



Australian Government



**IMPROVING TEACHER QUALITY  
(PRINCIPAL PROFESSIONAL DEVELOPMENT)**

**LOW SES SCHOOL COMMUNITIES**

**Australian Capital Territory  
Progress Report 2013  
(1 January – 30 June 2013)**

**Due 6 November 2013**

## **INTRODUCTION**

In April 2013, states and territories provided an Annual Report to the Department of Education, Employment and Workplace Relations (DEEWR) on Smarter School National Partnerships (SSNP) activity in the 2012 calendar year.

This Progress Report covers SSNP funded activity from 1 January to 30 June 2013. The Progress Report focuses on key highlights, case studies as well as milestone activities, as set out in state and territory Bilateral Agreements/Final Implementation Plans.

The report also provides important information on SSNP funded activities to support the improvement in educational outcomes for Aboriginal and Torres Strait Islander students.

## **STRUCTURE OF REPORT**

The Progress Report has three sections:

- Section 1 - Improving Teacher Quality
- Section 2 - Low SES School Communities
- Section 3 - Milestones

Sections 1 and 2 will provide a narrative description of the progress and impact to date for each National Partnership.

The third section will include tabulated responses to the relevant milestones indicated in state and territory Bilateral Agreements/Final Implementation Plans.

Where applicable, these milestones will be pre-populated by DEEWR and will also include milestones not reported on, or not achieved, from the 2012 Annual Report.

## Contents

Section 1 – Improving Teacher Quality .....	1
Principal Professional Development .....	1
Section 2 – Low SES School Communities .....	7
Significant Achievements/Highlights .....	7
Support for Aboriginal and Torres Strait Islander Students - 1 January to 30 June 2013 .....	8
Support for Other Disadvantaged Student Cohorts – 1 January to 30 June 2013 .....	10
Exemplary Schools - 1 January to 30 June 2013 .....	10
Section 3 – Milestones.....	21

## Section 1 – Improving Teacher Quality

### Significant Achievements/Highlights – 1 January 2009 to 30 June 2013

The ACT has focused on a cross-sectoral collaborative approach across the public, Catholic and independent school sectors since the commencement of the Improving Teacher Quality National Partnership (ITQNP). A Teacher Education Committee, comprising employers, universities, unions and principals was established in 2009, to lead the ACT implementation of initiatives under the ITQNP. This approach has led to professional learning for principals and teachers being shared across the three education sectors, teachers from all sectors working together through the Teacher Mentor Program and the Certification Pilot, and the two local teacher training institutions working closely together to improve the teacher practicum experience and the assessment and preparation of pre-service teachers.

The most significant achievement for the ACT during the life of ITQNP has been the establishment of the ACT Teacher Quality Institute (TQI). The TQI was established to be more than a regulatory body with broader responsibilities to guide the jurisdiction in improving the quality of its teacher workforce. The TQI will continue to draw the three education sectors together to continue the high level of collaborative work initiated with the commencement of the ITQNP. The TQI has enabled the ACT to more fully engage with many of the Australian Institute for Teaching and School Leadership (AITSL) led initiatives. The ACT, through the TQI, has:

- been a lead partner with AITSL in the development of the national teacher certification process through the 2012 Certification Pilot Program. The pilot attracted 35 applicants, 20 for assessment at the highly accomplished level and 15 for assessment at the lead teacher level.
- led the national trialling of the Australian Professional Standards for Teachers (the Standards) through a number of projects undertaken with ACT schools and universities. This work focused on the use of the Standards across the career stages of graduate, proficient and highly accomplished and lead level.
- presented a series of workshops on the use of the Standards to support teacher reflection, professional conversations and feedback to over 900 teachers during 2012
- organised and delivered cross-sectoral forums for ACT school leaders and workshops for teachers.

Another significant achievement has been the development and delivery of a Teacher Mentor Program. The ACT school sectors contracted the Education Institute of the University of Canberra (UC), in collaboration with the Australian Catholic University (ACU) and TQI, to develop and deliver a teacher mentor program which articulates into a Masters program at either of the two universities involved. During 2012, more than 295 ACT teachers participated in the program. A second round of the program in 2013 has attracted over 100 additional classroom teachers. The Education Institute has conducted a research evaluation on the initial stage of the program. Participants in the teacher mentor program were invited to complete pre and post workshop evaluations by responding to a series of six questions to determine whether the workshop added value to teachers' understandings, abilities, knowledge and confidence. The responses demonstrated that value was added across all six areas, indicating highly

successful workshops.

Other significant outcomes from the National Partnership include:

- the alignment of leadership capability frameworks and leadership development programs with the National Professional Standard for Principals by both public and Catholic sectors
- the inclusion of additional classroom classifications in enterprise agreements, designed to keep the best classroom teachers working in classrooms, to improve teacher quality and student outcomes.

Professional Practice positions have been agreed with more than 40 of these classroom focused positions created in public schools. These positions are designed to recognise exemplary teachers who mentor and coach other classroom teachers to improve teaching practice and student outcomes.

### **Support for Aboriginal and Torres Strait Islander Students – 1 January 2009 to 30 June 2013**

An Aboriginal and Torres Strait Islander Student Scholarship Program has been established as part of the ACT Aboriginal and Torres Strait Islander Education Strategy 2010-13. This scholarship program provides students with access to mentoring and opportunities to develop leadership skills in order to make an informed career decision regarding teaching. Scholarships of \$5,000 per year are available for students to apply for during year 10. They are targeted at those who wish to pursue a career in teaching and who are enrolled in a tertiary package. During the reporting period, information about the scholarship program was communicated to schools, students and families as well as principals and contact teachers for Aboriginal and Torres Strait Islander students. Two scholarships were awarded to students in 2012 to commence in 2013.

In addition, scholarships of \$10,000 per semester are awarded to support Aboriginal and Torres Strait Islander students enrolled in pre-service teacher education programs at local universities. The scholarship program continues in 2013.

### **Support for Other Disadvantaged Student Cohorts (if applicable) – 1 January 2009 to 30 June 2013**

Reform initiatives under the Improving Teacher Quality National Partnership (ITQNP) are about improving teacher quality as a whole and are not targeted at specific student cohorts. There are no milestone activities under the ITQNP that reference or require targeted actions for specific disadvantaged student cohorts. The focus under the ITQNP is teacher quality and activities that will develop and improve all teachers, not just those teaching a particular student group.

### **Progress Against TQNP Facilitation Reforms - 1 January to 30 June 2013**

The ACT will continue the work commenced under the ITQNP through its commitments under the National Plan for School Improvement. Particular focus areas over the coming years will be:

- continuing to work with the local teacher training institutions and the TQI to improve the preparation of teaching graduates and to expand the pathways into teaching
- further embedding the Australian Professional Standards for Teachers into the daily practice of teachers

- building the capacity of school leaders and teachers to improve student outcomes for all students
- recognising and rewarding outstanding teachers through programs that keep these teachers working in our classrooms.

### Sustainability

The establishment of the TQI and the implementation of teacher registration is continuing to drive a number of reforms at a jurisdictional level. This reform will continue beyond the life of the partnership as the TQI is established under legislation and, as an independent statutory authority, it will continue to operate and generate funding through registration fees.

Finalisation of a number of nationally consistent processes for teacher registration and the accreditation of pre-service teacher education programs, the *National Professional Standards for Teachers* and the *National Professional Standard for Principals* will embed a number of reforms. Further national agreement on other reforms over the coming years will ensure that reforms continue beyond the life of the National Partnership.

The development of associated National Partnerships such as the Empowering Local Schools National Partnership will provide added momentum for the implementation and longer term impact of the local decision making reward reform.

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

The ACT has focussed on an integrated approach to the improvement of teacher quality through the use of the Standards. Through the TQI the ACT has led the national trialling of the Standards through a number of projects undertaken with ACT schools, universities and AITSL. This work focused on the use of the Standards across the career stages of graduate, proficient and highly accomplished and lead level. The implementation of the Standards has been strengthened through a cross-sectoral, partnership approach involving schools from the public, independent and Catholic sectors, UC, ACU, and the TQI. This includes cross-sectoral forums for ACT school leaders, workshops for teachers, quality placements of pre-service teachers with formative and summative assessment of professional experience using the graduate standards, and the development of a range of resources for teachers at all career stages which are published on the TQI Teacher Portal.

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

The cross-sectoral pilot certification assessment program was conducted during the second half of 2012 using the AITSL developed certification process. The pilot attracted 35 applicants, 20 for assessment at the highly accomplished level and 15 for assessment at the lead teacher level. AITSL contracted the National Research Centre for Science, ICT and Mathematics Education for Rural and Regional Australia to work with the TQI to report on the pilot program, the recommendations from which have significantly informed the national roll-out of the certification process in 2013. Certification in 2013 has been seen as an important opportunity for professional recognition and growth by ACT teachers, attracting 34 initial applications to the program. Thirty-one certification assessors have received comprehensive training, conducted jointly by TQI and AITSL, to update their pilot training. The assessors' involvement in Certification assessment and training has provided them with a deep

understanding of the Standards, insight into high level practice and innovation of applicants, and the valuable opportunity to work with co-assessors across the three school sectors.

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

The ACT processes for teacher registration align with the requirements for nationally consistent teacher registration. In the reporting period the ACT trialled the *AITSL Evidence Guide for Full Registration* as part of the inaugural process for teacher registration renewal in March 2012, developed a consistent process across sectors for conducting school-based assessment of provisionally registered teachers, and a common report to serve both employer and regulatory purposes.

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

The ACT has continued to engage in national planning for the implementation of national accreditation of pre-service teacher education courses. In the reporting period the TQI has participated in the first inter-jurisdictional panels for the process of the accreditation of initial teacher education courses at the ACU.

The first round of accreditation of ACT initial teacher education courses commenced in the second half of 2013.

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

In 2013, the Education and Training Directorate (the Directorate) facilitated a Principal leadership program. This program consists of modules relating to newly appointed principal orientation; human resource management; strategic overview; governance and legal matters; school improvement; financial management; and school board planning, policy and delegations. To date three modules have been delivered, newly appointed principal orientation; human resource management; and strategic overview.

The ACT Public Schools Leadership Conference was held in May 2013. The theme for the conference was 'Engaging Schools' with a focus on engaging students, staff and the community. The number of participants at the conference was 328 (97.7 percent of school principals attended); one hundred percent of participants who provided feedback rated the conference as good or excellent.

A program of cross-sectoral principal forums has been established to facilitate professional discussion on educational initiatives at both a national and jurisdictional level. These cross-sectoral forums, hosted by the TQI, occur each semester and involve principals from all public, Catholic and independent schools in the ACT.

The ACT Catholic sector completed its delivery of the 360° Feedback and Development Centre process to its principals who are at a specific point of their tenure. Each principal who participated in the process was provided with detailed capability-based, performance-oriented feedback and a report which informed the principal's individualised professional learning and development plan. A comprehensive report was developed by the supervising psychologist.

A cohort of Catholic sector principals was trained in the language of coaching. All principals who had completed at least two years in the role of principal could:

- elect to formally coach another principal if fully trained as a coach
- be coached by a fully trained coach
- engage in high level conversations with another principal trained in the language of coaching.

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

Improved performance management and continuous improvement in schools in the ACT has links to enterprise agreements for public and Catholic school teachers and varies from school to school in the independent sector.

Work completed during the reporting period involved planning for alignment of performance management processes to the National Professional Standards for Teachers and implementation of initiatives aimed to drive continuous improvement in schools. For the government sector, this involved implementation of the Annual Professional Discussion from January 2011. Catholic sector principals and assistant principals engaged in a series of workshops and information sessions focusing on the development of high performance cultures within schools. This professional learning was underpinned by the AITSL frameworks and standards, and highlighted the importance of school leadership in driving continuous improvement. Catholic sector system support documents were developed for use with school staff.

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

The ACT Government sector joined the Teach for Australia (TfA) program during cohort 2 placing five associates for the start of the 2011 school year. A further six associates were placed in cohorts 2 and 3 in 2012 and 2013 respectively, bringing the total ACT intake to 17 over the past three years.

In-school mentors, provided with a time allowance, have also been appointed to facilitate the ongoing learning of the TfA associates over their two year practical experience in schools. The mentors have all participated in training through the Melbourne Graduate School of Education.

Since completing their teacher education qualification, three of the five associates from the initial ACT cohort are now qualified teachers choosing to continue their teaching career in their original school placements. The other two associates sought and obtained teaching positions in other jurisdictions.

The ACT remains committed to the TfA program and will take up to six associates from the 2014 cohort. The jurisdiction will work with the local teacher education providers to develop other pathways in to teaching.

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

During 2012 the ACT was engaged in the development of the Teach Next program including the pre-tender processes for program delivery during 2012. In mid 2012, three career change associates were selected and matched with participating Government schools through a comprehensive selection process as part of Intake 1. The six week intensive at Deakin University prepared the associates for the start of their school professional experience in semester 2, 2012. In-school mentors also received training through Deakin University that was held in Perth.

Intake 2 resulted in a further five school placement offers with two applicants declining prior to starting



the intensive. Following a successful intensive period the associates began the 2013 school year in their school placements. One of the associates withdrew from the program three weeks after the commencement of his placement for personal reasons. This brings the combined total from both intakes to five associates.

The ACT remains committed to the Teach Next program and will take up to six associates from the 2014 cohort. The jurisdiction will work with the local teacher education providers to develop other pathways into teaching.

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

The ACT has been a key contributor to the progress of the National Teacher Workforce Dataset Working Group over the life of the ITQNP. Comprehensive qualification data was provided on all ACT teachers by the TQI and employment related data on public and Catholic school teachers was provided by the Education and Training Directorate and Catholic Education Office.

The ACT also participated in the Longitudinal Teacher Education Workforce Survey with ongoing communication about the survey provided to 769 provisionally registered teachers.

The ACT views the development of a national teacher workforce dataset as one of the most important outcomes of the ITQNP. While the work remains unfinished, the ACT will continue to support this work through AITSL.

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

An Aboriginal and Torres Strait Islander Student Scholarship Program has been established as part of the ACT Aboriginal and Torres Strait Islander Education Strategy 2010-13. This scholarship program provides students with access to mentoring and opportunities to develop leadership skills in order to make an informed career decision regarding teaching. Scholarships of \$5,000 per year are available for students to apply for during year 10. They are targeted to those who wish to pursue a career in teaching and who are enrolled in a tertiary package. During the reporting period, information about the scholarship program was communicated to schools, students and families as well as principals and contact teachers for Aboriginal and Torres Strait Islander students. Two scholarships were awarded to students in 2012 to commence in 2013.

Scholarships of \$10,000 per semester are also awarded to support Aboriginal and Torres Strait Islander students enrolled in pre-service teacher education programs at local universities. The scholarship program continues in 2013.

The Directorate has worked in partnership with the ACT Aboriginal and Torres Strait Islander Education Consultative Group and the Education and Training Aboriginal and Torres Strait Islander Staff Network to develop the Directorate's Employment Strategy. The Strategy will seek to address attraction, retention and career development opportunities for Aboriginal and Torres Strait Islander staff. In addition, the Directorate has had representation on the More Aboriginal and Torres Strait Islander Teachers in Schools project for the last two years.

In partnership with UC, the Directorate continues to support the Charles Perkins Scholarships. Two scholarships at \$2,000 each per annum are offered to Aboriginal and Torres Strait Islander students enrolled full-time in an undergraduate degree at UC. Each scholarship is awarded for the current calendar year. The value of any one scholarship will not exceed \$2,000. Recipients may reapply in

following years of study.

This work will continue to be actively supported through the More Aboriginal and Torres Strait Islander Teachers in Schools initiative.

### ***Quality Placements***

The ACT completed a collaborative project between UC, ACU and TQI to develop common pre-service reflection and assessment tools for use with students from the two universities. This work, aligning standards based expectations and reporting frameworks from both universities, builds on previous ACT standards pilot projects.

The ACT also commenced a new project with AITSL in late 2012 to develop an online professional module for supervising teachers of pre-service teachers. This joint TQI/UC project is part of the national Initial Teacher Education Professional Experience Project and provides online resources and learning to support supervising teachers provide on-balanced assessment of pre-service teachers.

The ACT has commenced work with UC on a range of different models for the delivery of initial teacher education programs with a particular focus on improving the professional experience placements. Of particular interest is the Teaching School models used in Canada and England. This work will fit well with the development of School Centres of Teacher Education Excellence.

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

The 'Down South' initiative, a partnership between St Mary MacKillop College and the ACU continued during 2012. The initiative is based on an immersion model and involves pre-service teachers in the Graduate Diploma of Education (Secondary) completing their studies while working within the school. This program is complemented by the UC Clinical Practice program. High performing classroom teachers from ACT public schools are selected to work with pre-service teachers during their pre-service teacher education program to help prepare the teachers for entrance in to the teaching profession.

The INSPIRE Centre is a partnership between the Directorate and UC. The Centre facilitates a range of information and communication technology (ICT) related projects focusing on contemporary teaching practice and research into new and emerging technologies. Since commencing startup operations during early 2012 (launched 30 May 2012) the Centre has facilitated events involving staff, students and external stakeholders that feature the latest innovative practices and emerging trends for learning with and through ICT. Examples include:

- Microsoft Partners in Learning National Schools Forum involving 80 educators from 24 schools across all eight jurisdictions in a two-day leading learning conference
- ACT Student Congress, involving 120 students from approximately 60 government schools across ACT discussing issues impacting ACT students and providing an opportunity for student voice
- the Australian Principal's Association, where over 120 principals from across Australia attended INSPIRE to discuss education futures and the latest research findings.

### **Showcase Examples - 1 January to 30 June 2013**

Being a small jurisdiction with limited resources, the ACT will focus its efforts and resources on meeting its commitments under the National Plan for School Improvement. This approach will limit its participation in any planned showcasing events. The ACT is happy for the Australian Government to use case studies from the jurisdiction in the preparation of a final report on the success of the ITQNP.

### ***Overview of activities and key achievements***

Noteworthy activities highlighted in this report are:

- the development and delivery of the teacher mentor program in consultation with the Education Institute of UC, ACU and TQI
- the creation of Executive Teacher Professional Practice positions in more than forty public schools during 2013
- work to embed the high level Professional Standards through Certification
- the high level of cross sectoral engagement throughout the years of the ITQNP.

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

The engagement with the non-government sector has been one of the highlights of the ITQNP and evidence of this is provided throughout this report.

**Principal Professional Development**

<b>Description of Activity</b>	<b>Progress against milestones to date</b> <i>Cumulative activity undertaken against each milestone to date (October 2013).</i>	<b>Milestones – October 2013</b> <i>Milestones as stated in the Implementation Plan</i>
<p>World leading professional development and support which will empower principals to better manage their schools to achieve improved student results and higher quality to lead performance improvement at the local level.</p>	<p><b><i>Map current School Leadership Frameworks against the Australian Professional Standard for Principals</i></b>                      Completed (ETD); launched as part of the 2012 ACT School Leadership Strategy and recruitment processes have now been aligned.</p> <p>The Catholic sector has also mapped its School Leadership Strategy to the principal standard.</p>	
	<p><b><i>Develop and publish new School Leadership Frameworks aligned to the Australian Professional Standard for Principals</i></b>                      Completed (ETD); launched in April 2012.</p> <p>The Catholic sector released its revised framework in late 2012.</p>	

Description of Activity	Progress against milestones to date <i>Cumulative activity undertaken against each milestone to date (October 2013).</i>	Milestones – October 2013 <i>Milestones as stated in the Implementation Plan</i>
	<p><b><i>Conduct School Leadership Conference for ACT principals and emerging principals</i></b>  Completed in May 2012; feedback and evaluations have been incorporated into the 2013 planning for the ACT School Leadership Conference. This will feature international, interstate and local presenters, and will focus on the theme of ‘engaging students, staff and the community’.</p>	<p><b><i>Conduct School Leadership Conference for ACT principals and emerging principals</i></b>  A conference was conducted in May 2013, involving international, interstate and local presenters. The theme was ‘engaging students, staff and the community’.</p> <p>Evaluation of the conference recommended a move to a biennial conference.</p>
	<p><b><i>Program cross sectoral Principal forums aligned to the Improving Teacher Quality National Partnership and School Leadership agenda each semester</i></b>  Two cross sectoral principal forums focusing on the Australian Professional Standard for Principals were held in 2012. These forums, now organised by a small team of principals from each sector, will continue to be arranged twice each year.</p>	<p><b><i>Program cross sectoral Principal forums aligned to the Improving Teacher Quality National Partnership and School Leadership agenda each semester</i></b>  A cross sectoral principal forum focussed on aligning Professional Learning to the Australian Professional Standards for Teachers was held in 2013.</p> <p>Similar forums, organised by a small team of principals from each sector, will continue to be arranged twice each year.</p>

Description of Activity	Progress against milestones to date <i>Cumulative activity undertaken against each milestone to date (October 2013).</i>	Milestones – October 2013 <i>Milestones as stated in the Implementation Plan</i>
	<p><b><i>Provide induction and orientation programs for newly appointed principals</i></b></p> <p>Six modules were delivered to 64 attendees in 2012 with 92 percent of participants rating the content as very good or excellent. Feedback indicated the content was relevant, however the structure of the delivery was demanding. In 2013 this model will be reviewed to lessen the impact and time away from school for new principals.</p> <p>The Catholic sector continues to offer a coaching based program to ensure that new principals are appropriately supported.</p>	
	<p><b><i>Provide professional learning aligned to the Australian Professional Standard for Principals</i></b></p> <p>Each sector offers professional learning aligned to its School Leadership Framework which in turn is aligned to the principal standard.</p> <p>Opportunities for combined professional learning across the three sectors are being developed, led through the Cross Sectoral Principals Forum and partnerships with the local universities.</p> <p>Opportunities for principals were advertised throughout 2012. This included an Executive Coaching course where 100 percent of the 49 participants rated the programs as very good or excellent. A review of activity within the ACT School Leadership Strategy will identify further opportunity in this area.</p>	

Description of Activity	Progress against milestones to date <i>Cumulative activity undertaken against each milestone to date (October 2013).</i>	Milestones – October 2013 <i>Milestones as stated in the Implementation Plan</i>
	<p><b><i>Conduct preliminary evaluations of the professional development modules delivered in 2012, including participant data collection</i></b></p> <p>A School Leadership Working Group has been established to review professional learning opportunities for principals and emerging principals. This will enable learning to be demand driven and targeted at key learning areas for staff at all levels of leadership.</p>	<p><b><i>Conduct preliminary evaluations of the professional development modules delivered in 2012, including participant data collection</i></b></p> <p>The School Leadership Working Group has completed its review of School Leader Professional Learning. The recommendation, once accepted by the Workforce Capability Working Group, will be implemented during 2014 and 2015.</p> <p>An evaluation of the Coaching and Mentoring offered across all ACT schools was conducted as part of the AITSL led evaluation. The final report has been provided to AITSL.</p>
	<p><b><i>Promote and coordinate access for principals to Targeted Scholarships in Leadership through universities</i></b></p> <p>In 2012 two principals received financial support to participate in a Harvard Graduate School of Education course. Two others received financial support to undertake individual action research projects.</p> <p>The principal scholarships process was reviewed and a further six scholarships will now be offered in 2013.</p>	<p><b><i>Promote and coordinate access for principals to Targeted Scholarships in Leadership through universities</i></b></p> <p>Principals have continued to access scholarships and attended programs in London, Boston, Chicago, Singapore and China as well through the AITSL Local Leadership program and locally arranged programs in coaching and mentoring.</p>

<b>Description of Activity</b>	<b>Progress against milestones to date</b> <i>Cumulative activity undertaken against each milestone to date (October 2013).</i>	<b>Milestones – October 2013</b> <i>Milestones as stated in the Implementation Plan</i>
<p>Facilitation Reform 5: New Professional Standards to underpin national reforms</p>	<p><b><i>Develop and implement professional learning aligned to the Australian Professional Standards for Teachers</i></b></p> <p>The TQI is finalising its process for accrediting professional learning programs against the Standards to further strengthen its teacher registration process by ensuring all teachers are engaged in continuous professional learning.</p> <p>The public sector Workforce Capability Group has been established and will review the planning and strategic alignment for professional learning for all staff.</p>	<p><b><i>Develop and implement professional learning aligned to the Australian Professional Standards for Teachers</i></b></p> <p>Training in the new Professional Learning accreditation process has been completed for the introduction of accreditation in 2014.</p> <p>Planning has commenced for professional learning aligned to the standards and the National Plan for School Improvement to be offered through the Centre for Quality Teaching and Learning.</p>



<b>Description of Activity</b>	<b>Progress against milestones to date</b> <i>Cumulative activity undertaken against each milestone to date (October 2013).</i>	<b>Milestones – October 2013</b> <i>Milestones as stated in the Implementation Plan</i>
Facilitation Reform 12: Improved Performance Management and Continuous Improvement in Schools	<p><b><i>Develop system for cross sector communication and participation in professional learning to develop leadership capacity</i></b></p> <p>A professional learning session by expert educator, Dylan Williams, was available to public and independent school leaders.</p>	<p><b><i>Align Performance Management to the Australian Standards</i></b></p> <p>Teacher and School Leader Performance and Improvement programs have been aligned to the Australian Professional Standards for Teachers and the Australian Professional Standard for Principals.</p> <p><b><i>Review School Improvement Framework</i></b></p> <p>The government School Improvement Framework has been aligned to the National School Improvement tool.</p>

<b>Description of Activity</b>	<b>Progress against milestones to date</b> <i>Cumulative activity undertaken against each milestone to date (October 2013).</i>	<b>Milestones – October 2013</b> <i>Milestones as stated in the Implementation Plan</i>
Facilitation Reform 5: New Professional Standards to underpin national reforms	<p><b><i>Develop and implement professional learning aligned to the Australian Professional Standards for Teachers</i></b></p> <p>The TQI is finalising its process for accrediting professional learning programs against the Standards to further strengthen its teacher registration process by ensuring all teachers are engaged in continuous professional learning.</p> <p>The public sector Workforce Capability Group has been established and will review the planning and strategic alignment for professional learning for all staff.</p>	<p><b><i>Develop and implement professional learning aligned to the Australian Professional Standards for Teachers</i></b></p> <p>Training in the new Professional Learning accreditation process has been completed for the introduction of accreditation in 2014.</p> <p>Planning has commenced for professional learning aligned to the standards and the National Plan for School Improvement to be offered through the Centre for Quality Teaching and Learning.</p>

## Section 2 – Low SES School Communities

### Significant Achievements/Highlights - 1 January to 30 June 2013

#### Field officers

- Field officers continue to be the driving force for implementing the National Partnership strategies and activities in their schools. Their expertise is employed in a range of ways to suit the school context, as indicated below.

#### Building system and teacher capacity

- There have been a wide range of activities in the ACT's four participating schools; the most significant has been **building teacher capacity** to deliver high quality contemporary classroom practices that improve student performance. This has been achieved through coaching of teachers by the field officers and school leaders, and peer coaching by other teachers.
- A number of initiatives aimed at **increasing system capacity** through professional learning and networking forums have been facilitated for educators in roles that support students to improve their literacy and numeracy. For the first time this year literacy and numeracy coordinators, English as an Additional Language or Dialect (EAL/D) teachers and field officers met once per term to engage in strategic planning for the delivery of literacy and numeracy programs in their schools and the development of whole school approaches.

#### Using data effectively

- In 2013 all four schools established processes to collect data to monitor student progress, inform teaching practices, develop targeted intervention and drive school improvement. This includes the collection of data from programs including the **What I Need Program** at Charnwood-Dunlop Primary School and the **Individuals Excelling Program** at Florey Primary School.

#### Building collaborative partnerships

- Schools continue to build partnerships with community and outside agencies to support their students. The opportunities available for students range widely and include health support, sporting activities, tutoring, and student and family support.

Further examples of the significant achievements/highlights of this reporting period are contained in the *Exemplary Schools* section.

## **Support for Aboriginal and Torres Strait Islander Students - 1 January to 30 June 2013**

- **Focus Schools**

- The four Low SES National Partnership schools are part of a cluster of 31 Focus Schools in the ACT and have documented strategies to improve learning outcomes for Aboriginal and Torres Strait Islander students in their school's annual operating plan. Strategies include:
  - all Aboriginal and Torres Strait Islander students have Personalised Learning Plans
  - linking Aboriginal and Torres Strait Islander perspectives to school English and mathematics curriculum documents
  - connecting Aboriginal and Torres Strait Islander Education Workers to families and students
  - monitoring and tracking the attendance of Aboriginal and Torres Strait Islander students.
- The leadership teams of Kingsford Smith School and Charnwood-Dunlop Primary School are participating in the Focus School leadership network.
- 11 Focus schools are implementing more resource intensive programs as part of the *Investing in Focus Schools* program of action inquiry.

- **Accepting the Challenge Action Inquiry Program**

- Building on the success of the 2012 program, 16 public schools commenced the *Accepting the Challenge* Action Inquiry Program in 2013.
- ACT public schools participating in this program complete action learning and share reports on their school based inquiries.
- Schools share successes and insights gained from action learning through School Network Principal meetings held each term.
- Kingsford Smith School is participating in this program in 2013 and its Action Inquiry program is focused on improving reading benchmarks of Aboriginal and Torres Strait Islander students, through a targeted supplementary program using trained Learning Assistant Support.
- The school will report on the progress of this study in term 4, 2013.
- In 2012 Florey Primary School completed a year-long Action Inquiry, into the use of *Writer's Notebook* to engage Aboriginal students in writing, and improving writing outcomes at the year 3 and 4 level.
- The school made recommendations in the action learning report for implementation in 2013, including the continuation and extension of the *Writer's Notebook* infused by strategies of storytelling, oral rehearsal and *Authors Share* as regular practice before, during and after writing tasks.
- Florey Primary School's deputy principal participated in the *Accepting the Challenge* professional learning day in semester 1, 2013.

- **Aboriginal and Torres Strait Islander Education Workers**

- Four Aboriginal and Torres Strait Islander Education Workers (Education Workers) work across ACT public primary schools to provide support to Aboriginal and Torres

Strait Islander students and their teachers.

- Richardson Primary School received support from an Education Worker.
- The role of Education Workers is to:
  - support Aboriginal and Torres Strait Islander students in the classroom
  - establish connections with external organisations
  - offer a safe and reassuring point of contact for parents.

- **Literacy and Numeracy Support**

- Under the ACT Education and Training *Literacy and Numeracy Strategy 2009-13*, teacher resourcing was allocated to schools with a high proportion of Aboriginal and Torres Strait Islander students. The extra resourcing enables additional support for students in class and allows time for teachers to develop appropriately tailored programs such as one-on-one and small group programs.

- **Aspirations Program**

- Student Aspiration Coordinators work with Aboriginal and Torres Strait Islander students, providing support to successfully complete secondary school and transition to further education, training and employment.
- At July 2013, 150 students were participating in the Aspirations Program, with 18 of these students enrolled across the four Low SES National Partnership schools.

- **Personalised Learning Plans (PLPs)**

- A project officer provided support to public schools in the implementation of PLPs. These plans focus on:
  - student and family involvement, high expectations and curriculum level goals
  - setting specific, measureable, achievable, realistic and timely (SMART) goals.

- **Reconciliation Action Plans (RAPs)**

- All public schools are being supported by the ACT Education and Training Directorate to develop RAPs.
- Some groups of schools have developed a cluster RAP which supports a collaborative whole community approach to reconciliation.
- Richardson Primary School has its own RAP, Florey and Charnwood-Dunlop Primary Schools share a cluster RAP and Kingsford Smith School's RAP is under development.

## **Outcomes**

- ACT public schools are building teacher knowledge and developing programs to increase engagement of Aboriginal and Torres Strait Islander students and families.
- ACT public schools are engaging with community and outside agencies to broaden educational horizons for students.
- ACT public schools are being supported to develop PLPs for all Aboriginal and Torres Strait Islander students.
- Three of the four Low SES National Partnership schools have RAPs and a RAP for the fourth school is nearing completion.

## ***Support for Other Disadvantaged Student Cohorts – 1 January to 30 June 2013***

A number of programs to support disadvantaged student cohorts have been running across ACT public schools during the reporting period. Some programs supported a number of student cohorts through whole school student engagement strategies and activities. A number of these are included in the *Exemplary School* section below.

**EAL/D students** in ACT public schools are supported through:

- **Introductory English Centres** (IECs) that are hosted at four primary schools and one secondary college. The IECs provide an introduction to English for students new to the ACT with little or no English prior to their attendance at a mainstream school. Charnwood Dunlop hosts the newest primary IEC that opened in 2012.
- access to **additional staffing resources** to allow for the appointment of trained EAL/D teachers to support identified students in mainstream classrooms
- an **EAL/D census** that is run biannually (February and August) to collect accurate data on the number and distribution of EAL/D students across the Directorate
- participation of mainstream schools in a **system moderation** process in July prior to the EAL/D census. A 'Language Proficiency Rating' is used to assist in the allocation of additional staffing resources for their support.

A Learning Support Centre (LSC) is located at Richardson Primary School to support the surrounding suburbs, while Kingsford Smith School, as a large preschool to year 10 (P-10) school with a larger catchment area, has three LSCs and two Autism specific LSUs.

## ***Exemplary Schools - 1 January to 30 June 2013***

All ACT Low SES NP schools are in the Government sector.

### **Florey Primary School**

#### **School Context**

Florey Primary School, established in 1989, is situated in the north of Canberra and has a student population of 465 students in preschool to year 6 (P - 6). Families come from approximately 40 countries, and in 2013 there are 140 students (30%) with a background other than English and nine (1.9%) Aboriginal and Torres Strait Islander students. The average attendance rate is 92%.

The school's focus in 2013 has been on innovation in teaching practice, building teacher capacity and improving student educational outcomes.

#### **Reform Strategies**

##### ***1. Building Teacher Capacity***

#### **Reform activity**

##### **Coaching**

In 2012 the Florey Literacy and Numeracy Support Team documented the **school coaching philosophy**. In 2013 this has been embedded in school practice by:

- completion of **coaching menus**, with a list of possible coaching options for teacher selection, and the **teacher capacity matrix**
- development of coaching plans for English and mathematics, linked to the school's

Annual Operating Plan and Smarter Schools Plan to ensure consistency

- a focus on mathematics, including the setting of a goal to ensure 100% of classroom teachers receive targeted coaching on planning for, and teaching and assessment of, mathematics
  - by the end of semester 1, 2013 52% of teachers had received coaching support
- establishment of a critical friend relationship with **Rob Vingerhoets**, an education consultant with extensive experience in mathematics as a principal, teacher and consultant
- attendance at targeted professional learning.

#### **Progress/outcomes**

- An increase in mathematics specific language in the classroom.
- Implementation of structured lesson planning that includes teacher and student reflection.
- Use of open ended tasks.
- Development of a documented whole school coaching philosophy.
- Clearly articulated coaching goals for building mathematical capacity in staff.
- Increased confidence in teacher capacity to differentiate needs in their class.

### ***2. Innovative and Tailored Learning***

#### **Reform activity**

##### iExcel program

iExcel refers to every individual excelling in a focused part of the curriculum. The 2013 focus is mathematics. The program involves:

- weekly team meetings to discuss student outcomes, teaching practice, learning intentions, and intervention and consolidation activities
- additional staff assigned to support intervention, consolidation and extension activities
- ensuring content and student groupings are fluid to allow for differentiation based on student progress
- tracking student progress for targeted support from the Numeracy Coordinator, with a particular focus on year 2.

#### **Progress/outcomes**

- Development of professional learning teams with a focus on student achievement.
- Targeted teaching driven by student data.

### ***3. School Community Partnerships***

#### **Reform activity**

##### Florey IT Breakfast Club (FIT Break)

In collaboration with the **Smith Family** and the **Salvation Army**, Florey Primary School operates a **before school hours learning club** that provides access to technology on Wednesday and Thursday mornings from 8 – 9 am. The collaboration means:

- the agencies provide a nutritious breakfast
- the school provides a team of six staff who share duties on a rotational basis
- the school provides access to computers and appropriate Literacy and Numeracy

Information Communication Technology (ICT) programs.

The initiative was trialled one morning a week in 2012 and has been extended to operate two mornings a week in 2013. The program has resulted in the following:

- Families and students at risk, as well as families with no access to technology now have access and support to ICT.
- 60% of the invited students participated in the program and 25% of the initial attendees continue to access the program on both mornings.
- Ten students currently attend each morning.

### **Progress/outcomes**

- Students with no access to the internet or computers at home are engaging with school programs such as Athletics, Reading Eggs and work on the school intranet.
- Learning support is provided to targeted students participating in the club.
- Students receive a nutritious breakfast.
- Strong links have been developed between the school community, The Smith Family and Salvation Army.
- Development of a whole school approach with classroom teachers promoting and supporting the initiative.
- Focus for semester 2, 2013 is teaching typing skills and word processing programs.

### **Charnwood-Dunlop Primary School**

#### **School Context**

Charnwood-Dunlop Primary School has a student population of 400 students in P-6, with 28 students (7%) identified as Aboriginal and Torres Strait Islander and 68 students (17%) recognised as EAL/D. The attendance rate is 91%.

The school hosts the Belconnen Primary Introductory English Centre that provides introductory English education for new enrolments into ACT public schools who have no or very limited English. These students are not included in the EAL/D numbers above.

#### **Reform Strategies**

##### ***1. Teacher Capacity Building***

#### **Reform Activities**

##### **Professional Learning Community**

The field officer at this school has worked closely with classroom teachers through the development of a **Professional Learning Community** model. A priority in 2013 has been to improve consistency of practice across the school and the use of common assessment. Weekly meetings are designed to:

- set goals for the student cohort
- analyse data and monitor student outcomes
- reflect on and refine programs
- devise assessment tools
- moderate assessment tasks
- review progress towards goals
- engage in case management of individual students.



### Numeracy Focus

In 2013, numeracy was identified as a **school priority** based on NAPLAN and Performance Indicators in Primary Schools data. Work in PLC has been supplemented by whole school:

- professional learning in *Count Me In Too* and *Middle Years Mental Computation*
- participation in the Belconnen Network development of **'I Can'** statements which support formative assessment, student feedback and **Visible Learning** practices
- mathematics professional learning shared through staff and team meetings
- mathematics action team co-ordinating and running parent education workshops.

### **Progress/outcomes**

- Implementation of PLC model to drive numeracy priority in the school.
- Consistent practice across school.
- Common assessment items.
- Improved formative assessment, student feedback and visible learning practices
- Establishment of a mathematics action team.
- Parent education workshops.

## **2. Innovative and Tailored Learning**

### **Reform Activities**

#### Using data to identify needs and support students

**Student performance data** has been utilised to identify and analyse student needs to inform intervention, enrichment and resourcing. Professional Learning Teams focus on:

- processes for collecting and monitoring student data
- reviewing and analysing data to inform teaching
- common assessment tasks that have allowed teachers to:
  - share ideas and successes
  - collaboratively reflect on and refine programs
  - share responsibility for the progress of all students
- improving the use of data to enable the implementation of What I Need Program (WIN) groups K-6.

#### WIN groups

In term 1, 2013 year 1 - 6 teaching teams implemented **WIN groups**. Groups run for 45 minutes, three times per week over a six week period following the Middle Years Mental Computation approach. Implementation of WIN groups required:

- pre-testing and grouping for intervention, consolidation or enrichment
- additional teacher resourcing to enable targeted and explicit teaching
- the field officer and other experienced teachers modelling leading practice and supporting teachers in providing quality numeracy learning opportunities
- post-testing at the end of the six weeks to provide data for the next placement.

Staff feedback at the end of term 1, 2013 led to the inclusion of kindergarten in term 2 and identified a need for professional learning on common assessment practices. During term 2, 2013 the approach was refined to improve formative assessment.

### **Progress/outcomes**

- Data interrogation processes established.
- Establishment of WIN groups to better support identified student need.
- Evidence based targeted teaching.

### **3. School Community Partnerships**

#### **Reform Activity**

The school has continued to work with community groups to support students.

- **Therapy ACT Occupational Therapists and Physiotherapists** supported 33 students in P-3 to develop and transfer gross and fine motor skills into classroom work, and provided teachers with ideas and resources to assist students in the classroom.
- **Red Cross Good Start Breakfast Club** was held two mornings per week with volunteers serving nutritious breakfasts to students. An average of 29 students attended per session.
- A joint **The Smith Family and Salvation Army Homework Club** was held one afternoon per week to assist students and their families to access programs and resources to support home learning. This initiative helped 32 students during the reporting period.
- The **Australian Student Welfare Association** provides a Student Wellbeing Officer (SWO) two days per week. The SWO assists the school in delivering resiliency and student wellbeing services.

### **Progress/outcomes**

- Community partnerships established to support students.
- Students provided with services that support their learning such as development of gross and fine motor skills, access to programs and resources to support home learning and resiliency and wellbeing services.

### **4. Student Engagement**

#### **Reform Activities**

##### School Parliament

A student leadership program was initiated to provide year 6 students with greater opportunities for student voice and involvement in school decision making. The students have undertaken inquiry learning experiences on Australian Parliament and established their own **School Parliament** with a House of Representatives and Senate.

- In term 1, 2013 students participated in learning activities around democratic processes including an excursion to New Parliament House and activities with the Parliamentary Education Office.
- In term 2, 2013 students conducted campaigns and an election was held with all students and staff from P-6 participating and casting their votes. Student leaders were elected and assumed their 'ministerial' positions and commenced their portfolio duties. Local member, Dr Andrew Leigh, attended an assembly to officially open the School Parliament and present year 6 leaders with their badges.

##### Student Participation

In 2013, **student participation** continued to be an ongoing concern and **student attendance** and engagement strategies continue to be priorities. The following strategies have been

implemented to address this:

- A **School Behaviour Support Partner** is working with staff to develop processes to reduce numbers of non attending students.
- Teacher capacity is being developed in delivering quality learning to increase student engagement.
- Making learning visible across P-6 for students and the community.
- Professional learning focused on the research of John Hattie and Shirley Clarke.
- Support of disengaged students through individual student learning plans.
- Whole school initiatives to increase student engagement and a consistent approach.

#### Aboriginal and Torres Strait Islander students' engagement and performance

**Identification and tracking of Aboriginal and Torres Strait Islander students** continues to be a focus at school Professional Learning Team meetings. Processes that have been developed for this are:

- A virtual data wall that uses identifiers to assist in tracking particular groups or individuals, including Aboriginal and Torres Strait Islander students, and allows selective data sets to be created for analysis of student performance.
- A data tracker that monitors student performance, particularly in literacy and numeracy.

#### **Progress/outcomes**

- Improved student voice and engagement.
- Processes developed to address non attendance.
- Individual student learning plans.
- Programs implemented to increase student engagement.
- School based data collection, tracking and analysis systems to monitor student performance.

### **5. Community Engagement**

#### **Reform Activities**

Community attendance and engagement strategies continue to be a priority in the drive to improve student outcomes. Activities that have supported this strategy in 2013 are:

- A **Community Breakfast**, supported by a range of local businesses, to increase awareness and attendance at the Breakfast Club. Over 75 students and their families attended.
- A parent education session **Maths and Pizza Evening** held on 18 June 2013, with approximately 35 participants. The agenda included:
  - A discussion about the Charnwood Dunlop Primary School approach.
  - Participation in three 20 minute interactive workshops.
  - Families left with a 'show bag' of number-based resources to assist with home learning.
  - Feedback from parents was 100% positive with requests for follow up workshops across other curriculum areas.

#### **Progress/outcomes**

- School engagement with local businesses.
- Parent education workshops developed and delivered.

## **Richardson Primary School**

### **School Context**

Richardson Primary School has a student population of 220 P-6 students, with 32 students (14.5%) identified as Aboriginal and Torres Strait Islander and 40 students (18.2%) recognised as EAL/D. The attendance rate is 91.5%.

Included within the school structure are two learning support classes, a double session preschool, and a Koori Preschool for Aboriginal and Torres Strait Islander children aged three to five years.

### **Reform Strategies**

#### ***1. School operational arrangements which encourage innovation and flexibility***

The 'Richardson approach' to learning, for students and staff, is called ***Keeping it REEL: Richardson Engaging Effective Learners***. Keeping it REEL is implemented in the school through the following approaches that have been carefully designed to leverage a continued focus on two evidence-based classroom practices being implemented across the school; formative assessment and cooperative learning.

### **Activities**

#### **Walkthroughs**

Walkthroughs involve pairs of teachers visiting classrooms across the entire school to observe specific practices. Teachers have a 'tally sheet' for recording instances of the practices observed across the school. The specific practices to be observed are agreed on by all staff and are chosen to collect data to measure implementation of the school's two focus areas of formative assessment and cooperative learning. The process involves:

- the school leadership team facilitating staff engagement with the principles of formative assessment, as outlined in Dylan Wiliam's book, *Embedded Formative Assessment* and the development of a shared understanding
- **whole school walkthroughs** based on a collaborative 'scoreboard' of specific criterion to be observed based on research into formative assessment and cooperative learning principles and practices (Dylan Wiliam, Dr Barrie Bennett and Kagan Australia)
- teaching staff working in pairs to conduct daily whole school walkthroughs – teacher pairings change for each walkthrough (30 - 45 minutes with 2-3 minutes in each classroom)
- the principal, deputy principal and executive teachers support the walkthrough process by team teaching the classes of the participating teachers
- **a collaborative data analysis** session facilitated by an executive teacher.

#### **Coaching**

- Teachers act as **peer coaches** in teaching English.
- The leadership team attended the 3<sup>rd</sup> *National Coaching Conference for Educators* in Melbourne, with one full day with Jim Knight, an internationally renowned expert in the field of instructional/classroom coaching.
- The current coaching model will be interrogated against the learning from the

conference with a view to refining the **personalised coaching** model for 2014.

### **Progress/Outcomes**

- Walkthroughs implemented as a strategic approach to school improvement.
- Data used to develop and refine formative assessment and collaborative learning.
- Collaboration around teaching practices observed during walkthroughs is occurring across the school.
- Teachers interrogate the data openly and honestly.
- Leadership team teaching classes during walkthroughs has increased the feeling of being co-learners.
- Coaching continues to build the social and human capital of the teaching staff.
- School leadership team participating in coaching professional learning.
- Increase in formal and informal peer-to-peer coaching relationships.

## **2. Innovative and Tailored Learning**

### **Activity**

#### Cogmed

The school trialled **Cogmed**, an online program designed by neurologists to improve working memory. The program is based on the strong correlation between working memory and reading, mathematics and organisation skills.

Research cited on the Cogmed website shows a greater percentage of students in low SES communities exhibit working memory deficits. Anecdotal evidence indicates that students at Richardson Primary School display characteristics consistent with the Cogmed research findings.

Implementation of the program included:

- A trial for a small group of students identified as having difficulty with working memory.
- Screening of students using a Working Memory Assessment Checklist.
- Teachers selected and trained as *Cogmed* coaches.
- Parental support for student participation in the program.
- Comprehensive working memory assessments on participants to collect baseline data.
- Students participated in 30-45 minute daily working memory training for 20-25 sessions.

### **Progress/Outcomes**

- *Cogmed* delivered as part of a targeted approach to individual student needs at Richardson Primary School.
- Formal evaluations of *Cogmed* will be administered six months after completing the training (evaluation results were not available at time of reporting).
- Anecdotal evidence indicates that most participants have demonstrated improvements.

### **3. Teacher Capacity Building**

#### **Activity**

##### Writing Exemplars

**Writing Exemplars** have been used as an ongoing focus of the National Partnership to improve student outcomes. In 2013 the project provided a leadership opportunity for teaching staff by:

- inviting all teaching staff to form a committee to complete this work; five teachers volunteered, some familiar with and some new to this project
- school leaders working with the committee to support leadership development.

The committee has reviewed and refined the writing rubric and nearly completed the process of pairing Richardson Primary School student writing samples against Australian Curriculum achievement levels.

#### **Progress/Outcomes**

- Opportunity for teacher leadership.
- All staff have a better understanding of developmentally appropriate writing.
- Student engagement has increased; students view themselves as writers.
- Evidence of increased teacher capacity, demonstrated through student writing samples, suggests considerable growth across 2010-2013.

### **4. Community Engagement**

#### **Activities**

##### Local Author Partnership

Over the past 12 months, the school has partnered with **local children's author**, Tanya McCartney. The partnership has resulted in the following:

- Writing workshops for students in years 3 – 6.
- Author visit and reading sessions with students during Book Week and Literacy and Numeracy week.
- Donation of a number of author books to the school library.

##### School community partnerships

A range of **school community partnerships** support the school by providing services. Some examples are:

- **Communities @ Work** offers before and after school care to families.
- Volunteers from the **Church of the Good Shepherd** work with parent and staff volunteers to provide the Healthy Breakfast Club on a weekly basis.
- Volunteer mentors support individual children on a weekly basis through the **Vision Hope Australia** mentoring program.
- The school community participates in the Chaplaincy Program in association with Scripture Union.

The **Richardson Interagency Hub** is made up of local support agencies and meets regularly to plan community events to engender social pride, connection and identity.

#### **Progress/Outcomes**

- Raised profile of reading and writing across the school.
- Connection of school to later work opportunities (author).
- School-community programs build the school as a learning community.
- Strong school engagement with outside agencies.

## **Kingsford Smith School**

### **School Context**

Kingsford Smith School has a student population of 747 P-6 students, with 33 students (4.4%) identified as Aboriginal and Torres Strait Islander and 113 students (15%) recognised as EAL/D. The attendance rate is 90%.

Kingsford Smith is a P-10 school with the Low SES reform being implemented in P-6. Due to school arrangements some strategies cross over from year 6 into the secondary sector of the school.

Throughout 2013 the school has continued to work within the reform areas: strengthening links within and beyond the school environment to support students and their families, and providing programs aimed at increasing student engagement in their learning now and into the future.

### **Reform Strategies**

#### ***1. Innovative and Tailored Learning***

##### **Activity**

##### **Action Inquiry – Accepting the Challenge Initiative**

The **Action Inquiry project** is researching the ways in which curriculum adjustments, or school based programs, impact on learning outcomes for Aboriginal and Torres Strait Islander students. As part of the program Kingsford Smith School is running a withdrawal based literacy intervention program called **Launch Pad** with Aboriginal and Torres Strait Islander students from kindergarten to year 6. The program consists of two 30 minute one-on-one tutor sessions per week where students complete a sequence of literacy activities designed to improve their reading proficiency. The tutors are two of the school's Learning Support Assistants who have been provided with training and support to implement the program.

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

- Initial data demonstrates that students in the program are highly engaged.
- Results will be published in the *Accepting the Challenge Action Inquiry Program 2013* report at the end of the year.

#### ***2. Community Engagement***

##### **Activity**

The school partnered with the Australian National University (ANU) through the following programs:

- **Weekly homework club** – ANU student ambassadors worked with high school students once a week to assist with homework and assignments. A nutritionally balanced afternoon tea is provided by the ambassadors.
- **The ANU 'Voice' poetry program** - ANU students worked with a group of high school students to develop their understanding of poetry through voice workshops. This

culminated in a poetry 'slam' where students performed the pieces they wrote.

- **Explore ANU** –students were invited to take part in the *Explore ANU* program which consisted of students travelling to the ANU campus and experiencing university life.
- **Launch Pad** – The Launch Pad literacy intervention program is being run twice weekly with ANU student ambassadors targeted to students in the primary school.
- **'Balanced Lifestyle' Program** – a four week program for Aboriginal and Torres Strait Islander students in years 6-10 provides information about diet and exercise, mental health and resilience, sport and recreation, and career and higher education opportunities. Each week a guest presenter comes into the school and runs a mini forum session with interactive activities for the students. The school has partnered with **Tim Maher, Physiotherapy, Nutrition Australia** and ANU.

The school has partnered with the University of Canberra (UC) through the following programs:

- **Outdoor classroom/community garden** - the school has partnered with the Faculty of Arts and Design at UC to design an outdoor classroom/community garden on the school grounds. Students from UC will engage the community through consultation before construction.
- **Launch Pad program** - Students from UC studying education are also part of the Launch Pad program as mentors and administer the program once a week with year 5 students.

Partnerships with community organisations:

- **West Belconnen Child and Family Centre & Uniting Care Kippax** – development of a shared point of need site for families accessing the services of all three organisations.
- **Australian Community Business Network (ACBN) and iiNet TransACT** – a group of students in year 5 are participating in the SPARK reading program administered by ACBN with mentors from iiNetTransACT.
- **The ACT Writers' Centre** – the school has partnered with the ACT Writers' Centre to design professional learning for teachers, as well as functions and courses, which will be offered to community members (including parents).
- **Australian Sports Commission** – working together to provide students with access to the *Active After School Kids* program. The program occurs once a week with students participating in coaching of different sports under the supervision of a teacher.
- **National Australia Bank and the Australian Council of Educational Research grant**– the school won a \$15,000 NAB Schools First Seed Funding grant to help continue the 'Launch Pad' program beyond 2013.

#### **Progress/outcomes**

- The school is developing as the hub of a learning community, incorporating the school, two universities and a range of community groups and outside agencies.
- Engagement with outside agencies is broadening educational horizons for students.
- Programs for Aboriginal and Torres Strait Islander students are raising aspirations and engagement.



## Section 3 – Milestones

### Improving Teacher Quality NP

#### Part 1 - Milestones not reported/not achieved/partially achieved in 2012 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> )
Increased enrolment of Indigenous students in tertiary study of education.	Two scholarship programs have been established to support Indigenous students either wishing to enrol in teacher education or currently enrolled in teacher education.	Partially achieved. Two scholarships have been awarded to support Indigenous students, who are interested in enrolling in teacher education, complete Year 11 and 12.	Increased enrolment of Indigenous students in tertiary study of education.

#### Part 2 - Milestones in Progress Report - (Achieved 1 January to 30 June 2013)

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> )
Nil.			Nil.

#### Part 3 - Milestones that will progress through the 2013 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> )
Nil.		

## Low SES School Communities NP

### Part 1 - Milestones not reported/not achieved/partially achieved in 2012 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> )
Schools have reached their school-based literacy and numeracy targets for 2012.	Partially achieved in 2012 NAPLAN.  Of the eight targets that were not achieved in 2012 five have been achieved in 2013. The three still not achieved are in year 3 writing and year 5 reading and numeracy.	The strategies implemented to achieve the missed targets in 2012 have been successful in improving outcomes for writing.  Five of the eight targets not met were in the domain of writing and four of the five have been achieved in 2013.	All schools are working on improving their student performance.  Field officers are continuing in their schools and working with teachers to improve classroom practices.  Schools have developed 2013 plans for improvement.  New targets have been set for 2013.

### Part 2 - Milestones in Progress Report - (Achieved 1 January to 30 June 2013)

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> )
Acceptance of progress report on activities occurring over the period Jan-June 2013	Pending		

Milestone	Detail of achievement against milestone (Quantitative and Qualitative)	If not achieved or partially achieved, reasons why (Qualitative)	Strategies put in place to achieve milestone and updated timeframe (Quantitative and Qualitative)
Each school has a Reconciliation Action Plan (RAP).	Three of the four participating schools have a RAP. Richardson Primary School has its own RAP, Florey and Charnwood-Dunlop Primary Schools share a cluster RAP and the RAP for Kingsford Smith School should be completed by end of term 3, 2013. Florey and Charnwood-Dunlop Primary Schools are also currently working towards their own individual RAPs for 2014.		The ACT Education and Training Directorate is providing support for schools to develop RAPs.

### Part 3 - Milestones that will progress through the 2013 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)
Nil.		