



Australian Government



SMARTER SCHOOLS NATIONAL PARTNERSHIPS

**IMPROVING TEACHER QUALITY
LOW SOCIO-ECONOMIC STATUS SCHOOL COMMUNITIES**

Western Australia Annual Report for 2012

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

Section 1 – Smarter Schools National Partnerships – Impact

Improving Teacher Quality National Partnership

Government Sector

- The **Training Schools Project** is an innovative pre-service teacher training program that aims to improve pre-service teacher training through the establishment of internships in which final year university teaching students engage in more intensive, extended practice while being mentored by experienced, high performing teachers. Interns are placed in schools for a minimum of two days per week for the duration of their final year, substantially increasing their work readiness by providing more practical learning that integrates both theory and classroom practice in a supportive school environment.
- Evaluation of the first two cohorts has identified this model of pre-service teacher training as highly successful with interns outperforming their on-campus peers. Expansion of the Training Schools Project in 2012 resulted in 105 interns being placed in 38 Training Schools (including 12 in rural areas) under the supervision of 120 mentor teachers. The success of the project has prompted universities to seriously consider revising the manner in which they deliver mainstream pre-service teacher training.
- The **Aboriginal and Islander Education Officers (AIEO) Professional Learning Program** aims to enhance their qualifications and training to support them to achieve a certificate qualification from a local Technical and Further Education College (TAFE) or teaching qualification from a university of their choice. In 2012, 135 AIEOs participated in a Certificate III or Certificate IV Education Support course; and 34 AIEOs or Aboriginal Languages teachers were enrolled in a teaching qualification from a university of their choice – 23 in their first academic year and 11 in their second academic year.
- The purpose of the **Rural and Remote Training Schools project** is to re-invigorate the profile, opportunities and uniqueness of rural and remote schools in Western Australia by identifying high quality pre-service students and mentor teachers to undertake a practicum in pre-selected rural and remote schools, promote the experience of teaching in rural and remote schools and provide support to those teachers and principals in identified schools.
- During 2012, a total of 100 pre-service teachers were identified, prepared and placed in rural and remote practicum programs, a significant increase of 42 from the previous year. A high proportion of the participants undertaking practicums through the project have chosen to take up positions in rural and remote schools: 100% of the 2010 cohort; and 75% of the 2011 cohort. Schools in very remote locations are the beneficiary of a number of **pre-service teachers** participating in the project. For example, Halls Creek District High School currently has four previous project participants appointed to their staff. These staff members come prepared, knowing the context and wanting a career in rural/ remote Western Australia.

Catholic Sector

- Support programs for principals have been aligned to '**National Professional Standards for Principals**' and within the context of whole school improvement through the Quality Catholic Schooling (QCS). The additional ITQNP program for supporting experienced principals, has seen a number of support programs implemented including through external management and leadership training providers. As part of a system wide initiative, extensive leadership development and support programs have been implemented for aspiring principals through to experienced principals. The **Executive Principal** program has been run by the Catholic Education Office of Western Australia (CEOWA) for several years and two additional positions were funded by the ITQNP with six schools being visited. In 2012, a number of current school principals were supported.
- The **QCS framework** has been an important strategic initiative by assisting whole system and whole school improvement. The National Partnership (NP) funding has supported school visits and moderation activities, including aspects of a major system wide survey of schools and teachers. Continuous improvement through **science and mathematics up-skilling** (especially to support Year 7 teachers now teaching Year 7 students in secondary schools), and up-skilling of Teacher Assistants (TAs) to Certificate IV and Diploma level qualifications, has also occurred.
- Continuous improvement is also being supported through the **mentoring and support program** for early career teachers, typically in their first three years of teaching. This has involved specific support in metropolitan schools and in two regional centres, Geraldton and Kalgoorlie. Two part time consultants have supported teachers through a variety of professional development activities including meetings and activities centrally organised, and in the regional schools. During 2012, a comprehensive support framework was developed and this will now become a Catholic system-wide initiative from 2013.
- A number of initiatives have supported '**new/better/Indigenous pathways**' into teaching CEOWA, and the Department of

Education have been involved in a partnership with Edith Cowan University (ECU) for a pre-service education training model where training teachers are placed in a school for two days per week for the year and receive support from a 0.2 FTE site director and also from trained teacher mentors.

- The programs, in partnership with ECU and The University of Notre Dame Australia (UNDA) also address the milestones of providing quality placements and a school of excellence model. Specifically trained site directors and mentor teachers assure quality of training. Tertiary providers are also aligning their training courses to the new National Standards for Pre-service Education.
- The Aboriginal Teacher Assistants (ATAs) up-skilling program has supported **Indigenous pathways** into schools by providing training so that ATAs can acquire a Certificate IV and Diploma qualification. This provides up to one year credit for those wishing to undertake a tertiary teacher training degree. The CEOWA will continue to monitor and support any ATAs who wish to pursue this pathway.

Independent Sector

- Teachers in the Association of Independent Schools of Western Australia (AISWA) schools are gaining skills in analysing and discussing various data sets to inform improvements in student learning. One of the difficult areas in interpretation of data, especially when comparing various academic data is the measurement scales used and whether the data is comparable. The result is that teachers need professional learning that enhances and supports their professional judgements about student learning. As a consequence AISWA, in 2013 is conducting a course, *Developing Best Practice in Assessment*, to enable teachers and to design assessments that effectively measure learning.
- Teacher Quality continued to achieve significant success in 2012 with the suite of professional learning offered across to school leaders in the Independent schools in Western Australia. During 2012 the second cohort of 15 leaders graduated from The University of Western Australia (UWA) with a Graduate Diploma in Educational Leadership and nine leaders graduated with a Graduate Certificate of Educational Leadership from Edith Cowan University (ECU). The research projects commenced in 2011 by teacher leaders in the **Early Childhood Leadership** Project were completed. The school leaders, who participated in the Principals as Literacy Leaders Professional Learning, implemented their intervention projects. Twenty-one teachers and school leaders completed the Aspiring Leadership course and a number of the participants achieved their goal of gaining a promotional position for 2013.
- A number of the National Partnerships (NP) schools worked with consultants to establish **Professional Learning Teams (PLTs)** within their schools where a common language was established in order to engage in professional dialogue about teaching and learning. The model, focused on disciplined dialogues around the data and the interpretation of data in terms of the action that needed to be taken in order to improve student outcomes. An-outcome of a team's work, was that of a school where the focus was on comprehension. Teachers developed a shared approach and a common language and taught explicitly using the same language. This improvement in teacher quality impacted positively on student's outcomes and their NAPLAN results for 2012.

Low SES School Communities National Partnership

Government Sector

- Through the Low SES National Partnership, increasing numbers of schools are establishing parenting and early learning intervention programs (0-4) and engaging parents and their children in these programs. Intervention strategies include access to extended services in partnership with the community and other agencies such as health services, playgroups, childcare, breakfast programs, Foodbank and organisations running parenting programs.
- The National Partnership (NP) has supported establishment and enhancements to a number of reforms at the regional and school level. These include:
 - school networks that share resources and expertise such as the **Kwinana Federation** that employs instructional leaders to work across a number of low SES school communities;
 - programs to support Literacy and Numeracy development, including adjustments to timetabling to incorporate Literacy and Numeracy blocks across a significant proportion of schools;
 - professional learning communities that brings teachers together to engage in action research to explore improvements to teaching and learning. For example, Fitzroy Valley District High School has implemented professional learning communities at the school to explore strategies that improve engagement of students with Foetal Alcohol Syndrome; and
 - employment of additional staff to enhance the capacity of the school to more effectively undertake a range of operations.

- Forty-eight (48)% of Low SES NP schools have implemented strategies in the area of external partnerships with parents. Of these schools, the majority have reported making progress implementing this reform.
- Schools such as **Boyare Primary School**, **Challis Early Childhood Education Centre**, **Perenjori Primary School** and **Katanning Primary School** have used NP Funds to establish very successful 0-4 learning programs. These schools report groups of more than 20 parents attending with their babies. In some communities such as Katanning, the school has a waiting list of parents hoping to join the early intervention program.
- A significant number of schools are exploring a range of programs to target attendance and wellbeing for students. Examples of programs showing some early evidence of success include:
 - **Halls Creek District High School** is working in partnership with community agencies to run a program that seeks to re-engage adolescent male students. The school funds the use of facilities at Burks Park and daily work tasks are developed for the young men such as rounding up horses, mending fences, building barbecues and general jackeroo station skills. At school students are focussed with Literacy and Numeracy, with an emphasis on work place safety, developing a procedure how to saddle up and prepare a horse for riding, creating a photographic resume of their work experiences at the horse property and so on. The school provides certificates of accomplishment as the students are too young for any accredited course of study. Attendance for the group of students ranged from 0 – 20% before the program started. At the end of Term 4, 2012 this group of students attended more than 80% of the term. The school reports that self esteem has improved enormously and they frequently demonstrated their success to visitors who came to see the program in operation.
 - The Swan Nyungar Sports Education Program at **Balga Senior High School**. This program, which incorporates sport, culture and dance to engage students in their education, has over 120 students involved. The program is aimed specifically at Aboriginal students who may have had, or still have, disruptions in their attendance. Balga also employs strategies such as connecting with students before school starts, and developing multi-aged groupings for English, Maths and Science and Society for three hours per day.

Catholic Sector

- Twenty-eight (28) schools receive support under the Low SES School Communities initiative, including all 13 Kimberley schools, three schools in the Geraldton region, two in the South West region and ten in the Perth metropolitan region.
- In 13 Kimberley schools, a number of initiatives were introduced aimed at building community partnerships and support, increasing attendance, Literacy and Numeracy and overall student engagement. These included:
 - the **(Promoting Alternate Thinking Skills (PATHS))** program which focuses on inspiring self-confidence and building resiliency amongst students;
 - the **Bluearth** program which addresses confidence building, resilience, engagement and attendance;
 - the **'Following the Dream'** program which supports students through a mentoring program; appointment of a youth worker and attendance officer in two schools; and
 - support for the **Reading Recovery** program in these schools.

Additional intensified Literacy support has also been provided to these schools through central consultants
- The **Books in Homes** program was implemented the Kimberley schools from Years 1 to 3. This provided a range of student-selected reading books. Students take these books home, assisting in Literacy development, and increasing the engagement of their parents and community in their schooling.
- The high mobility of Indigenous students has been a significant issue in education across all systems. The **Tri-Border Student Tracking** program allowed students in all schools from Western Australia, Northern Territory and South Australia to be tracked and information exchanged about student achievement.
- In the other 15 non-Low SES Kimberley schools, schools developed a school-based plan and apply for a grant to support projects involving the broad aims of Literacy/Numeracy, engagement, attendance, community building and partnerships. Some schools employed support staff for Literacy and Numeracy on a part-time basis. Other Literacy and Numeracy support programs were also implemented, including a range of commercial programs. Some schools established parent support programs, particularly in those schools with refugee programs. Liaison officers were also supported on a part time basis.
- A partnership with Curtin University in **speech therapy and occupational therapy** placed four to six, third and final year speech therapy students for one day a week, in participating schools under supervision from a qualified speech therapist.

School students were supported in situ and teachers were assisted to implement programs. The program will continue in 2013. In two schools, a partnership program with The University of Notre Dame Australia (UNDA) was implemented where final year education students supported students one-on-one in Literacy and Numeracy. Demonstrably higher levels of Literacy were achieved.

- One country school implemented a teacher mentor program. A further 12 schools outside the Kimberley also implemented the **Bluearth program**. Metropolitan schools were encouraged to partner with each other especially to share resources such as Literacy support teachers, the Curtin University Speech Therapy program and in community workers.
- Early in 2012, two Low SES Catholic schools joined with four Government primary schools, in the **Fogarty Foundation Edvance Program**, which helped build the capacity of school leadership and brokered partnerships between schools and outside agencies.

Independent Sector

- **Strengthening teacher quality through coaching/mentoring** - AISWA has 12 Aboriginal schools across Western Australia participating in the Low SES NP. This has resulted in the development of innovative projects that are contextual relevant to the school context and the local community. Further support is provided by a dedicated Low SES consultant based in Broome to support, build capacity and monitor the projects. Some support involves leadership, mentoring, coaching and whole school improvement strategies.
- **Strengthening the quality of principals through leadership training and mentoring** - A number of principals have been involved in professional learning opportunities to support their role in their schools. These included Graduate Diploma in Educational Leadership at UWA, Graduate Certificate in Educational Leadership with ECU, as well as an Early Childhood Leadership project and Principals as Literacy Leaders project.
- **Improved use of school and student data to inform lesson planning and intervention** - All schools have access to, and most have been visited by, the assessment consultant at AISWA to interrogate their NAPLAN data and to make best use of all assessment tools they are using to inform the planning and delivery of their programs to ensure best possible student outcomes.
- **Increased parent and community engagement to support student learning** - This is most evident in the early years and lower primary years of schools. Kwinana Christian School and Emmanuel Christian Community School have focussed on creating an environment that aligns with the Early Years Framework and conducting parent morning teas and information sessions to further involve parents in the school activities.
- **Improved use of innovative practices in the classroom** - Many of the projects have formed partnerships with external providers to support engaging teaching strategies through multimedia, digital stories, author visits and behaviour management initiatives.
- **Improved curriculum development** - Through Whole School Planning Professional Learning most schools have begun to develop their schools' Literacy and Numeracy plans to ensure that there is a scope and sequence in their teaching across the school, that the Australian Curriculum is being addressed and there is consistency in approach to improving student outcomes. One Curriculum and Re-engagement in Education (CARE) school has developed a middle school curriculum to engage at risk students and improve attendance. Another two CARE schools have pooled money to develop integrated programs that incorporate some Western Australia Certificate of Education (WACE), Workplace Learning, Endorsed and Certificate in General Education for Adults (CGEA) courses to best address the needs of their students.
- As a result of the success of **Principals as Literacy Leaders (PALLS)**, discussions commenced regarding developing **Principals as Numeracy Leaders (PANL)** Pilot program. The program design would be underpinned by the leadership principles as developed in PALLS and then extensive Numeracy content based on the development of Numeracy trajectories focusing on number. As a result of the discussions PANL was developed and commenced in February 2012. This program has improved relationship and involvement with staff and the curriculum.
- The success of the **Promoting Reflective, Innovative Collaborative Educators (PRICE) Kimberley** program which supports new graduate teachers across the Kimberley has resulted in the development of a **PRICE Metropolitan Pilot Program**. The program has been developed to be contextual to the range of schools and graduates and commenced in 2012. Teachers have been very positive in the support this has offered them.

Section 2 – Improving Teacher Quality

2012 Significant Achievements/ Highlights

Government Sector

- The Department of Education's Institute for Professional Learning (the Institute) established the **Master of School Leadership Program** in 2011 to ensure high quality sustainable leadership across public schools. A cohort of 50 participants completed their first year of the course in December 2012. The second cohort, of 41 participants, will commence the program in 2013. During 2012, the Institute delivered a range of leadership programs, with 814 leaders and aspirants participating.
- Expansion of the **Training Schools Project** in 2012 resulted in 105 interns being placed in 38 Training Schools (including 12 in rural areas), with universities developing and implementing online resources. Evaluation of the first two cohorts has identified this model of pre-service teacher training as highly successful with interns outperforming their on-campus peers. The potential for Training Schools' interns to influence student learning outcomes via their contributions to specialist programs, and being an extra teaching resource in the classroom, was acknowledged by school site directors and mentor teachers.
- In 2012, an additional 73 schools commenced as **Independent Public Schools (IPS)**. Operating with more autonomy, IPS can select staff, manage their financial affairs through a one line budget, determine the curriculum that best supports students' needs, as well as manage school utilities. Some groups of IPS work as a cluster, which enables them to effectively combine ideas and resources to create even greater flexibilities across their group.
- The **Attracting Outstanding Principals Trial** (the Trial) recognises the vital role of school leaders in overcoming the myriad environmental and social factors impacting student learning in disadvantaged communities. The Trial aims to attract up to 15 outstanding school leaders who will inspire and motivate staff and build positive and effective relationships with the school community. During Semester Two, 2012 four principals were appointed to schools utilising this Trial.
- One-hundred and seventy (170) teachers (136 metropolitan and 34 regional) attained **Level 3 Classroom Teacher (L3CT)** status in 2012 and commenced as L3CTs in February 2013. Training was provided to 226 aspirants in 2012. The Department continued development work exploring alignment to the *Australian Professional Standards for Teachers* in the L3CT assessment process. Progress on this work is being undertaken within the context of industrial negotiations and discussions with the State School Teachers' Union of Western Australia.
- A new trial position, titled **Consultant Teacher**, was introduced in select low SES schools in 2012. The Consultant Teacher is an exemplary teacher position with the selection criteria aligned to the Lead Teacher stage of the Standards.
- The Department of Education provides additional resources to schools with Aboriginal students for the purpose of employing **AIEOs**, who play an integral part in education for staff, students and the Aboriginal community. In 2012, the approved staffing allocation of AIEOs increased by 10%.
- The **AIEO Professional Learning Program** supported the participation of 135 AIEOs in a Certificate III or Certificate IV Education Support course and the participation of 34 AIEOs or Aboriginal Languages teachers under a Limited Authority to Teacher in a university course of their choice to achieve a teaching qualification.

Catholic Sector

- As highlighted previously, one of the key initiatives which has had system wide effect has been the continued implementation of the **QCS framework** for whole school improvement under the ITQNP. During the past three years this has been implemented progressively in all 158 Catholic schools. In 2012, all schools have been implementing at least eight of the 24 components of the QCs framework. The framework is similar to the DEEWR **National School Improvement Assessment Tool** and aligns closely to it. The QCS outlines four key domains and 24 related components for whole school improvement with the underpinning aim being the improvement of student outcomes. A number of moderation and collegial sharing activities have been conducted with venue and some teacher relief costs funded. The CEOWA Principal School advisors and the CEOWA QCS manager have been working closely with schools.
- A system wide questionnaire was administered to all staff to gauge how successfully schools are operating and this focussed on a number of key areas of the QCS. An external organisation – Insight SRC – was contracted to administer the survey and work through data analysis of results with schools. This is an important strategic system-wide initiative, as it aligns closely with a number of key Australian Government initiatives. These include the **National Professional Standards** for Teachers and the National School Improvement Assessment Tool. The QCS framework provides an

important context within which other key initiatives can be implemented and evaluated within schools.

- The development of a Framework to support teachers in their first three years of teaching is an important system wide initiative. This builds on a program which has run over the past three years where these teachers were supported by mentors across the metropolitan area and in two country centres (Kalgoorlie and Geraldton). The framework will provide training and support across the whole system from mid 2013. The support program represents a mixture of centrally organised and in-situ training and after an initial pilot, will be extended more widely across all schools.

Independent Sector

- **Post Graduate Qualifications** -15 leaders have graduated from UWA with a Graduate Diploma in Educational Leadership. All 15 aim to continue and finalise the Masters in Educational Leadership.
- **Principals as Literacy Leaders** – Participants (30) have finished the first year of the two year program. Leaders have developed their intervention programs and positive outcomes have continued to have been expressed by schools throughout 2012. This program was a substantial investment in school improvement and the success of this program has seen the development of PANL, which will continue throughout 2013.
- **Professional Learning Teams** – The development of professional learning teams has gained momentum in 2012 for a number of reasons. Firstly, consultants working in schools through the NP Literacy & Numeracy initiative have worked extensively with schools to create awareness, demonstrate and support the establishment of PLTs. Secondly, through Teacher Quality professional learning in PLTs was provided and this in conjunction with consultants work has led to a greater understanding of schools about what PLTs are and how to create and maintain the establishment of this work.
- **Whole School Planning** – Throughout 2012, many AISWA schools continued to engage with, or began, the program which is provided in each term. As a result, success in whole school planning is being enjoyed by schools and has created a momentum. The success has led to this program being included in the School Improvement/Better School initiative.

Support for Aboriginal and Torres Strait Islander Students – 1 January to 31 December 2012

Government Sector

- The Department of Education is committed to improving outcomes for Aboriginal students and progressed a number of activities to support students through increased representation of Aboriginal employees, particularly within classrooms.
- The Department continued implementing an employment strategy to support entry and career development for Aboriginal employees. The initiatives within the *Culture Strong, Career Proud: Aboriginal and Torres Strait Islander Employment Action Plan 2011-2014* align to 'Closing the Gap' and support the Western Australian Government's commitment under the **Indigenous Economic Participation National Partnership Agreement** to an Aboriginal employment target of 3.2%.
- The Department recognises the importance of engaging parents within their children's education and provides additional resources to schools with Aboriginal students, for the purpose of employing an AIEO. One of the key roles of an AIEO is to bridge the language and culture barrier between students, the community and teaching staff. In particular, the AIEOs, support the development of productive relationships between members of the community and staff, in turn facilitating better educational outcomes for Aboriginal students. In 2012, the approved staffing allocation of AIEOs increased by 10%.
- The Department has introduced opportunities for a graduated career path to teaching through the **AIEO Professional Learning Program**, and the up-skilling and additional support for those Aboriginal teachers that have graduated a university course. The Program supported 34 AIEOs or Aboriginal Languages teachers, employed under a Limited Authority to Teacher, to participate in a university course of their choice to achieve a teaching qualification.
- Seven trainees completed and graduated in the **Aboriginal Languages Teacher Training Program** in October 2012, with seven new trainees started their training in March 2012 and are expected to graduate in 2013. In 2012, two AIEOs participated in the **Up-skilling Program** to acquire a Diploma in Education Support.
- An **Aboriginal Principals' Collegiate Group** of 23 members was supported during 2012. The Group provides a forum to share experience and knowledge, and to link participants with stakeholders who can assist their professional learning and career advancement. In 2012, six school administrators were funded to undertake self-identified professional learning and one school administrator was funded to attend the *More Aboriginal and Torres Strait Islander Teachers Initiative Conference*.
- Professional learning was provided for female Aboriginal leaders and aspirant leaders. In 2012, one female Aboriginal principal and one Aboriginal aspirant leader participated in the **2012 Senior School (Primary) Leadership Program**.

Catholic Sector

- A program focussing on supporting Indigenous leadership continued in 2012. The '**Dare to Lead**' program provided specialised training for Indigenous leaders or others who aspired to a leadership role in schools with a higher Indigenous student cohort.
- A further support for Indigenous was the ATAs program in partnership with the **Batchelor Institute for Indigenous Tertiary Education (BIITE)**. This involved training to a Certificate IV and Diploma level, raising the level of proficiency of the ATAs to increase classroom support for students. Thirty-two (32) ATAs were supported during the year and a conference held in Broome in October 2012. Teachers and principals have reported that the upskilling has led to greater and more purposeful involvement.
- **Aboriginal Teacher Assistants** were also involved in this partnership program with Central Metropolitan Institute in Perth.
- An **Executive Principal** also supported two Kimberley School's principals which have high/total Aboriginal enrolments.

Independent Sector

- Support is being developed for students in our Aboriginal Independent Community Schools (AICS) by focusing on the upskilling Aboriginal Education Workers (AEWs). Aboriginal Education Workers from across our AICS in Western Australia have engaged in teacher assistant training and teacher qualifications this year.
- Dedicated Professional Learning for the principals, teachers and AEWs in AICS is delivered using specialist consultants who visit the schools regularly, but also through an intensive professional learning conference that occurs at the beginning of Term Two. The conference is structured with the aim to support teachers in quality planning, teaching and assessment of the Indigenous students in schools.

Support for Other Disadvantaged Student Cohorts – 1 January to 31 December 2012

Government Sector

- The **Attracting Outstanding Principals** trial recognises the vital role of school leaders in overcoming the myriad environmental, social, developmental factors impacting student learning in disadvantaged communities and aims to attract outstanding school leaders who will inspire and motivate staff and build positive and effective relationships within low SES school communities. During Semester Two, 2012 principal positions advertised under the Attracting Outstanding Principals trial with the selection process resulting in an appointment to four schools.
- A new trial position, titled **Consultant Teacher**, was introduced in select low SES schools in 2012. The trial enables these schools to recruit exemplary teachers to model high quality practice, mentor and lead colleagues in the development and enhancement of their teaching practice to improve student outcomes, particularly in Literacy and Numeracy.

Catholic Sector

- Many of the TAs, who completed their certificate and diploma qualifications through the partnership with Central Institute of Technology, worked in special needs centres in Catholic schools. Many of the ATAs were also employed in schools with higher refugee populations where Literacy and Numeracy were significant issues.

Independent Sector

- The staff of a Low SES school with a large percentage of English as Second Language (ESL) students, have been involved in the **Teaching ESL in the Mainstream Classroom (TESMC)** training. In 2011, five teachers were trained, in 2012 another five teachers became involved, and in 2013 a final five teachers will receive the training. This will ensure that all teachers are using the methodology in the classroom and there will be consistency of instruction across the school. Some improved results have been noted, and it is expected that when the training is complete and the whole school adopts the approach, further improvement will occur.

Progress against TQNP Facilitation Reforms – 1 January to 31 December 2012

National Professional Standards for Teachers

Government Sector

- The Department of Education is implementing the *Australian Professional Standards for Teachers* (Standards). The Standards were incorporated into a range of professional learning programs for new and experienced teachers and in leadership and aspirant modules. The Standards were also incorporated into the Department's *Employee Performance Policy* and the selection criteria of the *Recruitment, Selection and Appointment of Teaching Staff Policy*. A self-reflection tool aligned to the Standards was implemented to assist teachers reflect on their practice and identify professional learning needs.
- The Department was represented on the Australian Institute for Teaching and School Leadership national focus group of the profession to provide advice on the implementation of the Standards and the *Australian Professional Standard for Principals*.
- A new trial position, titled *Consultant Teacher*, was introduced in select low SES schools in 2012. The *Consultant Teacher* is a school-based position focused on improving the quality of teaching through modelling expert teaching and providing professional learning for teachers to improve student outcomes, particularly in Literacy and Numeracy. The selection criteria for the *Consultant Teacher* position are aligned to the Lead Teacher level of the Standards.

Catholic Sector

- The OCS framework has embedded these standards in the relevant domains, components and in the measurement rubric. This occurred in the writing of the framework over the past two years and also in ongoing support work. The learning and teaching domain has provided the strongest link to the National Professional Standards. All other professional development under this NP has been cognisant of the standards e.g. science and mathematics up-skilling and the mentoring program for early career teachers. The framework which was developed in 2012 embeds the National Standards.

Independent Sector

- During this reporting period the Independent sector has attended all consultation meetings to provide feedback on the National Professional Standards for Teachers. The Association of Independent Schools of Western Australia has also facilitated three sessions with leaders to engage with the National Professional Standards for Teachers, as well as developing a process to support teachers and leaders wishing to apply for the National Principal and Teacher Awards.
- The Australian Institute of Teaching and School Leadership (AITSL) Professional Standards for Teachers and Principals has been mapped across the current professional learning offerings and also across the current performance appraisal process. This work will support schools engaging in the standards and also support leaders to coach, mentor and provide support to teachers in developing their teaching skills throughout the year.
- A number of cross-sectoral initiatives were established during 2011 and were accessed by schools in early 2012. To begin the cross-sectoral offerings AISWA and the CEOWA joined with the Department of Education for a combined session with Dame Pat Collarbone to support leaders engage with the Professional Standard for Principals. Leaders were able to then use this information to better assist staff in the second half of the year and into 2013.

National Certification of Accomplished and Lead Teachers

Government Sector

- The Department of Education participated in focus group workshops with AITSL regarding certification processes for Highly Accomplished and Lead teachers. Practising teachers, school administrators and key members of education stakeholder groups provided information regarding the exemplary teacher certification process operating in Western Australia and feedback on draft proposals related to national certification.
- The Department contributed to the development of the national approach to the certification of Highly Accomplished and Lead teachers initiative. In September 2012, the Department participated in the inaugural Certifying Authorities Network meeting hosted by AITSL and has participated in all meetings since then. Meetings ensure national uniformity and that the process is implemented with rigour and consistency.
- The Department joined AISWA and CEOWA in establishing a cross-sectoral Steering Committee as the Certifying Authority

in Western Australia that will oversee the assessment process, with each sector conducting its own assessment process.

Catholic Sector

- The CEOWA is cognisant of the standards and processes for the certification of Highly Accomplished and Lead Teachers. Where appropriate, these have been embedded in the QCS rubric, particularly at levels six and seven which are the higher levels of performance. As part of a separate initiative and through AITSL support and DEEWR funding, this certification will commence in 2013.

Independent Sector

- While the process of Certification of Accomplished and Lead teachers will commence in 2013, during 2012 a number of awareness raising sessions were held as part of overall updates on Teacher Standards and the teacher quality agenda. These sessions targeted school leaders and school governors in the sector. In November 2012 an update was sent to all schools outlining the key features of the teacher quality agenda including the certification of highly accomplished and lead teachers from 2013 and beyond.

Nationally Consistent Registration of Teachers

Government Sector

- The Teacher Registration Board of Western Australia (TRBWA) was established under new enabling legislation, *the Teacher Registration Act 2011*, and came into operation in December 2012. The legislation, and associated policies being developed by the Board provide greater consistency with the national approach for the registration of teachers.

Catholic Sector

- The CEOWA has been working closely with schools and other stakeholders with the newly created TRBWA, but this has not been directly funded through the ITQNP.

Independent Sector

- This certification of teachers is done by the state body, TRBW, who will be implementing the consistent processes from 2013. During 2012, a number of awareness raising sessions were held as part of overall updates on teacher standards and the teacher quality agenda. These sessions targeted school leaders and school governors in the sector. In November 2012 an update was sent to all schools outlining the key features of the teacher quality agenda including the Nationally Consistent Registration of Teachers.

National Accreditation of Pre-service Teacher Education Courses

Government Sector

- The Western Australian Government has worked collaboratively with jurisdictions, university providers and the Teacher Registration Board of Western Australia to develop the *Australian Standards and Procedures for Accreditation of Initial Teacher Education Programs* (the Program Standards). The Program Standards, in conjunction with the *Australian Professional Standards for Teachers*, are the foundation elements from which improved quality of teaching can be achieved.

Catholic Sector

- The residency program, in partnership with ECU, has embedded the National Pre-service Standards in their program. Site directors at participating schools are also aware of the standards and have been trained accordingly. The partnership with UNDA has also embedded the standards in both training at The University of Notre Dame Australia (UNDA) and also in the school practicum.

Independent Sector

- This applies to the state accreditation processes, not specific to the independent sector.

Professional Development and Support for Principals

Government Sector

- The Department of Education's professional learning entity specifically for public education in Western Australia – the **Institute for Professional Learning** (the Institute) – has been operating effectively since its establishment in 2010, with high quality programs implemented. During the 2012, the Institute delivered a range of leadership programs, with 814 leaders and aspirants participating.
- The **Master of School Leadership Program** was established in 2011 to ensure high quality sustainable leadership across public schools. A cohort of 50 participants completed their first year of the course in December 2012. The second cohort, of 41 participants, will commence the program in 2013.
- All professional learning delivered for teachers and school leaders in 2012 was mapped against the *Australian Professional Standards for Teachers* and the *Australian Professional Standard for Principals* and aligned to the characteristics of effective professional learning as outlined in the *Australian Charter for the Professional Learning of Teachers and School Leaders*
- An **Aboriginal Principals' Collegiate Group** of 23 members was supported during 2012. The Group provides a forum to share experience and knowledge, and to link participants with stakeholders who can assist their professional learning and career advancement. In 2012, six school administrators were funded to undertake self-identified professional learning and one school administrator was funded to attend the *More Aboriginal and Torres Strait Islander Teachers Initiative Conference*.
- Professional learning was provided for female Aboriginal leaders and aspirant leaders. In 2012, one female Aboriginal principal and one Aboriginal aspirant leader participated in the **2012 Senior School (Primary) Leadership Program**.

Catholic Sector

- The **QCS Framework** focuses on whole school improvement and, as such, involves four key domains which relate to leadership development and support in the school – Catholic Identity; Learning and Teaching; Community; and Stewardship. The framework provides a professional development outline for principals as leaders of the school. It also provides a reference point for principals to effect professional and whole school improvement.
- Experienced principals have been supported with ongoing professional development through centrally organised and other activities.
- Principals in schools with significant numbers of Indigenous students and Indigenous aspiring leaders were also supported through the 'Dare to Lead' program.
- The **Executive Principal** program saw two principals funded in 2012 and they mentored and assisted six other schools and their principal and leadership team; one of the schools supported was a regional school.
- The CEOWA continues to provide a large range of leadership programs for aspiring and other categories of principals; these align closely with the QCS framework. There is a separate section in this report concerning the Experienced Principal leadership program.

Independent Sector

Use and Interpreting Data

- School leaders used the data analysis *Appraise* software as a pivotal role in school improvement and assisting and supporting data analysis and interpretation to enable them to research and devise best practice based evidence-based decisions. In 2013, *Appraise* will be developed by AISWA and the Assessment Community. The resulting web-based product, *Pingjia*, will enable schools to analyse school-based assessment data related to student learning outcomes and compare this data to NAPLAN results and ACER PAT data initially. Being a web-based application will mean that *Pingjia* will be able to be developed further in future.
- Consultants coached school leaders and teachers in the use of data, determining appropriate data, collection methods and effective mechanisms to interrogate the data to improve learning outcomes for students and classes. This included the expansion of the data sets into other areas that have immediate effects on student learning such as well-being and attendance data.

Assessment

- National Partnership funding has facilitated NAPLAN workshops and facilitated professional learning focussing on learning intentions and success criteria to enable classroom teachers to be able to provide informative and timely feedback to students about their performance.
- Schools have been able to take advantage of the *Appraise* software to conduct even years' assessment which provides schools with longitudinal data and provides teachers with specific points to focus teaching needs. AISWA schools, which conducted the Western Australian Monitoring Standards of Education (WAMSE) in Science and Social Studies, were able to include those results in *Appraise* in 2012 as well. This enabled comparisons with between NAPLAN data and data from other learning areas. Those schools which used the Performance Indicators in Primary Schools (PIPS) assessment could have this data incorporated in *Appraise* to enhance longitudinal data for schools.
- An evaluation survey was developed and sent to each NP School at the beginning of 2012. The results of this survey showed that even after three years of NP consultancy, it was too early to measure the impact of the NP intervention. However; the survey also showed that schools that had been in the NPs were beginning to implement changes such as PLTs, mentoring, coaching, school improvement processes, data collection and analysis and the appointment of school-wide Literacy and Numeracy Leaders, all of whom were beginning to have an impact on student learning. The survey showed that these impacts were greatest in remote schools and schools with students from low socio-economic backgrounds. A key recommendation resulting from the survey was that the NP intervention, as AISWA was implementing it, needs to continue so that there could be lasting impact on student learning.
- During this reporting period the second cohort of 15 leaders graduated from UWA with a Graduate Diploma in Educational Leadership and nine leaders graduated from Edith Cowan University. Leaders in the Early Childhood Leadership Project completed their second year and the leaders in the Principals as Literacy Leaders project also completed their second year. Twenty one leaders attended the Aspiring Leadership program and 24 completed the Administrative Leadership program. The Whole School Planning program was implemented in many schools across the state not captured in 2011.
- During 2012 a network was established in the South West region with the goal of supporting the school leadership team by providing an opportunity for shared practice and professional dialogue.

Improved Performance Management and Continuous Improvement in Schools

Government Sector

- The Department of Education is committed to developing a culture of continuous improvement across the public education system. It progressed with systemic reform to facilitate greater school-level decision making and community engagement enabling public education to be more responsive to the needs and development of all Western Australian students. This supports the activities under this NP inactive, but is not funded by it.
- The Department has:
 - continued work on building an enhanced performance and development culture in schools that aligns to the *Australian Professional Standards for Teachers*. The Standards are referenced in the Department's employee performance policy;
 - continued the **Rural and Remote Training Schools** project to promote the experience of teaching in rural and remote schools and provide support to pre-service teachers, mentor teachers and principals in identified regional schools; and
 - progressed implementation of incentive packages to attract high quality teachers and leaders to low SES schools.
- **The Institute for Professional Learning** is integral to the development of a culture of continuous improvement. High quality professional development programs continued to be developed and delivered to school staff at every level of their career path. The Institute promoted the *Australian Teacher Performance and Development Framework* in programs designed for school leaders.

Catholic Sector

- A key initiative which has had system wide effect in improving performance management and continuous improvement in schools has been the continued implementation of the **QCS framework** for whole school improvement under the Improving ITQNP. During the past three years this has been implemented progressively in all 158 Catholic schools. In 2012, all schools have been implementing at least eight of the 24 components of the QCs framework. The framework is similar to the DEEWR National School Improvement Assessment Tool and aligns closely to it. The QCS outlines four key domains and 24 related components for whole school improvement with the underpinning aim being the improvement of student

outcomes.

- A number of moderation and collegial sharing activities have been conducted, with the CEOWA Principal School advisors, as well as the CEOWA QCS manager, working closely with schools. A system wide questionnaire was administered to all staff to gauge how successfully schools are operating and this focussed on a number of key areas of the QCS. An external organisation – Insight SRC – was contracted to administer the survey and work through data analysis of results with schools
- Continuous improvement in schools has also been strongly supported through other school-focussed programs such as mathematics and science upskilling; certificate and diploma training for Teacher Assistants and **Aboriginal Teacher Assistants**; and support for teachers in their first three years of teaching.

Independent Sector

- The impact of the NP and AISWA schools' understanding and use of NAPLAN and school based data, including a range of non-academic data sets to inform improvements in student learning in Literacy and Numeracy, is still to be fully realised. Further professional development and continued work with school leadership and PLTs in schools is necessary to sustain the reforms in AISWA schools.
- To this end, AISWA is working with school leadership to focus on school improvement, using the **National School Improvement Tool** to develop school improvement plans that set an explicit improvement agenda and where schools work on ways to measure improvements in student learning over a specific time period. This plan is designed as a continuous improvement model. Research shows that these school improvement models take up to five years to impact the culture of schools and improvements in learning outcomes for students. The AISWA NP schools had three years of quite spasmodic intervention and are now looking to the school improvement model to identify, consolidate and measure actual improvements in learning outcomes for students in their school context.
- Ten AISWA schools participated in the **European Pedagogy in Information Communication Technology (EPICT)** Australia training course to up-skill teachers for the digital age. A three day course provides certification to facilitate at the school level, giving teachers an understanding of the pedagogy of ICT and how to integrate it successfully into the curriculum.

New Pathways into Teaching

Government Sector

- **Teach Next** is an employment-based pathway into the teaching profession which targets highly skilled and experienced professionals seeking a career change. This pathway focuses on attracting people qualified in areas of teacher shortages, particularly Maths, Science, Education Support and Design and Technology. Participants complete an initial in-residence intensive course that covers one third of the two-year post graduate diploma and are then placed in eligible schools and teach subjects relevant to their university degrees and competencies. During 2012, the Department placed three Teach Next candidates who have, on average, six years tertiary education and diverse life experiences. These candidates are highly regarded by their host schools.
- Implementation of this alternative pathway within Western Australian public schools was previously constrained by the teacher registration legislation. However, from 2013, the **Teacher Registration Act 2012** provides greater opportunity for participants of employment-based pathways to access teacher registration.
- The Department continued to support the **Kingston Primary School Internship Program** with a further intake of 13 final year Bachelor of Education students undertaking the completion of their qualifications within the school environment. Since its inception, 47 pre-service teachers have been offered internships, 39 teaching scholarships of up to \$30 000 have been awarded and the program has yielded 44 high-calibre graduates. In 2012, weekly stipends of up to \$265 were paid to 19 interns who participated in either the Training Schools Project or the Kingston Primary School Internship Program and who relocated in order to undertake their internship in a rural location. The stipends were paid to assist with accommodation and living expenses.

Catholic Sector

- The CEOWA has participated in the ECU pre-service education program. This involved students with a degree seeking to become a teacher and undertaking a one year education program which involved two days per week practicum in a school. The applicants typically came from a variety of backgrounds in terms of occupations, qualifications and age.

Independent Sector

- As a sector, not a system, it is very difficult for independent schools to take on the alternative pathway graduates as they cannot guarantee employment in the sector after the initial training period. The sector supports the process and one school has offered to take placements in 2013.

Better Pathways into Teaching

Government Sector

- The **Up-skilling School Support Staff Program** provided an opportunity for permanent school support staff who possess a Certificate IV in Education Support or equivalent, to undertake a Diploma of Education Support.
- The program aims to build capacity and competency within the school support workforce, and to sustain the delivery of quality learning outcomes in public schools with the assistance of suitably qualified and professional staff. In addition, the program aims to:
 - improve promotional prospects for school support staff and provide an alternative entry pathway into teacher education;
 - support the professional development of school support staff to develop effective, practical classroom skills and increase confidence and efficacy;
 - enhance the skills of, and career prospects for, school support staff;
 - develop a culture valuing ongoing learning; and
 - improve existing support for teachers in classrooms.
- Thirty (19 metropolitan and 11 regional), participants graduated in Semester 2, 2012; and one (metropolitan) participant is currently being supported to complete the qualification in 2013. The initial contract, from the period 3 November 2010 to 2 November 2011 with two one year extension options, was extended for 12 months to December 2012. The Diploma of Education Support is already articulated with Curtin University and UNDA is currently in the process of articulating a pathway to a Bachelor of Education.

Catholic Sector

- Both the ECU partnership model and UNDA model represented better preparation and pathways into teaching. In terms of the ECU program there were a number of features which represented better pathway into teaching. These included; a sustained two day per week presence over a long duration which allowed the student to be more closely involved in the culture of the school; a collegial group of students training in the school and learning and sharing as a community; a dedicated and trained site director to work with the students; trained mentor teachers; and a close familiarity of the program by the school.
- For the UNDA program, the model was different in that the two term block training model was used. However, UNDA provides mentoring and a range of other training to teachers at the school. A close relationship was established between each school and the university which improved the quality of training.

Independent Sector

- Recruiting teachers for better pathways for teachers is undertaken at a state or system level, not by the independent sector.

Improved Quality and Availability of Teacher Workforce Data

Government Sector

- The Department participated in the development of the **National Teaching Workforce Dataset** to better inform State and national teacher workforce planning. The main priorities of this project are to develop the dataset and a longitudinal teacher workforce study to provide both a detailed profile of the teacher workforce and to provide better information on teacher labour market trends over time. Following specification scoping of the national dataset, an initial version of the dataset is being compiled. Stakeholders from all jurisdictions are involved in data mapping and collection processes.

Catholic Sector

- The CEOWA has continued to improve the 'MyHR' website and other data collection processes. This was mainly achieved through system funding and a small amount of Empowering Local Schools funding.

Independent Sector

- Information on the teacher workforce is kept at the school level in the independent sector. Schools do report to their school communities on teacher qualifications but data is not held centrally as we are not a system.

Indigenous Education Workforce Pathways

Government Sector

- The Department of Education is committed to improving outcomes for Aboriginal students and implemented a number of activities to support students through increased representation of Aboriginal employees, particularly within classrooms.
- The Department continued implementing an employment strategy to support entry and career development for Aboriginal employees. The initiatives within *the Culture Strong, Career Proud: Aboriginal and Torres Strait Islander Employment Action Plan 2011-2014* align to 'Closing the Gap' and supports the Western Australian Government's commitment under the Indigenous Economic Participation National Partnership Agreement to an Aboriginal employment target of 3.2%.
- In 2012, the **AIEO Professional Learning Program** continued to support:
 - The AIEOs to achieve a certificate qualification from a local TAFE that develops their competencies to support teaching and learning programs in schools. One hundred and thirty-five (135) AIEOs participated in a Certificate III or Certificate IV Education Support course.
 - The AIEOs and Aboriginal Languages teachers, employed under a Limited Authority to Teach, to achieve a teaching qualification from a university of their choice. Thirty-four (34) AIEOs or Aboriginal Languages teachers were enrolled – 23 in their first academic year and 11 in their second academic year.
- Seven trainees completed and graduated in the **Aboriginal Languages Teacher Training Program** in October 2012. Seven new trainees started their training in March 2012 and are expected to graduate in 2013.
- In 2012, two AIEOs participated in the **Up-skilling Program** to acquire a Diploma in Education Support.
- In 2012, an **Aboriginal Principals' Collegiate Group** of 23 members was supported, with six school administrators funded to undertake self-identified professional learning and one school administrator funded to attend the *More Aboriginal and Torres Strait Islander Teachers Initiative Conference*.
- Professional learning was provided for female Aboriginal leaders and aspirant leaders. In 2012, one female Aboriginal principal and one Aboriginal aspirant leader participated in the **2012 Senior School (Primary) Leadership Program**.

Catholic Sector

- **Indigenous Education Workforce Pathways'** were supported in two main programs. The ATAs up-skilling program provided the opportunity for ATAs to receive a Diploma qualification. This provided them with advanced standing for a tertiary qualification should they wish to train as a teacher. Opportunities in the Kimberley are either with the Batchelor Institute for Indigenous Training and Education or with the UNDA Broome Campus.
- The **'Dare to Lead'** program provides opportunities for aspiring leaders to work in schools with higher Indigenous enrolments.

Independent Sector

- The principal of **Wongutha Christian Aboriginal School (CAPS)**, Esperance, has visited many sites in the Kimberley, from which many of their students come, to make links with industry leaders to improve the transition and retention rates of students who have returned home after completing their formal education. This has proved to be very advantageous for the students and industry alike.
- The secondary teacher and students at **Yiyili Community School** created the Yiyili Café, where students are involved in learning about foods and ingredients (including sharing their knowledge about traditional foods), reading and writing recipes as well as cooking them, planning and holding food events such as stalls at the school open day, a take-away coffee trailer at football games and other community functions. This is providing hospitality and tourism opportunities for the students.

Quality Placements

Government Sector

- The **Rural and Remote Training Schools project** continued during 2012. The purpose of the project is to re-invigorate the profile, opportunities and uniqueness of rural and remote schools in Western Australia. The project:
 - identifies high quality pre-service students and mentor teachers to undertake a practicum in pre-selected rural and remote schools;
 - promotes the experience of teaching in rural and remote schools; and
 - provides support to those teachers and principals in identified schools, particularly with respect to their engagement with pre-service students and their capacity to implement a 'training school' approach.
- During 2012, a total of 100 pre-service teachers were identified, prepared and placed in rural and remote practicum programs, a significant increase of 42 from the previous year. Pre-service teachers accepted into the project are provided a financial incentive to assist in covering costs of undertaking a rural practicum.
- During 2012, the project team provided valuable support to pre-service teachers, principals and stakeholders, including:
 - over 360 support calls to pre-service teachers, principals and staff across rural/ remote schools;
 - wrote approximately 370 support emails;
 - facilitated five face-to-face orientation sessions and two de-brief sessions for pre-service teachers placed in schools;
 - added a structured cultural understandings workshop to the orientation program;
 - marketed teaching in very remote schools to over 320 final year university students across five university campuses; and
 - facilitated a concurrent session at the West Australian Primary Principals' Conference, showcasing a successful Regional Network training school model.
- Emerging data suggests there is a high correlation between pre-service teachers undertaking a practicum through the project and subsequent employment within the Department: 100% of the 2010 cohort and 85% of the 2011 cohort are currently employed with the Department. A high proportion of the participants undertaking practicums through the project have chosen to take up positions in rural and remote schools: 100% of the 2010 cohort; and 75% of the 2011 cohort.
- Schools in very remote locations are the beneficiary of a number of pre-service teachers participating in the project. For example, Halls Creek District High School currently has four previous project participants appointed to their staff. Three pre-service teachers on practicum through the project were appointed to The Ngaanyatjarra Lands School for 2012. Tjuntjunjarra, Looma, Jigalong Remote Community Schools and schools in the broader setting, including Kalgoorlie and Norseman are benefiting from increasing numbers of their staff sourced from previous practicum placements. These staff members come prepared, knowing the context and wanting a career in rural/ remote Western Australia.

Catholic Sector

- The provision of quality placements has been previously covered in the discussions about the ECU residency program and UNDA program.

Independent Sector

- In the independent sector it is a school decision to take pre-service teacher placements and the sector does offer many placements to a number of universities. When a school has student teachers they endeavour to secure placements, as a high quality teacher workforce benefits all students in Western Australia.

School Centres of Excellence

Government Sector

- Under the **Training Schools Project**, the Department, in collaboration with four Western Australian universities, continued to offer pre-service teachers the opportunity to complete their qualification in a supportive, professional school environment. Edith Cowan University continued to offer the Graduate Diploma of Education and the Combined Universities Training Schools Program (a consortium comprised of Murdoch University, UWA and Curtin University's Business School and the Centre for Aboriginal Studies) offered internships to high-calibre Bachelor of Education, Graduate Diploma and Masters of Teaching students.
- In addition to completing their full time teaching practicum, interns are placed in schools for a minimum of two days per

week for the duration of the academic year. Internships commence on day one of term one with each intern being placed under the supervision and tutelage of an experienced and accomplished mentor teacher.

- Additional resources are provided to schools and mentor teachers to support the implementation of the Project. Schools receive funding for site directors and professional development, and mentor teachers are paid an allowance to facilitate weekly meetings outside of normal school hours where they provide feedback, coaching and guidance to interns on their professional practice.
- The Department continued to support the **Kingston Primary Schools Internship Program** with a further intake of 13 final year Bachelor of Education students commencing the program in 2012, 12 of whom graduated. The Kingston internship model provides an opportunity for pre-service teachers to complete their qualifications while working 100% of their time within the school environment in their final year.
- Financial assistance, in the form of scholarships and stipends, was offered to eligible interns from both Training Schools and Kingston programs. Interns completing qualifications in specific subject areas (Maths, Physics, Chemistry, Education Support and Design and Technology) were offered a scholarship of \$15,000 for committing to State-wide placement within the public education system for a period of one year following graduation or \$30 000 for two years. Scholarship recipients are usually placed in difficult to staff metropolitan schools or schools in rural areas. Interns who elected to complete their internship in a rural school and had to relocate in order to do so were provided with a weekly stipend of up to \$265 per week.

Catholic Sector

- Although a different model from the Government sector, both the ECU residency model and UNDA model supported the School Centre of Excellence milestone. Edith Cowan University provided mentor and other training to school staff, and also provided professional development to the school on a range of topics. For UNDA, a part of the model was that schools were able to access a significant amount of additional professional development from UNDA staff in areas such as classroom management, mentoring, subject-specific support, classroom practice and personal development.

Independent Sector

- Not applicable to the independent sector.

Progress towards meeting TQNP Reward Reforms

Government Sector

- The Department's **L3CT Program** recognised and rewarded exemplary teachers across the public education system. One-hundred and seventy (170) teachers (136 metropolitan and 34 regional) attained L3CT status in 2012 and commenced as L3CTs in February 2013. Training was provided to 226 aspirants in 2012.
- A new trial position, titled **Consultant Teacher**, was introduced in select low SES National Partnership schools in 2012. The Consultant Teacher is an exemplary teacher position with the selection criteria aligned to the Lead Teacher level of the Standards and attracts an annual salary of \$100 871, which is comparable to the L3CT teacher salary. The position models excellent teaching and supports other teachers to improve their practice within the school.
- The **Attracting Outstanding Principals Trial** recognises the vital role of school leaders in overcoming the myriad environmental and social factors impacting student learning in disadvantaged communities. The Trial aims to attract up to 15 outstanding school leaders who will inspire and motivate staff and build positive and effective relationships with low SES school communities. The Trial provides an attraction and retention incentive of between \$5 853 to \$28 703 a year (over and above normal salary and allowances) for up to three years. This incentive is available to principals appointed to low SES schools participating in the trial. During Semester Two, 2012 a number of principal positions were advertised under the Attracting Outstanding Principals trial, with selection processes resulting in appointments at the following four schools:
 - Moorditj Noongar Community College (North Metropolitan Education Region);
 - Meekatharra District High Schools (Mid West Education Region);
 - The Ngaanyatjarra Lands School (Goldfields Education Region); and
 - Roebourne District High School (Pilbara Education Region).
- The **Up-skilling School Support Program** aims to build capacity and competency within the school support workforce, and to sustain the delivery of quality learning outcomes in public schools with the assistance of suitably qualified and professional staff. The Program enables staff who possess a Certificate IV in Education Support (or equivalent), to undertake a Diploma of Education support. The program, delivered in collaboration with the Central Institute of Technology (Leederville), has been specifically tailored to meet the needs of school support staff State-wide. Thirty (30) (19

metropolitan and 11 regional) participants graduated in Semester 2, 2012. The Diploma of Education Support is already articulated with Curtin University and UNDA is currently in the process of articulating a pathway to a Bachelor of Education.

- School networks comprise a number of schools with mutual interests working together, sharing ideas and resources so that students are provided with access to greater educational opportunities. Sixty-two (62) school networks, in the form of Teacher Development Schools were established, and funded across Western Australia in 2012. They provide teaching and learning support using the expertise of teachers in the school to: develop and deliver a range of professional learning opportunities in priority curriculum areas; facilitate opportunities to share professional practice across schools and identify and share resources through school learning communities. The support provided depends on the phase of learning, learning area, and the regions in which they operate. Targeted areas of support delivered by them included: implementation of the Australian Curriculum, Special Education Needs, Languages, English, Maths, Science, History, Early Years Learning, Technology and Enterprise, The Arts, Literacy and Numeracy, English as an Additional Language or Dialect, Health and Physical Education Studies, Society and Environment and Vocational Educational and Training.
- Since July 2012, all government schools have had greater flexibility in the **local selection of staff**. This includes administrators, teachers and support staff. An online candidate management system is used for all school recruitment, selection and appointment processes. Schools list vacancies as they arise and are cleared through the internal redeployment process. Vacancies are then advertised and staff selected through open merit select processes.
- **Community Partnership Agreements** - the impetus to develop formal partnership agreements between schools and their local Aboriginal communities stemmed from the Ministerial Council on Education, Employment Training, and Youth Affairs' (MCEETYA) report *Australian Directions in Indigenous Education 2005-2008*. The report recommends "formalised partnerships between schools and communities provide the opportunity to maximise the attendance, engagement and achievement of Indigenous students."
- **School Community Partnerships (SCP)** are formal agreements between schools and their local Aboriginal communities that outline how they will work together to improve student attendance, Literacy, Numeracy and parental involvement in school-based decision making. Partnership agreements provide the opportunity to maximise the attendance, engagement and achievement of Aboriginal students and better involve parents in their child's education. With support from central and regional office staff, an additional 17 SCP agreements were established in 2012, resulting in 53 SCP agreements now finalised. Support includes the Department funding external contractors, approved by the local Aboriginal communities, to assist in these agreements.

Catholic Sector

- The CEOWA has supported teachers and leaders who work in disadvantaged, rural/remote and hard to staff schools. The ATAs program has supported ATAs in the 13 Kimberley schools. The TA program which ran in Perth, also included teachers from lower SES schools and some participants from country areas (via Skype). The **Executive Principal Program** supported two principals in country areas.
- The **QCS framework** development also supported professional development and moderation activities for country schools, particularly in the Bunbury region. The **science and mathematics upskilling program** supported teachers to travel to Perth and regionally organised sessions. This particularly applied to Broome, Karratha, Geraldton, Kalgoorlie and Bunbury. Support to schools through the QCS framework has included all Catholic schools. Regional and central Principal School Advisors have worked in schools to support principals and teachers.
- The **mentor program for teachers** in their first three years of teaching in 2012 began in the metropolitan area but was extended to all schools in both the Kalgoorlie and Geraldton regions. This included specialised mentor training for key teachers in each school through UNDA. Additionally, training and other professional development was offered in the regional centres of Kalgoorlie and Geraldton, with teachers travelling to those sites four times a year.
- For the **teacher residency program** in partnership with ECU, the schools involved were all lower SES schools.

Independent Sector

- In the Independent school sector, 13 out of the 15 **AEWs** completed and graduated with a Certificate III in Education Support in August 2012 from UNDA in Broome. Eight of these students have enrolled in Certificate IV that commenced late 2012. Two AEWs continue to complete the Bachelor of Education through Curtin and Murdoch Universities. Throughout 2012, professional learning programs were facilitated to 29 AEWs working in remote schools to increase their skills and build community engagement. The AEWs have increased skills in presentation, ICT, early Literacy development and community engagement.
- Through consultation and developmental work undertaken by AISWA, a **whole school Literacy planning program** was

developed and offered to schools in the independent school sector. It was facilitated with 12 Remote Aboriginal Community School leaders in January 2012 to assist them to develop whole school approaches. These workshops were conducted with the schools' staff and leadership team and support provided in developing action plans. Schools determined time throughout the year to work on Whole School Planning and will be provided with a follow-up at the beginning of 2013.

- Thirty (30) principals continued into the second year of **Principals as Literacy Leaders** with ongoing mentoring to assist them in developing Literacy intervention plans for 2013. The Association of Independent Schools of Western Australia developed software to analyse NAPLAN and other student assessment data for use by school leaders and teachers in the independent schooling sector. Seven workshops (five metro and two regional) *Appraise for AISWA School* were conducted in 2012 with a total of 147 participants, including participants from ten remote schools. These workshops have been conducted across the sector.
- An enhanced student testing program, **Even Years Testing**, has been offered to teachers and school leaders in all AISWA schools. This Program involves student testing in the alternate years (years 2,4 6,and 8) to the NAPLAN testing regime (years 3,5,7 and 9) to better inform school strategic planning to improve student outcomes. Workshops related to this program are being conducted for schools, focusing on how to triangulate learning data to better inform school strategic planning.
- The AISWA established the **Quality Teaching and Leadership Development Centre** to provide school leadership programs and courses, from the early years to senior schooling. A total of 30 participants completed the Early Childhood Leadership Program and attend regular network meetings to enable them to lead the agendas in the Early Childhood area. An additional 35 school leaders and teachers undertook aspiring leadership and mentoring/coaching courses throughout 2012, and a further 20 school leaders participated in the Curriculum Leadership Program and Administrative Leaderships programs.

Sustainability

Government Sector

- Internship models, such as the **Training Schools Project** and **Kingston Primary School Internship Program**, along with other school centric training pathways, such as **Teach Next**, are increasingly being seen as effective models for improved pre-service teacher training, improved quality and work readiness of graduates and increased workforce diversity.
- The objective of these models is to improve the quality and readiness of graduates for the classroom. There are early indications that the internship pathway is significantly improving academic achievement and work-readiness of beginning teachers which in turn is likely to improve the quality of teaching and therefore student outcomes. Although too early to measure, another benefit is likely to be improved beginning teacher retention rates.
- Evaluations conducted to date highlight a number of areas which impact the success of the Training Schools model. These include:
 - the establishment of informal networks and partnerships between schools which encourage discussion and collaboration on the part of principals, site directors, school-based coordinators and mentors;
 - on-going access to up-skilling for mentors with regard to coaching and mentoring skills;
 - access to professional learning opportunities for interns with regard to behaviour management and cultural awareness;
 - extensive opportunities for interns to observe and participate in student assessment and reporting; and
 - opportunities for interns to observe and participate in year/department/school planning sessions.
- While these models of pre-service teacher training are relatively more expensive than the on-campus model, the increased upfront investment in pre-service teacher training is likely to be offset by the reduced costs associated with a lower attrition rate of early career teachers.
- In order to build on outcomes achieved to date and maximise the potential benefits of new pathways into teaching, it is important to now focus on ensuring these school-centric models are supported by the teaching profession and that participating schools are sufficiently resourced.

Catholic Sector

- The CEOWA has established sustainable practices and programs which will continue beyond the life of the ITQNP, for example, the **QCS Program**. This program will expand and continue to be a major system wide initiative. The mentor and support program was supported through ITQNP funding, with some coverage for Perth schools and a pilot in Kalgoorlie and Geraldton schools. This program will now be expanded to become a system wide initiative with a Framework for support and professional development being constructed in 2012 and a pilot occurring in 2013. The aim is to extend this to all schools during 2013 and 2014 and to engage a range of mentors to support the early career teachers.
- The **maths and science up-skilling** initiative will be absorbed into the core work of the central office mathematics and science consultants.
- The **Teacher Assistant Up-skilling Project Program** has been 100% funded by the NP. An assessment would need to be made regarding how many more TAs would need upskilling. Over 160 have already been supported in this program and it will continue to run in 2013.
- The **Executive Principal Program** is a system wide initiative and will continue in 2013. Funding for the Experienced Principal program will be extended through system funding. This program forms part of the range of leadership programs provided by CEOWA to aspirant leaders through to experienced principals.

Independent Sector

- The up-skilling of **AEWs** in Aboriginal Independent Community Schools will have on-going affects as these AEWs become more engaged in classroom practice and more involved in the planning, teaching and assessment of students. In addition, as AEWs build their capacity, they are becoming empowered to pursue further qualification and are moving towards attaining their Bachelor Degrees in Education.
- The Association of Independent Schools of Western Australia has continued to make strategic use of the NPs to build leadership capacity and teacher capacity by using Teacher Quality as a **professional learning** vehicle to support the work of the consultants working directly with schools. Schools were assisted to form professional learning teams using the self-improving school model where peer-to-peer collaboration and feedback, together with the establishment of a common language for sharing practice, was implemented. In this model the emergence of teacher leaders was evident. With the

distributed leadership there was a cultural shift that was more likely to result in the continuation of the improvements implemented than when the leadership was invested in one person. Although cultural shifts are relatively slow, the improvements in teacher quality and in student outcomes in schools was able to be seen and was evident in the data at the end of the year. As a result of the work of the consultant, the teams within schools are now able to manage the improvement model themselves. Those schools who engaged with Whole School Planning developed action plans for continued improvement.

Showcase / Exemplary Activities – 1 January to 31 December 2012

Government Sector

- The **Training Schools Project** aims to increase the effectiveness of pre-service teacher education, and in particular the professional experience or teaching practicum. The model of pre-service teacher training demonstrated in this initiative utilises the skills of exemplary teachers, and ensures that pre-service teachers have a realistic and quality experience in the classroom in readiness for the teaching workforce. It is anticipated that this model will not only increase the capacity of pre-service teachers and provide leadership opportunities for high-calibre, experienced teachers but that it will lead to enhanced student outcomes and increased retention rates for early career teachers.
- Evaluation of the first two cohorts has identified that the model fosters a culture of professional reflection, learning and development within Training Schools. Participating schools demonstrated a strong commitment to reform in the areas of pre-service teacher training and professional support for beginning teachers. Many mentor teachers and site directors experienced being reinvigorated professionally and personally as a result of their participation. In 2012, the Project expanded to include four Western Australian universities. Expansion of the project resulted in a total of 105 interns being placed in 38 Training Schools (12 of which were in rural areas) under the supervision of 120 mentor teachers. To support increased internship placements in rural schools, universities developed and implemented online resources with regard to training for mentor teachers and the delivery of academic content for interns.
- The **AIEO Professional Learning Program** continued to support AIEOs to enhance their qualifications and training. The Program develops the skills and competencies of AIEOs to support teaching and learning programs in schools. The Department funds tuition and resource fees for participants. Five hours per week study leave is provided under the Award. A key component of this program is access to flexible delivery to accommodate staff in regional areas. The TAFE colleges have developed modes of delivery best suited to the region context. In 2012, 135 AIEOs were enrolled in a Certificate III or IV Education Support course at a TAFE college. The Program also continued to support AIEOs and Aboriginal Languages teachers, employed under a Limited Authority to Teach, to achieve a teaching qualification from a university of their choice. In 2012, 34 AIEOs or Aboriginal Languages teachers were enrolled – 23 in their first academic year and 11 in their second academic year. The Department supported participants during their course through salary maintenance while participants are on practicum and block study; and allocation of a laptop to each participant.
- The **Up-skilling School Support Staff Program** enables school support staff who have a Certificate IV in Education Support (or equivalent) to undertake a Diploma of Education Support (20 week course). Program participants complete the course largely within their school with one-on-one support from a dedicated mentor within the school. The remainder of the training is delivered either face-to-face (for metropolitan participants) or online (for rural participants) by Central Institute of Technology (Central). The graduation ceremony for the 129 participants who successfully completed the program in 2011 was held in April 2012. Thirty (19 metropolitan and 11 rural), participants graduated in September 2012. Participating schools received additional resources to support the program's implementation, including relief funding for participants, mentor teachers and school-based assessors for the course duration. .

Catholic Sector

- The **up skilling TAs** program is an important program in that it provides an opportunity for Teacher Assistants who are holding a Certificate II or III qualification to undertake either Certificate IV or Diploma qualifications. The model used is innovative in that the training provider, Central Metropolitan Institute provides largely on the job and in situ assessment. Each TA is assessed and provided with a program under the supervision of their classroom teacher. Central Metropolitan Institute staff visit the TAs and also undertake on site assessments. For approximately two days (four days for Diploma students), TAs come into Central Metropolitan Institute for further training. The TAs receive payment support for any loss of salary if that occurs. In 2012 TAs from country areas were involved with the program using Skype. Overall, feedback from the TAs and schools involved indicates that the TAs are becoming far more involved in classroom support and the teachers are recognising the additional skill set they bring to the classroom.
- The **training school program**, like that operating in government schools, is also considered to be an example of good practice. The model of using a trained site director within the training school provides an opportunity to mentor the training

students as well as the classroom teachers involved in the program. A culture of learning and collegial mentoring occurs in the schools based on all the principles of a school learning community. The advantage for the training students is that they are involved in the full school program – educational and other – for two days per week over a sustained period. This has educational benefits for these students in that the longer placement enables them to build and scaffold learning experiences for school students over a longer period and to observe – and support – changes in achievement

- The commencement of the framework to support teachers in their first three years of teaching was a significant milestone in 2012. This builds on the existing program which piloted support for metropolitan teachers in this category as well as teachers in schools in the Kalgoorlie and Geraldton regions. The Framework integrates support for early career teachers into the existing set of professional development and leadership programs. It is based on existing research regarding the identified needs of these teachers and provides a program with a mixture of centrally organised and in situ support. Training of mentors is also a key element of the program. A manager has been appointed within the CEOWA to implement the program. Planning and refinements occurred during 2012, with a pilot program being rolled out in 2013.

Independent Sector

Aboriginal Education Worker Graduates

- The 12 AICS cater for Indigenous students from the Early Years to Year 12 and are located in remote areas all over Western Australia between Kununurra and Esperance. AEWs from across the AICS between Kununurra and Esperance have engaged in study course at UNDA - Broome Campus and other institutions.
- By August 2012, 16 of the 20 AEWs engaged in the Certificate III Teacher Assistant Training at the UNDA Broome Campus had graduated and many have enrolled in the Certificate IV course for 2013. In addition these AEWs have been working in classrooms with an increased level of engagement and understanding of how they can support students in their learning and in valuing their language and cultural heritage.

Self Improving Schools

- The model of creating self-improving schools by establishing professional learning teams was adopted by AISWA consultants working in a number of schools. This example describes the improvements in one of these schools:
- The school leadership team worked with a consultant to gain an understanding of the model to be used in order to support its implementation in terms of the investment in time for teacher collaboration. The consultant led a professional learning session with the whole staff to introduce the model and the concept of a self-improving school through peer-to-peer feedback and the creation of professional learning teams. The need for a common language was also discussed. Teams were created in the school and each team committed to meeting as a team and to observing each other teach with the aim of improving practice through shared dialogue.
- During the team meetings, data was analysed and teachers worked collaboratively to decide what improvements were needed and how best to do this. Often the team of teachers would agree to go away and conduct some research before meeting to discuss their findings and to establish a strategy to trial in order to gain the improvement they sought. Once the decision was made, teachers implemented the strategy and discussed it during subsequent meetings, refining their practice as they learned from, and with, their peers. The use of school-based data gathered by using various assessment methods was used to determine the immediate improvement in learning and later NAPLAN and other standardised tests were also used as evidence of improvement.
- Teachers became used to observing each other and the consultants noticed a change in the attitudes of the teachers to the practice very quickly. This was not anticipated. Another observable benefit was the increase in the strategies employed by each teacher in their own classrooms as they sought to incorporate some of the strategies that they had seen their colleagues using in a successful manner. As a result of this, teachers were better able to cater for the difference within their classes. Teacher leaders also emerged within the groups.
- The model is sustainable and the NP consultant was able to withdraw from the project without any of the gains being lost to the school, the teachers or the students.

Principal Professional Development

Description of Activity	Milestones 2012	Progress against milestones to date
Government Sector		
<ul style="list-style-type: none"> ▪ Establish a Principals Advisory Team to support principals working in challenging circumstances to lift their leadership capabilities, improve the performance of the school and the outcomes for students. The Principals Advisory Team will generally provide direct face to face mentoring and advice along with connecting the principal with other support mechanisms such as networks and the Institute for Professional Learning. ▪ This will ensure principals' further develop their capabilities to manage change, establish relationships, provide educational leadership, set and achieve high standards and manage the school resources. 	<ul style="list-style-type: none"> ▪ Establish a Principals Advisory Team. ▪ Engage five mentor principals. ▪ Provide onsite mentoring and support for 15 principals and access to targeted relevant professional development opportunities specifically aimed at school leaders working in challenging circumstances, in low performing or low SES schools. 	<ul style="list-style-type: none"> ▪ Principal Advisory Team positions established. ▪ Pool of principals established in October 2012 with the final selection of the team delayed pending outcomes of the impact of State Government savings initiatives. ▪ Confidential preliminary selection identified the five recommended mentor principals to commence in 2013.
<ul style="list-style-type: none"> ○ Facilitate access to targeted professional learning for principals, including expert within school support, with priority given to developing the capacities of potential and existing leaders in challenging circumstances. ▪ Provide targeted, relevant professional learning across the continuum of leadership (aspirant through to experienced). 	<ul style="list-style-type: none"> ▪ Professional learning delivered by the Institute for Professional Learning and the Public School Leadership Program aligned to the new <i>National Professional Standards for Teachers</i> during 2012 and the <i>National Professional Standard for Principals</i> and supports the implementation of the Australian Curriculum. 	<ul style="list-style-type: none"> ▪ The Master of School Leadership Program was established in 2011 to ensure high quality sustainable leadership across public schools. ▪ The first cohort of 50 participants completed their first year of the course in December 2012. ▪ The second cohort, of 41 participants, will commence the program in 2013.
Catholic Sector		
<ul style="list-style-type: none"> ▪ Refinement of existing leadership programs for emerging and designated leaders and the development of electronic/online equivalents. Focus on participants from schools with Aboriginal enrolments. Program modules mapped to the AITSL standards and, where relevant, the Australian Curriculum. 	<ul style="list-style-type: none"> ▪ Electronic/online programs developed and finalised. ▪ AITSL standards fully embedded; Australian Curriculum embedded. ▪ Face-to-face delivery continues; 40 participants. 	<ul style="list-style-type: none"> ▪ Electronic programs postponed until 2013 due to ICT difficulties. ▪ Content and activities for both 'The Emerging and Established Leaders' (formerly 'The Designated Leaders Program') Programs', have been mapped to the AITSL National Professional Standard for Principals. Australian curriculum embedded into the Education modules associated with these leadership programs. ▪ Face-to-face delivery continues until 2014. 'The Emerging Leaders Program' comprises 20 participants. 'The Established Leaders Program' comprises 18 participants.
<ul style="list-style-type: none"> ▪ Refinement of existing leadership programs for aspiring principals. Focus on participants from schools with Aboriginal enrolments and principal aspirants with desire to work in regional and remote schools with large numbers of Aboriginal enrolments. Program modules mapped to the AITSL standards and, where relevant, the Australian Curriculum. 	<ul style="list-style-type: none"> ▪ AITSL standards fully embedded; Australian Curriculum embedded. 	<ul style="list-style-type: none"> ▪ Content and activities for 'The Aspiring Principals Program' have been mapped to the AITSL National Professional Standard for Principals. Australian curriculum has been embedded into the Education modules associated with this leadership program ▪ Face-to-face delivery continues until

	<ul style="list-style-type: none"> Face-to-face delivery continues; ten participants. 	<p>2014. 'The Aspiring Principals Program' comprises ten participants in the program's first year (The Orientation Year) and eight participants in the program's second year (The Enrichment Year)</p>
<ul style="list-style-type: none"> Refinement of existing leadership programs for new principals. Focus on participants from schools with Aboriginal enrolments. Program modules mapped to the AITSL standards and, where relevant, the Australian Curriculum. 	<ul style="list-style-type: none"> AITSL standards fully embedded; Australian Curriculum embedded. Face-to-face delivery continues; includes beginning Principals' residential; Year One Principals' residential; Year Two Principals' residential; Year Three Principals' residential. Funded positions directed to non-metropolitan participants (offered to all new principals in non-metropolitan schools). 	<ul style="list-style-type: none"> Content and activities for 'The Beginning Principals Program' (New Principals Program) have been mapped to the AITSL National Professional Standard for Principals. Australian curriculum embedded into the Education modules associated with this leadership program Face-to-face delivery continues until 2014: <ul style="list-style-type: none"> Phase 1: Beginning Principals will be appointed as 2013 proceeds Phase 2: Year One Principals comprises ten participants Phase 3: Year Two Principals comprises eight participants Phase 4: Year Three Principal comprises eight participants Funded positions include: <ul style="list-style-type: none"> Phase 2: Year One Principals comprises one participant Phase 3: Year Two Principals comprises 4 participants Phase 4: Year Three Principal comprises two participants
<ul style="list-style-type: none"> Refinement and expansion of support for principals in remote and regional centres to attend professional learning opportunities (Leadership Enrichment Courses), particularly schools which have high numbers of Indigenous student enrolments 	<ul style="list-style-type: none"> Development and refinement of high impact two and three day programs to support principals and members of their leadership teams. Delivery commences in 2nd semester 2012; non-metropolitan participants supported with all costs. 	<ul style="list-style-type: none"> 25 One and two-day 'Leadership Enrichment Courses' (LECs) for Established Principals and members of their leadership teams have been developed for 2013. These LECs are showcased in the 2013 'Catholic Education Leadership Programs' booklet that is due to be circulated to all 159 Catholic schools throughout the state in February 2013. Content and activities for LECs have been mapped to the AITSL National Professional Standard for Principals Delivery commences in Term 1, 2013. Non-metropolitan participants with high numbers of Indigenous enrolments will be supported with all costs.
<ul style="list-style-type: none"> Development and delivery of leadership programs for experienced principals (minimum eight years' experience). Formation of partnerships with universities, business and mentor leaders. Focus on principals from regional and remote schools as well as those with higher Indigenous student enrolments. 	<ul style="list-style-type: none"> Programs developed and partnerships established by 2nd semester 2012. 	<ul style="list-style-type: none"> 'The Experienced Principals Program' has been developed, with a pilot program commencing early in 2013. This cross-sectoral leadership program targets principals with ten or more years of experience who are interested in improving their health and wellbeing and enhancing their leadership capabilities. The maximum size of the program cohort

		<p>is 20 participants with eight places reserved for Catholic school principals with the balance comprising representatives from DoE and AISWA schools. A cross-sectoral panel together with a representative from Integral Development will consider all applications and determine the final makeup of the cohort. Applications will close early in 2013.</p> <p><u>Program Outline</u></p> <ul style="list-style-type: none"> ▪ ‘The Experienced Principals Program’ consists of two interconnected phases. Phase one is a complete health assessment and lifestyle analysis, focusing on the detrimental impact of adverse genetic, lifestyle and work-related factors. This phase aims to enhance participant health, well-being and professional longevity whilst equipping them to identify and address similar warning signs displayed by members of their school communities. ▪ Phase two is designed to renew the practice of the experienced principal and consists of seven and a half days of longitudinal learning facilitated over a six-month timeframe. This highly-interactive, MBA-style program is based on the three leadership requirements and five professional practices of AITSL National Professional Standard for Principals. ▪ This phase is based on a facilitated model that places participant experience and contribution at its heart. As the program unfolds, participants are encouraged to apply theory through the medium of a cross-sectoral project. Each group completes a real-time mastery project in a business setting with guidance provided by a program facilitator working in partnership with an executive business sponsor. ▪ At the same time, participants complete a 360-degree review of their leadership and work with an executive coach to minimise identified areas of leadership challenge whilst enhancing strengths. Executive coaching sessions also aim to assist the participant to translate program theory into practice. <p><u>Program provider</u></p> <p>‘The Experienced Principals Program’ is owned and hosted by the CEOWA in partnership with Integral Development.</p>
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<ul style="list-style-type: none"> ▪ In situ advice support and development of principals in regional and remote settings, especially in schools with high Indigenous student enrolments. Focus on Kimberley schools 	<ul style="list-style-type: none"> ▪ Consultant increases number of visits to Kimberley principals. Strong focus on building leadership capacity; all 13 schools supported. ▪ Kimberley principals continued to be provided with mentor principals also appointed to support. ▪ Principal induction program refined for remote schools. 	<p>Integral Development.</p> <ul style="list-style-type: none"> ▪ Two consultants based from the Broome Office have continued to visit and support principals ▪ Part of the role is to mentor these principals, many of whom are relatively inexperienced ▪ Induction programs, which are provided through the Broome Office and Perth Office, have continued to be adapted to meet the needs of principal in the 13 Kimberley schools.
<p>Independent Sector</p>		
<ul style="list-style-type: none"> ▪ Refinement of existing leadership programs for current leaders in metropolitan schools and in particular rural and remote schools. Program modules mapped to the AITSL principal standards and build capacity of instructional leadership, professional learning communities, coaching, data evidence decision making. 	<ul style="list-style-type: none"> ▪ AISWA has commenced mapping the AITSL standards across programs and links made to the Australian Curriculum. ▪ Face-to-face delivery continued with 20 participants. 	<ul style="list-style-type: none"> ▪ Association of Independent Schools Western Australia has Professional Learning programs are being linked to AITSL Professional Standards across all areas including Leadership programs, Australian Curriculum and Literacy and Numeracy whole school planning. ▪ Twenty-one metropolitan leaders continued to develop leadership skills through engaging with the AITSL Principal Standard and the Professional Standards for Lead Teachers.
<ul style="list-style-type: none"> ▪ Refinement of existing leadership programs for aspiring principals in metro, rural and remote schools. Program will be mapped to the AITSL standards and, where relevant, links made to the Australian Curriculum. 	<ul style="list-style-type: none"> ▪ AITSL standards fully embedded. Face-to-face delivery continued with ten participants. 	<ul style="list-style-type: none"> ▪ AITSL Standards are fully embedded in the Aspiring Leadership Programs with 24 participants in 2012.
<ul style="list-style-type: none"> ▪ Ongoing support and development of principals in regional and remote settings. 	<ul style="list-style-type: none"> ▪ Strong focus on building leadership capacity and engaging in the AITSL standards; all 14 rural and remote schools supported. 	<ul style="list-style-type: none"> ▪ AISWA has worked with principals from remote Aboriginal schools (11) and small rural schools (five) to support them in their roles and to enhance their leadership capacity. The AITSL Principal Standard was used to guide the work of principals and was further developed at the start of 2013 in the PD presented before the school year commenced.

Section 3 – Low Socio-Economic Status School Communities

2012 Significant Achievements/ Highlights – 1 January to 31 December 2012

Government Sector

- A total of 102 schools in Western Australia have commenced implementation of strategies designed to improved student learning outcomes using funding allocated through the National Partnership Agreement on Low SES School Communities. These schools comprise 23 439 students, including 8 789 Aboriginal students.
- Table 1 below shows the number of schools participating at each phase of the funding rollout and illustrates that from January, 2011 to the end of 2013 is a peak time for the project with 102 schools engaged.

Commencement Date	Rollout Phases	Number of Schools in each rollout	Cumulative Number of Schools
1/01/2010	Round 1 Schools	28	28
1/07/2010	Round 2 Schools	21	51
1/01/2011	Round 3 Schools	12	63
1/07/2011	Round 4 Schools	14	77
1/01/2012	Round 5 Schools	27	102
1/07/2012	Round 1, 2, 3, 4 and 5 Schools		102
1/01/2013	Round 1, 2, 3, 4 and 5 Schools		102
1/07/2013	Round 1, 2, 3, 4 and 5 Schools		102
1/01/2014	Round 2, 3, 4 and 5 Schools		74
1/07/2014	Round 3, 4 and 5 Schools		62
1/01/2015	Round 4 and 5 Schools		41
1/07/2015	Round 5 Schools		27

- A large proportion of NP funds are allocated directly to schools, which aligns with the States agenda for increased autonomy and flexibility at the local level. This targeted, supplementary funding is enabling participating schools to work with their communities to implement strategies based on key reform areas four to six, with the aim of improving student engagement, educational attainment and well being. Support is provided to schools to implement strategies associated with the key reform areas, reflect on achievements and share successful practice.
- Schools in the Kimberly region are contributing a proportion of NP funding towards the **Kimberley Success Zone (KSZ)**. The KSZ project continues to create, develop and maintain authentic educational partnerships between the three sectors across the Kimberley region.

Some highlights for each key reform area are briefly described below.

1. Incentives To Attract High Performing Principals and Teachers

- The Department of Education has developed the **Attracting Outstanding Principals Trial**, which forms part of a suite of reforms to address educational equity and improve student outcomes by attracting high quality leaders to selected schools.
- The Trial involves the development and implementation of an Attraction and Retention Incentive and school reward payment to encourage continuous school improvement. The Department offers selected outstanding principals an annual attraction and retention payment for up to three years to work in selected low SES partnership schools. The attraction and retention payment ranges from \$5 853 to \$28 703 a year for each principal, depending on the size and location of the school. Recognising that school improvement results from the efforts of all staff, the Trial includes school reward payments ranging from \$24 000 to \$57 000 a year, depending on the size of the school. These will be paid to those schools participating in the trial that demonstrate improved school outcomes. To date, four principals have been appointed under the Trial: one within a metropolitan school and three in country school communities.
- A trial of a new specialist teacher position (**Consultant Teacher**) for selected low SES schools, has been developed in conjunction with the Improving Teacher Quality NP and endorsed for implementation in 2012. The Consultant Teacher is a school-based position focused on improving the quality of teaching through modelling high quality teaching and leading teachers in the development and refinement of their teaching practice to improve student outcomes. The Consultant Teacher's role statement has been aligned to the new Standards. Seven NP Low SES schools currently have consultant teachers employed in their schools. **Rangeway Primary School** has reported early benefits including a more collaborative and coordinated school approach in the areas of Literacy and Numeracy.

- Through the National Partnership, a range of strategies have been employed to foster the development and support for leaders and teachers working in Low SES school communities.
- Schools in the **Murchison cluster** provided NP funds that were supplemented by the regional office to employ a mentor principal. This mentor principal provides support to the cluster of schools to assist them develop partnerships with interagency and community organisations and establish extended services and early years intervention strategies.
- In May 2012, the NP supported the establishment of **Fogarty EDvance**, a three-year program to support school principals, working within low SES communities to improve the leadership capabilities within their school. Fogarty EDvance aims to improve the educational outcomes of children attending schools located in low SES communities by providing high quality support to build the capability and increase the effectiveness of the Principal, (and thus the school).
- The Program has been designed by a collaborative group of diverse stakeholders including representatives from government, business, philanthropy and education. It is currently a part of the not-for-profit organisation the Fogarty Foundation and is funded in a combination of ways, namely by:
 - grants from Low SES NP and the Fogarty Foundation;
 - a grant from CEOWA; and
 - contributions from each participating school.
- After the Program was designed during 2011, the first group of schools commenced in April 2012. A total of eight schools were selected: six primary and two senior high schools. Of the primary schools, two are Catholic and the other four are public. Both senior high schools are public schools.
- Major activities during the first year of the program included the following:
 - devising and implementing, a method for identifying and selecting schools (and experienced Coach/Mentors) to participate in the program;
 - designing and delivering a program of coursework and cohort topics for meetings relevant to the schools' context and learning journey. These also provided a framework for understanding school effectiveness and a suite of tools for leading and managing schools in low socio-economic communities;
 - securing and delivering a range of diagnostic instruments to establish a baseline of school and leadership effectiveness using a common set of tools. This information will supplement the other data upon which schools can draw to build an evidence base for the change needed and the impact of initiatives that are put into place;
 - establishing an identity and public face for the program including creating a website and writing to key stakeholders on a regular basis;
 - initiating a formal external evaluation of the effectiveness of the program delivery and content and of the outcomes achieved by participating schools. This evaluation will be undertaken by Edith Cowan University; and
 - measuring and reporting on participants' experiences and views on the program, to enable learnings to be captured and improvements to be made for future cohorts.
- The **KSZ** has added value to existing induction programs offered by education sectors in the region. The KSZ has provided opportunities for "new to Kimberley" teachers to connect through the establishment of an online environment in which new teachers from all sectors can ask questions of a moderator, learn from each other, articulate professional learning needs, utilise an expanding resource library and maintain professional relationships with colleagues.
- The KSZ has provided access to leadership support and development across education sectors in the region. Twenty-four Kimberley school leaders have enrolled in a coaching accreditation program delivered by Growth Coaching International. In addition, KSZ has subsidised positions for all school sectors to access Stronger Smarter professional learning as part of a focus on maintaining high expectations and educational outcomes for Aboriginal students. The KSZ has also supported school leaders, AIEOs access the **Stronger Smarter Coach in a Box Program**. In addition, KSZ is working on pod-casts to post on the KSZ website on the theme of Leadership. Footage of experienced Kimberley principals addressing topics such as building a culture of high expectations, effective use of data, and community engagement with schools, are presented. These pod-casts will support, highlight and showcase good practice across the Kimberley. The KSZ secured the services of two leading authorities in the field of distributive leadership and professional learning communities to present at a forum for school leaders in Broome in July, 2012. Participants learnt the what, how and why of distributed leadership and the practicalities of establishing professional learning communities in their schools.

2. Adoption of Performance Management And Staffing Arrangements that Articulate a Clear Role for Principals

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

3. School Operational Arrangements Which Encourage Innovation And Flexibility

- This NP has supported establishment and enhancements to a number of reforms at the regional and school level, including:
 - establishment of school networks that share resources and expertise such as the Kwinana Federation that employs instructional leaders to work across a number of low SES school communities;
 - implementation or enhancement of programs to support Literacy and Numeracy development, including adjustments to timetabling to incorporate Literacy and Numeracy blocks across a significant proportion of schools;
 - the establishment of professional learning communities that brings teachers together to engage in action research to explore improvements to teaching and learning. Fitzroy Valley District High School has implemented a professional learning communities at the school to explore strategies that improve engagement of students with Foetal Alcohol Syndrome; and
 - employing additional staff to enhance the capacity of the school to more effectively undertake a range of operations. The range of additional support staff purchased to improve school operations are described in Table 1 below.

Table 1: Support Staff

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

- In a recent survey of participating schools, 38% of Low SES NP schools indicated that they are implementing strategies to improve school operational arrangements which encourage innovation and flexibility – of these schools, 55% have reported making sound progress. For example, **Challis Primary School** has established Literacy and Numeracy blocks for each year level to improve student achievement using the John Fleming explicit instruction model. The school reports improvements to

student reading and writing performances against a range of Literacy measures.

4. Providing Innovative And Tailored Learning Opportunities

- Schools are either exploring new or innovative tailored learning opportunities, or enhancing current programs. The range of activities is typically designed to improve student participation and engagement, student learning, and student transitions. It has been observed that what constitutes innovation is context specific. In other words, innovation is one community may be regarding standard practice in other communities. This is because schools are at different stages of reform or improvement, or require different levels of intervention in key areas.
- The types of strategies schools have supported through this NP include:
 1. early childhood initiatives (K-3);
 2. parenting programs and school readiness initiatives (0-4)
 3. attendance and participation programs;
 4. a range of Literacy and Numeracy interventions including whole school planning, coaching, individual education plans and employing expert Literacy and Numeracy teachers to develop the capacity of others;
 5. pathways to work, training or university, and
 6. innovative or evidenced based approaches to improving outcomes for Aboriginal students and students with diverse learning needs.
- In a recent survey, 71 schools, representing 72% of schools participating in the Low SES NP, indicated that they are implementing innovative and tailored learning opportunities for students. Sixty-five (65)% reported that they are improving in this area. Disaggregated data associated with specific programs and activities is summarised below:
 - Sixty-four (64) schools (65%) are using NP funding to explore or enhance programs to improve student attendance. Of these schools, 87% reported that they are making progress. **Dudley Park Primary School**, for example, has established an attendance and engagement program for students with poor attendance records. The program includes a case management approach to attendance and is supported by a dedicated team. Lunchtime activities include building life skills and a reward system for attendance and behaviour that gives students the opportunity to have lunch with the principal and access the recreation room, is proving effective. Data shows that since implementing the program, the number of regular attendees has increased by 2% while the number of moderate to severe non attendees has decreased by 6%.
 - The KSZ has a focus on attendance and retention through the **Tri-border** initiative, which continues to gather momentum with the Department of Education, CEOWA and AISWA sectors delivering live and current information to the Central Schools Database (CSD). Considerable work has been dedicated to position the three sectors to access this resource. Schools awareness and proficiency in utilising this new resource is strengthening through the recognition of its outstanding value as an additional tool to locate students and extract useful information. Sectors have participated also in combined Professional Learning of the CSD, while future work in this area will look at enhancing software to provide finer grain Student performance information of high relevance for the classroom teacher.
 - Sixty-four (64) schools (65%) are using NP funding to enhance early-years strategies (Kindergarten to Year 3). Eighty-one (81)% of these schools report that they are making progress successfully implementing these reforms. **Challis Early Childhood Education Centre**, for example, continues implementation of systematic and explicit instruction in Literacy teaching complemented by a formal mentoring program which involves class visits by a member of the school leadership team. A five-minute walkthrough approach has been adopted where teachers visit each others classrooms to observe excellent practice. The school has been involved in the PALL and PANL programs to develop teacher mentoring skills.
 - Of the 30 schools using NP funding to implement or enhance strategies to improve student pathways and transitions, 85% reported making progress. **Mirrabooka Senior High School**, for example, has established a committee across feeder primary schools to support student transition from primary to high school. The transition program begins in Year 5 and the impact has been an increase in Year 8 enrolments to the school. **One Arm Point Remote Community School** in the Kimberley region, has established a program that provides support for students who will leave the town to go to boarding school so they may complete upper-secondary schooling. The school has funded a coordinator position to work with destination schools to support students during transition. Transition schools and parents are supportive of the initiative and in 2012 no student returned home from boarding school early, as has been typical in the past.
 - Ninety-three (93)% of participating schools are using NP funds to implement strategies to improve the Literacy outcomes for their students. Of these, 95% reported making progress regarding the effectiveness of these reforms for individual students and target groups. **Broome Primary School**, for example, has used NP funding to employ three experienced teachers as curriculum leaders. The curriculum leaders support staff in implementing whole school Literacy and

Numeracy plans through assisting teachers to plan, teach and assess.

- This in combination with reduced class sizes has led to reports of whole school consistency of approach and improved student outcomes. **Medina Primary School** participated as a member of the Kwinana Federation where schools collaborated to employ and share Instructional Leaders. These leaders assisted school-based leaders across Federation schools to guide, mentor and instruct classroom teachers in Literacy and Numeracy. The Instructional Leaders worked within the network to establish common elements for instruction and assessment practice. This included having regular collaborative planning, moderation, mentoring and coaching sessions and coordinating consistent monitoring and assessment practice.
- Through the KSZ, strategies to improve **Literacy and Numeracy** outcomes continue to be explored across schools in the region. Cross sector forums draw in participants from schools to regional centres including Kununurra, Halls Creek, Fitzroy Crossing and Broome to host sharing forums. These forums have had excellent cross sector representation with teachers, AIEOS and administrators joining the conversations about what works and exchanging ideas and resources. A positive spirit of collaboration exists and information from these forums is constantly being added to the Kimberley Success Zone website. The KSZ has convened, on request, a number of professional learning events including **First Steps Writing and Reading**. It has supported key teachers in Literacy to develop whole of school approaches and learning area audit tools. These events have been well populated from all sectors in Broome and Kununurra.
- Seventy-one (71)% of schools are implementing strategies to improve the Numeracy outcomes of all students. Eighty-one (81)% of these schools reported progress implementing these reforms. **Halls Creek District High School** in the Kimberley region has implemented a Numeracy focus in the early childhood years that incorporates shoulder to shoulder teacher instruction and planning sessions, a focus on 'hands on learning' and the use of First Steps approaches. The school has implemented a Numeracy Monitoring Tool to show the progress for each child and has filmed the learning of early childhood students in Kindergarten -Pre Primary throughout the year.

5. Strengthened School Accountability

- Schools, in partnership with system support, are exploring strategies to strengthen school accountability. These include initiatives to enhance data Literacy of teachers, such as, employment of teachers with expertise in analysis of data to support other teachers develop evidence-based programs and enhancing. Through the NP, schools have worked with the Department of Education to enhance processes for reviewing effectiveness of strategies implemented to improve outcomes for students. All Schools have completed the enhanced NP Low SES school communities' annual reporting process. This required schools to describe, using evidence the extent to which NP funded activities are achieving desired outputs and/or outcomes.
- Data from the annual online survey shows that 48% of the Low SES NP schools are focusing on improving accountability practices that include collection, analysis and interpretation of data to inform school planning and improve reporting of student outcomes. Of these schools, 54% have reported making significant progress. This focus enables schools to have a strong evidence base for identifying areas for improvement so that targeted strategies can be put into place. **Westminster Junior Primary School** seeks to build the school's capacity to be accountable for developing strong Literacy and Numeracy improvement processes, through evidence based intervention programmes which actively encourage and involve parent and community members. Staff have been engaged in moderation and planning sessions to conduct "Discipline Dialogue" around data structures and analysis. The school reports improvement for intervention groups across a range of data sets.

6. External Partnerships With Parents, Other Schools, Business And Community And The Provision Of Access To Extended Services

- Forty-eight (48)% of Low SES NP schools have implemented strategies in the area of external partnerships with parents. Of these schools, the majority have reported making progress implementing this reform.
- Most of these schools are establishing parenting and early learning intervention programs (0-4). Over 50% report that they are making good progress engaging parents and their children in these programs. Intervention strategies include access to extended services in partnership with the community and other agencies such as health services, playgroups, childcare, breakfast programs, Foodbank and organisations running parenting programs. Schools such as **Boyare Primary School, Challis Early Childhood Education Centre, Perenjori Primary School and Katanning Primary School** have used NP Funds to establish very successful 0-4 learning programs. These schools report groups of more than 20 parents attending with their babies. In some communities such as Katanning, the school has a waiting list of parents hoping to join the early intervention program.
- There has been steady progress toward more schools providing activities to improve the engagement of parents in the

education of their children. Approximately half the Low SES NP are implementing strategies in this area and a reasonable proportion of these schools report good progress in this area.

- The Low SES partnership has supported principals to explore strategies for establishing extended school services through the **Extended Services Schools Exchange Tour** in June 2012. Eight secondary principals travelled to Victoria to learn about the Extended Service Schools Pilot project.

Although the journey toward extended school services is different for each school, particular schools continue to be leaders in this area.

- A cluster of schools in the Midland region have used NP funds to establish the **Swan Extended Services Hub**. A Grant Agreement signed between the Department of Education and the Smith Family provided funds to the Smith Family to establish in partnership with a cluster of schools a demonstration of a school-community hub with coordination of extended services. It involves a partnership between a cluster of four schools, the Fogarty Foundation, the Smith Family and Curtin University. The ultimate objective of this project is to create improved Literacy and Numeracy development, retention to Year 12 and ultimately successful transition to tertiary education and employment for the young people of Middle Swan Primary School, Swan View Primary School, Clayton View Primary School and Swan View Senior High School, through developing and implementing a school-community partnership approach, tailored to the needs and assets of the school and surrounding community. The project is expected to leverage and coordinate services from both Government and the community sector through the development of school - community - business partnerships to bring community resources into the school. It is expected this initiative will also provide value to parents and has the potential to be a hub for the local community to access a variety of services and provide a model for other clusters to consider in the future.
- **Challis Early Childhood Education Centre and Challis Primary School** are acknowledged across Australia for leading the way in their extended services, focused mainly on early intervention. Their programs have empowered parents to become actively involved in their child's education.
- **Roseworth Primary School** with a high migrant population, has continued to build partnerships with not-for-profit and other organisations, to provide programs for students and families. Ensuring that the whole community has a shared vision enables the schools to cater for the range of student needs.
- **Neerigen Brook Primary School** promotes a full service culture and philosophy and engages with other agencies, local community organisations, appropriate support services and a range of school activities and programs to build relationships between the school and parents. Parents are encouraged to participate in activities in the school and these include computer training, dietary health education, Read Write Now Services and the Passport Program, which rewards student attendance. In addition, integrated health services are available on site, comprising: a health nurse, dental facilities, physiotherapy, speech therapy, occupational therapy, social workers and counseling services. The school seeks to engage parents in identifying activities they think will assist their children in education. Some of the services provided include homework clubs, breakfast club and take home Literacy and Numeracy packs. The school is working closely with the University of Western Australia to evaluate the program.
- **Derby District High School** has implemented School-Community House Mothers and Others program, in partnership with a range of community agencies. This program engages mothers and their children (0-4) to improve readiness for formal schooling by providing education programs and access to health support services and has seen an increase in the number of participants throughout 2012. The centre is averaging approximately 5-15 adults each session, with 15-20 children aged 0-4 years attending, with new parent/carers are joining the sessions regularly. There has been approximately 40 adults and 50 children (80% Aboriginal) attending the "Mothers and Others" programs over the last eight months. Every participant has attended at least three sessions, with the majority having attended 70% of the sessions offered. Each inter-agency group is able to deliver their services to the same group of targeted clientele through this captive group and they are keen to continue this beneficial approach into future years.

Catholic Sector

- A feature of programs in Catholic schools has been the mixture of school-based initiatives, centrally organised strategic initiatives and partnerships which schools have organised with external agencies and providers. Many of the initiatives also build on initiatives in the ITQNP. This has enabled some leveraging across projects, as well as representing a more sustainable and strategic approach. One example is the Kimberley schools, which were supported by a range of initiatives such as the **Bluearth**, and **PATHS**. This assisted in developing the appropriate self confidence, resilience and behaviours that would lead to a more engaged learning environment. Against this context, schools were supported through the **Books in Homes** program which provided a range of books to students from K to 3.

- An additional intensive Literacy and Numeracy support program through **Reading Recovery** and **Extending Mathematical Understandings** (EMU), was also implemented using ITQNP funding. The ATAs up skilling program enabled the ATAs to participate more effectively in classroom support in terms of student behaviour, engagement and in Literacy support. A tracking program, leadership enhancement and the appointment of an attendance officer and youth worker in two of the schools, also occurred. The combined and integrated nature of these programs has led to a holistic approach to improving student outcomes in these schools.
- For the 15 non-Low SES Kimberley schools, a range of school-based and shared initiatives have been implemented in 2012. Several significant partnerships have been established as part of these. For example, a number of Perth and South West Low SES schools formed a partnership with Curtin University for **Speech Therapy** support one day per week from third and fourth year Speech Therapy students under supervision from a qualified speech therapist. All of the schools involved were Literacy/Numeracy schools and the speech therapy program has supported Literacy development.
- Two schools established a partnership with UNDA in Literacy and Numeracy support. This involved final year education students undertaking testing of students and one-on-one support, in one secondary and one primary school. Evidence has shown that reading ages of participating students increased dramatically. One school engaged a school-based mentor to assist new staff with Literacy and Numeracy programs. A feature of all initiatives implemented in schools was their integrated nature, not only with existing school initiatives, but with projects in the ITQNP. During 2012 CEOWA has negotiated with Curtin University to implement the **Speech Therapy and Occupational Therapy** more widely across a number of schools as an important system wide initiative. Six schools will implement the speech therapy program in 2013.

Independent Sector

- Three authors were organised to support innovative teaching practices and engage the students in activities not usually undertaken. Renowned author, **Alison Lester** visited three Indigenous schools and spent a week in the community. Students produced stories and a mural, which are now displayed on the wall of the school.
- Curriculum design for middle school and upper secondary has been developed in three **CARE** schools and will be implemented in 2013. Alta-1 has also supplemented their curriculum with an on-line program.
- Two Aboriginal schools have engaged in behaviour management programs with improved student outcomes noted as a result.
- Work was undertaken on a research project with Alta-1 and **Corridors** (CARE schools) to investigate the suitability of the Essential English Courses of the Australian Curriculum for the at-risk clientele they support.
- Ten new teachers completed the teaching improvement program **PRICE**, which saw them engage with the AITSL National Professional Standards for Teachers, set goals for their own career development and for the outcomes of their students.
- The bicycle and basketball programs have been in place at CAPS Coolgardie and have increased engagement and attendance of students due to their rewards based inclusion policy.
- Increased enrolment in the Rockingham Montessori School was achieved with the introduction of the secondary school, **Cycle 3** program.
- An AICS Learning Community has been developed and enriched through the introduction of the new **Literacy Portal** for 12 remote Aboriginal schools. It provided teachers with the opportunity to engage in a professional learning community, resources to assist in the improvement of their teaching and learning programs and an online forum to connect and promote collaborative practices.
- Increased engagement of AEWs in 12 remote Aboriginal Schools was achieved, through their inclusion in the Literacy Portal project with access to resources, blogs, websites, best practice in other Indigenous settings and collaboration through the online forum.
- A dedicated Low SES consultant oversaw five Kimberley schools involved in **Reading Recovery** training of teachers, implementation of the program and the training of a new tutor to work with our schools in 2013.

Support for Aboriginal and Torres Strait Islander Students – 1 January to 31 December 2012

Government Sector

- Seventy-one (71) public schools are using funding provided through this NP to enhance support to improve outcomes for just over 6500 enrolled Aboriginal students. These schools are implementing targeted strategies to improve parent and community engagement, Literacy and Numeracy achievement and attendance and well being outcomes for Aboriginal students.
 - In a recent survey administered to schools, 71 schools indicated they have specifically designed programs catering for Aboriginal students. A large proportion of these schools reported making progress toward:
 - improving Literacy outcomes for Aboriginal students;
 - improving Numeracy outcomes for Aboriginal students; and
 - improving the engagement of Aboriginal parents and community stakeholder groups.
- Over 25 schools have adopted the “Stronger Smarter’ leadership model, which empowers Aboriginal communities to be proactive with decision making processes and involvement in schools. **Dawul Remote Community School and Derby District High School**, are good examples of the positive impact this model is beginning to make.
- Nineteen (19) schools have continued to use NP funds to engage in the **KSZ**. This initiative was established as a collaborative effort between CEOWA, AISWA, and other stakeholders to support schools in the Kimberley to improve outcomes for Aboriginal students. This program is building productive partnerships across schools, sectors and communities to investigate ways of accelerating improvements for Aboriginal students by sharing good practice and through professional development and school-community interaction.
- A large proportion of schools, over 60%, reported positive improvement in the engagement and participation of Aboriginal parents and community stakeholder groups. For example, **Challis Early Childhood Education Centre and Challis Primary School**, offers a family group early childhood class for Aboriginal families. Brothers and sisters have the choice of staying in the same class, and there are strategies specifically for Aboriginal students. This has resulted in improved attendance and engagement of Aboriginal students and participation of their parents. **Carey Park Primary School** has established a **Smart Start and Play Café** for Aboriginal families, with the aim to make connections with 0-4 year olds and their parents. The Café is well attended and the school reports it is making good progress engaging parents with their children’s learning.
- A significant number of schools are exploring a range of programs to target attendance and wellbeing for Aboriginal students. Examples of programs showing some early evidence of success include:
 - **Halls Creek District High School** is working in partnership with community agencies to run a program that seeks to re-engage adolescent male students. The school funds the use of facilities at Burks Park and daily work tasks are developed for the young men such as rounding up horses, mending fences, building barbecues and general jackeroo station skills. At school students are focussed with Literacy and Numeracy, with an emphasis on work place safety, developing a procedure how to saddle up and prepare a horse for riding, creating a photographic resume of their work experiences at the horse property and so on. The school provides certificates of accomplishment as the students are too young for any accredited course of study. Attendance for the group of students ranged from 0 – 20% before the program started. At the end of term 4, 2012 this group of students attended more that 80% of the term. The school reports that self esteem has improved enormously and they frequently demonstrated their success to visitors who came to see the program in operation.
 - The Swan Nyungar Sports Education Program at **Balga Senior High School**. This program, which incorporates sport, culture and dance to engage students in their education has over 120 students involved. The program is aimed specifically at Aboriginal students who may have had, or still have, disruptions in their attendance. Balga also employs strategies such as connecting with students before school starts, and developing multi-aged groupings for English, Maths and Science and Society for three hours per day;
 - **The Broome Senior High School’s** girls program employs an AIEO to support the girls in their Literacy, Numeracy, attendance and life skills;
 - **The Derby District High School** program supports Aboriginal students and young mothers and their children to re-engage with schooling; and
 - **Dudley Park Primary School** employs an AIEO to support their attendance program with impressive results, managing to reduce the number of high-risk behaviour incidents from 40 to less than ten in two years.

Catholic Sector

- Thirteen of the 28 CEOWA schools involved in this NP were Kimberley schools, including eight remote Aboriginal schools with close to a 100% Aboriginal enrolment. Initiatives such as PATHS, Reading Recovery, Books in Homes, additional Literacy and Numeracy support, a youth worker and an attendance officer, principal support, a student tracking program and the Blueearth program, operated in these schools.
- Other schools with high Aboriginal enrolments also receiving Low SES support include Northampton, Geraldton, Pinjarra and Clontarf Aboriginal College. While these did not implement the full range of initiatives in Kimberley schools, they focussed on activities that specifically addressed Literacy and Numeracy, as well as attendance and engagement.

Independent Sector

- The funding applications that the Low SES schools applied for have enabled AISWA to support 11 Aboriginal schools to undertake the following projects:
 - **Quality Learning project** - to build a positive culture around learning, behaviour and community involvement.
 - **Transition to the workplace** - links industry to the skill sets of the students to ensure that when they leave school they have a smooth transition to the workforce.
 - **Basketball project** – a rewards-based, project focussing on cultural awareness, physical activity and healthy healthy lifestyle to improve engagement and attendance of Aboriginal students. The students train regularly, and plan and participate in a reciprocal school visit with a city school.
 - **ICT project** – up-skilling teachers and students in the use of ipads/ electronic whiteboards to improve Literacy engagement.
 - **Coach/mentor** to support AEWs in up-skilling them and improving qualifications. The project involved mentor support to approximately 14 AEWs with their studies when returned to their communities.
 - **AIC Cluster project** – AISWA has produced an online portal to connect remote schools. It provides resources, examples of exemplary teaching, discussion boards, etc. to improve quality of teaching and to assist teachers to effectively target the unique learning needs of Indigenous students and their specific language learning requirements, and build a network for teachers and AEWs.
 - **Dormitory project** – Karalundi has completed a report on the standard of accommodation and staffing. The school has taken on board recommendations for improving conditions in the boarding house and are expecting higher retention rates in 2013.
- The two Low SES consultants are actively supporting AEWs to complete further education qualifications across Western Australia, through face-to-face support, phone and email contact and the development of an on-line discussion board.

Support for Other Disadvantaged Student Cohorts – 1 January to 31 December 2012

Government Sector

- Funding allocated through this National Partnership has enabled schools to enhance support programs for students from ESL backgrounds, students with disabilities and additional learning needs.
- Fifty-three (53) schools reported they are focusing on targeting the needs of English as a Second Language/English as a Second Dialect (ESL/ESD) students. These schools indicated that there are some 5115 ESL/ESD students benefiting from tailored interventions. Of these schools, a large proportion reported that the Literacy outcomes of these students are improving to some extent. **Nollamara Primary School** and **Warriapendi Primary Schools**, with high migrant populations, have used funding to enhance speech and language programs aimed at building the capacity of parents and students in speaking and writing in English. These schools have reported a positive parent response and involvement.
- Sixteen (16) schools indicated that that are implementing strategies specifically targeting students with a disability. The number of students with a disability in these schools is reported to be 173. Some schools have reported improved Literacy and Numeracy outcomes and improved attendance and well being for students with a disability.
- There are 33 schools implementing strategies targeting the needs of students with other additional learning needs, such as learning difficulties, foetal alcohol syndrome disorder, and emotional and behaviour problems. There are 1473 students in this target group enrolled in these schools. Of these schools a large proportion have indicated that they are making progress towards improved Literacy outcomes for these students. **Fitzroy Valley District High School** has implemented a structured professional learning community that has adopted an action learning approach to find ways to increase addressing the needs

of children with early life trauma including Foetal Alcohol Spectrum Disorder (FASD) and identifying what works in making a difference to learning. All staff have participated in professional learning on how to cater for students affected by FASD and trauma. As well as differentiating the curriculum to cater for these children.

- The KSZ is also working with schools to enhance strategies for students with special needs. The KSZ in partnership with Principals Australia, has provided all **Kimberley schools** with access to the Mental Health and Well Being program Kids Matters/ Mind Matters. Schools from all sectors have expressed an interest in implementing the framework within their schools. Currently the program is being delivered in the **Fitzroy and Broome** regions. In addition, KSZ has created and promoted to all sectors an online special needs environment facilitated by a local content expert. All schools from all sectors will be encouraged to access this service. From education assistant to teachers and administrators: this service can provide rapid response time to classroom level questions relating to effectively cater to children with special needs. The KSZ is also in the process of drawing together a special needs advisory group that is inclusive of all sectors. Its purpose will be to add value to existing work of schools in the Kimberley in the area of special needs.
- Twenty one of the Low SES NP schools are implementing strategies targeting the needs of other groups of students: these other groups include:
 - teenage parents;
 - children living in geographically isolated communities;
 - children with chronic attendance challenges;
 - children presenting with Foetal Alcohol Spectrum Disorder;
 - students requiring a differentiated learning program to ensure academic extension opportunities; and
 - students at risk who require intensive additional support.

Schools have reported that there are 1117 students in this target group enrolled in the schools. Of these schools, several have reported progress toward improving Numeracy and Literacy outcomes, attendance and parent engagement with the school. **Gilmore College** has implemented, in partnership with community agencies, a successful program to assist young parents re-engage with schooling. This initiative has improved students retention by improving access to learning for this group of students who otherwise were at risk of dropping out from school.

- Partnership schools supporting disadvantaged cohorts have adopted innovative projects and practices and have reported progress toward improved Literacy, Numeracy achievement, and attendance. Following, are additional highlights of schools undertaking innovative projects or practices to address these needs:
 - **Coodanup Community College** has integrated a **Pyramid of Intervention** program that endorses a whole school approach to supporting student learning and well being. A 'wraparound service' model of intervention for individual students with significant and multi faceted needs, requiring input from community agencies where needed, has been adopted, incorporating improved communication with caregivers. In conjunction with this process, Coodanup have improved partnerships with external providers and industry, including the **Trade Training Centres in Schools Program** (TTC). They have developed individualised learning plans for all students.
 - **Dryandra Primary School** has established a pre-kindergarten parent support program for parents from a range of English as an Additional Language (EAL) backgrounds, as well as Aboriginal parents (and non EAL/non Aboriginal parents). Parents bring their three year old children to school one half day a week where the children are taught appropriate pre-kindergarten concepts. Children are screened by an occupational therapist for speech and developmental issues. A significant number of issues have been identified and early intervention strategies put in place. Parents are able to build positive relationships with the school in this less formal setting that will lead to improved engagement with their child's education and learning.
 - To address the needs of ESL students, **Balga Senior High School (SHS)** has adopted a Literacy strategy for migrants of limited schooling background. Balga SHS has 41% (116) of students categorised as limited schooling (less than three years formal schooling prior to arriving in Australia). To assist these students make ground in Literacy and Numeracy, several initiatives have been implemented, such as arranging for transition to mainstream small class groups (16-18), having one to two teachers for 18 hours out of 24 for the week supported by an Education Assistant for 50% of the time. Graduating students from the Intensive English Centre (IEC), students who are below Stage four are counselled into transition to mainstream classes following the IEC model of one main teacher for 75% of the timetable week, supported by an Education Assistant in each class. Senior school and Year 10 transition students also focus on needs in the workplace and implementation of the Junior and Senior Direct Instruction **Soundway Program**, which has proven success with these students at Balga SHS over the past three years.

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

Catholic Sector

- Several CEOWA low SES schools have higher proportions of refugee and migrant families, particularly from East Africa and the Middle East. Students from these families face a number of challenges that include poverty, cultural and social issues and low levels of Literacy and Numeracy. Initiatives in these schools include the development of strategies to improve school-community links, engagement and attendance. One school in Perth enrolls approximately 30 girls with a range of social, emotional and related issues. The school has implemented a range of targeted strategies under the Low SES NP to support the students, including a specific focus on improving engagement, Literacy and Numeracy.

Independent Sector

- To address the needs of their ESL students, the staff at **Damla College** have all completed the TESLMC (Teaching English as a Second language in a Mainstream Classroom) course with the AISWA consultant, which will be followed up in 2013 to assist teachers in their ability to deal with the different ways students acquire language if they are second language learners and to thus improve the Literacy and Numeracy outcomes of students in their school.
- **Emmanuel Christian School** has a high proportion of migrant and refugee children whose parents have found it difficult to embrace the school environment because of their own perceived inadequacies in education. They have put in place a community project which involves inviting parents into the school initially for more social events celebrating their differences and valuing all cultures. Once they feel more comfortable at the school, parents are then encouraged to participate more in the school classrooms through teacher support, reading programs and library support. Although progress has been slow, momentum is building and more parents are seen in the school grounds at times other than the beginning and end of the day.
- The CARE schools enrol a large number of students who are socially and emotionally challenged and need support in this area before they can be expected to engage with the curriculum. They have subsidised youth workers/ social workers to assist students to feel safe to return to the school environment and continue their interrupted education. This has been particularly successful at **Sowilo Community School** and **Port School** where attendance and engagement has been slowly increasing and student achievement reflects this.

Sustainability

Government Sector

- Schools and the Department of Education continue to monitor the effectiveness of interventions. Many of the initiatives implemented by schools complement State Government initiatives to improve outcomes for students. Where actions are found to contribute to improved outcomes for students, schools and their communities will continue to fund these initiatives.
- The funding from the National Partnerships has enabled schools to implement or enhance programs or strategies, and provide support that is aimed at improving outcomes for students impacted by inter-generational poverty. The majority of these programs are having an impact that is not yet necessarily identifiable using high-end outcomes of schooling. Many of the strategies will take many years to show demonstrable change.
- Evidence from the field suggests that increased levels of funding on their own will not necessarily contribute to improvement or sustainability, unless schools have the internal capacity and appropriate levels of support to achieve improvement.

Catholic Sector

- The CEOWA has enabled most of the programs to become sustainable through a focus on integrating ITQNP with some exiting system wide initiatives; encouraging schools to implement programs which build on existing school initiatives and encouraging school partnerships. The CEOWA is to pick up the Curtin University **Speech Therapy program** as a system initiative.

Independent Sector

- As the **AICS Literacy Portalis** an online resource, it neutralise physical distance for remote schools and has been constructed with the view to being managed at the school cluster level in the future. There is still considerable work to be done by consultants overseeing the administration of the site in relation to establishing secure facilities to record, store and effectively analyse Literacy assessment data.
- **PRICE** – Teachers involved in PRICE have not only developed their practice and improved student outcomes but they have also developed these reflective, innovative and collaborative practices as common place in their schools. As such, keeping a PRICE portfolio is something that teachers can do as individuals or as a staff professional learning team within their school in an on-going and sustainable way. It would be advantageous for this program to be run annually in order to enable the observed benefits to be enjoyed by more teachers.
- Having the dedicated **Low SES Consultant** oversee teachers engaging in **Reading Recovery training**, is also a sustainable reform as these teachers retain the Reading Recovery qualification and can continue the course in their schools. After 2012, four teachers will have completed the Reading Recovery Qualification (11 units) and one previously qualified teacher will have completed the on-going professional learning (four units).
- **Self Improving Schools** and the formation of **PLTs**: This focus was a deliberate attempt to establish a culture in the participating schools that would be achievable and ongoing after the duration of the partnership. During 2012 all NP consultants worked with the schools in the project to enable them to manage the process of team meetings and elements of the self-improving model themselves. The impact in these schools is largely sustainable but without ongoing access to a consultant it will mean that leadership is required to provide the stimulus from continued improvement beyond the initial improvement seen.
- The leadership professional learning opportunities that were provided by AISWA, or in partnership with other agencies provided a number of teachers and school leaders with the change to gain the professional knowledge and improved professional practices that are required to improve teacher quality and school leadership.

Showcase – 1 January to 31 December 2012

Government Sector

SHOWCASE 1: Roseworth Primary School

- Roseworth Primary School is located in the northern suburb of Western Australia and is an Independent Public School. As such is enabling the school community to have greater freedom and flexibility to make decisions about curriculum, student support, staff recruitment, financial management, governance and accountability. The school celebrates a rich cultural diversity with a multicultural population. The school community has an 'SES' Index of 87.04 points, which indicates significant socio-economic disadvantage in comparison to other school communities in Australia. Across all socio-economic groups, parents face major challenges when it comes to providing optimal care and education for their children.

- The teaching and learning program at Roseworth Primary School acknowledges that students learn at different rates and in different ways. Early intervention strategies are central to the school's philosophy.
- Families associated with the school often have inadequate or limited access to community resources that promote and support **children's development and school readiness**. Community measurement tools, such as the Australian Early Development Index of Early Childhood Development (AEDI), consistently report that significant numbers of students attending school for the first time at Roseworth Primary School are 'developmentally at risk' or 'developmentally vulnerable' in areas of physical health and wellbeing, social competence, emotional maturity, language and cognitive skills (school-based), and communication skills and general knowledge. Each of these domains is important areas of child development and is also a good predictors of adult health, education and social outcomes. The school is continually faced with the challenge of raising the achievement levels of student who fall below the 10th or 25th percentile of the National AEDI population. These children demonstrate a much lower than average ability in the developmental competencies measured in each domain.
- Challenges associated with low SES communities such as poor attendance, family engagement with the school, student aspirations for the future, malnourishment, issues of mental health and wellbeing are evident in the Roseworth Primary School community. The school must meet and overcome these challenges on a daily basis.
- The school offered a **Playgroup Program in 2012** aimed at providing quality play opportunities to enhance the development and wellbeing of children at a critical time in their development. The Playgroup not only offered educational experiences for the development of the children's language, motor skills, social skills and readiness for school, but also provided opportunities for families to engage and socialise in a supportive and friendly environment. The Playgroup also provided families with the opportunity to access parental educational workshops with specialist teachers and outside agencies thereby assisting in their parenting confidence and competence.
- The Playgroup also incorporated a **readiness to school program** targeting the three year old, children introducing them to the environment, routines and structures they would encounter in the kindergarten sessions the following year. Anecdotal evidence thus far indicates the Roseworth Playgroup children to be confident, happy, and settled in the kindergarten environment.
- Findings from research undertaken by Early Childhood Educators from ECU and subsequently presented at the 2012 Early Childhood Australia International Conference, affirmed that the Playgroup's success was a result of the school offering a supportive playgroup model where families were welcomed. The importance placed on the playgroup program by the school staff and their daily involvement, the use of routines plus the transition to school program were factors identified in the research as being paramount to the Playgroup's success. The research findings also acknowledged that the Playgroup was just as important to the parents as it was to the children. An effective Playgroup teacher who was able to communicate positively with the families resulted in children and families having a sense of belonging and saw the Playgroup as being an integral part of their school.
- The value of the Playgroup was highlighted by the Canadian early childhood development expert **Dr Stuart Shanker**, during his visit to Perth in June as the 2012 Thinker in Residence. Doctor Shanker was invited to Roseworth Primary School to look at the impact of the early intervention programs operating in the school. He observed classes of students who had transitioned from the Playgroup into the early childhood classrooms at Roseworth. Doctor Shanker noted, '*The visit to Roseworth was an important experience for me in so many ways. It was yet another vivid opportunity for me to see just how beneficial a self-regulation approach is, not only for the students, but for staff as well. It was also an example of how much thought and effort is needed to make such an approach truly effective. I watched how seamlessly all of the children in the school managed their transitions, guided by attentive teachers who provided the 'regulating' scaffold that makes this possible.*' The focus on self regulation is a major feature of the Playgroup setting and is having obvious impacts as the children enter the primary school setting.

	Attendance Rate	
	School	State
2010	92.2%	92.9%
2011	91.4%	92.7%
2012	91.5%	92.3%

Average Test Score									
NAPLAN	NAPLAN - Reading								
	2010			2011			2012		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Average Score	329	434	486	339	418	489	332	407	508

Percentages of students Above, At, and Below National Minimum Standard Levels

NAPLAN National Minimum Standard (NMS)	NAPLAN - Reading								
	2010			2011			2012		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Above NMS	48%	63%	50%	57%	44%	50%	45%	40%	68%
At NMS	29%	16%	29%	29%	22%	44%	34%	14%	17%
Below NMS	23%	21%	21%	14%	34%	6%	21%	46%	15%

Average Test Score

NAPLAN	NAPLAN - Numeracy								
	2010			2011			2012		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Average Score	296	434	479	326	433	484	320	410	487

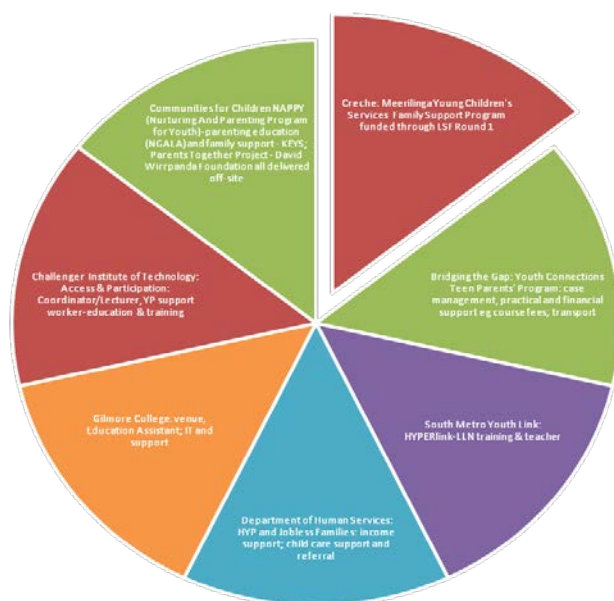
Percentages of students Above, At, and Below National Minimum Standard Levels

NAPLAN National Minimum Standard (NMS)	NAPLAN - Numeracy								
	2010			2011			2012		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Above NMS	26%	68%	65%	43%	58%	47%	59%	34%	58%
At NMS	35%	13%	26%	31%	24%	41%	15%	37%	34%
Below NMS	39%	18%	9%	26%	17%	13%	26%	29%	7%

SHOWCASE 2: Gilmore College – Young Parents Program (YPP)

- Gilmore College is a Year 7 - 12 campus located in the southern suburbs of Perth. This is an area of long term generational poverty. Currently, 991 students are enrolled in the school, 13% of students are Aboriginal.
- The school offers programs across The Arts, English, Health and Physical Education, Mathematics, Science, Society and Environment, and Technology and Enterprise. The schools Vocational Education and Training (VET) delivers Certificate II level courses including: Specialist Engineering, Hospitality, Business, Industrial Studies, Building & Construction and Information Technology. Gilmore College is engaged in partnerships with Protect All Children Today (PACT), Universities, business, industry and community organisations. Strong links have been forged with Murdoch University, the University of Western Australia and the Kwinana Industries Council (KIC).
- In response to an identified need the school has partnered with a range of community agencies (**Figure 1**), to establish a program for young parents on the school site. **The Young Parents' Program (YPP)** was established in February 2012 to provide young mothers with the opportunity and support needed to complete their education to Year 12. The Program saw partners allocate resources already funded through Commonwealth and State Government programs, to work with this group of young mothers from 16 – 23 years of age, who had not achieved year 12 or equivalent.
- The YPP operates two days a week. Currently, 17 young mums are enrolled in the program and a waiting list for places now exists. Study materials are sourced through Schools of Isolated & Distance Education and various external and on-line programs offered by registered training organisations. **Meerilinga Young Children's Services** provides a crèche supervisor, two childcare trainees; a mothercraft nurse and family support. The school provides a venue for both classroom and crèche; laptops and IT support for students. The school also provides an educational assistant to support academic programs offered through the Low SES NP. Engagement with this activity aligns with key reform area 6: *External partnerships with parents, other schools, businesses and communities and the provision of access to extended services*
- Supporting this program is a **Helping Young Parents' Into Education Reference Group** comprising representatives from a range of community agencies. The focus of the reference group is to advocate for ongoing education, training and parenting support for these and other young families and to build collaborative working relationships and working partnerships to ensure integrated and sustainable services beyond June 2015, when the initiative, in its current form, is completed.
- The principal reports that this initiative has improved student's retention by improving access to learning for this group of students who otherwise were at risk of dropping out from school.

Figure 1: Partnerships involved in the Young Mothers Program



Attendance Rate

	School	State
2010	79.4%	87.6%
2011	82.6%	87.5%
2012	81.2%	87.7%

Average Test Score

NAPLAN	NAPLAN - Reading					
	2010		2011		2012	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	494	512	480	525	490	520

Percentages of students Above, At, and Below National Minimum Standard Levels

NAPLAN National Minimum Standard (NMS)	NAPLAN - Reading					
	2010		2011		2012	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	57%	34%	53%	41%	59%	45%
At NMS	27%	33%	34%	36%	24%	32%
Below NMS	16%	32%	13%	24%	17%	23%

Average Test Score

NAPLAN	NAPLAN - Numeracy					
	2010		2011		2012	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	481	527	472	524	477	527

Percentages of students Above, At, and Below National Minimum Standard Levels

NAPLAN National Minimum Standard (NMS)	NAPLAN - Numeracy					
	2010		2011		2012	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	50%	41%	41%	42%	42%	44%
At NMS	34%	43%	41%	39%	45%	39%
Below NMS	16%	16%	18%	18%	13%	17%

SHOWCASE 3 Carey Park Primary School

- Carey Park Primary School has approximately 400 students from Kindergarten to Year 7 and is situated in the City of Bunbury, 200 kilometres south of Perth. The Carey Park Primary School community has a high level of socio-economic disadvantage, many single parent families, a large percentage of Aboriginal students (16%), an increasing number of families from Asia (7%), Africa (2%) and New Zealand (3%) and a high level of student transcalency.

- Many students begin school well behind the expected readiness level in Kindergarten and Pre Primary. The major area of concern is oral language, the stepping stone for all Literacy. Over 50% of the newly enrolled kindergarten students are referred to the **Speech Therapy Program**. Due to overwhelming demand, the Speech Pathologist can not assess students until well into the school year. A large proportion of the early years students with oral language and speech issues are Aboriginal or from a language background other than English (LBOTE). Many LBOTE students start school without any English.
- To address the speech concerns Carey Park, for the last ten years, has run its own Speech Therapy Program for Kindergarten and Pre Primary students. An Education Assistant has been trained to administer the program to students following an individual program developed by the Speech Pathologist. This program has been a great success, however can not keep up with the new demand presented by the oral language concerns from Aboriginal and LBOTE students.
- In 2011, the school implemented, through the support of the Speech and Language centre, the **Words Grammar and Fun Program** starting with Pre Primary and Year 1 students. This intensive small group oral language program has been developed with Aboriginal and LBOTE students in mind and provided an excellent framework for teaching and practising developmentally appropriate oral language.
- With funding through the NP the school has increased the Words Grammar and Fun Program, to include the Kindergarten through to Year 1 students. All students participate in the program and significant improvement in learning, particularly students at educational risk, have been noted. Gains of up to 20 months have been achieved by Aboriginal and LBOTE students in a ten month period. Due to this success, the school employed an additional Education Assistant, using NP funds to specifically focus on the Aboriginal and LBOTE students from Years 1 - 7. Students receive tuition individually or in small groups. The Education Assistant uses a range of oral expression, reading skills and Words, Grammar and Fun based activities to target student's needs. Online reading programs like **Reading Eggs** are used to motivate and engage students in these sessions. Students are progressing from band one to band three on the ESL Bandscales within their year on the program.
- Feedback from parents has been very positive and there is clear evidence on the success of the program and the need for this program to be continued and increased. The focus on reform area four, providing innovative and tailored learning opportunities, has led to increased confidence and success at school for a targeted group of students who have been at educational risk. Without the support and funding from the NP, this program would not have been possible.

	Attendance Rate	
	School	State
2010	94.1%	92.9%
2011	93.2%	92.7%
2012	90.3%	92.3

Average Test Score									
NAPLAN	NAPLAN - Reading								
	2010			2011			2012		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Average Score	359	436	511	352	440	500	381	452	515

Percentages of students Above, At, and Below National Minimum Standard Levels									
NAPLAN National Minimum Standard (NMS)	NAPLAN - Reading								
	2010			2011			2012		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Above NMS	67%	55%	71%	64%	54%	66%	77%	72%	70%
At NMS	21%	20%	21%	22%	24%	26%	15%	15%	22%
Below NMS	13%	25%	9%	14%	22%	9%	8%	13%	8%

Average Test Score									
	NAPLAN - Numeracy								
	2010			2011			2012		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Average Score	329	438	516	339	429	505	356	450	492

Percentages of students Above, At, and Below National Minimum Standard Levels									
NAPLAN National Minimum Standard (NMS)	NAPLAN - Numeracy								
	2010			2011			2012		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Above NMS	51%	59%	73%	58%	51%	69%	76%	72%	69%
At NMS	26%	26%	18%	36%	36%	29%	19%	19%	25%

SHOWCASE 3: The Swan Extended Service Hub – Middle Swan Primary School

- In May 2012, a Grant Agreement was signed between the Department of Education and the **Smith Family**. The grant provided funds to establish, in partnership with a cluster of schools, a demonstration of a school-community hub (**the Swan Extended School Hub**) with coordination of extended services. These schools include Middle Swan Primary School, Clayton View Primary School, Swan View Primary School, and Swan View Senior High School. Middle Swan Primary School is considered the lead school in this partnership arrangement.
- Other partners engaged through the agreement, include the Fogarty Foundation and Curtin University. Throughout the life of the agreement it is anticipated that other community agencies will be engaged to provide services through partner schools. A feature of this particular initiative is that it has come from the local schools who have collaborated to fund their engagement.
- The school community is characterised by a high proportion of Aboriginal students, intergenerational poverty and a significant proportion of students who indicated developmental delays and insufficient readiness for the formal years of schooling. On-Entry data shows that many more children entering the school at 3-4 years of age are already significantly at risk of not achieving benchmark levels.
- The rationale for establishment of the hub was to create through the schools, opportunities for equity of access for all students. The schools have agreed to provide a comprehensive integrated, multi-agency, health, education and social resource focused on early learning and family support located on the school premises including prevention, assessment, intervention and treatment.
- The ultimate objective of this project is to create improved Literacy and Numeracy development, retention to Year 12. The aim is the successful transition to tertiary education and employment for the young people of Middle Swan Primary School, Swan View Primary School, Clayton View Primary School and Swan View Senior High School, through the development and implementation of a school-community partnership approach, tailored to the needs and assets of the school and surrounding community.
- The project is funded by the partnering schools from the NP and led by a Project Manager, who is undertaking the analysis, consultation and design work necessary to propose and cost the implementation phase of this project. The Project Manager has been appointed by The Smith Family as the lead agency for the project.
- The project is expected to leverage and coordinate services from both Government and the community sector through the development of school - community - business partnerships, to bring community resources into the school. It is expected this initiative will also provide value to parents and has the potential to be a hub for the local community to access a variety of services.
- The project will, through community consultation and analysis, establish a set of priority areas of activity aimed at increasing student engagement and parental involvement in schooling; identify a number of potential development opportunities for services in the Midland area, and broker programs which schools consider as priorities in supporting improved student outcomes.
- The first phase of this initiative entitled Consultation and Analysis, is now complete. During this phase, the project was scoped and information gathered in order to better understand the context within which participating schools operate. Stakeholders have now commenced the planning phase utilising knowledge about opportunities for improved coordination of service provision through schools.

Attendance Rate		
	School	State
2010	92.3%	92.9%
2011	92.1%	92.7%
2012	91.7%	92.3%

Average Test Score									
NAPLAN	NAPLAN - Reading								
	2010			2011			2012		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Average Score	353	436	504	342	430	500	351	434	512

Percentages of students Above, At, and Below National Minimum Standard Levels

NAPLAN National Minimum Standard (NMS)	NAPLAN - Reading								
	2010			2011			2012		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Above NMS	63%	60%	65%	60%	59%	67%	55%	58%	63%
At NMS	27%	23%	24%	22%	22%	25%	24%	13%	27%
Below NMS	10%	17%	10%	17%	19%	8%	21%	28%	10%

Average Test Score

NAPLAN	NAPLAN - Numeracy								
	2010			2011			2012		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Average Score	320	424	489	335	423	483	338	404	495

Percentages of students Above, At, and Below National Minimum Standard Levels

NAPLAN National Minimum Standard (NMS)	NAPLAN - Numeracy								
	2010			2011			2012		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Above NMS	45%	48%	55%	59%	48%	52%	63%	37%	60%
At NMS	35%	38%	36%	26%	28%	33%	18%	29%	32%
Below NMS	20%	14%	9%	16%	23%	15%	19%	34%	9%

Catholic Sector

Speech Therapy and Occupational Therapy Program.

- A particular showcase activity involves the partnership with Curtin University and the Speech Therapy and Occupational Therapy Program. Research shows that an important aspect of Literacy development is the role of speech therapy support. For many parents, access to speech therapy support can involve a significant wait list. In the case of children in Pinjarra, this can be as long as 18 months. The program involves third and fourth year speech therapy students from Curtin University being placed in a primary school for one day per week for the full school year and in part of the semester holidays. This forms part of the clinical practice requirement of their qualification. About three to five students are involved in the school under supervision of a qualified speech therapist. The students support school students and teachers by developing assessment and support programs in areas of speech therapy. These are designed to support and integrate with Literacy and Numeracy strategies operating in the school. Information sessions and training for school staff also occurs. Information sessions and reports for parents are also provided.
- The program operates in four metropolitan schools as well as **Pinjarra** and **Waroona** (where occupational therapy support also operates). The CEOWA has made this a system priority and is coordinating the program with Curtin University through a Memorandum of Understanding. Eventually, other non-Low SES schools will be offered participation in the program but without funding support from the ITQNP. Teachers, principals and parents have been highly supportive of the program, with significant improvements in Literacy reported.

Independent Sector

Aboriginal Education Worker Mentoring Project

- Yiyli and Kulkariya Community Schools are two of our AIC Schools in remote parts of the Kimberley Region. The schools cater for the students (100% Indigenous) from these communities and other surrounding out stations. In order to improve the capacity of AEWs and with the long term view to improving the attendance and engagement of students, it has been identified as beneficial to develop the engagement and involvement of the AEWs and to acknowledge their status as experts in their languages and cultural understandings.
- The two schools formed a cluster to improve the engagement of, and to up-skill their AEWs. The schools engaged existing staff and used outside providers as mentors for the AEWs. The mentors were involved in supporting the AEWs through their Teacher Assistant Training at UNDA in Broome as well assisting them to develop their skills in the classroom and their capacity as teachers of their traditional languages.
- As a result of the mentoring, a number of AEWs graduated from their Certificate III in Teacher Assistant Training at UNDA and are pursuing the Certificate IV in 2013. The AEWs have also engaged in language teaching within their schools and are

working alongside the teachers to assist with the engagement of students.

Middle School Curriculum Development

- Alta-1 is an alternative Secondary school for students at risk. Increasingly the school has enrolments from younger students in Years 8-10 and therefore there has been a necessity to develop a middle school, which is appropriate for the clientele, but still adhering to the requirements of the state and national curriculum. A consultant was employed to develop the curriculum subsidised by Low SES funding. An online version has been produced for students, who for a number of reasons, are unable to physically attend school.
- The curriculum was developed over six months and will be implemented in 2013. It is expected that students will be engaged in the curriculum as it has been designed for them and that attendance and attainment will improve. The curriculum will be revised regularly to ensure the needs of the students are being met.

The AICS Literacy Portal Project

- Twelve (12) AIC Schools formed the AICS Learning Community Cluster to establish the AICS Literacy Portal. The schools in the AICS Learning Community cluster cater for Indigenous students from the Early Years to Year 12 and are located in remote areas all over Western Australia between Kununurra and Esperance.
- The intention of the Literacy Portal Project is to build teacher capacity by developing their professional engagement and knowledge. Often it has been difficult for teachers in remote areas to access the same level of professional learning and resources due to physical distance. As the Literacy Portal is an online resource, it allows teachers to be connected as a professional learning community wherever they're located. The portal houses resources, research, teaching strategies, activities, links to useful websites and blogs, planning templates and assessment support. It also provides access to a curriculum targeting the needs of our students as Indigenous learners and as students for whom English is an Additional Language or Dialect (EALD), based on the Australian Curriculum and connected to activities, resources and assessment at the content level and the year level. There is also a forum for teachers to engage with each other, share resources and maintain contact with consultants for specialised support.
- The aim of the Literacy Portal Project was to develop teacher capacity and build a culture of excellence in teaching and the project is well on its way to achieving these aims. By the end of 2012 all teachers in the cluster have received professional development and training in how to use the portal and how it can support them in the classroom. The level of initial engagement has been high and the number of teachers accessing the resource and contributing to the forum is always increasing. Further support and training will be provided for teachers in 2013, as will the development of a tracking tool on which teachers will record assessment results and collate and analyse data trends to inform their planning and teaching.

Community Links

- At Emmanuel Christian School, which is a very multicultural school, few parents participated in school activities. To engage parents more, to foster networking and relationships between parents and to acknowledge the cultures of the families in the school community, the school developed a social program which involved a range of community events which encouraged parents to share their experiences with other parents, as well as with the children. The aim was to make parents feel more comfortable about being in the school and therefore to engage in their children's education.
- The school held barbeques, breakfasts, culturally themed days and events around significant celebrations. Parents were invited to contribute food and support relevant to their experiences to enable them to feel that they were valued members of the school community. Once the parents felt more comfortable in these social situations they were invited into the classrooms to assist with reading and to see the children's work. This has been a gradual process in the school and some progress has been made. The program will continue into 2013, as it has been deemed successful.

The PRICE Program – Innovative Projects

- A number of the AICS teachers have been involved in the PRICE Program in 2012. Their involvement in PRICE has seen them engage in a number of activities and processes all designed around the AITSL Australian Professional Standards for Teachers and to develop teacher quality in our schools. One of these processes has required teachers to develop and engage their students in an Innovative Project.
- The secondary teacher and students at Yiyili Community School created the Yiyili Café. Students are involved in learning about foods and ingredients (including sharing their knowledge about traditional foods), reading and writing recipes as well as cooking them, planning and holding food events such as stalls at the school open day, a take-away coffee trailer at football games and other community functions. At Nyikina Mangala Community School the middle primary teacher involved students in creating and publishing a school and community newsletter and the early childhood teacher supported students

to write and create entries for National Literacy Week.

- The above projects were very successful in both engaging students and in building teacher capacity. Teachers were encouraged through PRICE to source and research innovative strategies and practices and create unique projects to target identified student needs. The Yiyili Café continues to host many successful functions and even won a prize for having their letter published in Delicious Magazine. The Nyikina Mangala Newsletter is published and connects school and the community. The Nyikina Mangala Early Childhood students were the proud recipients of a National Literacy Week Award for their entries

Section 5 – Research and Evaluation

Government Sector

- During the reporting period, Price Waterhouse Coopers continued the *Smarter Schools National Partnerships: Evaluation Across the Public Schooling Sector*.
- The evaluation assessed the extent to which National Partnership outcomes have been achieved, which interventions and strategies are most effective, barriers to successful implementation and included examples of successful practice.

Literacy and Numeracy National Partnership (2010-2011)

- The 83 schools participating in the LNNP included metropolitan and regional schools, primary schools, high schools, district high schools and community colleges. The majority were primary schools.
- The researchers found that consistently over the two years of the LNNP, the Partnership school cohorts increased their mean scores by more than students in all Western Australian schools.
- The benefits participating schools identify as resulting from the changes made during the LNNP included whole-school planning; case-management; the use of data; the role of school based Literacy and/or Numeracy specialist teachers; and specific evidence-based strategies adopted by the school.
- The specific outcomes included: stronger instructional leadership within the school; the development of the whole-school culture; improved classroom pedagogy; improved teacher effectiveness; improvements in Literacy and Numeracy that were not reflected in school NAPLAN results; improved outcomes in other key learning areas; improvements in student wellbeing and/or engagement with school; and greater parent/carer engagement in relation to their children's schooling.
- No single evidence-based program was found to stand out in terms of its contribution to improving Literacy or Numeracy outcomes for students. However, the whole school engagement with Literacy and Numeracy strategies through the whole-school planning process, including the cycle of plan, implement, monitor and assess was described as having a significant impact on student outcomes.

Barriers and challenges to sustainability

- Changes to the schools' teaching staff, resourcing, student mobility, competing priorities and changing student demographics are perceived by schools as substantial challenges to sustaining outcomes.
- Challenges to sustainability include embedding change with a two-year period, staff turnover which results in an ongoing need for professional learning for new staff and maintaining Literacy and Numeracy focus within competing demands.
- Schools report that they have extended and enhanced Literacy and Numeracy approaches based on analysis of data; re-prioritised school budgets and curtailed some elements of whole school Literacy and Numeracy plans to sustain other elements of the whole school plans.

Low Socio-economic School Communities National Partnership

- A total of 102 Western Australian public schools are receiving funding through the Low SES NP over the period 2010 to 2015. Approximately 23,000 students are enrolled in participating schools.
- The NP funding is providing these schools with the flexibility to differentiate the delivery of curriculum and the provision of other services to students, parents and their communities.
- The majority of schools have used the funding to enhance existing programs and accelerate improvements strategies

that were already in place. Examples include: the employment of an experienced teacher to provide targeted support to high needs students; reducing class sizes and reorganising classes to differentiate instruction; appointing specialist staff to coach and mentor colleagues, implement improved monitoring and reporting systems.

- Improvements as a result of involvement in the Low SES NP include: improvement in attendance rates for some at-risk students; a decline in behaviour incidents; improvements in pre-Literacy, Literacy and Numeracy outcomes as a result of intensive speech therapy support to kindergarten and pre-primary students or a Literacy and/or Numeracy specialist who assists classroom teacher in the delivery of differentiated instruction.
- Schools that are developing extended service models (including one hub model) are innovating in their approaches to designing the governance arrangements, operating model and the services provided.
- Acknowledging the relatively short timeframe for identifying trends over time, the NAPLAN data indicates that there is no upward or downward trend within the Low SES NP schools.
- Evaluation of the Consultant Teacher trial found that schools have been able to attract highly experienced teachers who may not normally have considered a posting to a school serving a low SES community outside the metropolitan area. These teachers are having a positive impact on their schools, building the skills of classroom teachers and are beginning to improve student outcomes.

Barriers and challenges to sustainability

- Challenges for Low SES NP schools include the difficulty of attracting specialist staff in remote areas, issues with providing programs for 0-3 year olds to assist children's readiness for school; staff turnover and community issues that impact on behaviour.
- The additional costs of employing staff in regional, remote and difficult to staff schools can utilise the entire NP funding.
- High turnover of school leadership and staff and the challenge of finding and retaining other professionals (e.g. speech therapists and occupational therapists) can make sustaining programs difficult even if funding is available.
- Schools have identified a number of potential barriers to sustainability of outcomes, including: changes in the level of available financial resources; changes in teaching staff that reduce the investment in professional development; student mobility, changing community demographics; and competing priorities faced by the school.
- Some schools have highlighted that the Partnership has allowed them to build a critical mass of knowledge and practice. While teacher turnover will continue to be a challenge, there is a belief that maintaining knowledge and practice will now be more self-sustaining than it has been in the past.

Improving Teacher Quality – Consultant Teacher

- This report looked at initial results of the trial specialist teaching role titled *Consultant Teacher*. It aims to encourage better distribution of exemplary teachers, including L3CT, into low SES schools.
- The trial has provided greater autonomy for schools in difficult to staff areas through the establishment of a purpose based position focused on improving the quality of teaching in the school.
- The flexibility of the Consultant Teacher role enables schools to develop and implement teaching and learning initiatives that reflect local requirements, unique contexts and school priorities. A balance between whole school planning, intensive individual student performance review, individual teacher support and management of collaborative team reviews of cohort performance, for example, can only be optimized with reference to the unique local priorities.
- Already operating at a high professional standard, even stronger performance of Consultant Teachers may be expected over time as the role is consolidated in schools. Increased reflection and evaluation of in-school processes offer an opportunity for extension of the role in particular.
- Whole school approaches are possible due to the capacity provided by a dedicated Consultant Teacher role. Individual teachers receive timely professional development and support which ensures consistent awareness of school priorities as well as improving instructional technique.
- Collaborative curriculum planning and delivery ensures curriculum alignment and consistency of instructional approach for students, in addition to stronger insights and greater cross-classroom support.
- Coaching and mentoring support is of specific value to graduate and new teachers who may take time to adjust to the isolated school environments. Consultant Teachers are frequently positioned as the 'go to' person when issues arise

and can offer immediate, targeted and practical support and assistance.

- Improved capability is embedded within the school and school processes, providing increased resilience to rapid and significant staff turnover.
- Participants saw the Consultant Teacher role as a desirable career path option for highly experienced, effective teachers who desired a leadership role but remained deeply passionate about classroom teaching. The expansion of the school leadership team that a Consultant Teacher appointment presents have allow for a much greater influence over the development of Literacy and/or Numeracy pedagogies than time poor school leaders can normally achieve.
- Principals value the Consultant Teacher role highly as a means of investing in professional capacity and improving student outcomes in the school. They are actively seeking means by which to continue and even expand its use within the school.

Closing the Gap – Literacy and English as a Second Language in the Early Years

- An evaluation of the *Closing the Gap – Literacy and ESL in the Early Years* project commenced in 2011 and ended in December 2012.
- The project set out to increase teacher capacity to teach Literacy and Numeracy skills to English as a Second Language/ Dialect (ESL/D) Aboriginal students in the early years. This would provide a strong foundation for English language, Literacy and Numeracy development, leading to improved outcomes in Literacy and Numeracy in the longer term.
- In 2012, 14 professional learning courses were conducted for 261 participants from 55 schools. Data analysis showed student growth in speaking and listening and students showed increased confidence, willingness to speak and ask questions, and improved behaviour and attendance.
- Teachers reported increased knowledge of the connections between culture, home language and Literacy development and improved strategies and skills to tailor learning experiences for Aboriginal students who speak English as an additional language or dialect.
- The course will continue to be offered through the Institute of Professional Learning. The project team is developing an online version of the course to complement the face-to-face professional learning.

Catholic Sector

- As a result of Literacy and Numeracy support in Year 7 – 12 schools in 2011, a formal report was produced and published in March 2012. This was authored by Associate Professors Val Faulkner and Grace Oakley and covered a number of schools in that program. It evaluated the 'Making the Links' program which looked at the integration of spelling, vocabulary, knowledge and comprehension across the curriculum. The report provided conclusive evidence that the integrated approach which was adopted in school produced significantly higher outcomes in a range of Literacy tests. For more information see <http://www.education.uwa.edu.au/research/makinglinks>

Independent Sector

- *Student Achievement in AISWA National Partnerships*, Hui Ping Chua; Supervised by Nazim Khan (UWA), Stephen Humphry (UWA) and Robert Hassell (AISWA). This thesis is presented for the partial requirements of the degree of Bachelor of Science with honours of the University of Western Australia. January 18, 2013.

Hui Ping Chua for her Bachelor of Science Honours Thesis analysed AISWA Schools' NAPLAN results to see if the impact of National Partnership intervention could be measured. The results of this analysis showed that, even after three years of National Partnership consultancy, it was too early to measure the impact of the National Partnership intervention. However; the analysis showed that schools that had been in the National Partnerships were beginning to have an impact on student learning. The survey showed that these impacts were greatest in remote schools and schools with students from low socio-economic backgrounds. A key recommendation of the report resulting from the survey was that the National Partnership intervention, as AISWA was implementing it, continues so that there could be lasting impact on student learning.

Student academic progress and achievement has been measured over the past four years as part of AISWA National Assessment Program - NAPLAN. NAPLAN involves annual assessment of the Literacy and Numeracy skills of primary and secondary students from grades 3, 5, 7 and 9. Sex, Aboriginal and Torres Strait Islander status and LBOTE status for each student are noted during testing while schools are categorised by their location and participation in AISWA's

LNNP or Low-SES NP.

This project investigates the relationships between student progress and the aforementioned variables with principal component analysis, and multilevel, hierarchical or variance component modelling. It was consistently found that previous performance in each of the five NAPLAN tests were significant predictors of future results. Sex was found to be a significant factor with males performing higher on average with a higher rate of improvement in the Numeracy test but scoring lower on average in each of the Literacy tests with a slower rate of improvement in the writing, spelling, and grammar and punctuation tests. Indigenous students scored lower in the Numeracy, reading, writing, and grammar and punctuation tests, while LBOTE had no significant effect. As grade increased, the rate of improvement in results tended to increase. Variation in results between schools was greatest for the spelling test. The writing test results were the most affected by school participation in Low-SES NP with students from Low-SES NP schools performing lower on average and progressing at a slower rate in comparison to students from LNNP-only schools.

- *The impact of Numeracy Literacy on student access to the Year 3 and 9 NAPLAN Numeracy Assessment*, Robert Hassell.

The assessments have been designed based on the 2011 NAPLAN Numeracy Assessment for Year 3 and Year 9. One test uses the items from the NAPLAN Numeracy Assessment and the other test has items which are Mathematics only questions. In the latter test, items have been re-written as mathematics only and extraneous words and graphics have in the large part been removed. The assessments have been conducted with cohorts of between 300 and 500 Year 3 and Year 9 students from AISWA schools. The assessments are currently being marked.

That students' access to mathematical Literacy and their comprehension of text and graphics has an impact on their access to the NAPLAN Numeracy assessment. The findings and a report on the data from this research will be released in 2013.

Section 6 – Co-investment Report

Improving Teacher Quality National Partnership

	2008-09 (\$,000)	2009-10 (\$,000)	2010-11 (\$,000)	2011-12 (\$,000)
WA co-investment amount in Bilateral Agreement/ Implementation Plan	0.608	1,317	3,444	4,153
Actual WA co-investment	0.608	1,317	3,444	4,153
Govt	0.348	1,316.52	2,275.4	2,779.5
CEOWA	0.150	0.240	0.610	0.700
AISWA	0.110	0.240.5	0.558.6	0.673.5

Western Australia has met the co-investment obligation for the Improving Teacher Quality National Partnership for each of the financial years 2008-09, 2009-10, 2010-11 and 2011-12:

YES

Low SES School Communities National Partnership

	2008-09 (\$,000)	2009-10 (\$,000)	2010-11 (\$,000)	2011-12 (\$,000)
WA co-investment amount in Bilateral Agreement/ Implementation Plan	0.726	9,796	13,223	24,188
Actual WA co-investment	0.936	14,531	21,034	35,536
Govt	0.726	12,906	18,840	31,522
CEOWA	0.087	1,174	1,585	2,899
AISWA	0.123	0.451	0.609	1,115

Western Australia has met the co-investment obligation for the Low SES School Communities National Partnership for each of the financial years 2008-09, 2009-10, 2010-11 and 2011-12:

YES

Section 7 – Milestone Reporting

Low SES School Communities NP

Part 1 - Milestones not reported/not achieved/partially achieved in Progress Report for 2012

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>
Catholic Sector			
<p><u>School Level Plans</u> Eight Kimberley schools (and Carnarvon) with small cohorts of senior secondary students, supported, particularly in terms of enrolling in some of the Western Australian Certificate of Education (WACE) courses, for example:</p> <ul style="list-style-type: none"> o Schools have processes manuals and other resources and copies of courses; o Students are enrolled in <i>at least one</i> WACE course; and o Deputy Principal is funded to mentor the schools and assist in enrolment and accountability processes. 	<ul style="list-style-type: none"> ▪ Carnarvon continues to implement the program. However the Kimberley schools modified to the program. 	<ul style="list-style-type: none"> ▪ It has not been possible to implement WACE courses because of teacher qualifications and the level of difficulty (especially Literacy standards). 	<ul style="list-style-type: none"> ▪ Support has been realigned to focus on individual units of competency which contribute to qualifications. There has been a focus on Luurnpa where a Trade Training Centre has been established.

Part 2 - Milestones in Annual Report - Achieved 1 January to 31 December 2012

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>
All sectors			
<p><u>School Level Plans</u></p> <ul style="list-style-type: none"> ▪ Operational school partnership plans have been developed and endorsed by the Department of Education. (102) ▪ Operational school partnership plans have been developed and endorsed by the Catholic Education Office WA. (28) ▪ Metropolitan and Aboriginal Independent school communities partnership plans have been developed and endorsed by the Association of Independent Schools of WA. (61) 	<ul style="list-style-type: none"> ▪ One hundred and two (102) Low SES schools were produced and endorsed by the Department of Education. ▪ Twenty-eight (28) CEOWA Low SES schools were produced and endorsed. ▪ All 61 were developed and endorsed by AISWA. 		

Government Sector			
<p><u>Attraction and retention of school leaders and teachers</u></p> <ul style="list-style-type: none"> Participate in the consultant teacher trial designed to attract and retain quality teachers in low SES school communities. (seven) As part of the Attracting Outstanding Principals Initiative, schools will be selected and engaged in the trial. (four) 	<ul style="list-style-type: none"> Achieved - Seven National Partnership Low SES schools currently have consultant teachers employed in their schools Achieved- To date, four principals have been appointed under the trial: one within a metropolitan school and three in country school communities 		
<p><u>Establishment of EDvance</u></p> <ul style="list-style-type: none"> EDvance will engage NP Low SES schools in a program of whole school and leadership improvement. (five) 	<ul style="list-style-type: none"> Achieved - Five public schools commenced engagement: three primary and two secondary schools. 		
<p><u>Greater autonomy and flexibility is achieved for Low SES school communities</u></p> <ul style="list-style-type: none"> NP Low SES schools will secure greater autonomy and flexibility through the Independent Public Schools selection process. (four) 	<ul style="list-style-type: none"> Achieved - Ten Low SES National Partnership schools are currently IPS schools and a further 12 Low SES schools have been awarded IPS status to commence in 2013. 		
<p><u>Online progress survey</u></p> <ul style="list-style-type: none"> Schools will complete the progress online survey. (102) 	<ul style="list-style-type: none"> Achieved – all 102 participating schools completed the annual online survey 		
<p><u>Schools complete a Self Assessment</u></p> <ul style="list-style-type: none"> All schools will complete an annual self-evaluation by December 2012. (102) 	<ul style="list-style-type: none"> Achieved – all 102 schools completed the annual self-assessment report 		
<p><u>Low SES Schools Exchange meetings twice per semester</u></p> <ul style="list-style-type: none"> Schools will participate in the Low SES schools exchange to explore provision of professional learning support, innovation and reform and action research projects. (16) A forum will be held so that Low SES school communities can radiate successful practice. 	<ul style="list-style-type: none"> Achieved Not Achieved 	<ul style="list-style-type: none"> Planning for the Forum occurred during 2012 	<ul style="list-style-type: none"> The forum is being organised for 2013.
<p><u>Schools implement extended service schools models</u></p> <ul style="list-style-type: none"> Schools will co-locate community services on the school site. (ten) 	<ul style="list-style-type: none"> Achieved 		

<p><u>Schools implement strategies to enhance parent engagement and community partnerships</u></p> <ul style="list-style-type: none"> Schools will implement strategies to enhance parent and community engagement. (15) 	<ul style="list-style-type: none"> Achieved 		
<p><u>Schools implement innovative and flexible school operational arrangements</u></p> <ul style="list-style-type: none"> New school operational arrangements will be developed (ie: flexible school hours, smaller class sizes or after-hours programs). (eight) 	<ul style="list-style-type: none"> Achieved 		
<p><u>An extended service schools forum is held to share and radiate practice</u></p> <ul style="list-style-type: none"> School leadership teams will participate in a forum to share successful practice. (20) 	<ul style="list-style-type: none"> Not Achieved 	<ul style="list-style-type: none"> Planning for the Forum occurred during 2012 	<ul style="list-style-type: none"> The forum is being organised for early 2013.
<p><u>Selected principals participate in a National Low SES exchange/study tour</u></p> <ul style="list-style-type: none"> Principals will participate in a study tour of schools to enhance national networks, exchange of information and ideas and to radiate successful practice. (six) 	<ul style="list-style-type: none"> Achieved 		
Catholic Sector			
<p><u>Promoting Alternate Thinking Skills (PATHS)</u></p> <ul style="list-style-type: none"> Effective discipline and classroom management strategies will be implemented to underpin improvements in student learning through kits being distributed and Broome-based Consultant assisting and training teachers. (13) 	<ul style="list-style-type: none"> PATHS operating effectively in 13 Kimberley schools; PATHS consultant supporting all schools 		
<p><u>Extending Bluearth Program</u></p> <ul style="list-style-type: none"> Students' social, emotional, self discipline, resiliency, fitness and attendance is increased, through the expansion of the Bluearth Program and additional staff trained by Bluearth coaches. (23) 	<ul style="list-style-type: none"> Bluearth is now supported in 20 low SES schools; coaches have trained staff in Kimberley schools to assist ongoing sustainability 	<ul style="list-style-type: none"> The three schools that ceased the Bluearth program were Billiluna, Balgo and Mulan. These are isolated desert schools and it was found that servicing these schools was difficult and weather and transport conditions meant that visits became unreliable. Additionally, the program was not being adequately embedded within school practice. 	<ul style="list-style-type: none"> There are no plans to reinstate the program in these schools at this stage.
<p><u>Senior Secondary Support</u></p> <ul style="list-style-type: none"> Kimberley schools (and Carnarvon) with small cohorts of senior secondary students, will be supported, particularly in terms of enrolling in some of the WACE courses. (seven) 	<ul style="list-style-type: none"> Carnarvon continues to implement the program. However the Kimberley schools modified to the program. 	<ul style="list-style-type: none"> It has not been possible to implement WACE courses because of teacher qualifications and the level of difficulty (especially Literacy standards). 	<ul style="list-style-type: none"> Support has been realigned to focus on individual units of competency which contribute to qualifications. There has been a focus on Luurnpa where a Trade Training Centre has been established.
<p><u>Up-skilling Aboriginal Teaching Assistants (ATAs)</u></p> <ul style="list-style-type: none"> Up-skill Aboriginal Teacher Aides so that they 	<ul style="list-style-type: none"> Up-skilling ATAs has occurred in all 13 Kimberley schools involved 		

can play a stronger role in the classroom, especially in terms of engaging more with the learning and teaching and classroom management process, with a focus on Literacy and Numeracy. (13)			
Tracking Students <ul style="list-style-type: none"> Unique identifiers for students in the Kimberley schools will be allocated and processes developed for electronic attendance registration and sharing of information across all schools by 2015. (13) 	<ul style="list-style-type: none"> All 13 schools in the Kimberly have been involved. All software and hardware established; training of schools has been completed; information about attendance is being collected and exchanged. 		
Intensified Literacy and Numeracy Support <ul style="list-style-type: none"> Kimberley schools will receive additional Literacy and Numeracy support. (13) 	<ul style="list-style-type: none"> Thirteen Kimberley schools receive additional support through consultant visits, Reading Recovery and Extending Mathematical Understandings. 		
Extending the School day and other strategic initiatives <ul style="list-style-type: none"> Schools will implement activities before and after school, which directly or indirectly support higher student outcomes. These could include leisure type activities; activities which build on the daily learning program; or community-based initiatives. (24) 	<ul style="list-style-type: none"> Twenty four Low SES schools have implemented activities before and after school. 		
Leadership in Low SES Schools <ul style="list-style-type: none"> The Catholic Education Office will build on current leadership programs to include specific programs to support leaders in low SES school communities, particularly in remote Aboriginal schools. 	<ul style="list-style-type: none"> Specialist consultant (ex Kimberley principal) has been appointed to support school leaders in these schools. Leadership programs have also been offered at CEOWA. 		
System led Literacy and Numeracy <ul style="list-style-type: none"> Schools will raise the levels of attendance, engagement and Literacy and Numeracy achievement. 	<ul style="list-style-type: none"> The collaborative professional Learning Model, as well as the interplay of all above initiatives, particularly strategic initiatives in schools, has occurred in all 28 low SES schools. 		
Independent Sector (AISWA)			
Whole school planning <ul style="list-style-type: none"> Whole school Literacy and Numeracy plans will be developed to integrate learning across the school. (six) Specialist Literacy/Numeracy consultants will assist in the implementation of the school plans in the classroom. 	<ul style="list-style-type: none"> More than six schools have completed Whole School Planning PD and have engaged in creating whole school Literacy and Numeracy Plans based on the Australian Curriculum. Specialist Literacy/Numeracy Consultants working more with principals and teachers across all Low SES schools as schools become more independent in their planning. 	<ul style="list-style-type: none"> The main reason for partial success has been changes in staffing and leadership which has affected the consistency of the process. 	<ul style="list-style-type: none"> Aim to assist schools through whole school planning with two new consultants working with schools to develop a more evidence based approach.
Effective and evidence-based teaching <ul style="list-style-type: none"> Schools will participate in professional learning 	<ul style="list-style-type: none"> Teachers in all of our schools have participated in some form of PL to improve student learning and have been supported by AISWA 	<ul style="list-style-type: none"> Staff turnover continues to be an issue in gaining consistency in teaching practices based on PL undertaken. 	<ul style="list-style-type: none"> On-going PL to be more of an action learning model to ensure teachers are engaged in the learning post PL experiences.

<p>in teaching practices to improve student learning. (six)</p> <ul style="list-style-type: none"> Specialist Literacy/Numeracy teachers will demonstrate effective teaching strategies, observe lessons and provide guidance to the teachers. 	<p>Consultants.</p> <ul style="list-style-type: none"> PL now becoming more targeted as staff become more aware of need to use evidence/research to inform their teaching /learning program. 		
<p>Sharing successful strategies</p> <ul style="list-style-type: none"> Regular forums will be conducted to bring schools together to share strategies on improving the engagement of students. (12) 	<ul style="list-style-type: none"> The AICS Literacy Portal Forum has provided an avenue for teachers to share strategies and resources in the 12 AICS schools. Teachers who have participated in PRICE have been involved in teacher exchange and teacher collaboration projects, within and between AICS. Annual AICS Conference for sharing and networking in the 12 AICS schools. Literacy Portal Forum engagement and participation will increase with further awareness of its potential through consultant visits. PRICE and Conferences have been highly effective in engaging teachers. 		
<p>Innovative teaching practices</p> <ul style="list-style-type: none"> Schools will incorporate innovative practices into their own teaching programs. (five) 	<ul style="list-style-type: none"> PRICE is an on-going program with on-going success for teachers who have been involved in terms of their level of engagement in research and best practise models. In addition it has assisted with the retention rate of teachers in our most remote schools. Teachers who have participated in PRICE have engaged with research and best practice models and have looked at ways to utilise these in their own practice. More than Five schools have integrated the use of interactive whiteboards and iPads into their classrooms to improve engagement and attainment. Teachers involved in 2012 are continuing in 2013. The number of teachers engaging in 2013 has increased significantly. 	<ul style="list-style-type: none"> Student engagement has definitely improved but issues around IT system problems can hinder student access at times. Levels of staff IT knowledge are not always appropriate to student needs. 	<ul style="list-style-type: none"> Further up-skilling of teachers and system development is occurring. A dedicated part-time IT Consultant for AIC Schools will be available in 2013.
<p>Social and emotional well being</p> <ul style="list-style-type: none"> Teachers will participate in appropriate Professional Learning to strengthen skills in dealing with students with social and emotional 	<ul style="list-style-type: none"> Five schools, mainly CARE Schools, have employed youth/social workers as mentors to assist in building resilience in students. 	<ul style="list-style-type: none"> Funding has not allowed adequate student-mentor ratios to provide as much support as is needed. 	<ul style="list-style-type: none"> Schools are working to ensure that they continue to provide the best social and emotional strategies for their students and as such youth workers will continue to operate in these schools.

<p>problems. (five)</p> <ul style="list-style-type: none"> ▪ Mentors will provide models for students with social and emotional problems. 			
<p>Community Links</p> <ul style="list-style-type: none"> ▪ Schools will access more services offered by community organisations and other service providers. (12) 	<ul style="list-style-type: none"> ▪ Community members in eight of the 12 communities of the AICS have engaged in the Indigenous Parent Factor Train the Trainer Program and have taken this program back to their communities with support from the Low SES Consultant. ▪ Four CARE Schools have engaged with community organisations and other service providers to provide work experience and employment opportunities as well as program to assist the social and emotional well-being of students. 	<ul style="list-style-type: none"> ▪ Transience of participants and inconsistent levels of participation by those involved have meant program has not been as successful as was expected. 	<ul style="list-style-type: none"> ▪ Alternative programs such as the Indigenous owned and managed Parents and Learning are being investigated. ▪ CARE Schools are engaging in providing programs for work readiness and personal development to enable them to be more ready to participate in the community and work places.
<p>Classroom Management Skills</p> <ul style="list-style-type: none"> ▪ Teachers will participate in Professional Learning to improve their skills in managing classes.(one) ▪ Specialist teachers will demonstrate effective teaching and classroom management strategies observe lessons and provide guidance to the teachers. 	<ul style="list-style-type: none"> ▪ Classroom Management PL thorough Quality Learning was undertaken at CAPS school, Kurrawang. Consultants from the company later visited the school to observe and provide guidance to teachers. ▪ Further visits by the consultant will occur in 2012 to ensure the on-going success of the project. 		
<p>Attendance</p> <ul style="list-style-type: none"> ▪ Reporting of non-attendance will be standardised (four). 	<ul style="list-style-type: none"> ▪ The four CARE schools have devised their own ways of reporting non- attendance which have been in consultation with Department of Education Services 		
<p>Assessment</p> <ul style="list-style-type: none"> ▪ Professional learning will be provided to understand the requirements of NAPLAN assessment, and embed strategies that lead to sustained improvement in student achievement. (13) ▪ Support will be provided for classroom teachers to provide more accurate feedback to students in relation to their performance 	<ul style="list-style-type: none"> ▪ All 13 schools have received in school professional learning about using Appraise to analyse NAPLAN data and pin point key areas of need at the individual student, class, year cohort and whole school level. ▪ AISWA will continue to promote and consultants will encourage all schools to take advantage of this opportunity. 		<ul style="list-style-type: none"> ▪

Section 8 – Performance Indicators for Identified Cohorts

Low SES School Communities NP

Clause 20 of the Low SES School Communities NP Agreement provides for reporting on outcomes for identified cohorts, where possible and appropriate. Identified cohorts include Indigenous students, students with a disability, students with other additional learning needs, students from a non-English speaking background, refugees and homeless students.

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

Description	Year Level	Domain	2009 (baseline)					2010					2011					2012				
			Participation Rate (%)	Exempt (%)	Bottom Band ± C.I.	Second Bottom Band ± C.I.	Mean Scale Score ± C.I.	Participation Rate (%)	Exempt (%)	Bottom Band ± C.I.	Second Bottom Band ± C.I.	Mean Scale Score ± C.I.	Participation Rate (%)	Exempt (%)	Bottom Band ± C.I.	Second Bottom Band ± C.I.	Mean Scale Score ± C.I.	Participation Rate (%)	Exempt (%)	Bottom Band ± C.I.	Second Bottom Band ± C.I.	Mean Scale Score ± C.I.
Percentage of achievement of ALL Students in Low SES Participating Schools	Year 3	Reading	89.7%	0.4%	18.7% ±	21.8% ±	350.3 ±5.4	90.1%	0.6%	18.0% ±	24.2% ±	349.3 ±5.4	88.9%	1.0%	17.7% ±	23.0% ±	349.5 ±5.5	88.5%	1.0%	16.9% ±	22.0% ±	354.1 ±5.6
	Year 5	Reading	91.3%	0.9%	27.1% ±	17.3% ±	436.6 ±5.5	91.2%	0.6%	26.4% ±	22.2% ±	432.9 ±5.1	88.1%	1.0%	30.2% ±	18.8% ±	427.3 ±5.2	90.8%	0.8%	27.4% ±	14.8% ±	433.3 ±5.4
	Year 7	Reading	90.5%	1.0%	22.9% ±	21.8% ±	486.9 ±5.7	88.7%	0.6%	20.3% ±	21.6% ±	496.2 ±4.8	87.1%	1.1%	15.7% ±	29.3% ±	492.3 ±4.3	89.3%	0.4%	19.5% ±	23.3% ±	492.5 ±4.5
	Year 9	Reading	82.3%	0.8%	28.5% ±	17.7% ±	528.2 ±6.0	83.4%	1.3%	30.2% ±	29.7% ±	520.0 ±5.1	77.5%	0.9%	22.3% ±	23.2% ±	534.7 ±7.2	80.9%	0.3%	26.3% ±	22.5% ±	526.3 ±6.5
	Year 3	Numeracy	88.3%	0.4%	23.1% ±	21.9% ±	336.4 ±4.8	89.2%	0.6%	14.6% ±	26.8% ±	340.2 ±4.4	88.2%	0.9%	12.0% ±	29.5% ±	351.9 ±4.2	87.4%	0.9%	18.1% ±	21.6% ±	339.3 ±4.4
	Year 5	Numeracy	90.0%	0.7%	14.6% ±	30.2% ±	442.2 ±4.3	90.4%	0.6%	21.8% ±	21.5% ±	435.6 ±4.2	87.4%	0.8%	21.7% ±	22.4% ±	435.1 ±3.9	90.6%	0.8%	23.5% ±	22.9% ±	432.6 ±4.2
Percentage of achievement of Indigenous Students in Low SES Participating Schools	Year 3	Reading	89.6%	1.0%	19.1% ±	26.2% ±	491.3 ±5.7	88.7%	0.5%	19.1% ±	24.7% ±	497.8 ±4.8	86.6%	1.1%	19.2% ±	27.9% ±	492.9 ±4.6	89.0%	0.5%	17.8% ±	31.3% ±	489.4 ±4.1
	Year 5	Reading	81.5%	0.8%	18.5% ±	25.8% ±	541.2 ±5.0	82.1%	1.0%	22.7% ±	26.6% ±	538.6 ±5.2	78.5%	0.7%	19.7% ±	29.9% ±	538.5 ±6.7	80.0%	0.3%	15.9% ±	30.5% ±	545.2 ±5.5
	Year 7	Reading	74.1%	0.8%	39.5% ±	33.2% ±	287.0 ±8.0	80.3%	1.2%	33.8% ±	36.3% ±	286.7 ±8.7	79.1%	0.9%	33.5% ±	36.2% ±	299.1 ±8.0	74.7%	1.5%	40.2% ±	38.7% ±	274.7 ±8.7
	Year 9	Reading	60.9%	0.7%	67.9% ±	19.4% ±	456.2 ±9.7	62.4%	1.7%	66.7% ±	22.2% ±	465.6 ±7.5	55.0%	0.5%	53.8% ±	24.0% ±	476.2 ±14.6	60.4%	0.0%	63.1% ±	23.1% ±	457.3 ±12.6
	Year 3	Numeracy	71.8%	0.8%	44.1% ±	29.9% ±	283.3 ±7.9	79.1%	1.2%	32.1% ±	36.0% ±	289.0 ±7.4	77.8%	0.9%	23.4% ±	45.1% ±	307.2 ±5.5	73.3%	1.5%	43.6% ±	28.8% ±	278.1 ±6.7
	Year 5	Numeracy	78.0%	1.4%	30.9% ±	45.9% ±	392.0 ±6.5	78.7%	1.3%	51.9% ±	26.4% ±	375.6 ±6.8	73.3%	1.2%	49.3% ±	29.2% ±	383.1 ±5.6	80.4%	1.4%	50.7% ±	27.4% ±	378.4 ±6.5
Percentage of achievement of LBOTE Students in Low SES Participating Schools	Year 3	Reading	89.3%	0.2%	25.1% ±	20.4% ±	335.7 ±8.7	89.3%	0.2%	18.4% ±	28.4% ±	331.8 ±8.9	85.4%	1.4%	12.9% ±	24.8% ±	353.1 ±7.5	88.3%	1.4%	17.8% ±	21.1% ±	340.6 ±7.7
	Year 5	Reading	88.8%	1.3%	26.6% ±	15.8% ±	435.5 ±11.1	90.1%	0.4%	27.5% ±	20.8% ±	428.5 ±9.5	88.9%	1.0%	33.3% ±	19.7% ±	419.4 ±8.7	90.0%	0.5%	33.5% ±	16.4% ±	414.9 ±9.1
	Year 7	Reading	86.9%	0.8%	23.5% ±	20.8% ±	481.6 ±10.9	89.1%	0.8%	21.5% ±	19.3% ±	494.0 ±8.0	87.6%	1.4%	19.0% ±	28.5% ±	488.5 ±7.5	89.3%	0.5%	21.3% ±	23.0% ±	487.1 ±7.2
	Year 9	Reading	84.9%	0.4%	27.3% ±	16.0% ±	530.5 ±9.9	85.8%	1.1%	26.2% ±	28.8% ±	526.0 ±9.4	87.2%	0.9%	15.7% ±	21.2% ±	543.6 ±9.2	87.6%	0.9%	27.9% ±	19.7% ±	525.0 ±10.7
	Year 3	Numeracy	89.3%	0.2%	25.1% ±	20.4% ±	335.7 ±8.7	89.3%	0.2%	18.4% ±	28.4% ±	331.8 ±8.9	85.4%	1.4%	12.9% ±	24.8% ±	353.1 ±7.5	88.3%	1.4%	17.8% ±	21.1% ±	340.6 ±7.7
	Year 5	Numeracy	88.3%	1.0%	17.1% ±	27.1% ±	447.8 ±9.0	89.2%	0.4%	21.0% ±	23.9% ±	438.0 ±7.7	87.9%	0.8%	25.9% ±	21.1% ±	432.7 ±7.1	90.7%	0.5%	29.9% ±	20.3% ±	426.7 ±8.2
Percentage of achievement of ALL Students in Low SES Participating Schools	Year 7	Numeracy	87.7%	0.8%	19.5% ±	22.5% ±	493.9 ±10.4	89.1%	0.3%	19.5% ±	21.0% ±	509.5 ±9.3	87.6%	1.4%	20.4% ±	25.8% ±	499.6 ±8.9	90.0%	0.5%	18.1% ±	30.3% ±	489.6 ±6.9
	Year 9	Numeracy	86.0%	0.4%	19.1% ±	22.9% ±	551.0 ±9.6	86.5%	1.1%	20.3% ±	18.1% ±	557.3 ±10.3	86.3%	0.9%	10.2% ±	31.1% ±	554.1 ±9.8	87.6%	0.9%	16.3% ±	24.9% ±	555.5 ±9.6

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

Description	Year Level	Domain	2010 (baseline)					2011					2012				
			Participation Rate (%)	Exempt (%)	Bottom Band ± C.I.	Second Bottom Band ± C.I.	Mean Scale Score ± C.I.	Participation Rate (%)	Exempt (%)	Bottom Band ± C.I.	Second Bottom Band ± C.I.	Mean Scale Score ± C.I.	Participation Rate (%)	Exempt (%)	Bottom Band ± C.I.	Second Bottom Band ± C.I.	Mean Scale Score ± C.I.
Percentage achievement of ALL Students in Low SES Participating Schools	Year 3	Reading	91.2%	1.1%	20.4% ±	29.6% ±	335.5 ±8.7	90.1%	0.6%	20.2% ±	26.4% ±	338.8 ±8.9	91.3%	1.4%	20.0% ±	26.0% ±	337.1 ±9.2
	Year 5	Reading	92.3%	0.2%	32.9% ±	21.9% ±	425.4 ±8.7	93.4%	0.2%	36.0% ±	18.0% ±	415.7 ±7.4	89.0%	1.2%	32.7% ±	14.1% ±	427.5 ±8.3
	Year 7	Reading	88.8%	0.4%	18.6% ±	26.3% ±	495.1 ±6.6	91.8%	0.2%	12.7% ±	30.8% ±	496.4 ±6.0	89.1%	0.9%	15.3% ±	23.9% ±	498.7 ±7.5
	Year 9	Reading	81.5%	1.5%	34.8% ±	31.5% ±	507.5 ±6.5	77.7%	6.7%	23.6% ±	27.6% ±	524.5 ±9.1	78.9%	2.7%	34.0% ±	24.0% ±	508.3 ±8.1
	Year 3	Numeracy	91.2%	1.1%	15.8% ±	30.2% ±	336.2 ±6.6	90.7%	0.6%	12.2% ±	35.2% ±	337.8 ±6.1	88.9%	1.4%	20.0% ±	27.1% ±	325.9 ±6.9
	Year 5	Numeracy	91.0%	0.2%	24.8% ±	24.8% ±	424.4 ±6.9	92.8%	0.2%	24.2% ±	22.3% ±	427.3 ±5.9	88.7%	1.2%	25.3% ±	25.7% ±	427.0 ±6.7
	Year 7	Numeracy	88.0%	0.4%	17.2% ±	31.8% ±	493.1 ±6.5	90.9%	0.2%	16.1% ±	28.5% ±	493.8 ±5.9	87.5%	0.9%	13.8% ±	32.3% ±	493.9 ±6.7
Year 9	Numeracy	81.2%	1.4%	31.4% ±	27.8% ±	515.1 ±6.1	76.5%	6.7%	14.8% ±	33.2% ±	533.8 ±8.1	77.3%	2.8%	21.9% ±	40.1% ±	523.0 ±6.1	

Description	Year Level	Domain	2010 (baseline)					2011					2012				
			Participation Rate (%)	Exempt (%)	Bottom Band ± C.I.	Second Bottom Band ± C.I.	Mean Scale Score ± C.I.	Participation Rate (%)	Exempt (%)	Bottom Band ± C.I.	Second Bottom Band ± C.I.	Mean Scale Score ± C.I.	Participation Rate (%)	Exempt (%)	Bottom Band ± C.I.	Second Bottom Band ± C.I.	Mean Scale Score ± C.I.
Percentage of achievement of Indigenous Students in Low SES Participating Schools	Year 3	Reading	83.1%	0.5%	31.6% ±	40.8% ±	284.2 ±15.5	81.5%	1.1%	30.7% ±	43.3% ±	293.0 ±12.0	83.1%	2.0%	35.4% ±	30.6% ±	283.2 ±17.3
	Year 5	Reading	85.6%	0.0%	57.3% ±	25.9% ±	369.7 ±13.5	84.9%	0.7%	58.9% ±	21.7% ±	365.0 ±12.6	76.1%	0.7%	58.7% ±	11.3% ±	372.7 ±14.2
	Year 7	Reading	80.9%	0.0%	38.6% ±	35.7% ±	443.3 ±9.9	80.5%	0.0%	24.8% ±	47.1% ±	455.8 ±8.5	80.1%	1.7%	36.4% ±	33.1% ±	438.6 ±13.8
	Year 9	Reading	64.9%	0.5%	59.1% ±	24.8% ±	467.2 ±12.0	56.8%	1.8%	38.1% ±	36.5% ±	484.2 ±16.6	66.2%	0.7%	51.7% ±	25.5% ±	466.3 ±13.4
	Year 3	Numeracy	83.6%	0.5%	30.1% ±	40.5% ±	294.5 ±11.4	83.2%	1.1%	24.2% ±	45.1% ±	303.6 ±9.1	79.7%	2.1%	36.9% ±	31.2% ±	284.1 ±12.6
	Year 5	Numeracy	82.6%	0.0%	44.9% ±	29.7% ±	382.0 ±10.8	82.2%	0.7%	44.8% ±	33.6% ±	386.0 ±9.6	75.6%	0.7%	48.3% ±	29.5% ±	378.9 ±11.3
	Year 7	Numeracy	78.6%	0.0%	32.1% ±	45.3% ±	447.6 ±9.4	80.0%	0.0%	30.9% ±	40.8% ±	454.7 ±8.1	76.8%	1.7%	31.0% ±	49.1% ±	443.9 ±9.2
Year 9	Numeracy	65.4%	0.5%	56.5% ±	26.1% ±	474.1 ±12.3	59.5%	1.8%	27.3% ±	42.4% ±	501.8 ±10.8	61.2%	0.7%	32.8% ±	50.7% ±	497.0 ±8.0	

Description	Year Level	Domain	2010 (baseline)					2011					2012				
			Participation Rate (%)	Exempt (%)	Bottom Band ± C.I.	Second Bottom Band ± C.I.	Mean Scale Score ± C.I.	Participation Rate (%)	Exempt (%)	Bottom Band ± C.I.	Second Bottom Band ± C.I.	Mean Scale Score ± C.I.	Participation Rate (%)	Exempt (%)	Bottom Band ± C.I.	Second Bottom Band ± C.I.	Mean Scale Score ± C.I.
Percentage of achievement of LBOTE Students in Low SES Participating Schools	Year 3	Reading	92.9%	0.0%	15.4% ±	28.2% ±	348.7 ±18.4	87.0%	1.3%	13.4% ±	25.4% ±	357.5 ±19.0	89.2%	3.6%	10.8% ±	30.1% ±	344.7 ±14.7
	Year 5	Reading	90.3%	0.0%	26.2% ±	20.2% ±	443.9 ±20.0	92.4%	1.1%	38.8% ±	20.0% ±	402.4 ±14.2	90.2%	3.1%	30.6% ±	10.2% ±	424.6 ±13.7
	Year 7	Reading	84.9%	2.3%	23.3% ±	32.9% ±	481.2 ±18.4	89.1%	26.2%	19.0% ±	32.9% ±	478.7 ±13.3	87.2%	1.1%	18.9% ±	21.1% ±	504.4 ±16.3
	Year 9	Reading	89.3%	4.0%	58.2% ±	23.9% ±	470.4 ±17.5	87.5%	39.6%	0.0% ±	0.0% ±	490.8 ±36.8	85.1%	2.7%	50.0% ±	25.7% ±	487.5 ±17.3
	Year 3	Numeracy	94.0%	0.0%	26.6% ±	19.0% ±	336.4 ±17.1	90.9%	1.3%	14.3% ±	34.3% ±	337.1 ±14.2	88.2%	3.7%	15.9% ±	35.4% ±	325.8 ±13.9
	Year 5	Numeracy	92.5%	0.0%	24.4% ±	20.9% ±	429.5 ±17.2	93.5%	1.1%	30.2% ±	24.4% ±	415.9 ±13.2	88.6%	3.1%	21.9% ±	22.9% ±	420.1 ±10.3
	Year 7	Numeracy	86.0%	2.3%	20.3% ±	32.4% ±	490.4 ±18.1	90.2%	0.0%	25.3% ±	25.3% ±	481.1 ±14.0	86.2%	1.1%	13.8% ±	27.7% ±	502.5 ±16.1
Year 9	Numeracy	82.7%	4.0%	51.6% ±	25.8% ±	488.5 ±17.5	85.4%	39.6%	17.1% ±	22.0% ±	517.8 ±31.9	85.1%	2.7%	25.7% ±	45.9% ±	517.1 ±12.9	

Schools participating from 2012 - 2015 will report Reading and Numeracy results for Years 3, 5, 7 and 9 students using NAPLAN:

Description	Year Level	Domain	2011 (baseline)					2012				
			Participation Rate (%)	Exempt (%)	Bottom Band ± C.I.	Second Bottom Band ± C.I.	Mean Scale Score ± C.I.	Participation Rate (%)	Exempt (%)	Bottom Band ± C.I.	Second Bottom Band ± C.I.	Mean Scale Score ± C.I.
Percentage achievement of ALL Students in Low SES Participating Schools	Year 3	Reading	92.2%	5.6%	17.0% ±	28.0% ±	334.8 ±6.1	91.7%	4.4%	17.8% ±	24.9% ±	344.7 ±6.2
	Year 5	Reading	93.7%	4.4%	29.0% ±	22.2% ±	418.2 ±5.6	90.9%	3.3%	31.0% ±	18.7% ±	419.5 ±6.1
	Year 7	Reading	92.1%	4.6%	12.1% ±	32.8% ±	490.0 ±4.6	92.1%	3.9%	18.3% ±	25.2% ±	488.4 ±4.9
	Year 9	Reading	83.3%	6.0%	16.7% ±	34.7% ±	527.3 ±10.6	84.0%	1.7%	27.3% ±	32.5% ±	511.1 ±9.2
	Year 3	Numeracy	90.8%	5.7%	13.4% ±	29.4% ±	337.8 ±4.5	89.8%	4.3%	20.4% ±	22.6% ±	328.8 ±5.3
	Year 5	Numeracy	92.2%	4.5%	21.2% ±	24.5% ±	427.5 ±4.4	90.9%	3.3%	25.5% ±	27.0% ±	421.4 ±4.8
	Year 7	Numeracy	90.9%	4.6%	12.3% ±	26.1% ±	500.3 ±4.7	90.7%	3.9%	12.9% ±	32.2% ±	487.6 ±4.3
Year 9	Numeracy	83.3%	6.0%	13.3% ±	35.3% ±	536.7 ±9.7	84.7%	1.7%	17.6% ±	41.2% ±	531.3 ±8.4	

Description	Year Level	Domain	2011 (baseline)					2012				
			Participation Rate (%)	Exempt (%)	Bottom Band ± C.I.	Second Bottom Band ± C.I.	Mean Scale Score ± C.I.	Participation Rate (%)	Exempt (%)	Bottom Band ± C.I.	Second Bottom Band ± C.I.	Mean Scale Score ± C.I.
Percentage of achievement of Indigenous Students in Low SES Participating Schools	Year 3	Reading	86.3%	0.9%	30.8% ±	35.5% ±	296.8 ±11.2	85.2%	1.7%	34.7% ±	34.7% ±	292.5 ±9.2
	Year 5	Reading	89.3%	0.9%	48.1% ±	23.6% ±	376.2 ±10.9	81.9%	0.9%	64.1% ±	16.1% ±	358.1 ±11.2
	Year 7	Reading	83.8%	0.0%	23.2% ±	46.9% ±	457.1 ±7.8	84.2%	0.9%	32.1% ±	33.5% ±	452.7 ±8.5
	Year 9	Reading	56.1%	0.0%	47.8% ±	26.1% ±	482.0 ±36.1	58.3%	0.0%	57.1% ±	26.2% ±	465.6 ±19.1
	Year 3	Numeracy	83.5%	1.0%	25.6% ±	36.7% ±	311.0 ±7.9	81.2%	1.8%	42.7% ±	31.1% ±	281.4 ±7.8
	Year 5	Numeracy	85.5%	1.0%	36.7% ±	30.9% ±	398.7 ±7.9	83.8%	0.9%	50.9% ±	26.1% ±	378.7 ±8.1
	Year 7	Numeracy	80.6%	0.0%	24.6% ±	39.7% ±	467.6 ±8.0	82.2%	0.9%	29.1% ±	43.2% ±	454.3 ±6.3
Year 9	Numeracy	56.1%	0.0%	26.1% ±	52.2% ±	500.0 ±21.2	62.5%	0.0%	31.1% ±	53.3% ±	493.4 ±12.8	

Description	Year Level	Domain	2011 (baseline)					2012				
			Participation Rate (%)	Exempt (%)	Bottom Band ± C.I.	Second Bottom Band ± C.I.	Mean Scale Score ± C.I.	Participation Rate (%)	Exempt (%)	Bottom Band ± C.I.	Second Bottom Band ± C.I.	Mean Scale Score ± C.I.
Percentage of achievement of LBOTE Students in Low SES Participating Schools	Year 3	Reading	93.1%	14.7%	10.6% ±	21.7% ±	346.5 ±12.6	88.5%	11.8%	13.7% ±	23.1% ±	347.9 ±11.0
	Year 5	Reading	92.3%	10.2%	30.7% ±	16.6% ±	412.8 ±12.0	91.5%	7.6%	30.9% ±	17.7% ±	414.5 ±10.7
	Year 7	Reading	92.4%	11.1%	11.9% ±	31.6% ±	487.4 ±8.9	91.6%	9.1%	19.4% ±	27.8% ±	478.3 ±8.5
	Year 9	Reading	91.2%	9.7%	17.7% ±	38.7% ±	514.1 ±18.9	92.0%	2.9%	30.8% ±	34.6% ±	502.0 ±14.5
	Year 3	Numeracy	91.4%	15.0%	12.2% ±	22.5% ±	343.1 ±9.6	88.2%	11.8%	15.0% ±	22.0% ±	336.5 ±9.1
	Year 5	Numeracy	90.1%	10.5%	20.5% ±	21.5% ±	429.1 ±9.2	92.3%	7.6%	23.9% ±	25.5% ±	425.3 ±9.7
	Year 7	Numeracy	90.2%	11.3%	13.0% ±	21.4% ±	507.5 ±10.2	91.3%	9.2%	10.8% ±	31.1% ±	488.8 ±7.5
Year 9	Numeracy	91.2%	9.7%	19.4% ±	29.0% ±	528.6 ±15.3	92.9%	2.9%	15.2% ±	40.0% ±	537.3 ±13.2	

Performance Indicators	Measures	Progress 2012
KEY REFORM AREA 1 - INCENTIVES TO ATTRACT HIGH-PERFORMING PRINCIPALS AND TEACHERS		
<ul style="list-style-type: none"> ▪ Success in attracting high quality and experienced principals and teachers to low SES school communities 	<ul style="list-style-type: none"> ▪ Number of principal and teacher appointments in partnership schools linked to implemented strategies ▪ Average experience of principals and teachers in partnership schools 	GOVERNMENT
		<ul style="list-style-type: none"> ▪ Remuneration packages specifically designed to attract, retain and reward high performing principal who work in disadvantaged Aboriginal, rural/remote or hard to staff schools have been developed. The Attracting Outstanding Principals trial forms part of a suite of reforms to address educational equity and improve student outcomes by attracting high quality leaders to selected schools. <p>It involves the development and implementation of an attraction and retention incentive and school reward payment to encourage continuous school improvement. To date, four principals have been appointed under the trial: one within a metropolitan school and three in country school communities</p> <ul style="list-style-type: none"> ▪ The Department of Education has been working to more effectively distribute exemplary teachers to Low SES schools. The trial for a new specialist teacher position (Consultant Teacher) for selected Low SES schools has been developed in conjunction with the Improving Teacher Quality National Partnership commenced in 2012. The Consultant Teacher's role statement has been aligned to the new Standards. Seven Low SES NP schools currently have consultant teachers employed in their schools.
		CATHOLIC
		<ul style="list-style-type: none"> ▪ For Kimberley and CARE schools in the Low SES schools list (15 schools,) principals are relatively inexperienced. Ten have less than five years experience in these schools. However, many have had experience as a principal in other schools. In these 15 schools, staff are also relatively inexperienced with a mean of around five years experience ▪ For non Kimberley schools (13 city and regional schools) the average experience of principals is about 15 years and for staff around 15 years. ▪ It is not possible to link demographic and years of service data to Low SES reforms. Principals in Catholic schools are required to apply for another school after 12 years.
		INDEPENDENT
		<ul style="list-style-type: none"> ▪ In the independent sector individual schools advertise to select and employ all staff, principals and teachers, and always try to get the highest performing staff to fulfil positions. Each school has their own Enterprise Bargain Agreement that sets out staff pay and conditions. AISWA is not involved in recruitment and employment of staff. Over the last few years the principal positions have been very stable in partnership schools and have seen additional support through this initiative. ▪ All principals have proven to be of high quality, or working towards this, through the leadership training offered by AISWA and support of Low- SES consultants. ▪ During this period there have been few new appointments of principals as most schools have retained their principals in

		particular, and the number of teacher changes have been low. Retainment is much higher than has been previously, which has made it easier to see some improvement in the standard of classroom practice and to gain greater consistency in instruction.
<ul style="list-style-type: none"> Reduction in turnover of Principals and teachers in low SES school communities 	<ul style="list-style-type: none"> Principal and teacher turnover in partnership schools 	<p style="text-align: center;">GOVERNMENT</p> <ul style="list-style-type: none"> As indicated in the previous section, the Department of Education has developed the Attracting Outstanding Principals trial. The trial involves the development and implementation of an attraction and retention incentive and school reward payment to encourage continuous school improvement. The Department offers outstanding principals the opportunity to apply for an annual attraction and retention payment for up to three years to work in select Low SES partnership schools. A total of four principals have been appointed under the trial: one within a metropolitan school and three in country school communities. The Consultant Teacher position is a school-based position that is designed to attract and retaining quality teachers in Low SES school communities. The position offers a salary incentive and additional time for the appointed person improve the quality of teaching through modelling high quality teaching and leading teachers in the development and refinement of their teaching practice to improve student outcomes. Seven Low SES NP schools currently have consultant teachers employed in their schools. Fogarty EDvance is a three year program designed to support school principals, working within Low SES communities improve the leadership capabilities within their school. Fogarty EDvance aims to improve the educational outcomes of children attending schools located in low socio-economic communities. It intends to do this by providing high quality support to build the capability and increase the effectiveness of the Principal (and thus the school). It is also anticipated that providing support to principals in Low SES communities will contribute to reduce turnover rates. Currently, five public schools are engaged with Fogarty EDvance <p style="text-align: center;">CATHOLIC</p> <ul style="list-style-type: none"> There is no evidence to measure any anomalous turnover. Turnover in Kimberley schools of both principals and staff has historically always been high in comparison to other schools. Staff turnover in non Kimberley schools is similar to non Low SES schools. As mentioned previously, principals are required to apply for an alternative school after 12 years service. Staff turnover in the non Kimberley schools is much lower. <p style="text-align: center;">INDEPENDENT</p> <ul style="list-style-type: none"> In the period 2011-2012 there were two changes of principal, one at Langford Islamic College; and the other at Karalundi Aboriginal Education Community. Teacher turnover is quite low as in the independent sector teachers apply to the school they want to work at and are supported to contribute to the welfare of the students in the school so generally commit to work at the school for a number of years.

Performance Indicators	Measures	Progress 2012
KEY REFORM AREA 2 – ADOPTION OF BEST PRACTICE PERFORMANCE MANAGEMENT AND STAFFING ARRANGEMENTS THAT ARTICULATE A CLEAR ROLE FOR PRINCIPALS		
<ul style="list-style-type: none"> Improvements in the use and quality of performance agreements with principals and teachers. 	<ul style="list-style-type: none"> The extent to which targeted performance agreements are in place in partnership schools. The number and lists of specific examples of where increased autonomy, innovation or flexibility has been achieved in partnership schools. 	GOVERNMENT
		<ul style="list-style-type: none"> The <i>Attracting Outstanding Principals</i> trial includes the requirements that selected principals sign a performance agreement that is linked to payment of reward funding. Greater autonomy, innovation and flexibility has been achieved for 22 Low SES NP schools that been granted IPS status. To become an IPS, schools had to demonstrate capacity to assume greater responsibility for its own affairs and have great flexibility to respond to their local communities about matters that impact on students' education.
		CATHOLIC
		<ul style="list-style-type: none"> All Catholic schools, including Low SES schools are implementing the Quality Catholic Schooling Framework which emphasises accountability and school improvement. There are no specific performance agreements in place in Low SES schools. However, grants to Low SES schools are made on the condition that a plan is submitted, milestones identified and that both a progress and final report are submitted to trigger the final payment. The plans developed by schools are undertaken by the school to reflect school and community needs Overall however, it needs to be recognised that Catholic schools are autonomous in their decision making. This provides them with flexibility to employ staff and direct resources as required.
		INDEPENDENT
		<ul style="list-style-type: none"> All principals and teachers in independent schools have formal employment contracts and undergo a performance appraisal against the expectations of their role. Through the Low SES partnership teachers have been mentored and supported in their roles and to meet their performance criteria. Consultants visit schools once a term to support principals and staffs to achieve the best possible outcomes from their projects All independent schools are self governing with a school board that is the education authority for the school. This level of autonomy is fundamental to schools in the sector. This means schools are able to tailor their education offerings to the needs of the students and direct resources to where the students will benefit the most. This initiative has enhanced schools' capacity to support students where and how they need it most.
Performance Indicators	Measures	Progress 2012
KEY REFORM AREA 3 - SCHOOL OPERATIONAL ARRANGEMENTS WHICH ENCOURAGE INNOVATION AND FLEXIBILITY		
<ul style="list-style-type: none"> Greater autonomy, innovation and flexibility is achieved for partnership schools. 	<ul style="list-style-type: none"> The number and lists of specific examples of where increased autonomy, innovation or flexibility has been achieved in partnership schools. 	GOVERNMENT
		<ul style="list-style-type: none"> As mentioned above, 22 Low SES NP schools are now Independent Public Schools. Some flexibilities from the IPS initiative have been extended to all schools empowering schools in the areas of

		<p>governance, staffing, operational and financial arrangements. Some of these flexibilities include:</p> <ul style="list-style-type: none"> ○ Staff recruitment; ○ Increased flexibility to implement alternative support strategies for students; ○ Approval of aspects of staff leave, including all long service leave; and ○ Online payroll processes. <ul style="list-style-type: none"> ▪ In addition to, and including these 22 IPS schools, other participating Low SES NP schools have reported good progress achieving greater autonomy and flexibility to better cater for students learning by implementing innovative and contextualised programs, and establishing innovative school operational arrangements. <ul style="list-style-type: none"> ○ Seventy-two (72)% of schools participating in the NP indicated that they are implementing innovative and tailored learning opportunities for students. Sixty-five (65)% reported that they are making progress in this area. ○ Thirty-eight (38)% of Low SES NP schools indicated that they are implementing strategies to improve school operational arrangements which encourage innovation and flexibility – of these schools, 55% have reported making sound progress. ○ Forty-eight (48)% of Low SES NP schools have implemented strategies in the area of external partnerships with parents. Of these schools, the majority have reported making progress implementing this reform ○ Forty-nine (49)% of schools are supporting access to extended services provided in partnership with community groups that may include child care service, health and social care, after hours support programs, sports and parent programs. ▪ Some specific examples where increased autonomy and flexibility have lead to establishment of innovative and contextualised programs and innovative school operational arrangements include: <ul style="list-style-type: none"> ○ Four Low SES NP schools in Broome were successful in achieving IPS status through a joint prepared. These schools now enjoy increased levels of autonomy over recruitment of staff, management of finances and for local decision making. ○ The Kwinana Federation (network) has been established in the Kwinana area so that participating schools may share resources and expertise. These schools have pooled NP funds to employ instructional leaders to work across Federation schools. ○ Orelia Primary School has employed the services of a speech pathologist to work directly with students, teachers and parents. All kindergarten and pre-primary students is undertaken by the speech pathologist and parent meetings and provision of home programs for identified students is provided. The speech pathologist also modelled strategies for teachers to use with their students. ○ Swan View Primary School has established a Community Early Learning Centre (CELC) that provide a 0-7 years parenting program and a playgroup for 0-3 year olds. ○ Bluff Point Primary School has coordinated support for families through the school in partnership with local services such as community health, Geraldton Regional Aboriginal Medical Service, parent associations ○ Fitzroy Valley District High School has implemented a professional learning communities at the school to explore strategies that improve engagement of students with Foetal Alcohol Syndrome; ○ Gwynne Park Primary School has implemented a strategy to provide curriculum support for all teachers and paraprofessionals utilising the high skill levels of existing experienced teachers on staff. By providing flexibility
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		<p>and opportunity, individualised support models can be formulated for varying staff needs, from mentoring of graduates and paraprofessionals to tandem teaching with experienced classroom teachers.</p> <ul style="list-style-type: none"> ○ Challis Primary School has established daily Literacy Blocks for each year level which will use the John Fleming teaching model. ○ To improve Literacy development of all students and English acquisition of EAL/D students, Boyare Primary School has implemented an innovative and tailored experiential learning program to provide base on which to build Literacy skills and English acquisition consisting of subsidised excursions; subsidised incursions; after school activities; and lunchtime clubs and activities.
		CATHOLIC
		<ul style="list-style-type: none"> ▪ This has been largely covered in the previous section. A feature of many of the metropolitan Low SES schools has been their involvement collaboratively in the Curtin University Speech Pathology program. This reflects their autonomy and flexibility to be involved in such external partnerships. Low SES schools have used funding to implement a range of initiatives which address attendance, engagement, Literacy and Numeracy support and community building programs. As previously mentioned, Catholic schools already operate in an autonomous way.
		INDEPENDENT
		<ul style="list-style-type: none"> ▪ All AISWA Low- SES schools have formal agreements regarding the plans they submitted for projects they committed to running in their schools. Before each new funding allocation, an interim report is completed outlining exactly how they have used the previous funds and the student outcomes that have been achieved. ▪ The AISWA schools in the Low -SES partnership were given responsibility for the projects they decided upon to best suit the needs of their school. This gave greater autonomy and flexibility to all principals to ensure their projects met the needs of their student cohort and could be monitored at the school level and modified to ensure its effectiveness. ▪ Innovative projects including the bicycle project at CAPS Coolgardie, the Yakanarra Community School Reads project, the digital story telling project at Wulungarra Community School, and the middle-school curriculum project at Alta -1, reflect the diverse nature of the projects and all have had success in engaging students and improving their learning outcomes
Performance Indicators	Measures	Progress 2012
KEY REFORM AREA 4 - PROVIDING INNOVATIVE AND TAILORED LEARNING OPPORTUNITIES		
<ul style="list-style-type: none"> ▪ Improvement in Literacy and Numeracy achievement in NAPLAN testing. 	<ul style="list-style-type: none"> ▪ NAPLAN testing – The mean scores and proportions at or above the national minimum standards in Years 3, 5 and 7 in Reading and Numeracy will improve for student in targeted schools. 	<ul style="list-style-type: none"> ▪ Government, Catholic and Independent schools NAPLAN data are provided in Section 7.
Performance Indicators	Measures	Progress 2012
KEY REFORM AREA 5 - STRENGTHENED SCHOOL ACCOUNTABILITY		

<ul style="list-style-type: none"> Improvements in school self assessment, planning and reporting. 	<ul style="list-style-type: none"> The extent to which partnership school plans and school annual reports comply with State and Commonwealth requirements. 	GOVERNMENT
		<ul style="list-style-type: none"> All public schools continue to demonstrate compliance with the school accountability policy and all aspects of the NP Funding Agreement. This includes development and on-line publication of school plans and completion on monitoring and reporting program activity and achievements against milestones. In 2012 all 102 participating schools completed a comprehensive self-assessment to describe progress implementing reforms funded through the Low SES NP. There was variability between participating schools in terms of the extent to which improved accountability processes have been achieved, including the extent to which schools have improved capacity to demonstrate accountability to stakeholders, through the development of school strategic plans, operational planning, school self-evaluation and publication of annual school reports. Forty-nine (49)% of participating schools are exploring improvements to school accountability practices that includes collection, analysis and interpretation of data to inform school planning and improve reporting of student outcomes A large proportion of these schools reported that they are making good progress in this area.
		CATHOLIC
		<ul style="list-style-type: none"> All 28 Low SES schools have conforming school level plans posted on the CEO web site for 2012..Schools were also required to submit comprehensive plans when they applied for funding to support various Low SES projects. These identified a range of milestones generally related to improvements in Literacy; Numeracy; attendance; engagement; and community support and relation programs. Most of the Low SES schools are also Literacy and Numeracy schools. As a requirement of the Literacy/Numeracy system arrangements, schools prepare detailed Literacy and Numeracy plans outlining intervention and support strategies and milestone performance results. Catholic schools already have certain accountability requirement as part of the system agreement. These relate to Commonwealth, State and system requirements.
INDEPENDENT	<ul style="list-style-type: none"> All NP Low SES schools have completed school plans which have been uploaded onto their school websites and these have been updated each year. All schools must comply with State and Commonwealth regulations as part of school registration and as a condition of on going government funding. All annual reports meet these requirements. Consultants have visited regularly to ensure Low SES funds are appropriately utilised and that reports accurately reflect this. 	

Performance Indicators	Measures	Progress 2012
KEY REFORM AREA 6 - EXTERNAL PARTNERSHIPS WITH PARENTS, OTHER SCHOOLS, BUSINESSES AND COMMUNITIES AND THE PROVISION OF ACCESS TO EXTENDED SERVICES		
<ul style="list-style-type: none"> ▪ Improvements in student attendance and performance. 	<ul style="list-style-type: none"> ▪ NAPLAN and senior secondary outcome data for partnership schools - all students and Indigenous students. ▪ For students in targeted schools, an increase in the percentage of students with regular attendance of 90% or more. 	<ul style="list-style-type: none"> ▪ Government, Catholic and Independent schools NAPLAN data are provided in Section 9. <hr/> <ul style="list-style-type: none"> ▪ Government, Catholic and Independent schools Attendance data is provided in Section 9.
	<ul style="list-style-type: none"> ▪ The number and impact of external partnerships and programs established. 	<p style="text-align: center;">GOVERNMENT</p> <ul style="list-style-type: none"> ▪ Fifty-two (52) schools indicated that they are enhancing partnerships with parents, other schools, businesses and communities groups. ▪ Forty-eight (48) participating schools are enhancing or exploring provision of access to extended services provided in partnership with community groups that may include child care service, health and social care, after hours support programs, sports and parent programs. ▪ Some examples of effective, funded programs include: <ul style="list-style-type: none"> ○ Gwynne Park Primary School – continues to provide support to students and their families through a case management approach and/or a brokering service co-ordinated by the Pastoral Care Co-ordinator. The case management process involves a number of connected services working collaboratively to provide support for students and families. ○ Challis Primary School and Early Childhood Education Centre continues collaboration with community groups to advance and develop their extended service school model. Highlights include the Challis Early Childhood Education Centre integrated services for children and their families from birth - 3 years of age and the primary school 'Smiles Speech Program', employment of a Family Support Worker, allied health workers and a social worker. ○ Derby District High School has continued to develop a 0-4 playgroups and early year's program that involves participation by young mothers and engagement with a range of allied community health workers. ○ Perenjori Primary School has established a Family Learning Cottage for early years in partnership with the Perenjori Shire that has lead to a joint collaboration to build onsite facilities with shared services. The Shire is perusing funding opportunities and is in the process of finalising a business plan for this significant undertaking. Collaboration with local playgroup and pre-entry families has been very positive, with majority of 0-3 year olds attending regular "Story time" activities at school. ○ The Ngaanyatjarra Lands Schools collaborate with health services to improve well-being outcomes for

		<p>students. This has led to a decrease in the incidences and effects of trachoma, otitis media and conductive hearing loss.</p> <ul style="list-style-type: none"> ○ Coolbellup Primary School employs a speech pathologist and occupational therapist to support an oral language program and continue to run 0-3 playgroup that engages parents and their babies. This program is supported by a number of community groups. ○ A cluster of schools in the Midland region have used NP funds to establish the Swan Extended Services Hub. A grant agreement signed between the Department of Education and the Smith family provided funds to The Smith Family to establish, in partnership with a cluster of schools, a demonstration of a school-community hub (the Swan Extended School Hub) with coordination of extended services. It involves a partnership between a cluster of four schools (Department of Education WA), the Fogarty Foundation, The Smith Family and Curtin University. ○ Roseworth Primary School, with a high migrant population, has continued to build partnerships with not-for-profit and other organisations, to provide programs for students and families. Ensuring that the whole community has a shared vision enables the schools to cater for the range of student needs. ○ Neerigen Brook Primary School promotes a full service culture and philosophy and engages with other agencies, local community organisations, appropriate support services and a range of school activities and programs to build relationships between the school and parents. The school is working closely with the University of Western Australia to evaluate the program.
CATHOLIC		
<ul style="list-style-type: none"> ▪ Most of the 28 Low SES schools have formed significant partnerships with universities, industry and other groups. 8 of the metropolitan schools have formed a partnership with Curtin University in the Speech Therapy and Occupational Therapy areas. This involves a trained Speech Therapist and final year Speech Therapy students servicing the school for a day per week. ▪ Three schools are in partnership with the University of Notre Dame Australia. One-on-one Literacy and Numeracy support by final year education students. Most of the schools have developed strong community partnerships, especially the Kimberley schools and those metropolitan schools with refugee and migrant cohorts. Two low SES schools have also formed a partnership with the EdVance Fogarty Foundation which provided networking and professional development for principals. Many of the schools have also shared resources with each other as part of informal partnerships. 		
INDEPENDENT		
<ul style="list-style-type: none"> ▪ The four CARE schools have formed relationships with community organisations and businesses to provide work experience possibilities. More students now finding work places from this. ▪ Wongutha CAPS has established relationships with business and community members for employment possibilities and have developed close relationships with mining companies in the North to assist in the transition to the workforce, successfully improving retention in employment. ▪ Rockingham Montessori School has made links with Murdoch University to introduce a Cycle 3 program for their 		

		<p>secondary school students to ensure the continuation of their philosophy into the upper years.</p> <ul style="list-style-type: none"> ▪ All schools work with their school community and are increasingly making links with their local community and business organisations. The faith based schools have close links with their local religious organisations
<ul style="list-style-type: none"> ▪ Increase in the level of parental involvement in partnership schools. 	<ul style="list-style-type: none"> ▪ The extent to which, and examples of how, parental involvement has increased in partnership schools. 	<p style="text-align: center;">GOVERNMENT</p> <ul style="list-style-type: none"> ▪ Sixty-one schools indicated that they were seeking to implement a range of strategies to improve the engagement of parents in the education of their children. ▪ Schools use a range of programs and strategies listed below to increase parental engagement in the schools. These include: <ul style="list-style-type: none"> ○ The Passport program ○ Justice school link ○ Internet café for parent use ○ Skill/employment classes and links ○ Parenting programs ○ Home reading ○ Cultural studies programs ○ Breakfast clubs ○ Volunteer programs ○ Early child years (0-3) play groups ▪ ‘Smart Start’ and ‘Play Café’ programs have been established at Carey Park Primary School to improve connections with parents and their young children (0-4). There is an emphasis on empowering parents to become capable early teachers of their children. Staff model best practice to parents and also provide expertise for special early intervention programs such as Speech Therapy and the ‘Hands and Fingers Occupational Therapy Program’. ▪ Roseworth Primary School Parents Program (RAPP) invites targeted parents to participate in values based parenting skills sessions with their children in a social setting. School staff and outside agencies provide information and coaching on a variety of family oriented topics. This is complimented by providing access for parents to a variety of Adult Learning opportunities facilitated by existing school based staff and outside agencies. ▪ Clayton View Primary School established a coordinated playgroup at school for parents with babies and toddlers, in conjunction with the ‘Communities for Children Plus Program’. ▪ Dawul Remote Community School has implemented a range of strategies to engage parents with the school including: <ul style="list-style-type: none"> ○ A ‘Parent Education Program’ that involves educational sessions for mothers linked to early Literacy, Numeracy, diet, health care and motherhood; ○ Community meetings to promote the advantages of the 0-4 strategy and encourage mothers to attend; ○ Establishment of 0-4 mothers’ committee; ○ Establishment of a playgroup for parents and their young children (0-4); and ○ School/Community participation in the ‘Stronger, Smarter Program’.

		<p style="text-align: center;">CATHOLIC</p> <ul style="list-style-type: none"> ▪ Parental and community involvement has increased in Kimberley schools through a number of Low SES initiatives. The ATA upskilling has increased their role specially in community liaison. The Books in Homes Program, which provides reading books in Kimberley schools to students from K to 3, has also played a role in involving parents in their child's education. The appointment of a part time attendance officer in one school and a youth worker in another has further developed the school-parent relationship. In many of the metropolitan schools, where there are larger refugee and migrant populations, the schools have used funding to develop parent groups and support structures. These include Literacy classes and coffee clubs at the school for parents. For the other low SES schools, parent engagement has typically been high. <p style="text-align: center;">INDEPENDENT</p> <ul style="list-style-type: none"> ▪ Parental involvement has been increased in particularly our primary schools with projects designed to specifically involve them. For example, Emmanuel Christian School has successfully included a number of events to bring together families of a variety of cultures, leading to parents feeling more confident to enter the school. ▪ Kwinana Christian School has introduced an early years program to encourage parents to assist in the classroom and also to make them aware of the importance of reading and to encourage them to support their children by reading to them, and with them. ▪ All indigenous schools have Parent and Community partnership agreements in place and involve their communities in many aspects of school life and in particular the cultural and linguistic aspects of the school curriculum.
<ul style="list-style-type: none"> ▪ Improvements in student attendance and performance. 	<ul style="list-style-type: none"> ▪ For students in targeted schools, an increase in the percentage of students with regular attendance of 90% or more. 	<p style="text-align: center;">GOVERNMENT</p> <ul style="list-style-type: none"> ▪ Attendance remains a challenge for Low SES NP schools. ▪ Within schools from Rounds 1 to 4, 47% of students attend school regularly with attendance of 90% or more. ▪ 25 schools have increased the proportion of students attending regularly for 90% or more of the time. ▪ 65 schools implemented attendance, engagement and pastoral care strategies to encourage students to attend regularly and provide additional support to those students at risk. ▪ 78% of schools reported in an online survey that they are making progress improving student attendance for targeted students. <p style="text-align: center;">CATHOLIC</p> <ul style="list-style-type: none"> ▪ For Kimberley schools, numbers are small and attendance is generally irregular. For town schools such as Derby, Kununurra, Broome, the attendance rates above 90% have increased from around 50% to around 70%. Derby has implemented Bluearth and PATHS program and has a more experienced principal which has assisted in increasing attendance rates. ▪ For the other 15 schools, 8 are mainstream metropolitan schools. Attendance rates above 90% are recorded consistently by more than 90% of students and this has not changed significantly. For the two CARE, schools, numbers are small and attendance rates variable. At Clontarf Aboriginal College, the football and basketball academies are the main contributing factors. For the 5 country Low SES schools, attendance rates above 90% have remained stable over the past few years and are higher than state averages.

		<p style="text-align: center;">INDEPENDENT</p> <ul style="list-style-type: none"> ▪ 8 of the Low-SES faith-based schools did not have attendance issues at the start of the partnership and their attendance continues to remain above 90% ▪ In the CARE schools, attendance is always difficult to monitor, but due to the social/emotional support offered through the additional Low- SES funding, more students are attending regularly and staying for the duration of the day. Some are accessing curriculum at home and therefore are included in attendance figures. ▪ In the Indigenous schools, there has been improved attendance across the board but they are still encountering problems with the transient nature of the students and absenteeism due to cultural reasons. Tracking systems are being developed to more accurately account for the actual attendance of students at school.
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