognise the value of the program and budget accordingly. Schools may also be able to form clusters to jointly engage a qualified speech pathologist at a lower rate. One of the aims of the Bluearth program is to train school staff so that they can eventually embed the program in school practice and become self sufficient. The visitation program developed by Bluearth, aims to achieve such self sufficiency.
- Continued realignment of the various programs operating in Kimberley schools will also enable greater self sufficiency.
- Other projects such as intensified Literacy and Numeracy support, community building projects and similar will also be embedded into school practice.

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

- Sustainability will depend on continued funding. The projects running in the schools and the support provided to assist them is making a difference which is unable to be measured in the short term.
- Leadership Courses have been highly successful in changing the way schools operate and how leaders lead. Continued availability of these courses would assist schools to keep their staff and make the programs and policies more sustainable in the future.
- For Low SES schools, time needs to be invested initially in addressing the social and emotional well – being of students before they can engage with the academic program. The life skills they acquire will set them up for their future. Time must be built into the assessment of the success of such programs.

## Section 4 – Literacy and Numeracy

### Overview

#### Government Sector

- During 2011, 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 re-enforced the findings made in 2010 and 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 an Additional Language/English as an Additional Dialect (EAL/D) 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.
- The project effected demonstrable improvement in students' reading and numeracy outcomes as measured by NAPLAN. Analysis of the Reading and Numeracy mean in each year level for 2009 compared to 2011 and also the mean progress Year 3-5 and Year 5-7 showed that the LNNP schools average was above the Western Australian average. Approximately 70% of LNNP schools closed the gap between their performance and state performance in both reading and numeracy.
- An overall LNNP school improvement performance was also indicated by an analysis which compared each of the Year 3, 5 and 7 NAPLAN Relative Assessment data for Reading and Numeracy 2009 to the 2011 data.
  - Red lights indicate areas that are statistically significant below expected performance range in Years 3, 5 or 7. The number of red lights in LNNP schools was reduced from 72 in 2009 to 34 in 2011. This represents a 55% decrease in red lights in LNNP schools from 2009 to 2011.
  - Green lights indicate areas that are statistically significant above expected performance. The number of green lights in LNNP schools increased from 17 in 2009 to 45 in 2011. This represents a 265% increase in LNNP schools from 2009 to 2011.

#### Project Management

- The LNNP support team continued to be 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 2011 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 a significant number of visits (over 200) to school sites during 2011. The team shared ideas and strategies, supported networks and provided consultancy and feedback. They also presented workshops in school planning, data analysis, assisting schools with implementing and subsequently analysing On-entry assessment data, 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 and 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 this Annual Report.

#### **Key Success Factors as reported by schools:**

- The clearly articulated aim of the program to improve performance in reading and numeracy as measured by NAPLAN.
- The implementation of whole-school plans and approaches.
- The application of the 'Assess, Plan and Act' planning model that established clear links between evidence and action. Support provided to schools established a process of data analysis and target setting. The targets then drove school decision making and were clearly linked to whole school approaches, including case management.
- Schools did not only target the students whose performance was below national minimum standard and often targeted other performance areas of the school, including high end performance.
- The funding and the support were catalysts for cultural change and allowed the change process to occur more quickly.
- Specialist Teachers had clear roles as educational leaders and with the mandate to work alongside the school executive to build staff capacity.
- The engagement of the principal and key instructional leaders (not just specialist teacher).
- Program structures reinforced good practice and accountability, including the once per term Monitoring Review Framework that made schools focus regularly on the case-managed students and whether they were making the required amount of progress to achieve the schools' targets.
- The program provided evidenced based strategies to assist schools improve.

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

- In 2009 at the beginning of the Literacy and Numeracy NP, 62 of 115 K-7 schools and 12, 7-12 schools were involved. The number of K-7 schools was increased to 73 in late 2010, and in 2011 with the application of Reward Funding, every Catholic K-7 school was supported (115 in total). Not only is the system-wide coverage a highly significant move, of equal importance is the approach which is being used. The devolved model whereby School Support Consultants work with about 17- 20 schools each has now been implemented system wide. This provides a consistency of purpose with built in quality control. The emphasis on analysis and interrogation of achievement data and the development of Literacy and Numeracy plans accordingly has been a feature of the program.
- Schools report a much more consistent and unified approach to Literacy and Numeracy with results improving.
- 2011 was a significant year through the expansion of a number of schools, and with the third year of the Collaborative Professional Learning model, a systematic approach exists. Schools have continued to produce best practice Literacy and Numeracy plans based on data analysis and on current research. For the third year, a major Literacy and Numeracy conference was also held with best practice speakers and workshops offered. Schools were supported using NP funding to attend this conference and other professional development activities.

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

- During 2011, Literacy and Numeracy National Partnership schools used additional funding to improve students' Literacy and Numeracy skills, through whole-of-school strategies tailored to the school's needs.
- Of significance, was how school leadership in Literacy and Numeracy National Partnership schools has been strengthened by involvement in the NP program. Significant attention has been paid to:
  - 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).
- As stated in previous reports, the Literacy and Numeracy National Partnership has adopted a sustainable and strategic approach. Support to schools has been provided by **Literacy and Numeracy Consultants** with a caseload of approximately 5-6 schools each, around effective Literacy and Numeracy practices. This support is implemented through one-on-one coaching, team coaching, development of professional learning teams and whole school approaches to teaching and learning. Whole School Planning has been utilised by the consultants to support schools to develop detailed Literacy and Numeracy plans, analyse data and implement school-aligned improvement and intervention processes.

Feedback from a representative sample of Literacy and Numeracy schools has indicated strong support for the initiative.

### **Use and Interpretation of Data**

- The **Appraise** software has had significant upgrades in 2011, including a page which has each of the items from the NAPLAN assessments and a list of the students who were successful on the item, as well as a page showing comparisons of student performance on each of the distracters and the correct answer for each item. These improvements will continue during 2012.
- All of the NP Literacy and Numeracy Consultants have received in depth training since 30 June 2011 in the use of the *Appraise* software, including the enhancements included in the program in 2011 and in the use of school based data to inform improvements in student learning;
- 19 of the 44, AISWA NP Literacy and Numeracy Schools have requested and had specific training since 30 June 2011 with School Leadership, PLT or teachers directly involved with the NP on *Appraise* and the suite of school based data to inform student learning.
- The National Partnership Team has adapted an Impact Survey in collaboration with the NSW National Partnerships' Evaluation Committee. The survey will be administered with Principals, Executive and Teachers in Term 1 2012, then at the end of each Partnership and again two years after the Partnership has concluded. All 44 AISWA National Partnership Schools will be invited to participate in the survey, which is designed to measure the impact of all three National Partnerships.
- The AISWA Coordinator of NAPLAN and Data Analysis is conducting research in the following areas during 2012 to improve the quality of data collection for AISWA Schools:
  - Australian Council for Educational Research to incorporate data from several ACER tests into *Appraise* on the NAPLAN Scale;
  - The Assessment Community on the impact of Mathematical Literacy in students accessing the NAPLAN Numeracy Assessment at Year 3 and Year 9;
  - The Assessment Community on the impact of levels of comprehension required in each of the NAPLAN Assessments;
  - The University of Western Australia to measure the impact of instructional leadership on student learning in National Partnership Schools and the implementation of Professional Learning Teams using *Appraise* data and data from the Impact Survey.

## **2011 Significant Achievements/Activities/Highlight– 1 January to 31 December 2011**

### **Government Sector**

- **School leadership:** School leadership in LNNP schools continued to be 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).
- 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.
- **Monitoring Review Framework:** Literacy and Numeracy National Partnership schools continued to undertake self-assessment of their progress towards implementing the milestones of the Literacy and Numeracy National Partnership program and to reflect on the progress of case-managed students. The Monitoring Review Framework was available to

schools in a secure on-line environment. The Monitoring Review Framework was closely aligned to school operational plans and the online survey questions were intended to embed the 'Plan, Assess, Act' school improvement cycle into school planning.

The chart below provides a final traffic light summary of the LNNP schools' self assessment of the milestones for 2011.

School	Whole-school_LITERACY	Whole-school_NUMERACY	Evidence-based_LITERACY	Evidence-based_NUMERACY	K-7_LITERACY	K-7_NUMERACY	Case-management	Extended_services	Student_performance	Instructional_leadership	structures_processes	Team_ownership	staff_development	community	Collaborative_partnerships
Allendale Primary School	4	3	3	3	3	3	4	4	4	4	4	4	4	4	4
Arbor Grove Primary School	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4
Ashburton Drive PS	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4
Baler Primary School	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Ballajura Community College	2	2	2	2	2	2	4	4	4	4	4	4	4	4	4
Beechboro PS	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4
Bramfield Park Primary School	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4
Bullsbrook District High Sch	3	2	2	2	2	2	4	4	4	4	4	4	4	4	4
Campbell Primary School	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Carramar Primary School	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Cassia Primary School	4	3	4	4	4	4	4	1	4	4	4	4	4	4	4
Castletown Primary School	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4
Charthouse Primary School	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4
Clarkson Primary School	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Comet Bay Primary School	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
East Kenwick Primary School	3	1	2	1	2	1	4	4	4	4	4	4	4	4	4
Edney Primary School	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Elen Stirling Primary School	4	2	4	4	4	4	4	4	4	4	4	4	4	4	4
Ellenbrook Primary School	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4
Endeavour PS	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Eneabba Primary School	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4
Forest Crescent Primary School	4	3	3	3	3	3	4	4	4	4	4	4	4	4	4
Gosnells Primary School	3	3	2	2	4	4	4	4	4	4	4	4	4	4	4
Greenfields Primary School	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4
Hilton Primary School	4	2	4	4	2	2	4	4	4	4	4	4	4	4	4
Huntingdale Primary School	4	4	4	4	2	2	4	4	4	4	4	4	4	4	4
Kalgoorlie Primary School	4	3	3	3	3	3	4	4	4	4	4	4	4	4	4
Koorana Primary School	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4
Maddington Primary School	4	1	4	1	4	2	4	4	4	4	4	4	4	4	4
Manjimup Primary School	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Margaret River Primary School	2	3	4	4	2	2	4	4	4	4	4	4	4	4	4
Merriva Primary School	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4
Mount Barker Community College	3	2	2	2	2	2	4	4	4	4	4	4	4	4	4
Mount Lockyer Primary School	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
North Farnellia PS	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4
Nulsen Primary School	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4
O'Connor Primary School	4	3	4	4	3	3	4	4	4	4	4	4	4	4	4
Parkfield Primary School	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Pingelly Primary School	3	2	3	3	4	4	4	4	4	4	4	4	4	4	4
Pinjarra Primary School	4	4	4	4	3	3	4	4	4	4	4	4	4	4	4
Port Kennedy Primary School	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4
Quairading District High Sch	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4
Quinn's Beach Primary School	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Rawlinson Primary School	3	2	3	3	2	2	4	4	4	4	4	4	4	4	4
Riverside Primary School	3	2	3	3	3	2	4	4	4	4	4	4	4	4	4
Rockingham Lakes Primary Sch	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Safety Bay PS	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4
Seaforth Primary School	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Singleton PS	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Somerley Primary School	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4
South Hedland PS	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4
South Kalgoorlie PS	3	2	3	3	3	2	4	4	4	4	4	4	4	4	4
South Lake PS	3	2	4	4	4	2	4	4	4	4	4	4	4	4	4
South Newman Primary School	3	2	3	3	3	3	4	4	4	4	4	4	4	4	4
Tapping Primary School	4	4	4	4	3	3	4	4	4	4	4	4	4	4	4
Tranby Primary School	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4
Westfield Park Primary School	3	1	2	1	2	1	4	4	4	4	4	4	4	4	4
Willandra PS	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4
Wirrabirra PS	3	2	4	4	4	4	4	4	4	4	4	4	4	4	4
Yakamia Primary School	3	2	3	3	3	3	4	4	4	4	4	4	4	4	4

Figure 1: Final 2011 Monitoring Review Traffic Light Chart

- The preponderance of olive and lime green shading indicates that schools believe they have implemented the milestones of the program to a considerable or major extent. The orange shaded cells continued to provide lines of enquiry for the central office team and enabled the provision of targeted support. Over 90% of Literacy and Numeracy Partnership schools indicated that they had implemented to a considerable or major extent, the following milestones: whole school literacy, evidence based literacy, case management, instructional leadership, student performance and structures and processes.
- The following comments from the Final 2011 Monitoring Review Framework illustrate the increased confidence of Literacy and Numeracy National Partnership schools; and also an increased understanding of the role of effective school planning processes in the implementation of reforms and whole-school approaches.

**What have been the highlights of the LNNP program at your school?**

- **Bullsbrook District High School** ‘...Using data to plan teaching and learning has been much more effective, after provision of PD to the whole staff, and to individual teachers. As well as small group work, teachers are more readily identifying areas where differentiation is needed, and can adapt programs to take this into account. New teachers to

*the school have commented on the progress they have made in their own professional development, and are very appreciative of the support provided by the team.'*

- **Ellenbrook Primary School** *The dramatic improvements in the NAPLAN results, the targeting of programs to address our students' needs, the empowerment of teachers to implement programs and teach explicitly, the engagement of students in learning and appreciation of parents for the learning that has happened.*
- **Somerly Primary School** *Commitment of the staff to the importance and development of whole school processes and programs in literacy & numeracy. Training of staff in the delivery of First Steps Measurement PD to ensure sustainability. Training of staff member in CMS level 3 status enabling ongoing support and mentoring in learning & teaching strategies. Enabling staff to visit other schools to research implementation strategies for whole school programs in Literacy & Numeracy.*
- **Westfield Park Primary School** *Better understanding among teaching staff of: target setting, case-management and data analysis. Whole School literacy block implemented. Whole School literacy plan in place. Early Years specialist program 'Right Start, Bright Start' in place with explicit teaching of phonics. Greater levels of parental involvement. Additional literacy resources purchased across school. Increased literacy achievements in the Early Years.*
- **Wirrabirra Primary School** *The four National Partnership specialists working shoulder to shoulder with class teachers to support and monitor whole school strategies in the operational plans. Level of commitment from staff towards the NP program and their support to colleagues. The contribution from teachers has been fundamental to the implementation, development and success of the NP agreement at Wirrabirra.*
- **Cassia Primary School** *NAPLAN results for like schools were in the top quadrant of higher progress and higher achievement for 6 of the 8 possibilities. Cassia was the highest performing school in the Pilbara for NAPLAN progress with 4 greens and no red in the relative assessment. Our Pre-primary students are now reading, writing and spelling on their own through our focus on explicit teaching strategies. In the last 2 years we have made very pleasing progress. This could not have been done on our own. Thank you for the assistance of so many in the National Partnership team.*
- **Professional Learning For Specialist Teachers:** Two day workshops in each of the 2011, school terms provided professional learning for Literacy, EAL/D and Numeracy Specialist Teachers in National Partnership schools (Specialists from Low Socio Economic Community National Partnership schools were invited). Separate events targeted experienced specialist teachers and those new to their role in Literacy and Numeracy National Partnership schools in 2011. In addition to specific content regarding literacy and numeracy teaching, learning and assessment, the programs emphasised the role of specialist teachers as mentors, coaches and classroom planning collaborators. The importance of the role to schools' instructional leadership teams has also been reiterated.
- Growth Coaching International was engaged in Terms 3 and 4 to present a three day Leadership Coaching course especially adapted for 25 Literacy and Numeracy Specialist Teachers in Literacy and Numeracy National Partnership schools. Feedback from participants was extremely positive.
- A network of English as Additional Language/Dialect (EAL/D) Specialist Teachers working in Literacy and Numeracy National Partnership schools participated in one day's professional learning each term. The professional learning focussed on the role of EAL/D Specialist Teachers in implementing the three reform areas of the Literacy and Numeracy National Partnership program and the EAL/D resources available to support classroom teachers who are case-managing EAL/D students. The program encouraged the EAL/D Specialist Teachers to present professional learning in their own school contexts, as well as with other known EAL/D specialists. Specifically, it updated their professional knowledge of the explicit links between NAPLAN data and Western Australia's *ESL/ESD Progress Maps* and the relevance of this knowledge to target setting and monitoring case-management plans. In term four, this included a workshop on accessing the newly established online facility for monitoring ESL/ESD Progress Map data.
- Professional learning on the Australian Curriculum English was provided – with particular reference to the sub-strands associated with grammar, Literature and the EAL/D Teacher Resource document. The cross-curriculum priorities Aboriginal and Torres Strait Islander histories and Asia and Australia's engagement with Asia were also presented.
- A good endorsement of the LNNP professional learning is provided from the following reflections from a Literacy Specialist Support Teacher:
  - *A year packed full of fantastic and relevant professional learning opportunities. Having this support has empowered me as Literacy Specialist to help and support other staff in useful ways, particularly with guided reading planning and implementation (our whole school focus).*
- Other highlights have been:
  - The insights into Australian Curriculum and in particular the Literature and Grammar sessions.

- Practise in analysing and understanding NAPLAN Data and case management.
  - EAL/D focus has been greatly beneficial in planning and teaching these students.
  - Support/help in understanding my role as Literacy specialist and how I can use my knowledge to assist teachers in Literacy.
  - Last session providing time to reflect on the year was great.
  - All sharing opportunities – great to know how everyone in the group approaches literacy in their schools.
- **School Support:** The central office support team continued an extensive school visit program to support leadership teams, specialist teachers and to deliver professional learning to classroom teachers. Below is a summary of a random sample of eight schools and the number of communications (email, face-to-face and via phone) with those schools as recorded on Highrise, a shared data network. This does not include all contacts made.

School	Email	Phone	Face to Face	Total
Beechboro Primary School	17	7	3	27
Boulder Primary School	37	8	9	54
Comet Bay Primary School	34	11	13	58
East Maddington Primary School	39	8	9	56
Merriwa Primary School	33	11	14	58
Seaforth Primary School	79	12	18	109
South Kalgoorlie Primary School	30	6	8	44
Yakamia Primary School	29	6	8	43

#### Catholic Sector (CEOWA)

- The systemisation of Literacy and Numeracy support to every Catholic K- 6/7 school is unparalleled across Australia. After three years of support, schools have adopted the **Collaborative Professional Learning model**. The main features have been a data driven intervention strategy, development of detailed Literacy and Numeracy plans, appointment of a key Literacy and Numeracy teacher in the school, support from a regional school support Consultant, collegiate sharing across schools, focussed professional development for teachers and funding for a special Literacy and Numeracy project and teacher relief payments.
- The 7-12 schools have adopted a slightly different approach in 2011. The Literacy schools used the **Words Their Way** model in collaboration with the University of Western Australia. In some of the participating schools, a cross-learning area approach was adopted. For the 12 Numeracy schools, a range of support programs and processes were implemented. These included, part time support staff appointments; tutoring for students; targeted strategies such as a focus on just Year 7 or a strand of mathematics; collegiate sharing; and accessing professional development.

#### Independent Sector (AISWA)

- In 2011, a further 23 schools began receiving Literacy and Numeracy support in the Independent sector. AISWA is now supporting a total of 44 schools under the Literacy and Numeracy National Partnership. Given the reduction in funding in 2011, the number of Consultants supporting schools was reduced from nine to six. The model of support was reworked to focus on the key area of instructional leadership and building this capacity in schools. However, work continued in the reform areas described below until the conclusion of 2011 with the new plans taking effect for 2012.

#### Effective and Evidence-Based Teaching

- At the end of 2011, a total of six consultants provided coaching and in-class support with regards to explicit teaching strategies and have worked across the school to create an understanding of what explicit teaching looks like and to use this understanding as the basis for coaching conversations.
- In-school coaching has focused on differentiation, literacy blocks, guided reading, programming and planning, comprehension, learning intentions, success criteria and test literacy.
- Facilitation and coaching on specific resources has occurred during this reporting period including: **First Steps in Mathematics** and **Words Their Way**.
- National Partnership Literacy and Numeracy consultants have begun working with schools to build their understanding of **Professional Learning Teams** and to build school capacity to base decisions on evidence and work through an inquiry cycle to build quality teaching in classrooms.



- Schools were supported to develop whole school approaches to analysing data, Literacy and Numeracy approaches and programming.

### **Whole School Planning**

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

### **Use and Interpreting Data**

- Used the data analysis **Appraise** software as a pivotal role in whole school planning and assisting and supporting data analysis and interpretation to enable the PLT to research and devise best practice from evidence-based decisions.
- Consultants coached school leaders and teachers in the use of data, determining appropriate data, collection methods and effective mechanisms to interrogate the data to improve learning outcomes for students and classes.

### **Assessment**

- National Partnership funding has facilitated NAPLAN workshops and facilitated professional learning around learning intentions and success criteria to enable classroom teachers to be able to provide informative and timely feedback to students about their performance.
- Schools have been able to take advantage of the **Appraise** software to conduct even year's assessment which provides schools with longitudinal data and provides teachers with specific points to focus teaching needs.

### **Differentiation**

- Literacy and Numeracy Consultants have provided ongoing coaching around differentiation and providing support, resources and shoulder to shoulder collaboration to improve programs and classroom teaching.

### **Brisbane NP Literacy & Numeracy Forum**

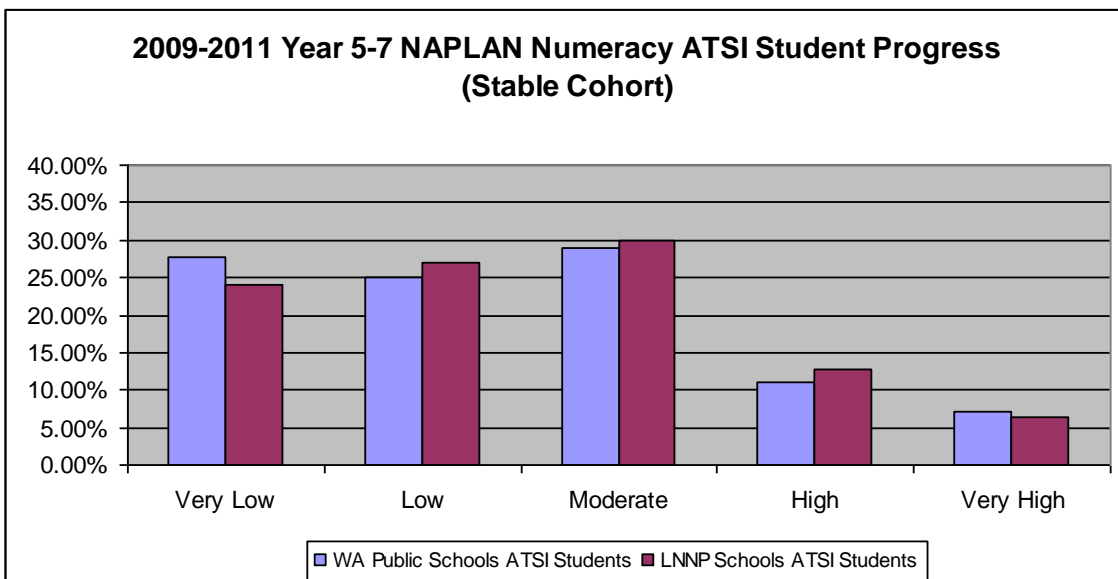
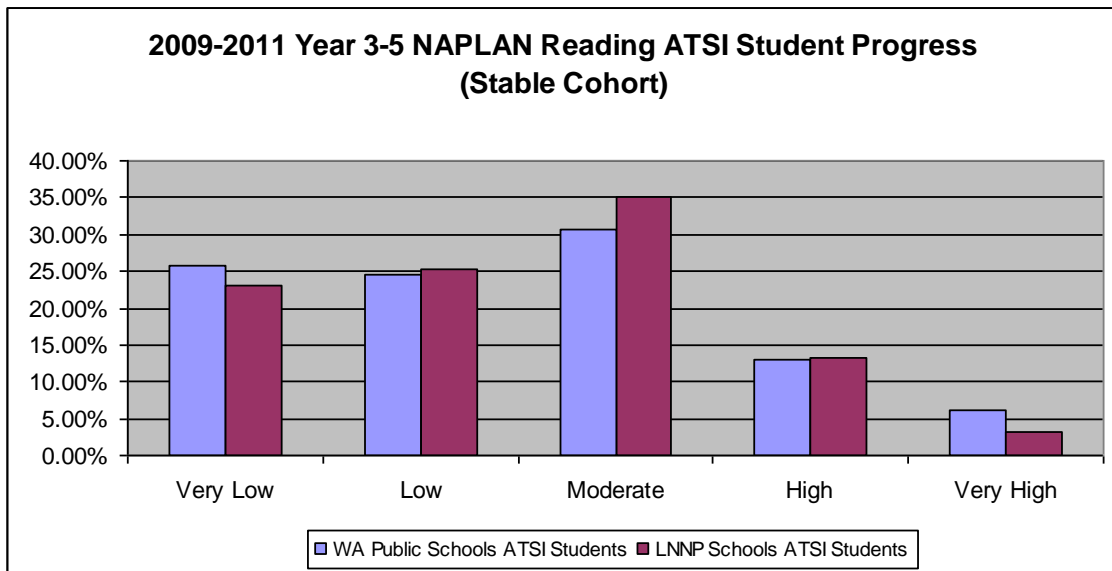
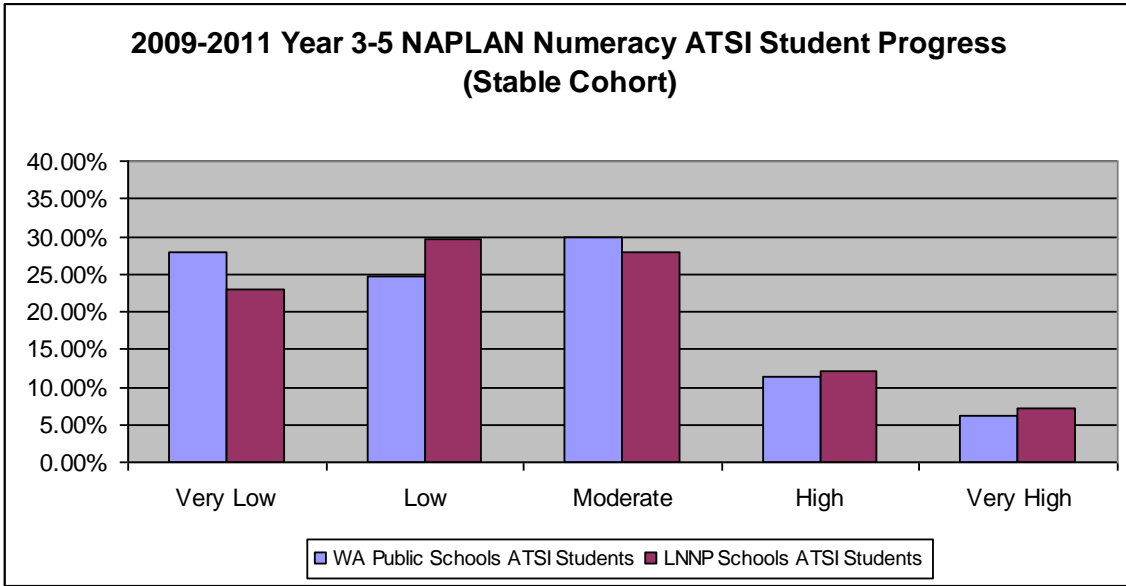
- The Independent Sector WA attended the National Partnership Forum in Brisbane, taking 3 representative schools to share the outstanding work being achieved in their school through involvement in this Partnership.
- Schools attending to present, were Maranatha Christian College, Mandurah Baptist College and Carey Baptist College. The work shared, focused on professional learning team development, building teacher capacity and the use of assessment for learning in Numeracy.
- The work of Carey Baptist College is now being published into a teacher resource aligning First Steps diagnostic tasks and Australian Curriculum in order to facilitate appropriate and timely used of data to inform teaching and learning programs.

## **Support for Aboriginal and Torres Strait Islander Peoples – 1 January to 31 December 2011**

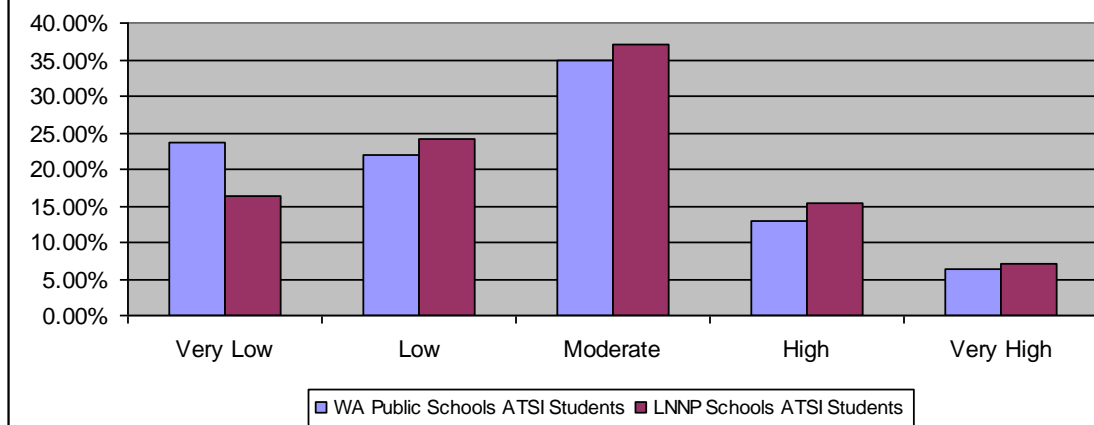
### **Government Sector**

- The performance gap for Aboriginal and Torres Strait Islander students in Western Australia is significant. The gap is consistently lower at Year 3 than at the other Year levels, indicating that stronger and more targeted strategies need to be implemented to improve readiness for school and attendance, engagement and achievement throughout the years of schooling. Reading, writing and numeracy achievement remains a priority for Western Australia. The focus on On-entry assessment data and planning to that data is one of the strategies put in place to improve this result.
- The key reform activity in LNNP schools to support Aboriginal students is to implement whole-school case-management approaches for students who are not achieving their potential for literacy and numeracy improvement, especially those below the National Minimum Standards in NAPLAN. The Final Monitoring Review indicates that 43% of Aboriginal students in LNNP schools have case-management plans for literacy, numeracy and/or attendance.
  - 61% of Aboriginal students case-managed for literacy were on track to meet targets
  - 59% of Aboriginal students case-managed for numeracy were on track to meet targets; and

- 57% of Aboriginal students case-managed for attendance were on track to meet targets.
- These percentages had increased since the Term 2 Monitoring Review.
- The following graphs provide a comparison of the improvement progress of Aboriginal students in LNNP schools as compared to those in all other public schools. These graphs highlight the success of strategies implemented in LNNP schools.



### 2009-2011 Year 5-7 NAPLAN Reading ATSI Student Progress (Stable Cohort)



- Significant professional learning has been delivered to Literacy and Numeracy National Partnership schools aimed at developing teachers' perceptions of Aboriginal students as EAL/D learners and to embed the *ESL/ESD Progress Maps* in the teaching, learning and assessment cycle. In response to the considerable lack of awareness that a high proportion of Aboriginal students in both urban and regional/remote settings speak English as a second dialect, EAD teaching and learning issues were also presented. Professional Learning for paraprofessionals working with Aboriginal students in regional areas was also conducted. Feedback indicated that this was very successful.
- **FOCUS SCHOOLS:** The following eight schools with high proportions of Aboriginal students continued to receive individual EAD support:
  - Baler Primary School
  - Boulder Primary School - see case study
  - Cassia Primary School
  - East Kenwick Primary School
  - Nulsen Primary School
  - South Hedland Primary School
  - South Newman Primary School
  - Tranby Primary School
- **Tranby Primary School** wrote in the Final Monitoring Review: *"Highlights include: another increase in Aboriginal attendance -1.55%; developing a community partnership agreement which included surveying Aboriginal students and parents and providing data which can be used to plan for the future; data also shows that stakeholders are very happy with academic and social and emotional programs conducted at the school; we had an increase in NAPLAN achievement in both literacy and numeracy in yrs 3,5,and 7; we performed above like schools for stable cohorts in all year levels."*

#### Catholic Sector (CEOWA)

- All Catholic K-7 schools are supported in the literacy and Numeracy NP. This means that all Aboriginal and Torres Strait Islander students are supported. As reported in details about the Low SES NP, Kimberley schools are further supported in targeted Literacy and Numeracy programs. Other low SES schools with higher proportions of Aboriginal students include Carnarvon, Rangeway, Northampton and Clontarf.

#### Independent Sector (AISWA)

- There are very few Aboriginal students in the AISWA Literacy and Numeracy schools.

### Support for Other Disadvantaged Student Cohorts – 1 January to 31 December 2011

#### Government Sector

- Of the sixty nine schools in the project, eleven schools had existing EAL/D support programs. In addition, four low SEI schools with EAL/D support programs were invited to attend. In order to embed EAL/D considerations and following the principle of inclusivity, EAL/D sessions were also delivered during all the mainstream specialist teacher professional

learning days, both in Literacy and Numeracy.

- The Principal Consultant EAL/D created a network of EAL/D Specialist Teachers who met for professional learning and networking for one day each term in 2011. These professional learning workshops included presentations on: *Australian Curriculum* and EAL/D; ESL/ESD Progress Map - Working with the data online; The Language of Numeracy – EAL/D Considerations; *The Australian Curriculum – Literature and the EAL/D Connection*; target setting and case-management – using 2011 Progress Map and NAPLAN data. Specialist teachers were encouraged to share these resources with their own schools and networks.
- School visits were made on request to assist schools with issues pertaining to; accurate identification of EAL/D students; communicating with parents and caregivers in Home Language using the On Call Interpreting and Translating service; professional learning for all staff in the ESL/ESD Progress Map; use of the ESL/ESD Progress Map when setting targets; and, putting students on case-management plans.
- East Kenwick Primary School, in the Final Monitoring Review, wrote: ‘*Checking of enrolment records identified a number of EAL/D students who have been included in our planning this term. Support and feedback provided by the Literacy and Numeracy Team during the project has been very valuable.*’

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

- Several Literacy and Numeracy schools have disadvantaged cohorts such as significant proportions of refugee students (mainly East Africa and the Middle East) and other EALD students. The fact that all K-7 schools are supported, means that these students are being supported. Several of these schools are also receiving significant support from the Low SES and Teacher Quality NP’s. This includes a speech therapy program being implemented in many Low SES schools.

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

- Nine regional schools are supported through NP Literacy and Numeracy 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.
- The impact of links between NAPLAN and school based academic data, with attendance and school engagement data and measurable improvements in student learning in Literacy and Numeracy over time has led to the identification of interventions and programs which have contributed to this improvement. Continued work is needed in disseminating information and consequent professional learning about these interventions and programs to Low SES and AIC schools.

### **Challenges to Implementation/Progress – 1 January to 31 December 2011**

#### **Government Sector**

- The major challenge for the LNNP schools has been to utilise two years of funding to embed and build the sustainability of the reforms to ensure improvement trends continue.
- A report on the success factors of Western Australia’s Literacy and Numeracy Partnership Schools 2011 NAPLAN testing (Jan 2012) comments:

*“A number of the interviewed schools stated that there were initial pockets of resistance amongst the teaching staff to the adoption of a consistent whole-of-school pedagogy. The purposeful implementation of the whole-of-school approach, and the support provided through the leveraged professional learning model has generally eroded this resistance. Successes, and the enthusiasm of colleagues, have also been powerful influences.*

*Nonetheless, one Principal stated that “Some staff are talking the talk, but are yet to begin really walking the walk. Additional coaching and professional learning may be required to ensure that these staff members catch up to their colleagues.”*

*Furthermore, staff turnover creates real challenges for schools in sustaining change. There will remain a need to continue to induct new staff into each school’s whole-of-school approach to literacy and numeracy, and to ensure that they receive necessary professional learning in the school’s pedagogy.*

*A key feature of whole-of-school planning has been to achieve a strategic approach to improving literacy and numeracy across all year levels of the schools that we visited. This has included extending back into Kindergarten and pre-primary. It should be the expectation of the Department that the full benefits of the Partnership will not be evident until such time as children in these initial years of formal education reach Year 7.”*

- Monitoring Review Framework analysis highlighted collaborative partnerships as a milestone requiring support. In response, a Sustainability Forum was organised at the end of the project and assisted LNNP to develop the collaborative partnerships beyond the life of the project.

### Catholic Sector (CEOWA)

- There have been no challenges to implementation of the K-7 Literacy and Numeracy Program. For secondary schools 7-9, the uptake has been a little mixed. This has largely been related to the relative difficulty of these schools to implement whole of school approaches.

### Independent Sector (AISWA)

- Leadership turnover in schools has presented a challenge in relation to implementation of strategies. Approximately 32% of schools undertook significant changes to Leadership personnel or structures that presented challenges for implementation strategies. In many cases the challenges were mitigated by the self-sustaining nature of the work being embedded in the school. However, the importance of leadership in maintaining the conditions under which these processes were effective and the importance of the leader's involvement in this work cannot be negated. This aspect of the challenge is addressed through ongoing support for the leader in relation to instructional leadership. This mostly takes the form of coaching the leader in relation to effective actions within their school context.
- The decreased number of Consultants available to support schools due to the reduction of reward funding has presented a challenge in terms of transitioning schools to a new model of support, including the logistical work around this change. The synthesis of available feedback from schools and qualitative evidence enabled the creation of a model that concentrated on the actions Consultants could take that have the most effect in embedding sustainable improvement strategies and processes in the school context. It was clear from the evidence collated that the consultancy model was working, from both a school and AISWA perspective.
- Continuation of the **Appraise** program and developments to the program and therefore the use of data to inform improvements in student learning in Literacy and Numeracy will depend on the continuation of the NP Literacy and Numeracy funding. This is particularly pertinent for work with school leadership and PLTs on whole school Literacy and Numeracy planning and improvement.

## Showcase – 1 January to 31 December 2011

### Government Sector

#### BOULDER PRIMARY SCHOOL

#### Context

- The Boulder community initially developed the school to meet the needs of the 'Golden Mile'; and its history reflects the changing fortunes of gold mining in the Kalgoorlie-Boulder area. Kalgoorlie-Boulder has a permanent population of 33,000. The school has 379 students, of whom 138 are Aboriginal; that is approximately 5%. It has an Aboriginal Kindergarten, Thithiku, that offers an early learning program. Attendance is good, with an average of 90.1% overall and attendance rates of 85.7% for Aboriginal students. The school has a high staff turnover, with a high percentage being new graduates.

#### School Programs

- The Literacy and Numeracy National Partnership Project has enabled the school to deliver specialist support programs across the school. The school appointed a Curriculum Leader to build the capacity of teachers to improve literacy and numeracy achievement by working collaboratively with each class teacher to facilitate effective planning and assessment strategies, and to also model best practice teaching strategies.
- First Steps*, Guided Reading and whole school Literacy and Numeracy Blocks are the key literacy and numeracy programs.
- EAL/D programs are developed based on monitoring students with the Department's *ESL/ESD Progress Maps*.

#### Description of Approach

- Boulder PS Implemented: a whole-school approach to literacy and numeracy; a case management approach; the On-entry diagnostic tool; community and home-school partnerships; Guided Reading; and *First Steps* in Mathematics facilitator training.

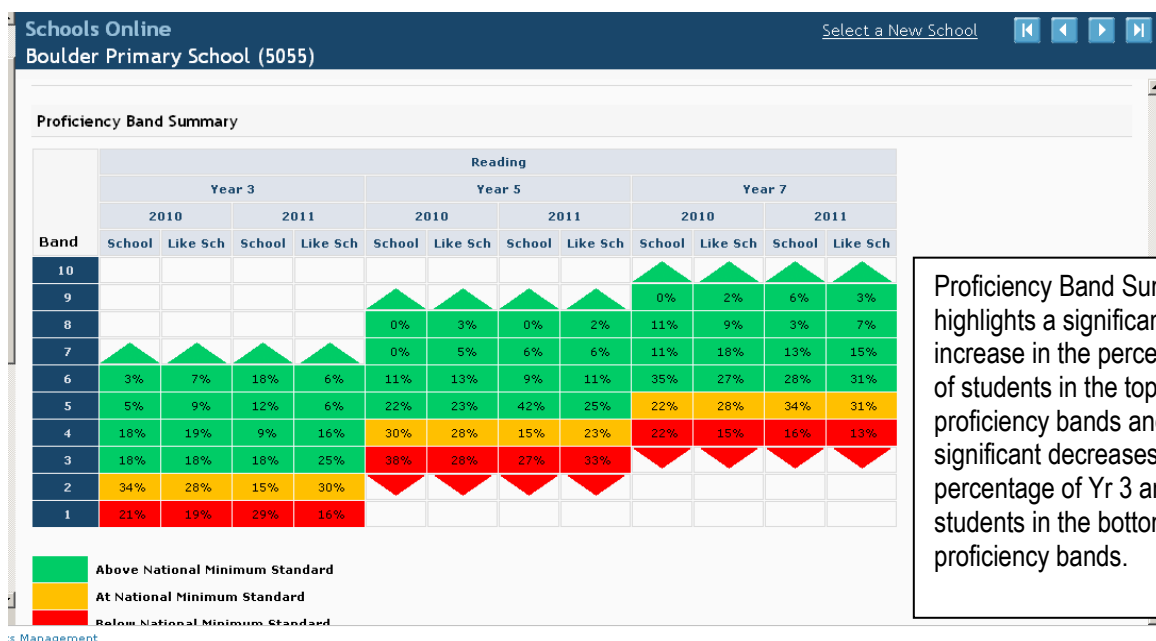
#### Assessment

- Learning phase teachers and specialist teachers identify students at educational risk through a range of methods including NAPLAN, teacher grades, *ESL/ESD Progress Maps*, On-entry Assessment and a range of school level assessments. Targeted students are selected for case-management in accordance with priorities and include students who may be underperforming.

## Planning

- **Whole-school approach to literacy and numeracy:** School leaders facilitate the implementation of a whole-school approach to literacy and numeracy. This approach includes: improvement targets for NAPLAN results; a focus on the teaching of core literacy and numeracy skills; and a case management approach for students at risk of falling below national minimum standards. Teachers utilise the Early Childhood (K-3) Syllabus and Middle Childhood (4-7) Syllabus English and Mathematics scope and sequence statements and the Department's K-7 Literacy and Numeracy Learning and Teaching Resources linked to *First Steps* materials to support the explicit teaching of core literacy skills and to ensure consistency within and across phases of schooling.
- **Case-management approaches:** 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. Lessons are tailored to provide explicit instruction for individuals and small groups with similar needs.
- **On-entry diagnostic tool:** Schools utilise the On-entry diagnostic tool in Pre-Primary to identify students for whom a specific case-management plan is required. This process ensures early intervention for students who fail to make progress in the first year of school.
- **Sharing best practice:** Through collaborating with other schools to share ideas and expertise, the school seeks to improve the quality of teaching and student learning outcomes.
- **Productive community and home-school partnerships:** The school supports parents to engage in the literacy and numeracy development of their children. Support includes the provision of regular feedback about the performance of their children and opportunities to attend workshops focussed on supporting literacy and numeracy development in the home.
- **Literacy and Numeracy Specialist Teachers:** Specialist teachers provide leadership and work 'shoulder-to-shoulder' with classroom teachers to assist in diagnosing and addressing the needs of students who are at risk, and ensure that each vulnerable student is effectively case-managed. These teachers share their expertise with colleagues, including the use of *First Steps* in Literacy and Mathematics resources, and build the capacity of the whole school to improve literacy and numeracy.
- **Whole-school literacy planning and leadership:** The whole-school literacy planning and leadership professional learning program supports schools with the development and implementation of a whole-school literacy plan based upon the use of school and student performance data to inform school improvement and effective Kindergarten to Year 7 classroom literacy improvement strategies.
- **Guided reading:** Implementation of guided reading enables the teacher to guide students through a selected text, modelling, reinforcing and providing positive informative feedback on the use of specific reading strategies.
- **First Steps in Literacy and Mathematics facilitator training:** This training supports curriculum leaders to deliver *First Steps* Reading and Measurement professional learning to teachers. Following delivery, facilitators support the development of systematic plans to implement key strategies.

Improvements gained over the life of the project 2009 – 2011:





## Student Performance - Longitudinal Summary

### Comparison Against

- Like Schools  
 State

### Select the Year Level

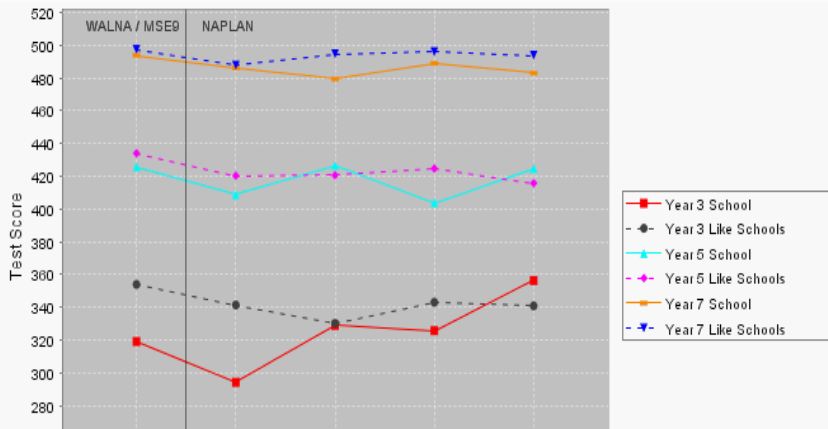
- [Check All](#) [Uncheck All](#)  
 Year 3  
 Year 5  
 Year 7

### Select the Test

- Numeracy  
 Reading  
 Writing  
 Spelling  
 Grammar & Punctuation

Go

### Average Reading Score



Student Performance - Longitudinal Study – highlights school mean scores are above that of like schools in both Yr 3 and 5. Yr 3 mean is above that of like schools for the first time in the study.

## CURRAMBINE PRIMARY SCHOOL

### Context

- Currambine Primary School -'Together Towards Tomorrow' and Striving to be 'The Best School in the Nation.' Currambine is the Aboriginal meaning for 'Place of Hard Rock.' The school is situated on high ground with views of the Indian Ocean to the West and the spectacular Darling Ranges to the East. Currambine Primary School is located in the northern suburbs of Perth in the Joondalup area. The school opened in 1997 with approximately 300 children and the population has grown to over 780 children. The school was reclassified as a level six school at the start of 2003. The school prides itself on being culturally diverse. The majority of students are Australian, but a large number of students have enrolled from South Africa, and the United Kingdom, Asia and other African countries. Of the 780 students 185 are Aboriginal. The attendance rate for Aboriginal students (97%) is higher than non-Aboriginal students (94%).

### School Programs

- The Literacy and Numeracy National Partnership Project has enabled the school to deliver specialist support programs across the school. The school appointed Literacy Specialist Teachers and continued with a Numeracy Specialist Teacher to work collaboratively with each class teacher to facilitate effective planning and assessment strategies, and to also model best practice teaching strategies. A Speech Pathologist has also been appointed to work with students and parents/caregivers.
- First Steps* Literacy and Numeracy, Reading Mastery, Guided Reading, the Department's Early/Middle Childhood Syllabi and Resources, Literacy Blocks and Calculate are the key literacy and numeracy programs.

### Description of Approach

- Currambine PS is using a whole-school approach to literacy and numeracy, a case management approach, the On-entry diagnostic tool, sharing best practice, Literacy and Numeracy specialist teachers, Education Assistants, Reading Mastery and developing a repertoire of calculation strategies in Years 4-7 as the basis for its approach.

### Assessment

- Learning phase teachers and specialist teachers identify students at educational risk through a range of methods including NAPLAN, teacher grades, On-entry Assessment and a range of school level assessments. Targeted students are selected for case-management in accordance with priorities and include students who may be underperforming. All students, however, who are at risk of not achieving national minimum standards in NAPLAN are included.

### Planning



- *Whole-school approach to literacy and numeracy:* School leaders facilitate the implementation of a whole-school approach to literacy and numeracy. This approach includes: improvement targets for NAPLAN results; a focus on the teaching of core literacy and numeracy skills; and a case-management approach for students at risk of falling below national minimum standards.
- *Case-management approaches:* 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. Lessons are tailored to provide explicit instruction for individuals and small groups with similar needs.
- *On-entry diagnostic tool:* Schools utilise the On-entry diagnostic tool in Pre-primary to identify students for whom a specific case-management plan is required. This process ensures early intervention for students who fail to make progress in the first year of school.
- *Sharing best practice:* Through collaborating with other schools to share ideas and expertise, the school seeks to improve the quality of teaching and student learning outcomes.
- *Literacy and numeracy specialist teachers:* Specialist teachers provide leadership and work 'shoulder-to-shoulder' with classroom teachers to assist in diagnosing and addressing the needs of students who are at risk, and ensure that each vulnerable student is effectively case-managed. These teachers share their expertise with colleagues, including the use of *First Steps in Literacy and Mathematics* resources, and build the capacity of the whole school to improve literacy and numeracy.
- *Education assistants:* Education assistants receive professional learning and enable case-management and targeted intervention for low achieving students in literacy. The education assistants work closely with specialist teachers and classroom teachers to develop targeted interventions for individuals and small groups.
- *Reading Mastery:* Implement the *Reading Mastery* program for students still requiring additional support following the implementation of a case-management approach. *Reading Mastery* will target students who are not achieving desired literacy standards by the end of Year 1. The program begins in Year 2 and provides small group sessions each day and is supplementary to the ongoing literacy activities in the classroom.
- *Developing a repertoire of calculation strategies in Years 4-7:* This program builds on the *First Steps in Mathematics* resources and provides teachers of Years 4-7 students with the opportunity to refine and develop their understanding of calculation and to select appropriate whole-class strategies and focused interventions to improve students' progress.
- *Speech and language support:* Specialist support is provided by the Department's Speech and Language team for education assistants in areas such as phonology and articulation. This enables education assistants to provide targeted one-on-one and/or small group support for early childhood students who have been identified as needing intervention by a speech therapist.

Proficiency Band Summary

Band	Reading											
	Year 3				Year 5				Year 7			
	2010		2011		2010		2011		2010		2011	
	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10												
9					▲	▲	▲	▲	▲	▲	▲	▲
8					▲	▲	▲	▲	▲	▲	▲	▲
7	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
6	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
5	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
4	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
3	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
2	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
1	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲



Management

Proficiency Band Summary highlights increases in the percentage of students in the top two proficiency bands in both Yr 5 and Yr 7.

Student Performance - Longitudinal Summary

Comparison Against:  Like Schools,  State

Select the Year Level: [Check All](#) [Uncheck All](#)  
 Year 3,  Year 5,  Year 7

Select the Test:  Numeracy,  Reading,  Writing,  Spelling,  Grammar & Punctuation

Average Reading Score

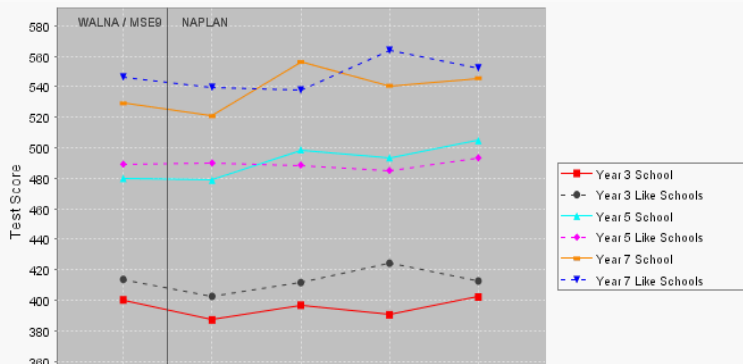


Figure 2 Student Performance - Longitudinal Study – highlights a significant close in the gap between school and like schools mean scores in both Yr 3 and 7.

Management

## Catholic Sector (CEOWA)

- The system wide implementation of a Literacy and Numeracy model in all Catholic K -7 schools is in itself a showcase. Several individual schools have shown significant improvements in NAPLAN results. This has been previously outlined.

## Independent Sector (AISWA)

- The Independent Sector has seen a significant shift in school cultures, processes and planning over 2011. The successful work has focused on four key areas for school improvement – professional learning teams, coaching, instructional leadership and whole school planning. Each of these key areas aligns with the deliverables for NP Literacy and Numeracy. For each of the four areas we would like to highlight one exemplar school.

### Professional Learning Teams

- The establishment of professional learning teams allows schools to embed sustainable improvement processes in relation to any strategic area for improvement. Using an inquiry cycle to frame teacher activity in relation to improvement of student outcomes has allowed implementation of instructional changes based on data, research and analysis of current teaching practices. Beechboro Christian School is an example of where this has been implemented and embedded into school improvement practices as part of their work on whole school planning. All of this has been supported by the NP Literacy and Numeracy consultancy model.

### Beechboro Christian School (BCS)

- BCS is a K-6 non-denominational, co-educational community located in the North East of Perth. With an enrolment of 197, a proportion of this (96) being SES. There are approximately 15 teaching staff and 10 support staff.
- At the beginning of 2011, there was a sense that changes needed to be made to effect student improvement though it was less clear what those changes needed to be and the direction they needed to take to achieve their goals.

#### **Strategies that took place in the school:**

- Coaching two classroom teachers who are aspiring leaders and sometimes assume the responsibilities of a Deputy's role. Coaching is in relation to whole school planning and improvement practices, capacity building with professional learning team leaders.
- Facilitating whole school planning workshops and helping staff, leaders and the community to see the links between their School's strategic planning, teaching practices and data.
- Supporting teaching staff with the professional learning team inquiry cycle with a focus on assessment for learning.

#### **Evidence of success:**

- School wide use of learning intentions and success criteria;
- Structured lessons with clear focus and evidence of use of the model of gradual release;
- Use of reflection and feedback to promote metalinguistic understanding with students;
- Assessment for learning practices and strategies becoming embedded across the school through documentation and accountability processes;
- Whole school plans, strategies and approach becoming embedded;
- Use of research to frame best practice;
- Increase in use of data (summative and formative) to drive the teaching and learning cycle; and
- Improvements in NAPLAN from 2009 – 2011:

Year 3	<ul style="list-style-type: none"><li>• 2009 – 2011 Reading mean from 378 – 431</li><li>• 2009 – 2011 Numeracy mean from 391 – 403</li></ul>
Year 5	<ul style="list-style-type: none"><li>• 2009 – 2011 Reading mean from 478 - 479</li><li>• 2009 – 2011 Numeracy mean from 468 – 498</li></ul>

### Coaching

- Coaching in relation to teacher and leader effectiveness has had significant impact in the Independent sector. Whilst in 2010, NP Literacy and Numeracy Consultants supported schools by coaching teachers in classrooms, 2011 has seen a shift. Throughout 2011 school leadership teams saw the results of such coaching relationships in their schools and have embarked on strategies to make this way of improving outcomes for students' core business in their school. **Mandurah Baptist College** is one such school.

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

- MBC is a co-educational K-12 Baptist college South West of Perth. It has been in operation since 2008 and enjoyed steady growth over that time. It has an ICSEA of 995 and enrolments of over 1000 students. The Primary section of the school (K-7) has participated in NP Literacy and Numeracy. In 2011 the Primary Principal sought Board support for the creation of 3 Curriculum Coach positions, whose role it would be to support the professional learning team's work and follow up with support for teachers in the classroom regarding effective pedagogy and practice. The strategies for the development of teacher capacity and emerging leaders at MBC were shared at the Brisbane NP Literacy & Numeracy Forum.

### **Whole School Planning**

- In 2011, 40 schools involved in the Literacy and Numeracy NP undertook training or support with whole school planning, working on:
  - Clarifying beliefs and values in their school
  - Leadership and professional learning teams
  - Assessment and target setting
  - Intervention
  - Organisation and community
  - Review

### **Foundation Christian College (FCC)**

- FCC is a Christian K-12 college located in Mandurah, south west of Perth. With an ICSEA of 989 and enrolment of 454, this small faith-based college provides an inclusive environment for students in the region. The school embarked on whole planning processes in 2011 resulting in a K-12 Literacy Policy and related action planning for 2012. Utilising a collaborative process and creating a Literacy Committee to oversee the work has resulted in greater clarity amongst staff about expected pedagogy, assessment and planning in the college. Greater emphasis has been placed on evidence to inform decision-making and forward planning relates to target setting and monitoring of student performance in the identified key area of reading.

### **Instructional Leadership**

- Building on the professional learning opportunities offered through the Teacher Quality NP, coaching of leaders in Literacy and Numeracy NP Schools has resulted in an increased emphasis on instructional leadership behaviours by Principals, Deputies, Heads of Department and Curriculum Leaders. This improvement in leadership practices ensures that improvement processes are sustainable beyond the life of the Partnerships. Schools such as Mandurah Baptist College, Guildford Grammar School, Tranby College, Maranatha Christian College, Living Waters Lutheran College, Thornlie Christian College, Peter Carnley Anglican Community School, St Stephen's School and Swan Valley Anglican School have all benefitted from the strengthened school leadership developed through the work of NP and the leaders in these schools.

## **Sustainability**

### **Government Sector**

- In November, a Sustainability Forum was held at which representative, principals and teachers from all LNPP schools, gathered to discuss and share their success. Sessions included: Using On-entry assessment to inform case management; Developing an Assessment Community; Snapshots of sustainable practices in WA National Partnerships schools Professional; and Learning Networks.
- An internal report found the following:

*All the schools we spoke to are looking to continue key aspects of their approach next year, although often with reduced resourcing. Challenges to sustainability identified by schools include:*

  - *having to fully embed change across a school within a two year period;*
  - *staff turnover creating a need for future professional learning in planning and pedagogy when faced with reduced availability of specialists; and*
  - *maintaining the school's focus on Literacy and Numeracy in the face of competing demands.*
- The schools involved in the interviews for this study expressed concern about their ability to maintain momentum following the end of the Partnership funding. This was particularly the case for those schools that have experienced reductions in other special purpose funding. However, every school was also determined to try and maintain at least some elements of their Partnership plan into the future through reprioritising expenditure.
- Factors in LNPP schools that will contribute to sustainability include the embedding of the following:

- Clear targets set at the Department, school and classroom level;
  - Clear teaching strategies and responsibilities set via a whole school plan;
  - Clear accountabilities for principals, teachers, specialists and schools; and
  - Clear numeric measures in the form of NAPLAN with the provision of the tools to understand and develop strategies based on data at the student, class and school level.
- To conclude from Yakamia PS:
 

*“Fantastic NAPLAN results showing excellent 'value adding'. Nominated as State Finalist for WA school of the Year 2011. Programs differentiating curriculum continue to be consolidated in the school showing positive results.”*

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

- The implementation of the Literacy and Numeracy NP in 2009 commenced with 57% of Catholic K-7 schools. In 2011 second semester, this increased to 100% of K- 7 schools. The model involved building on the existing central support structure currently operating. School Support Consultants were appointed to service about 18 schools each through regular visits. Each school appointed a key Literacy and key Numeracy teacher which was also an important sustainable practice in the school. Additional support over and above the role of the School Support Consultant, related to modest support for teacher relief and a specific Literacy related research proposal. As this additional support is withdrawn in 2013, it will not greatly affect the sustainability of the Literacy and Numeracy support model.
- CEOWA schools will continue with the existing model and it is anticipated that all the elements of good practice will continue and be intensified. These include the role of the key Literacy and Numeracy teacher; the importance of detailed data analysis; development of a very detailed whole of school Literacy and Numeracy plan; mentoring and collegiate support from other schools; regular meetings across schools of the key Literacy and Numeracy teacher; and attendance at the annual Literacy and Numeracy conference.
- The overlap between the Literacy and Numeracy National Partnership and other NP's such as Teacher Quality and Low SES have also provided additional support which has contributed to the sustainability of the Literacy and Numeracy reforms.
- There has been less emphasis on the Year 7-9 schools with only 6 participating in the Literacy project and 12 in the Numeracy project. The level of support was fairly modest in terms of each school's budget and withdrawal of funds will not impact on sustainability.

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

- A key focus for Consultants and schools in Literacy and Numeracy NP in 2011, has been the shift to key strategies that are sustainable after the life of NP. To that end five key areas of success have been strategically developed to ensure that schools can continue the improvement strategies and processes as core business.
- Instructional Leadership – leaders have been coached regarding their role as instructional leaders, undertaken professional learning and are becoming more involved in the teaching and learning in their school.
- PLTs – the establishment of PLTs and the inquiry cycle for improving student outcomes is one which leaders and staff have had experience, success and embedded structures in the school to allow for collaborative action amongst teachers. Such school based actions in 2011 included :
  - Mandatory weekly staff meeting time introduced;
  - Appointing PLT lead teachers;
  - Scheduling early closure meetings for teachers to focus on teaching and learning;
  - Allocating regular time during staff meetings for teaching and learning;
  - Allocating collaborative DOTT time for teams; and
  - Reviewing accountability processes.
- Creation / refinement of Curriculum Coaches:
  - A number of Curriculum Coaches have been established as a result of the work of NP L& N.
  - Where Curriculum Coaches existed, there have been refinements to the roles and responsibilities in order to improve the effectiveness of these leadership positions in improving student outcomes.
- Teacher capacity – coaching curriculum leaders to be able to effectively coach teachers through classroom observation and leading whole school improvement strategies.

## Section 5 – Research and Evaluation

### Research

#### Government Sector

#### NATIONAL COLLABORATION PROJECTS

- The Western Australian Department of Education 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 included representation across all States and Territories, non-government education sectors and the Western Australian Council of State Schools Organisation.
- The Final Reports:
  - identified and documented promising innovative models;
  - took a national approach to their evaluation, with a view to understanding what works, where and under what circumstances; and
  - provided recommendations for effective, sustained reform and suggested processes to move these forward at a national level.

#### EXTENDED SERVICE SCHOOL MODELS PROJECT

- The Extended Service School Models Project was to advance and broaden national understanding of how a range of extended service school models could be developed in Australian schools and what potential the approach holds for improving educational outcomes. The Project was considered a priority in supporting the educational needs and wellbeing of student in low socio-economic communities.
- Models of extended service schooling support 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.
- The Stage 1 literature review and background research for the Extended Service School Models Project was undertaken by the Foundation for Young Australians. The review provides an analytical summary of the Australian and international literature in relation to how different jurisdictions and overseas countries have defined extended service models, the reported rationale behind trials and implemented approaches, and critical success factors and inhibitors that have been identified as impacting on effective implementation.
- Taylor Nelson Sofres (TNS) Social Research completed the Stage 2 research which included an audit and mapping process. The research provides rich data to assist in the evaluation of models of extended service schooling currently in operation across States and Territories, with a particular focus on schools in low socio-economic status (low SES) school communities.
- Six key themes emerged from this research, each of which schools believe are central to successful implementation of sustainable and effective models of extended service schooling. The themes, which also reflect the challenges and strategies articulated in the Stage 1 literature review, are provided in the Executive Summary of the final report at Attachment 1 and summarised below:
  - *Models are kept flexible and able to adapt to changing needs of the school community*

This research confirms that extended services offered within schools do not fit a 'one size fits all' approach. Policies and structures that provide flexibility for schools to be responsive to the needs of their local community and their school community and to offer relevant and appropriate services are essential.
  - *Schools are supported to access consistent funding*

Securing consistent funding from a variety of sources requires successful navigation of the complexities of funding processes. Schools noted that system level support to assist them in securing additional funding sources – including local, community based funding sources – would increase the incentive to commence the process to establish a model of extended service schooling and in the longer term, support its sustainability.
  - *Dedicated roles are established to provide ongoing support in the implementation and maintenance of extended*

### *service schooling*

Schools consistently described coordinator roles as an essential component to the sustainability and ongoing evolution of models of practice. The significant amount of time involved in developing and delivering extended service schooling was well documented within this research.

- *A process for establishing effective interagency collaboration is articulated*

Extended service schooling approaches may involve multiple agencies. The extent to which successful interagency collaboration was achieved was considered a vital enabler – and equally, an inhibitor if unsuccessful. The development of a resource to support schools to successfully engage with external agencies was identified as beneficial to ongoing successes.

- *Targeted professional learning opportunities are provided for school leaders, teachers and other staff*

Extended service schooling is relatively new to Australia. The limited shared understanding of extended service schooling may impede the likelihood that it will be immediately supported at the school level. Schools indicate that they would benefit from access to professional learning opportunities which relate to the principles, and practices, of extended service schooling.

- *A suite of online resources is developed to guide and support schools in extended service schooling*

Schools in this research noted that they would benefit from access to a range of current information and support resources including information about processes, communication mechanisms, best practice guidelines and methods of evaluation. This research indicated that such tools would need to be designed as a guide, rather than be prescriptive in nature. Flexibility remains key to successful implementation to ensure that models are driven by schools and reflect local needs that may alter over time.

- A Commonwealth/state network, the National Extended Service School Exchange, has been established as result of this project to continue to share good practice and consider opportunities for further collaboration.
- The report has been provided to Standing Council for School Education and Early Childhood as an out of session paper in February 2012.
- The executive summary of the final report is available on the DEEWR Smarter Schools National Partnership web site at <http://smarterschools.gov.au/supplementary/Pages/NatExtServiceSchoolModelsProject.aspx>

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

- The Stage 1 literature review, available at: <http://smarterschools.gov.au/supplementary/Pages/NationalKeyReformProjects.aspx>, was undertaken by the University of Western Australia and provides an analytical summary of the Australian and international literature in relation to definitions of 'small', 'remote' and 'very remote' schools; and investigation of the strategies that these schools use to address the challenges they face, with an emphasis on, but not limited to:
  - measures of success;
  - resourcing models;
  - professional development;
  - curriculum offerings and delivery;
  - use of information and communication technology;
  - phases of development programs;
  - school improvement processes; and
  - school community capacity building.
- The Pricewaterhouse Coopers (PwC) final report, *Demonstrating agility and resilience: Innovative Strategies for Small and Remote Schools*, identifies and documents innovative strategies and models of best-practice which lead to improved literacy and numeracy outcomes, higher attendance and graduation rates, improved teacher retention and leadership etc. in small and remote schools in low SES school communities within the Australian context.
- The research indicates eight commonly recurring themes and principles that characterise schools' successes and these are provided in the Executive Summary provided at Attachment 2 and summarised below:
  - *Effective leadership is a critical component of success.*
  - *A committed staff that feels connected to the school* is another crucial foundation. There is a growing consensus that teacher quality is the single most important school-based factor determining educational outcomes. Remote schools need the right staff. Teachers need to want to make a difference and be adaptable to ongoing change.



- *The need to involve local communities* in decision-making, and in some cases deliver initiatives to build a genuine and sustainable culture of support for the value of school in the small and remote communities. Schools often play a central role in community life, where community attitudes towards education have a significant impact on student engagement. Approaches to community engagement typically seek to build school-community relationships that support education. These can include community participation in educational programs, efforts to align attitudes to education between schools and communities, and development of personal relationships.
  - *The need to customise strategies* to reflect individual student needs. Good strategies will reflect the needs of the student population at a particular point in time. In some cases strategies will target attendance and student participation and in others they will target academic excellence.
  - *The need to be agile and continuously adapt* the approach as student and community needs change and grow.
  - *The need to be resilient and to persevere*, as trust and consensus is built between the school leaders, teachers and the local community.
  - *Student engagement is a key driver* of student learning outcomes. Remote schools often face economic and cultural barriers to engaging students. In particular, students may face little incentive to participate or succeed in school where there are no opportunities for employment or further study. A number of identified approaches target specific elements of student engagement, including development of relevant curriculum, student mentoring, and creation of employment pathways.
  - *Partnerships and networks within schools, between schools, and between schools and other institutions* also emerge as key themes. By facilitating sharing of assets and resources, these approaches respond to the problems of small scale faced by many remote schools. They can also increase the effectiveness of responses such as pathways, relevant curriculum and community engagement.
- The national Steering Group presented the findings of the report to the Strategic Policy Working Group on Friday, 16 September 2011.
  - The report has been provided to the Standing Council for School Education and Early Childhood as an out of session paper in February 2012.
  - The executive summary of the final report is available on the DEEWR Smarter Schools National Partnership web site at <http://smarterschools.gov.au/supplementary/Pages/NationalKeyReformProjects.aspx>.

#### Catholic Sector (CEOWA)

- The model underpinning the **Collaborative Professional Learning** model which underpinned the K-7 Literacy and Numeracy program was based on a significant international research base. Further, the managers responsible for conducting the research and developing the model, have made a number of presentations to national and international conferences and have written and submitted research papers based on their work.
- The Literacy program implemented in six 7-12 schools was based on a model developed by The University of Western Australia titled 'Making the Links; Integrating Spelling, Vocabulary, Knowledge and comprehension across the Curriculum'. The key researchers, Associate Professor Valerie Faulkner and Associate Professor Grace Oakley, have compiled a major research and evaluation of the model and its implementation.
- A copy of the full research report can be found at:  
<http://www.education.uwa.edu.au/research/makinglinks>

#### Independent Sector (AISWA)

- Research in to the impact of Mathematical Literacy on the performance of students in the NAPLAN Numeracy Assessment
- Research into the levels of reading comprehension required to access the NAPLAN Literacy and Numeracy Assessments
- Research into comparisons between NAPLAN results and other standardised assessment results such as ACER PAT Reading and PAT Mathematics, particularly direct comparisons using the same measurement scale
- Continued improvements to the *Appraise* software to enable AISWA schools to have access to data on student learning which can be used to implement sustainable programs to improve learning in Literacy and Numeracy.

#### Research projects through Teacher Quality:

- **Principals as Literacy Leaders (Edith Cowan University)** – based on the National PALLS pilot, this program is providing leaders the opportunity to be instructional leaders of Literacy in their schools. This is a two year project which commenced in February 2011 through to December 2012.

- **Early Childhood Research Project (Edith Cowan University)** – Providing action research to teacher leaders to develop their leadership capacity to lead and implement the Early Childhood reforms in their schools. This is a two year project which commenced in February 2011 – December 2012.
- **Building Teacher Quality (Edith Cowan University)** – Using the AITSL Professional Standards for Teachers, participants mapped their skills against the standards and then focused on an aspect of their teaching that they wanted to develop. Using a classroom observation tool, participants reflected, refined and developed improvement strategies and reflected upon the Teaching Standards at the commencement of the program. As a result of the success this program will be extended in 2012.

## Evaluation

### Government Sector

#### Smarter Schools NPs – Evaluation across the Public Schooling Sector

- During the reporting period, the Department of Education undertook planning for an evaluation of the three Smarter Schools NPs. The Department sought to engage the experience and expertise of an external consultant to undertake the evaluation and developed a request document to facilitate this. Following an evaluation of the responses to the request, PricewaterhouseCoopers was determined as the successful respondent and in August 2011 entered into a contract with the Department of Education to undertake the evaluation.
- The evaluation, which will examine the implementation of the Smarter Schools NPs in the public schooling sector, 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 evaluation will incorporate a series of reports, plus a number of case studies targeting identified high profile interventions or strategies in selected schools and a longitudinal evaluation over five years to ensure information reflects not only the initial implementation but also the sustained improvements achieved through each of the Smarter Schools NPs.
- A Steering Group, comprising the managers of the three Smarter Schools NPs and other internal stakeholders, was established by the Department of Education to oversee the evaluation. Initial meetings were held between the Department and PricewaterhouseCoopers to discuss project governance, reporting and data and information sources to inform evaluation activity.
- Following these initial meetings, a series of program logic workshops were held. Three of these workshops focussed on the individual NPs, each of which involved a small number of school principals and concentrated on how the NPs work at the school level.
- The fourth workshop involved Central Office staff responsible for managing the implementation of the NPs across the public schooling sector. The objectives of this workshop were to develop a clear understanding of how the implementation of each NP was intended to work in principle, and to test the validity of draft program logic maps developed by PricewaterhouseCoopers based on a scan of program documentation and discussions with the managers for each NP.
- These workshops were significant in informing decision making around the evaluation design and planning for evaluation activity over the life of the project. Workshop participants identified a number of issues that needed to be incorporated into the evaluation design, including the following:

#### Improving Teacher Quality

- managing performance and developing a self reflective culture will have a significant impact on the motivation of teachers; and
- teachers need to be assessed against the progress of the school with respect to NAPLAN scores as well as absolute levels of achievement.

### **Literacy and Numeracy**

- parental involvement is crucial for improving a child's performance in literacy and numeracy;
- changes in the level of resources available to the school that can be applied to literacy and numeracy initiatives have not been restricted to the NP funding; and
- case management is highly effective in making a difference to those children who have the greatest potential to improve their NAPLAN performance.

### **Low SES School Communities**

- there needs to be clarity around the purpose of connections between schools and communities;
  - parents' capacity to support their children both financially and personally needs to be enhanced without undermining their primacy;
  - the key role of co-production, often with the school as a minor partner, needs to be recognised;
  - where schools are to act as leaders of social change, a mandate is required from the community. How schools negotiate and formalise that mandate, as well as its longevity, are important issues for consideration;
  - additional performance indicators should include early childhood participation, behaviour within schools and post-school pathways will be required;
  - more fine-grained academic achievement performance data is required to inform performance indicators that NAPLAN is unable to provide; and
  - there is significant overlap between performance indicators for the Low SES NP and those for the other NPs.
- The following project milestones were also achieved during the reporting period:
    - desktop review of publicly available NP reporting completed;
    - literature review for each NP completed;
    - desktop analysis of school level data completed;
    - initial analysis of school level data completed;
    - case study schools proposed; and
    - progress report completed.

### **Improving Teacher Quality**

#### **Training Schools Project**

- Evaluations of the 2011 Teacher Residency Program indicated that interns are increasingly being viewed as a learning resource within Training Schools. The potential for Training Schools interns to influence student learning outcomes via their contributions to specialist programs, and the fact they are an extra teaching resource in the classroom, has been acknowledged by school site directors and mentor teachers.
- In formal evaluations of the 2011 program, conducted by ECU, residency interns reported a number of significant benefits resulting from their participation and from being placed in schools from day one of the school year. These included:
  - a greater appreciation of the complexities of teaching;
  - an understanding of the centrality of relationships and how to develop relationships with students;
  - the development of a sense of belonging to the teaching profession; and
  - recognition as a valuable member of the school community.
- Information from schools indicated that professional learning was not restricted to interns. Mentor teachers stated the program encouraged them to reflect more fully on their teaching methods and lesson content in order to articulate the process effectively when mentoring.
- Evaluation of Teacher Residency intern outcomes to date, indicate a marked increase in academic and practical results when compared to those of their on-campus peers.
- ECU is currently conducting a summative review of the Teacher Residency Program 2010 and 2011. The review report is due for completion by April 2012.

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

- Formal and less formal evaluations of the projects operating in all three NP's in Catholic schools have been undertaken.
- The manager for each individual project has been required to prepare a quarterly report commencing on progress and providing a brief evaluation. These were considered by the relevant Executive Member at CEOWA. If required, adjustments

to projects would be undertaken.

- For schools receiving direct funding for a project (such as the 28 Low SES schools), a written submission is required to receive the funding and a written report is also required each year. These evaluation reports are considered by each manager and member of CEOWA Executive.
- Informal evaluation of projects has also occurred through meetings with managers and schools.
- A major evaluation of the K-7 Literacy and Numeracy project was also undertaken. CEOWA Executive requested this since the model was considered being used as a system wide model of Literacy and Numeracy support. In early 2011, the evaluation commenced and the report released in March 2011. The evaluation was conducted by the research arm of the Strategy, Policy and Governance Team. It involved surveying the original 62, K-7 schools which commenced the program in late 2009. A separate survey was developed for the leadership team of each school and a separate survey for the key Literacy and Numeracy teacher in each school. The response rate was over 90%. Questions canvassed a number of aspects of the Collaborative Professional Learning Model including the support and role of the School Support Consultant; the level of other support; opportunities provided for professional development; importance of financial support for a Literacy and Numeracy investigation and teacher relief and any issues etc. Mixtures of Likert Scale items, as well as open ended questions were used. The survey was completed on line using a secure portal on Survey Monkey. Responses were anonymous with only the broad region of the school being identified.
- The responses were compiled into a Report for the Executive of CEOWA. Without exception, the feedback was extremely positive and respondents were compelling in their support for the role of their School Support Consultant. The affirmation of the model has been used in further planning to continue and extend the model.

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

- Evaluation of the impact of the National Partnerships intervention in schools through the *AISWA Schools' Smarter School National Partnerships' Impact Survey*. This survey will be used to collect baseline data to provide contextual information for the strategic level evaluations of the Literacy and Numeracy Smarter Schools' National Partnerships (SSNP) currently underway, as well as to support assessment of the overall effects of the SSNP for Literacy and Numeracy policy and student learning improvement in independent schools in Western Australia.

## Part 1 - Milestones not reported/not achieved/partially achieved in Progress Report for 2011

Milestone (state and territories may wish to identify whether the milestone relates to all sectors or a particular sector within their jurisdiction).	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
<p><b><u>Attracting and retaining principals and teachers and paraprofessionals</u></b></p> <ul style="list-style-type: none"> <li>▪ Introduction of an attraction and retention benefits and strategies to highly skilled principals and teachers in Low SES school communities. (1)</li> <li>▪ Introduction of career path for exemplary teachers to work in hard to staff low SES school communities. Endorsement was obtained to pilot the <i>Consultant Teacher Trial</i> in 2012.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Not achieved</li> <li>▪ To enhance the Department's career path for exemplary teachers, a new initiative, the <i>Consultant Teacher Trial</i>, was designed and implemented in September 2011 in low SES National Partnership schools. This trial targets the improved distribution of exemplary teachers in schools where there are none. The position aligns to the Lead Teacher career stage of the <i>National Professional Standards for Teachers</i> and attracts an annual salary of \$100 871, which is greater than the exemplary teacher salary in Western Australia.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The proposal was endorsed by the Department's Executive in May 2010. Subsequent public sector legislation issues required approval from State Government central agencies.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The proposal is currently with central agencies for consideration.</li> </ul>

## Part 2 - Milestones in Annual Report - Achieved 1 January to 31 December 2011

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
<b>ALL SECTORS</b>			
<b>School Plans</b>			
<ul style="list-style-type: none"> <li>▪ 76 Operational school partnership plans have been developed and endorsed by the Department of Education.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 76 Operational school partnership plans were developed and endorsed by the Department of Education.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ 27 operational school partnership plans have been developed and endorsed by the Catholic Education Office WA.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 28 Operation Plans for Low SES Schools were endorsed by CEOWA. The additional School is St Clare's School which was approved by DEEWR and added in 2011. This is a CARE school for girls and was</li> </ul>		

	unintentionally overlooked because it does not have an ICSEA.		
<ul style="list-style-type: none"> <li>25 metropolitan and Aboriginal Independent school community 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 were developed at the beginning of 2011 for Metro and Aboriginal Independent Community schools and endorsed by the Association of Independent Schools of WA. Culunga Aboriginal Community School closed in July 2011 and as a result 24 school plans remain active for 2011.</li> </ul>	<ul style="list-style-type: none"> <li>Culunga Aboriginal School closed in July 2011.</li> </ul>	
<b>GOVERNMENT SECTOR</b>			
<b><u>Extended Service School Models</u></b>			
<ul style="list-style-type: none"> <li>Eight schools implement a range of extended services and support programs for the school community and broker a range of services for student and families within the school context.</li> </ul>	<ul style="list-style-type: none"> <li>Six out of eight schools achieved all milestones associated with extended service school models.</li> </ul>	<ul style="list-style-type: none"> <li>One school was not able appoint a community services coordinator due to lack of suitably qualified personnel in a hard to staff region.</li> <li>One school has not fully progressed cross site integration and sharing of resources, expertise with their local council.</li> </ul>	<ul style="list-style-type: none"> <li>Both schools have committed to continue pursuing achievement of these milestones in 2012</li> </ul>
<b><u>Enhanced parent engagement and community partnerships</u></b>			
<ul style="list-style-type: none"> <li>39 schools implement a range of strategies to enhance parent and community engagement in schooling and build effective partnerships to enhance student learning.</li> </ul>	<ul style="list-style-type: none"> <li>33 out of 39 schools achieved all milestones associated with enhanced parent and community partnerships.</li> <li>Six schools did not achieve milestones they set associated with this category</li> </ul>	<ul style="list-style-type: none"> <li>A change in school leadership resulted in a change in direction and focus for the school.</li> <li>The school was not able to attract community participation to the extent it had hoped.</li> <li>Time factors and transient families made it difficult to sustain a parent engagement program.</li> <li>Community groups did not fulfil their commitments.</li> </ul>	<ul style="list-style-type: none"> <li>The 6 schools that did not fully achieve outputs associated with this milestone have committed pursue activity in 2012.</li> </ul>
<b><u>Increased school autonomy and local planning</u></b>			
<ul style="list-style-type: none"> <li>Six schools adopt innovative governance models including transition to Independent Public Schools.</li> </ul>	<ul style="list-style-type: none"> <li>Achieved and exceeded. 9 schools have successfully demonstrated capacity for self-governance and been awarded Independent Public School Status (IPS).</li> </ul>		
<b><u>Leadership and Planning capacity</u></b>			
<ul style="list-style-type: none"> <li>Leadership capacity in 11 low SES school communities enhanced by delivering by mentoring and coaching, additional professional</li> </ul>	<ul style="list-style-type: none"> <li>Mentoring and coaching was delivered and additional professional support and networks were established in all 11 schools.</li> </ul>		

support and professional networks.			
<p><b><u>School operational arrangements encourage innovation and flexibility</u></b></p> <ul style="list-style-type: none"> <li>▪ 11 new school operational arrangements are developed to support innovation (ie: flexible school hours, smaller class sizes or after-hours programs).</li> </ul>	<ul style="list-style-type: none"> <li>▪ 10 schools achieved milestones associated with school operational arrangements.</li> </ul>	<ul style="list-style-type: none"> <li>▪ One school was not able to fully establish a Mathematics Academy in partnership with community agencies.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The school has planned to further develop this program in semester 1 2012.</li> </ul>
<p><b><u>School accountability</u></b></p> <ul style="list-style-type: none"> <li>▪ School accountability is strengthened to ensure that 14 schools continuously collect reliable data, and analyse and improve their interpretation of the data and improve reporting of the school's performance to parents and plan for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 12 schools achieved milestones associated with improved school accountability.</li> </ul>	<ul style="list-style-type: none"> <li>▪ One school was unable to achieve milestones associated with improve accountability due to increased demands from an influx children from families seeking asylum in Australia.</li> <li>▪ The second school is still in the process of analysing data from a forum it held later in the year than originally scheduled.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Both schools have committed to addressing these milestones as part of the their 2012 annual plans.</li> </ul>
<p><b><u>Early years strategies</u></b></p> <ul style="list-style-type: none"> <li>▪ Early years strategies (0 to 4 years) are implemented to focus specifically on health, development and learning needs and to strengthen relationships between communities, families and schools in 16 schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 11 schools achieved milestones associated with early years strategies.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The 5 schools that did not fully achieving milestones associated with early years strategies identified a number of issues. These issues include: <ul style="list-style-type: none"> <li>○ Transport issues for parents who are unable to drive.</li> <li>○ Difficulty employing a suitable AIEO</li> <li>○ Delays and red tape associated with collaborating with local council</li> <li>○ Teacher and community transiency</li> <li>○ A successful Parent Education Program began but the community group that ran the program was not able to sustain the support.</li> </ul> </li> <li>▪ A school planned to offer GP and nurse services to school population. Nurse services worked extremely well but the school lost the services of the doctor and the Canning Division of GPs was unable to re-</li> </ul>	<ul style="list-style-type: none"> <li>▪ Each of these schools indicated that they will continue in their efforts to enhance early years strategies in their communities.</li> </ul>



<p><b><u>Schools adopt innovative teaching and learning strategies to support literacy and numeracy achievement</u></b></p> <ul style="list-style-type: none"> <li>Leadership and planning reflects whole of school literacy and numeracy incorporating school level and classroom improvement strategies. 36 schools implement innovative approaches to monitoring student progress including case management to link different services to meet the needs of the student. Schools adopt evidence based teaching and learning approaches.</li> </ul>	<ul style="list-style-type: none"> <li>26 schools reported that they achieved milestones that involved innovative teaching and learning strategies.</li> </ul>	<p>place the doctor.</p> <ul style="list-style-type: none"> <li>The 10 schools that partially achieved milestones associated with the category experienced a range of challenges. Quite often their milestones were over ambitious or they experienced high staff and/or leadership turn over rates, found it difficult to attract and retain specialist staff, or could not access the levels of support and training required in time.</li> </ul>	<ul style="list-style-type: none"> <li>Most of these schools have revised their milestones for 2012 while others have agreed to continue working towards local solutions to achieve these milestones in 2012.</li> </ul>
<p><b><u>Innovative approaches aimed at improving literacy and numeracy achievement for Aboriginal students</u></b></p> <ul style="list-style-type: none"> <li>Improved outcomes for Aboriginal students are enhanced through new and enhanced strategies in 33 schools.</li> </ul>	<ul style="list-style-type: none"> <li>32 out of 33 schools achieved milestones associated with this category</li> </ul>	<ul style="list-style-type: none"> <li>The school that was unable to achieve milestones associated with this category sought to have 10 Indigenous 0-3 year olds regularly attending playgroup. Unfortunately student participation rates were inconsistent and the school rarely had 10 students participating. This may have been too ambitious a target given the enormous challenges that the community faces.</li> </ul>	<ul style="list-style-type: none"> <li>This school will continue to work to improve participation rates in partnership with their community.</li> </ul>
<p><b><u>Attendance, engagement and well being strategies</u></b></p> <ul style="list-style-type: none"> <li>Attendance, engagement and pastoral care strategies are put in place to encourage students to attend regularly and provide additional support to those students at risk in 30 schools.</li> </ul>	<ul style="list-style-type: none"> <li>26 schools achieved milestones associated with attendance, engagement and well-being strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Schools described a range of reasons for partial achievement of milestones associated with this category. These included: <ul style="list-style-type: none"> <li>Interventions have not yet had the desired effect.</li> <li>Difficulty in appointing support positions.</li> <li>Challenges working with community groups and engaging parents.</li> <li>Complications and delays in fully</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>These schools have indicated that they will continue to build on programs associated with achieving these milestones in 2012.</li> </ul>

		establishing programs that involve a wide range of stakeholder groups.	
<b><u>Innovative approaches aimed at improving outcomes for student with diverse learning needs</u></b> <ul style="list-style-type: none"> <li>▪ Improved outcomes for students with disabilities and additional learning needs and enhanced through new and enhanced strategies in 16 schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improved outcomes for students with disabilities in 16 schools.</li> </ul>		
<b><u>Improved Student Transitions</u></b> <ul style="list-style-type: none"> <li>▪ Strategies aimed at improving transition through phases of schooling and to work in 5 schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Four schools achieved milestones associated with improved student transitions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The school that did not achieve the milestone for this category reported that although enrolments and course offerings have increased, completion rate of certificate 2 courses for students exiting high school did not increase as well as was planned.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The school will continue to work towards this milestone in 2012.</li> </ul>
<b>CATHOLIC SECTOR</b>			
<b><u>Promoting Alternate Thinking Skills (PATHS)</u></b> <ul style="list-style-type: none"> <li>▪ Effective discipline and classroom management strategies are implemented to underpin improvements in student learning through kits being distributed and Broome-based Consultant assisting and training teachers in 13 schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The PATHS program has been implemented in the 13 Kimberley schools as well as other Low SES schools in Perth and other regions. Specifically in the Kimberley schools, a PATHS consultant has been employed to train teachers and support schools.</li> </ul>		
<b><u>Extending Bluearth Program</u></b> <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 and additional staff trained by Bluearth coaches in 23 schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The 13 Kimberley schools and 10 other Low SES schools implemented the Bluearth program in 2011.</li> </ul>		
<b><u>Senior Secondary Support</u></b> <ul style="list-style-type: none"> <li>▪ Eight Kimberley schools (and Carnarvon) with small cohorts of senior secondary students, supported, particularly in terms of enrolling in some of the Western Australian Certificate of Education (WACE) courses, for example: <ul style="list-style-type: none"> <li>○ Schools have processes manuals and other resources and copies of courses;</li> <li>○ Students are enrolled in <i>at least one</i> WACE course; and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Carnarvon continues to be supported with visits to Geraldton and Perth to enable sharing of ideas and to establish school and collegiate partnerships. The previously developed manuals to assist with Senior Secondary Courses remain in schools however few if any enrolments in Curriculum Council courses have occurred.</li> </ul>	<ul style="list-style-type: none"> <li>▪ In 2011, English as an additional Language/Dialect (EALD) was offered to the 8 schools with training provided to teachers and support materials provided to schools. No enrolments occurred due to lack of qualifications/skills by teachers and irregular attendance by students. Planning occurred during 2011 to assist schools in developing a transitional learning and teaching</li> </ul>	<ul style="list-style-type: none"> <li>▪ Strategy for 2012 will be change direction slightly and develop programs that are not just based on the implementation of more formal – and demanding – senior secondary Curriculum Council courses. Focus will be more on assisting schools to implement scaffolded courses for a transition to Year 10 and</li> </ul>

<ul style="list-style-type: none"> <li>○ Deputy Principal is funded to mentor the schools and assist in enrolment and accountability processes.</li> </ul>		<p>plan for students over 15 years of age. This may not necessarily involve senior secondary courses because of registration, compliance and quality assurance problems.</p>	<p>beyond.</p> <ul style="list-style-type: none"> <li>▪ In the case of Balgo, Billiluna and Mulan, enrolment in the newly opened Trade Training Centre will occur, specifically in certificate level courses as well as associated literacy and numeracy development.</li> </ul>
<p><b><u>Up Skilling Aboriginal Teaching Assistants (ATAs)</u></b></p> <ul style="list-style-type: none"> <li>▪ Upskill ATAs in 13 schools 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 Broome based consultant appointed to assist ATAs in Kimberley schools;</li> <li>○ ATAs visited in schools;</li> <li>○ Training negotiations with RTOs in place for certificate level qualifications; and</li> <li>○ An ATA conference in Broome is finalised.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ A partnership was established with Batchelor Institute in Alice Springs to deliver and sign off on qualifications. This has replaced arrangements with the University of Notre Dame in Broome.</li> <li>▪ Aboriginal Teacher Assistants were offered a range of Certificate Levels from 1 up to Certificate IV. The consultant from the Broome Office was also involved in training which allows them to deliver some of the future training with AQTF signoff by the RTO, Batchelor Institute. The training was mainly in situ although some was also delivered in Alice Springs. A professional development day was also held in Broome. The training ensured that the teachers were also aware of their training program so that they could make optimum use of their ATAs. Teachers have reported that those ATAs who have undergone higher level training have contributed effectively to classroom support for literacy and numeracy.</li> </ul>		
<p><b><u>Tracking Students</u></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>▪ The Tracking Program has been developed in collaboration with DEEWR and schools from other systems within the region. Appropriate hardware, software and training has been introduced in schools. Contract with RM Australia for ongoing support has been finalised. Information is being exchanged and attendance monitored</li> </ul>		
<p><b><u>Intensified Literacy and Numeracy Support</u></b></p> <ul style="list-style-type: none"> <li>▪ 13 Kimberley schools receive additional literacy and numeracy support through: <ul style="list-style-type: none"> <li>○ two Broome-based consultants being appointed;</li> <li>○ All Kimberley schools being visited; and</li> <li>○ Specialist intervention programs such as Reading Recovery and Extending Mathematical Understandings (EMU)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Additional support has been provided to all Kimberley schools. Besides two Broome-based consultants, central office support is also provided to schools. In situ visits train teachers and teacher assistants in literacy and numeracy strategies.</li> <li>▪ Reading Recovery is being implemented in Kimberley schools. This includes training to teachers to become Reading Recovery teachers, including salary payments for teacher relief to facilitate training.</li> <li>▪ Staff changeover in Kimberley schools has posed some</li> </ul>		

<p>implemented.</p>	<p>problems since replacement teachers are usually not trained as Reading Recovery teachers.</p> <ul style="list-style-type: none"> <li>▪ EMU has also been implemented in Kimberley schools. Some non Kimberley Low SES schools have also implemented Reading Recovery.</li> </ul>		
<p><b><u>Extending the School day and other strategic initiatives</u></b></p> <ul style="list-style-type: none"> <li>▪ 27 schools to 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> <li>▪ Program in 2011 also to include initiatives implemented within school day and supporting school operation</li> </ul>	<ul style="list-style-type: none"> <li>▪ 28 Low SES schools (St Clare's formally added in 2011) have been supported with additional support provided to the non Kimberley schools in 2011. For Kimberley schools, a range of support activities were implemented including the Polly Famer mentoring program, additional literacy support, an attendance officer and a youth worker.</li> <li>▪ In the 3 Geraldton Low SES schools a mentor program, link program to city schools, community engagement and additional literacy and numeracy support has been implemented.</li> <li>▪ For the 12 city and south west schools, a range of strategies have been implemented included ESL support, parent and community engagement, partnerships with Curtin University for speech pathology and occupational therapy and literacy numeracy support.</li> </ul>		
<p><b><u>Leadership in Low SES Schools</u></b></p> <ul style="list-style-type: none"> <li>▪ The Catholic Education Office builds on current leadership programs to include specific programs to support leaders in low SES school communities, particularly in remote Aboriginal schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Executive Principal program has some focus on low SES schools. In 2011, a specialist leadership and whole school improvement consultant was engaged specifically to assist the principals and leadership teams in the 13 Kimberley schools. Schools were visited and principals assisted to develop improvement plans.</li> <li>▪ This was seen to be extremely important as many of the principals in these schools were relatively inexperienced. The consultant was also used to support some city Low SES school leadership teams. The consultant will also be further engaged in 2012 to support the remote and other Kimberley schools.</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>▪ The CEOWA has implemented the Collaborative Professional Learning model across all schools. As its main characteristics is to have a School Support Consultant; close attention to data and testing of students; a school literacy and numeracy plan; and carefully selected support and intervention strategies. In the case of the Kimberley schools, related programs support the system led literacy and numeracy including</li> </ul>		

	programs like PATHS, Blueearth, attendance officers and youth workers.		
<b>INDEPENDENT SECTOR</b>			
<b>Whole school planning</b> <ul style="list-style-type: none"> <li>Whole school literacy and numeracy plans are developed to integrate learning across 4 schools.</li> <li>Specialist literacy/numeracy consultants assist in the implementation of the school plans in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>AISWA has 8 Low SES school participating in Whole School Planning Program.</li> <li>The Low SES consultants are working extensively with these schools to support the planning of their whole school approach to effective literacy and numeracy planning.</li> </ul>		
<b>Effective and evidence-based teaching</b> <ul style="list-style-type: none"> <li>13 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> </ul>	<ul style="list-style-type: none"> <li>20 schools participated in professional learning in teaching practices to improve student learning including: ESL in Mainstream, Effective Literacy Practices, Behaviour Management, Early Childhood Reforms, Australian Curriculum, Principals as Literacy Leaders.</li> <li>The AISWA Consultants are supporting schools through coaching and providing in class observations to build capacity and improved teaching practice.</li> </ul>		
<b>Sharing successful strategies</b> <ul style="list-style-type: none"> <li>Regular forums are conducted to bring schools together to share strategies on improving the engagement of students in 12 schools.</li> </ul>	<ul style="list-style-type: none"> <li>A symposium was facilitated with all the Low SES schools in Broome in March 2011. This enabled school leaders to share successful strategies, network and develop project plans that would improve engagement, attendance and effective teaching.</li> <li>All 25 schools participating in the Low SES National Partnership have developed an improvement project which commenced in July 2011. Milestone achieved.</li> </ul>		
<b>Innovative teaching practices</b> <ul style="list-style-type: none"> <li>Five schools incorporate innovative practices into their own teaching programs.</li> </ul>	<ul style="list-style-type: none"> <li>15 schools have incorporated innovative teaching programs into their schools. These include; author visits to inspire and support students to think creatively, extend their writing and illustrating, encourage participation through music and visual art and multi-media. Milestone achieved.</li> </ul>		
<b>Social and emotional well being</b> <ul style="list-style-type: none"> <li>Teachers from 5 schools to 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> </ul>	<ul style="list-style-type: none"> <li>18 schools have used the NP funding to better support students emotional and social wellbeing. The activities include; support through restorative behaviour management specialists and psychologist to assist in issues on mental health and classroom behaviours.</li> </ul>		

<p><b><u>Community Links</u></b></p> <ul style="list-style-type: none"> <li>12 schools access more services offered by community organisations and other service providers.</li> </ul>	<ul style="list-style-type: none"> <li>17 schools have indicated that they are accessing more services than they have in past. The discussion between school and community as part of the school/community agreements has enabled the schools to target organisations that address the specific needs of their context. The conversation across schools about the availability of services offered has also been strengthened.</li> <li>19 AEW's participated in train the trainer in the Indigenous Parent Factor Program in order to facilitate learning in the community around literacy development in children and how the community can support school and their children as they become literate.</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 in 1 school.</li> </ul>	<ul style="list-style-type: none"> <li>16 schools have benefited from professional development in relation to classroom management skills. In addition to this the schools have implemented lesson observations by the visiting consultants and peers using a classroom profiling system. This looks specifically at the interactions between students and teachers as opposed to just lesson content.</li> </ul>		
<p><b><u>Attendance</u></b></p> <ul style="list-style-type: none"> <li>Reporting of non-attendance, standardised in 4 schools.</li> </ul>	<ul style="list-style-type: none"> <li>8 schools have indicated that they have standardised their non attendance procedures as a result DoE visits. One cluster of schools produced a template that others could follow. The Kimberley success zone is currently working towards all Kimberley schools in all school sectors standardising attendance procedures to address the cases of 'student whereabouts unknown'. Other regions are also showing interest in this initiative.</li> <li>The use of specific data as interpreted from Appraise which has been linked to student attendance and student engagement data in Low SES School has been carried out. This combined data has been used to celebrate the marked, measurable academic improvement for a large number of students in Aboriginal Independent Schools and to target specific programs and interventions both academic and school engagement that can be used as exemplars for other low SES schools.</li> </ul>		
<p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>Professional learning is provided to understand</li> </ul>	<ul style="list-style-type: none"> <li>23 schools have accessed professional learning in relation to the Appraise program offered by AISWA.</li> </ul>		

<p>the requirements of NAPLAN assessment, and embed strategies that lead to sustained improvement in student achievement.</p> <ul style="list-style-type: none"> <li>Support is provided for classroom teachers in 13 schools to provide more accurate feedback to students in relation to their performance.</li> </ul>	<p>Visiting consultants to some of these schools have offered ongoing support to staff for analysing all collected data to inform classroom teaching. Personalised support to individuals and groups.</p> <ul style="list-style-type: none"> <li>The use of specific data as interpreted from Appraise which has been linked to student attendance and student engagement data in Low SES School has been carried out. This combined data has been used to celebrate the marked, measurable academic improvement for a large number of students in Aboriginal Independent Schools and to target specific programs and interventions both academic and school engagement that can be used as exemplars for other low SES schools.</li> <li>15 teachers were provided with support in relation to providing more accurate feedback to students.</li> </ul>		
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## Section 6 – Milestone Reporting

## Literacy and Numeracy NP

### Part 2 - Milestones in Progress Report - (Achieved 1 January to December 2011)

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
<b>ALL SECTORS</b>			
<b>School Plans</b>			
<ul style="list-style-type: none"> <li>82 school plans developed and endorsed by the Department of Education.</li> <li>63 Catholic school plans developed and endorsed by the Catholic Education Office WA.</li> <li>20 school Literacy and Numeracy school plans developed and endorsed by the Association of Independent Schools of WA.</li> </ul>	<ul style="list-style-type: none"> <li>82 Plans were developed and endorsed.</li> <li>In 2011, 73 Catholic K – 7 and 12 Year 7 – 12 schools developed and received approval for their School Level Plans.</li> <li>20 school literacy and Numeracy school plans were endorsed by AISWA.</li> </ul>		
<b>GOVERNMENT</b>			
<b>Whole-school approaches</b>			
<ul style="list-style-type: none"> <li>Whole-school approaches to learning and</li> </ul>	<ul style="list-style-type: none"> <li>Whole-school approaches to learning and teaching have been implemented in all Literacy and Numeracy</li> </ul>		



teaching founded on sequences of content and instructional practices that are consistent across phases of schooling.	<p>National Partnership schools.</p> <ul style="list-style-type: none"> <li>○ 90% of schools have implemented whole-school approaches to literacy to a considerable or major extent.</li> <li>○ 68% 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.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 93% of schools have implemented evidence-based literacy intervention strategies to a considerable or a major extent.</li> <li>▪ 68% 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>▪ Literacy Specialist Teachers - 62 schools</li> </ul>	<ul style="list-style-type: none"> <li>▪ 62 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 - 44 schools</li> </ul>	<ul style="list-style-type: none"> <li>▪ 44 schools have appointed Numeracy Specialist Teachers as 1.0 FTE or a fractional appointment</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Education Assistants – literacy - 33 schools</li> </ul>	<ul style="list-style-type: none"> <li>▪ 33 schools have Education Assistants working to support improved student performance in literacy.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Education Assistants – numeracy - 14 schools</li> </ul>	<ul style="list-style-type: none"> <li>▪ 14 schools have Education Assistants working to support improved student performance in numeracy</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Literacy Coach - 3 schools</li> </ul>	<ul style="list-style-type: none"> <li>▪ Literacy Coaches are working effectively in 4 schools.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Numeracy Coach - 3 schools</li> </ul>	<ul style="list-style-type: none"> <li>▪ Numeracy Coaches are working effectively in 4 schools.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Targeted numeracy intervention for individual students - 1 school</li> </ul>	<ul style="list-style-type: none"> <li>▪ One school is participating in the Murdoch University program: <i>Targeted numeracy intervention for individual students.</i></li> </ul>		
<ul style="list-style-type: none"> <li>▪ Reading Recovery - 4 schools</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Reading Recovery</i> is utilised in at least 4 schools</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Guided Reading - 32 schools</li> </ul>	<ul style="list-style-type: none"> <li>▪ At least 70 primary schools have continued to implement <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 - 8 schools</li> </ul>	<ul style="list-style-type: none"> <li>▪ MULTILIT has been implemented into schools according to their school plan.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Support a reader - 5 schools</li> </ul>	<ul style="list-style-type: none"> <li>▪ 5 schools are implementing the <i>Support a Reader</i> program</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Speech and language support - 17 schools</li> </ul>	<ul style="list-style-type: none"> <li>▪ At least 17 schools are accessing speech and language support for students with identified needs.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Developing a repertoire of calculation strategies (Years 4 – 7) - 11 schools</li> </ul>	<ul style="list-style-type: none"> <li>▪ At least 11 schools are implementing the Calculate Strategies Years 4 – 7. Numeracy Specialist Teachers</li> </ul>		

	have been trained to facilitate the professional learning at the school level. The Numeracy Principal Curriculum Officer is available on request to supports schools to implement the strategies.		
<ul style="list-style-type: none"> <li>Developing a repertoire of measurement strategies (Years 4 – 7) - 4 schools</li> </ul>	<ul style="list-style-type: none"> <li>The Numeracy Principal Curriculum Officer is available on request to supports schools to implement the measurement strategies Years 4 – 7. Many Numeracy Specialist Teachers have the capacity and resources to present the professional learning at a school level in 4 schools.</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>1 school has implemented the K-4 calculation strategies. This school is collaborating with other Literacy and Numeracy National Partnership schools to share the resources and professional learning.</li> </ul>		
<ul style="list-style-type: none"> <li>Mathletics - 9 schools</li> </ul>	<ul style="list-style-type: none"> <li>Mathletics is utilised in 9 schools.</li> </ul>		
<ul style="list-style-type: none"> <li>First Steps in Literacy facilitator training - 8 schools</li> </ul>	<ul style="list-style-type: none"> <li>8 schools are purchasing <i>First Steps in Literacy</i> facilitator training. All Literacy Specialist Teachers working in Literacy and Numeracy National Partnership schools are able to deliver First Steps Literacy professional learning.</li> </ul>		
<ul style="list-style-type: none"> <li>First Steps in mathematics training - 3 schools</li> </ul>	<ul style="list-style-type: none"> <li>3 schools are purchasing <i>First Steps in mathematics</i> training.</li> <li>The Literacy and Numeracy National Partnership Specialist Teacher professional learning depends on <i>First Step</i> principals and utilises its strategies.</li> </ul>		
<p><b><u>Online learning and teaching resources</u></b></p> <ul style="list-style-type: none"> <li>K-10 teachers explicitly teach skills and knowledge aligned to the Early Childhood (K-3), Middle Childhood (4-7) and Early Adolescence (8-10) English and Mathematics Syllabus scope and sequence statements, supported by online learning and teaching resources relevant to the Primary and Secondary context</li> </ul>	<ul style="list-style-type: none"> <li>78% of schools are utilising online literacy resources to a major or considerable extent.</li> <li>70% of schools are utilising online numeracy resources to a major or considerable extent.</li> </ul>		
<p><b><u>Case-management practices</u></b></p> <ul style="list-style-type: none"> <li>Case management practises are used to cater for students achieving at or below the National Minimum Standard, in particular Aboriginal and Torres Strait Islanders and English as a Second Language/English as a Second Dialect (ESL/ESD) students.</li> </ul>	<ul style="list-style-type: none"> <li>100% of schools have implemented case-management approaches. 93% have done so to a major or a considerable extent.</li> </ul>		
<p><b><u>Early identification</u></b></p>	<ul style="list-style-type: none"> <li>100% of schools completed the on-entry assessment for</li> </ul>		

<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</li> </ul>	early childhood students in Term One 2011.		
<p><b>Extended services</b></p> <ul style="list-style-type: none"> <li>Provide effective extended services provided for students with complex needs.</li> </ul>	<ul style="list-style-type: none"> <li>85% of schools are providing extended services for students to a major or considerable extent.</li> </ul>		
<p><b>Student performance information</b></p> <ul style="list-style-type: none"> <li>Effectively utilise use student performance information to set improvement targets, monitor progress, provide ongoing feedback and inform learning, teaching and leadership strategies that underpin whole school planning.</li> </ul>	<ul style="list-style-type: none"> <li>92% of schools are effectively using student performance information to inform school planning to a major or considerable extent.</li> </ul>		
<p><b>Building instructional leadership capacity</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>92% of schools have leaders playing a key role in building instructional leadership to a major or considerable extent.</li> </ul>		
<p><b>Focused distributed leadership, team</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>90% of schools have developed and refined school structures that enable staff development to a major or considerable extent.</li> </ul>		
<p><b>Community and home-school links</b></p> <ul style="list-style-type: none"> <li>Establish and sustain productive community and home-school links.</li> </ul>	<ul style="list-style-type: none"> <li>68% of schools have established productive community links to a major or considerable extent.</li> </ul>		
<p><b>Collaborative partnerships</b></p> <ul style="list-style-type: none"> <li>Develop collaborative partnerships with other schools where this would benefit students.</li> </ul>	<ul style="list-style-type: none"> <li>100% of schools participated in the networks of specialist teachers established as part of the program.</li> <li>A Sustainability forum provided useful contacts and collaborations across schools.</li> </ul>		
<b>CATHOLIC SECTOR</b>			
<p><b>Literacy and Numeracy K – 7 Project</b></p> <ul style="list-style-type: none"> <li>Six School-based literacy and numeracy consultants appointed, trained and working with 73 schools in the metropolitan, south west, Geraldton and Kalgoorlie regions.</li> </ul>	<ul style="list-style-type: none"> <li>6 Schools Support Consultants were appointed and worked with schools in 2011. An additional two centrally based consultants were diverted to the regional model as support was opened up to all 115 Catholic K – 7 schools late in 2011 using Reward Funding. Support was provided to the stated regions in 2011</li> </ul>		

<ul style="list-style-type: none"> <li>▪ Two School-based literacy and numeracy consultants appointed, trained and working with 4 schools in the Kimberley region.</li>   <li>▪ Key teachers from 73 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>▪ 73 schools develop individualised literacy and numeracy projects in collaboration with school based consultants.</li>   <li>▪ 73 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>▪ Meetings with leadership teams occur and whole school approaches from K – 7 are scoped out and implemented; these are research based and based on Collaborative Professional Learning models; 73 schools establish processes for ongoing all of school conversations.</li> </ul>	<ul style="list-style-type: none"> <li>▪ In 2011, two literacy and numeracy consultants continued to support Kimberley schools. Four schools were officially Literacy and Numeracy schools but these consultants also provided additional support to the other 9 Kimberley schools under the Low SES NP</li>   <li>▪ All 73 schools are provided with up to 12 days teacher relief for the key literacy and numeracy teacher/s to attend specialised professional development to support literacy and numeracy. A major annual conference is also provided to teachers in K – 7 schools. PD covers a range of literacy and numeracy support strategies including data analysis and data informed literacy and numeracy plans.</li>   <li>▪ Each of the 73 schools is provided with up to \$5 000 to develop a project which complements/extends their literacy and numeracy strategies. These are developed in consultation with their School Support Consultant who also approves the project. Plans cover a range of aspects such as school visits; collegiate mentoring; research; accessing other literacy and numeracy programs, etc</li>   <li>▪ All 73 schools have developed detailed school literacy and numeracy plans, typically 15 plus pages. These are based on careful data analysis and testing and tailored to the specific needs of the school. They are developed in collaboration with the School Support Consultant, key literacy and numeracy teachers, leadership team and contextualised in a whole school improvement approach.</li>   <li>▪ The model adopted by all of the 73 Literacy and Numeracy schools is the Collaborative Professional Learning model which is contextualised on a whole of school improvement approach. It assumes that clear directions are set and that all teachers engage in dialogue and sharing information and processes used to effect literacy and numeracy improvement. Schools meet with each other to share ideas and develop collegiate mentoring.</li> </ul>		
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<ul style="list-style-type: none"> <li>▪ Specialist program Reading Recovery implemented in 7 Kimberley schools; RR teacher appointed.</li> <li>▪ Specialist program Extending Mathematical Understandings (EMU) implemented in 4 schools</li> <li>▪ Links with associated NP Program (Low SES) of Upskilling Aboriginal Teaching consolidated; ATAs provided with professional development in literacy and numeracy strategies in 12 schools.</li> <li>▪ Intensive literacy program based on a 'Words Our Way' program through The University of Western Australia implemented; contract signed, teachers trained, central literacy consultant working with 8 schools.</li> <li>▪ Implementation of the above in a whole school approach across all learning areas, not just English in 1 school.</li> <li>▪ 12 schools selected to participate in a numeracy pilot program; establishment of research parameters and types of support.</li> <li>▪ 12 schools analyse data and develop specific plans and intervention/support strategies; as approved by mathematics consultant.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reading Recovery has been progressively implemented in 7 Kimberley schools. This has involved delivering training to teachers as RR tutors and providing support for teacher relief.</li> <li>▪ EMU has been implemented in 4 Kimberley schools and support provided by the two Kimberley-based literacy and numeracy consultants.</li> <li>▪ ATA up skilling has occurred through the Low SES and Teacher Quality NPs and has been outlined previously. This programs is in collaboration with the Batchelor Institute in Alice springs. ATAs are upskilled potentially to a Diploma qualification. The focus is on enabling them to participate and more effectively support the teacher to deliver literacy and numeracy support. Teachers have also been made aware of the program the ATAs are undertaking to allow them to make greater use of their ATA.</li> <li>▪ All 8 schools have implemented the program. A formal research report was produced by the University of Western Australia. Central consultant has worked with the 7 – 12 schools involved and conducted professional development and networking sessions to allow them to share their ideas.</li> <li>▪ Holy Cross College implemented the Words Their Way program in an integrated whole of school approach from Years 7 to 9. Some other schools had some integration across more than one learning area.</li> <li>▪ 12 Year 7 – 12 schools implemented various numeracy support strategies. Numeracy plans were developed in collaboration with the centrally based numeracy consultant</li> <li>▪ Numeracy plans were developed in 12 schools in collaboration with the centrally based numeracy consultant. Schools also submitted a proposal and short evaluation of their proposal</li> <li>▪ In the 12 schools, various strategies addressed specific</li> </ul>		
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<ul style="list-style-type: none"> <li>12 schools implement a range of numeracy-related initiatives which address teacher skills and student outcomes.</li> </ul>	<p>strands of mathematics/numeracy. In some schools there was a focus on a specific year group such as the year 7 students which have recently moved to secondary campuses in Catholic schools. Some schools also implemented a range of professional development activities to support teacher, particularly those primary teachers who moved to the secondary campus.</p>		
<p><b>Whole of school approach</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 whole of school approach in K – 7 schools occurred in the context of two major initiatives. Firstly, the Collaborative Professional Learning model developed a culture of whole school dialogue and conversation about literacy and numeracy. Teachers plan with each other, analyse data, develop a whole school plan and regularly evaluate. The model also involves attending targeted PD.</li> <li>Key literacy and numeracy teachers also visit other schools for sharing of ideas as well as the annual literacy and numeracy conference which allows an exchange of best practice.</li> <li>Secondly, schools contextualise their literacy and numeracy support within the Quality Catholic Schooling framework.</li> <li>One of the key domains is teaching and learning and another – stewardship – picks up the leadership theme. Various components and indicators have been developed to allow schools to measure all improvement processes on a rubric and to conduct conversations about these.</li> </ul>		
<p><b>School improvement framework</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>Schools implement the Collaborative Professional Learning Model as well as the Quality Catholic Schooling whole school improvement framework.</li> <li>There are several other support processes to assist schools in implementing these approaches such as the role of the centrally based literacy and numeracy consultants; the school support Consultant; QCS centrally based consultant; and the Principal School Advisors. The QCS is mandatory for all Catholic schools.</li> </ul>		
<p><b>Kimberley schools</b></p> <ul style="list-style-type: none"> <li>Literacy and numeracy programs developed and</li> </ul>	<ul style="list-style-type: none"> <li>CEOWA has adopted an integrated approach to the 13 Kimberley schools, most of which are remote Aboriginal</li> </ul>		

<p>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.</p>	<p>community schools or K – 7 schools in regional centres and with high Aboriginal enrolments. While only 4 of these schools are literacy and numeracy schools, the other 9 also receive support through the intensified literacy and numeracy program from Low SES funding.</p> <ul style="list-style-type: none"> <li>▪ This has a particular focus on the Reading Recovery program. Arrange of other leadership and targeted initiative projects support these schools in leadership development; whole school improvement; ATA up-skilling; student engagement and attendance and building resiliency and self confidence. All of these are recognised as being critical for literacy and numeracy achievement.</li> </ul>		
<b>INDEPENDENT SECTOR</b>			
<p><b>Effective and evidence-based teaching</b></p> <ul style="list-style-type: none"> <li>▪ 38 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> </ul>	<ul style="list-style-type: none"> <li>▪ The National Partnerships initiative has enabled at least 44 schools to access context specific professional learning related to effective teaching. Follow-up coaching (including modelling, observation &amp; feedback) allows for accurate transference to the classroom. Independent sector National Partnership Consultants have worked in this way across the following areas: <ul style="list-style-type: none"> <li>○ Explicit teaching;</li> <li>○ Differentiation;</li> <li>○ Literacy blocks;</li> <li>○ Guided reading;</li> <li>○ Programming and planning;</li> <li>○ Home-school links;</li> <li>○ Questioning;</li> <li>○ Lesson structure;</li> <li>○ Education Assistant development;</li> <li>○ First Steps in Mathematics;</li> <li>○ Learning intentions and success criteria;</li> <li>○ Assessment;</li> <li>○ Test Literacy;</li> <li>○ Words Their Way;</li> <li>○ Effective teaching of reading; and</li> <li>○ Australian curriculum – English and Mathematics.</li> </ul> </li> <li>▪ Where expertise is identified in a school, these teachers</li> </ul>		



	are developed / coached in a teacher leader role to ensure the sustainability of the coaching model.		
<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 38 schools.</li> <li>▪ Specialist literacy/numeracy consultants assist in the implementation of the school plans in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Many schools are at different stages of whole school planning (WSP) for literacy and numeracy. National Partnership Consultants have facilitated and supported schools to implement whole school planning processes or begin strategic planning in relation to this process.</li> <li>▪ To date at least 38 schools have embarked on WSP in the following areas: <ul style="list-style-type: none"> <li>○ Reading;</li> <li>○ Writing;</li> <li>○ Literacy (all areas); and</li> <li>○ Numeracy.</li> </ul> </li> <li>▪ In relation to this work National Partnership has supported schools to build capacity for WSP by: <ul style="list-style-type: none"> <li>○ Developing leadership knowledge of effective WSP processes;</li> <li>○ Coaching through the process to ensure follow-up;</li> <li>○ Building teacher leader capacity in relation to curriculum specialisation (English, Mathematics and Early Childhood); and</li> <li>○ Supporting leadership and teachers with professional learning team (PLT) development which acts as a vehicle for WSP work.</li> </ul> </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 38 school and classroom programs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Professional Learning has been facilitated in 38 schools on data analysis however, 19 schools of the 44 Literacy and Numeracy school since June 2011, have requested and had specific training in data use and interrogation. This training has been delivered to school leadership, professional learning teams and or teachers directly.</li> <li>▪ Both coaching of teachers around effective practice and supporting schools with WSP relies heavily on appropriate use of school data.</li> <li>▪ WSP relies on data to determine targets for improvement and indeed efficacy of practices in the school currently.</li> </ul>		

	<ul style="list-style-type: none"> <li>▪ Coaching teachers involves significant work around collection and use of appropriate data to inform teaching.</li> <li>▪ Schools are supported to design, implement and interrogate data from common assessment tasks, including moderation processes.</li> <li>▪ Leaders and teachers are provided with professional learning opportunities to interrogate NAPLAN and other standardised data sets. The use of Appraise supports schools to utilise NAPLAN data appropriately.</li> </ul>		
<p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>▪ Professional learning is provided in 38 schools 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> </ul>	<ul style="list-style-type: none"> <li>▪ As above, achieved in at least 38 schools - but more specifically: <ul style="list-style-type: none"> <li>○ NAPLAN test literacy &amp; interpretation of results;</li> <li>○ Even Years assessment and interpretation of results through Appraise;</li> <li>○ Up-skilling of teachers in regard to administering assessments- running records, Early Numeracy Interview, LLANs, OPI, IPI, Words Their Way Inventories, and diagnostic tasks from First Steps mathematics;</li> <li>○ Facilitating sessions where teachers and leaders critique their assessment schedule to ensure effective assessments are in place; and</li> <li>○ Work on formative assessment through learning intentions and success criteria.</li> </ul> </li> <li>▪ At all times working with teachers and leaders to make the connection between performance data (diagnostic, formative or summative) and classroom practice.</li> <li>▪ In the schools adopting the professional learning team model data provides the first step in the inquiry cycle being used.</li> <li>▪ The Appraise software has had significant upgrades to improve its usage and capability to support teachers in providing fine grain information within the data.</li> </ul>		
<p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>▪ Professional learning and support is provided in 38 schools in relation to differentiation in the</li> </ul>	<ul style="list-style-type: none"> <li>▪ Achieved in at least 38 schools</li> <li>▪ Heavily connected to the use of assessment data is the</li> </ul>		

<p>classroom to better target individual student needs.</p>	<p>support being provided in relation to differentiation.</p> <ul style="list-style-type: none"><li>▪ National Partnership Consultants coach at the planning and implementation stages to assist teachers with their capacity to differentiate effectively in literacy and numeracy. Schools are being supported to implement the professional learning team model as a vehicle for teachers to develop their skills of differentiation through collaborative professional practices in conjunction with the PL being provided.</li></ul>		
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## Part 2 - Milestones in Annual Report - Achieved 1 January to 31 December 2011

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe). <i>Quantitative and Qualitative</i>
<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. (Department)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Service Agreement signed by the Department of Education and Edith Cowan University to implement the Training Schools Residency Program.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ 59 graduates from 2010 new/better pathways.(Department)</li> </ul>	<ul style="list-style-type: none"> <li>▪ 97 Departmental Training Schools Teacher Residency interns graduated in total during Phase One of the project :               <ul style="list-style-type: none"> <li>○ 46 graduated in 2010; and</li> <li>○ 51 graduated in 2011.</li> </ul> </li> <li>▪ CEOWA has established/continued training schools at Majella CPS, St Joseph's School; Mercy College; Our Lady's Assumption S; St Jerome's CPS; St Norbert College; Aranmore CPS; Corpus Christi College</li> </ul>		
<ul style="list-style-type: none"> <li>▪ 16 Training Schools established in 2011. (Department, Catholic)</li> </ul>	<ul style="list-style-type: none"> <li>▪ 17 Training Schools were established with a total of 56 Departmental residency interns commencing the Program in 2011.</li> <li>▪ For CEOWA 30 Teacher Assistants commenced Certificate IV studies in first semester 2011 and 29 continued on t the diploma qualification in semester two.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ 70 Diploma of Education pre-service teachers commence through new/better pathways 2011. (Department, Catholic)</li> </ul>	<ul style="list-style-type: none"> <li>▪ 58 interns enrolled in the Teacher Residency Program undertook their placement within a Departmental Training School.</li> <li>▪ 20 interns enrolled in the teacher Residency Program. For the 8 CEOWA schools involved in this program, a specific Site Director (or equivalent) was appointed and trained and provided mentor support to training teachers and other mentor teachers; schools were provided with funding for a 0.2FTE time release and additional teacher relief.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ 15 Site Directors appointed; all whom are</li> </ul>	<ul style="list-style-type: none"> <li>▪ 16 Site Directors were trained and appointed in 2010 and</li> </ul>		

highly accomplished teachers. (Department, Catholic)	continued in 2011 in Departmental Training School.		
<ul style="list-style-type: none"> <li>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 in 2010, with an additional 20 in 2011. Each residency intern was allocated a mentor.</li> </ul>		
<p><b>Up skilling School Support Staff</b></p> <ul style="list-style-type: none"> <li>Demonstration stage for public school support staff – 50 participants commence the up-skilling program, March 2011.</li> </ul>	<p><u>Stage One Demonstration – in public schools.</u></p> <ul style="list-style-type: none"> <li>50 participants selected for March 2011 cohort.</li> <li>47 participants commenced.</li> <li>37 completed: 23 metro and 14 rural.</li> </ul> <p><u>Stage Two – in public schools</u></p> <ul style="list-style-type: none"> <li>109 participants selected for July 2011 cohort.</li> <li>103 participants commenced.</li> <li>74 completed: 57 metro and 17 rural.</li> </ul>		
<ul style="list-style-type: none"> <li>Evaluation of demonstration stage undertaken June/July 2011.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation undertaken and report received in September 2011.</li> </ul>		
<ul style="list-style-type: none"> <li>Expansion of up-skilling program (in total 200 across Catholics and Department).</li> </ul>	<ul style="list-style-type: none"> <li>Expansion of the up-skilling program commenced in July 2011 with 103 staff participating in the first cohort of Stage 2 .</li> <li>Up-skilling of Teacher Assistants and Aboriginal Teacher Assistants to both the Certificate IV and Diploma level has occurred.(Total about 50)</li> </ul>		
<p><b>Specialist Coaching</b></p> <ul style="list-style-type: none"> <li>80% retention rate of Bachelor of Education Conversion Course graduates. (Department)</li> </ul>	<ul style="list-style-type: none"> <li>38 of 40 participants (95%) retained in schools .</li> <li>The program was expanded. A specialist primary and secondary mentor were appointed. Key teachers in schools are progressively being trained in a partnership with the University of Notre Dame. In the first six months approximately 12 mentors trained. Further training will occur in Semester 2.</li> </ul>		
<ul style="list-style-type: none"> <li>Evaluation of the Specialist Coaching Project complete. (Department)</li> </ul>	<ul style="list-style-type: none"> <li>An interim evaluation report of the Specialist Coaching Project was completed in August 2011.</li> </ul>		
<ul style="list-style-type: none"> <li>CEOWA Specialist Coaches initiative. (Catholic)</li> </ul>	<ul style="list-style-type: none"> <li>Mentor Teacher Program (Specialist coaches) expanded in 2011; a K – 7 and 7 – 12 mentor were appointed and training occurred. Support was provided to teachers in their first 1 to 3 years of teaching; Professional development sessions/Network meetings were held in Perth, Kalgoorlie and Geraldton.</li> </ul>		
<ul style="list-style-type: none"> <li>Commence implementation of EPICT</li> </ul>	<ul style="list-style-type: none"> <li>A group of 14 teachers undertook the four day EPICT</li> </ul>		

(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)	Facilitator Training Course. Facilitators are the instructors of the EPICT License course. They guide, moderate, lead and manage the e-learning parts of the program. This is a leadership role and can only be undertaken after completion of the Facilitator Training Course.		
<b><u>Enhanced Career Path for Teachers (review of Level 3 Classroom Teacher Program)</u></b> <ul style="list-style-type: none"> <li>Transition planning underway to align to the National Professional Standards for Teachers. (Department)</li> </ul>	<ul style="list-style-type: none"> <li>Implementation planning and activities to progress the transition to the new Standards were carried out in the context of professional learning, policy inclusion and awareness raising. Additionally, the Consultant Teacher Trial was implemented in 2011 (see below).</li> </ul>		
<ul style="list-style-type: none"> <li>Options developed to improve distribution of exemplary teachers to disadvantaged schools. (Department)</li> </ul>	<ul style="list-style-type: none"> <li>A proposal to trial a new specialist teacher position (Consultant Teacher) for nominated low SES schools was developed and endorsed in 2011, and implementation commenced in 2011.</li> </ul>		
<b><u>Mentor / Expert Teacher Program (C) (I)</u></b> <ul style="list-style-type: none"> <li>60 teachers participate in training sessions in upskilling in Science and Maths teaching. Six sessions will be held in regional centres. (Catholic)</li> </ul>	<ul style="list-style-type: none"> <li>Four sessions were held and only two in regional centres. A total of over 60 teachers participated. It was never intended that all were to be in regional centres. A further 10 sessions in a related 3 hour Master Class Program were also held with a focus on short professional development sessions in key subjects</li> </ul>	<ul style="list-style-type: none"> <li>Country teachers were funded to attend sessions in Perth. Program expanded/modified in late 201 to include shorter 'Master classes'</li> </ul>	<ul style="list-style-type: none"> <li>Due to few 7 -12 schools in some regional centres, more economical to fund teachers to attend Perth sessions.</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>Teachers are now undertaking the 15 EPICT modules by working individually and collaboratively in teams under the guidance of a trained facilitator and ICT mentors.</li> </ul>		
<ul style="list-style-type: none"> <li>150 teachers undertake ICT training. (Independent)</li> </ul>	<ul style="list-style-type: none"> <li>Currently, 20 schools and over 150 teachers are registered for the course. The first group of teachers from Penrhos College in Western Australia has recently been awarded the EPICT license.</li> </ul>		
<b><u>Incentives package developed, including agreement regarding industrial conditions</u></b> <ul style="list-style-type: none"> <li>Incentives package developed and submitted to central agencies for endorsement. (Department)</li> </ul>	<ul style="list-style-type: none"> <li>The incentives package proposal was developed and submitted to central agencies in 2011.</li> </ul>		
<b><u>Principals professional development / Flexibilities</u></b> <ul style="list-style-type: none"> <li>Preliminary planning undertaken in relation to establishment of school networks. (Department)</li> </ul>	<ul style="list-style-type: none"> <li>68 school networks in eight educational regions across the State were established in 2011.</li> </ul>		
<ul style="list-style-type: none"> <li>A further 64 Independent Public Schools established in 2011.(Department)</li> </ul>	<ul style="list-style-type: none"> <li>An additional 64 Independent Public Schools were established</li> </ul>		

	in 2011.		
<ul style="list-style-type: none"> <li>IPS school principals are provided with targeted support in relation to increase operational flexibility. (Department)</li> </ul>	<ul style="list-style-type: none"> <li>All 64 Principals were provided comprehensive professional development and support to increase operational 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>Two additional Executive Principals have been working with four schools to develop leadership capacity; all four executive principals have been working with schools re: literacy and numeracy and Quality Catholic Schooling (QCS).</li> <li>Executive Principals part funded to provide support to schools/leaders who were struggling in the whole school improvement process. Executive Principals are now able to contextualise support within the Quality Catholic Schooling School Improvement Framework.</li> </ul>		
<ul style="list-style-type: none"> <li>Leadership Strategy commenced. (Catholic)</li> </ul>	<ul style="list-style-type: none"> <li>The Leadership Program for emerging as aspiring leaders continued in 2011; linked closely to executive principal and QCS initiatives; Aboriginal Leadership program planned in early 2011 for delivery in mid 2011.</li> <li>CEOWA has developed the Quality Catholic Schooling Improvement Framework which allows school leaders to address four domains and 24 components of school improvement. CEOWA also provides an expansive Leadership program to new, experienced and aspiring principals which supports this school improvement framework. The leadership program also includes a component for Aboriginal Leadership development</li> </ul>		
<ul style="list-style-type: none"> <li>Partnership established with two universities to provide customised leadership professional learning for AISWA schools. (Independent)</li> </ul>	<ul style="list-style-type: none"> <li>Partnership established with the University of Western Australia and Edith Cowan University to provide a Graduate Certificate in Educational Leadership and Graduate Diploma in Educational Leadership in 2010 and 2011. During 2011 an additional cohort of 15 commenced with UWA and a first cohort of 11 with ECU commenced.</li> </ul>		



## Section 7 – Performance Indicators for Identified Cohort

## Low SES School Communities NP

Schools participating from 2009 – 2012 will report Reading and Numeracy results for Years 3, 5, 7 and 9 students using NAPLAN:

Description	Year Level	Domain	2009 (baseline)							2010							2011									
			Participati on Rate (%)	Exempt (%)	Bottom Band ± C.I.	Second Bottom Band ± C.I.		Mean Scale Score ± C.I.		Participati on 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	88.9%	1.0%	17.7%	±	23.0%	±	349.5	±5.5
	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	88.1%	1.0%	30.2%	±	18.8%	±	427.3	±5.2
	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	87.1%	1.1%	15.7%	±	29.3%	±	492.3	±4.3
	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	77.5%	0.9%	22.3%	±	23.2%	±	534.7	±7.2
	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	88.2%	0.9%	12.0%	±	29.5%	±	351.9	±4.2
	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	87.4%	0.8%	21.7%	±	22.4%	±	435.1	±3.9
	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	86.6%	1.1%	19.2%	±	27.9%	±	492.9	±4.6
	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	78.5%	0.7%	19.7%	±	29.9%	±	538.5	±6.7

Description	Year Level	Domain	2009 (baseline)							2010							2011									
			Participati on Rate (%)	Exempt (%)	Bottom Band ± C.I.	Second Bottom Band ± C.I.		Mean Scale Score ± C.I.		Participati on 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	79.1%	0.9%	33.5%	±	36.2%	±	299.1	±8.0
	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	75.0%	1.2%	59.8%	±	22.1%	±	359.6	±7.7
	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	71.9%	1.3%	33.8%	±	43.1%	±	443.1	±6.4
	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	55.0%	0.5%	53.8%	±	24.0%	±	476.2	±14.6
	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	77.8%	0.9%	23.4%	±	45.1%	±	307.2	±5.5
	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	73.3%	1.2%	49.3%	±	29.2%	±	383.1	±5.6
	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	72.1%	1.3%	45.2%	±	38.0%	±	435.1	±5.8
	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	56.6%	0.5%	51.4%	±	31.8%	±	484.0	±9.6

Description	Year Level	Domain	2009 (baseline)							2010							2011									
			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.		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	86.1%	1.6%	16.7%	±	21.6%	±	353.2	±9.2
	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	88.9%	1.0%	33.3%	±	19.7%	±	419.4	±8.7
	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	87.6%	1.4%	19.0%	±	28.5%	±	488.5	±7.5
	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	87.2%	0.9%	15.7%	±	21.2%	±	543.6	±9.2
	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	85.4%	1.4%	12.9%	±	24.8%	±	353.1	±7.5
	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	87.9%	0.8%	25.9%	±	21.1%	±	432.7	±7.1
	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	87.6%	1.4%	20.4%	±	25.8%	±	499.6	±8.9
	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	86.3%	0.9%	10.2%	±	31.1%	±	554.1	±9.8

**Schools participating from 2011 - 2014 will report Reading and Numeracy results for Years 3, 5, 7 and 9 students using NAPLAN:**

Description	Year Level	Domain	2010 (baseline)							2011								
			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	91.2%	1.1%	20.4%	±	29.6%	±	335.5	±8.7	90.1%	0.6%	20.2%	±	26.4%	±	338.8	±8.9
	Year 5	Reading	92.3%	0.2%	32.9%	±	21.9%	±	425.4	±8.7	93.4%	0.2%	36.0%	±	18.0%	±	415.7	±7.4
	Year 7	Reading	88.8%	0.4%	18.6%	±	26.3%	±	495.1	±6.6	91.8%	0.2%	12.7%	±	30.8%	±	496.4	±6.0
	Year 9	Reading	81.5%	1.5%	34.8%	±	31.5%	±	507.5	±6.5	77.7%	6.7%	23.6%	±	27.6%	±	524.5	±9.1
	Year 3	Numeracy	91.2%	1.1%	15.8%	±	30.2%	±	336.2	±6.6	90.7%	0.6%	12.2%	±	35.2%	±	337.8	±6.1
	Year 5	Numeracy	91.0%	0.2%	24.8%	±	24.8%	±	424.4	±6.9	92.8%	0.2%	24.2%	±	22.3%	±	427.3	±5.9
	Year 7	Numeracy	88.0%	0.4%	17.2%	±	31.8%	±	493.1	±6.5	90.9%	0.2%	16.1%	±	28.5%	±	493.8	±5.9
	Year 9	Numeracy	81.2%	1.4%	31.4%	±	27.8%	±	515.1	±6.1	76.5%	6.7%	14.8%	±	33.2%	±	533.8	±8.1

Description	Year Level	Domain	2010 (baseline)						2011									
			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	83.1%	0.5%	31.6%	±	40.8%	±	284.2	±15.5	81.5%	1.1%	30.7%	±	43.3%	±	293.0	±12.0
	Year 5	Reading	85.6%	0.0%	57.3%	±	25.9%	±	369.7	±13.5	84.9%	0.7%	58.9%	±	21.7%	±	365.0	±12.6
	Year 7	Reading	80.9%	0.0%	38.6%	±	35.7%	±	443.3	±9.9	80.5%	0.0%	24.8%	±	47.1%	±	455.8	±8.5
	Year 9	Reading	64.9%	0.5%	59.1%	±	24.8%	±	467.2	±12.0	56.8%	1.8%	38.1%	±	36.5%	±	484.2	±16.6
	Year 3	Numeracy	83.6%	0.5%	30.1%	±	40.5%	±	294.5	±11.4	83.2%	1.1%	24.2%	±	45.1%	±	303.6	±9.1
	Year 5	Numeracy	82.6%	0.0%	44.9%	±	29.7%	±	382.0	±10.8	82.2%	0.7%	44.8%	±	33.6%	±	386.0	±9.6
	Year 7	Numeracy	78.6%	0.0%	32.1%	±	45.3%	±	447.6	±9.4	80.0%	0.0%	30.9%	±	40.8%	±	454.7	±8.1
	Year 9	Numeracy	65.4%	0.5%	56.5%	±	26.1%	±	474.1	±12.3	59.5%	1.8%	27.3%	±	42.4%	±	501.8	±10.8

Description	Year Level	Domain	2010 (baseline)						2011									
			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	92.9%	0.0%	15.4%	±	28.2%	±	348.7	±18.4	87.0%	1.3%	13.4%	±	25.4%	±	357.5	±19.0
	Year 5	Reading	90.3%	0.0%	26.2%	±	20.2%	±	443.9	±20.0	92.4%	1.1%	38.8%	±	20.0%	±	402.4	±14.2
	Year 7	Reading	84.9%	2.3%	23.3%	±	32.9%	±	481.2	±18.4	89.1%	26.2%	19.0%	±	32.9%	±	478.7	±13.3
	Year 9	Reading	89.3%	4.0%	58.2%	±	23.9%	±	470.4	±17.5	87.5%	39.6%	0.0%	±	0.0%	±	490.8	±36.8
	Year 3	Numeracy	94.0%	0.0%	26.6%	±	19.0%	±	336.4	±17.1	90.9%	1.3%	14.3%	±	34.3%	±	337.1	±14.2
	Year 5	Numeracy	92.5%	0.0%	24.4%	±	20.9%	±	429.5	±17.2	93.5%	1.1%	30.2%	±	24.4%	±	415.9	±13.2
	Year 7	Numeracy	86.0%	2.3%	20.3%	±	32.4%	±	490.4	±18.1	90.2%	0.0%	25.3%	±	25.3%	±	481.1	±14.0
	Year 9	Numeracy	82.7%	4.0%	51.6%	±	25.8%	±	488.5	±17.5	85.4%	39.6%	17.1%	±	22.0%	±	517.8	±31.9

## Section 8 – State Performance Measures

## Low SES School Communities NP

Performance Indicators	Measures	Progress 2011
<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>	<b>GOVERNMENT</b>
		<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>▪ During 2011, the Department continued consultation 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 continues to seek approval for implementation.</li> <li>▪ It is anticipated that the incentive package will be offered in 2012.</li> <li>▪ The Department has been working to more effectively distribute exemplary teachers to Low SES schools. Agreement has been reached to introduce a career path for exemplary teachers to work in hard to staff low SES school communities. Endorsement was obtained to pilot the <i>Consultant Teacher Trial</i> in 2012. The pilot targets improved distribution of exemplary teachers across low SES school communities. The position aligns to the Lead Teacher career stage of the <i>National Professional Standards for Teachers</i> and attracts an annual salary of \$100 871, which is greater than the exemplary teacher salary in Western Australia.</li> </ul>
		<b>CATHOLIC</b>
		<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 28 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. In the 15 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 remained around 12 - 14 years.</li> </ul>
<b>INDEPENDENT</b>		
<ul style="list-style-type: none"> <li>▪ 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 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.</li> <li>▪ During 2011, 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>
		<p style="text-align: center;"><b>CATHOLIC</b></p> <ul style="list-style-type: none"> <li>▪ In Catholic schools in the Kimberley, in 2011, one school experienced a 100% turnover. For 2011, there were a further three principal changes. Teacher turnover was generally about 25% in all of these schools. The nature of the remote schools is the main factor and it is difficult to isolate any underlying reasons and therefore be able to attribute or not attribute these to Low SES support.</li> <li>▪ In the 15 metropolitan and south west Catholic schools, principal turnover in 2011 was two and staff turnover was at the system average of about 10%.</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 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.</li> <li>▪ 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.</li> </ul>

Performance Indicators	Measures	Progress 2011
<b>KEY REFORM AREA 2 – ADOPTION OF BEST PRACTICE PERFORMANCE MANAGEMENT AND STAFFING ARRANGEMENTS THAT ARTICULATE A CLEAR ROLE FOR PRINCIPALS</b>		
<ul style="list-style-type: none"> <li>▪ Improvements in the use and quality of performance agreements with principals and teachers.</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>	<b>GOVERNMENT</b>
		<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>▪ Greater autonomy, innovation and flexibility has been achieved for 8 schools that been granted Independent Public Schools status. 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 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 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.</li> </ul>
		<b>CATHOLIC</b>
		<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 continued to use the Quality Catholic Schooling framework to monitor, discuss and plan for school improvement across all areas, including leadership and staff development in 2011.</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 mentor each of the Kimberley principals. This worked well in all Kimberley and several other non-Kimberley schools.</li> <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 2011
<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, 8 schools that have commenced with the National Partnership Project are now Independent Public Schools.</li> <li>▪ In addition to and including these 8 IPS schools, 48% of NP Low SES school communities reported good progress achieving greater autonomy and flexibility to better cater for students learning. 62% of schools report good progress implementing innovative and contextualised programs while 20% of schools report good progress establishing innovative school operational arrangements including flexible timetabling and establishment of extended hours of operation. Some examples include: <ul style="list-style-type: none"> <li>○ Calista PS – The school has established an in-school tutoring program supported by community groups.</li> <li>○ Sandstone PS – The school has establish a <i>Kids in the Kitchen</i> garden. Students help grow vegetables and cook each Thursday. Helping with students' health and wellbeing</li> <li>○ Warriapendi PS – The school has employed additional staff to support excursion/incursion based early learning</li> <li>○ Cue PS – The school has set up a raised garden bed and harvested produce for school cooking lessons and for students to take home. Each class has responsibility to water and care for the gardens each week. During the school holidays the students worked with a voluntary group to build and plant a herb garden at the town caravan park.</li> <li>○ Girrawheen SHS - The school has enhanced their arts programs resulting in greater student participation and success at state and national level competitions. This has contributed to improved well-being for students through development of self confidence. The school has also established a Trade Training centre that functions as a quality training facility. Due to school partnerships with recognized building companies, the students completing the accredited training courses have accessed further training and apprenticeships. This is a direct result of the quality training received in the Trade Training Centre.</li> </ul> </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. In 2011, a number of schools developed partnerships with each other and with outside providers such as tertiary institutions and training organisations.</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 2011
<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>

Performance Indicators	Measures	Progress 2011
<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 continue to demonstrate compliance with state school accountability policy and all aspects of the Commonwealth National Partnership Low SES School Communities Funding Agreement. This includes development and on-line publication of school plans and completion on monitoring and reporting program activity and achievements against milestones.</li> <li>There was variability between participating schools in terms of the extent to which improved accountability processes have been achieved including the extent to which schools have improved capacity to demonstrate accountability to stakeholders. This includes development of school strategic plans, operational planning, school self-evaluation and publication of annual school reports.</li> <li>54% of schools involved in the NP Low SES school communities reported in an online survey, excellent to good progress improving school accountability practices that includes collection, analysis and interpretation of data to inform school planning and improve reporting of student outcomes.</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 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 four 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.</li> <li>All schools use the above frameworks to develop detailed whole school improvement plans and especially, data-informed literacy and numeracy plans.</li> </ul>

		<b>INDEPENDENT</b>
		<ul style="list-style-type: none"> <li>All AISWA NP schools are independent schools, however are required to follow State and Commonwealth accountability requirements.</li> </ul>

Performance Indicators	Measures	Progress 2011
<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> <li>For students in targeted schools, an increase in the percentage of students with regular attendance of 90% or more.</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>GOVERNMENT</b>
		<ul style="list-style-type: none"> <li>30 schools 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> <li>39% of schools reported in an online survey that they had made good to excellent progress improving student attendance. 38% reported fair improvements in attendance.</li> <li>Derby District High School reports that an emphasis on 'middle schooling' has led to an improvement in attendance rates. The school has reported improved attendance of Aboriginal girls involved in the Academy. At this school the number of Aboriginal students who are regular attendees has risen 7.5% between 2009 and 2011.</li> </ul>
		<b>CATHOLIC</b>
		<ul style="list-style-type: none"> <li>Attendance data for Catholic schools were collected for the 28 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, many schools of 28 improved their attendance in the 90%+ category, with 10 of these being significant.</li> <li>Some schools declined although the very small numbers make an analysis of trends difficult, particularly in Kimberley schools.</li> </ul>
		<b>INDEPENDENT</b>
		<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>
	<ul style="list-style-type: none"> <li>The number and impact of external partnerships and programs established.</li> </ul>	<b>GOVERNMENT</b>
		<ul style="list-style-type: none"> <li>Thirty-nine schools indicated that they were seeking to implement a range of strategies to enhance parent and community engagement in schooling and build effective partnerships to enhance student learning. Eight schools</li> </ul>

		<p>specified that they were implementing a range of extended services and support programs for the school community and broker a range of services for student and families within the school context.</p> <ul style="list-style-type: none"> <li>▪ At this early state the impact of programs has been the increase in the number of children and families accessing services and participating in programs provided through the school courtesy of National partnership funding. Some examples of effective, funded programs include: <ul style="list-style-type: none"> <li>○ Gwynne Park PS – continues to provide support to students and their families through a case management approach and/or a brokering service co-ordinated by the Pastoral Care Co-ordinator. The case management process involves a number of connected services working collaboratively to provide support for students and families.</li> <li>○ Neerigen Brook PS continues to develop a full service school model that includes employment of a social worker, mentors, 2 playgroups, counselling services and the befriender program.</li> <li>○ Challis PS and Early Childhood Centre continue collaboration with community groups to advance and develop their extended service school model. Highlights include the Challis ECE integrated services for children and their families from birth - 3 years of age and the primary school Smiles Speech Program, employment of a Family Support Worker, allied health workers and a social worker.</li> <li>○ Derby District high has continued to develop a 0-4 playgroups and early years program that involves participation by young mothers and engagement with a range of allied community health workers.</li> <li>○ Tjuntjunjara Remote Community School provides medical and health services on site to support children and their families.</li> <li>○ Perenjori PS - Family Learning Cottage for early years. A Partnership with the Perenjori Shire to explore strategies to address the needs of families and young children has lead to a joint collaboration to build onsite facilities with shared services. The Shire is perusing funding opportunities and is in the process of finalising a business plan for this significant undertaking. A letter of support and approval has been received from D0E. Collaboration with local playgroup and pre-entry families has been very positive, with majority of 0-3 year olds attending regular "Story time" activities at school.</li> <li>○ Ngaanyatjarra Lands Schools collaborate with health services to improve well-being outcomes for students. This has lead to a decrease in the incidences and effects of trachoma, otitis media and conductive hearing loss.</li> <li>○ Coolbellup PS employ a speech pathologist and occupational therapist to support an oral language program and continue to run 0-3 playgroup that engages parents and their babies. This programs in supported by a number of community groups.</li> </ul> </li> </ul> <p style="text-align: center;"><b>CATHOLIC</b></p> <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 Bluearth 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.</li> <li>▪ External partnerships were also developed with the Bluearth Foundation as well as the Polly Famer organisation.</li> </ul>
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		<ul style="list-style-type: none"> <li>▪ Formal partnerships, especially to support literacy and numeracy development, were also signed with Curtin University, the University of Notre Dame and Edith Cowan University. A literacy partnership also occurred with the University of WA.</li> <li>▪ For ATA and TA upskilling, partnerships were signed with Central Metropolitan Institute and Batchelor Institute.</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>	<p style="text-align: center;"><b>GOVERNMENT</b></p> <ul style="list-style-type: none"> <li>▪ 39 schools implemented strategies to enhance parent and community engagement in schooling and build effective partnerships to enhance student learning . 33% of these schools reported excellent to good progress improving the engagement of parents in the education of their children. 43% of schools reported fair progress.</li> <li>▪ Schools use a range of programs and strategies listed below to increase parental engagement in the schools. These include: <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>○ Breakfast clubs</li> <li>○ Volunteer programs</li> <li>○ Early child years (0-3) 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 appointment of youth workers and an attendance officer also supported closer school-community links.</li> <li>▪ Many low SES schools, particularly those with higher refugee and migrant cohorts, developed processes to further engage and educate parents.</li> <li>▪ The Books in Homes program also strengthened the involvement of parents in literacy programs.</li> </ul>