



Australian Government



SMARTER SCHOOLS NATIONAL PARTNERSHIPS

TASMANIA

**IMPROVING TEACHER QUALITY
LOW SES SCHOOL COMMUNITIES
LITERACY AND NUMERACY**

**Progress Report 2011
(1 January – 30 June 2011)**

Due 31 October 2011

Section I – Overview/Summary of Progress

The first six months of 2011 has seen Tasmanian schools participating across the Smarter Schools National Partnerships building on activities and strategies implemented in 2010. This has contributed to improving the state based priorities as documented in the state's Implementation Plan. Tasmania is on a path to reform. Participation in the National Partnerships is assisting to inform the state about future educational decisions that will, and are, making a difference to Tasmanian education. Building the leadership density and capacity of principals, building teacher capacity around pedagogical knowledge, using evidence-based data to inform whole school improvement planning, providing better opportunities to close the gap between Aboriginal and non-Aboriginal student achievement and providing for better transitions between primary and high school and high school and post-Year ten and increased retention are priorities for all National Partnership schools.

By design, Tasmania's approach to implementing Smarter School's National Partnerships focuses on reform and ongoing sustainability; with an emphasis on evidence based, local solutions to address local need. School and community ownership of plans and targets, building capacity in principals, leaders, teachers and schools and ensuring sustainable approaches has been at the forefront of planning and implementation.

Schools have been empowered to drive improvement strategies that are meaningful, relevant and appropriate to their contexts. True sustainability is achieved when capabilities are built and the capacity of individuals, and teams, to learn and share new learnings is enhanced.

Across the sectors regional and school based teams have focused professional learning programs on increasing teacher capacity and improving quality teaching and pedagogy. National Partnership activity is already informing decision making and policy in schools. This will contribute to improved teaching and learning outcomes beyond the life of the National Partnership funding.

Programs with high community partnership and parent participation are showing strong signs of sustainability. School community commitment is obvious.

Whole-school ownership of school improvement plans and student performance is becoming increasingly evident as school data is used more effectively and has integral to school improvement planning processes. In fact, increased capacity to effectively interpret and use data, at the classroom, school and system level, is a sustainable feature across all NP strategies.

The Department of Education has a positive and collaborative relationship with the Catholic and independent sectors and work together in a number of areas to enhance Tasmanian education. Professional learning for teachers and principals is shared across the sectors and the department also supports the non-government sector with NAPLAN reporting. Curriculum officers from the three sectors collaborate around the implementation of the Australian Curriculum.

State initiatives and priorities are complementing activity underway through our Smarter Schools implementation. In the Department of Education, Launching into Learning (LiL), Raising the Bar Closing the Gap (RTBCTG) primary, RTBCTG 7Up and RTBCTG maana are contributing to our strategic vision to ensure all students are provided with learning opportunities to improve their learning outcomes.

Educational achievement of Tasmanian Aboriginal students is, together with the ACT, among the best in the nation; however, any gap is unacceptable. Reducing performance gaps between Aboriginal and non-Aboriginal students is a high priority for our state.

Closing the Gap in Aboriginal Educational Outcomes 2010–2014 – *A Tasmanian Strategy for Aboriginal Student Success through School Improvement* is being implemented in Tasmanian schools and is guiding a range of initiatives to support school improvement in early learning, community engagement, leadership and cultural competency training for principals and teachers. It incorporates cultural perspectives in curriculum, building effective pathways to further education, training and employment and increasing the Aboriginal workforce in schools.

In addition to funding associated with NPs, in 2010/2011 at least \$3.21 million was allocated for

Aboriginal Education by the Department of Education. New facilities for AES which includes the Aboriginal resources library have been completed and are fully operational at Derwent Park and Rocherlea. Aboriginal staff are working around the state, supported through AES and Learning Services, to assist schools in their approaches to improve learning and wellbeing outcomes for Aboriginal students.

72 Focus Schools identified in Tasmania are further intensifying their effort to make the greatest difference to Aboriginal students. Focus schools are those with high enrolments of Aboriginal students with the greatest need.

The Department of Education was allocated \$1.9 million by DEEWR for an extension Literacy and Numeracy program for Aboriginal students. Implementation of the Raising the Bar Closing the Gap (RTBCTG) maana initiative (further information in the LOW SES support for Aboriginal student section) is consistent with the National Aboriginal and Torres Strait Islander Education Action Plan. Funding is directed to five high Aboriginal enrolment and high need schools that are not Smarter Schools NP schools.

Tasmanian government schools lead the nation in school attendance in many year groups.

In 2010, the average daily attendance rate for students enrolled in Preparatory to Year 10 was 91.31%. This equates to 45,727 students at school, 4,354 students away on average per day and an average daily absences rate of 8.69%.

This is a decrease in absences of 1.17 percentage points (668 students away per day) over 2009 (an average daily absence rate of 9.86% or 5,022 students away on average per day).

Schools are provided with data at both the school and individual level to monitor attendance. Learning Services are also advised and monitor attendance. The majority of schools are using strategies such as phoning home and using SMS to follow up on unexplained absences and non-attendance. Social workers, youth workers, school chaplains and school psychologists all support schools to work with chronic non-attenders.

Engaging students in schooling is a priority of the department and many schools are providing more flexible learning options for students:

The Flexible Learning Tasmania strategy through the Tasmanian eSchool caters for students with particular learning needs, including highly able and gifted students, those who can not attend school for a variety of physical, medical or geographical reasons, and students for whom regular school is not a viable option. This strategy also supports primary and high schools to provide flexible learning options for their students.

In addition to this a number of our schools including Montrose Bay High, Prospect High and the Jordan River Learning Federation are implementing initiatives like the Big Picture program to support students with a personalised curriculum based on their interests.

The Tasmanian government has provided over \$3 million over three years to support fifteen partnership programs between government schools and non-government organisations to provide flexible learning opportunities for students at risk of not attending school. Reports on these projects can be found at <http://www.education.tas.gov.au/school/teaching/awards/flexible-education>

Section 2 – Improving Teacher Quality

I January to 30 June 2011

In the period January to June 2011 the Improving Teacher Quality (ITQ) National Partnership funding has provided significant, additional support for teachers across the three sectors—government, Catholic and independent, and in turn, students.

Schools have been enabled to access exemplary professional learning which has empowered educators to better lead learning in schools in order for students to achieve improved learning outcomes. The majority of professional learning opportunities offered have been promoted across and accessed by educators from the three school sectors in Tasmania.

In partnership with UTAS, the government, Catholic and independent sectors work to promote teacher education courses and opportunities to participate in ongoing learning.

All three sectors have been involved in the development of the National Standards for teachers and actively support national consistency in the initial registration of graduate teachers.

Partnerships in Teaching Excellence

- 23 pre-service teachers commenced the PiTE Scholarship program in eight School Centres of Excellence. Disadvantaged and hard to staff schools were selected – for the most part the same schools as in 2010. During Term 1, the students spent a day a week in their allocated Centre of Excellence School in addition to the four weeks of scheduled school experience. Before the school year began the students participated in an induction week in Hobart. This consisted of two days of Tribes training; a day on Literacy with a focus on using First Steps Reading; a day on ICT and teaching - all with appropriately qualified Department trainers and a general induction day outlining the expectations for the scholarship.
- The first week of the school year, including the day before the school students began, was spent in their allocated school with their Mentors and Colleague Teachers guiding their introductions to the culture of their school.
- Throughout the year the PiTE pre-service teachers have had two sets of meetings. Through a video connection the two groups (north and south) met for one of their UTas seminars. Additional meetings were held at the Teachers Learning Centre in the south and at Brooks High School in the north and these addressed any emerging issues and provided additional professional learning around teaching thinking and positive behaviour support. In the first week of June there were five days of professional learning facilitated by Department staff (Tribes, Literacy, Positive Behaviour and Numeracy).
- Meetings were also scheduled across this reporting timeframe with Mentors and Colleague Teachers. These meetings established expectations, priorities and a collective responsibility for the pre-service teachers. Those Mentors, who had not already done so, participated in eight days of Cognitive Coaching training facilitated by accredited Departmental staff.
- Towards the end of Term 1, interim probation reports for the 2010 cohort of PiTE pre-service teachers were collected and indicated strong support for the preparation this program provides for beginning teachers.
- A review of the PiTE program was conducted in late June. Finding will be reported in the 2011 Tasmanian Smarter Schools Annual Report.

The Post Graduate Continual Improvement Program

This program, aimed at all teachers across the three sectors, has continued. At the post-graduate level the agreement to provide HECS scholarships has been sustained and a summer school with a number

of options attracted around 200 enrolments. 43 teachers continued their summer school professional learning by undertaking further post-graduate study with UTas.

Support for Aboriginal and Torres Strait Islander Students - 1 January to 30 June 2011

All NP ITQ activities are inclusive and address the needs of all students. Diversity is recognised and celebrated at every opportunity. State funded scholarships for Aboriginal students in Years 11 and 12 on a tertiary pathway will continue to support aspirant teachers and leaders. Aboriginal students are encouraged to apply for PiTE places.

Progress Against TQNP Facilitation Reforms - 1 January to 30 June 2011

Tasmania is to be on track to meet the revised TQNP Facilitation Reforms as determined after consultation earlier this year.

National Professional Standards for Teachers

With Catholic and IST colleagues the department continues to actively support national consistency in the initial registration of graduate teachers and adhere to expectations of the National Standards for all teachers.

PiTE: The AITSL standards have been distributed to all Mentors and the PiTE pre-service teachers. Mentors have begun to use these standards to plan the focus for the pre-service teachers' additional time in schools. UTas has yet to adapt their assessment tool for the practical experience sessions from the Tasmanian standards to the new National set.

National Certification of Accomplished and Lead Teachers

A budget submission was developed and forwarded to senior officers. It is envisaged that Accomplished/Lead Teachers will mentor groups of PiTE pre-service teachers and /or beginning teachers. They will be based in School Centres of Excellence where the pre-service teachers and /or high numbers of beginning teachers are placed.

Initial meetings towards implementing these proposals have been held with DoE and AEU representatives.

Nationally Consistent Registration of Teachers

Tasmania's progress in this area is contingent upon national progress.

Tasmania participates in the Nationally Consistent Registration of Teachers–Policy Framework group.

Across Tasmanian schools, the Managing for High Performance process that is a component of principals' accountabilities is providing a foundation for implementation of the national agenda.

National Consistency in Accreditation of Pre-service Teacher Education Courses

The Department of Education and the University of Tasmania (UTas) has actively participated in the development of nationally accredited pre-service teacher Education courses and they have been approved by the Teachers Registration Board.

Professional Development and Support for Principals

The department of education provides a number of opportunities for professional learning for principals, aspiring principals and teachers. Catholic and independent principals and teachers can also access these programs.

The following programs were offered in the period 1 January to 30 June 2011.

Program	Participants
Leadership Starts from Within (South)	27
Leadership Starts from Within (North)	32
Leading Others (North-West)	17
Inclusive Leadership	11
Leading Teaching & Learning (North)	39
Leading Teaching & Learning (South)	18
Shadowing Program	20
Principal Induction Program (new principals)	17
AITSL Programs (received funding by submission)	
National Teaching Standards for Principals (North-West)	18
National Teaching Standards for Teachers (South)	20
National Teaching Standards for Teachers (North)	38

- *European Pedagogical ICT (EPICT)* –Independent Schools Tasmania (IST) investigated and researched frameworks for recognising highly competent levels of ICT capability. Based on this research the European Pedagogical ICT (EPICT) License was selected as a comprehensive, flexible and efficient in-service training course for the continued professional development of school leaders and teachers in the pedagogical integration of ICT in teaching and learning. An Implementation plan has been fully developed which outlines the concept, co-investment strategies, desired outcomes, milestones, timelines and costing. The Association of Independent Schools in Western Australia (AISWA) is the national licensee for the EPICT license and project partner providing the sector level support.
- *Social Emotional Learning to Enhance Academic Outcomes* – in the past six months professional learning in this area has been provided in the North and North West regions of Tasmania. On each occasion whole school staff attendance was expected. Using the Kids Matter framework, World Health Organisation model and CASEL research, participants were supported to understand the links between academic success and social emotional well-being. Strategies linking teaching of SEL to literature (as described in the Australian Curriculum- English) were explored.
- *The Australian Curriculum as a Tool for Change* – professional learning and workshops requiring pre reading, follow up tasks and networking have been developed and will be offered in the North and South of the state. These sessions have been advertised to both Catholic and Independent school staff. The presenter contracted to deliver these sessions has work with the project manager to develop the professional learning content and to assure alignment of context.

Improved Performance Management and Continuous Improvement in Schools

- Performance management is required as one dimension of school leadership. The enhancement of leadership skills enables principals, lead teachers and school boards to develop feedback models suitable to individual contexts with a clear focus on improved teaching and enhanced student outcomes.
- The Teachers Registration Board Professional Teaching Standards Framework will inform the emerging feedback processes.
- Professional learning in coaching is available to teachers and leaders across sectors.
- Tasmania agrees to link performance reviews to national standards as they become available.
- The government and non-government school sectors, in conjunction with UTAS and the Tasmanian Teachers Registration Board are committed to fully implementing the standards and

incorporating these in teacher registration processes and UTAS courses.

New Pathways into Teaching

Negotiations were undertaken with Teach for Australia to work in partnership with the PiTE scholarship program to support the recruitment of four maths /science graduates into their training program and placing this small group of associate teachers in an appropriate Tasmanian secondary school. Negotiations also took place with the Australian Education Union and the Teacher Registration Board. The TRB decided not to approve two-year Limited Authority to Teach for the placement of the associate teachers and, for the moment, these arrangements have lapsed.

Better Pathways into Teaching

A small number of mature graduates seeking to transfer from their initial professional track into a career in teaching are already attracted into the University of Tasmania's M. Teach program. Online provision of this course allows those who need to continue in part-time work as well as embark on further study to do so successfully. Those selected into the PiTE scholarship receive a further supportive financial benefit.

The DoE is involved in meetings around the introduction of the Teach Next initiative and will consider these possibilities later in the year.

Improved Quality and Availability of Teacher Workforce Data

During 2011 the Department of Education has undertaken work to improve the teacher workforce data. As part of a statewide Teacher Workforce Study which began in February 2011 and due for completion in November 2011, work was undertaken to develop systems to provide an extensive teacher workforce dataset. This part of the project has been completed and the department now has the capacity to report on an extensive range of teacher workforce information which was not previously available.

The dataset comprises a range of data specifically focusing on information that will help inform strategic decision making and resource allocations that best manage the future needs and requirements of the teaching workforce including, resourcing requirements, professional learning requirements, supply and demand analysis and the teaching workforce profile including: age, qualifications, Aboriginality, teaching experience, gender, school location, skills and professional learning.

The department is also contributing to the national teacher workforce dataset with representation on the National Teacher Workforce Dataset Reference Group established by DEEWR.

Indigenous Education Workforce Pathways

The PiTE scholarship program particularly encourages applications from Aboriginal and Torres Strait Islander pre-service teachers. To date no one has identified themselves as belonging to this group.

The Department of Education is continuing discussions with the Office for Aboriginal Affairs to determine a more effective process of confirming Aboriginal eligibility in order to expedite the appointments of selected applicants to identified positions.

Quality Placements

The PiTE program is producing classroom ready graduates who are receiving considerable endorsement from principals of the schools in which they receive their first appointments.

School Centres of Excellence, with mentors and colleague teachers focused on supporting pre-service teachers over a year (as contrasted with the more fleeting practice-teaching placements), are building expertise in explicit teaching about teaching, coaching for enhancing and improving teaching, and undertaking targeted conversations about teaching, including conversations that are challenging existing practice.

These mentors and colleague teachers are building the expertise that will be recognised through the use of the AITSL framework and the standards for Accomplished and Lead Teachers.

The National Professional Standards for Teachers are being used to provide a consistent and clear description of quality teaching at key stages particularly at this stage for the pre-service teachers and beginning teachers.

School Centres of Excellence

Nine School Centres of Excellence have been in place in 2011. Six schools remained the same as in 2010; one southern school left the program and was replaced by a new school. In Launceston, PiTE scholarships were offered for the first time and pre-service teachers were placed in two schools new to PiTE. Each Centre of Excellence has a Mentor Teacher responsible for a small group of pre-service teachers and supporting Colleague Teachers. The Mentors were supported in building their expertise in mentoring and teaching about teaching within the framework of the National Professional Standards for Teachers.

One NW Centre of Excellence School has been supported in 2011 without PiTE pre-service teachers being placed at the school. This has ensured the involvement of a very experienced Mentor Teacher in the PiTE Mentor team. She is supporting B Ed and M Teach pre-service teacher placements at this school and in addition is providing mentoring support for the PiTE graduate who is a beginning teacher at this school.

In the first half of 2011, the Tasmanian Catholic Education Office (TCEO) has continued to work on the establishment of two Schools of Excellence, ready for implementation in 2012 and 2013 with 0.1FTE (\$40K) release for a teacher in each as well as establishment costs of \$2000. There will be one School of Excellence in the north and one in the south of the state. The northern and southern Heads of School Services will be responsible for the establishment of both.

Mentoring in independent schools

Mentoring and in-school support continues in both the north and south of the state. Project officers contracted to support staff are available to all schools and respond on a needs basis. This response is planned collaboratively with the school and /or teacher and monitored by the mentor.

Showcase/Exemplary Activities - 1 January to 30 June 2011

PiTE pre-service teachers 2009–2010 and their transition into full-time teaching

2011 is the third year of the PiTE scholarship program. Earlier this year a review was conducted which gathered some views about the transition of the PiTE graduates into full-time teaching.

Principals reported considerable satisfaction with the PiTE beginning teachers. The aim was to have the graduates more classroom-ready and comments from principals interviewed indicated that this goal was achieved. Principals, comparing the PiTE beginning teachers with their previous experiences of new graduates, made comments such as “they hit the ground running and are more effective”; “they are better prepared” and “streets ahead”. In one circumstance where a small number of PiTE graduates went on to teach in the school in which they spent their scholarship year, the principal said “PiTE trained teachers are equivalent to two or three year out teachers in terms of being assimilated into the school. Their training is more practical ... they are the pick of the bunch”.

The pre-service teachers also felt well prepared for their first year of full-time teaching. Many went straight from their scholarship experience into Limited Authority to Teach positions to the end of Term 3, 2010. This additional step of independence and responsibility further prepared them for their first year of teaching in 2011. Commonly, their views were that “all pre-service teachers should have this experience because the extra time in schools gives a practical context in which to better understand the theory from their University courses and that it is “essential to do things in context”. They constantly remarked on how significant it had been to experience the first week of school, to see routines established, to build relationships with children over time and to join teacher collaborative

planning teams.

The PiTE beginning teachers commented that the additional professional learning provided for the scholarship group, frequently facilitated by departmental teachers, also contributed to their feeling of being well prepared. This professional learning carried a credibility and practical immediacy that they judged as useful and relevant to what they were also observing and experiencing in their scholarship placement schools.

The structured, mentored and well supported time in schools with the additional times for learning from a number of expert teachers has contributed to cohorts of confident beginning teachers making a successful transition into beginning teaching.

PiTE Mentors' introduction to the National Professional Standards

From February to June the PiTE Mentor group of eight mentors began to consider the transition from the Tasmanian Professional Teaching Standards to the new set of National Professional Standards.

Mentors were asked to look at the Tasmanian graduate standards that are the basis for the assessment criteria for the practice experience weeks. The mentors and colleague teachers were asked to think about which criteria they would use for Practice Experience 3. They also considered how the pre-service teachers really should be able to demonstrate competence.

In considering their priorities the mentors began with clusters of suggestions within the broad areas of 'relationships'; 'behaviour'; 'planning, including assessment'; 'diversity of students'; 'collaborative approaches'; 'reflection learning from experience'; and 'demonstrating experience'. From this list the mentors decided that they want to see demonstrated improvement in students' reflections on practice, accepting feedback, prioritising student learning and what this means for their own teaching.

After their practice teaching weeks, pre-service teachers were asked to report back on their PE 3 experience. They reported that they were comfortable with establishing relationships with students, knowing the students and the behaviour and learning implications and they were, of course, comfortable and familiar with the school and its routines.

With its requirement for more actual classroom teaching in PE3 the pre-service teachers noted that they were more prepared for:

- planning for specific students, and staying flexible
- planning connected sequences and having relevant resources ready
- teaching – responsibility for the whole class and addressing the needs of individuals
- assessment and feedback
- behaviour management – taking over routines, managing consequences
- taking on the extra roles within the school – duty, grade and staff meetings

The pre-service teachers were also asked to talk about and record what they might have taken for granted about children and/or teaching and then to consider their emerging goals for their two days of placement in schools during term 2.

The three areas where they had made assumptions that they were now calling into question included:

- The apparent 'naturalness' of teaching – many aspects that they had been observing as simple or had been critiquing and questioning were now being understood as complex, sophisticated and purposeful
- Learners and learning – for instance the need to revisit, recap, the varied literacy abilities, the need to be explicit and so on
- Assessment – much more difficult to do in the moment

Their goals emerged from this list as primarily understanding students, their learning and behaviour

more deeply, and to learn more about assessment.

Using both of these data sets the mentors looked at the national set of standards to see how these standards related to what had been discussed. The PE 3 emphasis was captured in Standard 3, Standard 4 and Standard 6.

In looking at the standards to think forward to Term 2 when the pre-service teachers would be in schools for two days a week the mentors worked with the National Professional Standards for Teachers to determine emphases in each standard that captured what they and the pre-service teachers were articulating as priorities. They were able to highlight the following areas of focus and consequent graduate standard as a plan for action:

- Differentiated teaching to meet specific learning needs of students across the full range of abilities
- Content selection and organisation
- Literacy and numeracy strategies
- Establishing challenging teaching and learning goals
- Planning, structure and sequence learning programs
- Managing classroom activities
- Managing challenging behaviour
- Assessing student learning
- Providing feedback to students on their learning
- Interpreting student data
- Applying professional learning and improve student learning

European pedagogy in ICT (EPICT)

- EPICT Information sessions were delivered on 22, 23, 24 February and 3 March 2011 in the three regions around Tasmania, North West, North and South, to further introduce EPICT to teaching staff and raise awareness of the opportunities for Improving Teacher Quality in ICT through the EPICT course.
- In addition, the opportunities through EPICT to explore and develop units/lessons/activities of work around the Australian Curriculum that develop ICT competence in relevant learning areas is recommended and supported throughout this project.
- The ICT consultant continued working and liaising with EPICT Australia in preparation for the deliver of the EPICT Facilitators Certification Course in Hobart, Tasmania from 18 to 21 April 2011.
- Twenty 20 Staff from IST member schools attended the four- day EPICT Facilitator Certification Course. The delegates all successfully completed and were awarded the EPICT Facilitator Diploma. They are now licensed to manage and deliver the EPICT program in their respective schools.
- An online collaborative space in the form of a Wiki through a subscription with wikispaces.net was created for EPICT Facilitators to collectively share good practice, share resources and keep up to date through professional learning practices.
- The IST ICT consultant provided in school support, through the organisation of network meetings, which were conducted on 16, 17, 20 May 2011 in three Tasmanian regions, to provide opportunities for the EPICT Facilitators/teachers to share school based implementation strategies and to alleviate roadblocks to school based implementation.

- EPICT Facilitators have now commenced the implementation process through the introduction of the EPICT course into their schools.
- IST extended EPICT Facilitator Course promotion to other jurisdictions, Catholic Education Office Tasmania and the Tasmanian Department of Education.
- The IST ICT Consultant conducted a number of meetings with Principals and school leaders to obtain leadership support for the implementation of EPICT into their respective schools. In particular, some schools where technology has limited support and would make the implementation process challenging for the in school EPICT Facilitators, the ICT Consultant further offered to meet with key stake holders and provide information regarding suitable solutions.
- The ICT consultant has been working to have the EPICT qualification recognised through the University of Tasmania as part accreditation towards a Masters of Education. IST have been informed that on 23 May 2011 that this has been approved by the faculty credit assessment committee, and this committee has now sent the paperwork and their approval on to the university teaching and learning committee for final approval.

Social Emotional Learning (SEL) – through professional development, related learning activities and opportunities, supported by SSNP ITQ, Leighland Christian School (LCS) at Burnie continues to measure positive outcomes. Ongoing network opportunities for educators, links with parents, the wider education community and the support of a school counsellor have enhanced the activities offered. Authentic leadership has been a major contributor to this school's success. Supported by IST mentor, the principal's enhanced knowledge in the area of SEL, and commitment to staff, students and parents has been recognised. In June 2011 LCS Burnie was nominated and chosen to participate in a national promotion of mental health and well being in schools.

Section 3 – Low SES School Communities

Six Month Progress – 1 January 2011 to 30 June 2011.

The range of activities highlighted in this section of this report illustrate the diverse ways in which Tasmanian SSNP action is addressing the reform priorities of this Low SES School Communities National Partnership:

- Incentives to attract high-performing principals and teachers
- Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals
- School operational arrangements which encourage innovation and flexibility
- Providing innovative and tailored learning opportunities
- Strengthened school accountability
- External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements).

Tasmania's approach, across all sectors, is to empower schools and communities to identify, within the parameters of the possible strategies, the actions most likely to positively impact on their unique situations and data informed goals and targets.

Across Tasmania, seven Low SES NP strategies are being implemented. As the state Implementation Plan outlines, not all strategies are being implemented in all sectors:

- SES1 Formal Federations (DoE)
- SES2 Low SES Secondary Renewal (DoE and TCEO)
- SES3 Extended and Integrated Service Delivery (DoE)
- SES4 Flexible Learning School (DoE)
- SES5 Individual Low SES school reforms (DoE, IST and TCEO)
- SES6 School Improvement Reform through Intervention (DoE)
- SES7 Post Year 10 Transition Initiative (DoE and TCEO)

Strategies 4, 6 and 7 are systemic, with the remaining strategies implemented at school level.

Action in schools participating in SES 1, 2, 3 and 5 is on schedule and aligning with the intent of Tasmania's SSNP Implementation Plan.

SES 1 Formal Federations

January to June 2011 has seen exciting progress across the five federations. A common theme is action towards sustainability through cultural change. A focus for the federations has been developing distributive leadership models—principals working together to share their vision and empower their staffs to work collegially across the campuses. The development of whole school community awareness, involvement and commitment are seen as strategies for sustainability. Coaching strategies have been powerful in developing capacity in schools. The adoption of individual staff learning plans enables teacher development and goal alignment to be linked to school and federation improvement plans. A successful feature of the federation model is the transition process—effective relationships developed between the school campuses has enabled a smoother transition for students into the middle or high school environment than has previously been noted.

The Jordan River Learning Federation has made some progress towards a single governance model that

comprises a shared Business Manager across the five campuses, while the East Tamar Federation has established a Board of Governance to oversee activity across its five campuses. There is high level and consistent management occurring in the Wellington Alliance through a Board of Principals.

SES 2 Secondary Renewal

Secondary schools involved in this strategy are geographically dispersed across the state which in itself has posed a challenge. Despite this, some innovative reforms are taking shape. The most important of these to date has been the development of a shared culture which has assisted to build teacher capacity and support collaboration. Teachers working together via 'video link' and 'communicator' have been able to share best practice and increase their ability to support students, especially those who are at risk of disengaging. Schools across the state are engaged in network projects which are capitalising on local resources and expertise and increasing available flexible learning programs for students. There is increased commonality across schools with regard to professional learning. Leading for high performance conversations link the needs of teachers to school improvement and student needs. A focus of this strategy is the emphasis on middle school reform. Flexible groupings, viable curriculum, explicit teaching and collaborative processes are informing positive outcomes in this area. Developing effective connections to primary feeder schools is also enhancing transition processes across these schools.

SES 3 Extended and Integrated Services

A focus of this strategy is to enhance student engagement in learning and developing skills for learning. Addressing issues of student mental health and the barriers to learning is a whole school approach in a number of schools. Focussed weekly social skills programs is supporting progress in this area. Working more closely with families is strength of this strategy. Recognising parents as the child's first and most influential teacher is important and developing skills amongst families to enhance their children's readiness for schools is essential. Birth to 4 programs are tailored to develop positive relationships with the whole family and a focus is on improving oral language. An outcome of this has been increased partnerships with families and the community. Collaborating with other government and non-government services is also strength of this strategy. Geeveston district High School has a partnership with the Beacon Foundation which has provided lap tops for students. Five of the six schools have partnerships with newly established child and family centres and are able to provide off campus Launching into Learning programs and other birth to 4 programs to encourage parents and children to attend and develop skills in readiness for learning. Schools are partnering with industry and community groups to enhance opportunities for students. Links with Trade Training Centres are a feature in rural areas.

SES 4 Flexible Learning Tasmania

Progress in the implementation of the Flexible Learning Tasmania strategy has continued to advance, align with, and complement school level planning and improvement approaches. This has resulted in the development of four projects across the four Learning Services that respond to local need and which have been designed after extensive consultation with school and communities. The four projects are:

1. Learning Services Northwest: Project officer support for primary to secondary transition, intervention, flexibility and attendance in the Smithton area
2. Learning Services North: Practical strategies to improve transition options and outcomes for targeted disengaged students
3. Learning Services South: Implementation of a NotSchool pilot
4. Learning Services Southeast: Support to strengthen inter-agency networks

Each project has a strong focus on connecting with the wider educational and general community. Strong and continuous working links with parents, other educational sectors, other agencies and work places are integral to project plans and activities to date.

Each strategy has required the design and delivery of informal and formal adult learning. For example,

the NotSchool pilot requires participants to meet over time to explore a pedagogical teaching model and then consider the application of this model for Tasmanian families and students. This learning will be ongoing as participants in the trial share their learning and amend their practice, as well as consider the experiences of teachers and students in other jurisdictions who are also working with NotSchool educational processes.

Each project has a strong focus on connecting with the wider educational and general community. Strong and continuous working links with parents, other educational sectors, other agencies and work places are integral to project plans and activities to date.

Startup Support Services–eSchool

Tasmanian schools wishing to utilise technology in order to provide more flexible learning opportunities, to enrich and extend student learning and support students who are at risk or who are disengaging/disengaged are assisted by the new Tasmanian eSchool Startup Support Services Team.

The team works across Tasmania to facilitate the successful pedagogical and ICT implementation of online courses at the school level by providing professional learning to educators in each school. The team also facilitates schools' access to the many teacher-supported online courses which are also offered by the Tasmanian eSchool.

SES 5 Individual Low SES Reform

Common themes across the schools participating in this strategy are the emphasis on distributive leadership models, building teacher capacity in using data to inform planning and assessment and linking managing for high performance with National Partnership and school goals.

Distributive leadership models include:

- additional senior staff to coordinate Literacy and Numeracy strategies to improve student outcomes.
- an emphasis on coaching models to improve pedagogy and have whole school consistency in instruction, expectation, delivery and practice.
- mentoring models including 'at the shoulder' support

Embedding a culture of shared community responsibility is a major reform agenda of this strategy. Developing sustainable partnerships with industry and community is a feature and best practice around ways to engage community is being shared amongst the schools. A long term goal is to embed sustainability through community partnerships.

Some schools are using the Timperley Inquiry Cycle to increase teacher awareness and expertise in using data to inform their planning, teaching and assessment. These strategies have begun to reform practice and to improve teaching and learning. There is a recognised shift in terms of understanding that personalised learning is for all students, not just high needs students or those at risk of disengaging.

SES 6 School Improvement Reform through Intervention

From January to June 2011, **Rosebery District HS** was targeted for participation in SES 6. There has been a focus on professional learning to build the capacity of staff. There has been an emphasis on Cognitive Coaching, Restorative Practice, and First Steps. Action Research Teams are focussing on student engagement in learning, Literacy outcomes for Boys, Out of Hours Care, Improving attendance and Maintaining accurate records.

SES 7 Post-Year 10 Transition Initiative

In January 2011, following a review of Post-Year 10 reforms in Tasmania, an evolved Post Year 10 education and training model was implemented. Under the evolved model, the eight colleges (Years 11 and 12) have been reinstated under the umbrella of the Tasmanian Academy while the Tasmanian Polytechnic is the entry point for adults wishing to undertake Vocational Education and Training (VET). Both the Academy and the Polytechnic are now part of the Department of Education. The Skills

Institute, the employer and industry aligned training provider focuses on workforce skills development including apprentices and trainees, and is an independent statutory body.

To support the implementation of the evolved model, a number of new leadership positions were created in the Post Year 10 sector including a Deputy Secretary PY10, and General Managers for the Academy and Polytechnic. A new unit, called the PY10 Learning Services, has been created with a specific focus on transition, engagement, retention and attainment. This unit intersects with both the Academy and the Polytechnic and employs four Principal Education Officers–Retention. One of the first tasks for the PY10 Learning Service in 2011 was to develop and implement a PY10 Retention and Achievement Strategy.

The SES7 Post Year 10 Transition Strategy, to be delivered in every Low SES National Partnership high school, focuses on building cooperation, collaboration, professional learning teams and relationships among schools. In the DoE, this work supports post-Year 10 providers to improve student transition from Year 10 into Year 11. The strategy requires schools and colleges to work together assessing the current situation and transition challenges for their students while planning for improvement. Innovative and creative means by which to improve retention to Year 11 and 12 are expected.

Building on the measured progress made in this strategy during 2010, as outlined in the 2010 Annual Report, a draft implementation plan was developed in the six months to June 2011, setting out a range of initiatives for implementation under this strategy. A Management Group has been convened to provide leadership, direction and the appropriate consultation mechanisms to ensure that this strategy addresses the required reforms and meets its reporting, budget and accountability requirements. The SES7 Post Year 10 Transition Strategy strategically aligns with the Youth Attainment and Transitions National Partnership and Tasmania's Implementation Plan for this National Partnership.

The Tasmanian Catholic Education Office has appointed an Education Officer Engagement and Transition. All students who did not transition into further education or training from 2010 were followed up, with 90% successfully transitioned into school or training. Students at risk of not continuing into Year 11 or training have been counselled and monitored on an ongoing basis throughout 2011. Students in Years 8 and 9 who are deemed at risk and not attending school on a regular basis have been counselled, and are being monitored on an ongoing basis.

KEY AREAS OF REFORM

Across the suite of Low SES strategies being implemented, changed practice leading to improvement and reform can be seen as a result of NP action under the following reform areas.

Incentives to attract high-performing principals and teachers

One of the challenges of Tasmania is retaining staff in hard to staff schools. In the government sector, the department continually works with schools and in particular National Partnership schools to provide incentives such as higher duties, travel allowances and affordable housing for rural and remote areas and other hard to staff schools. Schools are also looking for creative ways to retain staff. Across the Low SES schools there is increased emphasis on collaborative professional learning which is enabling more aspiring principals and teachers to take senior leadership positions. This has a two-fold effect. It increases the leadership density of the department which bodes well for sustainability over time. It also encourages staff to take up leadership positions in hard to staff areas of the state. By creating more positions where aspiring principals and teachers can be part of the leadership team schools retain high quality staff which in turn contributes to building overall school and teacher capacity, resulting in improved student outcomes.

Some significant achievements against this reform priority include:

Circular Head SES I schools:

Eleven UTAS students completed their Practicum in Circular Head schools—with the view to taking up available teaching positions in 2012. All new teachers are supported by 'a buddy'—a colleague teacher who supports planning, classroom structures, assessment, moderation and reporting processes.

Bruny Island School:

Bruny Island School implemented two collaborative planning teams with Principal role-modelling and providing 'at the shoulder' support. By creating increased leadership density through confidence and skill building this small island school has been able to provide better curriculum provision for its students which has resulted in increased student engagement.

Glenora District HS:

Literacy and Numeracy Coordinators have been able to direct and sustain school-based professional learning of staff teams and to establish networks with local schools. As a school with a large number of beginning/inexperienced teachers, this has provided opportunities for sharing contexts, planning and assessment with teachers in similar settings and to gain insight from visits.

A distributive leadership model featuring coaching techniques has been adopted in many Low SES schools where collective responsibility has been the catalyst for building leadership capacity at the classroom teacher level.

Kempton PS, Jordan River Learning Federation (JRLF), New Norfolk PS, Wellington Alliance and St Helens District HS have established action research teams. These schools are reporting greater collaborative decision making and increased pedagogical knowledge which is supporting the teaching and learning.

Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals

A focus for the first half of 2011 across all National Partnership Low SES schools has been to build the leadership capacity in schools. In many schools, changed school structures have enabled schools to provide school-based curriculum leadership portfolios and develop strategies to provide support for teachers to enhance their pedagogy. Leadership approaches such as Instructional Rounds and the Inquiry and Knowledge Building Cycle are underpinning instructional leadership and encouraging teachers to use student learning data as the basis for identifying teacher learning needs. Some schools with increased leadership density which is making a difference to the teaching and learning through the provision of focused professional learning in curriculum and pedagogical leadership include:

Geeveston District HS:

A project officer in Years 7–10 (Student Participation and Retention) and a curriculum leader in Numeracy and Literacy Years Prep–10 have supported teachers to provide high quality opportunities to support their learning and increase attendance and participation.

Cosgrove HS:

Middle School (Years 5–8) and Senior School (Years 9–10) Coordinators at Assistant Principal level. The coordinators work across the five schools of the Alliance to promote increased opportunities for students to improve student attendance, participation and achievement.

Wellington Alliance:

Alliance Project Officer Years 5–8 School Improvement Officers in each school; and seven subject lead-teachers based in schools across the Alliance support teachers in all year levels and at all schools. There is high level and consistent management occurring in the Wellington Alliance: the Board of Principals meets monthly with the Alliance project officer; The school improvement officers meet fortnightly and provide regular contact between schools and enable the sharing of planning and progress which keeps collective objectives aligned and all stakeholders informed.

The Jordan River Learning Federation:

The Federation is led by a Lead Principal while each of the five campuses has its own principal. Principals support their staffs to provide high quality learning opportunities for their students, especially around literacy and numeracy. Student attendance and engagement is improving as a result.

Parklands HS:

Teachers are expressing greater satisfaction with the improved leadership density at the school. 37% of staff have leadership roles (target 45%) and staff satisfaction as reported in the School Improvement Report available of the department of Education's website www.education.tas.gov.au is 'trending up'.

Ashley School:

Teachers are being supported to strengthen their pedagogy with respect to online learning through a mentor who has spent one day per week for five months undertaking spaced online learning training at the Tasmanian e-School. Students at Ashley are high risk students and the e-learning environment supports their learning and is leading to better engagement. This links closely with the actions under SES 4.

Circular Head SES I schools:

A common process across the Federation has been the coaching model which addresses Managing High Performance Conversations – 70% of staff completed feedback conversations in the first half of 2011. A Numeracy Curriculum Officer coaches individual staff on modelled mathematics teaching, and strategies to assist with planning around pedagogical differentiation. Currently seven teachers have accessed this support and more will come on board in the latter half of 2011.

Bowen Road PS:

Lead teacher roles in Numeracy and Literacy have responsibilities for coaching at the classroom level; collaborating with year-team teachers for planning and using formative assessments; implementing and reviewing the school Numeracy and Literacy plans. There are established weekly meetings for both whole-school staff and year-team planning.

Windermere PS:

The establishment of curriculum leaders, collaborative year-team planning sessions and, developing shared values and educational expectations, have been initiatives of the leadership team who work closely with classroom teachers and provide 'at the shoulder' support.

Montrose Bay HS:

Montrose Bay High School established a coaching model in 2011 with a ratio of 1:5 coaches to teachers. The focus has been on improving instructional practice and assessment using evidence-based inquiry. All senior staff have lead-coaching roles which have resulted in all staff across the school participating in consultative practices and enacting an Individual Performance Development Plan.

Geeveston District HS:

All staff have completed Individual Professional Learning Plans with the leadership team, with an emphasis on mapping pathways for higher performance.

Cosgrove HS:

All staff have completed an appraisal process with a senior staff mentor. Staff have also completed Individual Improvement Plans which have identified role targets against the whole school plan.

Waverley and Ravenswood PS:

The development of a collegial support model for school leaders working in the Social and Emotional Wellbeing areas at Waverley and Ravenswood Primary Schools has promoted the sharing of quality resources and effective teaching and learning strategies.

Fairview PS:

The Numeracy Coordinator has a team of Numeracy support teachers who are each responsible for a Year-team area. These Numeracy support teachers provide intensive support within the classroom, source resources, provide professional learning in conjunction with the Numeracy coordinator, direct Year-team inquiry meetings, collect and analyse data with their team.

Parklands HS:

A full-time senior staff member has been appointed to mentor teachers and enhance practice. 0.2 FTE has been allocated to support coaching teams. Teachers collect data to inform instructional practice and action research along with coaching focus conversations to Assessment For Learning. 100% of teachers involved in the spaced professional learning focussed on 'Feedback', 'Hard conversations'. Growth Coaching and Cognitive Coaching are specific experiences. 100% of staff use reflective journals.

School operational arrangements which encourage innovation and flexibility

Planning for sustainability after the life of the NP is a priority and this first six months has seen an increased emphasis on schools aligning their NP School Implementation Plans with their School Improvement Plans. Purposeful, collaborative school based planning has been a feature of many schools where the leadership team along with Year-level teams share the target goals for learning with classroom teachers.

Timetables and subject choice

Some schools have re-structured timetables to maximise teaching expertise through collaborative teaching and increased learning opportunities for students.

Springfield Gardens PS:

Springfield Gardens Primary School has restructured the day to cater for Literacy and Numeracy blocks of teaching. There is now a daily, two hour Literacy block, and daily one hour Numeracy block. Professional learning is addressing how cross-curricular activities can be included in these blocks of learning.

Windermere Primary and Austins Ferry Primary:

Both of these are new school communities with a student enrolment and teaching community formed from the amalgamation of student from four schools closed in 2010. These new schools are organised in three PODs of six classrooms. Each POD includes a shared staffroom to facilitate collegial planning opportunities.

Windermere PS:

Windermere Primary School has increased the length of the school day to enable a school community endorsed 3.5 hour staff professional learning afternoon each fortnight.

Cosgrove High School:

The school operates common core time as a block each day with a key teacher in the middle school and has introduced choice into the Year 8 electives. Year 7 students spend 16 out of 20 lessons with a key (core) teacher. Year 8 students spend 10 lessons with a key teacher and 10 lessons with specialists. Year 8 students choose 3 elective subjects from a range of ICT, Arts and VAL (Vocational and Applied learning). Senior students spend daily Home group and 2 lessons a week with their key teacher – the remainder of time (18 lessons) is made up of flexible units of choice across the learning areas.

For Years 9 and 10, the curriculum has been unitised into 4, ten-week learning cycles. This has increased the number of subject choices and significantly involves students in the consultation process of subject selection. The subjects have linked pathways to career-related skills. Students are able to access English and Mathematics programs relevant to their needs, interest and skill development. Programs such as Trade Maths, and Maths in Sport as well as Picture Book Study and Essay Writing are examples of the work place relevance and personalised learning for differing abilities. 78% of Year 10 students are satisfied with subject choice. 63% of Year 10 students see course relevance.

Geeveston District HS:

The school has re-structured the school day into four periods of 70–80 minutes separated by three breaks of 20 minutes. Lessons one and two are school-wide Literacy and Numeracy blocks with the English specialist teacher working across Years 6-8.

Waverley PS:

Waverley Primary School has introduced weekly 'KidsMatter' sessions with each class from Kinder to Year 6. These sessions are facilitated by a member of the school leadership team. The expectation is that the classroom teacher participates in these sessions and then incorporates the key ideas into their classroom practice.

Romaine Park PS:

The school has established dedicated Literacy and Numeracy blocks with teacher aide and support teachers timetabled for individual and small group intervention.

Digital Technologies

Several Low SES schools have updated classroom technologies through BER redevelopments. The National Partnerships funding has also assisted plan and deliver quality teacher training in the use of Smartboards (Interactive Whiteboards). The funding has also contributed to funding laptops for students. The introduction of iPads and Netbooks in schools has resulted in upYear wireless systems in schools and an up-skilling of teachers in using associated learning technologies.

Bruny Island School:

The school has installed a wireless network for all classes; large wall- mounted screens link to laptops for display; and has purchased ten new student laptops

Moonah PS:

1:1 netbooks have been implemented across all senior classes and all classes are utilising Smartboards to engage and motivate students. Senior students are undertaking student-directed inquiries on a range of negotiated topics.

Goodwood PS:

The school has purchased 55 iPad devices and 100% of teachers have attended weekly staff sessions on using iPads. 100% of staff surveyed strongly agree that the iPad implementation strategy has been effective/very effective in enhancing teacher practice with technologies. 87% of staff considers that the iPad implementation strategy has had an effective/very effective influence on improving staff morale. 100% of staff surveyed consider that iPads have been effective/very effective in engaging students.

Geeveston District HS:

All students K–7 have laptops secured through a partnership brokered by the Beacon Foundation with the 'One Laptop Per Child Program'. 100% of assigned staff to these year levels have completed 20 hours on-line training re laptop use in the classroom 100% (78 students) from prep to Year 6 are using laptops in the classroom with wireless connections.

Cosgrove HS:

All middle school students have a personal Netbook to support an ICT rich learning environment. An ICT mentor works in classes for half of the core learning time. Year 8 survey results demonstrate increased engagement through the use of Netbooks.

Montrose Bay HS:

The school has implemented 1:1 laptops in Year 7 (186 students) and for half of student population at the Big Picture School campus (53 students).

Cape Barren Island School:

Cape Barren Island School is a remote school located in Bass Strait. A partnership with the Tasmanian e-School through SES 4 has assisted in building teacher capacity to provide a differentiated curriculum which has helped increase student engagement. The school has:

- Implemented Intrepica, an online Literacy resource suitable for remediation, extension and engagement strategies

- Introduced use of Scootle to manage online learning objects that supplement classroom teaching experiences
- Explored the potential of eSchool online course material available through Start-up Support Services Using teleconferences to sustain professional connection in the interim, the second visit enabled:
- Implemented Mathletics, an online Numeracy resource suitable for remediation, extension and engagement strategies
- Introduced online course content for 7/8 English and Society & History provided by the eSchool – for use throughout Term 3
- Participated in the School’s first Junior Science class – delivered online by the eSchool

Providing innovative and tailored learning opportunities

As a direct result of SSNP funding, planning and implementation, differentiated teaching and learning is more noticeable in schools across the state. There is purposeful and shared direction in what is planned and undertaken with students. Improved consultation between teachers and students about what content is to be covered is visible and schools and Learning Services report greater subject-content relevance and increased levels of engagement in the learning process. Schools are adopting more inclusive and effective feedback procedures related to student learning to maximise planning.

Learning Services report that there is a noticeable increase in teachers’ capacity across the state to use data to inform their planning and assessment.

Opportunities for students

A focus of the Low SES NP schools has been to provide improved learning and leadership opportunities to students across all year levels and there is a demonstrated increase in the range of opportunities offered to students.

Student Leadership

Geeveston DHS:

- 30% of year 10 students organised and participated in the 2011 Huon Valley student forum
- 10% of the High School students attended both the 2010/2011– Statewide Youth forum Launceston
- 30% of Year 10 class were Career Ambassadors who either attended or presented at 4 community and business events including a meeting with the Governor General of Australia MS Quentin Bryce AC

Bowen Road PS:

Year 6 students are leading Daily PE programs across the school. Survey results indicate a shift in student connectedness to school—68% of students strongly agree that: their Year 6 leader shows patience; they like spending time with Year 6 students; their leader is ready and organised; they look forward to school and their daily PE.

The Wellington Alliance:

Cosgrove HS:

Pathways Planning and Portfolios as well as the RBCG Foundations program is integral to the senior school structure. Community partnerships in the senior school, through the involvement of Rotary, in the student leadership group Interact; and the Beacon Foundation, through Business Breakfast Enterprises, Polish Day and a Speed Careers Day; have been achieved. Planning is underway for all Year 9 and 10 students to experience a community work placement.

Montrose Bay HS :

A focus is on supporting at risk students through a variety of rich learning experiences that include kayaking, bushwalking, fishing, and working on the school garden. Students who participate in these activities are more inclined to attend school and engage with their peers. Of particular success is the girls' group 'Shine' which supports young girls to improve their confidence and self esteem.

Springfield Gardens PS:

All 34 Year 6 students have a leadership role in the school as Aussie Sports Leaders, Playground Mediators and/or Playground Activity Leaders.

Students surveyed about the Aussie Sports leaders responded as follows:

- 90% of students strongly agree or agree that they look forward to Daily PE with their Aussie Sports Leader
- 100% of students strongly agree or agree that their Aussie Sports Leader is organised
- 90% of students strongly agree or agree that their Aussie Sports Leader is patient during Daily PE sessions
- 84% of students Strongly agree or agree that they enjoy doing Daily PE with the Aussie Sports Leader

Northern Suburbs Christian School:

Students are encouraged to be involved in a range of activities that develop their skills and confidence. Peer mentoring assists students to solve problems in the playground. A group of senior students look after the school ground's garden and water, and organise the rock borders. These tasks give students a sense of pride, and encourage their connectedness to the school and the environment. Parents and grandparents work with students in the garden too, and have participated in tree planting events.

Access to new programs**Warrane PS:**

A Whole School Approach to Mental Computation and a Maths Intervention targeted timetable has been introduced this year. The school has provided a dedicated teaching space for Mathematics and a resource room with concrete learning materials, Interactive Whiteboard (IWB), computers and Mathematic teaching texts and picture books identified with a Mathematics focus.

Romaine Park PS:

Support of Literacy and Numeracy development in Birth to 4 programs is embedded. This includes five client specific targeted programs per week: Little Seahorses swimming; Sing Dance and Smile Music Therapy; Discover It – Babies – 5 YO ; Pre-kinder Puggles; Out & About – excursion to the community along with parenting session – 1,2,3, Magic.

West Ulverstone PS:

There has been an increased provision and variety of Birth to 4 programs to six focus sessions per week: Young Mums; Parent Connections; Pre-kinder; Birth-4 Playgroup; Music Therapy; Kinder Gym and community Connections. General satisfaction indices for all stakeholders are high: Parents – 92.6%; Staff 69.5%; students 79.5%

Geeveston DHS:

- Documentary Film Making infrastructure and equipment is now set up and running with 20% of the high school students involved. They have completed one documentary film for the local General Practitioner which will be used to encourage other GPs into the Geeveston area.
- The Bus Shelter program and the Automotive & MDT program in the high school are providing opportunities for students to participate in community based learning and learn skills to better

prepare them for the workforce.

- One student has engaged in a School Based apprenticeship and three others have taking up School Based Traineeships
- The implementation of an alternative transition program with Hobart College and the Tasmanian Polytechnic has increased student engagement and early figures around retention are encouraging. The alternative transition program consists of shadowing Year 11 students, early year visits, extended orientation and support. This program will be extended in Term 3 to include Elizabeth College and Rosny College to enable students a wider choice of environments and courses.

Windermere PS :

The school has been a pilot school for *QuickSmart* Literacy intervention program. The progress in the first five months of the year has been excellent with all students improving in comprehension and in the recognition of high frequency words:

Student A: increased from 61 to 88 words per minute Student B: increased from 68 to 90 words per minute.

- **QuickSmart Literacy Student Survey**

- 100% of students Strongly Agreed/Agreed that they have improved the number of flash cards they could read in one minute.
- 94.1% of students Strongly Agreed/Agreed that they have improved their CAAS times.
- 100% of students Strongly Agreed/Agreed that they know more about how to work with words.
- 94.1% of students Strongly Agreed/Agreed that back in class they feel more confident with their Literacy learning.

- **Bridges Literacy program:** A tutor is employed to work with nine individual Year 1 and 2 students for 5 x 30 minutes lessons per week. Each lesson contains spelling practise, three reading components and a Literacy game. All students have improved their reading between five to 14 levels.

Bowen Road PS:

The school has implemented a new approach to teaching Literacy based on the '*Words Their Way*' program. This program involves structured formative assessment procedures with ongoing monitoring and assessing to enable movement of students between groups. Teachers are reporting that more focussed teaching is occurring with students able to work at their appropriate level. Support for those children requiring a basic foundation of letter/sound knowledge and for those capable of extension is now occurring. Reading levels have increased dramatically for some of the students in the early years classes. The support for the focussed Literacy groups has been provided by trained Literacy aides.

The Wellington Alliance:

Personalised Learning Programs are offered for Wellington Alliance Primary School students at Cosgrove HS. Primary students are able to participate in coaching sessions, outdoor education activities, dance lessons, construction classes, home economics activities and film crew classes. The offerings expand to align with the quarterly senior school choices program.

Tasmanian eSchool:

Through its Curriculum and Infrastructure Unit the school creates, sources and amends online courses. These courses support eSchool students and teachers and are also made available to all government K-10 schools and students.

For Term one 2011:

- Total number of courses available: 761

- New online courses developed: 16
- Online courses amended: 14
- Online courses purchased: 1

Montello PS:

The school has a Stephanie Alexander Kitchen Garden and has employed 0.4 gardener; 0.2 kitchen supervisor.

- 3/4 group participation; 5/6 whole class participation; and individual students with specific needs
- Integrated into Literacy, Numeracy, Science and Health and Wellbeing
- Rural Health Partnership with parent participation.

Glenorchy PS :

Student feedback and teacher observation confirm that students are highly engaged and motivated to learn. A survey of 73 students randomly selected from Prep to Year 6 shows that drama is highly regarded by the students. Students were asked to respond to eight questions, using a 5-point scale, ranging from strongly agree to strongly disagree.

Student survey (prep – Year 6) n = 73	% Agree or strongly agree
I look forward to school days when I have drama	91
I feel confident to speak in front of others during drama	68
I can cooperate with others during drama	84
I feel creative and imaginative at times during drama	95
I talk about drama at home	58
I am better at listening to others since doing drama	71
Drama is helping me with my writing	73
I enjoy school more because of drama	72

Springfield Gardens PS:

All students from Years 3 to 6 are involved in an Arts-Literacy program to engage them in alternative forms of expression. Each student is developing their own Arts Diary.

Students surveyed about the Arts program responded as follows:

- 74% of students strongly agree or agree that they look forward to school days when they have art
- 65% of students strongly agree or agree that they can cooperate and listen better when they are doing art
- 78% of students strongly agree or agree that they feel more confident when doing art
- 57% of students strongly agree or agree that art is helping with their writing
- 65% of students strongly agree or agree that they feel more creative and imaginative when doing art.

Northern Suburbs Christian School – Improved Student Outcomes:

Three goals outlined in NSCS Strategic Plan 2010 to 2013:

- To improve the teaching and learning of Reading from Kindergarten to Year 6,

- to prepare the students for the change in text type in the 2011 NAPLAN Writing tests
- to have a cohesive K -6 Spelling curriculum.

It was agreed that the 2011 NAPLAN data would inform the success in the first stages of achieving the goals and any associated value adding. The Year Three NAPLAN data reveals that those first stage goals have been achieved. The Year Five data illustrates the need to continue to support classroom teachers with PLPs and ways of differentiating curriculum content.

NSCS staff report that they are confident NAPLAN data will continue to demonstrate improvement and that, in itself is important for each child, parent and teacher as a result of the work that is currently being done, and that is and worthy of celebration.

Opportunities for Teachers

All Low SES schools report that there is an increase in professional conversations about teaching and learning. There is an open attitude to analysing student progress and where value-adding may/may not be occurring and why.

Schools have undertaken a variety of professional learning programs over the first 6 months:

- Using school and student performance data
- Inquiry projects (Action research)
- Social Skills programs
- Formative Assessment procedures
- Curriculum Sessions: core subject topics
- Coaching Stratagems

Supporting data indicates in schools that coaching practices, targeted professional learning in Literacy, Numeracy and Positive Behaviour Support are meeting the needs of teachers. For example:

Windermere PS:

- 75% of staff surveyed Strongly Agreed/Agreed they are more aware of using student data to inform Literacy practise; 83.3% staff strongly agreed they were using student data for Numeracy planning and teaching.
- 91.6% of staff surveyed Strongly Agreed/Agreed that collaborative team planning helps focus on students Literacy needs.
- 91.6% of staff surveyed Strongly Agreed/Agreed that collaborative team planning helps focus on students mathematics needs.
- 91.6% of staff surveyed Strongly Agreed/Agreed that the maths professional learning has suited their learning needs.

Bruny Island School:

In a survey conducted with the 5 classroom teachers, all either agreed or strongly agreed with the following questions:

- The curriculum professional learning has suited my learning needs.
- Having the Literacy leader in the classroom is helpful
- Attending expert sessions has helped my practice
- There is school wide ownership of data
- I am more aware of using student data to inform my teaching practice
- Targeted intervention (Bridges) is meeting the needs of students

Montrose Bay HS:

Survey Results of professional learning

- Action Team Staff Survey: On average, staff agreed (4 on scale of 1 to 5) that the Action Teams worked well (working together, resources, will inform their teaching as well as the school's direction, and is a valuable process.)
- 100% of teachers are involved in at least one action research group to date.
- Tactical Teaching professional learning Survey: 100% agreed that they were either moderately to very confident in implementing Literacy strategies as a result of the professional learning compared to only 66% before.

Geeveston DHS:

- 100% of primary teachers have undertaken 25 hours of online learning for ICT initiatives
- 75% of all high school teachers have completed training in social skills curriculum.

The Wellington Alliance:

A Wellington Alliance Professional Learning Conference was conducted for all teaching and non-teaching staff. Participants attended a range of seminars and workshops with a focus on Literacy, Numeracy, Social Skills, Student Support, and Technology.

Zeehan PS:

The teaching staff and Principal attended three professional learning sessions for the Walker Learning Approach and all teachers attended a two-day study tour in Victoria.

The purpose of the study tour was to observe a working classroom implementing the WLA (pedagogy for teaching) in a Victorian school as they have been implementing the pedagogy for three years. Teachers gained an insight into the layout of the classroom environment and how children interacted with the environment. It also enabled teachers to observe the role of the teacher in ensuring all children's individual learning needs were being met. As a result of the study tour teachers converted their classrooms from the more traditional classroom layouts to intentional learning centres within one to four weeks of participating in the study tour.

Since the introduction of the WLA student attendance has improved as students want to get to school and into their classroom for the first session of the day. Students are reportedly reluctant to leave their classroom for other reasons as they don't want their learning interrupted.

Rokeby Primary:

- Reading To Learn – characterised by explicit teaching focussing on skills that enable all children to succeed.
- A whole school focus on Maths Vocabulary through involvement in the LSSEs Maths Inquiry project (Timperley model).

East Coast and Central Midlands Federation:

The professional learning has had a very clear Literacy/Numeracy focus around building teacher and leadership capacity through the vehicles of:

The East Coast & Central Midlands Assessment Project (ECCMAP) initiative:

- Project Launch – 20 school leaders and federation Literacy leaders – two-day conference
- Study Tour – 23 school leaders, federation Literacy leaders and LSN managers – two-day - Assessment Research Centre, Melbourne University and Catholic Education Office, Melbourne – Literacy Assessment Project (LAP)
- Federation Literacy Leaders – spaced learning model (reading comprehension, assessment for

teaching, ECCMAP Professional Learning Teams, professional learning delivery, leadership)

- Federation Professional Activity Days (Growing a comprehensive awareness of the ECCMAP initiative, develop action learning networks)

Northern Suburbs Christian School:

The Low SES National Partnership has supported teachers and the wider community of (NSCS) to implement approaches that are most effective in improving Literacy and Numeracy outcomes for their students. This is being achieved through a range of support including:

- Evidence based assessments of students' skill at entry to school. This also provides for identification of students requiring early intervention, and allows for longitudinal tracking of progress.
- Mental health initiative acknowledging research linking mental health to greater success at school (Flaspohler et al, 2005)
- Tailored, whole staff professional learning and network opportunities for teachers at NSCS

NSCS has adopted the KidsMatter primary framework. Teachers and students are using the language of social and emotional learning, and exploring feelings has become a familiar process in the classroom. Students use problem-solving skills to explore how to make good decisions.

Non-negotiable class time for Kids Matter—staff members collaborate to integrate social and emotional learning in the classroom and in the playground. At staff meetings teachers focus on monitoring how the school is progressing in the support of students and families. The decision to allocate non-negotiable time for KidsMatter each week has expanded the explicit teaching of social and emotional skills development to students in every class in the school.

Strengthened school accountability

All Low SES schools have reviewed how they gather and use school data. The effectiveness of initiatives and reforming projects is being measured and feedback techniques are guiding better decision-making processes related to individual student and teacher needs. The department supports schools and provides a range of attendance, achievement and value-added data through its Educational Performance Services (EPS) unit. This support is also provided to the non-government schooling sectors. EPS provides individual support when needed as well as data training workshops. They also assist by providing diagnostic reports back to schools on NAPLAN, Performance Indicators in Primary Schools (PIPS) and the Kindergarten Development Check (KDC) data to inform future planning and teaching and learning.

Data to indicate student learning progress:

Tasmanian eSchool:

Every key element of Flexible Learning Tasmania supports schools to work with all students in their local environment, including those who are disengaged.

- Via the Startup Services Team, teachers across Tasmania are supported to include online aspects into their teaching to enable curriculum delivery to be more flexible and personalised
- Schools have access to over fifty courses which provide enrichment and extension to students over a very wide range of levels and interests, e.g. Advanced Maths, Japanese, Getting My Learners Licence.

Over 1500 K–10 students in Tasmania are accessing teacher-supported online courses.

Groups of students are being invited to provide feedback as online courses are developed to enable courses to reflect appropriate interests and contexts

Glenorchy PS:

The Kindergarten Checklist indicates there is a decrease of the numbers of children at risk at the first check from 67% at risk in 2010 to 58% at risk in 2011. Kindergarten teachers were able to use the diagnostic reports to better understand where the students were at the greatest risk and where they could be supported.

Moonah PS:

In the Year 1–2 classes 15 students out of 28 students are reading at Level 30+. This exceeds the national expectation of Level 15 by the end of Year 1 and Level 25 by the end of Year 2. In these two classes 8 students have improved 10 or more reading levels in the last 6 months. 33% of these students have improved 6 or more levels.

Montello PS:

The implementation of programs focussed on play-based, investigation learning, shows no Prep student behaviour referrals during this investigation time:

Performance Indicators in Primary Schools (PIPS) data indicates greater improvement in students who achieved well above the expected standards between 2010 and 2011.

2010 PIPS data	Literacy	Numeracy
Within or above expected standard	83%	91.6%
Well above expected standard	16.6%	8.3%
2011 PIPS data	Literacy	Numeracy
Within or above expected standard	84.2%	78%
Well above expected standard	26%	28.9%

Table Cape PS:

NAPLAN Results 2009–11 – Percentage of students at or above NMS—for Year 3 students this demonstrates improvement attributed to the NP effort.

Year	Reading	Spelling	Numeracy
2009	90%	88%	92%
2010	89%	92%	100%
2011	97%	89%	97%
Similar School	89%	86%	91%

Zeehan PS:

NAPLAN Results 2009–11 – Percentage of students at or above NMS—Year 5 results

Year	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
2009	100%	83%	67%	67%	83%
2010	67%	100%	100%	67%	83%
2011	100%	100%	100%	100%	100%
Similar School	82%	82%	84%	82%	89%

West Ulverstone PS:

Initial *QuickSmart* results were extremely positive in narrowing the achievement gap for students. Data indicates an effect size 0.623 compared to all schools in Northern Tasmania of 0.605 and all schools comparison group of 0.057.

Catholic Sector

One NP school reported significant achievements in the reduction in absenteeism particularly with some of their Aboriginal students. This improvement can be attributed to a variety of initiatives including the employment of a social worker for the school and employing an extra teacher provide more intensive work in smaller groups. This last initiative has helped students engage more actively in their learning. Students and teachers report that students with low Literacy and Numeracy skills feel less self conscious and more comfortable sharing their understandings and asking questions to clarify understanding when working in homogenous ability groups.

Data to indicate improved retention:**Geeveston DHS:**

- 2011–70% of Year 10 students attended Stage 1 Taste of Polytechnic courses (in 2010–12%)
- 2011–39% continued to take part in Stage 2 (compared to 0% in 2010)

Montrose Bay HS:

- 100% of Year 10 students (total of 217) have a Pathway plan for Post Year 10.

Wellington Alliance:

A greater number of students have placed an expression of interest to attend Year 7 at Cosgrove High School, now part of the Wellington Alliance. Prior to this Alliance there was a strong trend for students to move out of area to attend high school.

Primary School	2010 Year 7 Cosgrove High School	2011 Year 7 Cosgrove High School
Glenorchy PS	8%	32%
Goodwood PS	28%	27%
Moonah PS	6%	11%
Springfield GPS	38%	60%

Student attendance (and in-class) data:

Many Low SES schools have a daily 'phone-home' strategy in place. Record keeping practices are also tracking late arrival for causal factors, which are then being addressed directly with students and families.

Smithton PS: an average of 10 students a week receives 1:1 counselling support from the Social Worker as a result of additional staffing employed through the schools NP Implementation Plan.

Springfield Gardens Primary School:

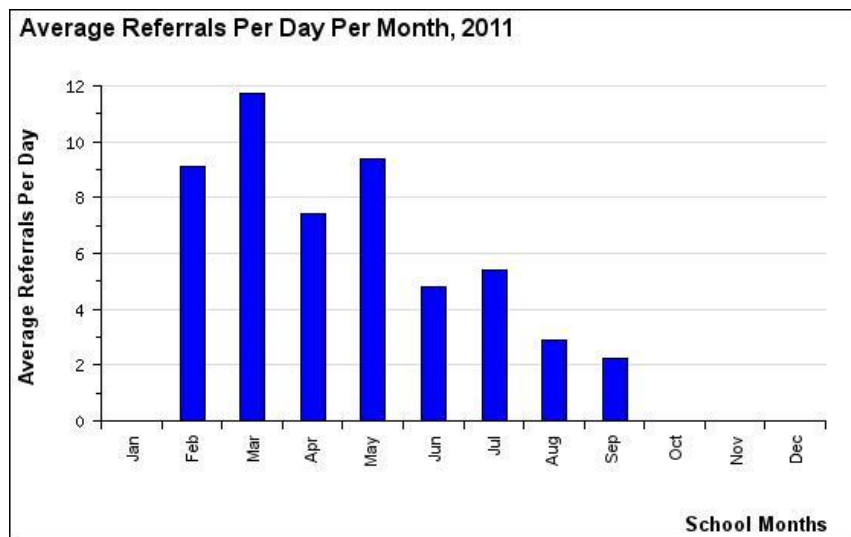
School-wide Information System (SWIS) database incorporated into the school and teacher behaviour forms developed to record student misbehaviours. This data has been used effectively to inform decisions about student behaviour, requirement for alternative programs and the need for positive student learning around decision making.

In six months there has been:

- a daily decrease of student exits from class

- fewer student exits from class due to social unrest between peers
- improved behaviour management by the teacher at the classroom level

The following graph reports average referrals (exits) from class

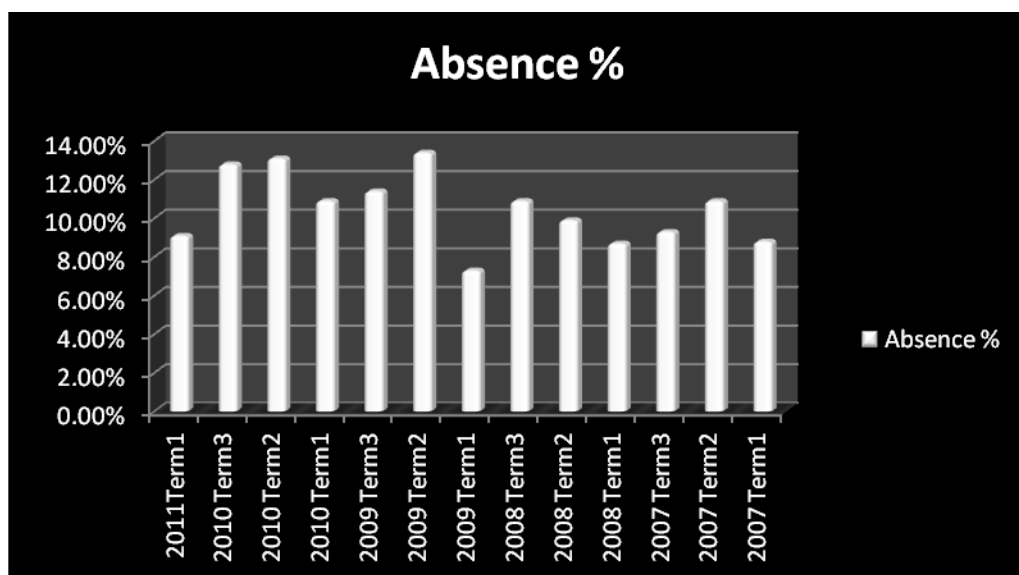


Montrose Bay HS:

Improvement in punctuality has been reported at Montrose Bay High School. After Easter 2011, the number of late arrivals halved due to follow up strategies, e.g. after school detentions, support from the school chaplains, phone-home arrangements.

Comparing suspension rates, per head of student population, 2010 saw a 0.6 suspension rate. The current 2011 rate has nearly halved to 0.34.

Geeveston DHS: attendance data indicates progressive improvement over six school terms.



External partnerships with parents, other schools, businesses and communities and the provision of access to extended services

Increased connection with community

Increasing connections with community and engaging the community in school activities has been a focus of Low SES NP schools. Partnerships have been many and varied. Federations are demonstrating strong partnerships between their networked schools with a sharing of curriculum expertise, resourcing and location-specific activities with shared access. Strong connections with the business community have

been established in high schools with significant input from the Beacon Foundation brokering the partnerships. Some schools are forming greater connections with newly established Child and Family Centres in their areas which is also contributing to more integrated services as well as creating greater partnerships with other government agencies. Improving parent access to 0–4year programs has been a feature in many schools.

South George Town Primary School and Port Dalrymple School:

During the first six months of 2011 there has been a consolidated development of a fully collaborative approach to the delivery of Birth–4 programs across the two National Partnership schools in George Town.

- There has been extensive innovation in Birth – 4 outreach programs (see case-study No 1). Data confirms that these programs are succeeding in engaging an increasing number of families. In 2010 attendance at early learning programs expanded by over 50%; anecdotal evidence from service providers confirms that this year the school is connecting with more of its most at-risk families.
- Strong links have been established with other service providers in George Town and this is creating opportunities for shared service to families. In the Birth–4 area staff are creating a model of integration working alongside government and non-government organisations that will underpin the work of the Child and Family Centre due to be completed in George Town in 2012.
- The importance of fathers has been highlighted and the school has created increased opportunities for them to be in school with their children. Innovations have included Dads Breakfast Club and Dads at Milo Reading. Professional learning for staff and other George Town service providers on Father Inclusive Practice is planned.

Geeveston DHS:

A common thread with partnerships at Geeveston has been planning and engaging students in learning experiences that are linked to future employment skills. The activities have included business events, mock interviews, work placements, on-line discussions and shared services between school and the community organisation. Partnerships with Forestry Tasmania, Ta Ann Tasmania (Southwood Veneer Mill), Beacon Foundation, Living Boat Trust, Braaap Motorcycles, Huon Valley Council, Huon Valley Rotary, Geeveston Community Centre.

- Metal work partnership with Huon Valley Council to build bus shelters had 100% Year 9–10 student attendance on these days.
- To June 2011, 30% of Year 10 students have been involved in ongoing extended workplace learning opportunities provided by Forestry Tas.
- 33% of the total school enrolment access Breakfast Club daily.
- Mentoring program with Guilford Young College supports 20 Year 5/6 students. 100% strongly agreed/agreed that students wanted to come to schools on these days (100% supporting response)

Bowen Road PS:

The Launching into Learning Program (0-4years) has increasing participation rates. Early Years Gym Program averages nine families per session–18 children; Explore & Learn averages 25 families; Story Time averages 18 families and the Baby Program has 2 parents who regularly attend. These numbers reflect overall and weekly averages.

Bruny Island School:

There has been a more effective format of communication between the school and the greater community. A key improvement has been how upcoming events and learning opportunities are

communicated to parents; forward planning capabilities in relation to school events and important calendar dates has contributed to a more positive public perception of what is valued by Bruny Island School. A growing partnership with the local Health Centre has resulted in a wider circulation of Childcare and general health information being disseminated into the greater community via the school newsletter

Glenorchy PS:

A new partnership with the Foods Security Council (Tas) has resulted in opportunities to increase food security for families in the Glenorchy area. This partnership, with an estimated value of \$69 000, has led to an action research project including a regular community cooking class, a fruit and vegetable cooperative and increased links between the community garden and student learning.

Springfield Gardens PS:

The Community Gardens learning program is up and running with *Food in My Backyard* (FiMBY) and the Glenorchy Food Alliance running student and parent workshops at school. Initial workshop educated all students about growing their own vegetables from seeds. The Community Garden Demonstration beds are built ready to begin operation to demonstrate the possibilities for families wishing to develop gardens in their own backyards as well as offering the opportunities for alternative learning programs for students.

Students surveyed responded as follows:

- 95% strongly agreed or agreed that they enjoyed the sessions and found them interesting;
- 95% strongly agreed or agreed that they know more about successfully growing vegetables from seeds.
- 65% took their vegetable seedling home to plant in their own garden;
- 78% strongly agreed or agreed that they would like to start their own vegetable garden at home.

Tasmanian eSchool:

In Term one 2011 four curriculum writing partnerships with schools, universities and various agencies were underway.

Across the elements of Flexible Learning Tasmania, working partnerships are integral and include a wide range of people and groups:

- Approximately 75% of Tasmanian Government schools
- Fire Services Tasmania
- ANU
- The Home Education Advisory Council
- Various alternative education sites in each learning Service
- Post Year 10 campuses
- International virtual schools
- A range of Australasian distance and virtual schools

Clarendon Vale PS–Dad’s Tea:

This year, through funding from a grant, CVPS has extended the Dad’s Tea to include the dad’s in the preparation of the meal. A chef has been employed to work with a group of dad’s during the day to prepare the meal. This has added to the program a sense of achievement and pride for the dad’s involved. One Dad said after spending time in the school kitchen “*this is the longest time I have spent in a school ever!!!*” The Dads are not only spending quality time with their children but they are also taking on the role of ‘cook’ which is often a non- traditional role for fathers in our community. This program has 32 fathers who are regularly involved.

New Norfolk HS – Pathways in the Arts – Music:

Through NP funding, this project involves the on-going development of the music curriculum with additional emphasis on the concert band program. There are strong links with the Derwent valley Concert Brass Band which also offers partial scholarships to students at New Norfolk High. The band program has been included in the options timetable in 2011 obviating the need for withdrawals from regular classes.

Northern Suburbs Christian School – Partnership with parents/carers:

The school is strongly committed to partnering with parents, and has initiated different ways to encourage parents and carers to participate in the everyday life of students. Parents are also invited to participate in school activities and programs, which form part of the approach to the wellbeing of students and their families. In 2011 events have been held as part of the KidsMatter focus, and these include: a parenting night; Dads' playgroup; skate 'n play event; and a parent presentation for the Healthy Lunches Program.

Cosgrove HS:

The school has achieved full participation by Years 9 and 10 students in community-led programs.

Event	Student Number
Try a Trade DEC	26
Beacon Ambassador's (Student leader's group who plan/organise events)	13
Beacon Lunch With The Girls (Parliament House)	13
Beacon Polish Day	23
Beacon Hawks Road Trip	11
Beacon Business Breakfast	11
Beacon Speed Career (Organisers)	10
Beacon Speed Career (Students attending)	110
YNOT Youth Network Of Tasmania	6
Taste Of Polytechnic Certificate 1 Courses Term 1 (Year 10)	32
Taste of Polytechnic Certificate 2 courses Term 2 (Year 10)	22
First Aid Certificate 2 RLSSA (Year 10)	19
Work Placements (Year 10)	7
Housing Industry of Australia – OHS General Induction for construction White Card	15



Support for Aboriginal and Torres Strait Islander Students – 1 January to 30 June 2011

Complementary to the Low SES NP activity Commonwealth, state and school based initiatives are addressing the priority to improve outcomes for Aboriginal students.

The Department of Education is addressing the national Aboriginal and Torres Strait Islander education agenda through the implementation of its *Closing the Gap on Aboriginal Education Outcomes 2010-2014: a strategy for Aboriginal student success through school improvement*. This strategy outlines a series of initiatives that will improve the success of Aboriginal students in schools by supporting the particular needs of individual schools, students and their families. The strategy includes initiatives aimed at building the capacity of the Tasmanian education system to deliver quality, inclusive teaching and leadership that will be necessary to achieve the targets for improvement in Aboriginal student outcomes that have been set.

School-based initiatives include:

- improving use of data to identify and support Aboriginal early leavers
- Personalised Learning Plans for all Aboriginal students
- Aboriginal student attendance strategies for Focus Schools
- enhancing professional development for teachers and Aboriginal Education Workers to support higher levels of literacy and numeracy achievement for Aboriginal students
- improving pathways to further education, training and employment for young Aboriginal people.
- System-wide initiatives include:
 - early identification of at-risk Aboriginal students
 - culturally inclusive Child and Family Centres
 - supporting school engagement with Aboriginal communities
 - incorporating Aboriginal perspectives in the curriculum
 - building leadership in Aboriginal education for principals of Focus Schools and building cultural competency for teaching staff
 - specialist Aboriginal Education staff and cultural resources to assist schools to more effectively meet the educational needs of Aboriginal students and their families.

The *Raising the Bar, Closing the Gap Indigenous Extension Initiative (maana)* is a project funded by the Commonwealth Government to implement actions identified in the *National Aboriginal Torres Strait Islander Education Action Plan (NATSIEAP)*, and to inform successful practice in improving Literacy and Numeracy outcomes for Aboriginal and Torres Strait Islander students in Tasmania. The project began in 2011.

maana extends Tasmania's established commitment to the *Raising the Bar Closing the Gap (RTBCTG)* reform, by adding five schools not currently involved with either the RTBCTG program or the Smarter Schools National Partnership Agreements. These five schools are all Focus Schools and have high Aboriginal student enrolment and need.

The aim of **maana** is to accelerate Literacy and Numeracy achievement of participating Aboriginal

students and to promulgate this practice across Focus Schools, other *RTBCTG* schools and more broadly in Tasmania.

Delivery Model

maana, within the broader *RTBCTG* reform, supports Aboriginal students by providing additional resources to the five schools to develop a whole-of-school approach to Literacy and/or Numeracy that emphasises high expectations of Aboriginal and Torres Strait Islander students, values their culture, applies appropriate pedagogies and curricula and supports inclusive practices and successful community engagement. Delivery model per school:

- a part-time Aboriginal Education Worker @ 20 hours per week
- an additional teacher
- 0.5 of an Assistant Principal
- additional support for specialist professional learning on cultural understandings, inclusive teaching practice and curriculum development.

Delivery of the project including planning and reporting

maana effectively engages students through Personalised Learning Plans with inclusive learning practices and environments that affirm and value their cultural identity through more intentional school leadership and provision of cultural understandings training and inclusive curriculum. The employment of Aboriginal Education Workers (AEWs) supports the schools in successful partnership with their local Aboriginal community, ensuring close community and parental engagement to maximise student attendance.

maana supports school leaders to increase their capacity to engage with the Aboriginal community and to provide inclusive learning environments for Aboriginal students, through the role of the AEWs.

Participating schools are expected to demonstrate significant improvements in the following:

- Aspects of teacher quality
- Aboriginal student attendance
- Aboriginal student learning outcomes—NAPLAN
- Aboriginal student learning outcomes—other sources

Participating schools will report on the implementation of Personalised Learning Plans and the success of community engagement by measuring the involvement of Aboriginal people in a range of school-based activities and school-community initiatives. Each participating school will address the nominated reform areas as follows:

- Professional Learning
 - More intentional school leadership and whole-of-school improvement, focussing on Aboriginal education outcomes through use of quality data
 - Professional learning in Cultural Understanding and inclusive curriculum development, specialist staff to support teachers and principals
 - Employment, professional development and mentoring of five additional AEWs
 - Aboriginal workforce improvement
 - Employment of an AEW to improve home/school liaison and directly support students and to improve community and parental engagement in personalised learning and participation in school planning and activity
- Pedagogy
 - Quality teaching improvement

- Improved pedagogy and inclusive curricula through increased student teacher interaction
- Culturally responsive pedagogy
- Student engagement and performance
 - Student attendance
 - Student learning outcomes—NAPLAN
 - Student learning outcomes—other sources

Participating *maana* schools are expected to collaborate with other local schools (especially focus schools) to develop and promote successful practice in leadership, pedagogy, cultural competency, inclusive curriculum and community engagement.

Cultural Understandings Training

The DoE Closing the Gap Strategy Coordinator works closely with the Manager State and National Programs and the Manager-Aboriginal Education Services in the development, coordination and implementation of initiatives that lead to improved educational outcomes for Aboriginal students and increased Tasmanian Aboriginal cultural understanding across the department.

- In 2011, the Coordinator is working in partnership with the Aboriginal Education Services (AES) Cultural Programs Co-ordinator, relevant AES staff and the Aboriginal Community to design and deliver a quality Aboriginal Cultural Understandings Training program (spaced learning over 5 days) to Learning Services, focus schools and *RTBCTG* *maana* schools, statewide.
- The Coordinator is also responsible with others to identify and plan for long term Aboriginal Cultural Understandings professional learning that continues to build the capacity of schools and DoE staff to respond to the needs of Aboriginal students, their families, and the Aboriginal Community
- The first of these Cultural Understandings Training programs began in April with the *RTBCTG* *maana* schools. Cultural Understandings Training has also commenced with the East Tamar Federation schools. This is an ongoing program and the goal is to have all schools participate in the training over the next four years.

Dare to Lead

The Dare to Lead leadership program (spaced over 3 days) facilitated by Principals Australia attracted staff from over 20 schools across the three sectors. This program aims to achieve sustainable change in outcomes for Aboriginal students. Dare to Lead provides the leadership support needed for schools and the system to become more effective in achieving improved outcomes and in understanding and supporting the wider goals of reconciliation and cultural understandings for all of their students.

Between February and June 2011, four Low SES schools have participated in Dare to Lead snapshots. 17 Low SES schools undertook snapshots in 2010. Another 17 schools also undertook snapshots in 2010.

The reform actions implemented in schools are inclusive of Aboriginal students.

Aboriginal Education Services delivers a range of programs to support schools in meeting the educational needs of Aboriginal students and families in Tasmanian government schools.

An Aboriginal Early Years Liaison Officer in each of the Learning Services provides support to parents and carers with Aboriginal children aged 0-5 to prepare their children for school, to participate in their learning development and to access pre-school services.

Aboriginal Education Workers are employed in a number of schools with high enrolments of Aboriginal students in Prep to Year 8. They support school engagement with the Aboriginal community and assist students to participate in and achieve at school. They work closely with parents and the Aboriginal Early Years Liaison Officers.

Aboriginal Education Officers are available to support Aboriginal students in Years 8–12 to attend and

engage in their schooling. They can also assist with transition to further education, training and employment.

Many schools are accessing the Indigenous Tutorial Assistance Scheme (ITAS), where students receive between 2 and 3, 30 minute lessons each week at school.

Cape Barren Island School:

- An Aboriginal Education Worker works at the school for 10 hours per week. The AEW works with the principal, teacher and community members to develop Individual Education Plans for each child as a requirement of the DoE Closing the Gap (Aboriginal Education Outcomes) Strategy.
- The NP initiative aims to embed Information and Communication Technologies into the teaching and learning program with a specific focus on Aboriginal education and cultural awareness issues. The initiative will target improved Literacy and Numeracy outcomes.
- This project is an example of ways in which online learning and ICT can enhance learning outcomes for students in an isolated community.

Goodwood PS:

- All students who identify as Aboriginal have been included in the iPad implementation program
- 50% of Aboriginal students are included in the Bridges Reading Program

Geeveston DHS:

- 85 % of 2010 Aboriginal students transitioned to and attended the Tasmanian Polytechnic or College in 2011.

Montrose Bay HS:

- 10.4% of students at the Big Picture School (Montrose Bay High School) are Aboriginal students.
- The Aboriginal attendance rate between Feb and 30 June, 2011 was 81.2% compared to 81.4% at the same period last year.
- 12.6% of students from Years 7 to 10 are Aboriginal. This equates to 96 aboriginal students.
- 34.4% of these students (11) are participating in *QuickSmart*. They represent 23.9% of the *QuickSmart* students (11/46).
- All students participate in an ability grouped reading programme for 30 minutes a day. In addition, 2 Year 7 Aboriginal students participate in further Literacy support.

Percentage of Aboriginal and non-Aboriginal students achieving at or above age appropriate stage in Literacy and Numeracy–Montrose Bay High School							
SARIS results	End 2010			Mid 2011			Gap Closure 2011:2010
	Aboriginal	Non-Aboriginal	Gap	Aboriginal	Non-Aboriginal	Gap	
English/ Literacy	34.9	54.6	19.7	16.7	31.6	14.9	4.8
Maths/ Numeracy	49.5	61.3	11.8	30.2	40.6	10.4	1.4

(source: SARIS–Student Assessment and Reporting Information System–EPS)

The gap has been reduced by nearly 5% in English/Literacy, and just over 1% for Maths/Numeracy. All students participate in targeted, ability reading every morning for 30 minutes.

Clarendon Vale PS:

- Aboriginal parent engagement is a high priority
- 90% of parents of Aboriginal students have been involved in one or more school programs in 2011.

Maydena PS:

- All Aboriginal students performed at or above national Year averages based on 2010 NAPLAN data.

Rokeby PS:

- The attendance rate in Term 1, 2011 for Aboriginal students was 93%. Pleasingly, this is the highest attendance rate for ten years.

Tasmanian e-School:

Each of the elements of Flexible Learning Tasmania programs aims to improve student engagement, including support for Aboriginal students.

More specifically, the four Learning Service projects have each nominated the ways in which their projects will each support Aboriginal students across the year. For example, Learning Service North has nominated that 8 of the 41 students to be supported within their project are Aboriginal students.

Montello PS:

- A support worker is employed to work with all Aboriginal students on a 1:1 basis in class.
- Personalised Learning Plans have been developed for all Aboriginal students.
- Absenteeism for all Aboriginal students has improved from the previous year 234 days in 2010 compared to 99 in 2011 up until June. For three students in particular, their absenteeism has reduced from 87 days in 2010 to 12 days in the first half of 2011.

Jordan River Learning Federation:

The National Partnership funded Early Years Leader in JRLF has partnered with young families and their children to teach Aboriginal culture. This has also resulted in high levels of engagement of young Aboriginal parents into Launching into Learning programs.

New Norfolk PS:

Aboriginal attendance and academic performance measured by NAPLAN, continues to be superior to the performance of the general student population.

Oatlands District HS:

ITAS support is strongly linked to new teaching models of Literacy improvement. 80% of Aboriginal students showed a marked improvement in Literacy and 78% in Numeracy.

Ravenswood Heights PS:

Attendance of Aboriginal students has improved from 88% in 2008 to 91.9% in 2011.

Beaconsfield PS:

There is continuing support for attendance of all Aboriginal children. Report for Term 1, 2011 shows an average daily attendance by these students to be 95.7%, compared to 95% in 2010 and 94% in 2009. The Aboriginal Education Officer is now attending our *Lil' Diggers* program once a month and helping with resources and ideas and engaging with Community. She has also attended special school celebrations and class projects in a support and teaching capacity.

Port Dalrymple School:

- A camp where parents, children and support staff engaged in Aboriginal storytelling, art and native walks was conducted. Eight families attended with 13 children.
- The school provided funding/scholarships to Aboriginal students to experience alternative learning, develop confidence and positive risk taking outside the classroom—Mt Hotham Ski Trip, Taste of Polytechnic, Ben Lomond Outdoor Ed Camp
- Collaboration with Parent and Community Engagement (PACE) and weekly meetings with the Aboriginal Liaison Officer and families is adding to home-school connections and community engagement.
- Home Visits have taken place to support 'At Risk' families
- 50% of Aboriginal families engaged with support agencies

St Helens DHS:

- Personalised Learning Plans, with key goals in Literacy and Numeracy, have been piloted for Aboriginal students.
- Staff have been engaged in cultural awareness learning to support the implementation of PLPs. This learning has centred on the implementation of the Australian Curriculum and cultural perspectives contained within.

South George Town PS:

Attendance data for the 10% Aboriginal student population confirms the success of initiatives. Absence rates of Aboriginal students dropped from 7% in 2009 to 6% in 2010. There is no gap between this and the absence rate for non-Aboriginal students. Absence rates to Easter 2011 have further reduced to 5.1%.

East Tamar Federation:

ETF has embarked on Cultural Understandings training for all staff, with the support of the Closing the Gap Coordinator. With Managers from Learning Services, all Principals and members of the Professional Learning Team committed to this training which is over 5 days and enables participants to go 'on country'. A whole of Federation briefing authored and presented by the Closing the Gap Coordinator and the Professional Learning Team was prepared for September 26th, 2011.

East Coast and Central Midlands Federation:

The federation appointed 0.2 Social Inclusion Officer with specific responsibility in the following areas:

- Developing networks that support parents, students, teachers and school leaders with respect to the full participation of Aboriginal students.
- Enabling Local Area Teams – guidance, social, interagency resources and other welfare services that sit both within and outside DoE jurisdiction.
- Initiating NAIDOC Week programmes; School – based initiatives;
- Working with the Project Leader and Pathway Planning Officers to ensure viable Statements of Intent re Post Year 10 education and training for Aboriginal students
- Providing ITAS tutors.
- Student support - Developing/collating Personalised Learning Plans to support student learning, participation and retention.
- Having access to data that informs Aboriginal student learning outcomes, participation (attendance, suspensions) and retention rates.

Catholic Sector

A key reform activity at one NP school has been the employment of a social worker to provide support and counselling around attendance. This includes working with the student and their families in conjunction with community services on issues impacting their learning and in class engagement.

At this school, the use of programs such as spelling mastery, MULTILIT and MULTILIT extension program support Aboriginal students and non-Aboriginal students at risk.

During second term the school implemented a writing intervention called 'success with sentences' to develop students writing at sentences level.

The school is using the Key Stage Math 3 program to provide resources to support maths intervention.

An essential element to the intervention programs was the employment of an additional teacher within the classes for key Literacy and mathematics time to work with students on specific targeted issues relevant to their learning and to provide small group support.

SHOWCASE—PARKLANDS HIGH SCHOOL

Parklands High School is located in Burnie, Tasmania. The school was established in 1946 and provides state funded education for 473 students in Years 7 to 10. Students' attendance rate is 88% and improving and 13% of the population is Aboriginal. The school's Educational Needs Index (ENI) is 55.54.

School ICSEA value 896

Average ICSEA value 1000

Data source Parent information

Distribution of students	Bottom quarter	Middle quarters	Top quarter
School distribution	69%	17%	11%
Australian distribution	25%	25%	25%

Percentages are rounded and therefore may not add up to 100

Reform Activities/Strategies under Low SES NP

There are 31 teaching staff who are committed to working together designing personalised learning opportunities for all students. The school has a particular focus on student engagement.

There are four strands to the National Partnership implementation approach at Parklands High School

1. Developing an Aspirational Culture – a strengths based approach
2. Tight Instructional Focus, sustained over time – personalising the learning
3. Experiential Programs – Blue skies
4. Data collection and Feedback – illuminative evaluation and research

Key Initiatives Achieved

- 37% of staff have leadership roles (target 45%)
- 1.0 AST – to mentor teachers and enhance practice
- 0.2 – allocated to support coaching teams
- Teachers are collecting data to inform instructional practice and action research along with coaching focus conversations to Assessment For Learning
- 100% of teachers involved in the spaced professional learning focussed on “Feedback” , “Hard conversations”. 100% of staff use reflective journals
- Teachers using consistent approaches to Literacy and Numeracy instructional practices which include Writers' Notebook and Comprehension strategies. 100% of PHS middle school teachers and 60% of Core teachers have participated in Writers Notebook professional learning.
- Teachers trained and use Restorative Practices when managing behaviour
- Indices related to Connectedness to school and Attitudes to school have increased
- Indices relating to overall student satisfaction is “intermediate” achievement and “Stable”

PHS Year 9 NAPLAN results show improvement in all areas except writing.

In all domains PHS Year 9 NSPLAN results exceed similar school results.

Percentage of Students AANMS	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
2010	82%	81%	86%	84%	90%
2011	89%	73%	90%	86%	91%
Similar School	84%	63%	83%	77%	88%
Average 2 year Gain					
School	50		56	29	58
Similar School	39		39	28	39

- 'Let's Get real About Attendance' resulting in an increased daily attendance – 86.7% average daily attendance. Aboriginal student average daily attendance is 85.5%.
- Suspensions have decreased and the type of suspension has changed, less suspension relating to safety and currently suspensions more related to infringing right to learn and teach

Increased connection with community

Initiatives that have increased and strengthened participation include:

- Student engaging with TAPP/VET and work placements
- 28 Students participating in a Volunteering Program – an assessed course for participating students
- External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements). Including: Adult Ed – 15 courses; eSchool; Emu Bay rhododendron; and Hellyer College – program catering for highly able students.

SHOWCASE—WINDERMERE PRIMARY SCHOOL

Context

Windermere Primary School is in its first year of operation. Along with nearby Austins Ferry Primary School it has been created from the amalgamation of students from four local schools that closed—Mt Faulkner, Claremont, Abbotsfield and Roseneath Primary schools. Windermere PS has an enrolment of 420 students.

- The new school is organised in three PODs of six classrooms. Each POD includes a shared staff space to facilitate collegial planning opportunities.
- 12 students on the Disability Register are enrolled at Windermere. These students all work in mainstream classrooms with Teacher Assistant support. Two Support Teachers assist staff with planning, resources and provide teacher release time.

Reform Activities/Strategies

- Windermere Primary School has implemented a range of programs and strategies to improve student Literacy and Numeracy outcomes. These include:
- Supporting teachers to be reflective practitioners with a focus on improving and enhancing their practice.
- Weekly collegial planning opportunities
- Implementing targeted student learning programs.

Key initiatives have included

- Restructuring school times to create a 3.5 hour teacher professional learning session each fortnight.
- Establishing coaching and mentoring structures to support quality teaching and learning in Literacy and Numeracy to improve student learning outcomes.
- Becoming a pilot school for *QuickSmart* Literacy in Tasmania.
- Implementing Reciprocal Reading programs for all classes from Years 2–6.
- Providing target support in preparation for 2011 NAPLAN Testing.
- Continuing the Bridges Literacy program targeted at Year 1 and 2 students.
- Purchasing 18 Lexia licences to support class Literacy programs.

Progress and Outcomes

- 1.4 staff are employed as Literacy Coaches to work with teachers to develop and enhance their practice. The focus has been to develop a sequential, evidence-based approach to teaching reading, writing, grammar and punctuation across the school.
- 0.4 Numeracy Coach is employed to work with teachers to develop and enhance their practice. The focus has been to develop a sequential, evidence-based approach to teaching Numeracy and mathematics across the school.
- *QuickSmart* Literacy: A tutor is employed to work with 22, Year 5 and 6 students in pairs for 3 x 30 minute lessons per week.
- Bridges Literacy: A tutor is employed to work with 9 individual Year 1 and 2 students for 5 x 30 minutes lessons per week.
- The Literacy coaches purchased \$1000 worth of reading materials, developed reading resources related to these texts and demonstrated how to integrate these resources into the classroom English program. The expectation is that Reciprocal Reading will be operating in all Year 2-6

classes during Term 3.

The Literacy Coaching Model

- Two Literacy Coaches (1.0 and 0.4) have been employed to lead professional learning, guide the implementation of whole school English agreements and to work alongside teachers in the classroom
- There are improved planning processes in place. Teachers submit their fortnightly Literacy and Numeracy planning to the Assistant Principal. From these documents and teacher conversations, individual needs are determined and prioritised. Teachers then sit with the coach to address teacher and student needs. They plan using a 'Coaching Action' pro-forma to identify goals, anticipate obstacles, think of possible solutions and structure a learning sequence. The teaching-planning-assessing cycle has greater clarity and direction as a result of these practices. The coach models or demonstrates an identified focus skill and builds capacity through practice with the classroom teacher. Coaches provide regular feedback through after classroom sessions and in formal reviews.
 - 75% of staff surveyed Strongly Agreed/Agreed that having access to a Literacy leader-coach is helpful – 5 early childhood staff have not yet worked directly with a Literacy Coach at this stage.
- Literacy Coaches have planned for the implementation of Reciprocal Reading across the school from Years 2 -6.
- Data is being led and used effectively across the school by the Literacy Coach to identify areas in student learning for skill development and consolidation. The focus learning area for the past 6 months has been comprehension. Literacy coaching has led to increased teacher empowerment. For example one Year 1 teacher after planning with her coach has refined how she uses her Flying Start resource. Flying Start teachers are a state funded school based resource targeting early years literacy development. The teacher identified a set of skills she needed to teach for persuasive writing (use of conjunctions, paragraphing and summarising) and now uses the Flying Start Teacher to support her whole class writing focus rather than working with small groups on a separate activity.
 - 91.6% of staff surveyed Strongly Agreed/Agreed that they feel more confident with Literacy planning this year.
 - 83.3% of staff surveyed Strongly Agreed/Agreed that attending expert sessions has helped their practice.

The Numeracy Coaching Model

- A Numeracy Coach (0.4) has been employed to lead professional learning, guide the implementation of whole school Maths agreements and to work alongside teachers in a mentoring capacity.
- A key responsibility of the Numeracy Coach has been to analyse data and school-based diagnostic testing results, to determine student skill and knowledge in mathematics. A consultative process with year-level teachers based on the data findings has resulted in targeted student learning.
 - 83.3% of staff surveyed Strongly Agreed/Agreed that they are more aware of using student data to inform maths practice.
- The Numeracy Coach has attended Mathematics/Numeracy professional learning sessions about the Australian Curriculum and Numeracy Co-ordinators' meetings. Aspects of these sessions have been regularly shared with staff. Staff have been introduced to the Australian Maths Curriculum.
 - 83.3% of staff surveyed Strongly Agreed/Agreed that attending expert sessions has helped their practice.

- The Numeracy Coach conducted an audit of maths resources and up graded these to suit the needs/requirements of each class.
- Post NAPLAN the Numeracy Coach has introduced the use of a standard pro-forma for planning with teachers so specific goals can be set for both teachers and students. This planning and work in class has included:
 - supporting beginning teachers with their programming and planning,
 - using a range of methods and aids to develop understanding of the number system and ways of working with numbers.
 - working with a Year 6 class to help students develop an understanding of fractions/decimals/percentages with the goal of demonstrating the importance of teaching to students' needs and levels of understanding – using group work.
 - working with a higher-achieving students from Year 4 to provide more experience with problem-solving in a range of contexts.
 - working with Year 3 and 4 students to develop an understanding of the number system.
- 83.3% of staff surveyed Strongly Agreed/Agreed that having access to a Mathematics leader-coach is helpful.
- 83.3% of staff surveyed Strongly Agreed/Agreed that they feel more confident with their maths planning this year.

New Partnerships Achieved

- On Our Patch – this program works in partnership with the Polytechnic and Launching into Learning(LIL) and provides an opportunity for parents who attend LIL sessions regularly to complete a Certificate I in Community Services through their learning and attendance at LIL.
- Family Learning Club – Windermere is running this program in partnership with Colony 47 who have a similar program called Communities Supporting Families. This program offers an opportunity for parents to attend activity sessions with their child over six weeks. The intended outcomes include:
 - To support the educational and social development of students
 - To provide opportunities for purposeful Literacy and Numeracy experiences
 - To encourage increased parental involvement with their children's education
 - To strengthen family relationships and links with the school and community
- Food 4 Smiling – This program is a once a year presentation to LIL groups outlining the importance of good oral health practices for children and families. Food 4 Smiling also links families with their local dental therapist who attends the session to answer questions and provide additional information for families.
- Let's Count – Windermere was part of a national pilot of this program during 2011. Let's Count involves professional development for teachers around early Numeracy and strategies for the involvement of parents with their child's Numeracy learning. Once they have been part of the training teachers are encouraged (and provided with some resources) to assist them to engage parents in discussions about how they can support their child's Numeracy development and learning at home.

Sustainability

Activities that are moving towards sustainability beyond the funding include:

- Coaching model:
 - Developed further with Literacy and Numeracy Lead Teachers refining their coaching

practices.

- Collective responsibility for evidence-based Literacy and Numeracy progress through formative assessment processes and collaborative year-team planning.
- Professional learning:
 - Embedded cycle of school expertise being developed by lead teachers in core subject areas and shared at whole-school and year-team levels.
 - Engagement in new technologies with deliberate planning and use of Smart boards.

SHOWCASE—THE WELLINGTON ALLIANCE

Context

The Wellington Alliance comprises of 5 schools: Cosgrove High, Glenorchy Primary, Goodwood Primary, Moonah Primary and Springfield Gardens Primary schools.

Low SES School Community NP effort focuses on:

- Improved Teacher Quality
- Professional Collaboration
- Student Engagement
- Student Support

Achieved through:

- Targeted, spaced, ongoing, professional learning leading to improved student outcomes, and
- a more cohesive approach across our federation.
- Improving instruction and deliberately building a community of learners that will ensure improved student learning outcomes
- A major focus on Middle School years (Years 5–8)

Reform Activities/Strategies

- A comprehensive review and development process has been completed resulting in each school developing a 5-year School Implementation Plan.
- All schools have completed two cycles of Research Action linked to the School Plans.
- Project Officers & Alliance School Improvement Co-ordinators are in place and meeting fortnightly. These roles have been central to gathering data and monitoring initiatives. To achieve consistency across the Alliance measurement tools have been developed and administered in each school which include staff, student and parent feedback.

An example of data to guide decision making about subject choices

- 67% Senior School students and 58% Middle School students like the Cosgrove programs in 2011
- 67% Senior School students and 66% Middle School students prefer Cosgrove's offerings this year ahead of 2010
- 78% Senior School and 55% Middle School students are more engaged in programs in 2011 than they were 2010

Transition to High school through Middle School initiatives:

- Shared sporting roster established across Alliance
- Cross campus programs running in: Art, Sport, Drumbeat, Dance, Gardening and construction, Home Economics and Film Crew.
- Timetable established for Middle Schooling opportunities. 150 additional students are participating in these programs each week from the 4 primary schools.

Community Partnerships established in the first 6 months of 2011 include

- PULSE, Colony 47, Glenorchy Family Food Alliance, Food Bank Tas, Glenorchy City Council, Sustainability Tasmania, Move Well Eat Well, Red Jelly Marketing and the Beacon Foundation.
- 60 community partners attended Community Partnership Launch

Highlights

- The Wellington Alliance is considering different structures to support the middle years of schooling and is developing strong links between the high school and feeder primary schools. Staff across the Alliance are sharing resources and expertise via Sharepoint and professional learning days. This has resulted in shared learning sequences and common assessment tasks for moderation purposes.
- The Wellington Alliance is currently providing opportunities for Year 5 and 6 students to participate in a range of taster programs at Cosgrove High including dance, film making, technology and drumming. All Moonah Year 5/6 students will participate over the two 5 week blocks. This strategy is a way to encourage students to attend Cosgrove High as students see the rich opportunities and learning environments they can access.
- Moonah Primary staff engaged in the Wellington Alliance launch at Cosgrove High which succeeded in sharing the origins, goals, shared vision and possibilities with all Alliance staff as well as key departmental personnel. Staff feedback was positive as it helped them understand what the Alliance can do for Moonah Primary as well as the Alliance as a whole.
- Shared professional learning and planning is occurring across the schools in the Wellington Alliance. This networked professional learning Community model recognises and values the expertise within the alliance.
 - Each Alliance school has experts who lead and facilitate professional learning sessions across the network
 - A key feature has been a consistent and shared approach to student learning.
- Over 96% of Alliance Teachers and Teacher Assistants participated in the Wellington Alliance Professional Learning Conference.
- Improvements in Literacy and Numeracy outcomes are across all schools in the Alliance.

Improvements in Attendance across the Alliance

School	2010	2011 to June
Cosgrove High School	76.2%	82.6%
Glenorchy Primary School	93.7%	93.96%
Goodwood Primary School	91%	92%
Moonah Primary School	91%	96.48%
Springfield Primary School	91.8%	92.8%

SHOWCASE—TASMANIAN eSCHOOL

Startup Support Services– Getting it Together – NJL Burnie

National Joblink (NJL) is a Non-Government Registered Training Organisation based in Burnie. One of the programs it offers is Youth Connections – support for young people throughout their education and/or employment pathway. NJL staff have partnering relationships with local schools & colleges in the Northern Region of the state. After consultation with principals from two High Schools in Burnie – Parklands and Burnie High and the NJL Coordinator, it was identified that non-attending students from these schools were participating in the Youth Connections Program at NJL therefore having these students accessing the *Getting It Together* framework (GIT) whilst at NJL was a viable and valuable alternative.

Since establishing a partnering agreement with the Department of Education, NJL staff have reported the successful engagement of students within the GIT framework. This is a positive outcome as students now have a meaningful and rewarding educational program to work within which also allows for the re-connection back into their enrolled school. This is a great example of connected learning and it showcases the value in external partnerships to ensure students have the opportunity to be engaged in learning albeit through an alternative means.

Tasman District High and eSchool Startup Support Services

The Southern Startup Support team have worked with teaching staff at Tasman District High School to provide training in the use of Moodle, particularly around the use of the *Getting it Together* framework, how it is implemented in Moodle and how to add to and edit the course content. A trial group of students will be introduced to the course towards the end of the year with the expectation that *Getting It Together* be the online environment students will work with from the start of 2012. The Startup Support team will continue to support the teachers and students at the start of the 2012 school year to help with the transition to the new program.

Tasman District High School has a group of students who will be enrolling in a Certificate 2 in Construction 3 days per week. As part of their personalised learning program these students will use Tasman's installation of the eSchool's *Getting It Together* program. This online framework gives students access to the Literacy, Numeracy, health and futures components of their learning. It is a consistent place to connect and record their learning and accommodates their flexible attendance and provides for continual educational programs. Tasman staff will add to the material to include other specifically designed learning opportunities available to these students.

Wynyard High School–Getting it Together

Wynyard High School has an off campus facility at a Community Centre which caters for students who are highly disengaged and disconnected from regular school. The students are unable to work effectively in a mainstream learning environment but are being supported by the mentor teacher and relevant support staff who work with the students one day per week at the Community Centre. Startup Support Services provided Wynyard with a copy of the *Getting It Together* framework and gave the mentor teacher and an AST who manages the program extensive training in managing and customising Moodle. The Wynyard teachers have subsequently modified their GIT framework to closer match school needs including the building of more Literacy and Numeracy materials. This has given the students a consistent place to connect and record their learning and allows for flexible attendance and educational provision.

Campbell Town District High – VAL Automotive Online supplemented by Getting It Together

Campbell Town District High has an automotive program which is in its infancy. The school currently lacks facilities, teacher expertise and curriculum resources. As a part of Startup Support program offered to the school some eSchool VAL teacher support has been provided as well as access to the *Getting It Together* Framework which has underpinned some of the classroom program. Support was extended to facilitate the participation of Campbell Town students at on-site days using the well-equipped facilities at Launceston College.

“What a great way forward and I'm hoping that it is potentially a forerunner of the way we might work at times, given our location, on a range of eSchool programs that lend themselves to similar hands on experiences. Thanks once again and well done to all involved for your thinking and flexibility. This is a great model. Rigour, authentic and personalised! Congratulations on your work.” (Principal Campbell Town DHS)

SHOWCASE—NORTHERN SUBURBS CHRISTIAN SCHOOL

Context

Eighty students are enrolled at Northern Suburbs Christian School, which is located in Bridgewater about 22 kilometres from Hobart. The school motto, Equipping, Encouraging, Enriching, provides an image of the way that the five teachers support students in their learning and development. Northern Suburbs Christian School explicitly integrates social and emotional skills into the curriculum and are measuring improved academic outcomes. NSCS is the only independent school participating in the Low SES School Communities National Partnership.

Three students at NSCS with special and/or additional needs are catered for with individualised planning and small group support. These students are also supported by IST's Special Education/Targeted programs consultant.

School Attendance has been a priority for 2011. A range of activities and programs has been implemented to address this area. (See programs/outcomes)

- 2007 94%
- 2008 95.4%
- 2009 94.4%
- 2010 95.8%

Reform activities/strategies

Supported by the SSNP Low SES funds the provision of a mentor/critical friend has facilitated the following developments in 2011

- The School's timetable has been altered to accommodate Monday to Thursday uninterrupted English and Mathematics Blocks. Each Friday is set-aside for LOTE, PE, Music and Drama. Additionally, each day commences in the classroom at 9am with the one exception of Monday, when special celebrations and general announcements are noted as a whole school at the start of the day.
- All Teachers are required to present annual, term and unit planning to the Principal, in English and Mathematic. Following professional learning, the planning must align with The Australian Curriculum. A Scope and Sequence for Spelling has been developed and a Scope and Sequence for Writing – Text Types is being collated. An audit has been conducted of current planning against the Australian Curriculum in English and Mathematics.
- All Teachers received professional learning opportunities about Persuasive Writing and Planning.
- Plans are in place for the History and Science Curriculum documents to be explored in Term 3 2011.
- All files for funded and 'flagged' students have been re-visited and all PLPs are in the process of being rewritten in line with recent testing.

The PIPS data for Start of Year 2011 and End of Year 2010 has been interrogated. One direct result of that 'conversation' with the data was the implementation of the *Letters and Sounds* program in the Kindergarten to Year 2 classes. Early indications from end of Stage testing show that **all** students are achieving success. It will be likely that some students in Year 2 2011 will only complete the last Stage in Year Three, 2012 [due to mid-year launch] and provision has been made for this.

SHOWCASE—CATHOLIC SCHOOLS

St Paul's Catholic School

A single stream Catholic primary school in the Low SES area of Bridgewater catering to about 210 students. Approximately 10% of the student population are Aboriginal. The key issues facing the student population are the low levels of Literacy and Numeracy with in excess of 25% of students requiring additional support in Literacy and Numeracy.

With NP financial support, St Paul's tackled these issues on multiple fronts. The employment of an additional teacher three days a week in the Years 3-6 area enabled the school to provide quality intervention via small group explicit instruction targeting specific areas of concern. In addition to this they have incorporated a multi-tiered intervention program which incorporates quality explicit and differentiated teaching within class as the first tier of support for students. Having the additional teacher has also enabled the school to provide a second tier of support through the use of specific small ability based groupings for reading comprehension and writing tasks, success for sentences, the introduction of Spelling Mastery and growth point math groups. The third level of support is through one on one instruction or very small group one or two students for Literacy activities and MULTILIT

Catholic Secondary Colleges

Two secondary colleges have embraced the Whole School Positive Behaviour Support approach (PBS). This approach was developed with staff training (ongoing) and through whole-community consultation. An innovative strategy was used to support parents in sharing views and helping shape the process.

The colleges noted that there had been some reluctance among local parents to become actively involved in school ventures and it had always been difficult to gain their involvement in the sharing of ideas. For the first stages of PBS the colleges set up a series of "coffee chats", using three local coffee shops as less "school focussed" venues. The four gatherings held to date have been very well attended—a total of twenty four participants and general reactions within the community have been very positive. Parents had input into the expectations on which the local PBS would operate.

Now, through its focus on clear school -wide expectations, explicit teaching, modelling, monitoring and acknowledgement of target behaviours and through its data-driven implementation, this approach has resulted in significant positive outcomes. Records show a marked decrease in class disengagement, in negative playground interactions and a related increase in "on task" time for both staff and students.

Reform activities/strategies

The two secondary colleges identified the following reform activities for 2011:

- To gain improved learning outcomes in Literacy and Numeracy for students in Years 5-7 through pedagogical change and innovative practice.
- To ensure access, engagement and support for individual students/ groups, including Aboriginal students
- Social and emotional growth for students in Year 5-7 through team-based teaching approach at both Middle Years and whole-school level locally and in collaboration with the network college.

Improving learning outcomes (5–7) through pedagogical change and innovative practice

All staff involved with this cohort of students are committed to collaborative planning sessions each week for the development of the Literacy program. A set teaching team, with an extra level of staffing, ensures that targeted teaching occurs in Literacy blocks, with a specific focus on spelling and vocab development. In another series of lessons, three times weekly, students are supported through teaching strategies modelled on the *Reading Links* approach. These lessons involved every member of the teaching and learning support teams, all of whom have participated in a structured programme of professional learning.

The provision of an iPad for each student in the 5/6 group and increased access to laptops and PCs for students in Year 7 has had a markedly positive effect on student engagement. The iPads, available for use at home as well as at school, have provided a means of increasing parent awareness of learning programs

and of linking home and school. Students and parents video home reading sessions, email to the teacher home-school assignments and maintain almost daily contact with ease and enthusiasm.

Accessing, engaging and supporting individual students/ groups, including Aboriginal students

The timetable for members of the Learning Support Team was developed in line with identified student needs and was regularly adjusted to ensure intervention occurred as required. A key member of the Learning Support Team works with teachers in all Literacy sessions and, is also responsible for the maintenance of student records and contributes significantly to team planning sessions.

An Education Officer: Engagement and Transition, employed at the system level provides input and support in the re-engagement of students 'at risk' and those who did not continue with schooling or training in 2011.

Team-based teaching approach for social and emotional development for students

In support of students' social and emotional development, both secondary colleges committed to a whole-school process through which key values have been identified and claimed. These are foundational and explored in class sessions weekly. To more directly and effectively support social and emotional development, the colleges supported two key members of staff to train as leaders of the *Circles Solutions* approach. Those two leaders, in turn in February 2011, trained the entire staff group, so that the approach could be implemented fully across all grades, Kinder to Year 10. The Teaching and Learning Support team collaborate to lead weekly *Circles* groups in all grades.

Across the focus years of Years 5–7, weekly gender-based groups support self-esteem, identity and relationships. Local community support workers are involved in these sessions also, to forge greater links with families and within the local community.

Catholic Primary Schools

In the two NP primary schools, Good Beginnings workers provide an early learning program which aims to meet the needs of the families and foster relationships between the school and young families living in the wider local community.

Play & Learn runs weekly sessions in school terms and provides an early learning environment which is well-resourced, stimulating and meets the developmental needs of the young children attending. It also provides practical support for parents and encourages the families to engage with the school.

Play experiences are child-led and encourage positive interactions between child and their parent/carer. Messy play is encouraged. There is good participation with parents and children at group singing and dancing.

The program fosters school readiness and provides an opportunity for families to network and together prepare the children for the transition to school.

Progress/Outcomes across the Catholic sector

- Consolidation of collaborative planning and teaching, influenced by student data
- Improvement in reading and spelling outcomes for students in focus
- Development of culture of reflection and analysis for ongoing school improvement
- Indication that teacher involvement in the reform activities had positive impact in terms of differentiation in a range of classroom teaching settings.
- Data analysis and careful record keeping have been integral parts of the planning sessions and the student data has been used to shape teaching strategies from week to week. Pre and post testing in spelling shows that students are making significant gains and TORC testing of the progress made through the activities indicates clear individual gains.
- An Education Officer: Engagement and Transition, has been appointed to support colleges in the reform strategies and to enhance the retention levels of students specifically in the two NP

secondary colleges.

- The primary reform strategies will continue into 2012, and will be further supported in additional schools by an Education Officer–Early Years.

SHOWCASE—SNAPSHOTS

Rokeby High School

Developing links with the school community and the new programs designed to be alternative or flexible curriculum options are two areas of National Partnership implementation to showcase.

These programs have provided students with alternatives to daily classroom attendance and in a 'big picture' approach have allowed the school to match students' needs or capabilities to a school based program. It has been very successful and has assisted staff to manage and maintain some really challenging students, some students in difficult circumstances and keep students engaged at the school whilst they work through some complex issues. The development of the small motors program, renovation rescue program, catering program, ROK cafe, tiny bears playgroup, school shop and cooking for life program are all examples of programs aimed at engaging students in real life learning opportunities.

An example of the links being developed with the school's broader school community was a recent learning activity that was run at school where elderly people were matched with school students in a learning activity. There were fifteen elderly individuals and couples who wanted to learn how to use their mobile phones sit with the students in the cafe for an hour and receive instruction and assistance from the students.

Triabunna District School

National Partnership resources supported the collaborative network project in Term 1 which was an outstanding success. The initial work that was completed by the participating school staff in 2010, on developing the Principles of Personalised Learning were enacted in a joint project. The project involved secondary students from the network schools working on a Peer Leadership based project, examining the areas of drug use, resilience and peer pressure. The project involved the individual schools using the Personalised Learning Principles to pursue their own needs and understandings around this subject, negotiate ways of presenting their learning, connect their learning to the wider community, and become confident and self-directed learners. The culminating performance displayed the value and ability to facilitate authentic learning through varied styles of presentation. It valued student voice and demonstrated the importance of reflection and a culture of inquiry.

Tasmanian Department of Education Progress Data

Attendance, retention and Tasmanian curriculum assessments for Low SES School Communities NP schools

Tasmanian Low SES schools (government) Summary 2007-2010 – All students

Category	Measurement	2007	2008	2009	2010
Student attendance	Rate of student attendance (%)	90.1	89.5	87.7	89.1
Student retention	Rate of students retained Year 10 to Year 11 (direct) (%)	58.4	58.3	61.3	65.8
Staff satisfaction	Index of staff general satisfaction	6.3	6.4	6.8	6.7
Parent satisfaction	Percentage of parents generally satisfied	80.8	86.8	86.5	84.9
Parent satisfaction	Index of parent satisfaction with reporting	68.3	78.4	81.3	83.0
Student satisfaction	Index of student general satisfaction	7.4	7.2	7.3	7.1

Attendance – Aboriginal students

Year	2008	2009	2010
Aboriginal	86.7%	85.0%	86.4%

Retention – Aboriginal students

Year	Y10 to Y11 direct retention
2010	64.0%
2009	58.4%
2008	55.6%
2007	43.2%

Full time and part-time students

Progress against Tasmanian curriculum

English-literacy

Year	Prep	01	02	03	04	05	06	07	08	09	10
2009	2.7	3.7	4.5	5.3	6.1	6.9	7.7	8.5	9.4	10.3	11.3
2010	2.6	3.7	4.5	5.3	6.1	7.0	7.8	8.6	9.3	10.5	11.3

Mathematics-numeracy

Year	Prep	01	02	03	04	05	06	07	08	09	10
2009	2.7	3.7	4.5	5.3	6.2	7.0	7.8	8.7	9.6	10.6	11.4
2010	2.6	3.6	4.5	5.3	6.2	7.1	7.9	8.7	9.5	10.6	11.5

Average end of year ratings for students enrolled at low SES schools based on August Census of reporting year

Six Month Progress – 1 January 2011 to 30 June 2011

Significant work across Literacy and Numeracy NP schools in the facilitation stage has complemented Commonwealth, state and sector initiatives. Tasmania's approach is a holistic one with all Smarter School activity aligning with national and sector priorities. In the first six months of 2011, DoE schools continued to implement a suite of evidence based approaches to improving Literacy and Numeracy outcomes using a network approach with a focus on supporting Year 6 to Year 7 transition.

Tasmania's Commonwealth funded Literacy and Numeracy pilot (2009 and 2010) was its *Raising the Bar Closing the Gap (RTBCTG)* initiative. The aim of the pilot was to increase the number of students completing primary school with functional Literacy skills through strengthening the leadership roles in Literacy in schools, whole school approaches and initiatives to cater for individual student need.

The pilot supported schools in need, by providing additional Literacy teachers, targeting additional professional learning according to the identified needs of teachers and their students, and by releasing the principal to lead the improvement strategies. The pilot built on the existing *RTBCTG* (Groups 1 and 2) by extending it to a further 11 schools (Group 3).

The University of Tasmania (UTas) completed the evaluation and provided a report to the department in June 2011. Findings from the report—*Advancing Literacy in Tasmanian Primary Schools* will inform the department's Literacy and Numeracy Framework which will guide the government schools' Literacy and Numeracy implementation from 2012 and further increase teachers' pedagogical knowledge around Literacy and improve student learning outcomes.

The findings, along with quantitative data derived from Educational Performance Services (EPS) have also assisted the department hone the design and rollout of *RTBCTG* Primary initiative in 2012.

The evaluation determined that the additional Literacy funding and resourcing did enhance the students' level of Literacy in the participating schools. From the report, the Department of Education can identify a range of indicators to further support effective Literacy teaching and learning and increase student achievement.

Effective Leaders:

- provide whole school direction and leadership around Literacy and take a mentoring role
- develop teams of people who are knowledgeable about Literacy and support teachers to engage in Literacy debate and discussion
- approach Literacy issues on a case-by-case basis and use students' performance as the basis for change
- collaboratively problem solve to progress real Literacy challenges and issues that occur in schools
- interrogate data and build their capacity to lead their schools in the use of data
- engage teachers with significant and targeted professional learning and current research which enable them to provide more effective learning opportunities for students.
- motivate and encourage parents, teachers and students to have high expectations and acknowledge success
- network with colleagues to inform, support and encourage each other and to share effective practice.

Effective Schools

- embrace the ‘community of scholars’ approach and report the advantages of groups of teachers undertaking the same professional learning
- enable increased opportunities to develop the capacity of teachers and teacher aides in specific Literacy development and support
- develop effective whole-school Literacy plans that use evidence-based data to identify key performance indicators, set improvement targets and are continually reviewed and evaluated to ensure successful implementation and increased student achievement
- ensure that teachers are provided with opportunities to learn to understand and interpret data to inform their practice in a more effective way
- provide expert Literacy mentors to support teachers of Literacy and mentoring groups to focus on problem-solving, reflection, and sharing and knowing when to change Literacy strategies to further support improvement
- support teachers to focus on the students’ strengths and challenges to better inform their planning and provide more personalised programs for students
- provide the structures and supports for teachers to actively and systematically teach comprehension, grammar, spelling and vocabulary across all years of schooling and enable all students to develop confidence and to achieve at their highest level
- provide students with strategies to enhance their engagement with Literacy and improve their confidence, fluency and rate of reading as they progress through schooling
- ensure the availability of a variety of Literacy texts including multi-Literacy resources, poems and songs and rhyme based texts to assist develop children’s auditory and listening skills
- provide budgets informed by data and teacher professional learning needs to prioritise the purchase of teacher reference texts, engaging guided reading texts, home reading books and quality literature for libraries
- support parents to be active and skilled participants in their children’s Literacy development and to reinforce that parents are their children’s most influential teachers.

The Catholic sector

In 2011, the Catholic sector employed an Education Officer – Numeracy to support the NP schools in developing strategies and approaches to improve Numeracy outcomes. The Education Officer worked with 15 schools to implement the ACTION Maths strategy, which involves the Numeracy interview and follow-up, whole school professional learning and modelling best practice pedagogy in the classroom. Additionally, the Catholic sector provided scholarships for 15 teachers to complete a Graduate Certificate in Mathematics, forming a network of Numeracy co-ordinators across the sector.

The independent sector

Reflecting the recommendations of the National Inquiry into Literacy, the implementation of MULTILIT is enabling explicit instruction in each of the five essential areas. Data collected through this project is also supporting teachers and school leaders to make informed decisions when planning for improved outcomes for students. Smarter Schools National Partnership Literacy and Numeracy funding has enabled the training and delivery of MULTI in eight independent schools in Tasmania.

Performance Indicators in Primary Schools (PIPS)—Sixteen schools have also been supported to participate in PIPS testing in 2011. The funding has provided for consultancy and support with data analysis, professional learning for teachers linking data and planning, information for parents and administration support.

KidsMatter Primary (KMP) – In the period January 2011 to June 2011, 13 Independent schools have completed all the preliminary requirements and are now teaching the skills and understandings of Components 1 and/or 2. Seven schools have attended training in Wellbeing and/or Behaviour support. Good mental health is integral to academic learning (CASEL 2003:WHO 2006) Leighland Christian School Burnie, supported by Smarter Schools National Partnership funding has responded to this research. The progress achieved in their school has resulted in their inclusion in a national initiative to showcase best practice and authentic leadership in delivering sound teaching and learning of social emotional skills.

In School Consultancy and Support/Developing best practice in Literacy – Following support provided through the NPLN Pilot Project, support for teachers in the four-targeted North-West coast schools has continued and expanded to include all six independent schools located in this region. Working collaboratively with Catholic education colleagues, a Curriculum initiative has provided for sustained learning through network meetings each term requiring all school staff to participate, complete pre meeting reading and follow up practice ‘tasks’.

Significant Achievements/Activities/Highlights - 1 January to 30 June 2011

Many schools have continued to make changes to their operational arrangements which have continued to encourage innovation and flexibility. By providing innovative and tailored learning opportunities student outcomes in Literacy and Numeracy are improving and school accountability is being strengthened.

Employment of Lead Teachers and the development of collaborative Curriculum Teams

Most schools have placed key teachers in leading curriculum roles in the school. The development of collaborative planning teams in Literacy and Numeracy and staff sharing skills and knowledge is a key focus of school leadership teams in school improvement. The shift to whole school approaches to the teaching of Literacy and Numeracy is significant in all DoE Learning Services.

The roles of the Literacy and Numeracy support leaders/teachers has had a common thread across the Learning Services:

- Establishing coaching practices to improve teaching and learning
- Using evidence-based data to better meet the needs of students
- Responsibility for auditing, maintaining and updating subject resourcing
- Consulting and Coordinating with Department experts re National Curriculum outcomes and implementation in schools
- Leading and facilitating professional learning in Literacy- Numeracy at school level
- Working with the Principal and management teams to look at school performance data trends and plan for value-adding and specific interventions.
- Establish cross-campus networks that meet regularly with collective goals for school improvement

Examples include:

The Glenorchy Numeracy Network:

- Between 0.2–0.8 FTE curriculum leadership role in schools
- 0.4 FTE employment of Network Numeracy Coordinator
- Cognitive Coaching course for school leaders

Oatlands District HS:

- The school Literacy Coordinator has a coaching portfolio with six graduate teachers. This links to the Improving Teacher Quality NP.

Parklands HS Network:

- Key elements of the professional learning Literacy plan include the Literacy – Writers Notebook Program
- 0.2FTE role for mapping Literacy across cluster of schools in 2010 found five of the seven schools use Writers Notebook or were in the early stages of implementation. Two schools committed to implementing Writers Notebook to ensure consistence of practice across the network.
- Additional teacher support to aid Year 7 reading groups has been purchased.

East Tamar Federation:

- Assistant Principal role in K–10 Literacy
- Employment of oral language support teacher across the federation schools

- Federation leaders work in teams to achieve curriculum priorities
- A team of campus leaders experienced in working with Middle School students has (supported by a Project Officer) developed a middle years framework for the federation, and will lead this project. A middle years philosophy based on understanding the stages of development of the early adolescent, and a challenging curriculum within clear management and pedagogical frameworks, will be based on current research into successful Literacy and Numeracy practice in low SES communities

Timetable structures and student groupings that support collaborative practices

Many schools have implemented school-wide timetables that include dedicated Literacy and Numeracy learning blocks which maximise staffing options and student groupings.

Year-level, teaching teams are characterised by: vertical student groupings across classes; collaborative planning between teachers; collective sharing of student data; and attention to intervention practices for students At and Below National Minimum Standard (ABNMS). For example:

Glenora DH:

Literacy and Numeracy Co-ordinators have been able to direct and sustain school-based professional learning of staff teams and to establish networks with local schools. As a school with a large number of beginning teachers or teachers with limited experience, this has provided opportunities for sharing contexts, planning and assessment with teachers in similar settings and to gain insight from visiting alternative settings.

Cosgrove HS:

- The Middle School program has a common core learning time in Literacy and Numeracy across all classes in the morning sessions.
- Teachers and Teacher Assistants participate in collaborative planning sessions where expertise and common pedagogy is shared and modelled.
- Professional learning has been undertaken with the Learning Services curriculum staff to build the skill development and content knowledge of the year-level teams and skill the leadership capacity of team members through coaching.
- 80% of teachers participated in a school-based Literacy professional learning session on Tactical Teaching reading and Writer's Notebook. All staff were required to set a goal for implementing and trialling a strategy learnt.

Rosetta PS:

- Whole staff focus on Mathematics and the Language of Maths
- Collaborative planning focussing on fractions
- Survey results from teachers
 - 88 % of staff surveyed Agreed/Strongly Agreed that the Numeracy professional learning has suited their learning needs.
 - 85% of staff surveyed Agreed/Strongly Agreed that they feel more confident with their maths planning this year.
 - 88% of staff surveyed Agreed/Strongly Agreed that collaborative team planning improved their understanding of the curriculum.

Parklands HS:

- Implementation of the Low SES and Literacy and Numeracy NPs have aligned at Parklands High School. The Secondary Renewal partnership formed in 2010 (Montrose Bay HS, New Norfolk HS and Parkland HS) resulted in Parklands instigating a reading program for Year 7 students.

- Year 7 at Parklands adopted the program in 2011, with a specific focus around developing reading strategies.
- 6 classes in Year 7 are split into 8 groups for targeted 3 x 50 minute targeted reading sessions. Preliminary indications are showing success.

Austins Ferry PS:

- Class structure and Literacy and Numeracy specific timetables have been implemented in the past 6 months as a systems framework for intervention.
- Students were tested and grouped according to individual learning needs. The Numeracy groups run three days a week (Tuesday – Thursday) for 45min sessions, across six classes located in each learning POD. The school has three PODs.
- Students who have been identified as critically below year level standards have been included in an intervention program on top of the weekly Numeracy sessions. Students requiring intervention have three additional Numeracy sessions a week running for 45 minutes each.

Rosebery District HS:

- In the first six months of 2011, two student groupings have been established: ability-based groupings for all students K-6; and low Literacy learners have been timetabled for small group or individual instruction, 2-3 times per week.

Numeracy Initiatives

QuickSmart

QuickSmart Numeracy in Tasmania has two clusters (North and South) that are in the second year of implementation – this totals 20 schools based in the north and 12 schools based in the south. There is one statewide cluster of nine schools in its first year of operation in 2011. (There is one *QuickSmart Literacy* pilot school, Windermere Primary based in the South.)

All *QuickSmart* (QS) schools report value-adding in terms of qualitative and quantitative measures. The Problem Solving component of the QS program links to the Mathematics Proficiencies in the Australian Mathematics Curriculum. This correlation and emphasis on mathematical language for problem solving has been a feature of some professional learning sessions in schools.

South Cluster (Year 2 of program):

Eight out of nine schools in the Glenorchy Numeracy network are implementing the *QuickSmart Numeracy* intervention program. Five schools are in their second year of the program, and following from positive results in 2010, two additional network schools started the program.

In Learning Services South East four schools have continued with the program.

The first year data for the south cluster received on 4 May 2011 revealed:

- 157 participating students in the cluster (one school data not complete and not submitted)
- Cluster effect size growth of 0.700 in PAT Maths testing for QS students
- Cluster effect size growth of 0.494 in PAT Maths testing for comparative students (not in program)
- CAAS effect size results: (accuracy)

Addition to 20	0.778
Addition	0.634
Subtraction to 20	1.078
Subtraction	0.897
Multiplication	0.994
Division	1.051

- Stand-out schools achieved effect size growth of: 1.265, 2.017, 1.172.
- Effect size growth for nine Aboriginal students, average at 0.494.
- All schools in LSS have increased the number of participating students in the program, with an average of between 18-24 QS students. Montrose Bay HS has 40 students in the program for 2011.
- *QuickSmart* participation has led to a shift in professional learning focus to: understanding and identifying elements of deliberate practice; explicit skill acquirement; and transferrable elements from sessions to the classroom.

Northern Cluster (Year 2 of program):

Overall, the *QuickSmart* students in the network made substantial gains in this vital area of mathematics through improved automaticity.

Northern cluster data for Year 1 schools:

Schools QuickSmart groups	Pre-Intervention			Post-Intervention		Gain	p	Effect size
	N	Mean	SD	Mean	SD			
Parklands High School	32	42.616	5.386	45.559	6.722	2.944	0.022	0.483
Havenview Primary School	9	40.856	7.206	51.244	13.428	10.389	0.003	0.964
Acton Primary School	13	41.115	7.858	49.154	10.683	8.038	0.001	0.857
Brooklyn Primary School	10	44.55	6.308	52.98	6.28	8.43	0.001	1.339
Upper Burnie Primary School	11	40.673	7.504	47.927	4.967	7.255	0.001	1.14
Ridgley Primary School	8	38.925	5.24	45.5	4.255	6.575	0.001	1.378
Montello Primary School	14	45.864	8.129	51.743	12.997	5.879	0.009	0.542
All schools	251	43.207	7.727	48.232	8.851	5.025	< 0.001	0.605
All schools – Composite group	96	53.472	7.136	58.264	11.309	4.792	< 0.001	0.507

- Effect sizes below 0.2 are considered poor, with an appropriate range of growth over an academic year for a student cohort established as within the range of 0.2 to 0.4;
- Effect size scores of 0.4 to 0.6 are considered strong;
- Effect sizes between 0.6 and 0.8 are considered very strong; and
- Effect size scores above 0.8 represent substantial improvement of the order of approximately three year’s growth.

Moonah PS:

Random student sample of *QuickSmart* speed and accuracy testing results from Feb-June 2011

- Student A – Feb 3.68 seconds/88.3% accuracy—June 1.42 seconds/100% accuracy
- Student B - Feb 2.72 seconds/78.9% accuracy— June 1.76 seconds/ 100% accuracy

- Student C - Feb 11.2 seconds/60% accuracy— June 2.04 seconds/ 94.7% accuracy
- Students moved through all of the focus facts for an operation (i.e. +2 to +12) or gained automaticity in the CAAS before moving on to the next operation.

Rosetta PS:

A second *QuickSmart* Instructor has been trained to ensure that the program would be sustainable in the event of staff changes. Random student sample indicates:

- Student A – Feb 5.48 seconds/ 74 % accuracy to June 2.16 seconds/100% accuracy
- Student B - Feb 4.2 seconds/ 79% accuracy to June 2.0 seconds/ 100% accuracy
- Student C - Feb 3.45 seconds/ 90% accuracy to June 1.61 seconds/ 100% accuracy

QuickSmart students were surveyed:

- 100% of students strongly agree they are more confident with their maths
- 95% strongly agree that they look forward to school days when they have QS
- 98% believe that they are quicker with number facts
- 98% believe that they are better at explaining how to solve maths problems.

Windermere PS:

QuickSmart Numeracy Student Survey:

- 100% of students Strongly Agreed/Agreed that they had improved their CAAS times.
- 88.8% of students Strongly Agreed/Agreed that they have improved their accuracy on speed sheets.
- 72.2% of students Strongly Agreed/Agreed that they know more about how to work with numbers.
- 83.3% of students Strongly Agreed/Agreed that they are better at explaining how to solve maths problems.
- 77.7% of students Strongly Agreed/Agreed that back in class they feel more confident with their Numeracy learning.

Cosgrove HS and Queechy HS:

These are first-year schools in the program. Initial progress is encouraging with the average movement between learned facts being 5 levels over 6 months.

Other Numeracy Initiatives

Fairview PS:

Building teacher capacity is a feature of the Numeracy Coordinator's role at Fairview. In 2011 the coordinator has a team of Numeracy support teachers who are each responsible for a Year team area. These Numeracy support teachers provide intensive guidance within the classroom, source resources, provide professional learning in conjunction with the Numeracy coordinator, direct Year team inquiry meetings, collect and analyse data with their team and provide support for the Numeracy Coordinator. Planning teams have also worked through and have been supported in creating a cyclic planning structure based around, planning, review, sharing and assessment.

Austins Ferry PS:

- Coaching and mentoring processes have been established for supporting teachers in planning, delivering, monitoring and assessing Literacy and Numeracy: 100% of staff surveyed said that they Agreed/Strongly Agreed that having a Mathematics Support Teacher in the school has been helpful. Along with collaborative planning, professional learning delivery and resource delivery,

the Numeracy Support Teacher has also been involved with team-teaching with individual staff who need current Numeracy pedagogy modelled to them.

- 100% of teaching staff participate in Numeracy planning and collaboration sessions in conjunction with the Numeracy Support Teacher. As there are three PODs (year-level classes located in one building) each POD meets with the Numeracy Support Teacher once every three weeks.

Warrane PS:

- A whole school approach to mental computation is being implemented.
- A maths intervention target timetable is up and running.
- Dedicated teaching space for Mathematics and a resource room with concrete learning materials, Interactive Whiteboard (IWB), computers and Mathematic teaching texts and picture books identified with a Mathematics focus.

Literacy Initiatives

All Learning Service schools have strengthened accountability through the strategic use of student performance data to inform the teaching and learning cycle. There is an improved use, at both Year-team and whole-school level, of cross-checking procedures for student progress through better record keeping and collective responsibility for students ABNMS.

There has been a significant increase in professional learning for teachers to embed explicit teaching practices facilitated through reputable Literacy programs (e.g. *First Steps*, *Writers Notebook*).

The Clarence Plains Network:

- Progress has been achieved across the four schools with specific intervention strategies being guided reading, First Steps reading strategies, explicit teaching of language conventions, reading comprehension groups and comprehension groups with a Reading to Learn (David Rose, 2009) focus.
- The implementation of Reading to Learn was identified as the key improvement strategy based on the collection of 2009 and 2010 data. In terms of results, a group of randomly selected at risk students (who answered all 7 items incorrectly) in Year 3 were retested on the same items in 2011. (This item was in the 2009 Year 3 and Year 5 NAPLAN test). Key areas of improvement included comprehension and inferencing. In 2009: 0% correct. In 2011, 68% correct.

The Derwent Valley Network:

- Professional learning sessions in: reading comprehension strategy instruction, running records for reading, and the writer's workshop program have been undertaken.
- Running Record Data at Fairview Primary indicates that 75% of 5/6 students are already reading at PM level 30 and above by June. This is the same percentage of students achieved at the end of 2010. At New Norfolk Primary, this percentage is 81%.

The Glenorchy Network:

All schools received reciprocal reading resources and related professional learning to optimise the benefits of the resources: *Into Connectors*, *Connectors*, and *Shockwave Readers* (Ashton Scholastic). Individual Glenorchy Network schools also:

Moonah PS:

- in the Kinder/Prep class, 5 out of 12 Preps are currently reading at Level 4 after starting the year at pre-reading stage. These students started at pre-reading in February 2011. One Prep student has moved from Level 1 instructional in February 2011 to Level 17 in June 2011. This exceeds the National expectation of Prep students reading at Benchmark Level 4 by the end of

the year.

- In the 1/2 classes there are 3 groups (15 students out of 28 in total) who are reading at Level 30+. This exceeds the National expectation which states that Year 1 students read at Level 15 by the end of the year and Year 2 students achieve Level 25 by the end of the year. In these two classes 8 students have improved 10 or more reading levels in the last 6 months. 33% of these students have improved 6 or more levels.

Windermere PS:

- All teachers have a clear understanding of the Windermere Assessment Plan which includes data collection for; I Can Do Maths, PAT Maths, PAT Reading, PIPS Maths, PIPS Reading, NAPLAN, Reading Levels and Single Word Spelling.
- 75% of staff surveyed Strongly Agreed/Agreed they are more aware of using student data to inform Literacy practise.
- 91.6% of staff surveyed Strongly Agreed/Agreed that collaborative team planning helps focus on students Literacy needs.

Cosgrove HS:

- All classes are resourced with Spelling Journals, Tables Journals, Writer's Notebooks and English Skills texts. Collaborative Planning allows for resource and successful practice sharing
- Using PAT Spelling and Vocab, as well as Morris and McCall or South Australian Spelling test in Year 8, 9 year 7 students and 10 year 8 students were withdrawn for spelling support. Students selected had a spelling age of 10 or below.
- Using PAT Vocab and NAPLAN Year 7 writing results 13 year 8 students were withdrawn for additional writing support. Writer's Notebook has now been fully implemented through professional learning and coaching in all Year levels.

Queechy High School Network:

- Persuasive Writing Focus (all network schools including a seminar (all network schools), two workshops (Teachers Years. 5-9; Literacy Leaders) and cross-school moderation sessions (x2).
- Literacy Project (St Leonards PS, East Launceston PS, Punchbowl PS, Norwood PS): Program has continued after trial in Term 3, 2010 on a three 5 week rotation across the schools; utilising OneNote software and have developed a History WebQuest to support the program. Some teachers have helped to collaboratively develop both the Literacy Project and the WebQuest, developing their knowledge of innovative teaching practices, the Australian Curriculum and current ICT software applications.

Parklands HS:

Implementation of the *Writers Notebook Program*

- staff professional learning in Term 1, 2011
- Writers Notebook professional learning has been completed by 100% of the middle school teachers and 60% of Core-subject teachers.
- All five schools in the cluster have implemented Writers Notebook in 2011 (now five with Romaine Park PS)
- 6-7 connections meetings (three in 2010) build collegial support for Writers Notebook across the cluster (approx 20 teachers from 7 schools)
- Year 7 has adopted a specific focus around developing reading strategies and the six classes in Year 7 were split into eight groups for targeted 3 x 50 minute targeted reading sessions.
- Levelled reading sets have been purchased catering for lower ability students and age

appropriate CSI comprehension kits and relevant and subject and age specific resources have been enriched.

Student Attendance

In the recognition that quality teaching and learning experiences directly impact on student engagement and attendance, increasing attendance was a Literacy and Numeracy NP focus. All schools continue to make direct contact with the parent –guardian regarding student absence. This continues to be a daily activity in schools. School-based Social Workers work with schools and families to address the more complex issues that are related to the home environment and how students connect with school experiences.

There has been a significant shift in schools in collecting feedback: from students regarding subject choice, student consultancy processes, engagement in the lesson, and opportunities for varied formats of assessment; and from teachers regarding content knowledge, teaching skill and behaviour management practices.

The initiatives over the six months have shown a more informed approach to student needs, which is translating into improved attendance in schools. For example:

The District Schools Network (Triabunna, Tasman and Glenora):

- All report improved attendance. From the perspectives of Triabunna and Tasman, the successful collaborative network they have created has impacted positively on classrooms, increasing the range of personalised learning principles and strategies applied. Attendance figures have reflected that changes to programs and school practice have resulted in significant improvement in attendance.
- Across the network, when compared to Term 1 2010 figures, Glenora has an attendance rate of 90.6%, Tasman, 91.4% and Triabunna has maintained its attendance rate of 93.6%.

Clarendon Vale PS:

The school continues to build partnerships with outside agencies and work closely with parents. In Term 3, 2010 attendance was 91.5%. In Term 1, 2011 it was 92.9%.

Geilston Bay HS:

The school has strong connections with outside agencies and personalised learning programs. Term 1, 2011 data shows a 2% improvement from 2009 and this is similar to 2010.

The Jordan River Learning Federation:

The Federation reports a 10% improvement in attendance for the 12–16 year-old cohort from Term 3, 2010 to Term 1, 2011.

New Norfolk HS:

The number of students with perfect attendance for Term 1 has risen from 4 in 2010 to 30 in 2011.

New Norfolk PS:

The school had an attendance rate of 92.8% in Term 1, 2011 and this is the highest since Term 1, 2007.

Rokeby PS:

In Term 1, 2011 the attendance rate was 94% which is their best in ten years.

Rokeby HS:

The school has adapted their school structure to include more 'on site' attendance in alternative classrooms and this has greatly increased the students' connections with school.

Cosgrove HS:

In-house surveys provide data on student satisfaction and engagement with the new structures. Year 8 and 10 students were surveyed on:

Satisfaction with course choices:

- 78% of Year 10 and 62% of Year 8 express satisfaction with the program diversity
- 63% of Year 10 see more relevance

Engagement

- 64% of Year 10 and 83% of Year 8 see choice as important
- 70% of Year 10 and 45% of Year 8 think this year is more interesting

Learning environment satisfaction

- 60% of Year 8 report classrooms are welcoming and display their successes and are changed regularly

School Snapshot of Student Attendance in the Glenorchy Network:

School	2010	2011 to June
Cosgrove High School	76.2%	82.6%
Glenorchy Primary School	93.7%	93.96%
Goodwood Primary School	91%	92%
Moonah Primary School	91%	96.48%
Springfield Primary School	91.8%	92.8%

Increased connection with community

The Launching into Learning (LiL) programs for Birth-4 years continue to play a significant role in the early relationships with families and schools. Most primary schools have LiL programs which introduce families to engaging their children in Literacy and Numeracy experiences.

The Launching into Learning Longitudinal Study 2007-2014 Progress Report 2010, which encompassed 1299 regular LiL students across 104 schools, looked at the effect participation had on student performance at Government schools as measured by the Kindergarten Development Check (KDC), Performance Indicators in Primary Schools (PIPS) and in the future Year 3 National Assessment Program – Literacy and Numeracy (NAPLAN) results from 2007 to 2014. The results have shown that involvement in Launching into Learning has had a significant impact in improving literacy and numeracy skills. Together, all analyses point to the same conclusion: that LiL has a significantly positive influence on student performance from all socio-economic backgrounds though the largest effect is seen for

those most disadvantaged. For further information about the LiL Longitudinal Study please visit: <http://www.education.tas.gov.au/?a=318655>

Clarendon Vale PS:

Data show a strong correlation between children attending LiL and achieving Kindergarten Development check (KDC) markers – all of the ‘all achieved’ children attended LiL. All of the children with only one marker ‘not achieved’ attended LiL. The remaining 9 ‘at risk’ children did not attend LiL or had poor attendance in Kindergarten by comparison to students who had attended LiL.

Austins Ferry PS:

This year all Launching into Learning (Birth–4years) and Kindergarten students have received a Numeracy Pack to help build an awareness of early number ideas. There have also been parent sessions explaining the pack and how to best introduce and assist students with the big ideas in number.

Windermere PS:

Family Learning Club –this program in partnership with Colony 47 is based on a similar program called Communities Supporting Families. This program offers an opportunity for parents to attend activity sessions with their child over six weeks. The intended outcomes include:

- To support the educational and social development of students
- To provide opportunities for purposeful Literacy and Numeracy experiences
- To encourage increased parental involvement with their children’s education
- To strengthen family relationships and links with the school and community

Springfield Gardens PS:

- Students at risk in Kindergarten Development Check first assessment has decreased by 3.2 percent in 2011 from 77.5% to 74.3%.
- Launching into Learning is running three sessions per week including activities ranging from playgroup sessions, invited guests, first aid CPR session, water orientation as well as coffee chat and class preparation sessions as social get-together for parents.

Glenorchy PS:

The school reported a decrease of the numbers of children at risk at the first KDC check from 67% at risk in 2010 to 58% at risk in 2011.

High schools have implemented programs that offer more flexibility in terms of learning environment, and achieved this with additional funds and planning, for example:

Rokeby HS:

This school has created timetable and attendance flexibility for students to continue to attend some classes whilst participating in the flexible program. Close links have been developed with many community programs and people to assist in providing alternative programs. Some of these links include the Clarence Plains Youth Centre and the Clarendon Vale Men’s Shed.



Support for Aboriginal and Torres Strait Islander Students – 1 January to 30 June 2011

Common Intervention Strategies for Aboriginal students

- A Senior Curriculum Officer–Aboriginal Education has been employed to work with government schools to embed Aboriginal perspectives across the curriculum.
- The Curriculum Officer and the Cultural Officer at Aboriginal Education Services are working closely with the Curriculum Team to ensure that the cross-curriculum priority, Aboriginal and Torres Strait Islander Histories and Cultures, are implemented in all schools from 2012.
- Aboriginal Education Services are working increasingly with schools to review their Aboriginal resources and to support them embrace Aboriginal culture into the school's philosophy.
- Through the Raising the Bar Closing the Gap maana project, (as described in the LOW SES section), schools are focussing on strategies and actions to support the Literacy and Numeracy outcomes of Aboriginal students.
- Aboriginal Education Workers continue to be employed in schools to work with students and families.
- Schools and federations continue to develop and establish networks with Aboriginal groups such as the Aboriginal Network Group and the Aboriginal Education Advisory Group.
- The two Aboriginal Child and Family Centres at Geeveston and Bridgewater now have centre leaders and positive relationships are being developed with communities as well as other government and non-government agencies, despite the fact that the actual buildings are yet to be completed.
- community groups, including Mersey Leven Aboriginal Community and the Circular Head Aboriginal Centre, have been consulted around school planning and the delivery of learning opportunities for students and teachers.
- Aboriginal students at risk and/or below the National Minimum Standard are supported with targeted Literacy and Numeracy intervention, 1:1 or small group work. Data is better informing intervention.
- Through the department's focus on Cultural Understandings, the Closing the Gap focus schools and the maana schools, are reporting increased involvement and communication with parents and families of Aboriginal students. This is leading to increased attendance and Literacy and Numeracy outcomes for many of Tasmania's Aboriginal students.
- ITAS tutors and Literacy/Numeracy support teachers have helped develop trust, routines and consistent strategic interventions. The interventions, in many cases supplemented by NP funds, have been individualised for each student. National Partnership effort in schools is building on, and value adding to strategies in place in schools prior to NP participation.
- Significant work developing personalised learning plans in schools is occurring. Schools are establishing processes that are enabling them to develop PLPs with Aboriginal students, their families, and teachers and in many cases, social workers.

Specific strategies and actions include:

Tasman District HS:

- A leadership network has been established with regular meetings between key leaders of health, education and the Port Arthur Council. A key focus of these meetings is to increase community health and well being, to preserve history and celebrate culture.
- The attendance data for Term 1, 2011 for Aboriginal students in the District Schools Network– Triabunna (+0.2%), Tasman (+2%), Glenora (+ 0.9%) continues to be higher than for non-Aboriginal students.

East Tamar East Tamar Federation:

- Attendance has been a key focus, with the Federation Social Worker involved with PLPs and in monitoring families across campuses.
- Data regarding Aboriginal students is used to inform Literacy and Numeracy interventions.
- The Closing the Gap Strategy Coordinator is assisting establish an advisory committee of Aboriginal community representatives to work with the Board on improving accessibility for Aboriginal families.

The Glenorchy Network:

Across the network there are weekly ITAS tutoring sessions for identified students and Individual PLPs are being developed for every Aboriginal student.

Moonah PS:

A Dare to Lead Snapshot has been completed and 9 out of 16 recommendations have been implemented over the last 6 months including individual PLPs prepared for every Aboriginal student. Parent voice increased through the Multicultural Advisory Group. The profile of Aboriginal culture has been raised within the school.

- A Multicultural Advisory Group has been established and meet monthly to advise staff about issues and suggestions regarding multiculturalism and Aboriginality. A current focus is on including multicultural and Aboriginal cuisine in the kitchen classes.
- Aboriginal Sports Trainee employed by the school who has worked with Aboriginal students including preparing an assembly and dance celebration for NAIDOC Week.

Goodwood PS:

- All 18 Aboriginal students at risk are included in all school-wide strategies designed to support improvement of outcomes.
- 12 of the 18 are included or have been included in the Bridges Reading Program in the past six months.
- All Year 4–6 Aboriginal students (4 in total) have been included in the *QuickSmart* Numeracy Program
- All Year 3–6 Aboriginal students (11 in total) are included in the Reciprocal Reading program supported by dedicated Teacher Aide time.

Clarendon Vale PS:

90% of parents of Aboriginal students have been involved in one or more school programs in 2011.

Jordan River Learning Federation:

The National Partnership funded Early Years Leader in JRLF has partnered with young families and their children to learn about Aboriginal culture. This has also resulted in high levels of engagement of young Aboriginal parents into LiL programs.

SHOWCASE—EAST TAMAR FEDERATION

- The Federation priority that specifies best practice in Literacy and Numeracy learning, particularly in the middle years (Years 5–8) is informed by the following data extracted from the East Tamar Federation aggregated School Improvement Report.
- The median score in Literacy is trending up in Years 3–5, especially in Year 5, possibly reflecting the impact of the *RTBCTG* input in the primary schools. However, the median scores are stable for Year 7 and trending down for Year 9. The focus on ‘middle years’ learning and pedagogy, along with the *RTBCTG* 7-Up support will build upon the gains already achieved in the primary schools.

		ETF Literacy Median Scores 2008-2010		
		2008	2009	2010
Literacy	Median score for Year 3	368.0	380.5	383.0
Literacy	Median score for Year 5	419.5	435.2	446.7
Literacy	Median score for Year 7	472.8	491.1	483.0
Literacy	Median score for Year 9	516.9	535.0	503.0

- In Numeracy, the median scores are stable with a significant gain between Years 3 and 5 and a lesser gain between Years 5 and 7. The middle years focus aims to increase the gain between Years 5 and 7.

		ETF Numeracy Median Scores 2008-2010		
		2008	2009	2010
Numeracy	Median score for Year 3	374.6	352.9	370.2
Numeracy	Median score for Year 5	426.0	449.2	438.2
Numeracy	Median score for Year 7	468.1	486.8	470.0
Numeracy	Median score for Year 9	524.6	531.2	519.0

- Professional learning across sectors and mentoring and coaching for robust implementation means students have consistent scaffolds of learning and teachers share common language as a basis for cohesive practice.
- A whole of Federation Moderation Day and other pending professional learning provide a consistency and cohesion to teaching practices and curriculum.
- Campuses have ‘thrown open their doors’ to share practice, resources, and expertise. There is a strong sense of sharing within a learning community, and teachers demonstrate trust that all their work will be viewed through the lens of appreciative inquiry.
- A Federation professional learning accountability process has a clear focus on collaborative inquiry with a co-coaching perspective, designed to improve practice in a resilient fashion that is sustained. Project Team members are working alongside teachers in classrooms and planning session modelling, mentoring, co-planning, and collaborating to strengthen classroom practice in

support of the East Tamar Federation vision.

- The Federation strategic plan has enabled the synthesis of the skills of allied professionals with the Professional Learning Team so as to have genuine impact on the understanding of teachers and implications for pedagogy. The deepening of understanding about learning implications for students living with trauma, and through understanding stages of brain development, and implications for those from an EAL background, are all areas where a trans-disciplinary approach has significantly added to teacher and TA expertise.
- Funding of key mentors on Federation campuses has improved teacher skills, knowledge and understanding, particularly for those high school teachers working 'out of area' in Literacy and Numeracy. Network and campus based team planning has provided mentoring and feedback structures with significant accountability built into coaching and implementation processes. This multi-layered approach to team planning has resulted in sustainable leadership across various contexts. The growth of a range of leaders who have emerged throughout the first six months of this year is a highlight of the Literacy and Numeracy work in the East Tamar Federation.

SHOWCASE—AUSTINS FERRY PRIMARY SCHOOL

Context

Austins Ferry Primary School (AFPS) commenced as a new school in February 2011. It has an enrolment of 454 Kindergarten–Year 6 students. AFPS and Windermere Primary are the two new schools established from the closure of four Low SES schools in the same geographical area. Both schools feature a three-POD design where six classrooms are hubbed with a centrally located student library, activity learning spaces for arts and cooking, staff offices and meeting rooms.

- There are 36 Aboriginal students from P–6
- 25% of these students are participating in the high achiever Numeracy groups
- 50% of these students are working below year level and are working in Numeracy groups to support their needs and 25% of these students have had intervention support this year.

Reform Activities/Strategies

- Employment of a Numeracy Support Teacher: 0.8 FTE
- Class structure and Literacy and Numeracy specific timetables have been implemented in the past 6 months as a systems framework for intervention.
- As a new school the students were tested and grouped according to individual learning needs. The Numeracy groups run three days a week (Tuesday – Thursday) for 45min sessions.
- Students who have been identified as critically below year level standard have been included within an intervention program on top of the weekly Numeracy sessions. Students requiring intervention have three additional Numeracy sessions a week running for 45 minutes each.
- Coaching and mentoring processes have been established for supporting teachers in planning, delivering, monitoring and assessing Literacy and Numeracy: 100% staff surveyed said that they Agreed/Strongly Agreed that having a Mathematics Support Teacher in the school has been helpful. Along with collaborative planning, professional learning delivery and resource delivery, the Numeracy Support Teacher has also been involved with team-teaching with individual staff who need current Numeracy pedagogy modelled to them.
- Team teaching and collaborative practices: 100% of teaching staff participated in Numeracy planning and collaboration sessions in conjunction with the Numeracy Support Teacher. As there are three PODs (year-level classes located in one building) each POD meets with the Numeracy Support Teacher once every three weeks.

Outcomes to date:

- 100% of teaching staff attended a Numeracy professional learning session facilitated by Monash University, at the beginning of the year.
- One-third of teaching staff attended the professional learning session led by Di Siemon. The Numeracy Support Teacher then facilitated a professional learning session for all staff on a designated professional learning Day to present the 'Big Ideas in Number' based on Di Siemon's approach. There has been a dramatic shift in the way Number is taught. The assessment and learning tasks have now been designed around open-ended questioning to allow for students to share their thinking and understanding around number.
 - 87.5% of staff surveyed Agreed/Strongly Agreed that the Numeracy professional learning has suited their learning needs.
 - 75% of staff surveyed Agreed/Strongly Agreed that they feel more confident with their maths planning this year.
 - 87.5% of staff surveyed Agreed/Strongly Agreed that collaborative team planning helps focus on student needs.

- There are assessment mechanisms in place in each POD to ensure students are getting the full benefit of the program and that their understanding and development is being fostered. Teachers in each POD have been designing common assessment tasks for students to complete at the end of each block of learning. These tasks are open-ended. Results have identified students' misunderstandings and are used to inform future planning and practice.
- 102 students were surveyed from P-6 across the school:
 - 84% Agreed or Strongly Agreed that they looked forward to Numeracy groups. (65% Strongly Agreed, 18% Agreed)
 - 87% Agreed or Strongly Agreed that they felt more confident with their maths learning. (59% Strongly Agreed, 28% Agreed)
 - 86% Agreed or Strongly Agreed that they now know more about how to work with numbers (65% Strongly Agreed, 21% Agreed)
 - 73% Agreed or Strongly Agreed that they find it easier to work in Numeracy groups than to stay in their own room. (60% Strongly Agreed, 13% Agreed)
 - 78% Agreed or Strongly Agreed that they are now better at explaining how they solve maths problems.
- Teachers have noted that students in their groups are picking up new ideas and concepts faster. Students have also gained confidence within these groups as they don't feel intimidated by higher achieving students and the work is targeted towards their abilities and at a pace appropriate for them.
- PIPS 1st Assessment data for 60 enrolled Prep students:
 - Literacy percentile rank – 90.0% within and above expected range; 10% below expected range.
 - Phonics percentile rank – 88.3% within and above expected range; 11.7% below.
 - Numeracy percentile rank – 91.7% within and above expected range; 8.3% below.
- They have also become very competent at using the vocabulary and language associated with the big ideas in number and can articulate their reasoning and understanding well.

SHOWCASE—THE GLENORCHY NUMERACY NETWORK

Context:

The Glenorchy Network is comprised of seven primary schools and two secondary schools situated in the northern suburbs of the greater Hobart area, within the city of Glenorchy. The school communities currently share issues of urban disadvantage with low Literacy and Numeracy outcomes, high representation of Aboriginal students, and high levels of absenteeism.

Reform activities/strategies

- All schools have initiated a curriculum coaching model which operates at both an individual level and a collaborative year-team level. The individual level is linked to performance review processes with teachers engaging in consultation practices with Principals and senior leaders, to produce a learning pathway for their professional improvement.
 - E.g. Cosgrove HS: 80% of staff have completed an appraisal process which incorporated the development of an Individual staff improvement plan.
 - E.g. Windermere PS: 75% of staff surveyed Strongly Agreed/Agreed that having access to a Literacy leader-coach is helpful.

Progress/Outcomes

There are strong evidences that the *QuickSmart* initiative is having widespread impact on a cohort of underachieving students – both qualitatively and quantitatively. The model of deliberate practice and activity structures in a 30 minute session is being transferred to the classroom and supporting students at risk in other ways, and in other subjects.

The coaching model evident in the Glenorchy Network schools is a sustainable practice while linked to teacher professional learning pathways and improved teaching and learning practices. The coaching model is directing teachers to the effective and purposeful use of performance and feedback data.

A sentiment shared by most schools:

- Currently data driven intervention strategies will be able to be maintained in the future. Students ABNMS will be targeted to ensure that school results continue to improve.
- The inclusion of new technologies into classrooms this year has led to the increase in professional learning and deliberate planning of teachers, especially in the use of engaging new resources to do with smart and interactive boards. This will continue to drive innovation in the classroom.
- *QuickSmart* has continued to be a success and early results indicate that students are performing very well. If funding were cut it would be very difficult to maintain the program in future years.

SHOWCASE—THE PARKLANDS NETWORK

Context:

In 2011 The Parklands Network has decreased from seven to five schools due to the amalgamation of three primary schools into Romaine Park Primary.

Outcomes:

The specific focus of the Parklands Network has been Numeracy and the rigorous implementation of *QuickSmart*

Schools QuickSmart groups	Pre-Intervention			Post-Intervention		Gain	p	Effect size
	N	Mean	SD	Mean	SD			
Parklands High School	32	42.616	5.386	45.559	6.722	2.944	0.022	0.483
Havenview Primary School	9	40.856	7.206	51.244	13.428	10.389	0.003	0.964
Acton Primary School	13	41.115	7.858	49.154	10.683	8.038	0.001	0.857
Brooklyn Primary School	10	44.55	6.308	52.98	6.28	8.43	0.001	1.339
Upper Burnie Primary School	11	40.673	7.504	47.927	4.967	7.255	0.001	1.14
Ridgley Primary School	8	38.925	5.24	45.5	4.255	6.575	0.001	1.378
Montello Primary School	14	45.864	8.129	51.743	12.997	5.879	0.009	0.542

SHOWCASE—QUEECHY HIGH SCHOOL NETWORK

Context

With the switch from narrative to persuasive writing texts in the 2011 NAPLAN tests, teachers required professional learning in the types of persuasive texts, the range of persuasive devices and strategies to help in the classroom when introducing this text type.

Reform activities/strategies

Teachers were provided with a series of professional learning opportunities for staff across the network (seminar for all staff; workshops for Year 5-9 teachers and Numeracy Leaders). In addition, teachers engaged in cross-school moderation (with and without common moderation tasks).

Outcomes - 2011 NAPLAN results indicate average gains of 3.4% in writing

Literacy Project (St Leonards PS, East Launceston PS, Punchbowl PS, Newstead PS): This program has continued after trial in Term 3 2010 on a three 5 week rotation across the schools; utilising OneNote software, and have developed a History WebQuest (Aust. Curriculum Year 5 content) to support the program. Some teachers have helped to collaboratively develop both the Literacy Project and the WebQuest, developing their knowledge of innovative teaching practices, the Australian Curriculum and current ICT software applications.

STUDENT SURVEY: Based on a sample of 12 students (half of all participants). The other half to be surveyed at the end of the term once the rotation is complete.	Strongly Agree	Agree	Don't agree or disagree	Disagree	Strongly Disagree
<i>I am enjoying the project</i>	8	3		1	
<i>I have improved my behaviour during the project</i>	1	2	9		
<i>I have improved my organisational skills during this project</i>	5	5	2		
<i>I have improved my computer skills during this project</i>	9	3			
<i>I have become more independent in my work habits during this project</i>	3	5	4		
<i>I have improved my reading skills during this project</i>	4	5	3		
<i>I have increased my confidence with my school work during this project</i>	4	3	3	2	
<i>I have increased my confidence in other areas during this project</i>	4	4	4		
<i>I think this project is beneficial to me</i>	8	4			

TEACHER SURVEY: Based on a sample of 6 teachers (half of all teachers). The other half to be surveyed at the end of the term once the rotation is complete.	Strongly Agree	Agree	Don't agree or disagree	Disagree	Strongly Disagree
This student seems to be enjoying the project	77%	23%			
This student has shown improved behaviour during the project	8%	38%	54%		
This student has demonstrated improved organisational skills during this project	23%	54%	23%		
This student has improved their computer skills during this project	46%	54%			
This student has become more independent in their work habits during this project	15%	54%	31%		
This student has shown improved reading skills during this project	46%	38%	15%		
This student has demonstrated increased my confidence with their school work during this project	38%	46%	15%		
This student has demonstrated increased confidence in other areas during this project	15%	69%	15%		
I believe this project is beneficial to this student	69%	31%			

SHOWCASE—THE CLARENCE PLAINS NETWORK

Summary of Progress

Progress has been achieved across all four schools in the Clarence Plains area. All initiatives have been the collaborative decision of key stakeholders in each school and have been determined according to needs identified through data.

Strategies include:

Differentiated professional learning provided to staff:

- **Reading to Learn (David Rose, 2009)**
 - Explicit modelling of the teaching and learning cycle.
 - Ongoing reflection, assessment and planning within teaching teams to increase professional independence.
 - Resources and assistance provided.
- **Running Record training (Marie Clay)**
 - Building capacity of teachers to use data to inform planning and assessment 'of', 'for' and 'as' learning.
 - Collaborating with external support staff to improve Literacy.
- **Summarisation strategies**
 - Explicit modelling of the teaching and learning cycle.
 - Ongoing reflection, assessment and planning with teaching teams.
- **Neurological Impress Method reading (NIM) (Heckleman, 1969)**
 - Training teacher assistants and pre service teachers to aide individual students in reading.

Gaining and Analysing baseline data

- Analysing 2009 NAPLAN data to identify students 'at' and 'below' the benchmark in all areas
- Students grouped according to needs to improve outcomes.
- In school data collection: SWST, PATR, Running Records.

Continued implementation of specific programs in classrooms (2010, 2011):

- Reading to Learn (David Rose, 2009)
- Reading Coaches (designed by teachers in network schools)
- Home reading program
- Owing my Learning spelling (designed by teachers in network schools)
- Neurological Impress Method reading (Heckleman, 1969)
- First Steps Reading (Annandale, Bindon, Handley, Jonhston, Lockett and Lynch, 2004)

Additional support:

- Personal learning plans created for identified Aboriginal students.
- Additional teacher support to further assist identified students.
- Oral language program in the early years.
- Students identified through data and grouped accordingly.

Outcomes:

- **Owning My Learning spelling** is an approach to spelling based on students assuming increasing responsibility. Identifiable improvements in spelling continue to occur.
 - Data collected from Rokeby Primary School showed the following improvements:
 - Year 3/4/5 Average of 11 months in 5 months.
 - Year 4/5/6 Average of 12.2 months in 4 months.
- **Continued implementation of Neurological Impress Method reading**
 - Clarendon Vale Primary has identified significant improvements in student achievement. The NIM reading process at Clarendon Vale Primary targets students identified 'at risk' (i.e. behaviour, home difficulties, high absenteeism).

SHOWCASE—THE INDEPENDENT SECTOR

The independent sector's response to support schools to address students with special learning needs (SLN) at risk of not meeting minimum standards has been implemented as follows:

A suitably qualified and experienced educator is employed to support schools in:

- Meeting the requirements of students with special needs – Literacy and/or Numeracy
- Understanding purpose and structure of Individual Educational Plans (IEP) – students' strengths, challenges, accommodations, SMART goals, etc.
- Recognising the importance of parents', teachers' and teacher assistants' contribution when developing IEPs
- Understanding the importance of independent evidence-based learning programs e.g. Spelling Mastery, Growth Points for Maths, levelled reading texts, Multilit, etc. – students to be working at developmental levels.
- Instructing Special Learning Needs teachers in the practice of administration, scoring, analysing and reporting assessments, tests, screeners etc. – Articulation Survey, Neale Analysis, Early Numeracy Interview, Boehm Test of Concepts, etc.
- Best use of data for planning for targeted teaching and learning.
- Empowering a nominated staff member to co-ordinate a special learning needs 'program' – school based.

Reform activities/strategies

Funding through Literacy and Numeracy NP has enabled IST to contract a qualified Literacy adviser to support schools in the understanding and implementation of *Letters and Sounds* and train staff to implement this program in Kindergarten through to the end of Year 2. The aim of the program is to ensure that all students make measurable progress in learning to read and spell at a pace that matches their capabilities. The program is structured in six phases and 20 minutes of direct teaching daily is required.

Schools currently supported in the first six months of 2011 include:

- Calvin Primary School
- Channel Christian School
- Southern Christian College
- Emmanuel Christian School
- Tarremah Steiner School
- Eastside Lutheran College
- Hilliard Christian School
- Lambert
- Hutchins Junior School

Letters and Sounds identifies two processes in reading comprehension—recognising words and comprehending text. When students can recognise and spell words with ease, they are able to concentrate on understanding what they read and produce good written work.

Modelling best practice/in school mentoring

National Partnership implementation has provided advisers to support schools, in schools. Currently 12 schools in the south and 18 schools in the north and north/west access this service.

Progress/Outcomes

MULTILIT is enabling explicit instruction in each of the 5 essential areas. Data collected through this project is also supporting teachers and school leaders to make informed decisions when planning for improved outcomes for students. NP funding has enabled the training and delivery of MULTILIT in an additional two schools in 2011, and review and development in 4 schools where staff had trained previously but implementation required further support.

Part 1 - Milestones not reported/not achieved/partially achieved in Annual Report for 2010

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>
Indigenous workforce data measures consistent with national agreements developed by 2010.	As reported in the 2010 annual report – ‘... <i>Tasmania has made efforts in this regard; however progress towards this milestone is contingent upon progress at the national level</i> ’.	Progress is contingent upon progress at the national level.	Tasmania has a willingness to participate in opportunities to progress this work.

Part 2 - Milestones in Progress Report - (Achieved 1 January to 30 June 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>
At least 70 students recruit recruited to the PiTE program by April 2011	By April 2011 68 pre-service teachers undertaking their M Teach had been recruited to the PiTE program.	A smaller number of applications were received for 2011 than was expected, particularly in the north (38 in total). Advice received indicated that some students did not apply because the date for applications clashed with major final assignments. For others, timetable clashes and travel arrangements prevented them	Advice about PiTE provided at induction to M Teach for students who might apply for 2012. Open applications to B.Ed students. Marketing and application date has been brought forward so as not to clash with final assignments and travel decisions. 85 applications for 2012 already

		from applying.	received
10 DoE Centres of Excellence by 2011	The following schools are Centres of Excellence in 2011 Reece High Brooks High St Leonards Primary Montrose Bay High Moonah Primary Herdsmans Cove Primary Rokeby High Rokeby Primary Sheffield School	The number of PiTE students determines the number of Centres of Excellence	The number of Centres of Excellence required will vary from year to year depending on the number of quality applications received, the stringent selection process undertaken and current staffing and resourcing implications.
2 TCEO Centres of Excellence by 2011	Two School Centres of Excellence have been established and will be supported in 2012 and 2013 with 0.1FTE (\$40K) release for a teacher in each as well as establishment costs of \$2000. There will be one in the north and one in the south. The northern and southern Heads of School Services will be responsible for the establishment of both. There will be additional funds available for teachers who lead reforms in inquiry teams in the Low SES schools. This is budgeted as .1FTE x 4 teachers in 2012. (\$40K)		

Part 3 - Milestones that will progress through the 2011 calendar year (with no set milestone date)

Milestone	Detail of achievement against milestone.	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
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	Quantitative and Qualitative	
N/A		

Section 5 – Milestone Reporting

Low SES School Communities NP

Part 1 - Milestones not reported/not achieved/partially achieved in Annual Report for 2010

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>
N/A			

Part 2 - Milestones in Progress Report - (Achieved 1 January to 30 June 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>
School Improvement Plans developed and published for 100% of schools participating in SES 1,2,3,4 and 5 are	Low SES School communities NP Implementation Plans are developed and published for 100% of schools		

updated as appropriate.	participating in SES 1, 2, 3, 4 and 5.		
Round 2 high need schools have been identified and prioritised for School Improvement Reform through Intervention (SES6) and the School Improvement Framework process has commenced.	Completed. School participation was prioritised in Term 1 for support through this strategy. School Improvement processes and accountabilities were provided to principals.		The implementation of this strategy is under review. A redesigned implementation is anticipated in 2012. Principal Improvement and Performance Management will be key elements. The 2011 Annual Report will describe this.
SES7 Polytechnic/Academy (TCEO year 10-11) Regional networks that involve key stakeholders to provide advice and share knowledge have been established.	Renamed SES 7 Post-Year 10 Transition. A statewide networked Advisory Group consisting of representatives from high schools, colleges, the Tasmanian Polytechnic, Aboriginal Education Services Learning Services and other key stakeholders has been established. Terms of Reference have been confirmed. The Advisory Group is instrumental in overseeing SES 7, designing and monitoring transition strategies. Together they provide advice and share knowledge. Representatives on this group also participate in the Youth Attainment and Transitions National Partnership Advisory Group networks, ensuring aligned delivery over both National Partnerships. TCEO implementation has involved key stakeholder consultations.		
Acceptance of Tasmania's Smarter Schools 2010 Annual Report	Accepted		

Part 3 - Milestones that will progress through the 2011 calendar year (with no set milestone date)		
Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
NP Annual Progress Reports (using template provided) have been completed and lodged with Learning Services and non-government sector Managers for SES 4 and 7 and for schools implementing SES 1,2,3 and 5.	Completed. This milestone was achieved in 2010 and again in 2011.	
An online resource bank established through the Flexible Learning School Strategy (SES4) from contributions state wide and accessed by teachers.	Completed and ongoing. A Curriculum Team is continuing to develop online resources for students of diverse ability; and to support the implementation of the Australian Curriculum and the imperative to embed Aboriginal perspectives. Startup Services through the Tasmanian eSchool continue to provide support to all Low SES schools to access quality online resources.	
Polytechnic/Academy (TCEO Year 10-11) Transition initiative implementation means that specific, planned initiatives to improve retention are underway in 100% of Low SES 2 Secondary Renewal schools.	Commenced. A systemic initiative funded in part through SES 7 supports Year 10 students with opportunities to experience Polytechnic learning opportunities. From January to June 2011 regular meetings of the SES7 Advisory Group planned for the development and implementation of strategies.	
Progress towards the 2015 retention target (SES7) is positive and the 2011 NP schools target has been achieved.	Significant activity in Low SES NP schools is targeting improved student engagement in learning, attendance, transition and retention. Under the leadership of a new Secretary DoE, and with the return of post-Year 10 to the DoE in 2011, structures, processes and policies underwent change from January to June and work commenced on a new strategic plan, vision, direction and priorities.	

	<p>As a consequence, updated statewide targets and KPIs will be developed. These targets will support the establishment of KPIs and retention targets for SES 7 which will be included in the 2012 SES 7 Implementation Plan to be completed by December 2011.</p>	
<p>At least 25 schools participating in Low SES 1,2,3 and 5 will have in place, and report on, strategies to outreach and better engage parents and community, especially Indigenous families.</p>	<p>Achieved. 17 SSNP schools completed Dare to Lead snapshots in 2010. 4 SSNP schools completed Dare to Lead snapshots from January to June 2011. 35 Low SES NP schools are members of Dare to Lead. All Low SES schools report on Indigenous equity—the percentage gap in student achieving expected outcomes—through Tasmania’s Education Performance Report. 15 Low SSNP schools have commenced a School/Community Partnership with their local Aboriginal Community 46 SSNP schools provide Launching into Learning which is a Birth to 5 program that engages families and in particular those most at risk. Further detail is provided in the body of the report.</p>	
<p>Round 3 schools prioritised and informed of participation in 2012 School Improvement Reform through Intervention (SES6).</p>	<p>As a part of a concerted reform agenda, from 2012, eleven networks of schools and colleges across three Learning Services will be created in the Tasmanian Department of Education. Each will be supported by a Principal Network Leader. These 11 Principal Network Leader positions have been created to focus on school improvement and accountability. Principal Network Leaders will be on the ground in schools managing the performance and development of school leaders to continually improve student outcomes and to implement the department’s new</p>	

	Strategic Plan and reform agenda. They will have a significant role working with Low SES NP schools in their development and implementation of initiatives to address the Low SES priority areas for reform.	
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Section 5 – Milestone Reporting	Literacy and Numeracy NP
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Literacy and Numeracy milestones will be captured in the LNNP reward reporting template.

Part 1 - Milestones not reported/not achieved/partially achieved in Annual Report for 2010			
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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>

Part 2 - Milestones in Progress Report - (Achieved 1 January to 30 June 2011)			
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Milestone	Detail of achievement against milestone. <i>Quantitative and</i>	If not achieved or partially achieved, reasons why.	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and</i>

	Qualitative	Qualitative	Qualitative

Part 3 - Milestones that will progress through the 2011 calendar year (with no set milestone date)

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>