



Australian Government



SMARTER SCHOOLS NATIONAL PARTNERSHIPS

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

**TASMANIA
Annual Report for 2010**

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Section 1 – Smarter Schools Executive Summary

Overview

In January 2010, Tasmania's Smarter Schools National Partnership Implementation Plan was signed by the then Federal Minister for Education, Julia Gillard, and the then Tasmanian Minister for Education and Skills, David Bartlett.

The benefits of significant effort across Learning Services, Offices and schools within the Department of Education (DoE), the Tasmanian Catholic Education Office (TCEO) and Independent Schools Tasmanian (IST) during 2009 meant that as Term 1 2010 commenced in Tasmania's National Partnership schools, funds had been distributed, a number of National Partnership positions had been filled and the majority of school level plans were ready for implementation.

The emphasis on evidence-based, local solutions to address local need is a feature of Tasmania's approach to implementing the Smarter Schools National Partnership reforms. This approach, strengthened by the service structure provided to schools in all sectors, has seen schools, support staff and managers working together supporting each other. Schools have been empowered to drive improvement strategies that are meaningful, relevant and appropriate to their contexts. While addressing the specific reforms required through each of the National Partnerships is an agreed priority, local ownership of plans and targets, building capacity in principals, leaders, teachers and schools and ensuring sustainable approaches has been at the forefront of planning and implementation.

This approach is consistent with Tasmania's mode of operation, where schools are provided with resources to provide optimal educational opportunities for students appropriate to their local needs. This approach links well with the state's strategic education goals to enable every Tasmanian to reach their potential, at all stages of life and to nurture a culturally rich, socially cohesive and economically productive community through improvement priorities around the early years, literacy and numeracy, retention and attainment and building a knowledge-based society.

For a copy of the department's Learner at the Centre policy see:

www.education.tas.gov.au/dept/strategies

The Department of Education has continued to work collaboratively and positively with the non-government schooling sectors, as together all sectors progress the Melbourne Declaration on Educational Goals for Young Australians.

2010 Key highlights

In the period from June to December 2010, schools continued to build on improvement strategies noted in the Smarter Schools National Partnerships (SSNP) Progress Report provided by Tasmania in the first half of the year.

- High level, improvement focused conversations with staff in their school, and about their school, guided school planning at the local level. These conversations between school and sector leaders and Managers have proven to be significant in bringing about innovative and strategic initiatives and change. The SSNP funding has given focus and intention to school improvement planning and highlighted the relevance and usefulness of (for DoE schools) the educational performance data provided through the School Improvement Reports. 2010 School Improvement Reports are available from www.education.tas.gov.au from the end of June 2011.
- Targeted professional learning around pedagogy has assisted schools to focus on school

improvement, informed by student outcome data, and, across the state, school teams are more engaged with delivering improved student and school outcomes in a collaborative sense.

- Schools working together in federations, alliances and networks with common purpose are more effectively sharing knowledge, experience and resources which is contributing to improved student outcomes.
- A focus on school improvement has reinforced the role of the principal as the key driver of educational leadership and student outcome improvement. Targeted professional learning for principals and senior staff, combined with opportunities for staff to take on new leadership roles, has contributed to increased leadership density in schools as well as providing more leadership opportunities for aspirants.
- Continuing cross schooling sector collaboration has consolidated positive relationships which will continue to serve well future negotiations and successful implementation of national policy.

The National Partnership investment in schools has triggered a number of unexpected gains.

Raising the Bar, Closing the Gap literacy and numeracy pilot

- Lifting literacy and numeracy standards is a priority in Tasmania and the State Government is continuing on its innovative reform agenda to ensure that all Tasmanian children finish school with functional literacy and numeracy skills.
- Raising the Bar Closing the Gap initiatives align with the state's Learner at the Centre policy. It's about directing resources to where they can be most effective in supporting children and their teachers and schools. By design the initiative is sustainable — it builds capacity in school leaders and teachers.
- The Raising the Bar Closing the Gap initiatives complement action in schools funded through the Smarter Schools Literacy and Numeracy and Low SES School Communities National Partnerships with the Australian Government.
- In all iterations of the Raising the Bar Closing the Gap initiative, schools have been identified for participation based on specific criteria, such as socio-economic status, the numbers of students below the National Minimum Standard, and, in the case of the Raising the Bar Closing the Gap Indigenous extension initiative, the number of Aboriginal students.
- Preliminary findings provided by the evaluation team suggest that the Raising the Bar Closing the Gap initiative has achieved positive results for students and built the capacity of school leaders and teachers.
- Additional state funding of \$9.975 million over four years has enabled the successful Raising the Bar Closing the Gap strategy to be implemented into thirteen government secondary schools from February 2011. This new initiative will support student in schools where there is most need.
- The Raising the Bar Closing the Gap Indigenous extension initiative, to be funded under the Australian Government's Expansion of literacy and numeracy programs for underachieving Indigenous students, will help to accelerate literacy and numeracy achievement of participating Aboriginal students across five Tasmanian government Aboriginal and Torres Strait Islander Education Action Plan (ATSIEAP) focus schools. These 5 schools will promulgate their learnings across other schools.

Closing the Gap in Aboriginal Outcomes 2010–2014—A Tasmanian Strategy for Aboriginal Student Success through School Improvement

Work within the Department of Education to realize this strategy is aligning with and supporting National Partnership effort in both government and non-government schools. Planning in relation to better addressing the needs of Aboriginal students and staff, the development and distribution of resources as well as work to build cultural understandings and Aboriginal perspectives across the curriculum in Tasmanian schools commenced in 2010. Schools across the non-government sector also access Aboriginal Education Services (DoE).

MoU with the Tasmanian Aboriginal Corporation for Education (TACE)

The TACE are committed to working with DoE and DEEWR to support the implementation of the various national Indigenous reforms. Work on a new and focussed MoU for 2011-2012 commenced in 2010. The MoU is designed around the National Indigenous Reform Agreement organizers and further supports efforts in Aboriginal Education Services and across Learning Services and schools to improve the performance of Aboriginal students.

Cross sector collaboration

Collaborative involvement and engagement of the three sectors (government, Catholic and independent) in the implementation of the SSNP continues at the systemic/association and school community level.

Conversations and planning occur across the three sectors as required.

Ongoing professional learning opportunities are offered across the three sectors.

The Department of Education continues to provide valuable support to the Catholic and independent sectors, particularly in the area of data collection and reporting.

School Level Plans

School Level Plans were developed for all schools participating in National Partnership activities in 2010. These plans identified the level of NP investment (including Commonwealth, State and school-level investment) and the NP activities being implemented at that school for 2010. Those plans were available on sector websites during 2010.

School Level Plans for 2011 were developed late 2010 and early 2011.

The sites for SSNP school improvement plans for the government, Catholic and independent sectors are as follows:

<http://www.education.tas.gov.au/dept/strategies/national-partnerships>

<http://www.ceo.hobart.catholic.edu.au>

<http://www.aist.tas.edu.au>

Section 2 – Improving Teacher Quality

Overview – 1 January to 31 December 2010

In the period February to December 2010 the Improving Teacher Quality (ITQ) National Partnership funding has provided significant, additional support for teachers, across the government, independent and Catholic sectors, and in turn their students.

This assistance has enabled schools to access world leading professional learning and support and empowered educators to better lead learning in schools in order to achieve improved student outcomes. The majority of professional learning opportunities have been promoted across and accessed by educators from all school sectors in Tasmania.

School Leaders

- The Aspiring Leaders Programs and a Shadowing Program for aspiring principals were conducted across the state. The Aspiring Leaders program involved 134 teachers from the government, independent and Catholic sectors.
- The 'Leaders for the Future' program was conducted in the three regions, with 45 participants in total. This program is designed to develop the leadership capacity of teachers who are aspiring leaders, and it is highly regarded by the participants who have reported significant personal and professional growth. This program is continuing beyond 2010.

Partnerships in Teaching Excellence

- 25 students commenced the PiTE Scholarship Program in eight School Centres for Excellence. Disadvantaged and hard to staff schools were selected. During Term 1 students spent a day a week in their allocated school in addition to the four weeks of scheduled school experience. Before the school year began the students participated, with practicing teachers, in two days of literacy professional learning with Victorian consultant David Hornsby, two days of Tribes training with two department trainers and an induction day at their school.
- Throughout the year, meetings with the scholarship students were scheduled as video meetings, professional learning sessions (positive behaviour support and using thinking routines) and visits to some of the School Centres of Excellence. The students also participated in a further five days of professional learning (the final two days of Tribes training, Positive Behaviour Support and First Steps Reading all facilitated by Department staff).
- Meetings were also scheduled with Mentors and Colleague Teachers to establish clarity of expectations and priorities for the student teachers. Most Mentors also participated in eight days of Cognitive Coaching Training facilitated by accredited Department staff. This work with Mentors and Colleague Teachers has developed a greater sense of collective responsibility for the scholarship students in the School Centres of Excellence.
- During 2010 there was feedback from principals that the PiTE graduates exiting the residency program in Centres of Excellence schools at the end of 2009 moved into their first year of teaching with outstanding skills and preparation. By the end of the year there was pressure from some schools for the cohort graduating in 2010 to be placed as graduating teachers in their schools. The pressure to place PiTE graduates into specific schools taught us that this process needs to be managed carefully.

Indigenous Workforce

- Indigenous education pathways meetings have been held to begin work on developing more sophisticated work force data and to prepare specific information for Aboriginal Education Workers about pathways to obtaining education qualifications. This work will be progressed

across 2011.

- Challenges around the accurate identification of the workforce in Tasmania are recognised. Discussions with Aboriginal Education Services (AES, DoE) the Tasmania Aboriginal Corporation for Education (TACE) and Office of Aboriginal Affairs (OAA) in 2011 will inform progress in this important area.

The Post-Graduate Continual Improvement Program

- This program aimed at all teachers across the three sectors has continued. At the post-graduate level the agreement to provide HECS scholarships has been sustained and a summer school with a number of options attracted over 200 enrolments. Around 45 teachers are continuing to build on the summer school professional learning by undertaking further post-graduate study with UTas.
- In partnership with UTAS, the government, Catholic and independent sectors work to encourage target groups to enrol in teacher education courses and participate in ongoing learning opportunities. Mentor teachers in the north and south promote and support this.

TCEO Workforce Plan

- In the Catholic sector, progress has been made in developing a workforce plan. The plan is 75% complete.

School Centres of Excellence in the Catholic sector

- TCEO have begun the process of establishing two centres for excellence in the north-west of the state. UTas is participating in the process.

Teacher Networks

- Funds were used to support the participation of teachers in regional areas in 'Teacher Networks' throughout the state. This enabled teachers to network with their colleagues at year levels to begin work on the implementation of the Australian Curriculum and to share ideas and resources. This was highly successful and paved the way for whole of state preparation for the implementation of the Australian Curriculum in 2012.

National Professional Standards for Teachers

- The government, Catholic and independent sectors have all been involved in the development of the National Standards for Teachers and actively support national consistency in the initial registration of graduate teachers.

Progress against TQNP Facilitation Reforms – 1 January to 31 December 2010

Tasmania is on track to meet the TQNP Facilitation Reforms as outlined in the Bilateral Agreement.

National Professional Standards for Teachers

- The government, Catholic and independent sectors participated in the development of the National Standards for Teachers.
- The three sectors continue to work together to develop a comprehensive postgraduate course framework with UTAS, to support ongoing professional development for Tasmanian educators.
- Extracts from the draft standards were used with Partnerships in Teaching Excellence (PiTE) mentor teachers and pre-service teachers in 2010 in preparation for the release of the final

version at the beginning of 2011.

National Certification of Accomplished and Lead Teachers

- Tasmania's progress in this area is contingent upon national progress.
- Tasmania participates in the Accomplished Teachers National Working Group.
- In 2010 plans were developed for the introduction of Accomplished Teachers in Tasmania. It is envisaged that Accomplished Teachers would mentor groups of students in the PiTE program or even groups of beginning teachers. Accomplished Teachers would be located in school Centres of Excellence, or in areas where there are high numbers of beginning teachers, especially rural and remote areas of the state.
- These plans have been shared with the senior leadership team and a preliminary conversation has been had with the Australian Education Union. A submission to the state budget supporting this proposal is planned for 2011.

Nationally Consistent Registration of Teachers

- Tasmania's progress in this area is contingent upon national progress.
- Tasmania participates in the Nationally Consistent Registration of Teachers-Policy Framework Group.
- Across Tasmanian schools, the Managing for High Performance process that is a component of principal accountabilities, will provide a foundation for implementation of the national agenda.

National Accreditation of Pre-service Teacher Education Courses

- The Department of Education and the University of Tasmania (UTas) has actively participated in the development of nationally accredited pre-service Teacher Education Courses.
- This proposal has been signed of by MCEECDYA.

Professional Development and Support for Principals

- Professional learning and in-school support for principals and teachers, conducted regionally in 2010 have supported educational leaders to develop strategic plans that are focused and sustainable. Professional learning and in-school support has enabled educators to lead and deliver learning that reflects current understanding of 21st century pedagogical approaches. These initiatives have assisted in the achievement of measurable improvement in education outcomes for many students.
- Funding through the National Partnership has enabled:
 - a principal leader to be appointed to develop and facilitate professional development and support for principals
 - the development of a statewide induction program for new principals
 - the development of an induction handbook for new principals.

Improved Performance Management and continuous improvement in schools

- Performance management is required as one dimension of school leadership. The enhancement of leadership skills will enable principals, lead teachers and school boards to develop feedback models suitable to individual contexts with a clear focus on improved teaching and enhanced student outcomes.
- The Teachers Registration Board Professional Teaching Standards Framework will inform the emerging feedback processes.
- Professional learning in coaching is available to teachers and leaders across sectors.
- Tasmania agrees to link performance reviews to national standards as they become available.
- The government and non-government school sectors, in conjunction with UTAS and the Tasmanian Teachers Registration Board are committed to fully implementing the standards and incorporating these in teacher registration processes and UTAS courses.

New Pathways into Teaching

- All three sectors are in partnership with UTAs to develop pathways to encourage target groups to enrol in teacher education courses.
- Work is underway to provide support program/s to prepare and assist graduates working in rural/remote/ hard-to-staff schools.
- Consideration of the Teach for Australia model is part of considerations for recruiting maths and science teachers. A briefing paper was prepared and shared with the senior leadership team; however, progress in this area is contingent upon national progress.

Better Pathways into Teaching

- Tasmania's progress in this area is contingent upon national progress.
- Tasmania is considering the Teach Next model, which supports those wishing to undertake a career change.

Improved Quality and Availability of Teacher Workforce Data

- Late in 2010, the Department of Education embarked on a Teacher Workforce Profiling exercise. This is due for completion in mid 2011. It is intended that this profile will improve the quality and availability of teacher workforce data and assist the department to better develop strategies to ensure schools' needs are met into the future.

Indigenous Education Workforce Pathways

Closing the Gap in Aboriginal Outcomes 2010–2014—A Tasmanian Strategy for Aboriginal Student Success through School Improvement

- Work within the Department of Education to implement this strategy is aligning with and supporting National Partnership effort in both government and non-government schools. From 2011 all schools will support teachers to work within the guidelines of this strategy to improve educational outcomes for all Aboriginal students and to work towards closing the gap in literacy, numeracy and attendance measures.
 - Identify planning and support structures for Aboriginal Education Workers for implementation in 2011
 - Improved data collection- a data warehouse process for recording the status of Aboriginality of the work force (DoE) was designed and put in place in 2010.

Quality Placements

Ensuring quality placements of teachers now and in future years is supported by the following actions and programs being undertaken across the three sectors:

- Partnerships in Teaching Excellence (PiTE) program
- School Centres of Excellence
- Development of post-graduate units and courses
- Provision of nationally accredited accomplished teachers
- Qualified mentors
- Development of National Professional Standards for Teachers
- Teacher workforce profile
- Consistency with National Teacher Registration processes.

School Centres of Excellence

Eight School Centres of Excellence were in place in 2010 as part of the Partnerships in Teaching Excellence pre-service scholarship program. Six were in the Hobart area and two in the north-west of the state. Each Centre of Excellence had a Mentor Teacher responsible for a small group of pre-service teachers. The Mentors were supported in building their expertise in mentoring and teaching about teaching.

Progress towards meeting TQNP Reward Reforms

Tasmania is on track to meet the TQNP Reward Reforms in 2011.

Challenges to Implementation/Progress – 1 January to 31 December 2010

Partnerships in Teaching Excellence (PiTE)

- Scholarship program PiTE: The quality of student applicants meant that the selection committee did not fill the number of places that were available. In the south, there were 20 places available and 19 students were selected. In the north west there were 10 places available and six were selected.
- We will respond to this challenge by increased marketing particularly through the support of scholarship holders who have progressed into teaching positions in the Department.
- Two schools faced challenges around attracting Colleague Teachers to work with students over the longer period of time that the scholarship involves. These challenges have been successfully resolved through negotiation and re-arrangements in the school and at a system level will be supported in the future by the data emerging from School Centres of Excellence that emphasise the reciprocal benefits of working in this supportive way with student teachers.
- In 2010, no maths and science students applied for scholarships. This is in part because too few of these graduates are choosing to enter the B Teach course at UTas. Other recruitment strategies for this cohort of graduates are being investigated.
- The Catholic sector reports that there have been no specific barriers in the implementation with the exception of the complexity in the sharing of responsibilities within the sector. These complexities have been resolved.

- In the independent schools sector, delays in providing specific professional learning have been identified as a barrier. Specifically, EPICT facilitator training for the ICT Consultant originally scheduled to take place in June was cancelled and rescheduled for September 2010. Consequently, alternative ICT Professional Learning Opportunities were arranged in the interim for IST members.

Support for Aboriginal and Torres Strait Islander Peoples – 1 January to 31 December 2010

- In all three Tasmanian schooling sectors, the specific COAG goals for Indigenous students are under serious consideration. To this end, data around Aboriginal student outcomes is collected in all sectors, with the governments Education Performance Report and individual School Improvement Reports specifically reporting on Indigenous Equity in the government schooling sector. Quantitative data in relation to this will be available in future reports.
- Every NP school implementation plan is required to address the learning needs of Aboriginal students, therefore classroom teachers and school leaders are conscious of the implications of this for teacher training and in building the capacity of practicing teachers in this area. Within the activity undertaken through the Centres of Excellence, participating students are immersed in schools (the majority of which are SSNP schools) with mentor and colleague teachers, committed to supporting outcomes for Aboriginal students and in improving equity. Non-government schooling sectors are equally committed to this priority area.

Closing the Gap in Aboriginal Outcomes 2010–2014—A Tasmanian Strategy for Aboriginal Student Success through School Improvement

- Work within the Department of Education to put into operation this strategy is aligning with, and supporting, National Partnership effort in both government and non-government schools. From 2011 all schools will be working within the guidelines of this strategy to improve educational outcomes for all Aboriginal students and to work towards closing the gap in literacy, numeracy and attendance measures. Focus schools will be targeted initially.

MoU with the Tasmanian Aboriginal Corporation for Education (TACE)

- The MoU is designed around the National Indigenous Reform Agreement organizers and further supports efforts in school to improve the performance of Aboriginal students. It will specifically inform and support efforts to attract and recruit Aboriginal staff to positions in education.

Raising the Bar Closing the Gap (RTBCTG) Indigenous initiative

- This initiative, funded under the Australian Government's Expansion of literacy and numeracy programs for underachieving Indigenous students, will help to accelerate literacy and numeracy achievement of participating Aboriginal students across five Tasmanian government national Aboriginal and Torres Strait Islander Education Action Plan (ATSIEAP) focus schools. This program will commence in 2011. Building teacher and leadership capacity is a focus. The employment of an Aboriginal Education Worker in each school will assist Tasmania in its efforts to continually increase the Aboriginal workforce across education.
- During 2009/2010, 34 schools undertook Dare to Lead Snapshots to inform their School Improvement Plans, and plans have been made for further schools to participate in 2011.
- Aboriginal Education Services within the Department of Education works with schools across the state to assist schools to better embed Aboriginal perspectives into the curriculum. All schools are encouraged to undertake professional learning in Cultural Understandings. In 2011 this will be a requirement for the five focus schools participating in the RTBCTG Indigenous initiative.

- All schools are required to have Personal Learning Pathways (PLPs) for Aboriginal students by 2012. In 2010 work was underway to consider processes to develop these plans. More work will continue in 2011. This will be led by the five focus schools participating in the RTBCTG Indigenous initiative. The expectation is that these schools will cascade their learning to other schools.
- The Department of Education continued its commitment to participation in the Stronger Smarter Schools Program.

Showcase – 1 January to 31 December 2010

Aspiring Leaders

The Aspiring Leaders Program conducted in each Learning Service and the TCEO was a great success. 134 participants were required to:

- Participate fully in 4 days of workshops
- Undertake a 360° feedback instrument
- Facilitate an inquiry related to leadership in their local context
- Participate in leadership coaching sessions.

The feedback from the 360° instrument was considered by participants to be the most powerful learning experience of the program.

Exploring research on leadership and management using adult learning strategies, supported participants' learning. The school-based inquiry encouraged participants to synthesise ideas from the workshop and their feedback from the 360° instrument. This allowed participants to develop and refine their educational leadership platform, which built on a core theme that 'leadership starts from within'

The program will be further refined in 2011 with three additional programs being offered. They are:

- Aspiring Leaders – Leading Others
- Aspiring Leaders – Leading Community
- Aspiring Leaders – Leading Teaching and Learning.

Partnerships in Teaching Excellence

Scholarship Program – PiTE

The PiTE program has brought with it significant benefits to the practising teachers who have been selected as mentors to the B Teach students. The mentor group of teachers and their developing expertise in teaching about teaching will be valuable to share with colleagues.

A selection of the School Centres of Excellence can showcase the reciprocal benefits for teaching staff in supporting a small group of B Teach students over the year and the way this process supports teachers in learning to be more explicit about their teaching.

Independent Schools Tasmania — European Pedagogy ICT (EPICT) licence Australia Professional Learning (PL)

In the independent sector the EPICT in-school support and PL for principals and teachers enabled educational leaders to develop strategic plans that were focused and sustainable. Participants were empowered to lead and deliver learning that reflects current understanding of 21st century pedagogical approaches. To achieve this and to meet all milestones described in the Improving Teacher Quality (ITQ) National Partnership (NP) implementation plan, in 2010 Independent Schools Tasmania:

- Employed a Manager for the ITQ NP

- Employed an ICT consultant 0.4 FTE to facilitate opportunities for principals, leading teachers and teaching staff to engage in embedding ICT into the pedagogy of teaching and learning
- Developed an implementation plan for the purposes of managing and sustaining this project in consultation
- Collected and analysed data relevant to current ICT professional development practices in Tasmanian independent schools

This initiative will be supported for four years. Support and strategies will influence changes at the classroom and school level. The training of 'on-site' facilitators and the 'whole-school approach encourages sustainability.

The TCEO is committed to the establishment of two school Centres of Excellence in the north-west of the state. Progress towards this was begun in 2010 with the support of UTas.

Sustainability

- Tasmania has a commitment to the sustainability of the activities associated with the Improving Teacher Quality Reform Agenda.
- The budget proposal for the Accomplished Teacher program is directed towards a state funding commitment into the future.
- Partnerships with UTas will continue to support teachers to undertake post-graduate courses into the future as well as ensuring the ongoing commitment to quality pathways into teaching and the provision of scholarship programs such as Partnerships in Teaching Excellence (PiTE).
- Internationally recognised strategies and approaches to leading for change that Tasmanian schools are undertaking including, inquiry-based learning, developing collaborative teams, building the capacity of teachers and leaders in schools will contribute to the sustainability of effort enabled through the Smarter School National Partnership investment.
- True sustainability is achieved when capabilities are built and the capacity of individuals, and teams, to learn and share new learnings is enhanced. Tasmania's approach to the Improving Teacher Quality National Partnership is based on these sustainable principles.

Section 3 – Low Socio-Economic Status School Communities

Overview – 1 January to 31 December 2010

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

- Incentives to attract high-performing principals and teachers
- Adoption of best practice 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 (Polytechnic/Academy) Transition Initiative (DoE and TCEO).

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

School operational arrangements which encourage innovation and flexibility

- In a number of schools, steering groups, Staff Community Development Teams, advisory groups and Action Research Teams were established to support the improvement the educational outcomes of students. These were notable in Port Dalrymple Primary School, Montrose Bay High School, Geeveston District High School and the Wellington Alliance.
- Significant structural changes to DoE schools:
 - The Jordan River Learning Federation is the amalgamation of four schools from the suburb of Bridgewater with teams of teachers working in two Birth to Year 4 schools, one middle school (Years 5–8) and one senior school (Years 9–12). A lead principal oversees the Federation, with principals also leading each campus.
 - Rokeby Primary – the organisation of the school into four bands, comprising three P–2 classes, two 1–3 classes, two 3–5 classes and three 4–6 classes. Each band has two or 3 core class groupings.
 - Planning for the relocation of four schools (Abbotsfield Primary School, Roseneath Primary School, Claremont Primary School, Mt Faulkner Primary School) into two new schools (Austins Ferry Primary School and Windermere Primary School) from 2011.

- Two DoE schools developed Middle School reforms that included:
 - A network was formalised at Cosgrove High School and its feeder primary school.
 - St Helens District High School re-structured staffing and student learning in Years 5–8.
- *Flexible Learning Tasmania* is an NP strategy designed to develop more flexible education opportunities for K-10 Tasmanian government school students. It includes:
 - Resource and consultancy support to Learning Services and schools to assist in the direct development and extension of localised flexible learning opportunities
 - Amalgamation of the Online Learning Network and Distance Education Tasmania into the Tasmanian eSchool
 - Planning for implementation in 2011.
- *Flexible Learning Tasmania* NP activity in 2010 included:
 - A financial resource to Learning Services to support eLearning flexible provision for students, including those unable to attend mainstream schools and highly able students, and those at risk of disengaging
 - Planning for the provision of training and professional learning via Startup Support Services to be implemented in 2011 to enable the local uptake of Tasmanian eSchool courses by Low SES National Partnership Schools
 - Sharing of expertise through partnerships with schools/other educational settings to trial online curriculum to meet identified local needs.

Innovative and tailored learning opportunities

- Schools in Learning Services South and Learning Services North-West reported timetabling changes and changes to the school day to accommodate dedicated literacy and numeracy time for students including targeted programs for students 'at risk'.
- Through *Flexible Learning Tasmania*, a Low SES NP strategy, the Tasmanian eSchool continued to refine the services available with an emphasis on online and blended learning. These services include:
 - K-10 Distance Schooling Service
 - Registration Service
 - Hospital Schools Service
 - STARS Program
 - Home Educators Service
 - The introduction of Startup Support Services
 - Online course provision to all government schools.
- Infrastructure upgrades, as part of the Building Education Revolution (BER) funding, directed to digital learning and wireless systems for student access (e.g. Cosgrove High School).
- Some schools introduced specific school-leadership initiatives.
 - Claremont Primary School, Mt Faulkner Primary School, East Coast and Central Midlands Federation, Geeveston District High School, and Cosgrove High School introduced leadership initiatives to build capacity in curriculum delivery at whole-school and grade team levels.

Mt Faulkner Primary School, Abbotsfield Primary School, Claremont Primary School and the Jordan River Learning Federation introduced leadership initiatives to specifically address changes with school mergers.

- Strategies for addressing student attendance were introduced in a number of schools.
 - In the East Coast and Central Midlands Federation improved student attendance was a specified role for a Project Officer
 - Phone home initiatives (SMS messaging) were introduced in seven Learning Services South NP schools.
- Additional staff (teacher and paraprofessional) to coordinate and deliver targeted interventions including Year 9/10 pathway planners focussed on improving student transitions and retention post-Year10.
- Increased participation in professional learning opportunities occurred in all schools. These included:
 - Inclusive approaches to professional learning in intervention initiatives, particularly in literacy and numeracy, with teachers and Teacher Assistants (teacher aides) both attending sessions.
 - Coaching professional learning with a focus on critical inquiry and instructional practice (e.g. Montrose Bay, New Norfolk and Parklands High Schools).
 - Subject-specific professional learning covering content, delivery, assessment.
 - Increased staff participation in high level professional conversations around pedagogy, quality practice, student achievement and expectations.
- Across many schools there has been an increase in the use of national and school-based student performance data in grade planning, as well as access to expert presenters (John Hattie, Jamie McKenzie, Lorna Earl, Debbie Millar and Thelma Perso).
- In most schools there has been an increased emphasis on collaborative team practices with regular focussed grade-team planning sessions reported in these schools.
- The development of whole-school policy for literacy and numeracy, community partnerships, inclusive practices, and School-wide Positive Behaviour Support (SWPBS) is now occurring in many NP schools.
- There has been an increased use of digital classroom technologies occurring in classrooms across the state.
- Improved student engagement and student-peer connectedness has been reported in schools implementing programs such as vegetable garden-to-classroom programs, additional physical education/sport programs, flexible learning and individualised programs.
- The implementation of specific tutor intervention programs by schools, such as Catch Up Literacy, *QuickSmart* Numeracy, Positive Start, Bridges Literacy, and MULTILIT has benefited students across the state.
- At Cosgrove High School, Montrose Bay High School and Geeveston District High School, senior school students have been actively involved in developing their own personalised learning plans.
- In the Catholic sector NP schools a Social and Emotional Learning program has been implemented as a component of the School Improvement process and has been reflected in the School Improvement Plans for 2009–2013. The program aims to improve the academic achievement and the social-emotional well being of young people.

Strengthened school accountabilities

- A Performance Review Process for School Improvement was completed in six government schools in Learning Services South and one school in Learning Services North.
- SES6 *School Improvement Reform through Intervention* saw three government schools identified and intensive processes implemented to meet the goals of this strategy. General Managers and Learning Services, working closely with principals and school communities, are instrumental in the implementation of this strategy.
- Northern Suburbs Christian School (NSCS) undertook a review of school curriculum, assessment and programming under the support of an external consultant. The process built teacher capacity at all levels across the school through on-site professional learning, coaching, mentoring and modelling. As a direct result, teachers are now supported to track student progress to assist with planning.
- NSCS has implemented professional learning around Understanding Data (NAPLAN); conducted to assist teachers to use data to inform planning. This enabled teachers to identify students' strengths and areas of need and to set achievable developmental learning goals.
- All Low SES Catholic schools undertook the Insight SRC Satisfaction Surveys to determine areas for improvement and attitudes of staff, students and parents with the results of these surveys informed the approaches taken and therefore embedded in long term School Improvement Plans.
- Through the *Flexible Learning Tasmania* NP strategy the Tasmanian eSchool has undertaken projects with schools and Learning Services to assist implementation of online learning as part of local flexible provision to address needs of disengaged learners.

External partnership with parents, other schools, businesses and communities and the provision of access to extended services

- Across a number of DoE schools, an integrated services approach to improving community connectedness and participation were achieved through:
 - Student and family enterprise programs based at primary, high and district high schools
 - Early Years Programs (0–5 year old) e.g. Launching into Learning programs
 - Development of key community partnerships including, Beaconsfield Neighbourhood House, the University of Tasmania, Local Government Councils, Community Health and Wellbeing Associations (Bruny Island, Geeveston, Beaconsfield), the Northern Children's Network, the Department of Health and Human Services, the Beacon Foundation and Forestry Tasmania.
- Strong partnerships have been established between some secondary schools and the Beacon Foundation. In some schools, community businesses and mentors for broader work experience choices for students have been established.
- Some schools have established networks outside their geographical areas based on common student issues, e.g. Triabunna District High School, Glenora District High School and Tasman District High School worked together to develop personalised learning programs for Years 9/10 students to improve engagement and retention.
- Through the *Flexible Learning Tasmania* NP strategy the Tasmanian eSchool sought opportunities to develop relevant partnerships to enable growth in elearning capacity and also partnerships with other jurisdictions/schools to share online courses and align to the Australian Curriculum.

- In the Catholic sector NP schools the 'Engaging the Learning Community' program has successfully forged a strong connection with families before formalised schooling commences.
- Northern Suburbs Christian School is working more closely with neighbouring schools, specifically in early childhood. This has resulted in increased networking with other teachers as well as the development and delivery of programs for students.
- In 2010, parent information sessions were held at Northern Suburbs Christian School which focused on topics including reading, writing, health, and 'what's happening at our school'. These were well attended and will continue in 2011.

Significant Achievements of National Partnership reforms – 1 January to 31 December 2010

Noting the early stage of implementation the Low SES NP is recognised as contributing significantly to the following ~

For NP schools

- Ashley School has established a partnership with the Tasmanian eSchool (SES 4) to deliver online and e-based literacy, numeracy and ICT programs. Identified staffing requirements and specialist areas of development have been key components. Overcoming issues such as confidentiality for students and working towards implementing a student led curriculum, which is reflective of mainstream schooling practices, has been crucial.
- Federation (SES 1) progress:
 - Launch of the East Tamar Federation – building a shared, corporate responsibility has been a key achievement.
 - Significant progress in preparing for the establishment of the Jordan River Federation from 2011.
 - Establishment of the East Coast Federation – the creation of a federation staff team has been crucial to student improvement.
- School level excitement given significant improvement (2009–2010) at Montello Primary School where NP effort focussed significantly on the early years of schooling. In 2010, Performance Indicators in Primary School (PIPs) results demonstrated that 70% of Prep students were within the expected range in Literacy compared with 57% in 2009. Similarly, 76% of Prep students were within the expected range in Numeracy compared with 69% in 2009.
- All Learning Services report an increase of whole-school use of student data. The data is directing professional learning, student learning outcomes and school improvement goals with the community. There is increased transparency in viewing data and setting targets for improvement:
 - At Risdon Vale Primary School, the mean percentile for Writing in Years 3 to 5 improved by 12.70 percentiles; for Spelling, 5.04 percentiles and Grammar, 0.89 percentiles (NAPLAN, 2010).
 - At Mt Faulkner Primary School:
 - Year 3 Writing results were higher than like schools and 12% more students achieved at or above the National Minimum Standard than 2009.

For Grammar and Punctuation, 29% more students achieved at or above the National Minimum Standard than in 2009 and 7% more students achieved at or above the National Minimum Standard than was the average for like schools.

- For Year 5 Reading, 9% more students achieved at or above the National Minimum Standard than was the average for like schools; 2% more students achieved at or above the National Minimum Standard than in 2009 and 13% more than in 2008 (NAPLAN, 2010).
- Geeveston District High School, showed improvement from 2009–2010.
 - Insight SRC Staff Survey – 8% increase in Role Clarity, 11% increase in Participative Decision-making, 25% increase in Student Decision-making.
 - Decrease in at or below National Minimum Standard for: Reading Year 3 by 48%, Year 5 by 5%, Year 7 by 25%; Numeracy Year 3 by 39%, Year 7 by 10% (NAPLAN, 2010).
- In the independent sector the most significant change that has been noticed at Northern Suburbs Christian School (NSCS) has been the understanding and valuing of data. No longer is data a simple measure of student ability. Data now also informs teacher planning and intervention programs.
- The ‘Engaging the Learning Community Birth to Four years program’ operates in two Low SES NP Catholic schools. The principals of both schools had the opportunity to present the program to other Catholic school principals and senior Tasmanian Catholic Education Office (TCEO) personnel at various meetings. Two other Catholic primary schools have since adopted the program and a number of other schools are now in the investigation stage prior to implementing the program.
- The two Catholic primary Low SES NP schools have identified the importance of social and emotional learning and its relationship to the whole learning process. A formalised Social and Emotional Learning program has been implemented as a component of the School Improvement process and has been reflected in the School Improvement Plans for 2009–2013. The program aims to improve the academic achievement and the social-emotional well being of young people.
- In one TCEO college, teachers of target groups (Middle Years, with Year 7 cohort as the key focus) committed to collaborative planning. At weekly meetings, student reviews are completed for all students. This is seen as a shared responsibility and all teachers on the team re-shape groups and pedagogy in response to assessments.
 - Literacy and numeracy classes are now timetabled concurrently to enable teachers to interact across all class groups. The ‘Literacy Block’ approach, addressing all facets of literacy, is now well established in all classes and is a quite significant development in the secondary context.
 - Student engagement is strong and greatly improved. It has been noted that there has been a significant increase in positive student behaviour and learning outcomes are improving, with students making significant, measurable gains in literacy in particular.
 - A very significant change of culture is being effected through the steps taken to address one of the college’s target goals: the strengthening of social and emotional skills of students through the ‘Circle Solutions’ approach undertaken by the college.
- Three Catholic schools have implemented the You Can Do It (YCDI) program. A nominated Social and Emotional Learning (SEL) coordinator has been appointed and works with the principals to introduce Kids Matter to the school, which will also support the YCDI implementation. An Action Social and Emotional Learning team consisting of the Principal, SEL coordinator, teachers and parents has been established to develop school plans and analyse data and surveys.

Impact on Professional Learning

- All sectors report significant participation in professional learning, with a definite increased focus on improving classroom practice and pedagogy.
- In the Catholic sector a professional learning highlight has been the implementation of the Social Emotional Learning Program (SEL) through the Kids Matter Framework and training and professional learning has taken place with both primary schools. A coherent curriculum that will address health and well-being across all stages of our schools is being developed. SEL has been identified as a key strategic goal for the Low SES NP schools.
- Professional learning has assisted to build school capacity in grade teams through the implementation of curriculum coaches and teacher mentors. Across the state, offerings have included:
 - Professional learning with a focus on critical inquiry and instructional practice (Montrose Bay High School)
 - Professional learning in explicit teaching of key skills in literacy and numeracy in all schools
 - Professional learning in place to support digital classrooms
 - Professional learning in developing positive school environments – TRIBES, School-wide Positive Behaviour Support (SWPBS) and Restorative Practices have been key programs in many schools statewide
 - Fortnightly model for grade-team planning has been implemented in many schools and has provided more clarity around setting student learning goals and aligning actions between team teachers
 - Performance review processes including mapping the school improvement plan for five years have been completed in Montrose Bay High School and Cosgrove High School and its feeder primary schools
 - Increased use of modelling good practice in classrooms, e.g. evidence -based model for school planning has been adopted at Glenorchy Primary School (Fullan, Hill, Crevola)
 - Most schools have completed an audit of resources for literacy and numeracy.
- Northern Suburbs Christian School has undertaken significant professional learning as a result of NP involvement.
 - Two staff members attended a session on the English Curriculum (Australian Curriculum) and then the whole staff worked through the English document, particularly focusing on implications for the school.
 - As part of the changes to the Writing component in NAPLAN, on-site professional learning on Persuasive Text was undertaken. There was a significant difference in the ability of students when comparing writing examples of pre (June) and post (December) teaching in the area of persuasive writing. The pre-writing examples reflected a narrative style to the students' writing and now there is clear structure to the persuasive writing. The students can be heard to be questioning each other and teachers — “Is that a fact or an opinion?”

Impact on Students

Improved student learning pathways:

- Port Dalrymple School has established a significant partnership with BHP Billiton Educational Foundation. Students are also supported to develop career pathways.
- Disruptive and disconnected students are more involved in learning opportunities with life skills perspectives. In seven Learning Services South schools, the literacy and numeracy is integrated into hands-on programs of high interest to the student group/individual, such as kitchen-garden programs, flexible learning programs in farming, mechanics and tourism.

Increase opportunities for personalised learning:

- Flexible Learning Tasmania SES 4:
This initiative has been a catalyst for groups of schools to reflect on, and value add to their educational provision for all students. A range of initiatives are currently being developed to assist students in regional areas identify appropriate pathways into further training and educational programs. One example is '*Getting it Together*'.
Getting it Together is a futures oriented life skills program that provides an online environment with tools to enable students to:
 - be organised and stay on track
 - access online curriculum through short courses (including high interest, low print literacy)
 - negotiate interest-based inquiry options
 - store evidence of learning and achievement in an ePortfolio.

Improved student engagement in learning:

Strengthened whole-school approaches to subject content, best-practice pedagogy, behaviour management and student decision-making and leadership in learning is reported across Learning Services.

- Bruny Island School – a whole-school reading-comprehension program has been implemented with a rise in student learning confidence evidenced from 62% to 98% on 2010 insight SRC Student Survey.
- An increase of 'student voice' and student participation in Youth Forums, such as the Blue Skies Forum, the Huon Valley Alliance and the Youth Network Tasmania forum into youth transport.
- Increased attention to visible learning and subject-specific vocabulary is assisting students with test language and content knowledge.
- Low ratio and vertical groupings for learning includes tutor groups led by either a teacher or a teacher aide with individualised learning goals for skill acquirement in literacy and numeracy.
 - E.g. significant 2010 NAPLAN improvement results for Years 3 and 5 students in Reading and Writing (Claremont Primary School and Mt Faulkner Primary School); increases of between 5–15% at or above National Minimum Standard.
- At Northern Suburbs Christian School the school reading program was upgraded and a central storage of levelled reading texts was organised. Students are more aware of their reading ability and most importantly their progress – which has been a real celebration for some students:
 - 43% increased a minimum of 5 levels
 - 18% increased a minimum of 10 levels
 - 4% increased a minimum of 15 levels

3% increased a minimum of 20 levels

1% increased a minimum of 25 levels.

- In response to an identified need to develop the students' literacy skills one Low SES Catholic school introduced the 'Words Their Way' spelling program. The program initially involved the early years and was extended to include lower primary classes. This program was successful in raising the enthusiasm and confidence of students and parents responded positively. Overall, the results were positive, with many students achieving progress.
- The Year 9 Connections program in the Catholic sector focuses on social skills, relationship skills and learning skills to lift group cooperation and classroom engagement. It aims to improve engagement of students and have an impact on learning outcomes. The targeted support and implementation of small group sessions in literacy and numeracy in Years 6, 7 and 8 in the secondary colleges aims to improve learning outcomes, which TCEO believe will be reflected in the 2011 NAPLAN results.

Attendance/ Student Engagement

- In DoE all Learning Services report strategic initiatives for 2010. Results vary in schools. Procedures such as daily phone home for explanation, follow-up letters for unexplained absences and referral to social worker for chronic absenteeism are in place in schools.
 - Improved student attendance recorded at Bowen Road Primary School following implementation of a Garden-to Kitchen-to Market program (4% improvement from 2009).
 - Fairview Primary School has improved attendance by 1% and reduced suspensions by 4.5% from 2008 to 2010.
 - The downward trend in attendance at New Norfolk High School was reversed in Term 2, 2010 (89%) compared to 84% in 2009.
 - Triabunna District High School has improved attendance by 1.5% in 2010 compared to 2009.
 - Clarendon Vale Primary School has improved attendance by almost 4% from 2009.
- The two Low SES Catholic secondary colleges worked together to develop strategies to improve engagement and raise the aspirations and confidence of their students. This involved raising the expectations of teachers and parents and working closely with their local communities. The colleges looked at their specific needs and responded appropriately and effectively.
- One Catholic secondary college has investigated a range of whole-school behaviour management and values education programs, processes and strategies including Tribes, You Can Do It, Friends for Life, and Restorative Justice. The school has commenced exploration of the School Wide Positive Behaviour Support program (SWPBS) framework as an overarching foundation for better behaviour management.

Increased connection with community

- Parent Involvement has been a key focus of many Learning Services South East National Partnership schools. This ranged from acting as reading tutors, working alongside children in options programs, being mentors for older students, tutors in flexible and personalised learning programs and parent help in classrooms.
- At Clarendon Vale Primary School, 69% of parents have been engaged with one or more of the school programs in 2010. Through the SES 3 Extended and Integrated Services Delivery strategy, strong partnerships have been developed by Clarendon Vale Primary School. The Dads' Programs, for instance regularly engaged 32 fathers of children aged 1-6 years.

- The District Schools network has increased parent participation in options and personalised learning programs since 2009.
- The significance of the *Launching into Learning* (LiL) Birth to 4-year-old initiative was recognised as being beneficial for the child and parent in transitioning from home to school. Many schools reported increased enrolments in their LiL program, improved school readiness and improved connections with the school community.
 - Glenorchy Primary School – student school readiness increased by 5% (2010 Kindergarten Development Check (KDC)).
 - Clarendon Vale Primary School increased parent participation across the school including a 23% increase in LiL enrolments.
 - There is a significant increase in rates of participation in LiL programs in all primary campuses in the Jordan River Learning Federation.
- Birth to 4 programs across George Town’s two government schools, have expanded to more support at risk families. Access to established programs has increased by approximately 50%. New programs include Babies of 2010 and Pre-School Water Safety. The local National Partnership Project Officer chairs the Local Enabling Group for the Child and Family Centre and facilitates the two schools’ *Launching into Learning* programs.
- Increased activity in forging partnerships with government and non-government organisations with the aim of building a focused and effective approach to servicing families are evident in a number of National Partnership schools. Partners include The Smith Family, the Beacon Foundation, Service Clubs, Mission Australia, Aboriginal Education, the Tasmanian Polytechnic, Growth Coaching consultants, Local Councils and Health Care Centres.
- TCEO report that the ‘Engaging the Learning Community’ program has successfully forged a strong connection with families before formalised schooling commences. The aim is to welcome families into a rich learning community and enable parents to see their role as primary educators of their children, thus developing meaningful relationships with the three central protagonists in a child’s learning – the child, the family and the school. Learning takes place for children where it is built on prior knowledge, skills and understandings so this initiative is a very effective means of forming early relationships with the children and their families prior to commencing formal schooling. As a result of their involvement in the program, a change of culture is evident in that several families have asked the Family Support Worker for parenting information and as families are beginning to feel more comfortable with the workers they are disclosing parenting concerns and seeking individual discussions. This will contribute to the connection of students and families to the school and to improved learning conditions for young students.

Challenges to Implementation/Progress – 1 January to 31 December 2010

Government schooling sector

Staffing

- All Learning Services report a number of leadership changes (and the time taken with the process of appointments) that have impacted on schools.
- Schools working towards a formal federation have been most affected by leadership change, as new leaders need time to gain an understanding of the local context and the schools’ journey prior to their appointment.
- Access to an appointed Project Officer in each Learning Service has assisted in some cases, and such appointments will be further investigated in 2011.

- The rural context of small schools in each outlying area of the Learning Services has presented challenges for initiating change as the principal, with no substantive senior staff, has difficulty in developing leadership density and distributing the workload.
- Having part-time staff complicates the establishment of collaborative teams.

Economic context

- The economic downturn in rural areas in particular – e.g. Circular Head, Geeveston – has impacted on opportunities for local business connections for flexible learning programs; and reduced student numbers and decreased staffing in schools.

Other challenges

- Some schools have been challenged by the need to access appropriate ICT infrastructure as a means of maintaining electronic communication between schools and networks.
- Involving parents and community in the planning and development stages of initiatives has been more difficult in some schools. For example phone-home process to report student absence has shifted the notification/reason for the absence, but not necessarily improved attendance (Wellington Alliance). Port Dalrymple School has found it difficult to engage parents in collaborative planning; however, the school has been able to engage a significant number of fathers through a community breakfast program.
- BER projects have significantly lessened the availability of additional learning spaces for tutoring interventions; delayed take-up of new programs due to lack of required space; and taken up management time of the principal. However, as building projects are completed, morale in school communities has lifted and the introduction of new programs is seen as part of the renewal aspect of the schools.
- *SES 7 Post Year 10 (Polytechnic/Academy) Transition Initiative* encountered challenges in its DoE implementation during 2010. The SES 7 strategy, intended to be delivered in every National Partnership government high school, is to focus on building cooperation, collaboration, professional learning teams and relationships among schools and all DoE post Year 10 providers to support student transition from Year 10 into Year 11. The strategy requires schools and campuses/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. A period of consultation, followed by the decision to refine Tasmania's post Year 10 provision has resulted in measured progress being made in this strategy during 2010, however, significant progress to ensure appropriate and targeted progress will occur in 2011. This included the renaming of the strategy to the *Post-Year 10 Transition Initiative*, and the development of an interim plan which was implemented in the second half of 2010. Guidelines for an Advisory Group, with Terms of Reference, will be in place in 2011.

Catholic schooling sector

Professional Learning

- Currently there are no major challenges affecting the introduction of the You Can Do It (YCDI) program or the Engaging the Learning Community initiative (ETLC), with the possible exception of time as occasionally scheduled times for the delivery of the program was compromised by other school activities or events. This was overcome by timetabling changes and prioritisation of staffing allocation.

Engaging community

- Some families in the communities find it difficult to readily engage with service providers, and come to due to low confidence particularly with parenting, fear and distrust of services and the community, transport issues and social problems including drugs, alcohol and mental health problems.
- As far as possible, these difficulties are overcome by the skill of the workers who are trained in a strength based, inclusive approach and through the strategies implemented in the schools, have made referrals to specialist agencies once relationships have been established.

New ways of working

- Some challenges were experienced by the two secondary colleges, including changes in staff which necessitated ongoing induction, review and consistent focus on team building. The relationship between the two secondary colleges was difficult due to their physical location but online links were employed to some degree.

Independent schooling sector

Professional Learning

- In implementing professional learning there was the need to reduce the number of sessions as staff found it important to have time to reflect on their learning. Once new things were implemented it was important to allow time to evaluate their strengths and weaknesses. This was administered individually by teachers and by staff working together through informal and formal conversations.
- Northern Suburbs Christian School (NSCS) was keen to implement the reforms under the Low SES NP but there was a need to pace the changes that needed to happen in the school. It was important to gain a greater understanding of where the school 'was at' and where it 'needed to go', recognising that responding to change can go wrong when done without a clear understanding. The principal needed to develop a better understanding of educational outcomes to in turn lead the school community. The principal undertook professional learning and professional reading to gain the knowledge to best assist in the changes.

Support for Aboriginal and Torres Strait Islander Peoples – 1 January to 31 December 2010

- A number of National Partnership schools (DoE and TCEO) have completed Dare to Lead Collegial Snapshots and engaged in Dare to Lead professional learning for leadership teams. More are planned for 2011.
- The East Tamar Federation has developed a native bush tucker garden and engaged local elders to assist.
- All NP schools (DoE) statewide undertook significant NAIDOC Week activities.
- Where schools have a Child and Family Centre, local Indigenous parents have been invited to be members of Local Enabling Groups. These groups have significant decision making roles and contribute to the design and operation of the Centres.
- South George Town Primary School has included an Aboriginal mural as part of their BER gym development. This was facilitated by a local elder and completed by students.
- Improved attendance and retention strategies in schools have targeted at risk students including Aboriginal students across the three schooling sectors.

- The East Tamar Federation schools are Aboriginal Education Focus schools (Closing the Gap Aboriginal Education Strategy) and have completed Personal Learning Plans (PLPs) for each Aboriginal student. Data is used to inform these plans. Focus schools have staffing allocations for Aboriginal Education Workers.
- The Performance Review process has identified a need for additional support to Aboriginal students — a budget allocation of 0.6 FTE Aboriginal Education Officer has been provided to Cosgrove High School and its feeder primary schools.
- Additional tutor support (including qualified teachers, paraprofessionals and chaplains) has been identified in schools and network clusters to work with Aboriginal students at or below National Minimum Standards.
 - E.g. All Year 7 Aboriginal students at Geeveston District High School have a Pathway Plan from the high-school entry point; there is an Indigenous Sports trainee employed at Moonah Primary School; tutors and Aboriginal Education Workers are employed in the Wellington Alliance schools.
- At Fairview Primary School, Aboriginal student attendance has improved by approximately 4% since 2009, suspension rates reduced by 6% and gains in literacy have been identified through running records data.
- At Maydena Primary School, Aboriginal students are all performing at or above the National Minimum Standard in 2010 NAPLAN Literacy and Numeracy.
- At Rokeby Primary School, Aboriginal student attendance improved from a daily absence rate of 13.5% in 2009 to 8% in 2010; Aboriginal student suspension rates fell by 5%.
- Clarendon Vale Primary reported that in 2010 90% of Aboriginal students have been involved in one or more school programs e.g. Options focusing on Indigenous culture, or Launching into Learning, Birth to 5 programs.
- Aboriginal students at NSCS who require extra support academically have an Individual Learning Plan and are provided for with individual support (Special Education Aide), group work and within the classroom teaching.
- Aboriginal and Torres Strait Islanders, although not a large contingent in the two TCEO NP primary school communities participate in the Engaging the Learning Community Programs.
- The 'Words Their Way' spelling Program monitored the progress of Aboriginal students. As examples, one student progressed 10 levels from MULTILIT Entry Level 1.4 to Level 3.1-3.5 over twelve months. One student progressed slowly but steadily from MULTILIT Entry Level 1.1 to Level 1.6 and another from MULTILIT Entry Level 1.1 to Level 1.8.
- The TCEO NP schools and colleges have developed individual teaching/ learning plans for Aboriginal students and have individual records of programs and progress.
- A professional learning session focusing on staff cultural sensitivity was conducted for TCEO schools.

Support for Other Cohorts– 1 January to 31 December 2010

Strategies across the sectors include:

- All students on the Severe Disability Register have comprehensive and regularly reviewed Education Plans and Individual Education Plans (IEPs). National Partnership initiatives add value to the opportunities available to this student cohort. National Partnership actions addressing social and emotional learning has also added value for this cohort of students.
- Students who have achieved at or below the National Minimum Standard in literacy and numeracy have intervention plans. Brooks High School and Geeveston District High School have implemented *Catch Up Literacy*.
- A number of NP schools (particularly in the East Tamar Federation and Wellington Alliance) have a significant number of students with English as an Additional Language (EAL). NP effort has provided additional migrant and refugee support.
- Innovative programs, particularly extra-curricular programs (kitchen gardens, flexible learning opportunities, Big Picture School, etc) have promoted inclusion and improved student engagement. 2010 Insight SRC Survey data indicates an average growth of 5–15% for student motivation; and 5–10% growth in student connectedness to school across the Learning Service South schools
- Increased community access and participation has been a feature in many schools; e.g. at Bowen Rd Primary School there is a strong partnership with the Bhutanese community; while Geeveston District High School has a strong partnership with local businesses
- The Chaplaincy and Leading through Internship program at Montrose Bay High School has catered for gifted and talented students and also disengaged students. 25% of Year 7-10 students accessed these programs.
- The establishment of efficient processes to monitor achievement and attendance of EAL students.
- At Moonah Primary School additional funding allocated to include students with English as an Additional Language (EAL) in the Learn to Swim program.
- Over 150 students at Cosgrove High School have engaged in 2010 in alternate and flexible community-based learning experiences. The emphasis has been on meeting diverse student needs and matching them to community opportunities.
- Students with a disability at Timsbury Road School, a school for students with additional needs, have participated in a transition program for 9 students in term 1 that has resulted in improved attendance.
- Disengaged students have been targeted by a broad range of initiatives in Learning Services South East including Big Picture concept at Bridgewater High School; Village at Triabunna; INVEST, the Beacon Foundation, work placements and a focus placed on Personalised Learning in high schools and district high schools. These programs, by design, are meeting the specific learning and well being needs of diverse cohorts.
- Flexible Learning Tasmania provides support through initial consultations with cohort stakeholders, and inclusion in relevant Flex Group working parties as appropriate to inform curriculum development and program provision:
 - Statewide Flexible Provision Group (Students at Risk)
 - Tasmanian Association for the Gifted
 - Rural and Isolated schools
 - CELO online delivery teachers
 - Distance Education parents
 - LOTE specialists in relation to NALSSP
 - Autism specialists

○ Post Year 10 leaders (Rural Communities Reference Group).

- Northern Suburbs Christian School has implemented MULTILIT, Spelling Mastery, PM Running Records and Elementary Math Mastery. All except MULTILIT are implemented within the classroom teaching with extension when needed. MULTILIT involves six students working individually with a trained tutor.
- In the two Catholic secondary colleges, through consultation with parents, Individual Education Plans have been developed and implemented for students identified with learning difficulties and also those experiencing social-emotional challenges. This approach to personalised learning for students at risk is highly effective in achieving the aims identified by the secondary colleges to increase engagement and improve the aspirations and confidence of young people.

Showcase – 1 January to 31 December 2010

- Sheffield District High School developed Personalised Student Support Plans with targeted Year 10 students: 15 of 44 Year 10 students in 2010 participated in individualised programs which included school studies, TAPP, VET or School-Based Traineeships. The remainder participated in work placements. This intervention has resulted in increased student engagement and decreased absenteeism and suspensions. Absenteeism, for this group has decreased by 60%, and suspensions have decreased by 88% since 2009. A highlight is the example of “J”. Following the implementation of his personalised plan, his absences decreased from 51 days in 2009 to 12 days in 2010 and his external suspensions dropped from 7 to 2. ‘J’s’ success at school had been limited. It is noteworthy that he recently topped his Polytechnic class with an A in Auto-body and he is a willing worker on the school farm. National Partnership funding enabled the school to employ a part-time facilitator to co-ordinate the program as well as teacher aide support. This funding underpins the successful implementation of this reform action.
- Similar programs are being implemented at Geeveston District High School, Montrose Bay High School and Cosgrove High School which are also showing improved school data around these initiatives.
- South George Town Primary School has worked intensively in the Birth–4 area value adding to the *Launching Into Learning* program and achieving significant increases in parent/community participation. They have fostered high levels of collaboration with other government agencies and non government organisations (NGOs) in relation to the delivery of integrated services for early years.
- Ashley School has established a partnership with the Tasmanian e-School to deliver authentic learning opportunities and programs for students that contribute to improved literacy outcomes and lead to a competency-based qualification.
- Ravenswood Heights Primary School demonstrated exemplary practice in relation to the implementation of their social emotional learning program. This was embedded in their School Wide Positive Behaviour Support strategy and had clear links to Restorative Practice.
- Integrated Learning: The garden-kitchen program at Bowen Rd Primary School incorporates life-skills in authentic learning contexts for literacy and numeracy skills. A key feature is the small cooperative student groups. This has been highly successful for the disengaged students who are unable to sustain learning in the classroom. The school reports improvement in student attendance, self-esteem, building relationships and collaborative team skills.
- Literacy Rotation model: Collinsvale Primary School has improved local measures in literacy due to its literacy block which has key elements of guided reading, reading strategy, grammar and editing, and book club (which targets reinforced reading strategies).

- Curriculum Coaching (Literacy and Numeracy): a successful model is being used with improvement in NAPLAN and PAT tests. (Mt Faulkner Primary School, Claremont Primary School and Bruny Island School)
- New Norfolk Primary: the Tandem Teaching initiative provided many insights about how teachers work collaboratively.
- Rokeby High School: the four tiered model of alternative and flexible programs: 'Moving on', 'Re-engage', 'Flexible Learning', and 'Personalised Full Time' is highly successful
- Oatlands District School: a remediation and extension model that reflects best practice based on research.
- Rokeby Primary School: the organisation of the school into four bands has been beneficial. In 2010, the bands comprised three P–2 classes, two 1–3 classes, two 3–5 classes and three 4–6 classes. Each band has two or three core class groupings with around 23 students in each class.
- Tasman District School: Work produced by the enquiry project 'Improving Engagement, Learning and Achievement through Teaching' has been showcased to other schools.
- Warrane Primary School: 'Mathematics Day at Warrane Primary' showcased the improvement in mathematic skills of students.
- Westerway Primary School: 'Targeting Comprehension Strategies' – explicit teaching of strategies has been shared with other schools.
- Jordan River Learning Federation: Leadership roles driving innovation and improvement are contributing to improved student achievement.
- The Northern Suburbs Christian School employed a consultant, whose primary role was to build teacher capacity at all levels across the school through on-site professional learning, coaching, mentoring and modelling.
- In the independent sector schools, teacher learning was specific to, and designed to meet, the needs of each school. By undertaking whole school learning there was increased opportunity for collegial conversations about the implications of the learning plus a clear improvement in collegial support, identified particularly in a greater sharing of ideas and resources.
- Through the National Partnership, members of staff from Star of the Sea Catholic College gained registration as Circles Solutions Trainers and all staff engaged in professional learning to enable them to implement the framework school-wide, with positive results. Teachers engage with students in Circles sessions with each class attending at least once weekly. Staff report that they are incorporating associated strategies into general teaching. This has resulted in the development of a collaborative classroom and has strengthened the positive learning environment of the college.
- Feedback from parents regarding the 'Engaging the Learning Community' program which is operating at St Paul's Catholic School and John Paul II Catholic School highlight its value:
 - *"After the cooking day my 2 year old son now stands at the kitchen bench and chops carrots and other vegies for tea. He helps to mix cakes and biscuits and turns sausages in the pan. He has developed a love of food and cooking. He also tells me he loves going to big school because he sees his friends."*
 - *"The program has helped my children immensely. It is amazing to watch their confidence grow each week. When we first attended, I was at a loss and not sure what I could do to help my children with their self confidence. After the first session I knew I had found the right place. It is a pleasure to watch my children grow socially and find their independence Thankyou for such a wonderful program."*

- *“Bailey loves to come to ‘Big School’ and it gives me an opportunity to observe and interact with him in ways that I can’t so when at home with his big sister around. We have met a few people who will be going to school with Bailey, and it will be nice for him to be familiar with the school grounds, kids and teachers when he does start.”*
- *“I have found the program great for my son. The flexibility of it all makes for a great experience. It is great for my son to interact with future students that may be in his kinder class. I have thoroughly enjoyed my time here and hope it continues into future years.”*

Sustainability

- Across the DoE Learning Services, National Partnership and Federation teams have focused professional learning programs on increasing teacher capacity and improving quality teaching and pedagogy. This will contribute to improved teaching and learning outcomes beyond the life of the National Partnership funding.
- Learning Services North-West identifies two key levers for impacting positive change: “Investing in People” and “Leading Teaching and Learning”. All National Partnership schools are members of multiple networks within Learning Services North-West. There are processes and avenues, in a variety of forums, for these schools to share their learning and experience. The use of data is becoming widespread, as is, rigorous and strategic planning.
- Programs with high community partnership and parent participation are showing strong signs of sustainability. School community commitment is obvious.
- Schools that have completed a Performance Review process (e.g. Wellington Alliance) have five year plans and evolving cultures that are more receptive to shared action research around student learning outcomes.
- Whole-school ownership of school improvement plans and student performance is more evident since school data is used more effectively and has become part of grade team planning. Increased capacity to effectively use data, at the classroom, school and system level, is a sustainable feature across all Low SES strategies.
- Improved teacher induction processes are being implemented in schools around curriculum policy (content, delivery and student engagement), school improvement goals and cultural expectations. Such processes are expected to lessen the impact of changing staff.
- Some schools have and are putting in place structures to maintain the momentum post funding.
- Northern Suburbs Christian School has, like schools in the other sectors, identified that it now has clear strategies (due to its strategic plan) to ensure it remains focused. Guiding questions, such as “Does this fit with our plan?” or “Are we over-loading with unnecessary activities that don’t assist in achieving our goals?” are helping the school to prioritise.
- The TCEO ‘Engaging the Learning Community’ program involves a significant cost each year so necessary adjustments and allowances to budgets is a factor in sustainability of programs and strategies. The Low SES National Partnerships schools are fully committed to making the program on-going for the future.
- In the TCEO secondary colleges the strategies are incorporated into their long-term School Improvement Plans and whole school timetable and staffing arrangements. It is anticipated that current directions and strategies are sustainable, although the completion of the funding cycle will lead to a decrease in staffing. In order to respond to this, colleges are committed to build expertise during the life of the funding.

Section 4 – Literacy and Numeracy

Overview – 1 January to 31 December 2010

During 2010 Literacy/Numeracy NP schools effectively and deliberately implemented the elements of their network and school literacy and numeracy improvement plans. Networks used data to identify a focus for their Literacy and Numeracy NP effort was reflected in their school/network implementation plans. Professional learning and school/network planning teams, planned for in the year prior, were undertaken.

Whole school and network participation in data analysis increased significantly on past practice. Increased confidence in using school and student data, at leadership and teacher level, was widely reported. Professional development activities were conducted with all network staff including opportunities to develop understanding of NAPLAN, analysis of data and how to plan using results.

In each school, target students were identified and Individual Education Plans created for students in lowest and highest bands to ensure that targeted students achieved results and extensions where possible.

In many schools analysis was undertaken of 2008 testing completed including NAPLAN, PAT Maths, SWST, PAT – Lit. Identification of significant areas of need across the school as well as common areas between Grade 3 and Grade 5 results. Results then cross referenced with 2010 results exploring growth, trends, strengths and weaknesses. Reflection and evaluation was integral to Learning Team meetings. A common approach was determined and implemented in network schools.

Teacher learning, and building teacher capability in a sustainable way, is a priority within the Tasmanian approach and has predominantly underpinned all actions in schools. Students in Years 5, 6, 7 and 8 are being specifically targeted for initiatives, and implementation is requiring primary and high schools to work together. While challenging at times, the benefits of teachers from the primary and secondary schools working together are being acknowledged.

Government and Catholic schools participating in the National Partnership have developed whole school /network literacy and numeracy plans. Initiatives designed and implemented are focusing on pedagogy, are evidence based and are using student performance data to inform areas of action. The plans are addressing all Literacy and Numeracy National Partnership priority areas for reform. 2010 plans were published on each sectors website. In late 2010, work commenced on the development of 2011 plans.

The focus of the IST's Literacy and Numeracy NP implementation was, as described in Tasmania's Implementation Plan, on students from Prep to Year 5. The IST approach is supporting independent schools in Tasmania with the administration and analysis of the Performance Indicators in Primary Schools (PIPS) assessment program and to extend programs currently being implemented across independent primary schools. This was progressed, as planned, in 2010.

Given the differences in implementation across the sectors, an overview for each sector in implementing 2010 Literacy/Numeracy NP effort is described below:

In the government sector

A Numeracy/Literacy Project Officer was appointed in each partnership cluster. This key role has commonly included:

- Coaching and mentoring support for classroom teachers.
- Facilitating and delivering professional learning at different levels catering to individual school needs.
- Working with schools on Mental Computation strategies and assessment.
- Assisting schools with Numeracy Trials and/or Literacy Action research based on

shared professional learning and identified needs(E.g. Brooks High School, Queechy High School, Wellington Alliance)

- Assisting schools with resource audits for literacy and numeracy
- Working with Middle School teams re transition programs between high schools and their feeder primary schools.
- Implementing a collective approach to using student performance data (NAPLAN and PAT Maths and PAT Reading)

Professional Learning:

- All schools have increased staff participation in Literacy and Numeracy-specific professional learning; instructional coaching and visible learning pedagogies.
- 32 schools completed a 6-day training qualification in *QuickSmart* Maths (approx 95 staff); two schools completed a 6-day training workshop in *Catch Up Literacy*.
- Professional learning sessions for NAPLAN preparation: Persuasive Writing focus, unpacking test language in Numeracy.

A number of common intervention approaches for students were implemented in schools:

- A 30 minute x 3 per week model was used as minimum tutoring time for students: small group/individual work with a teacher; other programs included *QuickSmart Numeracy*, *Lexia*, *MULTILIT*, *Positive Start*, *Catch Up Literacy*, *Bridges*
- Collaborative grade-team planning and assessment at both school and network levels.
- Attendance strategy shared across schools in the clusters.
- More flexible use of digital technologies in student learning.
- Establishment of learning buddy programs, particularly in reading.
- A focus on consistency in language for both literacy and numeracy.
- Strategic use of school-based data: uniform testing in schools (PAT Maths and Reading tests); assessment, moderation and monitoring using running records to measure student progress and inform teaching.

Changed school systems were also implemented:

- A key features across Learning Services North-West schools has been the use of CIERA – School Change Framework which is an evidenced-based framework for planning school improvement; a strategic planning tool which has lead schools to three wave interventions:
 - First wave – targeted intervention for numeracy - e.g. *QuickSmart*
 - Second and third waves – targeted interventions for literacy – e.g. small group instruction and explicit teaching of individuals according to formative assessments.
- In Primary and District High School settings, Birth–4-year-old programs were reported as expanding; increased parent information sessions on early reading, importance of attendance and establishing regular school routines were also evident.
- The appointment and role clarity of Literacy/Numeracy Coordinators to work with the Project Officer was crucial.
- School Improvement Plans have been developed with specific strategies for students at or below the National Minimum Standard.

Unintended outcomes include:

- The establishment of a SharePoint page on the Department of Education Intranet, for statewide access to *QuickSmart* information and support resources developed by Tasmanian teachers and teacher aides (permissions granted by University of New England).
- A strong exchange of information and professional dialogue between Parklands High School and its feeder schools staff led to very successful series of workshops and the smooth transition for Year 6 students moving to Parklands High in 2011.
- In Learning Service North-West the Numeracy Co-ordinators in all schools were in regular contact with each other.
- Both the Parklands and Rosebery networks have excellent planning and implementation processes around the delivery of *QuickSmart*.
- There was close collaboration between the staff from Upper Burnie, Acton and Brooklyn Primary Schools as they merged to become Romaine Park in 2011.
- In Learning Service South, school leadership teams are using school data more extensively and purposefully, e.g. local measures (Insight SRC staff, student and parent surveys).
- The transference of 30 minute models of focused student learning to mainstream classroom practice as well, particularly in contexts where student motivation and engagement is otherwise poor.

In the Catholic Sector

- Key reform activities in the three National Partnership Literacy Numeracy networks included the provision of staff training in the teaching of literacy and numeracy focusing on Years 5–10, training in Early Years literacy program for all teachers K–4 and the implementation of literacy programmes for Years K–4 and Years 5–10.
- A positive outcome of the strategies was the establishment of networks of primary and secondary schools enabling the sharing of expertise and shared professional learning activities. This has resulted in the creation of a sustainable focus on the teaching of literacy and numeracy.
- The needs of individual students were addressed through specific strategies in the National Partnership networks, through the use of rich data that has increased teachers' understanding and awareness of how students learn. Literacy and numeracy strategies for 'at risk' students were included in mainstream classroom practice.
- Professional learning across the networks enhanced teacher skills and collaborative discussions and planning groups across schools were successfully implemented. The National Partnership enabled professional learning to be provided by national and international speakers working directly with teachers on several levels. These activities included explicit and directed learning, small group workshops to enhance teacher skills and the development of specific plans of action. This is particularly valuable for Tasmanian schools that have difficulty in attracting quality providers. It was especially valuable to have speakers who directly responded to the needs of the networks of schools.
- Collegial and collaborative networking which is consistent with the Tasmanian Catholic Education Office professional learning model in 2010 will continue in 2011. The National Partnership team will continue to work together as a network of primary and secondary schools. This was an unintended, but positive outcome.

Independent Sector

February 2010 to December 2010 funding through the National Partnership for Literacy and Numeracy supported teachers and the wider community of independent schools in Tasmania. Initiatives have assisted educators to focus on approaches that are evidence based, efficient and effective in improving literacy outcomes for students. Each initiative has been developed in response to an identified need.

MULTILIT

- MULTILIT is the product of a continuing program of scientific research and development. The program reflects the recommendations made by the national inquiry into the teaching of literacy, encompassing explicit instruction in all five of the key learning areas of phonemic awareness, phonics, vocabulary, and comprehension.
- In 2010, sixteen independent schools were supported through National Partnership funds to train staff members in MULTILIT. Data collected by all schools demonstrated impressive gains in student literacy resulting from the rigorous implementation of this program.
- In 2010, 60% of all independent schools have completed training. This meets the target for 2010.

Designed Learning

- All staff from four targeted schools participated in professional learning. Workshop sessions provided staff the opportunity to participate in two days of learning, reflecting and planning for this vital aspect of literacy. The participants considered the question 'What content prevents reading failure?' (National Literacy Review, 2006). Sessions were divided to cater for both primary and secondary teachers. Part Two, in August, focused on primary literacy and extending understandings in strategic questioning and maximizing the benefits of silent reading.

Performance Indicators for Primary Success (PIPS)

- PIPS is a performance based reliable and valid measure. It ensures a starting point for longitudinal tracking of student progress, provides an evidence base for educational decision-making and informs teacher planning and practice. In 2010 Prep teachers and special needs teachers participated in professional learning targeting planning using PIPS data to support transition to Grade 1 for students identified 'at risk' in 2009.
- In 2010, PIPS was administered, twice yearly, in 60% of independent schools in Tasmania supported by National Partnership funds. This met the target for 2010.

Kids Matter Primary (KMP)

- Kids Matter is the first national mental health promotion, prevention and early intervention initiative aimed at primary school aged students. Using National Partnership funds to support initiatives, the 2010 targets of 20% were met.
 - 22% of schools completed the KMP Readiness survey 2010
 - Whole school training in KMP was delivered to 21 % of schools
 - KMP Parent Information sessions were presented to 21% of independent schools.
 - A professional learning session supplemented the Kids Matter Primary initiative. This professional learning was made available to schools in all three sectors.

Significant Achievements of National Partnership reforms — 1 January to 31 December 2010

School Systems (including parents and community)

- A student attendance strategy of SMS texting trialled in the Glenorchy Numeracy Network was not as successful as personal calls to parents. The shift came in placing an emphasis on pursuing the reason for absence rather than the student simply being at school. Opportunities to develop positive relationships with parents and families were also better capitalised on during personal calls.
- Links to the community to support literacy improvements in schools included training volunteers as tutors; and providing planned parent sessions for 0–4 programs at the schools.
- Dedicated learning spaces for support programs have been provided and the majority of schools have established work areas for tutoring programs and small group withdrawal. As well as ensuring an effective work environment, this also acknowledges the value placed on the programs.
- Transition Programs for Years 6 to 7 have been investigated, e.g. at Queechy High School:
 - A transition 'Reciprocal Mentoring' project, which is an effective network across the schools, was created and a proposed project agreed upon which will support the transition of students from Year 6 to 7.
 - Following participation in *QuickSmart Maths*, an Individual Numeracy Plan proforma has been developed and implemented for students at or below the National Minimum Standard to assist in the transition process.

Teacher Outcomes

- Additional staffing: all DoE NP schools have employed additional staffing to implement a range of both teacher learning and student learning initiatives.
- Class Structures: there is an increased shift of teaching practice in many schools to grade-teams working in vertical groupings to target underachieving students in literacy and numeracy; timetables support uninterrupted, dedicated teaching blocks; withdrawal of students for some intervention programs (MULTILIT, *QuickSmart Maths*, *Lexia*)
- Targeted use of data is occurring in all National Partnership schools for informing best practice, where to begin interventions, monitor student engagement and value-add to skill development and subject knowledge.
- Participation in professional learning is reported across all Learning Services. professional learning is strategic and reflective of purposeful planning practices:
 - 98% participation by Learning Service South schools in network numeracy sessions (6 sessions); 99% school participation in grade-team planning and moderation.
 - At Brooks High School a shared Numeracy model for professional learning and a teacher Professional Learning Team have been established in response to NAPLAN analysis.
 - National Partnership schools in each Learning Service have been involved in professional learning that has specifically targeted: Place Value and Mental Computation; and NAPLAN Writing Preparation sessions – Persuasive Writing techniques.
 - All Learning Services report a stronger emphasis on collaborative planning leading to improved teaching practice.
- Improved visible learning practices: literacy and numeracy school policies are being redeveloped in some schools to include explicit teaching of subject-specific vocabulary.

- In one Catholic sector network, the adoption of a school-wide literacy program, an early years literacy program, a maths strategy and a primary enrichment strategy all incorporating explicit teaching strategies, have changed school culture and pedagogy. The network schools now have a whole school approach to the teaching of literacy and numeracy.
- Catholic sector NP staff have engaged in significant professional discussion surrounding literacy and pedagogy as a result of their NP approach. Teachers are applying literacy ideas to many aspects of their teaching.
- In one TCEO network, involving a small primary and a large secondary college, Year 5 – 7 teachers participated in the ACTION Maths Interview training. Teachers participated in on-going numeracy professional learning focusing on improving the pedagogy of mathematics teachers. This involved discussions with a Mathematics consultant prior to lessons to determine key foci and teaching strategies. Teachers observed teaching strategies demonstrated by a Mathematics consultant, and participated in an interview process, through which every student's growth points were determined, and used to plan for meaningful learning with a focus on hands-on activities. Resources were purchased to assist in a hands-on Mathematics approach in Year 5–7 classrooms.
- Tailored professional learning opportunities for teachers working in small, north-west coast independent schools have enabled cross sector teacher 'network meetings' and regular professional dialogue opportunities to be developed and maintained.
- Cross sector workshops to develop an understanding of the Australian Curriculum, differentiation of curriculum, collaborative planning opportunities, and teacher inquiry strategies were offered to school staff. In the independent sector during 2010:
 - A Manager of Literacy, Numeracy and Special Learning Needs was appointed
 - Teacher networks were established and accessed by >50% of independent and >50% Catholic schools on the North-West Coast
 - An advisor was appointed to provide professional learning and in-school support for teachers in schools demonstrating the greatest need
 - An advisor was appointed to provide additional support and professional learning for teachers at schools located in areas disadvantaged by isolation or where data demonstrates that student literacy and numeracy outcomes are significantly low.

Student Outcomes

- The *QuickSmart* Numeracy program has improved number fact automaticity and accuracy in participating students; almost 80% of *QuickSmart* students show improved PAT Maths stanine achievement at their grade level (still to be confirmed through UNE statewide data collation); these students have also improved motivation in class and connectedness to school (e.g. 50% of *QuickSmart* students at Moonah Primary School moved up 2 stanines in 2010 PAT Maths testing)
- Programs tailored to student need have improved outcomes.
 - The Literacy Project – effective teacher network developed at Queechy High School has resulted in students engaged, displaying a positive attitude to learning and improved reading levels. Other benefits were also observed, i.e. improved computer and organisational skills, greater independence and time management skills, improved confidence and positive interaction with Year 9 mentors.
 - The implementation of a differentiated spelling program, *Owning My Learning-Spelling*, across Clarence Plains, has led to measurable, significant improvements in student outcomes.
 - 120 students from four schools have been assessed in 2010 using the Single Word Spelling Test.

- The average student improvement in spelling age was 3.38 months per month during the process.
 - 80 students increased their spelling age by an average of 9.6 months in 3 months.
 - 40 students increased their spelling age by an average of 10.45 months over a five month period of time.
 - Results to date indicate an average student improvement of 3.3 months for each month of the program.
- In the Derwent Valley Network, the target to achieve a 2% increase in the percentage of students at or above the National Minimum Standard in Writing from 82.3% in 2008 was comprehensively achieved with a network average of 87.25% reflecting strong progress in each of the partnership schools.
- The Glenorchy Numeracy Network has achieved:
 - 5% decrease (from 2009–2010) of Years 5 and 7 students at or below the National Minimum Standard in NAPLAN Mathematics
 - 8% decrease in one year of Year 7 students at or below the National Minimum Standard in Reading
 - 26% decrease in one year of Year 7 students at or below the National Minimum Standard in Writing.
- Mt Faulkner Primary School (Windermere Primary School from 2011) reports that a combination of subject coaching and *QuickSmart* interventions has changed teaching practice and student engagement.
 - 2% growth in students at the National Minimum Standard in Year 5 Numeracy.
 - 3% decrease in students at or below the National Minimum Standard for both Years 3 and 5.
 - 12% decrease in students at or below the National Minimum Standard in Year 3 Reading.
 - 29% decrease in students at or below the National Minimum Standard Year 3 comprehension.
- At Rosebery District High School, the Index of Gain (Years 3–5 and 5–7) in literacy is rated as 'excellent' and is 'trending up' based on NAPLAN data over the past 3 years. One contributing factor is the implementation of the consistent instructional expectation of 'whole, small, whole'. For example, In 2010 Year 5 Reading NAPLAN data, 100% of students were at or above the National Minimum Standard and there was a similar result in Writing. In 2008 the figures were 56% and 78% respectively.
- The Parklands Network has an agreed set of beliefs and understandings of best practice in Numeracy and Literacy. As part of their network philosophy they use data effectively for formative and summative assessment enabling focussed and explicit teaching addressing student need.
- A survey of staff and students in a Catholic school network has shown considered improvement in attitude, pedagogy and confidence when tackling reading and comprehension tasks at all levels. The general consensus indicates that the program's structure of smaller, (sometimes) gender-based groups has had a positive impact on the achievement and learning of students, with all groups indicating an increased willingness to participate more fully in all tasks presented and to undertake oral reading with greater confidence.

- Students have noted a particular value and enjoyment for the “Engagement in Ideas” and “Critical Literacy” series of learning experiences, with some acknowledging an increased awareness and understanding of reading techniques. Teachers have found the comprehensive planning and preparation of materials most beneficial in allowing them to explore different teaching pedagogies and to identify crucial reading and comprehension strategies and skills.
- The Primary Enrichment strategy in the TCEO network has been highly successful in the primary years from Grades 2–6. The timetabled opportunity to use all available teaching staff in specific areas of English has allowed explicit teaching to be planned for and directed to ability based groups. This has also provided a sound basis upon which to firmly build collaborative team-teaching pedagogy, with grade teachers and teacher aides sharing their students depending on their ability level.
 - Anecdotal assessments indicate marked improvement in student skill and understanding in the areas of Grammar and Writing. Students have had opportunities to explore in depth different genres and text types, and to create their own pieces of work. Of particular note has been the depth of grammatical studies undertaken within the younger groups, and the writing of Procedures, Narratives and Expositions by older students. Many children have also had opportunities to learn about the skills of debating.
 - The capacity to actively teach a group of students of the same ability has been a positive. The program is allowing specific objectives for students to be identified, taught and evaluated.
- The Mathematics strategy initiated in one TCEO network has provided opportunities for specific and explicit teaching of Number to ability-based groups of students in Years 5 and 6. This has been so successful in some grades that the timetabling of shared lessons has increased from two to three hours per week. Anecdotal and ongoing assessment indicates that students are gaining greater depth of understanding in reading large numbers, place value and in manipulating numbers both mentally and in more formal written formats. Teachers are finding that they are more able to cover the curriculum content required whilst simultaneously being able to differentiate adequately in answering the needs for their ability-based group.
- Across all sectors, and as a result of the strategies implemented in the NP schools, teachers now have a shared and deep understanding of the teaching of literacy and numeracy skills and the strategies and resources to effectively use them to support the learning of ‘at risk’ students across all learning areas. A shared understanding of the role and importance of explicit teaching is a positive outcome. Schools have noted that there is a developing awareness amongst all staff of the importance of pursuing a coherent, whole-school approach.
- One TCEO network reports that, in addition to improved engagement and confidence in Mathematics, all students from Years 3 to 7 were registered in the *Mathletics* program. Students were given access to laptops in class for at least one lesson per week and it was noted that most children were accessing *Mathletics* at home on a regular basis. All students timetabled at least one lesson per cycle in the IT lab and students identified as below benchmark were timetabled in the IT lab more regularly on a needs basis.
- In that TCEO sector network, data on student achievement in counting, place value, addition and subtraction and, multiplication and division was collated and used to inform practice.
 - In counting, it is evident that generally the 2010 means at each year level were greater than or equal to the means for 2009 at the same year level with the exception of Year 2, which had returned a good result in 2009. The greatest growth occurred during the Prep year but there was growth at all year levels.
 - In place value, generally students at the start of 2010 had a lower mean than the beginning students in the previous year but at all other year levels the results were the same as or slightly ahead. The growth was consistent across the year levels with Year 3 showing the least growth.

- In addition and subtraction, generally each year level in 2010 showed a higher mean than the same year level in 2009 with the exception of the students starting school, where the new students in 2010 are behind the 2009 cohort, and in Year 3 where the students starting Year 3 in 2009 had a higher mean than those in 2010.
- The groups that were in Prep, and Years 1 and 5 at the start of 2009 showed the greatest improvement, while the students who were in Years 2 and 4 in 2009 showed the least. This school has performed well with its Year 5 to Year 6 group achieving a mean of 5 at the start of Year 6 in 2010.
- Strong growth in multiplication and division was shown in all cohorts participating in the programs.
- The results comparing 2009 and 2010 Mathematics testing show improvement from 2009 to 2010. This result is attributed to the schools being involved in the ACTION Maths project. In addition, the feedback from teachers has been that *Mathletics* has been of great assistance to the mental computation skills of their students. Parents have also commented on the improvement that has been seen by children accessing *Mathletics* at home.
- Improved 2010 NAPLAN results are early indicators of the success of the strategies initiated through the National Partnerships in this network. It is anticipated that this trend will continue.

Challenges to Implementation/Progress – 1 January to 31 December 2010

Government schooling sector

Communication across networks

- Brooks High School network – Establishing cross school networks with individual teams of staff and creating effective lines of communication takes considerable time so plans that are made take time to implement as a result. This will be changed to an East Tamar Federation team approach in 2011 (alignment with Low SES NP strategy) and will be much more productive in support of these developments. There will be:
 - Alignment of all campuses as a Federation
 - Commitment to Federation reforms by all staff and principals
 - Consistency of instructional leadership
 - Consistent implementation of the Three Waves of Intervention.
- Queechy High School cluster
 - Seeking approval to purchase 'new' technology delayed the implementation of the literacy project (computers arrived Week 11 of Term 2; program began Week 1 of Term 3)
 - Communication across the seven schools was challenging at times, however strategies including emails, meetings were developed to address this
 - Aligning projects with school priorities across the cluster required schools to meet to collaboratively align priorities
 - New principals in schools arrive less familiar with the Partnership reforms and this can impact on the implementation of programs.
- Parklands Network will be changed in 2011 due to merging schools. The potential of this to disrupt the work of the network was recognised early and careful planning and progress to date will minimise any potential challenges to the merger of schools into Romaine Primary and within the Parklands Network.

Staffing Commitment

- Each network experienced staffing changes that have slowed implementation and potentially the rate of progress.
- Differing levels of commitment to the networks by staff (i.e. attendance at meetings, engagement in professional learning) has been an issue in some networks.
- Leaders have been mindful not to overload teachers given the number of other programs operating in schools.
- Connecting the network initiative with in-school priorities has sometimes been difficult.
- In the Derwent Valley network, across-school moderation was recognised as an area of greater need and will be a stronger focus in 2011.

Student attendance

- A transient population in three Glenorchy schools has impacted on the *QuickSmart* Maths program.
- Parent apathy to absence notification has hindered progress of some students.
- Linking with an external agency with family support workers (Colony 47) has assisted in some cases. A person who connects home with school, and is not a departmental authority, seems to be more readily received by parents. (Glenorchy Network).

- In the independent sector approach, In-school support has proven to generate the greatest success. (See data from Independent Schools Tasmania's National Partnership Pilot Project – *In School Consultancy and Support – Developing Best Practice in Literacy*). This approach also assists schools that struggle to provide relief to send staff to external professional learning sessions.
- Whilst National Partnership funding supported the provision of additional teachers required to fully implement strategies, in the Catholic sector funding additional teacher aide time for literacy and numeracy programs was a challenge for some schools.
- One of the challenges across all sectors is embedding the strategies in the culture of the schools. In the National Partnership schools, the achievement of shared high expectations as a whole school focus was reflected in leadership structures that support a strong vision that all students can achieve high standards given sufficient time and support. The theme for one TCEO College in 2010 was *Raise the Bar*. This vision was constantly articulated to all in the school community and was thus embedded throughout all teaching and learning programs.
- Where collaborative teams were established, it was noted as a challenge that appropriate timetabling, allowing for whole school approaches to the teaching of literacy and numeracy, and collaborative planning especially in secondary contexts, needs to be an on-going priority to achieve long term improved of learning outcomes.

Support for Aboriginal and Torres Strait Islander Peoples – 1 January to 31 December 2010

Common Intervention Strategies for Aboriginal students

- Work to increase the degree to which an Indigenous perspective has been embedded into the curriculum of all schools has commenced. This work will be significantly progressed in 2011.
- Dare to Lead Snapshots have been undertaken in a number of schools and are guiding work with Aboriginal students and families. More are planned for 2011.
- A number of schools have established leadership roles to for the implementation of programs and to enhance Aboriginal Culture and Community elements identified in the Dare to Lead Snapshots.
- A number of schools have employed an Aboriginal Education Worker to work with students and families.
- Alignment of approaches with Indigenous support personnel: e.g. Aboriginal Education Worker, Aboriginal Education Learning Officer. An Aboriginal Culture Centre and outdoor areas have been incorporated into the new Bridgewater High School 9–12 learning centre.
- Groups such as an Aboriginal Network Group, Aboriginal Education Advisory Group, Indigenous Children and Family Centre Project have been established (New Norfolk High, Rokeby Primary, Jordan River Federation).
- Involvement of other community groups in school planning and the delivery of learning opportunities for students and teachers including Mersey Leven Aboriginal Community and the Circular Head Aboriginal Centre.
- The East Tamar Federation of Schools has developed a specific plan to monitor the attendance and learning outcomes of 188 Aboriginal students. The plan includes elements such as:
 - development of culturally appropriate 'critical learning pathways'
 - building of teacher capacity to be culturally inclusive in teaching practice
 - student engagement through a focus on high quality, personalised and intentional literacy and numeracy programs

- development of the 'Bush Tucker Garden' as a curriculum resource for both Aboriginal and non Aboriginal students.
- 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.
- 100% of Aboriginal students have had targeted daily literacy intervention at Montrose Bay High School.
- Increased involvement and communication with parents and families of Aboriginal students.
- The identification of Aboriginal students at or below the National Minimum Standard in National Partnership schools and the development of learning plans and specific individual strategies for these students:
 - Personal Learning Plans were implemented for 20% of Aboriginal students at Rokeby High School and 33% for students at Rokeby Primary School.
 - 90% of Aboriginal parents at Clarendon Vale Primary were engaged in school-based activities which supported literacy learning.
 - In the Glenorchy Network, Waverley Primary School and Ravenswood Heights Primary School (Queechy Network) all Aboriginal students at or below the National Minimum Standard (2009/2010 NAPLAN) received targeted interventions; most students at or below the National Minimum Standard in Numeracy were placed in *QuickSmart Maths*.
 - Aboriginal students at or below the National Minimum Standard have received additional supports including regular tutoring sessions and participation in focus learning groups with-in class settings for specific skill development in literacy (e.g. test language focus, genre focus for writing, reinforced reading activities).
- ITAS tutors and regular literacy/numeracy support teachers have helped develop trust, routines and consistent strategic development. The interventions, in many cases supplemented by NP funds, have been individualised for each student. Feedback to parents has been consistent when the personnel implementing the interventions have been constant in their role. National Partnership effort in schools is building on, and value adding to strategies in place in schools prior to NP participation.
- Increasingly, cultural understandings are developing and diversity is being recognised and celebrated at every opportunity.
- In one TCEO National Partnership network, a Karadi Girl's Group was established, and a community partnership with the Women's Karadi Aboriginal Corporation was initiated. This strategy aimed to increase the confidence of Aboriginal students and thus improve engagement in learning. This was successful and is reflected in attendance and achievement data.
- All networks monitor the progress of their Aboriginal students, analysing the data and responding to individual needs by providing additional support through Aboriginal Education teachers.
- Schools are developing and trialling new approaches to working with Aboriginal families and students. Significant work developing PLP templates also occurred during 2010.

Support for Other Cohorts– 1 January to 31 December 2010

Strategies have been varied across sectors and NP schools:

- Breakfast Club initiatives are now active in all Glenorchy Network Primary Schools. These vary from twice a week to every day depending on additional community sponsorship funding. The research supporting the view that students engage more productively in learning when they are not hungry underpins this activity.
- School-wide Positive Behaviour Support programs have been established in all Learning Service South National Partnership schools. Staffs continue to be trained in Restorative Practices, TRIBES etc into 2011. Improvement results vary between schools.
 - Springfield Gardens Primary School: improvement gains of 13% from 2009 in Classroom behaviour; 16% improvement in Student Safety (Insight SRC Surveys 2009–2010).
 - Cosgrove High School: improvement gains of 23% improvement in Student Safety (Insight SRC Surveys 2009–2010).
 - Moonah Primary School: improvement gains of 10% from 2009 in Classroom behaviour; 5% improvement in Student Safety (Insight SRC Surveys 2009–2010).
- Gifted and Talented Initiatives:
 - Brooks High Network: developed cross campus opportunities for Gifted Education (extending thinking and learning for students) through Tournament of Minds. The network also provided students with English as an Additional Language (EAL) with opportunities to engage in the learning process through the Numeracy Problem Solving activities.
- Student Projects:
 - Queechy High Literacy Project – Year 9 students involved in the project are exposed to guided reading strategies, mobile technologies and social media (i.e. Wikispaces). Anecdotally, they have also displayed positive outcomes such as improved self-esteem and self-confidence because of the greater responsibility given to them as mentors.
- MULTILIT has been specifically designed for teaching low-progress readers. This cohort includes students with disabilities. Post-test data collected by IST NP schools in October 2010 show significant increases in the reading and comprehension levels of >75 % of participating students. The school that reported the greatest improvement in Literacy (Emmanuel Christian School) also reported a measurable improvement in student behaviour.
- Research has shown that withdrawing adolescents for extra help may compound their difficulties. Findings from the ‘Successful Interventions Research Project’ (ACER 1999), highlighted the importance of providing teachers with strategies for assisting the literacy development of ‘at risk’ students, hence a National Partnership networks emphasis, in most cases, on professional learning to develop teachers’ skills to enable them to respond to the needs of ‘at risk’ or disengaged students.

Showcase – 1 January to 31 December 2010

QuickSmart Numeracy- DoE NP Schools

32 schools across Tasmania implemented this program in 2010.

Perspective from Learning Service South:

- Significant funding from seven schools was directed to the program. A total of 112 students across this cluster had three x 30 minute sessions per week in a 30 week program. Results were both qualitative and quantitative with the program. All program staff attended 6 days of professional learning. Most students improved their stanine performance in PAT Maths testing from pre-program to post-program test (cluster data is pending from UNE). Participating schools reported significant engagement by students in the program with flow-on behaviours back in the classroom with improved learning, engagement and confidence. The collaboration between the coordinating teacher and the program instructors (teacher aides) was twice-weekly (sometimes daily) with a cultural shift in schools around the added value in the teacher aide attending the same professional learning as the teacher, and engaging in shared professional conversations.

Perspective from Learning Service North-West:

- The implementation of *QuickSmart* in the Parkland Network was successful. It was seen as an important intervention strategy within each school and was supported through budgeting and key personnel. Participation in *QuickSmart* has led to a positive improvement in students' mathematical skills and has enhanced their learning outcomes. In addition students, tutors and coordinators report:
 - Tutors have developed positive relationships with students
 - Students enjoyed the program and found it motivating
 - Participation has led to increased confidence which has impacted positively on student engagement
 - Significant improvement in students' attendance
 - Strong liaison has developed between *QuickSmart* personnel and the class teacher.

A school perspective – East Derwent Primary School – Building Student confidence and Improving Numeracy Outcomes – using the *QuickSmart* intervention tool

- The Index of Community Socio-Educational Advantage is 878, (AV =1000).
- 15% of students identify as Indigenous students.
- 1% of children are from a Language Background Other than English.
- The attendance rate is 92%.

Nineteen Year 6 students from East Derwent Primary School were selected for the *QuickSmart* mathematics intervention program after analysis of school PAT Maths data. The groups mean ranking was at the 7th percentile which mapped them centrally within the second stanine. If their growth-rate had been in accordance with Australian Norms they would have maintained the same percentile ranking and stanine result at the end of the program, but under the guidance and care of a *QuickSmart* Instructor, significant growth was achieved by most students. Post program testing assessed the group of nineteen students at the 12th percentile within the third stanine. This was equivalent to more than two years mathematics growth within the one school year.

The success of any intervention program is dependent upon the program leadership. The school co-ordinator of the *QuickSmart* mathematics intervention program had first-hand experience of the students achieving true norm referenced value adding after being involved in a program that the students enjoyed.

The *QuickSmart* Instructor closely followed the set structures of the *QuickSmart* program to aid student development. The programmed three 30 minute sessions with each pair of students per week, coupled with the frequent student visits throughout school break times enabled students holistic care. The dedicated *QuickSmart* room became a student lunch room and a place to chat with an adult that the students held in high regard. The instructor simultaneously facilitated the growth of student confidence and mathematical ability.

East Derwent Primary classroom teachers commented that the *QuickSmart* students have been more engaged and focused with the mathematics they encounter within their classrooms because of their new found maths confidence. This initial success is starting to lead to greater success and these students are now more willing to be challenged. The following student comments are a sample of student perspectives:

“I didn’t like worded problems before, but now I can understand how to do them”

“It is easier to think now about maths than it was before”

“I liked everything about *QuickSmart*. The best thing about it was the improvements I made”

“I like that we can have fun and also learn”

QuickSmart is an example of a successful intervention program where quality leadership is a key component.

Professional Learning Models

All networks, DoE and TCEO, participated in meaningful and targeted professional learning. Models were developed that were based on: school and cluster data, collective gaps in teacher understanding and classroom pedagogy, student learning outcomes and school improvement plans.

- Brooks High School – In 2010 a Mental Computation screening test was adapted and implemented across Years 5–6 classrooms. The results were used as a starting point for discussion about pedagogy and classroom practice. This then linked to professional learning conducted within the schools and professional learning by recognised experts in Numeracy as well as the development of a professional learning model within the East Tamar Federation.
- In conjunction with the Mental Computation screening at Brooks High, a cross network schools analysis of NAPLAN Numeracy data for Years 3, 5, 7 and 9 from 2009 was conducted. The resulting comparisons indicated some trends in achievements across the schools which were the catalyst for professional dialogue across the schools in the Years 5–8 area. From this data and the professional learning model, a Numeracy trial utilising Problem Solving was designed and implemented with all schools involved. Two groups were created, one intervention group and a non-intervention group. The intervention group were provided with explicit instruction and specific strategies in Problem Solving while the non-intervention group were not. All students were tested against NAPLAN questions pre and post the intervention time period. The trial concluded in the last week of school 2010 and the data is still being analysed; however, initial results indicate significant improvements in the intervention groups. Upon conclusion of the five week trial, all staff and students in the intervention groups were provided with opportunities to reflect upon the process and their responses were favourable.
- The Glenorchy Numeracy Network – the focus was on a spaced Mental Computation learning continuum – 2 x 3hr sessions per term. There was a minimum attendance requirement from each school of three teachers and two teacher aides. Attendance exceeded the minimum expectation with whole-school teacher attendance from 75% of schools. There was a combination of curriculum content-knowledge, classroom activities, resource “take-away” packs and linking to digital resources. Feedback from sessions indicate that:
 - participants wanted to experience how the maths content is scaffolded for learning (supported by expert practitioners) with the resources to take similar and/or same activities back in the classroom

- including the teacher aides to build their knowledge and capacity, especially in class teams where the teacher aide is a significant part of the tutoring intervention is crucial. These teacher aides were predominantly the same staff delivering the *QuickSmart* Maths intervention program in the schools.

Project-based Initiatives

- Queechy High School *Literacy Project* – this project enabled staff from Punchbowl Primary, St Leonards Primary, Norwood Primary and East Launceston Primary Schools to collaboratively plan a reading program utilising mobile technology. Students were selected from 2009 NAPLAN results and then tested/surveyed to provide baseline data. The test administered was the Neal Analysis of Reading. Students (6 groups of 4 students) engaged in the program four times a week (twice with a teacher, once with Year 9 mentors and once independently). The project ran over a 10 week period. At the conclusion of the project students were re-tested. Most students experienced a significant rise in their Tasmanian Curriculum Stage, more than expected by this targeted group of students.

The average Reading Accuracy Age and Reading Comprehension Age (Neal Test) of the students who completed the program increased by approximately 6 months and 8 months respectively over the 4 month period. An overall decrease in the Reading Rate Age was also observed which may have helped with the increase in accuracy and comprehension. Teachers were overwhelmingly positive about the program. In particular, they stated the interaction with Year 9 mentors was a very successful element which has also assisted in transition to high school. In addition, greater independence, improved organisational and computer skills, increased confidence, improved literacy outcomes and greater enthusiasm for other reading tasks were also cited. Many teachers stated the program was engaging for students because it provided a more individualised, alternative way of learning with a range of topics and texts. The most positive aspects cited by students included using the Touch computers, improving reading and computer skills, doing new and different things and working with Year 9 mentors. Based on the results outlined, this literacy project has been successful in its proposed outcomes to have students engaged in a literacy program utilising mobile technology, have students display a more positive attitude to learning and specifically literacy, and to have students demonstrate improved reading levels.

- The Rosebery Network is in a remote mining region which is physically isolated and has decreasing enrolments. With only a small number of qualified teaching staff and limited access to specialist support, teacher aides have been trained as paraprofessionals. Improving literacy outcomes for all students was identified as a priority. Organisational considerations including timetabling across the P–10 environment were of paramount importance in maximising the use of all available personnel. A focused literacy structure using “whole, small whole” has led to consistencies across the school.
- Clarence Plains Network *Owning My Learning – Spelling program*. This literacy program is comprised of four scaffolded elements:
 - Theory – incorporating the philosophies of academics such as; David Hornsby, Kath Murdoch, Professor Ian Hay, First Steps, Fullan and Wharton-McDonald.
 - Individualised learning based on the assessed needs of each student.
 - Whole class and small group teaching focusing on specific learnings derived from authentic assessment.
 - Cooperative games to consolidate learning.
- Derwent Valley Network Reciprocal Reading and Visualising Techniques (Carol Christensen).
- Bridgewater Geilston Bay Network – model for looking at data as formative assessment (particularly the work of Brighton Primary School).

- The Glenorchy Numeracy Network: Curriculum Coach and Literacy/Numeracy Support teacher – this model operated in three schools in the network, with outstanding results at Claremont Primary. The coaching role was led by the principal and worked at the grade-team level. The support teacher worked specifically with students and teachers at the classroom level. The timetable was structured for vertical class groupings three mornings a week:
 - Claremont Primary: improvement gains for students at or below the National Minimum Standard in Grade 3 NAPLAN Reading 5% and 9% Numeracy; in Grade 5 Writing 6% and Numeracy 21%.
- In the Catholic school networks, the various programs and strategies introduced with the assistance of National Partnership funding, include *Literate Practices*, a whole school literacy program in Years 5–10, *Early Years Literacy*, involving Years K–4, and *Primary Enrichment programs*.
- One specific strategy implemented in the Catholic Northern Network is the effective use of resources to complete testing for growth points which is a feature of the ACTION Maths strategy. Early in the year, the purchasing of hands-on resources to be used in Years 5–7 classrooms, and the provision of access to the *Mathletics* program for all students in Years 3–7 in two schools, a primary school and a secondary college, was crucial.
- In the independent sector, Making Up Lost Time In Literacy (MULTILIT), a product of a continuing program of scientific research and development by specialist team from Macquarie University, was implemented. The program reflects the recommendations made by the national inquiry into the teaching of literacy encompassing explicit instruction in all five of the key learning areas of phonemic awareness, phonics, vocabulary, and comprehension. Schools targeted were disadvantaged due to location and low SES. Targeted students were those with low NAPLAN results in Literacy.

Implementation looked like this:

- appoint Manager: Literacy, Special Learning Needs to coordinate and support schools during the implementation phase of the initiative
- support schools to name specific, measurable goals for improving literacy.
- train designated staff from participating schools in MULTILIT and establish teacher networks
- appoint advisors to provide ongoing professional learning and in-school support for teachers in schools disadvantaged by isolation or where data demonstrate that student literacy outcomes are significantly low.
- support staff with planning to meet students literacy needs
- plan for regular review.

Sustainability

School Policies for Numeracy/Literacy

- Development of subject policies that include an underlying set of principles (non-negotiable) and teaching guidelines, supported by school timetables, can address issues often associated with continuity in curriculum planning and delivery when staff transfer out of, or into, schools. As schools complete more professional learning and involve teachers in policy planning for school improvement, policies are being written that state collective agreement around what is important for teaching and learning – this is a sustainable practice.
- There is a higher emphasis on collaborative team planning and assessment that is linked to student achievement data and the Australian Curriculum.
- Intervention programs – have on-going costs for schools (e.g. *QuickSmart* Maths, Bridges, and Lexia). Trained and qualified program tutors need to be maintained at those schools. Components of the programs, such as 30-minute formats and some skill elements, are transferrable aspects that can be effectively incorporated into classroom practice. *QuickSmart* has led to multifaceted improvements in student learning and increased confidence and engagement. These outcomes will contribute to each school's commitment to the ongoing implementation of the program. The *QuickSmart* costs drop substantially after the third year of implementation.
- Building Capacity – a common thread across the networks includes a focus on building capacity, in the following areas:
 - Teachers working together in a Professional Learning Community using a data driven action research model to improve student outcomes and professional practice.
 - Teachers developing the capacity to be reflective practitioners who search out and adopt evidence-based practice in their classrooms.
 - Networks coordinating more opportunities to moderate student learning in numeracy and literacy between schools; and monitoring more consistent teaching and learning strategies across the grades and schools within the network.
 - Distributive Leadership models.
- A deliberate sustainable strategy employed by the Catholic Southern Network has been to formulate a staffing plan to support all programs within three years on a reduced level.
- It was noted by all networks that some strategies are sustainable, for example pedagogical skills attained through funded professional learning.
- The networks established under the National Partnership Literacy Numeracy will continue to work together, and to provide shared opportunities to develop teachers' skills and understandings of literacy and numeracy teaching. This model is sustainable in the long term.

Section 5 – Research and Evaluation

Research in relation to any of your SSNP activities in the last 12 months?

The Tasmanian Department of Education has an exemplary data collection and analysis capacity through its Educational Performance Services (EPS). Schools are supported by the provision of extensive data sets, and information to enable them to make best use of their data in order to inform priorities for action and effort.

In relation to NAPLAN all schools, including non-government sector schools, are supported by EPS staff to understand and use their data.

Schools and groups of schools are undertaking action research in areas of priority. Those schools who have participated in Performance Edge consultancy are especially active in this regard. Information in light of this research will inform future actions and may be showcased in future SSNP reports.

Through its National Literacy and Numeracy pilot Raising *the Bar Closing the Gap*, the DoE engaged the University of Tasmania to undertake an extensive evaluation of that initiative. Preliminary evaluation findings have been provided and a more comprehensive evaluation will be provided to the department in coming weeks. This evaluation will be instrumental in informing ongoing and future NP activity.

From February 2009 to June 2010, the University of Tasmania was also employed as research partner to measure progress and outcomes of Independent Schools Tasmania's Literacy Numeracy Pilot Project '*In School Consultancy and Support – Developing Best Practice in Literacy*'.

Briefly describe the status of your state-based SSNP evaluation activity. How has this progressed over the last 12 months?

A broad approach to Tasmania's state-based evaluation of the SSNPs was developed in 2009. This approach was to involve a strategic evaluation of one aspect of Tasmania's implementation of these NPs – schools working together through networks and federations.

A recurring feature of Tasmania's Implementation Plan across all three Smarter Schools NPs involves schools combining as federations or networks, in partnership with their extended school communities, to provide integrated support to students and their families. In recent months, Tasmania, like the Commonwealth, has rethought its evaluation strategy. While evaluating the success of the federation/network strategy for impacting on school improvement performance, particularly for students, teachers and school leaders is still of interest, recent discussions amongst the NP leadership team have led to the formulation of a preferred possible key evaluation question:

What evidence informed strategies have led to improved student outcomes and increased teacher capacity in NP schools?

A decision regarding Tasmania's evaluation approach will be made during 2011. Funding has been allocated to the evaluation for 2012 -2014.

Have you commissioned or undertaken any evaluations in relation to any SSNP reform activities in the last 12 months?

While a strong partnership exists with the University of Tasmania, no decisions regarding appointment of any specific University or consultancy has yet been made.

Summary

The Annual Report must include reporting against milestones and measures as agreed in Final Implementation Plans and Bilateral Agreements. Milestone activity provided in the January-June 2010 Progress Report may form part of the Annual Report for 2010, which covers the full 2010 calendar year.

Where appropriate, information on context or progress towards next milestones or measures may be included – for example if a milestone was reached on time but an unanticipated growth in uptake means that it is likely that the next milestone for that reform will be achieved significantly early.

Milestones for 1 January 2010 to 31 December 2010

Milestone	Detail of achievement against milestone <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
100% of principals will have participated in a performance review discussion with General Managers Department of Education (DoE).	<p>Milestone achieved.</p> <p>This milestone is now embedded in the Department of Education (DoE) culture with General Managers conducting a leading for high performance process with all principals annually.</p> <p>In addition and complementary to this, managers from Learning Services also meet regularly with NP school principals to discuss Smarter Schools plans, priorities and progress.</p>		

<p>Postgraduate scholarship support provided to Tasmanian government teachers.</p>	<p>Milestone achieved. HECS scholarship arrangements previously negotiated with UTas continued through 2010 with 267 Unit places filled in 2010. A wide range of units were selected by teachers</p>		
<p>Postgraduate Certificate in Literacy developed by UTas.</p>	<p>Milestone achieved. Enrolments continued into 2010. Units include:</p> <ul style="list-style-type: none"> • Evidence-based teaching of literacy • Effective literacy pedagogy • Literacy as a Continuum • Developing a whole school approach to literacy teaching, assessment and reporting. 		
<p>7 DoE Centres of Excellence by 2010.</p>	<p>Milestone achieved. 8 Centres of Excellence in 2010 – 6 in Hobart and 2 in the NW North-West Reece High School Sheffield School Hobart Rokeby High School Rokeby Primary School Warrane Primary School</p>		

	<p>Herdsmans Cove Primary School Glenorchy Primary School Montrose Bay High School</p>		
<p>Postgraduate scholarship support extended to Tasmanian non-government teachers by 2010.</p>	<p>Milestone achieved</p> <p>All Tasmanian teachers from government and non-government schooling sectors are able to study with UTas with a HECS scholarship.</p>		
<p>Process to establish School Centres of Excellence in partnership with UTas and the Australian Catholic College commenced by TCEO (April 2010)</p>	<p>Milestone achieved.</p> <p>A process of establishing two centres for excellence in the north-west has commenced.</p> <p>Some involvement has commenced with UTas.</p>		
<p>120 places filled in emergent/aspiring leaders program in 2010.</p>	<p>Milestone achieved</p> <p>134 places were filled in the emergent/aspiring leaders program in 2010 (government, independent and Catholic).</p>		
<p>Indigenous workforce data measures consistent with national agreements developed by 2010.</p>		<p>Tasmania has made efforts in this regard, however progress towards this milestone is contingent upon progress at the national level.</p>	
<p>Postgraduate course framework developed in conjunction with UTas - 200 scholarship unit places filled in 2010.</p>	<p>Milestone achieved.</p> <p>A post-graduate framework was developed and enrolment encouraged.</p> <p>267 Unit enrolments were reported by UTas in August</p>		

	2010.		
Performance reviews conducted for all DoE staff by 2010.	Milestone achieved. The Managing for High Performance Process across the whole of the Department of Education requires that performance reviews are conducted for all staff.		
Postgraduate course framework developed and implemented for teachers and school leaders by October 2010.	Milestone achieved. A post-graduate framework was developed and enrolment encouraged.		
TCEO proposal developed for two Centres of Excellence by end 2010.	Milestone achieved. Proposal developed for two Centres of Excellence.		

Section 6: TAS – Milestone Reporting

Low SES School Communities NP

Summary

The Annual Report must include reporting against milestones and measures as agreed in Final Implementation Plans and Bilateral Agreements. Milestone activity provided in the January-June 2010 Progress Report may form part of the Annual Report for 2010, which covers the full 2010 calendar year.

Where appropriate, information on context or progress towards next milestones or measures may be included – for example if a milestone was reached on time but an unanticipated growth in uptake means that it is likely that the next milestone for that reform will be achieved significantly early.

Milestones for 1 January 2010 to 31 December 2010

Milestone	Detail of achievement against milestone <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
School Improvement Plans developed and published for all schools participating in SES 1, 3 and 5.	<p>Milestone achieved.</p> <p>Schools from all three schooling sectors are participating in SES 1, 3 and 5 have developed and published school improvement plans.</p>		
Secondary Renewal (SES 2) networks established (may include funded and unfunded schools) and improvement plans developed and published by Group A and Group B Renewal networks / schools. Plans will identify one School Improvement Measure that schools will collectively address and establish an ambitious target to be achieved after four years of implementation.	<p>Milestone achieved</p> <p>Department of Education (DoE) schools participating in this strategy are working closely together and have developed ambitious and targeted plans, supported by Learning Services.</p> <p>The Catholic Education Office reports that their two participating schools have also met the obligations of this milestone.</p>		
Initial schools (Round 1) prioritised and the process commenced for School Improvement Reform through Intervention (SES 6).	<p>Milestone achieved.</p> <p>Participation in SES6 implementation is exclusive to Department of Education (DoE) schools.</p> <p>Three Round 1 schools were identified and the process of reform through intervention commenced.</p> <p>The process for identifying schools for participation has been established. Rich and</p>		

	<p>reliable data informs identification and prioritisation for participation. Schools are flagged for the intervention, with General Managers and the Secretary through a structured meeting process (Team Learning Service), determining the need, nature of support and funding requirements for each intervention. A discussion between Learning Services and the Principal of each school verifies participation and is the trigger for planning.</p>		
<p>Planning, monitoring and reporting mechanisms for SES 6 developed.</p>	<p>Milestone achieved</p> <p>Team Learning Service (TLS), under the leadership of the Deputy Secretary Early Years and Schools, have oversight of this strategy.</p> <p>A process using school improvement evidence-based data allocates funds to Learning Services to determine the best approach taking into account the different contexts of their schools.</p>		
<p>Flexible Learning School (SES 4) operational guidelines developed and initial implementation of Flexible Learning Tasmania (FLT) is underway. Preliminary FLT Improvement Plan developed and published.</p>	<p>Milestone achieved.</p> <p>Operational guidelines have been developed, a Steering Group meets regularly and significant decisions which have advanced the future implementation of this strategy have been made in the first 6 months of 2010.</p> <p>The Flexible Learning Tasmania NP Implementation Plan 2010 was published on the DoE website.</p> <p>www.education.tas.gov.au/dept/strategies/national-partnerships/smarter/schools</p>		

<p>Attendance targets (to be achieved by May 2013) established for all NP schools.</p>	<p>Milestone achieved. Completed by all current participating NP schools.</p>		
<p>Project Managers appointed in all six schools participating in SES 3 Extended and Integrated Service delivery.</p>	<p>Milestone achieved. In Clarendon Vale Primary School and Geeveston District High School, the principal is taking on the Project Manager role. The four other participating DoE schools have employed liaison officers or Advanced Skills Teachers to perform the role. Only DoE schools are formally participating in this strategy; however the Northern Suburbs Christian School (IST, SES5) is taking elements of this strategy in their approach to achieving reforms. They have appointed a NP Project Manager.</p>		
<p>SES 7 Polytechnic / Academy Transition implementation plan developed and published.</p>	<p>This milestone has been achieved by the two participating TCEO schools.</p>	<p>Given the refinement underway in the post-Year 10 sector in Tasmania, SES7 has posed both planning and implementation challenges. Work began late 2009 with the Polytechnic leading the process and appointing a consultant to develop an SES7 NP implementation plan. By June 2010 a number of draft versions of the plan had been provided to DoE, however feedback regarding the draft plan and the</p>	<p>Significant work to progress the refinements in the post-Year 10 sector, implemented in the second half of 2010, have provided greater clarity and a clearer direction for this strategy. Note that:</p> <ul style="list-style-type: none"> ○ An interim draft plan and budget, was developed by the Polytechnic for SES7 implementation for the remainder of 2010. ○ A post-Year 10 Management group, including appropriate

		<p>requirement for the plan to address the required reforms, combined with the imperative that the plan engages all post-Year 10 stakeholders, has impacted on progress.</p> <p>An interim plan for 2010 was agreed to and implemented.</p> <p>Given that this plan was 'interim', it was not deemed in the best interest of implementation for it be published in that format. The 2011 plan will be published.</p>	<p>representation (informed by the refinement process) from post-Year 10 stakeholders has been developed to guide the strategy.</p> <ul style="list-style-type: none"> o An Implementation Plan, 2011 will be developed for publication on the DoE website in 2011.
<p>School Improvement Plans developed and published for 100 per cent of schools participating in Individual School Reform strategy (SES 5) and Extended and Integrated Service Delivery (SES 3).</p>	<p>Milestone achieved</p> <p>Schools from all three schooling sectors are participating in SES 1, 3 and 5 and all plans are available online.</p>		
<p>Secondary Renewal (SES 2) networks established and improvement plans developed and published by Groups B and C Renewal network.</p>	<p>Milestone achieved.</p> <p>Department of Education schools participating in this strategy are working closely together and have developed ambitious and targeted plans, supported by Learning Services.</p> <p>The Catholic Education Office reports that their two participating schools have also met the obligations of this milestone.</p>		
<p>NP Annual Progress Reports (using template provided) have</p>	<p>Milestone achieved</p>		

<p>been completed and lodged with Learning Services and non-governmental sector Managers for SES 4 and 7 and for schools implementing SES 1,2,3 and 5.</p>	<p>All school sectors report mechanism are in place for feedback from schools implementing SES 1, 2, 3 and 5</p>		
<p>A Polytechnic/Academy (TCEO Year 10-11) Transition Initiative plan, timeline and budget have been developed and implementation has commenced. A retention target for NP schools has been established which students in Low SES schools to learn about a work role and gain essential skills are being delivered to all Low SES NP schools.</p>			<p>This milestone will be achieved in 2011 as part of the process referred to above.</p>
<p>Round 2 schools prioritised and informed of participation in 2011 School Improvement Reform through Intervention (SES 6).</p>	<p>Milestone achieved Each learning Service used Tasmanian Education Performance data and other evidence to identify schools for support through this strategy. 2011 implementation is underway.</p>		
<p>NP Implementation Progress report template developed to enable Low SES National Partnership schools to provide timely and accurate milestone and target reporting to inform Tasmania's Smarter Schools National Partnership Annual Report.</p>	<p>Milestone achieved Template to provide Low SES NP milestone and target reporting was made available to all participating Low SES NP schools.</p>		

Section 6: TAS – Milestone Reporting**Literacy and Numeracy NP****Summary**

The Annual Report must include reporting against milestones and measures as agreed in Final Implementation Plans and Bilateral Agreements. Milestone activity provided in the January-June 2010 Progress Report may form part of the Annual Report for 2010, which covers the full 2010 calendar year.

Where appropriate, information on context or progress towards next milestones or measures may be included – for example if a milestone was reached on time but an unanticipated growth in uptake means that it is likely that the next milestone for that reform will be achieved significantly early.

Milestones for 1 January 2010 to 31 December 2010

Milestone	Detail of achievement against milestone <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
Eleven network plans developed as appendix to individual School Improvement Plans. Network plans published.	Milestone achieved. 11 networks have been established, consistent with the school lists provided in Tasmania's Implementation Plan. Network plans were developed and published in 2010. 2011 plans have been developed.		
Intervention strategy developed and being implemented in all schools in 100 percent of networks.	Milestone achieved. All three schooling sectors report that the implementation of their approach, as described in Tasmania's implementation plan, is on track.		

	In the Department of Education (DoE) and Tasmanian Catholic Education Office (TCEO), this means that all 11 networks are established, with management teams are operational.		
School and network improvement targets established and agreed by Learning Services/Tasmanian Catholic Education Office (TCEO).	Milestone achieved. Support has been provided to school leaders and both school and network improvement targets have been established.		
100 percent of coordinators and teacher assistants implementing <i>QuickSmart</i> numeracy in 2010 have undertaken required professional learning.	Milestone achieved. Information sessions for principals and school leaders has been provided as well as the required QuickSmart professional learning for co-ordinators and the teacher assistants undertaking the program in schools.		
At least one teacher from each network has been identified to work across primary and high schools to address student transition, year 6 – 7.	Milestone achieved. This is a feature of the network approach and has been achieved in all eight DoE networks and the three TCEO networks.		
Professional learning, as described in Literacy and Numeracy plans has been provided for relevant staff in all 75 schools.	Milestone achieved. Every participating school, through published network plans, described professional learning requirements of implementation. All schools have provided professional learning to relevant staff.		

<p>Managers Learning and Regional Directors (systemic Catholic schools) Director-Secondary Education Services (Catholic sector colleges) have met personally with a representative of every network to monitor progress and provide support.</p>	<p>Milestone achieved. Independent Schools Tasmania (IST) reports that this has been achieved. 19 schools have registered for the implementation of Performance Indicators in Primary School (PIPS).</p>		
<p>Planning for the implementation of Performance Indicators in Primary School (PIPs) has commenced in a minimum of 18 independent sector schools.</p>	<p>Milestone achieved. PIPS administered twice yearly in 60% of IST schools in 2010.</p>		
<p>Professional learning support, provided for teaching staff implementing Performance Indicators in Primary School (PIPs) in the independent sector has been taken up by at least 75 percent of the schools registered.</p>	<p>Milestone achieved. 75% of Prep teachers and Special Needs Teachers participated in PD using PIPS data to support transition to Grade 1 in 2010 for students identified 'at risk' in 2009.</p>		
<p>IST has been in contact with schools from the independent sector for the purpose of identifying and engaging 2010 MULTILIT Reading Tutor Program schools and developed a timeline for professional learning which will be provided during 2010.</p>	<p>Milestone achieved. 60% of independent schools trained in MULTILIT in 2010.</p>		
<p>IST has commenced a process to engage 2011 independent schools for the MULTILIT Reading Tutor Program. A proposed list of 2011 schools will be identified by April 2010.</p>	<p>Milestone achieved. Proposed list was identified by April 2010 and an additional 20% of independent schools will be trained in MULTILIT in February 2011.</p>		

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

In providing these data, jurisdictions should note that:

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

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

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

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

Description	Year Level	Domain	2009 (baseline)					2010									
			Participation Rate (%)	Exempt (%)	Bottom Band ± C.I.	Second Bottom Band	Mean Scale Score ± C.I.	Participation Rate (%)	Exempt (%)	Bottom Band ± C.I.	Second Bottom Band	Mean Scale Score ± C.I.					
Percentage of achievement of ALL Students in Low SES Participating Schools	Year 3	Reading	96.3%	1.5%	10.6%		18.8%		369.2		96.2%	1.9%	11.6%		19.0%		375.3
	Year 5	Reading	96.4%	1.4%	17.9%		20.5%		450.8		96.4%	1.6%	18.6%		20.8%		450.7
	Year 7	Reading	91.6%	1.4%	13.0%		23.3%		503.9		94.0%	1.6%	12.6%		21.6%		509.2
	Year 9	Reading	86.8%	0.9%	16.2%		21.5%		549.3		87.7%	1.9%	17.2%		30.7%		539.2
	Year 3	Numeracy	96.1%	1.5%	13.1%		22.0%		359.7		95.4%	1.9%	9.6%		19.6%		360.9
	Year 5	Numeracy	95.5%	1.4%	10.0%		31.4%		444.8		96.4%	1.6%	13.4%		22.0%		448.2
	Year 7	Numeracy	92.4%	1.4%	11.3%		27.1%		500.5		94.1%	1.7%	9.8%		26.8%		502.4
	Year 9	Numeracy	86.8%	0.9%	9.2%		29.0%		546.5		88.6%	1.8%	12.8%		27.3%		545.0

Description	Year Level	Domain	2009 (baseline)					2010									
			Participation Rate (%)	Exempt (%)	Bottom Band ± C.I.	Second Bottom Band	Mean Scale Score ± C.I.	Participation Rate (%)	Exempt (%)	Bottom Band ± C.I.	Second Bottom Band	Mean Scale Score ± C.I.					
Percentage of achievement of Indigenous Students in Low SES Participating Schools	Year 3	Reading	94.1%	2.5%	15.3%		22.6%		346.9		95.2%	1.2%	17.8%		29.3%		343.1
	Year 5	Reading	92.8%	0.0%	23.7%		26.1%		429.5		94.4%	0.6%	29.8%		23.2%		427.1
	Year 7	Reading	83.0%	1.0%	25.5%		26.1%		470.0		91.0%	2.0%	22.5%		27.5%		482.9
	Year 9	Reading	80.7%	0.5%	31.6%		29.8%		512.7		82.4%	0.5%	25.3%		34.6%		522.2
	Year 3	Numeracy	95.0%	2.5%	12.5%		29.7%		346.7		95.2%	1.2%	16.6%		24.8%		336.3
	Year 5	Numeracy	91.5%	0.0%	16.2%		29.9%		429.2		96.1%	0.6%	25.1%		22.2%		421.2
	Year 7	Numeracy	82.5%	1.0%	21.9%		30.0%		477.8		90.0%	2.5%	12.8%		38.9%		484.8
	Year 9	Numeracy	80.7%	0.5%	15.2%		39.8%		524.3		86.4%	0.5%	19.4%		32.5%		528.3

Description	Year Level	Domain	2009 (baseline)					2010									
			Participation Rate (%)	Exempt (%)	Bottom Band ± C.I.	Second Bottom Band	Mean Scale Score ± C.I.	Participation Rate (%)	Exempt (%)	Bottom Band ± C.I.	Second Bottom Band	Mean Scale Score ± C.I.					
Percentage of achievement of LBOTE Students in Low SES Participating Schools	Year 3	Reading	100.0%	13.7%	9.8%		21.6%		362.9		94.5%	10.9%	7.7%		11.5%		392.4
	Year 5	Reading	100.0%	19.4%	2.8%		22.2%		450.3		98.0%	15.7%	22.0%		20.0%		437.0
	Year 7	Reading	97.2%	16.7%	22.9%		25.7%		482.2		94.9%	23.1%	18.9%		8.1%		495.3
	Year 9	Reading	86.1%	13.9%	19.4%		3.2%		564.5		97.7%	31.8%	16.3%		25.6%		526.2
	Year 3	Numeracy	100.0%	13.7%	13.7%		21.6%		344.5		96.4%	10.9%	3.8%		20.8%		370.2
	Year 5	Numeracy	100.0%	19.4%	5.6%		30.6%		439.2		98.0%	15.7%	20.0%		20.0%		437.2
	Year 7	Numeracy	100.0%	16.7%	27.8%		22.2%		474.8		97.4%	23.1%	13.2%		18.4%		508.5
Year 9	Numeracy	86.1%	13.9%	6.5%		16.1%		576.0		97.7%	31.8%	4.7%		23.3%		554.9	

In the SSNP Implementation Plan, Tasmania referred to a matrix of performance indicators as the means by which schools and sectors would assess overall performance and to measure progress towards the outcomes set out in the National Education Agreement.

To align with state reporting requirements, Tasmania sees value in reporting on those indicators that are made available in the Tasmanian Education Performance Report. For the Department of Education these are the measures that have the greatest relevance for our schools in implementation. The majority of NP schools use these measures to set targets and to monitor their progress.

The 2009 Tasmanian Education Performance Report is available at www.education.tas.gov.au.

The 2010 Tasmanian Education Performance Report is currently embargoed.

A School Improvement Report for all Department of Education National Partnership Schools is available at www.education.tas.gov.au.

Relevant information for all schools, government and non-government can be located at the MySchool website.

Performance Indicator

- 1. NAPLAN data for all students participating in National Partnership strategies Baseline 2008**
 - NAPLAN data for schools participating in the Literacy and Numeracy NP was provided recently for Literacy/Numeracy Report
- 2. Disaggregated NAPLAN data for Indigenous students participating in National Partnership strategies Baseline 2008**
 - Provided in section 7
- 3. Disaggregated NAPLAN data for Low SES students participating in National Partnership strategies Baseline 2008**
 - Provided in section 7
- 4. Attendance and retention data for students participating in National Partnership strategies (government data only)**
 - Attendance (2009) 87.7% (2008) 89.5%.
 - Retention (rates of students retained Year 10 to Year 11 (direct)) (2009) 61.4% (2008) 58.3%
- 5. Attendance and retention data for Aboriginal students participating in National Partnership strategies Baseline 2008**

- Attendance: Schools have access to individual student attendance data and this data informs actions and strategies within schools. Progress at the state level is being monitored and will be reported in the October SSNP Progress report when a sufficient time period of implementation will allow more robust data.
- Retention: See below

6. Retention and certificate completion rates Baseline 2008

- The refinement of Tasmania Tomorrow resulting in a restructure of post-Year 10 delivery, has compromised Tasmania's capacity to provide comprehensive and accurate data. Mechanisms, by which this data can be more accurately retrieved, are currently being developed.
- Tasmania anticipates reporting on this at a later date.
- Please note that due to the refinement of the Post-Year 10 structure, the baseline data for this indicator is yet to be established.

7. The proportion of Indigenous students completing Year 10 Baseline 2008

- Recent new legislation in Tasmania (Guaranteeing Futures) requires students to continue into Post-Year 10 education or training. Therefore Tasmania no longer sees value in measuring the proportion of students completing Year 10. However, data around participation of students, Aboriginal and non-Aboriginal, Year 7 to Year 10 (apparent retention rate) is available to report against this measure.

Apparent Retention Rate - Year 7 to Year 10

State/Territory	Indigenous					Non-Indigenous ARR				
	2010	2009	2008	2007	2006	2010	2009	2008	2007	2006
Tas.	110.8	107.3	103.5	99.8	100.7	100.0	99.2	100.1	99.6	99.8
Aust.	95.8	90.9	89.8	90.5	91.3	101.0	100.1	99.9	99.4	98.9

Source:

4221.0 Schools, Australia 2010

Released at 11.30 am (Canberra time) Thursday, 17 March 2011

- Please note that this data must be interpreted with caution due to the relatively small Aboriginal population in Tasmania.

8. Progress against Tasmanian Curriculum achievement standards Baseline 2009

- This performance indicator is measured by moderated teacher assessments as recorded in the Student Assessment Reporting Information System (SARIS).
- 2010 data are published for all government NP schools through their School Improvement Reports available from www.education.tas.gov.au from the end of June 2011.
- In the 2011 Progress Report Tasmania will report on this indicator by comparing 2009 and 2010 data.
- The comparability of this measure over time may be compromised as the Australian curriculum is implemented and standards may differ.

9. Levels of student, parent and staff satisfaction (government data only)

- Index of Student satisfaction (2009) 7.3% (2008) 7.2%
- Percentage of Parent satisfaction (2009) 86.5% (2008) 86.7%
- Index of staff satisfaction (2009) 6.8% (2008) 6.4%

10. A range of output indicators that will identify the number of strategies and initiatives implemented, and the number of actual federations, networks of schools, Centres of Excellence, schools, teachers, students and community members participating.

- This information is provided in the body of this report.

Attachment I DoE QuickSmart Tasmania - 2009/2010

Northern QuickSmart Cluster		
<p>Learning Service North West (LSNW)</p> <p>Burnie High, Table Cape Primary, Spreyton Primary, Edith Creek Primary, Smithton High, Parklands High, Smithton Primary, Acton Primary, Brooklyn Primary, Havenview Primary, Montello Primary, Ridgley Primary, Upper Burnie Primary, West Ulverstone Primary, Wynyard High, Ulverstone Primary, Rosebery District High, Sheffield School,.</p> <p>18 schools in Learning Service North West</p> <p>Manager Learning : Jodee Wilson jodee.wilson@education.tas.gov.au</p>	<p>Learning Service North</p> <p>Waverly Primary, Ravenswood Heights Primary, Mayfield Primary</p> <p>3 schools in LSN</p> <p>Manager Learning : Craig Tyeson craig.tyeson@education.tas.gov.au</p>	<p>Northern QuickSmart Cluster</p> <p>Total schools in Northern QuickSmart Cluster – 21</p>
Southern QuickSmart Cluster		
<p>Learning Service South (LSS)</p> <p>Abbotsfield Primary, Goodwood Primary, Montrose Bay High, Moonah Primary, Mt Faulkner Primary, Rosetta Primary, Springfield Gardens Primary</p> <p>7 schools in LSS</p> <p>Manager Learning : Judy Travers judy.travers@education.tas.gov.au</p>	<p>Learning Service South East</p> <p>Herdsmans Cove Primary, Gagebrook Primary, East Derwent Primary, Dodges Ferry Primary, Sorell School</p> <p>5 schools in LSSE</p> <p>Manager Learning : Lucy Fisher lucy.fisher@education.tas.gov.au</p>	<p>Southern QuickSmart Cluster</p> <p>Total schools in Southern QuickSmart Cluster – 12</p>

Attachment 2

Independent Schools Tasmania (IST) Performance Indicators in Primary Schools (PIPs)

Professional Learning Support provided for teaching staff implementing Performance Indicators in Schools (PIPS) in the independent sector has been taken up by at least 75% of schools registered. Please see list of schools below:

Calvin Primary School
Channel Christian School
Emmanuel Christian School
Fahan School
Hilliard Christian School
Leighland Christian School – Burnie
Leighland Christian School – Ulverstone
Northern Suburbs Christian School
The Cottage School
The Friends' School
The Hutchins School
St Michaels Collegiate School
Southern Christian College
Circular Head Christian School
Devonport Christian School
Geneva Christian College
Launceston Church Grammar School
Launceston Preparatory School
North West Christian School
Seabrook Christian School
Eastside Lutheran College
Trinity College

Attachment 3

Independent Schools Tasmania (IST) MULTILIT schools 2010 and 2011

IST Schools Trained in MULTILIT Feb/March 2010

Seabrook Christian School
The Friends' School
Emmanuel Christian School
Southern Christian College
Calvin Primary School
Hilliard Christian School
Peregrine School
Devonport Christian School
John Calvin School
Leighland Christian School - Ulverstone
North West Christian School
Trinity College

IST schools to be trained in MULTILIT in 2011

Channel Christian School
Fahan School
Herrick Presbyterian College
St Michaels Collegiate School
Lambert School
Circular Head Christian School
Launceston Christian School
Launceston Church Grammar School
Launceston Preparatory School
Scotch Oakburn College
Eastside Lutheran College
Tarremah Steiner School
The Cottage School
The Hutchins School