



Australian Government



## **SMARTER SCHOOLS NATIONAL PARTNERSHIPS**

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

**New South Wales**  
Annual Report for 2012  
(30 April 2013)



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## Section 1 – Smarter Schools National Partnerships – Impact

### Impact of Key Reform Strategies – Improving Teacher Quality National Partnership

While the Improving Teacher Quality National Partnership (ITQ NP) funding formally ceased for all schools by the end of 2012 (and for some by the end of 2011), throughout the year all three sectors in NSW continued to implement reforms targeting improved teacher quality.

As the final annual report for the ITQ NP in NSW, this report documents the ways in which all three sectors have continued to build on the considerable achievements of the Partnership, including undertaking strategies to ensure the sustainability of effective reform.

Assessment of the impact of selected ITQ NP reforms (particularly those around Centres for Excellence) is being undertaken primarily through rigorous, independent evaluation, being conducted by a consortium led by the University of New England. Details of that work are set out in Section 5 of this report, which notes that the evaluation is still in its early stages, with data collection from surveys, examination of practicum reports and site visits continuing in 2013. The impact of these reforms, particularly improvements to teacher quality and student outcomes and their sustainability, will take considerable time to properly assess, with the evaluation due to deliver its final report in June 2014.

While overall impact is not able to be adequately gauged at this stage, NSW is confident that the significant achievements in implementing the reforms of the ITQ NP, and their continued support beyond the life of the Partnership in all three sectors, have secured the basis for long-term strategies which are known to improve teacher quality and student outcomes in the longer term.

Of particular note are achievements in the following initiatives:

- a focus on continuous improvement and leading change in schools in all sectors, including working with the NSW Institute of Teachers in the implementation of National Standards for teachers
- strategies which have continued to prioritise efforts to close the achievement gap of Aboriginal and Torres Strait Islander students, with commitments to initiatives such as *Connecting to Country*, *Schools in Partnership*, employment of Aboriginal Education Workers and Assistants, local programs in the Catholic sector such as the *Wii Gaay* program, *Closing the Gap Quicksmart* and the *Yarning Strong* resource. Schools in the independent sector have been supported to increase capacity of teachers in working with Aboriginal and Torres Strait Islander students, and to support Aboriginal teacher education students
- since the beginning of the National Partnerships, 256 HAT positions (and non-government equivalents) have been created
- across the three sectors, 50 Centres for Excellence have been established:
  - 35 Centres for Excellence in government schools
  - 14 Catholic Centres for Excellence
  - the Independent Schools Centre for Excellence (ISCE)
- teacher mentors continued to support teachers, particularly in regional and hard to staff schools, with 50 full-time equivalent (FTE) positions supporting government 92 schools, 73 mentoring relationships established in 2012 in the independent sector and mentors in the Catholic sector continuing to provide support particularly to early career teachers.

- paraprofessionals continued as vital support to teachers in and out of classrooms:
  - from the beginning of 2010 to the end of 2012, 275 paraprofessional positions had been created in government schools, with 26 in the Catholic sector and 33 in independent schools
- Increased school-based decision making continued to be a reform priority for all NSW schools in 2012, particularly with the implementation of the NSW initiative *Local Schools, Local Decisions*
- over 316 teacher education scholarships were made available in NSW, including 300 in the government sector, 10 reported in the Catholic sector and 6 reported in the independent sector.
- internships and extended practicum placements were made available in schools with significant Aboriginal enrolments
- partnerships with universities provided quality placements for teacher education courses and reciprocal professional learning opportunities and support for teachers
- incentives were provided to attract high quality leaders and teachers to schools with significant challenges
- leadership development for principals was a priority for all three sectors, particularly through the Principal Professional Development NP

In addition to continuing to embed these important reforms, there was an explicit focus on ensuring that the key reforms supported by the Partnership could continue beyond the period of Commonwealth funding. A significant sustainability strategy for government schools has been the introduction of a transition year for Centres for Excellence. Following two years of formal participation as ITQ NP Centres for Excellence in 2010-2011, the 13 Tranche 1 schools participated in a transition year in 2012, supported with State Government funding of up to \$200,000.

Principals had flexibility to allocate transition funds to a mix of employment and other resources that would best support the school to further embed the most successful ITQ NP reforms. Across the 13 Tranche 1 schools, five elected to extend their Highly Accomplished Teacher position.

Tranche 2 schools were also eligible to participate in a transition year during 2013, and were able to share and learn from the experiences of planning for and implementing the transition year with their Tranche 1 colleagues. Eleven Tranche 2 schools indicated in December 2012 that they would maintain their HAT role.

The Catholic sector prioritised professional learning to assist with the sustainability of ITQ NP reforms. By building pedagogical and content knowledge in teachers, the sector has worked on increasing staff capacity so that reforms will be sustainable when external resources are no longer available.

In the independent sector, the sustainability of initiatives has also been addressed by building capacity and understanding, rather than resourcing short term projects. The HATs have been fully accredited at the higher levels and are still working in schools beyond the period of funded support. By building relationships between schools many of the support mechanisms originally facilitated through the ISCE are being continued beyond the funding showing.

Across all sectors, sustainability strategies involving schools serving disadvantaged communities in particular need continued investment to maximise the impacts of what has already been achieved. Such funding is required to ensure strategic capacity building for

teachers and leaders, most notably in schools with high staff turnover, in order to permanently embed the changes already evident.

### **Impact of Key Reform Strategies – Low SES School Communities National Partnership**

Improved student outcomes have been achieved across the three sectors in New South Wales through participation in the Low SES NP. This has been achieved through professional learning opportunities, the provision of targeted interventions for students, the development of innovative community partnerships and a focus on Aboriginal and Torres Strait Islander student outcomes.

During 2012 a total of 716 schools (including Reform Extension Initiative schools) participated in the Low SES NP:

- in the government sector, 92 schools commenced and 520 schools continued their participation
- in the Catholic sector, 17 schools commenced and 59 Catholic schools continued their participation
- in the independent sector 14 schools commenced and 15 schools continued their participation.

The Low SES NP, including the REI, has a wide reach to students across NSW, including:

- 23% of schools in New South Wales
- 17% of students in New South Wales
- 57% of refugee students in government schools
- 41% of Aboriginal students, including 87% of those who attend remote schools.

Not all schools commenced their participation in the Low SES NP at the same time - the tranche of schools beginning their participation in 2012 was the final cohort to join the Low SES NP. For the first tranche of schools who joined the Low SES NP in 2009, 2012 was the final full year that they participated in the Low SES program. They will transition off the Low SES NP in June 2013.

A number of schools were identified to participate in the Low SES NP through the Reform Extension Initiative (REI) including seven Catholic schools joining the four year Partnership, eight Catholic schools joining for the two year initiative and eight independent schools joining a three year initiative in the second semester.

In line with the NSW strategy for evaluating all the SSNPs, assessment of the impact of Low SES NP reforms is being undertaken through the Cross-sectoral Impact Survey (CSIS) as well as independent, Partnership-specific strategic evaluations which are reported in Section 5. The two Low SES strategic evaluation projects are still in their early stages of gathering data from surveys and from case study schools across the sectors, but will be reporting in the longer term on i) the impact and sustainability of school staffing, management and accountability initiatives as well as ii) examining the impact of school external partnerships.

Over and above the successful implementation of these strategies and reforms, there was a conscious effort throughout the year to identify and share learning about successful initiatives to ensure the sustainability of key Low SES NP reforms. For all sectors the focus has been on the development of leadership capacity as an essential criterion for sustainability of reform. There has also been an emphasis on embedding cultural change such as changed management and organisation of schools, innovative ways of delivering curriculum, shared responsibility for student outcomes and the use of data to guide practice.

While these sector-wide strategies are already in place, there is concern that in many disadvantaged, regional and remote schools, and those with high staff turnover, that access to critical enablers such as external mentors, professional exchange and ongoing professional development will be limited due to lack of ongoing funds.

## Section 2 – Improving Teacher Quality

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

Throughout 2012, all three sectors in NSW continued to implement reforms targeting improved teacher quality, despite the formal cessation of the ITQ National Partnership for all schools by the end of that year. For many schools which had commenced activities through the ITQ NP in 2010 (Tranche 1 schools), Commonwealth funding ceased at the end of 2011. For the second Tranche of schools, which commenced in 2011, 2012 was their final year of activities directly funded through the ITQ NP.

As the final report for the ITQ NP in NSW, this report outlines the ways in which all sectors have achieved reform. The report also details efforts to build on existing structures and processes to maximise the sustainability and effectiveness of reforms in the period following formal participation in the Partnership. For example, continued support for effective reforms in Tranche 1 government schools was maintained through State Government funding which allowed schools to nominate the most appropriate reform activities to be further embedded during a “transition” year. In addition, the NSW Government Teacher Quality Project saw six schools and four communities of schools not previously involved in National Partnership programs implement a one year, school developed project, focusing on teacher quality objectives.

As would be expected in a period of changed financial support following the end of participation in the ITQ NP for many schools, the range and extent of activities reported is less for the 2012 calendar year than for previous years. However, NSW can report that the overall achievements for the Partnership since its inception have proven to be highly significant, with the impact of the reforms likely to continue to a great extent in all three sectors.

As this report coincides with the end of the ITQ NP, this report primarily focuses on the quantifiable *achievement of the reforms* – particularly the implementation of Centres for Excellence, Highly Accomplished Teachers (and their non-government equivalents), support for teachers through teacher mentors and paraprofessionals, as well as significant changes to teacher and principal standards and accreditation processes, and support for Aboriginal students.

Assessment of the *impacts* of these reforms, which requires a longer term evaluation of changes in teacher quality and student outcomes, is not able to be adequately gauged at this relatively early stage after the cessation of the Partnership. The assessment of impact is being undertaken over a number of years through a strategic evaluation, detailed in Section 5, which will assess the impact and longer term sustainability (post ITQ NP funding) of the reforms.

NSW submitted two formal reports on the ITQ NP to the Commonwealth:

- Smarter Schools National Partnerships: New South Wales Annual Report 2011 (April 2012)
- Smarter Schools - Improving Teacher Quality National Partnership: New South Wales 2012 Reward Performance Report

In addition to those reports, key achievements for the year include:

By the end of 2012, a cumulative number of 256 HAT positions (and non-government equivalents) had been created across the Partnerships:

- 117 HATs in government schools within Centres for Excellence, schools participating in the Low SES NP and the Reform Extension Initiative



- 97 HAT equivalents in Catholic schools
- 42 teachers fully accredited at Professional Accomplishment level in the independent sector

Across the three sectors, 50 Centres for Excellence had been established:

- 35 Centres for Excellence in government schools
- 14 Catholic Centres for Excellence
- the Independent Schools Centre for Excellence (ISCE), based within the Association of Independent Schools of NSW. (AIS).

Teacher mentors continued to support teachers, particularly in regional and hard to staff schools. Note that sectoral differences result in different methods of reporting numbers of teacher mentors:

- in the government sector, there were 50 full-time equivalent (FTE) Teacher Mentor positions, including a number of part-time positions, supporting 92 schools
- in the Catholic sector, mentors work throughout the dioceses, providing support particularly to early career teachers
- in the independent sector, there were 73 mentoring relationships established in 2012 between experienced teachers and early career teachers or teachers working in disadvantaged schools.

Paraprofessionals undertook both educational and operational support roles, through both the ITQ and Low SES NPs. Numbers of paraprofessionals fluctuated throughout the year as positions included full-time, part-time and temporary roles. Some earlier appointments ceased while others were appointed to replace them or in other cases to add to existing numbers. Some paraprofessionals work across different locations in a number of combined part-time roles. Across all Partnerships:

- from the beginning of 2010 to the end of 2012, 275 paraprofessional positions had been created in government schools
- there were 26 in the Catholic sector
- there were 33 paraprofessionals in independent schools.

Increased school-based decision making continued to be a reform priority for all NSW schools in 2012. Schools have implemented support structures to assist them in making decisions and about recruitment, staff-mix and budget to suit individual school needs. In addition to the reforms supported by the ITQ NP, the NSW Minister announced in March 2012 the “*Local Schools, Local Decisions*” initiative, which will ultimately see all NSW government schools able to respond more immediately and more effectively to issues of teacher quality, recruitment, management and accountability in their schools.

Details are provided in later sections of other key achievements in 2012 across all three sectors, which include:

- over 316 teacher education scholarships were made available in NSW, including 300 in the government sector, 10 reported in the Catholic sector and 6 reported in the independent sector. In addition, the Catholic sector encouraged higher degree research with 17 scholarships being taken up for Masters research and 7 for doctorate degrees. Forty six independent schools offered active programs to engage students with teaching as a career.
- internships and extended practicum placements in schools with significant Aboriginal enrolments

- partnerships with universities to improve teacher quality, including providing quality placements for teacher education courses, reciprocal professional learning opportunities and support for teachers
- a commitment to implementing leadership development for principals across all sectors, particularly through the Principal Professional Development NP
- a focus on continuous improvement and leading change in schools in all sectors, including working with the NSW Institute of Teachers in the implementation of national standards for teachers
- incentives including both financial and non-financial rewards across the three sectors to attract high quality leaders and teachers to schools with significant challenges including rural/remote schools, socio-economically disadvantaged schools and other schools which have in the past been hard to staff.

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

In NSW schools, teachers and leaders from all sectors have continued to build culturally sensitive relationships with Aboriginal communities to improve student outcomes.

In the government schools sector, DEC is working in partnership with the NSW Aboriginal Education Consultative Group (AECG) to implement the *Connecting to Country* program across NSW.

*Connecting to Country* is a quality teaching and leadership program designed to develop teachers' and principals' understanding of their Aboriginal students' cultural, linguistic and family backgrounds. The project aims to help foster genuine relationships between schools, Aboriginal students and the Aboriginal community to build a culturally responsive leadership and knowledge base in Aboriginal education and lead improved education outcomes for Aboriginal students.

The *Connecting to Country* initiative began in July 2011 and was incrementally rolled out in 2011 and 2012 in partnership with the NSW AECG. Principals, as well as newly appointed and transferred teachers from 143 participating schools were eligible to participate in *Connecting to Country*. Feedback has been overwhelmingly positive with participants reporting greater knowledge of, and appreciation for, local Aboriginal history and culture as well as knowledge and confidence in how to connect and interact with Aboriginal students, their families and community.

In addition, the government sector's *Schools in Partnership* (SiP) initiative has supported schools with significant Aboriginal and Torres Strait Islander student enrolments to improve student outcomes by implementing strategies developed in partnership with local school communities.

All Dioceses in the Catholic sector have implemented programs aimed at providing support for Aboriginal and Torres Strait Islander students. Dioceses and schools have the flexibility of selecting programs that are best suited to their particular school community. Programs that have been implemented include:

- the *Wii Gaay* program, aimed at improving the performance of underachieving Indigenous students
- *Closing the Gap Quicksmart* which targets Aboriginal and Torres Strait Islander students underperforming in numeracy
- the *Yarning Strong* resource, implemented in the Wilcannia-Forbes Diocese, educates both indigenous and non-indigenous students about what it is like to be an Aboriginal or Torres Strait Islander living in contemporary Australia.

In the Catholic sector, Aboriginal Education Workers (AEWs) and Aboriginal Education Aids/Assistants (AEAs) have continued to be employed to support teachers and students. The AEWs and AEAs support students in a variety of ways including: one-on-one assistance; mentoring students on the importance of education and; building a rapport with parents to improve attendance rates of students. The AEWs also work with teachers to support teachers' knowledge on local community and Indigenous protocols to bolster community engagement and student achievement.

Positive results from increased support for Aboriginal students were recorded in the Broken Bay Diocese, where Aboriginal students as a cohort have performed well against the national cohort. The Aboriginal students performed well in many domains and year groups with national averages being exceeded in: all domains in Year 9 cohort; writing for Year 5, and writing, spelling and grammar and punctuation in the Year 7 group. This suggests that the reform activity has supported improved pedagogical leadership in schools has contributed to good outcomes for Aboriginal and Torres Strait Islander students.

Independent schools have continued to put in place strategies to assist Aboriginal and Torres Strait Islander students and help schools engage with local Aboriginal communities. In 2012, the ISCE has continued to target schools with significant numbers of Aboriginal students to provide additional support for individual teachers. The ISCE has funded a number of strategies to develop strong collaborative relationships with the local community and to support the learning of Aboriginal students, including:

- funding for two schools to work with Aboriginal communities from which they draw students with a view to increasing the capacity of their teachers to meet the needs of Aboriginal students and to build stronger community support for education.
- eleven schools completed professional learning on teaching Aboriginal students or on increasing the cultural awareness of staff members teaching Aboriginal students. In 4 schools more than 20 teachers were involved in this professional learning.
- the facilitation of two final year teacher education internships both of which had a focus of local Aboriginal community engagement
- through its partnership with UNE, the ISCE has supported teacher education students to enhance their ability to teach literacy to Aboriginal students. The students undertook training in *MultiLit* and one additionally undertook training in *MiniLit*. They have been engaged at Minimbah Aboriginal Primary School each week working with individual students involved with the school's *MultiLit* and *MiniLit* intervention
- an Aboriginal Education Worker continues to be supported to gain a Certificate III in Education Support Services both financially and use of a study supporter. As a role model he is encouraging Aboriginal students to complete their secondary education and consider pathways into further qualifications and higher education
- through the ISCE's university partnership with UNSW, support was provided for the further development of the university's outreach to Aboriginal and Torres Strait Islander students.

In a recent 2012 survey of principals in independent schools, 27 schools confirmed that they had special strategies in place to support improved educational outcomes for Aboriginal and Torres Strait Islander students. Eleven schools have a Homework Centre accessible to indigenous students and 7 schools have specific strategies to close the gap in attendance rates between indigenous and non-indigenous students.

Additionally, 10 teachers from seven independent schools participated in the three day AECG *Connecting to Country* courses at Ballina, Lismore-Coraki and Grafton and planning has commenced for a two day Indigenous education conference in June 2013.

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

In 2012 a range of strategies have been implemented across the three sectors to support disadvantaged student cohorts.

In 2011 and 2012, DEC made provision for annual additional payments to be made to principals to reward them for their leadership of disadvantaged schools.

For example, payments were made to principals of C4Es in 2012. C4Es are typically schools whose students are drawn from low socioeconomic backgrounds. C4Es were identified by DEC to be high performing compared with statistically similar schools. They act as 'hub' schools and provide services to 'spoke' schools, which are disadvantaged schools in proximity to the C4E.

In addition, NSW government schools continue to offer additional support to Aboriginal and Torres Strait Islander students. Further information about programs and strategies that support Aboriginal students has been detailed in other sections of this report.

The Catholic sector has continued to invest significant funds into support for disadvantaged students in 2012. Strategies to assist disadvantaged schools have included: personalised learning plans for identified students; the use of technology to support students with disabilities and; the use of programs such as Reading Recovery and *MiniLit*.

In the Parramatta Diocese, staff from the Learning Exchange C4E worked with itinerant teachers of students with hearing and sight impairments providing a range of training on the use of iPad technology to support students with these disabilities. This training had a direct effect on students using this assistive technology with teachers reporting higher levels of engagement and improved levels of accessibility to quality learning resources.

The Broken Bay Diocese reports improved NAPLAN results for LBOTE and ESL students suggesting the strategies implemented to assist this group have been successful. In 2012 NAPLAN results, Year 3, 5 and 7 exceeded national means in every testing domain.

The independent sector has implemented a range of strategies to assist the learning of disadvantaged student cohorts. One example is a program that was implemented to support New Scheme Teachers (NSTs) working in a disadvantaged regional school. The program directly impacted students by working on improving the capacity of their teachers and addressing issues of limited professional learning and support opportunities in the school. It is expected that teaching retention will be positively impacted as a result of this initiative.

Other examples of strategies implemented in the independent sector to improve support for disadvantaged students include:

- the Quality Practicum Project No. 1 involved improving the capacity of pre-service teachers to manage the needs of autistic students in mainstream settings and in special education contexts.
- ISCE Professional Exchange and Mentoring program which, in 2012, provided mentors for 32 teachers in schools in disadvantaged communities and those educating students with disabilities.
- Five schools previously involved in the NP LN have been supported with on-going *MultiLit* implementation. Three are in regional areas/serving low SES communities and one has a high number of Aboriginal students.

## ITQ NP Facilitation Reforms – 1 January to 31 December 2012

All sectors made further significant progress against the 12 facilitation reforms in 2012, with activities summarised below.

## *National Professional Standards for Teachers*

The NSW education sector has supported the transition to the Australian Professional Standards for Teachers. NSW DEC continues to work with AITSL and the NSW Institute of Teachers to support the transition to the Australian Professional Standards for Teachers. In 2012, a range of support materials were developed and published to inform NSW DEC principals and teachers of the new standards and the transition to national certification processes.

National Professional Standards for Teachers were endorsed by agreement of all states and territories. The NSW Minister for Education formally adopted the National Standards for use under the NSW Institute of Teachers Act in July 2012. A change of name from National to Australian Professional Standards for Teachers, approved by Ministers in December 2012, is being progressively implemented.

The NSW Institute of Teachers' implementation plan was endorsed by the NSW Quality Teaching Council in February 2012 and subsequently approved by the NSW Minister for Education and Communities. The plan will establish an orderly transition for all teachers with mandatory accreditation requirements from the NSW Professional Teaching Standards to the National Professional Standards for Teachers. It is expected that all teachers will be using National Standards for Proficient Teachers for accreditation by the end of 2014.

It is anticipated that NSW transition arrangements to Highly Accomplished and Lead Teacher standards will commence with these standards in new teacher applications on 1 July 2013. This will be possible with the use of an online self-assessment tool and an evidence guide with examples of appropriate documentary evidence to support teachers understanding of the national standards.

At the Graduate level, the planned transition to the National Professional Standards for Teachers, as agreed with NSW initial teacher education providers, involved raising the awareness of all pre-service teacher education students about the National Standards during 2012. The aim is that from 2013, the National Standards will be fully applied within all programs. Providers moved during 2012 to revise relevant programs units and professional experience report templates to incorporate the National Graduate Teacher Standards. A key aspect of incorporating the National Graduate Teacher Standards in programs was that, from 2013, professional experience reports in all programs and across all stages of programs would be based on the National Graduate Teacher Standards. A document outlining the correlation between NSW and the new National Graduate Teacher Standards, together with a recommended professional experience report template based on the National Graduate Teacher Standards, was provided to all NSW providers to support them in this transition.

The transition process for provisionally and conditionally accredited teachers and for those completing Professional Competence (PC) accreditation will occur during 2013 and 2014:

- all teachers given initial accreditation from 1 October 2012, are using the National Professional Standards for Teachers – Proficient level, to undertake their next accreditation requirements
- teachers initially accredited before 1 October 2012, who wish to continue using NSW standards to meet PC accreditation requirements will be expected to complete their accreditation process by the end of 2014.

The transition for those maintaining Professional Competence accreditation, will occur during 2013:

- teachers whose maintenance period will end in 2013 will complete all their maintenance requirements against NSW standards. Their next maintenance period will use the National Professional Standards for Teachers

- teachers who complete Professional Competence accreditation from 1 October 2012 will undertake their professional development and write their accreditation report against the National Professional Standards for Teachers – Proficient level
- teachers who complete Professional Competence requirements before 1 October 2012, with a maintenance period ending in 2014 or later, will use the NSW Standards at Professional Competence to map teacher identified professional development during 2013, but will change to national standards from 2014.

From October 2012, prospective applicants for Endorsed Provider of Institute Registered Professional Development will undertake the process using the National Professional Standards for Teachers.

The transition arrangements included a revision of key Institute policies and support materials for mandatory accreditation processes. In 2012, the Institute of Teachers' Quality Teaching Council endorsed changes to the policies for: Accreditation at Proficient Teacher/Professional Competence; Maintenance of Accreditation at Proficient Teacher/Professional Competence; Accreditation of Initial Teacher Education Programs in NSW; Subject Content Requirements – National Graduate Teacher Standard Descriptor 2.1.1; and English Language Proficiency of Teachers for Provisional or Conditional Accreditation.

The NSW Institute has distributed multiple copies of the National Professional Standards for Teachers to all NSW schools. NSW will further update all documentation to refer to the new agreed title, Australian Professional Standards for Teachers and provide additional copies to schools

In addition, new updated information and support for using the National Standards has been provided on the Institute of Teachers website. To further support teachers with the transition to National Standards, the Institute of Teachers has focused the content of its new regular publication to teachers and school leaders, Accreditation Matters, on key aspects of the transition process. The first three issues covered the timeline for transition, key aspects of the new standards and further advice about the implications for specific groups of teachers.

NSW participated in pilot projects with the Australian Institute for Teaching and School Leadership (AITSL) to trial the National Professional Standards for Teachers to further inform the development of teacher quality. The NSW Institute of Teachers investigated the use of the national teaching standards for designing professional development. It also reviewed the range of professional development currently used by NSW teachers to complete 100 hours of professional development to assess how well these address the national teaching standards and identify any gaps in provision. The project's final report was delivered in February 2012. Its findings are contributing to the Institute's implementation planning for making the transition to the National Standards.

The independent sector has been involved in national level discussions about the National Professional Standards for Teachers and has representatives as active members of the relevant committees. Independent schools are involved in validating the Standards and providing illustrations of practice. Three independent schools are pilot schools for the adoption of the National Standards for teachers. Further, Independent schools are involved in a variety of Australian Institute for Teaching and School Leadership projects.

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

All Australian education ministers endorsed a nationally consistent approach to certification for Highly Accomplished and Lead Teachers in April 2012.

In August 2012, AITSL deemed the current process for accreditation using NSW standards for Professional Accomplishment and Leadership as equivalent to national certification

because all key elements of national certification also exist in the NSW process. This is an interim arrangement for payments under *Rewards for Great Teachers*.

The key elements include: making assessment decisions against standards that are comparable to national standards; an observation of the teacher seeking certification or accreditation by a trained person external to the teacher's school; the sources of evidence; and the assessment decision made by assessors outside the teacher's school.

From late 2008 to 31 December 2012, the following numbers of teachers have engaged in voluntary accreditation for Professional Accomplishment and Leadership.

<b>NSW Teachers Engaged in Accreditation to December 31 2012</b>	<b>Teachers completed Preliminary Assessment</b>	<b>Teachers commenced submissions but not completed</b>	<b>Teachers accredited</b>
<b>Professional Accomplishment</b>	830	174	50
<b>Professional Leadership</b>	591	200	8
<b>Total</b>	1421*	374	58

\*Includes teachers who subsequently withdrew without completing, therefore this figure may grow in the future as there is a 3 year time limit for submissions.

NSW teachers beginning the process from July 2013 will use the National Standards for Highly Accomplished and Lead Teacher certification. In addition to the standards, implementation of a nationally consistent process requires a number of key pieces of infrastructure that will support all participants in the process. These include an online self-assessment tool and an evidence guide with examples of appropriate evidence of practice to support teachers understanding of the national standards and their readiness for accreditation against these national standards.

The NSW Institute has advised on aspects of the development of a national online self-assessment tool and encouraged teachers to participate in trialling material. The Institute has undertaken consultation about the evidence guide with experienced, successful applicants and provided feedback on approaches to evidence through a Certifying Authorities Network Working Group.

The Institute of Teachers contributes directly through the Certifying Authorities Network convened by AITSL, which met twice late in 2012 and will continue to meet in 2013, to discuss implementation issues regarding support materials and procedures for a nationally consistent process.

Still in development are an Assessor Training course that will assist consistency and comparability of decision-making regarding evidence against the standards at the two career stages. The Institute has formed an experienced group to participate in a pilot of the Assessor Training for those undertaking an external observation and making final assessments of teachers' applications. NSW external observers are contributing to an AITSL initiative to develop an observation tool for the external evaluation component of Assessor Training.

As these key procedures are in place, the national certification process will also be implemented in NSW.

In 2012, the Wollongong Diocese supported seven teachers across the Diocese to complete the Professional Leadership Accreditation course with the NSW Institute of Teachers.

In the independent sector, all HATs are accredited at the level of Professional In 2012 a number of independent schools participated in a pilot program with the Australian Institute for Teaching and School Leadership aimed to increase teacher's familiarisation with National Standards.

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

Following endorsement by Education Ministers in October 2011, all states and territories agreed to implement elements that will achieve consistent registration of teachers nationally. There are eight components of nationally consistent registration and NSW participated in the associated working parties and groups.

The NSW Institute of Teachers has established accreditation processes that meet each of the eight components. All NSW teachers who are in the accreditation scheme meet the national components of registration.

In 2012 to ensure consistency with the element of the national consistency in teacher registration dealing with the English language proficiency of teachers, the NSW Institute of Teachers amended its policy in this area. The Institute's revised Policy on the English Language Proficiency of Teachers for Conditional and Provisional Accreditation was endorsed by the Quality Teaching Council in August 2012 and approved by the Minister for implementation from 2013.

The implementation of the requirement for a regular five year national criminal history check will be synchronised with the roll out of the Child Protection (Working with Children) Act 2012. The Regulation to support this synchronisation is currently being negotiated.

Independent school teachers have participated in working groups developing support materials related to nationally consistent registration and certification. There has been extensive participation at a senior level in the associated reference groups.

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

During 2012, NSW transitioned to the national initial teacher education accreditation system agreed to by the Minister for Education in April 2011 and described by Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures.

The NSW Institute of Teachers continued to work with staff from AITSL and other teacher regulatory authorities to clarify aspects of the National Program Standards and Procedures to ensure national consistency in understanding the National Program Standards and the program accreditation process. This is being done through the Institute's membership of AITSL's National Initial Teacher Education Advisory Committee (NITEAC) and the National Accreditation Officers Network involving teacher regulatory authorities and AITSL staff.

Through 2012, the Institute took steps to ensure there was a smooth transition to the national system and implementation of the National Graduate Teacher Standards within all NSW programs. This involved:

- informing all NSW teacher employers of the timeframe and implications of moving to the National system through existing forums such as the Institute's Quality Teaching Council, the Initial Teacher Education Committee and regular meetings with Catholic diocesan officers; as well as through the Institute's direct communication bulletin, Accreditation Matters, to Teacher Accreditation Authorities and schools
- providing an information brochure to NSW teacher education providers to alert them to the implications of the transition to the National system. This brochure highlighted the timeframe for implementing the National Professional Standards for Teachers and the need to raise the awareness of current teacher education students to the transition to the National Professional Standards for Teachers through modified



content and delivery of relevant units and revised professional experience reports within all programs

- providing an information brochure to NSW teacher education students currently enrolled in programs to alert them to the implications of the transition to the National system including the attention being given to the National Professional Standards for Teachers and the move to assess newly graduating teachers in schools from 2013 in terms of the National Proficient level standards
- advising all NSW teacher education providers of the timeframes for submitting their initial teacher education programs to the Institute for assessment under the National system in accordance with a revised approval schedule negotiated in 2011 and approved by the NSW Minister. Several additional requests by providers for extension of program approvals, necessitated by internal organisational factors or the need to establish a more efficient alignment of programs to be assessed, were facilitated by the Institute
- disseminating a recommended professional experience report template based on the National Graduate Teacher Standards as well as a document that explained the correlation between the NSW Graduate Teacher Standards and the National Graduate Teacher Standards to all NSW teacher education providers to help with the conversion of program units and professional experience report templates to the National Standards and to support uniformity across all NSW providers
- working closely with those NSW teacher education providers that were preparing applications for program accreditation in 2012 and 2013 and supplying presentations to provider staff on the implications of moving to the National Standards and Procedures
- revising relevant policies and procedures to ensure they are compliant with and support the National system. This included gaining Quality Teaching Council and Ministerial approval of revised Policy and Procedures for the Accreditation of Initial Teacher Education Programs in NSW and revised Supplementary Documentation: Subject Content Requirements.

In the second half of 2012, the Institute undertook its first program assessments under the national system. A suite of twelve programs from the University of New England and a program from the University of Technology Sydney were submitted in mid-2012 for assessment by the Institute under the National system. These programs were assessed by accreditation panels of teachers, school executive staff and teacher educators, who had all undertaken a national accreditation panel training program. At the end of 2012, the accreditation of these programs was pending, with the two providers preparing responses to the accreditation panel reports regarding a range of relatively minor matters to be addressed before approval.

Through 2012, the NSW Institute of Teachers provided a strong contribution to the development of elaborations of particular Graduate Teacher Standards relating to the National priority areas of literacy and numeracy, Aboriginal education, classroom management and bullying, information technology and special education. These elaborations were endorsed by the AITSL Board in late 2012 and supported by Ministers for trialled implementation from 2013.

The NSW independent sector is also fully involved in the national accreditation of pre-service teacher education courses and has contributed to the advancement of this initiative in 2012.

## *Professional Development and Support for Principals*

Professional development and support for principals has increased across all sectors in 2012, particularly through the Principal Professional Development NP, detailed in a separate section of this report.

DEC has implemented a range of programs to support the professional development of Principals. These programs include: *Leading and Managing the School*, the NSW DEC *School Leadership Capability Framework*, the National Professional Standard for Principals, and the NSW Institute of Teachers' Professional Teaching Standards.

A range of professional learning programs have been implemented to support principals increase school-based decision making and develop leadership skills. For example, the DEC *Online Leadership* toolkits comprise a range of resources and a program designed to assist school leaders and have been developed to be accessed when needed. Each toolkit supplies a range of tools or strategies that can be employed to deal with a role, decision or task related to a specific topic. Toolkits contain a variety of resources such as information, readings, research articles, charts, tables, illustrations, audio, links to web resources and self-reflective activities.

The Catholic sector increased the number of professional development courses in leadership for principals in 2012. Each diocese has implemented programs to support the professional development of principals, especially those new to the role. Some examples are:

- a full day workshop in the Wagga Wagga Diocese for principals, aspiring principals, school leadership teams and Catholic School Office staff run by John Hattie in Semester 2 of 2012. This program both assisted in the professional learning of principals as well as preparing those who may pursue the role in the future.
- professional learning on professional accountability provided to four principals and four assistant principals in the Wollongong Diocese. Another four principals and four assistant principals were supported to participate in professional learning around school review and improvement (SRI), professional development, planning and review (PDPR), the AITSL Framework and standards and a coaching course in 2013.
- the Catholic Schools Office continued the development of a *Leading Learning* online learning portal where a coherent structured set of multi-media learning materials have been developed and published. The site provides online access to professional learning resources, and has a set of guided prompts to encourage self-directed learning, as well as the capacity for online discussion forums, or use of resources as a prompt for professional learning at school level.

In 2012, the independent sector implemented a range of strategies to increase professional development and support for principals, including:

- participation of all independent school principals involved in National Partnerships for Low SES Communities in an annual leadership program with the Independent Schools Leadership Centre (ISLC)
- a 10 day leadership development course for newly appointed principals in which 13 principals from NSW participated, nine from disadvantaged, regional/remote or hard-to-staff schools
- thirty-two middle leaders, seven emerging principals and seven school executives completed leadership development courses to enable them to support their principals more fully and prepare them for future leadership roles in independent schools
- a 2012 Masterclass series targeted professional learning for principals

- through the 2012 ISCE outreach to schools, the independent sector gave more than 50 school principals opportunities to discuss their needs and their personal professional learning, as well as the support needs of their school.
- in-school mentors for staff
- paraprofessional support for the implementation of *MultiLit*
- projects to build staff capacity and expertise.

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

In 2012, NSW DEC participated in Stage 2 of AITSL's pilot consultation process regarding the Australian Teacher Performance and Development Framework (ATPDF). Principal consultation workshops were conducted across all ten regions, including activities that identified existing best practice and feedback on the support that would be required for effective implementation of the ATPDF. Over 1,600 NSW government school principals participated in these workshops. Additional consultation activities included a series of videoconference focus groups with early career and experienced teachers and executives, as well as an online survey activity. The survey, accompanied with awareness-raising resources, gathered feedback from over 400 teachers. The results of the consultation have been reported to AITSL, and will be used to inform implementation of the Framework in NSW government schools.

Incentive payments to principals of government school C4Es in 2012 were available to all principals of the 22 Tranche 2 schools. Tranche 1 school principals were eligible for payments during 2010 and 2011.

In 2012, the delivery of bonus incentive payments was split into a mid-year and end of year assessment to better align with current performance planning processes. Nineteen principals elected to participate in the 2012 mid-year process, all of whom were successful in achieving the mid-year incentive payment. Nineteen principals also elected to participate in the end of year process, again all successful in achieving the incentive payment. Since the incentive payments have been available under the ITQNP, 41<sup>1</sup> NSW government school principals have received 82 individual incentive payments.

The Catholic sector has implemented a range of programs as they work towards continuous improvement and performance management in schools. A strong focus in 2012 has been on better school planning for whole school improvement. Goal setting on both a diocese and school level has been used in 2012 to establish clear goals, resource strategically and ensure quality teaching.

The Sydney Diocese has placed significant emphasis on developing and enhancing the skills and knowledge of teachers and school leaders throughout their careers. In particular, support has been provided through a scholarship program for skilled and capable teachers and leaders to pursue higher degrees in research. This has resulted in a significant growth in the number of higher degree students in the Archdiocese with 20 doctoral scholars and 26 Masters by Research scholars.

Within the independent sector, performance management and continuous improvement are addressed in each individual school. However, in its capacity supporting the needs of independent schools, in 2011, AIS NSW developed *Appretio*, a professional review and teacher development tool and this has been made available to schools in 2012.

This comprehensive program linking school and personal goals, professional learning and teacher improvement is available to all schools. It helps schools to establish a cycle of review and professional learning for each teacher.

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<sup>1</sup> The number of participating principals (41) exceeds the number of Centres for Excellence (35) due to changes in personnel (retirements) and long term relieving or acting arrangements.

## *New Pathways into Teaching*

All three sectors have made teacher education scholarships available in 2012 to encourage teaching as a career.

Up to 300 teacher education scholarships were available in NSW government schools under the 2012 program with 290 scholarships having been accepted, of which:

- 74 were accepted by Aboriginal teacher education students
- 152 were accepted scholarships in the areas of maths and science
- 20 were scholarships to support teachers working in government schools with significant Aboriginal student enrolments under the *Enhanced Teacher Training Program*

Following the successful completion of their teacher education studies, 19 teachers who won scholarships through the *Enhanced Teacher Training Program* for teacher education students, commenced their teaching appointments at the beginning of the 2012 school year. These students intended to teach in government schools with significant Aboriginal student enrolments.

NSW government school C4Es, under the guidance of the HAT, continue to implement specific strategies to enhance the support for teacher education students undertaking professional experience placements. In 2012, the 22 Tranche 2 Centres for Excellence have provided support to over 400 pre-service teachers who have undertaken professional experience either in the C4E or in spoke schools.

To enhance long term sustainability of support to pre-service teacher education students, HATs and other experienced teachers from C4Es were offered the opportunity to participate in *Microsoft PeerEd*, peer coach training. The program is aimed at developing leadership qualities, lesson observation skills and feedback skills assisting participants to collaborate effectively with colleagues.

The C4Es peer coach training was specifically tailored to support HATs in developing the capacity of other experienced teachers to support pre-service students. Forty nine participants attended a three day experiential training program in March 2012, followed by implementation of a school based project to further develop coaching competency. The peer coach training was highly valued by participants, with 47 participants completing all components of the training and school- based assessment.

In the Catholic Sector, funding from ITQ NP has been used to offer school leavers teacher education scholarships. In the Maitland Diocese there are currently 26 undergraduate students on this scholarship program.

Another initiative, the *Step up into Teaching* program, encourages education degrees by allowing senior high-schools students the opportunity to complete some of their first year education university subjects while at school. In the Sydney Diocese alone, over 30 students have applied for the program.

Independent schools are very diverse and individual in their approaches to encouraging young people into teaching. By supporting educational paraprofessionals in schools, the ISCE sought to promote increased interest in teacher education as a career. The independent sector is also watching with great interest the pilot of the *Teach for Australia* program, with a view of attracting non-teaching graduates into the profession, especially in subjects of increasing shortages – Mathematics, Science and Technical and Applied Studies.

The autonomous nature of schools within the independent sector means that there can be no sector wide strategy to deliver teacher education scholarships; however, individual independent schools have made the commitment to offer teacher education scholarships as their contribution to improving teacher quality. For example, the 2012 survey of independent

schools indicated that 6 schools provided teacher education scholarships in 2012, while 46 schools had active programs to engage students with teaching as a career.

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

Across all three sectors, a range of programs have been implemented to address teacher recruitment and teacher workforce patterns in the NSW context.

In 2012, NSW DEC participated in the initial stages of DEEWR's Teach Next initiative. Recruitment action was undertaken in Semester 2, 2012, with applications invited for up to ten positions to teach in workforce areas of need, such as mathematics and science (physics).

Following a merit selection process of written applications and interviews, no suitable applicants were identified. NSW DEC does not anticipate participating further in the Teach Next initiative.

In the Catholic sector, the Armidale Diocese in collaboration with the University of New England, the Broken Bay Institute and the University of Newcastle introduced a dual degree pathway for teachers with a grade point average of 5 or higher. This dual degree allows students to move into educational Masters programs quickly following graduation and a few years in the profession.

In the Lismore Diocese, ten fourth-year students from a number of universities were placed from mid-October in ten diocesan schools for a three week period. The students were placed with a high performing teacher for the period on a mentoring/coaching basis. This opportunity is particularly valuable for preparing the student to commence teaching the following year.

In the independent sector, stronger relationships in 2012 between the ISCE and teacher education faculties in four universities have ensured that a more proactive approach has been taken to seeking interested students for teacher practicum placements in regional, remote and hard to staff school and in schools with high Aboriginal enrolments. The 2012 focus was particularly on mathematics and science placements and regional schools.

In 2012, eight Internship Grants offered financial support for final year teacher education students to access professional experience locations outside metropolitan areas. The interns were given additional mentoring support and enhanced professional experiences in order to develop a deeper understanding of the skills of teaching. To better prepare them to meet the diverse needs of students, they were provided with opportunities not usually part of a professional experience.

Working with UNSW, the independent sector has also focused on building interest in mathematics and science at school level, thus increasing the pool of people who might potentially take up positions in teacher education courses. The ISCE has particularly worked with UNSW's Aboriginal Unit, Nura Gili, to increase interest in mathematics and science amongst Aboriginal students. The *Year 7 Science and Engineering for Aboriginal Students* is a long term strategy in this area and the 2012 program focused on Years 7 to 9, as well as promoting the mentoring of Aboriginal students in Years 10 – 12 in mathematics. The intention was to promote interest in teaching, and particularly in teaching mathematics and science.

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

The National Teaching Workforce Dataset (NTWD), a key facilitation reform under the ITQ NP, aims to improve the availability and quality of teaching workforce data to inform strategic teacher workforce planning at the national level.

NSW DEC is represented on the NTWD stakeholder reference group and project working group and has provided teacher workforce data for the initial collection.

In addition to this work, a Longitudinal Teacher Education Workforce Study is being conducted in collaboration with Deakin University. Teachers who graduated in 2011 and their principals were surveyed as part of the data collection with a view to better identifying future career patterns and the impact of significant events on the teacher market. Data collection occurred in May and November 2012, with a final longitudinal survey to occur in 2013.

In 2012, the Catholic sector implemented programs to improve the quality and availability of workforce data. One example of this was the Wollongong Diocese which implemented the PHRIS project, a new diocesan payroll and human resources system to capture workforce information.

As the direct employers of their staff, independent schools have oversight of all their own data on teachers and they have their own individual approaches to gathering and using teacher workforce data.

### *Indigenous Education Workforce Pathways*

All sectors in NSW offered scholarship and traineeships during 2012, as well as other strategies, to support Indigenous education workforce pathways.

NSW employs strategies to support Aboriginal students and improve their outcomes by attracting Aboriginal people to both the teaching profession and paraprofessional positions, and by offering opportunities for pre-service teacher education students to undertake internships and extended practicum placements in schools with high Aboriginal populations.

As at December 2012, 56 Aboriginal people had been employed in full or part time paraprofessional positions in NSW government schools since the commencement of the National Partnerships. This includes a specific paraprofessional position – Aboriginal community engagement officer (ACEO) – specifically designed to improve Aboriginal student engagement. ACEOs represented 15% of all paraprofessionals working in NSW government schools in 2012.

The *Teacher Education Scholarship* program is available to Aboriginal students seeking to train as primary or secondary teachers. In 2012, 74 scholarships were accepted. Applications for the 2013 program opened in May 2012, with 62 scholarships offered and accepted.

Also in 2012, following completion of their teacher education studies, 19 scholars commenced permanent appointments in NSW government schools with significant Aboriginal student enrolments under the *Enhanced Teacher Training Program*.

Under the *Human Resources Development Plan 2012-2017*, NSW DEC has a clear commitment to supporting Aboriginal teachers at all stages of the teacher lifecycle. The *Aboriginal Teacher Leadership Program* provides ongoing development for aspiring Aboriginal teacher leaders through year-long professional development program involving coaching, career planning and the implementation of a school-based action research project.

The Program was piloted in four regions in 2010 with 16 Aboriginal teachers and executive successfully completing the pilot program. Of the 16 participants from 2010, four have already been successful in gaining promotion to higher executive levels.

A second round of the Program was delivered in 2011, expanding to include six regions with the participation of 24 Aboriginal teachers and executive. This Program concluded on 25 July 2012 with teachers presenting their action research learning and receiving certificates from the Director-General. A new round of the Program commenced in November 2012, with 30 Aboriginal teachers selected to participate.

The DEC has formed an Aboriginal Teacher Leadership Program Alumni group which is playing an important role in supporting the past and current program participants.

The Catholic sector supports professional pathways for Aboriginal workers. Some examples of strategies implemented in 2012 include:

- the support for seven Aboriginal Educational Workers (AEW) to undertake their teacher education studies. In some cases this includes fully paid leave for the AEW to attend practicums and sessions
- the development of a new Aboriginal education policy which highlights support, professional development and opportunities for participation
- meetings held between the AEWs and the Catholic Schools Office to discuss roles and facilitate professional development.

In the independent sector, traineeships for Aboriginal and Torres Strait Islander people have been successful, with one young trainee in a regional school already finished and considering commencing teacher training.

The initiative to support Aboriginal Education Workers to gain appropriate qualifications has grown since it commenced in late 2011. One man is currently being supported to study for a Certificate III in Education Support Services. Supported by ITQ NP funds, three Aboriginal people were able to undertake additional training. One trained as an aide for *MultiLit* and *MiniLit* in a regional Aboriginal school. Another completed a Certificate IV in Mentoring (Indigenous) and a third commenced training in Certificate III in Education Support Services.

### **Quality Placements**

Centres for Excellence, supported by Highly Accomplished Teachers, continue to develop relationships with university partners to strengthen initial teacher education practicum placements and internships. Under a 'hub and spoke model', government school Centres for Excellence strengthened the supported over 400 pre-service teacher education students, including internship students.

One example is Warialda High School, a Tranche 2 Centre for Excellence in the north west of NSW, which has developed a unique initiative to support pre-service teachers to undertake practicum placements in a rural community. In collaboration with the University of New England, pre-service teachers are able to apply to participate in a comprehensive practicum program combining high level teaching support in the school with a community immersion program, supported by a mentor from the local community. Students are provided formal and informal teaching experiences in both Warialda and spoke schools.

In partnership with the Gwydir Shire Council, pre-service teachers selected to participate can in the initiative access highly subsidised accommodation during their practicum, overcoming a significant barrier for many teacher education students in undertaking professional experience placements some distance from the university campus. Following a pilot in 2011, this program has expanded in 2012 with 33 students applying for 12 placements.

In 2012, the *Enhanced Professional Experience Program* pilot was extended, with a small number of NSW government schools offering enhanced professional experience placements in schools with significant Aboriginal student enrolments. Ten students from the University of Wollongong completed placements in six schools, with a specific program of support delivered by the school, including the engagement of an Aboriginal community member. Feedback from the pilot was again positive, and will inform the development of future initiatives.

The Catholic sector implemented a range of strategies to support Quality Placements in 2012. Strategies implemented include:

- provision of teacher housing to support teachers working in hard-to-staff schools
- relationship developed between Broken Bay Diocese schools and Notre Dame University and the Australian Catholic University to support the demands of practicum and pre-service placements
- the allocation of an in-school mentor/supervisor to students undertaking their practicum
- the Wollongong Diocese placed 12 third-year preservice teachers in C4Es so that they could participate in professional learning on their focus area of spelling.

In the 2012 survey of NSW independent schools, 70% of respondents indicated that they offered at least one practicum placement while 20% offered more than 7 placements.

The independent sector has been engaging with university partners in a series of projects on improving the quality of teacher education practicum experiences. Five universities are collaborating with seven independent schools on projects involving:

- developing strong processes for schools and universities that support the provision of quality practicum placements
- building the knowledge of supervising teachers for reliable assessment and reporting against the graduate teacher standards
- addressing the mentoring and coaching skills of teachers supervising practicum students
- providing pre-service teachers with a practical knowledge bank of teaching practices that support the education of students with autism, communication and behavioural needs and to share knowledge and skills between the involved universities and the school in special education and teaching education.

### **School Centres for Excellence**

Centres for Excellence (C4Es) have been a central platform for ITQ NP reforms in NSW, encouraging schools to build sustainable professional networks.

The 35 government school Centres for Excellence commenced operation of their two year program in two tranches. The first tranche of 13 schools commenced in 2010 and the second tranche of 22 schools commenced in 2011. In 2012, all 35 Centres for Excellence continued to focus on teacher quality initiatives, with the second tranche of 22 schools entering their second and final year of formal participation in the Centre for Excellence initiative, and the first tranche of 13 schools participating in a transition year, funded by the NSW Government, to refine the focus on those activities that have proved to have had the greatest impact on strengthening teacher quality and student outcomes.

The 13 Centres for Excellence participating in the transition year reported that the additional support was crucial in developing sustainable strategies that are embedded in school practice. Schools participating in the transition year could apply for up to \$200,000 to allocate towards additional staffing or other resources directly linked to the achievement of teacher quality outcomes. Five schools elected to extend their HAT position, while five schools also elected to maintain full or part time paraprofessional positions. Other schools elected to create a temporary assistant principal or head teacher position, while others engaged a temporary classroom teacher to provide release to existing executive to support the ongoing implementation of a range of initiatives.



During 2012, a series of interviews was conducted with principals, HATs and other key personnel from all 35 Centre for Excellence. The qualitative evidence collected from these interviews overwhelmingly identified that one of the most significant changes to come from the implementation of the Centre for Excellence initiative was the demonstrable changes to professional dialogue. Professional conversations in both formal and informal settings were increasingly focused on pedagogy and professional development. Principals saw this as a significant cultural change that would support the sustainability of teacher quality initiatives beyond the explicit operation of the initiative.

The second government school Centres for Excellence professional learning conference was held in November 2012, with representatives from all 35 Centres for Excellence in attendance. The conference theme, *Sustaining the conversations: Quality teaching and improved outcomes in a culture of excellence*, was developed over two days through a series of discussion based activities. Professor Emeritus David Hopkins, University of London, delivered the keynote address, with the Director-General officially acknowledging the 22 Tranche 2 schools for their successful implementation of the initiative.

In addition to the ongoing work of the Centres for Excellence, a one year, school based initiative, the NSW Government *Teacher Quality Project*, was implemented in 2012, involving six schools and four groups of schools not already participating in a National Partnership. These schools and groups of schools are implementing school designed projects that focus on one or more of the key objectives of the Improving Teacher Quality National Partnership. The projects included development of strengthened teacher performance development structures, strengthened professional learning planning and increased focus on embedding Professional Teaching Standards across school practices. Evaluation of the Teacher Quality Project will occur in 2013.

Within the Catholic sector, C4Es continued to operate in a thematic way in 2012 with each diocese targeting a key strategy for improving teacher quality. An example is St. Paul's Catholic College Manly which has continued its work in Collaborative Teacher Inquiry. This work, in partnership with the University of Newcastle, involves examination of and reflection upon teaching practice with reference to the Quality Teaching Framework. With academic support, a group of teachers collaboratively inquire into the effectiveness of their practice by examining the impact on student learning. Over a period of three years, the vast majority of teachers on staff have been involved in the inquiry.

The structure of the program involves a group of seven teachers from different curriculum areas, who form a small professional learning community (PLC) over one semester. The PLC engages in professional reading related to Quality Teaching, lesson observation of a colleague in the PLC, coding of the lesson using the Quality Teaching Dimensions and Elements, followed by professional dialogue using the coding of the observed lesson.

As a consequence of the collaboration and inquiry, members of each PLC apply a set of practices that aim to raise the quality and consistency of teaching practice, including setting high expectations of student learning, focusing on explicit quality criteria of success and higher order thinking.

The Parramatta Diocese continues to support 'The Learning Exchange' C4E. The C4E provides a range of professional learning opportunities to support quality teaching, such as:

- the Leading Educator program,
- providing training at the C4E to teachers in a range of technologies,
- maintaining a virtual presence and library,
- capturing best practice in schools and sharing that with all schools.

The C4E fosters collaborative relationships with partner schools through the Leading Educator Program brokering connections with high performing teachers and other teachers

and providing an online presence to assist in showcasing best practice. The C4E has established partnerships developed with the Australian Catholic University and Notre Dame University having key members of their education faculty as part of the C4E Advisory Board.

Over 200 independent schools have engaged with the Independent Schools Centre for Excellence (ISCE) since 2009.

The ISCE strategies to improve teacher quality have aimed to improve leadership and reduce the disadvantage of teachers in regional areas and hard-to staff schools, with a view to improving teacher quality. Through the ISCE, regional schools have access to support not previously available and some of the impediments of isolation, distance and cost have been reduced.

The strategies have focused on three areas: making professional learning more accessible; mentoring and building collegial relationships and networks.

During 2012, the growth in the use of videoconferencing had a very positive impact on schools, making professional learning more accessible and provided a sustainable strategy for addressing disadvantage beyond the period of the NP ITQ funding. The videoconferencing HUBS in 10 independent schools across regional NSW have provided increasing delivery of professional learning and mentoring.

The ISCE continued to support leaders and teachers from regional and remote schools to attend targeted professional learning with the Regional and Remote Schools Travel Assistance. In 2012, 302 travel grants were given to regional teachers.

The ISCE encouraged professional learning by offering subsidies on courses focused on deeper subject content knowledge and quality teaching.

Mentoring has engaged teachers in both regional and hard to staff schools. Mentoring has strengthened teaching in schools working with the ISCE by:

- supporting teachers to improve classroom practice
- helping them engage with using the Professional Teaching Standards
- linking teachers with an experienced support network
- providing specific expertise

The Professional Exchange and Mentoring Program has continued to expand with 18 additional members fully trained in 2012 and a further 3 part-trained. The program particularly targets beginning teachers in smaller regional schools and those teachers who are the only teacher of their subject in their school.

All of the Building Relationships projects have involved building school capacity and sharing learning with the wider educational community. The projects have involved a mix of university partnerships and schools developing and sharing high quality practice. Relationships fostered through the ISCE promoted the exchange of resources and expertise between schools, including access to facilities and experiences. By linking schools with high numbers of students aspiring to higher education and schools with lower rates of participation, student modelling, teacher modelling and general capacity building are enhanced. It is intended that attainment rates and participation in higher education will rise over time.

Government school Centres for Excellence are allocated a 1.0 FTE paraprofessional position as part of their resourcing for the two years of operation. Schools participating in the transition year may choose to employ a paraprofessional. In addition, schools participating in the Low SES School Communities National Partnership may choose to employ a paraprofessional.

The NSW DEC paraprofessional position was recognised as innovative teacher quality practice at the 2012 Biennial National Education Forum. The paraprofessionals at two Centres for Excellence – Nowra High School and Barellan Central School – were showcased at the forum, demonstrating how their support was enabling teachers to maintain a stronger focus on teaching and learning, resulting in improved student outcomes.

Further details of the paraprofessionals initiative in all three sectors is provided in the “Reward Reforms” section below.

## ITQ NP Reward Reforms

### *Improved pay dispersion*

Despite the ITQ NP formally ceasing in 2012 (with many schools completing their participation in 2011), HATs and their non-government sector equivalents continued to contribute to teacher quality reform across all three sectors in 2012, reflecting the commitment to improved pay dispersion to reward quality teaching. As at December 2012, 256 quality teaching positions had been appointed in NSW schools across all Partnerships – 117 in government schools, 97 in the Catholic sector and 42 in the independent sector. This achievement contributes to reform by identifying, rewarding and retaining quality teachers in the classroom and provides opportunity for them to work with other staff to further improve teaching quality in schools.

The creation of additional HAT roles in NSW DEC schools directly rewards quality teachers by awarding them with a salary that positions HATs between Assistant Principals/Head Teachers and Deputy Principals on the current pay scale (based on the *NSW teachers in schools and related employees award 2009*).

HAT positions are two year, temporary engagements, created in all Centres for Excellence and Low SES Reform Extension schools. Schools participating in the Empowering Local Schools National Partnership will also be able to create a HAT position. Since the position has been available under National Partnerships, the 117 government school HAT positions have included 35 two year temporary positions in the Centres for Excellence and 57 in Low SES Reform Extension Initiative schools, the majority of which concluded at the end of 2012. By December 2012, 25 positions had been created in DEC Low SES National Partnership schools.

Government school HAT positions are classroom-based, designed to attract the best teachers to stay in classrooms rather than seeking promotion out of class or school. HATs in government schools generally have a 0.5 teaching load, enabling them to maintain their skills and use their own classes to model their practice, while also giving them time to work with other staff to develop their skills.

HATs are recruited through a rigorous merit selection process. Teachers applying for HAT positions in NSW government schools are required to have completed a preliminary assessment for Professional Accomplishment or Professional Leadership with the NSW Institute of Teachers. Where additional funding is available, schools can seek to extend the HAT role for an additional one or two year period. HATs seeking extension in the role are required to complete their submission for accreditation at either Professional Accomplishment or Professional Leadership by the end of their initial two year appointment.

HAT positions are in addition to the staffing allocation of the schools in which they are located. Their position descriptions include:

- working on a whole school basis to improve teaching practice through targeted data analysis
- managing professional experience (practicum) placements

- leading and supporting the teaching and assessment practice of other teachers (early career and more experienced) in the school.

HATs join their school's executive leadership team and take special responsibility for:

- outreach work to satellites of the schools in which they are located i.e. 'cluster schools'
- liaising with partner universities
- focusing on professional practice
- supporting early career teachers to obtain and maintain accreditation at the Professional Competence level with NSW Institute of Teachers, as well as supporting more experienced teachers to commence accreditation at the higher levels of Professional Accomplishment or Leadership.

A number of HATs have been successful in gaining promotional positions at the conclusion of the temporary engagement. In addition, where additional funding was available, five Tranche 1 Centres for Excellence and three Reform Extension Initiative schools chose to extend their HAT position in 2012.

Catholic schools have also continued to support quality teaching by improving pay dispersion to teachers. In 2012, there were 97 teaching positions equivalent to the HAT qualification. Quality teachers work as mentors within schools in the Catholic sector to lead quality classroom practice and provide professional development opportunities. A focus of their position is to establish learning communities.

The independent sector had 42 HAT equivalents fully accredited at the level of Professional Accomplishment as at December 2012. HAT equivalents work both in their own schools, and with other schools and teachers in need of assistance. In 2012, this involved work as diverse as supporting New Scheme Teachers in highly disadvantaged schools, providing mentoring support to early career teachers, and creating valuable online resources for teachers in regional areas.

### *Improved reward structures for teachers and leaders who work in disadvantaged Indigenous, rural/remote and hard-to-staff schools*

By 2012, 127 payments had been made to principals working in disadvantaged, Indigenous, rural/remote and hard-to-staff schools to reward high performance practice and improve quality teaching in associated schools as follows:

- 63 in government schools (anticipated to rise with finalisation of application processes in early 2013)
- 12 in the Catholic sector
- 52 in the independent sector.

Government schools provided payments to principals of government school Centres for Excellence to support leaders working in disadvantaged schools. In 2012, the delivery of bonus incentive payments to principals of government school Centres for Excellence were split into two payments (mid and end of year) to better align with performance planning processes. The payment is based on the principal's leadership, management and success in achieving the goals of the Centre for Excellence, including managing the relationship with 'spoke' schools. The payment is contingent on performance assessed during the Principal Assessment and Review Schedule and by performance against goals identified in the school plan.

All government school Centres for Excellence principals electing to participate in the process successfully achieved incentive payment. As at December 2012, a total of 63 individual

payments had been made to all Centres for Excellence principals since the initiative commenced in 2010, with 19 were mid-year payments made to Tranche 2 Centres for Excellence principals for their work in the 2012 school year. It is anticipated that this number will increase as the end of year process for Tranche 2 principals is finalised early in 2013.

The Catholic sector also improved reward structures for teachers and leaders who work in, and support, disadvantaged schools by providing payments to principals in Centres for Excellence. Twelve payments were made to principals of Centres for Excellence in the Catholic sector.

Independent schools provided 52 payments to principals working in disadvantaged Indigenous, rural/remote and hard-to-staff schools to support professional learning. Of these payments 23 were provided to attend with professional learning and 29 payments were for travel and accommodation costs associated with professional learning. These payments were particularly important in making professional learning accessible for principals and leaders of rural and remote schools.

In addition to these payments to principals, regional teachers in independent schools received a total 328 travel grants to fund teacher release, travel and accommodation costs for professional learning.

### ***Improved in-school support for teachers and leaders who work in disadvantaged Indigenous, rural/remote and hard-to-staff schools***

Paraprofessionals provide crucial support within and outside of the classroom, in a wide range of roles including assisting teachers in the implementation of individual intervention programs; supporting the operation of specialist learning centres and providing technical expertise to embed more effective use of technology in classrooms.

During 2012, there were 156 paraprofessionals across all three sectors:

- 97 in government schools
- 26 in Catholic schools
- 33 in independent schools.

Paraprofessionals in the government sector are non-teaching positions providing support to classroom teachers enabling them to focus on student learning. The positions are full time or part time temporary engagements of up to one year.

There are two broad categories of paraprofessional positions available to government schools:

- educational paraprofessionals who work under the guidance of teachers to assist in areas such as literacy and numeracy to support teaching and learning in the classroom. Educational paraprofessionals are required to have a minimum qualification of Certificate III in Education Support (or equivalent)
- operational paraprofessionals who work in a broader role across the school to assist in areas such as technology, professional experience placements, information and data management and co-coordinating home/school partnerships with Aboriginal communities.

Centres for Excellence schools are allocated a 1.0 FTE paraprofessional position for the duration of their participation in the initiative. C4E principals have the opportunity to choose the type of paraprofessional resource to best meet the needs of their school. In addition, Low SES NP schools are also able to employ full or part-time paraprofessionals

Across all government National Partnership schools, from the beginning of 2010 until December 2012, over 275 full and part- time paraprofessional positions had been appointed.

Of these, around 15% were paraprofessionals specifically supporting Aboriginal community engagement.

In the Catholic sector, the Wollongong diocese appointed three Aboriginal paraprofessionals to support teachers' knowledge of local community and Aboriginal protocols. This is helping teachers engage with the community and address individual needs to support learning.

Of the 33 paraprofessionals operating across the independent sector, 24 were educational, four were operational and five were solely implementing *MultiLit*. Four paraprofessionals supporting Aboriginal students in independent schools have been supported to improve their qualifications: two are being supported to study for a Certificate III in Education Support Services. Another has completed funded training in Certificate IV in Mentoring Diverse Groups (Indigenous Mentoring). One Aboriginal person has been funded to undertake training as an aide for *MultiLit* and *MiniLit* in a regional Aboriginal school.

Mentoring has also provided crucial support for teachers. In NSW government schools, there were 50 FTE (full time equivalent) Teacher Mentors positions supporting permanent beginning and early career teachers across 92 schools, as a part of the 2011-2012 Teacher Mentor Program. These positions varied from 1.0 FTE positions, supporting one, two or three schools to 0.5 FTE or 0.33 FTE positions in one school. During 2012, schools participating in the program were advised that the teacher mentor allocation would be extended for an additional year into 2013.

In the independent sector, 73 mentoring relationships were established predominantly between early career, isolated teachers and teachers in schools for students with disabilities or at high risk and more experienced teachers, mostly in regional and/or disadvantaged schools and very experienced teacher. These provide on-site mentoring and support with a view to increasing interest in working in such schools and improve staff retention, as well as improving outcomes for students. In addition, nine principals from independent schools in rural and remote areas were given financial support enabling them to attend leadership courses in 2012. Four independent school leaders in the National Partnerships for LN and Low SES also undertook more intensive leadership development.

### ***Increased school-based decision making***

Following evaluation of the *Increased School Based Decision Making* (ISBDM) pilot, in March 2012 the NSW government introduced the *Local Schools, Local Decisions* policy, building further on the ITQ reforms and allowing schools to take on increased local responsibility for a range of staffing, budget, management and accountability processes at school level.

*Local Schools, Local Decisions* will ultimately involve all government schools:

- 47 schools in 2010 - 2011
- 229 schools in 2012 - 2013

Key features of *Local Schools, Local Decisions* include:

- the shift in decision making responsibility from head office to school level
- the management of school budgets by school principals (including staffing and non staffing resources)
- school level management of more than 70% of the total public school education budget
- a resource allocation model which funds schools directly and reflects complexity as well as student numbers
- salary progression will be based on attainment of professional standards

- one school plan, one annual report and one budget, all linked to student learning outcomes

In addition, the Empowering Local Schools National Partnership has been implemented to support increased school based decision making. The Partnership supports school leaders by assisting them to develop the skills needed for informed decision making. This includes a range of tailored professional learning opportunities for principals in areas of financial management, strategic planning, educational leadership, governance and probity.

Across the three sectors, 331 schools will participate in the Empowering Local Schools National Partnership. Participating schools have been provided with grants between \$40,000 and \$50,000 to assist principals to take on increased responsibilities.

The projects undertaken through the Principal Professional Development NP will assist in supporting principals in the transition to their enhanced decision-making roles. These activities, across all three sectors, are detailed in the PPD NP section below.

The NSW Catholic system also supports school-based decision making through enabling each diocese to make decisions at local levels in response to the needs of individual schools. The 2012 Masterclass series, designed to enhance the quality of school based decision-making, has provided targeted professional learning for principals, covering topics such as challenging learning, communication skills, dealing with conflict, and schools and the law.

The Catholic sector has increased the number of professional development courses in leadership for Principals to help them develop the skills needed for increased decision making. Each diocese has implemented courses such as Leading Learning and a Masterclass on effective school leadership.

All schools in the Armidale Diocese were provided with resources to implement team leadership and school improvement programs to support increased decision making power at the school level. Twelve staff from the Bathurst Diocese took part in the DEC Team Leadership for School Improvement program. All principals in the diocese have also been trained to make local decisions built on the diocesan Quality Catholic Education framework.

The independent school sector has continued to support professional learning in leadership for principals, to help principals effectively manage school recruitment, staff mix and budget. Thirteen newly appointed principals participated in a ten day leadership development course in 2012. A further 32 middle leaders, seven emerging principals and seven school executives completed leadership development courses. This enabled them to support their principals more completely and prepare them for future leadership roles in independent schools. Twenty two emerging principals recently commenced the Intensive Flagship Foundation program which has Master's level credit with UNSW.

The 2012 ISCE outreach to schools involving an experienced independent school principal has so far given more than 50 independent school principals opportunities to discuss their needs and their personal professional learning, as well as the support needs of their school.

### *Indigenous teachers' and leaders' engagement with Community members*

In 2012, an increased number of structures to support Aboriginal community engagement were put in place. Well over 100 schools in all sectors across NSW participated in at least one Aboriginal engagement program in 2012:

- 89 government schools participated in the *Schools in Partnership* Program
- 94 government schools participated in the *Connecting to Country* program
- 56 Catholic schools implemented Aboriginal community engagement programs
- 64 community engagement programs implemented in the independent sector.

The *Schools in Partnership* initiative in government schools assists schools with significant Aboriginal student numbers to improve student outcomes through implementation of targeted strategies developed in partnership with local school communities. The focus of the initiative is to develop genuine partnerships with Aboriginal parents, communities and interagency groups and improve engagement with Aboriginal students through quality teaching practices to maximise educational outcomes for each student.

Phase Three of the *Schools in Partnership* initiative is being implemented in 89 government schools (69 individual schools and 20 schools in five communities of schools).

Each participating school receives between \$30,000 and \$240,000 yearly for three years to implement strategies to improve teaching and learning outcomes and strengthen Aboriginal community engagement.

The *Connecting to Country* strategy has continued to be rolled out to NSW DEC schools in 2012. The program supports participants' capacity to plan, develop and implement culturally inclusive programs, underpinned by effective practices, while increasing student expectations and performance in literacy, numeracy and general academic outcomes. Feedback from the program has been positive.

In addition to these programs, in NSW government schools, partnership agreements between schools and their local AECG grew in 2012 to 474. School partnerships with local or regional AECGs enable the overarching partnership agreement between the Department and the NSW AECG to be ratified at the local level, thereby undergirding and facilitating Aboriginal community involvement at the local level.

The support of paraprofessionals has been another way that NSW government schools have committed to increasing engagement between schools and Aboriginal communities in 2012. Operational paraprofessionals, who work in a broader role across the school, assist in areas such as technology, professional experience placements, and co-coordinating home/school partnerships with Aboriginal communities. Of the 97 paraprofessionals that were operational in schools in 2012 around 15% were paraprofessionals specifically supporting Aboriginal community engagement.

In the Catholic Sector, 56 schools implemented Aboriginal community engagement programs. Some of the programs successfully implemented include the *Wii Gaay* program, the *Closing the Gap Quicksmart* program and the *Yarning Strong*. All these programs are focused on building community relationships and improving educational outcomes for Aboriginal students.

The Catholic sector has continued to support Aboriginal Education Workers (AEWs) who work closely with school leaders and staff to improve the profile and cultural identity of all Aboriginal students within schools. In the Armidale Diocese, a Community Officer has been appointed to build educational and cultural connections at St Mary's Armidale and St Joseph's, Walgett has worked with the local community to develop a community agreement between the Aboriginal community and the school. In addition, initial community meetings have been organised in the Wollongong Diocese between school leadership teams, the Aboriginal Education Officer and school and community representatives including respected Aboriginal community leaders to build relationships between the school and the community.

In the independent sector, 54 schools implemented Aboriginal community engagement strategies during 2012, particularly involving boarder families and communities.

The ISCE facilitated two teacher education internships focused on engaging the local Aboriginal community.

During the year, independent schools implemented initiatives which specifically responded to Aboriginal students' needs, including:



- eleven independent schools completing professional learning on teaching Aboriginal students or on increasing the cultural awareness of staff
- ten teachers from seven independent schools participated in the three day Aboriginal Education Consultative Group Inc. *Connecting to Country* courses at Lismore, Ballina and Grafton
- the teaching of Aboriginal languages was supported by Elders and Community members in three independent schools
- the employment of an additional Aboriginal trainee in Education Support Services and funded training in Certificate IV in Mentoring Diverse Groups (Indigenous Mentoring) for an Aboriginal Worker at a regional independent school. One Aboriginal person has been funded to undertake training as an aide for *MultiLit* and *MiniLit* in a regional Aboriginal school
- one Aboriginal Education Worker is currently being supported to study for a Certificate III in Education Support and has also been mentored by a qualified Aboriginal teacher at another school.

### Sustainability of the ITQ NP

With the cessation of ITQ NP funding occurring in 2012, NSW has focused on strategies to facilitate the sustainability of the most effective reforms of the Partnership. A significant strategy for government schools has been the introduction of a transition year for Centres for Excellence. Following two years of formal participation as ITQ NP Centres for Excellence in 2010-2011, the 13 Tranche 1 schools participated in a transition year in 2012, supported with State Government funding of up to \$200,000.

Principals had flexibility to allocate transition funds to a mix of employment and other resources that would best support the school to further embed those initiatives and strategies which had proven successful under the ITQ NP Centres for Excellence initiative. Across the 13 schools, five elected to extend their Highly Accomplished Teacher position, with these teachers successfully accredited at Professional Accomplishment or Professional Leadership in 2012.

During the transition year, Tranche 1 schools were able to narrow their focus, concentrating on those objectives of the Centres for Excellence initiative that were having the most significant impact on teacher quality and improved student outcomes. Feedback from principals during the transition year has been very positive, with the additional resourcing enabling schools to further build capacity across their staff, sustaining improvements in teacher quality.

In October 2012, Tranche 2 schools were advised that they would also be eligible to participate in a transition year during 2013, again with funding of up to \$200,000 available. Tranche 1 schools were able to share their experiences of planning for and implementing the transition year with Tranche 2 colleagues at the Centres for Excellence conference in November 2012, contributing to learning across the initiative and supporting Tranche 2 schools in their planning. Tranche 2 schools submitted plans for the 2013 transition year in December 2012, with 11 schools indicating they would maintain their HAT role.

The Catholic sector has placed emphasis on professional learning to assist with the sustainability of ITQ NP reforms. By building pedagogical and content knowledge in teachers the Catholic sector has worked on increasing staff capacity so that reforms will be sustainable when external resources are no longer available.

The Catholic sector will continue to use the hub and spoke model, introduced in the ITQ NP C4E initiative as a way of continuing to develop professional learning communities and utilize the skill sets of staff members.

Another sustainability measure taken by the Catholic sector is the development of the *Leading Learning* website in the Broken Bay Diocese. The site was launched in 2011 and has been expanded considerably in 2012 to include:

- videos, PowerPoints and handouts from previous *Leading Learning* events
- calendar of upcoming *Leading Learning* events
- online learning modules
- valuable resources and links to other sites.

In this way professional development workshops can be documented so that staff unable to attend can be 'brought up to speed' on evidenced-based pedagogy underpinning educational improvement in diocesan schools. The site also allows staff to make use of resources in order to conduct professional learning at school level on an on-demand basis.

An integral part of the online learning experience is the opportunity for participants to discuss and share ideas in forums. However, research into online courses has shown that forums are most effective for participants when they are competently moderated. Forum moderation training was therefore provided for five staff members.

A further key sustainability measure has been in relation to the *Beginning Principals* program conducted by Broken Bay in conjunction with Parramatta CEO. This series of workshops was originally developed and delivered by academics from the University of Auckland. Key staff who formally participated in the program as mentors have now taken on the role of facilitating the program workshops meaning that the program can continue without using external resources.

In the independent sector, the sustainability of initiatives has been addressed by building capacity and understanding, rather than resourcing short term projects. The HATs have been fully accredited at the higher levels and are still working in schools beyond the period of funded support. By building relationships between schools many of the support mechanisms originally facilitated through the ISCE are being continued beyond the funding showing.

Several initiatives show real promise as mutually beneficial programs that are sufficiently valued by the participants to be continued in a more limited way beyond funding. The UNE-Minimbah Aboriginal Primary school literacy support, the Professional Exchange and Mentoring Program for regional, professionally isolated and/or early career teachers and arranging for large, well-resourced schools support to a school in a disadvantaged community are all strategies that have proved very successful in supporting teachers in challenging situations.

Across all sectors, sustainability strategies involving schools serving disadvantaged communities need continued investment to build on what has been achieved so far. Such funding would need to allow for strategic capacity building for teachers and leaders in order to embed the changes already evident.

***Bonnyrigg Heights Public School: working with spoke schools to strengthen student engagement in mathematics***

Bonnyrigg Heights Public School (BHPS) is a large, co-educational public school in South Western Sydney region. The school has an enrolment of over 900 students, with over 90% of students having a language background other than English. The school commenced as a Centre for Excellence in 2011, with additional staffing resources including a Highly Accomplished Teacher (HAT) and a 1.0 FTE paraprofessional position, as well as an annual funding grant of \$50,000 per year to support implementation of Centres for Excellence strategies.

BHPS has been successful in developing and supporting strong relationships with five nearby primary schools under the “hub and spoke” model. Utilising the Centres for Excellence resourcing, BHPS has worked with spoke schools to share professional learning opportunities supported by links with its university partner, the University of Western Sydney. This has been particularly beneficial in giving smaller spoke schools a professional learning network and providing support for early career teachers. The HAT and paraprofessional provide ongoing support to the spoke schools, supporting sustainability of practice across the cluster.

An example of this professional learning model was the *Student Engagement in Mathematics* professional learning activity, held in March 2012. The workshop was for early career teachers and numeracy coordinators from BHPS and spoke schools. Coordinated by the HAT with support from the paraprofessional, the professional learning commenced with a workshop led by Dr Catherine Attard, University of Western Sydney. The workshop had a strong focus on using a range of practical, ‘hands-on’ activities to enhance student engagement in mathematics across the stages of learning.

The professional learning activity was designed to promote, model and embed quality mentoring and support in numeracy and mathematics across hub and spoke, with a focus on building the capacity of early career teachers. Twenty nine teachers from the six schools participated in the day, forming a collegial network to sustain professional learning and conversations throughout the year.

Teachers involved in the workshop led professional learning activities in their own schools, as well as maintaining connections with colleagues across the hub and spoke group. BHPS has made explicit changes to programming of mathematics lessons as a result of the professional learning, with early anecdotal evidence suggesting an improvement in student engagement.

Following the success of the *Student Engagement in Mathematics* professional activity, BHPS initiated additional professional learning activities for executive teachers across the cluster, again partnering with the University of Western Sydney and focusing on student engagement.

### ***Heaton Public School: Enhancing the internship experience***

Heaton Public School (HPS) is a Kindergarten – Year 6 school in the Hunter region with an enrolment of around 160 students. The school commenced as a Centre for Excellence in 2011, with additional staffing resources of a Highly Accomplished Teacher (HAT) and a 1.0 FTE paraprofessional position, as well as an annual funding grant of \$50,000 per year to support implementation of Centres for Excellence strategies. HPS is part of a number of strong learning communities, with close links to the nearby University of Newcastle. Under the Centres for Excellence initiative, HPS links with five local schools under the 'hub and spoke' model, with a shared purpose of achieving optimum education outcomes for students.

Working in collaboration with a HAT colleague from a spoke school participating in the Low SES School Communities National Partnership, the HPS HAT has built on the existing partnership with the University of Newcastle to implement an intensive internship program. This program includes a structured induction and professional learning program, matching of interns and supervising teachers based on interview, observation and lesson study formal mentoring support and an intern 'exchange day,' where student teachers are provided with the opportunity to undertake a day of teaching at another school in the cluster, simulating a casual teaching day with appropriate support.

Following professional learning earlier in the year, the HPS HAT incorporated peer coaching techniques when working with intern students to strengthen lesson development. In 2012, 18 ten week internships were supported across the cluster, including four based at HPS. In addition, over 70 professional experience placements were supported across the cluster.

The internship program has been highly valued by the teacher education students and supervising teachers. Teacher education students reported that they felt strongly supported and more confident to make changes to their teaching practices as a result of the structured feedback. The intern 'exchange day' was viewed positively with students evaluating it a significant learning experience, simulating the experience of being a casual teacher and building confidence in learning to adapt to new school environments.

The students also appreciated a structured internship program that worked across the cluster of schools, supporting the formation of networks between the students themselves, as well as with a range of experienced teachers in varying contexts. Senior staff at HPS have now developed the capacity to continue the internship program across the cluster in 2013.

### ***Southern Cross Catholic Vocational College: Offering a vocational alternative***

Southern Cross Catholic Vocational College (SCCVC), Burwood, is a Catholic, coeducational, senior college in the Sydney region for Year 11 and Year 12 students. Students at SCCVC come from a variety of backgrounds and nationalities with around 52% of students enrolled having a language background other than English. Funding from the ITQ NP supports the college which has been set up as a Centre for Excellence in Vocational Education.

Students undertake three Vocational Course courses, and other complementary courses, to pursue their post-school ambitions and successfully meet the requirements of the Higher School Certificate. The school offers over 15 diverse vocational subjects which include: Automotive; Hair Dressing and Beauty; Entertainment Industry; Children's Services and; Sport, Fitness and Recreation studies. The College has been visited by both the Prime Minister and Federal Minister for Education since opening and the popularity has grown with increased enrolment numbers reflecting the growing numbers of parents and students who see vocational options as more engaging and relevant than traditional curriculum models.

The school philosophy has been to personalise the learning of each student to ensure that their learning program is tailored to meet their specific needs and stages of development.

For example, industry-based learning has been a popular initiative at the college. In 2012, over 45 students in Year 11 and 26 in Year 12 were involved with School Based Apprenticeships and Traineeships with local industries offering a great opportunity for practical experience.

As well as offering a wide range of opportunities to students, SCCVC places a strong emphasis on professional learning to support staff as they implement a different curriculum model at the college. With ITQ NP funding the college has employed a Manager, Personalised Learning (HAT equivalent) and a paraprofessional in ICT to support staff members. In addition the engagement of Charles Sturt University as a University Partner has increased professional learning opportunities for staff who have undertaken Action Research projects aimed at improving teaching and learning with particular emphasis on VET course delivery, e-Learning and whole-school planning.

### ***Aspect Riverina: Training pre-service teachers to increase support for disadvantaged students***

Aspect Riverina, in Albury NSW, is an independent school for students with autism aged 3½ to 12 providing a K to 6 education environment. Funding from the ITQ NP has supported collaboration between Aspect Riverina and two local universities - Charles Sturt University (CSU) and La Trobe University (LTU) - which enabled the school to implement a program aimed at encouraging pre-service teachers to gain skills in special education.

Working with students with additional needs such as Autism Spectrum Disorders can present challenges for teachers, who often feel ill-equipped to manage the specific needs of students in the context of a busy mainstream or special education classroom. This is particularly so for new graduate teachers, who may have had limited training or supervised learning experiences in working with students requiring additional support.

In 2012, Aspect Riverina's project aimed to increase education in special education, encouraging supervising teachers to develop their own skills in supervision and reflection on teaching practices. The links with CSU and LTU created great learning opportunities, running lectures and workshops and enabling the sharing of knowledge and skills.

The project involved a number of information lectures and workshops at CSU on '*What is Autism*' and '*Using Technology to Engage Students with an ASD: Building Literacy Skills*' and liaison with university staff regarding student needs and placement expectations. Teacher Education students from the universities attended for observation visits, with some volunteering at the school as a result. Nine pre-service teachers attended a NSW Institute of Teachers accredited whole day workshop on 'What is ASD, and mainstream teaching strategies'.

In 2012, three students chose to undertake a placement at Aspect Riverina, where their learning was supported by team placements; the development of a student information package on autism spectrum disorders and relevant pedagogy, and invitations to attend further professional development events hosted by the school. Feedback from pre-service teachers who undertook placements was positive, with one student teacher noting: "I would love a placement in a special school. After this I think I would feel more equipped to work with students with autism."

This approach taken by Aspect Riverina is a sustainable model for the future. The school is aiming to develop the project further with a greater number of students attending the school for placement or volunteering opportunities, including students who are not necessarily planning a career in special education. This professional experience is particularly important given the number of students with communication, social skills and positive behaviour support needs currently in mainstream classes.

## Principal Professional Development – to April 2013

Description of Activity	Milestones 2012 (To April 2013)	Progress against milestones to date
<i>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>Project 1: Principal action learning communities</b>	<p><b>NSW</b> 100 schools 100 principals 200 emerging principals</p> <p>Number of professional learning units aligned to National Standard for Principals</p>	<p>Participation milestones for schools and individuals have been achieved for NSW*</p> <p><b>Demographics**</b> Rural schools 43% Metro schools 57% Females 55% Males 45% Aboriginal N/A*</p> <p>16 professional learning units aligned to National Standard for Principals developed in the government sector, 27 in the independent sector. 34 professional learning units developed in Catholic sector (unable to report if aligned).</p>
<b>Project 2: Building instructional leadership capacity</b>	<p><b>NSW</b> 100 schools 100 principals 200 emerging principals</p> <p>Number of professional learning units aligned to National Standard for Principals</p>	<p>Participation milestones for schools and individuals have been achieved for NSW*</p> <p><b>Demographics**</b> Rural schools 43% Metro schools 57% Females 52% Males 48% Aboriginal N/A*</p> <p>16 professional learning units aligned to National Standard for Principals developed in the government sector, 11 in the independent sector. 26 professional learning units developed in Catholic sector (unable to report if aligned).</p>
<b>Project 3: Leading improvement, innovation and change</b>	<p><b>NSW</b> 100 schools 100 principals 200 emerging principals</p> <p>Number of professional learning units aligned to National Standard for Principals</p>	<p>Participation milestones for schools and individuals have been achieved for NSW*</p> <p><b>Demographics**</b> Rural schools 48% Metro schools 52% Females 54% Males 46% Aboriginal N/A*</p> <p>16 professional learning units aligned to National Standard for Principals developed in the government sector, 25 in the independent sector. 10 professional learning units developed in Catholic sector (unable to report if aligned).</p>

<b>Project 4: Principal preparation pathways</b>	<b>NSW</b> 200 emerging principals  Number of professional learning units aligned to National Standard for Principals	Participation milestone has been achieved for NSW*  <b>Demographics</b> Demographic data will be reported in next report (October 2013)  16 professional learning units aligned to National Standard for Principals developed in the government sector, 25 in the independent sector. 20 professional learning units developed in Catholic sector (unable to report if aligned).
<b>Total number of professional learning units aligned with National Professional Standard for Principals as a proportion of all new professional learning units for principals</b>		100% of new learning units for principals were aligned to the Standard in the government and independent sectors. Figure not reported for Catholic sector.

\* While milestones have been achieved, final participation numbers to end April 2013 were not available at the time of this report, but will be fully detailed in the October report.

\*\* Based on initial estimates, though Aboriginality may not be able to be accurately reported due to self-identification and confidentiality rules.



## Section 3 – Low socio-economic status school communities

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

The three sectors in New South Wales reported significant gains in 2012 made by schools through their participation in the Low SES NP. Improved student outcomes have been achieved through the take-up of professional learning opportunities, the provision of targeted interventions for students and the development of innovative community partnerships.

During 2012 a total of 716 schools, including Reform Extension Initiative (REI) schools participated in the Low SES NP:

- in the government sector, 92 schools commenced and 520 schools continued their participation
- in the Catholic sector, 17 schools commenced and 59 Catholic schools continued their participation
- in the independent sector 14 schools commenced and 15 schools continued their participation.

The tranche of schools beginning their participation in 2012 was the final cohort to join the Low SES NP. For the first tranche of schools who joined the Low SES NP in 2009, 2012 was the final full year that they participated in the Low SES program. They will transition off the Low SES NP in June 2013.

A number of schools were identified to participate in the Low SES NP through the Reform Extension Initiative (REI), which focused on attracting and retaining high-performing teachers and principals, and providing innovative and tailored learning opportunities for students.

In 2010 and 2011 63 government sector schools participated in the REI. Ten of these schools completed their participation in June 2012, while the remaining 53 completed their participation in December 2012. In 2012 a further 23 schools were identified for participation in the REI:

- seven Catholic schools joined the four year Partnership
- eight Catholic schools joined for the two year initiative
- eight independent schools joined a three year initiative in the second semester, and spent that semester gathering and analysing school and student data and improving the skill of the school leaders in using data to inform planning.

The Low SES NP, including the REI reaches:

- 23% of schools in New South Wales
- 17% of students in New South Wales
- 57% of refugee students in government schools
- 41% of Aboriginal students, including 87% of those who attend remote schools.

Participating schools catered to:

- around 119,581 students in metropolitan areas
- around 69,217 students in regional areas
- around 3,739 students in remote areas.

Throughout 2012 participating schools developed and implemented a range of strategies in the following priority areas.

### ***Developing leadership and teaching capacity***

Quality in school leadership and teaching continued as a major emphasis of participating schools in 2012. Through the provision of professional learning opportunities, school leadership teams and teachers developed their capacity for school planning and the use of data, and had the opportunity to mentor and be mentored by their colleagues and school leaders.

Highly Accomplished Teachers (HATs) and their non-government sector equivalents continued to model best-practice teaching and provide mentoring. During 2012, 80 Highly Accomplished Teachers were employed across 85 Low SES NP government schools, facilitated professional learning opportunities for their colleagues, mentored and supported teachers in seeking accreditation in the Professional Teaching Standards of the NSW Institute of Teachers and supported the best practice implementation of literacy and numeracy programs.

The role of principals as Leaders of Teaching and Learning continued to be important in Catholic schools in 2012. Diocesan Catholic Education Offices provided guidance on the development of whole-school approaches and supported participating schools in the development of Low SES NP initiatives.

In the independent sector the provision of release time for principals and school leaders was particularly significant in small schools where the principal had a large teaching load. This strategy allowed the principal to dedicate more focus on developing and retaining staff and to more effectively lead the educational agenda of their school.

The provision of leadership training throughout 2012 to managers and executive staff in independent schools also provided a pathway for the career development of quality staff.

### ***The sharing of successful strategies***

As 2012 was the final full year of participation for the first cohort of schools participating in the four year program and a number of REI schools transitioned off the National Partnership in 2012, at a school, sector and state level there was a conscious effort throughout the year to identify and share learning about successful initiatives.

Collaboration and sharing between teachers and principals across schools occurred in both formal and informal ways. Collegial sharing in schools was developed through strategies such as mentoring and *Instructional Walks and Talks*. Peer coaching networks between principals developed their leadership capacity, and provided a venue for the sharing of successful strategies with schools who were not participating in the Low SES NP.

The sustainability of initiatives was a particular focus of those schools which will cease their participation in the Low SES NP in 2012 or 2013. Some schools will take over the funding of key staff positions as Low SES NP funding expires, while others focused on retaining and sharing the professional learning and expertise developed through the school's participation in the Partnership.

### ***Increased use of data analysis and enhanced school planning processes***

The analysis and use of data is an integral part of the Low SES NP in all schools. Prior to commencing the Partnership all schools completed a rigorous situational analysis, and at the completion of the school year all Low SES NP schools completed an annual evaluation. All schools provided professional development for school Executives and teachers to help staff use and analyse data to cater for student needs.

In the government sector the annual evaluation utilises a school evaluation team who judge the merit of school improvement strategies undertaken, assisting the school to make informed

revisions to the strategies that support improvements in student achievement. An evaluation of these school plans has shown:

- of those targets explicitly aligned to reading and numeracy, over 60% were exceeded, achieved or almost achieved
- of those targets explicitly aligned to Aboriginal Education, approximately 64% were exceeded, achieved or almost achieved
- of those targets explicitly aligned to engagement approximately 77% were exceeded, achieved or almost achieved.

Situational analysis was also undertaken by Catholic schools participating in the Low SES NP. Parents, students and teachers were consulted in this process, and Catholic Education Officers, Heads of Curriculum and Religious Education Services Officers were available to liaise with school staff and Executive. Professional learning opportunities to develop the competencies of principals and teachers were available to participating schools.

During 2012, independent schools were encouraged to develop and refine their use of data to plan and implement strategies which have a direct impact on improving student outcomes. In Semester 2 2012, eight independent schools joined the Partnership as part of the Reform Extension Initiative. These schools spent the semester gathering and analysing school and student data, improving the skill of the school leaders in using data to inform planning and sharing insights with the school community.

Low SES NP schools across all sectors are becoming increasingly adept at analysing relevant data to inform teaching and learning and this practice is recognised by schools as a sustainable and vital strategy, one that will be adopted in future planning.

#### ***Continued focus on improved outcomes for Aboriginal students.***

Across all schools participating in the Low SES NP, approximately 46% of the state's Aboriginal students have been reached.

A range of strategies and initiatives were used through 2012 to close the achievement gap in participating schools. Personalised learning plans have been developed through close collaboration between teachers, students and their parents or carers. The Plans detail the goals of each student, as well as specific learning targets to be met. Through this process teachers were able to align their professional learning with the identified needs of their students and the strategic aims of their school.

Participating schools have formed connections and partnerships with parents and other community stakeholders. These partnerships have been effective in enhancing the ability of schools to meet the needs of their Aboriginal students, and improving the engagement of Aboriginal students in schooling. The creation of positions such as Aboriginal Contact Officers and Aboriginal Education Officers to liaise with Aboriginal communities has meant schools are able to implement and target Aboriginal education initiatives more effectively. Programs to include community members, including Aboriginal Elders, in education programs and schooling has improved the engagement of Aboriginal students with their schooling, and also strengthened the connection of schools to the Aboriginal communities they serve.

#### **Allocation of funds against the six Low SES NP reforms**

Funding was allocated in 2012 to Low SES NP schools as follows:

- \$164,663,104 to government schools
- \$6,056,000 to independent schools
- \$18,281,087 to Catholic schools

Distribution of funding allocated to each reform for Low SES NP schools in 2012 is indicated in the table below:

Reform	\$ funding			% of each sector's allocation		
	Government	Catholic	Ind.	Govt	Catholic	Ind.
1. Incentives to attract high-performing Principals and teachers	35,766,094	\$8,015,492	\$3,586,942	21.7%	43.9%	59.23%
2. Adoption of best practice performance management and staffing arrangements that articulate a clear role for Principals	21,032,389	\$1,157,482	\$71,523	12.8%	6.3%	1.18%
3. School operational arrangements which encourage innovation and flexibility	35,114,681	\$2,459,477	\$984,006	21.3%	13.5%	16.25%
4. Providing innovative and tailored learning opportunities	42,344,810	\$3,445,226	\$1,141,905	25.7%	18.9%	18.86%
5. Strengthened school accountability	13,905,942	\$2,022,041	\$96,622	8.4%	11.1%	1.60%
6. External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements)	16,499,184	\$1,181,269	\$175,001	10.0%	6.5%	2.89%
<b>TOTALS</b>	164,663,104	\$18,281,087	\$6,056,000	100%	100%	100%

### Reform 1: Incentives to attract high-performing Principals and teachers

New South Wales is committed to the recruitment, development and retention of skilled and high-performing principals and teachers. Schools participating in the Low SES NP are implementing a wide variety of strategies to attract and retain high performing teachers and executive team members.

#### *Employment of Highly Accomplished Teachers*

Highly Accomplished Teachers (HATs) and their non-government equivalents are employed as expert teachers to model high quality teaching across their schools and lead other teachers in the development and refinement of their teaching practice to improve student learning outcomes.

During 2012, 146 HATs were employed across Low SES NP government schools and Catholic schools. This includes 33 HAT positions newly created in the Catholic sector from Low SES NP funds.

As part of the HAT role in the government sector, HATs undertook accreditation at the higher levels of the Professional Teaching Standards with the NSW Institute of Teachers. This process involved collecting documentary evidence, providing referee evidence and undergoing observation carried out by external assessors. By the end of 2012, 34 government sector HATs in Low SES NP and REI schools had completed the formal accreditation process and had submitted their application for accreditation at Professional Accomplishment (equivalent to National Standard of Highly Accomplished teacher) and Professional Leadership (equivalent to National Standard of Lead teacher). Two HATs have already had their submission judged as successful by the Institute.

During 2012, HATs undertook a variety of activities in Low SES NP and REI schools, including:

- at Wyong Grove Public School, the HAT mentored teachers and assisted with all aspects of *Accelerated Literacy* including selecting tests, observing class teachers and providing effective feedback to inform the classroom practice of teachers. The employment of the HAT to support teacher professional learning in *Accelerated Literacy* was regarded by teachers at the school as the most significant motivational and practical strategy undertaken in 2012
- the HAT from Centaur Public School and the HAT from Banora Point High School developed a mentoring program, matching Year 9 Gifted and Talented students with Year 4 students. The HAT also presented workshops for parents
- at Merewether Public School, the HAT modelled best-practice lessons, discussed explicit quality criteria to develop teachers' understanding of best practice and developed classroom resources with parents to support classroom learning. The HAT also mentored individual teachers fortnightly
- in the Archdiocese of Sydney, Teacher Educators and leaders of pedagogy attended professional learning on *Understanding by Design*. This enhanced their knowledge and skills to go back into their schools and work with teachers to build capacity to tailor their programming and unit development to the learning needs of students. This professional learning experience helped the Teacher Educators and leaders of pedagogy to work with teachers in developing a way of thinking more purposefully and carefully to ensure their students developed deeper understanding
- four of the six independent schools in the 2012 cohort employed highly experienced or expert teachers to lead, support and mentor school practice in the areas of literacy and meeting the needs of the ESL learner.

In all sectors HATs and their equivalents have supported other teachers to seek accreditation at the higher levels of the Professional Teaching Standards.

### *Developing leadership capacity*

The development of leadership capacity is recognised by all three sectors in New South Wales as a key driver of school reform and improvement. Through participation in the Low SES NP, school leaders gained access to professional learning opportunities which further developed their capacity as leaders of their school communities.

Examples of strategies used in this reporting period include:

- Bankstown Senior College implemented an executive support program which included pairing teacher leaders with a critical friend. Local evaluations indicated high levels of satisfaction with the program and a greater willingness to share best practice in a supportive and collegial environment
- Granville South Public School formed a Leadership Committee and provided opportunities for all staff to develop leadership skills. Action research projects enabled

assistant principals and classroom teachers to lead innovation in teaching and learning in their school

- Sefton High School conducted a Leadership Coaching program for aspiring executive and head teachers, who participated in structured activities while acting in senior positions. The aspiring executives reported increased confidence, a greater sense of effectiveness and more interested in seeking further promotion
- all staff at Portland Central School developed Professional Learning Plans that reflected their professional learning needs. The school joined the Australian Institute for Teaching and School Leadership's (AITSL's) *Leading Curriculum Change* online professional learning program and subscribed to the National College of Leadership in the United Kingdom. This provided current research for professional reading and discussion, and heightened leadership skills in the school
- thirty-five school leadership teams in the Sydney Archdiocese participated in the *Professional Development in Design Thinking* conference for four days in February and again for two days in June. In the intervening time presenters worked with individual schools via blogs and a *Posterous* on-line site to help embed the concepts of design thinking in their schools. This professional learning opportunity required participating schools to develop a design thinking project tailored to specific school needs for innovative practice.
- independent schools accessed additional leadership development. Three schools in the 2010 cohort had a change of leadership, and all three newly appointed principals completed the Association of Independent Schools (AIS) nine day course for new principals. Senior executive and middle leaders of six independent schools completed leadership development courses in 2012
- the AIS Leadership Centre designs and delivers a two day leadership course each year matched to the needs of the schools in each Partnership cohort. Principals and Leadership Team members from Regent's Park Christian School, Kempsey Adventist School, Al Amanah College and Namoi Valley Christian School presented to their peers and lead sessions for other cohorts.

In total, 363 government schools undertook leadership programs, of which 212 schools implemented the *Team Leadership for School Improvement K-12* program.

All 22 independent schools involved in the Partnership participated in leadership programs. In addition, eight independent schools participated in a tailored leadership program with on-going support to develop their school plans for implementation from 2013.

#### *Employment of additional teaching and non-teaching staff*

Additional staff were employed in Low SES schools in 2012 in a variety of capacities, with the diversity of roles reflecting the diverse needs of schools participating in the Low SES NP:

- Bidwill Public School employed an additional deputy principal to implement the school's numeracy action plan and lead a whole school evaluation of numeracy. In addition, the deputy principal supported the implementation of the National Curriculum in Numeracy and built the leadership capability of assistant principals. National Assessment Program – Literacy and Numeracy (NAPLAN) Numeracy results for Year 5 indicated a robust increase in the percentage of students in the proficiency bands
- Ashmont Public School engaged an assistant principal (Literacy Facilitator) to support professional learning in implementing the teaching and learning cycle in classrooms and ensuring consistency in whole-school practices. NAPLAN data indicated that the percentage of students in the proficiency bands of Year 5 Reading increased from 7.5% in 2011 to 19.4% in 2012
- Tighes Hill Public School employed a deputy principal to revise and implement literacy

strategies in classroom programming for individual students by each teacher. The deputy principal supported the development of explicit quality criteria in writing, and in conjunction with the executive mapped professional learning to embed the Quality Teaching Framework through whole-school and stage initiatives. The Year 3 Writing target was exceeded and teacher feedback indicated the success of the support provided by the deputy principal

- two instructional Leaders of Literacy were appointed at MacKillop Catholic College Warnervale. These Leaders worked with teachers to build relational trust, and with the Leadership Team to ensure good communication. Instructional Walks and Talks were developed as a way for the Leaders of Literacy to 'get close' to what is happening in classrooms, assisting in the development of consistent teaching practices within the College
- Rissalah College, Lakemba employed two Paraprofessionals and a fulltime learning support teacher to deliver *MultiLit*. The school experienced an increase in the number of Year 5 students achieving Band 6 in NAPLAN Reading and the overall improvement in Year 3 reading results.

In the government sector, 197 schools employed additional executive to support teaching and 220 schools employed additional executive to lead whole school professional learning.

In two independent schools in the 2012 cohort, the executive was expanded to address more directly the professional learning and mentoring of staff by the employment of a deputy and a primary curriculum coordinator. Five other schools provided additional release time for senior and middle leaders to lead or support professional learning. In three small schools the teaching load of the principal was reduced.

### *Coaching/ mentoring of staff*

The provision of high quality professional learning facilitated by in-school coaches/mentors is a key strategy in the development of high performing teachers in Low SES NP schools. The strategy is identified by many schools as being highly successful, offering school-wide consistency in advice for teachers leading to cultural changes which will be sustainable in the long-term:

- Griffith Public School employed an additional classroom teacher to release the assistant principal to mentor and support teachers in teaching literacy through regular peer meetings and professional dialogue. All staff participated in school-based training, sharing information and new skills. During the sessions staff analysed SMART data and evaluated whole school programs and practices. They then aligned their professional learning needs to the needs of individual students in their classrooms. The number of students achieving stage appropriate outcomes in literacy and numeracy increased
- Airs High School established a Head Teacher Mentor position to work closely with head teachers from all key learning areas to develop their understanding of the needs of early career teachers in relation to the Quality Teaching Framework and the National Professional Standards for Teachers
- at St Peter's Catholic College, Tuggerah, additional time was provided for Key Learning Area (KLA) Coordinators to lead professional learning by providing instructional support within their departments. KLA Coordinators and the Leader of Pedagogy used a range of high yield strategies such as *Instructional Walks and Talks*, and *Practice Analysis Conversations* to help teachers improve practice. Each KLA coordinator identified what they would expect to see and hear in an 'engaged classroom'. This then became the foundation of shared understanding and school-wide practice

- at Holy Family Primary, Emerton, two numeracy leaders were released each week to mentor other staff and plan the school's numeracy professional learning program. Classroom teachers were released each week on a roster basis to plan and work with the numeracy leaders, and to visit other classrooms. Since the initiation of this program, two more numeracy leaders and one specialist in the *Enhancing Mathematical Understanding* program were trained. In addition to these numeracy specialists, a teacher was released from classroom duties for part of her week to work with teachers on the integration of technology into programs and classroom practices
- At Al Amanah College, a Literacy and Numeracy mentoring system was developed and implemented over the last three years. This system includes team teaching in three different modes and provides for the development and nurturing of leadership within the school while ensuring the maintenance of the whole school literacy and numeracy approaches.
- Macleay Vocational College and Namoi Valley Christian School have had staff supported by mentors from other schools in their subject or grade or role.

## Reform 2: Adoption of best practice performance management and staffing arrangements that articulate a clear role for Principals

Over the course of the Low SES NP, many principals engaged with best practice performance management processes to develop their staff.

In the government sector mandated processes for performance management include the *Teachers Assessment Review Schedule* (TARS), the *Executive Assessment and Review Schedule* (EARS) and the *Principal Assessment and Review Schedule* (PARS). The TARS and EARS processes are school-based performance management processes and the PARS process includes School Education Directors visiting schools on a regular basis. Four hundred and ninety government schools indicated they were implementing programs that supported performance management.

In the Catholic sector, Carroll College Broulee, St Bernard's Batemans Bay and St Mary's Moruya undertook a detailed situational analysis of leadership. In response to the situational analysis, lesson observations were undertaken by Officers from the Archdiocese of Canberra and Goulburn Catholic Education Office and a peer principal. Based on the situational analysis and the lesson observations, a School Development Report was completed and presented to the school leadership team. Conclusions, recommendations and strategies to be implemented based on six reform elements were developed. This resulted in a detailed Implementation Plan.

In the independent sector, schools in the Low SES NP developed and implemented school specific approaches to performance management, including Professional Learning Plans. Three schools are using *Appretio* (a professional review and development system for school leaders and teachers developed by the AIS) to support and manage the appraisal of both classroom teachers and those in leadership roles.

Examples of best practice performance management adopted by Low SES NP schools include:

- the principal of Mount View High School developed enhanced performance management practices in collaboration with staff by developing Individual Learning Logs for every teacher. As part of the professional learning and management process, the Logs are used as a reflective tool to determine the effect that professional learning has had on teacher attitudes and pedagogy. In 2012 this document analysis illustrated the high impact of the professional learning in embedding the Quality Teaching Framework into teaching programs, assessment tasks and classroom practice and was highly valued by staff. There was an increased staff emphasis on quality teaching and curriculum differentiation across KLAs



- at Merrylands High School, the principal employed two Head Teachers, Teaching and Learning. In 2012, the principal worked with the Head Teachers, Teaching and Learning in leading a range of initiatives aimed at improving teacher practice. These initiatives included leading the development and implementation of Professional Learning Plans for all staff, providing mentoring and coaching support to early career teachers and developing peer coaching skills to more effectively support other teachers in the classroom
- at Holy Trinity Primary School, Granville, the school trialled the use of annual professional learning plans as a way of increasing teacher capacity. The leadership team decided on a whole-school focus aligned with their system's learning agenda. Individual teachers then developed their own professional learning plan. These plans linked to both the learning needs of the teacher and to the school plan
- Kempsey Adventist College formed a relationship with two Sydney schools, Ravenswood School for Girls and Knox Grammar School, to provide support for the management of the accreditation process for the 16 New Scheme Teachers at the College. This involved three senior teachers travelling to the school each term plus ongoing Skype support from other teachers at the Sydney schools. This initiative expanded the experiences of the new scheme teachers in all three schools and was developed into an ongoing professional collaboration which will focus on development of middle school leaders in the future.

### Reform 3: School operational arrangements that encourage innovation and flexibility

Through the additional resources provided by the Low SES NP, participating schools are utilising a range of organisational practices to encourage innovation and flexibility.

#### *Innovative staffing arrangements*

- Birrong Girls High allocated additional, flexible time for teachers to further develop quality teaching through a *Quality Teaching Mentor* program. The principal appointed seven Quality Teaching Mentors who worked with teachers of varying levels of experience. The program strengthened literacy and numeracy programs, quality teaching and student engagement through strategies such as classroom demonstrations, classroom observations, assisting teachers with data analysis and a teaching and learning program review. The evaluation of the *Quality Teaching Mentor* program revealed 86% of staff indicated the mentor program had significantly assisted in the development of quality learning programs and in addressing faculty teaching and learning needs
- in the Archdiocese of Canberra and Goulburn, a teacher was trained in the *Reading Recovery* program with the view to providing professional peer support in teaching and assessment in literacy in the future
- Al Amanah College created Literacy and Numeracy leaders in the primary campuses. Through careful timetabling these leaders have provided in-class support beyond their own classes, modelled and mentored or teachers across the grades in the whole school approaches that have been developed in Literacy and Numeracy. This arrangement provided emerging leaders the opportunity to develop while at the same time induct new staff into the whole school approaches such as *Reading to Learn* and *LIEN LIN* which was developed over the college's first three years in the Low SES NP.

#### *Specialised staffing resources*

The presence of paraprofessionals in Low SES NP schools provides important support for teachers and students. Paraprofessionals are employed in a range of roles including: facilitating the development of positive relationships between school and community;

supporting students who require individual intervention; and providing Information, Communications and Technology (ICT) and administrative support for teachers.

In 2012, 85 paraprofessionals were employed in government-sector Low SES NP schools, including 61 operational (specialist) paraprofessionals and 15 educational paraprofessionals.

- Tarro Public School employed two educational paraprofessionals to support improvement in student literary and numeracy levels. Feedback from students and parents indicated that the work of the educational paraprofessionals was effective and an analysis of student outcomes in Kindergarten to Year 2 showed improvement since their employment
- at Belmore Boys High School, educational paraprofessionals were employed to assist the science, English and maths faculties to access and develop support materials for literacy, numeracy and ICT. An operational paraprofessional (Classroom Teacher Support Officer) is employed to assist faculties by providing clerical and administrative classroom support.
- Melville High School employed additional staff to provide in and out of class support to teachers and to assist staff in meeting individual, KLA and whole school learning outcomes using technology. The *Laptop Fairy Program* provided professional learning in technology skills to facilitate connected learning and improve teaching and learning outcomes in the school. In 2012 the project was in its second year and it was once again positively evaluated with 94% of staff survey responses indicating they would like it to continue
- the employment of an Aboriginal Community Engagement Officer (ACEO) facilitated the inclusion of specific programs and events targeting the Indigenous students at Macksville High School, including: 'Youthfest' and NAIDOC activities which showcased local Aboriginal culture and businesses to the whole school; 'Vibe 3 on 3' which provided a focus on Aboriginal sport; and the 'Yarning Circle' which will provide a mentoring space. The ACEO built a high profile among students and staff at the school and brought many of the local Aboriginal Community into regular contact with students at the school. These factors had a positive influence on the engagement of Aboriginal students, their self-esteem and their sense of ownership at Macksville High School

In the Sydney Archdiocese Aboriginal Education Workers and Learning Support Officers continued to support Aboriginal student learning in classrooms through reading and numeracy programs and the homework centre program. The Archdiocese also funded three Aboriginal Community Liaison Officers to continue the focus on further developing initiatives to improve Aboriginal student attendance and retention, and to support parent and community engagement.

In the independent sector twelve paraprofessional positions were employed (ten educational and two operational paraprofessionals) in the 2012 Low SES NP cohort. Together with some changes in the numbers of paraprofessionals employed in the previous cohorts this resulted in a total 32 positions (4 operational and 28 educational) in 2012, across the 22 independent schools in the Partnership.

### *University Partnerships*

Through partnerships with universities, Low SES NP schools are able to access up-to-date research and expertise in educational best practice. Partnerships developed include:

- Belmore Boys High School formed a partnership with the Australian Catholic University in a joint initiative focused on improving learning outcomes in KLAs. Experts worked with teachers of English, science, history and geography in an action research, reflective practice paradigm. The project leader and principal have had two academic papers published since the project began at the beginning of 2012 and have been accepted to speak at two international conferences. There is considerable national and

international academic interest in the project and academics from Indonesia, America, Sweden and Denmark have visited the school to observe lessons

- Granville South Public School is taking part in the *Fair Go Project 2012-2014* called '*Fair Go Bridges*'. The program connects eight schools with the University of Western Sydney. It focuses on exemplary teachers and what they do in their classrooms to engage students in learning. Each year students attend a one day excursion to a university for an introduction to university life and information on what courses are available. Partnerships with the University of Wollongong and the Australian Indigenous Mentoring Experience have also been developed
- in the Archdiocese of Canberra and Goulburn, Secondary Literacy Officers and Senior Officers, in partnership with the University of Canberra, tailored the University's U-Can READ program to suit the needs of System Secondary and central schools. This program, called iRead, began at Sacred Heart Central, Cootamundra and Carroll College Broulee in 2012
- Loyola Senior High School in Mt Druitt established the Loyola University Hub Consortium Management Group. Consortium partners (including the Australian Catholic University, the University of Notre Dame and the University of Sydney) worked with students from disadvantaged backgrounds to encourage university applications. University pathways other than an ATAR were implemented, and include entry according to principals' recommendations and early acceptance schemes
- university students from the University of New England and the Australian Catholic University gained school experience by providing reading support to students in Minimbah
- university students from the University of New England and the Australian Catholic University have been gaining school experience by providing reading support to students in Minimbah Aboriginal primary school, Armidale and Sydney Adventist School. Two schools in the Independent sector are linking into university programs to help raise students' awareness of post-school options
- four students from Macleay Vocational College Kempsey participated in Charles Sturt University's *Future Moves* program designed to build aspiration for tertiary study amongst students in regional NSW and were quoted in an article about the program in the Charles Sturt University newsletter. Macleay Vocational College also worked with Charles Sturt University to explore team teaching.

### *Schools working together*

Partnerships between schools offer teachers and leadership teams the opportunity to share successful strategies and expertise, work collaboratively to extend the successes of individual schools and pool resources to better meet the needs of their students. Examples of Low SES NP schools working with other schools include:

- the principals of Ardlethan Central, Barellan Central and Hillston Central Schools initiated a strategy which committed resources to fund a New Scheme Teacher Mentor to support early career teachers across the schools. The New Scheme Teacher Mentor facilitated meetings, induction programs and professional support for the early career teachers in each of the schools. The strategy was facilitated through face to face meetings, videoconferencing and Learning Management System (MOODLE) resources. A New Scheme Teacher induction package was developed so that all teachers could access it on MOODLE. All New Scheme Teachers across the three schools successfully gained their accreditation at Professional Competence with the NSW Institute of Teachers

- Trinity Catholic College, Auburn collaborated with its primary feeder schools (St John's Auburn, St Peter Chanel, Regents Park and Immaculate Heart of Mary School, Sefton) to discuss common data and areas for improvement
- at Holy Spirit College, Lakemba, four Teacher Educators from primary schools commenced planning with leaders of pedagogy to plan and deliver professional learning on reading to secondary teachers. Fifteen primary students from five feeder schools also attended a Science Enrichment program at the College
- two independent schools which support disengaged youth worked together through 2012. Blacktown Youth College invited the staff of Macleay Vocational College to join them in a two day professional learning workshop on managing challenging behaviours. This led to staff and students from Blacktown travelling to Macleay for a sports carnival. Plans for further collaboration are underway.

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

Through the Low SES NP, schools have been able to provide students with a range of innovative and tailored learning opportunities.

##### *Professional learning in data analysis*

Teachers and school leadership teams undertook professional learning on the analysis of NAPLAN data, data from Best Start, curriculum-based assessments, and data from curriculum programs. Examples of professional learning in data analysis include:

- Glenn Innes Public School developed an integrated and structured program of professional learning, the 'Teaching Toolbox.' All staff undertook training in the analysis of Best Start, NAPLAN and school-based data. Lesson Studies were undertaken by peer teachers and the data was thoroughly evaluated to improve practice. The increased use of data analysis from the 2010 Year 3 cohort results assisted staff in better supporting lower achieving students in Year 5 in 2012. As a result, Year 5 reading improved in 2012 with a decrease in proportion of Year 5 students below the National Minimum Standard
- all staff at Coolah Central School participated in professional learning on using SMART data to improve planning for individual students. Evaluations indicated that an increasing number of staff were able to identify, analyse and interpret data to help inform their teaching programs. TARS reports indicated that the explicit teaching of reading became more apparent in teaching programs. Staff and parents agreed that through the use of real-life (or authentic) texts students were displaying more confidence and were more actively engaged in reading
- Callaghan College Waratah Campus employed a Literacy and Numeracy Coordinator to implement a whole school Literacy and Numeracy plan informed by the analysis of NAPLAN data for the school. A team of three staff members trained staff in the *Literacy continuum K-10* and the *Numeracy continuum K-10*. All staff used SMART data to inform their teaching and learning with 86% of staff indicating that this professional learning helped them to better understand and cater for the literacy needs of their students
- the employment of a Low SES NP funded Head Teacher Teaching and Learning at Tenterfield High School facilitated the collation of data and the professional learning of staff in using data to prepare Individual Learning Plans for all Year 7 and 9 students. There was also a strong staff professional learning focus on persuasive writing, leading to a consistent approach to this genre in all Key Learning Areas
- Ashcroft Public School released an assistant principal to develop all staff in assessment strategies for literacy and numeracy and the use of SMART data. All staff

demonstrated an increased level of confidence in the use of student assessment data. Cooperative planning sessions now begin with an analysis of school collected data which informs teaching and learning programs at various levels, including whole-school, stage and individual class

- at St Peters Catholic College, Tuggerah, explicit support in data analysis was provided for new or inexperienced KLA Coordinators. This included using NAPLAN data to track students from Year 3 to 5 to 7 to readily identify students with limited growth and particular learning needs
- learning support teams were instituted in at least three independent schools. These provided assessment guidance and supported the analysis of student data and the design of in-class and school wide responses
- Kempsey Adventist School identified the use of data-driven processes, sharing and collaboration resulting from the expansion of the Learning Support Department and ownership of learning in classrooms by individual teachers as delivering significant improvements in students' learning. All teachers are now actively engaged in ongoing professional learning which links into the targeted assessment and support provided to students through the school's expanded Learning Support Department. Year 3 students made significant improvements in the 2012 NAPLAN tests
- Regents Park Christian School reported a fundamental shift in teachers' thinking and practice resulting from their increased skill in gauging student understanding
- in Semester 2, 2012 eight independent schools joined the Partnership as part of the Reform Extension Initiative. These schools spent the semester gathering and analysing school and student data, improving the skill of the school leaders in using data to inform planning and sharing the insights with the school community
- the Australian International Academy, Strathfield, identified the positive impact of collaboration amongst teachers when analysing and planning student data on identifying at risk students and planning interventions. Teachers also found that the use of reading strategies from the SMART package improved student outcomes. The addition of resources to the library, including books for the Premier's Reading Challenge resulted in increased participation by students in the Challenge and an increase in students reading for pleasure.

#### *Targeted literacy and numeracy intervention programs*

Over 460 government schools implemented 730 targeted literacy and numeracy programs from the Literacy and Numeracy National Partnership, with some schools implementing more than one program. In 2012 there was an increase in the number of schools implementing literacy programs, including increases in the number of schools implementing *Reading to Learn (R2L)*, *MultiLit* and *Focus on Reading 3-6*. The interventions and programs include:

<b>Literacy and Numeracy Interventions</b>	<b>DEC Schools</b>	<b>AIS Schools</b>	<b>CEC Schools</b>
Reading to Learn (R2L)	72	2	Details not reported
Accelerated Literacy	162	1	
QuickSmart Numeracy	126	1	
Taking Off With Numeracy	47		
<i>MultiLit</i>	162	14	
Focus on Reading 3-6	161	2	

Schools in the three sectors determined the most appropriate whole-school and individual literacy and numeracy programs for their context. Examples of schools that implemented literacy and numeracy programs in 2012 are described below:

- teachers at Chatham High School engaged in professional learning in *MultLit*, *R2L* and, through head teacher support, all teachers engaged in the differentiation of the curriculum for their students to provide literacy and numeracy intervention as necessary.
- Chifley College Bidwill Campus, employed a *R2L* mentor to facilitate the implementation of the program to all staff. Extension literacy groups were established to extend capable students in each year. Staff survey and student results demonstrate that *R2L* strategies are making a positive difference, particularly in supporting teachers in their literacy teaching across the curriculum. Students in targeted groups achieved above school average growth and extended responses in Year 8 Essential Secondary Science Assessments were well above state average
- Dawson Public School appointed a *Language, Learning and Literacy (L3)* trained support teacher to work with Kindergarten teachers. The teachers reported that because of the teachers' increased knowledge and confidence in implementing the program, students in 2012 began more successfully and achieved greater growth during the year than previous cohorts. Ongoing training in *L3* resulted in the provision of professional learning sessions on interactive writing, guided reading and comprehension strategies; and access to a trained facilitator who modelled and observed lessons and provided feedback to teachers
- teacher evaluations and executive reflections at Hampden Park Public School emphasised the strengths of professional learning on strategies such as the use of word problems, Newman's Error Analysis and *Count Me in Too (CMIT)*. An expert teacher was employed to work with teachers in implementing CMIT. This resulted in high target achievement with 96% of Year 3 students achieving at or above National Minimum Standards in Numeracy and all Phase 1 ESL students achieving proficiency in Numeracy
- Iqra Grammar College, Minto reported that the three days a week of access to Paraprofessional support provided individual reading intervention for 15 students, 6 of whom are now confident readers at their age level. Around 90% of the schools' students participated in the Premier's Reading Challenge and there was a significant increase in Library borrowing trends. The *Focus on Reading* training provided for the entire staff in 2012 drove the adoption of a whole school approach to reading and is now visible in class programs
- the Catholic sector implemented a range of literacy and numeracy programs with the decision of the type and style of program being made by the school. Programs included: *Scaffolding Numeracy in the Middle Years*, *Working like a Mathematician program*, *i-READ*, *MiniLit*, *Enhancing Mathematical Understanding*, *QuickSmart*, *Coolabah Dynamic Assessment*, and *Yarning Strong*.

#### *Tailored learning opportunities and innovative delivery strategies*

The tailored learning opportunities and innovative delivery strategies used by Low SES NP schools in 2012 included the implementation of Personalised Learning Plans, the development of resource centres to better meet the needs of students and innovative changes to the organisation of classes and support services. These strategies are often research-based and utilise recent innovations in literacy and numeracy learning. Examples include:

- at Greenacre Public School the Learning Support Mentor supported classroom teachers with students requiring additional learning support. The students were identified and mapped against the literacy continuum K-6, individual plans were written

detailing explicit learning sequences and progress was regularly assessed. The tracking of all Kindergarten to Year 3 students was shared at weekly stage meetings. This resulted in more flexible and fluid groupings of students within classrooms and established a needs-based list of students for learning support in *Reading Recovery*, *Second Chance Reading Recovery* and English as a Second Language group

- Auburn Girls High School employed academic coaches to address the learning needs of individuals and groups of students within classrooms and across the curriculum. Target areas included skills in literacy, numeracy, management, homework and study in Years 7 to 9. The initiatives involved individual students, groups, classes and even year groups and utilised strategies such as *Reciprocal Reading*. Academic coach initiatives for improving reading showed significant positive effects on student outcomes after a six week trial and will be fully evaluated in 2013
- Kempsey Adventist College extended the middle school approach introduced for Year 7 in 2011 to support the student's transition from Primary into Secondary school to Year 8 in 2012. This initiative included employing specialist teachers to teach across the KLAs, providing timetabled teacher collaboration sessions and teacher professional development targeting literacy
- at Chifley College Dunheved Campus, the Chifley Learning Centre was established to provide a hub for student support services designed to meet the needs of students in a wide range of areas including literacy/numeracy, social, behavioural and emotional challenges. The Learning Centre rapidly became the hub for targeted and intensive interventions including speech pathology, English as a second language support and chaplaincy
- at Callaghan College, Waratah Campus, a team teaching space was created for two Year 7 classes. A homeroom teacher model was also established for the Year 7 literacy class. Classroom observations indicated that the students were highly engaged in learning and participated in a range of substantial conversations
- the introduction of a boys Kindergarten class at Blckett Public School allowed new teaching strategies specifically designed to engage boys. The school worked closely with Loftus Public School to investigate topics of interest to boys, and provided varied learning spaces, teaching techniques and an 'energy' focused approach to maintaining engagement. The result was high target achievement with 73% of students at or above the fourth of eight levels on the Literacy Continuum by the end of Term 3, 2012
- at Holy Family, Granville East, a Speech Pathology program for Kindergarten – Year 2 students was implemented. This early intervention program assisted in the identification of students with communication disorders, the inclusion of classroom based activities, the implementation of individual programs and the provision of professional learning.

### **Reform 5: Strengthened school accountability**

Annual evaluations undertaken by participating school teams in the three sectors continue to drive enhanced school improvement processes. Regular, cyclic, and explicit monitoring and reflection on progress towards and achievement of school targets was undertaken. This assessment of the impact of strategies continues to develop school leaders' and teachers' skills in collecting, analysing and interpreting information to inform whole school and classroom practice.

The Department of Education and Communities, the Association of Independent Schools NSW and the Catholic Education Commission of NSW continue to work collaboratively with the leadership teams of participating schools to develop resources and processes around evaluation, planning and school improvement.

In the government sector, regional teams developed processes to ensure consistent and comparable expectations. Moderation processes and professional learning for school leaders and teams had a strong impact on the quality of school planning, target setting and evaluative processes. Increasingly, non-Low SES NP schools are adapting and adopting these practices as a result of the positive impact experienced by colleague principals leading Low SES NP schools.

Examples of strengthened school accountability include:

- South Western Sydney Region continued to develop regional processes to support schools and build capacity informed by the process of reviewing and providing feedback to school evaluation and planning documentation for the Low SES NP. The Region established a moderation team to review schools' documentation for 2013, providing consistency across the region and quality feedback and support to schools. The moderation team included state office, regional and school representatives. The School Education Directors responsible for endorsing school plans worked with the moderation team to ensure that school situational analysis reports and school plans were focussed, strategic and explicitly reflected the important work in schools
- The Broken Bay Diocesan sustainability strategy is building leader and teacher capacity and knowledge. In order to lead teacher learning and development, and ensure quality teaching across the school, leaders themselves need to have deep instructional expertise. At MacKillop Catholic College evidence-based approaches founded on a deep understanding of how students learn were adopted. This led to the development of a strong, whole school approach to literacy learning; ensured that every teacher structured their literacy block appropriately, and created shared accountability for student achievement data
- in the independent sector, the use of a deeper, evidenced-based approach became standard practice in continuing schools. Furthermore at least four schools in the 2010 cohort have used the skills developed when identifying an initial area of focus for improvement (e.g. Literacy), to identify new areas of focus for improvement (e.g. Numeracy). This has become more strategically planned as leaders are drawing on the experience gained in the first years of Low SES NP participation where a change process was successfully managed. As part of this process the level of accountability across these schools expanded resulting in all staff being involved as a collective endeavour.

### **Reform 6: External partnerships with parents, other schools, businesses and communities and the provision of access to extended services**

Active engagement and communication with parents, community members, other schools, businesses and local organisations are essential to improving levels of student engagement and learning outcomes in Low SES NP schools. Under the Low SES NP, a range of strategies have been developed, implemented and refined to engage parents and communities more effectively.

#### *Parent education classes related to student learning*

As part of an overall commitment to community engagement, at least 390 schools provided parent information sessions on a range of topics:

- the community facilitator at Punchbowl Public School facilitated a number of parent workshops covering topics such as 'Helping Your Child with NAPLAN', National Year of Reading information sessions and 'Parents Reading in Classrooms'. The attendance of 209 parents at these workshops in 2012 exceeded the 2011 figure of 141. Parents who attended the workshops continued to be actively and confidently involved in other school activities



- the Partnership funded deputy principal at Narromine Public School facilitated information sessions to discuss changes to the school's student welfare system. As a result, parent feedback indicated a deeper understanding of the system and more students in 2012 achieved the highest level possible on the positive focussed 'levels system'. A stronger connection with the community saw a larger number of parents attending school activities
- as part of the 2011 Situational Analysis, parents at The Entrance Public School had identified a lack of understanding of current literacy practices, resulting in their not feeling competent to assist their children with their learning at home. Following a number of parent literacy workshops there was a 50% increase in parent helpers in Kindergarten to Year 2 classrooms
- St Mary's Primary School, Batlow in the Canberra and Goulburn Archdiocese hosted a parent information night attended by 21 of the school's 22 families
- at Regents Park Christian School training and support for parents in helping struggling readers was provided through the Reading for Life program. Despite low commitment to the completion of the program, the students involved showed significant improvement through their *Reading Recovery* levels
- Macarthur Adventist College, Macquarie Fields held a Pacific Islander parent forum. Unlike previous attempts, this parent forum had a large attendance. It was addressed by a member of the Pacific Islander community resulting in a stronger connection being made with the parents and the community, and opened a channel for ongoing support to be provided to parents.

### *Community engagement activities*

Many schools participating in the Low SES NP recognise the value of engaging with the communities they serve.

They do this in a variety of ways:

- Auburn West Public School strategies included a playgroup, a Parent Cafe, a Men's Cafe, parent meetings and excursions. The number of playgroup participants steadily increased during 2012 and feedback from parents was very positive. Through the employment of a Community Liaison Officer (CLO), further parent engagement strategies, which catered to improving student outcomes and student wellbeing, were implemented including the Homework Club, a Learning Centre, Breakfast Club and the St Vincent de Paul Assisting Refugee Kids (SPARK) program. In addition, there was an increase in attendance of minority cultural groups, specifically the Afghani and Iraqi community, at parent meetings. Programs offered in 2012 addressed settlement issues for the parents from these two cultural groups
- Fairvale High School employed two CLOs from relevant cultural/language groups and a School Administration Officer (SAO) to improve school and community communication. The CLOs and the SAO promoted the school via the school website and local media outlets, supported the senior executive in the running of special events and worked with school teams to provide information sessions and workshops for parents. Professional learning opportunities provided for staff supported them in developing an understanding of the issues relating to the cultural groups represented within the school community. As well as positive outcomes in relation to improved communication, in Year 7-9 Numeracy 69.6% of students achieved expected growth and the percentage of students in the proficient bands in Year 9 numeracy was just above the state average
- the two CLOs at Fairvale Public School also established a Parent Café, which enabled parents to network and feel comfortable participating in school life. The support

provided by the CLOs resulted in gradually increasing numbers attending the café in turn resulting in greater numbers of parents attending P and C meetings, school functions and participating in school decision-making. Parent workshops were held on literacy, numeracy, NAPLAN, *Focus on Reading 3-6* and *Positive Parenting*, facilitating a deeper understanding of their childrens' educational and social development. A Homework Centre assisted students to complete their homework with expert teacher supervision. A playgroup was established and built strong connections to the school. The presence of a trained Early Childhood teacher meant parents were able to develop parenting skills and prepare their child for the transition to school

- Punchbowl Boys High School provided a MOODLE platform to develop a school-wide system to effectively communicate the learning requirements of all KLAs to both students and the community. In particular, the school addressed parents' expectations for homework and assessment tasks by providing a link to directly access the work their son was expected to complete and submit within an assigned timeframe. Outcomes for this initiative include enhanced teacher capacity to drive student and community engagement with learning whilst effectively communicating learning expectations and standards
- in the past, Bankstown Senior College did not have a high level of parent involvement. Many parents felt that their level of English stopped them from participating in College events. After analysing student enrolment data, it was decided to employ an Arabic and Dari speaking CLO. During 2012, CLO community connections became more structured and successful, leading to double the number of parents attending parent teacher evenings. The first parent focus group was formed in Term 2 2012 and the first parent forum occurred during Term 3. At this forum, parents were given the opportunity to give feedback on the College structures and a parent focus group will meet at least once a term to inform future College planning
- at Holy Family Primary School, Granville East, the Holy Family School Television online portal was launched for the sharing of student productions. This supported parental engagement by providing the opportunity for all parents to view the work of their children from home
- Holy Trinity Primary School, Granville increased parental involvement within the school through a range of activities, including an end of year community bush dance and the parent-led management of the uniform shop and school canteen
- in independent schools the movement is generally towards more parent education and support for student learning and less of only providing information. Many schools have increased their use of translations into community languages, phone calls for positive catch ups, production of DVDs and Literacy and Numeracy resource packs for parents. Schools report the continued effectiveness of Personalised Learning Plans in engaging with parents
- Al Amanah College prepared a series of numeracy game packages for each primary grade that families borrow from the school library. These packs link directly to the whole school approach to numeracy (LEIN and LIN) and support the practice of numeracy skills at home through engaging games and activities to be played with family members
- The regular family luncheons held at Blacktown Youth College have provided a relaxed opportunity for staff, students and family to meet. Once a term these luncheons are preceded by a school assembly hosted by students which includes presentations of awards
- A family barbeque replaced the traditional parent-teacher meeting at Macleay Vocational College, resulting in greater attendance, and opportunities to share produce from the school's garden and to hear students from the new music elective.

### ***Airds High School: Community partnerships supporting and inspiring achievement***

Airds High School is a coeducational high school in South West Sydney, catering for over 400 students with a wide range of multicultural backgrounds and an Aboriginal enrolment of nearly 22%. Key reform areas identified for Low SES NP funding include personalised learning opportunities to improve student outcomes and increased community engagement. The school operates as part of a Community of Schools with three local primary schools, with a shared aim of improving community engagement.

The Airds Community of Schools employs a shared Deputy Principal Aboriginal Education position across the four schools. This position enabled a variety of strategies focused on improving outcomes especially for Aboriginal students including: the development of the Airds High School Aboriginal Education Committee to steer, manage and set directions for Aboriginal Education across the school. The dissemination of responsibilities and knowledge gained by this Committee will be integral to sustainability of Aboriginal Education and Low SES NP initiatives

The Deputy Principal organised for Aboriginal non-government organisations to implement school-based programs that support successful career, aspirations and pathways planning. A strong partnership was formed with the National Aboriginal Sporting Chance Academy to implement the *Careers Aspirations Program* in 2012. The program involves identifying and developing post-school pathways planning for students through attendance at a week-long camp at the National Centre for Indigenous Excellence in Redfern. The week provides the opportunity for students to plan and develop aspirations and be involved in mentored by inspiring role models.

The *Race to the Top* engagement program was the result of collaboration between the school and local Aboriginal organisation, and focused on disengaged Aboriginal boys in Years 9 and 10. The program was run off-site and involved the participating students utilising literacy and numeracy skills to complete and race motorised remote controlled cars. Nine boys attended the program each week over a 12-week period.

NAPLAN data for 2012 indicated an improvement in outcomes for Aboriginal students. In Year 9, 85.7% of Aboriginal students achieved expected growth in reading and the average growth was 15 points above state average. In numeracy, 64.3% achieved expected growth and average growth was 15 points above State average. In Year 7 numeracy 52.9% achieved expected growth and average growth was again 15 points above the State average.

In Year 9 numeracy, only 21.4% of Aboriginal students achieved in the bottom two bands, compared to 78.6% in 2011 and 92.8% in 2010. In reading the proportion of Aboriginal students in the bottom two bands reduced from 85.7% in 2010 to 50% in 2012. Aboriginal attendance rates have risen from 67% to above 85%, and retention rates have also improved.

Airds High School also established a Stage 5 Engagement class to target at-risk students. A Low SES NP funded Transition Adviser worked with the class and liaised with external agencies to supply mentoring and employment opportunities and School Learning Support Officers supported the supervising teacher. Analysis of school data indicates a 2% increase in attendance and student feedback reflected over 85% positive responses on a school-developed survey regarding their progress and satisfaction. The success of this class led to its continuation into Stage 6 to encourage student retention to the Higher School Certificate.

#### ***Inclusion of Aboriginal Elders and community members in the school community***

- Aboriginal Elders and members from the Dharug community were invited to Blakett Public School to be part of cultural sharing sessions in classrooms. The school sought

approval from the Elders of the Dharug language to formally name the Aboriginal community room and to select a series of Dreamtime stories. Each story was then matched to one classroom learning space. An Aboriginal artist was commissioned to translate these stories to illustrations for learning space doors. Aboriginal community members were engaged as class tutors to support the implementation of the class program for Aboriginal students and Personalised Learning Plans

- the employment of two local Aboriginal community members as School Learning Support Officers (SLSOs) increased the involvement of Aboriginal Elders and community members in the learning of all Aboriginal students at Barrack Heights Public School. The SLSOs supported the delivery of appropriate teaching and learning activities that met needs identified in the Personalised Learning Plans
- the engagement of Aboriginal community members supported the improvement of educational outcomes and engagement of Aboriginal students at Taree High School. The school employed an Aboriginal Education Worker and Biripi/Worimi tutors who assisted in engaging students in their learning. The tutors were trained in *ICanRULE* and *QuickSmart* to support students in class
- Narromine Public School employed an additional deputy principal to strengthen school and community partnerships. This role focused on developing strong links with community agencies including CentaCare and Burnside to build skills and capacity within the community. The deputy principal worked closely with the Aboriginal Education Officer and the Aboriginal Community Officer to develop stronger partnerships with the Aboriginal community and conducted three separate *Yarn ups* with the Aboriginal community. The deputy principal facilitated a series of literacy and numeracy workshops for Aboriginal parents and as a result one of these parents is now employed as a literacy tutor at the school
- at Holy Family Primary School, Emerton five Aboriginal Elders from the community were employed to work with the school for three hours each week. This initiative provided the students, both Aboriginal and non-Aboriginal, with the opportunity to learn more about Aboriginal culture. Individual Aboriginal students were also assisted by two of these Elders in literacy. The initiative was mutually beneficial, and to quote one of the participating Elders 'this was reconciliation in action.' One of the Elders also said that it was the first time that she ever felt welcomed as an equal. The school notes that the sense of pride felt by its Aboriginal students was obvious, and that they enjoyed the opportunity to interact with Elders of the community
- building partnerships with Aboriginal Elders and their communities was the cornerstone of the Indigenous Education Support Program implemented at Kempsey Adventist School. Almost 20% of the Kindergarten to Year 12 school population is Aboriginal and maintaining a connection with, and placing value on the Aboriginal heritage of the local area was been vital to achieve positive educational and emotional outcomes for Aboriginal students. Community members and Elders were encouraged to become involved in school life through cultural days, art activities and mentoring programs. The school's Indigenous Student Support Officer facilitated communication with Aboriginal families and helped students identify pathways to achieving excellence. This is often through exploring areas of further education, scholarship opportunities, or simply finding role models from their own families or communities who have excelled in their chosen field.

### *Extended transition to school programs*

The transition of students into Kindergarten, and from primary school to secondary school is an important milestone. Participating schools developed the following programs to support students and their families during this period:

- Whalan Public School, in the Western Sydney Region had a strong focus on improving

the transition to school for preschool students. The school's preschool catered for 60 children, of whom 19% were Aboriginal. The preschool children were involved in a transition to school project to make a personalised DVD about going to their new school. It involved the children and their families filming different areas of the school, promoting discussion and the deepening understanding parents and students had of the school

- At Noumea Public School the employment of an assistant principal (National Partnership) for Preschool–Kindergarten transition programs resulted in an extensive 16 week transition program being developed. The program utilised the expertise of various community agencies and allowed students and parents to experience school routines and programs, resulting in a higher degree of school readiness. Links with the local Kindergarten Union preschool have been established through participation in school events such as the Book Parade. These events resulted in new families being introduced to the school. The assistant principal was also able to manage and lead the implementation of two playgroups (one with an Aboriginal focus) allowing preschool students the opportunity to experience school life
- Bonalbo Central School's Kindy Transition program brought the following year's Kindergarten students to school one day per week in Semester 2 for an intensive program which allowed students to achieve benchmark levels for starting Kindergarten in the following year. The program was trialled in 2011 and drew a larger cohort in 2012 with ongoing success in preparing students for school. Most students achieved the benchmarks by the end of the program
- Coonamble High School's transition program included Year 5-6 students, with students spending three sessions at the high school every week for three terms. Teaching concentrated in particular on maths and science. The science teacher took on the teaching of all Stage 3 science. The program was led by senior teachers and will be evaluated as these students enter high school
- Drummond Memorial School data reveals that a 'transition to Kindergarten' class made a significant impact on Kindergarten results as well as on school enrolments. In 2009, 80% of students in the transition class already had one or more siblings at the school. In 2012, 45% of students were new to the school and 5% were English as a Second Language (ESL) new arrival students who had selected Drummond for the quality of the ESL program at the school. The transition students were assessed by a qualified speech pathologist, occupational therapist, dental and vision nurse. The speech pathologist's assessments identified many students with severe speech problems. The students' needs are now being addressed and programs are in place for home and school. Classroom teachers had the opportunity to work with the speech pathologist and learned strategies and activities required to improve the children's speech. Parental engagement with the school also improved
- *Smart Start* is an innovative early learning program implemented by Boggabri Public School twice a week. The program included a space specifically designed for early childhood learning activities and fully equipped with the latest resources including exciting and enjoyable learning activities designed to align with both The Early Years Learning Framework for Australia and the NSW Department of School Education's *Best Start* program. Ongoing assessment ensured learning activities were developmentally appropriate. The program provided explicit teaching of literacy, numeracy and science, reflecting best practice and was implemented by a highly qualified and experienced early childhood teacher.

### *Student wellbeing initiatives and access to allied health services*

During 2012, Low SES NP schools from all sectors integrated extended support services, such as speech pathologists, counselling services and allied health practitioners into the school.

Analysis of government school plans showed that 143 schools planned to engage the services of speech pathologists in 2012. Other examples of wellbeing initiatives include:

- Ashcroft High School employed a Clinical Coordinator two days a week to join its comprehensive Student Support Services team. Protocols were established and assessments began on a targeted group of Year 7 students, 25 of whom were in the lowest quartile of NAPLAN. Students were screened for hearing, dental, vision, height/weight proportions, mental health and any other manifesting issues. Teachers and parents formed part of the data collection triad and referrals to appropriate medical staff were organised. The Ingham Institute for Applied Medical Research, in conjunction with the University of NSW, agreed to do a five year study on the project which will include research on both health and learning outcomes. The intention is to produce a toolkit for the community each year for five years, and the project is currently looking to expand to six other disadvantaged high schools in the Liverpool/Campbelltown area. Half the families have been screened. Notwithstanding the early stage of the research and its progress, initial indicators are very positive
- Anson Street Public School employed a speech pathologist and physiotherapist. The therapists worked with targeted students and their teachers, with programs incorporated into the daily school program. The speech pathologist conducted a parent information session on strategies to encourage children to speak. This program ensured that targeted students had access to therapy to improve their speech and mobility
- the allied health support at Lansvale Public School involving a speech therapist and occupational therapist who supported staff, students and parent helpers to deliver individualised and targeted intervention to students on a one to one basis. Sixty-eight Kindergarten-Year 2 students received occupational therapist support in the areas of visual perception, letter formation and fine motor skills. In 2012, 41 students were assessed for problems with articulation and 20 students received targeted therapy from the speech therapist. Four peer tutors and eleven parent helpers also assisted with articulation
- the Diocese of Broken Bay provided a comprehensive counselling service to its students. Schools regularly provide information on support available through outside agencies, including those providing advice on employment, health, counselling, community services
- for Macarthur Adventist College, Macquarie Fields, providing access to counselling support for students and their families was been a very productive strategy in producing positive impacts on student wellbeing and engagement in learning. The housing of the Adventist Development and Relief Agency youth worker on the school grounds provided strong community connection, as have the informal regular visits by local police liaison personnel. These strategies are contributing significantly to the students' wellbeing and engagement
- in three independent schools (Macleay Vocational College, Blacktown Youth College and Macarthur Adventist College) the links with health, welfare and community based services have been strengthened and extended. These include: provision of space in the school for a Youth Worker; the part-time employment of a counsellor; weekly visits to a school by health support workers and drug counsellors; and supporting students to attend community programs such as the Skills to Chill and Healthy Start Program.

#### *Access to homework centres*

Low SES NP schools implemented a range of innovative strategies to address student engagement and support student learning, with homework centres providing students with the opportunity to have quality tuition and advice while completing assessment tasks:

- an after-school tuition centre was established at The Entrance Public School based on strategic support for identified students. The school employed a teacher to coordinate the centre and four part-time SLSOs were also employed. The first group of students was identified from students at or below the National Minimum Standard in NAPLAN numeracy. Individual programs were developed and implemented by the SLSO's under the guidance of a teacher and the school trialled a persuasive writing group for talented students in writing. Data from the 2012 initiative demonstrated that the tuition centre was highly valued and resulted in improved student outcomes. Student survey responses showed that 94% of students felt that the tuition centre helped them to learn
- Arthur Phillip High School conducted a homework and tutorial centre four days per week with five teachers, in addition to a homework coaching centre for senior English as a Second Language students. The number of students attending the homework centre increased from 96 in 2011 to 139 in 2012 with student survey data indicating that 100% of students enjoyed attending the centre and 96% of students stated that the teachers assisted them to improve their knowledge
- the homework centre at Condobolin High School was strongly promoted through regular home-school communication in the school newsletter. Student attendance at the homework centre increased from 1.5% of students in 2011 to 8% in 2012
- a homework centre was established for students with individual learning plans at Harrington Street Public School. Two teachers were employed two afternoons per week to support students on specific aspects of their individual learning plans. Pre and post assessments indicated 24 of the 25 students made significant progress in literacy. Attendance rates at the homework centre reflected the exceptionally high level of student engagement and parent support
- Sydney Archdiocese established homework centres, homework clubs and a range of other homework support programs at the school level
- a Homework Centre at Regents Park Christian School was provided for students targeted for inclusion. These students demonstrated dramatically improved homework completion rates, engagement in learning, pride and confidence in their work. Of the students who received individual intervention through *MultiLit*, 80% had significant increases in comprehension
- seven independent schools had homework centres or after school tuition. At Al Amanah College the program delivered was refined since its inception in 2010. In 2012 each class group was small with fewer than 10 students and each student received individualised instruction designed to address particular needs identified by their class teacher, and related directly to the skills required in the classwork that is being currently delivered.

#### *Partnerships with other schools, organisations and Universities*

- Corrimal High School established partnerships with five partner primary schools, the University of Wollongong and the Australian Indigenous Mentoring Experience (AIME). Corrimal High School and the primary schools worked on a middle years numeracy project which improved the transition process from primary to high school and the numeracy achievements of students. Staff from the University of Wollongong and the NSW Institute of Teachers worked closely with teachers at the school on elements of the Quality Teaching Framework. The partnership with AIME was invaluable to the Aboriginal students. The students attended the University for one-on-one mentoring, and AIME established a learning centre at the school providing tutoring services for students in the northern Illawarra region
- Holy Trinity Primary, Granville built a positive relationship with St Ignatius' College,

Riverview through the collaborative development of a Kitchen Garden. Three staff members from St Ignatius' Riverview visited and worked with the Year 6 students to build the Kitchen Garden. The students maintained the garden as part of their everyday school experience, and a parent harvested some produce and demonstrated a variety of cooking techniques and dishes. Some students and families have used the produce from the garden to cook at home

- four students from Macleay Vocational College Kempsey participated in Charles Sturt University's Future Moves program designed to build aspiration for tertiary study amongst students in regional NSW
- Blacktown Youth College students were provided with assistance to find pre-apprenticeships and part-time employment through a partnership between the College and WISE employment.

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

Participating schools in the Low SES NP in all sectors are providing targeted and intensive support through a number of strategic initiatives to close the gap in educational outcomes between Aboriginal and non-Aboriginal students. Engagement with Aboriginal community members is essential to ensure that these initiatives are culturally appropriate and available when and where they are needed most.

Engagement with the local Aboriginal Education Consultative groups has been an effective way to enhance the knowledge and understanding of teachers working in schools with Aboriginal students. Teachers and school leadership teams have undertaken a range of professional learning to build their capacity in meeting the needs of the Aboriginal and Torres Strait Islander students in their schools.

In the government sector, approximately 48% of Aboriginal students enrolled in government schools were in schools participating in the Low SES NP in 2012 and around 89% of these schools reported explicit strategies to engage the local community including local Elders and artists.

Approximately 300 Aboriginal students were enrolled in 10 of the 22 independent schools participating in the Partnership in 2012. The distribution of Aboriginal students though participating schools varies. The majority of the Aboriginal students were enrolled in seven schools, which had an Aboriginal enrolment rate of between 20% to over 80%.

A number of integrated initiatives at the system, regional and/or school level have been implemented in government schools, responding to both student data and community advice. These are impacting on attendance, wellbeing, engagement and improving literacy and numeracy outcomes of Aboriginal and Torres Strait Islander students. These include:

- professional learning to build school and teacher capacity to meet the needs of Aboriginal students as well as to embed Aboriginal content and perspectives in teaching and learning such as *Connecting to Country* and localised programs
- the analysis of a range of data including NAPLAN and school-based data. Analyses have been used to inform teaching and learning programs
- the employment of additional staff including deputy principals (Aboriginal Education), Aboriginal Paraprofessionals, School Learning Support Officers (Aboriginal Education) and Aboriginal Community Liaison Officers to lead programs, provide support in the classroom and liaise with families
- Personalised Learning Plans, developed and regularly revised with input from parents and caregivers



- building and maintaining partnerships with parents, carers and the Aboriginal Community
- student engagement and wellbeing programs including mentoring
- the teaching of Aboriginal languages.

### *Building school and teacher capacity to meet the needs of Aboriginal students*

#### Teacher professional learning

At Condobolin High School, which serves a significant population of Aboriginal students, Low SES NP funds supported access by teachers to professional learning on quality teaching and learning programs and the development of activities which include intellectual rigour and challenge for students of differing ability levels. Teachers participated in professional learning days with other schools identified for their academic success (Centres for Excellence) which shared expertise, assessment tasks, teaching and learning programs, student work samples and educational resources. Students were cognitively challenged by engaging them in educational opportunities such as public speaking and writing workshops, HSC seminars, Musica-Viva workshops, Tournament of the Minds and inter-school workshops. The results from 2012 NAPLAN indicated positive growth in results for the schools' Aboriginal students. In Year 9, 57% of Aboriginal students achieved expected growth in numeracy and were 10 points above State average. In Year 9 reading 54% achieved expected growth, and average growth was two points above State average. Both Year 9 reading and numeracy proficiency bands were the highest in three years.

In addition, activity undertaken throughout the government sector provided a range of professional learning opportunities for teachers including:

- Aboriginal Cultural Immersion programs / *Connecting to Country* professional learning program for 158 teachers and principals across 34 schools participating in the Low SES NP
- developing staff knowledge of the Department's Aboriginal Education and Training Policy and the Aboriginal and Torres Strait Islander Education Action Plan
- professional learning for staff on the 8 Ways of Learning pedagogy
- the provision of a teacher mentor to lead planning and model best practice
- the Stronger Smarter engagement program.

The teachers of St Francis Xavier Primary School, Lake Cargelligo participated in the Being Culturally Aware Becoming Culturally Inclusive: A pathway to Cultural Competence Program. Teachers gained deep insights into a myriad of social, cultural, historical and political issues that continue to affect and concern Aboriginal peoples and communities. Topics covered over the program included: Kinship Structures, the Stolen Generation and the impact of this on the families and Communities and How to Engage Aboriginal Learners. Teachers attained a culturally informed awareness of the geography of their local school, encountered first-hand the concept and meaning of country from an Aboriginal cultural standpoint and were given insight into the educational needs and aspirations of Aboriginal communities. Teachers stated that they had developed a better understanding of how to work with the Aboriginal students in the classroom by making the learning more meaningful and relevant and were looking at ways to improve classroom pedagogy. Staff also recognised the importance of building relationships with the local Aboriginal Community.

In the Diocese of Wollongong teachers undertook professional learning on cultural awareness and Aboriginal pedagogies. Staff also participated in professional learning around the 'School-wide Positive Behaviours for Learning' framework to develop positive behaviour expectations for all students, including Indigenous students.

Kempsey Adventist School introduced the position of Indigenous Student Support Officer in 2011. In this role the Support Officer had significant success in building relationships with many Aboriginal families. This resulted in improved access by students and their families to various support services from both local and national agencies. The school continually refined its approach to gain further positive impacts on regular school attendance of some Aboriginal students, particularly when extended family commitments in the home environment were not conducive to regular school attendance. All teachers were provided with professional development in relation to specific cultural factors influencing Aboriginal student learning outcomes. The school also invested in culturally appropriate reading resources for Stages 1 and 2, which is believed to have been a key factor in the successful engagement of the young Aboriginal students in reading and is reflected in strong Year 3 2012 NAPLAN results.

### *Support provided to Aboriginal students*

#### Personalised Learning Plans

Personalised Learning Plans (PLPs) are developed in collaboration with parents and caregivers, who support teachers to tailor teaching and learning to the needs and abilities of individual students and set authentic learning goals for Aboriginal students. PLPs are regularly reviewed to inform teaching and learning and to recognise the achievement of goals. Students can be targeted for extra support and provided with appropriate mentors linked to the student's particular skills or interests.

Schools report that PLPs are contributing to improved attendance, increased student learning outcomes and increased engagement in education by students, parents and the broader community. All Aboriginal students attending Low SES NP government schools have PLPs.

In 2012 more than 490 government sector Low SES NP schools were enhancing and/or refining processes around the development of PLPs.

In 2012, Mogo Public School had record numbers of Aboriginal families involved in the PLP process, ensuring that cultural aspects of education and educational engagement were being addressed by the Plans. Additional School Learning Support Officers worked with individuals and small groups of Aboriginal students, and the school provided an engaging Aboriginal Education Program, which included mandatory cultural units across all stages, culturally appropriate reading texts, cultural days and excursions to significant local Aboriginal sites. The school partnered with local Aboriginal community to work with students in traditional areas such as art and craft, music, dance and drama. The value of this work was recognised across the region with the school, individual teachers and parents receiving regional awards. Year 5 NAPLAN results were good for Aboriginal students in both Reading and Numeracy with three out of four students achieving greater than expected growth and achieving the national benchmark in reading, spelling and numeracy.

At Berkley West Public School an additional teacher was employed as an Aboriginal Education Coordinator to focus on improved student learning for all Aboriginal students. Through revision of the school's PLP process and discussion with teachers and parents, individual student progress in literacy and numeracy was tracked. Data from school based assessment, in conjunction with NAPLAN results, informed areas where support was required. The school's target of increasing the three-year average mean score attained by Aboriginal students in the 2012 NAPLAN numeracy was achieved for both Year 3 and Year 5. The school's target for Year 3 students in grammar was achieved as well as targets for Year 5 writing, spelling, grammar and punctuation.

The Catholic Education Commission continued the development of a state-wide strategy to enhance the consistent development of PLPs. Many dioceses are reporting significant gains in the performance of their Aboriginal students. In the Archdiocese of Sydney Indigenous students in Years 3, 5, 7 and 9 performed better in the NAPLAN domains of Reading, Writing and Numeracy than their national and NSW state counterparts, measured by the percentage

of students above the National Minimum Standard and the percentage of students in the top two bands.

At Minimbah Primary School the development and implementation of the school's Core Values continues to be a touchstone for all action and decision making. These values are critical and used from Executive level to within the classroom, and in interactions with parents and students. The Minimbah Core Values are intrinsic to the Minimbah Learning Journey (or Personalised Learning Plans) for each student and to making strong connections to parents and community. The school achieved an increase in attendance, including an 88% rate for Kindergarten attendance.

#### Focused and individualised intervention support

Schools are using a range of additional strategies to provide individual support including QuickSmart and *MultiLit* programs for Aboriginal students in Literacy and Numeracy.

Across the government sector schools planned for implementation of 730 focused intervention programs from the Literacy Numeracy National Partnership with some schools implementing more than 1 program. These included the *Accelerated Literacy* program and the *Reading to Learn* program which have been demonstrated to accelerate improvements to the literacy outcomes of Aboriginal students.

At Maclean Public School professional learning on data analysis, implementation of PLPs for Aboriginal students and teacher participation in the *Connecting to Country* program informed teaching programs and provided individualised intervention. Aboriginal students received additional support from Aboriginal support officers in *QuickSmart* and *MultiLit*. Analysis of 2012 SMART data showed that the growth of Aboriginal students between Years 3 to 5 was 25 points above the State average in reading and 12.5 points above State average in numeracy.

Minimbah Primary School noted the impact of the combined and on-going implementation of *Accelerated Literacy* and *MultiLit* as the basis for student improvement in Year 5 literacy. The school experienced the second highest growth in literacy of all independent schools in NSW. In reading the gap between the school scale score and the state scale score decreased significantly; in 2008 the scale score difference was 161.1 points but by 2012 the gap reduced to 29.6 scale score points. The school was supported by the University of New England, and developed visually (and electronically) represented mathematics curriculum, resulting in significant growth in Year 5 Numeracy. In 2012 all Minimbah Year 5 students were above the National Minimum Standard in all test areas of literacy or numeracy.

A number of Low SES NP schools identified the importance of intervention in the early years of schooling.

- the assessments conducted on enrolment of the 2012 Kindergarten cohort at Minimbah Aboriginal Primary School Armidale revealed that 12 students (almost the entire cohort) had few if any foundational literacy or numeracy understandings or skills. Most students in the cohort found adapting to and engaging in learning in the classroom environment very challenging. In response to these findings, the principal withdrew all of the Kindergarten students from the K-2 classroom each morning from mid-Term One. For the rest of the year the principal delivered an intensive program focused on adjusting to learning in the school environment and literacy skills. This swift strategic response resulted in the students being more able to successfully engage in the learning in the multi-age classroom during the afternoon session. The positive impact on attendance is significant. By Semester 2 8 of 13 students had an attendance rate of 90% and above.
- Wellington Christian School identified a one day a week 'prep' program operating since 2010 contributing to the 2012 Kindergarten students being ready for school. The program provided students with some foundational Literacy and Numeracy awareness

and skill. The students coped well with the requirements of Kindergarten in 2012. Numeracy was particularly strong in 2012 with all students able to count to at least 20 prior to starting school.

- Frank Partridge VC Public School conducted the Wambinya Early Learning Program which contributed to the improved literacy outcomes of Aboriginal students. The program supports Aboriginal students in Early Stage 1 as identified in the Best Start assessment early in 2012. The program focused on comprehension and vocabulary and was implemented in Kindergarten in Term 2 and continued for the remainder of the year. By the end of Term 4, 82% of the Early Stage 1 students reached Cluster 4 in all aspects of the Literacy Learning Continuum.

### Employment of Aboriginal teachers, paraprofessionals and education support workers

In participating schools Aboriginal staff were employed as teachers, executive teachers, paraprofessionals and education support workers to improve attendance and engagement of Aboriginal students and ensure programs that are culturally appropriate.

There were 106 Aboriginal Staff employed as School Learning Support Officers in government schools in 2012. Significant initiatives include:

- Warren Central School employed two specialist Paraprofessionals: an Information Management Support Officer to support the increased integration of technology into all teaching and learning programs and a Community Engagement Officer. The employment of community personnel produced positive relationships within both the Indigenous and non-Indigenous school community. Indigenous families are feeling more comfortable in their relationships with the school through the work of the Aboriginal Community Engagement Officer's work
- the employment of an Aboriginal Community Engagement Officer at Blairmount Public School contributed to the improved attendance, engagement and achievement of Aboriginal students. Other school based programs which resulted in positive outcomes included the establishment of the Blairmount Indigenous Group, Aboriginal playgroup and holiday program. The Blairmount Indigenous Group provided students with the opportunity to identify with, and improve their understanding of, Aboriginal culture, resulting in a strengthened Aboriginal identity.

Attendance rates for Aboriginal students at Blairmount Public School are above State and Regional Aboriginal attendance rates. The attendance rate of Aboriginal students was 2% higher in 2012 than the whole school attendance rate. The 'School Life Survey', indicated that 100% of students agreed that 'school is a place where they liked to go each day.' According to 2012 NAPLAN data, all Year 3 Aboriginal students achieved at or above the National Minimum Standards in Reading, Writing and Numeracy. Similarly, all Year 5 Aboriginal students achieved at or above minimum standards in reading, writing, spelling, grammar, punctuation and numeracy

- At Glen Innes High School additional School Learning Support Officers were employed for the in-class tutoring of Aboriginal students in the QuickSmart literacy program. In 2012 the school achieved its target to decrease the percentage of Aboriginal students below the National Minimum Standard in Year 9 NAPLAN reading from 33% in 2011 to 0% in 2012. The school attributed this success to a number of Low SES NP funded initiatives including in-class tutoring, an Aboriginal Language Program to improve connectedness and awareness of Aboriginal culture and the employment of an Aboriginal Community Liaison Officer to improve student attendance and engage the Aboriginal community. 2012 NAPLAN data indicated that 89% of Year 9 Aboriginal students achieved the expected growth in reading with 57% achieving the expected growth in numeracy
- The employment of a dedicated Aboriginal Education Officer in the Diocese of Wagga

Wagga allowed for a greater focus on, and support for, Aboriginal students and their teachers in the Diocese. School level discussions around areas such as wellbeing and attendance continued to be pivotal in the engagement of these students in successful learning environments

- At Blacktown Youth College, Bidwill, the quality of educational delivery was improved through the employment of two Paraprofessionals; one Indigenous Paraprofessional and one Pacific Islander Paraprofessional. These staff members acted as mentors to the students, provided individual support and assisted students to attend school and access information regarding post-school employment opportunities. The individual mentoring resulted in improvements to the general literacy and numeracy skills of the targeted students, as well as the engagement of these students with the College.

### Language Programs

A sense of cultural and linguistic identity and the active recognition and validation of Aboriginal and Torres Strait Islander culture and languages by schools is critical to student wellbeing and success at school. The Low SES NP provided schools with an opportunity to respond at a local level to recognise the value of and teach local languages.

Mogo Public School implemented the successful scope and sequence of the local Dhurga language program across all Stages. Coordinated by the Aboriginal member of staff the school employed a linguist to develop the program and provided the local Dhurga facilitators with opportunities to increase their own knowledge and share their expertise with other schools.

Walgett Community School supported an Aboriginal Language teaching position through Low SES NP funding. Their language program runs from Preschool to Year 7.

There are a number of other government schools implementing similar localised language programs such as Trangie Central School with the Wiradjuri language program, Kemblawarra Public School with the Wadi Wadi language program and Menindee Central School which extended their program to include the Nyaampa language.

St Joseph's School, Walgett developed a Gamilaraay language program. Through the program students develop their ability to:

- demonstrate knowledge and understanding of the language, its speakers, custodians, stories and boundaries;
- use the language to communicate with other speakers of the language in a culturally appropriate manner including oral, non-verbal and written forms of communication;
- recognise the role that language plays in establishing an individual's position in Aboriginal society;
- describe kinship and relationships between Aboriginal people;
- demonstrate knowledge and understanding of the change in language use in the nation and be familiar with efforts to maintain, strengthen and/or revive the language.

At St Mary's school Bowraville Gumbaynggir language classes were conducted from Kindergarten to Year 6. Students received a one hour lesson per week. Classes were taught by a specialist Aboriginal language teacher. The school worked closely with the local Indigenous language centre 'Murraby' and jointly developed the school based workbooks. In 2012, the school received an Australian Council for Education Research award for being one of the six best Indigenous language schools in Australia.

Dunghutti is the local Aboriginal language of the Macleay region and was taught by local Elders utilising interactive whiteboard technology in Kindergarten to Year 2 at Kempsey Adventist College. Macleay Vocational College students collaborated with local Elders to produce the illustrations for a children's book in their local language.

## Schools and Aboriginal communities collaborating to improve student outcomes

Low SES NP schools have indicated extensive engagement with local Aboriginal communities. These activities include employing Aboriginal community members to provide educational support to students, partnering with Aboriginal families and community to develop Personalised Learning Plans and cultural awareness training developed and provided for school staff. Significant examples include:

- Shoalhaven High School implemented the *Two Streams* program (an early intervention strategy for Aboriginal students at risk of leaving school, in partnership with the Greenacres Disabilities Services) and the *Work Smart* program to expand students' real world learning experiences and develop partnerships between the school and local agencies and employers. The school also collaborated with local Aboriginal Elders to provide professional learning to staff, developed a peer support program in which senior Aboriginal students mentored new Aboriginal students enrolling in the school and established the Jerrinja Homework Centre to support the engagement of Aboriginal students in their learning.

Attendance rates for Aboriginal students increased from 56% in 2011 to 77% in 2012. In 2012 NAPLAN, the average growth of Aboriginal students in Year 9 reading, spelling, grammar and punctuation and numeracy was above the State and the percentage of Year 9 Aboriginal students at or below the National Minimum Standard in reading is below the State percentage for Aboriginal students for the first time since 2009

- In the Broken Bay Diocese cultural support was provided to Indigenous students by ensuring that schools held liturgies for events such as Reconciliation Week and NAIDOC Week. The Aboriginal Education Workers have organised cultural days and Yarning Circles in most schools, to which all Aboriginal students were invited and included. Aboriginal Education Workers collaborated closely with principals and staff to improve the profile and cultural identity of all Aboriginal students within each school; and liaised regularly with Aboriginal families to increase their involvement in local community events.

A range of other strategies were introduced to ensure that Aboriginal students remained engaged in education. Aboriginal Education Workers consulted regularly with teachers in relation to student attendance; staff would ring parents when absences occurred, and would work closely with teachers to problem solve. Aboriginal Education Workers and teachers established improved rapport with parents to proactively ensure that retention and attendance were less likely become an issue.

Information on the *Young Black and Ready for School* program was sent home to Aboriginal parents, and a mentoring program was established to help students appreciate the importance of education, explore opportunities for the future and set achievable goals.

Across the Diocese Aboriginal students were engaged in schooling and achieved results commensurate with their non-Indigenous peers. For example, in NAPLAN 2012, Year 3 Aboriginal students were 84 scale scores above the State average in the test aspect of grammar and punctuation. In Year 3 writing, no Aboriginal students from Broken Bay systemic schools were below the National Minimum Standard and the percentage in Band 6 significantly exceeded the State average percentage. In Year 5 reading, the percentage of Aboriginal students from Broken Bay systemic schools in Bands 3 and 4 was significantly less than the State average, and the percentage in Band 8 was much higher (21.7% compared with 13.6%)

- the positive contributions of a breakfast program were noted by Macleay Vocational College, Kempsey Adventist College and Namoi Valley Christian School as supporting Aboriginal students to be ready to engage in learning. Monthly family luncheons at Blacktown Youth College contributed to the sense of community which the students

value highly

- Namoi Valley Christian School directly linked the stronger relationships with Aboriginal students' families to the employment of an Aboriginal Paraprofessional. The School acknowledged the significance of the Paraprofessional's knowledge and understanding being available to the teachers and Aboriginal families of the school.

As well as schools participating in local cultural immersion programs, 158 teachers and principals across 34 government schools participated in the *Connecting to Country* program. Consultation with community Elders, including visits to schools is also a strategy for many schools. In the government sector:

- Aboriginal students at Cessnock High School were strongly supported in their learning by the employment of an Aboriginal Education Worker who mentored students, liaised with the Aboriginal community and promoted a deeper understanding of Aboriginal culture. Two additional Head Teachers mentored classroom teachers in curricular integration of literacy, numeracy and technology. An Aboriginal meeting place for students was established and supported by members of the Aboriginal community, the Junior Aboriginal Education Consultative Group, Sistaspeak and Brospeak.

In 2012, 71% of Aboriginal students achieved expected growth in reading and 60% of Year 9 Aboriginal students achieved the expected growth in NAPLAN numeracy.

- Programs to engage Aboriginal students at Ross Hill Public School were successful due to positive partnerships with the school community and programs such as the *Aboriginal Music* program in partnership with the New England Conservatorium of Music, the *Kinderstart Program* for Aboriginal Kindergarten students one day per week, Toastmasters' Speech Craft lessons for Aboriginal students in Years 5 and 6 and Youth Leadership. The average Aboriginal student attendance rate increased from 87.5% in 2011 to 88.7% in 2012.

### ***Condobolin High School: Extra-curricular activities enhance student outcomes***

Condobolin High School is located in Central NSW and caters for students in years 7 – 12 with 239 students enrolled in 2012. The school has a significant Aboriginal and Torres Strait Islander population of around 47%. The Low SES NP funding has been used to fund professional development focused on teaching students of varying ability levels.

The introduction of a range of extra-curricular activities aimed at challenging students cognitively and increasing student engagement has been a successful strategy. Students have been encouraged to participate in a wide range of available educational activities and resources such as: public speaking; writing workshops; Musica-Viva workshops; Tournament of the Minds; HSC workshops; inter-school workshops and a school-based homework centre.

Student attendance at the homework centre increased from 1.5% of students in 2011 to 8% in 2012 suggesting a significant increase in student engagement.

NAPLAN scores have also improved, particularly for Aboriginal students. In Year 9, 57% of Aboriginal students achieved expected growth in numeracy and were 10 points above State average. In Year 9 reading 54% achieved expected growth, and average growth was two points above State average. Both Year 9 reading and numeracy proficiency bands were the highest in three years.

The positive growth in student results at Condobolin High School suggests a strong relationship between student engagement and student performance outcomes. In 2013 Condobolin High School will continue to offer a wide range of educational activities to engage students varying interests and continue the positive results.

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

Schools participating in the Low SES NP developed a variety of initiatives and strategies to support the communities they serve, including through a strong focus on teacher professional learning, community engagement and consultation and explicit teaching practices.

#### ***Initiatives for English language learners***

Across the three sectors significant numbers of English as a Second Language (ESL) students are enrolled in Low SES NP schools. Approximately 37% of ESL students in the first phase are enrolled in these schools.

In the government sector 53 government schools indicated the provision of explicit professional learning in ESL pedagogy in their 2012 school plans, with many of these schools implementing the *Teaching English Language Learners* program to develop a shared, consistent knowledge and understanding of how students acquire a second language.

Some schools employed additional executive staff such as an assistant principal (ESL) to lead ESL pedagogy, Teacher Mentors (ESL), bi-lingual School Learning Support Officers and Community Engagement Officers. Strategies implemented under the Successful Language Learners project have continued, such as:

- coordinating professional learning in language, literacy and numeracy;
- professional learning in the use of the ESL Scales to assess ESL students' learning needs and guide programming;



- assessing all ESL students' progress on the ESL Scales.

At Fairfield Public School the assistant principal (ESL) provided teacher induction for new staff in the ESL Scales and ESL Steps and ensured best practice ESL strategies were embedded into classroom programs and practices. Data was collected regularly to update class and student profiles. The analysis of SMART and BEST START data identified areas of strength and areas of need in reading and assisted in the development of stage-based targets in line with school targets. This resulted in focused professional learning being delivered to staff improve student learning outcomes and enabled teachers to cater to the identified learning needs of their students.

2012 NAPLAN data shows that 93% of Year 3 students achieved at or above the National Minimum Standard in reading compared to 76% in 2011 and that 30% of Year 3 students were placed in the highest bands for reading compared to 7% in 2011.

In numeracy 81% of Year 5 students achieved at or above National Minimum Standard compared to 77% in 2011 and 20% of Year 3 students were placed in the highest bands for numeracy compared to 12% in 2011.

### ***Birrong Public School: Schools and communities working together to lift student engagement***

Birrong Public School is located in the South Western Sydney region of NSW. The school caters for a diverse student enrolment of 530, with approximately 81% of students from a language background other than English. There are currently 38 language backgrounds represented, with Vietnamese and Arabic being the most predominant.

The situational analysis conducted identified the development of stronger links between the school, parents and community groups as a key focus for improvement. A number of initiatives have been implemented to strengthen these relationships, including:

- the employment of a Community Liaison Officer (CLO)
- workshops being held on the key learning areas to help parents and carers engage more fully with their child's learning at school and at home
- the development of sustainable external partnerships between parents and carers, the school, local businesses, the community and a wide range of agencies.

The CLO organised a Community and Government Agency Expo. The forum enabled 24 agencies to disseminate information regarding their services to approximately 80-100 parents and carers. It was also an opportunity for agencies to network with each other in an informal environment. Government agencies such as Legal Aid, Centrelink, Bankstown City Council and the Department of Health were represented, along with a large selection of community agencies and cultural and welfare organisations.

Representatives from the Office of the Federal Member of Parliament and the NSW Department of Education and Communities attended the forum. The event also featured senior primary students acting as Masters of Ceremonies, student performances and dedicated Birrong Public School tables operated by students who discussed and displayed work samples across all key learning areas.

An evaluation of the Community and Government Agency expo reported that 100% of participants and agency representatives agreed that the event met its purpose in providing information and opportunities to network and 88% found the sessions engaging. All agency representatives felt that their attendance at the expo was worthwhile and all participants expressed interest in participating in future expos.

In the Catholic sector, dioceses supported Low SES NP schools in the development and implementation of a range of strategies and initiatives. For example, in the Lismore Diocese, leaders of pedagogy working with professional learning teams in each school, resulting in a significant positive impact on literacy and numeracy and upon the engagement of students, including those with a disability or from an ESL or LBOTE background. Teachers continued to improve their capacity by working together to identify key learning for individual students, using data sources as a focus of planning, and using assessment for learning as well as of learning and tracking students at a school level.

At Holy Trinity Primary School, Granville the following initiatives were undertaken to support ESL students:

- professional learning in the area of English as an additional language
- four staff members attended a Primary English Teaching Association in-service 'Teaching English Language Learners in Mainstream Classes', which was subsequently repeated for all teachers
- staff explored which pedagogical approaches best support students learning English as an additional language to achieve proficiency in academic English
- staff examined a range of oral, reading and writing strategies and discussed how strategies might be used and/or adapted within their specific teaching context
- time was spent planning teaching and learning sequences that best suited the needs of students at the school.

At Trinity Catholic College, Auburn, Teacher Educators shared their expertise and best practice in building teacher capacity in using the ESL Scales via informal café-style chats with other Teacher Educators. Topics discussed included using the ESL Scales to inform programming, guided reading, and analysing ESL Scales data.

In the independent sector eleven of the schools participating in the Low SES NP have significant ESL and Language Background Other than English (LBOTE) student cohort numbers. The key strategies which are most commonly nominated by independent schools as contributing to improved engagement and wellbeing and impacting on literacy and numeracy outcomes for these students are:

- the employment of specialist ESL or learning support staff
- the provision of professional development for all teachers and the development and implementation of a whole school approach to meeting the language needs of students
- access to trained Paraprofessional assistance for the delivery of intervention programs such as *MultiLit*
- homework clubs and after school tutoring programs
- parent workshops in supporting literacy and numeracy learning, raising expectations preparing their children for Kindergarten enrolment
- professional learning for all teachers in analysing and responding to student data, particularly to identify at risk learners and to monitor and inform progress of students on their Individual Learning Plans.

Sydney Adventist College, Auburn campus noted that the small group literacy lessons established in 2012 delivered improvement in the vocabulary of participating ESL students.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments were used in several schools to assist teachers monitor the impact of their teaching program and interventions on student fluency and comprehension. At Al Faisal College Auburn, the DIBELS assessments of the students involved in the *MultiLit* Year 3 program recorded an average increase of 4.8

words per minute in their fluency and a 17% increase in their comprehension from the period of August to December 2012.

The continued implementation of *MultiLit* at Al Sadiq College delivered significant improvement in students reading levels: nine students completed the program and others made significant progress. The training provided to Middle and Upper Management enabled the Executive team to be more aware of the needs of students and staff and more able to use this knowledge to lead staff towards a whole school approach to meeting the needs of their LBOTE students.

### *Support for refugee students*

In addition to support for English language learners, participating schools implemented a range of specific strategies to support refugee students.

In the government sector 56% of refugee students are enrolled in Low SES NP schools. Fifty-nine schools provided an alternative timetabled curriculum and a number of other refugee support programs including:

- eleven schools participated in *Teaching Refugees in My Classroom* program
- five schools participated in the *Promoting Positive Behaviour and Learning: Assisting Refugee Students at School* programs
- nine schools participated in Refugee Transition Programs
- eleven schools participated in *Intensive English Program in Primary Schools*
- three schools participated in the Macquarie University *Mentoring Program for Refugee Students*
- fourteen schools participated in the *Refugee Action Support* program
- eight schools participated in *ESL Pedagogy*, a twelve month scaffolded action research project.

Supported by Low SES NP funding, the *Refugee Transition Program* at Chester Hill High School provided a group of students with access to intensive literacy and numeracy programs. The program created differentiated resources in a team teaching approach, and was designed to increase students' understanding through the incorporation of additional visual aids and a more rigorous and comprehensive scaffolding than traditional resources.

Auburn West Public School provided an afterschool learning centre for refugees and newly arrived students coordinated and staffed by the assistant principal (ESL), Community Liaison Officers, teachers and School Learning Support Officers funded through the Low SES NP. In 2012 the Centre enhanced the learning opportunities and oral language skills of the students, provided services to support student wellbeing and encouraged parent participation. Parents attended programs that developed their skills in assisting their children's learning and their own knowledge of the community.

Alternative timetables for refugee students were also developed in the Catholic System. Other examples of strategies used by Catholic schools include:

- At Holy Trinity Primary School, Granville the SPARK program was used. SPARK provides curriculum, social and cultural support to refugee children and their families in partnership with primary schools in Western Sydney. It aims to aid refugee settlement, raise mainstream community awareness about refugees and facilitate chances for social contact and mutual appreciation between refugee and mainstream communities. Each week a group of volunteers worked with individual students to assist them with reading, writing, mathematics and homework as well as assisting students with their oral language and social skills. During 2012 21 students participated in SPARK. Ten students also received 370 hours of one-on-one academic support through Mercy

Connect.

- At Mary MacKillop College, Wakeley, a Sudanese Liaison Officer worked with Sudanese students and their families to aid the cultural transition and to support learning. The Diverse Learning Needs team planned collaboratively with teachers of students from a refugee background. In addition, 52 students received academic support through Mercy Connect

### Sustainability of the Low SES NP reforms

For the first cohort of Low SES NP Schools, 2012 was the final full year of participation in the program. For all schools, an ongoing focus on professional learning around evaluation, planning and leading school change is building leadership capacity at state, regional, Diocesan and school levels to ensure that quality processes and cultural change can be sustained beyond the life of the Low SES NP.

In the government sector the development of leadership capacity was a priority as it is an essential criterion of sustainability.

Approximately 370 government schools participated in leadership programs in 2012 with many of these programs, such as the *Team Leadership for School Improvement* program building capacity across the Executive or whole-school staff. Together with coaching and mentoring, these programs are assisting the continued development of leadership capacity and are preparing the next generation of school leaders.

Thirty-four Highly Accomplished Teachers employed in government schools in 2012 completed their application for accreditation at the higher levels of Professional Leadership or Professional Accomplishment and submitted their application in 2012. Twenty HATs were successful in gaining promotions positions during 2012, including three HATs who gained principal positions, seven HATs as deputy principals and two as Instructional Leaders. Sixty HATS were trained as peer coaches and worked in classrooms to deliver the ongoing, consistent support essential to assist teachers to improve their teaching and learning strategies and increase student achievement. Seventeen regional and central office staff who had completed peer coaching facilitator training worked with schools to ensure that peer coaching continues to build teacher capacity across the government sector. In addition, the continued development of skills around the analysis of data ensures that decisions about strategy implementation and resource allocation are well informed and focused beyond the life of the Partnership.

Significant examples from individual government schools include:

- at Birrong Girls High School seven teachers trained as Quality Teaching mentors in 2012 provide customised professional learning for individual teachers. TARS assessments indicate high levels of satisfaction with this strategy. All staff now have professional learning plans which are monitored as part of the annual review process, so that both the initiative itself (the implementation of the Quality Teaching Framework) and the best practice performance approach (the embedding of professional learning plans for all staff) are highly sustainable beyond the period of the Low SES NP
- at Dawson Public School the strategy of training all assistant principals in peer coaching has led directly to positive changes in pedagogy for all staff. A peer coaching approach in the future is eminently sustainable as these assistant principals transfer their skills and knowledge to a wider network of staff both within the school and within other schools.
- Mount View High School has established ongoing processes of extensive, high quality data analysis to evaluate school initiatives developed as part of its participation in the Low SES NP. These processes, involving many staff, will ensure that data analysis remains a valued feature of the school culture

- at Barellan Central School significant improvements in teacher capacity in the use of data has resulted in a shift in the culture of the school towards innovation based on research and school data. The increased opportunity to share professional learning and professional practice both inside and outside of faculty areas has driven continuous improvement in pedagogy and classroom practice. Teachers are engaged in numerous teams and action research projects which involve participation of all stakeholders. Students and teachers regularly participate in MOODLE surveys and forums which generate a wealth of qualitative and quantitative data that has not been available in the past. Two teachers have completed a mentoring program and have begun leading a quality teaching mentoring program which is expected to be expanded in future
- Hampden Park Public School has developed a rigorous, team approach to implementation of a student-centred, data informed teaching and learning cycle. The Learning Support Student Success program has now become the driver of school improvement. The school's academic partners are recognising the worth of this approach and its applicability to any school setting and are now building the capacity of academia and student teachers around this model
- at Lakemba Public School the TARS and EARS have been linked to the NSW Professional Teaching Standards and the National Teaching Standards. As well as ongoing professional conversations, scheduled meetings are conducted half yearly: with teams in Semester 1; and with individual staff members in Semester 2. Teachers are required to provide annotated evidence of their teaching and learning measured against both the State and National standards. Team and individual feedback is given in writing. This process has been recognised regionally and nationally.
- at Granville Boys High School the school leaders have used effective organisational structures to transform professional learning into a process that is developmental, assessable and sustainable. Though the 'Platform for Collaborative Education,' there is clear evidence that school and teacher leadership is transforming the school into a setting that encourages and fosters significant and meaningful improvement. The teachers at Granville Boys High School are making extraordinary efforts to be active participants in leadership of learning and educational transformation.

For all Low SES NP schools in the Catholic sector, the emphasis continues to be on embedding cultural changes which will influence the way the curriculum is delivered. There is great energy being put into ensuring that all educational decisions are based on data and that research is undertaken to ensure the data is used when making decisions about the employment of staff, the literacy and numeracy needs of students and the development of class learning and teaching programs. Examples of the strategies Catholic sector schools will use to maintain the reforms of the Low SES NP include:

- St Patricks Primary School, Guildford has undertaken ongoing professional development in the use of technology in education will ensure that teachers, students and parents are confident in using this as a means to support learning. The school has built teacher capacity to confidently implement a range of strategies to develop the literacy and numeracy skills of their students. St Patrick's has also provided a literacy and numeracy budget that is reviewed every term to ensure that the school is adequately resourced and that children are both challenged and supported in their learning
- in the Sydney Archdiocese a systemic approach has been developed to bring about sustainable change and build teacher and leadership capacity across the Archdiocese. Based on current research, Sydney Catholic Education Office believes the best strategy for improving schools is to develop the collective capacity of educators to function as members of a professional learning community where teacher collaboration can promote implementation.

The research to date suggests that effective professional development is best situated within a supportive professional community. The establishment of professional learning communities is a major strategy adopted by Sydney Catholic Education Office.

Online professional learning modules in ESL, Reading and Numeracy Matters have been developed to assist school and teachers in developing their understanding and knowledge of quality teaching and learning practices in a 21<sup>st</sup> Century learning context. These online modules are differentiated to support whole school, leadership teams and individual teacher professional learning needs. To date, 861 teachers have enrolled in ESL Matters; 750 in Reading Matters and 386 in Numeracy Matters. These modules are utilised by Advisers across the Archdiocese to support their work in professional development initiatives across schools.

The 2009/2010 cohort of independent schools indicate that many school-wide practices, changed organisational and management arrangements are now embedded and will continue to operate beyond the life of the Low SES NP. The leadership skills and capacity developed to successfully manage significant school change during participation in the Low SES NP will facilitate future change and improvement, as shown in the following schools:

- Kempsey Adventist School will maintain the currently embedded use of data analysis, to inform, direct and monitor learning programs. The growth of a professional learning culture throughout the entire school and the maintenance of an organisational focus on the diverse needs of the school's students will ensure that no measure is discounted in assisting the school's students to achieve the learning outcomes they are capable of. At a broader strategic level, both the School Executive and School Council are committed to a program of ongoing improvement across the breadth of the school program; at a local school level the Low SES NP plan has been re-labelled as the Teaching and Learning Plan and included as part of the school's annual School Improvement Plan
- at Al Faisal Collage, Auburn staff trained in *MiniLit* and *MultiLit* are now operating as phonics specialists and will spend greater amounts of time supporting the Kindergarten to Year 2 staff to develop effective teaching strategies when teaching phonics based lessons. It is envisaged these measures will lower the School's dependence on the *MiniLit* and *MultiLit* programs

The 'Literacy across the Curriculum' workshops in science and human society and its environment have resulted in staff successfully embedding an appropriate level of literacy based strategies within their units of work and teaching programs. Staff will now be able to embed these strategies across other teaching programs in 2013 without requiring the same level of support from external consultants or from the ESL learning specialist. The same process will be repeated in 2013 with the school's technological and applied studies and physical development and health faculties to ensure a whole school approach to teaching literacy is being implemented.

To maintain the success of initiatives begun under the Low SES NP, some independent sector schools are transitioning to a model whereby the school will support the funding of initiatives originally trialled and refined during participation in the Partnership:

- in the small community school of Tunttable Falls, the funding of a part-time administration Paraprofessional delivered very significant benefits by allowing the teachers to devote more time to teaching and learning. This funding has now been absorbed by the School.
- in 2013, Namoi Valley Christian School will continue to absorb the costs of the homework centre and the Prep program
- Al Amanah College introduced an after school tutoring club in 2010 and in 2013 it will be partially funded by the Low SES NP as the first step in its transition to other funding sources

- in order to sustain the Breakfast Program, Macleay Vocational College has been requesting food support from other organisations such as Nestle and Kellogg's as well as local fruit markets and bread vendors.

Several independent schools have put in place strategies to ensure that changes in culture and whole school practices will not be lost with personnel change:

- Blacktown Youth College is ensuring that the skills gained from professional development and the resultant enhanced leadership and teacher quality are sustained by providing staff with opportunities to share their ideas and skills with newer staff members
- at Al Amanah College the mentor program provides a system of support for the teachers to ensure that new teaching staff are inducted into the whole school approaches of Reading to Learn and LIEN LIN.
- at Regent's Park Christian school, the weekly staff meeting format has been changed to alternate between Professional Learning one week and stage planning and discussion the other to allow staff to focus on teaching and learning, professional dialogue and planning
- at Al Sadiq College, school leaders identify a significant change occurring in the culture of the teachers with a growing understanding that language and literacy is the responsibility of all teachers regardless of the subject that they teach, with continued investment in the 2013 plan for ongoing professional learning for staff and further leadership training for the middle and upper management of the school.

In the regional and remote independent schools participating in the Low SES NP there are concerns that access to external mentors, professional exchange and ongoing professional development will be limited due to lack of funds. While schools are able, in a limited way, to access some of this through video conferences hosted at AIS hub sites, the travel to these sites is still a significant cost in time and resources for the remote schools. Professional isolation has been overcome through the use of the Low SES NP funds, but for some regional and remote schools there is the real possibility that due to lack of funds the impacts of professional isolation will erode the capacities built during participation in the Low SES NP.

***Bourke Public School: Implementing diverse strategies to lift student outcomes***

Bourke Public School is situated in Western NSW and is attended by approximately 207 students, of whom 76% are Aboriginal. Bourke Public School works closely with the local AECG to promote improved levels of student achievement, engagement and attendance. In addition to Low SES National Partnership funding, Bourke Public School receives Schools in Partnership and Equity funding given the socio-economic status and geographic isolation of the school.

The Low SES National Partnership has enabled the employment of two additional Assistant Principals to develop the capacity of teachers in delivering effective literacy and numeracy teaching. A School Learning Support Officer (SLSO) has also been employed to provide in-class tuition for students to support learning and engagement.

Bourke Public School implemented a variety of strategies to improve student outcomes, including:

- analysing Best Start, the Early Years Learning Framework and NAPLAN data to differentiate the curriculum and meet the individual learning needs of Aboriginal students
- implementing strategic literacy and numeracy programs including *Reading to Learn*, MULTILIT, and *Maths Matters*
- embedding the Quality Teaching Framework in classroom teaching practices
- embedding the *8ways* pedagogy of learning into teaching and learning programs
- expanding the Aboriginal language program;
- implementing a Cultural Awareness Program for staff through the involvement of the local community and elders, including an increased awareness of local sites
- supporting the transition of students into Kindergarten through the implementation of Personalised Learning Plans by the SLSO
- maintaining a major focus on improving attendance rates through the Targeted Attendance Mentor initiative
- joining with other schools to release a person at PH2 level to support leadership development programs, provide training in analysis of data and coordinate professional learning networks.

These strategies have resulted in improved educational outcomes for Aboriginal students. 2012 NAPLAN data shows Year 3 to 5 growth in reading and numeracy has increased. The school's average growth for Aboriginal students was 50 points above the State average in reading and 25 points above the State average in numeracy. In addition, the percentages in the bottom bands for all students in Year 5 have decreased by 17 points in reading and 9 points in numeracy. The trend data for Year 5 Reading is positive, with the Year 5 mean being the highest the school has achieved since NAPLAN began in 2008.

In 2013, Bourke Public School will join other geographically isolated schools and communities in NSW's Connected Communities strategy to broaden the influence of the community and school leadership and play a role in the delivery of key services in supporting children and young people from birth through school into further training, study and employment.



### ***Maclean High School: Re-engaging students at risk***

Maclean High School is in the North Coast region of NSW, with an enrolment of 1107 students, 8% of whom are Aboriginal. The school provides a comprehensive and supportive learning environment to assist all students to engage in their learning and complete their schooling. Utilising funding from the Low SES School Communities National Partnership, the school has focused on implementing programs to support students at risk of disengaging from school.

A number of community and business partnerships were created through the *Career Express Program* to support the delivery of vocational education and training programs, including school based apprenticeships and traineeships. As part of *Career Express*, a Year 10 class of 27 students engaged in work placement one day a week under the supervision of the Transition Adviser. As well as formal vocational classes, students were given the opportunity to participate in job skills credentialing.

Other programs to support students at risk of disengaging from schooling included:

- the successful operation of *QuickSmart*, *Blitzing Literacy In Secondary School Literacy Program*, *Spellodrome* and Moodle across the school;
- an extensive Year 6 to Year 7 transition program conducted with Year 6 students from 12 partner schools attending Maclean High School for one day each term throughout the year
- a Cultural Immersion program that incorporated the Connected Outcomes Groups
- the completion of *Deadly Food Enterprise* in Year 9 Aboriginal Studies as part of the FRESH Start in the Clarence Valley initiative. The initiative aimed at improving the employability of Aboriginal students
- the professional learning provided by the Technology Coordinator on integrating technology into teaching and learning strategies;
- the monitoring and follow up of student non-attendance by text messages, interviews with parents and newsletter articles related to good attendance.

Significant progress has been made in the areas of retention, engagement, attendance and Aboriginal education strategies for students at risk of disengaging from schooling.

The school achieved its target of improving the retention rate from 83% in 2011 to 85% in 2012. The number of students completing their HSC with Work Skills and Industry Qualifications increased from 62% in 2011 to 66% in 2012, including 80% for Aboriginal students. The Year 7 to 12 attendance rate of 89% is above the regional rate of 87%.

An increased number of students are gaining employment due to improved work readiness resulting from participation in the Career Express Program. Seven students gained full time employment as a result of the program. Surveys indicated that many students have received part-time jobs as a result of their new work skills.

### ***St Patrick's Primary School: Professional learning as a key to school improvement***

St. Patrick's is a Catholic primary school in Western Sydney in the Parramatta Diocese. In 2012 there were 557 students enrolled from a wide range of cultural backgrounds, with 90% of the student population from a non-English speaking background. There were 48 students who received funding for Special Education, and a further 97 students who participated in school based literacy intervention programmes. St. Patrick's has used Low SES National Partnership funding to focus improving literacy levels of all students, with a particular focus on reading comprehension. Building teacher capacity to achieve this has been another school focus.

Strategies to enhance teacher capacity have included:

- the employment of highly skilled literacy teachers to work with the most vulnerable students in the school both in-class and in one-on-one or small group situations
- professional development for key literacy teachers including learning courses run by the Primary English Teaching Association Australia. These were attended by a total of 14 teachers over two separate sessions, in out-of-school hours
- a full day of professional development for all staff on the effective teaching of specific comprehension strategies in June 2012. Primary schools from within the Parramatta/Holroyd Network of Schools were also invited to send staff members
- professional learning opportunities focused on using interactive whiteboards to improve student learning across all Key Learning Areas was provided, with a particular focus on literacy.

Teachers have reported that they feel more capable to identify the specific needs of their students and plan their programming accordingly. Staff have also shown their commitment to improvement by engaging in meetings each term with the Principal and/or the Assistant Principal to discuss and evaluate the effectiveness of specific strategies.

### ***Macleay Vocational College: Lifting student attendance rates***

Macleay Vocational College is an independent Special Assistance School located in South Kempsey. The College caters for students from Years 9 to 12 who are returning to education after a history of having been suspended or expelled from traditional education settings, periods of chronic truancy and for those exiting Juvenile Detention. Just over 76% of the students are Aboriginal.

Attendance and engagement in learning is the critical issue for this school and improvement in attendance rates has been a key priority in 2012. Strategies implemented to increase attendance include:

- employing an Aboriginal Education Worker (AEW) full time who supports attendance by assisting students to get to school and workplace experience opportunities. He also provides students with a significant adult male role-model working in their classroom. The AEW also demonstrates the importance of continued learning by undertaking further education.
- offering incentives and rewards to students who achieve set targets for their attendance
- adding a breakfast program, ensuring that students are ready and able to learn every morning
- introducing interest electives, to increase student engagement
- having the principal directly focusing on creating and nurturing student leaders, including providing real and meaningful duties for these leaders.

Student attendance rates have increased since the introduction of these strategies, with over 40% of students meeting their attendance targets in 2012. Attendance of the Aboriginal students is improving as well shown with the number of Aboriginal students who sat final exams increasing by 15% from the mid-year exam numbers. Given the success of the strategies in such a short period of time, student attendance is expected to continue to improve in 2013.

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

NSW has already submitted the final report on this Partnership.

## Section 5 – Research and Evaluation

### Evaluation of SSNPs in NSW

In NSW, evaluation of the Smarter Schools National Partnerships was planned during the initial implementation of the Partnerships and will continue to assess the impact and sustainability of reforms well beyond the life of the Partnerships. Evaluation activity includes an overarching and ongoing survey and data analysis project across all three SSNPs, a suite of four continuing state-level strategic evaluations of selected SSNP reforms, and eight program-level evaluations of literacy and numeracy interventions, which are now complete.

The four strategic evaluations and the data analysis project are being undertaken by independent contractors from universities and specialist education evaluators whose work is overseen by cross-sectoral project reference groups and guided by the NSW Centre for Education Statistics and Evaluation (CESE) Advisory Council.

The eight program-level evaluations, which were managed by the DEC Student Engagement and Program Evaluation Bureau (SEPEB) and undertaken variously by Urbis Pty Ltd and SEPEB, provided final reports in 2012.

Information regarding the processes involved in drafting the NSW evaluation project briefs, calling for and selecting from expressions of interest, and outlines of the resulting evaluation projects (including initial findings) have been shared with the team conducting the national evaluation of SSNPs.

#### 1. Data analysis project – Cross-sectoral Impact Survey

The Cross-sectoral Impact Survey (CSIS) is being undertaken by ARTD Consultants over the period 2011-2013, with further surveys expected to continue to 2017. The CSIS was developed to inform overall assessments of the effectiveness of SSNP initiatives in NSW and to provide contextual information for the four state-level strategic evaluations.

The CSIS collects information about changes in education practices and the impacts of these on a range of outcomes from three viewpoints: teachers, executives and principals. The information being collected is both relative and retrospective—the survey asks respondents to compare where they are now to prior to participating in the SSNP.

The survey is administered in several waves to account for the differing commencement dates of participating cohorts and the different durations of each SSNP.

Following the first administration of the survey in 2011, final results were presented in November 2012. The second administration of the survey occurred in October 2012, with a comprehensive interpretative report expected in April 2013. The third and final survey administration under the current contract will take place in October 2013.

The 2012 survey included schools which commenced participation in the ITQ NP in 2010 and/or which commenced in the 2011 cohort for the Low SES NP. The schools had previously completed surveys in 2011, which allowed comparisons between the extent of change reported in both years since commencing the SSNPs. To facilitate interpretation of results, findings of the 2012 survey were presented as an overall summary and then separately for ITQ NP and Low SES NP schools.

#### *CSIS findings across all SSNPs*

Respondents commonly reported that the SSNPs had given them the opportunity, time and resources to implement new initiatives that had not been possible prior to the SSNP funding.

Most respondents praised the flexibility of the SSNPs and believed they had provided excellent support for their school.

As in the 2011 survey, principals, executives and teachers across all SSNPs in 2012 most often identified professional development, training and/or mentoring as the most or second most successful strategy, with access to more and/or higher quality professional learning opportunities a significant change for many schools that was reportedly having positive impacts on teacher capacity.

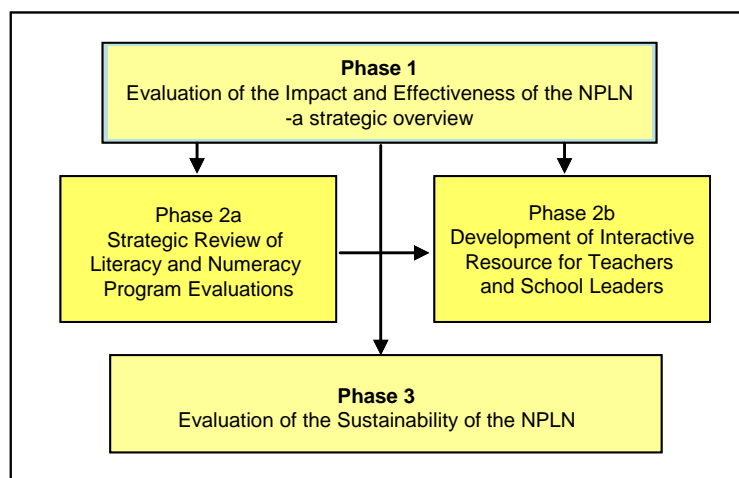
Other significant changes reported included:

- increased professional dialogue and collaboration across the school
- increased use of whole-of-school planning
- new approaches to programming and new teaching strategies, with an increased focus on explicit teaching and learning, the use of evidence-based numeracy and literacy strategies and strategies to better target student needs
- new and improved staffing arrangements, including the use of executive staff to mentor teachers, and funding for Highly Accomplished Teachers (HATs), Student Learning Support Officers (SLSOs), and other staff with specialist skills
- increased use of data and evidence for planning, programming and targeting student need.

Challenges commonly reported were finding appropriate relief staff to cover staff attending professional development, maintaining staff skills due to staff turnover, and finding appropriate staff to fill new, specialist positions within the school. Some principals, executives and, in particular, teachers from a small number of schools reported increased workloads and pressures on school staff with no commensurate outcomes for teachers, the school or students.

## 2. Literacy and Numeracy NP – Evaluation of the take-up and sustainability of new literacy and numeracy practices

This evaluation is being undertaken by Erebus International, and has evolved over time into a multi-phased project. The initial project which commenced in early 2011 was to evaluate the uptake and impact of the LN NP in NSW schools (Phase 1). It has since expanded to include a strategic analysis of the eight program-level evaluations managed through SEPEB (Phase 2a), the development of an online resource for teachers and school leaders to promote effective practices identified through the analysis (Phase 2b), and the sustainability of changes observed during the LN NP (Phase 3). The relationship between the phases is shown in the figure below.



Phase 1 of the evaluation was completed in June 2012, with major findings published online in a CESE Learning Curve bulletin. The final report noted that school improvement strategies are most effective when implemented as a suite of whole-school, complementary initiatives, the most crucial being:

- explicit teaching strategies, where teachers identify key learning outcomes from the outset
- teacher collaboration and shared responsibility for student outcomes
- effective instructional leadership, where principals play an active role in directing the delivery of teaching in their schools, and
- using data to inform school planning, target strategies and evaluate effectiveness.

Phase 2a was also completed during 2012, with the major output from this phase being the identification of effective literacy and numeracy practices identified during Phase 1 of the evaluation and from the strategic review of the eight program-level literacy and numeracy evaluations.

During Phase 2b, which commenced in late 2012, the contractor is developing an online resource for delivery in early 2013 which illustrates the effective practices with authentic examples gathered from LN NP schools. The website will contain Powerpoint presentations, videoclips, case studies and tools and resources relevant to the effective practice matrix.

The major task for 2013 is the completion of the evaluation of the sustainability of the LN NP reforms (Phase 3). Following an update of the analysis NAPLAN data reported in Phase 1, new field data gathering with key stakeholders, an online survey of principals, and a series of return case study visits to 20 school sites, the final report for this phase is due in December 2013.

### **3. Low SES NP – Evaluation of the impact of new staffing, management and accountability initiatives**

This evaluation is being conducted over from 2011 to 2014 by the Centre for Research on Education Systems – University of Melbourne. Using a combination of stakeholder surveys, case studies and analyses of administrative data, the evaluation is investigating the extent to which participation in the Low SES NP in NSW has contributed to schools:

- attracting and retaining high quality teachers
- improving their accountability
- improving the capacity of their leadership
- improving their whole school engagement
- introducing more flexible staffing practices.

The evaluation is examining the relationship of these changes to improved student results, the sustainability of the initiatives and the extent to which successful strategies are scalable and/or transferable to other contexts.

To facilitate data collection and to minimise the burden on schools, this evaluation is being undertaken in conjunction with the related Low SES NP evaluation of School External Partnerships, which is being conducted jointly by the University of Canberra and the University of Melbourne.

In the first progress report, the evaluator reported on a literature review with many examples of research that demonstrated positive learning and other outcomes associated with educational reforms in school staffing, management and accountability. The effects were stronger when interventions address the interconnection between strategies, rather than trying to implement piecemeal solutions.

- The evaluation then compared the characteristics of schools participating in the Low SES NP with schools not participating.

The second progress report featured case studies conducted during 2012.

A survey of principals was conducted in 2012, with results to be reported in early 2013. Further work during 2013 includes reporting on a teacher survey being conducted early in the year, selection and preparation for case studies of schools, the analysis of school plans from Low SES NP schools, accessing and analysing extensive student outcome and administrative data from all three sectors.

#### **4. Low SES NP – Evaluation of school external partnerships**

This evaluation is being conducted by a consortium led by the Education Institute at the University of Canberra, together with the Centre for Research on Education Systems (CRES) at the University of Melbourne. Commencing in 2011, it encompasses some 636 schools participating in the Low SES NP across the three sectors - Government, Catholic and Independent - and will proceed to the end of 2017.

The evaluation is examining the effectiveness of schools in building external partnerships with the aim of contributing to improved student learning and post-school outcomes. Of particular interest are initiatives undertaken by schools in building external partnerships and the identification of the types of partnerships that appear to be most successful. The work is focusing on:

- factors that contribute to successful partnerships;
- the extent to which successful partnerships can be replicated in other contexts;
- how successful partnerships can be sustained over time; and
- the long-term sustainability of different types of school partnerships.

The evaluation uses three main types of data collection and analysis:

- qualitative thematic analysis of one type of partnership based on a case studies of selected schools (one per year 2012 – 2015)
- analysis of survey data collected from annual surveys of the schools participating in the Low SES NP
- analysis of administrative data and collected from the MySchool website.

As noted above, in order to minimise the burden on Low SES NP schools, this evaluation project is collaborating with CRES in the collection of data to serve both Low SES NP evaluations. Surveys include questions relevant to both evaluations and data is collected for both evaluations through the focus and case studies. The analysis of the data, however, is undertaken separately by each evaluation team for their respective evaluations.

The first report included a literature review which indicated that schools are more likely to be effective in achieving educational goals if families and communities are effectively engaged. However, it identified the many challenges facing both implementers and evaluators of partnerships in low socio-economic school communities, due to the complexity of educational delivery in these settings. The report concluded that while the literature indicated the importance of external partnerships to enhancing student learning, there had been relatively little research on the ways in which policy can support schools to build and sustain external partnerships over the long term.

The report also provided an analysis of the limited set of administrative data available at that time to the evaluation team, and developed a profile of the characteristics of participating



schools. The report identified that the regional areas around New England and Western NSW account for over 50 per cent of schools participating in the Low SES NP, with these schools more likely to have high proportions of Aboriginal and Torres Strait Islander students than schools in other areas. The report also identified that 95 per cent of the schools involved in the Low SES NP are below the ICSEA mean and some schools are at least four standard deviations below the ICSEA mean, suggesting very high levels of socio-educational disadvantage in these school communities.

The second report was a focus study of school external partnerships with parents. This report drew on visits undertaken to nine Low SES NP government, Catholic and independent schools across NSW between May and June 2012. The case studies explored ways in which the selected study schools have used Low SES NP funding to support specific initiatives aimed at strengthening school-parent partnerships.

The report highlighted the diversity of contexts across Low SES NP schools and the importance of localised responses that recognise community-specific circumstances, including client-sensitive approaches to involving key groups of parents, such as those from Aboriginal families, and others from culturally and linguistically diverse backgrounds.

Work is continuing in 2013 to finalise a report on the 2012 survey of principals and the analysis of NAPLAN data from MySchool. In collaboration with CRES, The University of Canberra is also planning for school visits in second term in 2013 to inform the focus study of school-university partnerships.

## **5. ITQ NP – Evaluation of selected ITQ reforms**

This evaluation project is being undertaken by a consortium comprising the SiMERR National Research Centre (lead partner) at the University of New England, the University of Western Sydney and the Australian Catholic University the University of New England, to examine the impact of selected reforms within Centres for Excellence (C4Es) that are supported by the ITQ NP. The evaluation is expected to deliver its final report in June 2014.

Initially, the main focus of the evaluation was an investigation of the range of professional experience initiatives supporting pre-service teachers in C4Es and other settings. Also included in the initial project was a consideration of the responsibilities and relationships developed around professional experience, which might relate to the roles of school leaders, Highly Accomplished Teachers (HATs) (and their equivalent in non-government sectors) and universities.

In late 2011, the focus of the evaluation was expanded to include other initiatives related to the wider role of C4Es as well as HATs (and their equivalent) and Paraprofessionals. The three additional initiatives to be evaluated are closely related both in intent and implementation context. All three are designed to support improvements in teacher quality and consequently student outcomes.

Data collection for the expanded evaluation project utilises surveys, interviews and analysis of practicum reports.

During 2012, the first round of surveys commenced, with principals being requested to facilitate the participation of their staff in the survey. Later in the year, site visits commenced. These are continuing during 2013, together with a second round of surveys planned for Term 2.

Work is continuing during 2013 in data analysis and the further collection of data through the second planned round of surveys and site visits.

## Section 6 – Co-investment

### Improving Teacher Quality National Partnership

	2008-09	2009-10	2010-11	2011-12
State/Territory co-investment amount in Bilateral Agreement/ Implementation Plan	0.79	2.05	3.43	3.20
Actual State/Territory co-investment	0.79	2.05	3.43	3.20

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

**YES**

### Low SES School Communities National Partnership

	2008-09	2009-10	2010-11	2011-12
State/Territory co-investment amount in Bilateral Agreement/ Implementation Plan	4.45	60.1	81.1	148.3
Actual State/Territory co-investment	4.45	60.1	81.1	148.3

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

**YES**

New South Wales concluded participation in the main component of the ITQ National Partnership during 2012. The following table reports achievements of reward milestones to December 2012. Please also refer to the Principal Professional Development table in the ITQ NP Section (Section Two) where information on the progress of that Variation is reported.

### 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 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>
REWARD REFORM 1: Improved pay dispersion to reward quality teaching	By December 2012, 256 Highly Accomplished Teacher positions (or equivalent) had been created, including: <ul style="list-style-type: none"> <li>- 117 in NSW government schools</li> <li>- 97 in the Catholic sector</li> <li>- 42 in the independent sector</li> </ul>		
REWARD REFORM 2: Improved Reward Structures for Teachers and School Leaders who Work in Disadvantaged Indigenous, Rural/Remote and Hard-to-Staff Schools	By December 2012, payments had been provided to principals of disadvantaged schools as follows: <ul style="list-style-type: none"> <li>- 63 in NSW government schools</li> <li>- 12 in the Catholic sector</li> <li>- 52 payments made to principals in disadvantaged Indigenous, rural/remote, hard-to-staff schools including:</li> </ul>		

	<ul style="list-style-type: none"> <li>o 23 payments to principals to attend professional learning</li> <li>o 29 payments to principals for travel and accommodation costs associated with professional learning.</li> </ul>		
REWARD REFORM 3: Improved In-school Support for Teachers and School Leaders who Work in Disadvantaged Indigenous, Rural/Remote and Hard-to-Staff Schools	<p>By December 2012, 334 paraprofessional positions had been appointed across the three sectors as follows:</p> <ul style="list-style-type: none"> <li>- 275 in NSW government schools</li> <li>- 26 in the Catholic sector</li> <li>- 33 in the independent sector</li> </ul>		
REWARD REFORM 4: Increased School-based Decision Making about Recruitment, Staffing Mix and Budget	<p>By December 31, 2012, 229 government schools were implementing increased school-based decision making policies about recruitment, staffing mix and budget under the <i>Local Schools, Local Decisions</i> policy, developed as an outcome of the '47 schools pilot' conducted between 2010 and 2011. It is intended that the policy continue to scale up in future years and will ultimately include all DEC schools.</p> <p>Each diocese within the Catholic sector has increased leadership opportunities for principals to support school-based decision making.</p> <p>The independent sector has continued to support principals to effectively manage school recruitment, staff mix and budget.</p>		
REWARD REFORM 5: Continual Improvement Program for all Teachers	NSW is participating in this reform, with further detail provided in the body of this report.		
REWARD REFORM 6: Indigenous Teachers' and School Leaders' Engagement with Community Members	<p>In 2012, schools across all three sectors participated in Aboriginal community engagement programs, including:</p> <ul style="list-style-type: none"> <li>- 474 DEC schools had a local partnership agreement with their local AECG</li> <li>- 89 government schools participated in the Schools in Partnership program</li> <li>- 143 government schools participated in the Connected to Country program</li> <li>- 56 Catholic schools implemented Aboriginal community engagement programs</li> <li>- 64 community engagement programs implemented in independent schools</li> </ul>		

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

N/A			
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## Part 2 - Milestones in Annual Report - Achieved 1 January to 31 December 2012

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
All Schools that commenced in 2012 have implemented strategies to improve the availability of high quality teaching	Achieved		
All Schools that commenced in 2012 have undertaken professional development on data analysis with a focus on improving student outcomes.	Achieved		
All continuing schools have completed a comprehensive situational analysis/environmental scan for 2013 including consultation with community partners	Achieved		
All continuing schools have revised and submitted a school plan for 2013	Achieved		
All continuing schools have published their 2013 school plan on the schools website by the end of Term 1	Achieved		

NAPLAN Reading and Numeracy results are reported on the following pages for Years 3, 5, 7 and 9 students attending schools participating in the Low SES School Communities National Partnership, commencing in 2009 and 2010, commencing in 2011 and commencing in 2012.

#### Explanatory Notes (DEEWR)

Clause 20 of the Low SES School Communities National Partnership (NP) Agreement provides for reporting on outcomes for identified cohorts, where possible and appropriate. Identified cohorts could include but is not limited to Indigenous students and students from a non-English speaking background. Clause 20 allows for indicators for these students to include numbers of students achieving high-end results and number of students achieving low-end results across a range of subjects and extra-curricular offerings.

In providing these data, jurisdictions should note that:

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

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

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

#### NOTE:

- Below National Minimum Standard equates to Bottom Band & Below (including Exempt students)
- At National Minimum Standard equates to Second Bottom Band
- At or Above National Minimum Standard equates to the inverse of Bottom Band & Below (including Exempt students)

#### Explanatory Notes (NSW)

\* It is not possible for NSW to provide confidence intervals (CIs) due to the following factors:

- the range of confidence intervals involved. For example, the comparison of a single 2010 value would require one CI for comparing it to other 2010 values, a different CI when comparing with 2009 values and yet a another CI when comparing with 2008 values.
- correct calculation of CIs is a complicated process requiring an amalgamation of estimates of sampling, measurement and equating errors determined by the Australian Council of Educational Research. NSW does not possess these estimates.

**Group 1: N= 326 schools commencing 2009 or 2010 - NAPLAN Reading and Numeracy results for Years 3, 5, 7 and 9 students**

			2008									2009								
Description	Year Level	Domain	Number of students	Participation Rate	Exempt	Below National Minimum Standard*	At National Minimum Standard	Top Two Bands ('Proficient')	At or Above National Minimum Standard	Mean Scale Score	S.D.	Number of students	Participation Rate	Exempt	Below National Minimum Standard*	At National Minimum Standard	Top Two Bands ('Proficient')	At or Above National Minimum Standard	Mean Scale Score	S.D.
Percentage of ALL Students in Low SES Participating Schools	Year 3	Reading	6,738	96.0%	1.5%	9.7%	19.5%	30.8%	90.3%	378.3	84.1	6,593	96.3%	1.9%	8.8%	16.3%	30.5%	91.2%	385.8	87.8
	Year 5	Reading	6,893	96.5%	1.1%	16.3%	15.7%	20.3%	83.7%	463.8	81.4	6,759	96.8%	1.5%	15.0%	18.3%	23.7%	85.0%	466.3	82.8
	Year 7	Reading	6,816	93.7%	0.7%	10.9%	22.3%	16.3%	89.1%	510.9	71.3	6,691	95.2%	1.1%	13.3%	21.4%	16.8%	86.7%	510.9	73.1
	Year 9	Reading	6,999	89.2%	0.9%	12.0%	25.4%	11.5%	88.0%	554.7	67.2	6,878	91.6%	1.0%	16.5%	21.2%	13.8%	83.5%	553.8	70.8
	Year 3	Numeracy	6,738	95.4%	1.5%	8.4%	12.7%	25.8%	91.6%	380.6	75.7	6,593	95.8%	1.7%	12.4%	16.9%	25.9%	87.6%	375.4	82.8
	Year 5	Numeracy	6,893	96.0%	1.1%	11.4%	22.6%	16.5%	88.6%	462.3	76.3	6,759	96.4%	1.4%	8.3%	23.1%	19.7%	91.7%	469.6	73.5
	Year 7	Numeracy	6,816	92.6%	0.8%	7.5%	27.7%	18.6%	92.5%	517.0	73.8	6,691	93.7%	1.1%	10.1%	24.6%	17.0%	89.9%	514.1	72.2
	Year 9	Numeracy	6,999	88.4%	1.1%	11.3%	29.6%	14.7%	88.7%	560.2	70.4	6,878	90.4%	1.0%	8.1%	24.6%	15.4%	91.9%	565.1	68.2
Percentage of Indigenous Students in Low SES Participating Schools	Year 3	Reading	987	92.4%	1.5%	19.7%	33.4%	12.6%	80.3%	328.2	77.3	988	92.0%	2.4%	18.8%	25.1%	13.0%	81.2%	339.3	75.5
	Year 5	Reading	983	90.3%	1.2%	35.9%	21.7%	5.6%	64.1%	412.1	74.5	1,028	92.4%	2.2%	31.3%	26.3%	8.2%	68.7%	418.5	75.8
	Year 7	Reading	1,029	86.1%	0.6%	25.3%	31.5%	4.9%	74.7%	469.5	64.4	991	88.4%	1.3%	29.0%	32.4%	5.3%	71.0%	467.2	67.0
	Year 9	Reading	952	74.4%	1.6%	24.3%	38.7%	3.5%	75.7%	516.0	57.5	1,002	78.4%	2.0%	35.4%	25.6%	4.1%	64.6%	511.8	70.1
	Year 3	Numeracy	987	90.6%	1.7%	16.9%	23.5%	9.2%	83.1%	336.7	64.2	988	91.3%	2.2%	23.4%	26.2%	9.1%	76.6%	330.4	72.1
	Year 5	Numeracy	983	88.9%	1.3%	25.2%	37.8%	3.0%	74.8%	412.5	55.0	1,028	91.7%	2.1%	19.0%	36.9%	5.2%	81.0%	426.2	59.6
	Year 7	Numeracy	1,029	84.5%	0.7%	15.2%	47.8%	5.6%	84.8%	473.8	56.4	991	85.0%	1.2%	22.0%	42.3%	3.9%	78.0%	468.5	55.6
	Year 9	Numeracy	952	73.5%	2.0%	23.1%	44.4%	2.4%	76.9%	517.1	49.4	1,002	75.6%	2.0%	20.9%	40.0%	2.5%	79.1%	520.1	51.0
Percentage of LBOTE Students in Low SES Participating Schools	Year 3	Reading	1,873	97.7%	1.3%	6.9%	16.0%	34.5%	93.1%	389.0	79.8	2,023	97.5%	2.4%	7.3%	13.4%	34.7%	92.7%	399.2	88.4
	Year 5	Reading	1,878	97.6%	1.1%	13.8%	15.8%	21.7%	86.2%	468.7	78.1	1,974	98.0%	1.8%	12.2%	17.6%	25.1%	87.8%	472.6	78.5
	Year 7	Reading	910	98.2%	1.2%	11.7%	24.0%	16.1%	88.3%	510.3	70.7	1,279	97.7%	0.8%	10.6%	21.7%	19.6%	89.4%	518.1	73.5
	Year 9	Reading	967	95.8%	0.9%	11.7%	29.2%	10.5%	88.3%	551.2	63.4	1,317	96.1%	0.6%	17.5%	25.3%	12.4%	82.5%	546.8	67.7
	Year 3	Numeracy	1,873	97.7%	1.3%	6.9%	11.1%	32.5%	93.1%	393.9	81.2	2,023	97.3%	2.2%	10.9%	13.7%	32.3%	89.1%	391.1	87.9
	Year 5	Numeracy	1,878	97.9%	1.1%	10.4%	18.7%	26.2%	89.6%	483.0	91.0	1,974	98.0%	1.7%	6.5%	19.2%	28.5%	93.5%	490.0	84.8
	Year 7	Numeracy	910	97.9%	1.2%	7.6%	24.1%	28.6%	92.4%	539.6	93.2	1,279	97.4%	0.8%	7.1%	23.0%	28.8%	92.9%	538.8	89.2
	Year 9	Numeracy	967	95.0%	0.9%	12.1%	24.2%	23.7%	87.9%	578.4	88.9	1,317	96.0%	0.6%	7.5%	23.6%	26.5%	92.5%	585.1	87.3

Group 1: N= 326 schools commencing 2009 or 2010 - NAPLAN Reading and Numeracy results for Years 3, 5, 7 and 9 students																				
			2010									2011								
Description	Year Level	Domain	Number of students	Participation Rate	Exempt	Below National Minimum Standard*	At National Minimum Standard	Top Two Bands ('Proficient')	At or Above National Minimum Standard	Mean Scale Score	S.D.	Number of students	Participation Rate	Exempt	Below National Minimum Standard*	At National Minimum Standard	Top Two Bands ('Proficient')	At or Above National Minimum Standard	Mean Scale Score	S.D.
Percentage of ALL Students in Low SES Participating Schools	Year 3	Reading	6,519	96.9%	2.4%	9.6%	17.3%	29.6%	90.4%	386.0	85.3	6,481	97.4%	2.4%	9.8%	18.0%	27.3%	90.2%	382.2	85.3
	Year 5	Reading	6,607	96.9%	2.2%	17.1%	18.9%	18.7%	82.9%	462.1	80.5	6,606	97.1%	2.2%	16.4%	17.7%	19.1%	83.6%	459.2	79.8
	Year 7	Reading	6,534	95.9%	2.1%	13.0%	23.1%	18.2%	87.0%	513.7	71.5	6,431	94.7%	2.0%	10.3%	27.2%	15.6%	89.7%	508.4	68.9
	Year 9	Reading	6,933	91.7%	2.2%	19.7%	26.5%	13.3%	80.3%	547.8	72.1	6,635	90.6%	1.9%	15.8%	27.0%	12.8%	84.2%	551.5	70.8
	Year 3	Numeracy	6,519	96.4%	2.4%	9.4%	20.0%	23.7%	90.6%	371.7	77.2	6,481	96.7%	2.4%	7.7%	19.4%	23.3%	92.3%	375.8	70.7
	Year 5	Numeracy	6,607	96.3%	2.2%	11.7%	18.1%	19.9%	88.3%	469.6	77.3	6,606	96.5%	2.2%	11.4%	15.4%	16.6%	88.6%	470.1	73.3
	Year 7	Numeracy	6,534	95.1%	2.1%	10.7%	24.0%	17.7%	89.3%	517.1	76.2	6,431	94.0%	2.1%	11.5%	26.6%	16.3%	88.5%	511.6	73.8
	Year 9	Numeracy	6,933	90.9%	2.2%	14.1%	24.7%	13.6%	85.9%	559.0	71.7	6,635	89.4%	1.9%	13.4%	30.1%	13.7%	86.6%	554.8	71.7
Percentage of Indigenous Students in Low SES Participating Schools	Year 3	Reading	1,007	94.4%	2.8%	17.7%	28.5%	12.0%	82.3%	340.2	78.3	1,000	95.1%	2.5%	19.7%	29.3%	11.0%	80.3%	333.4	79.2
	Year 5	Reading	949	94.2%	2.6%	33.7%	27.7%	5.5%	66.3%	415.0	67.5	975	94.9%	2.9%	30.3%	25.0%	6.3%	69.7%	416.9	75.5
	Year 7	Reading	982	89.7%	2.4%	26.9%	34.6%	3.9%	73.1%	468.7	60.0	1,100	88.5%	2.1%	19.5%	43.2%	4.6%	80.5%	469.0	60.5
	Year 9	Reading	1,081	81.4%	1.9%	41.4%	32.4%	4.8%	58.6%	503.2	64.3	1,016	78.1%	2.8%	34.3%	34.0%	2.8%	65.7%	507.8	64.8
	Year 3	Numeracy	1,007	92.7%	2.8%	20.0%	33.1%	8.0%	80.0%	325.7	66.8	1,000	93.3%	2.6%	13.0%	33.1%	7.0%	87.0%	338.6	57.7
	Year 5	Numeracy	949	92.6%	2.6%	24.7%	29.5%	5.3%	75.3%	421.7	62.8	975	93.8%	3.0%	26.4%	23.9%	5.2%	73.6%	426.0	64.1
	Year 7	Numeracy	982	87.3%	2.2%	24.3%	39.6%	2.2%	75.7%	466.5	54.5	1,100	87.0%	2.1%	22.7%	41.4%	3.8%	77.3%	467.9	55.4
	Year 9	Numeracy	1,081	78.3%	2.0%	29.3%	38.4%	3.0%	70.7%	513.3	54.8	1,016	75.2%	2.9%	28.5%	43.6%	2.7%	71.5%	511.1	52.1
Percentage of LBOTE Students in Low SES Participating Schools	Year 3	Reading	2,090	97.0%	2.4%	6.9%	13.9%	32.1%	93.1%	396.5	79.3	2,066	98.7%	3.0%	7.4%	13.0%	31.7%	92.6%	396.3	78.4
	Year 5	Reading	2,059	98.2%	2.3%	13.5%	16.2%	21.8%	86.5%	472.5	78.1	2,089	98.1%	2.1%	12.5%	17.0%	19.8%	87.5%	466.7	75.7
	Year 7	Reading	1,385	97.7%	2.7%	13.0%	24.9%	18.6%	87.0%	513.6	72.0	1,332	97.1%	1.7%	8.7%	29.0%	17.8%	91.3%	511.2	69.6
	Year 9	Reading	1,339	96.9%	2.9%	23.0%	25.2%	13.6%	77.0%	545.8	75.7	1,303	95.9%	1.8%	16.8%	27.0%	14.8%	83.2%	552.1	73.8
	Year 3	Numeracy	2,090	96.9%	2.3%	7.4%	17.2%	29.2%	92.6%	385.3	80.8	2,066	98.3%	3.0%	6.7%	14.8%	29.9%	93.3%	389.5	72.8
	Year 5	Numeracy	2,059	97.9%	2.3%	10.2%	15.3%	29.3%	89.8%	489.1	86.0	2,089	97.8%	2.1%	8.0%	13.2%	26.7%	92.0%	491.5	81.4
	Year 7	Numeracy	1,385	97.0%	2.8%	9.6%	23.4%	28.1%	90.4%	538.8	94.3	1,332	96.9%	1.6%	10.5%	24.1%	27.9%	89.5%	532.2	90.4
	Year 9	Numeracy	1,339	95.8%	3.0%	14.5%	21.1%	24.4%	85.5%	580.7	89.7	1,303	95.7%	1.7%	13.0%	26.1%	24.5%	87.0%	574.2	89.2



**Group 1: N= 326 schools commencing 2009 or 2010 - NAPLAN Reading and Numeracy results for Years 3, 5, 7 and 9 students**

			2012								
Description	Year Level	Domain	Number of students	Participation Rate	Exempt	Below National Minimum Standard*	At National Minimum Standard	Top Two Bands ('Proficient')	At or Above National Minimum Standard	Mean Scale Score	S.D.
Percentage of ALL Students in Low SES Participating Schools	Year 3	Reading	6,193	96.7%	2.5%	10.8%	19.1%	29.2%	89.2%	382.0	90.0
	Year 5	Reading	6,246	96.5%	2.3%	18.1%	15.2%	19.1%	81.9%	462.3	83.0
	Year 7	Reading	5,869	94.0%	2.1%	13.9%	22.9%	17.5%	86.1%	509.9	71.4
	Year 9	Reading	5,757	89.1%	1.9%	17.4%	25.0%	12.2%	82.6%	546.3	70.7
	Year 3	Numeracy	6,142	95.9%	2.4%	11.7%	15.9%	22.4%	88.3%	369.8	78.6
	Year 5	Numeracy	6,197	95.8%	2.2%	12.9%	19.1%	17.7%	87.1%	467.2	76.6
	Year 7	Numeracy	5,800	92.9%	2.0%	12.5%	28.0%	14.9%	87.5%	508.1	75.4
	Year 9	Numeracy	5,622	87.0%	1.9%	10.6%	33.6%	14.6%	89.4%	559.6	74.1
Percentage of Indigenous Students in Low SES Participating	Year 3	Reading	964	93.9%	3.2%	22.2%	32.2%	10.1%	77.8%	328.0	81.1
	Year 5	Reading	971	94.2%	2.9%	35.2%	20.2%	8.0%	64.8%	417.9	80.2
	Year 7	Reading	880	87.6%	2.0%	25.9%	34.2%	6.1%	74.1%	470.8	62.8
	Year 9	Reading	740	75.4%	2.7%	34.6%	32.2%	2.7%	65.4%	505.7	61.6
	Year 3	Numeracy	944	91.9%	3.1%	24.9%	26.1%	6.5%	75.1%	322.4	70.4
	Year 5	Numeracy	953	92.4%	2.9%	26.2%	30.3%	4.5%	73.8%	424.0	63.2
	Year 7	Numeracy	847	84.4%	2.0%	25.4%	42.0%	2.6%	74.6%	463.8	54.6
	Year 9	Numeracy	713	72.7%	2.8%	22.4%	50.4%	1.7%	77.6%	514.3	47.8
Percentage of LBOTE Students in Low SES Participating Schools	Year 3	Reading	1,971	97.7%	2.8%	6.8%	13.4%	32.1%	93.2%	396.2	79.3
	Year 5	Reading	1,935	97.8%	2.5%	15.1%	15.9%	19.7%	84.9%	467.6	78.0
	Year 7	Reading	1,286	97.1%	1.5%	11.5%	23.5%	19.8%	88.5%	513.7	71.5
	Year 9	Reading	1,287	95.1%	1.6%	19.2%	24.7%	13.3%	80.8%	545.2	72.6
	Year 3	Numeracy	1,967	97.5%	2.8%	7.3%	12.6%	28.9%	92.7%	387.7	76.6
	Year 5	Numeracy	1,932	97.6%	2.2%	11.7%	17.1%	25.7%	88.3%	482.8	86.3
	Year 7	Numeracy	1,281	96.7%	1.5%	9.6%	26.5%	27.1%	90.4%	532.7	96.4
	Year 9	Numeracy	1,282	94.7%	1.6%	10.8%	27.7%	25.6%	89.2%	582.6	94.5

<b>Group 2: N= 205 schools commencing 2011 - NAPLAN Reading and Numeracy results for Years 3, 5, 7 and 9 students</b>																				
			2010										2011							
Description	Year Level	Domain	Number of students	Participation Rate	Exempt	Below National Minimum Standard*	At National Minimum Standard	Top Two Bands ('Proficient')	At or Above National Minimum Standard	Mean Scale Score	S.D.	Number of students	Participation Rate	Exempt	Below National Minimum Standard*	At National Minimum Standard	Top Two Bands ('Proficient')	At or Above National Minimum Standard	Mean Scale Score	S.D.
Percentage of ALL Students in Low SES Participating Schools	Year 3	Reading	5,002	96.3%	2.7%	9.8%	15.4%	28.0%	90.2%	385.3	81.0	4,826	96.5%	2.4%	7.3%	17.7%	27.1%	92.7%	383.2	82.8
	Year 5	Reading	5,039	96.9%	2.3%	15.9%	20.9%	18.2%	84.1%	461.3	77.3	5,093	97.3%	2.7%	16.1%	16.4%	18.3%	83.9%	460.3	77.1
	Year 7	Reading	3,593	96.5%	3.1%	12.2%	24.3%	14.9%	87.8%	510.5	65.2	3,551	97.0%	2.1%	8.4%	27.4%	15.1%	91.6%	509.9	65.1
	Year 9	Reading	3,586	94.7%	2.4%	18.6%	27.8%	10.0%	81.4%	544.8	65.7	3,710	94.0%	2.7%	15.5%	26.9%	9.7%	84.5%	549.2	65.1
	Year 3	Numeracy	5,002	96.1%	2.8%	9.2%	19.8%	23.3%	90.8%	372.6	75.8	4,826	96.4%	2.5%	5.9%	19.8%	24.1%	94.1%	376.2	71.9
	Year 5	Numeracy	5,039	96.6%	2.3%	11.1%	18.3%	20.5%	88.9%	472.5	78.0	5,093	96.7%	2.6%	10.4%	15.5%	18.6%	89.6%	474.5	74.9
	Year 7	Numeracy	3,593	96.3%	3.1%	10.0%	21.7%	21.1%	90.0%	525.0	74.6	3,551	96.3%	2.0%	9.1%	24.1%	21.1%	90.9%	523.4	75.9
	Year 9	Numeracy	3,586	93.9%	2.4%	12.6%	22.3%	18.9%	87.4%	570.1	77.3	3,710	93.0%	2.7%	12.3%	24.9%	20.2%	87.7%	568.6	77.1
Percentage of Indigenous Students in Low SES Participating Schools	Year 3	Reading	463	95.5%	3.2%	20.6%	22.2%	13.3%	79.4%	345.9	80.8	469	93.6%	3.6%	13.7%	32.4%	12.3%	86.3%	343.4	75.0
	Year 5	Reading	390	93.3%	3.6%	30.5%	29.4%	5.8%	69.5%	419.1	66.8	451	94.2%	2.6%	25.9%	22.4%	9.9%	74.1%	430.2	72.8
	Year 7	Reading	166	87.3%	7.6%	22.8%	36.6%	4.8%	77.2%	484.5	57.7	147	93.2%	4.4%	18.2%	39.4%	9.5%	81.8%	479.6	68.1
	Year 9	Reading	149	76.5%	1.8%	28.9%	36.8%	5.3%	71.1%	518.7	56.3	165	73.9%	8.2%	31.1%	31.1%	4.9%	68.9%	520.8	65.5
	Year 3	Numeracy	463	93.3%	3.2%	16.7%	28.2%	8.1%	83.3%	337.2	66.7	469	92.5%	3.7%	10.8%	32.8%	10.5%	89.2%	344.9	59.4
	Year 5	Numeracy	390	91.8%	3.6%	23.7%	26.8%	6.1%	76.3%	426.2	63.7	451	93.8%	2.6%	19.1%	22.7%	5.0%	80.9%	436.1	57.4
	Year 7	Numeracy	166	87.3%	7.6%	27.6%	26.2%	4.8%	72.4%	481.0	62.0	147	89.8%	4.5%	21.2%	31.1%	6.8%	78.8%	482.2	60.0
	Year 9	Numeracy	149	77.9%	1.7%	19.0%	43.1%	5.2%	81.0%	527.3	57.3	165	71.5%	8.5%	39.0%	28.0%	5.1%	61.0%	514.8	58.6
Percentage of LBOTE Students in Low SES Participating Schools	Year 3	Reading	2,299	97.6%	2.5%	8.0%	13.9%	28.5%	92.0%	389.6	77.0	2,245	97.5%	2.0%	6.2%	15.5%	27.9%	93.8%	387.0	77.4
	Year 5	Reading	2,301	98.0%	2.4%	14.5%	20.5%	19.0%	85.5%	464.4	76.1	2,358	98.6%	2.6%	14.6%	15.6%	15.9%	85.4%	459.0	70.0
	Year 7	Reading	2,379	98.0%	3.3%	11.7%	24.3%	14.0%	88.3%	509.9	63.3	2,258	98.4%	2.5%	7.8%	28.3%	14.4%	92.2%	509.2	62.6
	Year 9	Reading	2,313	96.8%	2.8%	19.8%	29.5%	8.5%	80.2%	540.6	64.2	2,367	96.3%	3.0%	16.2%	28.0%	8.8%	83.8%	547.3	63.9
	Year 3	Numeracy	2,299	97.4%	2.5%	8.4%	18.8%	26.7%	91.6%	379.7	79.7	2,245	97.2%	2.0%	5.3%	17.9%	27.5%	94.7%	382.6	73.9
	Year 5	Numeracy	2,301	98.1%	2.4%	10.2%	17.5%	26.5%	89.8%	484.2	84.5	2,358	98.1%	2.5%	9.3%	13.8%	24.3%	90.7%	486.9	81.2
	Year 7	Numeracy	2,379	98.0%	3.3%	9.6%	20.0%	24.2%	90.4%	531.7	76.9	2,258	97.7%	2.5%	8.8%	23.2%	24.1%	91.2%	529.9	78.6
	Year 9	Numeracy	2,313	96.5%	2.8%	12.6%	21.2%	21.6%	87.4%	575.7	80.5	2,367	95.9%	3.0%	12.4%	23.9%	24.3%	87.6%	576.0	82.6

**Group 2: N= 205 schools commencing 2011 - NAPLAN Reading and Numeracy results for Years 3, 5, 7 and 9 students**

			2012								
Description	Year Level	Domain	Number of students	Participation Rate	Exempt	Below National Minimum Standard*	At National Minimum Standard	Top Two Bands ('Proficient')	At or Above National Minimum Standard	Mean Scale Score	S.D.
Percentage of ALL Students in Low SES Participating Schools	Year 3	Reading	5,007	96.3%	2.7%	8.8%	16.2%	32.7%	91.2%	390.6	86.9
	Year 5	Reading	5,144	96.9%	2.4%	16.8%	14.9%	18.8%	83.2%	464.7	80.0
	Year 7	Reading	3,915	95.9%	2.1%	12.1%	20.2%	16.6%	87.9%	513.0	68.6
	Year 9	Reading	3,952	94.0%	3.1%	9.9%	26.6%	19.2%	90.1%	545.0	67.2
	Year 3	Numeracy	4,987	95.9%	2.7%	9.9%	15.3%	25.1%	90.1%	377.9	78.3
	Year 5	Numeracy	5,103	96.1%	2.5%	12.4%	18.9%	18.4%	87.6%	469.0	75.8
	Year 7	Numeracy	3,908	95.7%	2.1%	10.3%	22.5%	20.0%	89.7%	520.8	75.5
	Year 9	Numeracy	3,952	94.0%	3.1%	9.9%	26.6%	19.2%	90.1%	572.4	75.2
Percentage of Indigenous Students in Low SES Participating Schools	Year 3	Reading	426	93.4%	4.2%	17.6%	27.2%	15.7%	82.4%	343.2	79.2
	Year 5	Reading	444	93.9%	3.6%	27.5%	17.1%	9.9%	72.5%	436.6	77.4
	Year 7	Reading	170	87.6%	6.7%	24.7%	31.2%	9.4%	75.3%	485.3	73.0
	Year 9	Reading	144	77.4%	5.4%	22.9%	29.2%	8.3%	77.1%	531.4	71.3
	Year 3	Numeracy	421	92.3%	4.2%	20.9%	26.1%	8.1%	79.1%	331.1	65.8
	Year 5	Numeracy	440	93.0%	3.6%	22.5%	28.2%	7.3%	77.5%	432.7	63.3
	Year 7	Numeracy	166	85.6%	6.7%	27.1%	34.3%	6.0%	72.9%	473.5	62.3
	Year 9	Numeracy	147	79.0%	5.4%	18.4%	34.7%	7.5%	81.6%	540.4	60.5
Percentage of LBOTE Students in Low SES Participating Schools	Year 3	Reading	2,222	97.3%	2.5%	7.4%	14.9%	33.9%	92.6%	394.8	82.4
	Year 5	Reading	2,251	98.3%	2.4%	16.3%	16.5%	17.6%	83.7%	461.3	76.5
	Year 7	Reading	2,399	97.8%	1.8%	11.5%	21.8%	14.0%	88.5%	509.2	64.7
	Year 9	Reading	2,501	96.7%	3.6%	18.5%	26.6%	9.2%	81.5%	542.2	66.2
	Year 3	Numeracy	2,218	97.1%	2.5%	9.3%	14.1%	30.1%	90.7%	386.9	82.4
	Year 5	Numeracy	2,237	97.7%	2.4%	12.6%	17.4%	23.6%	87.4%	476.8	83.4
	Year 7	Numeracy	2,389	97.4%	1.8%	9.4%	21.4%	23.2%	90.6%	527.3	78.6
	Year 9	Numeracy	2,491	96.3%	3.5%	10.4%	24.5%	22.7%	89.6%	578.9	78.7

**Group 3: N= 114 schools commencing 2012 - NAPLAN Reading and Numeracy results for Years 3, 5, 7 and 9 students**

			2011									2012								
Description	Year Level	Domain	Number of students	Participation Rate	Exempt	Below National Minimum Standard*	At National Minimum Standard	Top Two Bands ('Proficient')	At or Above National Minimum Standard	Mean Scale Score	S.D.	Number of students	Participation Rate	Exempt	Below National Minimum Standard*	At National Minimum Standard	Top Two Bands ('Proficient')	At or Above Nat. Minimum Standard	Mean Scale Score	S.D.
Percentage of ALL Students in Low SES Participating Schools	Year 3	Reading	3,121	96.1%	3.1%	8.8%	21.4%	25.2%	91.2%	375.7	83.9	2,751	96.0%	2.9%	12.6%	20.2%	25.3%	87.4%	372.5	87.2
	Year 5	Reading	3,020	96.5%	2.3%	18.0%	18.7%	16.4%	82.0%	453.6	77.7	2,619	96.1%	2.9%	21.8%	17.4%	16.2%	78.2%	451.3	82.4
	Year 7	Reading	2,670	95.3%	1.1%	9.9%	27.6%	14.3%	90.1%	506.5	69.3	2,441	94.9%	0.9%	13.9%	22.9%	14.5%	86.1%	504.4	69.0
	Year 9	Reading	2,873	92.1%	1.4%	16.1%	25.9%	13.0%	83.9%	551.6	69.4	2,518	92.1%	1.9%	19.5%	27.4%	8.2%	80.5%	536.1	67.1
	Year 3	Numeracy	3,121	96.2%	3.1%	8.3%	21.9%	21.6%	91.7%	368.4	73.8	2,734	95.4%	2.9%	13.6%	19.0%	18.6%	86.4%	359.3	75.7
	Year 5	Numeracy	3,020	96.0%	2.2%	12.7%	17.6%	15.8%	87.3%	465.4	77.5	2,605	95.6%	2.8%	16.9%	20.0%	14.1%	83.1%	456.6	76.0
	Year 7	Numeracy	2,670	94.3%	1.1%	10.6%	26.1%	16.9%	89.4%	513.4	74.8	2,418	94.0%	0.9%	11.7%	29.3%	12.6%	88.3%	501.9	68.0
	Year 9	Numeracy	2,873	91.3%	1.4%	13.0%	28.7%	16.9%	87.0%	560.3	77.0	2,471	90.4%	1.9%	11.5%	35.7%	10.8%	88.5%	550.5	65.4
Percentage of Indigenous Students in Low SES Participating Schools	Year 3	Reading	382	91.9%	3.4%	17.4%	36.0%	10.6%	82.6%	329.8	72.7	309	91.7%	2.4%	23.6%	33.0%	10.4%	76.4%	323.	76.3
	Year 5	Reading	358	91.3%	2.4%	35.8%	29.4%	3.1%	64.2%	404.0	65.1	304	92.4%	2.4%	42.8%	17.8%	6.6%	57.2%	403.	83.8
	Year 7	Reading	273	83.2%	0.4%	20.7%	41.0%	3.5%	79.3%	466.5	57.6	221	84.0%	2.3%	31.2%	27.6%	7.2%	68.8%	468.	70.5
	Year 9	Reading	262	73.3%	2.1%	31.8%	28.6%	5.7%	68.2%	519.8	65.9	215	73.9%	2.4%	42.8%	26.0%	1.9%	57.2%	494.	64.1
	Year 3	Numeracy	382	92.4%	3.1%	15.5%	34.8%	6.7%	84.5%	331.7	56.1	302	89.6%	2.4%	25.2%	28.1%	5.6%	74.8%	318.	69.1
	Year 5	Numeracy	358	89.9%	2.5%	28.3%	28.6%	2.2%	71.7%	414.3	54.6	303	92.1%	2.4%	34.0%	28.1%	2.6%	66.0%	409.	62.5
	Year 7	Numeracy	273	79.9%	0.5%	21.1%	42.2%	2.3%	78.9%	467.6	55.6	213	81.0%	2.3%	25.8%	41.8%	1.9%	74.2%	461.	51.4
	Year 9	Numeracy	262	70.6%	2.2%	28.6%	43.2%	2.2%	71.4%	510.5	50.3	198	68.0%	2.4%	25.3%	52.5%	1.0%	74.7%	510.	41.9
Percentage of LBOTE Students in Low SES Participating Schools	Year 3	Reading	1,531	97.4%	2.9%	7.7%	18.4%	26.7%	92.3%	382.2	81.5	1,399	96.6%	3.5%	11.6%	18.4%	23.6%	88.4%	373.	78.8
	Year 5	Reading	1,451	97.3%	2.0%	15.6%	18.1%	15.4%	84.4%	455.1	74.1	1,264	97.5%	3.2%	19.7%	18.9%	14.4%	80.3%	452.	75.2
	Year 7	Reading	1,358	97.9%	1.5%	11.0%	29.5%	12.8%	89.0%	501.7	67.6	1,188	97.0%	0.7%	15.4%	27.9%	8.8%	84.6%	492.	63.5
	Year 9	Reading	1,565	95.8%	1.7%	18.7%	27.8%	12.1%	81.3%	546.6	69.7	1,249	95.9%	2.5%	23.1%	32.1%	5.0%	76.9%	524.	63.2
	Year 3	Numeracy	1,531	97.3%	2.8%	7.9%	20.7%	26.0%	92.1%	375.8	78.9	1,394	96.3%	3.5%	12.9%	18.1%	19.0%	87.1%	362.	75.5
	Year 5	Numeracy	1,451	97.0%	2.0%	11.2%	16.9%	20.6%	88.8%	476.1	86.4	1,260	97.1%	3.1%	14.3%	21.1%	17.5%	85.7%	464.	79.7
	Year 7	Numeracy	1,358	96.9%	1.5%	12.0%	24.8%	20.1%	88.0%	518.1	81.2	1,184	96.7%	0.7%	12.8%	31.0%	11.2%	87.2%	497.	67.3
	Year 9	Numeracy	1,565	94.9%	1.8%	14.0%	28.4%	21.1%	86.0%	566.4	84.8	1,238	95.1%	2.5%	13.0%	38.4%	10.3%	87.0%	546.	66.5

## Section 9 – State Performance Measures - Low SES NP

This section reports on the Low SES NP performance measures identified in the NSW Final Implementation Plan.

### Student Attendance

#### NSW government schools

Attendance rates in New South Wales government schools are calculated using absences data for students in Years 1-10 only for Semester 1 (Term 1 and 2). Schools for Specific Purposes and ungraded support students are excluded from the attendance data.

Year	All students in Low SES NP schools (%)				All Aboriginal students in Low SES NP schools (%)			
	2009	2010	2011	2012	2009	2010	2011	2012
Government - group 1 (2009 / 2010 cohort)	90.0	90.6	90.1	89.9	83.8	84.5	84.2	84.2
Government - group 2 (2011 cohort)	91.6	92.4	92.1	92.2	87.2	87.6	87.3	87.8
Government - group 3 (2012 cohort)	90.2	90.8	90.5	90.3	81.7	82.4	82.1	82.9
	All students (%)							
All government schools	92.4	92.8	92.5	92.4				

Source: Statistics Unit, Centre for Education Statistics and Evaluation (CESE), Office of Education, Department of Education and Communities.

#### NSW Catholic schools

Attendance rates in Catholic schools are calculated by mapping attendance over an agreed two-week period against the number of students in the full cohort.

Year	All students in Low SES NP schools (%)				All Aboriginal students in Low SES NP schools (%)			
	2009	2010	2011	2012	2009	2010	2011	2012
Catholic - group 1 (2009 / 2010 cohort)	93.2	94.2	94.2	94.3	82.7	84.2	85.8	87.0
Catholic - group 2 (2011 cohort)	92.9	93.6	93.3	93.9	86.9	88.9	89.7	88.6
Catholic - group 3 (2012 cohort)	-	-	-	93.0	-	-	-	90.0
	All students (%)							
All Catholic schools	93.6	93.7	93.4	93.7				

Source: Annual MCEECDYA Student Attendance Collection.

## NSW independent schools

Year	All students in Low SES NP schools (%)				All Aboriginal students in Low SES NP schools (%)			
	2009	2010	2011	2012	2009	2010	2011	2012
Independent - group 1 (2009 / 2010 cohort)								
Independent - group 2 (2011 cohort)								
Independent - group 3 (2012 cohort)								
	All students (%)							
All Independent schools								

Note: Data unavailable at time of writing.

### Literacy and Numeracy Performance in Years 3, 5, 7 and 9 (NAPLAN)

Please see Section 8 for NAPLAN Reading and Numeracy results for Years 3, 5, 7 and 9 students attending schools participating in the Low SES School Communities National Partnership beginning in 2009 and 2010, in 2011, and in 2012.

### School-based Assessment and Reporting Mechanisms

All NSW students participating in the Low SES School Communities NP provided bi-annual student reports to parents. All participating schools have produced an Annual School Report and have placed it online.

### Year 12 or Equivalent Attainment (for appropriate schools)

The following information refers to the Council of Australian Governments (COAG) National Education Agreement Indicators 7 and 8 on the proportion of the 20–24 year-old population having attained at least a Year 12 or equivalent or AQF Certificate II qualification or above.

The 20-24 year-old age range was selected in recognition of the fact that young people pursue a diverse range of pathways on their way to achieving a Year 12 or equivalent VET qualification at AQF II or above via school, TAFE, university or a private training organisation.

The 20-24 age range is thought to capture the broadest possible range of outcomes and achievements of young people. The Australian Bureau of Statistics Survey of Education and Work is used to measure the rate of attainment in the population as it is currently the only national source of data that captures the educational outcomes of young people regardless of the institution at which they studied or how old they were when they achieved their qualification. Data is for persons who state they have attained Year 12 or Certificate II or above.

Information on attainment is also available by low socio-economic status (SES). In the following information, SES is derived using the ABS SEIFA IRSD classification disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

The first SEIFA IRSD quintile (the most disadvantaged) does not represent the same group of students as those in the National Partnership but it is expected that a large proportion of

secondary school students in National Partnership schools would be within the first SEIFA IRSD quintile.

This data does not directly represent the level of attainment of students in National Partnership schools. Data for the first SEIFA IRSD quintile is reported below to provide an indication only of the level of attainment that may be expected of students in National Partnership schools.

**Proportion of the 20–24 year old population having attained at least a Year 12 or equivalent or AQF Certificate II qualification or above, and for SEIFA IRSD Quintile 1 (Q1), with Confidence Intervals (CIs)**

Year cohort		2008		2009		2010		2011	
		Quintile 1	Average	Quintile 1	Average	Quintile 1	Average	Quintile 1	Average
<b>NSW</b>	%	71.9	83.4	78.2	86.2	77.8	86.0	75.0	83.5
	CI	± 6.9	± 2.8	± 6.6	± 2.4	± 5.1	± 2.4	± 6.9	± 2.7
<b>Australia</b>	%	72.9	84.2	73.6	84.5	75.9	85.6	74.1	84.1
	CI	± 4.4	± 1.2	± 4.7	± 1.6	± 3.3	± 1.3	± 3.7	± 1.3

Source: ABS (unpublished) Survey of Education and Work, 2011

Note: Equivalent data for Aboriginal students is not available.

### School Retention Data

Full-time enrolments are used to calculate apparent retention rates. Retention rates are “apparent” as they do not track individual students through their final years of secondary schooling. The measure is the percentage resulting from dividing the total number of full-time school students in a designated year (Year 12 in 2012) by the total number of full-time students for the same cohort, two years prior (Year 10 in 2010).

### Apparent Retention Rates (ARR) for NSW Low SES School Communities NP schools

Year	All students in Low SES NP schools (%)				Aboriginal students in Low SES NP schools (%)			
	2009	2010	2011	2012	2009	2010	2011	2012
Year 10-12 for group 1 (2009/2010 cohort)	62.7	63.8	69.2	63.9	34.4	36.3	41.9	40.5
Year 10-12 for group 2 (2011 cohort)	-	-	79.3	80.4	-	-	50.4	51.3
Year 10-12 for group 3 (2012 cohort)	-	-	-	68.7	-	-	-	38.1
	All students (%)				All Aboriginal students (%)			
All NSW schools	73.5	74.6	76.7	75.5	43.7	45.5	49.0	48.3

Source: Statistics Unit, Centre for Education Statistics and Evaluation (CESE), Office of Education, DEC. Data extracted from National Schools Statistics Collection (NSSC) 2007 to 2012 school level data.

Notes:

- 1) Includes students enrolled full-time at government and non-government schools in NSW.
- 2) Retention rates are 'apparent' as they do not track individual students through their final years of secondary schooling. What they measure is the ratio of the total number of full-time school students in a designated year (i.e. Year 12 in 2010) divided by the total number of full-time students in a previous year (i.e. Year 7 in 2005).
- 3) Care should be exercised in the interpretation of apparent retention rates as the method of calculation does not take into account a range of factors including:
  - Students enrolled in Year 12 on a part-time basis or repeating a year.
  - Movement of students between States and between school sectors.
  - Impact of full-fee paying overseas students.
  - Varying enrolment patterns in which students choose to complete their secondary schooling at TAFE NSW.

## **Student Destinations\***

## **School Satisfaction (parents, students)\***

## **Student and School Community Engagement (parents and student surveys)\***

\*ACARA is still progressing work on Student Destinations, School Satisfaction and Student and School Community Engagement measures. NSW will report on these measures once nationally agreed approaches are in place.



## Appendix - Acronyms

ACARA	Australian Curriculum, Assessment and Reporting Authority
ACU	Australian Catholic University
AECG	Aboriginal Education Consultative Group
AETD	Aboriginal Education Training Directorate
AEW	Aboriginal Education Worker
AIS	Association of Independent Schools of NSW
AITSL	Australian Institute for Teaching and School Leadership
CCGPS	Cessnock Community of Great Public Schools
DASA	Data Analysis Skills Assessment
DET	NSW Department of Education and Training
EARS	Executive Assessment and Review Schedule
EMU	Extending Mathematical Understanding project
ESL	English as a Second Language
HAT	Highly Accomplished Teacher
HS	High School
ILPs	Individual Learning Plans
ISCE	Independent Schools Centre for Excellence
ISLC	Independent Schools Leadership Centre
ISTAA	Independent Schools Teacher Accreditation Authority
LBOTE	Language Background Other Than English
Low SES NP	National Partnership on Low Socio-economic Status School Communities
MCEECDYA	Ministerial Council for Education, Early Childhood Development and Youth Affairs
<i>MULTILIT</i>	Making Up for Lost Time in Literacy program
My PL@DET	NSW DEC online professional learning record management system
NAPLAN	National Assessment Program – Literacy and Numeracy
NP	National Partnership
NPEC	NSW National Partnerships Evaluation Committee
NSW	New South Wales
PaCE	Parental and Community Engagement program
PARS	Principal Assessment and Review Schedule
PLPs	Personalised Learning Plans, targeted to Aboriginal students
PS	Public School
SES	Socio-economic Status
SLL	Successful Language Learners pilot
SMART	School Measurement, Assessment and Reporting Toolkit
SSNPs	Smarter Schools National Partnerships
STEM	Science, Technology, Engineering and Mathematics Project
TARS	Teacher Assessment and Review Schedule
TOWN	Taking off with Numeracy program
UNSW	University of New South Wales
WSC4E	Western Sydney Centre for Excellence cluster