



Australian Government



## **SMARTER SCHOOLS NATIONAL PARTNERSHIPS**

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

**Tasmania  
Annual Report for 2012  
April 2013**

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## Section I – Smarter Schools National Partnerships – Impact

### Impact of Key Reform Strategies

2012 has seen Tasmania continue to build the leadership density and capacity in principals, build teacher capacity around pedagogical knowledge, using evidence-based data to inform whole school improvement planning, provide better opportunities to close the gap between Aboriginal and non-Aboriginal student achievement and provide for better transitions between primary and secondary school and secondary school and senior secondary school.

The focus on school improvement and accountability is occurring at a national and international level, and Tasmania is using current best practice from Victoria, ACT and the United Kingdom to develop an improvement and accountability processes for our schools.

Analysed data across the sectors reports some improvement in student outcomes during the NP period 2008–2012. In general, across low SES schools, over time NAPLAN mean scores have generally trended upwards for Year 3 Reading, Year 7 Reading, and Year 5 Numeracy. For Aboriginal students in these schools there are reported improvements in Reading at all year levels and Years 5 and 9 Numeracy. The percentage of students in the bottom 2 bands (combined) has generally followed the same patterns of improvement. (See section 8)

### Government Sector

In 2012, the Department of Education undertook an innovative reform guided by the department's Strategic Plan 2012–2015—Learners first, connected and inspired. Four Learning Services across the state were reduced to three and eleven networks of schools were established. The network structure supports school and system improvement, improved student learning outcomes and reform. Each of these networks is supported by a Principal Network Leader (PNL) whose role is to support the school principal with a focus on school improvement and accountability.

The PNL role focuses on improving the performance of all schools by building the capacity of principals to lead and manage, to improve the quality of educational programs and the performance of all students.

In 2012, over one-third of the government schools' principals were newly appointed. Of great support to them have been the eleven PNLs who are all experienced and highly successful and respected principals with a deep knowledge of developments in school education both nationally and internationally. Throughout 2012, there was a major focus on building trust and developing meaningful relationships between PNLs and their network principals. PNLs undertook an intensive six-day induction to the role.

The PNLs provide support to principals to strengthen the alignment of the department's Strategic Plan 2012–2105 as well as providing support to develop the strategic and operational plans of schools based on the needs and priorities of the school and the department. The department has been explicit about developing a consistent approach to developing School Improvement Plans (SIPs) in schools. A variety of strategies are employed based on the context of the school, the experience of the principal and the personality of the PNL. These strategies include: coaching, providing expert advice, and providing links to other sources of information. PNLs adopt the role of the mentor for all principals, especially in regards to developing their SIPs.

Ninety per cent of network principals reported that they agreed/strongly agreed that there is a high level of trust among schools that work with individual PNLs; 82.1 per cent of principals agreed/strongly agreed that the PNL provided valuable support in the development of the School Improvement Plan; 92.8 per cent of principals agreed/strongly agreed that the PNL was a fine role model; 84.8 per cent of principals reported that the PNL understood their professional needs while 88.5 per cent reported that the PNL understood the needs and priorities of the school.

Other departmental initiatives designed to build capacity across the system were implemented: The Centre for Strategic Education (CSE) facilitated the Executive Leadership Program which included participation from the department's senior management group including the PNLs. All schools implemented the Teaching and Learning Improvement Framework (Geoff Masters, ACER) under the leadership of the PNLs and all PNLs participated in a coaching and mentoring program facilitated by the department's Professional Learning Institute (PLI).

Building learning cultures in our schools and system is fundamental to school improvement. During 2012, the Professional Learning Institute (PLI) provided programs that support aspiring, newly appointed and experienced leaders as well as programs that equip leaders with the skills to manage and encourage innovation and continuous improvement. In order to ensure that Tasmanian school leaders benefit from national developments in best educational practice, all relevant programs are based on the Australian Professional Standards for Teaching, the Australian Professional Standard for Principals and the Australian Curriculum.

Professionally developing the leadership and management skills of School Executive Officers has been a focus of the PLI in 2012 and will continue into 2013. School Executive Officers also accompany their principal to the first day of the Principal Leadership Development program which promotes the notion that school leadership is a team effort.

Whole-school ownership of school improvement plans and student performance is becoming increasingly evident as school data is used more effectively and is integral to school improvement planning processes. The department is supporting the capacity of teachers and principals to effectively interpret and use data, at the classroom, school and system level with a range of reports around NAPLAN data, links to inform teaching and learning strategies and the NAPLAN Toolkit. This increased use of data to inform planning is a sustainable feature across all departmental schools.

Through the Lead School/ Lead Teacher initiative and the development of the literacy and numeracy resource, *Supporting Literacy and Numeracy Success*, the department continues to support teachers to build capacity in literacy and numeracy teaching and learning.

Ninety-six per cent of principals reported that their school had taken into account data on student achievement in making its planning and funding allocations for learning and teaching and 98.3 per cent of principals reported that their school has an evidence-based approach in its choice of strategies in teaching and learning.

In 2012, there was an emphasis on improving attendance across all departmental schools. Schools take a leading role in addressing absenteeism and working with families to ensure students attend and engage in school. Schools use a combination of strategies such as phoning home and using SMS to follow up on unexplained absences and non-attendance. Social workers, youth workers, school Chaplains and school psychologists all support schools to work with chronic non-attenders.

The department is developing DW3—a dynamic new data warehouse that will provide accurate, up-to-date student attendance data that will further enhance schools' capacity to monitor attendance and support students attend, engage and participate in school.

In 2012, the department developed the Student Support System (SSS) that provides schools with all students' support information. This system assists schools to record observations, actions and strategies used to support students. It also provides attendance and assessment information. This information follows the students as they move between schools. SSS also provides valuable information regarding the support needs of particular groups of students such as: students with disability, students with complex medical needs, Students under Care and Protection Orders. SSS is protected by a robust permissions matrix by which principals, teachers, support staff can access relevant and timely student data.

## **Independent Sector**

In 2012, the European Pedagogy ICT (EPICT) project continued to support the twelve independent schools who originally attended the four-day EPICT Facilitator Certification Course in 2011. These certified EPICT Facilitators are now licensed to manage and deliver the EPICT program in their respective schools.

EPICT continued to be promoted amongst IST schools through information sessions, circulars and wiki. The EPICT course is in the process of being implemented at school level by the trained EPICT facilitators. Currently, one hundred and twenty two participants from Independent Schools Tasmania are registered through EPICT Australia to undertake the EPICT qualification.

Strategies implemented to support EPICT Facilitators include:

- provision of relevant and timely support – fourteen in-school support sessions delivered to all participating schools
- provision of network meetings opportunities for participants to collaborate and share
- provision of additional school based professional learning opportunities
- provision of a Network Forum Day.

*Note: Summary results from a survey of participants supporting the success of EPICT can be found in Appendix 2.*

## **Examples of Key Reform Strategies**

### **Improving Teacher Quality—professional development and support for principals (government sector)**

From the beginning of 2012, the newly established Professional Learning Institute (PLI) is responsible for delivering and brokering high quality professional learning for all staff in the Department of Education. Through cross-sectoral partnerships with the Catholic and independent sectors, colleague principals and teachers in all sectors have opportunities to participate. The establishment of the PLI reflects the department's high priority for professional learning. In 2012, the PLI provided a range of programs to support aspiring, newly appointed and experienced leaders as well as programs that equip leaders with the skills to manage and encourage innovation and continuous improvement.

- Six PNL workshops were facilitated in February 2012 and were based on the Australian Professional Standard for Principals. Other policies, guidelines and frameworks such as the Melbourne Declaration, the department's Strategic Plan 2012–2015 and the department's Literacy and Numeracy Framework supported the workshops.
- The workshops culminated with a one day Leadership Symposium for all DoE principals. The symposium was held in February 2012, during the school holiday period and was attended by 98 per cent of DoE principals.
- The support for leaders included an overview of departmental school improvement documents, the Australian Curriculum, the Australian Professional Standard for Principals and the Tasmanian Teaching and Learning School Improvement Framework (Geoff Masters, ACER) The Tasmanian Teaching and Learning School Improvement Framework presented at the symposium by Geoff Masters, is for schools to use as a self-reflection tool for school improvement.
- Feedback from the Principal Network Leaders' workshops and the Leadership Symposium has informed the development of further professional learning programs for current and aspiring school leaders developed by the PLI.
- Through the PLI, existing leadership programs (Leadership Starts from Within, Leading Teaching and Learning and Leading Others) were further developed and became more

personalised for participants. This approach was achieved by extending the coaching/mentoring service provided by the PLI to support participants with their inquiries in the workplace.

- A Principal Induction Program primarily, but not exclusively for beginning Principals was further developed. The Principals' Leadership Development Program is a spaced learning program and includes in-depth understanding and implications of the Australian Professional Standard for Principals and of Tasmanian DoE policies and procedures including the department's Strategic Plan 2012–2015 and the department's Literacy and Numeracy Framework.
- During 2012, 61 principals took up new positions across the government sector (200 schools and colleges in this sector in 2012). Each of these principals and their School Executive Officers participated in one of the three Principals' Leadership Development Programs offered during the year. Comments from the programs included:
  - *"A very positive experience with many messages to take back to my school. I feel enabled to become a much more active leader, to be positive and passionate about my job and to support and encourage work colleagues."*
  - *"Great acknowledgement that principals and school executive officers need to work together to have great leadership in schools."*
  - *"I came away feeling inspired, energised and passionate about self-improvement and relationship building."*
  - *"Excited about the challenges ahead and looking forward to working with my colleagues to assist in encouraging development of our profession. All this makes for better student outcomes as we work towards providing greater opportunities for our students."*
- Following the successful launch of the Professional Cultural Leadership programs with Raising the Bar Closing the Gap *maana* schools and one northern Federation of schools in 2011. These programs are being refined and delivered to build the capacity of Tasmanian principals and aspiring principals to engage with their local Aboriginal Communities. This engagement underpins efforts to bring about institutional change to improve outcomes for Aboriginal students in Tasmania and supports the implementation of the Australian Curriculum.
- Principals' Australia–Dare to Lead consultants have been contracted to work in conjunction with the Tasmanian Aboriginal Community and PLI staff to further develop the Professional Cultural Leadership programs with a specific focus on Tasmanian Aboriginal culture and history. This project is progressing with trial programs conducted in late 2012. Further work will be undertaken in 2013. Whilst these specific leadership programs are developed, current Dare to Lead leadership programs are being utilised.
- Aboriginal Education Services in conjunction with the PLI has developed a professional learning program for teachers to address the Australian Professional Standards for Teachers number 1.4 & 2.4. This will be part of PLI offerings from 2013.

### ***Improving Teacher Quality—Professional development and support for principals—Growth Coaching Program (Catholic sector)***

Principals and other school leaders participated in a Growth Coaching program. School leadership teams were supported in developing leadership skills through ongoing support in coaching. Leadership formation programs, including emerging leaders involved 25 principals and leaders.

Initial planning was conducted in preparation for the Teacher Performance and Review process, which is being implemented in all Catholic schools in 2013. Planning and professional learning activities were conducted in this area, involving 37 principals.

Teachers in 'hard to staff' and remote schools were supported to participate in teacher networks – primary and secondary. Primary teachers attended one day network meetings each term, enabling them to collaboratively plan with colleagues at grade levels. Secondary subject teachers attended network meetings each term, where they had the opportunity to collaboratively plan with colleagues and develop understandings of the Australian Curriculum, including planning, assessment, moderation

and reporting.

In 2013, there will be two School 'Centres of Excellence' – one in the north and one in the south of the state. In 2012, these Centres of Excellence worked together to develop a program of mentoring for pre-service teachers.

An 'Early Career Mentoring Program' was established in the Catholic sector. This was highly successful as it provided the opportunity for mentoring of teachers in their first three years of teaching. These teachers were paired with experienced colleagues, either from their own school or another, depending on the identified need of the early career teacher and the focus on the school. Twenty eight early Career Teachers were involved in this program in 2012.

***Improving Teacher Quality–Improved performance management and continuous improvement in schools (government sector)***

A motivated, qualified and supported workforce is the key to an innovative organisation. The Department of Education places high value on recognising, rewarding and retaining a range of employees with diverse skills who work across the department. Professional learning and development supports the growth of a successful, skilled, innovative workforce and inspiring leadership.

Performance development and professional learning are integral components of school improvement planning. Performance and development supports a culture of ongoing improvement, feedback and development within every school, college and workplace. Performance development is a whole of government requirement and the Department of Education has taken a lead role in developing a supportive approach.

During 2012, a new policy and procedure, together with a comprehensive stakeholder consultation process, was progressed as part of a new performance and development system that complies with Ministerial Direction 26 Managing Performance in the State Service (MD26). This system strengthens the integration of performance management with the DoE Strategic Plan priorities and values. This included appropriate training for principals and managers with staff supervision responsibilities.

The department's Performance and Development System ensures staff understand how their role contributes to achieving the strategic direction and priorities for their school and workplace, and are able to fully participate in setting their performance priorities and goals.

Every employee must have a Performance and Development Plan (PDP), which is developed jointly with their principal/manager at least once per year. The PDP documents the agreed performance goals and objectives, the way these goals will be met, the professional learning needed to achieve these goals, and the way performance will be assessed.

For K–12 teachers and principals the Professional Standards for Teachers and Professional Standard for Principals respectively must be used in conjunction with the School Improvement Plan (SIP), as the basis for identifying the agreed goals/objectives.

The teacher with their principal/assistant principal (AP) or advanced skills teacher (AST) determine the priority areas on which the teacher is to focus during the period of the current PDP. Through a process of self-reflection, feedback and joint discussion, agreement is reached as to which specific aspects of the Professional Standards will be the teacher's focus for improvement and development. This is informed by the improvement and learning needs of the individual teacher, as well as specific priority areas identified in the SIP. These priority areas for improvement form the basis of the identified goals/objectives.

The goals/objectives documented on the PDP are directly derived from the areas of the Professional Standards that the teacher is to focus on. Goals and objectives may also relate to relevant aspects of professional conduct, with reference to the State Service Code of Conduct and the State Service Principles.

By the end of 2012 every principal and manager in the department was trained to facilitate professional development conversations with staff and to support them to complete their PDP. Every employee within the Department of Education must have a completed PDP by June 2013.

Professional learning and development support the growth of a successful, skilled, innovative workforce and inspiring leadership in the Department of Education. Professional learning and development also support school improvement and student outcomes.

Professional Learning is aligned to system and school priorities and individual need as identified by school improvement plans. The Professional Learning Institute supports principals and teachers by:

- fostering the growth of sustainable learning networks across the agency
- developing a culture which has a collective responsibility for continual learning and improvement in student learning outcomes
- building leadership capacity in the design and support of professional learning
- using professional standards as a reflective tool.

The Teaching and Learning School Improvement Framework (Geoff Masters, ACER) provides a tool for schools that supports ongoing, focused self-reflection. This Framework is used by department schools to assist them develop their own individual improvement agenda based around analysis of data, targeted use of schools resources, effective pedagogies and expert teaching teams, systematic curriculum delivery, differentiated classroom learning and a school culture that promotes learning. Ninety-two per cent of principals report that leaders in the school are familiar with the Teaching and Learning Improvement Framework.

#### ***Low SES School Communities–Improved use of school and student data to inform lesson planning and intervention (government sector)***

Using and understanding data to inform planning and practice is integral to the school improvement planning process. School leaders must be competent and confident at interpreting and using data themselves and understand how data informs planning and practice.

The implementation of a school-wide approach to the monitoring of student attendance, learning and behaviour enables staff to measure learning outcomes and identify areas of need.

The implementation of the department's Literacy and Numeracy Framework (LNF) has enabled teacher and leader discussions to be focused on the beliefs and understandings articulated in the Framework. These discussions are aimed at ensuring that the Framework is implemented into schools so that there is statewide coherence regarding approaches to increasing student learning outcomes.

This coherence enables ideas such as whole-school approaches and collaborative planning to be embedded in school structures and plans. It also ensures that student data is utilised to inform planning and identify professional learning needs so that teaching is differentiated and able to engage all learners. Using evidence-based data enables teachers to ensure that task design supports and challenges all students. The use of 'bump it up walls' for example are being used specifically to support students who are lacking confidence in the secondary level.

The Literacy and Numeracy Framework names up 'targeted teaching to address individual needs' as a key feature of quality teaching and learning. This aspect has highlighted the expectation that schools will utilise resources including using evidence-based data to cater for individual students appropriate interventions. Examples of how school and student data informs the development and delivery of professional learning include:

- Collaborative Spelling Inquiry with spaced learning to help schools develop their thinking around spelling and to develop a whole school approach
- identifying quality practice to improve reading results throughout whole school such as Guided



## Reading

- developing comprehension are other aspects of whole school planning to engage students.

A focus for numeracy leaders is the use of student data and quality practice, particularly quality task design, which enables differentiation. The Literacy and Numeracy Framework implementation is highlighting the importance of having high expectations of all students and the use of a common language throughout schools in order to engage students.

The NAPLAN Toolkit, a resource for school leaders and classroom teachers, has been developed by the Department of Education. The Toolkit enables leaders to develop whole school approaches to data literacy. It enables teachers to view, sort and analyse students' NAPLAN data and to access links to relevant teaching strategies to support improved student performance.

The development of the Toolkit and its implementation from April 2012 is part of a broader strategy to raise Tasmanian students' literacy and numeracy achievement.

The Toolkit is an integral component of the department's Literacy and Numeracy Framework (2012–2015), which emphasises the importance of evidence-based teaching and learning programs to address individual student needs; recognises the need for support for educators to ensure they are equipped with skills and resources for effective literacy and numeracy teaching; and, aims to increase the proportion of students achieving expected literacy and numeracy outcomes in national testing.

The NAPLAN Toolkit is an easy to navigate and readily accessible secure web-based resource available in all Tasmanian government schools. It is designed to assist in the identification of individual, group and class needs. The Toolkit supports teachers to strengthen the link between student data analysis and curriculum strategies that will lead to improved student performance.

Teachers in schools use the Toolkit to support student learning in a variety of ways to:

- foster evidence-based teaching
- develop strategies to improve student understandings of concepts where test performance was poor
- inform new staff of students' individual strengths and needs through analysis of current and historical data
- identify trends within classes, across year levels and across the school
- develop a whole school approach to identifying individual, small group and class learning needs and improving literacy and numeracy across all learning areas
- determine which children will benefit from participation in targeted remedial and extended literacy and numeracy programs.

Examples of how schools are using the NAPLAN Toolkit include:

### *Taroona High School*

- Staff have identified trends from 2011 data which has assisted in determining learning needs
- All year levels looked at ABCDE ratings in relation to NAPLAN data – informative, and identified where closer attention was required
- 2012 data is being used to consider class differences – in particular to identify trends related to teaching styles.

### *Lansdowne Crescent Primary School*

- identifying trends within class and within year levels

- aligning teaching with a particular aspect of testing (e.g. Persuasive Writing as a new genre)

*Kingston High School*

- identifying student learning needs in preparation for NAPLAN 2012
- working with staff to facilitate literacy and numeracy focus across all learning areas
- analysing data to determine groupings for students for remediation and extension.

*Triabunna District High School*

- Using the Toolkit to identify student learning needs.

The Toolkit is part of the comprehensive suite of school and student data resources that the system provides to schools in relation to literacy and numeracy and attendance to inform planning and practice.

In a survey of principals at the end of 2012, 98.3 per cent of principals agreed or strongly agreed that their school had an evidence-based approach in its choice of strategies in teaching and learning. Ninety-six per cent of principals reported that they had taken account of student achievement data when making planning and funding allocations for teaching and learning strategies. Ninety-eight per cent of principals reported that they were confident that the strategies implemented in their school in 2012 will help raise levels of student achievement in the future.

***Low SES School Communities—Increased parent and community engagement to support student learning—Birth to Four programs (Catholic sector)***

Targeted areas in 2012 were the Birth to Four programs, conducted in two Low SES schools.

A positive outcome was demonstrated in the observed improvement of parenting skills, health and nutrition, and a better understanding by parents of the importance of their role in working actively with young children prior to the start of school. Through this program, parents involved became the ambassadors for the future by sending informed and researched views to the wider community. This program increased engagement with parents and the local community. Some of the sessions were conducted in the community centre which helped build links with the wider community. One school has become part of a community garden project.

***Literacy and Numeracy— specific classroom based interventions to lift literacy and/or numeracy outcomes —Supporting Literacy and Numeracy Success (government sector)***

The department's *Supporting Literacy and Numeracy Success* document provides schools and teachers with specific actions and examples regarding the enactment of the beliefs and understandings about quality teaching and learning. It is designed to both guide professional learning in schools as well as establish expectations about what teachers know and do as highly effective educators. The emphasis is on ensuring that schools and teachers utilise collaborative learning communities as a vehicle for pursuing on-going development of teacher practice. This document also describes processes that enable teachers to identify where students are at in their learning, according to the curriculum demands, and how to determine the appropriate learning opportunities.

***Literacy and Numeracy— specific classroom based interventions to lift literacy and/or numeracy outcomes—Catholic Numeracy Strategy (Catholic sector)***

The Catholic sector developed a Numeracy Strategy for implementation in 2013. The strategy developed includes a statement of numeracy, a set of beliefs about the numerate learner, pedagogy, learning environment and curriculum. It includes evidence-based professional learning strategies: whole school approaches, a professional learning course for leaders in numeracy and diagnosis and intervention strategies.

The Australian National Numeracy Review (2008) recommended that resources be directed to support teachers, to use diagnostic tools including interviews to understand and monitor their individual students' developing strategies and particular learning needs.

Parent Workshops on mathematics were conducted. The focus was on 'open-ended tasks' as a basis for differentiated mathematics teaching. These workshops were well attended and appreciated by parents.

Modelled lessons were conducted in ten schools. The approach was well structured and had a significant impact on the teaching practice of teachers involved. The aim of the model was to promote a process whereby principals and teachers experienced gradual and incremental professional growth through the collaborative inquiry into practice.

Early Numeracy Interviews (ENIs) were conducted in the majority of Catholic primary schools in 2012. Schools were supported with release time to conduct the interviews in the first three weeks of the school year. Teachers were given one release day to attend ENI interview training. Data was analysed centrally by Catholic Education personnel to inform the school of students' growth points, strategies to employ and professional learning needs of teachers. Professional learning was provided as needed at the school and system level.

Twenty-six teachers participated in a co-coaching for Literacy and Numeracy program in 2012. The program was designed to enhance literacy and numeracy practice through professional conversations with an inquiry focus. It included:

- principles of professional conversation underpinning a collegial, learning-focused relationship
- understanding of current research and practice in coaching
- coaching skills to support professional conversations including questioning, clarifying and listening
- an understanding of trust building to enable open and honest feedback
- skills in dealing with the challenges of working collaboratively.

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

### **Government Sector**

#### **Partnerships in Teaching Excellence (PiTE)**

Five Bachelor of Education students joined 18 M Teach post graduate pre-service teachers for the 2012 placements in seven Centres of Excellence. At the end of the year, 20 of the pre-service teachers were successfully placed in schools. Two of the pre-service teachers not placed for 2013 are completing their degrees in 2013 and one took up a position in an Independent school.

Feedback from principals, mentors, colleague teachers and the pre-service teachers was extremely positive. All value highly the additional time spent in a school. One of the B Ed group wrote:

*“...being in a school setting gave me a realistic context which assisted my understanding as I could apply ideas/theories to this situation. Being in a school regularly also allowed me to actually implement learnt strategies and try out new things. I feel this practical experience supplemented the theory we were engaging with as part of the PiTE program and our University course and it resulted in a balanced program.”*

Interviews for the PiTE program for 2013 resulted in five pre-service teachers being selected in the NW and the return of Sheffield School and Reece High to the program. Only four students were selected in Launceston and a new secondary school (Queechy High) joined the program. In Hobart, while the applications were about average in number (50+), the selection process resulted in only seven students being selected and one of these (a career changing student from Law) withdrew from the M Teach course.

An evaluation of the PiTE program—A ‘Partnership in Teaching Excellence’: ways in which one school–university partnership has fostered teacher development can be found at:

<http://www.tandfonline.com/eprint/UZhKVhHcn3T6hPvkTZVf/full>

#### **Professional Learning Institute**

In 2012, the work of PiTE and the continuing professional learning of all department staff became the responsibility of the Professional Learning Institute (PLI). During 2012, seven staff began work coordinating and teaching existing professional learning programs and designing ways forward that build coherence across the department.

In 2012, the PLI offered programs primarily aimed at school based leadership roles. The PLI works closely with networks of schools and their PNLs. In 2013 it will expand its focus to encompass all areas of the agency. The PLI provides programs that support aspiring, newly appointed and experienced leaders as well as programs that equip leaders with the skills to manage and encourage innovation and continuous improvement.

PLI staff work with Literacy and Numeracy Lead Teachers and coordinators of the department’s Literacy and Numeracy Framework to ensure that teachers access quality professional learning to support their teaching of literacy and numeracy in the classroom.

In 2012, the department developed a Professional Development Framework for all employees which will begin implementation in 2013. Over the next two years, the PLI will expand its focus to meet all employees’ professional learning needs.

### **Independent Sector**

#### **Improving Teacher Quality in ICT – EPICT**

EPICT is one of the very few, if not the only trans-national approach to Professional Learning in the pedagogical application of ICT in teaching and learning. EPICT is not just about learning ICT skills; it is

how to pedagogically apply those skills in student education. This European program is well documented, tested, evaluated and in operation in nine European countries in the area of in-service teachers professional development in pedagogical ICT integration.

EPICT facilitators, as the instructors of the course, guide, moderate, lead and manage the e-learning components of the program. This allows schools maximum flexibility to customize content to the school's specific professional learning needs. Facilitators must:

- be an experienced teacher within the relevant educational area/s
- be experienced in the use of ICT in teaching and learning
- have, themselves, acquired the Pedagogical ICT License (or similar competencies)
- have participated in the facilitators' certification course Certified Facilitator Support Program

### **Catholic Sector**

In the Catholic sector, a highlight was the support for teachers in 'hard to staff' areas to enable them to attend and fully participate in teacher networks. This has enabled the sector to successfully develop teachers' understanding and skills in curriculum planning using the Australian Curriculum, and in effective and improved pedagogy.

The Early Career Mentoring program was highly successful in enabling teachers to develop confidence and skills in focused areas of literacy or numeracy teaching.

### **National Professional Standards for Teachers**

Further work has been undertaken to support the use of the Australian Professional Standards for Teachers as a means to design focused classroom learning for the pre-service teachers. Additional material from the work of Charlotte Danielson has been used to support observation and the provision of feedback to pre-service teachers. In December the PiTE mentors worked with lecturers from UTAS to design a practicum assessment tool using the National Professional Standards for Teachers – Graduate level and this tool is being trialled in 2013.

With government and Catholic colleagues, IST continues to actively support national consistency in the initial registration of graduate teachers and adhere to expectations of the Australian Standards for all teachers. The work of, and professional learning available through, AITSL continues to be promoted and supported by IST to all independent schools.

The Quality Teaching Council of the New South Wales (NSW) Institute of Teachers for the EPICT (License) course and the EPICT Facilitator training course has recently endorsed EPICT Australia as a provider. Under the AITSL CPD, teachers undertaking the EPICT License will be accredited under the teacher 'Proficient' standards and those undertaking the Facilitator course accredited for the 'Highly accomplished' standards. <http://www.teacherstandards.aitsl.edu.au/Overview/ProfessionalStandards>

### **National Certification of Accomplished and Lead Teachers**

In 2012, a Lead Teacher position was established in the government school sector teacher classification scale.

Lead Teachers (Literacy and Numeracy) were appointed across the eleven networks of government schools. Lead Teachers are supporting classroom teachers with literacy and numeracy teaching and learning strategies and are impacting on the quality of teaching in all schools.

At the end of 2012, eight Curriculum Teacher Leader positions were advertised to support the implementation of the Australian Curriculum in Years 11 and 12. These positions were filled and the

successful applicants will take up their roles in 2013.

At a local level the independent and the Catholic sectors have representation on, and actively participate with the Teachers Registration Board.

### ***Nationally Consistent Registration of Teachers***

The Teachers Registration Board of Tasmania has aligned its policies and procedures to comply with most of the agreed elements. It is anticipated that (Tasmanian) legislative changes will occur in 2013 which will allow the Board to fully comply with the final element– requirements for renewal of full registration.

### ***National Accreditation of Pre-service Teacher Education Courses***

The Teachers Registration Board of Tasmania adopted the national accreditation process as of 1 January 2012. Trained panel members from the Tasmanian pool have been seconded to act as accreditation panel members for interstate panels. It is anticipated that the Board will accredit its first pre-service teacher courses under the national process in 2013.

At a local level, IST participates in the accreditation of pre-service teacher education courses delivered by the University of Tasmania.

### ***Professional Development and Support for Principals***

From the beginning of 2012, the Professional Learning Institute (PLI) is responsible for delivering and brokering high quality professional learning for all staff in the Department of Education. Through cross-sectoral partnerships with the Catholic and independent sectors, colleague principals and teachers in all sectors have opportunities to participate. In 2012, the PLI provided a range of programs to support aspiring, newly appointed and experienced leaders as well as programs that equip leaders with the skills to manage and encourage innovation and continuous improvement. For further information see Principal Professional Development Table page 23

### ***Improved Performance Management and Continuous Improvement in Schools***

Building on Section 34(1) (g) of the Tasmanian State Service Act 2000 that requires all Agencies to develop and implement systems to evaluate the performance of employees and Commissioner's Direction No.4, the Department of Education has developed a Performance and Development Framework.

The Framework builds on great work already done to build a culture of performance improvement within the department. It provides a consistent basis to ensure all DoE employees have the same opportunity to:

- participate in a focused and meaningful conversation to establish goals and expectations
- receive feedback and have their achievements acknowledged
- to identify and deliver on the professional development needs in a structured way.

The performance development cycle has four stages:

- prepare
- discuss and develop and professional development plan
- ongoing feedback support and development
- evaluation, assessment and review

Teaching staff use the Professional Standards for Teachers to establish performance objectives.

Principals use the Professional Standard for Principals to establish performance objectives.

In the independent sector, principals are supported through professional learning to assist and monitor

continuous school improvement aligned with the school strategic plan and the national agenda. Improved performance management and continuous improvement in schools is implemented at the individual school level, while supported through professional learning to assist and monitor continuous school improvement aligned with the school strategic plan and the national agenda. The Catholic sector has engaged in the development of a Framework for implementation in 2013.

### ***New Pathways into Teaching***

The PiTE program continues to be the way the Tasmanian Department of Education contributes to providing increased and focused time in schools for a selected number of pre-service teachers. The department participated in Teach for Australia meetings throughout 2012. The UTAS M Teach degree provides a cohort of post graduates from a range of faculties with an education qualification.

### ***Better Pathways into Teaching***

The Department of Education did not participate in the Teach Next initiative. In Tasmania the PiTE program and the UTAS M Teach degree already supports a number of mature graduates in making a career change into teaching – for instance, graduates with backgrounds in law, engineering, architecture, and marine research. In 2012, six of the PiTE pre-service teachers came from previous careers and two had PhDs in science research.

### ***Improved Quality and Availability of Teacher Workforce Data***

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

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

- projected up-to-date statewide separation predictions (including projected skill requirements) based on a comprehensive range of factors reportable down to individual school level
- age demographic information and projections
- verified employee teaching skills and qualifications
- FTE and headcount differentiation
- separation projections (statewide) by skills and qualifications
- projected teacher skill requirement projections for the next 5 years (reportable down to school level)
- hard to fill vacancy register
- a range of other relevant workforce planning and modelling data.

The dataset is updated directly from a range of sources including the centralised payroll system, teachers directly and school principals. The dataset is currently being used to inform strategic workforce planning and recruitment initiatives across the state through a Workforce Planning

Reference Group and supporting the implementation of recommendations made from the Schools Workforce Study 2011.

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

### ***Indigenous Education Workforce Pathways***

The Partnerships in Teaching Excellence (PiTE) scholarship continues to encourage applications from Aboriginal and Torres Strait Islander pre-service teachers.

The Dare to Lead leadership programs are aimed at developing leadership skills specific to Aboriginal education. The Professional Learning Institute is working closely with Aboriginal Education Services to enhance current Professional Cultural Leadership programs that build the capacity of Tasmanian principals and aspiring principals to engage with their local Aboriginal Communities. This engagement underpins efforts to bring about institutional change to improve outcomes for Aboriginal students in Tasmania and supports the implementation of the Australian Curriculum.

Three-day courses are offered to principals and teachers in Aboriginal perspectives across the Curriculum and the AITSL teaching standards 1.4—strategies for teaching Aboriginal and Torres Strait Islander students and 2.4—understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians.

Aspiring leaders who identify as Aboriginal are encouraged to participate in all leadership professional learning.

### ***Quality Placements***

In December 2012, 20 of the PiTE graduates were placed in Tasmanian schools. The interest in the PiTE graduates from Centres of Excellence and schools who have taken previous graduates is significant. Three graduates were employed for 2013 by one PiTE school. Two further graduates were selected to teach in 2013 by their PiTE school. Seven graduates were assigned for 2013 to schools which had previously taken PiTE graduates. Two graduates went to a secondary school whose new principal had previously been a PiTE mentor.

Throughout 2012, the mentors and colleague teachers in the Centres of Excellence continued to work on enhancing the 'clinical curriculum' provided to the PiTE cohort. Guidelines based on the Australian Professional Standards – Graduate Level were developed to focus observation and practice. In addition, mentors received support in learning to use coaching approaches connected with focused observations of practice and the provision of feedback.

### ***School Centres of Excellence***

In 2012, there were seven Centres of Excellence involved in the PiTE program. New schools joined the program: one in Launceston and one in Hobart. Each school had a mentor with time provided to support the learning of a small group of pre-service teachers. Each of the pre-service teachers was also allocated to the classroom of a colleague teacher.

In the Catholic sector, two schools were identified and have developed programs to support pre-service teachers in their final year of study. Funds have been available for teacher mentors.

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

#### ***Aboriginal teachers and leaders engagement with Community members***

Tasmania is addressing leadership, quality teaching and workforce development under the National Aboriginal Torres Strait Islander Education Action Plan (NATSIEP) through the following:

- principals from all Focus Schools participate in leadership programs such as Dare to Lead or



#### the Stronger, Smarter Leadership Program

- Aboriginal education priorities included in leadership training for all principals
- school cultures support high expectations of Aboriginal students and value social inclusion
- schools share facilities and resources to improve leadership in Aboriginal education
- professional pathways available for Aboriginal staff to pursue a teaching career or leadership position
- teaching staff participate in professional learning to improve cultural competency
- schools supported to develop culturally inclusive curriculum, including Tasmanian Aboriginal culture and history.

A focus for schools is developing meaningful and sustainable relationships with the Aboriginal Communities. Schools work with a wide range of advisory bodies and organisations. Department of Education (DoE) curriculum officers and specialist teachers demonstrate best practice, facilitate professional learning and mentor staff. Aboriginal parents and carers are encouraged to support their child/ren's literacy and numeracy skills. Examples include:

- discussing effective help for literacy and numeracy as part of Personalised Learning Plans
- encouraging parents to read to their children at home
- inviting parents to take part in school cultural activities
- inviting parents to participate in school based decision making processes.

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



In 2012, Aboriginal students comprise 8.4 per cent of the full-time Prep to Year 12 government school population. All NP ITQ activities are inclusive and aim to support teachers in meeting the educational needs of all students. Diversity is recognised and celebrated at every opportunity.

Staff from a number of government schools have completed a three-day program in relation to Aboriginal Perspectives across the Curriculum and the AITSL teaching standards 1.4—strategies for teaching Aboriginal and Torres Strait Islander students and 2.4—understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians.

State funded scholarships for Aboriginal students in Years 11 and 12 on a tertiary pathway continue to support aspirant teachers and leaders. Aboriginal students are encouraged to apply for PiTE places.

In the independent sector, activities provided through NP ITQ are inclusive, planned, differentiated and delivered to support all students. 1.9 per cent of students enrolled in independent schools in Tasmania identify as Aboriginal. Student engagement and outcomes, including analysis of how the National Partnership is contributing to closing the gap in educational outcomes for these students.

The EPICT initiative for teacher professional development is aimed at training and up skilling teachers for the digital age. The skills developed will support learning for all students including Aboriginal students.

The content, activities and assignments are directly related to the work taking place in the teachers' own classrooms, addressing contextual needs and therefore relevant to and impact upon all students and whole school ICT development.

## **Sustainability**

### **Government Sector**

Positive relationships have been forged as a foundation for future thinking about and planning for partnerships to support improved teacher education. Schools that have hosted PiTE pre-service teachers are looking at ways to continue their roles as places where pre-service teachers learn to teach.

The Professional Learning Institute is working with UTAS to ensure accredited pathways for professional learning programs addressing departmental priorities.

PiTE work on observing classrooms and providing feedback is now being more widely provided to teachers around the state through the Professional Learning Institute.

PiTE work on using the Australian Professional Standards is gradually being shared across other schools and will support the performance and development work currently underway in the department.

The PiTE pre-service cohorts each year have created networks of support that will last through these teachers' careers. Several of the PiTE graduates from the first two years of the program are taking on leadership roles in their schools.

### **Independent Sector**

EPICT is recognised as appropriate for enhancing teacher capability under the National Secondary School Computer Fund (NSSCF). In order to ensure the highest levels of quality provision; all trainers must hold the EPICT Facilitator Diploma and be certified as EPICT facilitators. Following the funding period, facilitators will contribute largely to sustainability:

- Schools with trained facilitators are able to sustain the outcomes of this initiative with ongoing, in-school training and in-school support.
- Larger schools with an ICT team will continued to be supported by their EPICT facilitator. The responsibility of the facilitator will be to continue to maintain/increase motivation, provide ongoing training and support improved practice.
- Maintenance and development of established EPICT networks allowing educators to meet and work in small regional gatherings.

The Curriculum Project will be sustained following the funding period with minimal costs to schools or to IST. Enhanced professional learning opportunities, in-school support, the establishment of regional network groups and resourcing of schools will ensure educational leaders have the capacity to maintain quality delivery of this initiative.

### **Catholic Sector**

With a focus on capacity building, this National Partnership has enabled the Catholic sector to implement strategies to improve teaching practice, thus ensuring sustainability of improvement.

## **Showcase / Exemplary Activities – 1 January to 31 December 2012**

The following case studies describe how the National Partnership funding is being utilised in Tasmania to improve teaching and learning, to continually address improvement in student outcomes and impact on reform in the state.

### **Government Sector**

#### **PiTE–Observing teaching and providing feedback to pre-service teachers**

##### **1. Professional Learning**

In March 2012, mentors in Launceston and Hobart spent a day with international consultant Sue Presler working on improving their capacity to use the Australian Standards as a starting point for observing classroom practice and providing feedback to the PiTE pre-service teachers. The group analysed the standards at the graduate and proficient levels to see which standards described aspects of teaching that might be observed.

The group built in documentation from Charlotte Danielson’s A Framework for Teaching that enabled them to build a more detailed sense of what might be observed. Recent work by the Danielson Group has produced a document that provides possible examples of a focus area and also critical attributes for that area. All of this detail supported the mentors in working through a task that invited them to write possible examples and critical attributes for the AITSL set. Following a discussion of bias and judgement, these examples were then used to provide support for observing videos of teachers at work and the collection of evidence to be used later in a feedback conversation.

All mentors participated in Cognitive Coaching training during 2012. Cognitive Coaching provides excellent protocols for having planning, reflecting and problem resolving conversations on areas negotiated between mentor and pre-service teacher. This course also addresses our default feedback practices (judgement, personal views and inferences) and challenges teachers to move to the use of data or evidence and mediative questions. It was clear that learning to collect data or evidence and not interpretations and inferences is a challenging matter for experienced teachers, and one that cannot be taken for granted.

##### **2. Guidelines for observation by pre-service teachers**

Mentors also decided that the classroom observations by the PiTE pre-service teachers required greater focus and support. Documents were produced that specified a focus, provided a question to guide thinking about what was being observed and scaffolded the pre-service teachers’ capacity to analyse the data collected. The first set of observations was as follows:

- forming relationships
- getting to know student in the classroom
- establishing expectations
- teacher voice and presence

The second set built on the mentors’ observations and included:

- reinforcing expectations
- giving instructions
- structure of a lesson
- the purpose of a lesson

The third set explicitly took the graduate standard “*Plan for and implement effective teaching and learning*” and focused on questioning as follows:

- categorising questions
- planning questions to invite and support student thinking
- after the question is asked – thinking time
- noting how students respond to questions
- responding to students’ answers

### **3. Documents to support the Graduate Standards**

As a result of the professional learning in March the mentor team worked on particular areas of the AITSL graduate standards and developed documents to support enhanced specificity of their work with the pre-service teachers. By the end of 2012, a document focusing on teaching and another on positive behaviour support were developed. Each starts with selected 'high leverage' aspects of the Australian Standards and provides additional detail from Charlotte Danielson's A Framework for Teaching.

#### **Principals' Leadership Development Program**

During 2012, three Principal Leadership Development Programs were held. They were led by the Secretary of the Department of Education, the Early Years and Schools Deputy Secretary and the Professional Learning Institute. They were attended by 61 principals, 61 School Executive Officers, and the Principal Network Leaders, and General Managers as well as other corporate leaders of the department.

These programs are specifically designed for newly appointed principals in schools. The aim of the programs is to ensure that newly appointed principals, both experienced and non-experienced, develop an understanding of the department's mission to provide every Tasmanian with the opportunity to continue to learn and reach their potential to lead fulfilling and productive lives and to contribute positively to the community. The program is over five days, three intensive days, followed by two more days spaced over a period of 12 weeks during which time principals are expected to undertake action research within their schools in relation to a specific leadership challenge.

On the first day of the program, principals are accompanied by their School Executive Officers. In 21st Century schools, it is important to understand that leadership encompasses many people, no longer is it only the principal who can lead a school. School improvement is everyone's responsibility.

Participants are introduced to other business units of the department that are there to support them. Information is provided about human resources and staffing, finance and budgets, facilities, educational performance data, policy, media and marketing. A large part of the first day is about employee performance development. The Department of Education is intent on building a high performance feedback culture. Every staff member whether teaching or non-teaching, engages in a process of high performance expectations and ongoing feedback about their work.

The second and third day are devoted to sessions around:

- inspired leadership
- leading Tasmanian schools of the future
- building community confidence from within
- building community confidence
- school improvement planning and accountability
- linking systems to school improvement
- using data to inform planning
- creating effective teams
- the Australian Curriculum
- having hard conversations

The final two days are devoted to principals networking and working with their Principal Network Leaders on an action research challenge in relation to their leadership.

In 2013, these programs will continue for newly appointed principals and will also be offered to existing principals.

### **Engagement of the non-government sector**

The Department of Education in Tasmania has an excellent working relationship with the non-government sectors in Tasmania, namely: the Tasmanian Catholic Education Office (TCEO) and Independent Schools Tasmania (IST).

An MoU between DoE and the non-government sectors, developed alongside the implementation of the Smarter Schools National Partnerships, confirms the funding allocation to the TCEO and the IST under the National Partnership on Improving Teacher Quality and therefore this Agreement for professional development and support for principals.

TCEO and IST work with the DoE's PLI to determine the most appropriate use of their funds. TCEO and IST current and aspirant principals access appropriate professional learning programs through the PLI on a user pays model, utilising their funding allocation. This year three IST teachers have taken part in aspiring leaders programs.

IST has utilised some of their funds to appoint a coordinator for this initiative and a mentor to support participants to develop sustainable plans for implementing change at the school level.

In Term 1 2012, principals of Independent Schools Tasmania were invited to participate in two days of Professional learning designed to change their work practices in ways that would enable them to be present in classrooms for two days each week. Five principals and one emerging leader took up this opportunity. Ongoing support was provided through the mentor who is working with principals to clarify the ways they want to work differently and the actions necessary to achieve these changes.

The two day professional learning was The Breakthrough Coach facilitated by Malachi Pancoast. The first day was for principals only and on the second day, principals' personal assistants/secretaries also attended. The initial professional learning and ongoing support is enabling principals to enhance their educational leadership and to constructively engage with educators to improve teacher quality. The Catholic sector engaged in leadership development based on the Growth Coaching Model. Twelve principals participated in this program. Other principal professional learning activities included professional learning on the Australian Curriculum, assessment, reporting and moderation.

The Catholic sector's Emerging Leaders program for aspiring leaders and the Thoughtful Leadership program for new and established leaders are funded from this partnership.

### ***Independent sector***

#### **Implementing the Australian Curriculum in independent schools—a professional learning opportunity for school leaders.**

In 2012, IST, through SSNP funding employed a Curriculum Project Officer to support principals and teachers with the implementation of the Australian Curriculum. Beginning with a gathering of educational leaders, a series of professional learning sessions was developed and delivered throughout the year. Concurrently, a series of professional learning sessions was offered to teachers. These sessions were structured to build knowledge base and capacity, educators and leaders were provided with a platform for dialogue, planning and pathway for implementation.

### **Progress/Outcomes**

#### *Supporting schools as they implement the Australian Curriculum*

Implementation of the Australian Curriculum (AC) remains a priority for all independent schools in Tasmania. During 2012 IST staff members, supported through SSNP funding, continued to offer a range of professional learning opportunities and in-school support to all schools. Twenty professional learning sessions were developed and presented to principals, curriculum leaders and teachers. In-

school support sessions were provided to 75 per cent of IST schools.

Additionally IST provided an opportunity for all early childhood teachers, curriculum leaders and principals to better understand the links between the Early Years Learning Framework (EYLF) and AC, both mandated documents for use in schools nationally. This session attracted 41 participants.

In 2012, 99 per cent of IST schools participated in and benefitted from professional learning support in the area of curriculum implementation.

*Supporting schools in the delivery of EPICT at the school level*

In 2012, the EPICT project continued to involve twelve schools following the EPICT Facilitator Certification Course in 2011. EPICT continues to be promoted amongst IST schools through information sessions, circulars and wiki. By December 2012, one hundred and twenty two participants were registered to undertake the EPICT qualification.

*Note: EPICT qualitative data is presented in Appendix 2*

## Principal Professional Development

Description of Activity	Milestones 2012	Progress against milestones to date																		
<i>Where appropriate please address the principles for use of funding as included in the relevant section of the Implementation Plan.</i>	<i>List milestones as stated in the Implementation Plan</i>	<i>Please report all activity undertaken against each milestone to date, clearly stating whether the milestone has been achieved, in progress or delayed.</i>																		
<b>Government Sector</b>	A framework to guide professional learning for principals, teachers and school leaders, as well as delivery of high-quality professional learning for current and emerging principals;	<b>Achieved</b> A Professional Learning Framework to guide professional learning has been developed and is the cornerstone of professional learning programs for principals and teachers.																		
<p>New programs related to this NP:</p> <p>Workshop for all DoE Principals (Big Day Out)</p> <p>Principal Leadership Development Program</p> <p>Dare to lead</p> <p>Coaching</p> <p>Adaptive Schools</p> <p><b>Enhanced and further developed programs:</b></p> <p>Shadowing Program for Aspiring Principals</p> <p>Aspiring Leaders Programs</p> <ul style="list-style-type: none"> <li>• Leadership Starts from Within</li> <li>• Leading Teaching Learning</li> </ul>	Number of principals undertaking professional development and receiving support targeted at improving school performance.	<p>Principal Leadership Program (Big Day Out) 98% of Tasmanian Government School Principals</p> <p>Principal Leadership Development Program</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">(1)</td> <td style="text-align: right;">50</td> </tr> <tr> <td>(2)</td> <td style="text-align: right;">22</td> </tr> <tr> <td>(3)</td> <td style="text-align: right;">17</td> </tr> <tr> <td>Dare to Lead</td> <td style="text-align: right;">30</td> </tr> <tr> <td>Coaching</td> <td style="text-align: right;">40</td> </tr> <tr> <td>Adaptive Schools</td> <td style="text-align: right;">38</td> </tr> <tr> <td>Shadowing Program for Aspiring Principals</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Leadership Starts from Within</td> <td style="text-align: right;">75</td> </tr> <tr> <td>Leading Teaching &amp; Learning</td> <td style="text-align: right;">69</td> </tr> </table> <p>The PLI is also focusing on Professional Learning and Development for Principal Network Leaders. The Principal Network Leaders' primary role is to work with every individual government principal in the state and provide support targeted at improving school performance.</p>	(1)	50	(2)	22	(3)	17	Dare to Lead	30	Coaching	40	Adaptive Schools	38	Shadowing Program for Aspiring Principals	20	Leadership Starts from Within	75	Leading Teaching & Learning	69
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<p>The Australian Professional Standard for Principals underpins the Dare to Lead and Coaching and Shadowing Programs.</p> <p>The Australian Standards for Teachers underpin the supportive leadership</p>	<p><b>Quantitative</b></p> <p>Jurisdictions will report on the number of current and emerging leaders</p> <p><b>Quantitative</b></p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Dare to Lead</td> <td style="text-align: right;">30</td> </tr> <tr> <td>Coaching</td> <td style="text-align: right;">40</td> </tr> <tr> <td>Aspiring Principals Shadowing Program</td> <td style="text-align: right;">20</td> </tr> </table>	Dare to Lead	30	Coaching	40	Aspiring Principals Shadowing Program	20												
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<p>programs to assist the implementation of the Australian Curriculum.</p> <p>Dare to Lead Professional Learning programs support current and emerging principals with a focus on the Aboriginal Torres Strait Islander education.</p> <p>The professional learning programs provided by the Professional Learning Institute to current and emerging principals supports principals to address local priorities.</p>	<p>Jurisdictions will report on the number of current and emerging principals who have undertaken professional development modules*, by gender, location and sector.</p> <p><b>Qualitative</b> Jurisdictions will demonstrate that current and emerging principals have received professional development that:</p> <ul style="list-style-type: none"> <li>aligns with the framework of the National Professional Standard for Principals</li> <li>supports leaders to implement the Australian Curriculum</li> <li>has a focus on Aboriginal and Torres Strait Islander education; and</li> <li>addresses local priorities.**</li> </ul>	<p>Excluding the Big Day Out workshop for all government principals, the number of current and emerging principals who have undertaken professional development modules by gender location and sector:</p> <table border="1"> <thead> <tr> <th>Sector</th> <th>Numbers</th> </tr> </thead> <tbody> <tr> <td>Special</td> <td>5</td> </tr> <tr> <td>Primary</td> <td>156</td> </tr> <tr> <td>Combined</td> <td>41</td> </tr> <tr> <td>High</td> <td>112</td> </tr> <tr> <td>Sen Secondary</td> <td>20</td> </tr> <tr> <td>Other</td> <td>28</td> </tr> <tr> <td></td> <td><b>362</b></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Gender</th> <th>Numbers</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>125</td> </tr> <tr> <td>Female</td> <td>237</td> </tr> <tr> <td></td> <td><b>362</b></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Location</th> <th>Numbers</th> </tr> </thead> <tbody> <tr> <td>North-West</td> <td>96</td> </tr> <tr> <td>North</td> <td>82</td> </tr> <tr> <td>South</td> <td>185</td> </tr> <tr> <td></td> <td><b>362</b></td> </tr> </tbody> </table>	Sector	Numbers	Special	5	Primary	156	Combined	41	High	112	Sen Secondary	20	Other	28		<b>362</b>	Gender	Numbers	Male	125	Female	237		<b>362</b>	Location	Numbers	North-West	96	North	82	South	185		<b>362</b>
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<p><b>Catholic Sector</b></p> <p>Promote a culture of inspiring leadership and,</p> <p>Support and sustain coaching and mentoring for aspiring and experienced school leaders, to</p> <p>Equip leaders with skills to manage innovation and continuous improvement.</p>	<p><b>Leadership Development</b></p> <p>School Leadership Teams to be coached by four experienced coaches to assist in the individual and team leadership development and strategic thinking and planning of each school teams, with the focus on achieving the School Improvement Priority selected by that team.</p> <p>The Australian Professional Principal Standard and the Catholic Education School Improvement Leadership Domain are to be used as a foundation to the conceptualisation of leadership</p>	<p>Each of the 21 self-selected School Leadership Teams was provided with 6 one and a half hour spaced coaching sessions. Principals, Deputies and Assistant Principals valued the on-site support provided by the coaches, with the majority asking to continue with the support in 2013.</p> <p>The team of four coaches monitored the team and leadership development across the system sharing expertise and learning.</p> <p>Interim findings of the project were shared at the 2012 National ACEL Conference.</p>																																		
<p>Promote a culture of inspiring leadership and,</p> <p>Support and sustain coaching and mentoring for aspiring and experienced</p>	<p><b>Thoughtful Leadership</b></p> <p>The use of focused coaching sessions and a commercial 360 Tool, Life Styles Inventory, to support emerging and</p>	<p>21 leaders were provided with access to in-depth information about their enactment of leadership, and with five spaced individual</p>																																		

<p>school leaders,</p>	<p>existing leaders in developing self-awareness about their enactment of leadership and its impact on their colleagues/staff.</p>	<p>coaching sessions to assist them to achieve improvement goals they had set for themselves as a result of receiving the 360 Tool feedback on their leadership.</p> <p>Leaders and coaches noted many changes/improvements in leadership 'behaviour', impact and influence as a result of engagement in this project</p>
<p><b>Independent Sector</b>  Promote a culture of inspiring leadership.  Provide professional learning, coaching and mentoring opportunities for experienced educators/aspiring leaders.</p> <p>Equip aspiring leaders with essential skills to manage and encourage innovation and continuous improvement.</p> <p>Enhance leadership development and performance management across independent schools Tasmania.</p>	<p>Up to five (5) aspiring leaders be funded to participate in the <i>*Aspiring Leaders (AL)</i> program. This professional learning opportunity is coordinated and facilitated by Tasmanian Department of Education's Professional Learning Institute.</p>	<p>In 2012, three aspiring leaders were funded to participate in and successfully completed the <i>*Aspiring Leaders</i> program (renamed as <i>Leadership Starts from Within</i>)  This milestone is in progress.</p>
<p>Provide additional world-class professional development opportunities to inform and empower experienced and aspiring educational leaders with essential skills to manage and encourage innovation and continuous improvement.</p> <p>The Breakthrough Coach – Malachi Pancoast training opportunity. This research-based program supports principals to:</p> <ul style="list-style-type: none"> <li>• Multiply the time instructional leaders spend in classrooms</li> <li>• Raise student achievement</li> <li>• Spend two full days each week observing classroom instruction</li> <li>• Maintain a sensible workload</li> <li>• Achieve fulfilling professional and personal lives.</li> </ul>	<p>By developing managerial skills, participants will be able to provide focused and effective instructional leadership as they take on the critical challenge of impacting student achievement.</p>	<p>In 2012, five experienced leaders were funded to participate in <i>The Breakthrough Coach</i> training.</p> <p>This milestone is in progress</p>
<p>Provide world leading professional development and support to empower principals to better manage their schools to achieve improved student results and higher quality to lead performance at a local level.</p>	<p>In 2012, IST, through SSNP funding, employed a Curriculum Project Officer to support Principals and teachers with the implementation of the Australian curriculum. A gathering of educational leaders in term one began the series of professional learning sessions that was developed and delivered throughout the year.</p>	<p>22 principals participated in Leading Curriculum Change professional learning opportunities</p> <p>This milestone is in progress</p>

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

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

#### **Government Sector**

During 2012, the Department of Education continued to focus heavily on school improvement and on embedding structures to guide the school improvement agenda into the future. The department has continued to work towards the key drivers and priority areas embedded in our Strategic Plan, *Learners first, connected and inspired*, which aligns strongly with Tasmania's approach to addressing the reform priorities of the Low SES School Communities National Partnership across all sectors.

The department has implemented a professional learning agenda that will work to improve the quality of teaching in Tasmania. Teachers need to be led by motivational and supportive leaders and therefore the professional development agenda has a strong focus on creating inspired leadership. The Tasmanian Professional Learning Institute (PLI) within the department has facilitated professional development for staff across the state. Leadership improves the quality of teaching and the quality of learning in our educational institutions. The department is investing more into prioritising the recruiting, the developing, the supporting and the retaining of the best possible teachers and school leaders. It is high quality teachers and leaders that will change the lives of students.

Work has focused on improving literacy and numeracy; the foundation skills for life. Resources have been developed to assist teachers in improving literacy and numeracy in Tasmania. The *Supporting Literacy and Numeracy Success – a teacher's resource for Early Years to Year 12* was developed to support the significant work of all teachers, leaders and principals from Early Years to Year 12 in improving literacy and numeracy outcomes for our students.

#### **Independent Sector**

For Northern Christian School (NCS) the most significant achievements and highlights during this period at the system and/ or school level are as follows:

- school Education Plan aligned with National School Improvement guidelines, informed by data.
- successful implementation of *Letters and Sounds* and measured improvements
- implementation of Phase One Australian Curriculum – English, mathematics, history and science
- professional learning addressing implementation, content and planning, planning for composite classes, annotating work samples and moderating work samples.
- adjustment to daily attendance time has provided an additional 15 minutes each day → an additional 75 minutes per week
- weekly timetable allowing for allocation of whole school English and mathematics time enabling cross grade ability groups to be formed for Letters and Sounds
- increased enrolments
- provision of and access to IT resources and support
- provision of adjustments for unfunded students
- access to and participation in online learning (MSSD funded project)
- focus on developmental learning as the basis of planning

#### **Catholic Sector**

In 2012, the 'Birth to Four' programs have been a significant highlight. Through these programs, families have become familiar with the schools and children's readiness for formal schooling has significantly improved. Emotional and social learning strategies, such as *You Can Do It* has improved student engagement through a focus on positive behaviours.

The range of activities highlighted in this section of the report illustrates the innovative and diverse ways

in which Tasmanian SSNP action is addressing the reform priorities of this National Partnership:

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

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

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

- SES 1 Formal Federations (DoE)
- SES 2 Low SES Secondary Renewal (DoE and TCEO)
- SES 3 Extended and Integrated Service Delivery (DoE)
- SES 4 Flexible Learning School (DoE)
- SES 5 Individual Low SES school reforms (DoE, IST and TCEO)
- SES 6 School Improvement Reform through Intervention (DoE)
- SES 7 Post Year 10 Transition Initiative (DoE and TCEO)

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

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

### **SES 1 Formal Federations**

Throughout 2012, the Federations have focused on strengthening their unity through professional learning teams and the most inspired leadership. Federations are collaborating through professional learning teams and high quality professional learning as a priority in building the capacity of all staff. This has resulted in the development of a high performance culture across the Federations as they unite in the goal to build capacity for effective practice in low SES communities.

There has been a strong focus on strengthening the network of the Federation and sharing resources. Circular Head Federation of Primary Schools developed a strong cluster alliance and a parent and community support network. The development of shared vision, goals and expectations of all students and staff across the schools has been a major achievement. At the end of 2012, Smithton High School joined the Federation, bringing with them resources and expertise.

A focus on transition strategies, programs and sustainable measures was also evident in the work of the Federations, most notably the Jordan River Learning Federation (JRLF). The JRLF worked alongside teaching and support staff, community representatives, families, students and school leaders to build capacity of all involved in the transition process. The focus at JRLF was on addressing specific needs at each transition point; Home to Launching into Learning (LiL), Pre-Kindergarten to Kindergarten, Kindergarten to Prep, Primary to Middle School, Middle School to Senior School, Year 10 to Senior School Secondary and Senior Secondary to Post Secondary.

Transition strategies focused on building staff relationships, student involvement, engaging parents, effective communication, key school activities, effective leadership and a Federation-wide program and approach. A large scale mural began construction in 2012 with a centrepiece—'*Jordan River Learning Federation*'. Students from the Middle and Senior School worked on this section and plans are underway

to complete the mural with students from each campus in the Federation in 2013 – to bring the whole Federation together.

A transition leader has been fundamental in the strategies being put in place which has seen a Federation Strategic Transition Team developed. The team, made up of staff across all campuses, are responsible for distributing information to others in their school and liaising with key stakeholders.

**The Wellington Alliance** implemented strategies for developing a united and aspirational learning environment for everyone. Transition strategies were also a focus, with a Federation survey to capture the student voice fundamental in informing transition strategies. Of the three high schools studied, Cosgrove High School students appeared the best prepared and most settled after transition: only four per cent of students had not settled after two weeks; Cosgrove students were the most 'excited or happy' on the first day with 67 per cent responding in this manner; a significant percentage of Wellington Alliance students attending Cosgrove were motivated to make their selection because they saw Cosgrove as a 'good school'.

### **SES 2 Secondary Renewal**

A focus for all schools was to increase attendance and behaviour management. Schools use strategies to support their contextual situations and there is an agreement that these strategies are shared across schools.

Schools in this strategy have focused on personalised learning and tailored education programs to engage learners in education, along with those programs designed to re-engage students who are at risk of disengaging from the system. Sheffield School used data to identify areas for improvement, implementing programs where intervention and assistance was required.

Flexible learning was a priority at Reece High School, and similarly at Wynyard High where a tailored learning program for students at risk was implemented. The Flex Allsorts program has achieved results by re-engaging identified at risk students struggling in the traditional classroom setting.

The focus at Triabunna District High school was also on developing innovative programs and learning opportunities, with a particular focus on partnerships with local industry and businesses, to engage students in education.

Queechy High focused heavily on professional development for teachers so they could understand the diverse nature of the student population and differentiate the curriculum to meet varying needs.

Montrose Bay Primary School and Mountain Heights School worked on creating a stronger school culture and building ownership, pride and sense of community. New Norfolk High School worked towards improving NAPLAN results through improvements in quality teaching and supporting teachers to become data literate so they are more equipped to use evidence-based data to inform their planning.

### **SES 3 Extended and Integrated Services**

For schools in this strategy the focus was on the early years, Child and Family Centres and in building innovative programs and support services for students and families through external partnerships.

Montello Primary School focused on engaging with parents and carers from the earliest opportunity to maintain positive relationships as the child moves through school; introduced four half-day Kindergarten sessions per week to provide consistency; developed a focus on language and literacy skills through speech and language programs by skills teaching in Kindergarten to Year 2; and developed greater capacity of teachers to understand and address disadvantage in classroom practice and in relating to families.

Port Dalrymple School continued to see growth and improved outcomes during the 2012 school year. Community confidence and enrolments increased from long-term residing families. Partnerships with significant stakeholders continued with stronger community engagement, collaboration and increased

confidence. Whole school approaches to improving the image of the school, curriculum delivery and self-esteem of students is evident. Students demonstrate the school's vision 'PRIDE' by being actively engaged, by supporting high expectations and by demonstrating their commitment to self-improvement. Parents and carers are working in partnership with staff to provide optimal educational support.

Port Dalrymple School and Geeveston District High both worked to engage students in vocational education and training through the Taste of the Polytechnic program. Geeveston has also integrated the school farm as a key element of learning from Kindergarten through to Year 10, and focused heavily on post-Year 10 transition into study, apprenticeship and employment.

South George Town Primary has implemented integrated and extended community services, with their Launching into Learning program linking with the Early Childhood Intervention Service (ECIS) to offer early intervention playgroups for children at risk and for families having difficulty accessing mainstream programs because of their child's behaviour or disability or their own mental health issues.

#### **SES 4 Flexible Learning Tasmania**

Progress in the implementation of the Flexible Learning Tasmania (FLT) strategy has continued to advance, align with and complement goals identified in the Department of Education strategic plan as well as support school level planning and improvement approaches.

#### **Reform Action –School operational arrangements which encourage innovation and flexibility**

##### ***Continuation of training and professional learning to Low SES National Partnership schools to support the use of eLearning and quality online resources***

An eLearning Startup Support Service which was established in 2011 provided targeted training and support to low SES schools through to June 2012. Projects to consolidate and embed eLearning approaches with designated schools were finalised during the first half of 2012.

Over the period 2011–June 2012, this service worked with 100 per cent of Low SES National Partnership high and combined schools and 35 per cent of eligible primary schools. This work added to the 2011 dataset which included baseline measures about eLearning capacity and usage and growth of teacher capacity and fluency. The 2011 and 2012 data has been consolidated and completed.

*Table 1: Start-up Support data*

<b>Low SES High/District High</b>	<b>% of schools using flexible eLearning</b>	<b># of teachers trained in using flexible eLearning</b>	<b># students accessing eLearning to support engagement (incl disengaged/at risk)</b>
Feb 2012	7	14	131
Dec 2012	100	141	543

#### **Partnerships to assist the implementation of a new department-wide learning management system**

As part of the Connected Any Student Any School (CASAS) project a Virtual Learning Environment (VLE) was selected for trial within Tasmanian schools in all sectors.

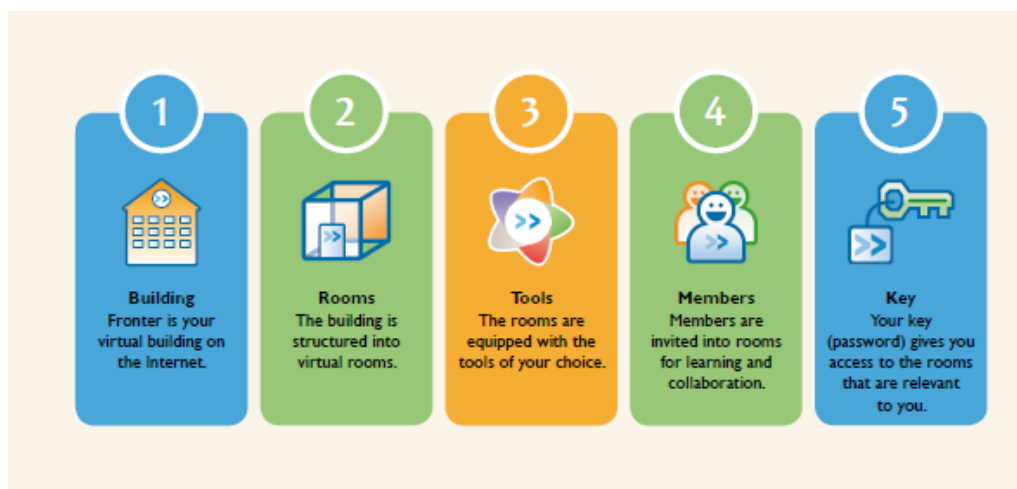
The Australian Curriculum is an online curriculum with a growing national collection of associated digital resources. The VLE provides online classrooms within which teachers can design learning experiences that include these and other resources, to suit the needs of learners. The VLE rooms are equipped with tools to manage 21st Century learning in diverse and flexible ways.

In broad terms the CASAS project is demonstrating that all three jurisdictions are able share a single VLE that derives student data from different systems. The chosen VLE platform (Fronter) has proved to

be suitable as a replacement for out-dated platforms to support the goal of providing a dynamic learning environment for flexible, anywhere, anytime learning, especially for schools in the Low SES cohort and challenged by issues such as rurality, isolation and poor student attendance, engagement and retention.

- Collaboration between Curriculum Services, eSchool and other users of the new Virtual Learning Environment (VLE has identified and resolved a range of complex implementation and technical issues that has assisted the work of subsequent schools taking on the VLE.)
- Several online courses have been adapted and implemented in the VLE for availability as statewide exemplars to particularly suit the needs of Low SES cohorts:
  - ICT Skills portfolio for students in Years 6 and 10
  - Chinese Mandarin self-paced course at beginner level
  - Year 8 Australian Curriculum English unit including differentiation, a range of pedagogical practices and the use of digital resources.
- The initiative contributed significantly to reform by lowering the barrier to schools for entry to the VLE through:
  - resolution of a range of issues that affect reliability and stability of relevant systems
  - identifying and understanding a range of system and school-based risk and success factors
  - modelling and sharing of good practice.

From the beginning of Term 1 2013, Curriculum Services will assume business ownership of the VLE. The work undertaken in 2012 will strongly inform the development of a DoE plan that supports the intentions of the eStrategy which is underpinned by the theme 'Any Learner, Anywhere, Anytime'. This means that, over time, there will be even greater opportunities for learning that is flexible, differentiated and accessible through the VLE.



### **Reform Action—providing innovative and tailored learning opportunities**

#### ***Development of a department-wide strategy to support more effective use of eLearning in all Tasmanian schools and colleges and to encourage greater flexibility and personalised learning***

The Department of Education is preparing a cohesive eStrategy to provide further inspiration and direction for the use of digital technologies to support the goals identified within the department's Strategic Plan 2012–2015. The strategy acknowledges and builds on the work done previously within the department to develop digital infrastructure, resources and new ways of thinking and working across schools and workplaces. This work recognises the need to have a systemic framework and structures which will encourage, enable and support innovative learning, teaching and work practices.

Achievements/Highlights during 2012 include:

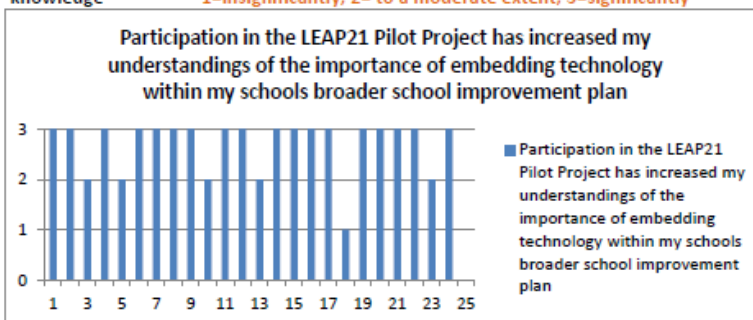
- a project coordinator appointed and support groups nominated
- key stakeholders across the state from a range of education levels and sectors consulted and involved

- international resources and best practice examples accessed, analysed and synthesised
- current practice described and linkages across sectors explored
- a draft eStrategy document developed under the oversight of a steering group
- a number of key initiatives and programs developed with further actions to be expanded and enacted in 2013
- facilitation of a Leap21 pilot professional learning program involving 6 Low SES NP schools (and others) run via the PLI during Term 3 2012 to explore the effectiveness of the 'Leap21 Framework' from the ITL Research (Innovative Teaching and Learning Research). This bridges the gap between the theory and actual practice of innovative teaching supported to support student development of 21st Century skills and capabilities. See <http://www.itlresearch.com/>

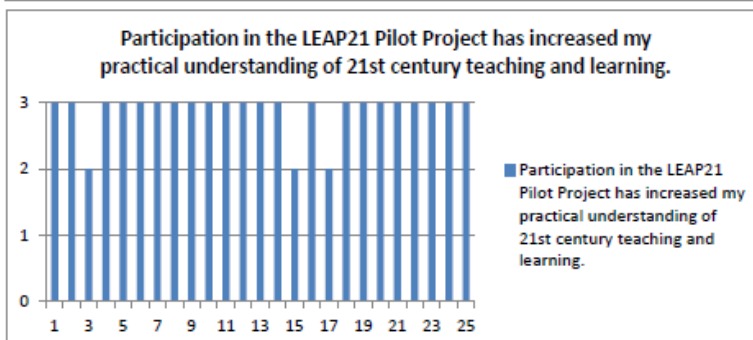
Table 2: Leap 21 Evaluation

LEAP21 PILOT PROGRAM EVALUATION

knowledge 1=insignificantly, 2= to a moderate extent, 3=significantly



75% of responses stated "significantly"



88% of responses stated "significantly"

- Collaboration between Curriculum Services and the Professional Learning Institute to design a high quality professional learning program for current and aspiring leaders that supports embedded use of technology for all pedagogical and management processes – Leading a Digital School which will be available to schools in 2013.
- Based on overwhelmingly positive feedback a broader scaled offering will be available to schools through the PLI for 2013 and this will become a major professional learning thrust to support flexible and innovative teaching approaches. Selected participant responses in Table 2 highlight the efficacy of this program.
- Re-alignment and reshaping of existing eLearning services and structures to align more effectively with current priorities. The reconceptualised service will offer new and innovative eLearning opportunities linked to Australian Curriculum that support collaboration across classrooms and enable students to be linked locally and globally.

**Reform Action–Strengthened school accountability**

This outcome will be an inherent part of the ongoing implementation of a range of eStrategy initiatives. A number of these (described above) have been piloted during 2012 with further implementation planned for 2013. These are designed in particular to support building of workforce capacity in order to



deliver learning programs for students that embed contemporary technologies into all learning, teaching and assessment. Successful 21st Century learning demands approaches that embeds use of digital technologies in learning and teaching and shifts from a teacher-centric to student-centric.

### **Reform Action–External partnerships with parents, other schools and the business and community**

Planning for key partnerships and collaboration with relevant stakeholders and partners has occurred during 2012 with some of these set to be formalised in 2013. These include:

- Mutually beneficial partnership arrangements with VLE vendor Pearsons in order to explore and showcase ways of leveraging the potential of the VLE to support DoE priorities in literacy, numeracy, engagement and retention.
- Work was undertaken with other education partners e.g. Microsoft & Apple Education to provide a number of training opportunities for teachers and leaders in best practice use of digital tools and educational applications.

### **SES 5 Individual Low SES School Reform**

Schools in the Individual Low SES School Reform category used targeted literacy and numeracy support, informed by data, through programs and specialised/additional staffing. Catch up Literacy at Bruny Island School showed significant improvements in student outcomes. At Windermere Primary School QuickSmart Literacy, QuickSmart Maths, Bridges Literacy and Student2StudentReading, were all targeted programs that showed significant results.

Schools focused on tailoring learning to each individual student with Personalised Learning Plans (PLPs).

There was a strong focus on the social and emotional wellbeing of students and recognition that this was integral to learning outcomes. At Ravenswood Primary School teacher effectiveness was developed in relation to social and emotional teaching and learning. Whole school strategies were built, sustained and enhanced through teacher capacity with the view that social and emotional learning provides a foundation for all other learning. A whole school curriculum was developed around these themes. The Kidsmatter national framework was adopted to provide professional learning and recourses to build and sustain teacher effectiveness. Early detection of mental health issues and subsequent interventions were addressed in this model in partnership with the school's guidance officer or psychologist.

Improving school culture and best practice for teaching and learning was also a focus, and many schools developed professional learning communities or had a strong focus on professional development. Fairview Primary School saw focused staffing which reflected the learning needs of students as identified by data. The school developed rich learning environments for teachers, with purposeful reflective observation of teaching practice, ongoing collaborative professional learning, and a focus on teacher pedagogy and capacity building around formative assessment and personalisation of learning.

Flexible and targeting programs to engage the disengaged saw results at many schools. Rokeby High School offered an extensive flexible and innovative learning program with a large component of their success being the development of local networks and forging stronger community connections.

Many schools focused on engaging students, parents and the community. Engaging and enriching programs through partnerships with external organisations to enhance learning were developed and maintained at Geilston Bay High School. Clarendon Vale Primary School focused on becoming a true community school; working to engage parents and local community organisations to improve student learning.

There was also a focus on the early years, Child and Family Centres, and early intervention to give the youngest children the very best start to life.

## **SES 6 School Improvement Reform through Intervention**

From 2012, the Department of Education has undertaken an innovative reform, which is guided by the department's Strategic Plan. Four Learning Services have been reduced to three and eleven networks of schools have been established. The network structure supports school and system improvement, improved student learning outcomes and reform. Each of these networks is supported by a Principal Network Leader (PNL) whose role is to support each school principal with a focus on school improvement and accountability.

This is about support for school improvement. The PNL role is on improving the performance of **all** government schools across the state by building the capacity of principals to lead and manage, to improve the quality of educational programs and the performance of all students.

*Please see further information on the department's reform in this area in the executive summary.*

## **SES 7 Post-Year 10 Transition Initiative**

In 2012, the SES 7 Post Year 10 Transition Strategy was delivered in every low SES National Partnership high school, focusing on building cooperation, collaboration, professional learning teams and relationships among schools. In the DoE, this work supports post-Year 10 providers to improve student transition from Year 10 into Year 11. The strategy requires schools and colleges to work together assessing the current situation and transition challenges for their students while planning for improvement. Innovative and creative means by which to improve retention to Years 11 and 12 are expected.

All initiatives are designed to lead to sustainable change and outcomes, with a focus on building strong relationships between high schools and Years 11/12 providers, and also on personalised interventions to cater for individual student need.

The SES7 Post Year 10 Transition Strategy strategically aligns with the Youth Attainment and Transitions National Partnership and Tasmania's Implementation Plan for this National Partnership.

## **Reform Action—Strengthened School Accountability**

### ***Development of Student Tracking System and Student at Risk Predictor Tool***

In June 2012, a departmental paper regarding the use of data to improve student retention outlined that students at risk of not transitioning would be identified and management functions for contacting and recording these students would be incorporated into the Student Support System (SSS).

- The Student Support System encompasses the management of, and the ability to sort, search and analyse, the wide range of data that is held in schools (currently in both written and electronic form), including information about students' behaviours, health and wellbeing, education plans, as well as support from professionals such as school psychologists.
- The system ensures student support information is available for all staff members involved with each student in a secure and confidential environment. This information follows the student wherever they go in the department—between schools, from primary to secondary school and from high school to senior secondary—ensuring teachers have the students' information available at their fingertips so they can provide appropriate support.
- The Student Support System manages the workflows around specific actions and strategies and will have the capacity to create alerts to ensure students are well-supported.
- The Student Support System is being developed in four phases with Phases 1 and 2 trialled towards the end of the 2012 school year and rolled out to schools throughout Term 1 and 2, 2013.

For students in Years 11 and 12 who have not enrolled in senior secondary school, the Student Support

System supports Pathway Planning Officers in their work by identifying these students and managing the workflows required to track and re-engage them.

The 'Student Tracker' function formed the core elements of Phase 3 and has subsequently been incorporated into the Student Support System. This work followed specifications workshops between EPS staff and Pathway Planning Officers in early December 2012. These workshop sessions mapped the particular workflows and business processes around transition tracking and outputs were comprehensively documented for specifications. Work was then undertaken to incorporate those functions into SSS. The use of the Tracking Log will commence in mid-March 2013.

The paper also outlined how historical data from the Year 10 cohort continuing into Year 11 can be used as a predictor of student's risk of not continuing education. This reporting function is being progressed through the Department's Data Management Project (DW3) and will be used to flag or alert relevant staff to students predicted as being at risk.

Information from the 'retention predictor' reports together with functions to support the work of Youth Transition Officers (YTOs) with all students in Year 10 will also be included in Phase 4 of the *Student Support System* project. This aspect of Transition and Retention maps each Year 10 student's chosen pathway including their work experience, intended Year 11 destination and course selection. The resulting package or 'Student Transition Profile' will be available in the *Student Support System* for use in 2014 and will provide post-Year 10 institutions with a pre-enrolment picture of every student.

It is envisaged that the ability to share information seamlessly across sectors about all transitioning students and particular students at risk will evidence as an improvement in Tasmania's post-year 10 participation in the 2015 year.

### **Reform Action—Provide Personalised Intervention**

#### ***Supporting successful transitions—case management of attendance issues***

Each college has employed a 0.5 Attendance Case Manager to provide a personalised approach to help students to problem-solve when issues arise which are likely to de-rail their successful engagement in Year 11 education. Principals report that there has been a shift in culture in routinely following up poor attenders and working with them and their families to attempt to keep them at college.

Elizabeth College has three case managers linked to each of the three clusters of home groups who worked with and supported 53 students (around 7 per cent of the student population) in 2012. In addition, they monitored other students who were at risk or had high absentee rates.

#### ***Taste of Polytechnic – Applied Learning Vocational Tasters***

The Taste of Polytechnic (TOP) program offers a range of personalised interventions to cater for individual student needs and provide applied vocational taster programs to Year 10 students in low SES schools.

In 2012, there were 51 programs operating across Tasmania and 43 562 hours of Polytechnic courses were delivered.

In total, 686 students across the state have participated in these programs, with staff at high schools and the Polytechnic commenting on the value of the programs in motivating students and showing them the possibilities/opportunities for careers and work.

#### ***Taste of College (TOC)***

This initiative had two components; firstly, the provision of longer and more extensive taster programs for Year 10 students to help them understand the wide range of opportunities available in Years 11 and 12. All colleges ran extra activities to help familiarise students with the new, larger environment and to ease transition for students at risk of leaving early in Year 11.

Secondly, the development of career awareness programs for Year 11s to help those students understand the wide range of employment opportunities open to them and to help motivate those students to finish Year 12.

For example, at Newstead College there were three programs run in 2012:

- Creative Arts: This program included Years 10/11 students in an arts taster running over three days in conjunction with Launceston College, UTAS and number of galleries across the North. It also included a number of Year 10 students shadowing five Newstead College students.
- Defence Program: Years 10/11 and 12 students were involved in a one day taster program at Youngtown Barracks, with Defence Force Recruitment Personnel.
- Media Matters Pathways into Careers in Media: This included Years 10/11 students in a one day taster (9.00am-6.30pm) involving a visit to the Examiner and Southern Cross Television.

At Rosny College, one of the programs was GamelT at UTAS with Years 10–12 students. Many positive comments on the blog included the following:

- *“The class excursion to UTAS’ ‘GamelT’ was both educational and enjoyable. I would definitely consider attending another event like this if it was held.”*
- *“It was a really great experience; I would recommend you do that every year as it really helped show me the options that I have after I finish college. It was a really great day in general 😊.”*

### **youthBUILD program**

This program involved 48 at risk students from five southern high schools. It provided an innovative learning experience where Year 10 students attended college one day per week all year and worked in a simulated work environment.

Students were introduced to construction techniques through structured project work, both off and on campus. They worked on a range of projects for a local hardware store (K&D warehouse), primary and high schools and community groups. Partnerships were forged with the Housing Industry of Australia (HIA), K&D Warehouse and associated high schools.

- Students worked with the Falls Festival and a local child care facility.
- A partnership was forged with Wilson Homes to use their Clarendon Vale site as a construction work experience opportunity for youthBUILD students. A number of students took up this opportunity.
- youthBUILD participated in the 2012 Try-a-Trade expo.
- A cubby house was constructed by youthBUILD students for the HIA Homefest Building expo in Launceston.
- Students worked on a community project at the Sandy Bay Sailing Club on a certified building site.

Students achieved a Statement of Attainment in Certificate I – Manufacturing Pathways. The program was highly successful at engaging at risk students and helping them make informed decisions. It assisted them to make informed choices about possible career and study pathways, especially in the areas of manufacturing and construction.

### **Aboriginal student program**

Three pilot programs for Aboriginal students were developed, based around three clusters of focus schools at Hellyer College, Newstead College and Claremont College (which draw significant numbers from the 70 identified low SES schools) that have large numbers of Aboriginal students.

The programs ran as a joint initiative between high schools and colleges and so promoted linkages between these schools. A teacher was employed as a coordinator in each setting to work with high achieving Year 9 and Year 10 students and their families to help link families with colleges and to assist students to finish Year 12.

The coordinator ran a structured program which:

- facilitated Aboriginal students meeting each other, supporting each other and working together to understand the requirements and advantages of further education/training
- involved Aboriginal students in the Duke of Edinburgh program to develop leadership skills and community service activities
- involved Aboriginal students in a research project on Aboriginal identity and culture
- facilitated Aboriginal student access to careers tasters and subsequent industry mentoring.

In 2012, 45 students participated in this program.

### ***Working with Years 9, 10 and 11 regional and rural students to ensure a smooth transition into Year 11 or Year 12***

Low SES NP rural schools arranged a suitable long orientation program with their local college, or local provision, as appropriate. This program provided bridging opportunities that enhanced student transition to further studies and training, in the local area or in a city college. The program was not necessarily restricted to working with the college, but in some cases also included familiarisation visits to bus transport, hospital, police and other community agencies in the city.

A wide variety of activities were organised, according to student need and context. Some examples were:

- a familiarisation session for approximately 45 students from Campania, Bothwell, Glenora and Oatlands District High schools was held at Claremont College on 22 May, 2012
- school tours for staff and students from rural schools
- meetings with high school Year 10 Coordinators and Pathway Planners and Youth Officers
- teachers of English and maths went to colleges for shadow days
- shadow days for individual students
- a collaborative approach to transition developed with Newstead and Launceston Colleges through shared practice and planning
- additional release for staff provided to counsel students and support Pathway Planners
- access to UTAS taster programs

### ***Relief funds to support student transition through high school staff being available at college***

Feedback from schools expressed the need for staff from local high schools to be present at college at least two–three times in Term 1 as a contact point for transitioning students. This is especially true of rural schools with small cohorts of students where the change to a much larger school population and the feeling of being ‘swamped’ is an issue for rural students. However, in the North-West, the schools preferred the college staff to be in the high schools.

Funds were provided to colleges according to the number of associated Low SES NP feeder schools. Colleges paid for costs of relief teachers, to allow previous year’s Year 10 coordinators (or any person selected by the associate high schools) to be present in the college on three half days per year, early in the year. High schools covered any other costs (such as travel).

High school staff spent time supporting and encouraging students and helping direct them to the appropriate part of the college for assistance.

All colleges arranged reciprocal staff visits. This has led to institutionalisation of changed practice for

2012 and 2013.

From 2013 onwards, Pathway Planning Officers will spend five days between the beginning of Term 1 and Easter in the colleges to ease transition for students.

### ***Evidence-based Literacy programs***

Professional learning in the How Language Works program was provided to 25 staff statewide –i.e. three staff from each of the eight colleges were trained as accredited trainers.

Altogether, 61 staff were trained in How Language Works across colleges by the end of 2012. Delivery of professional learning by these trained staff is continuing in seven colleges in 2013.

### **Reform Area–Building External Partnerships**

#### ***Communication to Parents and the Tasmanian Community***

One of the most significant barriers to student engagement is the attitude of community and family to the need to complete Year 12; formal education is not valued highly in some households.

It is important that communities understand that the availability of unskilled employment is diminishing and that in the future we will need a highly skilled and educated workforce.

There was a multi-faceted advertising campaign *Reach your Potential* in March 2012 to advise students, parents and the community of changed skill needs and the necessity for students to gain a Year 12 qualification or equivalent.

### ***Reform Area–Provide personalised intervention to cater for individual student need***

#### ***Provision of Rock and Water Social Skills courses for college staff***

Research and experience show that many students disengage from schooling as they do not have the appropriate social skills to cope effectively in a large school, or indeed in many workplaces. There is a need for schools to involve some students in accredited training on the Rock and Water program, which is frequently cited as an effective social skills program.

Professional learning was provided to staff working with students so that they may then run the Rock and Water program with other students. A number of sessions were run statewide for staff. A total of 121 staff were trained to deliver the Rock and Water program by the end of November.

In 2013, the program will be implemented in all colleges as part of the pastoral care program and in work education classes.

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

#### **Reform Action 1 Incentive to attract high-performing principals and teachers**

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

#### **Circular Head Federation**

Circular Head Federation established a firm relationship with UTAS to ensure equitable distribution of

third and fourth year pre-service students. The intention is the formalisation of an arrangement by which pre-service students complete a third and fourth year practicum in Circular Head. The schools in the Federation attract a significant number of teachers in the early stages of their career because of incentives offered to attract teachers to the region, including housing. Many of these graduates continue to teach within the district for much/most of their professional career, often moving between schools.

An innovative housing proposal was endorsed by principals to upgrade the staff residences. An additional leadership position was created to provide coaching and mentoring for literacy and numeracy teaching within the Federation.

The Federation believes the most effective use of National Partnership money has been the funding of a literacy and numeracy pedagogy coach in a fulltime capacity, and a numeracy mentor/coach at 0.4 FTE. These two highly accredited people were employed for all of 2012 to work across all schools in the Federation and with all teachers to provide mentoring, demonstrate contemporary teaching practices, provide suitable feedback through a coaching model and develop leadership capacity within teachers to lead and teach in their school and the district.

Other schools have established action research teams and professional learning teams and communities. Schools such as **Kempton Primary School, Jordan River Learning Federation, New Norfolk Primary School, Wellington Alliance** and **St Helens District High School** are reporting greater collaborative decision making and increased pedagogical knowledge which is supporting the teaching and learning.

In the **East Coast Federation**, a Federation Strategic Plan, with a key goal of building sustainability, was developed. This is enacted through the development of a network of Middle Tier Leaders – emergent and young leaders, based on the research of David Hargeaves about developing sustainable networks.

A Federation Strategic Plan was developed which articulates in great detail Federation beliefs, goals and practices for all teachers within the Federation. This is an integral part of planning for sustainability, allowing schools to operate independently within Federation culture and guidelines.

A set of Federation guidelines and was developed, describing a set of expectations for all Federation schools.

### **Reform Action 2 Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals**

The focus is on changing the professional conversations within schools, building leadership capacity and implementing a mentoring and feedback culture. Principals are changing structures and staffing to ensure they can spend more time in the classroom, monitoring teaching and learning and spending time mentoring teachers in required areas. Reform is characterised by quality professional learning to inform, motivate and inspire teachers and increasing the ongoing professional dialogue between principals and teachers. Developing professional learning teams and communities has been a key focus, as has building inspired leadership capacity.

#### **Railton Primary School**

Railton Primary School delivered extensive professional learning to its teachers to improve the learning experience for students:

- behaviour recovery professional learning (Bill Rogers)
- Positive Behaviour professional learning
- KidsMatter professional learning
- professional learning and coordinating RPS Scope and Sequence document – social skills

- social and emotional wellbeing professional learning for teachers – implementing the work of Bill Rogers and coordinating KidsMatter.

### **Queechy High School**

Queechy High School identified and accessed relevant Professional Learning Institute opportunities for staff. Three staff members completed the Aspiring Leaders program and another one completed the Shadowing Program, resulting in increased skills and understandings. Participation in this program led to their selection for leadership positions.

Two of the school's Advanced Skills Teachers (ASTs) attended ACEL's Young Leaders conference which included sharing practice and establishing networks with other aspiring leaders across Australia.

The school established learning networks across Launceston for ASTs and aspiring leaders. Two staff per school from the five urban secondary schools participated in this learning.

The school continued to strengthen a culture and process for every teacher to be actively involved in action research around the quality of their teaching. Teaching practice was improved by broadening and deepening understandings and applications of current, effective, appropriate pedagogies, continued/completed curriculum implementation plans, developed and described pedagogies specific to subject plans and the implementation of the Australian Curriculum framework, including successful assessment and reporting for English, maths, science, and history.

Six teachers attended the national EDUTECH and the local *SoWhat* programs, developing as a team of experts to lead the use of appropriate technologies and related pedagogies to improve student learning outcomes.

One teacher trained as a peer coach through the Microsoft Partnerships program then trained four other staff to take on the roles of coach, mentor and/or expert teacher, in collaborative planning sessions.

### **New Norfolk Primary School**

Teachers were divided into three planning teams: early childhood, middle primary and upper primary, each led by an exemplary teacher who facilitated the Timperley Cycle of Inquiry which forms the basis of the school's professional learning community culture. The team facilitators were assigned as support to their team in the classroom, working alongside teachers, modelling best practice and working with targeted groups of students. This approach resulted in accelerated uptake of teaching strategies in the classroom associated with professional learning in the teaching of grammar (with Professor Beverly Derewianka) and in the teaching of numeracy (with Professor Di Siemon). This model has proved to be extremely efficient in translating professional learning into practice.

Progress in achieving performance targets in the area of students performing at or below the National Minimum Standard (NMS) was evident: targets for Year 3 students in literacy and numeracy (40 per cent) were exceeded (34 per cent, 35 per cent respectively). Year 5 student results indicated some progress particularly in literacy where the 53 per cent at or below NMS in 2011 was improved to 38 per cent in 2012.

### **Hillcrest Primary School**

Professional learning was targeted towards improving spelling and writing outcomes for all students. A whole school approach to spelling was developed from Prep to Year 6. Whole School data results show significant gains across the school:

**Whole School Data Set** - Single Word Spelling Test, Progressive Achievement Test (PAT) reading and PAT maths



Years 1/2	Reading stanine average gain of 3.7 Maths stanine average gain of 1.34
Years 5/6	Reading stanine average gain of 1.18

### **Rokeby Primary School**

Rokeby Primary School focused on developing a stronger emphasis on collaborative planning. The school has observed a cultural change, with a more collegial, open door policy evident. Planning, reviewing and learning as a collaborative team occurred regularly, with specific time allocation occurring for teaching teams to meet. This has led to improved teaching practice and a high expectations school culture.

Through the support teacher model and collaborative planning, staff acted as coaches throughout the school. Sharing of best practice and resources between classrooms has developed a strong, positive network between staff.

### **Rokeby High School**

Rokeby High School worked towards recognition statewide as a Centre for Teaching Excellence. The school developed a new strategic plan, identifying goals specific to Low SES NP goals. This replaced the previous balanced scorecard and identified new targets around teaching and learning excellence, attendance, retention, student engagement, support systems, and community engagement.

The majority of staff were coached by school leaders who were trained coaches. The Professional Teaching Standards Framework was used and the target of all teachers meeting the Accomplishment Standard was progressed.

The school's partnership with the University of Tasmania continued and they are being recognised as a key school in educating student teachers. The school had a number of visiting professional groups who came to see the program. Their inquiry-based approach to teacher improvement focused on observation, reflection and action learning in teams and meeting times were all guided by this approach.

### **Fairview Primary School**

Professional learning communities were embedded in the school with a focus on teacher pedagogy and capacity building around formative assessment and personalisation of learning. A two-person teacher observation and feedback process was implemented and teacher observations were linked to the department's Strategic Plan.

There was a significant move away from focusing on the negatives, on making excuses for students' results and behaviour, to a whole school approach to improving student learning outcomes based on teacher practice and learning. Essentially there was a major shift to teacher development, an appreciative inquiry mind set and an alignment of goals, targets, resources, practice, professional learning, curriculum etc.

The National Partnership funding has contributed to the school developing an evidence-based approach to planning, teaching and learning. Assessment and using evidence-based data were key to changing teacher thinking and practice. There has been systematic shift to focusing on teaching and learning with the understanding that the teacher can make the greatest difference to student outcomes and that all students can learn. Expectations of students are higher and discussions are more about students' learning than behaviour.

The National Partnership has also had the added benefit of ensuring the school is more able to provide evidence-based approaches and support to the key learning areas of English and mathematics. Leadership density has increased at Fairview Primary. A significant amount of time has been put into ensuring leaders are able to facilitate, support and implement curriculum structures and initiatives

through an inquiry and collaborative manner.

### **Bowen Road Primary School**

One-hundred per cent of teachers were involved in a rich program of collaborative planning and collegial observations and feedback, delving into what effective teaching looks like. Teachers rated themselves on the AITSL standards and developed a personal development plan to pursue in 2013. They are now explicitly explaining to students the aims of the lesson and what is expected.

### **Table Cape Primary School**

One-hundred per cent of teaching staff completed the Year 2 Keep Learning on Track Module.

### **Windermere Primary School**

Professional learning sessions focused on teaching and learning and student wellbeing:

- “Big Ideas in Maths” with Di Siemon
- mapping a Grammar and Punctuation scope and sequence from the Australian Curriculum
- “Words Their Way” spelling
- numeracy planning
- curriculum A-E moderation
- how to use the NAPLAN Toolkit
- school-wide literacy mapping
- behaviour strategies
- KidsMatter Program components
- autism
- reporting to parents

Literacy coaches worked with teachers to develop and enhance practice. The focus was to develop a sequential, evidence-based approach to teaching reading, writing, grammar and punctuation across the school. Literacy coaches helped lead professional learning, guide the implementation of whole school English agreements and worked alongside teachers in the classroom. NAPLAN data was used to develop a school-wide focus on grammar and punctuation.

The numeracy coach also worked with teachers to develop and enhance their practice. The focus has been on developing a sequential, evidence-based approach to teaching numeracy and mathematics across the school. An important part of the coach’s work has been to help less experienced teachers plan a learning sequence – choosing appropriate topics, accessing the Australian Curriculum to see what needs to be taught, identifying underpinning ideas and understandings that need to be covered, developing and delivering appropriate activities that are intended to teach children and increase their understanding of key ideas and using appropriate resources. This role has also involved looking at ways to organise class programs including whole class/group/individual teaching and the general structure of lesson time.

### **Kempton Primary School**

During 2012, the National Partnership resource was used to release the principal for a greater amount of time from on class duties so that they could work closely around quality teaching and learning particularly in the areas of literacy and numeracy. Through one-to-one coaching sessions the principal and teachers were able to better identify individual student needs and work on improved learning outcomes for all.

The school's Year 5 cohort performed above similar schools in all areas of NAPLAN testing. Attendance improved from 90.9 per cent to 91.2 per cent. Teachers' confidence in working with the Australian Curriculum and implementing quality literacy and numeracy teaching improved.

### **East Coast Federation**

The Federation continued its work using the Griffen protocol: a professional learning team process, where teams of teachers examine student work, map it onto a continuum and collaborate on teaching strategies to take the next steps forward for that student's learning. This work is ongoing and embedded in every school in the Federation. Federation funds provided a pedagogical leader in every school and a Federation Leader whose role was to facilitate and deliver professional learning.

To support the embedded use of the Griffen protocol, a set of continuums developed, including one for numeracy, spelling and reading comprehension. These are linked to the Australian Curriculum, PAT levels and common texts. Twelve school leaders attended Dufour and Dufour, Professional Learning Communities at Work, with a following goal of developing each school in the Federation as a professional learning community.

Analysis of East Coast Federation NAPLAN data from 2012 shows that there is evidence of positive trends over the period 2008–2012, with improvements from about the 40<sup>th</sup> percentile to the 45<sup>th</sup> percentile over most domains and year levels, with evidence strongest in the literacy areas of reading, spelling, and grammar and punctuation.

### **Tasman District School**

Tasman District School was nominated as a Lead School in literacy/numeracy which has enabled the school to have a Lead Teacher based at Tasman to build capacity across the network in literacy/numeracy initiatives.

2012 saw important school reform occur with staff beginning a journey of working together as a professional learning community to build quality teachers through the work of Marzano (based on his book – *Becoming a Reflective Teacher*). Fortnightly staff meetings were used as a tool to engage teachers to reflect upon best practice and look at quantitative data collected through classroom observations by school leadership team.

One-hundred per cent of teachers were assigned a school priority planning team—fortnightly meetings were used to develop priority areas in alignment with the Department of Education's Strategic Plan 2012–2015. Each team was led by a member of the school leadership group who collaborated on a regular basis to ensure accountability for progress of actions.

All teachers had significant gains in their understanding and use of the Australian Curriculum and in moderating student work against the Australian Curriculum work samples.

### **Glenora District High School**

Glenora District High School has worked hard over the past months to develop a strong culture of professional learning. On hearing of the success of Brooks High School intervention program run by internationally recognised literacy experts Professor Brian Canbourne and Dr Gary Kilarr, Glenora District High School opted into the program. Literacy data revealed that some students failed to comprehend what they were reading. The project aim was identified as 'Refraining Reading for Meaning Making' and plans were put in place to commence the project in 2013.

Professional learning opportunities (Understanding Autism, Asperger's Syndrome) for 100 per cent of staff was ongoing with targeted professional learning opportunities made available for those staff who have students exhibiting challenging characteristics.

It was identified that a disproportionate number of staff were teaching outside their area in which they

were qualified to teach. This in part has been corrected by placing these staff into their area of expertise within the school or up skilling the staff to ensure they have the appropriate skills to deliver their required teaching program. This process has commenced but will take a number of years to fully implement.

### **Warrane Primary School**

Warrane Primary School focused on professional growth of teachers in mathematics. Teachers continued to develop their confidence and understanding of the scope and sequence involved in the teaching of Mental Computation Strategies using Alistair McIntosh's Strategies Approach.

Teachers also continued to use assessment tools from Di Siemon's Tool Kit for Assessing Common Misunderstandings and developed their knowledge in the levels students move through with their development of number knowledge. Teachers deepened their understanding of planning, teaching and assessing using the Australian Curriculum Mathematics Content and Achievement Standards.

Monthly collaborative planning meetings for mathematics for all staff Kindergarten to Year 6 resulted in an online survey showing that 75 per cent of staff felt that maths collaborative planning had positively impacted on their teaching.

Key strategies for improving mathematics:

- individual assessment of students using Assessment Tools for Common Misunderstandings (tool dependent on students' current ability) and Mental Computation Basic Facts test to inform learning experiences and sequences learning to develop their understandings
- daily explicit teaching of mathematics content strand number with reduced class numbers – either with maths support teacher or classroom teacher
- regular collaborative planning and assessment meetings
- whole school maths day in September to celebrate National Literacy and Numeracy Week.

Improved Numeracy Outcomes

Year 3 NAPLAN Data – Numeracy

At or above NMS	2012 – 93%
	2011 – 90%
	2010 – 81%

Year 5 NAPLAN Data – Numeracy

At or above NMS	2012 – 100%
	2011 – 88%
	2010 – 70%

### **New Norfolk High School**

Collaborative observation cycles were embedded on a fortnightly basis for 36 per cent of teaching staff (improving quality teaching). The target for 2013 is 66 per cent of staff; for 2014 the target is 100 per cent of staff. This project was supported through cognitive coaching professional learning and coaching senior staff members to guide and mentor staff. The feedback culture is increasingly becoming embedded in everyday teacher interactions. By 2015 the project should be self-supporting, not requiring a specialist senior coach to guide the project, nor requiring additional funding.

### **South George Town Primary School**

South George Town Primary School has seen improved results in literacy. Of major importance to their improved results has been the increase in literacy professional learning for teachers. Analysis of NAPLAN data shows improvements in the results of Year 3 students in 2012 compared with those in 2010. These improvements can, in part, be attributed to the leadership of the AST who was instrumental in organising important and ongoing professional learning in the areas of both literacy and numeracy. This whole school work was further supported by the literacy and numeracy programs of Flying Start, Reading Recovery and intensive, targeted literacy groups. The 2012 results appear to indicate that most Year 3 students are moving into the higher percentile of achievement compared with the state average. There has been a 16 per cent growth in the number of students above the National Minimum Standard in reading, 13 per cent in persuasive writing, 12 per cent in grammar and eight per cent in numeracy.

### **Wellington Alliance**

The Alliance provided engaging and high quality professional learning experiences for staff and all schools established common professional learning times and common structures for professional learning delivery. The Wellington Alliance conference was held in July 2012 to bring together all staff in sharing pedagogy.

### **Parklands High School**

Parklands focused strongly on building a feedback culture to support improvements in the quality of teaching and learning and this work made significant changes to the quality of professional conversations and the understanding of what constitutes effective feedback. Professional development planning meetings using the AITSL standards were held with 100 per cent staff, and a structured model was put in place to support team leaders to give feedback to staff on strategies every two to three weeks through meetings and class visits and a range of feedback tools/strategies have been explored. The AITSL standards have become a strong focus of professional conversations and the yardstick for reflection and review of teaching practice.

### **Sheffield School**

Sheffield School were successful in being selected to participate in the Professional Learning Institute's Building a Feedback Culture which will directly impact on the quality of teaching in the school. In addition to this 100 per cent of staff have a professional learning portfolio that highlights feedback from a variety of sources, including self-appraisal, and a learning plan with improvements to be measured against the AITSL standards. A performance review/peer mentor model was also formalised.

### **Reece High School**

The development of effective teachers through a whole school professional learning culture in relation to teaching pedagogy, combined with evidence-based feedback to improve classroom practice was the focus in 2012. A trial was undertaken in Term 2 and anecdotal feedback from staff involved indicated it was useful in identifying areas for development and this had been observed by mentors in classrooms. This is changing the culture of professional conversations in the school. As a result of this work Reece High School was selected to take part in the Professional Learning Institute's Developing a Feedback Culture.

### **East Tamar Federation**

In 2012, the single focus of the Federation was to build capacity for effective practice in the low SES East Tamar Federation of school's community. Unity around this purpose has resulted in a high performance culture focused on skilful teaching and leadership, consistent use of coaching and increasingly effective feedback. Effective utilisation of NP funding saw the Board of Governance flexibly deploy staff across the

schools in order to maximise impact on student learning outcomes. This strategy has seen leaders and teachers work across campuses to build capacity as well as cohesion.

2012 saw clarity and alignment, as well as trusting relationships used to focus energy on core priorities by members of the Board. This has been achieved through strategic, structured and rigorous dialogue. Team coaching and input from current research, as well as the stories of the challenges of leadership in low SES communities, clarified and energised principals as they shared, supported and mentored each other in pursuit of authentic leadership for disadvantaged communities. The Board shared world class professional learning and supported principals to consider options for their individual schools.

The significant investment in professional dialogue has enabled the Board to provide goal and role clarity for members of Federation leadership teams, and cohesion of staff around specific priorities, expectations and programs.

By June 2012, data from teachers in relation to access to feedback, one of the focus aspects of performance development, showed three of the five schools ranked in the middle 50 per cent, and another showed significant improvement from the bottom 25 per cent to 60 per cent.

The skills of coaching are deeply embedded in the Federation and schools have coaches working with teams and individuals to process feedback and plan for learning. GROWTH coaching is a consistent approach for improving performance in all Federation schools and all principals model and lead in a culture of coaching.

### **Reform Action 3 School operational arrangements which encourage innovation and flexibility**

Schools applying this reform are using a number of initiatives, strategies and focus areas to encourage innovation and flexibility. For some schools this means trialling a new school structure and timetabling, either to better meet student needs or enable time for professional learning for teachers to improve teaching practice. Some are focusing on attendance strategies or staffing structures. Purposeful, collaborative school based planning has also been a feature for many schools.

#### **Queechy High School**

The Student Voice strategy was one employed by Queechy High School which looked into the outcomes achieved by the Harris Federation in the UK which led to the establishment of a student commission which considered what learning could and should look like for them.

Queechy student commissioners in 2012 involved students from Years 9 and 10, supported by a teacher. They looked at learning environments and researched what constituted stimulating, engaging learning for students. They surveyed students, parents and staff. The following resulted from their work:

- a dedicated room was painted, furnished and used as an ultimate learning environment based on their investigation
- the initiative appeared in Australian Teacher Magazine in October 2012
- ongoing work from the Student Commission in 2013.

#### **Ravenswood Heights Primary School**

Ravenswood has provided additional support to build on the established whole school approach to literacy teaching.

The main strategy has been continued capacity building of teachers in a team environment coupled with high quality intervention for at risk students. Co-planning and co-delivery of 3x1 hours per week of rich literacy learning opportunities was a feature. These personalised learning opportunities are planned in collaborative year team groupings and planning is archived on SharePoint for collegial access. Interactive White Board technologies are now available in every classroom and this resource is maximising planning

and delivery around this investment. While there have not been significant gains in NAPLAN the school has been able to maintain their improvement between Years 3 and 5.

Ravenswood has focused on social and emotional learning goals. Teacher effectiveness has been built in relation to social emotional teaching and learning and whole school strategies have been built and sustained and have enhanced teacher capacity. Social and emotional learning provides a foundation for all other learning.

A culture of literacy awareness, knowledge and skills is developing.

Parents are being engaged through student presentations, celebrations and sharing of themes and strategies to support positive behaviour interventions. The home/school communication and relationships are being strengthened.

Good practice is being modelled through lesson planning and delivery. A whole school curriculum is being developed with social and emotional learning themes based on various data sources.

The KidsMatter National Framework is being adopted to provide professional learning and resources to build and sustain teacher effectiveness.

Teacher capacity building is being enhanced through personalised professional learning opportunities delivered either by the social and emotional learning leader or identified experts.

Early detection of mental health issues and subsequent interventions is being addressed in this model in partnership with the guidance officer and school psychologist.

### **East Devonport Primary School**

The school has implemented timetabled professional learning team opportunities during the school day, based on three teams; early childhood (K–1), middle years (2–3) and upper primary (4–6). Each team is facilitated by an identified senior team member. Teams meet weekly for a minimum of one hour with a focus on data, teaching and learning, student support and improving student outcomes. These teams have developed consistent approaches to literacy and numeracy. The profiling of all students has allowed literacy and numeracy support to be more specific, targeted and effective. Significant progress was made through whole school consistency in the areas of Writer’s Workshop, Guided Reading and Spelling.

Professional learning includes Ruby Payne’s – Framework for Understanding Poverty, Trauma Support, Protective Behaviours, Respectful Relationships, and Calmer Classrooms.

There was extensive use of ICT to engage students and improve attendance. All Year 6 students received individual iPads for use at school. Each Kindergarten class was issued with two iPads for student use. Early intervention and life skills programs have been developed in co-ordination with the newly opened East Devonport Child and Family Centre. The Launching into Learning program is now based in the Child and Family Centre.

Extensive work on positive behaviour support model to include restorative practices and alternative play models in preference to time out and suspension. Therefore students are spending more time in the learning environment and less time out of class and out of school.

<b>Year</b>	<b>Numeracy Gr 3</b>	<b>Numeracy Gr 5</b>
2009	83%	84%
2010	84%	79%
2011	88%	84%
2012	79%	100%

## **School Based Results 2012**

### **KDC 2012**

- 35 per cent (13 out of 37) of students achieved all markers on the first KDC in 2012
- 64.9 per cent (24 out of 37) of students achieved all markers on the second KDC in 2012

### **PIPS 2012**

- 77 per cent of students were within or above the expected range of scores in literacy
- 77.27 per cent of students are within or above the expected range of scores in phonics
- 64 per cent of students were within or above the expected range of scores in numeracy

### **Railton Primary School**

The social and emotional wellbeing teacher implemented many strategies directly linked to school values: "We Care, We do our Best, We Show Respect, We are Responsible":

- Whole school activities that focus on teamwork, leadership, cooperation, social skills, acceptance of differences, empathy towards others and link to Move Well Eat Well and KidsMatter:
  - Term 1: Harmony Day, Buddies not Bullies focus (yearly focus)
  - Term 2: NAIDOC week, Mini Olympics Day and Run Around the World Challenge
  - Term 3: Bike Education and display of work after visit from Aboriginal artist
- 'Buddies not Bullies' Program
  - developing leadership skills in Years 5/6 students through leadership training
  - applying these skills once a week to work with a junior buddy on a variety of activities and assisting in pairs in the playground on rostered days
  - restructuring the program to include Kindergarten students and training Year 4 students ready for 2013
- 1:1 sessions weekly with students who are on Individual Behaviour Plans with a strong focus on modelling appropriate behaviour and transferring this behaviour to the classroom, anger management, social skills, and positive self-talk.

### **Rokeby High School**

Significant effort has been put in place to develop an attendance strategy that is sustainable for 2013 and beyond; establish a new school plan which has built-in supportive systems to ensure sustainable processes and procedures across the school; establish a new leadership structure for 2013 that is in-line with the school plan and portfolios that have increased accountability for school goals and priority areas.

Work was completed to establish budgets and spending priorities aligned with the new school plan to enable sustainable programs and processes to be supported.

National Partnership funding has enabled restructuring of staff groups and refocussing of professional learning time. Implementation of inquiry cycles, monitoring meetings, professional learning teams and peer observations have ensured teams are becoming self-sufficient as a professional, data literate learning community.

### **Bowen Road Primary School**

A senior staff member developed a comprehensive school-wide social skills program. The whole senior staff team was counselled on how to consistently deal with misdemeanours and connect to parents. Data was collected and put on a database. The team met regularly to consider the data and inform practice. There was both staff and parent representation on the team. Data and trends were shared and changes made to supervision coverage; a reward program addressed the recommendations. By having a



staff member with dedicated time for creating posters, planning social skills hooks, organising means of sharing and celebrating successes, organising planning meetings and having staff meeting time dedicated to the planning and teaching of social skills, all had an impact on the tone of the school, the behaviour of students, their attitude and the parental attitude towards the school.

The success of the strategy worked in tandem with the renewed focus on explicit teaching and with behaviour management structures more firmly in place and more consistently applied, student outcomes rose. Suspensions were down by 85 per cent on 2011. 100 per cent of Year 3 students reached all NAPLAN benchmarks and scored higher than the national average by between 28 and 55 point in each area tested.

### **Fairview Primary School**

With the appointment of an equity leader the school has implemented a values program. This is essentially a whole school, Positive Behaviour Support educating approach with targeted social skills sessions being taught weekly. The following data shows the significant shift in students' behaviour.

#### **Suspensions**

<b>Year</b>	<b>Total</b>
2012	4
2011	7
2010 (NP started)	17
2009	39
2008	57

*Note: The decrease in suspensions correlates with an increase in enrolments and attendance*

In 2012, the school consolidated Prep–Year 6 school-wide structures and processes into the curriculum implementation for numeracy. This included the consolidation of a common numeracy block structure, non-negotiables in lesson structures with a three part lesson format based on formative assessment, introduction around mental computation, a lesson focus based on a data driven need and a plenary focussing on students' thinking and learning for the lesson.

The school has focused on mental computation and a dedicated numeracy hour each day where collaborative learning teams are timetabled to meet. In 2012, the school consolidated and value added to this practice by providing experiences to visit colleague teachers to examine an identified need or goal, and targeted professional learning both on the Australian Curriculum and the Big Ideas from Di Siemon. Thelma Pero's work has also been instrumental in guiding teachers' practice and is supportive of the focus on implementing the general capability of numeracy across learning programs.

A teacher at 1.2 FTE was employed to lead and maintain the implementation of a whole school approach to numeracy and provide targeted intervention/support based on:

- clarity around the Australian Curriculum
- professional learning for teachers based on need, identified through data
- non-negotiables for mathematics implemented into the structure and planning of maths lessons
- lesson goals and success criteria identified and shared with students. Feedback given to student regarding success criteria
- lesson goals articulated and reviewed, with success criteria identified and reviewed with students
- team planning processes based on data

- targeted data collection
- uninterrupted numeracy teaching blocks
- targeted support to students according to data
- P–6 support (major focus P–4)
- opportunities for numeracy coordinators and teaching staff across schools to liaise and develop best practice
- continued employment of mathematics coordinator
- continued implementation of mathematics team and grade team leaders
- in class support for students and teachers
- School Improvement Plan for mathematics derived, articulated and implemented
- numeracy expo for the educational community
- planning teams released weekly with their numeracy support leader to plan for instruction and develop pedagogy following the model of plan, act, observe, reflect.

**Qualitative Data** (evidence of changed school culture and practices)

- development (2011) and implementation (2012) of explicit teacher development process called Practise Analysis which has now morphed into teacher observation with direct alignment to the department’s Strategic Plan, AITSL standards and Professional Development Plans (PDPs)
- middle management model employed across the school
- collaborative team planning structures aligned and based on theoretical knowledge and evidence-based
- collaborative team planning was structured in such a way that backward planning required teachers to gain an in-depth knowledge of what and why they were teaching
- literacy inquiry planning was based on the Helen Timperley model of teacher inquiry and knowledge building – structures of this collaborative time are solely focused on identifying areas of improvement through data and then collaborative professional learning based on addressing the identified need – new learning is then reflected in teachers’ practice
- anecdotal observations of the way students, staff and community members interact and deal with issues and behaviours that have arisen.

**Quantitative Data**

**Year 3**

NAPLAN Data – Overall improvements (based on 2011 performance compared to 2012 performance in relation to mean score)

	<u>2011</u>	<u>2012</u>
Reading improvements	330	370
Writing improvements	374	388
Spelling improvements	338	365
Grammar improvements	352	359
Numeracy improvements	333	356

## Year 5

NAPLAN Data – Overall improvements (based on 2011 performance compared to 2012 performance in relation to mean score)

	<u>2011</u>	<u>2012</u>
Reading improvements	416	430
Writing improvements	388	441
Spelling	439	423
Grammar (NMS)	414 67%	405 74%
Numeracy (Value Adding was 88 base point compared to 86 base points for similar schools)	426	416

### **PIPS – Overall % improvements from 2010 – 2011 – 2012 (based on % class average)**

Literacy			Numeracy		
2010	2011	2012	2010	2011	2012
57%	57%	66%	55%	64%	67%
Gain	0%	9%	Gain	9%	3%

### **Windermere Primary School**

Windermere implemented a Literacy Coaching Model. Two Literacy coaches, one at 1.0 FTE and one at 0.4 FTE was appointed to work with all teachers across the school.

The school implemented a Numeracy Coaching Model. One numeracy coach 0.4 FTE appointed to work with all teachers across the school. The school continued to offer a range of learning support programs to cater for individual student needs. These programs include; QuickSmart Literacy (Years 4–6 students), QuickSmart Maths (Years 4–6 students), Bridges Literacy (Years 1–2 students) and Student2Student Reading (Years 5–6 students).

The school planned and explicitly taught social skills to support school values. The Positive Behaviour Support Committee met monthly to review student incident data and to decide which social skill would be taught as a whole school focus.

The school enhanced its School-wide Positive Behaviour Support systems. Students' earned 'Windermere Winners' for displaying positive behaviours which they could spend at the Winner's Shop or cash in for a major monthly reward.

The school expanded its range of recess and lunch time clubs. Students were able to access 13 club activities throughout the week. Monthly student celebration morning teas, 3R Badges and Aussie of the Month awards were presented to support the school values of 'respect for self', 'respect for others' and 'responsibility for your actions'. In excess of 300 students used their 'Windermere Winners' to participate in a major monthly reward.

The school developed a range of alternative learning programs for students challenged by mainstream schooling. This required frequent consultation between senior staff, support teachers and class teachers to modify mainstream classrooms programs when students become disengaged or display at risk behaviours.

The school continued to place a high priority on improving student attendance. Teachers and administration staff monitored student attendance daily. Parents were requested to provide a reason for all absences. The social worker made contact with families where there was a high level of absenteeism.

The literacy coaches have worked with teachers to develop and enhance their practice. The focus was

to develop a sequential, evidence-based approach to teaching reading, writing, grammar and punctuation across the school. The literacy coaches helped lead professional learning, guide the implementation of whole school English agreements and worked alongside teachers in the classroom. NAPLAN data was used to develop a school-wide focus on grammar and punctuation.

The Numeracy coach also worked with teachers to develop and enhance their practice. The focus was to develop a sequential, evidence-based approach to teaching numeracy and mathematics across the school. An important part of the coach's work was to help less experienced teachers plan a learning sequence - choosing appropriate topics, accessing the Australian Curriculum to see what needs to be taught, identifying underpinning ideas and understandings that needed to be covered, developing and delivering appropriate activities that intended to teach children and increase their understanding of key ideas. This role also involved looking at ways to organise class programs including whole class/group/individual teaching and the general structure of lesson time.

### **East Coast Federation**

Professional learning teams were a key focus of this Federation. Teams of teachers looked at a piece of student work for evidence of learning, mapped where they were up to on a continuum such as PAT, the Australian Curriculum or the school's own collaboratively developed continuums and planned the next steps forward for that student.

Teams mapped whole school student cohort data, both literacy and numeracy, onto graphic organisers, either pyramids or diamonds, to give a visual map of where students were up to in their learning. Every teacher in the Federation knew where their students were up to and planned differentiated programs to meet the needs of each student and take them to the next level.

Attendance was a particular focus at the Federation in 2012. Data pyramids were developed to map student attendance patterns, and each school started to develop a policy and process around attendance. This work will be continued as a high priority in 2013 as an inquiry into attendance, following the Timperley Inquiry Model.

### **Maydena Primary**

Release time was provided for staff to attend relevant professional learning. This involved attending formal professional learning and observational visits to exemplar classrooms and teachers.

The literacy and numeracy leader attended professional learning in literacy and numeracy. This was shared with staff in subsequent staff meetings and partner teaching sessions. Some of these involved Westerway Primary School which strengthened the relationship between the schools and allowed more cooperative planning and discussion of pedagogy to occur.

The school achieved the successful transition of amalgamating two schools. A huge amount of work was focused upon transition activities for students and meeting the needs of the school community to ensure expectations were met. This became the core focus as the year progressed.

### **Waverley Primary School**

Waverley Primary School focused on teacher quality, student literacy and numeracy, parent capacity and connection and the creation of a strong learning culture.

The development of a strong learning culture resulted in significantly improved learning outcomes for students. Teachers started to work in collaborative teams which were led by senior staff. Interventions were put in place for at risk students and staff started to use data to inform their practice.

Weekly KidsMatter sessions were facilitated by an AST. This contributed to the capacity building of teaching and non-teaching staff and also assisted with the implementation of social and emotional learning through-lines across the school. There was a strong focus on positive behaviour systems with a goal of creating orderly classroom environments. A new collaborative planning structure was

implemented involving literacy and numeracy planning, planning for individual students and curriculum planning in year level teams. Collaborative planning, professional learning and moderation sessions with colleagues from Ravenswood Primary School took place on a regular basis.

Curriculum teams were established and had responsibility for the implementation of through-lines or non-negotiables in science, mathematics, and English across the school. Teacher assistants implemented the QuickSmart Numeracy Intervention program three days per week with Year 5 students. 2012 NAPLAN data indicated significant progress, showing gains scores above Australian gain scores, and mean scores above those achieved by similar schools.

Key results include:

- 100 per cent of Year 3 students achieved the National Minimum Standard in reading and writing.
- A gain score of 102 compared to the Australian gain average of 79 in reading for Year 5 students and 103 in spelling for Year 5 compared to 95 for Australia.

<b>Year 3</b>	<b>Reading</b>	<b>Writing</b>
Waverley	377	403
Similar	369	381
Tasmanian	418	411
<b>Year 5</b>	<b>Reading</b>	<b>Writing</b>
Waverley	460	455
Similar	450	443
Tasmanian	491	471

A further highlight was the strengthening of the school's partnership with Ravenswood Heights Primary School which has now become a part of the Plus Schools program (Empowering Local Schools National Partnership). The focus is on the three drivers Partners in Learning, Successful Learners, and Inspired Leadership.

### **Oatlands District High School**

In 2012, the school undertook training and significant professional learning in the professional learning community process. This is a key reform that will require continued effort and investment to ensure sustainability. Through engaging with the professional learning community process, the school "accepts learning as the fundamental purpose of our school and therefore are willing to examine all practices in light of their impact on learning," DuFour and DuFour 2012.

The professional learning community process is based on sound, long-term research of successful schools. The concept of a guaranteed curriculum is integral to this process through each student being taught identified, targeted aspects of the Australian Curriculum in maths and English. Students who experienced difficulties with the learning had lessons in small groups designed by collaborative teams and based on all available data, specific lessons. Other students were offered sessions to consolidate learning while others who had grasped concepts clearly were challenged and extended. This learning was undertaken in small groups called WIN groups – What I Need.

A learning emphasis on literacy and numeracy through team planning supported by instructional leaders saw significant growth in a number of aspects of these areas:

### **NAPLAN Data:** Percentage of students reaching NMS and above in **Reading**

Year 3	2010	83%
	2011	88%
	2012	90% (+ 2% from 2011, + 7% from 2010)
Year 7	2010	81%
	2011	88%
	2012	89% (+1% from 2011, +8% from 2010)
Year 9	2010	89%
	2011	92%
	2012	96% (+4% from 2011, + 5% from 2010)

- The percentage of students achieving NMS and above in reading improved five per cent over the two years from Year 5 to 7
- The percentage of students achieving NMS and above in reading improved 15 per cent over the two years from Year 7 to 9
- Overall improvement in percentage of students achieving NMS and above in reading in Year 3, 7 & 9 was 2.3 per cent over two years
- In Years 3, 7 & 9 the percentage of students achieving NMS and above in reading has improved consistently over three years (2010, 2011 & 2012).

### Percentage of students reaching NMS and above in **Writing**

Year 3	2010	100%
	2011	94%
	2012	100% (+6%, =)
Year 5	2010	76%
	2011	94%
	2012	95% (+1%, +19%)
Year 7	2010	81%
	2011	80%
	2012	90% (+10%, +9%)

Years 3, 5 & 7 improved an average of 6 per cent from 2011 to 2012.

The percentage of students achieving NMS and above in reading improved 14 per cent over the two years from Years 5 to 7.

### **Performance Indicators in Primary Schools (PIPS)**

- The percentage of students achieving well above the standard in literacy (2011) increased by 17 per cent during their Prep year.
- The percentage of students achieving below the standard in phonics (2012) decreased by 24 per cent during their Prep year.
- The percentage of students achieving within or above normal range in phonics increased by 20 per

cent over the course of their Prep year.

### **Tasman District School**

An additional teacher (0.6) and teacher aide support was provided for targeted literacy/numeracy interventions, aligned to the School Improvement Plan. PLPs were developed for targeted students. The school invested in extra technology to support targeted groups with literacy/numeracy, iPads were put into each classroom and professional learning opportunities for teachers in the use of iPads were provided.

Extra staffing was provided for the Skill Centre to enable it to continue to provide a greater range of flexible learning opportunities (and therefore a wider range of qualifications) for students from Year 9 to adult learners in partnership with the Tasmanian Polytechnic, TQA and the eSchool.

2012 saw the school's capacity to deliver Pathway Planning to Year 10 students double by providing additional hours through an onsite teacher. Attendance was up on the previous year: 88.8 per cent compared to 88.4 per cent in 2011.

### **Somerset Primary**

Somerset Primary embedded a whole school approach to the teaching of writing and of reading comprehension. Following the spaced professional learning program for teachers over the last three years, a different teaching member of staff took on the role of literacy coordinator each year. This allowed a greater number of staff to play a leadership role, leading whole school literacy moderation, literacy week activities, as well as supporting Writers Workshop and reading response journals from Year 1 to Year 6.

The model in place is being trialled and implemented in a number of neighbouring schools.

The literacy coordinator is growing the common approach to reading comprehension by leading a workshop with the feeder high school and other local primary schools. This was followed up with weekly email updates including useful resources, scaffolds and tips to trial in their own classrooms.

The school will continue to resource a literacy coordinator to mentor new staff, plan sharing sessions, audit activities and support the implementation across neighbouring schools. The feeder high school has also committed to provide a staffing component towards this.

### **East Tamar Federation**

With strategic leadership and support, significant teacher capacity building in early years oral language learning was achieved through teaming a speech and language pathologist and early childhood teacher together with classroom teachers. While sustainable practices were embedded in 2012, it was also a year for documenting high quality practices and creating support resources. KDC and PIPS data directed the decision making processes around the deployment of staff members, and proven practice in one site was then transferred, with adjustments for context to another Federation site. This innovative model has added cohesion to early childhood programs, but also significantly improved the quality and understanding of teaching practices for building early language skills in low SES communities.

The first PIPS assessment in 2012 reflected the strength of early interventions such as the oral language program:

- significantly less students at risk at Mayfield
- 46 per cent of 2011 Kindergarten students at risk in initial KDC, but only 15 per cent of Preps below expected result in initial PIPS and 50 per cent above or well above by 2012
- this was built on during the year with second PIPS results recording only 11 per cent of students below the expected result.

Flexibility and differentiation, critical to building teacher capacity in all areas ensured the success of the approach undertaken by the Literacy AP (K–10), Numeracy AP (K–10) and Literacy and Numeracy AP (5–8). Addressing areas of concern in literacy and numeracy data, Federation staff led learning throughout the year in various configurations based on the most effective model for improvement.

In 2012, the Federation participated in the Leap 21 project, with assistant principal support to focus on building leadership and teacher capacity in all Federation schools. This highly differentiated coaching and mentoring supported day to day work with collaborative planning teams, leadership teams, or individuals, and has ensured that students entering a Federation primary school will benefit from a cohesive and scaffolded sequence of learning that supports them to be technologically skilled, as well as flexible, creative, independent and collaborative.

Transition points are identified in research as potentially challenging for young people at risk of being marginalised. In 2012, the Federation fine-tuned the process for ensuring a smooth transition pathway for every student moving from primary to high school. Through a collaboratively developed process, trialled over 18 months, innovative practices proved to be sustainable, and will continue to ensure that all students progress smoothly through to the end of Year 10 with the support required for them to succeed. Scrutiny of Years 11 and 12 retention data informed action in the Federation Implementation Plan for 2013.

### **Montello Primary School**

Montello Primary School continued outreach to families and identified children at risk through community/school partnerships and continued four morning Kindergarten sessions weekly.

KDC 2nd Assessment:

- Achieved all markers 2010 – 63 per cent compared to 76 per cent in the state
- Achieved all markers 2011 – 67 per cent compared to 75 per cent in the state
- Achieved all markers 2012 – 80 per cent compared to 76 per cent in the state

The *Letters and Sounds* program was implemented across Prep–Year 2 classes:

Year 1 students identified at risk using Letter I.D:

- 2010 – 71 per cent identified at risk
- 2012 – 56 per cent identified at risk

Attendance at Launching into Learning Programs, Born to Read, Learners at Play, Monty’s Music and School based programs increased:

- 2011 – 58 registered children 61 per cent attended regularly
- 2012 – 62 registered children 87 per cent attending regularly

### **Glenora District High School**

Glenora has worked to improve attendance; reduce chronic non-attendance, and also misbehaviour, especially behaviour leading to suspension. The Applied Learning program combined with weekly social skills program, plus other interventions and strategies dramatically improved student attendance and suspension rates. In Term 2 there were 11 suspensions, while in Term 3 there was one. Attendance improved by over five per cent and a number of chronic non-attenders are now attending school full time.

In 2012, the school timetable was changed to align the primary school with the secondary school, offer the Applied Learning program to all secondary students and provide quarantined literacy and numeracy blocks across the school. Quarantining these blocks allowed each teacher to focus in the morning



without interruption on these two critical learning areas.

### **Geeveston District High School**

The One Laptop per Child Program continued to be successful and Geeveston was the first school in Australia to implement the XO Champion and XO Mechanic student mentor schemes in school. This was taken up nationally and Geeveston staff assisted in preparing the course for other schools.

### **Port Dalrymple School**

One-hundred per cent of Year 10 students participated in a program that supported individual transition from Port Dalrymple School during the year (Taste of Polytechnic, Trade Training Centre Programs, College Programs, Head Start and World of Work). This resulted in 100 per cent transition of the Year 10 cohort to work, education and training.

### **South George Town Primary School**

Years 5/6 engaged in an 11 day transition program at Port Dalrymple which resulted in increased success for Year 7 transition. In two years there was an increase of 35 per cent of students choosing to attend Port Dalrymple School for Year 7.

### **Montrose Bay High**

Montrose Bay High created strong connections for their student body by completely revamping the timetable, creating more flexibility in the timetable to:

- help personalise learning
- build a new student leadership model
- create more opportunities for students to engage with the curriculum
- build a Connect Time at the beginning of each day
- celebrate success
- connect with the community through festivals and productions.

Data collected by Performance Edge shows that student pride increased by 48 per cent in two years; student connectedness to peers showed an 82 per cent improvement in two years; and student learner confidence in staff increased from 25 per cent in 2010 to 62 per cent in 2012.

Montrose Bay High's culture has shown significant development with increases in students attending regularly, increased numbers in school events, lower staff illness, higher staff attendance at after-hours school events, increased parent attendance at school events, and increased students participation in extra-curricular competitions.

School culture data collected by Performance Edge shows 83 per cent of staff believe the whole staff is working together to achieve the school vision, an increase from only 23 per cent in 2010.

The school has experienced a three per cent increase in attendance over the last 12 months, and the Big Picture campus runs two per cent higher than the main campus.

- Big Picture School      2011: 86 per cent      2012: 89 per cent
- Whole School            2011: 84 per cent      2012: 87 per cent

The Big Picture School at Montrose has established a strong voice in Big Picture Australia, with their students engaging with other sites and being part of National Research. In 2012, 100 per cent of Big Picture students had PLPs and 97.5 per cent of Big Picture students participated in learning through the internship program. Individually many students made significant improvements, with one Aboriginal student moving from two per cent attendance to 65 per cent attendance.

One-hundred per cent of teaching staff at Montrose undertook Tactical Teaching professional learning, which created more focused literacy opportunities. A whole school literacy approach created strong foundations on which to move forward with literacy and numeracy results. Literacy and numeracy aide time and Hot Maths increased individuals reading levels and stanine levels for maths. The school had 94 per cent of Year 7 students achieve at or above the NMS in grammar and punctuation, and they achieved a five per cent increase in Year 8 maths results.

### **Wellington Alliance**

A middle school was maintained at Cosgrove and an assistant principal middle schooling was appointed for the Alliance. Middle school learning programs ran across a range of learning areas. The position of an alliance school improvement coordinator was maintained and developed within each school. These coordinators were trained individually and collectively in strategy, data collection and systems and implementation on a fortnightly basis and energised the school improvement and performance management process within schools.

The Alliance established project officers who ensured seamless and consistent approaches for literacy, numeracy, technology, Aboriginal outcomes, middle-schooling, history, science and the arts across the campuses.

A set of common protocols and expectations around student behaviour, communication and interaction was established.

### **Parklands High**

Programs at Parklands High aimed at engaging student interest in education and attendance strategies aimed at contributing to changing community culture, both in regard to attendance and the importance of schooling. A variety of new ideas and strategies were trialled in order to sharpen the focus of the school's work in relation to improving attendance: teachers calling home, new automated texting system for absentees, fridge magnets to remind parents to call the school to explain absences, linked attendance with achievement in communications with parents such as newsletters and parent/teacher interviews and interrogated new data rigorously.

### **Attendance**

<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>	
2011	2012	2011	2012	2011	2012
86.7%	87.0%	84.8%	85.9%	83.9%	84.4%

### **Triabunna District High School**

Triabunna District High School developed a culture of closer collaboration with its feeder schools, Orford and Swansea Primary, to ensure the improved acquisition of basic skills to allow higher outcomes in secondary school for transitioning students. In 2012, the school worked closely with staff from the feeder primary schools with shared moderation days, ensuring shared understanding of the Australian Curriculum, collaboration around assessment and interpretation of the rating scale, and working toward shared planning documentation and assessment tools. The school has collated documentation across the three schools to monitor progress against the Australian Curriculum in mathematics.

The documentation is used as a checklist to identify students who require immediate intervention. Within and across the three schools professional learning community models support teachers to interrogate practice based on data and outcomes. The 2012 NAPLAN results demonstrate that the target of achieving outcomes for results of students at or above the National Minimum Standard, equivalent to or better than like schools, in secondary classes has been achieved.

Year	Reading TDHS	Reading (Like)	Writing (TDHS)	Writing (Like)	Spelling (TDHS)	Spelling (Like)	Grammar (TDHS)	Grammar (Like)	Numeracy TDHS)	Numeracy (Like)
7	92%	88%	88%	78%	85%	79%	92%	86%	100%	89%
9	88%	85%	77%	67%	85%	80%	77%	74%	100%	90%
	(+7%)		(+20%)		(+11%)		(+9%)		(+21%)	

### Jordan River Learning Federation

The Federation focused heavily on transition strategies. The implementation of a Federation transition leader to implement a number of strategies, programs and sustainable measures that would guarantee the successful continuation of transition as a measure to ensure the continued achievement of all students. The work focuses on ensuring all measures become the core business of all staff. The transition strategy starts at the top, with principals and transition leaders articulating a clear vision for strategies in this area so it becomes core business for all who work at the Federation.

In the Early Childhood Education sector Early Childhood Education teachers are provided with one day of relief so they can support transition. The teachers use this support to engage in direct contact with the families of prospective students to discuss concerns and issues. The 4/5 transition program in the Federation involved each of the schools sending one class to the middle school per week on a rotational basis to give students a taste of elective subjects like foods, art, MDT, dance and music and to get to know their future teachers and their new surroundings.

On the Federation's "Bump Up" days, students in Kindergarten, Year 5 and Year 9 moved up to the next year for a day to establish routines and get to know teachers and surrounds.

The Year 6 Mobile Authentic Society and History (MASH) Program has been developed for at risk Years 5–6 students to encourage them to remain engaged in school. MASH occurs weekly and teaches students about the geography and history of Tasmania using a hands-on approach to teaching and learning, where social skilling is also a major focus.

Year 6 teachers were allocated time each week for a period of six weeks to visit Year 5 students in their classrooms, and get to know their prospective students.

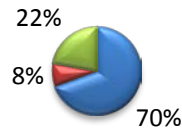
A Buddy Class Program was established in Year 8, with each Year 8 class paired up with a Year 9 Advisory Group. Advisory teachers had the opportunity to ask that Year 8 students focus on specific areas to prepare them for their education in the Senior School Big Picture Campus, with an emphasis on alleviating some of the stresses students experience as they move from Middle to Senior School. At the end of 2012, Year 8 teachers collected samples of student work and evidence of achievement in a digital portfolio which will move with them into Year 9.

A transition information document was created for both staff and students to be used across the Federation. One was for students to fill out information about themselves to be passed onto their prospective teachers and the other for staff to raise concerns, comment on behaviour, attendance, strengths and weaknesses of their students for prospective teachers.

In a pre-survey of Jordan River Learning Federation staff in February 2012 only 13.6 per cent of staff agreed that there would be any change in practice with the appointment of a transition leader. In the post-survey, 81.8 per cent of staff agreed.

(Post Survey)  
Do you think the Transition programs and activities put in place in 2013 are sustainable beyond 2012?

■ Yes ■ No ■ Unsure



#### Reform Action 4 Providing innovative and tailored learning opportunities

Schools have been innovative in regard to new initiatives and programs that engage, motivate, inspire and retain students in education. They are increasingly using research to identify at risk students or areas of need and build programs to assist and target these areas. Professional learning is being used to ensure teams of teachers align their understanding of programs and practices, such as literacy programs and the highest quality professional learning is directly responding to trends in student achievement data.

##### Zeehan Primary School

The school has focused on literacy and numeracy work undertaken in classrooms with teacher assistants being assigned to specific students. The school also purchased iPads to use in the classrooms to support the literacy and numeracy lessons.

##### Wynyard High School

The provision of flexible and tailored learning opportunities to improve student access to learning, engagement and achievement was a focus at Wynyard High. Sixty-six per cent of students opted to be involved in at least one of the flexible and tailored learning opportunities.

Flex Allsorts was a specific program run with the goal to re-engage the identified at risk students who struggled in a 'traditional' classroom setting. Students were identified through very poor attendance rates, frequent suspensions, substance abuse and behavioural concerns. Twenty-two students were referred to the Flexible Allsorts program, approximately 10 per cent from Years 9 and 12 per cent of the Year 10 cohort. At least half of the students identified as being Aboriginal.

Each student was paired with a suitable adult support person (teacher, teacher assistant, assistant principal) who developed a significant adult relationship with the identified student and was responsible for communicating with them on a regular basis through a number of different modes (face to face, text, phone calls).

An independent student plan based on strengths and interests was developed and the program allowed these students to maintain a connection with school. At the beginning of 2013 all of these students arrived at their intended Year 11 destination.

LIFT was a program run in Years 7 and 8 to support students in literacy and numeracy within their core classroom setting. Teacher assistants and volunteers from the community went into the classrooms on a regular timetabled basis. The core teacher prepared the lesson and prior to it provided information to the assistants. Assistants came into the classroom to assist small groups of students while the teacher also works with a group. This provided extra support with learning while not stigmatising students.

##### Queechy High School

All students identified as disadvantaged and/or with specific learning needs received additional, appropriate support through school developed programs such as catering, gardening, Beacon programs, transition programs such as TOP (Taste of Polytechnic), work placements, Try-a-Trade, UTAS taster

days and literacy support.

### **Railton Primary School**

Railton Primary School was concerned with the social and emotional wellbeing of its students and the effect this was having on learning. A survey revealed 48 per cent of Years 5/6 students, and 35 per cent of Prep to Year 1 students, had low to very low levels of social and emotional wellbeing. Students with low levels of social and emotional wellbeing increasingly displayed negative emotions and behaviours and decreasing levels of emotional, social and learning competence and low levels of positive interactions with adults, peers, homes and community.

Railton Primary School used data collated about students' social and emotional wellbeing to inform initiatives to improve wellbeing:

- professional learning for all staff, parents and community members – KidsMatter components
- regular, frequent positive feedback to children and to parents about children's success
- building success into class work and more opportunities for celebration
- providing engaging programs
- continuing KidsMatter Action team – parents, staff and students
- buddies program and training
- Visible Learning (J Hattie)
- social worker/school psychologist – trauma training and strategies for all staff and anger management and trauma student support groups; increased social worker support to one and a half days/fortnight
- social skills explicitly taught in all classrooms, timetabled weekly and linked to findings of ACER testing data; all staff using RPS scope and sequence document
- increased level of excursions, visitors to the school and interschool visits.

### **Risdon Vale Primary School**

Comprehension was a focus for 2012 via modelled, guided and shared reading strategies and emphasis on parents being involved in the home reading program. Reading for Meaning was a focus across the school. Teachers felt that reading in context was important to improve comprehension. The school acquired shared reading book sets with specific comprehension focus. Group planning sessions were based on sharing practice and discussing ways of improving comprehension.

Small groups of students were withdrawn for focused teaching in identified areas of needs. One-on-one tuition in numeracy and literacy was seen as effective. One of the benefits of targeted support was that while support teachers worked with students in the lower percentiles it allowed the class teachers to work in more focused fashion with lower and mid-percentile students.

Additionally the school worked to improve the wellbeing of students by engaging them in a holistic curriculum which dealt with their physical, social, emotional and spiritual development. One of the school's targets was to expand the Active After School Communities program by five per cent over the life of the National Partnership.

Physical Activity (Active After School Communities Program participation):

- 2010 growth rate 25 per cent
- 2011 growth rate 1 per cent
- 2012 growth rate 3 per cent

- Average growth rate 9.6 per cent
- Ahead of three year target by 5.85 per cent

#### Literacy

- 2010 growth rate -3.4 per cent
- 2011 growth rate -1.9 per cent
- 2012 growth rate was +3.42 per cent

#### Numeracy

- 2010 growth rate was -1.5 per cent
- 2011 growth rate was 10.50 per cent
- 2012 growth rate was 7.9 per cent

#### PIPS

- 2010 growth rate was 36.5 per cent
- 2011 growth rate was 48.5 per cent
- 2012 growth rate was 37.5 per cent

### **West Ulverstone Primary School**

West Ulverstone Primary School focused on improving access, participation and engagement for all learners at school, especially in literacy and numeracy and personal wellbeing through key focus areas which included Early Years (Birth to 4).

#### Early Years Priority Area:

- Readiness for school – stable improvement rating
- Early Literacy – percentage of Preps achieving expected outcomes – trend up measure from 76.7 to 80.6 per cent –making acceptable overall progress
- Early Numeracy – percentage of Preps achieving expected outcomes – trend up measure from 73.3 to 80.6 per cent – making acceptable overall progress.

#### Student Achievement Measures:

##### *PIPS 2<sup>nd</sup> Assessment results*

- Reading: 81 per cent students achieving expected outcomes (Trend Up improvement); maths: 81 per cent students achieving expected outcomes (Trend Up improvement)

##### *NAPLAN 2010 to 2012 Years 3 to Years 5 improvement measures include:*

- 2010 Year 3: Numeracy – 71 per cent students achieving at or above NMS
- 2012 Year 5: Numeracy – 81 per cent students achieving at or above NMS
- 2010 Year 3: Punctuation and Grammar – 63 per cent students achieving at or NMS
- 2012 Year 5: Punctuation and Grammar – 76 per cent students achieving at or above NMS
- 2010 Year 3: Spelling – 83 per cent students achieving at or above NMS
- 2012 Year 5: Spelling – 81 per cent students achieving at or above NMS

##### *2012 Statewide Assessment Moderation: Australian Curriculum*

2012	Mid-Year		End of Year		2012	Mid-Year		End of Year	
English Rating	WUPS %	Like School % (ICSEA)	WUPS %	Like School % (ICSEA)	Maths Rating	WUPS %	Like School % (ICSEA)	WUPS %	Like School % (ICSEA)
A	0%	0%	1%	1%	A	1%	1%	3%	1%
B	7%	6%	14%	10%	B	14%	7%	19%	10%
C	33%	32%	42%	37%	C	30%	33%	44%	37%
D	28%	36%	32%	32%	D	24%	35%	26%	32%
E	11%	18%	7%	15%	E	10%	17%	6%	14%

- All Birth to 4 years staff team: capacity building of expertise and skill for teachers and teacher assistants through Parents Involved in Children's Learning (PICL) training and implementation of program for engaging parents and working with young children – increased expertise and knowledge to provide specialised support or referral as required (small group or 1 to 1).

### **Ravenswood Heights Primary School**

Ravenswood implemented school-wide data schedules including numeracy data, facilitating processes with teachers to inform the planning and assessment of personalised learning opportunities. Individual numeracy and literacy plans have been developed for at risk students specifically for Aboriginal students and those exhibiting challenging behaviour.

### **Beaconsfield Primary School**

Higher percentages of families are now accessing early years programs at Beaconsfield Primary School including pre-Kindergarten, Launching into Learning, Play Groups, Chat n' Play, LiL Diggers and Diggers at the Point. This year the school has their largest Kindergarten for 10 years with 38 children.

2012 LiL attendance:

- 63 children attended one or all of the LiL programs offered over the course of 2012
- on average, 17 children attend each LiL Diggers session
- the school's reputation in early years provision and community partnerships is gaining recognition at a local and statewide level.

### **KDC**

The KDC results indicated 35 out of 39 children achieved the expected outcomes. This demonstrates that the support of parents, early intervention by St Giles, ECIS and the CHAPS nurse, the large numbers of children who attend Launching into Learning including Lil Diggers and Pre-Kindergarten are all helping to prepare children and families for school life.

In 2012, each student had a Personalised Learning Plan written with their class teacher and included assessment, attendance, strengths, areas of concern and future foci. These plans are updated for students at the end of each year.

The school's Year 5 Literacy NAPLAN target of 90 per cent was surpassed 95.75 per cent was achieved.

### **Hillcrest Primary School**

National Partnership funded the Targeted Literacy and Numeracy Intervention Program which resulted in positive gains.

Running Records data indicates an average gain of 8.14 levels for all Years 1/2 students. Targeted students had an average gain of 7.9.

The success of the Targeted Literacy and Numeracy Intervention Program is evidenced in the data that indicates in 9.8 weeks participating students moved an average of 5.8 levels.

### **Rokeby Primary School**

Differentiated programs were provided for individual students as required:

- Neurological Impress Method reading (Heckleman, 1969)
- Reading to Learn (David Rose, 2009)
- Phonemic intervention for at risk students.

Using the Home Liaison Officer role, the school was able to fund a program for hard to reach families to be transported to the local PCYC on Wednesdays and Fridays after school. This provided an opportunity for team building; ensuring students are engaged in appropriate activities out of school hours. It also allowed relationship building between the school and local community.

### **Rokeby High School**

A Pathway Planning Coordinator was employed for two and a half additional days to assist in the provision of flexible learning opportunities.

The school employed a teacher for four days per week to provide alternative and flexible programs for students who needed additional support. This was expanded to include a significant pastoral care component. The teacher involved builds strong positive relationships with families to ensure that the students involved are getting to school more often.

Implementation of a girls support program and options line (SHINE) to specifically target disengaged and Aboriginal students was very successful.

One of the key strategies that the school implemented over the past three years, including 2012, is a commitment to re-engage those students who have not been able to connect positively with education. Through the development of the flexible learning centre, students in all situations were able to experience success and re-engagement with learning, to the extent that several willingly returned to full time school classes and completed Year 10. The key element of the reform was the employment of both a flexible learning teacher and also a personalised learning coordinator, who worked with the student support coordinator to develop individual pathways for all senior students. The personalised learning coordinator role concluded at the end of 2012 and this work will continue through the support of a pathways coordinator.

The personalised approach from this initiative enabled the school to forge stronger community connections and networks to enable alternative programs both off-and-on site, and to provide alternative locations for learning to occur. The flexible learning program consisted of four main options for students: moving on, re-engage, flex learning and personalised full time.

#### **Progress/outcomes:**

- student enrolments steadily improved from 186 to well over 200
- throughout 2012, attendance remained steady at around 79 per cent (where previously it was declining), and retention has improved dramatically from 53 per cent to over 70 per cent
- Aboriginal equity as a measure of relative outcomes improved and is trending up at 11 per cent.

### **Windermere Primary School**

A school Chaplain was employed for 25 hours per week and used flexibly across the school to support students at risk including:



- Building positive relationships with students from Prep to Year 6. This often extended to working with their families.
- Providing transport and supervision for pairs or groups of three boys to work at the Bridgewater Men's Shed. This enabled 12 boys to learn woodwork design and construction skills as well as help develop their personal skills of respect and resilience.
- Working in conjunction with the Colony 47 Agency (NGO) to support student and parent programs.
- Working discretely with other support services within the school to assist students experiencing family distress.

A school garden was established as one of the school's lunch time options. Students were guided by a teacher and parents in the construction and planting of the garden.

**QuickSmart Literacy:** This program was provided for students in Years 5 and 6 performing at or below National Minimum Standard on NAPLAN testing in reading. 38 students participated in the program. Each student worked with a partner and received 3 x 30 minute lessons per week. Students worked to improve their reading fluency, confidence and improve decoding and word recognition skills. End of program testing revealed an average effect size of 0.474 for vocabulary (strong improvement) and 0.621 for comprehension (very strong improvement).

**Bridges Literacy:** A tutor was employed to work with nine individual Years 1 and 2 students for 5 x 30 minutes lessons per week. Each lesson contained spelling practise, three reading components and a literacy game. 27 students completed the program. All students received between 33 and 44 lessons. The average was 40.25 lessons. All students improved their reading from five to 13 levels. The average gain was 9.2 reading levels.

**Student2Student:** This program was a partnership with the Smith Family. The program aimed to build positive reading habits and develop verbal fluency. Six Years 5 and 6 students were provided with a mobile phone and a selection of reading material (based on PM assessments) and were linked with a trained high school buddy. The program was monitored by a worker from the Smith Family who made regular contact with both parties. The school hopes to expand this program to 15 students next year.

**QuickSmart Maths:** This program was provided for students in Years 5 and 6 performing at or below the National Minimum Standard on NAPLAN testing in mathematics. Twenty-six students participated in the program. Each student worked with a partner and received 3 x 30 minute lessons per week. Students worked to improve their speed and accuracy scores in all four mental calculation operations (+ - X ÷). The average effect size for speed (2.07) and for accuracy (1.49) for all four operations, represented substantial improvement of the order of two-three years' growth. Comparisons of pre and post PAT Maths3 test results revealed a 0.939 effect size (substantial improvement).

- Prior to NAPLAN the literacy coaches assisted Year 3 and 5 teachers to explicitly teach the skills of persuasive writing. 2012 NAPLAN results were most encouraging:

<i>Persuasive Writing at or above NMS</i>	<i>Year 3</i>	<i>Year 5</i>
Windermere	100%	89%
Similar School	94%	84%
Tasmania	96%	92%
Australia	95%	92%

- Year 3 students achieved higher 2012 NAPLAN NMS percentage scores for reading, spelling,

grammar and punctuation and numeracy than 'similar schools.'

- 87.5 per cent of staff surveyed strongly agreed/agreed that having access to a literacy coach in the school had improved their English teaching.
- 90 per cent of staff surveyed strongly agreed/agreed that collaborative team planning is helping focus on specific student needs.
- 87.5 per cent of staff surveyed strongly agreed/agreed that they are confident that they have sufficient strategies and knowledge to teach spelling to students with a wide range of ability.

#### Numeracy Coaching

- 100 per cent of staff surveyed strongly agreed/agreed that having access to the numeracy coach in the school had improved their mathematics teaching.
- 100 per cent of staff surveyed strongly agreed/agreed that they felt more confident about their maths planning this year.
- 90.9 per cent of staff surveyed strongly agreed/agreed that they more aware of using student data to inform their maths teaching practice.
- 90.9 per cent of staff surveyed strongly agreed/agreed that they can confidently plan and implement the mathematics Australian Curriculum in their classroom.

#### QuickSmart Literacy

- 38 students participated in the program. End of program testing revealed an average effect size of 0.474 for vocabulary (strong improvement) and 0.621 for comprehension (very strong improvement).
- 87.5 per cent of students strongly agreed/agreed that they looked forward to coming to school on days when they had QuickSmart Literacy.
- 95.8 per cent of students strongly agreed/agreed that they know more about how to work with words.
- 91.6 per cent of students strongly agreed/agreed that they felt more confident back in class with their literacy learning.

#### Bridges Literacy

- 27 students completed the program. All students received from 33 to 44 lessons. The average was 40.25 lessons. All students have improved their reading from five to 13 levels. The average gain was 9.2 reading levels.
- Four Year 1 and 2 Aboriginal students completed the Bridges Literacy program for an average gain of seven reading levels in 40 lessons.

#### QuickSmart Maths

- 26 students participated in the program. The average effect size for speed (2.07) and for accuracy (1.49) for all four operations, represents substantial improvement of the order of two-three years' growth. Comparisons of pre and post PAT Maths3 test results reveal a 0.939 effect size (substantial improvement).
- 91.6 per cent of students strongly agreed/agreed that they know more about how to work with numbers.
- 83.3 per cent of students strongly agreed/agreed that they are better at explaining how to solve maths problems.

- 91.6 per cent of students strongly agreed/agreed that back in class they feel more confident with their maths learning.

### **Table Cape Primary School**

A newly developed Learning Support Program was implemented through the school focusing on literacy and numeracy.

The school's Responsible Thinking Classroom continued to support the school's Positive Behaviour Support systems. This resulted in school suspensions dropping from 8.1 per cent in 2011 to 6.2 per cent in 2012.

The school developed a visual, filming and performing arts space and a science room and an outdoor education program.

In 2012, specialist science lessons were offered to all students in Prep to Year 6. This was the first move into an elective system that will be embedded throughout the school over the next few years. The science program was interconnected with the work done by classroom teachers through a shared planning model. The focus of the program was to not only enhance pedagogical structures within the school through science teaching but to also increase student engagement in this area. Professional development around the Australian Curriculum in science was also implemented during 2012 with teachers reporting on and assessing against science for the first time.

Throughout the year, staff and students were able to assess extended learning to suit the needs of all learners. Through home base activities the science program provided the opportunity for parents, carers and the community to become more involved in the school. Over 80 per cent of students in Years 5/6 completed an individual science investigation with over 250 Green and Orange CREST certificates handed out to students from Prep to Year 4. Major state and national awards were given out to students throughout the year. The program also attracted new families who had heard about the science project in the school. In 2012, teachers collaboratively developed a school-based scope and sequence based on the Australian Curriculum resulting in providing students with the best possible science education.

### **Bruny Island School**

In accordance with the 2012/2015 School Improvement Plan, the school's objective was to establish an effective and sustainable intervention strategy for those students who were identified as having a reading level below that of their appropriate age level. It was recognised that proficiency in reading was integral to student achievement across all sectors of the curriculum to student self-esteem and well-being and contributes to a student's functionality in society.

All teachers and teacher assistants have been provided with formal training in the use of Catch Up Literacy, a program designed to target and accelerate individual student achievement in reading, writing and spelling. The focus of the intervention strategy is the improvement of reading.

Between Year 1 and Year 6, a total of 11 students, which represents five per cent of the school population, have been assessed as having a reading level below that of their age reading level. The 11 students participating in the Catch Up Literacy sessions twice a week during designated reading times in the English block.

Of the 11 students, ten experienced an increase in reading levels that had not been previously achieved with other interventions. An example of student “F” data is provided below.

November								✓
October							✓	✓
September							✓	
August						✓	✓	
July						✓		
June					✓	✓		
May				✓	✓			
April		✓	✓					
March	✓	✓						
	Level 9	Level 10	Level 11	Level 12	Level 13	Level 14	Level 15	Level 16

Parents of student “F” report that he is reading at home for enjoyment at a level not witnessed before. He was also taking home levelled readers and borrowing books from the library for the first time this year. “F” states that he enjoys the Catch Up Literacy sessions.

As all teachers have been formally trained in Catch Up Literacy, the responsibility for delivering, administering and teaching to the students are maintained by the classroom teacher, and assisted by teacher assistants. All students who are below reading age level are being targeted with the intervention strategy. All students involved are experiencing an increase in their reading strategies and abilities.

### **Somerset Primary**

Somerset implemented the flexible provision of numeracy support teacher, a senior staff member working across Years 1 to Year 6. Teaching teams identified children with similar needs to benefit from the resource, for example in Year 1 children requiring support and consolidation on numbers 1–10 (Number Stars) and a maths extension program for Years 5/6 focusing on open ended problem solving. Parents and students have commented on increased engagement with many children requesting programs to continue in 2013.

- PIPS testing (Prep Number Stars) showed 37 of 38 children either maintained or improved the percentile score in their end of year PIPS results from their first assessment
- Year 5 NAPLAN Numeracy (5/6 extension group) showed 19 per cent in top band in 2012 and improvement from nine per cent 2011 and three per cent in 2010.

### **East Tamar Federation**

The research of Dr Brian Cambourne and Dr Gary Kilarr was identified as having great relevance for the East Tamar Federation, and informed a year-long professional learning inquiry around how students at Brooks High School make meaning through reading; a concern to the Federation.

Teachers and literacy leaders from across Brooks High worked together with Drs Cambourne and Kilarr, surveying staff and students, consulting further research and building capacity around reading skills and processes that give greater agency for learning to the student, in line with research about engaging adolescent learners and high quality sustainable practice.

*“Before this year I was an unconfident teenage girl. I never used to share my feelings or thoughts. I was always afraid to be wrong but now I can talk to my teacher (Mrs S) about views and feel comfortable.”*

This deeply contextually specific learning model enabled a key team of teachers from across disciplines to align their understanding of improving literacy practices within their classrooms. The readings and dialogue, and structured interactions around numerous student observations brought about significant shifts in the use of more focused feedback, modelling and engagement in reflective processes.

On-going learning around 21<sup>st</sup> Century practice incorporating effective ICT use challenged and enhanced pedagogy across all Federation schools in differentiated ways. This innovative approach to scaffold teacher and student learning ensured the building of skills and ethical and safe practices for young people in the Federation community. Co-ordinated throughout the year by the Federation assistant principal, the team of school-based leaders aligned around the SoWhat program and Leap 21 Project finished 2012 with a clear plan for on-going collaboration and leadership support for their individual contexts throughout 2013 and beyond.

### **Glenora District High School**

In Term 3, the school removed afternoon activities for all secondary students as these lacked educational rigor and served in part to set low academic expectations of students. In its place the school implemented a number of Applied Learning subjects, all of which had a strong numeracy and literacy core component and a strong emphasis on authentic learning. Offerings included: hospitality, local industry visits, leadership and outdoor education, agriculture and automotive engineering. To adequately provide for authentic learning experiences a number of systems were put in place. The school established strong links with local businesses to ensure visits could be made, were well planned and had a clear learning focus. Specialised teachers were employed to ensure teaching quality was of the highest calibre. Each teacher was required to submit fortnightly planning and ongoing teacher observation and assessment was made to ensure each program met the needs of students involved and continued to develop and improve.

A number of programs were implemented in 2012, to improve literacy and numeracy. These included:

- Words and Sounds Program – targeting students from Kindergarten to Year 6
- Running Records
- Home Reading Program for students up to and including Year 7
- Guided Reading Program for all students across the school
- Word Study Program for all students across the school

Numeracy resources were also organised and purchased for each classroom. Professional learning focused on Alistair McIntosh Mental Computation.

### **Warrane Primary School**

The school's maths support teacher worked with Howrah Primary School to develop a four week interschool maths relay between local schools (Lindisfarne, Bellerive, Howrah and Warrane Primary Schools).

Students had the opportunity to participate in a four team group to work collaboratively to solve mathematical problems in a 40 minute timeframe. Students from Years 4–6 participated and the focus was on team-work, problem solving and the enjoyment of maths.

### **Rosebery District High School**

In 2012, the school spent a significant amount of time researching why Years 9/10 attendance rates had been falling. In 2010 the average school attendance was approximately 87 per cent; the 2011 average school attendance was measured at 85 per cent and has trended down for the last few years. There are several factors influencing student's non-attendance. A social worker undertook a process of contacting

families to seek patterns that may explain non-attendance. One of the school's responses was the development of Big Picture style programs that were more practical and engaging. Students opted into short six week units and spent three afternoons per week in those groups. These activities included art, gardening, Asian cooking and specific MDT projects; for example, making a toboggan then taking the product on an excursion. Other students studied some of the on-line learning programs in this time, or entered competitions.

Feedback from students and community about the short courses was positive.

The school linked with the local community house and was successful in obtaining grants to support one off activities such as photography and cooking for the community.

Staff took students through goal setting exercises at the beginning of each term. Reward activities were planned for those students who succeeded in reaching their goals.

### **Geilston Bay High School**

Geilston Bay High School implemented an enriching school camp program. The focus of the camp was personal challenge and social skilling, with many team activities included in the program. Students were offered a range of activities including mountain bike riding, surfing, kayaking, fishing, snorkelling, candle making, catering and much more. Students were given an opportunity to choose some activities during the camp based on their interests and skill level. Students also participate in aspects of their science curriculum including marine biology and fresh water ecology as well as Aboriginal culture and history.

During 2012 students were offered a range of additional learning options each term through the school's enrichment program. These options were designed to provide students with experiential learning opportunities they might not get in their regular classroom program. The enrichment program was offered to students from Years 7 to 10. Each term different options were included to ensure students were offered a rich, diverse range of opportunities including Japanese, land care, bike maintenance and riding, screen printing, golf, kayaking, and driver education.

### **Geeveston District High School**

Alternative programs and modes of curriculum delivery have led to an increase in participation and attendance.

The school's most disengaged students have made a significant contribution to the re-establishment of the farm; building skills and confidence as well as building knowledge and skills around healthy living and food. Produce from the farm has continued to be sold to the community and school members. The school continued to value-add to the produce by making jams, chutneys and relishes and creating a sustainable business enterprise for the students. Regular community lunches were held where strong community role-models were hosted to lunch and students were responsible for catering and service.

### **South George Town Primary School**

Of the 39 children assessed In 2012, against the KDC markers at Port Dalrymple School Kindergarten there were 16 regular mainstream Launching into Learning attendees, and an additional six children who attended the Early Childhood Intervention Service/Launching into Learning program at the Fire Station School. (The Fire Station had a space suitable for facilitating Launching into Learning and children attending quickly called it the Fire Station School.) Of these six children five were at risk on the KDC and one achieved all markers. However prior to Kindergarten entry and over the course of their attendance at the Fire Station School, these children were accessing St Giles and the Early Childhood Intervention Service expertise plus a psychologist and were all diagnosed with either autism spectrum disorder or specific delays. These children entered Kindergarten with documented PLPs and parental understanding of the needs of their children.

A similar pattern can be seen in the KDC results at South George Town Primary School. Of the 33

children in Kindergarten 20 achieved all markers. Of the 17 students who were regular Launching into Learning attendees 14 children achieved all markers.

This KDC data clearly shows that children who attend mainstream Launching into Learning programs are more likely to achieve all markers on the KDC. Children that come up as at risk are more likely to be only missing one marker and have measures in place to support their development.

### **Port Dalrymple School**

Port Dalrymple School has a range of innovative and tailored learning opportunities, particularly for those students with special needs. Aqua therapy, fine and gross motor therapy, music therapy, life skills (includes cooking, shopping, community access) and personal learning pathways allow students with special needs to work to develop individual skills and knowledge. The focus is on:

- flexible learning options that allow for social and life skill development
- greater interactions with families to ensure needs are being met
- mentoring of teachers, to ensure teaching and learning focus meets the needs of all students
- partnership with the local Catholic College to ensure sustainability of certified training courses in areas of skill shortage
- implementation of PLPs
- transitions to college and further education are a priority for the senior teaching team
- identification of student's individual needs and social, emotional and physical support programs are implemented.

Literacy and numeracy learning strategies have been embedded in all learning programs.

Sixty-five per cent of Years 9/10 students participated in industry training through the Polytechnic Program- delivering Certificate I or II in Automotive, Engineering, Hospitality, Electro Technology and Building and Construction.

Certified training for all Year 10s in First Aid, Occupational Health and Safety, Employment Preparation, Driver Education.

### **Wellington Alliance**

An important program that commenced in July 2012 was the Alternative Education Program otherwise known as the Basement Program. Earlier In 2012, the Alliance recognised that a group of students were not enjoying as much success in normal classes and that their attendance was also a concern. Staff prepared an alternative education proposal with a big focus on community connections. The school was able to use National Partnership funding to employ a teacher 0.6 to run the program every afternoon of the week. The Aboriginal Education Officer also became involved. The Basement Program is now well established and has given a number of students the opportunity to become re-engaged at school and seek positive futures. Ten students successfully finished the year, with the majority now attending regular classes in mainstream school.

### **Mountain Heights School**

A key focus of Mountain Heights School during 2012 has been on developing strong, research-based systems and structures to support a culture of high expectations in relation to both academic achievement and behaviour. The school has embarked on a three year journey that will enable them to manage the school's affairs to a far greater extent than ever before; a journey that will provide the teachers, ancillary staff and community with absolute ownership for the creation of the school they have always wanted.

The school hopes this process, supported by strong, strategic leadership, will ultimately improve student outcomes, with a vision for the future that will enable them to better respond to student and community needs through strategic, grounded, innovative and flexible decision making, particularly in relation to challenges that pertain to a remote community such as literacy and numeracy outcomes, student attendance and pathways beyond Year 10.

The employment of a full-time teacher in 2012 to analyse attendance data and develop systems to better support student attendance showed improvements. The development of whole school strategies that will contribute to improve literacy and numeracy outcomes for students, the development of strong connections with local police, involvement of staff in Community Kidz, and strategic professional development for teaching staff in relation to effective teaching practices have all been implemented.

With strong, innovative leadership and the vision building process being undertaken, the school has transformed into a settled, respectful school where teaching and learning is now an achievable priority. Evidence of the significant progress in one year can be seen in suspension data for 2012:

Term	Total Number of Suspensions	Total Number of Students Suspended	Proportion of Students Suspended	% Females	% Males	% Aboriginal
1	103	53	21.8%	12.6%	28.6%	27%
2	55	31	12.8%	5.8%	17.9%	16.2%
3	39	24	9.9%	4.9%	13.6%	5.4%

### New Norfolk High School

A targeted reading program has been implemented with the allocation of additional teachers. In 2013 investigation into computer based programs to allow flexibility in sizing and composition of the targeted reading groups will occur.

New Norfolk High School has seen the increase in NAPLAN reading results in Years 7 to 9. Improving reading has been their major focus throughout the National Partnership funding, through a combination of providing effective, targeted reading skills to all students in Years 7 and 8 (50 minutes three times per week) and teacher improvement in cross curricular teaching of explicit reading skills.

#### Targets from School Improvement Plan 2012

	Reading	Writing	Spelling	G&P	Numeracy
2012 NNHS	37	-	24	36	37
2012 State	29	-	30	36	37
<b>Difference</b>	<b>+12</b>	-	<b>-6</b>	<b>0</b>	<b>0</b>
2011 NNHS	35	-	35	25	42
2011 State	39	-	42	29	42
<b>Difference</b>	<b>-4</b>	-	<b>-7</b>	<b>-4</b>	<b>0</b>
2010 NNHS	26	58	32	31	26
2010 State	34	34	39	34	38
<b>Difference</b>	<b>-8</b>	<b>+24</b>	<b>-7</b>	<b>-3</b>	<b>-12</b>

Target: percentage of students at or above NMS to exceed 93 per cent.



From previous years' data: Percentage of Year 9 students at or above NMS in NAPLAN

	<b>Read</b>	<b>Write</b>	<b>Spell</b>	<b>G&amp;P</b>	<b>Numeracy</b>
2012	88%	63%	78%	81%	82%
2011	79%	46%	82%	71%	89%
2010	82%		71%	76%	80%
2009	75%		71%	70%	79%

From previous years' data: Percentage of Year 7 students at or above NMS in NAPLAN

	<b>Read</b>	<b>Write</b>	<b>Spell</b>	<b>G&amp;P</b>	<b>Numeracy</b>
2012	93%	73%	83%	91%	90%
2011	89%	63%	79%	69%	86%
2010	90%		89%	76%	89%
2009	78%		87%	78%	84%

### **Parklands High School**

A focus on improving the variety of programs the school is offering and standards achieved has sharpened the professional conversations, concentrated the collaborative curriculum planning, assessment and moderation work the staff has undertaken.

Mid-year assessment:

	<b>Year 7 (C to A)</b>	<b>Year 8 (C to A)</b>	<b>Year 9 (C to A)</b>	<b>Year 10 (C to A)</b>
English	66%	63%	64%	72%
Maths	74%	72%	74%	68%
Science	78%	76%	72%	69%
History	70%	56%	58%	74%

End of year assessment data showed further improvement:

	<b>Year 7 (C to A)</b>	<b>Year 8 (C to A)</b>	<b>Year 9 (C to A)</b>	<b>Year 10 (C to A)</b>
English	78%	77%	74%	76%
Maths	74%	74%	80%	70%
Science	78%	75%	78%	74%
History	74%	74%	70%	77%

### **Circular Head Federation of Primary Schools**

To increase student engagement with the expectation that enthusiastic and well skilled teachers will motivate students, additional senior staff were employed to tutor, mentor and coach in literacy and numeracy. Before the commencement of the project, the two teachers undertook detailed analysis of all available relevant data. From the understandings gained, priorities were established, goals were set and strategic plans were endorsed by the school. Staff received coaching in both literacy and numeracy and had support through video recording, self-reflection, peer planning, observation and feedback.

### Sheffield School

Fourteen students from Years 5–8 participated in the QuickSmart Program, with each participant making sound progress. Forty-two per cent of the Year 10 cohort participated in individualised programs such as TAPP, SBT and online course options.

Initiatives resulted in improvements in suspension data – in 2011, 10.6 per cent or five students of the current Year 10 cohort were suspended; in 2012 only 4.2 per cent or two students from that cohort were suspended. Attendance data for this cohort also improved from 21 per cent in Term 3 2011 to 15.8 per cent in Term 3 2012.

### Triabunna District High School

Triabunna District High School focused on providing students with genuine learning opportunities aligned to their specific school context and location and that encourage improved attendance and resulted in higher retention rates. The school focused on the continuation of the Explore the Coast and Outdoor Education Programs, emphasising the career pathways and further study options that these marine based programs offered – with particular relevance to tourism, aquaculture marine management and sustainability. The program was recognised for its best practice by being awarded the Premier’s Active Tasmania Gold Award for best statewide program and Silver Award for best education program in 2011. In 2012, the school had 42 secondary students directly involved in these programs.

The outcomes of attendance and retention demonstrated improvement trends. Attendance data for 2012 showed a consistent rate of 91.1 per cent.

The success of the programs, and a reflection of the engagement of students, is also shown in the suspension data for 2012 – which reflected a drop of 4.2 per cent in suspensions for Triabunna District High School in 2012.

The final retention data for 2011-2012 is not yet available, but the retention rate (achieving 80 per cent for 2011 in comparison to 36 per cent in 2009 and 31 per cent in 2010) shows a positive upward trend.

### Reece High School

The school literacy program was once again supported by Unlocking Literacy for Years 7, 8 and 9 students. The effect of the program can be seen through the decreasing number of students with a need to be included in the program. Fifty-nine students included in the program 15 achieved a ‘C’ rating for English in end of year reporting.

2012 Data	Participation No.	Graduation No. – students who have reached Level 30 – skill and comprehension	Comprehension Only No. – those students whose reading skills have reached Level 30 but comprehension is not commensurate	Full Program No. – those students who are yet to reach Level 30	Number of Students on Level 30 – These students still on full Unlocking Program
Year 7	28	7	5	9	5
Year 8	17	8	0	1	7
Year 9	5	0	2	1	1
Year 10	9	2	2	1	4
<b>TOTALS</b>	<b>59</b>	<b>17</b>	<b>9</b>	<b>12</b>	<b>17</b>

- Steady progress has been made of the last three years in the per cent of students achieving NMS in Year 9 Reading.

- 2010 – 84% 2011 – 88% 2012 – 90% = Tasmanian Average
- 2010 – 2012 Index of Gain 33 – Australian Index of Gain – 28
- An increase in percentage of students achieving NMS in Year 9 Numeracy
- 2011 – 90% 2012 – 92 % = Tasmanian Average

Students who are unable to attend school due to mental health or challenging behaviour have access to a community based program at the 'Zone'. Throughout 2012 the school undertook investigation into re-engaging with students who were 'choosing' not to attend school. Firstly an AST led the school in the use of Fronter, with support from the eSchool, to develop online programs. Initially these had been trialled with onsite classes to test engagement and academic rigour. This will be ongoing in 2013 and extended to students on flexible timetables to ensure access to an academically rigorous curriculum anytime, anywhere.

A selected group of staff visited six schools in Victoria and NSW to investigate possible approaches to flexible learning. As a result of this project a trial partnership with the Devonport Community House is now underway. This has replaced the 'Zone' program and has now become a much broader program. While the Zone students were offered 90 minutes per week the school now have a staff member at the Community House two hours every day.

### **Reform Action 5 Strengthened school accountability**

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

### **Rokeby Primary School**

Using the Helen Timperley Inquiry Model, Rokeby Primary School was able to identify specific student achievement problems from NAPLAN and PAT reading maths results. They found that poor comprehension and vocabulary were underpinning issues that directly influenced test scores. Therefore the school decided to continue with this as the major focus.

Positive progress was achieved at Rokeby Primary School. All initiatives have been the collaborative decision of key stakeholders in each school and have been determined according to needs identified through data and the use of the Timperley Inquiry Model. This has led to effective, data literate collaborative teams.

Data obtained was the driver for much of whole staff professional development. This continues to be based around comprehension, strategies to build student's language and vocabulary, differentiation, becoming data literate and quality teaching.

Due to the growing knowledge and understanding from programs that National Partnership funding has facilitated, the school became a mentor school in 2012. Staff provided colleagues with professional learning based around:

- Reading to Learn (David Rose, 2009)
- Helen Timperley inquiry model
- Di Simeon's 'Big Ideas in Number'

## **NAPLAN results**

Compared to Year 5 cohort in 2011, NAPLAN reading results showed a nine per cent gain in the 2012 Year 5 cohort.

(table A)

<b>Date tested</b>	<b>% of students at or above NMS</b>
<b>2011</b>	<b>75%</b>
<b>2012</b>	<b>84%</b>

Compared to Year 5 cohort in 2011, NAPLAN writing results showed a three per cent gain in the 2012 Year 5 cohort.

(table B)

<b>Date tested</b>	<b>% of students at or above NMS</b>
<b>2011</b>	<b>89%</b>
<b>2012</b>	<b>92%</b>

### **Fairview Primary School**

Fairview continued to embed and implement a whole school approach to numeracy teaching based on successfully established literacy model, informed by student achievement data (Mike Schmoker), Alistair McIntosh (Mental Computation), Di Siemon (Big Ideas in Number) & Thelma Perso (Numeracy Inquiry – A Balanced Approach).

### **Windermere Primary School**

The principal made regular class visits to observe class teaching and learning programs. Information and data collected from these visits enabled teachers to be provided with honest and accurate feedback about their teaching and student learning. These visits also informed performance development conversations.

### **East Tamar Federation**

East Tamar Federation leaders valued high quality professional learning as a priority in building the capacity of all staff. Deeply embedded improvement, resulting from high quality professional learning directly aligned to student achievement data, was supported by collaborative planning at all levels and reflective feedback processes, that have been sustainably established.

The work of the school based Literacy Network Leaders and Numeracy Network Leaders flourished throughout 2012 with the guidance and support of the Federation Project Team. Clarity and on-going value adding to teacher's own learning ensured a highly skilled and research based approach to Federation-wide practices.

The development of teacher mathematical knowledge and pedagogical practices across the Federation continued to be a major focus for the network of Numeracy Network Leaders in 2012. Leaders successfully delivered four modules of the professional learning around Di Siemon's Big Ideas in Number, across all five Federation schools. These modules aligned the strategic thinking of the

Federation around the development of teacher capacity, pedagogy and a common language based on research and best practice. The delivery of the remaining two modules of the professional learning package, as well as 'catch up' sessions for new staff joining the Federation continued to be the major focus for developing knowledge and practices through the explicit modelling and mentoring of staff to increase their overall mathematical understandings and skills.

A major focus for Federation-wide professional learning in 2012 was supporting staff in assessing the Australian Curriculum. Moderation sessions were held in each term. Feedback from the first session in April revealed that staff valued the opportunity to work together but that many teachers were not yet confidently navigating the online curriculum. Following a session on annotating English work samples in Term 2 and another assessing and annotating mathematics work samples in Term 3, teachers reported increased understanding and confidence. The value of working with teachers from other schools was highlighted as was the opportunity to have multiple opportunities to engage in moderation.

### **Glenora District High School**

Data collected on student ability enabled staff to identify those students with disadvantages in their classrooms and plan PLPs for each. Fortnightly lesson plans were collected and reviewed by senior staff as well as weekly collaborative planning meeting to ensure students in need were supported.

Specific learning assessment tools were chosen and agreed upon by staff and a timetable for student assessment was implemented. This resulted in the central collection of comprehensive numeracy and literacy evidence of every student in the school. This evidence was then used by every teacher to develop tailored learning programs for each child, which in turn was submitted fortnightly to senior management for comment and review.

### **Geilston Bay High School**

A lead teacher was employed to develop and oversee the planning and delivery of staff literacy professional learning. This role included coordinating year team meetings, guiding team planning, leading staff in improving their understanding of data to develop inquiry cycles, using the NAPLAN Toolkit to interrogate data down to the individual student level, using formative assessment tasks within an inquiry cycle and leading the review of inquiry cycles. The role of the lead teacher also included the modelling of teaching pedagogy across the school.

From this work, a whole school approach to planning and delivery was developed. Each teacher was part of an inquiry team that closely examined the data, identified areas of most significant need and developed targeted teaching plans to improve student outcomes in that area.

### **Geeveston District High School**

Specific strategies implemented to address poor literacy and numeracy standards for secondary students resulted in significant value adding based on a comparison of NAPLAN results for the 2012 Year 7 cohort and their performance in 2010 in Year 5:

	<b>GDHS Year 7 Average Gain Score</b>	<b>Like Schools Year 7 Average Gain Score</b>
Reading	76	55
Spelling	58	48
Maths	43	44

Strategies ranged from development of a professional learning community using the Inquiry approach to specific concentration on phonic development and intensive use of ICT.

## **Reform Action 6 External partnerships with parents or other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements)**

Increasing connections with community and engaging the community in school activities was a focus of Low SES NP schools. Partnerships were many and varied. Federations demonstrated strong partnerships between networked schools with a sharing of curriculum expertise, resourcing and location-specific activities with shared access. Strong connections with the business community were established in high schools with significant input from the Beacon Foundation brokering the partnerships. Schools focused on building greater connections with Child and Family Centres in their areas which also contributed to more integrated services as well as creating greater partnerships with other government agencies. Improving parent access to Birth–4year programs has been a feature in many schools.

### **Beaconsfield Primary School**

Beaconsfield Primary School extended its garden to include community participation after developing a partnership with Beaconsfield Neighbourhood House Inc. Work began on a portion of the school property that enabled members of the Beaconsfield community who have a disability or the elderly to have easy access to the school and community garden.

The school teaching staff served on key community boards including Beaconsfield Community Health and Wellbeing Association, West Tamar Safety Group, Beaconsfield Child and Family Centre Advisory Board and West Tamar Interagency Group.

Portfolios were developed for the children of Beaconsfield and their parents, in conjunction with NCN, UTAS and the school. These were designed to track the progress of the children in the community (Birth–4) who access any or all of the early years' programs.

A project was developed in conjunction with Beaconsfield Primary School, UTAS, the Polytechnic and the Beaconsfield Child and Family Centre which enabled students to participate in Certificate II in Return to Workplace.

The 'Long Table' initiative continued as an extension from 2011. The 'Long Table' is where students from early childhood and primary classes come together to shop, cook, prepare and eat a meal together in a formal dining setting. Each class is able to invite two important community members that they would like to dine with. The group decide on three questions they would like to ask these special guests during lunch.

### **Romaine Park Primary School**

The school has developed a vast suite of Birth–4 programs that cater for all families, with something on offer every school day. Programs are all free and transport in taxis is provided for families who need this support. Hard to reach families are beginning to access more than one program per week. Programs are varied and exciting for families:

- Pre Kinder (x2 groups)
- Discover It Playgroup (x2 groups)
- Sing & Grow Music Therapy (x2 groups)
- Shake, Rattle & Read (B–18 months)
- Young & the Restless (15 months– 4yrs)
- Water Awareness (x2 groups)
- Baby ... I'm Here!

- Special Workshops (Baby Massage, CHAPS Nurse, Breastfeeding etc.)

Programs model relationship building and bonding between parent and child and are based on very good quality early literacy and numeracy learning.

### **KDC**

- 2011: State achieved all markers: 75 per cent; RPPS achieved all markers: 70 per cent
- 2012: State achieved all markers: 75 per cent; RPPS achieved all markers: 75 per cent

### **Table Cape Primary School**

Through a change in personnel, new structures were adopted for the school's Launching into Learning programs. This resulted in 80 families accessing programs in 2012 compared to 30 families in 2011; with pre-Kindergarten numbers going from 16 children in 2011 to 29 children in 2012.

### **Clarendon Vale Primary School**

Clarendon Vale Primary School has worked hard at becoming a community school to address disengagement and at risk students.

The Community Liaison Officer and Coordinator of the Child and Family Centre worked closely together in planning Dad's Programs and other Launching into Learning activities and excursions:

- extending ideas such as Dad's Cooking with their children to the Options Program for primary students
- working together and accessing programs such as bike club and woodwork at the Neighbourhood House and Clarence Plains Youth Centre
- parental engagement in Launching into Learning continuing into Kindergarten and beyond
- Our Patch is continuing to engage and empower parents
- opportunities for parents to participate in some experiential learning opportunities and follow up work continuing
- sharing classroom practices with parents and inviting them to join in programs in literacy and mathematics
- 80 per cent of parents join in Friday options programs and/or work alongside their children in other programs
- parents are valuing the educational programs offered at the school as many of them are an active part of it
- parents/carers know what their children are doing at school and are beginning to want to know more
- working with Rokeby High School and Rokeby Primary School throughout the year with inter-school visits, combined meetings & professional learning, transition, and Rokeby High students assisting with the 'options' program, in the canteen and with sport
- maintaining strong links with Child and Family Centre, Clarendon Vale Neighbourhood House, Clarence Plains Youth Centre
- community bus partnership successful and operating efficiently
- partnership with Bellerive PCYC extended to include Youth at Risk program.

#### Evidence of improvements:

- KDC–All of the 'all achieved' children attended Launching into Learning
- all of the children with only one marker not achieved attended Launching into Learning
- out of five at risk students in Check 2 2012 one had serious speech problems and three did not attend Launching into Learning or had poor attendance
- feedback from the Kindergarten teacher states that transition to Kindergarten significantly improved and this is shown in KDC results
- 17 per cent increase in Launching into Learning enrolments 2012
- 33 dads were part of Dad's Programs 2012
- 80 per cent of families were or have been engaged in one or more of school programs in 2012
- significant individual improvement in PAT maths data and Running Records
- PAT reading data shows that 50 per cent of Year 3 and 5 students scored higher in 2012 than 2011 and 90 per cent of Year 6 students.
- 80 per cent of Aboriginal families were or have been engaged in one or more of school programs in 2012
- total school enrolments increased by 18 per cent since the end of 2012 and Kindergarten numbers doubled since 2007
- Child and Family Centre Coordinator was an active member of the school community.

#### **Geilston Bay High School**

Geilston Bay had a hospitality and tourism option stream to engage learners. Students had the ability to participate in Master Chef classroom learning opportunities; engage with industry through barista classes, Responsible Service of Alcohol and Safe Food Handling; benefit through mentoring opportunities with industry professionals, experience site visits and partake in Nationally Accredited Training delivered through Registered Training Organisations. Students ran community events and enterprises such as breakfast clubs, business catering, and school event catering and assisted with Ronald McDonald House, Nursing Home events and other charities.

Students also competed in the Whirlpool Cooking Challenge, which was supported by a number of Tasmanian businesses and industries.

Student learning was supported through the Beacon Foundation Ambassador program. The Foundation engages students in activities such as Business Blackboard, industry visits and mentoring, and mock interviews that are largely student lead with support and guidance.

Beacon Ambassadors with support and guidance from Beacon and staff plan, organised and implemented the above activities providing multilayered learning outcomes across curriculum, personal development and transition and employability skills.

#### **South George Town Primary School**

South George Town Primary School continued to facilitate the development of a strong birth to school interagency service provision. Launching into Learning staff began working closely with Early Childhood Intervention Service staff to offer early intervention playgroups for children who are at risk, and for families who have difficulty accessing mainstream programs because of their child's behaviour or disability or for their own mental health issues. The program that now operates out of the Fire Station School is highly regarded. Other services such as St Giles Therapy Services, Gateway and Child Health



and Parenting Service are part of the parent support structure.

A mother's story about the Fire Station School – *"I was scared, confused and I think I was depressed. The Fire Station School finally gave me people that understood. It was a place to get the help for my concerns. And when a new challenge arose there were new ideas thrown out to help me. Fire Station School was my lifeline, and they still are today even though my child doesn't go any more. I can still go with my next child because it is a Launching Into Learning programme too, not just ECIS. Thankyou isn't enough."*

Launching into Learning funding enabled the opportunity to fund a School Psychologist who spent one day a week at the Fire Station School, working alongside parents and other service providers, offering counselling, modelling and support.

### **Geeveston District High School**

The school has continued to work closely in partnership with the community at the Child and Family Centre which enabled them to continue to provide programs and community connections with the Birth–4 Launching into Learning programs aimed at improving early literacy, numeracy and general school readiness plus support for positive parenting and child health development. Strategies focused on pre-reading and writing skills to prepare students for Kindergarten and for future literacy and numeracy. The school's partnership with the Child and Family Centre has enabled them to continue to work with the Social Inclusion Liaison Officer and school psychologist/social worker to identify any developmental needs in children early and work together in regard to these students and families at risk.

Geeveston District High School was instrumental in the implementation of a whole of region model for the Beacon Foundation partnership bringing together Woodbridge, Dover and Huonville High Schools to operate under the Beacon banner.

### **Port Dalrymple School**

The National Partnership funding enabled the school to take the time to build positive partnerships and relationships with key stakeholders in the community and beyond. Over the four years of the investment:

Year 1–Established the community's perception and worked collaboratively with stakeholders to determine the educational needs of the George Town community. The school developed individualised/personalised learning options, increased community participation in learning programs and engaged all levels of education to develop a professional learning community strategy.

Year 2– Invested time and resources into key priority areas to support improved retention and attendance and literacy and numeracy outcomes. This included improving teacher quality by working independently with teachers to improve classroom practice, engaging in instructional rounds and working on the Gradual Release of Responsibility Method. The school also secured a significant four year partnership with BHP Billiton and support agency Anglicare that supported increased flexible program delivery and resource allocation to programs that would build on community capacity.

Year 3–Focused on sustainable delivery of programs. Community partnerships highlighted the school within the Tasmanian educational scene and school community confidence was evident. Expectations for students' appearance, behaviour and outcomes increased and engagement was improved. Subsequently the partnerships with BHP Billiton and Anglicare have formed new sub-partnerships with Mission Australia, Relationships Australia, Centacare, Meenah Mienne (Aboriginal Cultural Program), Headspace and Colony 47 and Youth on Patterson.

Year 4–2013 will bring significant focus and reflection as educators, focusing on professional learning, quality teacher instruction and establishing positive working relationships with all stakeholders.

### **Parklands High School**

The school worked to raise the profile of the school in the community and strengthened and expanded

links within the community, thus contributing to offering students an increased range of opportunities and a demonstration of the value of education. The Community Liaison Officer at Parklands developed and strengthened a range of links with the community, organising parent afternoon teas and inviting parents into Year 7 classrooms. Partnerships continued to grow between the school and Rhodo Gardens, Coast Care, and various charitable/community organisations and businesses. 68 students were involved in community programmes and a further 17 took part in on-site school programs.

### **Sheffield School**

Pathways to Year 11, employment or training options were more clearly defined, resulting in improvements in retention beyond Year 10 into fulltime employment or study. Rates increased from 69.4 per cent in 2009/2010 to 90 per cent in 2011/2012. The number of apprenticeships facilitated by the school for students in 2011/2012, was 11 per cent of total students; one of the highest ratios for any school on the North-West Coast. The school focused on increasing its partnerships with local businesses in supporting students in work placements. Nineteen placements were gained for TAPP students and 28 students for work experience. Support for Year 10 students was provided by organising mock interviews by a number of employment agencies and local business owners.

### **Jordan River Learning Federation**

Through transition strategies employed, the Jordan River Learning Federation's strengthened relationships with parents and the community. Parents were engaged in Launching into Learning through open days, home visits, school activities and events; developing further connections already in place with older siblings. Increasing resourcing in the area has enabled increased staffing and release time for home visits; further increasing community connections and strengthening the networks in place.

Transportations to pick families up to take them to Launching into Learning, especially in winter, increased access to the service. The focus on parent and community networks spanned the entire Federation.

The transition leader and the Federation established strong transition strategies for Year 10 to Senior Secondary, with regular school visits a feature and extensive information sessions about programs and opportunities.

Links were also established with the Trade Training Centre to ensure identified pathways for students into skill training areas; and with employment groups to link students into employment pathway should this better suit their personal goals. Establishing ties with local businesses also occurred to facilitate school-based apprenticeships and traineeships.

### **Triabunna District High School**

The school continued to develop strong relationships with local industry particularly those in the marine and aquaculture spheres. The relationships enabled students to access 'real-time' learning while participating in production and harvesting of local products. The industry bodies also assisted the school in establishing a top-class marine study environment on site with a complex tank and hatchery system in the process of being completed. The Oyster Growers Association of Tasmania recently showcased the school program at their statewide conference highlighting partnership best practice for school and industry. The school continued to work with the local council on management and sustainability projects along the shorelines and on Maria Island. The school is now working in partnership with the council on the delivery of Seafest 2013, a collaborative venture between the school and council that sees a two day festival delivered in the community in March 2013.

## Support for Aboriginal and Torres Strait Islander Students – 1 January 2012 – 30 December 2012



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

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

The Department of Education is committed to supporting Aboriginal students to achieve at least the same levels of success as all other students, through high quality, culturally inclusive teaching, leadership and curriculum, which respect Aboriginal cultural and identity as a unique and valuable asset in Tasmanian schools. To achieve this, the department recognises that a strong and successful partnership through the Tasmanian Aboriginal Corporation for Education (TACE) with Aboriginal people with an interest in education in Tasmanian schools is essential.

### **Cultural Understandings Training**

In 2011, a quality Aboriginal Cultural Understandings Training program (spaced learning over five days) was developed. By the end of November 2012 this program had been delivered to teachers and leaders in twenty-three schools across the state. This professional learning continues to build the capacity of schools and DoE staff to respond to the needs of Aboriginal students, their families, and the Aboriginal Community.

### **Dare to Lead**

The Dare to Lead leadership program (spaced over 3 days) facilitated by Principals Australia attracted 35 leaders from 20 government schools and colleges between January and June 2012. This program aims to achieve sustainable change in outcomes for Aboriginal students. Dare to Lead provides the leadership support needed for schools and the system to become more effective in achieving improved outcomes and in understanding and supporting the wider goals of reconciliation and cultural understandings for all of their students.

In terms of the specific model around engaging and improving Aboriginal students' learning outcomes, schools are using the holistic, Dare to Lead framework (below), which places student identity and the school and students' connections with family and community at the centre.

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

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

close association with the Launching into Learning programs in all primary schools. Part of their role is to encourage parents to attend these sessions with their children.

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

Aboriginal Education Officers are available to support Aboriginal students in Years 8–12 to attend and engage in their schooling. They can also assist with transition to further education, training and employment.

Through the Tasmanian eSchool, Aboriginal students have been supported at the school level, through the work of the Start-up Support Service teams, which provided teachers with the skills and courses to increase the availability of relevant and personalized online curriculum within the school environment.

### **New Norfolk High School**

New Norfolk High School endeavoured to improve student engagement for Aboriginal students in a variety of ways. Each Aboriginal student has an individually negotiated PLP. These plans map the educational requirements and support needs for each student and are reviewed throughout the year. A member of the teaching staff was allocated 0.2FTE release to manage and monitor these plans.

Aboriginal students were encouraged to openly identify as such and demonstrate pride in their achievements. An Aboriginal Network Group was established and this group worked to raise funds and raise the profile of Aboriginal students.

All students' literacy and numeracy data was provided to all staff, and regularly used as a source of information about student learning needs, and Aboriginal students were highlighted within these data sets to ensure a specific focus on their development.

During 2012 the following achievements were made:

- 100 per cent of PLPs for Aboriginal students mapping literacy, numeracy and absentee data as well as individual support required
- updating the school's history and English departments with new resources for classroom and library use that have an Aboriginal focus
- celebration of NAIDOC week and a cross curricular focus on Aboriginal issues during the week
- participation in the Building on Strengths Program.

Building on Strengths Program is a New Norfolk High School initiative with Claremont College and associated Low SES high schools with high numbers of Aboriginal students. The program aims to increase engagement and raise aspirations by linking Years 9 and 10 Aboriginal students to their culture, to college and to university to encourage them to stay at school until the end of Year 12 and to maximise their educational outcomes. There are three focus areas on the Building Strengths program:

- improving the students' academic writing and research skills through a focus on Aboriginal culture
- building leadership skills through participation in the Duke of Edinburgh Bronze medal program
- mentoring to extend the scope of their career aspirations.

### **Jordan River Learning Federation**

Aboriginal foci were embedded in integrated units at Herdsman's Cove, Gagebrook and East Derwent Primary Schools. The Gagebrook Campus, East Derwent, Herdsman's Gove Campus established staff

meetings dedicated to professional learning. An Aboriginal Cultural Awareness Room was set up at Gagebrook and a designated Aboriginal Cultural Awareness Learning Area was identified at the Middle and Senior Schools.

### **West Ulverstone Primary School**

West Ulverstone Primary School set high expectations for literacy and numeracy achievement for all Aboriginal students and celebrated cultural diversity as a whole school; connecting all members of the school community. PLPs for 100 per cent of students were completed as an accountability and school responsive measure to assist in closing gap in Aboriginal educational outcomes.

### **Risdon Vale Primary School**

Risdon Vale Primary School's Aboriginal students were tutored in-class or in specialist lessons depending on the needs of the child. The Aboriginal mean percentile gap in the base year was 4.8. After the 2010 NAPLAN tests the gap was -13 in favour of Aboriginal students indicating that the targeted support and in class programs had a positive effect.

Risdon Vale Primary School used NAIDOC week to engage the community and develop an understanding of Aboriginal issues. The school had members of the Aboriginal community assist with in-school programs and at assemblies they recognise prior Aboriginal custodianship of the land on which they meet.

### **Beaconsfield Primary School**

Beaconsfield takes a great deal of pride in the positive relationship that has been established with Aboriginal families within the community. Initiatives include:

- PLPs for 100 per cent of Aboriginal students
- the Aboriginal Early Years Liaison Officer attends Lil' Diggers program and helps with resources and ideas
- local Aboriginal elders work in the school to improve learning outcomes for all Aboriginal children
- NAIDOC week celebrations are now a part of school culture.
- Acknowledgement of Country, developed under the guidance of Aunty Patsy Cameron a prominent Aboriginal elder, is now a part of all school gatherings and celebrations and had been used as a model by many other primary and secondary schools
- The gardens (Walk with Me) and landscaping at both the school and the Child and Family Centre are used as a tool for teaching cultural competence and plants and landscapes that were and still are of great significance to the Tasmanian Aboriginal people.

### **Rokeby Primary School**

PLPs were created for 100 per cent of Aboriginal students in collaboration with all stakeholders. Increased parental involvement in their child's learning resulted. The Personalised Learning Plan model continues to be shared and used at other schools as it is seen as best practice.

Six staff members attended the Stronger Smarter Leadership program, with more to attend in 2013. This ensures the school continues to build a high expectation culture in the community.

The school employed a Home Liaison officer from 'Life without Barriers,' a school Chaplain and is currently involved in a mentor program through 'Kids Hope Australia.' This increased engagement and attendance from students, parents and the local community, particularly with Aboriginal and Torres Strait Islander families.

## **Fairview Primary School**

### Initiatives:

- targeted literacy and numeracy support provided daily to identified students
- Aboriginal Education Worker employed and working with Aboriginal students
- Aboriginal perspectives embedded into teaching and learning
- Aboriginal perspectives incorporated into the Birth to 5 learning area
- an expectation within the school that Aboriginal results over time will be equal that of non-Aboriginal cohort
- development of a working relationship with the Aboriginal Education Office
- integrated Australian Curriculum planning in collaborative teams structured to allow for cross curricular Aboriginal perspectives as highlighted in the Australian Curriculum.

### Evidence:

- in school data shows an increase in Aboriginal students' literacy levels with specifically strong gains in Running Record data with 100 per cent of students meeting their individual targets
- formative assessment shows an increase in Aboriginal students' numeracy levels
- PAT maths data shows all Aboriginal students maintained average or good growth
- no Aboriginal students were suspended in 2012
- 75 per cent of Aboriginal students reached NMS for Numeracy G3 in NAPLAN testing up from 60 per cent in 2011.

## **Windermere Primary School**

The school employed an Aboriginal Education Worker for 25 hours per week. The Aboriginal Education Worker worked flexibly across the school from leading special groups for specific cultural activities to informal groups for life skill activities such as food preparation. The Aboriginal Education Worker often included peers of Aboriginal students in these groups to allow them to showcase their culture or to promote positive social interactions.

## **Clarendon Vale Primary School**

### Initiatives:

- coordinator of Aboriginal programs employed
- high expectations of all students
- Aboriginal education embedded in school culture
- options program including at least one group with a focus on Aboriginal culture
- regular excursions to Aboriginal sites and follow up work with parents/carers
- using data to target individual needs in literacy and numeracy
- building cultural understanding throughout the school
- working with staff around their needs in regard to National Teaching Standards and Aboriginal education
- Aboriginal Education Worker worked closely with the Literacy Leader targeting Aboriginal

students

- ATAS tutoring
- PLPs developed for 100 per cent of Aboriginal students
- using the Aboriginal Community as a resource for work with Aboriginal students
- providing Aboriginal students with an education linked to their cultural heritage.

### **Oatlands**

Key strategies to improve attendance, well-being and engagement of Aboriginal students involved working closely with the families of these students through increased social worker and guidance officer time in the school. The social worker engaged with individual students and families in a youth program that utilised an unused part of the school which was turned into a drop-in-centre.

Average daily attendance rate for Aboriginal students saw an increase from 2011 to 2012.

- 2011 – 80.8 per cent
- 2012 – 86.8 per cent

### **Tasman District School**

Data indicates that attendance for Aboriginal students was higher (90.1 per cent) than for non-Aboriginal students (88.6 per cent) in 2012. Targeted intervention and contact with families such as phone calls and text messages ensured that absences were followed up by relevant staff for explanation.

School Improvement Report details Aboriginal equity as trending up and excellent. Targeted intervention through use of teacher aides and development of PLPs for Aboriginal students has continued to ensure continued improvement in literacy/ numeracy outcomes.

### **Somerset Primary**

All Aboriginal students have a PLP that identify the goals, priorities and strategies to work towards. Plans are jointly constructed with parents and class teachers and are revised mid-year and end of year. Teachers use NAPLAN and other data to help inform goals and priorities.

2012 data showed that whole school (93 per cent) and Aboriginal (92.7 per cent) attendance continued to be high. The School Association is planning a multi-layered approach to further improving student attendance early 2013 with a particular focus on learning time lost to illnesses.

A highly regarded literacy expert worked with teaching staff over a number of days to build a whole school approach to reading, particularly reading comprehension through text responses. Early anecdotal evidence from students is very positive with many asking if these reading groups/text responses will be continuing in 2013. Teaching staff have felt particularly invigorated with this approach as it requires close collegial planning and provides strong cross curricula links.

### **East Tamar Federation**

The orientation of the East Tamar Federation towards genuinely inclusive practice resulted in highly successful leadership opportunities for Aboriginal students and staff. Throughout all Federation schools there was a deep and sustainable culture of respect and appreciation of Aboriginal history and culture, and an array of ways of celebrating and honouring this became increasingly evident throughout 2012. The Federation Aboriginal Education Worker united students across campuses and teamed with other Aboriginal and non-Aboriginal staff to work with individuals, small groups and whole classes. At the high school, a whole grade approach to on Country experiences and close working relationships with Elders helped all students gain greater insight into Aboriginal perspectives. This learning was honoured by a celebration assembly in October which featured in the local newspaper.

### **Glenora District School**

25 students or 15 per cent of the school population identified as Aboriginal in 2012. A rigorous quantitative and qualitative assessment was undertaken to identify individual strength and weaknesses and where appropriate listed on the school student evidence database. Personalised Learning Plans were written for each student and those identified with learning needs were targeted through the literacy and numeracy learning support programs. Monitoring is ongoing and overseen by a support teacher with ongoing discussion and monitoring by their respective classroom teachers.

The school flew the Aboriginal flag in two prominent locations in the school. Acknowledgement of Country was used at the start of each assembly. Guest speakers attended assemblies and topics were often included that build a growing awareness of the Aboriginal culture and history.

### **South George Town Primary School**

During 2010, a Bush Tucker Garden was established at the front of South George Town Primary School. The garden continued to be a focus for many school and community events. The garden was a focus for learning about Aboriginal culture. Aunty Patsy Cameron, a Palawa elder, visited regularly to demonstrate the use of the bush tucker that was found in the garden. She also showed primary students how to make items such as baskets from the plants.

### **Wellington Alliance**

Aboriginal initiatives and support were a priority focus in 2012:

- building Aboriginal partnerships with local community
- commitment to the Dare to Lead snapshot in 2013
- using data to improve outcomes
- celebrating Aboriginal culture
- building stronger links with Aboriginal families
- establishing and maintaining Multicultural Advisory Groups
- allocating a cross-Alliance Area Leader to capture data, co-create initiatives and inform directions.

### **Port Dalrymple School**

There was a significant impact on the learning outcomes and attitudes of parents with the school's endeavour to increase the outcomes of Aboriginal students.

- 100 per cent of Aboriginal students in the Year 10 cohort of 2012 successfully transitioned to further education
- academic outcomes were celebrated with students being recognised within the school community and through university scholarships to promote higher education to Aboriginal students
- relationships between families, support agencies and sustainable partnerships were established to support Aboriginal students
- increased activities that engaged Aboriginal students with their community stakeholders: Colony 47 (Headspace services for older students), cultural and arts programs for all Years 3 and 4 students
- opportunities for Aboriginal students to explore further education options



- engagement in University program, Launceston Collage “Head Start” to promote academic success and retention in senior secondary education
- 78 per cent of Aboriginal and Torres Strait Islander students in Years 9/10 engaged in Vocational Education Training
- 86 per cent of Aboriginal students engaged in transitions and flexible programs: Taste of the Polytechnic, Rock and Water, PRIDE, Polytechnic, Rock School.

### **Mountain Heights School**

The school was able to employ an Aboriginal Education Worker. This is a significant achievement for the school and it can now plan key strategies that will support students to improve their attendance, wellbeing and engagement and develop cultural awareness. The school is also developing their courtyard into a Bush Tucker garden.

### **New Norfolk High School**

A 0.2 FTE was appointed to manage and support Aboriginal students specifically, including individual case management. Whole school initiatives in literacy and numeracy ensured that Aboriginal students were identified and monitored in class. Collaboration between the classroom teacher and Aboriginal students’ liaison teacher was part of the task description for this position. NAPLAN indicates scores for Aboriginal students trended up from 2010–2012 in all areas except spelling (a whole school area of future focus).

### **Montrose Bay High School**

An AST Literacy Leader was allocated 0.2 FTE to support Aboriginal students. A teacher’s aide was also employed to work directly with Aboriginal students on literacy and numeracy. A Chaplain was employed to work directly with at risk Aboriginal students. An attendance officer was employed to develop individual attendance plans for all Aboriginal students at risk which has led to an overall three per cent increase in attendance and greater connection to families.

### **Wynyard High**

The Namatjira Project, in Partnership with Big hART, is a niche creative community development process which pays tribute to the life and contribution of acclaimed watercolour artist and Western Arrernte man, Albert Namatjira, through storytelling and artistic performance. After watching the performance, students from Wynyard High worked with the performers at school to expand their cultural knowledge and awareness, develop their own storytelling and performance skills, and celebrate the contribution of Aboriginal culture to the life and history of the local community.

### **Circular Head Federation of Primary Schools**

An advisory group was formed using personnel and expertise from the local Circular Head Aboriginal Committee. The group began determining suitable methodology to support the goals for the education of Aboriginal students. The members took an active role in ensuring the awareness of teachers and school staff about their culture and local history. There was a resulting increase in attendance at Launching into Learning and Birth–4 activities in each school, from all sectors of the community.

### **Sheffield School**

The attendance data for Aboriginal students remained stable over the past two years, with a slight increase in the proportion of Aboriginal students with an attendance at or better than 90 per cent; up three per cent from 2011.

57 per cent of Aboriginal students at Sheffield met or exceeded educational outcomes based on their Australian Curriculum reports. A further 10 students were on average ‘approaching the standard’ for

their year level.

### **Tasman District High School**

The school specifically looked at the cross curricular Aboriginal perspectives in the Australian Curriculum and how they could be integrated across the school. The school applied for Artist in Residence funding for 2013 to a Tasmanian Aboriginal artist to attend the school and work with Aboriginal students on the completion of a large mural celebrating the Aboriginal culture and links to the school. In 2012, Tasman had 23 per cent of students identified as Aboriginal. For the year, Aboriginal students only had a 7.3 per cent absenteeism rate in comparison to the non-Aboriginal absentee rate of 9.2 per cent.

#### ***Independent Sector***

The Aboriginal students at NCS are generally high achievers and supported appropriately to maintain and extend their potential. The school's inclusive approach caters for all students including a small proportion of Aboriginal students. Attendance is consistently maintained; there is not an issue for the Aboriginal students at Northern Christian School.

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

#### ***Government Sector***

The Start-up Support program and a range of initiatives identified through the eStrategy provided explicit measures for schools to overcome issues of poor attendance and engagement through;

- flexible access to learning and schooling opportunities for disengaged students, Indigenous and non-Indigenous, and particularly those unable to attend mainstream school
- provision of alternative and flexible options where appropriate particularly through the VAL curriculum e.g. online courses in literacy/numeracy/health to complement vocational programs and/or allow flexibility in school timetables
- supplementing local learning options, especially for rural and remote areas by incorporating the program delivery of the eLearning Programs service
- broader deployment of the online infrastructure, tools and resources that the department currently supports including the implementation of a VLE across government schools and other sectors.

#### ***Independent Sector***

Currently, students funded for special learning needs support accounts for 15 per cent of the school population.

A key strategy at the school level that has contributed to improved outcomes for students with special learning needs has been the employment of a special learning needs coordinator to support students, parents and staff. The role has provided:

- professional learning targeting specific areas of concern
- enhanced and productive liaison between teachers and specialist service providers
- supported analysis of relevant assessment data and implications for teacher planning and student learning
- professional learning to enhance the use of data for planning intervention, adjustments and differentiation in lesson planning and delivery. This includes data from specialist services providers e.g. speech pathologists, psychologists and occupational therapists.
- *Letters and Sounds*, Developing Reading and Multilit sessions for parents, as well as work with individual parents, who wish to support their children at home.

Key strategies at the school level that are contributing to improved attendance has been a focus on planned, regular and intentional communication with parents:

- daily monitoring to identify students at risk
- regular and consistent phone calls to non-attendees
- assistance for students who were not attending school due to no food at home for lunches – the school provides food, including breakfast if required.

One student who missed school regularly was assisted with food, both at school and home, and a uniform provided to address the attendance issue.

Key strategies at the school level that have contributed to improved outcomes for student wellbeing include:

- parent sessions the resilient child
- implementation of *KidsMatter Primary*, Student Counsellor employed, *Bounce Back Program* as a whole school focus, Social/Behavioural program including I: I support.

## Showcases – 1 January 2012 – 30 December 2012

### East Tamar Federation Profile

	Total Students	ENI	EAL Students on EAL Program	Total EAL Students in School (including EAL program)	Aboriginal Students
Brooks High School	570	72.92	30	55	85
Mayfield Primary	212	86.36		1	25
Mowbray Heights Primary	475	65.67		100	41
Invermay Primary	271	68.96		25	13
Rocherlea Primary	163	87		1	18
Totals	1691			182	182

The East Tamar Federation consists of the five schools above and is located in the north-eastern suburbs of Launceston. Parts of this region share some of the state's lowest SES data. The priorities identified for improvement are literacy and numeracy, attendance and retention and growing a community that cares about the learning and future prospects of its children.

The Board of Governance clearly directed the improvement agenda of the East Tamar Federation with alignment to the Department's Strategic Plan regarding inspired leadership and an innovative workforce. In determining to build teacher and leader capacity for its direct impact on student learning outcomes, the Board ensured that all staff received high quality professional learning and were supported with a clear system for performance and development planning.

In 2012, significant National Partnership investment continued to support the innovative practices led by the East Tamar Federation Project Team. Utilising the developing leadership and teacher capacity within the schools, and the Joyce and Showers model for implementing new learning, nominated teachers and leaders worked together at sharing high quality professional learning targeted at specific aspects of student learning data.

East Tamar Federation leaders then worked side by side with school staff to model practice based on their shared theory learning. Teachers actually saw the new practices modelled in their own classrooms and were then supported to begin practicing with ongoing mentoring and coaching. This process not only built considerable capacity around changing pedagogy but also provided accountability and ensured the 'implementation into practice' phase of improvement, required for deeply embedding new learning.

The leadership of the East Tamar Federation Project Team working with the school based Network Leaders resulted in a common language, consistent strategies, improved pedagogy and a specific set of strategic endorsed programs. Curriculum planning occurred with the support of these leaders, to ensure a scaffolded sequence of learning and excellence at all levels. All teachers were involved in professional learning and supported in the most differentiated way, with much of the learning taking place as they worked in their own classrooms, with the very students for whom they were striving to elicit greater levels of achievement, a perfect model of putting their faces to the data.

Comments from teachers of students from Kindergarten to senior high school regarding their experiences:

- *One of the most powerful pieces of professional learning was the problem solving demonstration*
- *I didn't realise my kinders had the capacity to do this. You have showcased the way to go about it*
- *You were there to show possibilities, not to judge*
- *By seeing it modelled, I feel a lot more confident to have a go*
- *I liked seeing the session run twice with both my classes*
- *Seeing the kinds of questions you were asking was good to see and how you reframed some of them.*

## **South George Town Primary School**

South George Town Primary School is located in the town of George Town in northern Tasmania. It has 270 students between Kindergarten and Year 6. The school has an ICSEA value of 927, with 76 per cent of students in the bottom 50 per cent of Australian students. Seven per cent of students are identified as Aboriginal and two per cent have a language background other than English. South George Town Primary School is located with two kilometres of Port Dalrymple School (K–10) and Star of the Sea Catholic College (K–10). The National Partnership program has focused on improving literacy and numeracy standards and increasing the engagement of parents and children with schooling, with a focus on reducing the impact of educational disadvantage of children.

George Town Primary has structured work in National Partnerships and Launching into Learning across the community rather than focusing on school-based interventions at a single school location. Staff have worked within an interagency structure, outreaching to the wider community. Working outside the school setting and with other agencies has enabled staff to identify and then establish and maintain meaningful relationships with a particular cohort of families who would otherwise not be engaged. The parents in these families tend to have been people who have disengaged early from the education setting themselves, are experiencing difficulties with everyday living and relationships, have little or no extended family support, have no transport, are socially isolated, have children with additional needs either yet to be diagnosed or in the long process of diagnosis, and/or are struggling with mental health issues.

Universal Launching Into Learning programs provide the quality experiences needed for many families to prepare children for the transition to school and improve outcomes for children. However, intensive support for the capacity building of families is what is necessary to facilitate real generational change, particularly for those for whom universal child-centred programmes present barriers resulting in non-engagement.

### **Empowering Parents Empowering Communities:**

The Empowering Parents Empowering Communities project gave staff the vehicle to build the capacity of families in the community. Whilst it was advertised and available to all families with children aged two to 12 years, the interagency links and the Launching Into Learning outreach work that had been done provided the structure for scaffolding many of those families that had been identified as at risk into the program. In 2011, National Partnerships supported the community Social Inclusion Worker and the Launching into Learning teacher to complete a training course for the Empowering Parents Empowering Communities project. These trained facilitators then delivered the program in the George Town community in 2012 with National Partnership support for funding for venue hire and adjunct care costs. The National Partnership AST was a trained facilitator who also had a consultative role in the continued development of the facilitation skills of the Social Inclusion Worker and Launching Into Learning teacher.

The Empowering Parents Empowering Communities 'Being a Parent' course runs once a week over eight weeks. Parents come along to an information session and then sign up to participate for the eight weeks. The course aims to help parents learn practical communication skills for everyday life and to develop their abilities to bring up confident, happy and co-operative children. The course is facilitated in

such a way that parents are accepted in a non-judgemental environment and are acknowledged and 'heard', thus enabling them to move forward and make positive changes in their lives.

In 2012, the Being a Parent course was facilitated three times, catering for around 40 participants. Towards the end of 2012, course participants were all invited to apply to be involved in training to become a course facilitator themselves. George Town had seven applicants for the training. Six of the applicants were interviewed. Five of the applicants were successful in going through to the training stage, five being the highest number of successful applicants from any community in Tasmania. The successful applicants commenced training along with applicants from other communities and with the support of the Community Inclusion Worker. All five completed their training. Because of the high number of trainee facilitators from George Town, facilitators have been invited to go to other communities to provide the service there. Facilitating the course is paid employment for all five, with payment being made from funding from the Tasmanian Early Years Foundation.

Course participants are invited to keep a journal of their learning for the duration of the course. Work is being done towards having the course accredited at a Certificate III level at the Tasmanian Polytechnic by the end of 2013. Course participants from 2013 will also have the opportunity to apply to do the training to become course facilitators themselves. This year the same psychologist employed by Launching into Learning has been secured to support the parent facilitators and course participants if and when required.

The Empowering Parents Empowering Communities project has grown and gathered momentum in the community at a rapid rate and has had life-changing effects on families. Families report being almost transformed by the knowledge and understanding that they gain, and by having weekly time dedicated to exploring parenting and their thinking and feelings around it. The positive spin-offs from the course involve parents making lasting connections with each other and developing very meaningful and respectful relationships with real understanding and appreciation of one another, and children in adjunct care having quality time together. There has been a notable change in the community with such a big cohort of people having developed reflective listening skills and this shows up at play groups and community events with people feeling acknowledged and heard by each other. This is very powerful change that has happened in only a year of EPEC in the community. It is the change that will make a difference to generations as parents continue to practise their relationship building skills and strategies within the context of an ever increasing group of other parents who will be going through the courses.

A letter from an parent who participated in Being a Parent in 2012:

*I heard about the Being a Parent course at play group. One of my friends wanted me to go with her and after attending the morning tea I was excited to do the course and find new ways of dealing with different things with my children, especially getting them to listen instead of me yelling all the time.*

*I did the Being a Parent course twice. The first time around it was a bit scary but by session two I felt at ease and realised I was not alone in the issues I was dealing with my own children. Over the two courses that I did I gained so much knowledge on how to communicate and understand my children. I have grown so much as a person, I'm more confident within myself and I know if I put my mind to something I can and will achieve it.*

*As a parent after doing the course my children are happier than ever. I have learned how to listen to them. Now my girls openly come to me and tell me how they are feeling and how things affect them. They are more polite and well mannered. They are nicer to each other. They play together without fighting (most of the time). My eldest daughter often says to me "you're like a new Mum....you never yell any more, you listen instead". It melts my heart every time.*

*I was interested in doing the parent facilitator course because I wanted to share the knowledge I had gained with other parents. The experience of doing the facilitator course was amazing. The facilitators made it so easy and comfortable and gave us the motivation to strive in what we believe in. I walked away from this facilitator training so proud of myself and now have an even stronger bond with my girls as well as with my partner. My friendships*

*have improved as I've now become a helper instead of a rescuer.*

*Three weeks ago I began facilitating a Being a Parent course. I have found it scary, fun, and fulfilling all in one. To be able to share the knowledge with other parents is amazing. You can see in their faces when they 'click' to something and it's so rewarding to see a smile or hear a story when a part of the Being A Parent content has helped them. Amazing!*

*Things have been wonderful since the Being A Parent course became a part of my family's life. We have all grown and we understand each other so much more. This course means so much to me and I want to be able to share it with everyone. Thank you.*

## **St Paul's Catholic School**

As a result of the funding that St Paul's Catholic School has received there have been a number of positive flow-on effects.

St Paul's Catholic School has become united in its approach to behaviour management and school rules. The school has adopted the 5 BEs:

1. Be Safe
2. Be a Good Friend
3. Be a Learner
4. Be Your Best
5. Be Respectful.

The school have a significant amount of signage that displays the 5 BEs as well as the 5 keys. This signage has added another element as students and their families regularly see the signs. The language of both the 5 BEs and the 5 keys goes home via the students and is then used by some families as well. Students receive stickers at school when they are 'caught' living out one of the 5 BEs. Various rewards are given as students receive a particular number of stickers. All class teachers have taken time to teach the 5 BEs explicitly to their students, further instilling these social and emotional elements of education. The result of these programs has been a decrease in playground issues and a general increase in the students' ability to articulate their social and emotional needs and wants.

It became apparent early in 2012 that a number of the students in the lower primary classes at St Paul's Catholic School were quite anxious. The reasons for this anxiety were varied: separation anxiety, fear of failure and anxiety about another student in the class being just some examples. The school engaged with a psychologist with regard to a program called 'Get Lost Mr Scary'. Parents of the children chosen to participate in the program were given a questionnaire to fill in before the program started. This enabled the psychologist to tailor the program to suit the needs of the students. The psychologist, in collaboration with the school pastoral support worker, conducted a number of sessions with the parents at first and then engaged with students over a number of weeks. The program has been quite successful. The parents have been very receptive to the ideas and notions presented to them, as have the students. It has been noted that a number of the students participating in this program have settled more effectively in class and generally display far less anxious tendencies.

Earlier in 2012 St Paul's Catholic School applied for a Chaplaincy Grant. It was deemed necessary for the school to have someone working in such a role for the benefit of the students and their families. The pastoral care needs are particularly high at St Paul's. It was hoped that by having a Chaplain, some needs might be addressed more thoroughly than had been previously. Providing the students with an additional person to talk to about their worries and concerns is a high priority for St Paul's Catholic School. Placing a person in this role who already has a good rapport with the students is of high importance. The school is keen to strengthen the support they provide to families who need some additional social and emotional reassurance.

The role of the Chaplain at St Paul's includes:

1. overseeing and co-ordinating pastoral programs within the school such as the Get Lost Mr Scary Program and Rainbows
2. working in close liaison with the AP/RE in programs relating to the religious and pastoral dimensions of the school
3. committing to a collaborative leadership framework, liaising with the Parish Priest, the leadership team, Parish personnel, staff, parents and students
4. providing and promoting pastoral leadership practices that develop and engage staff as a learning community
5. discerning and supporting the implementation and development of a pastoral care program that improves outcomes for students and their families.

## **Northern Christian School (NCS)**

### **Context setting**

Northern Christian School (NCS) is located at Bridgewater, in the Northern Suburbs of Hobart. Bridgewater is a "Housing Department" suburb with shopping and medical services, but residents need to travel to access other services. Students also enrol from neighbouring districts that are either regional or country. NCS is part of a national network of Christian schools that work collaboratively with a shared vision to educate and nurture children within a Christian ethos. Aboriginal Students make up 11 per cent of the school population while students with special learning needs account for 15 per cent of the school population.

### **Reform activities/strategies**

Through the SSNP NCS supported to address the following issues

- student attendance and engagement
- parent and community engagement
- support for students with disabilities and special learning needs
- support for students at risk of disengaging from school
- mental health and wellbeing.

### **Reform Activities/Strategies included:**

- a Project Officer to develop professional learning and provide recommendations and advice based on the school NAPLAN data and observations—this role as a 'critical friend' and in-school support facilitated professional conversations regarding data and provided mentoring for new teachers and beginning teachers
- parent communication strategies developed to support the *Letters and Sounds* program
- the School Education Plan continued to develop as a dynamic document, with goals being appraised and revised collaboratively in response to student data
- professional learning opportunities provided for teachers
- data informed professional conversations, accountability, reporting to parents and planning for teaching
- Northern Buddies for the B-4 year olds continued to provide opportunities and support children and parents/carers.



- Dad's Playgroup provided opportunities to engage fathers in their children's pre-school activities.

### **Progress/Outcomes**

- School daily timetable—Monday to Thursday classified as 'no un-planned interruptions.' This has increased opportunity for sustained learning; increase feedback time and predictability, which has benefitted many students. Friday is designated as an excursion day allowing for better planning and preparation from the perspective of school and home. Specialist subjects have increased engagement and celebration days such as 'Grandparents Day,' 'Dad's Breakfasts' have supported the efforts to maintain positive parent/ community/school relationships.
- NCS is a Move Well Eat Well School so morning session have uninterrupted, two hour learning block, a fruit break followed by 1.5 hour block. Collaboratively planned, cross grade groups operate during these 'blocks'. Anecdotal evidence demonstrates this has resulted in more productive and focused teaching and learning.
- Implementation of The Australian Curriculum—In 2012, all teachers planned from and implemented English and mathematics, history and science
- Led by the principal, the Australian Professional Standards for Teachers continue to be utilised to provide individual support to teacher for professional development.
- In 2012, the staff developed collaboratively the Northern Christian School's Education Plan, part of the School Improvement Plan. Data, the Australian Curriculum and school's vision for student learning provided the foundation for the document. Development of this document allowed for whole school ownership of the direction of student learning (as well as teachers and aides).
- With a focus on enhancing skills of all educators, NCS provided several professional learning sessions for the teacher aides to develop skills in best practice for supporting students (literacy, numeracy, speech, occupational therapy). These sessions ensured consistency and a whole school approach for all staff working directly with students.
- Throughout 2012 regular meetings of Christian Schools Tasmania principals provided opportunities for information gathering/sharing as well as for professional dialogue.

**Flexible Learning Tasmania**—The Department of Education eStrategy is underpinned by the theme 'Any Learner, Anywhere, Anytime'. This means that, over time, there will be even greater opportunities for learning that is flexible, differentiated and accessible through the VLE. This is particularly in order to support Low SES school communities help build better connections, allow stronger collaboration and communication opportunities and harness the potential of digital technologies to deliver better learning outcomes for students, including indigenous students and those at risk of disengaging.

From August 2012 direct oversight of the Flexible Learning Tasmania Low SES NP transferred to Curriculum Services to ensure a cohesive system wide approach and alignment of eLearning services, infrastructure support and curriculum priorities.

Throughout 2012 work continued on the trial and implementation of the Fronter VLE. A number of Low SES High, District High and some Primary schools were involved in this project, received VLE training and participated in an intensive evaluation process through interview and survey late in 2012. This helped to identify a number of benefits (see Table 3 below) and specific school-based success and risk factors that will inform the further implementation of the VLE.

Some success factors identified for effective implementation of the VLE include:

- Support from school leadership—implementation of a VLE in a school is a non-trivial exercise that generally takes two–five years. Without sustained strong school leadership support, it is unlikely

that sufficient resources in time and staffing will be allocated. Some school leaders described an intention to use the Performance Management Processes to monitor progress with VLE implementation.

- Linking the VLE to the school improvement plan—it is important to consider the role of the VLE in terms of the School Improvement Plan. Unless it is clear to the leadership team how the VLE can contribute to school priorities, it is difficult to justify sufficient allocation of time for training, professional learning and planning.
- Team-based differentiated support structures—ideally a mix of and balance between the following
  - formal training and just-in-time training
  - school-wide consistency of approach and flexibility of approach

Some risk factors for effective implementation of the VLE identified through the survey and interview process include:

- Lack of shared vision about the role of the VLE
- Leaving VLE implementation to IT staff – while IT support and teaching staff are invaluable assets and often play a critical support or leadership role, it is important that the VLE be considered from a curriculum and pedagogy point of view.
- Insufficient density of trained VLE staff – this is particularly important for administration of the VLE. It is highly risky to have only one trained administrator. A team approach to school-based support for the VLE is more likely to be effective than relying on one or two individuals to provide support.

Table 3: Advantages of VLE

<b>VLE can better support....</b>	<b>Disagree/ Strongly Disagree/No Response</b>	<b>Neutral</b>	<b>Agree/Strongly agree</b>
Student engagement	20.8	29.2	50
Student ownership of learning	16.7	33.3	50
Transparency of assessment	29.1	41.7	29.2
Tracking of assessment and submitted work	29.2	25	45.8
Students being better organised with their work	25	29.2	45.8
Increased access to resources for students	16.7	20.8	62.5
Increased flexibility for students	20.8	12.5	66.7
Student organisation	20.9	33.3	45.8

## **Sustainability**

### **Government sector**

Emphasis is on building the capability of teachers and leaders and altering teaching and leadership practice so that improvement across all areas is sustainable.

Specific approaches include:

- Appropriate professional learning programs for teaching staff so that differentiated teaching for individual student need is a priority and results in an increased use of student centred, personalised approaches and interventions using an evidence base
- Supporting a student centred paradigm using flexible and blended modes of teaching (a mixture of face to face/online leveraging the VLE)
- A strong focus on building leadership capability, professional networks and whole school/network approaches
- More effective use of technology within and across classrooms and schools in order to work collaboratively with learning communities locally and globally
- Use of appropriate tools and supportive frameworks to audit and reflect on practice and plan for improvement

Better use of digital technologies to improve efficiency and effectiveness across all work and management practices

### **Independent Sector**

At Northern Christian School the following measures are in place to ensure the sustainability of reforms beyond the life of the NP:

- the four Christian schools in southern Tasmania (CST) regularly meet at principal level for professional dialogue and information. In 2013 this will be extended to CST teacher level meetings
- NCS has commenced handover of the NP project officer role by allocating time and roles to classroom teachers and the school's Leadership Team
- continued access to IST and DoE training, support and professional learning opportunities
- continued effort will be invested in implementing Phase 2 and 3 of the Australian Curriculum
- professional learning provided by IST will continue to be accessed by NCS staff
- a focus on mentoring and coaching, as well as opportunity for access to leadership training, will continue to be supported
- maintenance and development of the *Northern Buddies* and the *Dads' Playgroup* recognises and supports parents as the child's first educator.

## Section 4 – Literacy and Numeracy

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

Whilst funding for the Smarter Schools National Partnership Literacy and Numeracy finished at the end of 2011, literacy and numeracy remain departmental priorities and schools continue to implement strategies to improve the literacy and numeracy outcomes of all students.

The 2012 NAPLAN results illustrate improvement across a number of domains:

- Tasmania's best results were in Reading (all year levels) and Year 3 Numeracy where the results were all within 5 points of the Australian figures.
- Tasmania improved its mean score results from 2011 to 2012 in 14 of the 20 assessments.
- Statistically significant improvements were achieved in:
  - Year 7 Grammar and Punctuation (14.4 points)
  - Year 3 Writing (10.9 points)
  - Year 5 Spelling (10.1 points).
- Tasmania's significant improvement from 2011 to 2012 in Year 5 Spelling and Year 7 Grammar and Punctuation was mirrored nationally.
- For all other year levels and assessments, Tasmania's 2012 results were statistically comparable with its 2011 results. There were no significant declines in any of the 20 NAPLAN measures.
- Tasmania closed its 2011 gaps to Australia in 13 of the 20 assessments. The main improvements were:
  - Years 3, 5, 7 and 9 Persuasive Writing (11.0, 11.9, 11.6 and 10.1 points respectively)
  - Year 7 Reading (5.1 points).
- Tasmania improved its outright ranking compared to other jurisdictions in five of the assessments including Year 3 Persuasive Writing, Year 5 Numeracy and Persuasive Writing, Year 7 Reading and Year 9 Persuasive Writing. All other rankings remained the same as for 2011.
- During the period 2008 and 2012, Tasmania's results for Years 3 and 5 Reading and Year 5 Numeracy have improved significantly and for all other year levels and assessments, our results have remained comparable over time.

### **Government Sector**

The intention of the department's Literacy and Numeracy Framework introduced in 2012 supports improved student outcomes in literacy and numeracy. Based on the Framework, every school has an explicit literacy and numeracy strategy as part of their school improvement plan so that every child's literacy and numeracy learning needs can be supported.

An intention of the Framework is to develop inspiring leaders within networks to enhance literacy and numeracy teaching. To this end, the department initiated a Lead School/Lead Teacher strategy in 2012. Network Lead Teachers, based in each Lead School provide leadership, direction and high level support to all principals and schools across the network in the implementation of the Literacy and Numeracy Framework. In late 2012, eight Curriculum Teacher Leader positions were established to support teachers in Years 11 and 12 with the implementation of Australian Curriculum as well supporting literacy and numeracy teaching and learning. They will work at the shoulder of teachers and the intention is that they will expand their work to Years 9 and 10 to support transition through the curriculum.

The successful applicants will take up their positions in 2013. The Literacy and Numeracy Framework and Lead Teacher initiatives are further described in showcase activities.

### ***Independent Sector***

Teacher training and implementation of *Letters and Sounds* (K–2) has resulted in measurable improvements in students' literacy development. During 2012, twelve schools, 35 teachers and 731 students have been supported to participate in *Letters and Sounds*. Measured by their PIPS results, Channel Christian School, Calvin Christian School, The Hutchins School and Southern Christian College have reported their “best PIPS results ever”.

Additional quantitative evidence demonstrate significantly higher reading levels for students accessing *Letters and Sounds*, with levels generally one year higher than in previous years when different methodologies were used to teach students to read.

*Note: IST does not collect or store student data. This data can be verified at a school level.*

### ***Catholic Sector***

The Catholic sector developed a Numeracy Strategy for implementation in 2013. The strategy developed includes a statement of numeracy, a set of beliefs about the numerate learner, pedagogy, learning environment and curriculum. It includes evidence-based professional learning strategies, whole school approaches, a professional learning course for leaders in numeracy and diagnosis and intervention strategies.

Other highlights include the development and implementation of strategies to improve numeracy teaching, including ‘modelled lessons’; Early Numeracy Interview training and Co-coaching for Literacy and Numeracy teaching.

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



SSNP activities are inclusive and address the needs of all students. Diversity is recognised and celebrated at every opportunity.

An Aboriginal Early Years Liaison Officer in each Learning Service provides support to parents with Aboriginal children, from birth to five years, to prepare their children for school, to participate in their learning development and to access pre-school services. Aboriginal Education Workers are employed to support schools with high enrolments of Aboriginal students in Kindergarten to Year 8. They support school engagement with the Aboriginal Community and assist students to participate in and achieve at school. They also work closely with parents and the Aboriginal Early Years Liaison Officers. Aboriginal Education Officers in each Learning Service support students in Years 9 to 12 to attend and engage in their schooling, and assist with transition to further education, training and employment.

Common intervention strategies for Aboriginal students across NP schools in Tasmania include:

- A Senior Curriculum Officer–Aboriginal Education is employed to work with government schools to embed Aboriginal perspectives across the curriculum.
- The Curriculum Officer and the Cultural Officer at Aboriginal Education Services work closely with the Curriculum Team to ensure that the cross-curriculum priority, Aboriginal and Torres Strait Islander Histories and Cultures, are implemented in all schools.
- Aboriginal Education Services work increasingly with schools to review their Aboriginal resources and to support them embrace Aboriginal culture into the school's philosophy.
- Through the *Raising the Bar Closing the Gap maana* project, the Next Steps program and the newly funded Investing in Focus Schools, schools focus on strategies and actions to support the Literacy and Numeracy outcomes of Aboriginal students.
- Aboriginal Education Workers continue to be employed in schools to work with students and families.
- Schools and Federations continue to develop and establish networks with Aboriginal groups such as the Aboriginal Network Group and the Aboriginal Education Advisory Group.
- The two Indigenous Child and Family Centres (CFCs) at Geeveston and Bridgewater are now in operation and many services are being provided through them for Aboriginal children and families. The Aboriginal focus in both centres is supported by all staff and by the strong and committed involvement of Aboriginal Elders, organisations and the wider community. Close connections between the CFCs and local schools also assist in developing relationships which will continue as the children transition into compulsory education.
- Aboriginal students at risk and/or below the National Minimum Standard are supported with targeted Literacy and Numeracy intervention, 1:1 or small group work. Data is better informing intervention.
- Through the department's focus on Cultural Understandings, the Closing the Gap focus schools and the *maana* schools, are reporting increased involvement and communication with parents and families of Aboriginal students. This focus is leading to increased attendance and Literacy and Numeracy outcomes for many of Tasmania's Aboriginal students.
- Aboriginal Tutorial Assistance Scheme (ATAS) teachers develop trust, routines and consistent

strategic interventions for Aboriginal students. The interventions, in many cases supplemented by NP funds, are individualised for each student. National Partnership effort in schools is building on, and value adding to strategies in place in schools prior to NP participation.

- Significant work developing personalised learning plans in schools is occurring. Schools are establishing processes that are enabling them to develop PLPs with Aboriginal students, their families, and teachers and in many cases, social workers.

### ***Independent Sector***

***Letters & Sounds*** is an inclusive, whole school resource that supports **all** students in the development of literacy. The primary schools currently implementing *Letters and Sounds* include 53 Aboriginal students.

### ***Catholic Sector***

The needs of Aboriginal students are incorporated into the strategies developed under this National Partnership and complement the strategies implemented through other funded programs.

## **Sustainability**

### **Government Sector**

From 2012, Tasmania has undertaken an innovative reform guided by the department's Strategic Plan 2012–2015—Learners first, connected and inspired. Four Learning Services have been reduced to three and eleven networks of schools have been established. The network structure supports school and system improvement, improved student learning outcomes and reform. Eleven Principal Network Leaders across the state are accountable for approximately twenty schools each.

The Principal Network Leaders are responsible for:

- supporting principals in their development of individual school improvement plans and professional learning strategies within the network
- developing and strengthening the instructional and leadership capacity of Principals and maintaining a leading for high performance culture
- working with other network leaders to ensure the development, implementation and maintenance of consistent educational policy and processes across the state.

The department's Professional Learning Institute (PLI) is responsible for delivering and brokering high quality professional learning for all staff in the DoE. Specifically in 2013, the state's priorities of literacy, numeracy and attendance will be supported along with its continued priority of developing leadership density.

The department's Literacy and Numeracy Framework guides literacy and numeracy improvement for all students across all schools. Lead Schools and Lead Teachers of literacy and numeracy work across the networks of schools to mentor and coach and to build the capacity of teachers to teach literacy and numeracy.

### **Independent Sector**

Schools report that parents are very happy with their children's rapid and sustained acquisition of reading and spelling skills. Often they are "quite amazed" by the progress. A regular comment is that they wish their other children had learnt to read this way. Having parents' involvement, support and affirmative response to *Letters and Sounds* will assist in sustaining a balanced, researched and successful approach to developing literacy skills.

Students who require additional assistance can be supported at home with interactive games and apps that can be accessed free or at very little cost.

*Letters and Sounds* is not a market driven, commercial product. Apart from the initial training of educators there are no ongoing costs. All resources can be accessed free of charge making it possible for schools to ensure sustainability and replication of this successful strategy more widely i.e. beyond the life of the NP.

Capacity of teachers to develop literacy in the early years, to teach reading, needs to be addressed. Ideally, the understanding and use of *Letters and Sounds* would be an essential component of pre-service teacher training.

Additionally parents need to be educated and supported in developing greater understanding of their role as 'first educator', in the development of foundational literacy and numeracy skills.

### **Catholic Sector**

The development and implementation of a Numeracy Strategy to improve the teaching of numeracy, and on coaching will ensure sustainable improvement in teaching practice. The Catholic sector has an explicit focus on strategies to improve teaching practice to ensure sustainable improvement over time.



## **Showcases – 1 January to 31 December 2012**

As noted earlier, funding for the Smarter Schools National Partnership on Literacy and Numeracy finished at the end of 2011, however, literacy and numeracy remain departmental priorities and schools continue to implement strategies to improve the literacy and numeracy outcomes of all students. Initiatives introduced at the system level showcase the positive impact on all government schools and students across the state.

### **Government Sector**

#### **The NAPLAN Toolkit**

The NAPLAN Toolkit, a resource for classroom teachers, has been developed by the Department of Education. The Toolkit allows classroom teachers to view, sort and analyse students' NAPLAN data and to access links to relevant teaching strategies to support improved student performance.

The development of the Toolkit is part of a broader strategy to raise Tasmanian students' literacy and numeracy achievement.

The Toolkit aligns closely with the department's Literacy and Numeracy Framework (2012–2015), which emphasises the importance of evidence-based teaching and learning programs to address individual student needs; recognises the need for support for educators to ensure they are equipped with skills and resources for effective literacy and numeracy teaching; and, aims to increase the proportion of students achieving expected literacy and numeracy outcomes in national testing.

The Toolkit was introduced into Tasmanian government schools in April 2012. Further information about the NAPLAN Toolkit can be found in Section 1.

#### **Literacy and Numeracy Framework**

The implementation of the Literacy and Numeracy Framework (LNF) has enabled teacher and leader discussions to be focused on the beliefs and understandings articulated in the Framework. These discussions are aimed at ensuring that the Framework is implemented into schools so that there is statewide coherence regarding approaches to increasing student learning outcomes.

This coherence enables ideas such as whole-school approaches and collaborative planning to be embedded in school structures and plans. It also ensures that data is utilised to inform planning and identify professional learning needs so that teaching is differentiated and able to engage all learners.

There is greater awareness on ensuring that task design supports and challenges all students. The use of 'bump it up walls' and the gradual release model for example are being used specifically to support students who are lacking confidence at secondary level.

The Literacy and Numeracy Framework names up targeted teaching to address individual needs as a key feature of quality teaching and learning. This aspect has highlighted the expectation that schools will utilise resources in order to cater for individual students appropriate interventions.

Examples of how the Framework is informing the development and delivery of professional learning include the 'Exploring How Language Works Inquiry' with spaced learning to help schools develop their thinking around spelling and to develop a whole school approach.

Identifying quality practice to improve reading results throughout whole school such as Guided Reading and developing comprehension are other aspects of whole school planning to engage students.

A focus of work being undertaken with numeracy leaders is working with the Australian Curriculum (mathematics) and quality practice, particularly quality task design, which allow for differentiation.

The Literacy and Numeracy Framework implementation is highlighting the importance of having high expectations of all students and the use of a common language throughout schools in order to engage

students.

There is an increased focus in schools on analysing data and planning from data to ensure that future strategies for school improvement are based on clear evidence.

The focus of the Literacy and Numeracy Leaders' network meetings on the LNF creates clarity for school improvement plans e.g. discussion of the direction for whole-school approach and areas for attention.

One-hundred and five teachers (P–10) from twenty-seven schools attended the Exploring How Language Works Inquiry over six sessions to develop teachers' knowledge about language 'knowing what' to having the pedagogic expertise to teach about language 'knowing how'. Leaders and teachers are planning for reviews of school practices as a result of this inquiry. These journeys are being shared with other schools.

Fifty-two teachers attended cross-network based spaced learning on oral language, which has led to a common language being used and teachers collaborating and reflecting on teaching strategies

Implementation of the LNF has led to a range of observable changes. For example:

- Numeracy leaders are using data to support whole school planning in relation to students' developmental needs.
- Teachers became more familiar with using the NAPLAN data via spread sheets and the Toolkit to analyse specific needs for improvement in their schools. A workshop involving 66 school leaders was facilitated by lead teachers.

Professional learning and general support for the implementation of the Literacy and Numeracy Framework is being differentiated for schools within and across networks. The provision of support is based on summative data (NAPLAN, PAT etc.) and formative data (discussions between Principal Network Leaders and principals). This approach will lead to consistency of high-quality school improvement plans, instructional leadership and collaborative practice in order to improve student learning outcomes.

School leaders and teachers are more data literate and the language and use of data are becoming embedded in everyday practice.

### **Lead School/Lead Teacher initiative**

Lead Schools and Lead Teachers are focused on improving educational outcomes for students at risk of disengaging from schooling through prioritising support to schools whose data reflects additional support for effective teaching practice is required. An example of innovative practices being shared within prioritised schools by lead teachers are the Literacy and Numeracy apps being used broadly via iPads. This innovation has enhanced student motivation.

Enhancing the opportunities for teachers from similar schools to meet in order to share best practice has been particularly welcomed. Lead Teachers have led literacy and numeracy leaders' meetings as another area of focus in building the capacity of schools to network. This initiative has enabled schools to refine their literacy and numeracy plans with more meaningful targets.

Effective practices to support teachers in schools where engagement, and hence attendance, is an issue have been shared across secondary schools in low socio-economic areas. Such practices include the use of the gradual release of responsibility model in order to scaffold learning to develop students' confidence in undertaking learning activities.

Some school newsletters have started to focus on improving the stakeholders' understanding of some of the educational programs undertaken in schools. Articles about the increases made in independent novel reading, spelling programs and the school's approaches to preparing students for NAPLAN testing have informed the parent community about literacy and numeracy approaches.

The Literacy and Numeracy Framework (LNF) enables Lead Teachers, when engaging leadership teams in professional conversations, to utilise a common language around shared beliefs and understandings about effective teaching practice. The *Supporting Literacy and Numeracy Success* document and an online portal of additional and related teaching support resources was developed and published in order to provide Lead Teachers with a rich resource to support school leadership teams and teachers in improvement planning at whole school and classroom level and with implementation of the Literacy and Numeracy Framework beliefs and understandings about quality teaching and learning.

Lead Teachers have been building networks through Numeracy Leaders' network meetings involving approximately 30 numeracy coordinators with a focus on improving capacity within schools to lead teams and teacher effectiveness e.g. task design, moderation and assessment.

Fifty teachers attended a spaced collaborative numeracy inquiry around task design and the Australian Curriculum. All teachers from four primary schools participated in an inquiry on Unpacking Formative Assessment in order to explore engagement and participation as part of formative assessment.

Approximately 20 secondary English coordinators from five networks across the south, engaged in a spaced learning task design series of workshops that included evaluating the effectiveness of learning tasks, differentiation, planning from backward design, using the gradual release of responsibility to scaffold students' learning.

Spaced learning inquiry groups across the state have been based on using evidence to inform the focus for improvement. These included improving Performance in Primary Schools (PIPS) results, reading, spelling, and writing and numeracy outcomes.

As a result of inquiry based learning in schools the lead teacher can assist each school (in a very different way if necessary), to start or continue the journey of improvement in the area of literacy and numeracy. Gone, is the idea of a one size fits all model.

### **Launching into Learning**

Launching into Learning (LiL) is an example of the implementation of the Literacy and Numeracy Framework with regard to increasing the proportion of students meeting the Kindergarten Development Check (KDC). This program relies solely on the participation of parents in LiL.

LiL offers learning opportunities for families and young children from birth to four years. Schools are taking on a greater role in engaging and forming relationships with families before children come to school.

LiL aims to:

- give Tasmania's youngest children the best possible start in life
- support parents as their child's first, ongoing and often most influential teacher
- reach families that find it hardest to access services and those with the highest need

The 2011–12 budget included a further \$2 million to further expand LiL. This enabled funding to be provided to all schools with primary enrolments in 2012.

The department is conducting a Launching into Learning Longitudinal Study (2007–2014). Results to date show that involvement in LiL has had a significant impact in improving literacy and numeracy skills. The 2011 Progress Report covers 1235 regular LiL students across 114 schools and the effect participation had on student performance as measured by the Kindergarten Development Check (KDC), Performance Indicators in Primary Schools (PIPS) These 1235 children are part of the 2009 LiL cohort and were in Prep in 2011. They are referred to as LiL students.

- LiL has a significantly positive influence on student performance from all socio-economic backgrounds but the biggest performance gains occurred in children from more disadvantaged socioeconomic backgrounds.

- The LiL group achieved an 11.1 percentage points increase in the number of children who achieved all KDC performance indicators when compared to the non-LiL group.
- The number of LiL students scoring below minimum standards on the Prep entry assessment (PIPS) has been reduced for both reading and maths.
- The percentage of LiL students below minimum standard in reading (10.6 per cent) on PIPS first assessment was about half that of non-LiL students (20.3 per cent), an improvement of 9.7 percentage points.
- The percentage of LiL students below minimum standard in maths (11.6 per cent) on PIPS first assessment was about two thirds that of non-LiL students (17.8 per cent), an improvement of 6.2 percentage points.
- On average, the LiL children attended five days more in Prep than the non-LiL group.

Note: 2012 LiL Progress Report is not yet finalised.

### **Independent Sector**

**Letters and Sounds** –“The evidence is clear that direct systematic instruction in phonics during the early years of schooling is an essential foundation for teaching children to read. Findings from the research evidence indicate that all students learn best when teachers adopt an integrated approach to reading that explicitly teaches phonemic awareness, phonics, fluency, vocabulary knowledge and comprehension”. (Rowe 2005)

The aim of this program has been to implement an integrated, systematic, predominantly oral language approach to teaching phonics and phonemic awareness, in order to support the acquisition of reading and spelling skills. Clusters of schools, teachers, principals and parents within independent schools in Tasmania identified a structured approach to use when teaching phonics. This approach was designed to be fully compatible with the wider, language-rich early years curriculum experiences in these schools.

In 2012, thirteen schools commenced a consistent K–2 approach to ‘secure optimum progress in children’s acquisition of phonics knowledge and skills’. The participating schools identified the commitment to one approach to teaching phonics, by all schools, teachers and administrators, as the key to their success in improving results amongst the student cohort.

The strategy supports all students in six regional and seven metro independent schools in Tasmania. *Letters and Sounds* focuses on improved educational outcomes students at levels K–2 for all students including Aboriginal students and those at risk due to disadvantage.

Galvanised by a series of podcasts titled ‘Reading Interventions’ and by the existing data about reading and spelling skills, a group of non-government schools in Tasmania decided to systematically implement a research-based strategy that involved principals, parents and caregivers, and facilitated a professional learning experience for teachers. The aim was to raise achievement in the acquisition of phonics to support reading and spelling development.

Teachers in these Tasmanian schools began implementing the selected approach after a 2010 trial in a small group of schools produced some quantitative and qualitative data indicating its success.

### **The Letters and Sounds approach**

The research indicated that the phonics approach adopted should be systematic and work in conjunction with the early years approach to teaching of language and literacy. The emphasis on

thorough letter/sound correspondence knowledge and synthesizing enables the reader to become more accurate, fluent and to access the meaning of the text more readily at the level of the reader's oral comprehension.

*Letters and Sounds* is based on the 'Simple view of reading', which identifies two dimensions of reading. The Simple View of Reading (Gough & Tunmer 1986) captures this differential role of different language skills in reading development. Within this framework, reading comprehension depends upon the interaction of decoding skill and linguistic comprehension. Individual differences in decoding ability are predicted by variations in letter knowledge and phoneme awareness (Bowey 2005, for a review). In contrast, variations in linguistic comprehension depend upon a range of factors including vocabulary and grammatical abilities and resources such as attention. (Bowyer-Crane C et al., 2008)

The *Letters and Sounds* approach provides a detailed, systematic approach to teaching the phonics element of reading – not the whole reading program. It is designed to help teachers to teach children how the alphabet works for reading and spelling. It is fully compatible with the wider early learning years curriculum. Teachers using this strategy present the full range of language learning experiences within a range of appropriate early years contexts.

The *Letters and Sounds* approach to teaching and learning followed a defined sequence:

- Revisit, Explain, Use (what do we know already?)
- Teach (how the pattern/structure works within appropriate contexts.)
- Practise (a range of interactive activities for children to practise the new learning.)
- Apply (revise new learning, apply in writing, reflect on learning.)

### **Ensuring consistency**

The main focus of the strategy is to ensure consistency in the teaching of phonics across Prep to Year 2, and to have all teachers following the same approach. During 2012, professional learning sessions were developed and presented to approximately 75 early childhood teachers. Most of the teachers implementing *Letters and Sounds* discussed the approach with parents at their parent/teacher information sessions.

### **Progress/Outcomes**

Every teacher, without exception, who has embraced *Letters and Sounds* have conveyed their enthusiasm, they "...love teaching it"; and the students enjoy the wide range of activities, including games and using the interactive whiteboard.

In independent schools in Tasmania, Prep students are assessed twice yearly (March and October) using Performance Indicators in Primary Schools (PIPS). This is a baseline assessment that supports teachers and systems to assess the progress of students in literacy, numeracy and phonological awareness, diagnose individual student work and provide data to indicate in which areas students are achieving or underachieving and predict future performance in order to identify individuals who might benefit from early intervention.

The data gathered within the PIPS assessment provided the baseline by which to measure, quantitatively, the success of the *Letters and Sounds* program. It was also an indicator by which teachers, students, principals and parents could view the effect of the strategy. Classroom benchmarked reading assessments were also used to monitor student progress in beginning reading

and to provide evidence to help plan for further teaching and learning of individual students.

Data was collected from Prep classes, showing reading progress across one year before the implementation of the strategy into the classroom program, and one year after the implementation. The results show a demonstrable improvement in reading progress of students in both schools in the year that the strategy was introduced.

### **Benefits**

One of the benefits of engaging with the professional development and implementing *Letters and Sounds* has been the increasing understanding among teachers about the importance of oral language as the foundation of literacy progress. Teachers also recognised the significance of clear articulation when teaching letters and sounds. Another advantage they described was learning how to listen to children read to gather information for further teaching and learning focuses.

Commitment to the program was a key factor in its success. An essential element in the success of *Letters and Sounds* is that consistency is maintained as the program has set phases, activities and monitoring points. Teachers must adhere to the content of the program.

### **Research base**

The Australian Primary Principals Association (APPA) produced a series of podcasts in 2009–‘Reading Interventions’. The research presented was funded by the Australian Government and carried out by three universities: Edith Cowan University, Griffiths University and the Australian Catholic University. It clearly identified that a synthetic approach to teaching reading and spelling was superior to an analytic approach. The research also identified that there was no gender difference in the acquisition of reading and writing skills.

These podcasts, along with achievement data gathered from their early years literacy assessments (PIPS), provided impetus for the introduction of the strategy into independent schools in Tasmania. The *Letters and Sounds* strategy has offered, and will continue to offer, early years educators a professional learning experience, introducing new ideas and research and challenging their current beliefs and practice.

### **Context setting**

Located 20 km south of Hobart, the Southern Christian College (SCC) is a co-ed school of approximately 150 students from Kindergarten to Year 10. The school population includes six Aboriginal students, 15 students with disabilities and six students with additional learning needs. As a ministry of the City Light Church, SCC is affiliated with Christian Schools Australia.

With NAPLAN results demonstrating that 34 per cent of SCC students are at risk of failing to develop adequate levels of literacy, the college accessed SS NP L/N funds to participate in Performance Indicators in Primary Schools (PIPS) testing. Access to and use of data generated allows for measuring student progress over time, with comparison to Year 3 NAPLAN results.

Acknowledging that the quality of the teacher will make the difference (Hattie), SCC’s early childhood teachers accessed training in *Letters and Sounds*. Both the training and implementation of *Letters and Sounds*, as well as purchase of essential resources, was supported through NP funding.

### **Progress/Outcomes**

The success of the program can be attributed to the scope and sequence of the program and the resources that are aligned to this structure. The resources are fun, interactive and engaging. All teachers, without exception, love working with *Letters and Sounds* and are extremely happy with the

improved quantitative data as well as qualitative data. Many parents have commented that they "wish their other children had learnt to read this way". Similarly teachers are saying "I now know how to teach reading and spelling." Students are saying with confidence, "I can read and write".

### **Catholic Sector**

**Modelled lessons**— as a professional learning strategy have been shown to have the potential to promote teacher change and raise the quality of teaching and learning (Casey, 2011; Bruce, Ross, Flynn & McPherson, 2009; Grierson & Gallagher, 2009; Feiman-Nemser, 2012). Such lessons can support teachers to visualise new practices and to see how effective teachers enact particular teaching actions and principles.

The aim of the model is to promote a process whereby principals and teachers experience gradual and incremental professional growth through the collaborative inquiry into practice.

Another perspective on teacher support through active modelling involves modelled lessons that are conducted by expert teachers, coaches or mathematics teacher educators who are not from the school (Clarke, 2011; Casey, 2011; Polly & Hannafin, 2011; Adler & Davis, 2011; Higgins and Parsons, 2011). The role of such experts is pivotal in education reform that "seeks to influence the difficult to reach dimensions of teacher practice and improve outcomes for the diversity of students in classrooms" (Higgins & Parsons, 2011, p. 71). These dimensions include a focus on student thinking of the task at hand within the context of a real time classroom and the teacher's current level of knowledge and practice.

Experts need to have high levels of knowledge and understanding of the relevant curricula, know how to make knowledge, skills and pedagogies meaningful and accessible to teachers within their contexts and develop teachers' capacity to inquire into their practice to inform next steps in teaching. Not everyone has the skills and knowledge to be able to do this. Consequently, without this critical support, it is possible for professional learning to have an adverse impact on teacher practice and student outcomes (Timperley, 2008). Conversely, engaging experts to work with teachers to interpret practice for enactment in classrooms is critical (Higgins and Parsons, 2011).

The model is built around a gradual release of responsibility with the goal of the teacher being able to enact learned practices. Funding releases teachers from class to participate in observations and collaborative planning and discussions.

### **Results**

Teachers value the contextualised experience as they can see how lessons work with their students because they are grounded in reality. When exposed to new strategies in professional learning sessions, many teachers often think, "nice idea, but it won't work for our kids". Modelled lessons make new strategies and pedagogies accessible to the teachers because they are able to observe what is possible, see how the lessons work for their students and immediately implement ideas.

Modelling to groups of teachers supports the building of strong teacher collaboration by providing new avenues of professional dialogue and enhances teachers' capacities to provide collegial support to one another. These opportunities provide an 'entry point into the process of opening classroom doors to one another in collegial professional relationship situations.' Observers include support staff, para-professionals and the principal and superintendents all who can learn from, and with each other.

## Section 5 – Research and Evaluation

### Government Sector

The Tasmanian Department of Education has an exemplary data collection and analysis capacity through its Educational Performance Services (EPS). Schools are supported by the provision of extensive data sets, and information to enable them to make best use of their data in order to inform priorities for action and effort.

In relation to NAPLAN, all schools, including non-government sector schools, are supported by EPS staff to understand and use their data. The NAPLAN Toolkit, a resource for classroom teachers, was developed by the Department of Education in 2012. The Toolkit allows classroom teachers to view, sort and analyse students' NAPLAN data and to access links to relevant teaching strategies to support improved student performance.

Schools and groups of schools are undertaking action research in areas of priority. The Data Literacy Program being developed through the Professional Learning Institute and Educational Performance Services (DoE) for delivery in 2013, as well as the development of the data warehouse project (DW3) will be enablers for teachers and leaders to improve their understanding and use of evidence based data to improve student outcomes.

Through its National Literacy and Numeracy pilot *Raising the Bar Closing the Gap*, the DoE engaged the University of Tasmania to undertake an extensive evaluation of that initiative. The final paper *Advancing Literacy in Tasmanian Primary Schools* was presented to the Department of Education and the Minister for Education and Skills. This evaluation has been instrumental in informing ongoing and future NP and state based strategies and activity.

To support the department's priority of engagement, transition and retention, the Department of Education will work with the Faculty of Education at the University of Tasmania on a project to improve literacy and numeracy across Years 5 to 8. The aim of the project is to work with five secondary schools and one district high school and their associated primary schools as a cluster, in an action-based research approach, that has a strong focus on teacher professional learning.

The project will work to improve literacy and numeracy outcomes of high school students targeting the transition from primary to high school as a key determinant of likely success. The purpose of the action research is to explore issues, share best pedagogy, beliefs and practices to investigate how the performance of students in Years 7 and 9 can be improved.

The focus of the research will be on engagement, transition and retention through common approaches to literacy, numeracy and attendance. The aim is to develop and trial a number of ideas and initiatives that may be transferable to all Tasmanian government schools.

The participating schools and their primary school clusters are located in different regions with each location representing an opportunity to explore a related but different challenge to the Department of Education.

A broad approach to Tasmania's state based evaluation of the SSNPs was developed in 2009. This approach was to involve a strategic evaluation of one aspect of Tasmania's implementation of these NPs – schools working together through networks and federations. A recurring feature of Tasmania's Implementation Plan across all three Smarter Schools NPs has involved schools combining as federations or networks, in partnership with their extended school communities, to provide integrated support to students and their families. In recent months, Tasmania, like the Commonwealth, has rethought its evaluation strategy.

From 2012, Tasmania is undertaking an innovative reform guided by the department's Strategic Plan



2012–2015—Learners first, connected and inspired. Four Learning Services have been reduced to three and eleven networks of schools have been established. The network structure supports school and system improvement, improved student learning outcomes and reform into the future.

Eleven Principal Network Leaders across the state are accountable for approximately twenty schools each. In late 2012 a survey of principals' views of the effectiveness of the Principal Network Leaders was undertaken. Some of these results are captured in the executive summary of this report.

In 2012, the Department of Education evaluated the *Closing the Gap; Expansion of Intensive Literacy and Numeracy Program—Raising the Bar maana*. Findings from the data indicated positive outcomes of the *maana* program in schools:

- good news stories were gathered of positive collaboration of staff, and positive feedback from students related to confidence, identity and aspects of engagement
- student attendance improved for Aboriginal students in *maana* project schools
- improvements in persuasive writing were evident for some
- some improvements in reading were evident
- improved practices by schools in the collection, and interpretation of student data from a range of sources.

An exciting finding of the study was the positive impact specifically for Aboriginal students in improving attendance, and progress in closing the gap in attendance with non-Aboriginal students.

All schools reported that teachers have increased:

- understanding and knowledge of the way in which Aboriginal students learn
- capacity to teach Aboriginal perspectives
- ability to relate to Aboriginal parents and community members
- capacity to develop PLPs with Aboriginal students and their parents.

Teachers reported improved relationships with their Aboriginal students and the Aboriginal students reported their pride in being recognised and respected as Aborigines. Students also reported greater self-esteem and confidence in their abilities which in turn is beginning to show in academic results.

Overall, these findings in combination show considerable promise. In particular, the successes of the program, suggesting increased capacity of staff to foster improved outcomes, improved engagement, and improved literacy outcomes, will in time influence other outcomes, such as numeracy outcomes.

In 2013, Aboriginal Education Services (AES) will draw on the experiences of *maana* schools to further develop curriculum resources and units of work to share with all government schools. During Stage 1 of the project key teachers from these schools, along with AES staff and representatives from the Professional Learning Institute and the department's Curriculum unit will develop learning sequences and support materials that will assist other schools in their implementation of the Aboriginal and Torres Strait Islander cross curricula priority and the Aboriginal component of the History curriculum. These will be made available online. It is envisaged that this phase of the project will be completed by August 2013

During Stage 2 of the project Cultural Understanding modules will be developed. Modules will be based around:

- history
- culture
- country
- community

- identity

Modules will include online components that contain vignettes, information and opportunities for online collaboration. This phase of the project will be completed by the end of 2013.

An evaluation of the PiTE program—A ‘Partnership in Teaching Excellence’: ways in which one school–university partnership has fostered teacher development can be found at:

<http://www.tandfonline.com/eprint/UZhKVsHcn3T6hPvkTZVf/full>

### **Independent Sector**

#### **Letters and Sounds (SS NP LN)**

##### **Title and Author/s**

*Phonological-based assessment and teaching within a first year reading program in New Zealand.* Greaney and Arrow, Massey University. Published in *Australian Journal of Language and Literacy*, Vol 35, No. 1. 2012, pp 9-32

##### **Key Findings**

This paper discusses the findings from a small-scale study that focused on the assessment and teaching of phonological-based skills and strategies within a year one class in an urban school. A key finding was that the students who had received the intervention out-performed the non-intervention control group on every assessment measure used in the study. The results also highlight the importance of early phonological-based assessments as a basis for the development of relevant and effective literacy instruction for at risk literacy learners in their first year of school.

##### **Synopsis**

**Conclusions**  
 There are several key issues arising from the study that may go some way to explaining some of the reasons for New Zealand’s widening literacy (under) achievement gap problem that is repeatedly presented in the international literacy surveys over the last forty years. In each of these surveys the same results show that Maori, Pasifika and students from low socio-economic area schools form the bulk of those appearing in the tail of underachievement. Furthermore, since the introduction of RR in the early 1980s, the tail of underachievement has continued to lengthen even though at the same time, the Ministry of Education continues to support and fund RR as the ‘program of choice’ for the very students who later are represented in the tail statistics. The research evidence also suggests that RR is not necessarily any more effective than many other programs. For example, in their meta-analysis of one-to-one tutor programs Elbaum et al. (2000) noted that ‘the findings of this meta-analysis do not provide support for the superiority of Reading Recovery over other one-to-one reading interventions. Typically, about 30% of students who begin Reading Recovery do not complete the program and do not perform significantly better than control students’ (p. 617).  
 If we are serious about addressing the needs of the students who are at risk of developing early literacy learning difficulties, we need to first, identify at the outset of schooling, those students who are at risk of developing such difficulties. For this to occur, teachers need more appropriate research-based literacy assessments than are currently available. More appropriate instructional interventions are also required to enable teachers to more effectively teach those particular students who require more explicit phonological-based instruction than is usually available within most whole language classrooms.

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#### **Links to IST SSNP Literacy and Numeracy reform activity**

Greaney and Arrow’s research supports the underpinning rationale of *Letters and Sounds*

#### **Leading Curriculum Change Project (SS NP PPD)**

##### **Title and Author**

Fowler, Mike. (2012). Leading inquiry at a teacher level: it's all about mentorship. *Research Information for Teachers*, 3, NZCER PRESS, Wellington.

### **Key Findings**

Middle-level leaders in schools have a critical role in mentoring teachers as they work with the teaching-as-inquiry process. One-to-one interactions and professional conversations with each teacher largely determine the quality of inquiry, both for an individual teacher and on a school-wide basis. In this article, an experienced senior secondary school leader explores the conditions necessary for school-wide inquiry to flourish, and explains why mentorship needs to be valued and to operate at a range of levels within the school if effective inquiry is to be initiated and sustained.

### **Title and Author**

Timperley, H. (2012). *Using Evidence in the Classroom for Professional Learning*.

### **Key Findings**

Timperley demonstrates the importance of educational leaders working 1:1 with teachers to make the connections from students' needs to teachers being able to identify those needs and then working on their practice to meet them. Timperley asserts that to be effective, evidence should be collected from multiple sources. With the support of educational leaders, teachers will develop skills and knowledge required to address the students' learning.

This research acknowledges that, resourced and supported by school leaders, teachers measure/monitor practices and activities that improve student outcomes.

Effective changes are dependent on context: students, teachers and school, and educational leadership. School leaders must create and support opportunities for teachers to synthesise their new learning in order to develop it fully. Timperley pays attention to the complexity of improving teacher practice. The role of school leaders is crucial in this. She suggests that school leaders' educational responsibility for their teachers' learning is similar to the responsibility of teachers for their students' outcomes.

### **Links to SS NP Principal Professional Development reform activity**

The research by both Fowler and Timperley acknowledges the role of school leaders as crucial in improving teacher practice. Principal Professional Development (PPD) provides opportunities for principals/ instructional leaders to develop skills enabling them to multiply their time spent in classrooms i.e. spend two full days each week observing classroom instruction, an essential factor in support for teachers and to raise student achievement

By developing managerial skills through PPD reform activity, principals/ instructional leaders were able to provide focused and effective instructional leadership and address the critical challenge of impacting student achievement.

Addressing a need articulated by principals/ instructional leaders, PPD reform activity employed a Curriculum Project Officer to support with the implementation of the Australian Curriculum. This support activity offered participants an introductory workshop in Term 1, followed by a series of focused professional learning sessions developed and delivered throughout the year.

### **Catholic Sector**

In 2012, the Catholic sector implemented a 'data wise' project in four pilot schools. Using NAPLAN data, schools identified literacy and/or numeracy needs. From this analysis, and the training in data literacy, schools identified goals and strategies to achieve them. Work is continuing in 2013.

## Section 6 – Co-investment Report

### Improving Teacher Quality National Partnership

	2008-09	2009-10	2010-11	2011-12
Tasmania co-investment amount in Bilateral Agreement/ Implementation Plan	0.058	0.152	0.254	0.237
Tasmania co-investment	11.416	25.822	37.721	39.044

**YES**

Tasmania 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.

### Low SES School Communities National Partnership

	2008-09	2009-10	2010-11	2011-12
Tasmania co-investment amount in Bilateral Agreement/ Implementation Plan	0.526	7.101	9.584	17.531
Tasmania co-investment	11.416	25.822	37.721	39.044

**YES**

Tasmania 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.

*As per the final Implementation Plan document, Tasmania's co-invested initiatives span all three of the Smarter Schools National Partnerships and that is why the same amounts are listed in the ITQ & Low SES actuals.*

## Section 7 – Milestone Reporting Quality NP

## Improving Teacher

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

Milestone (States/ territories may wish to identify whether the milestone relates to all sectors or a particular sector within their jurisdiction).	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe). <i>Quantitative and Qualitative</i>
N/A			

### Part 2 - Milestones in Annual Report - Achieved | 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>
Through the incorporation of a Lead Teacher position in the government school sector teacher classification scale, <b>at least 10 Lead Teachers were recruited and appointed.</b> This achievement contributes to reform by acknowledging, establishing and resourcing classroom leadership to impact the quality of teaching in all schools.	<b>Achieved</b> In 2012, a Lead Teacher position was established in the government school sector teacher classification scale.		Eleven Lead Teachers (literacy and numeracy) were appointed across the eleven networks of schools. These Lead Teachers are supporting classroom teachers with literacy and numeracy teaching and learning strategies and impacting of the quality of teaching in all schools. In 2013, eight Lead Teachers will be established in colleges in Tasmania to support quality teaching of literacy and numeracy.
From a review of school funding in the government sector involving extensive stakeholder consultation, including the	<b>Achieved</b> A flexible and equity based resourcing model for High and Additional Needs		The Department of Education has undertaken an extensive review of school funding for

<p>Tasmanian Principals' Association, the AEU and parent and community groups, <b>a flexible and equity-based resourcing model for High and Additional Needs students was implemented in all schools.</b> This achievement contributes to reform by increasing the capacity of teachers and school leaders to better meet the needs of students who are impacted by factors of disadvantage arising from location and socio-economic, cultural and Aboriginal background.</p>	<p>students was implemented in all schools in 2011 and 2012. Two hundred schools and colleges received equity based funding to support students with high and additional needs. This was in conjunction with the allocation of funds to schools to support students on the Severe Disability Register.</p>		<p>government schools. This process has been highly consultative. This achievement has contributed to reform by increasing the capacity of schools to better meet the needs of students who are impacted by factors of disadvantage.</p>
<p>By undertaking developmental work in the government school sector to address teacher knowledge, skills and understanding related to the learning needs of Aboriginal students and to strengthen Community engagement, <b>a training program to strengthen cultural understandings was delivered to teachers and leaders in at least 15 schools.</b> This achievement contributes to reform by increasing the capacity of teachers and school leaders to personalise learning for all Aboriginal students in their schools.</p>	<p><b>Achieved</b> In 2011, a quality Aboriginal Cultural Understandings Training program (spaced learning over 5 days) was developed. By the end of June 2012 this program has been delivered to teachers and leaders in fifteen schools across the state.</p>		<p>This professional learning continues to build the capacity of schools and DoE staff to respond to the needs of Aboriginal students, their families, and the Aboriginal Community. By the end of November 2012, the program will have been delivered to twenty-three schools.</p>
<p>By building on the partnership with the University of Tasmania and by utilising the resource capacity of Centre for Excellence schools in the government school sector, <b>a minimum of 50 Partnerships in Teaching Excellence (PiTE) trained teachers were placed and retained for at least 12 months in hard to staff, low SES and rural schools.</b> This achievement contributes to reform by effectively preparing and</p>	<p><b>Achieved</b> Fifty-two PiTE graduates have been placed and retained for at least 12 months in hard to staff, low SES and rural schools.</p>		<p>Sixty-one PiTE graduates have begun teaching in Tasmanian schools since 2010.</p>

<p>supporting new teachers so that classroom practice meets the learning needs of students in disadvantaged, rural and hard to staff schools.</p>			
<p>Through the development of a structure in the government school sector to facilitate and support collaboration across associated schools, <b>11 networks of schools were established, covering all Tasmanian government schools.</b> This achievement contributes to reform by enabling increased shared principal capacity for local decision making and opportunity for cooperative and flexible resource management.</p>	<p><b>Achieved</b> In 2012, Tasmania has undertaken an innovative reform guided by the Department's Strategic Plan. Eleven networks of schools have been established across three Learning Services. Each network has approximately 20 schools. The network structure supports school and system improvement, improved student learning outcomes and reform.</p>		<p>Each of these networks is supported by a Principal Network Leader (PNL) whose role is to support the school principal with a focus on school improvement and accountability.</p> <p>The PNL role focuses on improving the performance of all schools by building the capacity of principals to lead and manage, to improve the quality of educational programs and the performance of all students.</p> <p>It has increased shared principal capacity for local decision making and opportunity for cooperative and flexible resource management.</p>
<p>Through cross-sectoral negotiation and in collaboration with the University of Tasmania, resourcing arrangements were put in place to facilitate further tertiary study by teachers in Tasmanian schools. <b>A minimum total of 600 unit enrolments were achieved in post-graduate teacher education courses between 2009 and 2011. In this reporting period the minimum unit enrolments is 100.</b> This achievement contributes to reform by enabling teachers to achieve higher professional qualifications that impact directly on the</p>	<p><b>Achieved</b> Between 2009 and 2011, 630 unit enrolments were achieved in post graduate teacher education courses. In 2012, there were 108 unit enrolments contributing to a total of 738 between 2009 and 2012.</p>		<p>This achievement demonstrates that the negotiated arrangements with UTAS have resulted in encouraging teachers to participate in continuing award linked study.</p>

quality of classroom practice, especially in the areas of literacy and numeracy.			
Through liaison between the government school sector and the University of Tasmania, <b>at least 5 professional learning courses were established to enable teachers and school leaders to gain recognition within their postgraduate studies.</b> This achievement contributes to reform by adding value to the continual professional learning of teachers, especially in the areas of school leadership, mentoring and Aboriginal education.	<b>Achieved</b> The following courses were established to enable teachers and school leaders to gain recognition within their postgraduate studies. <ul style="list-style-type: none"> <li>• Leading teaching and learning</li> <li>• Dare to Lead (leadership in Aboriginal Education)</li> <li>• Shadowing program</li> <li>• Cognitive Coaching (mentoring) Leadership starts from within</li> </ul>		Through liaison between the government school sector and the University of Tasmania, five courses were established to enable teachers and school leaders to gain recognition within their postgraduate studies.
<i>Non-government</i> Improved in-school support for teachers and leaders, particularly in disadvantaged, Indigenous, rural / remote and hard-to-staff schools.	<b>Achieved</b> 41 teachers and educational leaders accessed PL support in 2012.		Credibility of PL presenters, provision of staff release time, targeted response to evidence-based need, context specific needs addressed through PL
Continual improvement program for all teachers - mentors for beginning and early career teachers in place. Principals/teachers, representing 80% of independent schools, participating in one or more professional development activity	<b>Achieved</b> Principals and teachers representing 80% of schools participating in one or more PD opportunity.		Additional in school support/mentors appointed in 2011, continuing in 2012 and 2013.
Tailored network meetings established on regional basis	<b>Achieved</b> Staff members from 100% of remote schools have attended one or more of these sessions during 2013		Meetings offered each term targeting Special Education, Kindergarten EYLF, NAPLAN, Australian Curriculum and Science. Relevant content. Expert presenters, easily accessed venues. Some network sessions planned and delivered cross sector with Department of Education and Catholic Education colleagues



## Section 7 – Milestone Reporting

## Low SES School Communities NP

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

Milestone (state and territories may wish to identify whether the milestone relates to all sectors or a particular sector within their jurisdiction).	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>

### Part 2 - Milestones in Annual Report - Achieved | 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>
Round 4 high need schools have been identified and prioritised for School Improvement Reform through intervention (SES 6) and the School Improvement Framework process has commenced	<p><b>Achieved</b></p> <p>All schools are benefitting from SES 6 School Improvement Reform through Intervention</p> <p>Across the state, three school communities have been identified for school improvement through intervention in 2013.</p> <p>All government schools use the Teaching and Learning Improvement Framework (Geoff Masters, ACER)</p>		Principal Network Leaders work with all school principals and support them to lead and manage their schools and to improve the quality of educational programs and the performance of all students.

Professional learning for teachers delivered by the Flexible Learning School Strategy (SES 4) accessed by principals and teachers from at least 15 Low SES schools supporting innovative online teaching and IT use in schools	Achieved		This milestone was met through the work of the Start Up Support Service supporting low SEES schools with professional learning with innovative online learning teaching resources and pedagogy.
More than 70% of schools participating in Low SES 5 (Individual School Reforms) will report that key individual school targets, as established in school improvement plans, have been achieved	Partially Achieved	Schools have reported partial achievement of their targets. Schools continue to work towards achieving targets by the end of 2013.	
Attendance target, set for SES 5 schools in May 2010 achieved	Partially Achieved	Schools are working towards achieving attendance targets by the end of 2013.	
<i>Non-government</i> The one independent school participating in Low SES NP has in place, and reported on, strategies to outreach and better engage parents and community, including Indigenous families	Achieved and ongoing		See detailed report Low SES - above
The IST school continuing participation In 2012, has reviewed and developed School Improvement plan	Achieved and ongoing		Continued support on a needs basis, mentor program for principal, PL opportunities staff and context specific support
75% of NCS trained in MULTILIT by 2014. 90% of students in 80% of IST schools who are underachieving in literacy are supported by MULTILIT	Ongoing – NAPLAN results and MULTILIT training/ implementation has highlighted need for literacy to be explicitly addressed prior to Year 1		MULTILIT training now supplemented by training all primary staff in <i>Letters and Sounds. L and S</i> to be fully implemented K to Year 2 by 2015. In school support i.e. L/N project officers, support to school with training and use of essential resources. PL re collection and use of data for planning teaching.
Performance Indicators for Primary Schools (PIPS) 2010-2015, all students identified as at risk to be	Achieved and ongoing		Coordinator to address learning needs, particularly in literacy. PL support in use of PIPS data provided. Support for

supported by a specialist teacher			implementation and reporting, Release time for planning using PIPS data. Related PL. In-school support available to all IST schools – i.e. Literacy/Numeracy, Curriculum Project officer
Kids Matter Primary – Mental health promotion and prevention program. Training and implementation of all four components to be complete by December 2012	Achieved and ongoing		Support provided for additional resources, parent/community activities, related & essential PL, teacher release time

## **Section 8 – Performance Indicators for Identified Cohorts Communities NP**

## **Low SES School**

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.

***Please see separate Excel spreadsheet provided***

Relevant Tasmanian performance measures, across the Smarter Schools National Partnerships include:

- NAPLAN data for all students participating in National Partnership strategies Baseline 2008
  - *NAPLAN data supplied for Low SES schools in Section 8*
- Disaggregated NAPLAN data for Indigenous students participating in National Partnership strategies Baseline 2008
  - *NAPLAN data supplied for Low SES schools in Section 8*
- Disaggregated NAPLAN data for Low SES students participating in National Partnership strategies Baseline 2008
  - *NAPLAN data supplied for Low SES schools in Section 8*
- Attendance and retention data for students participating in National Partnership strategies Baseline 2009
  - *attached*
- Attendance and retention data for Aboriginal students participating in National Partnership strategies Baseline 2009
  - *attached*
- Retention and certificate completion rates Baseline 2008
  - *retention data attached. Tasmania no longer reports certificate completion rates*
- The proportion of Indigenous students completing Year 10 Baseline 2008
  - *Tasmania no longer reports against this measure*
- Progress against Tasmanian Curriculum achievement standards Baseline 2009
  - *Tasmania no longer reports against this measure given the implementation of the Australian Curriculum*
- Levels of student, parent and staff satisfaction Baseline 2008
  - *Tasmania no longer reports against this measure given pending changes to national surveys*
- A range of output indicators that will identify the number of strategies and initiatives implemented, and the number of actual federations, networks of schools, Centres or Excellence, schools, teachers, students and community members participating. (See Appendix 1)

- **SSNP Section 9 – State Performance Measures for Low SES School Communities NP**

- **Tasmanian Low SES schools (government) Summary 2007-2012 – All students**

Category	Measurement	2007	2008	2009	2010	2011	2012
Student attendance	Rate of student attendance (%)	90.1	89.5	87.7	89.1	87.9	87.9
Student retention*	Rate of students retained Year 10 to Year 11 (direct) (%)	58.4	58.3	61.3	65.8	72.1	75.2
Staff satisfaction	Index of staff general satisfaction	6.3	6.4	6.8	6.7	6.8	NA
Parent satisfaction	Percentage of parents generally satisfied	80.8	86.8	86.5	84.9	85.9	NA
Parent satisfaction	Index of parent satisfaction with reporting	68.3	78.4	81.3	83.0	82.2	NA
Student satisfaction	Index of student general satisfaction	7.4	7.2	7.3	7.1	7.3	NA

- \* note some changes for this measure 2007-2012 may be related to system-wide changes for post-year 10 institutions and related data systems

- **Tasmanian Low SES schools (government) Summary 2007-2012 – Aboriginal students**

Category	Measurement	2007	2008	2009	2010	2011	2012
Student attendance	Rate of student attendance (%)	N/A	86.7	85.0	86.4	85.0	84.5
Student retention*	Rate of students retained Year 10 to Year 11 (direct) (%)	N/A	43.2	55.6	58.4	64.0	67.4

- \* note some changes for this measure 2007-2012 may be related to system-wide changes for post-year 10 institutions and related data systems

## **Appendix I**

### **Federations 2012**

#### **Circular Head Federation**

Smithton Primary (funded)  
Edith Creek Primary School  
Forest Primary School  
Stanley Primary School  
Redpa Primary School

#### **East Coast Federation**

Winnaleah District High School (Branxholm Primary School amalgamated with Winnaleah DH)  
St Marys District High School (Fingal Primary amalgamated with St Mary's Primary School)  
St Helens District High School  
Campbell Town District High School  
Avoca Primary School

#### **East Tamar Federation**

Brooks High School  
Rocherlea Primary School  
Mayfield Primary School  
Invermay Primary School  
Mowbray Heights Primary School

#### **Wellington Alliance**

Cosgrove High School  
Glenorchy Primary School  
Goodwood Primary School  
Springfield Gardens Primary School

#### **Jordan River Learning Federation**

Campuses:  
JRLF senior school  
JRLF middle school  
Gagebrook Primary School  
Herdsman's Cove Primary School  
East Derwent Primary School

## Centres of Excellence 2012

### DoE

Brooks High  
 St Leonards Primary  
 Montrose Bay High  
 Rokeby High  
 Herdsmans Cove Primary  
 Rokeby Primary  
 Moonah Primary

Two **TCEO** Centres of Excellence

### Professional Learning programs for principals and teachers offered In 2012,

<b>Program (4 – 5 days)</b>	<b>Participants</b>
Leadership Starts from Within (South)	32
Leadership Starts from Within (North)	40
Dare to Lead (South)	32
Inclusive Leadership (South)	16
Adaptive Schools	39
Leading Teaching & Learning (North-West)	31
Leading Teaching & Learning (South)	38
Shadowing Program (Statewide)	20
Leadership Development Program (1)	40
Leadership Development Program (2)	21
Leadership Development Program (3)	17
Cognitive Coaching (North-West)	22
Cognitive Coaching (South)	18
Leap 21 (Statewide)	35
Tribes (South)	29
<b>Program (1 day) - Speakers</b>	
Presler (North-West) – Including PNLs	59
Presler (South) – Including PNLs	50
Presler (North) – Including PNLs	43
Valerie Hannon (Statewide)	41
Trial of AITSL Self-Assessment Tool (funding by submission)	30



## IST Performance Indicators in Primary Schools (PIPs)

Support provided for schools and teaching staff implementing Performance Indicators in Schools (PIPS) in the independent sector has been accessed by at least 87% of schools – please see list of schools below:

Calvin Primary School
Channel Christian School
Emmanuel Christian School
Fahan School
Hilliard Christian School
Leighland Christian School – Burnie
Leighland Christian School – Ulverstone
Northern Suburbs Christian School
John Calvin School
The Cottage School
The Friends' School
The Hutchins School
St Michaels Collegiate School
Southern Christian College
Circular Head Christian School
Devonport Christian School
Geneva Christian College
Launceston Church Grammar School
Launceston Preparatory School
North West Christian School
Seabrook Christian School
Eastside Lutheran College
Trinity College
Fahan School
Community Christian Academy
Lambert School

## Participating Schools in SSNP Low SES 2012

Government Sector-allocated 96.16% Low SES funding		
<p><b>SES 1 Federations</b></p> <p>Cosgrove High            Glenorchy Primary            Goodwood Primary            Moonah Primary            Springfield Gardens Primary            Jordan River Learning Federation            Brooks High            Rocherlea Primary            Mayfield Primary            Invermay Primary            Mowbray Heights Primary            Winnaleah District HS            St Mary's District HS            Campbell Town DHS            Avoca Primary            Fingal Primary (annexed to St Marys DHS)            Branxholm Primary (annexed to Winnaleah DHS)            Smithton Primary</p>	<p><b>SES 2 Secondary Renewal</b></p> <p>Montrose Bay High            New Norfolk High            Parklands High            Triabunna DHS            Mountain Heights DHS            Reece High            St Helens DHS            Queechy High            Wynyard High            Sheffield School</p> <p><b>SES 3 Extended and Integrated Service</b></p> <p>Geeveston DHS            Clarendon Vale Primary            Port Dalrymple Primary            Beaconsfield Primary            South George Town Primary            Montello Primary</p> <p><b>SES 6 Reform through Intervention</b></p> <p>PNL reform</p>	<p><b>SES 5 Individual Low SES School Reform</b></p> <p>Bruny Island District School            Windermere Primary            Bowen Road Primary            Fairview Primary            Geilston Bay High            Glenora DHS            Kempton Primary            Maydena Primary            New Norfolk Primary            Oatlands DHS            Risdon Vale Primary            Rokeby High            Rokeby Primary            Tasman District School            Westerway Primary            Ravenswood Heights Primary            Waverley Primary            Rosebery District HS            West Ulverstone Primary            Zeehan Primary            Somerset Primary            Railton Primary            Hillcrest Primary            Table Cape Primary            Warrane Primary            East Devonport Primary            Romaine Park Primary</p>

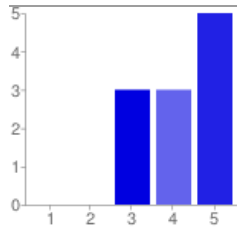
<b>Catholic sector</b> <b>-allocated 3.71% Low SES funding</b>	<b>Independent sector</b> <b>-allocated 0.13% Low SES funding</b>
Star of the Sea Catholic College <b>SES 2 &amp; 7</b> St Paul's Catholic School <b>SES 5</b> John Paul II Catholic School <b>SES 5</b>  St James Catholic College <b>SES 2 &amp; 7</b> (not on DEEWR list. Rationale for selection provided above)	Northern Suburbs Christian School <b>SES 5</b>

## Appendix 2

The following summary results from a survey of participants support the success of EPICT.

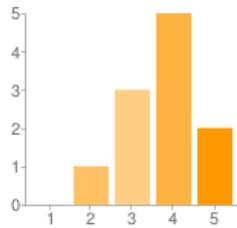
### Attitudes to EPICT

**Q1 School leaders have demonstrated support by allocating time/resources to EPICT in your school.**



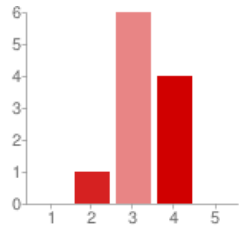
Strongly Disagree - Strongly Agree

**Q2 School leaders have provided opportunities for presentations and communication about EPICT to the school community**



Strongly Disagree - Strongly Agree

**Q3 Teachers have responded positively to EPICT as an ICT professional development model**

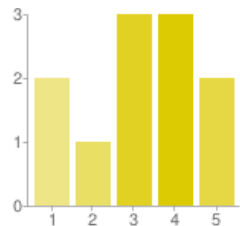


Strongly Disagree - Strongly Agree

**Please provide a comment to support your response**

- Dropout rate due to teachers being "time poor" rather than lack of interest.
- Those teachers participating in EPICT have responded positively to the course in general, as well as to the style of facilitation our school adopted.
- Teachers see EPICT as an opportunity for furthering their own skills as well as a means of incorporating ICT into the curriculum.
- Some teachers have responded negatively as they feel that this is another task that needs in addition to current workload.

**Q4 You are satisfied with the uptake of EPICT by teachers from within your school.**

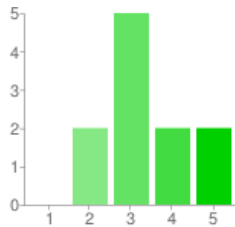


Strongly Disagree - Strongly Agree

**Please provide a comment to support your response**

- We have had an improved uptake this year and with exposure of more staff to the program and through sharing benefits, we anticipate numbers will increase again next year.
- I am satisfied with the percentage of teachers who have chosen to participate in EPICT.
- Taking that first step was problematic.
- A small group of participants so far.
- We will begin working early next year to increase the participation.
- Most teachers consider this it as an extra commitment that they can't fit in.
- At our school it is a requirement for the teaching staff to complete EPICT Modules.

**Q5 You are satisfied with the progress through EPICT modules participants have made In 2012,**



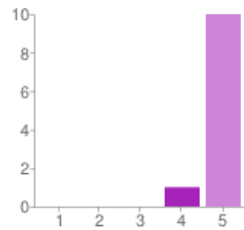
Strongly Disagree - Strongly Agree

**Please provide a comment to support your response**

- Very satisfied with teacher participation.
- Staff have begun to reflect seriously on their pedagogy and there is a subtle shift in paradigm beginning to appear.
- The teachers have given the impression that they feel swamped and because of this, the EPICT initiative has tended to be 'put on the backburner'.
- Our staff have completed at minimum of 5 modules each. It has been a struggle at times to motivate people to complete different aspects of the module in a timely fashion.

- In 2012, only one EPICT module was completed by my group.

**Q6 You plan to actively promote and support EPICT in your school in 2013**



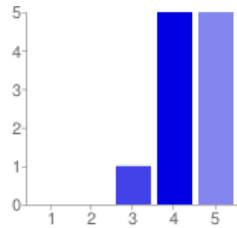
Strongly Disagree - Strongly Agree

**Please provide a comment to support your response**

- Currently I am trying to promote EPICT and encourage new participants.
- Through current participants sharing practice on both senior and junior campuses, we hope to encourage more staff to adopt EPICT.
- This practice demonstrates the benefits to students' learning.
- With the introduction of the Australia Curriculum I have been able to highlight the benefits in completing the EPICT modules while developing the lessons to fit the new curriculum.
- I have had the opportunity to run PD sessions, promote EPICT and spend time visiting the other school's campuses to provide teachers with face-to-face support.

## Professional Learning and EPICT Facilitator Support

### Q7 Did you find the EPICT Network Day in March 2012 worthwhile?



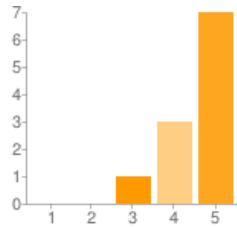
Not at all - Extremely valuable

#### Please provide a comment to support your response

- It is always excellent getting together and sharing what works at an individual level.
- The demonstrations by colleagues were excellent. It was good to hear what others were doing as well as catch up with facilitators from the other areas.
- Having the Microsoft rep there was good as that session provided a new perspective on how their products can be used in education. More general chat time needed to share with colleagues.
- Great to catch up and share the EPICT journey with others. Input from Microsoft was also valuable.
- Network session was very worthwhile, particularly the sharing session. The presentation by Microsoft was less so.
- Good to network.



### Q8 Have you found IST support for EPICT adequate?



Not at all - Extremely valuable

### Please provide any suggestions that could help improve IST support for EPICT in your school for 2013

- Yes very happy with support for this through MSSD program.
- I have been happy with the support provided to the end of 2012.
- Support for EPICT is only ever an email away, and also available in person when needed.
- Regular contact, once a term, with facilitators, school based in the environment would be useful.
- I acknowledge that I could facilitate support sessions myself, but often, the result is just good intentions without actions.
- I appreciate the MSSWD grant that has made the EPICT initiative possible.
- Support from IST through SS NP initiatives is always available, appreciated and so helpful.