



Australian Government



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

**Tasmania
Progress Report 2012
(1 January – 30 June 2012)**

Due 31 October 2012

INTRODUCTION

The first six months of 2012 has seen Tasmania continue to build the leadership density and capacity of principals, build teacher capacity around pedagogical knowledge, using evidence-based data to inform whole school improvement planning, provide better opportunities to close the gap between Aboriginal and non-Aboriginal student achievement and provide for better transitions between primary and high school and high school and post-Year 10.

A central focus for the Department of Education has been the development of the strategic plan: *Learners, first, connected and inspired 2012–2015*. The strategic plan clearly articulates the department's vision and seeks *'to provide every Tasmanian with the opportunity to continue to learn and reach their potential to lead fulfilling and productive lives and to contribute positively to the community'*.

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

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

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

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

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

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

In 2012 there is an emphasis on improving attendance across all departmental schools. In 2011, the average daily attendance rate for students enrolled in Preparatory to Year 10 was 90.53%. This equates to 44,881 students at school, 4,696 students away on average per day and an average daily absences rate of 9.47%. This is an increase in the absence rate of 0.78 of a percentage point (342 more students away per day) than in 2010 (8.69% or 4,354 students away on average per day). Schools are approaching different needs associated with attendance, engagement and retention using a combination of strategies such as phoning home and using SMS to follow up on unexplained absences and non-attendance. Social workers, youth workers, school chaplains and school psychologists all support schools to work with chronic non-attenders.

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

- Through the Flexible Learning Tasmania strategy, the Tasmanian eSchool caters for students with particular learning needs, including highly able and gifted students, those who cannot attend school for a variety of physical, medical or geographical reasons, and students for whom regular school is not a viable option. This strategy also supports primary and high schools to provide flexible learning options for their students.
- In addition to this, a number of schools, including Montrose Bay High, Prospect High and the Jordan River Learning Federation are implementing initiatives like the Big Picture program to support students with a personalised curriculum based on their interests.
- Other flexible education programs that cater for disengaged students across the state include the Bridgewater School Farm and outdoor education centres such as The Storey's Creek Outdoor Education Centre, Mt Cameron Environment Centre and the Marine Discovery Centre.
- The Tasmanian government has provided over \$3 million over three years to support fifteen partnership programs between government schools and non-government organisations to provide flexible learning opportunities for students at risk of not attending school. 2012 is the second year of this initiative.

Cross sector collaboration

The Department of Education continues to have a positive and collaborative relationship with the Catholic and independent sectors and work together in a number of areas to enhance Tasmanian education. Professional learning for teachers and principals is shared across the sectors and the department also supports the non-government sector with NAPLAN implementation and student reporting.

Section I – Improving Teacher Quality

Overview/Highlights - 1 January to 30 June 2012

In 2012, the Improving Teacher Quality (ITQ) National Partnership funding in Tasmania continues to provide significant, additional support for principals and teachers, and in turn, measurable improvement in student outcomes.

Partnerships in Teaching Excellence (PiTE)

In February 2012, 23 pre-service teachers commenced the PiTE program in eight School Centres of

Excellence. For the first time a small number of Bachelor of Education (B Ed) pre-service teachers were selected along with a larger Masters of Teaching (M Teach) cohort. Disadvantaged and hard to staff schools were selected as Centres of Excellence – for the most part the same schools as in 2011. There was one new Primary school selected in the north, Mayfield Primary School and one change of Primary schools in the south–Jordan River Learning Federation, East Derwent campus replaced Jordan River Learning Federation, Herdsmans Cove campus.

Before the school year began the pre-service teachers participated in an induction week in Hobart. The week consisted of two days of Tribes training; a day on Literacy (with a focus on First Steps and Stepping Out); and a day on ICT and teaching – all with appropriately qualified department staff. There was also a general induction day introducing the pre-service teachers to the requirements and expectations of their scholarship year.

The first week of the school year, including the day before the school students returned, was spent full time in their allocated school with their Mentors and Colleague Teachers. This guided their introduction to the culture of the school and enabled them to see how schools set themselves up for the year. During Term 1 the pre-service teachers spent one day per fortnight in their allocated school in addition to the four weeks of scheduled school experience.

Throughout the reporting period the PiTE pre-service teachers have met fortnightly in the north and south. These meetings provided time to talk about emerging issues and aspects of their school based learning. In addition, these meetings provided time for some professional learning, particularly about positive behaviour support.

Meetings were also scheduled across this reporting period with Mentors and Colleague Teachers. These meetings established role expectations, priorities for how the pre-service teachers should use their time and a collective responsibility for the pre-service teachers. Those Mentors who had not already done so participated in eight days of Cognitive Coaching training facilitated by accredited department staff. In addition, a day workshop facilitated by Sue Presler from the US supported the group's use of the AITSL professional standards as a tool to guide observation and feedback.

Professional Learning Institute

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

With a 2012-13 budget of \$1.7 million, the Institute has initially been offering programs primarily aimed at school based leadership roles. Gradually it will expand its focus to encompass all areas of the Agency. Currently, it provides programs that support aspiring, newly appointed and experienced leaders as well as programs that equip leaders with the skills to manage and encourage innovation and continuous improvement.

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

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

Independent Sector

Independent Schools Tasmania (IST) is a small, non-government sector in a small state. As a result, cross sector collaboration remains essential for enabling all Tasmanian students to benefit from the Smarter Schools National Partnership initiatives

- Based on state priorities and reforms for improving teacher quality, IST has made available, and supported access, for teachers to Professional Learning across sectors. This support has taken the form of regional network sessions, regional professional learning (PL) sessions, in school PL developed to match need/context, out-of-school-hours PL and dialogue. This range of support has been well attended with 80% of IST schools attending one or more sessions between February and June 2012.
- Key reforms at both the regional and school level as a result of the National Partnership investment has been the PL and in-school support of the Letters and Sounds. This evidence based, independently researched program develops the teacher's capacity to deliver direct instruction in the context of a play based framework to introduce, practice and sustain growth in literacy skills with Students K to Year 3. This aligns with the EYLF and Australian Curriculum standards.

Pedagogy of teaching and learning – ICT

This project supports the implementation of the European Pedagogy ICT (EPICT) Australia model, providing an opportunity for current Independent School teachers to develop the digital competence they require to implement technology into their teaching. EPICT is supported from within each school by a certified facilitator. Twenty staff from IST member schools have trained as EPICT facilitators and are now licensed to manage and deliver the EPICT program in their respective schools. Currently, fourteen EPICT facilitators are actively implementing the EPICT course in thirteen Tasmanian independent schools.. Currently, the sixty-six registered EPICT participants have completed forty-seven module assignments. The ICT consultant provided in-school support to EPICT facilitators through individual face-to-face meetings, network meetings and state-wide ICT meetings. These sessions provide opportunities for the EPICT facilitators/teachers to share school based implementation strategies and to collaboratively plan and 'problem solve'. Further, the ICT Consultant continues to promote relevant information amongst IST schools via information sessions, circulars and wiki.

Catholic Sector

Catholic Education provided support for principals and leadership teams in leadership development activities including coaching, based on the Growth Coaching model. Principals' feedback was very positive and reflected the growth in their capacity as leaders of learning, enabling them to conduct effective conversations on teaching practice.

Teachers in remote areas, or hard to staff schools were supported in their participation in 'Teacher Networks' which were held in regions and statewide. The networks provided them with the opportunity for professional learning and collaborative planning with colleagues, at year levels or subject area. Systemic initiatives, including the implementation of the Australian Curriculum Phase I and assessment and reporting were supported by this initiative. Teachers report that their professional practice has improved as a direct result of involvement in networks.

Support for Aboriginal and Torres Strait Islander Students - 1 January to 30 June 2012



In Tasmania, Aboriginal students comprise 8.1 per cent of the full-time Prep to Year 12 government school population. All NP ITQ activities are inclusive and aim to support teachers in meeting the educational needs of all students. Diversity is recognised and celebrated at every opportunity.

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

- Principals from all Focus Schools participate in leadership programs such as Dare to Lead or the Stronger, Smarter Leadership Program.
- Aboriginal education priorities included in leadership training for all principals.
- School cultures support high expectations of Aboriginal students and value social inclusion.
- Schools share facilities and resources to improve leadership in Aboriginal education.
- Professional pathways built for Aboriginal staff to pursue a teaching career or leadership position.
- Teaching staff participate in professional learning to improve cultural competency.
- Schools supported to develop culturally inclusive curriculum, including Tasmanian Aboriginal culture and history.

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

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

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

Progress Against TQNP Facilitation Reforms - 1 January to 30 June 2012

National Professional Standards for Teachers

In the PiTE program, the National Standards are used to guide the learning to teach pathway for the pre-service teachers. Mentors have received professional learning in using the standards to guide observation and feedback. The Mentor group has used the standards to develop supporting material and observation guidelines. UTas has yet to adapt their assessment tool for the practical experience

sessions from the Tasmanian Professional Standards to the new National set.

With government and Catholic colleagues, Independent Schools Tasmania (IST) continues to actively support national consistency in the initial registration of graduate teachers and adhere to expectations of the National Standards for all teachers. The work of, and professional learning available through AITSL has been supported by IST and promoted to all independent schools.

National Certification of Accomplished and Lead Teachers

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

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

Independent Schools Tasmania promotes the nationally agreed and endorsed professional standards and supports schools to implement the framework.

The Catholic sector has actively engaged in the development of a process to support this initiative.

Nationally Consistent Registration of Teachers

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

National Consistency in Accreditation of Pre-service Teacher Education Courses

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

Improved Performance Management and Continuous Improvement in Schools

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

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

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

The performance development cycle has four stages:

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

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

In the independent sector, principals are supported through professional learning to assist and monitor continuous school improvement aligned with the school strategic plan and the national agenda.

The Catholic sector has actively engaged in the development of a Framework for implementation in 2013.

New Pathways into Teaching

The PiTE program continues to be the way the Tasmanian Department of Education contributes to providing increased and focused time in schools for a selected number of pre-service teachers. The department also continues regular participation in Teach for Australia meetings.

Better Pathways into Teaching

After investigating the proposals for the Federal initiative to attract mature graduates into teaching, the Department of Education decided not to participate in 2012. The PiTE program and the M Teach provision by UTas already supports a number of mature graduates in making a career change into teaching and some of these graduates are selected for the PiTE scholarship. In 2012 six of the PiTE pre-service teachers have had other careers and two have PhDs in the science area.

Improved Quality and Availability of Teacher Workforce Data

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

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

- Projected up-to-date statewide separation predictions (including projected skill requirements) based on a comprehensive range of factors reportable down to individual school level.
- Age demographic information and projections
- Verified employee teaching skills and qualifications
- FTE and headcount differentiation

- Separation projections (statewide) by skills and qualifications
- Projected teacher skill requirement projections for the next 5 years (reportable down to school level)
- Hard to fill vacancy register
- A range of other relevant workforce planning and modelling data

The dataset is updated directly from a range of sources including the centralised payroll system, teachers directly and school Principals. The dataset is currently being used to inform strategic workforce planning and recruitment initiatives across the state through a Workforce Planning Reference Group and supporting the implementation of recommendations made from the Schools Workforce Study 2011.

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

Indigenous Education Workforce Pathways

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

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

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

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

Quality Placements

The graduates of the PiTE program, which provides additional supported time in schools in addition to the required practicums, continue to be sought after by principals of DoE schools. In the School Centres of Excellence, mentors and colleague teachers continue to work on enhancing the ‘clinical curriculum’ provided to the PiTE cohort. During this reporting period this has included developing guidelines to focus observation and practice on, for example; building relationships, voice and presence, establishing expectations, giving instructions, and asking questions. This work is explicitly connected to the National Standards at the Graduate level.

In addition to receiving support in learning to use coaching approaches, mentors have received professional learning on using the National Standards as a basis for classroom observations and feedback. This work is guided by the Highly Accomplished and Lead Teacher standards.

School Centres of Excellence

In this reporting period eight schools have been involved in the PiTE program. New schools joined the program: one in Launceston and one in Hobart. Each school continues to have a mentor with time provided to support the learning of a small group of pre-service teachers. Each of the pre-service teachers is also allocated to the classroom of a colleague teacher.

In the Catholic sector, a paper has been developed and approved at system level to establish two 'Teaching Schools' or clusters along the lines of 'School Centres for Excellence'. Negotiations are underway with UTas and the Australian Catholic University to facilitate further development this year.

Showcase Examples - 1 January to 30 June 2012

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

PiTE—Observing teaching and providing feedback to pre-service teachers

At the beginning of this reporting period the PiTE mentors in Launceston and Hobart spent a day with international consultant Sue Presler working on improving their capacity to use the National Standards as a starting point for observing classroom practice and providing feedback to the PiTE pre-service teachers. The National Standards were analysed at the Graduate and Proficient levels to see which standards described aspects of teaching that might be observed. The group embedded documentation from Charlotte Danielson's *A Framework for Teaching* that enabled the group to build a more detailed sense of what might be observed. Recent work by the Danielson group has produced a document that provides possible examples of a focus area and also critical attributes for that area. This supported the mentors in working through a task that invited them to write possible examples and critical attributes for the AITSL set. These were then used to provide support for observing videos of teachers at work and the collection of evidence to be used later in a feedback conversation.

Most of these mentors had already participated in Cognitive Coaching training (those that had not, undertook this training soon afterwards). The learning from this course provided feedback on practice guided by the collection of data. It was clear that focussing on the collection of data or evidence and not interpretations and inferences is a challenging matter for experienced teachers, and one that cannot be taken for granted.

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

- Forming relationships
- Getting to know students in the classroom
- Establishing Expectations
- Teacher Voice and Presence

The second set built on mentors' observations included:

- Reinforcing Expectations
- Giving Instructions
- Structure of a lesson

- The purpose of a lesson

The third set explicitly took the Graduate standard 'Plan for and implement effective teaching and learning' and focused on questioning as follows:

- Categorising questions
- Planning questions to invite and support student thinking
- After the question is asked – thinking time
- Noting how students respond to questions
- Responding to students' answers.

This is work in progress and will continue to be enhanced and improved with the shared purpose to be more intentional about teaching pre-service teachers to teach.

Principals' Leadership Development Program (government sector)

In June 2012, the first of three leadership development programs for the year was held. It was led by the Secretary of the Department of Education, the Early Years and Schools Deputy Secretary and the Professional Learning Institute. It was attended by 50 principals, 50 School Executive Officers, and the Principal Network Leaders, and General Managers as well as other corporate leaders of the department.

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

On the first day of the program, principals are accompanied by their School Executive Officers. In 21st century schools, it is important to understand that leadership encompasses many people, no longer is it only the principal who can lead a school. School improvement is everyone's responsibility. Participants are introduced to other business units of the department that are there to support them. Information is provided about human resources and staffing, finance and budgets, facilities, educational performance data, policy, media and marketing. A large part of the first day is about employee performance development. The Department of Education is intent on building a high performance feedback culture. Every staff member whether teaching or non-teaching, engages in a process of high performance expectations and ongoing feedback about their work.

The second and third day are devoted to sessions around:

- Inspired leadership
- Leading Tasmanian schools of the future
- Building community confidence from within
- Building community confidence
- School Improvement Planning and Accountability
- Linking systems to School Improvement

- Using data to inform planning
- Creating effective teams
- The Australian Curriculum
- Having hard conversations

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

The second of these programs is scheduled for October 2012, with a final one for the year scheduled for December.

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

Professional Development and Support for Principals and teachers (Independent Sector)

January to 30 June 2012, teachers from all independent schools had the opportunity to attend 10 regional leader/teacher network meetings that built on previous understanding in the areas of both:

- Implementing the Australian Curriculum (with a professional learning focus on planning and assessment)
- Differentiation for, and moderation of, student learning.

These valuable learning opportunities developed knowledge, skill and understanding. Topics have included the following areas:

Purposeful Planning from the Australian Curriculum and the EYLF

- Planning for multi age classes
- Authentic assessment

Planning, Understanding and Learning by Design

- Developing knowledge, skills and understanding of the process and principles of *Understanding by Design* and using a backward design planning process.
- Discussing the processes and key elements of authentic collaborative planning.

Collaborative Planning Teams

- Using a backward design process, principals and teachers collaboratively plan for the teaching of persuasive writing and design assessment tasks for future moderation. Model for collaborative planning teams in schools.
- Principals and teachers will have the opportunity to discuss models and processes for effective teams and effective leadership of collaborative planning.

Sharing Quality Practice

Teachers and school leaders have the opportunity to discuss their current practice and share ideas with colleagues. Network discussion opportunities have been established in each region.

Handouts and other support materials used at the network meetings were made available online.

A total of 260 educators have participated in sessions between February and June 2012. Participants

represented 80% of independent schools.

On-going in-school support from Curriculum Project Officers continues to cater for context specific needs.

Early Career Mentoring Program (Catholic Sector)

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

An example of this program at Dominic College follows: (It is noted that the program requires schools to provide an evaluation and report on outcomes by the end of 2012.)

Early Career teachers are emailed a survey which will be designed to identify the areas they would like feedback and support with.

It is important for Early Career teachers to identify their needs as this informs the program designers about the areas where teachers may feel they might lack experience or expertise. This process provides them with ownership over their program and the opportunity to individualise the mentoring program to suit their needs.

Early Career teachers have already developed relationships with more experienced staff members and benefit from the opportunity of choosing a mentor that they feel comfortable having in the classroom observing them in action.

Dominic College has a number of excellent teachers, with vast experience who are eager to share their experience in classroom practice and passion for teaching with teachers new to the profession. A formalised program gives these teachers a vehicle for sharing their expertise with younger, inexperienced teachers.

While new teachers can benefit greatly from a mentor, mentors also learn from their protégés developing new insights into their own and others' teaching, new relationships, and a renewal of enthusiasm and commitment to their craft and career. (Mentoring in the new millennium, Hargraves & Fullan, 2000)

Mentors are staff members who are experienced teachers and in some instances hold a leadership position within the school. It is important for Early Career teachers to be mentored by a colleague who can work alongside them in this program. Mentors are invited to participate in this program with the Early Career teachers. This program is voluntary, with release time made available to the Mentor and Early Career teachers as required by the program.

Principal Professional Development (government sector)

The Implementation Plan for the Principal Professional Development strengthens and complements the reform activities already being implemented by the three schooling sectors in Tasmania through the Improving Teacher Quality National Partnership Implementation Plan.

Overview of activities and key achievements

- From 2012, the newly established Professional Learning Institute (PLI) is responsible for delivering and brokering high quality professional learning for all staff in the DoE. Seven staff are developing

and delivering professional learning and support to schools.

- Six PNL workshops were delivered in February 2012 and were based on the National Standard for Principals (NSP). Other policies, guidelines and frameworks such as the Melbourne Declaration, The department's Strategic Plan 2012–2015 and the Literacy and Numeracy Framework for DoE supported the workshops.
- The workshops culminated with a one day Leadership Symposium for all DoE principals. The conference was based on the National Standard for Principals and the Teaching and Learning School Improvement Framework (Masters, J, 2010 ACER) It was held in February 2012, during the school holiday period and was attended by 98% of DoE principals.
- Feedback from the Principal Network Leaders' workshops and the Leadership Symposium has informed the development of further professional learning programs for current and aspiring school leaders developed by the PLI.
- Current PLI leadership programs (Leadership Starts from Within, Leading Teaching and Learning and Leading Others) have been further developed and become more personalised for participants. This personalisation has been achieved by extending the coaching/mentoring service provide by the PLI to support participants with their inquiries in the workplace. Participants are exposed to and inquiries are based on the National Standards for Teaching, the National Standard for Principals and the Australian Curriculum.
- A Principal Induction Program primarily, but not exclusively for beginning Principals has been further developed. The Principals' Leadership Development Program is a spaced learning program and includes in-depth understanding and implications of the National Standard for Principals and of Tasmanian DoE policies and procedures including the department's Strategic Plan 2012–2015 and the department's Literacy and Numeracy Framework. (see ITQ case study)
- Following the successful launch of Professional Cultural Leadership programs with Raising the Bar Closing the Gap *maana* schools and one northern Federation of schools in 2011, these programs are being refined and delivered to build the capacity of Tasmanian Principals and aspiring Principals to engage with their local Aboriginal Communities. This engagement underpins efforts to bring about institutional change to improve outcomes for Aboriginal students in Tasmania and supports the implementation of the Australian Curriculum.
- Principals' Australia–Dare to Lead consultants have been contracted to work in conjunction with the Tasmanian Aboriginal Community and PLI staff to further develop the Professional Cultural Leadership programs with a specific focus on Tasmanian Aboriginal culture and history. This project is progressing with trial programs to be conducted in late 2012 and 2013. Whilst these specific leadership programs are being developed, current Dare to Lead leadership programs are being utilised.
- Aboriginal Education Services in conjunction with the PLI have developed a professional learning program for teachers to address the National Standard for Teachers number 1.4 & 2.4. This will be part of PLI offerings from 2013.

Engagement of non-government sector

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

An MoU between DoE and the non-government sectors, developed alongside the implementation of the

Smarter Schools National Partnerships, confirms the funding allocation to the TCEO and the IST under the National Partnership on Improving Teacher Quality and therefore this Agreement for professional development and support for principals.

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

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

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

The two days Professional Learning was "The Breakthrough Coach" facilitated by Malachi Pancoast. The first day was for principals only and on the second day, principals' personal assistants/secretaries also attended. The initial professional learning and ongoing support is enabling principals to enhance their educational leadership and to constructively engage with educators to improve teacher quality. These principals are present in classrooms up to two days per week and are able to see the teaching and learning occurring. These observations will enable feedback to teachers to be authentically and collaboratively developed, timely and context specific. The presence of principals in classrooms is widely appreciated by teachers, parents and students and is adding to the authoritative leadership of the principal.

The Catholic sector engaged in leadership development based on the Growth Coaching Model. Twelve principals participated in this program. Other Principal Professional Learning activities included PL on the Australian Curriculum, assessment, reporting and moderation.

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

Principal Professional Development

Description of Activity	Milestones 2012	Progress against milestones to date																											
<p>Where appropriate please address the principles for use of funding as included in the relevant section of the Implementation Plan.</p>	<p>List milestones as stated in the Implementation Plan</p>	<p>Please report all activity undertaken against each milestone to date, clearly stating whether the milestone has been achieved, in progress or delayed.</p>																											
	<p>A framework to guide professional learning for principals, teachers and school leaders, as well as delivery of high-quality professional learning for current and emerging principals;</p>	<p>Achieved A Professional Learning Framework to guide professional learning has been developed and is the cornerstone of professional learning programs for principals and teachers.</p>																											
<p><i>New programs related to this NP:</i> Workshop for all DoE Principals (Big Day Out) Principal Leadership Development Program Dare to lead Coaching Adaptive Schools</p> <p><i>Enhanced and further developed programs:</i> Shadowing Program for Aspiring Principals Aspiring Leaders Programs</p> <ul style="list-style-type: none"> • Leadership Starts from Within • Leading Teaching Learning 	<p>Number of principals undertaking professional development and receiving support targeted at improving school performance.</p>	<table border="0"> <tr> <td>Principal Program (Big Day Out)</td> <td style="text-align: right;">98% of</td> <td></td> </tr> <tr> <td>Tasmanian Government School Principals</td> <td></td> <td></td> </tr> <tr> <td>Principal Leadership Development Program (1)</td> <td style="text-align: right;">50</td> <td></td> </tr> <tr> <td>Principal Leadership Development Program (2)</td> <td style="text-align: right;">22</td> <td></td> </tr> <tr> <td>Dare to Lead</td> <td style="text-align: right;">30</td> <td></td> </tr> <tr> <td>Coaching</td> <td style="text-align: right;">40</td> <td></td> </tr> <tr> <td>Adaptive Schools</td> <td style="text-align: right;">38</td> <td></td> </tr> <tr> <td>Leadership Starts from Within</td> <td></td> <td style="text-align: right;">75</td> </tr> <tr> <td>Leading Teaching & Learning</td> <td style="text-align: right;">69</td> <td></td> </tr> </table>	Principal Program (Big Day Out)	98% of		Tasmanian Government School Principals			Principal Leadership Development Program (1)	50		Principal Leadership Development Program (2)	22		Dare to Lead	30		Coaching	40		Adaptive Schools	38		Leadership Starts from Within		75	Leading Teaching & Learning	69	
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		<p>The PLI is also focusing on Professional Learning and Development for Principal Network Leaders. The Principal Network Leaders' primary role is to work with every individual government principal in the state and provide support targeted at improving school performance.</p>
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<p>The National Professional Standard for Principals underpins the Dare to Lead and Coaching and Shadowing Programs.</p> <p>The National Standards for Teachers underpin the supportive leadership programs to assist the implementation of the Australian Curriculum.</p> <p>Dare to Lead Professional Learning programs support current and emerging principals with a focus on the Aboriginal Torres Strait Islander education.</p> <p>The professional learning programs provided by the Professional Learning Institute to current and emerging principals supports principals to address local priorities.</p>	<p>Quantitative Jurisdictions will report on the number of current and emerging</p> <p>Quantitative Jurisdictions will report on the number of current and emerging principals who have undertaken professional development modules*, by gender, location and sector.</p> <p>Qualitative Jurisdictions will demonstrate that current and emerging principals have received professional development that:</p> <ul style="list-style-type: none"> aligns with the framework of the National Professional Standard for Principals supports leaders to implement the Australian Curriculum has a focus on Aboriginal and Torres Strait Islander education; and <p>addresses local priorities.**</p>	<table border="0"> <tr> <td>Dare to Lead</td> <td>30</td> </tr> <tr> <td>Coaching</td> <td>40</td> </tr> <tr> <td>Dare to Lead</td> <td>30</td> </tr> <tr> <td>Coaching</td> <td>40</td> </tr> <tr> <td>Aspiring Principals Shadowing Program</td> <td>20</td> </tr> </table> <p>Excluding the Big Day Out workshop for all government principals, the number of current and emerging principals who have undertaken professional development modules by gender location and sector:</p> <table border="0"> <thead> <tr> <th>Sector</th> <th>Numbers</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Special</td> <td>5</td> <td>1.7</td> </tr> <tr> <td>Primary</td> <td>105</td> <td>38.5</td> </tr> <tr> <td>Combined</td> <td>31</td> <td>11.4</td> </tr> <tr> <td>High</td> <td>99</td> <td>36.3</td> </tr> <tr> <td>Sen</td> <td></td> <td></td> </tr> <tr> <td>Secondary</td> <td>18</td> <td>6.6</td> </tr> <tr> <td>Other</td> <td>15</td> <td>5.5</td> </tr> <tr> <td></td> <td>273</td> <td>100.0%</td> </tr> </tbody> </table> <table border="0"> <thead> <tr> <th>Gender</th> <th>Numbers</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>83</td> <td>30.4</td> </tr> <tr> <td>Female</td> <td>190</td> <td>69.6</td> </tr> <tr> <td></td> <td>273</td> <td>100.0%</td> </tr> </tbody> </table> <table border="0"> <thead> <tr> <th>Location</th> <th>Numbers</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>North-West</td> <td>76</td> <td>27.8</td> </tr> <tr> <td>North</td> <td>56</td> <td>20.5</td> </tr> <tr> <td>South</td> <td>141</td> <td>51.7</td> </tr> <tr> <td></td> <td>273</td> <td>100.0%</td> </tr> </tbody> </table>	Dare to Lead	30	Coaching	40	Dare to Lead	30	Coaching	40	Aspiring Principals Shadowing Program	20	Sector	Numbers	%	Special	5	1.7	Primary	105	38.5	Combined	31	11.4	High	99	36.3	Sen			Secondary	18	6.6	Other	15	5.5		273	100.0%	Gender	Numbers	%	Male	83	30.4	Female	190	69.6		273	100.0%	Location	Numbers	%	North-West	76	27.8	North	56	20.5	South	141	51.7		273	100.0%
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Section 2 – Literacy and Numeracy

Overview/Highlights - 1 January to 30 June 2012

Government Sector

Whilst funding for the Smarter Schools National Partnership on Literacy and Numeracy finished at the end of 2011, literacy and numeracy remain departmental priorities and schools continue to implement strategies to improve the literacy and numeracy outcomes of all students.

The 2012 NAPLAN results illustrate improvement across a number of domains:

- Tasmania's best results were in Reading (all year levels) and Year 3 Numeracy where the results were all within 5 points of the Australian figures.
- Tasmania improved its mean score results from 2011 to 2012 in 13 of the 20 assessments.
- Statistically significant improvements were achieved in:
 - Year 7 Grammar and Punctuation (13.7 points)
 - Year 3 Writing (10.9 points)
 - Year 5 Spelling (9.9 points).
- Tasmania's significant improvement from 2011 to 2012 in Year 5 Spelling and Year 7 Grammar and Punctuation was mirrored nationally.
- For all other year levels and assessments, Tasmania's 2012 results were statistically comparable with its 2011 results. There were no significant declines in any of the 20 NAPLAN measures.
- Tasmania closed its 2011 gaps to Australia in 13 of the 20 assessments. The main improvements were:
 - Years 3, 5, 7 and 9 Persuasive Writing (11.0, 12.0, 11.7 and 11.1 points respectively)
 - Year 7 Reading (5.7 points).
- Tasmania improved its outright ranking compared to other jurisdictions in five of the assessments including Year 3 Persuasive Writing, Year 5 Numeracy and Persuasive Writing, Year 7 Reading and Year 9 Persuasive Writing. All other rankings remained the same as for 2011.
- During the period 2008 and 2012, Tasmania's results for Years 3 and 5 Reading and Year 5 Numeracy have improved significantly and for all other year levels and assessments, our results have remained comparable over time.

The intention of the Department's Literacy and Numeracy Framework introduced in 2012 supports improved student outcomes in literacy and numeracy. Based on the Framework, every school has an explicit literacy and numeracy strategy as part of their school improvement plan so that every child's literacy and numeracy learning needs can be supported. An intention of the Framework is to develop inspiring leaders within networks to enhance literacy and numeracy teaching. To this end, the department has initiated a Lead School/Lead Teacher strategy. Network Lead Teachers, based in each lead school provide leadership, direction and high level support to all principals and schools across the network in the implementation of the Literacy and Numeracy Framework. The Literacy and Numeracy Framework and Lead Teacher initiatives are further described in showcase activities.

Independent Sector

MULTILIT—reflecting the recommendations of the National Inquiry into Literacy, MULTILIT has enabled explicit instruction in each of the five essential areas. Data collected through this project also supports teachers and school leaders to make informed decisions when planning for improved outcomes for students. National Partnership funding has enabled the training and delivery of MULTILIT in 10 independent schools in Tasmania.

Performance Indicators in Primary Schools (PIPS)— National Partnership funding to independent schools in Tasmania supported 15 schools to participate in PIPS testing in 2012. It has also provided for consultancy and support with data analysis, PL for teachers linking data and planning, information for parents and administration support.

Kids Matter Primary (KMP)—20% of independent schools completed all the preliminary requirements and are now teaching the skills and understandings of all four components of the program. Adding value to this initiative schools have received in-school support/training in Wellbeing and/or Behaviour support.

In School Consultancy and Support/Developing best practice in Literacy—following support provided through the National Partnership Pilot Project in 2009-2010, assistance continues in the four targeted North/West coast schools, and this has been expanded to include all independent schools located in this region. A curriculum initiative has provided for sustained learning through regular, regional network meetings. Sessions each term require school staff to participate, complete pre meeting reading and follow up practice ‘tasks’.

Letters and Sounds— is an independently researched phonics resource. The program aims to build children's speaking and listening skills, as well as prepare children for learning to read by developing their phonic knowledge and skills. A detailed and systematic program is set out for teaching phonemic awareness to children, beginning at age five, with the aim of producing fluent readers by age seven. Practitioners and teachers provide daily speaking and listening activities that are well matched to children’s developmental abilities and interests. These activities draw upon observations and assessments to plan for progression and to identify children who need additional support, for example to discriminate and produce the sounds of speech.

Catholic Sector

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

Support for Aboriginal and Torres Strait Islander Students - 1 January to 30 June 2012



SSNP activities are inclusive and address the needs of all students. Diversity is recognised and celebrated at every opportunity.

Common intervention strategies for Aboriginal students across NP schools in Tasmania

include:

- A Senior Curriculum Officer–Aboriginal Education is employed to work with government schools to embed Aboriginal perspectives across the curriculum.
- The Curriculum Officer and the Cultural Officer at Aboriginal Education Services work closely with the Curriculum Team to ensure that the cross-curriculum priority, Aboriginal and Torres Strait Islander Histories and Cultures, are implemented in all schools.
- Aboriginal Education Services work increasingly with schools to review their Aboriginal resources and to support them embrace Aboriginal culture into the school’s philosophy.
- Through the *Raising the Bar Closing the Gap* maana project, the Next Steps program and the newly funded Investing in Focus Schools, schools are focussing on strategies and actions to support the Literacy and Numeracy outcomes of Aboriginal students.
- Aboriginal Education Workers continue to be employed in schools to work with students and families.
- Schools and federations continue to develop and establish networks with Aboriginal groups such as the Aboriginal Network Group and the Aboriginal Education Advisory Group.
- The two Indigenous Child and Family Centres (CFCs) at Geeveston and Bridgewater are now in operation and many services are being provided through them for Aboriginal children and families. The Aboriginal focus in both centres is supported by all staff and by the strong and committed involvement of Aboriginal Elders, organisations and the wider community. Close connections between the CFCs and local schools also assist in developing relationships which will continue as the children transition into compulsory education.
- Aboriginal students at risk and/or below the National Minimum Standard are supported with targeted Literacy and Numeracy intervention, 1:1 or small group work. Data is better informing intervention.
- Through the department’s focus on Cultural Understandings, the Closing the Gap focus schools and the maana schools, are reporting increased involvement and communication with parents and families of Aboriginal students. This focus is leading to increased attendance and Literacy and Numeracy outcomes for many of Tasmania’s Aboriginal students.
- Aboriginal Tutorial Assistance Scheme (ATAS) teachers develop trust, routines and consistent strategic interventions for Aboriginal students. The interventions, in many cases supplemented by NP funds, are individualised for each student. National Partnership effort in schools is building on, and value adding to strategies in place in schools prior to NP participation.
- Significant work developing personalised learning plans in schools is occurring. Schools are establishing processes that are enabling them to develop PLPs with Aboriginal students, their families, and teachers and in many cases, social workers.

Exemplary Schools and Showcase activities - 1 January to 30 June 2012

As noted earlier, funding for the Smarter Schools National Partnership on Literacy and Numeracy finished at the end of 2011, however, literacy and numeracy remain departmental priorities and schools continue to implement strategies to improve the literacy and numeracy outcomes of all students. Initiatives introduced at the system level showcase the positive impact on all government schools and students across the state.

The NAPLAN Toolkit (government sector)

The NAPLAN Toolkit, a resource for classroom teachers, has been developed by the Department of Education. The toolkit allows classroom teachers to view, sort and analyse students' NAPLAN data and to access links to relevant teaching strategies to support improved student performance.

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

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

The Toolkit was introduced into Tasmanian government schools in April 2012.

The NAPLAN Toolkit is an easy to navigate and readily accessible secure web-based resource available in all Tasmanian Government schools. It is designed to assist in the identification of individual, group and class needs.

The Toolkit supports teachers to strengthen the link between student data analysis and curriculum strategies that will lead to improved student performance.

The Toolkit is part of the comprehensive suite of resources that teachers already use to develop targeted interventions that support student learning.

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

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

Examples of how schools are using the NAPLAN Toolkit include:

Taroona High School

- English and Maths teachers have looked at 2011 data as relevant across all year levels
- Staff have identified trends from 2011 data which has assisted in determining learning needs
- Initially there was reluctance to consider Year 5 data because of perceived time lag

- All year levels looked at ABCDE ratings in relation to NAPLAN data – informative, and identified where closer attention was required
- 2012 data is being used to consider class differences – in particular to identify trends related to teaching styles.

Lansdowne Crescent Primary School

- Identifying trends within class and within year levels
- Aligning teaching with a particular aspect of testing (e.g. Persuasive Writing as a new genre)

Kingston High School

- Used the Toolkit to identify student learning needs in preparation for NAPLAN 2012
- Curriculum leaders are working with staff to facilitate literacy and numeracy focus across all learning areas
- Using NAPLAN data through the Toolkit, staff consider groupings for students for remediation and extension.

Triabunna District High School

- Using the Toolkit to identify student learning needs.

Literacy and Numeracy Framework (government sector)

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

This coherence enables ideas such as whole-school approaches and collaborative planning to be embedded in school structures and plans. It also ensures that data is utilised to inform planning and identify professional learning needs so that teaching is differentiated and able to engage all learners.

There is greater awareness on ensuring that task design supports and challenges all students. The use of ‘bump it up walls’ for example are being used specifically to support students who are lacking confidence at secondary level.

The Literacy and Numeracy Framework names up ‘targeted teaching to address individual needs’ as a key feature of quality teaching and learning. This aspect has highlighted the expectation that schools will utilise resources in order to cater for individual students appropriate interventions.

Examples of how the Framework is informing the development and delivery of professional learning include the ‘Collaborative Spelling Inquiry’ with spaced learning to help schools develop their thinking around spelling and to develop a whole school approach.

Identifying quality practice to improve reading results throughout whole school such as Guided Reading and developing comprehension are other aspects of whole school planning to engage students.

A focus of work being undertaken with numeracy leaders is working with the Australian Curriculum (Mathematics) and quality practice, particularly quality task design, which allow for differentiation.

The Literacy and Numeracy Framework implementation is highlighting the importance of having high expectations of all students and the use of a common language throughout schools in order to engage students.

Launching into Learning (government sector)

Launching into Learning (LiL) is an example of the implementation of the Literacy and Numeracy Framework with regard to increasing the proportion of students meeting the Kindergarten Development Check (KDC). This program relies solely on the participation of parents in LiL.

The department is conducting a Launching into Learning Longitudinal Study (2007–2014). Results to date show that involvement in LiL has had a significant impact in improving literacy and numeracy skills.

- The 2011 Progress Report covers 1235 regular LiL students across 114 schools and the effect participation had on student performance as measured by the Kindergarten Development Check (KDC), Performance Indicators in Primary Schools (PIPS)
- These 1235 children are part of the 2009 LiL cohort and were in Prep in 2011. They are referred to as LiL students.
- LiL has a significantly positive influence on student performance from all socio-economic backgrounds but the biggest performance gains occurred in children from more disadvantaged socioeconomic backgrounds.
- The LiL group achieved an 11.1 percentage points increase in the number of children who achieved all KDC performance indicators when compared to the non-LiL group.
- The number of LiL students scoring below minimum standards on the Prep entry assessment (PIPS) has been reduced for both reading and maths.
- The percentage of LiL students below minimum standard in reading (10.6%) on PIPS first assessment was about half that of non-LiL students (20.3%), an improvement of 9.7 percentage points.
- The percentage of LiL students below minimum standard in maths (11.6%) on PIPS first assessment was about two thirds that of non-LiL students (17.8%), an improvement of 6.2 percentage points.
- On average, the LiL children attended 5 days more in Prep than the non-LiL group.

There is an increased focus in schools on analysing data and planning from data to ensure that future strategies for school improvement are based on clear evidence.

The focus of the Literacy and Numeracy Leaders' network meetings on the LNF creates clarity for school improvement plans e.g. discussion of the direction for whole-school approach and areas for attention.

Fifty-two teachers have attended the Collaborative Spelling Inquiry over 3 days (of a possible 5) to develop consistency of effective practice. Leaders and teachers are planning for reviews of school practices as a result of this inquiry. These journeys are being shared with other schools.

Fifty-two teachers attended cross-network based spaced learning PL on oral language, which has led to a common language being used and teachers collaborating and reflecting on teaching strategies

Implementation of the LNF has led to a range of observable changes. For example:

- Numeracy leaders are using data to support whole school planning in relation to students' developmental needs.
- Teachers became more familiar with using the NAPLAN data via spread sheets and the Toolkit to analyse specific needs for improvement in their schools. A workshop involving

66 school leaders was facilitated by lead teachers.

Professional learning and general support for the implementation of the Literacy and Numeracy Framework is being differentiated for schools within and across networks. The provision of support is based on summative data (NAPLAN, PAT etc.) and formative data (discussions between Principal Network Leaders and principals). This approach will lead to consistency of high-quality school improvement plans, instructional leadership and collaborative practice in order to improve student learning outcomes.

School leaders and teachers are more data literate and the language and use of data are becoming embedded in everyday practice.

Lead School/Lead Teacher initiative (government sector)

Lead Schools and Lead Teachers are focused on improving educational outcomes for students at risk of disengaging from schooling through prioritising support to schools whose data reflects additional support for effective teaching practice is required. An example of innovative practices being shared within prioritised schools by lead teachers are the Literacy and Numeracy apps being used broadly via iPads. This innovation has enhanced student motivation.

Enhancing the opportunities for teachers from similar schools to meet in order to share best practice has been particularly welcomed. Lead Teachers have led literacy and numeracy leaders' meetings as another area of focus in building the capacity of schools to network. This initiative has enabled schools to refine their literacy and numeracy plans with more meaningful targets.

Effective practices to support teachers in schools where engagement, and hence attendance, is an issue have been shared across secondary schools in low socio-economic areas. Such practices include the use of the gradual release of responsibility model in order to scaffold learning to develop students' confidence in undertaking learning activities.

Some school newsletters have started to focus on improving the stakeholders' understanding of some of the educational programs undertaken in schools. Articles about the increases made in independent novel reading, spelling programs and the school's approaches to preparing students for NAPLAN testing have informed the parent community about literacy and numeracy approaches.

The Literacy and Numeracy Framework (LNF) enables Lead Teachers, when engaging leadership teams in professional conversations, to utilise a common language around shared beliefs and understandings about effective teaching practice. As a result, Lead Teachers are in a position to build leadership capacity within schools to enable future self-improvement to be a greater source of change.

Lead Teachers have been building networks through Numeracy leaders' network meetings involving approximately 30 Numeracy co-ordinators with a focus on improving capacity within schools to lead teams and teacher effectiveness e.g. task design, moderation and assessment.

Fifty teachers have attended a Numeracy spaced collaborative inquiry around task design and the Australian Curriculum.

Approximately 20 secondary English coordinators from five networks across the south, engaged in a spaced learning task design series of workshops that included evaluating the effectiveness of learning tasks, differentiation, planning from backward design, using the gradual release of responsibility to scaffold students' learning.

Spaced learning inquiry groups across the state have been based on using evidence to inform the focus for improvement. These included improving Performance in Primary Schools (PIPs) results, reading, spelling, and writing and numeracy outcomes.

As a result of inquiry based learning in schools the lead teacher can assist each school (in a very different way if necessary), to start or continue the journey of improvement in the area of literacy and numeracy. Gone, is the idea of a one size fits all model.

The Hutchins School (Independent sector)

Hutchins is a single gender, Anglican school in Hobart city, offering Kindergarten to Year 12 with an enrolment of over 1000 boys, of which 0.6% are Aboriginal students and 1.4% are students at risk.

Research has shown consistently that students who do not begin well in reading and writing are seriously “at risk” in developing appropriate literacy skills. The gap generally widens over time and by the third year of schooling it is highly unlikely the gap will close.

Independent, key research findings have identified phonemic awareness as the most important predictor of success in learning to read. The lack of phonemic awareness is the most powerful determinant of the likelihood of failure to learn to read because of its importance in learning the English alphabet system—how print represents spoken words. If children cannot hear and manipulate the sounds in spoken words, then learning how to decode words is extremely difficult.

Prep students are assessed twice yearly (March and October) using Primary Indicators of Performance (PIPS). PIPS data measures progress, identifies students 'at risk' and provide information for planning. With the aim to enhance results, particularly in phonics, a whole school, early childhood approach to teaching reading and spelling is being adopted at the school.

In 2012, Letters and Sounds was introduced at Hutchins as the vehicle to teach the phonics element of reading and spelling. Letters and Sounds provides a tightly, structured program that teaches high quality synthetic phonics for K-2 children. This framework, developed by independent experts in the UK, is now their national strategy for teaching reading and spelling. Designed to help teachers teach how the alphabet works for reading and spelling, it is fully compatible with the wider, language-rich Early Years Learning Framework (EYLF) and the Australian Curriculum.

Letters and Sound is based on the “simple view of reading” that identifies two dimensions of reading – word recognition processes and language comprehension processes, emphasising that both word recognition and language comprehension are necessary for proficient reading.

Letters and Sounds is structured in six overlapping phases, commencing in Kindergarten (Phase 1) with completion in Year 2 (Phase 6). At least 20 minutes daily of explicit teaching is required. The program gives much guidance on how to teach letters.

Because the methodology is multi-sensory, it means letter formation is taught right from the start. Learning the visual appearance (eye), the writing movement (hand) and the sound (ear) at the same time helps to consolidate learning to memory.

Children’s progress is tracked through a reliable assessment process. Children are assessed as secure in a phase once they know most of the sounds associated with that phase and can apply the skills of blending and segmenting using an appropriate range of grapheme-phoneme correspondences.

Guided by reliable assessments, teachers judge the rate at which each child is progressing through the phases and adapt the pace accordingly. Some children will be capable of, and benefit from, learning at a faster pace than their peers whereas others may need more time and support to secure their learning. Consequently, there is no need for different support programs for students who require additional assistance. These students receive more intensive assistance at their developmental phases.

During term one 2012, professional learning outlining the structure and guiding principles of Letters and Sounds was delivered to all early childhood teachers at Hutchins School. The Kindergarten and Prep Year teachers are now implementing Letters and Sounds, with Year 1 and 2 teachers to follow through in 2013.

An overview of Letters and Sounds and ongoing information has highlighted the important role of parents in supporting their children in the process of learning to read and spell.

Within weeks of implementation, qualitative evidence of improved learning outcomes with students succeeding at tasks, in both reading and writing has been reported. Significant increase in student engagement has also been noted.

Modelled Lesson Framework (Catholic sector)

Modelled lessons, as a professional learning strategy have been shown to have the potential to promote teacher change and raise the quality of teaching and learning (Casey, 2011; Bruce, Ross, Flynn & McPherson, 2009; Grierson & Gallagher, 2009; Feiman-Nemser, 2012). Such lessons can support teachers to visualise new practices and to see how effective teachers enact particular teaching actions and principles.

The aim of the model is to promote a process whereby principals and teachers experience gradual and incremental professional growth through the collaborative inquiry into practice.

Aspects of the Framework include:

- Preparation of lesson plans by expert teacher (Catholic Education Tasmania Numeracy Education Officer) based on teacher's request.
- Prior meeting with principal and teacher
- Modelling by the expert teacher with principal and teacher observing and completing a written reflection with questions guiding the observation
- Focussed enquiry into the lesson by the observing principal and teacher
- Two co-teaching lessons
- Two observations by the expert teacher
- Constructive feedback from the expert teacher

The model is built around a gradual release of responsibility with the goal of the teacher being able to enact learned practices.

Teachers value the contextualised experience. When exposed to new strategies in professional learning sessions, many teachers often think, "nice idea", but it won't work for our kids". Modelled lessons make new strategies and pedagogies accessible to the teachers because they are able to observe what is possible, see how the lessons benefit their students and immediately implement ideas.

Modelling to groups of teachers supports the building of strong teacher collaboration by providing new avenues of professional dialogue and enhances teachers' capacities to provide collegial support to one another. These opportunities provide an entry point into the process of opening classroom doors to one another in collegial professional relationship situations. Observers include support staff and the principal, all who can learn from, and with, each other.

Section 3 – Low SES School Communities

Six Month Progress – 1 January 2012 to 20 June 2012

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

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

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

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

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

Strategies 4, 6 and 7 are systemic, with the remaining strategies implemented at school level. Action in schools participating in SES 1, 2, 3 and 5 is on schedule and aligning with the intent of Tasmania's SSNP Implementation Plan.

SES 1 Formal Federations

January to June 2012 has seen the five Federations work towards their goals through collaboration and innovation, with a continued focus on professional learning for teachers as the underpinning element in helping students to be the best they can be.

The work of Federations has been characterised by building a whole of community approach to teaching and learning. Federations have been building programs and implementing initiatives to reach and engage families and involve them in student development. Building relationships with parents, as a child's first, ongoing and most influential teacher, and the wider community, has continued as a key long-term strategy in addressing attendance, achievement and sustainability. Launching into Learning continues to be a key program in engaging families of children before they start Kindergarten, to build the relationships between staff, families and communities that are needed to ensure a child's transition into school and successful journey through education. All Tasmanian primary schools now have access to funding to set up the highly successful Launching into Learning program enabling more support for our most vulnerable children and families.

In addition, Federations are engaging the whole community, including businesses, community groups, and parents, recognising that student learning and development is a strengthened and

enhanced by strong community connections.

A vital focus for the Federations has been on developing a culture of professional learning and sharing; principals working together to share their vision and empower their staff to work collegially across the campuses. This strong focus on leadership has been characterised by the development of a feedback culture in which professional conversations are planned and regular and Federations strive towards a collaborative and aspirational workforce.

In addition to strong community connections and improved quality teaching through professional development, Federations have continued to develop innovative and tailored learning programs to engage and retain students in education, and are using the highest quality teaching practice across campuses. Federations in more remote communities have been looking for ways to attract high-performing teachers and principals to their regions. A successful feature of the Federation model is the transition process. Effective relationship development between Jordan River Learning Federation school campuses is enabling a smoother transition for students into the middle or high school and further refinement of processes to ensure a seamless transition for students continues to be a high priority.

The Wellington Alliance has worked towards realising a live strategic plan which is monitored in real time by a team of Alliance Leaders and Learning Area Coordinators and a Board that guides all Alliance strategies. The Board of Governance at the East Tamar Federation is clearly directing the improvement agenda of the Federation with alignment to the department's Strategic Plan regarding inspired leadership and an innovative workforce. In determining to build teacher and leader capacity for the impact this has on student learning outcomes, the Board has ensured that all staff receive high quality professional learning, and they are prioritising the fostering of aspiring leaders as a key sustainability measure for retaining excellence of practice in this low SES community.

SES 2 Secondary Renewal

Secondary schools involved in this strategy are geographically dispersed across the state but nevertheless are implementing some innovative reforms and initiatives. Programs to support literacy and numeracy development feature prominently and schools have innovated in the area of program delivery and provision; looking for flexible and tailored approaches to engaging students, particularly those identified as being at risk. Many strategies have involved connecting with the community to provide real and tangible experiences and pathways for students. For example, Triabunna District High is implementing a number of initiatives with the community, aimed at building long term sustainability for the school and the community as a whole. The school is developing strong relationships with local industries, particularly those in the marine and aquaculture spheres, providing opportunities for real life learning for students and tangible employment pathways.

A large focus has been on using data to inform strategy, and working on initiatives to improve attendance. The work being done in this area is largely realising results with most attendance rates improving this year on last.

Building a culture of professional learning, coaching and feedback is the reform underpinning all work schools within this strategy are working towards. Schools are working to improve instructional practice as the determining factor in achieving better educational outcomes.

A focus on secondary renewal schools in 2012 is attendance. St Helens District High, Queechy High and Wynyard High are all employing strategies to improve attendance and engagement. For example, at Wynyard High School, the timetable is structured to ensure daily and extensive contact between students and core teacher.

SES 3 Extended and Integrated Services

Schools are focusing on partnerships with parents, other schools, businesses and community,

in order to provide access to extended services. They are doing so with a focus on early years' support and intervention programs and engaging families through initiatives such as Child and Family Centres and Launching into Learning. As data from Clarendon Vale Primary School shows, 90 per cent of their 'at risk' students did not attend Launching into Learning prior to the engagement of this strategy. With a focus on reaching the community and building relationships with families, participation in Launching into Learning has reached 85 this year, and 35 dads are engaged in one or more programs.

Schools are developing a whole-of-community approach to learning. Launching into Learning programs such as 'Dads cooking with their children' have been so successful at Clarendon Vale Primary School it has been integrated into the Options Program at the school and dads and their children have cooked a three-course meal for the whole staff. The Breakfast Club is being run by parents and carers on a daily basis. Parents are joining their children in the classroom and not only helping their children but learning together alongside their children. Clarendon Vale sees itself as a true community school.

Innovative program options such as the re-establishment of the farm at Geeveston, is providing disengaged students with alternative learning options, while providing all students at the school with innovative learning linked to the farm. A community focus will develop around the farm.

Montello Primary School had previously only provided traditional avenues for the community to interact with the school, such as Parents and Friends, and parental interaction had usually been in a negative context. Staff understanding of the challenges faced by families of disadvantage was low. Through the successful Billy Program, the school has engaged with all families of Prep students, including those from indigenous and disadvantaged backgrounds. This and other initiatives have broadened the opportunities for families to interact with the school, enabling greater trust and willingness of parents to get involved.

Port Dalrymple School and South George Town Primary School are continuing to collaborate with local government and non-government services to provide integrated services to their communities and to offer a range of flexible programs that address specific needs of the families in the community.

SES 4 Flexible Learning Tasmania

Progress in the implementation of the Flexible Learning Tasmania (FLT) strategy has continued to advance, align with, and complement school level planning and improvement approaches.

- The two Startup Support Services teams, established in 2011, continued to provide training and support to low SES schools until June 2012 to finalise projects with designated schools
- Over the period 2011 – June 2012, these teams worked with 100% of Low SES National Partnership high and district schools and 35% of eligible primary schools
- Teams continued to build on the 2011 dataset which includes baseline measures about elearning capacity and usage and growth of teacher capacity and usage information. The 2011 and 2012 data has been consolidated and completed.
- Curriculum Services worked closely with the eSchool, as a core user of the new Virtual Learning Environment (VLE), to identify and resolve a range of complex implementation and technical issues. The resolution of these issues smoothed the way for the next and future rounds of schools taking on the VLE.
- Three eSchool online courses were adapted and implemented in the VLE for availability as state-wide exemplars:
 - an ICT Skills portfolio for students in Years 6 and 10
 - a Chinese Mandarin self-paced course at beginner level
 - a Year 8 Australian Curriculum English unit including differentiation, a range of

pedagogical practices and the use of digital resources

The achievements above contribute to reform by lowering the barrier to schools for entry to the VLE by resolving issues that affect reliability and stability and by modelling good practice.

The development of a department-wide strategy supports more effective use of elearning in all Tasmanian schools and colleges to encourage great flexibility and personalised learning.

- A project coordinator was appointed and support groups nominated
- Key stakeholders were consulted across the state and at all education levels
- International resources and best practice examples were accessed and analysed
- Current practice was described and linkages explored
- A draft eStrategy document, together with an underpinning expansion paper, was written and presented to the relevant steering group.

Contribution to reform at this early stage consists of the positive benefits of numerous stakeholders meeting together, often for the first time, to contribute to a new elearning strategy. It is envisaged that this outcome will be an inherent part of the rollout of the eStrategy.

Staff at Queechy High School identified a significant issue with the engagement and attendance of a group of Year 10 students. The eSchool-designed Getting It Together online framework was identified as a viable way of providing more flexible and personalised learning for these students.

The Startup Support Service team worked with staff at the school to assist them to modify the Getting It Together framework to present a more local 'look and feel' and to include school-based resources and materials.

Communication with at risk and disengaged students and their parents/carers was undertaken to convey the idea of connecting students back to learning via the online framework. Hardware and internet issues were also addressed to ensure students could connect to their learning from home.

Having access to online learning accommodates students' sometimes flexible attendance and gives a consistent place for connection and the recording of learning. By offering a program that blends vocationally based online curriculum and instruction, with classroom and practical components, the students now feel more empowered by learning through their own interests, while working at their own pace to achieve individual learning goals.

SES 5 Individual Low SES Reform

Much of the focus for Individual Low SES Reform schools has been on improving educational outcomes through using a targeted approach by identifying areas of need or concern in students. The reforms of schools in this section have been characterised by a focus on providing innovative and tailored learning opportunities; knowing a student's learning needs are as individual as they are, and knowing innovation is the key to engaging and retaining students in education. This strategy now recognises that personalised learning is for all students, not just high-needs students or those at risk of disengaging.

There has been an ongoing emphasis on distributive leadership models, building teacher capacity in using data to inform planning and assessment and linking managing for high performance with National Partnership and school goals.

Distributive leadership models include:

- Additional senior support to coordinate Literacy and Numeracy strategies to improve student outcomes.
- An emphasis on coaching models to improve pedagogy and have whole school consistency in instruction, expectation, delivery and practice.

- Mentoring models including ‘at the shoulder’ support.

Additional staffing has enabled principals the ability to provide professional learning and leadership training and spend time with teachers in the classroom, and staff are collaborating and sharing resources and ideas. There has been an increase in sharing and mentoring across schools and networks. Additional staffing has enabled teachers to work one-on-one specifically with students within flexible learning programs and with those who need additional help.

The importance of community and industry partnerships has been maintained and the provision of real learning experiences to students is being facilitated through these connections. There has been an increased focus on health and wellbeing as integral factors in learning and in it being inextricably linked to learning participation and outcomes.

SES 6 Reform through Intervention

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

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

SES 7 Post-Year 10 Transition Initiative

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

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

Progress in the first half of this year includes the following initiatives:

The design phase of the student tracking system initiative has been completed and Educational Performance Services (business owner of the system) has moved into delivery and acceptance testing of the system. The database has been incorporated into the Student Support System module to be used by all schools and colleges in 2013.

The database will ensure schools/colleges are able to continuously collect, analyse and interpret reliable data about every student tracked from Year 9 to Year 12 to inform planning and intervention and will enable improved student outcomes.

Each college has employed a 0.5 Attendance Case-Manager (0.25 paid from National Partnership funds, 0.25 matched by college contribution) to manage attendance issues.

Attendance Case Managers provide a personalised approach by someone who knows the student and who helps the student problem-solve when issues arise which are likely to de-rail their successful engagement in Year 11 education.

College principals report that this has started a shift in culture in routinely following up poor attenders and working with them and their families to attempt to keep them at college.

From 16 February, 2012 to the end of Term 2, 2012 the Attendance Case Manager at Claremont College made 595 contacts home which included following up poor attendance, tracking Year 11 leavers, checking on students who did not meet their daily Attendance Contract requirements and re-engaging students.

At Elizabeth College, the Attendance Case Manager actively works with and supports 53 students (around 7 per cent of the student population).

Where students engage in vocational training that includes applied learning and broad preparation for work and life, they are more likely to remain engaged in Years 9–12, and to subsequently make a successful transition to further education. In addition, a broader choice of subjects/learning options is a key factor in retaining young people in education.

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

In 2012, there are 51 programs running across Tasmania and 43,562 hours of Polytechnic courses delivered. In total 686 students across the state have participated in these programs, with staff at high schools and the Polytechnic commenting on the value of the programs in motivating students and showing them the possibilities/opportunities for careers and work.

The Taste of College initiative has two components: the first is provision of an extensive taster programs for Year 10 students to help them understand the wide range of opportunities available in Years 11 and 12. These tasters showcase the possibilities for students, whether that is in undertaking VET subjects in Years 11 and 12, combined with other subjects which enable the students to fulfil the TCE requirements, or whether is it in continuing to tertiary education so that they may realise their potential.

Colleges run a variety of programs to encourage Year 10 students to go to college and to ease the transition for them through familiarising them with the different environment.

Data shows that Aboriginal students are less likely than their non-Aboriginal peers to complete Year 12. Pilot programs for high achieving Aboriginal students have been set up based around three clusters of focus schools at Hellyer College, Newstead College and Claremont College (which draw significant numbers from the 70 identified low SES schools and have large numbers of Aboriginal students. Each program has a 0.4 co-ordinator who works with the Aboriginal Education Officers, the Pathways and Planning teams (Pathway Planning Officers) and also works with Riawunna at UTas. The aim is to help Aboriginal students develop and extend a range of academic skills to ensure those students have every opportunity to reach their potential.

In all 3 regions the programs have followed the model of:

- Developing academic writing and research skills through research into Aboriginal culture
- Developing leadership skills through participation in the Duke of Edinburgh Bronze Medal scheme
- Raising aspirations through mentoring.

At Claremont College this program has involved 12 Years 9 and 10 students from associated high schools. The students attend the college fortnightly to participate in the program and are enthusiastic about being involved. At Newstead College a very similar program is running with 15 Years 9 and 10 participants. At Hellyer College the students involved are Year 11 students. Years 9 and 10 students will be involved in 2013.

A personalised intervention program for rural and regional students to ensure a smooth transition into Year 11 or 12 was implemented in 2012. Personalised intervention programs

for rural and regional students provides bridging opportunities that enhance student transition to further studies and training, whether that is in the local area or in a city college. A familiarisation session for approximately 45 students from Campania, Bothwell, Glenora and Oatlands District High schools was held at Claremont College on 22 May, 2012. This involved a series of talks, tours and activities.

The Tasmanian Catholic Education Office has appointed an Education Officer Engagement and Transition. All students who did not transition into further education or training from 2011 were followed up, with 90 per cent successfully transitioned into school or training. Students at risk of not continuing into Year 11 or training have been counselled and monitored on an ongoing basis throughout 2012. Students in Years 8 and 9 who are deemed at risk and not attending school on a regular basis are counselled, and are being monitored on an ongoing basis.

KEY AREAS OF REFORM

Incentives to attract high-performing principals and teachers

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

Circular Head Federation

Circular Head established a firm relationship with UTAs to ensure equitable distribution of third and fourth year prac students. The intention is the formalisation of an arrangement by which pre-service students complete a third and fourth year practicum in Circular Head. An innovative housing proposal was endorsed by principals to upgrade the staff residences. An additional leadership position was created to provide coaching and mentoring for literacy and numeracy teaching within the Federation.

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

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

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

Zeehan Primary School

The principal now attends classes for two full days per week with a specific focus on teaching practice, which is followed up by mentor/coaching conversations with teachers as a means of

improving their teaching practice. The school has continued to focus on a whole school approach to teaching pedagogy and the collaboration between teachers has continued to grow and develop. The sharing of resources has become the norm and this strategy is supporting improved outcomes for attendance and literacy.

Windermere Primary School

Professional learning sessions at Windermere have focused on Teaching and Learning and Student Wellbeing. Teaching and Learning sessions have included:

- 'Big Ideas in Maths' with Di Siemon
- Mapping a grammar and punctuation scope and sequence for the Australian Curriculum
- 'Words their Way' spelling
- Numeracy Planning
- Australian Curriculum A-E Moderation
- How to use the NAPLAN Toolkit

Wellbeing sessions have included work on behaviour strategies, Kidsmatter program components and reporting to parents.

Romaine Park Primary School

Romaine Park is working towards its ambition of targeted and high quality distributive leadership in literacy and numeracy through the appointment of a 0.2 highly motivated Literacy Leader and a 0.2 Numeracy Leader, to lead professional learning and best practice in teaching and learning.

Montrose Bay High School

The school has established a process of weekly check-ins for every staff member with a coach, and ensures that for every approved professional learning opportunity, there is sustained, ongoing support as teachers implement teaching strategies.

- 100 per cent of staff have a personal teaching plan and teaching profile completed
- 100 per cent of staff have been allocated a coach
- 21 per cent of staff have undergone Cognitive Coaching courses
- 47 per cent of staff are now in leadership positions (an increase on 37.7 per cent last year)
- 45 per cent of staff have utilised the new Teacher to support the development of implementing numeracy and literacy tasks in planning and improving instructional practice.

Some quotes from teaching staff:

"...the professional conversations I now hear in the staffroom and my teaching area is fantastic. I think the coaching process has made this a natural part of our school culture."

"Looking at the profiles on the kids I teach with my coach means I can now target certain students and develop specific strategies to help them move forward."

Sheffield School

100 per cent of staff have a Professional Learning Portfolio that highlights feedback from a variety of sources and includes self-appraisal, and a learning plan to be measured against the AITSL standards. A performance review/peer mentor model has been formalised and an ICT Peer Mentoring Program developed for the provision of online learning programs that support the Australian Curriculum.

Reece High School

Reece High is trialling whole school professional learning in relation to teaching pedagogy and a feedback process to staff involving evidence based feedback to improve classroom practice;

anecdotal feedback from staff is that it has been useful in identifying areas for development and is changing the culture of professional conversations in the school.

Parklands High School

An initial Leading for High Performance planning meeting was held at Parklands using the AITSL standards with all staff, and a structured model put in place to support Team Leaders to give feedback to staff on strategies every two to three weeks through meetings, class visits and a range of feedback tools. Parklands is strongly focused on building a feedback culture to support improvements in the quality of teaching and learning.

East Tamar Federation

Each school in the East Tamar Federation established a clearly defined structure for regular professional conversations including feedback for all staff – with progress in this area being tracked by data. Principals and leadership teams, led by consultant Diane Henning, clearly enhanced their coaching and feedback skills, including those required for hard conversations. A defined set of values emerged that underpin the principles of high quality leadership across the Federation, and on-going dialogue at Board meetings provides an avenue for clarifying how best to apply these in various Federation contexts. Principals coach, support and challenge each other around all aspects of their role so that clarity and consistency with the vision were maintained. The Board has been rigorous in ensuring that the Federation has a small number of agreed and clearly defined priorities and endorsed programs supported by a sequence of scaffolded pedagogical practices.

The skills of coaching are a main focus on the East Tamar Federation, and a further 20 participants will undertake sessions in GROWTH Coaching. A further seven of the most senior leaders in the Federation began their GROWTH Coaching Accreditation Program in the six month period, in order to take their skills to the highest level. The strong focus on developing leadership capacity and opportunities has resulted in a more aspirational workforce. Importantly, the discourse has been one of excellence, achievement, ability, aspiration and promise, rather than the deficits of low SES communities.

Wellington Alliance

The Wellington Alliance has used external consultants to work within each school community to facilitate a collaborative evidence-based process and to realign organisational culture within the schools with agreed values and direction. An overall Alliance Plan has been established which is a shared improvement plan to guide future actions for all schools. The Alliance has engaged in collaborative planning and professional learning for teachers from the five partnership schools to ensure consistent teaching strategies and the sharing of resources.

School operational arrangements which encourage innovation and flexibility

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

Beaconsfield Primary School

The school has instigated a weekly attendance award in assembly to encourage full classroom attendance each week. The Trophy is inscribed with the words “All here-all day.” The school continues to ring all parents if their child is absent without explanation. In the first half of the year, Beaconsfield’s average attendance was 92 per cent and has a goal of 94.1 per cent by the end of 2012.

East Devonport Primary School

The school has implemented the High Intervention Team (HIT), which involves support teachers providing a systematic and targeted approach for identified students. Students are identified through the use of school data, formative and summative assessment. Reports provided by other professional agencies, for example speech, guidance etc, provide additional information. The intensive support provided through this program is tailored, regular and ongoing, monitored and adjusted accordingly. Given 2012 is the first year of a targeted approach to at risk students based on current data collection methods, it is too soon to accurately evaluate the success and effectiveness of the new HIT approach, however, teacher observation and feedback and formative summative assessment, show students have made significant progress.

Hillcrest Primary School

AITSL Professional Teacher standards are embedded in regular Leading for High Performance meetings as a vehicle for teacher reflection and increasing the capacity of teaching staff. Six parents have been trained and mentored to work one-on-one with targeted students in the upper Primary Unlocking Literacy program. Student leaders organise and present the Hilly Kids are Friends Kids Program in assembly twice weekly, run major assemblies, organise socials and present daily fitness activities to classes. School improvement data indicates:

- High achievement, stable improvement and excellent overall progress in parent satisfaction.
- High achievement, stable improvement and excellent overall progress in student satisfaction.
- High achievement, stable improvement and excellent overall progress in Indigenous equity.

Rokeby Primary School

The results from the growing knowledge and understanding the school has gained from programs facilitated by National Partnership funding have led to the school becoming a mentor for Bowen Road Primary school. The school has shared the understanding and professional growth, based around the following programs:

- Reading to Learn
- Helen Timperely inquiry model
- Di Simeon's 'Big Ideas in Number'

Rokeby has observed a culture of change within the school, with a more collegial, open door policy evident.

Fairview Primary School

The school implemented a whole of school approach to numeracy teaching based on successfully established literacy operational and inquiry learning models. Improved teacher practice has occurred in relation to the teaching of numeracy through the inquiry model of teacher learning. 81 per cent of students from Years 1-6 achieved an Australian Curriculum rating of 'C' or higher in maths.

Tasman District School

Tasman was nominated as the Lead Literacy/Numeracy school within its network of schools which has enabled a Lead Teacher to be based at Tasman to build literacy and numeracy capacity across the network. All teachers at the school belong to a priority school planning team in the areas of Early Years, Literacy, Numeracy or PBS. Teams meet fortnightly and team leaders collaborate regularly for accountability and to share progress.

Rokeby High School

A new Flexible Learning Partnership and Student Pathways Coordinator is working with teachers and parents, students, community organisations and businesses to link school curriculum to 'real' and personalised learning.

An additional Support Teacher is working specifically with students within flexible learning programs and working in a team to collaboratively develop personalised Learning Plans for students who are at risk. The Support Teacher, Flexible Learning Coordinator, Pathway Planner and the school support team are creating real world learning opportunities, work placements and training opportunities and some students are emerging from backgrounds of generational unemployment to maintain strong links to work and work readiness. Off campus opportunities have been made available for students who struggle with traditional learning environments with the Clarence Plains Youth Centre, Men's Shed and Child and Family Centre.

Maydena Primary School

National Partnership funding has provided 0.15 FTE staffing which has enabled the principal to have some time per week to provide leadership in understanding and implementing the Australian Curriculum, supporting students requiring additional assistance and providing future direction for the amalgamation with another local primary school in 2013. The proposed amalgamation will offer greater flexibility and innovation with students becoming part of a larger learning community.

Oatlands District High School

Through professional learning, Leading for High Performance and cognitive coaching sessions, teachers have identified their own specific learning needs to improve student learning. The whole teaching team has agreed to work within the Professional Learning Communities concept to enhance their understanding and skills in flexible and collaborative teaching.

Kempton Primary School

The goal for Kempton Primary has been to improve student literacy, numeracy and wellbeing through building teacher capacity and capability and to identify and target student needs through the development of a culture where students and the school community develop increased expectations. Students are more willing to undertake challenging tasks; teachers have undertaken professional learning using the Australian Curriculum and attendance has improved.

Montrose Bay High School

100 per cent staff are engaged in small research groups called Action Teams, collecting data that is used to inform best practice, guide planning and inform future direction including: how to best connect students and the community to the school, how we can change timetabling to improve literacy and numeracy, and embedding ICT into everyday learning.

Windermere Primary School

A school wide rewards system has been implemented by the school's Positive Behaviour Support team. The school's Health team has also implemented a daily PE program for all students and is working on gaining improved Canteen Accreditation. Both these initiatives are working towards the notion that happy and healthy students are successful students.

The 'Winners' program is a reward for good behaviour and achievement and is proving to be very successful. Students can now access 13 club activities throughout the week. The program has reduced playground conflict, helped promote positive relationships between students and staff and provided safe play alternatives for children who have difficulty 'finding a friend.'

East Tamar Federation

A focus at the East Tamar Federation has been building teacher capacity in early years oral language learning through the teaming of an ETF funded Speech and Language Pathologist (SLP) and ECE teacher. For example, the four Federation primary schools share an approach to early oral language learning that is based on the clinical perspective of the SLP, and transferred by teachers into effective pedagogy. The Federations Numeracy Coordinator (K-10) and Literacy and Numeracy Coordinator (5-8) work in a mentoring and coaching capacity with various planning teams focussing on best pedagogical practices for implementing the Australian Curriculum.

Triabunna District High School

The school worked closely with staff from the feeder primary schools with shared moderation days. The format ensured shared understanding of the Australian Curriculum, collaboration around assessment and interpretation of the rating scale and work toward shared planning documentation and assessment tools. The school is working on documentation that will be used across the three schools to monitor progression against the Australian Curriculum in Mathematics. The documentation is to be used as a checklist to identify students who require immediate intervention.

Wellington Alliance

For the first six months of 2012, the Alliance has developed learning programs across the Alliance with large numbers of students moving between campuses and engaging in vertically grouped classes with Years 7 and 8. A monthly newsletter was established to further embed the Alliance structure and showcases and celebrates the cross-campus school achievements, events, programs and activities. Transition surveys have been run across local high schools to gauge the success of transition strategies and inform the development of future ones.

Parklands High School

Attendance accountability at Parklands became more focussed with teachers calling home, the introduction of a new automated texting system for absentees, fridge magnets to remind parents to call the school to explain absences, and linking attendance with achievement through communication on student successes via newsletters and parent/teacher interviews.

St James Catholic College

Class groupings for students across Years 5-7 have supported individual focus and small group teaching to address identified needs. Teachers and support staff have undertaken professional learning about effective ways to personalise learning and have implemented strong teaching programs developed through collaborative planning. The College timetable, revised to operate in teaching learning blocks rather than predominantly subject-based periods, has ensured a dedicated Literacy block daily; Literacy and Maths clinic sessions have operated for students showing particular needs, both remedial and in terms of extension. The model of deployment of staff has effected a strong home-teacher model and students across the 5-7 group enjoy focussed teaching from a small teaching team whose members share responsibility for all the student cohort

Data analysis and careful record keeping have been integral parts of the planning sessions and the student data has been used to shape teaching strategies within teaching teams. In-school data, standardised PAT Maths, PAT R and the data from NAPLAN show consistent improvement within Years 5 & 7 and longitudinally from Years 5 -7 -9 for the same students tracked across the three-year period.

Providing innovation and tailored learning opportunities

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

Circular Head Federation

A focus on early year's intervention programs has resulted in new families accessing the Launching into Learning program. Across the five schools, increased attendance at LiL has led to increased enrolments into Kindergarten:

School	2010 participation prior to 2011 Kindergarten	2011 participation prior to 2012 Kindergarten
Edith Creek Primary	62.5%	25%
Forest Primary	18.2%	50%
Redpa Primary	75%	80%
Stanley Primary	50%	100%
Smithton Primary	13.3%	37%

Bruny Island District School

The objective at Bruny Island was to establish an effective and sustainable intervention strategy for those students who were identified as having a reading level below that appropriate for their age level. Teachers and Teacher Assistants were provided with formal training in the use of 'Catch Up Literacy' a program designed to target and accelerate individual student achievement. A total of 11 students (5 per cent of the school population) were assessed as having a reading level below that of their reading age. The students have participated in 'Catch Up Literacy' sessions twice a week, and 10 have experienced increased reading levels not previously achieved by any other intervention. An example of one student's progress is below:

June					✓	✓	
May				✓	✓		
April		✓	✓				
March	✓	✓					
	Level 9	Level 10	Level 11	Level 12	Level 13	Level 14	Level 15

Fairview Primary School

A Data Analyst (0.4) was employed to focus on literacy planning and using data to inform what personalised learning and programs are needed each fortnight. 79 per cent of students from Year 1-6 achieved an Australian Curriculum rating of a C or higher for English.

Resilience, engagement and connectedness of students and families with the school and community through personalised learning programs have included graphic design, pet care, knitting with the Country Women's Association, interpretative and pop dance and manipulative art. Daily attendance for Term 1 2012 sits at 91.6 per cent, an improvement of 2.1 per cent on 2011.

Warrane Primary School

Programs to engage and motivate students have focussed on enjoyment in Mathematics. The school has had a Maths Day, and participated in an Interschool Maths Relay and implemented an Ad Astra program. The percentage of students attending more than 90 per cent of the time has increased from 72 per cent to 92 per cent.

Bowen Road Primary School

Bowen Road Primary School has increased its range of programs to raise motivation levels of students and assist them in engaging positively with school. Programs such as gardening, cooking, and leadership initiatives such as playground buddies, canteen and library helpers, daily PE leaders, and a rewards program, have raised the motivation and interest levels of students in all areas. Positive Behaviour Support data shows that suspension rates have reduced by approximately 80 per cent from this time last year.

Rokeby Primary School

The 'Reading to Learn' program at Rokeby is being widely used at the school with impressive results. A group of selected 'at risk' students who answered all NAPLAN items incorrectly in Year 3 (2009), were retested on the same items at the end of 2011 when they were in Year 5. Key areas of improvement included comprehension and inferencing:

2009: 0 per cent

2011: 68 per cent

The Reading to Learn approach led to an intensive eight week reading inquiry at the school at the end of 2011. Students were tested at the beginning and end of the inquiry:

Number of Children	Date tested	Date retested	Number of months elapsed	Number of correct questions improved	Number of correct questions improved per month
22	May 2010	Mid October 2011	18	20	1.1
22	Mid October 2011	Mid December 2011	2	15	7.5

This trend is continuing in 2012.

Railton Primary School

One-on-one sessions with students who are on Individual Behaviour Plans have focussed strongly on the modelling of appropriate behaviour and transferring this behaviour to the classroom. Sessions cover anger management, social skills and positive self-talk.

A 'buddies not bullies' program is also developing leadership skills in Years 5 and 6 through leadership training. Students apply these skills once a week to work with a junior buddy on a range of activities and assist in pairs in the playground on rostered days.

Tasman District School

The school has invested in additional staffing for its Skill Centre to enable it to continue to evolve and provide a greater range of flexible learning opportunities and offer a broad range of qualifications for students from Years 9 to adult learners in partnership with the Tasmanian Polytechnic, Tasmanian Qualifications Authority and the Tasmanian eSchool.

Windermere Primary School

The school's six upper primary classes have introduced the 'Words their Way' spelling

program. This involved pre-testing every student in February using the 'Words their Way' elementary inventory test. Students were then organised into eight ability groups ranging in size from five to 28 students. Students work in their group for three 30 minute lessons per week. Preliminary data indicates 55 per cent of students improved between 1-14 sounds.

Risdon Vale Primary School

Small groups of students with identified areas of need have been involved in one-on-one tuition in numeracy and literacy. Targeted support in allowing support teachers to work with students with specific needs, while allowing class teachers to work in a more focused fashion with classes.

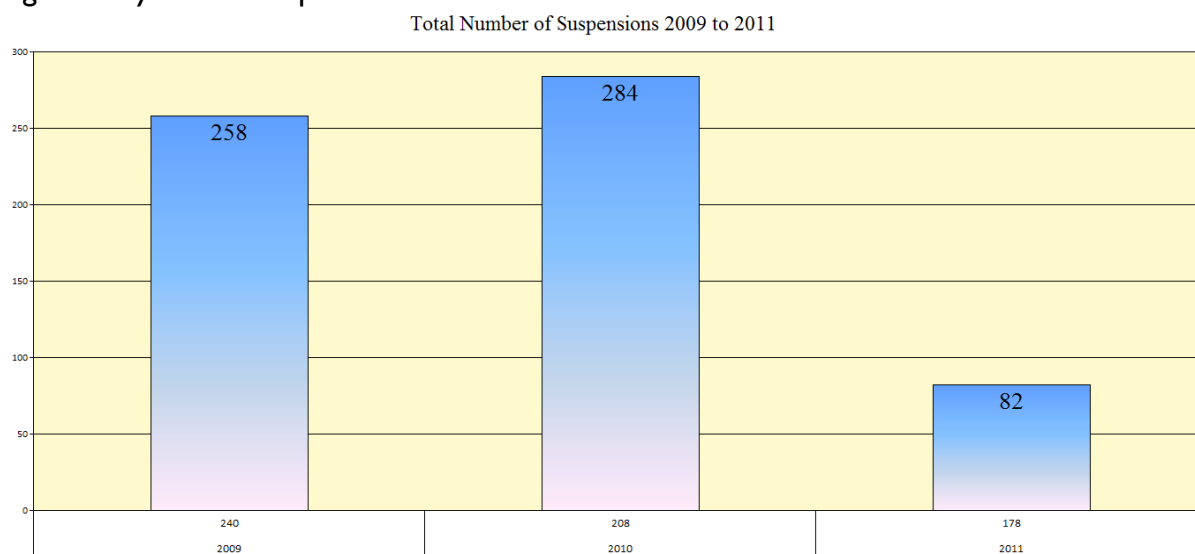
Westerway Primary School

NAPLAN data 2011, class teacher assessment and school testing data have been used to analyse student progress and individual education plans include data in relation to students' levels of literacy and numeracy understanding and contain specific targets for future focus. All at risk students have been working with a Literacy Support Teacher in small groups during classroom literacy blocks and some work one-on-one with a Teacher Assistant. All at risk students have increased their reading level by at least two levels.

'Word their Way' resource is being used and test results show in Years 2 to 6, 75 per cent of students have moved at least one stage since the beginning of the year.

Geilston Bay High

The 'My Zone' program provides individual blended learning programs for at risk students and includes high level teacher support, peer coaching, authentic learning experiences in the community, flexible delivery and project based learning. Programs to engage all students have significantly reduce suspension rates:



Romaine Park Primary School

Teacher Assistance and Teacher time was allocated to all classrooms for the literacy and numeracy block. The provision of a 0.6 teacher support per teaching team was provided for directed teaching and learning, for individuals or small groups. Student data was used to identify areas and students of need.

Sheffield School

14 students from Years 5-8 were identified to participate in the Quicksmart program. Each participant is making sound progress through the program and making improvements in their

time and fact recall accuracy.

New Norfolk High

Instrument making is being used as a way to engage students at New Norfolk High. Instrument making has transformed the atmosphere in the Metals, Design and Technology (MDT) department with the first ukulele being made this year. Open days in the MDT department have provided an opportunity for parents to witness the processes and production of classical guitars.

The school has also implemented targeted reading groups for all Years 7 and 8 students, where students are placed into reading groups according to their skill level. Teachers are reporting increased understanding and expertise across the curriculum. A Year 8 student involved in the program said: *“I learn how to visualise the text, make a better understanding of it, it helps me to understand easier. Instead of asking someone what the words means I re-read it and then I can do it myself.”*

Montrose Bay High School

Alternative program provision to help connect students at risk has been developed involving a Learning Support Room, which can cater flexibly for different types of activities such as eLearning and blended learning programs. Attendance rates across the school have improved with 85.6 per cent in 2011 to 87.6 per cent in 2012.

Attendance Data – Montrose Bay School

Year Group	2011 Mid-Year	2012 Mid-Year
7	89.2%	91%
8	86.3%	86%
9	84.7%	85%
10	81.7%	86%
Big Picture	85.6%	90%
Average	85.6%	87.6%

The Big Picture Campus at Montrose is engaging students through its innovative programs including 1:1 laptops:

1:1 Laptop	2011	%2012
Year 7	87%	88.3%
Year 8	0%	87.1%
Year 9	0%	89.4%
Year 10	0%	0%
Big Picture	100%	100%

Reece High School

A plan for investigating flexible learning provision has been implemented, using Fronter, with support from the eSchool to develop online programs to support classes such as Trade. A trial science unit is also underway. This is allowing students on flexible timetables to access an academically rigorous curriculum anytime and anywhere.

Triabunna District High

Triabunna District High is emphasising the career pathways and further study options that marine based programs offer, with particular relevance to tourism, aquaculture, marine

management and sustainability, through its Explore the Coast and Outdoor Education programs. 42 secondary students are involved in the program.

Clarendon Vale Primary School

Parents at Clarendon Vale Primary School are involved and active members of the educational programs at the school, and children and parents are learning together.

Parents are joining their children in Literacy and Mathematics programs; 60 per cent of parents and carers join in on Friday's Options Program and work alongside their children; PAT reading data is showing that 50 per cent of Year 3 and 5 students, and 90 per cent of Year 6 students, scored higher in 2012 than in 2011.

Wellington Alliance

The Alliance schools engaged in Mind Matters and Kids Matter. KidsMatter Primary, for primary-aged students and MindMatters, for secondary schools, are mental health promotion, prevention and early intervention initiatives.

Geeveston District High School

Students at risk and those disengaging have been reengaged through the re-establishment of the school farm. Students have made a significant contribution, building skills and confidence, and knowledge and skills around healthy living and food. Classes from Kindergarten to Year 5 are regularly using the vegetable garden and use produce in the school kitchen. Classes are structured around the farm including:

- Ag Science theory, plants and animal health
- Maintenance, practical tasks and skills building
- Kitchen: a weekly session in the kitchen where students use farm produce.

The next step will be to introduce a community focus for the farm that will connect community members, students, teachers, and parents.

St John Paul II Catholic School

The birth to four program is an imperative and the commitment to this has helped the school maintain its enrolment base and build on it. A real outcome of this has been in educating parents in parenting skills, health and nutrition and a better understanding of the importance of their role in working actively with young children before school. The parents, who are learning through these programs, become the ambassadors for the future and sending informed and researched views to the wider community. This program has certainly increased engagement with parents and the local community. Some of the sessions are run in the Community Centre which is outside the school and in the wider Clarendon Vale community which has helped build links. Through this we have become part of a Community Garden project and have a few plots that we take responsibility for.

St James Catholic College

In support of students' social and emotional growth, the school has embraced the Whole School Positive Behaviour Support approach (PBS). This approach was developed with staff training (ongoing) and through whole-community consultation. A parent representative and three student representatives on the PBS Leadership Team bring wide perspective to meetings and efforts. The school has developed powerful ways of recognising students' positive behaviour. There is a PBS focus each fortnight and the school has effective systems for acknowledging to parents the many positive ways in which each student is living out the shared expectations at the heart of the PBS approach. The school also develops student engagement and ownership of all aspects of College life through the operation of the Circles programme from Kindergarten to Year 10, the conduct of fortnightly class meetings and the fortnightly

gathering of the Star Council. Records show a marked increase in student engagement, a marked decrease in negative playground interactions and a related increase in “on task” time for both staff and students.

This has resulted in :

- Consolidation of collaborative planning and teaching, influenced by student data
- Improvement in reading and maths outcomes for students in focus and for all students
- Development of a culture of reflection and analysis for ongoing school improvement
- Increased level of contact between home and school through the iPads project and through the various strategies supporting the PBS approach.
- Higher level of staff competency for the support of students’ social and emotional development through participation in professional learning.
- Positive atmosphere for staff and students; decrease in need for interventions re inappropriate behaviours/ disengagement

Strengthened school accountability

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

Windermere Primary School

The principal visits classrooms and specialist lessons two days per week to observe, participate and contribute to teaching and learning programs. Information and data collected from these visits has enabled teachers to be provided with honest and accurate feedback about their teaching, and visits have also information ‘Leading for High Performance’ conversations.

East Tamar Federation

The goal of the East Tamar Federation has been for all staff, including principals to share in the highest quality professional learning that directly responds to trends in student achievement data. This learning has been supported through planning, mentoring and coaching. Key leaders have trained in coaching techniques as a model for conducting even the most challenging conversations, teachers regularly invite leaders and colleagues into their classrooms to observe and provide feedback on their practice.

New Norfolk High School

The school is embedding KPIs across the school, with a deliberate focus on Years 7 and 8 to build the school culture for the future. The principal is working with all Years 7 and 8 home group teachers and their classes to focus on meeting KPIs, including measuring improvement and tracking data. Action research teams are looking at the impact on student achievement, engagement and self-directedness. In classes where this is used, average daily attendance is 92.3 per cent, compared to an overall average attendance rate of 82.3 per cent.

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

Increasing connections with community and engaging the community in school activities has been a focus of Low SES NP schools. Partnerships have been many and varied. Federations are

demonstrating strong partnerships between their networked schools with a sharing of curriculum expertise, resourcing and location-specific activities with shared access. Strong connections with the business community have been established in high schools with significant input from the Beacon Foundation brokering the partnerships. Schools are focusing on building greater connections with Child and Family Centres in their areas which is also contributing to more integrated services as well as creating greater partnerships with other government agencies. Improving parent access to 0–4year programs has been a feature in many schools.

Beaconsfield Primary School

A higher percentages of parents and children are now accessing early years provision in the form of pre-kinder, Launching into Learning, play groups, Chat n' Play, Lil Diggers & Diggers at the Point. This year the school has their largest Kindergarten group for 10 years–38 children.

On average, there are 21 of the potential 27 Kindergarten enrolments in 2013 attending pre-kinder this year. On average, there are 17 children attending each LiL session (Lil Diggers). The school's reputation in early year's provision and community partnerships is gaining recognition at a local and statewide level.

Zeehan Primary School

The school has fortnightly radio segments on the local radio station presented by Year 6 students promoting school events for the following fortnight. The Parents and Friends Association at the school is continually growing and reaching members and the community via technology such as Facebook.

Geilston Bay High School

Geilston Bay believe all students should be provided with authentic learning experiences that engage them in real learning in the community, not just within the four walls of their classroom. As such, they have many relationships with community groups and businesses including Tasmanian Hotels Association, Beacon Foundation, Risdon Vale Neighbourhood Centre, the Queen Victoria Home, Centre for Global Learning and the Clarence Council.

Waverley Primary School

Waverley Primary has focused on building the capacity of parents. Initiatives include:

- Coffee and Chat session for parents focussing on things like the Australian Curriculum, First Aide in the Home, Cyber Bullying.
- A Certificate I course has been facilitated for parents in conjunction with the Smith Family – 18 parents are participating.
- Parents have begun a viable 'OP Shop' at the school.
- A relationship with Ravenswood Neighbourhood House

School improvement data has shown significant progress in the areas of staff and parental satisfaction.

Sheffield School

Increased partnerships with local businesses in supporting students in work placements has seen 19 placements for Trainee and Apprentice Pathway Program students and 28 students for work experience this year. Local business owners and employment agencies are also partnering with the school in providing mock interviews for students to gain confidence and experience in this area.

Romaine Park Primary School

With many hard to reach families and children arriving in Kindergarten without any engagement in birth-to-four-programs, the school has focused on literacy and numeracy development in the pre-Kindergarten cohort. The school has developed a suite of free

programs that cater for all families, with something on offer every day, and a taxi program provided to families who need this support:

- Pre-kinder
- Discover It Playground
- Sing and Grow Music Therapy
- Shake, Rattle and Read
- Young and the Restless
- Water Awareness
- Baby...I'm Here!
- Special Workshops such as Baby Massage, CHAPS Nurse, Breastfeeding etc.

Wellington Alliance

The Alliance has strong connections with the Beacon Foundation and the Glenorchy City Council and this year are developing a plan for a strengthened relationship to tackle the challenge of early school leavers. The Alliance has also begun developing a Cross-alliance Aboriginal Advisory Group and a Cross-alliance School Association to support the work of the individual groups within each school. A combined School Association will cement commitment to work within the concept, values and philosophy of the Wellington Alliance.

Triabunna District High

A partnership has developed with the Council to deliver Seafest 2013, a collaborative venture between the Council and the school that will see a three day festival delivered in the community in March 2013. The ongoing projects with business and community groups is raising the profile of the school and creating future employment for graduating students.

Clarendon Vale Primary School

Clarendon Vale Primary is striving to be a truly community school. Parents are working in the 'Our Patch' program, working as relief teachers and assisting in the Options Program. There are numerous opportunities available for them to work alongside their children in the school setting – helping both themselves and their children to learn.

The school has extended ideas from the Launching into Learning program, such as 'Dads cooking with their children' to the Options Program for primary students.

At least 35 Dads are engaged in one or more program with the school.

The Breakfast Club is now run by volunteers of parents and carers daily.

Jordon River Learning Federation

The Jordon River Learning Federation implemented a diverse range of Launching into Learning programs to cater for the individual needs of families. The Federation has built on its existing Dads' Programs to ensure the successful continuation of these initiatives and engage positive role models in school activities. The Federation has also implemented outreach strategies to engage new families in Launching into Learning programs. They established the Community Partnerships group, which meets once a month to allow Early Years Service Providers and NGOs to work collaboratively on community engagement issues. The school established the Cuppa Club program to engage parents and extend their parenting skills and knowledge of their child's health, learning and development and increase their confidence as their child's first educator. The focus on family partnerships across the Federation is improving the working relationships between parents and teachers, resulting in more support for their child's education.

Oatlands District High School

The school has been working to provide programs that involve students and parents and enhance the school's ability to create positive communication channels with the community, including:

- Increased emphasis on Launching into Learning.
- Linking with other District High Schools including St Helens and Sorell and working collaboratively towards a professional learning community.
- A partnership with the local council and Rural Primary Health to coordinate youth activities, including a drop in centre outside school hours for students.
- A music event featuring the Wolfe Brothers and Triple J Unearthed winner Astra, which brought over three hundred members of the wider community into the school.

Montello Primary School

Billy's program sees the school, parents and students linking with aged care facilities, local artists, Centacare, Communities for Children, local Burnie City Council and state government representatives.

Attendance in Launching into Learning Program up from 61 per cent with 58 participants in 2011 to 87 per cent and 62 participants in 2012.

Both these programs are providing multiple opportunities for families to engage in the school, provide opportunities for early identification of children at risk and building positive family partnerships.

Mountain Heights School

The vision building process at Mountain Heights School has seen an increase in both parental and community participation. The school undertook a two day professional development session that saw six parents participate and go on to be involved in research teams that meet every three weeks to research best practice in:

- Parent/community involvement in schools
- Behaviour management
- Curriculum development and assessment
- Staff and student support.

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



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

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

that are necessary to achieve the targets for improvement in Aboriginal student outcomes that have been set.

School-based initiatives include:

- improving use of data to identify and support Aboriginal early leavers
- Personalised Learning Plans for all Aboriginal students
- Aboriginal student attendance strategies for Focus Schools
- enhancing professional development for teachers and Aboriginal Education Workers to support higher levels of literacy and numeracy achievement for Aboriginal students
- improving pathways to further education, training and employment for young Aboriginal people.

System-wide initiatives include:

- early identification of at-risk Aboriginal students
- culturally inclusive Child and Family Centres
- supporting school engagement with Aboriginal communities
- incorporating Aboriginal perspectives in the curriculum
- building leadership in Aboriginal education for principals of Focus Schools and building cultural competency for teaching staff
- specialist Aboriginal Education staff and cultural resources to assist schools to more effectively meet the educational needs of Aboriginal students and their families.

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

Cultural Understandings Training

In 2011, a quality Aboriginal Cultural Understandings Training program (spaced learning over 5 days) was developed. By the end of June 2012 this program has been delivered to teachers and leaders in fifteen schools across the state. This professional learning continues to build the capacity of schools and DoE staff to respond to the needs of Aboriginal students, their families, and the Aboriginal Community. By the end of November 2012, the program will have been delivered to twenty-three schools.

Dare to Lead

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

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



Dare to Lead also facilitated Collegial School Snapshots in two government and six Catholic schools and led two workshops focussing on Personalised Learning Plans in government schools the first half of the year.

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

An Aboriginal Early Years Liaison Officer in each of the Learning Services provides support to parents and carers with Aboriginal children aged 0-5 to prepare their children for school, to participate in their learning development and to access pre-school services. The Aboriginal Early Years Liaison Officer has a close association with the Launching into Learning programs in all primary schools. Part of their role is to encourage parents to attend these sessions with their children.

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

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

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

In implementing maana, schools are guided by the strategic overview of the department, the priorities of literacy and numeracy and their own school improvement plans. Schools are committed to a systemic school-wide, school improvement process. Teaching and learning approaches are varied depending on localised factors.

All schools are working hard to build positive and sustainable relationships with their Aboriginal Communities. AEWs provide the crucial link between the Community and the school. Relationships are being established through initiatives such as:

- the establishment of Aboriginal Advisory groups to discuss issues pertinent to the Community and to assist make decisions about Aboriginal students
- meet and greet barbecues

- informal social events
- inviting Elders and Community to share their knowledge of Aboriginal history and culture
- participation in Dare to Lead Snapshots
- participation in developing students' PLPs

The control data is benchmark data that establishes a history of educational growth and current achievement levels for both Aboriginal and non-Aboriginal cohorts. It is against this data that the end-of-project data will be evaluated.

In general terms, schools report that there has been an increase in students' self-esteem and confidence as well as increased participation from Aboriginal families in the life of the school.

There has been an improvement in students, work habits and willingness to take risks. Highlights have been students' growing leadership qualities, and improvement in basic literacy and numeracy skills.

All *maana* schools have developed positive relationships with their Aboriginal Communities. The employment of Aboriginal Education Workers (AEWs) across the schools has assisted. A major role of the AEWs has been to establish and maintain connections with Community.

Further funding in late 2011 of \$1 million over two years through the Next Steps program has enabled another five Focus schools to support their Aboriginal students. In June 2012, a new Partnership Agreement—Investing in Focus Schools was signed which will see another eight Focus schools receive funds totalling \$1.2 million to support the improvement of Aboriginal student outcomes.

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

Beaconsfield Primary School

The gardens (Walk With Me) and landscaping at both the school and the Child and Family Centre are being used as a tool for teaching cultural competence and plants and landscapes that were and still are of great significance to the Tasmanian Aboriginal people.

Attendance of Aboriginal students is higher than the non-Aboriginal attendance. In 2012, the rate of attendance is 95.8 per cent which is 1.8 per cent above the school's 2012 target.

East Devonport Primary School

Individual Education Plans have been created for 100 per cent of all Aboriginal or Torres Strait Islander students. The provision of a 0.2 staff member has enabled focussed and targeted teaching to those students identified through data as being at risk.

Ravenswood Heights Primary School

Individual Numeracy Plans were developed through Di Seimen diagnostic testing for students performing under benchmark.

Rokeby Primary School

Personalised Learning Plans have been created for 100 per cent of Aboriginal students in collaboration with all stakeholders. The school's Personalised Learning Plan model continues to be shared and used at other schools as it is seen as best practice.

Table Cape Primary School

An Aboriginal Education Worker is now employed at the school for 17 hours per week. The AEW has developed profiles for all Indigenous students and is working with individual families to create links with the wider community. Projects at the school included:

- A major Tryptich art piece was finished at the front of the school that recognises the Tomigenner people of the area.
- The school completed a song for the Hands Across Australia competition to recognise relationships between Indigenous and non-Indigenous relationships in the community.
- An Aboriginal meeting place was identified within the school for community elders to come to the school and pass on oral histories.

Waverley Primary School

A strong relationship has developed with one local Aboriginal family who are sharing their dance skills with students.

West Ulverstone Primary

QuickSmart targeted numeracy intervention program for Years 4, 5 and 6 students implemented with extremely positive anecdotal feedback from all key stakeholders and students have shown marked improvements in overall achievement and progress to date.

New Norfolk High

Participation in the Building on Strengths program which aims to increase engagement and raise aspirations by linking Year 9 and 10 Aboriginal students to their culture, to college and university and encourage them to stay in education.

Triabunna District High

With approximately 30 per cent of students identifying as Aboriginal, the school already has impressive equity across the school, with Term 1 absenteeism at 5.4 per cent (non-Aboriginal 6 per cent). the work the school is doing with the Australian Curriculum is specifically looking at the Cross Curricular 'Aboriginal Perspectives' and how they can be integrated across the school.

East Tamar Federation

A group of Aboriginal students at Rocherlea learned about the importance of mutton birds, ochre, dance, and storytelling in the past and present lives of Tasmanian Aboriginal people.

A welcome dance was taught to a group of students at Mayfield and performed to Aboriginal ex-AFL players who were in the state.

At Invermay and Rocherlea a group of Aboriginal and non-Aboriginal students have started a new Clap Stick Program.

A Year 6 boy reflecting on the way his learning is fostering connectedness between himself, his school, family and Aboriginal community – *“I like being part of the Aboriginal group because I learn new things like the didg and dance and one day I’ll be able to teach my kids because I’ll know all about it. I even go home and teach my mum stuff. My nan knows about lots of things so I talk to her about it.”*

Jordon River Learning Federation

Staff at the Federation have participated in professional learning at the Aboriginal Centre and work collaboratively to embed Aboriginal Education into integrated inquiry planning in line with the Australian Curriculum. The development of Personal Learning Plans for all Aboriginal students in conjunction with parents has occurred.

Strategies for successful student transition between all sectors of the Jordon River Learning Federation include:

- Buddy Class program
- A program to support students 'at risk'; of not coping with transition stages of schooling
- Student and parent information evenings
- A parent forum

Attendance rates for Term 1 2012 for Aboriginal students are higher than those of non-Aboriginal students.

Wellington Alliance

The first "Wellington Alliance Aboriginal Family BBQ" was held at the end of Term 1 at Moonah Primary School. Families from the Alliance schools came together, played games and socialised. Many conversations were had between parents and students forming new connections and renewing old ones.

Clarendon Vale Primary School

A Coordinator for Aboriginal programs was employed; data has been used to target individual needs in literacy and numeracy; Personal Learning Plans developed for all Aboriginal students; and regular excursions to Aboriginal sites such as Oyster and Risdon Cove.

Circular Head Federation

There has been an improvement in attendance rates for Aboriginal students from 2011 to 2012.

School	2011	2012
	Aboriginal	Aboriginal
Redpa	8.8	2.9
Forest	8.8	8.5
Edith Creek	5.3	4.8
Stanley	4.6	1.8
Smithton	4.5	4.0

Geeveston District High

The school is focusing on developing leadership pathways for their Aboriginal students as part of its improved attendance strategy. Data is showing an increase from 88 per cent attendance in Term 1 2010, to 90 per cent in 2011, and 91.6 per cent in Term 1, 2012.

Parklands High School

Aboriginal students at Parklands are now supported by an Aboriginal Education Officer, through mentoring, a range of cultural initiatives, assistance in classrooms and connections to other programs within the school. The students are demonstrating improvements in behaviour, self-esteem and engagement in the school's social life and academic pursuits.

SHOWCASE NORTHERN CHRISTIAN SCHOOL

Northern Christian School (previously Northern Suburbs Christian School) is located in Bridgewater, in the northern suburbs of Hobart. Bridgewater is a low socio-economic suburb with shopping and medical services, but residents need to travel to access other services. Students are also drawn from neighbouring districts that are either regional or country.

Aboriginal Students = 11% = 9 out of 81.

LBOTE = 0%

The Northern Christian School (NCS) Bridgewater, Tasmania, is part of a national network of Christian schools that work collaboratively with a shared vision to educate and nurture children within a Christian ethos.

Description of particular issues the school is addressing.

- Attendance and engagement, particularly with disengaged and Aboriginal students
- Parent and community engagement
- Support to students at risk of disengaging from school.
- Mental health and well being

Reform Activities/Strategies

- In 2012 SSNP Low SES funded a Project Officer (PO) X 1 day a week X 40 days p.a. The PO develops Professional Learning and provides recommendations and advice based on the School NAPLAN data and observations. This role as a 'Critical Friend' and in-school support facilitates professional conversations about data and provides mentoring for new teachers and beginning teachers.
- Parent communication strategies for supporting development and interest in Reading and '*Letters and Sounds*'.
- School Education Plan continues to develop as a dynamic document, with goals being appraised and revised collaboratively in response to student data.
- PL opportunities are promoted and supported both on-site and off-site
- SLN focus continues to ensure support for the disadvantaged cohort.
- Data is used to inform professional conversations, accountability, reporting to parents and planning for teaching.
- 'Parent'/family events e.g. Grandparent Day 2012—100 'grandparents' participated.
- Northern Buddies for the 0–4 year olds continues to provide opportunities and support children and parents/carers.
- Dad's Playgroup provides opportunities to engage fathers in their child/children's pre-school activities.
- Target Groups for Professional Learning and Information Sessions

Current Progress/Outcomes

- School daily timetable—Monday to Thursday classified as "no un-planned interruptions." Each Friday is designated as excursion day, specialist subjects and celebration days such as "Grandparents Day."
- Morning sessions have uninterrupted, two-hour learning blocks, a fruit break followed by a 1.5 hour block. Collaboratively planned, cross-grade groups operate during these 'blocks'. Anecdotal evidence demonstrates that this has resulted in more productive and focused teaching and learning.
- Implementation of The Australian Curriculum—in Terms 1 and 2, all teachers planned from and implemented English and Mathematics, History and Science.
- Led by the principal, Teacher Standards are utilised to support teacher development.

SHOWCASE NEW NORFOLK HIGH SCHOOL

Context setting

New Norfolk High School is situated in the Derwent Valley in Tasmania. Student population June 2012 is 327 students of whom 36 are of Aboriginal background (11 per cent). 166 students receive school assistance (51 per cent) indicating significant socio-economic disadvantage. National Partnership goals seek to address the areas of transformation into an aspirational culture, improving attendance, literacy and numeracy, improving instruction practice and providing innovative program provision, with the aim of addressing the previous reform areas as well.

NNHS is a member of the Derwent Valley Local Area Team which consists of the eight public schools in the area which stretches 60 kilometres through the Valley. This group is working on a community plan for educational provision with some changes tentatively planned for 2013.

New Norfolk/Derwent Valley Demographic Summary:

Demographic information from the Australian Bureau of Statistics for New Norfolk gives a clear indication of the socio

New Norfolk district, particularly younger people. (2011 census data will be available mid-late 2012)

- In the 2006 census, unemployment was at 9 per cent compared to the national average of 5.2 per cent. Youth unemployment is higher still.
- The vast majority of workers (82.6 per cent) do not have post-Year 12 qualifications. 18.1 per cent of those employed are labourers compared to the national average of 10.5 per cent.
- There were 14 out of 313 people in the 20-24 age group who had not completed Year 10. 165 out of 313 had not completed Year 12. Many students who have completed school still have low literacy.

Data from Kids Come First 2009 indicates that:

- Teenage pregnancy, an indicator of adverse social, educational, economic and health indicators, sits at 61.9 per 1000 in the Derwent Valley, more than four times the national average.
- Childhood poverty, where children live in low income households (gross income is less than 50 per cent of national median) affects 31 per cent children 0-19 in the Derwent Valley. This is 1½ times the national rate.

Reform activities/strategies

The school has formed a highly productive partnership with the Derwent Valley Council under the banner of R.A.F.T. (Real Action, Future Thinking). RAFT's goal is to provide educational opportunity for students at risk by bringing together groups with similar intent. RAFT has a forum group which includes the Mayor, other Councillors, Tasmania Police, Colony 47, Mission Australia, Salvation Army, local school principals, and other educational administrators from the Department of Education. This group has an action focus. The Beacon Foundation joined in 2012. NNHS has allocated 0.4 FTE from NP funds for the R.A.F.T Coordinator's Position.

Initiatives from Jan 2012 – June 2012 include:

Beacon Business Breakfast – nine student ambassadors (selected due to issues of non-attendance, disengagement, non-aspiration and one role model) were involved in organising the event and another 13 students attended in order to hear motivational speakers at the breakfast. 60 local businesses participated in the event on 22 June. The purposes of the event were to provide leadership opportunities for the student ambassadors, and to create links with local businesses to engage with NNHS in a variety of ways – involvement in pathway

planning, mentoring, business blackboards (educational visits to the classrooms), industry tours, student work placements, volunteers working in the school with particular students. In addition, 50 businesses from this event participated in Speed Careers Day

In April, in collaboration with Colony 47, our R.A.F.T organised a meeting of 21 automotive businesses in the Valley in order to build relationships with local trades people to run courses with our disengaged students or to take on work placements or school-based apprenticeships. 40 students from Years 8–10 had this year expressed an interest in this type of trade. The R.A.F.T coordinator sought opportunities for students to re-connect with the school in a new and innovative way. A local mechanic runs a weekly Automotive Course at the school. Six students are involved – two of whom are Aboriginal, two have major attendance issues and all four are disengaged. Three of these students are doing regular automotive work placements and one of these has gained a school-based apprenticeship.

Bridgewater Trade Training Centre – The R.A.F.T coordinator has organised weekly placements at the TTC for five other students, two of whom are disengaged and with major attendance issues; one is of ATSI background.

U-Turn – R.A.F.T Coordinator has organised placements for two highly disengaged students.

START program 3 days per week off campus at Polytechnic – with a literacy and numeracy focus, including Certificate I in Work Readiness – The R.A.F.T coordinator referred five highly disengaged and non-attending students. Four were accepted, one of whom is Aboriginal.

The promotion of the school and excellence of learning in community. In liaison with Mission Australia, R.A.F.T coordinator has created and distributed DVDs showcasing learning opportunities to help build transition links and aspirations for incoming primary students. Student input and a redesign of the school prospectus has repositioned the school to the forefront of educational options in the community. Promotions of student organised events and achievements have featured heavily in the local newspaper, “The Derwent Valley Gazette”, under guidance and direction of the R.A.F.T coordinator.

Outcomes

- 30 out of 60 local businesses invited to the Beacon Breakfast have indicated a formal interest in working with the school in the areas outlined above.
- One Aboriginal student with significant attendance issues now attends every Tuesday for the automotive course. Her parent has indicated that this course has been a major reason for her continued attendance at school. Flexible provision has enabled a part-time timetable, including involvement off campus at the Year 11 ScienceBuild program to be put in place for this student.
- One student has been granted a school-based traineeship at local mechanic.
- Trade Training places – 100% of targeted students attended all sessions (10 week program).
- U-Turn attendance – two students over the 10 week program with 100% attendance.

SHOWCASE SHEFFIELD SCHOOL

Context:

Up until Quicksmart (QS) was introduced in 2010, the school had adopted a range of intervention programs over the years with varying levels of success. However, these were usually literacy based, and numeracy intervention programs were lacking. In addition, the bulk of school support resources were primarily used to support the lower end achieving students.

QS offered something different – a chance to target those students who were not necessarily ‘low enough’ to attract funding, but for whom the gap between their age and their levels of

achievement widened as they progressed through the school. Following participation in this 30 week, intensive program, these students are provided with the skills and knowledge needed to re-enter the main game. After two years of strong results, we are now half way through our third year in the program.

Reform Activities:

We have entered our third year with an increased confidence, both in the program and in our practice. Two teacher aides and one staff member have attended eight training days over the past two years.

Experience working in the program, has improved our ability to identify ‘the right’ students for QS. The identification process began at the end of 2011, where all students at our school sat the PAT Maths online test. Pre and post test scores from the PAT Maths tests or similar standardised testing are also required by the University of New England, QS Team in measuring our progress; the collection of this data has also allowed us to track all students’ progress in Mathematics across the school.

Classroom teachers identified students from their classes based on the PAT Maths test data, students’ Tasmanian Curriculum results and further anecdotal evidence. Student lists were then sent to the QS coordinator and teacher aides for shortlisting based on oldest to ‘biggest gaps’ between age and expected levels of achievement.

Table 1: QS student list for 2012.

Grade	No. of students	Male	Female
5	3	3	0
6	4	2	2
7	3	2	1
8	4	3	1

There have not been any Aboriginal students, targeted in the program this year. There were however, three Aboriginal participants in 2010 and two in 2011.

The QS program continues to have a positive profile within the school and most students enjoy their lessons immensely. Students build positive working relationships with the QS staff member that they work with for 30 minutes, 3 x per week on a 1:2 basis. The QS staff ensure lessons are fast paced, broken into 6 x 5 minute sections. Students receive regular recognition of their progress with rewards and certificates sent home.

Parents are invited to take part in their child’s participation in the program by testing students at home with ‘Take Home packs’ and attending our end of year QS Graduation Party.

Progress/Outcomes:

The table below details the 2011 results.

Table 2: Sheffield District High – PATM results (Scale scores) 2011

Group	N	Pre-Mean	Pre-SD	Post-Mean	Post-SD	Gain	Effect size
All QuickSmart Students	11	48.382	10.02	62.791	11.49	14.409	1.337
Indigenous QS Students	2	54.4	17.536	67.1	13.294	12.7	0.816
Comparison Students	12	61.183	5.531	69.225	8.506	8.042	1.121

These results indicate a strong gain for QS students in relation to their average-achieving

peers in the Comparison group. The Aboriginal students also had a high average gain. The gain recorded here is also well in excess of the expected yearly growth of students' scores as measured on the PATM assessment of 5 scale score points.

Quantitative data comparing pre and post intervention testing for 2012 will be available at the end of the school year. Qualitative data and feedback from class teachers indicate students involved in the QS program appear to increase their time on task back in the classroom and increase their ability to focus on tasks—for longer, as indicated in the following informal feedback:

“From a teaching point of view, I now have two less students who need as much help with their basic number work”. Year 6 Teacher.

An examination of the progress of previous year's QS students indicates the following:

- 45% of past QS students in the QS program have continued to maintain the gains they made, achieving a C rating on their recent Australian Curriculum Report and effectively 're-entering the main game'.
- 45% of past QS students achieved a D and 10% (N= 2) have achieved an E. Poor attendance and a diagnosed learning disability however, are characteristic of this last cohort. Whilst it is not recommended that students with learning disabilities take part in QS, a school based decision was made to include this student in the program.
- The Indigenous students in Table 2, above, were awarded Ds in their recent Australian Curriculum reports.
- Four previous QS students have since left the school. This year, we have had two QS students leave, but vacancies in the program have been quickly filled.

The feedback received from parents has been overwhelmingly positive, with some of their comments including:

“His attitude to learning has greatly improved and he enjoys going to Quicksmart”.

“He encourages other family members to join in”

“As parents we were at a stage that we didn't know what to do to help him, but this has certainly changed his progress and determination to have a go and learn. He knows he can answer a sum and get it right and he is very proud of that”.

“It would be great if it could be 5 days a week”.

SHOWCASE ST PAUL'S CATHOLIC SCHOOL (Catholic Sector)

St Paul's Catholic School is a single stream Catholic primary school in the Low SES area of Bridgewater catering for about 204 students. Approximately 10% of the student population are Aboriginal. The key issue facing the student population is the low level of literacy and numeracy of the students. More than 25% of students require additional support in literacy and numeracy. The reasons for these low results are varied ranging from deprived backgrounds to learning difficulties. Quality explicit teaching has been proven through research to be a key form of reform for these issues.

At St Paul's we have tackled these issues on multiple fronts. The employment of additional staff enables the school to provide quality intervention via small group explicit instruction targeting specific areas of concern. In addition to this we have incorporated a multi-tiered intervention scheme, which incorporates quality explicit and differentiated students within class as the first tier of support for students. Having the additional teacher has also enabled the school to provide a second tier of support through the use of specific small ability based groupings for reading comprehension and writing tasks, success for sentences, the use of Spelling Mastery and growth point math groups. The third level of support is through one on

one instruction or very small groups of students for literacy activities, MULTILIT (Making Up For Lost Time in Literacy) and MULTILIT extension. In Numeracy we are now using the Key Maths 3 resources to support those students not yet achieving at the appropriate growth points in maths.

Formative NAPLAN analysis based on data we have received to date comparing the outcomes for those current Year 5 students previously deemed at risk due to their Year 3 results have shown dramatic improvement for most students, improving their reading from below NMS to achieving at NMS or above NMS. Our Numeracy Third tier of intervention did not begin until second term but in two out of the three students identified there has still been good improvement both improving from being below NMS to one achieving at NMS and the other above NMS. Based on the everyday work we are monitoring and the introduction of our third tier of intervention we anticipate that these results will continue to grow as they approach high school.

As a result of the funding that St Paul's Catholic School has received with regard to the Low SES School Communities Grant, there have been a number of positive flow-on effects.

St Paul's Catholic School has become united in its approach to behaviour management and school rules. The school has adopted the 5 BE's: Be Safe, Be a Good Friend, Be a Learner, Be Your Best and Be Respectful. The school has a significant amount of signage that displays the 5 BE's as well as the 5 Keys. This signage has added another element as students and their families regularly see the signs. The language of both the 5 BE's and the 5 Keys goes home via the students and is then used by some families as well. Students receive stickers at school when they are 'caught' living out one of the 5 BE's. Various rewards are given as students receive a particular number of stickers. All class teachers have taken time to teach the 5 BE's explicitly to their students, further instilling these social and emotional elements of education. The result of these programs has been a decrease in playground issues and a general increase in the students' ability to articulate their social and emotional needs and wants.

It became apparent earlier in the year that a number of the students in the Lower Primary classes at St Paul's Catholic School were quite anxious. The reasons for this anxiety were varied: separation anxiety, fear of failure and anxiety about another student in the class being just some examples. The school engaged with a psychologist with regard to a program called 'Get Lost Mr Scary'. Parents of the children chosen to participate in the program were given a questionnaire to fill in before the program started. This enabled the psychologist to tailor the program to suit the needs to the students at St Paul's Catholic School. The psychologist, in collaboration with the school pastoral support worker, conducted a number of sessions with the parents at first and then engaged with students over a number of weeks. At this point in the process the program has been quite successful. The parents have been very receptive to the ideas and notions presented to them, as have the students. It has been noted that a number of the students participating in this program have settled much more in class and generally display far less anxious tendencies.

Part 1 - Milestones not reported/not achieved/partially achieved in the 2011 Annual Report

Milestone (state and territories may wish to identify whether the milestone relates to all sectors or a particular sector within their jurisdiction)	Detail of achievement against milestone (<i>Quantitative and Qualitative</i>)	If not achieved or partially achieved, reasons why (<i>Qualitative</i>)	Strategies put in place to achieve milestone and updated timeframe (<i>Quantitative and Qualitative</i>)
N/A			

Part 2 - Milestones in Progress Report - (Achieved 1 January to 30 June 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 and updated timeframe (<i>Quantitative and Qualitative</i>)
Through the incorporation of a Lead Teacher position in the government school sector teacher classification scale, at least 10 Lead Teachers were recruited and appointed. This achievement contributes to reform by acknowledging, establishing and resourcing classroom leadership to impact the quality of teaching in all schools.	Achieved In 2012, a Lead Teacher position was established in the government school sector teacher classification scale.		Eleven Lead Teachers (literacy and numeracy) were appointed across the eleven networks of schools. These Lead Teachers are supporting classroom teachers with literacy and numeracy teaching and learning strategies and impacting of the quality of teaching in all schools. In 2013, eight Lead Teachers will be established in colleges in Tasmania to support quality teaching of literacy and numeracy.
From a review of school funding in the government sector involving extensive stakeholder consultation, including the Tasmanian Principals' Association, the AEU and parent and community groups, a flexible and equity-based	Achieved A flexible and equity based resourcing model for High and Additional Needs students was implemented in all schools in 2011 and 2012. Two hundred schools and colleges received equity based		The Department of Education has undertaken an extensive review of school funding for government schools. This process has been highly consultative. This achievement has contributed to reform by increasing the capacity of

<p>resourcing model for High and Additional Needs students was implemented in all schools. This achievement contributes to reform by increasing the capacity of teachers and school leaders to better meet the needs of students who are impacted by factors of disadvantage arising from location and socio-economic, cultural and Aboriginal background.</p>	<p>funding to support students with high and additional needs. This was in conjunction with the allocation of funds to schools to support students on the Severe Disability Register.</p>		<p>schools to better meet the needs of students who are impacted by factors of disadvantage.</p>
<p>By undertaking developmental work in the government school sector to address teacher knowledge, skills and understanding related to the learning needs of Aboriginal students and to strengthen Community engagement, a training program to strengthen cultural understandings was delivered to teachers and leaders in at least 15 schools. This achievement contributes to reform by increasing the capacity of teachers and school leaders to personalise learning for all Aboriginal students in their schools.</p>	<p>Achieved In 2011, a quality Aboriginal Cultural Understandings Training program (spaced learning over 5 days) was developed. By the end of June 2012 this program has been delivered to teachers and leaders in fifteen schools across the state.</p>		<p>This professional learning continues to build the capacity of schools and DoE staff to respond to the needs of Aboriginal students, their families, and the Aboriginal Community. By the end of November 2012, the program will have been delivered to twenty-three schools.</p>
<p>By building on the partnership with the University of Tasmania and by utilising the resource capacity of Centre for Excellence schools in the government school sector, a minimum of 50 Partnerships in Teaching Excellence (PiTE) trained teachers were placed and retained for at least 12 months in hard to staff, low SES and rural schools. This achievement contributes to reform by effectively preparing and supporting new teachers so that classroom practice meets the learning</p>	<p>Achieved Fifty-two PiTE graduates have been placed and retained for at least 12 months in hard to staff, low SES and rural schools.</p>		<p>Sixty-one PiTE graduates have begun teaching in Tasmanian schools since 2010.</p>

needs of students in disadvantaged, rural and hard to staff schools.			
<p>Through the development of a structure in the government school sector to facilitate and support collaboration across associated schools, 11 networks of schools were established, covering all Tasmanian government schools. This achievement contributes to reform by enabling increased shared principal capacity for local decision making and opportunity for cooperative and flexible resource management.</p>	<p>Achieved In 2012, Tasmania has undertaken an innovative reform guided by the Department's Strategic Plan. Eleven networks of schools have been established across three Learning Services. Each network has approximately 20 schools. The network structure supports school and system improvement, improved student learning outcomes and reform.</p>		<p>Each of these networks is supported by a Principal Network Leader (PNL) whose role is to support the school principal with a focus on school improvement and accountability.</p> <p>The PNL role focuses on improving the performance of all schools by building the capacity of principals to lead and manage, to improve the quality of educational programs and the performance of all students.</p> <p>It has increased shared principal capacity for local decision making and opportunity for cooperative and flexible resource management.</p>
<p>Through cross-sectoral negotiation and in collaboration with the University of Tasmania, resourcing arrangements were put in place to facilitate further tertiary study by teachers in Tasmanian schools. A minimum total of 600 unit enrolments were achieved in post-graduate teacher education courses between 2009 and 2011. In this reporting period the minimum unit enrolments is 100. This achievement contributes to reform by enabling teachers to achieve higher professional qualifications that impact directly on the quality of classroom practice, especially in the areas of literacy and numeracy.</p>	<p>Achieved Between 2009 and 2011, 630 unit enrolments were achieved in post graduate teacher education courses. In 2012, there were 108 unit enrolments contributing to a total of 738 between 2009 and 2012.</p>		<p>This achievement demonstrates that the negotiated arrangements with UTas have resulted in encouraging teachers to participate in continuing award linked study.</p>
<p>Through liaison between the government school sector and the University of Tasmania, at least 5 professional</p>	<p>Achieved The following courses were established to enable teachers and school leaders to</p>		<p>Through liaison between the government school sector and the University of Tasmania, five courses were established</p>

<p>learning courses were established to enable teachers and school leaders to gain recognition within their postgraduate studies. This achievement contributes to reform by adding value to the continual professional learning of teachers, especially in the areas of school leadership, mentoring and Aboriginal education.</p>	<p>gain recognition within their postgraduate studies.</p> <ul style="list-style-type: none"> • Leading teaching and learning • Dare to Lead (leadership in Aboriginal Education) • Shadowing program • Cognitive Coaching (mentoring) <p>Leadership starts from within</p>		<p>to enable teachers and school leaders to gain recognition within their postgraduate studies.</p>
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Part 3 - Milestones that will progress through the 2012 calendar year (with no set milestone date)

Milestone	Detail of achievement against milestone (Quantitative and Qualitative)	Strategies put in place to achieve milestone and updated timeframe (Quantitative and Qualitative)
<p>Independent Sector Improved in-school support for teachers and leaders, particularly in disadvantaged indigenous, rural / remote and hard-to-staff schools.</p>	<p>Achieved 326 teachers and leaders accessed PL support in Terms 1 and 2.</p>	<p>Meetings offered each term targeting Special Education, Kindergarten EYLF, NAPLAN, Australian Curriculum and Science. Sustained promotion and support. Relevant content. Expert presenters, easily accessed venues. Some network sessions planned and delivered cross sector with Department of Education and Catholic Education colleagues.</p>
<p>Independent Sector Continual improvement program for all teachers - mentors for beginning and early career teachers in place. Principals/teachers, representing 80% of independent schools, participating in one or more professional development activity.</p>	<p>Achieved Principals and teachers representing 80% of schools participating in one or more PD opportunity.</p>	<p>Meetings offered each term targeting Special Education, Kindergarten EYLF, NAPLAN, Australian Curriculum and Science. Sustained promotion and support. Relevant content. Expert presenters, easily accessed venues. Some network sessions planned and delivered cross sector with Department of Education and Catholic Education colleagues.</p>
<p>Independent Sector Tailored network meetings established on regional basis.</p>	<p>Achieved Staff members from 70% of remote schools have attended one or more of these sessions during Term 1 and 2.</p>	<p>Meetings offered each term targeting Special Education, Kindergarten EYLF, NAPLAN, Australian Curriculum and Science. Sustained promotion and support. Relevant content. Expert presenters, easily accessed venues. Some network sessions planned and delivered cross sector with Department of Education and Catholic Education colleagues.</p>

Part 1 - Milestones not reported/not achieved/partially achieved in 2011 Annual Report

Milestone (state and territories may wish to identify whether the milestone relates to all sectors or a particular sector within their jurisdiction)	Detail of achievement against milestone (<i>Quantitative and Qualitative</i>)	If not achieved or partially achieved, reasons why (<i>Qualitative</i>)	Strategies put in place to achieve milestone and updated timeframe (<i>Quantitative and Qualitative</i>)
<p>An online resource bank was established through the Flexible Learning School Strategy (SES4) from contributions state wide and is accessed by teachers.</p>	<p>Achieved The Department’s trial of a new Virtual Learning Environment (VLE) includes a digital repository which is being established with the appropriate metadata schema and Australian Curriculum framework to enable the statewide sharing of curriculum resources and units of work. This work is being undertaken in consultation with ACARA and Educational Services Australia, as Tasmania is one of the first jurisdictions implementing Australian Curriculum Goals in a Virtual Learning Environment.</p>		<p>While a number of schools are currently trialling VLE, it is anticipated that it will be ready for widespread use in the 2013 school year. Concurrently, statewide resource sharing of digital content from the Tasmanian eSchool ,established within the Flexible Learning Tasmania Strategy, has occurred via the availability of seventy-five Moodle courses for use online and offline by Government Tasmanian schools and their communities, as well as Tasmanian home education students.</p>

Part 2 - Milestones in Progress Report - (Achieved 1 January to 30 June 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 and updated timeframe (<i>Quantitative and Qualitative</i>)
<p>Polytechnic/Academy (TCEO Year 10-11) Transition planning is ensuring that initiatives to improve retention are being implemented in all Low SES NP high</p>	<p>Achieved All Low SES NP high schools undertaking SES 2 are implementing specific planned</p>		<p>See report on SES 7 in the body of the report</p>

schools.	initiatives to improve retention and transition. All secondary schools (government and TCEO) are in conversation with their receiving colleges to support students' transition to Years 11 and 12. All SES 2 high schools are supported as well through the implementation of SES 7 transition strategies.		
Federations (SES 1) have provided a Federation Plan which details school community consultation and includes ambitious targets, specified milestones and a governance structure for the years 2013 – 2015. This plan determines access to ongoing NP funding.	Achieved Based on plans outlining governance structures, community consultation and targets, provided by SES 1 schools, funding for 2013 has been determined.		Discussions with Federations explicitly explained expectations for 2013 around governance, community engagement and setting ambitious targets in literacy, numeracy and attendance.
NP Annual Progress Reports (using template provided) have been completed and lodged with Learning Services and non-government sector Managers for SES 4 and 7 and for schools implementing SES 1, 2, 3 and 5.	Achieved All NP schools have completed and lodged progress reports.		Templates provided to schools
(SES 1) requirements, agreed in Federation Plans, are mandated.	Achieved Requirements that are agreed to in SES 1 plans are mandated in Federation schools.		Federations across the state work together to determine collaborative requirements for participating schools.
At least 30 schools participating in Low SES 1, 2, 3 and 5 will have in place, and report on, strategies to outreach and better engage parents and community, especially Indigenous families.	Achieved All SES 1, 2, 3 and 5 schools have in place strategies to better engage parents and community.		Family Training Partnerships is available for schools to access. Professional Learning for Principals provided through the Professional Learning Institute includes units around community engagement. Through the work of Aboriginal Education Services within the Department of Education and through programs such as Next Steps and

			RTBCTG maana, Aboriginal communities are being engaged to a far greater extent than ever before.
Round 4 schools prioritised and informed of participation in 2013 School Improvement Reform through Intervention (SES 6)	Achieved All schools are benefitting from SES 6 School Improvement Reform through Intervention		Principal Network Leaders work with all school principals and support them to lead and manage their schools and to improve the quality of educational programs and the performance of all students.

Part 3 - Milestones that will progress through the 2012 calendar year (with no set milestone date)

Milestone	Detail of achievement against milestone (Quantitative and Qualitative)	Strategies put in place to achieve milestone and updated timeframe (Quantitative and Qualitative)
The one independent school participating in Low SES NP have in place, and reported on, strategies to outreach and better engage parents and community, including Indigenous families	Achieved and ongoing	See detailed low SES report on Northern Christian School
IST school continuing participation in 2012 has reviewed and developed School Improvement Plan	Achieved and ongoing	Continued support on a needs basis, mentor program for principal, PL opportunities staff and context specific support
75% of Northern Christian School staff trained in MULTILIT by 2014. 90% of students in 80% of IST schools who are underachieving in literacy are supported by MULTILIT	Ongoing – NAPLAN results and MULTILIT training/ implementation has highlighted need for literacy to be explicitly addressed prior to Grade 1	MULTILIT training now supplemented by training all primary staff in <i>Letters and Sounds. L and S</i> to be fully implemented K to Year 2 by 2015. In school support i.e. L/N project officers, support to school with training and use of essential resources. PL re collection and use of data for planning teaching.

Part 1 - Milestones not reported/not achieved/partially achieved in 2011 Annual Report

Milestone (state and territories may wish to identify whether the milestone relates to all sectors or a particular sector within their jurisdiction)	Detail of achievement against milestone (<i>Quantitative and Qualitative</i>)	If not achieved or partially achieved, reasons why (<i>Qualitative</i>)	Strategies put in place to achieve milestone and updated timeframe (<i>Quantitative and Qualitative</i>)
N/A			

Part 2 - Milestones in Progress Report - (Achieved 1 January to 30 June 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 and updated timeframe (<i>Quantitative and Qualitative</i>)
N/A			

Part 3 - Milestones that will progress through the 2012 calendar year (with no set milestone date)

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