



Australian Government



**IMPROVING TEACHER QUALITY
LOW SES SCHOOL COMMUNITIES**

**Western Australia
Progress Report 2013
(1 January – 30 June 2013)**

INTRODUCTION

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

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

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

STRUCTURE OF REPORT

The Progress Report has three sections:

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

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

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

Within this report the term Aboriginal is respectfully used to refer to Aboriginal and Torres Strait Islander people.

Contents

Section 1 – Improving Teacher Quality	1
Significant Achievements/Highlights — 1 January 2009 to 30 June 2013.....	1
Support for Aboriginal and Torres Strait Islander Students — 1 January 2009 to 30 June 2013	4
Support for Other Disadvantaged Student Cohorts– 1 January to 30 June 2013	6
Progress Against TQNP Facilitation Reforms —1 January to 30 June 2013.....	7
Showcase Examples—1 January to 30 June 2013.....	17
Section 2 – Low SES School Communities	25
Significant Achievements/Highlights—1 January to 30 June 2013.....	25
Support for Aboriginal and Torres Strait Islander Students — 1 January to 30 June 2013	33
Support for Other Disadvantaged Student Cohorts– 1 January to 30 June 2013	36
Exemplary Schools and Showcase Examples—1 January to 30 June 2013.....	38
Section 3 – Milestones.....	49

Section 1 – Improving Teacher Quality

Significant Achievements/Highlights — 1 January 2009 to 30 June 2013

Government Sector

The **Training Schools Project** continues in 2013 with a further **109** pre-service teachers commencing an internship across **31** Training Schools (including 10 in rural areas). Since the project's inception in 2010, the internship models have yielded **217** high quality teaching graduates. Feedback from principals indicates these graduates are highly regarded as they are confident and classroom ready.

An evaluation of the first two cohorts identified this model of pre-service teacher training as highly successful, with interns out performing their on-campus peers. Teachers acknowledged the potential for interns to influence student learning outcomes through their contributions to specialist programs and being an extra teaching resource in the classroom.

The **AIEO Professional Learning Program** provides an opportunity for Aboriginal and Islander Education Officers (AIEOs) and Aboriginal Education Assistants (EAs) to develop skills and competencies through relevant tertiary study to enable them to support teaching and learning programs in schools with high Aboriginal and Torres Strait Islander enrolments.

The program has been running since February 2011 and is currently in its third year of implementation. The program provides funding to reimburse schools for the cost of tuition and resources fees for AIEOs/EAs enrolled in a certificate course or the costs associated with enrolling in a teaching course. Salary maintenance, a laptop loan, block study and practicum release is provided.

Since implementation of the program:

185 AIEOs have participated in a Certificate III or Certificate IV Education Support course;

2 AIEOs have participated in a Diploma of Education Support; and

56 AIEOs and Aboriginal Languages teachers have been supported to enrol in a university course of their choice to achieve a teaching qualification. Currently there are 10 in their first academic year, 14 in their second academic year and 6 in their third academic year. A further 26 participants have deferred their enrolment.

In 2013, an additional **84** schools commenced as **Independent Public Schools (IPS)**, bringing the total to 255 schools that have joined this initiative. In collaboration with their school community, IPS set their own strategic directions and have authority for day-to-day decision making that best caters for their students.

Operating with more autonomy, IPS can select staff, manage their financial affairs through a one line budget, approve leave, determine the curriculum that best supports students' needs and manage school utilities.

An evaluation undertaken by the University of Melbourne found that the IPS initiative has, overall, had a positive effect on public schools and is delivering positive effects for schools, communities and the system as a whole.

Catholic Sector (CEOWA)

1. A significant highlight over the past four years is the development and roll out of the Catholic system school improvement framework – the **Quality Catholic Schooling (QCS)**. The framework positions Catholic schools to develop and monitor strategic school improvement and uses four domains of school improvement with 32 components. It includes a rubric to show how school improvement can be described and measured across six levels. Following the development and refinement of the QCS in 2009/10, the Australian Professional Standards for Teachers were embedded within the framework, especially in the learning and teaching domain. Schools are gradually rolling out the elements of the framework, including about five additional components each year. In many country centres and across clusters in the metropolitan area, schools are networking to discuss standards and consensus. The Principal School Advisors visit schools and the QCS is an important focus for conversations about school improvement processes.

2. In 2012, system wide surveys focusing on school culture were administered and collated by an external organisation. Over time, the surveys should indicate the extent to which whole school improvement is occurring, ultimately manifested in improved student outcomes. In March 2013, a full review of the QCS recognised that a number of other key national frameworks have been developed – Australian Professional Standards for Principals; National School Improvement Tool; Australian Teacher Performance and Development Framework and Certification of Lead and Highly Accomplished Teachers. It is anticipated the QCS will be refined in the future to align it more closely to these new initiatives. National Partnership (NP) funding has provided a small proportion of the costs on the QCS initiative, with CEOWA also directing funds to this system wide strategic initiative.

Another highlight is the commencement of a pilot from 2012 which provides support for newly appointed teachers in their first three years of service. A **system framework** has been developed for supporting and building on frameworks developed by other education systems and universities. The pilot provides a mixture of mentor support and centrally organised support courses. Specialised mentor training is provided. CEOWA sees this as an important ongoing strategic initiative to retain and up-skill this group of teachers. NP funding has supported the appointment of a consultant, program development and payments to schools for teachers to attend. The program embeds the Australian Professional Standards for Teachers and has a particular focus on the transition from Graduate to the Proficient teacher category.

The rollout of a system-wide instructional coaching program commenced in 2013, after substantial planning in late 2012. Through this initiative, a framework has been developed to train a number of experienced and high performing teachers as instructional coaches to work with other teachers with the aim of increasing their classroom capacity. The training draws on support from a number of key Australian educators, such as Professor John Hattie. The instructional coaches are school-based practitioners. Schools will contribute by providing some teacher relief for the coaches. This important project has been significantly delayed by the uncertainty surrounding the payment of reward funding for the Improving Teacher Quality NP. However, it will be an important project as it addresses the major factor underpinning student learning: teacher instructional capacity. This initiative will also build on the existing Literacy and Numeracy NP which is operating in about 75 Catholic schools.

Independent Sector (AISWA)

There have been a number of significant projects which have aimed to equip teachers with the content knowledge, skills and structures needed to enhance teacher quality.

Professional learning teams project

A number of the National Partnerships schools worked with consultants to establish professional learning teams within their schools where a common language was established in order to engage in professional dialogue about teaching and learning. The model used focused on disciplined dialogues around the data and the interpretation of data in terms of the action that needed to be taken in order to improve student outcomes. Once the desired improvement was established, teachers conducted research before deciding upon the intervention or specific strategy to be implemented in the classroom in order to achieve the improvement that was sought. Pre-and post-intervention data was analysed to ascertain the impact of the change and to set new targets. The peer-to-peer coaching in this model led to teachers implementing new strategies and to increased differentiation to meet the specific needs of the individual. School based and NAPLAN data were used as measures of success. An example of an effective team is a school with a focus on comprehension, where teachers developed a shared approach and a common language and taught explicitly using the same language. This improvement in teacher quality impacted positively on students' outcomes and their NAPLAN results for 2012.

Data driven improvement

The focus of this project was to expand the data sets used to inform school improvement from NAPLAN and other standardised test data to include other data sets that focus on improvements in learning, such as teaching pedagogy, professional learning, attendance and behaviour and well-being. Some schools are also beginning to gather data on staff attendance and well-being, including their engagement in school improvement. This project has stemmed from using *Appraise* in schools to analyse NAPLAN data and compare this information to evidence of student learning in the school. AISWA is developing *Appraise* into a web-based tool called *Pingjia* ('Appraise' in Pinyin Chinese), which will focus on the collection of student data that enables the school to measure improvements in student learning and then make comparisons with

standardised assessment data from NAPLAN, the Western Australian Monitoring Standards Evaluation (WAMSE), Performance Indicators for Pre-Primary Students Assessment and ACER PAT assessments. AISWA is investigating ways this academic data can be collated with attendance and well-being data to fully inform a school improvement agenda. As a result a significant number of AISWA schools are now using data to drive school improvement.

Principals as Literacy Leaders project

The Principals as Literacy Leaders (PALL) project that commenced in 2011 continued into 2012 with the schools implementing their intervention projects and continuing the action research component. In each case, the impact of the intervention was measured against the data collected in 2011. Data was collected so that informed decisions could be made about where intervention was needed in order to improve student outcomes. NAPLAN, other standardised test data and school-based data was used to inform this decision. The PALL project showed the impact of instructional leadership on teacher quality and subsequently the improvement in outcomes for students. This was seen in improved NAPLAN results as well as raised literacy levels in other forms of data collected.

Aspiring leadership project

Teacher Quality continued to be supported by the suite of professional learning offered to school leaders in the Independent sector as part of the Aspiring leadership project. During 2012 the second cohort of 15 aspiring leaders graduated from UWA with a Graduate Diploma in Educational Leadership and 9 aspiring leaders graduated with a Graduate Certificate of Educational Leadership from Edith Cowan University. The research projects commenced in 2011 by teacher leaders in the Early Childhood Leadership Project were completed.. 21 teachers and school leaders completed the Aspiring Leadership course and a number of the participants achieved their goal of gaining a promotional position for 2013.

Support for Aboriginal and Torres Strait Islander Students — 1 January 2009 to 30 June 2013

Government Sector

The Department of Education is committed to improving outcomes for Aboriginal students and progressed a number of initiatives to support students through increased representation of Aboriginal employees, particularly within classrooms.

The Department continued implementing an employment strategy to support entry and career development for Aboriginal employees. The initiatives within the **Culture Strong, Career Proud: Aboriginal and Torres Strait Islander Employment Action Plan 2011-2014** align to 'Closing the Gap' and support the Western Australian Government's commitment under the **Indigenous Economic Participation National Partnership Agreement** to an Aboriginal employment target of 3.2%.

The Department recognises the importance of engaging parents within their children's education and provides additional resources to schools with Aboriginal students, for the purpose of employing an AIEO. One of the key roles of an AIEO is to bridge the language and culture barrier between students, the community and teaching staff. In particular, AIEOs support the development of productive relationships between members of the community and staff, in turn facilitating better educational outcomes for Aboriginal students. In 2013, the approved staffing allocation of AIEOs increased by 2.7%.

The Department continued to support opportunities for a graduated career path to teaching through the **AIEO Professional Learning Program**, and the up-skilling and additional support for those Aboriginal graduates. The program supported 56 AIEOs or Aboriginal Languages teachers, employed under a Limited Authority to Teacher, to participate in a university course of their choice to achieve a teaching qualification.

Eleven trainees continued the **Aboriginal Languages Teacher Training Program** and an additional 13 new trainees commenced their training in March 2013.

Aboriginal School Leaders (including principals and managers of Aboriginal education) were supported during 2013 with their professional learning and career advancement. In March 2013, nine managers of Aboriginal education were funded to participate in a two-day leadership professional learning program.

Catholic Sector (CEOWA)

The **Aboriginal Teacher Assistant (ATA)** up-skilling program has supported an additional 20 ATAs in the first six months of 2013 and will continue for the remainder of the year. This program delivers on-the-job training and assessment under the auspices of the Batchelor Institute for Indigenous Training and Education. ATAs are allocated to the most appropriate qualification level ranging from Certificate II to a Diploma. A qualified Certificate IV Workplace Assessor has been employed by the CEO Broome office to visit, support and assess the ATAs. The teachers have also been made aware of the additional skill set the ATAs bring to the classroom and have reported increased engagement and support for students. ATAs completing the Diploma qualification are able to attain a teaching qualification through the Batchelor Institute. This program operates in all 13 Kimberley schools.

Most of the support for Aboriginal students has been directed through the Low SES NP which includes all 13 CEO Kimberley schools.

Independent Sector (AISWA)

Christian Aboriginal Parent-directed School (CAPS) Coolgardie and CAPS Kurrawang have both participated in **HOT (High Order Thinking)** and the Big Six Comprehension Strategies professional development to develop teacher capacity and therefore improve students' ability to comprehend more effectively.

The successful **Promoting Reflective, Innovative Collaborative Educators (PRICE) Program** which was run in the Kimberley to support new graduate teachers has been adapted to align with the AITSL Australian Professional Standards for Teachers and the Performance and Development Framework. A consultant visits eight schools in the Pilbara and Kimberley

to work with teachers on collating professional portfolios and on collaborative observation and reflection to improve teacher quality. Teachers have been very positive in the support this has offered them.

Two Aboriginal Education Workers (AEWs) are currently studying towards Bachelor of Education Degrees at Curtin University, 15 are completing Teacher Assistant Training at Notre Dame University Broome: five students are studying a Cert III and ten have commenced studying the Cert IV.

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

Government Sector

Four principals have been appointed under the **Attracting Outstanding Principals Trial**. Three have been appointed to rural schools and one to a metropolitan school. This trial recognises the vital role of school leaders in overcoming the environmental, social and developmental factors impacting on student learning in disadvantaged communities and aims to attract outstanding school leaders who will inspire and motivate staff and build positive and effective relationships within low SES school communities.

The continuation of the **Consultant Teacher** trial in selected low socio economic (low SES) schools enabled these schools to continue employing exemplary teachers to model high-quality practice, mentor and lead colleagues in the development and enhancement of their teaching practice to improve student outcomes, particularly in literacy and numeracy.

Catholic Sector (CEOWA)

Most support for other disadvantaged student cohorts is through the low SES National Partnership (NP) projects. However, as part of all leadership projects and courses offered by CEOWA, modules are included on supporting groups such as low SES, English as a Second Language (ESL) students, refugee and migrant background students and students with disability.

Independent Sector (AISWA)

Improved curriculum development - Through whole-school planning professional learning, schools are developing literacy and numeracy plans to ensure that there is a scope and sequence for teaching across the school; that the Australian Curriculum is being addressed; and that there is consistency in approach to improving student outcomes. One Curriculum and Re-engagement in Education (CARE) school has developed a middle school curriculum to engage at risk students and improve attendance. Another two CARE schools have pooled funds to develop integrated programs that incorporate some Western Australian Certificate of Education (WACE) courses, Workplace Learning, and Certificate in General Education for Adults (CGEA) courses to best address the needs of their students.

Improved outcomes for ESL learners - Emmanuel Christian School staff have had Teaching ESL in Mainstream Classes (TESLMC) training and are now implementing strategies to improve outcomes for their students, the majority of whom are ESL learners.

Improved comprehension strategies – Kwinana Christian School staff have participated in the Higher Order Thinking and Big Six comprehension Professional Learning run by AISWA and have implemented comprehension strategies in their classrooms which have resulted in improved teaching and learning experiences. Follow up sessions are provided by the Low SES AISWA consultant.

A number of AISWA schools are now using data to drive **school improvement**. The focus of this reform is to expand the data sets used to inform school improvement from NAPLAN and other standardised test data to include other data sets that focus on improvements in learning, teaching pedagogy and professional learning, attendance and behaviour and well-being. Some schools are also beginning to gather data on staff attendance and well-being, including their engagement in school improvement. This reform has stemmed from using **Appraise** in schools to analyse NAPLAN data and compare this information to evidence of student learning in the school. AISWA is developing *Appraise* into a web-based tool called **Pingjia** ('Appraise' in Pinyin Chinese), which will focus on the collection of school-based student learning data that enables measurement improvements in student learning and then comparisons with standardised assessment data from NAPLAN, the Western Australian Monitoring Standards Evaluation (WAMSE), Performance Indicators for Pre-Primary Students Assessment and ACER PAT assessments. AISWA is investigating ways this academic data can be collated with attendance and well-being data to fully inform a school improvement agenda.

Progress Against TQNP Facilitation Reforms —1 January to 30 June 2013

National Professional Standards for Teachers

Government Sector

The Department of Education is implementing the *Australian Professional Standards for Teachers*. The Standards were incorporated into a range of professional learning programs for new and experienced teachers and in leadership and aspirant modules. The Standards were also incorporated into the Department's **Employee Performance Policy** and the selection criteria of the *Recruitment, Selection and Appointment of Teaching Staff Policy*. A self-reflection tool aligned to the Standards was implemented to assist teachers reflect on their practice and identify professional learning needs.

The Standards form the basis for assessment of teachers for Full Registration requirements.

The Department commenced the process for the certification for Highly Accomplished and Lead Teachers. Certification is awarded based on an assessment against the Standards.

The Department was represented on the Australian Institute for Teaching and School Leadership national focus group of the profession to provide advice on the implementation of the Standards and the *Australian Professional Standard for Principals*.

The **Consultant Teacher** trial in select low SES schools continued in 2013. The Consultant Teacher is a school-based position focused on improving the quality of teaching through modelling expert teaching and providing professional learning for teachers to improve student outcomes, particularly in Literacy and Numeracy. The selection criteria for the position are aligned to the Lead Teacher level of the Standards.

Catholic Sector (CEOWA)

The Australian Professional Standards for Teachers have been embedded in the ongoing development of **the Quality Catholic Schooling (QCS) framework**, especially in the learning and teaching domain. The early teacher support framework pilot has also embedded the standards, with a focus on the Graduate and Proficient categories. This pilot commenced in 2013 and focuses on teachers in the Perth and Kalgoorlie regions. The Instructional Coaching program which is being implemented in 2013 and will continue as a system initiative, will also identify high performing teachers (typically Lead and Highly Accomplished) to act as mentors. Their development and support work will focus on the Standards, particularly those relating to classroom performance and practice.

The teacher residency program in partnership with Edith Cowan University establishes trained Mentors or Site Directors who assist training teachers to reach and exceed the standards of Graduate and Proficient categories.

Leadership programs offered by CEOWA have embedded both the Australian Professional Standards for Teachers and the standards for principals where appropriate.

On a wider basis, CEOWA continues to assist schools to roll out the Standards in schools, including how Highly Accomplished and Lead teachers might be certified in the future. NP funding has not been specifically directed to this.

Independent Sector (AISWA)

Teachers in the Aboriginal Independent Community Schools are mentored by a visiting consultant using the Australian Professional Standards for Teachers and encouraged to collate evidence against the Standards in professional portfolios.

Sessions were presented at the following AISWA conferences:

- a conference aimed at Executive school staff and board members. Two sessions were presented on the Australian Professional Standards for Teachers, including links to teacher registration. Approximately 60 people attended each session;
- a week long conference aimed at teacher and principals from remote community schools. Two 90 minute sessions were conducted with approximately 60 participants attending overall. In addition there were 12 individual consultations

with Principals keen to understand more about their role and teachers interested in the national certification process;

- a day long conference, *Curriculum and Re-Engagement schools*, aimed at Principals and staffs of reengagement schools. Approximately 15 people attended a two hour session which also made links to teacher registration’;
- presentations to whole-school staff at eight metropolitan schools on the Australian Professional Standards for Teachers and the Performance and Development Framework. (Approximately 380 teachers overall);and
- a presentation at the Independent Primary School Heads Association as a part of the Aspiring Leadership course to the 31 enrolled participants Presentation to 40 participants at the Middle Leader/Head of Department course.
- 36 Teachers in the Aboriginal Independent Community Schools are being mentored by a visiting consultant using the Australian Professional Standards for Teachers and encouraged to collate evidence against the Standards using professional portfolios.

National Certification of Accomplished and Lead Teachers

Government Sector

The Department of Education participated in focus group workshops with AITSL regarding certification processes for **Highly Accomplished and Lead teachers**. Practising teachers, school administrators and key members of education stakeholder groups provided information regarding the exemplary teacher certification process operating in Western Australia and feedback on draft proposals related to national certification.

The Department contributed to the development of the national approach to the certification of Highly Accomplished and Lead teachers initiative. The Department has participated in the Certifying Authorities Network meetings hosted by AITSL. Meetings ensure national consistency.

The Department joined AISWA and CEOWA in establishing a cross-sectoral Steering Committee as the Certifying Authority. Since 1 February 2013, the Department has participated in meetings. On 3 April 2013, the CEOWA withdrew from the cross-sectoral arrangement.

Two Departmental representatives attended face-to-face facilitator/assessor training delivered by AITSL in March and June 2013 and participated in online training. The Department and AITSL staff trained 52 assessors in May 2013. This training comprised face-to-face and online components for facilitators/assessors.

Teachers were informed about the opportunity for applying for Highly Accomplished and Lead status in March and May 2013. Applications closed at the end of July 2013.

Catholic Sector (CEOWA)

CEOWA is not participating in the reward component of this program but continues to liaise with AITSL in planning for implementation of these processes in 2014 to certify teachers. No NP funds have been specifically directed to this certification. As mentioned above, the Instructional Mentor program will identify teachers who exemplify the characteristics of Lead and Highly Accomplished teachers and these will be appointed as instructional mentors or coaches to assist teachers in other schools.

Independent Sector (AISWA)

- Six open information sessions were conducted in three metropolitan locations, one in the southwest, one in the Midwest and one in the Kimberley.
- Four one-day evidence development sessions were held for applicants (two in Perth, one in Bunbury and one in Geraldton).

- Individual counselling was provided for nine applicants on a needs basis.
- Training of four assessors for the Independent sector was completed. This involved four days face-to-face and 50 hours of online learning.
- Certifying Authority meetings were held: seven at a State level and six at a national level.

Nationally Consistent Registration of Teachers

Government Sector

The Teacher Registration Board of Western Australia (TRBWA) was established under new enabling legislation, the Teacher Registration Act 2011, and came into operation in December 2012. The legislation and associated policies being developed by the Board provide greater consistency with the national approach for registration.

Processes supporting professional learning and transitioning to Full Registration are being developed by the TRBWA.

Catholic Sector (CEOWA)

No specific NP funds have been directed to this aspect of the TQNP. However, CEOWA continues to collaborate with all stakeholders to implement the Australian Professional Standards for Teachers and to support teachers in the processes of Nationally Consistent Registration. The early teacher support program will specifically support teachers who have a Graduate classification to obtain Proficient classification within the required two year period, to ensure they obtain registration. The residency program, in partnership with Edith Cowan University, also focuses on the Proficient category of the standards with school-based Site Directors supporting trainees to reach this level.

Independent Sector (AISWA)

This is the responsibility of Teacher Registration Board of Western Australia.

National Consistency in Accreditation of Pre-service Teacher Education Courses

Government Sector

The Western Australian Government has worked collaboratively with jurisdictions, university providers and the TRBWA to develop the Accreditation of Initial Teacher Education Programs in Australian: Standards and Procedures. The Standards and Procedures are aligned with the Australian Professional Standards for Teachers and are the foundation elements from which improved quality of teaching can be achieved.

Catholic Sector (CEOWA)

CEOWA continues to maintain familiarisation with the National Consistency requirements in this area, including literacy and numeracy requirements and enhanced practicum arrangements. Partnership programs exist with Edith Cowan University and the University of Notre Dame where the national standards are embedded. In particular, the schools in partnership with Edith Cowan University continue to implement an innovative practicum arrangement where students are located in a school for a set two days per week and supported by a Site Director in situ. There are typically four training teachers in each school and the specially trained Site Director oversees a small learning community for the trainees, as well as involving other host teachers who mentor the trainees. This assists in addressing one of the reforms in the new standards relating to more effective practicums and support for training teachers.

Independent Sector (AISWA)

An AISWA consultant was trained as a panel member for the accreditation of pre-service teacher education courses.

Professional Development and Support for Principals

A separate progress report is located following this section

Improved Performance Management and Continuous Improvement in Schools

Government Sector

The Department of Education is committed to developing a culture of continuous improvement across the public education system. It progressed with systemic reform to facilitate greater school-level decision making and community engagement, enabling public education to be more responsive to the needs and development of all public school students.

The Department has:

- continued work on building an enhanced performance and development culture in schools that aligns to the *Australian Professional Standards for Teachers* which are referenced in the Department's employee performance policy;
- continued the **Rural and Remote Training Schools** project to promote the experience of teaching in rural and remote schools and provide support to pre-service teachers, mentor teachers and principals in identified regional schools;
- established and supported the implementation of an additional 84 **Independent Public Schools**; and
- progressed implementation of incentive packages to attract high quality teachers and leaders to low SES schools.

The **Institute for Professional Learning** is integral to the development of a culture of continuous improvement. High-quality professional development programs continued to be developed and delivered to school staff at every level of their career path. The Institute promoted the Standards and the *Australian Teacher Performance and Development Framework* in programs designed for school leaders.

Catholic Sector (CEOWA)

The **QCS Framework** provides a tool for schools to interrogate their School Improvement Plan and to measure this against the rubric which is expressed across six levels. This continued to be implemented in the first six months of 2013 following its original development in 2009/10. Conversations about school improvement take place with the involvement of staff and leadership. The analysis of an extensive system wide survey of school culture has provided further information to assist schools to evaluate their school improvement processes and to benchmark these against other schools. The QCS also embeds other important frameworks such as the National School Improvement Tool and will be a basis for the development of School Improvement Plans.

The **Instructional Coaching** program, which was developed in 2012/13 and will be implemented this year, also addresses the continuous improvement agenda by raising the instructional capacity of teachers which will ultimately translate to an improvement in student outcomes. CEOWA sees this as an ongoing program to assist school improvement.

The role of the Principal School Advisors is also important in performance management and whole school improvement. The QCS is often a source of common discussion in visits to schools as are the QCS surveys undertaken by the schools and staff.

Independent Sector (AISWA)

AISWA Leadership Professional Learning Courses:

- Principals as Numeracy Leaders (3 out of 5 days completed) 28 Participants
- Principals as Literacy Leaders (3 out of 5 days completed) 28 Participants
- Leading an Efficient Team ~ 1 day course (Performance Development Framework) 8 Participants

- Briefing the Board ~ Performance and Development ~ 63 Participants
- Inclusive Leadership course (1 day, ongoing from 2012) 31 Participants
- Inclusive Leadership (2 of 4 days completed) 20 Participants
- Aspiring Leaders course ~ (2 of 3 days completed) Performance and Development Framework 32 Participants
- Leadership in Languages 11 Participants
- Leading Improvement, Innovation and Change a full day course for Principals and school leaders ~ 32 Participants

Support was provided for five teachers who have enrolled in the **Master of Educational Leadership program** (UWA) following the successful completion of the Graduate Diploma in Educational Leadership.

AISWA Consultancy worked with leaders and leadership teams in 24 metropolitan and regional AISWA schools to assist in their use of the **National School Improvement Tool** to self-audit and then develop School Improvement Plans.

AISWA Consultancy worked with 150 AISWA Schools' leadership teams in analysing data using **Appraise for AISWA Schools 2012**, through metropolitan and regional workshops and tutorials with school leaders in their schools.

New Pathways into Teaching

Government Sector

The **Teach Next Program** is an employment-based pathway providing the opportunity for highly-skilled and experienced professionals to enter the teaching profession. Teach Next participants complete an initial in-residence intensive course that covers one third of the two-year post graduate diploma. Participants are then placed in a school whilst completing their Post Graduate Diploma of Education over two years. In 2013, the Department continues to support two Teach Next participants who are due to graduate in July 2014.

As previously highlighted, the Department continues to support various models of internships through the **Training Schools Project**. The Department, in collaboration with four Western Australian universities, offers pre-service teachers the opportunity to complete their teaching qualifications whilst undertaking an extended practicum in a supportive school environment. Participants in the project benefit significantly from the internship model as it provides realistic, quality experiences in the classroom under the tutelage of highly experienced teachers.

Since the project's inception, the internship models have yielded 217 high quality teaching graduates. These graduates are highly sought after by principals as they are more work-ready and resilient.

109 high-calibre interns were selected for inclusion in the project in 2013. Each university offers a uniquely structured internship program, providing students and schools some flexibility in the type of internship in which they participate. The success of this project is the close partnership between interns, schools, universities and the Department to ensure flexibility in course delivery and support for interns at both the school and the university.

Catholic Sector (CEOWA)

CEOWA has participated in the residency program with Edith Cowan University. The focus is more on the quality of the pathway although the practicum model and style of course delivery (where practical and institutional learning are far more integrated) is an attraction for graduates to enrol. CEOWA is currently not participating in programs such as Teach for Australia and TeachNext, as neither group, particularly the former, was flexible enough to accommodate school and system needs in the selection process and placement of teachers, particularly in regional centres.

Independent Sector (AISWA)

Two consultants attended Alternative Pathways into Teaching DEEWR briefing 20/2/2013. AISWA schools kept informed of new pathways via AISWA Bulletins.

Better Pathways into Teaching

Government Sector

The **Up-skilling School Support Staff Program** provided an opportunity for permanent school support staff who possess a Certificate IV in Education Support, or equivalent, to undertake a Diploma of Education Support. The program aims to build capacity and competency within the school support workforce, and to sustain the delivery of quality learning outcomes in public schools with the assistance of suitably qualified and professional staff.

Thirty participants graduated in Semester 2, 2012 (19 metropolitan and 11 regional) and one (metropolitan) participant is currently being supported to complete the qualification in 2013.

The Diploma of Education Support is articulated with Curtin University and the University of Notre Dame Australia is currently in the process of articulating a pathway to a Bachelor of Education.

Catholic Sector (CEOWA)

CEOWA has participated with Edith Cowan University in the **residency program**, which represents a better pathway into teaching for both the trainee and school and systems because:

- graduates from other disciplines are encouraged to apply for entry to the program. These often include mature age entrants who add value to the workforce;
- there is a better integrated mixture of on- and off-the-job training, with trainees undertaking a practicum for two days a week in the school over the year with the opportunity to change schools each semester; and about a day per week of training occurs at the university campus;
- the appointment of a specially trained Site Director who supports up to four trainees allocated to the school;
- support for other mentor teachers from the Site Director and the university staff;
- a learning community approach where trainees can learn from each other and in the school community is a longer term outcome;
- the University of Notre Dame Australia provides additional opportunities for trainees in different practicum experiences and a movement towards the new pre-service education standards;
- the up-skilling Teacher Assistant (TA) program also provides a potential different pathway into teaching. TAs who complete the Diploma qualification can receive advanced standing through Curtin and other universities into a tertiary degree in early primary teaching. In 2013, four Catholic schools have been funded in this program; and
- the ATA up-skilling program enables those ATAs who attain a Diploma qualification to use this for advanced standing to study primary school teaching through a university, currently the Broome campus of the University of Notre Dame Australia.

Independent Sector (AISWA)

The **AEW Professional Learning Program** provides an opportunity for AEWs and Aboriginal Education Assistants (EAs) to develop skills and competencies through relevant tertiary study towards a teaching qualification to enable them to support teaching and learning programs in schools with high Aboriginal and Torres Strait Islander enrolments.

AISWA consultants have been involved in mentoring and coaching AEWs throughout their studies.

Improved Quality and Availability of Teacher Workforce Data

Government Sector

The Department participated in the development of the **National Teaching Workforce Dataset** to inform State and national teacher workforce planning. The main priorities of this project are to develop the dataset and a longitudinal teacher workforce study to provide both a detailed profile of the teacher workforce and better information on teacher labour market trends over time. Following specification scoping of the national dataset, an initial version of the dataset has been developed and is being

prepared for release, with the approval of jurisdictions.

Catholic Sector (CEOWA)

CEOWA has implemented and is expanding its **My HR portal** which collects a wide range of workforce information. An increasing number of schools have access to this system. Further work on system wide interoperability continues, with the goal that all schools will use the same IT platform and that data – staff, student and management – can be collected more readily.

Independent Sector (AISWA)

AISWA consultant attended a cross sectoral meeting at Ernst & Young 3 May 2013 regarding the collection of teacher workforce data and schools were informed of any updated information.

Indigenous Education Workforce Pathways

Government Sector

The Department of Education is committed to improving outcomes for Aboriginal students and implemented a number of activities to support students through increased representation of Aboriginal employees, particularly within classrooms.

The Department continued implementing an employment strategy to support entry and career development for Aboriginal employees. The initiatives within the ***Culture Strong, Career Proud: Aboriginal and Torres Strait Islander Employment Action Plan 2011-2014*** align to 'Closing the Gap' and support the Western Australian Government's commitment under the Indigenous Economic Participation National Partnership Agreement to an Aboriginal employment target of 3.2%.

In 2013, the **AIEO (Aboriginal and Islander Education Officer) Professional Learning Program** continued to support:

AIEOs to achieve a certificate qualification from a local TAFE that develops their competencies to support teaching and learning programs in schools. An additional 50 AIEOs participated in a Certificate III or Certificate IV Education Support course.

AIEOs and Aboriginal Languages teachers, employed under a Limited Authority to Teach, to achieve a teaching qualification from a university of their choice. Fifty six AIEOs or Aboriginal Languages teachers are enrolled – 10 in their first academic year, 14 in their second academic year and 6 in their third academic year. A further 26 participants have deferred their enrolment.

Eleven trainees continued the **Aboriginal Languages Teacher Training Program** and an additional thirteen new trainees commenced their training in March 2013. **Aboriginal School Leaders** (including principals and managers of Aboriginal education) were supported during 2013 with their professional learning and career advancement. In March 2013, nine managers Aboriginal education were funded to participate in a two-day leadership professional learning program.

Catholic Sector (CEOWA)

CEOWA provides specialised leadership programs for aspiring Indigenous leaders and those wishing to work in a school with significant proportions of Indigenous students. The **ATA up-skilling program** in the Kimberley enables suitable ATAs to study a Diploma qualification which provides advanced standing for ongoing tertiary studies to qualify as a teacher. Currently about four ATAs are studying towards the Diploma and a total of 18 have completed the Diploma since the commencement of the program. The Teacher Assistant up-skilling program operating in Perth has also included Indigenous participants.

The ATA up skilling program also provides the ATAs with a skill set that enables them to work more effectively in schools and, in collaboration with the teachers, to contribute more purposefully to the teaching and learning program in the classroom.

Independent Sector (AISWA)

The principal of **Wongutha CAPS, Esperance**, has strengthened their relationships with the community and industry in the town which has provided more opportunities for appropriate work placements for students. The principal has also negotiated more time and support for students to complete their drivers' licenses and this has also opened up more employment

opportunities.

The secondary teacher and students at **Yiyili Community School** have continued the Yiyili Café Project, where students are involved in learning about foods and ingredients (including sharing their knowledge about traditional foods), reading and writing recipes as well as cooking them, planning and holding food events such as stalls at the school open day, a take-away coffee trailer at football games and other community functions. This year the staff and students took the coffee trailer on the road and supported the Gibb Challenge, a mountain biking event, which is a major fundraiser for the Royal Flying Doctor Service. This project is providing genuine hospitality and tourism opportunities for the students.

CAPS Coolgardie is offering four WACE subjects. three students are enrolled in the WACE; of these, one student is taking four subjects and the others are taking 2two subjects, with the view to be working towards university or TAFE entry.

Two AEWs are currently studying for their Bachelor Degrees in Education at Curtin University and 15 are completing Teacher Assistant Training at Notre Dame University Broome: five students are studying a Cert III and ten students have commenced studying the Cert IV. Yiyili Community School and **Kulkarriya Community School** both utilise teachers in leadership positions who mentor and coach AEWs in their studies and in their work in classrooms.

Quality Placements

Government Sector

The **Rural and Remote Training Schools Project** continued during 2013. The purpose of the project is to re-invigorate the profile, opportunities and uniqueness of rural and remote schools in Western Australia. The project: identifies high-quality pre-service students and mentor teachers to undertake a practicum in pre-selected rural and remote schools; promotes the experience of teaching in rural and remote schools; and provides support to those teachers and principals in identified schools, particularly with respect to their engagement with pre-service students and their capacity to implement a 'training school' approach.

The project team continues to provide valuable support to pre-service teachers, principals and stakeholders, including: over 200 support calls to pre-service teachers, principals and staff across rural/ remote schools; approximately 280 support emails; and four face-to-face orientation sessions and two de-brief sessions for pre-service teachers placed in schools.

In 2012, 86 final year pre-service teachers from Western Australian Universities were placed in rural and remote schools through the project. Of these, as of May 2013, 59 are teaching in public schools and seven in private schools in Western Australia awaiting a public school opening; five are interstate or overseas; six are relief teaching and hoping to get a job in a public school; five are completing their course and the remainder are on vacation leave.

2013 has been a challenging year for final year pre-service teachers to secure early appointments as there were fewer primary positions available at the start of the year. However, nearly 70% have secured positions in public schools and many of these are either in rural and remote contexts similar to or the same as their practicum experience. This reinforces data that shows a strong correlation between the experience of being involved in the project and the desire to take up a teaching position in rural or remote schools. Placements continue in 2013 with a cohort of 17 in term 2. Thirty seven pre-service teachers are completing a practicum in the Kimberley, Pilbara, Mid-West and Goldfields Regions during term 3.

Catholic Sector (CEOWA)

Quality placements for training teachers occur in most Catholic schools but in particular for those involved in the Edith Cowan University and University of Notre Dame programs. Details of the quality underpinnings are outlined in the previous heading 'Better Pathways into Teaching'

Independent Sector (AISWA)

AISWA conducts a course for graduates intending to join the workforce in Independent schools. Individual schools have links to various universities and most schools provide quality placements for pre service teachers.

School Centres of Excellence

Government Sector

The **Training Schools Project** aims to better prepare graduates for the reality of the classroom by increasing the effectiveness of pre-service teacher training and, in particular, the professional practice or teaching practicum. In addition to completing their full-time teaching practicum, interns participating in the project are placed in schools for a minimum of two days per week for the duration of the academic year. Internships commence on day one of term one with each intern being placed under the supervision and tutelage of an accomplished mentor teacher.

Training Schools provide a supportive, professional environment where interns observe and practice skills required to be an effective classroom teacher. They do this by:

collaborating with university personnel to ensure high-level integration of education theory with classroom teaching practice;

providing quality mentoring and support to interns which builds their confidence and helps them to develop effective and practical teaching strategies; and where required, providing relevant professional learning for teachers and school leaders.

In 2013 a total of 31 Training Schools are participating in the project, with 109 interns placed across 21 schools in the metropolitan area and 10 schools in regional areas.

Additional funds are provided to Training Schools to support the role of a site director or school-based coordinator who provide guidance to interns and mentor teachers.

Trained, highly experienced mentor teachers provide interns with opportunities to observe and practise teaching in a safe and supportive environment and provide ongoing professional learning.

Scholarships and stipends have been offered to interns completing qualifications in specific subject areas of need (such as mathematics, physical sciences, education support and design and technology). Those who elected to complete their internship in a rural school and had to relocate in order to do so were provided with a weekly stipend.

Catholic Sector (CEOWA)

Depending on the definition of 'School Centres of Excellence' there are several examples. Both the University of Notre Dame Australia and Edith Cowan University provide professional support by way of seminar, in services and mentoring and training for school staff. This has up-skilled staff not only in terms of their individual practice, but also in terms of the quality of support provided to training teachers.

The **instructional coaching/mentoring program**, which was planned in 2012 and the first half of 2013 and will be implemented in late 2013, will identify key instructional mentors or coaches in a number of schools, with proficiency similar to a Lead teacher. These coaches will be available to support staff within their own school as well as being allocated a number of other schools they will support. This develops a culture of excellence and improvement especially in learning and teaching.

Independent Sector (AISWA)

AISWA encourages all Independent schools to be centres of excellence and supports them in endeavour through the provision of "At Need" high quality professional learning. Examples of this are to be found in the following section *Showcase Examples*.

Showcase Examples—1 January to 30 June 2013

Government Sector

The **Training Schools Project** aims to increase the effectiveness of pre-service teacher education, and in particular the professional experience or teaching practicum. The model of pre-service teacher training demonstrated in this initiative utilises the skills of exemplary teachers, and ensures that pre-service teachers have a realistic and quality experience in the classroom in readiness for the teaching workforce. It is anticipated that this model will not only increase the capacity of pre-service teachers and provide leadership opportunities for high-calibre, experienced teachers but that it will lead to enhanced student outcomes and increased retention rates for early career teachers.

Evaluation of the first two cohorts has identified that the model fosters a culture of professional reflection, learning and development within Training Schools. Participating schools demonstrated a strong commitment to reform in the areas of pre-service teacher training and professional support for beginning teachers. Many mentor teachers and site directors experienced being reinvigorated professionally and personally as a result of their participation.

The **AIEO Professional Learning Program** continued to support AIEOs to enhance their qualifications and training. The program develops the skills and competencies of AIEOs to support teaching and learning programs in schools. The Department funds tuition and resource fees for participants. Five hours per week study leave is provided under the Award.

A key component of this program is access to flexible delivery to accommodate staff in regional areas. TAFE colleges have developed modes of delivery best suited to the regional context. In 2013, an additional 50 AIEOs were enrolled in a Certificate III or IV Education Support course at a TAFE college.

The program also continued to support AIEOs and Aboriginal Languages teachers, employed under a Limited Authority to Teach, to achieve a teaching qualification from a university of their choice. In 2013, 56 AIEOs or Aboriginal Languages teachers are enrolled – 10 in their first academic year, 14 in their second academic year and 6 in their third academic year. A further 26 participants have deferred their enrolment due family, personal or health reasons. The Department supports participants during their course through salary maintenance while participants are on practicum and block study; and allocation of a laptop to each participant.

The **Attracting Outstanding Principals Trial** aims to address educational equity and improve student outcomes in disadvantaged communities. A range of factors can impact significantly on the ability of families to participate fully in schooling and for their children to benefit from educational programs.

The trial recognises the vital role of school leaders in overcoming the myriad environmental and social factors impacting student learning in disadvantaged communities. Great school leaders inspire and motivate staff in these difficult circumstances, and build positive and effective relationships with the school community.

Through this trial, the Department offers an annual attraction and retention payment, ranging from \$5 853 to \$28 703 a year, for up to three years to work in select low SES partnership schools. Grants ranging from \$24 000 to \$57 000 a year will be paid to those schools participating in the trial that demonstrate achievement of targets outlined in the principal's performance agreement. Grants can be used for professional development, learning resources, programs and activities.

School improvement targets are aligned to key result areas, including:

- development of a school reform plan;
- improved assessment and reporting;
- building capacity through developing high quality teachers and teaching;
- improved operational arrangements; and
- partnerships with the broader school community

Four principals have been appointed under the trial.

The **Consultant Teacher Trial** targets the improved distribution of exemplary teachers in schools, specifically in low SES and difficult to staff schools. This specialist teaching role is aligned to the Lead standard of the *Australian Professional Standards*

for Teachers. The position was created to model high quality teaching and to lead teachers in the development and enhancement of their teaching practice to improve student outcomes within the school.

The distinctive aspect of the role is the provision of pedagogical leadership, driving improvements and raising standards of professional practice in schools. The position plays a lead role in: conducting school-based professional learning; undertaking professional support and mentoring; management of pre-service practicums; demonstration of high quality teaching; and development and implementation of teaching and learning initiatives within the context of school priorities.

Eight Consultant Teachers were selected at the local school level and appointed in seven WA low SES schools in 2011. Principals in these schools have highlighted the significant value of these teachers and the impact they are making in: literacy and numeracy; student attendance, engagement and behaviour management; supporting teacher professional practice, particularly graduate and early years teachers; and implementation of curriculum programs and initiatives related to school planning and programs.

Catholic Sector (CEOWA)

The **Up-skilling TAs** program is an important program in that it provides an opportunity for Teacher Assistants who hold a Certificate II or III qualification to undertake Certificate IV or Diploma qualifications. The model is innovative in that the training provider, the Central Institute of Technology provides mainly on-the-job and in situ training and assessment. Each TA is individually appraised and provided with a program under the supervision of their classroom teacher. Central Metropolitan Institute staff visit the TAs and also undertake on-site assessments. For approximately two days of the training, TAs attend the Central Metropolitan Institute campus. The TAs receive payment support/teacher relief for any loss of salary if that occurs. In 2012, TAs from country areas were involved with the program using Skype. Feedback from the TAs and schools involved indicates that the TAs are becoming more involved in classroom support and the teachers are recognising the additional skill set they bring to the classroom. The possibility exists for TAs who complete a Diploma qualification to receive advanced standing for entry into early primary teaching. Among other benefits, the TAs are now more skilled to provide literacy and numeracy support, particularly in the early years of schooling.

The **Training School Program**, like that operating in government schools, is another example of good practice. This occurs in partnership with Edith Cowan University and the University of Notre Dame. The model involves a trained Site Director from within the training school mentoring the training students and the classroom teachers involved in the program. A culture of learning and collegial mentoring occurs in the schools, based on the principles of a school learning community. The advantage for the training students is that they are involved in the full school program – educational and other – for two days per week over a sustained period of up to one year. This has educational benefits for the trainees in that the longer placement enables them to build and scaffold learning experiences for school students over a longer period and to observe – and support – changes in achievement.

The commencement of the framework to **support teachers in their first three years of teaching** was a significant milestone in 2013. This builds on the existing program which provided support for beginning teachers in the metropolitan area, as well as teachers in schools in the Kalgoorlie and Geraldton regions, in 2011 and 2012. The Framework integrates support for early career teachers into the existing set of professional development and leadership programs. It is based on current research regarding the identified needs of these teachers and provides a program with a mixture of centrally organised and in situ support. The training of mentors is also a key element of the program. A manager has been appointed within the CEOWA to manage the program. Planning and refinements occurred during 2013, with a pilot program being rolled out in 2013. To date over 35 beginning teachers have been involved.

The **Instructional Coaching Program** is seen as one of the most significant programs to be implemented by the system in terms of increasing teacher capacity. This aims to raise the instructional capacity of teachers through an intensive mentoring, coaching and support program. Instructional coaches will be identified from both primary and secondary schools. They will undergo an intensive education and training program including personal mentoring by key researchers and educators including Professor John Hattie. Once trained, the coaches provide mentoring and further coaching to a group of about ten other teachers. This will include visits to their schools as well as some centrally organised sessions. The key coaches will continue to receive ongoing training after their initial training. It is anticipated that the teachers who are mentored or coached will develop sufficient expertise to become coaches within their school at a later date. The implementation of this program has been

severely impacted by the lack of funds due to delays in Reward Funding payments.

Independent Sector (AISWA)

Two AISWA consultants have worked with the leadership team at one large K-12 school on cultural change using **the Australian Teacher Performance and Development Framework** as a guide. They have also worked with this team to develop a school improvement plan using the **National School Improvement Tool (ACER)**. The initial work with the leadership team involved in-depth planning of the approach to school reform in order to include all stakeholders. This was important given the context and history of the school.

Following a professional learning day at the school, all participants were given time to consider the nine inter-related 'domains' of the Tool and to make a judgment about where they were. The school collated the feedback and used this information to establish a starting point for their improvement journey. Similar data will be collected at intervals over the improvement period in order to monitor and demonstrate improvement over time.

The school is writing their School Improvement Plan using the information gathered in order to focus their attention on the areas of highest need. AISWA consultants continue to act in an advisory capacity for this process that is ongoing. At the same time the school is working to establish an appraisal system within the school that is also linked to school improvement through the improvement in teaching and learning which has a focus on improving outcomes for all students. This is also a 'work in progress'.

It is too early to provide quantitative data but there is evidence of changing attitudes among the staff to the idea of appraisal where the focus is on improving practice. The teachers at the school appreciated the opportunity to feed back information on their view of the performance levels of the school using the Tool. The leadership team of the school is committed to reform and are positive about their work with AISWA to make this happen.

AISWA provided programs to support **Aspiring Leaders** and **Principals**. Thirty two school leaders and teachers have participated in program to develop their knowledge and understanding of key documents in the Teacher Quality area: the Australian Professional Standard for Principals; The Australian Professional Standards for Teachers; and the National School Improvement Tool.

The course was developed with a strong emphasis on these three documents and how the information can be used for personal learning and development as well as the development of others and for whole school improvement. The participants completed the AITSL Self Assessment Tool and analysed the lexical patterns in the Teacher Standards in order to understand them deeply. They also worked to develop their understanding of the evidence that one could furnish of any descriptor in an effort to demonstrate that one was able to meet a Standard. In order to prepare for work as a Principal, an important component of the course was the analysis of the Principals' Standard. This was mapped backwards, starting with the outcome sought: 'Successful learners, confident creative individuals and active informed citizens'. With this starting point the focus on students and their learning could not be lost. All participants worked with the National School Improvement Tool with the various ways in which this could be implemented. Individuals then took this back to their own context and conducted audits of practice. School reviews and the methods of doing this were shared.

The 22 additional aspiring leaders who have chosen the AISWA/UWA pathway are also required to complete the above with the addition of a proposal for a School Improvement strategy and a written case study of the implementation of their chosen strategy.

The AISWA Broome Conference for Aboriginal Community Schools gave 11 principals of Aboriginal Community Schools an opportunity to come together in Broome to work on School Improvement and to gain a deeper understanding of the Australian Professional Standards for Teachers and the Australian Professional Standard for Principals. AISWA consultants work as a team to support these principals in an ongoing manner. Principals were given one-on-one coaching sessions during the conference when required in order to plan for performance management, how to work with their teachers around the national certification of Highly Accomplished and lead teachers and/or their own professional development in relation to the Principals' Standard. Following the conference AISWA consultants continue to work with principals to keep the momentum of

the work that has begun in this area.

Collaborative Observation and Reflection for Teacher Development . At three Aboriginal Independent Community Schools in the Kimberley, teachers have been mentored by a consultant to implement continuous collaborative observation and reflection practices within their schools. Nyikina Mangala Community School is a remote Aboriginal school located approximately 250km east of Broome at Jarlmadangah Community. The school has a small cohort of indigenous students and a relatively inexperienced staff, with a generally high turnover. As remoteness often inhibits regular attendance at professional learning workshops, this model of in-school and on-going development of teachers through observing each other and regular reflection is a more effective and sustainable method of improving teacher quality.

Teachers are trained in a range of methodologies for collaborative observation including in-class observation, videoing of lessons, team teaching and using Instructional Rounds. The consultant models and supports the teachers in the implementation of these methods and provides on-going support to ensure they are regularly and effectively carried out.

While initially daunting, these experiences of being observed and regular meetings to provide and receive feedback on their teaching practice have now become common practice and have served to ensure the retention of new teachers at the school. Teachers from Nyikina Mangala School have successfully presented at the AISWA Conference in Broome this year on their experiences in order to showcase and share the benefits of such on-going development of their practice.

As a result of their presentation and the support and mentoring of the Consultant, teachers at Yiyili Community School and Kulkarriya Community School have also adopted the practice. The Consultant is working closely with curriculum leaders in both of these schools about implementing the no-judgment Instructional Rounds methodology of collaborative observation and reflection with much success.

Principal Professional Development

Description of Activity	Milestones 2013	Progress against milestone to date
<p>Establish a Principals' Advisory Team (PAT) to support principals working in challenging circumstances to lift their leadership capabilities, improve the performance of the school and the outcomes for students. The Principals' Advisory Team will generally provide direct face to face mentoring and advice along with connecting the principal with other support mechanisms such as networks and the Institute for Professional Learning.</p> <p>This will ensure principals further develop their capabilities to manage change, establish relationships, provide educational leadership, set and achieve high standards and manage the school resources.</p>	<p>The Principals Advisory Team is established and will be ongoing to December 2014.</p> <p>Provision of targeted coaching and advice to the identified groups of principals by the PAT.</p>	<p>The PAT commenced working in schools in early 2013 and will provide additional support to principals during a period of transition to more autonomous schools in the Western Australian public school system.</p> <p>The PAT comprises five principals with demonstrated successful leadership in a broad range of education contexts.</p> <p>A business plan and operating guidelines have been developed. The model of operation is undergoing ongoing review and adjustment to ensure the most effective use of the PAT.</p> <p>Meetings have been undertaken with key Departmental groups, including Regional Executive Directors, to ensure the scope and role of the PAT is clearly understood, synergies with other system activities are achieved and appropriate priorities for the PAT are supported.</p> <p>Meetings have been held with State School Teachers Union of Western Australia and Professional Associations to inform stakeholders about the role of the PAT.</p> <p>Meetings have been held with Principal Networks across WA to inform them about the role of the PAT and to encourage the use of network links among school leaders.</p> <p>Three groups of principals have been identified to engage with the PAT:</p> <ul style="list-style-type: none"> ▪ new principals commencing 2012; ▪ new principals commencing 2013; and ▪ acting principals in their position for more than 6 months in 2013. <p>The team is currently working with a group of 116 principals (Level 3 principals through to Level 6 principals) and in locations across WA.</p> <p>Surveys to assess the impact of the coaching provided by the PAT are informing adjustments to the model of operation.</p> <p>Evidence of school improvement as a result of the PAT coaching process is informing future planning in relation to supporting school leaders across the system.</p>
<p>Facilitate access to targeted professional learning for principals, including expert within school support, with priority given to developing the capacities of potential and existing leaders in challenging circumstances.</p> <p>Provide targeted, relevant professional learning across the continuum of leadership</p>	<p>Support for a further 15 principals to access targeted professional development specifically aimed at school leaders working in challenging circumstances (low performing or low SES schools).</p>	<p>The Master of School Leadership Program was established in 2011 to ensure high quality sustainable leadership across public schools.</p> <p>The first cohort of 45 participants commenced their second year in February 2013.</p> <p>The second cohort of 40 participants commenced their first year in February 2013.</p> <p>The application process to identify a cohort for commencement in 2014 commenced in June 2013.</p>

(aspirant through to experienced).		
Catholic Sector (CEOWA)		
Refinement of existing leadership programs for emerging and designated leaders and the development of electronic/online equivalents. Focus on participants from schools with Aboriginal enrolments. Program modules mapped to the AITSL standards and, where relevant, the Australian Curriculum.	On line delivery accessed by emerging and designated leadership program participants in metropolitan and non-metropolitan schools. Access to face-to-face program for 40 participants, including 5 non-metropolitan participants.	Electronic programs were postponed due to CEOWA-based ICT difficulties. Content and activities for both The Emerging and Established Leaders Programs (formerly The Designated Leaders Program) have been mapped to the AITSL National Professional Standard for Principals. Australian curriculum embedded into the Education modules associated with these leadership programs. Face-to-face delivery continues in 2013. The Emerging Leaders Program comprises 20 participants. The Established Leaders Program comprises 18 participants.
Refinement of existing leadership programs for aspiring principals . Focus on participants from schools with Aboriginal enrolments and principal aspirants with desire to work in regional and remote schools with large numbers of Aboriginal enrolments. Program modules mapped to the AITSL standards and, where relevant, the Australian Curriculum.	Ongoing refinement of program. Face-to-face delivery of program to 10 participants including at least 2 from non-metropolitan schools.	Content and activities for The Aspiring Principals Program have been mapped to the AITSL National Professional Standard for Principals. The Australian curriculum has been embedded into the Education modules associated with this leadership program. Face-to-face delivery continues in 2013. The Aspiring Principals Program is a two-year principal preparation program. The cohort from the program's first year comprises nine participants, two of which have successfully achieved principalship in 2013. The cohort from the program's second year commenced in 2012 and comprised 10 participants, four of these are now principals. There are currently 14 participants remaining across both years of the program.
Refinement of existing leadership programs for new principals . Focus on participants from schools with Aboriginal enrolments. Program	8 new principals participate (of which 3 are non-metropolitan principals) in face-to-face delivery which includes beginning Principals'	Review and refinement of the Western Australian Catholic Education Beginning Principals Program has been completed. The program is a longitudinal, compulsory induction program for first-time Western Australian Catholic principals. The program is based on the principles of adult facilitation and is designed to engage participants via a range of hands-on, context-

<p>modules mapped to the AITSL standards and, where relevant, the Australian Curriculum.</p>	<p>residential:</p> <ul style="list-style-type: none"> ▪ Year One Principals' residential ▪ Year Two Principals' residential ▪ Year Three Principals' residential <p>Funded positions directed to non- metropolitan participants (offered to all new principals in non-metropolitan schools).</p> <p>Review and refinement by 2nd semester 2013.</p>	<p>specific workshops, collegial discussion and input from experienced CEOWA-based leaders.</p> <p>Program content and activities are based on key Catholic Education documents including the Bishops Mandate (2009-2015), the Leadership Framework for Catholic Schools in Western Australia, the AITSL Australian Professional Standards for Principals and the Quality Catholic Schooling (QCS) self-review and improvement framework. .</p> <p>New principals (i.e. those undertaking principalship for the first time in a Western Australia Catholic school) are required by the Director to complete 12 days of systematic professional development over a four-year period.</p> <p>Content and activities for The Beginning Principals Program (New Principals Program) have been mapped to the AITSL National Professional Standard for Principals. The Australian Curriculum has been embedded into the education modules associated with this leadership program. Face-to-face delivery continues in 2013 for 26 beginning principals:</p> <ul style="list-style-type: none"> ▪ Phase one: Beginning Principals - three beginning principals have been appointed so far in 2013. At least five additional beginning principals are likely to be appointed prior to the conclusion of the 2013 school year. ▪ Phase two: Year One Principals - 10 participants. Phase three: Year Two Principals - eight participants. ▪ Phase four: Year Three Principals - eight participants. <p>Funded positions include:</p> <ul style="list-style-type: none"> ▪ Phase two: Year One Principals - one participant ▪ Phase three: Year Two Principals - four participants ▪ Phase four: Year Three Principals - two participants
<p>Refinement and expansion of support for principals in remote and regional centres to attend professional learning opportunities (Leadership Enrichment Courses), particularly schools which have high numbers of Indigenous student enrolments</p>	<p>10 principals to commence in 1st semester 2013; of which 3 non-metropolitan participants will be supported with all program costs. Program reviewed by 2nd semester 2013.</p>	<p>25 One and two-day Leadership Enrichment Courses (LECs) for Established Principals and members of their leadership teams have been developed for 2013. These LECs are showcased in the 2013 Catholic Education Leadership Programs booklet that was circulated to all 159 Catholic schools throughout the state in February 2013. Content and activities for LECs have been mapped to the AITSL National Professional Standard for Principals</p> <p>Delivery continues in Terms three and four, 2013 with 256 middle and senior Western Australian school leaders participating in programs. 13 non-metropolitan participants with high numbers of indigenous enrolments have been supported with all costs associated with Leadership Enrichment Courses</p> <p>Review of Leadership Enrichment Course structure and purpose is currently occurring. Recommendations for 2014 are due at the conclusion of Term 4, 2013</p>
<p>Development and delivery of leadership programs for experienced principals (minimum 8 years' experience). Formation of partnerships with universities, business and mentor leaders. Focus on principals from regional and remote schools as well as those with higher Indigenous student enrolments.</p>	<p>At least 4 participants involved in 2013.</p> <p>Full review and refinement of program by 2nd semester 2013.</p>	<p>The Experienced Principals Program has been developed with a pilot program commencing February 28, 2013. This cross-sectoral leadership program targets principals with 10 or more years of experience who are interested in improving their health and wellbeing and enhancing their leadership capabilities</p> <p>A pilot cohort of 20 experienced principals commenced the program on Thursday, 28 February. The cohort comprises 16 Western Australian Catholic school principals and four Department of Education principals</p> <p>As a result of extensive evaluative action research, recommendations are currently being considered for the program beyond 2013:</p>

<p>In situ advice support and development of principals in regional and remote settings, especially in schools with high Indigenous student enrolments. Focus on Kimberley schools</p>	<p>Consultant increases number of visits to Kimberley principals. Strong focus on building leadership capacity; all 13 schools supported. Kimberley principals continued to be provided with mentor principals also appointed to support.</p> <p>Principal induction program refined by 2nd semester 2013.</p>	<p>Experienced principals and the regionally based Principal school advisor has visited schools and continued to provide support to these principals, many of whom are inexperienced.</p>
<p>INDEPENDENT SECTOR (AISWA)</p>		
<p>Refinement of existing leadership programs for current leaders in metropolitan schools and in particular rural and remote schools. Program modules mapped to the AITSL principal standards and build capacity of instructional leadership, professional learning communities, coaching, data evidence decision making.</p>	<p>Support provided through face-to-face and on line for aspiring and current leaders participants in metropolitan and non-metropolitan schools</p> <ul style="list-style-type: none"> ▪ Access to face-to-face programs for 20 participants 	<ul style="list-style-type: none"> ▪ Principals as Literacy Leaders (mapped to the AITSL standards) 28 participants. ▪ Principals as Numeracy Leaders (mapped to the AITSL standards) 28 participants. ▪ Leading Improvement Innovation and Change ~ Exploration of the Principal Standard 32 participants. ▪ Albany Governance Session (regional workshop) 18 participants. ▪ Individual face to face consultations at various metropolitan and regional schools. ▪ Mentoring leaders of 24 AISWA metropolitan and Regional Schools on School Improvement using the NSIT.
<p>Refinement of existing leadership programs for aspiring principals in metro, rural and remote schools. Program will be mapped to the AITSL standards and, where relevant, links made to the Australian Curriculum.</p>	<p>Ongoing refinement of program</p> <p>Face-to-face program delivery to metro and rural and remote participants for 15 participants.</p>	<p>Aspiring leadership program ~ participants from metropolitan and regional areas. 32 participants</p>
<p>Ongoing support and development of principals in regional and remote settings.</p>	<p>Ongoing refinement of program</p> <p>Multi-modal forms of delivery to rural and remote participants - 8 participants.</p>	<p>Two AISWA consultants have travelled to most regional areas of the state. Eight remote schools have access to an AISWA consultant and a literacy and numeracy portal.</p> <p>Aboriginal Independent Community Schools ~ this is a week long conference aimed at teacher and principals from remote community schools. Two 90 minute sessions were conducted with approximately 60 participants attending overall.</p>

Section 2 – Low SES School Communities

Significant Achievements/Highlights—1 January to 30 June 2013

Government Sector

A total of 102 schools in Western Australia have commenced implementation of strategies designed to improve student outcomes using funding allocated through the National Partnership Agreement on Low Socio Economic Status School Communities (Low SES NP). These schools comprise 24 118 students, including 8 738 Aboriginal students.

Table 1 below shows the number of schools participating at each phase of the funding rollout and illustrates that January 2011 to December 2013 is a peak time for the project, with all 102 schools engaged.

Commencement Date	Rollout Phases	Number of Schools in each rollout	Cumulative Number of Schools
1/01/2010	Round 1 Schools	28	28
1/07/210	Round 2 Schools	21	51
1/01/2011	Round 3 Schools	12	63
1/07/2011	Round 4 Schools	14	77
1/01/2012	Round 5 Schools	27	102
1/07/2012	Round 1, 2, 3, 4 and 5 Schools		102
1/01/2013	Round 1, 2, 3, 4 and 5 Schools		102
1/07/2013	Round 1, 2, 3, 4 and 5 Schools		102
1/01/2014	Round 2, 3, 4 and 5 Schools		74
1/07/2014	Round 3, 4 and 5 Schools		62
1/01/2015	Round 4 and 5 Schools		41
1/07/2015	Round 5 Schools		27

A large proportion of National Partnership (NP) funds are allocated directly to schools, which aligns with the State's agenda for increased autonomy and flexibility at the local level. This targeted, supplementary funding is enabling participating schools to work with their communities to implement strategies based on key reform areas four to six, with the aim of improving student engagement, educational attainment and well being. Support is provided to schools to implement strategies associated with the key reform areas, reflect on achievements and share successful practice.

Schools in the Kimberly region are contributing a proportion of NP funding towards the **Kimberley Success Zone (KSZ)**. The KSZ project continues to create, develop and maintain educational partnerships between the three sectors across the Kimberley region.

Some highlights for each key reform area are briefly described below.

1. Incentives To Attract High Performing Principals and Teachers

The Department of Education continues the **Attracting Outstanding Principals Trial**, which forms part of a suite of reforms to address educational equity and improve student outcomes by attracting high quality leaders to selected schools.

The Trial involves the development and implementation of an attraction and retention incentive and school reward payment to encourage continuous school improvement. The Department offers selected outstanding principals an annual attraction and retention payment for up to three years to work in selected Low SES NP schools. The attraction and retention payment ranges from \$5 853 to \$28 703 a year for each principal, depending on the size and location of the school. Recognising that school improvement results from the efforts of all staff, the Trial includes school reward payments ranging from \$24 000 to \$57 000 a year, depending on the size of the school. The reward payments will be paid to participating trial schools that demonstrate improved school outcomes. To date, four principals have been appointed under the Trial: one in a metropolitan school and three in regional schools. Performance agreements are in the final stages of negotiation with each of the principals.

A trial of a specialist teacher position (**Consultant Teacher**) for selected Low SES NP schools was developed in conjunction with the Improving Teacher Quality NP and implemented in 2012. The Consultant Teacher is a school-based position focused on improving the quality of teaching through modelling high quality teaching and leading teachers in the

development and refinement of their teaching practice to improve student outcomes. The Consultant Teacher's role statement has been aligned to the new Australian Standards for Teachers. Seven Low SES NP schools currently have consultant teachers employed in their schools. **Rangeway Primary School** has reported early benefits, including a more collaborative and coordinated school approach in the areas of literacy and numeracy.

In May 2012, the NP supported the establishment of **Fogarty EDvance**, a three-year program to support school principals, working within low SES communities improve leadership capabilities within their school. Fogarty EDvance aims to improve the educational outcomes of children attending schools located in low SES communities by providing high quality support to build the capability and increase the effectiveness of the Principal (and through this, the school).

The first group of schools that commenced in 2012 comprised six primary and two senior high schools. Of the primary schools, two are Catholic and the other four are public. Both senior high schools are public schools.

Building on the successes of 2012, the focus for the first half of 2013 has been to:

- support schools plan and implement their specific school improvement initiatives;
- secure additional funding to enable the commencement of a second cohort in late 2013 (and ideally a third cohort in early 2014);
- raise awareness of the program through a public launch in April or May;
- support the research work being undertaken by the external evaluator; and
- continue to build and embed the formal systems and processes around the delivery of the initiative.

The principal at Dryandra Primary School described the positive impact of his engagement with Fogarty EDvance for the school. *“Through the Fogarty EDvance program, work has been done on understanding the culture of poverty, and addressing the needs of our multicultural students. Given that our school is over 60% English as Another Language (EAL) with a 15% Aboriginal population, all of our programs target these groups. In particular, our health programs tackle issues such as Mental Health in many of the EAL children who have experienced trauma.”*

This year the NP team agreed to support the establishment of **Fogarty EDvance Cohort 2**, due to commence in 2014. Cohort Two schools will be sourced from the Perth metropolitan region. This allows the first two complete years of the program to be undertaken in the metro area, facilitating further refinement of the program design. It also keeps the cost of the key component of the program – that of gathering participants and Coach/Mentors together – manageable when compared with a regional program.

The **KSZ** continues to add value to existing induction programs offered by education sectors in the region. The KSZ has provided opportunities for “new to Kimberley” teachers to connect through the establishment of an online environment in which new teachers from all sectors can ask questions of a moderator, learn from each other, articulate professional learning needs, utilise an expanding resource library and maintain professional relationships with colleagues.

The KSZ continues to provide access to leadership support and development across education sectors in the region. A large proportion of school leaders participated in a coaching accreditation program delivered by Growth Coaching International and subsidies have been provided for school leaders to access Stronger Smarter professional learning. The KSZ has also supported school leaders and AIEOs access the **Stronger Smarter Coach in a Box Program**. In addition, KSZ has uploaded pod-casts on the KSZ website on the theme of Leadership. The website includes footage of experienced Kimberley principals addressing topics such as building a culture of high expectations, effective use of data, and community engagement with schools to showcase good practice across the region.

42% of principals surveyed in July 2013 reported a sense of improved leadership capacity and 72% reported improved teacher quality as a result of engagement with this NP. This improved capacity is attributed to the additional funds that have been made available through this NP to up-skill teachers and school leaders working in low SES school communities.

Adoption of Performance Management And Staffing Arrangements that Articulate a Clear Role for Principals

Schools across the State are working more autonomously and with greater flexibility to identify and tailor strategies best suited to their students and their community. The establishment of **regions and networks of schools** and the placement of resources closer to schools provides a context to ensure that decisions about the most effective use of funding to bring about improvement in specific areas of need can be made at the local level.

Western Australia's **Independent Public Schools (IPS)** initiative provides increased flexibility and autonomy to schools that are able to demonstrate readiness to manage increased levels of flexibility to select staff and allocate funds. The NP provides low SES schools with additional resources to explore reforms that may position them to be granted IPS status. A total of 22 Low SES NP schools have now achieved IPS status.

Principals in schools that have been awarded IPS status describe a sense of empowerment and autonomy to make decisions that tailor programs to meet local needs and challenges. In particular, IPS schools have reported that the establishment of an influential, high powered school board, which is a condition of becoming IPS, has made an impact on their ability to engage with the community, better analyse school performance and incorporate more business-orientated Key Performance Indicators (KPIs) into their improvement agendas.

The move to give public schools greater autonomy is not exclusively confined to the IPS initiative and greater flexibilities have been provided to all public schools. Some flexibilities from the IPS initiative have been extended to all schools, empowering many NP schools in the areas of governance, staffing, operational and financial arrangements. Some of these flexibilities include:

- increased opportunities for schools to select their own staff;
- increased flexibility for schools in their use of funds to implement alternative support strategies for students;
- approval of aspects of staff leave, including all long service leave;
- completion of payroll documentation online; and
- approval of all salary conversions to their school salary pool.

2. School Operational Arrangements which Encourage Innovation and Flexibility

In a recent survey of participating schools, 27 schools (representing 28% of Low SES NP schools) indicated that they are implementing strategies to improve school operational arrangements which encourage innovation and flexibility. Of these schools, 74% reported making sound progress.

Many schools have used NP funding to employ additional staff to enhance the capacity of the school to more effectively undertake a range of operations. The range of additional support staff employed to improve school operations are described in Table 1 below.

Table 1: Support Staff

Support Staff	Allied Health professionals	Aboriginal Staff	Teachers	School Leaders
Attendance Officer Family Support Worker Education Assistant Youth Worker Community Liaison Early Intervention Coordinator ECE Coordinator Ministerial Officer Supervisor Officer Playgroup Coordinator Chaplain Support Staff	Psychologist Speech Therapist Occupational Therapist Social Worker	Aboriginal Attendance Officer Aboriginal and Islander Education Officer (AIEO) Aboriginal Community Support	Teacher (Level 2 or 3) Literacy Teacher Numeracy Teacher Homework Class Tutor	Deputy Principal Manager/Coordinator Level 3/4 Team Leader Mentor Principal

Several schools have used additional funding provided through this NP to establish networks that pool resources and share expertise. The **East Kimberley network** of schools shares literacy and numeracy coaches to work across a number of low SES school communities in the region.

A significant proportion of schools have used NP funding to implement programs to support literacy and numeracy development, including the establishment of literacy and numeracy blocks and the deployment of literacy and numeracy specialists to act as coaches or mentors. **Calista Primary School**, for example, has adjusted their timetable to incorporate a literacy block that includes the provision of a literacy coach supporting colleagues to incorporate agreed, evidence-based strategies.

Since establishing literacy and numeracy blocks for each year level to improve student achievement using the John Fleming explicit instruction model, **Challis Primary School** reports improved student reading and writing performance against a range of literacy measures.

Funds through the NP have enabled the establishment of professional learning communities supported by a

facilitator/coordinator who brings teachers together to engage in action research to explore improvements to teaching and learning. **Fitzroy Valley District High School** has implemented a professional learning community at the school to explore strategies that improve the engagement of students with Foetal Alcohol Syndrome.

Coodanup Community College won a School Innovation award for developing a program titled **FLEXILINK**. Using NP funds, the school set up a blended learning senior school engagement program which catered for up to 100 students aged 15-18 who had left school. For various reasons these students would not return to school on site, but showed interest in completing their school partly by on-line learning modules and face to face teaching sessions at community hubs. The program has experienced tremendous success in offering flexible arrangements for some of the system's most at risk young people, including young mothers and youth with mental health issues.

This NP has supported an increase in the number of programs offered in the early years to improve oral language development. **Carey Park Primary School** contracted a Speech Therapist to design and implement a speech therapy program for kindergarten and pre-primary students. The school reports that the program is achieving excellent results for participating students.

Avonvale Primary School used the funding to hire a community youth worker to establish a restorative justice (RJ) program and room. Students who misbehaved in class or were involved in truanting are sent to this room to work one-on-one or in small groups with the youth worker to complete positive behavioural education. The motto for their behavioural focus was that classrooms are for learning. If students aren't learning, they need to work through whatever is stopping them in the RJ room and then return to class. The Principal reported that the school was experiencing unprecedented calm in classrooms and that teachers were reporting a significant improvement in student engagement. The Department of Education's is assessing the quality of this program and its potential to be replicated in other schools.

Some schools have incorporated programs outside of normal hours into their operations, including adult learning programs, co-curricular activities for students including sports, arts and homework or catch up classes. **Roseworth Primary School** has appointed a staff member to coordinate an adult learning program that includes engagement of MercyCare as an external partner. **Balga Senior High School** runs a Year 9-11 University Saturday morning program and after school homework classes to improve numeracy performances of students below the national minimum standards.

A small number of schools are using funds to reduce class sizes with the goal of improving student engagement. **Boyare Primary School** has employed an additional teacher to ensure the provision of timely and targeted and intervention for students at risk. This school reports good progress and this is evident in improved attendance for students who are benefiting from this initiative.

Boyare Primary School describes the positive outcomes resulting from an NP funded initiative to reduce class sizes: *"Smaller class sizes through additional teacher FTE has enabled teachers to better monitor and prevent misbehavior and time off task in class. This has resulted in fewer referrals to Administration during class time. Increased support through additional AIEO, Ethnic Education Assistant, and school Chaplain time has enabled students at risk to be better monitored, addressing needs of students promptly and before they escalate (especially students at educational risk, English as Another Language or Dialect [EAL/D] and Indigenous students). An abundance of special interest clubs during lunch breaks has given added interest to students and relevant and stimulating activities, as well as reducing the number of students in the general playground, resulting in fewer Green Slips. (playground misdemeanor referrals."* Principal Boyare Primary School.

Southwell Primary School has achieved significant improvements in student learning by using NP funds to employ an additional teacher to provide individualised support for students with high needs.

3. Providing Innovative and Tailored Learning Opportunities

Schools are exploring new or innovative **tailored learning opportunities** and **enhancing current programs**. The activities are typically designed to improve student participation and engagement, student learning, and student transitions. It has been observed that what constitutes innovation is context specific. In other words, innovation in one community may be regarded as standard practice in other communities. This is because schools are at different stages of reform or improvement, or require different levels of intervention in key areas.

The range of strategies schools have implemented using funding support provided through this NP include:

- early childhood initiatives (K-3);
- parenting programs and school readiness initiatives (0-4);
- attendance and participation programs;
- a variety of literacy and numeracy interventions including whole school planning, coaching, individual education plans and employing expert literacy and numeracy teachers to develop the capacity of others;

- pathways to work, training or university, and
- innovative or evidenced based approaches to improving outcomes for Aboriginal students and students with diverse learning needs.

In a recent survey, 57% of schools participating in this NP indicated that they are implementing innovative and tailored learning opportunities for students. 96% reported that they are making varying degrees of progress. Disaggregated data associated with specific programs and activities is summarised below:

62% of participating schools are using NP funding to explore or enhance programs to improve student attendance. Of these schools, 51% reported that they are making good progress. **Dudley Park Primary School**, for example, has established an attendance and engagement program for students with poor attendance records. The program includes a case management approach to attendance supported by a dedicated team. A reward system for attendance and behaviour that gives students the opportunity to have lunch with the principal and access the recreation room is proving effective. Data shows that since implementing the program, the number of regular attendees has increased by 2% while the proportion of moderate to severe non attendees has decreased by 6%.

The **KSZ** has student attendance as one of its priority areas. Through the **Tri-border Strategy**, the three education sectors (Government, Catholic and Independent) deliver 'live and current' information to the Central Schools Database (CSD). Considerable work has been dedicated to enable the three sectors to access this resource. Schools' awareness and proficiency in utilising this resource has strengthened their capacity to locate students and extract useful information. Schools have participated in professional learning for the CSD and contribute to enhancements in the software to provide finer grained student performance information for the classroom teachers.

59% of participating schools are using NP funding to enhance early years strategies (Kindergarten to Year 3). 69% of these schools report that they are making good progress implementing these reforms, while 29% report making fair progress. **Challis Early Childhood Education Centre**, for example, continues implementation of systematic and explicit instruction in literacy teaching complemented by a formal mentoring program, which involves class visits by a member of the school leadership team. A five-minute walkthrough approach has been adopted where teachers visit other classrooms to observe practice. The school has been involved in the **Principals as Literacy Leaders** and **Principals and Numeracy Leaders** programs to develop teachers mentoring skills.

Of the 21 schools using NP funding to implement or enhance strategies to improve student pathways and transitions, 62% reported making good progress. **Derby District High School** reports satisfactory progress broadening the range of senior school courses and pathways to meet the diverse needs and aspirations of all students and to increase graduation rates. A committee across feeder primary schools to support student transitions from primary to high school has been established at **Mirrabooka Senior High School**. The transition program begins in Year 5 and the impact has seen an increase in Year 8 enrolments to the school.

One Arm Point Remote Community School in the Kimberley region continues to provide support for students who will leave the town to go to boarding school so they may complete upper secondary schooling. The school has funded a coordinator to work with destination schools to support students during transition. Transition schools and parents are supportive of the initiative and the program has seen a reduction in the number of boarders return home from boarding school early, as has been typical in the past.

78% of participating schools are using NP funds to implement strategies to improve the literacy outcomes for their students. Of these, 87% reported making varying degrees of progress regarding the effectiveness of these reforms for individual students and target groups. **Broome Primary School**, for example, uses NP funding to employ three experienced teachers as curriculum leaders. The curriculum leaders support teachers in implementing whole school literacy and numeracy plans by assisting with planning, teaching and assessing.

Lockridge Primary School has used NP funds to employ a literacy specialist teacher to facilitate teacher meetings to interrogate data and shape personalised learning programs for identified students. The specialist teacher also provides coaching support and coordinates professional learning opportunities for school staff. With a focus on individual student improvement, the specialist teacher establishes case-management meetings to review progress and support teachers revise strategies.

Through the **KSZ**, strategies to improve **literacy and numeracy** outcomes continue to be explored across schools in the region. Cross sector forums draw in participants from Kimberley schools to regional centres including Kununurra, Halls Creek, Fitzroy Crossing and Broome to host sharing forums. These forums have had excellent cross sector representation with teachers, AIEOS and administrators joining conversations about what works and exchanging ideas and resources. A positive spirit of collaboration exists and information from these forums is constantly being added to the Kimberley Success Zone website. The KSZ has convened, on request, a number of professional learning events including **First Steps writing and reading**. It has supported key teachers to develop whole of school literacy approaches and learning area audit tools.

These events have been well attended from all sectors in Broome and Kununurra.

61% of schools are implementing strategies to improve the numeracy outcomes of all students. 83% of these schools reported some degree of progress implementing these reforms. **Halls Creek District High School** in the Kimberley region continues to embed a numeracy focus in the early childhood years that incorporates shoulder to shoulder teacher instruction and planning sessions, a focus on 'hands on learning' and the use of First Steps approaches. The school has implemented a **Numeracy Monitoring Tool** to show the progress for each child and has filmed the learning of early childhood students from kindergarten to pre-primary throughout the year.

Carnarvon Community College has used National Partnership funding to establish boys and girls programs for their disengaged senior students. The girls program operates out of an old house that the students are decorating and renovating to make it homely. The boys work out of an older school building and are completing projects to improve the facility and learning about engines and mechanics. National Partnerships has made it possible to provide the staff and give students access to community based activities.

4. Strengthened School Accountability

Data from the annual online survey shows that 49% of the Low SES NP schools are focusing on improving accountability practices that include collection, analysis and interpretation of data to inform school planning and improve reporting of student outcomes. Of these schools, 57% have reported making significant progress. This focus enables schools to have a strong evidence base for identifying areas for improvement so that targeted strategies can be put into place. **Westminster Junior Primary School** seeks to build the school's capacity to be accountable for developing strong literacy and numeracy improvement processes, through evidence-based intervention programs which actively encourage and involve parent and community members. Staff have been engaged in moderation and planning sessions to conduct "**Discipline Dialogue**" around data structures and analysis. The school reports improvement for intervention groups across a range of data sets.

Schools, in partnership with system support, are exploring strategies to strengthen school accountability. These include initiatives to enhance the data literacy of teachers, such as employing teachers with expertise in data analysis to support other teachers to develop evidence-based programs and to enhance information systems. **Medina Primary School** has introduced a **Success Guaranteed Program** that uses baseline data from literacy and numeracy assessments to focus on improvement for each child. The school reports this approach, which includes streamed classes in literacy blocks, is contributing to gains in student achievements.

Waddington Primary School profiles students in pre-primary and then again in Year 1 using the same instrument to determine effectiveness of a whole school intervention strategy to improve student oral language skills. The school reports that this enhanced accountability maintains a continual focus on improvement and complements on-entry assessment data.

Through the NP, schools have worked with the Department of Education to enhance processes for reviewing effectiveness of strategies implemented to improve outcomes for students. All schools have completed the enhanced Low SES NP annual reporting process. This required schools to describe, using evidence, the extent to which NP funded activities are achieving desired outputs and/or outcomes.

5. External Partnerships with Parents, Other Schools, Business and Community and the Provision of Access to Extended Services

51% of Low SES NP schools have implemented strategies to improve the engagement of parents in the education of their children. Of these schools, the majority have reported making progress implementing this reform.

37% of participating schools are establishing parenting and early learning intervention programs (0-4), 44% are providing access to extended services and 52% are working in partnership with other schools, business and community groups to provide programs. Over 50% of schools report that they are making good progress in these areas and are noticing improvements in parent engagement with the school. Intervention strategies include provision of extended services in partnership with the community and other agencies such as health services, playgroups, childcare, breakfast programs, Foodbank and organisations running parenting programs. Schools such as **Boyare Primary School, Challis Early Childhood Education Centre, Perenjori Primary School** and **Katanning Primary School** have used NP Funds to establish very successful 0-4 learning programs. These schools report groups of more than 20 parents attending with their babies. In some communities such as Katanning, the school has a growing number of parents indicating a desire join the early intervention program.

Although the journey toward extended school services is different for each school, particular schools continue to be leaders

in this area. Some examples are briefly described below:

- A cluster of schools in the Midland region used NP funds to establish the **Swan Extended Services Hub**. A grant agreement between the Department of Education and the Smith Family provided funds for the establishment of a school-community hub and the coordination of extended services. The school-community hub operates in partnership with a cluster of four schools, the **Fogarty Foundation**, the **Smith Family** and **Curtin University** with the aim of improving literacy and numeracy, increasing retention to Year 12 and successful transitions to tertiary education and employment for students. This approach is tailored to the needs and assets of the school and surrounding community. The first phase of the project is complete and schools are using data from a community situational analysis to shape strategic and operational plans that address community need. An external evaluation will review the process for establishing the hub and develop a monitoring and evaluation framework for use by other extended service school hubs in the future.
- **Challis Early Childhood Education Centre and Challis Primary School** are acknowledged across Australia for leading the way in their extended services delivery, focused mainly on early intervention. Their programs have empowered parents to be actively involved in their child's education. The school continues to broaden and enhance the range of services available to the community in partnership with a range of organisations. Recently, the Commonwealth Government has approved funding for the construction of a new health facility on site to support the innovative partnership between the school and a leading Perth university which places large number of final year health students in practicums on site.
- **Roseworth Primary School** continues to build partnerships with not-for-profit and other organisations, to provide programs for students and families. Ensuring that the whole community has a shared vision enables the school to cater for the range of student needs. Programs include a Breakfast Club, a playgroup on site, a variety of adult learning programs and a range of additional supports for students and their families
- **Coolbellup Community School** has focused much of its improvement plan on establishing positive relationships and partnerships with the Coolbellup community. Over many years, the school has been losing many students to surrounding public and private schools due to their past poor reputation for performance and achievement. The principal states that over the past few years, with successful school improvement strategies, a new school building, new name and re-branding, the school is now achieving at the same level of success as many of the surrounding schools. The challenge has been that the community perceptions have not changed. Coolbellup has used NP funding to establish a range of community activities, including the establishment of a parent led group which is titled **Cooby Now**. The Group gathers parents who are passionate about their local public school succeeding and they organise promotions of the school throughout the community, fundraise and advocate for the community to support the school.
- **Neerigen Brook Primary School** continues to embed a full service culture and engages with a range of agencies, local community organisations and support services to establish school activities and programs that build relationships between the school and parents. Parents are encouraged to participate in activities in the school including computer training, dietary health education, **Read Write Now Services** and the **Passport Program**, which rewards student attendance. In addition, integrated health services are available on site, comprising: a health nurse, dental facilities, physiotherapy, speech therapy, occupational therapy, social workers and counseling services. The school seeks to engage parents in identifying activities they think will assist their children in education. Some of the services provided include homework clubs, breakfast club and take home literacy and numeracy packs. The school is working closely with the University of Western Australia to evaluate the program.
- **Boyare Primary School** has established a partnership with **Smith Family** to support and run programs such as the **FLAP (Fun Learning After school Program)**, community through cooking classes, and lifelong learning after school classes with a focus on literacy. This partnership is supported by the school's Parents and Citizens Association (P&C) with community assistance funding. The Smith family has a representative on the School Council and a representative is based at the school for a day a week.

Catholic Sector (CEOWA)

Twenty-eight (28) schools receive support under the Low SES NP, including all **13 Kimberley schools**, three schools in the Geraldton region, two in the South West region and ten in the Perth metropolitan region. Different approaches were adopted by schools. Provided with an allocation of funding, the schools developed a plan that aligned with their **School Improvement Plan** and to support projects involving the broad aims of literacy/numeracy, engagement, attendance, community building and partnerships. Some schools employed support staff for literacy and numeracy on a part-time basis. Other literacy and numeracy support programs were also implemented, including a range of commercial programs. Some schools established parent support programs, particularly in those schools with refugee programs. Liaison officers were also supported on a part time basis.

The development of partnerships with training and health providers was a highlight which continued during 2013. A significant project adopted by five of these schools above involved a partnership with Curtin University in **speech therapy and occupational therapy**. This resulted in the placement of between four and six speech therapy students in participating schools for one day a week. The speech therapy students are in their third and final year of study and they work under supervision from a qualified speech therapist. School students were supported in situ and teachers were assisted to implement programs. The qualified speech therapist also ran training sessions for staff and parents and was able to refer students if necessary, overcoming long waiting lists such as the two years in Pinjarra to see a speech therapist.

The program has continued in 2013 and there are plans to continue the partnership with Curtin University in 2014. There are also plans to extend the speech therapy support to low SES schools in the Geraldton region although the model of Curtin University will be very different, probably involving a block attendance model. In two schools, a partnership program with The University of Notre Dame Australia (UNDA) was implemented where final year education students supported students one-on-one in literacy and numeracy. Demonstrably higher levels of literacy were achieved. Pre-testing occurred and assistance and intervention strategies implemented. At St Mary's College in Broome a partnership with the Polly Farmer Foundation was formed to deliver the '**Follow the Dream**' program. This involved appointing a network of local mentors for students to assist Aboriginal students with areas such as attendance, engagement, study and interpersonal relationships.

The high mobility of Indigenous students has been a significant issue in education across all systems. The **Tri-Border Strategy** has assisted schools from Western Australia, Northern Territory and South Australia to monitor student attendance and share information that supports student outcomes, including individual learning plans. Following some network and training issues with the Catholic schools, the program is working well in most schools. This program is one of national significance and has identified important patterns of movements of students within and across states and territories.

Independent Sector (AISWA)

An **AICS Learning Community** has been developed and enriched through the on-going development of the Literacy Portal for 12 remote Aboriginal schools. It provides teachers with the opportunity to engage in a professional learning community, resources to assist in the improvement of their teaching and learning programs and an online forum to connect and promote collaborative practices.

Increased engagement of AEWs in 12 remote Aboriginal Schools was achieved through their inclusion in on-going professional learning related to the **Literacy Portal project** with access to resources, blogs, websites, best practice in other Indigenous settings and collaboration through the online forum.

A dedicated Low SES consultant oversaw five Kimberley schools involved in Reading Recovery training of teachers, implementation of the program and the training of a new tutor to work with our schools in 2013.

CAPS Coolgardie has enrolled three students in the WACE this year with the intention of providing students with a greater sense of achievement and increased opportunities upon leaving school.

24 students at CAPS Wongutha have undertaken **the Keys for Life** training to work towards attaining their drivers' licenses and two students are now driving with P-plates, which will improve their possibilities of obtaining employment.

A **Mentoring Program for Aboriginal Education Workers** in two of our Aboriginal Independent Community Schools has seen AEWs given support by in-school mentors in the development of their roles within the school, mentored through study to achieve formal qualifications in teacher assistant training, and support to expand their levels of engagement and responsibility within the functioning of the school.

Teachers in our 12 Aboriginal Independent Community Schools have on-going access to a dedicated consultant to mentor them around Performance and Development. Teachers are supported and encouraged to collate and maintain professional portfolios and participate in collaborative observation and reflection activities designed to promote reflective, innovative, collaborative practices and supported by the Australian Professional Standards for Teachers and the Capability Framework for Teachers of ATSI EA/D Learners.

Support for Aboriginal and Torres Strait Islander Students — 1 January to 30 June 2013

Government Sector

Seventy (70) Government schools are using funding provided through this NP to enhance support to improve outcomes for just over 6500 enrolled Aboriginal students. In a recent survey, the schools indicated they have specifically designed programs and targeted strategies catering for Aboriginal students. A large proportion of these schools reporting making some progress toward:

- improving literacy outcomes for Aboriginal students;
- improving numeracy outcomes for Aboriginal students;
- improving the engagement of Aboriginal parents and community stakeholder groups; and
- engaging Aboriginal parent and community engagement with the school

Over 25 schools have adopted the “**Stronger Smarter**” leadership model, which empowers Indigenous communities to be proactive with decision making processes and involvement in schools. Dawul Remote Community School and Derby District High School are good examples of the positive impact this model is beginning to make.

19 schools have continued to use NP funds to engage in the **Kimberley Success Zone**. This initiative was established as a collaborative effort between Government, Catholic and Independent schools and other stakeholders to support schools in the Kimberley to improve outcomes for Aboriginal students. This program is building productive partnerships across schools, sectors and communities to investigate ways of accelerating improvements for Aboriginal students by sharing good practice and through professional development and school-community interaction.

A large proportion of schools, over 60%, reported positive improvement (fair or good progress) in the engagement and participation of Aboriginal parents and community stakeholder groups. For example, **Challis Early Childhood** and **Challis Primary School** offers a family group early childhood class for Aboriginal families. Brothers and sisters have the choice of staying in the same class, and there are strategies specifically for Aboriginal students. This has resulted in improved attendance and engagement of Aboriginal students and participation of their parents. **Carey Park Primary School** in the town of Bunbury has established a **Smart Start and Play Café** for Indigenous families. The aim is to make connections with 0-4 year olds and their parents. The Café is well attended and the school reports it is making a good progress engaging parents with their children’s learning.

A significant number of schools are exploring a range of programs to target attendance and well being for Aboriginal students. Examples of programs showing some early evidence of success include:

The **Derby District High School** has established the **Mowanjum Playgroup** and **School-Community house**. The playgroup is well attended by young mothers and their babies and provides parenting programs in partnership with community agencies. The Playgroup also focuses on early literacy and numeracy development enhancing student readiness to engage with the early years of schooling. The School-Community House Mothers and Others program has seen an increase in the number of participants throughout the year. The centre is averaging approximately 5-15 adults each session with 15-20 children aged 0-4 years attending. The school reports new parent/carers joining the sessions regularly and indicates that over 40 adults and 50 children (80% Indigenous) attending the “Mothers and Others” programs over the last 8 months. Every participant has attended at least three sessions, with the majority attending 70% of the sessions offered. Each inter-agency group delivers their services to the same group of targeted clientele. More stakeholders are starting to use the centre to offering a broader range of services to complement existing services.

Halls Creek District High School continues to work in partnership with community agencies to run a program that seeks to re-engaging adolescent male students. The school funds the use of facilities at **Burks Park** and daily work tasks are developed for the young men such as rounding up horses, mending fences, building barbecues and general jackeroo station skills. At school students are focussed with literacy and numeracy with an emphasis on work place safety, developing a procedure how to saddle up and prepare a horse for riding, creating a photographic resume for their work experience. The school provides certificates of accomplishment as the students are too young for any accredited course of study. Attendance for the group of students ranged from 0 – 20% before the program started. The school reports that self- esteem has improved enormously and the students frequently demonstrated their success to visitors who came to see the program in operation.

Balga Senior High School has used NP funds to operate the **Swan Nyungar Sports Education Program** in partnership with community groups. The program caters for Aboriginal students who may have had or still have disruptions in their attendance. The program incorporates sport, culture and dance to engage students in their education and has over 120 students involved. The program also employs strategies such as connecting with students before school starts and developing multi-aged groupings for English, Maths and Science and Society for three hours per day.

The Broome Senior High School's girls program employs an AIEO to support the girls in their literacy, numeracy, attendance and life skills.

Yule Brook College has established an Aboriginal Girls Academy to achieve similar goals as the male focused Clontarf Football Academy. Girls' interest and participation in the program has been excellent. The program is being used as an exemplar for other girls programs across the State due to its success.

Dudley Park Primary School employs an AIEO to support their attendance program with impressive results, managing to reduce the number of high-risk behaviour incidents from 40 to less than ten in two years.

A number of schools are exploring strategies to improve the engagement of Aboriginal parents with the school and their child's learning. Schools such as **Moorditj Noongar Community College** and **Bentley Primary School** have employed Aboriginal Parent and Community Coordinators to act as a link between the school, parents and community and to run programs that engage parents with the school and their child's learning. This additional resource is reported to increase Aboriginal parents' sense of being valued as important stakeholders in the education process and slight improvement in the attendance patterns for some students is beginning to show. **Broome Primary School** has worked closely with the school's Cultural Committee to create strategies that have a positive impact on parent engagement with the school. This includes the introduction of the Yawuru Language Program, Aboriginal parent meetings, parenting programs and an initiative to provide extended learning support at the homes of selected Aboriginal children.

A variety of strategies are being employed by schools to improve literacy and numeracy achievement for Aboriginal students, particularly in the early years. **Rangeway Primary School** has developed a partnership with the Western Australian Country Health Service to supply occupational therapists to work with small groups of students with speech and language difficulties. **Moorditj Noongar Community College** uses NP funds to employ a Literacy Curriculum Leader to facilitate the Aboriginal Literacy Strategy professional learning for all staff and to establish a whole school approach to literacy teaching with a focus on explicit instruction. A peer observation and coaching model has been implemented at the school and a literacy performance and development culture is resulting in improvements in children's literacy development and achievement across a range of measures.

Coodanup Community College has used NP funds to implement a holistic approach to improving Aboriginal literacy. This includes the establishment of an Aboriginal Parent and Community Consultative Group, cultural awareness training for all staff, the establishment of a **Noonyar Language Studies Program**, preparation of a best practice in Aboriginal education package, and Aboriginal representation on the School Council. The school reports satisfactory progress towards reducing the literacy achievement gap for Aboriginal students.

Catholic Sector (CEOWA)

Thirteen (13) of the 28 CEOWA schools involved in this NP were Kimberley schools, including eight remote Aboriginal schools with close to a 100% Aboriginal enrolment. Initiatives such as Promoting Alternate Thinking Skills (PATHS), Reading Recovery, Blueearth, Books in Homes, additional Literacy and Numeracy support, a youth worker and an attendance officer, principal support, and a student tracking program operated in these schools. Two of these schools have appointed a youth officer and attendance officer to address issues of attendance, engagement and community liaison.

Other schools with high Aboriginal enrolments also receiving Low SES support include Northampton, Geraldton, Pinjarra, St Clare's School and Clontarf Aboriginal College. While these did not implement the full range of initiatives as schools in the Kimberley, they focussed on activities that specifically addressed literacy and numeracy, as well as attendance and engagement. Clontarf Aboriginal College and St Clare's School for example, implemented a partnership with the University of Notre Dame in literacy and numeracy support, producing some strong improvement in student levels. Geraldton and Pinjarra also implemented literacy and numeracy programs with a focus on early years intervention.

Independent Sector (AISWA)

An **AICS Learning Community** has been developed and enriched through the introduction of the new **Literacy Portal** for 12 remote Aboriginal schools. It provided teachers with the opportunity to engage in a professional learning community, resources to assist in the improvement of their teaching and learning programs and an online forum to connect and promote collaborative practices.

Increased engagement of AEWs in 12 remote Aboriginal Schools was achieved, through their inclusion in the **Literacy Portal** project with access to resources, blogs, websites, best practice in other Indigenous settings and collaboration through the online forum.

A dedicated Low SES consultant oversaw five Kimberley schools involved in **Reading Recovery** training of teachers, implementation of the program and the training of a new tutor to work with our schools in 2013.

A **Mentoring Program for Aboriginal Education Workers** in two of the Aboriginal Independent Community Schools has seen AEWs given support by in-school mentors in the development of their roles within the school, mentored through study to achieve formal qualifications in teacher assistant training, and supported to increase their levels of engagement and responsibility within the functioning of the school.

Teachers in the 12 Aboriginal Independent Community Schools have on-going access to a dedicated consultant to mentor them around **Performance and Development**. Teachers are supported and encouraged to collate and maintain professional portfolios and participate in collaborative observation and reflection activities designed to promote reflective, innovative, collaborative practices and supported by the Australian Professional Standards for Teachers and the Capability Framework for Teachers of Aboriginal EAL/D Learners.

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

Government Sector

Students with Disability:

12% of participating schools reported using NP funds to specifically target the needs of students with physical disabilities. 83% of those schools have reported progress in activities which have improved community partnerships and the literacy, numeracy, attendance and well-being of students with a disability.

East Kalgoorlie Primary School used the funds to develop a comprehensive case-management approach to learning support for students with disabilities. To achieve this they have adopted new web based software to streamline communication and record keeping between external providers and the school. Personal learning plans are attached to each student and used to support in-class programs. The school has reported that the new system is working very well.

Orelia Primary School has set up a school improvement team consisting of the school executive, curriculum leaders and specialist teachers. This team has developed a whole school approach to case managing students at risk and students with disabilities. In particular, the school has developed an oral language program to ensure that students with disabilities or at risk have immediate access to occupational therapy and speech pathologists.

Students with Special Learning Needs:

21% of schools reported using NP funds to specifically target the needs of students with special learning needs. 85% of those schools have reported progress in activities which have improved community partnerships and the literacy, numeracy, attendance and well-being of students with special learning needs.

Calista Primary School has employed a Learning Support Coordinator to assist teachers in developing and implementing case management plans for students with learning disabilities. The Learning Support Coordinator also works with school based teams to translate assessment information into focused instruction. The development of a whole school approach to these areas has improved the access for students with learning disabilities to engage with the curriculum and in classroom activities.

Cable Beach Primary School has used NP funds to employ a Student at Educational Risk Coordinator. This staff member has been responsible for leading school processes and supporting students with special learning and development needs. Reports from the school state the students are catered for in a more effective way in school programs and in the community.

EAL/D students:

41% of participating schools reported that NP funded activities specifically targeted the needs of EAL/D students. This group includes Aboriginal students. 35% of these schools report that NP funded programs are contributing to improved literacy outcomes for the EAL/D students, while over 30% of these schools report improvements in student attendance and parent engagement with the school.

Boyare Primary School has a high proportion of EAL/D students and has implemented an experiential program to provide a base on which to build literacy skills and English acquisition. The experimental program includes school excursions and after school and lunch time activities and is reported by the school as showing a positive impact on students' literacy development.

Balga SHS has implemented a paragraph-writing program for migrants with limited school background that is showing positive progress in improving English language competence for students who are engaged in the program.

A pre- kindergarten parent support program at **Dryandra Primary School** is pivotal in bringing parents from a range of EAL backgrounds with their three year old children to school for one half day a week. Children are taught appropriate pre kindergarten concepts and screened for occupational therapy, speech and developmental issues. A significant number of developmental issues have been identified, and intervention strategies put in place to enhance the readiness of these children for the early years of schooling. The school reports that positive relationships with migrant parents have been established in this less formal setting.

Mirrabooka Primary School has over 80% EAL/D enrollments and they have used NP funding to strengthen collaboration between teachers through developing professional learning communities focusing on key areas of literacy, such as EAL Progress Maps and First Steps. They also use NP funds to hire support staff who engages with the migrant community to foster stronger relationships and engage them with the school.

Catholic Sector (CEOWA)

Several CEOWA Low SES NP schools have higher proportions of refugee and migrant families, particularly from East Africa and the Middle East. Students from these families face a number of challenges that include poverty, cultural and social issues and low levels of literacy and numeracy. Initiatives in these schools include the development of strategies to improve school-community links, engagement and attendance.

Majella Catholic Primary school which has an 80% refugee/migrant cohort, has implemented a range of support processes such as parent meeting sessions, additional literacy and numeracy support, the Books in Homes program, cultural and social support programs, magazine clubs etc.

St Gerard's Catholic Primary School, which has a similar cohort, has implemented a range of similar programs as well as the Curtin University Speech Pathology program. This school also has a strong emphasis on numeracy support through the 'Mathletics' program. Both of these schools are Literacy and Numeracy NP schools, including in 2013. This has further supported the development of literacy and numeracy, supported by the low SES strategies.

St Clare's School in Perth enrolls approximately 30 girls with a range of social, emotional and related issues. The school has implemented a range of targeted strategies under the Low SES NP to support the students, including a specific focus on improving engagement, Literacy and Numeracy. This is similar to the program delivered by Clontarf Aboriginal College and involves a partnership with the University of Notre Dame.

Independent Sector (AISWA)

The **Teaching English as a Second Language in a Mainstream Classroom** course facilitated by an AISWA consultant, has continued to be implemented in 2013 to assist teachers in their ability to deal with the different ways students acquire language if they are second language learners and to thus improve the Literacy and Numeracy outcomes of students in their school.

The CARE schools enrol a large number of students who are socially and emotionally challenged and need support in this area before they can be expected to engage with the curriculum. They have subsidised youth workers/ social workers to assist students to feel safe to return to the school environment and continue their interrupted education.

Exemplary Schools and Showcase Examples—1 January to 30 June 2013

Government Sector

Challis Primary School and Early Childhood Centre

Context Setting

Challis Primary School (Yr 3 – 7) and Challis Early Childhood Education Centre (Challis ECEC, K –Yr 3) share a site in the south eastern corner of the Perth metropolitan area. Student enrolments across the site have continued to grow over the last five years. There are now approximately 330 students in the primary school and 440 students in the ECEC. The student population comes from families which experience all of the problems associated with living in a typical low socio-economic community. Approximately 20% of children come from an Indigenous background and, recently, numbers of language background other than English (LBOTE) enrolments have increased.

Both schools continually target student attendance and literacy and numeracy standards through explicit teaching methods and school developed curriculum. NP money has been used in these areas to small degree. Most of the money has been used to engage the parent community by providing a model of 'wrap around' services for children. The ongoing development of the Challis Parenting and Early Learning Centre has been largely funded through the NP. The Challis Parenting and Early Learning Centre is situated on the grounds of the Challis Schools. Whilst the Challis Schools have overall control of the Centre, it has its own coordinator and who controls the day to management of services.

Reform Activities/Strategies

Eight years ago the Challis principals recognised the need to co-locate services that contribute to the over development and well being of children, on their school site. Many children were either going undiagnosed with health problems or not attending appointments to rectify these problems. In addition, a high proportion of incidents of neglect and abuse were going unreported and untreated. The principals believed that getting the services onto the school site would go a long way towards rectifying the problems families were experiencing and the problems of poor academic performance which flowed into the schools.

Eight years, on the Centre offers a wide range of services which includes:

- Family Support Worker
- Infant and Community Nurse
- Social Worker
- Psychologist
- Speech Therapy, OT,
- Formal 3 Year Old Kindergarten.
- Parent Training Courses.
- Various Play Groups and Coffee sessions.
- Parenting Classes
- After School Classes and Clubs
- Men's Shed

NP funding has paid for the Coordinator of the facility, Social Worker, Family Support Worker and other specific services as needed.

Progress/Outcomes

The outcomes have been many and include:

- Parent willingness to engage the school and work with the schools has increased substantially.
- Whilst there is still a similar number children being referred for various problems, the referrals are taking place before the children get to school age and intervention is taking place earlier.
- The Performance Indicators in Primary Schools on-entry baseline assessment (PIPs) and AEDI results for the school show substantial improvement.
- The Western Australian Government has used the parenting centre model developed at Challis to establish similar models in other school communities.

Data Sets for Challis Primary School

	School Attendance Rate	State Attendance Rate
2010	92.6%	92.9%
2011	90.6%	92.7%
2012	91.0%	92.3%

NAPLAN - Reading Test

	2010 Year 3	2010 Year 5	2010 Year 7	2011 Year 3	2011 Year 5	2011 Year 7	2012 Year 3	2012 Year 5	2012 Year 7
Average Score	347	436	499	316	431	507	354	472	491

NAPLAN - Reading Test

Percentage of Students Above, At and Below National Minimum Standard Levels (NMS)

	2010 Year 3	2010 Year 5	2010 Year 7	2011 Year 3	2011 Year 5	2011 Year 7	2012 Year 3	2012 Year 5	2012 Year 7
Above NMS	56%	54%	55%	41%	51%	59%	59%	79%	55%
At NMS	30%	22%	31%	32%	19%	30%	24%	12%	24%
Below NMS	14%	25%	14%	27%	30%	11%	16%	8%	20%

NAPLAN – Numeracy Test

	2010 Year 3	2010 Year 5	2010 Year 7	2011 Year 3	2011 Year 5	2011 Year 7	2012 Year 3	2012 Year 5	2012 Year 7
Average Score	339	434	493	321	439	506	334	437	485

NAPLAN - Numeracy Test

Percentage of Students Above, At and Below National Minimum Standard Levels (NMS)

	2010 Year 3	2010 Year 5	2010 Year 7	2011 Year 3	2011 Year 5	2011 Year 7	2012 Year 3	2012 Year 5	2012 Year 7
Above NMS	61%	53%	55%	46%	53%	72%	55%	55%	37%
At NMS	28%	31%	33%	25%	36%	23%	28%	28%	45%
Below NMS	11%	16%	13%	29%	11%	5%	17%	17%	18%

Yule Brooke College

Context Setting

Yule Brook College is an Independent Public School in Maddington Western Australia. The local demographic is characterised by people with low income, pockets of high unemployment, a broad ethnic mix and social problems associated with social exclusion. Many people experience high levels of disadvantage, low educational achievement and aspirations, deprivation (inability to afford essential items such as food) and do not have opportunities to participate in widely practised social and economic activities.

The school caters for approximately 200 students in Years 8-10 (40% Aboriginal, 70% boys, 15% non English speaking background). Yule Brook College became an Aboriginal Innovation School in partnership with Sevenoaks Senior College in 2012. The two schools are working together to improve the transitions between phases of schooling and further education and work.

Reform Activities

Attendance is often an issue for schools in low socio economic areas and Yule Brook College is no exception. The NP funding has directly supported interventions to improve attendance and engagement. It has allowed the school to build a stronger student services team, set up a girls' academy and continue with the mentoring through Big Picture design. Extra money has meant the school can afford to run Advisory classes with 15 students and deliver an effective program that forges enduring relationships with teachers, students and families that addresses the issues of attendance and engagement. This has a flow on effect to achievement – the school's NAPLAN progress over the last three years have exceeded those of cohorts in similar schools, in Western Australia and Australia.

The school's approach to building attendance is threefold.

Attendance of Aboriginal boys is encouraged and supported through enrolment in the Clontarf football academy. The Clontarf Foundation is a not-for-profit organisation existing to improve education, discipline, self esteem, life skills and employment prospects for young Aboriginal men and equipping them to participate purposefully in society with football as the motivator. Through the hook of offering first class football coaching, The Clontarf Foundation has outstanding success in improving the attendance and attitudes of participating students. Clontarf provides the school with a strong mentoring program for Aboriginal students, transport to school and helps build strong relationships with families.

The school operates within a Big Picture design framework, which is a philosophy, based on solid research, encompassing a highly personalised approach combining academic work with real-world learning. The school's alternative model of curriculum delivery is quite different to traditional schooling models. The adoption of Big Picture was revolutionary and innovative and continues to be so.

At Yule Brook College each student has an Advisory teacher who becomes a significant mentor to that child (and their family) over the three years they are at the school. The Advisory teacher is responsible for working with a group of students – usually around 15 in the class – for about half of the week. They work on a robust cross curricular program based on the Big Picture learning goals and deeply grounded in strong enduring relationships. These strong links are created between home and school as parents, students and Advisory teachers collaborate (four times a year) to create individual learning plans focused on the students' interest area and any special needs they may have. At Yule Brook College every student has an individual learning plan.

Each term the students celebrate their learning through exhibitions. Exhibitions provide the opportunity for students to demonstrate and celebrate their learning before a panel that includes peers, family members and school staff. It is a very effective process that raises accountability for students and teachers, increases student awareness of their strengths/challenges and develops confidence and public speaking skills. The schools reports that it raises parental expectations of their child's success. Currently more than 85% of families actively participate in these events - a level of parental involvement not usually seen in secondary schools. It is this relationship with parents and students that builds attendance and engagement and because Advisory teachers are constantly in touch with parents, absences are generally explained. Students stay away less because they feel comfortable at school and parents always have a positive point of contact at the college. The schools reports that building a culture of trust has resulted higher levels of parent engagement, increased attendance, and a decrease in the number of unauthorised absences.

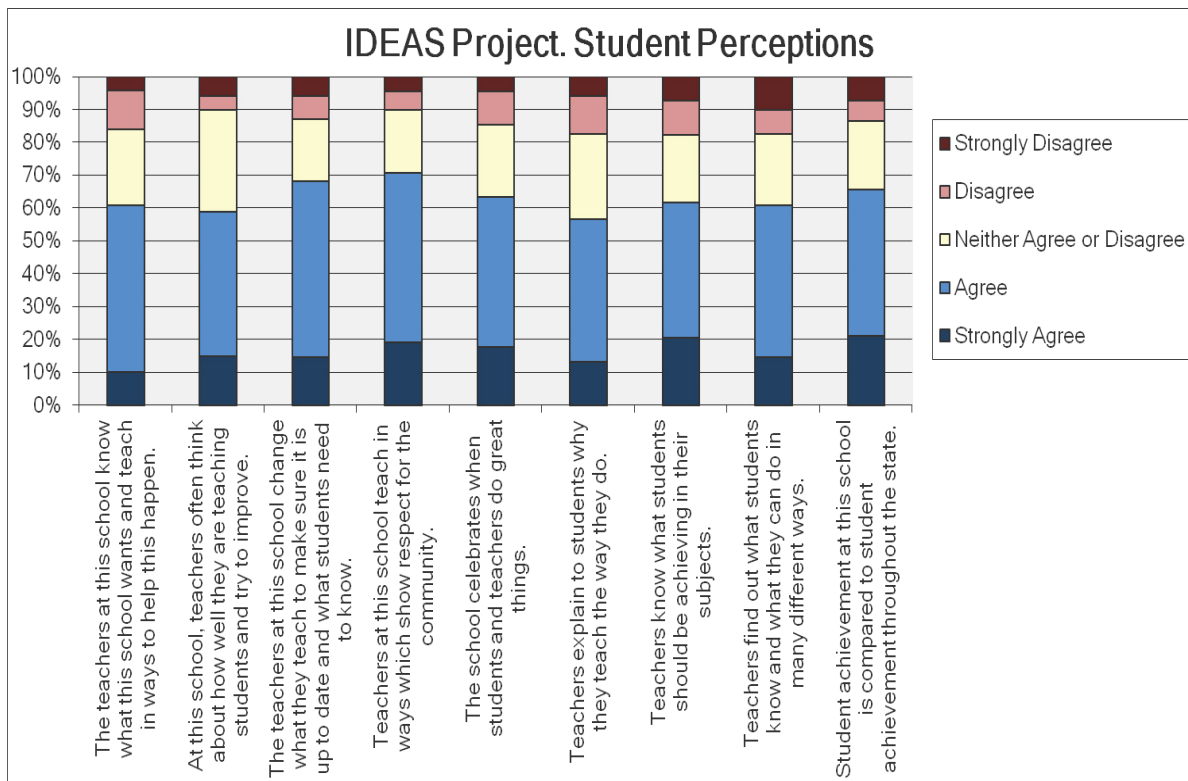
The girls' academy provides girls with numerous activities and excursions, opportunities for life skills workshops, and focuses on areas such as resilience, self esteem, sexual health and safe and protective behaviour. All girls have the opportunity to join the girls' academy – Aboriginal girls are particularly engaged because it is run by an AIEO and another mentor with a passion for improving outcomes for Aboriginal students. It was established as a trial in 2010 in response to Term 1 attendance data indicating that many girls did not feel a sense of belonging to the school. The number of girls who attended regularly (more than 90% of the time) was half that of the boys. Girls stayed away and this increases the potential for them to become engaged in risky and antisocial activities. This statistic has since turned around –regular attendance more than doubled (from 26% to 55%) and the success can be directly attributed to the girls' academy. Parents have been strong advocates for the girls' academy, lobbying for its continuance through surveys and the P&C.

Progress/Outcomes

The girls' academy received the 2012 City of Gosnells Safe City Community Initiative Award for facilitating a mentoring program to encourage female students to attend secondary school and engage them in activities to reduce 'at-risk' behaviour.

In addition to this Yule Brook College won the Department of Education 'It all Starts at School' attendance strategy in December 2011 because of notable improvement in attendance for the year in all areas. Not only did whole school attendance improve but the Aboriginal student attendance rate surpassed the state average!

The school also improved in all other targeted attendance areas in 2010-12, achieved the highest improvement in the percentage of students –regular category 2012 (South Metro Education Region), was commended for improving overall attendance and almost doubled the percentage of authorised absences 2010-12.



Attendance is improving all the time in every area

Semester 1 - 90%+ attendance girls

Year	Percentage
2010	20%
2011	35%
2012	55%

Semester 1 - 90% and above attendance

Year	Female	Male
2010	20%	40%
2011	35%	40%
2012	55%	45%

Percentage of authorised absences - gender

Year	Male	Female
2010	28%	30%
2011	40%	50%
2012	50%	65%

Percentage of Absences Authorised

Year	Percentage
2010	28%
2011	40%
2012	55%

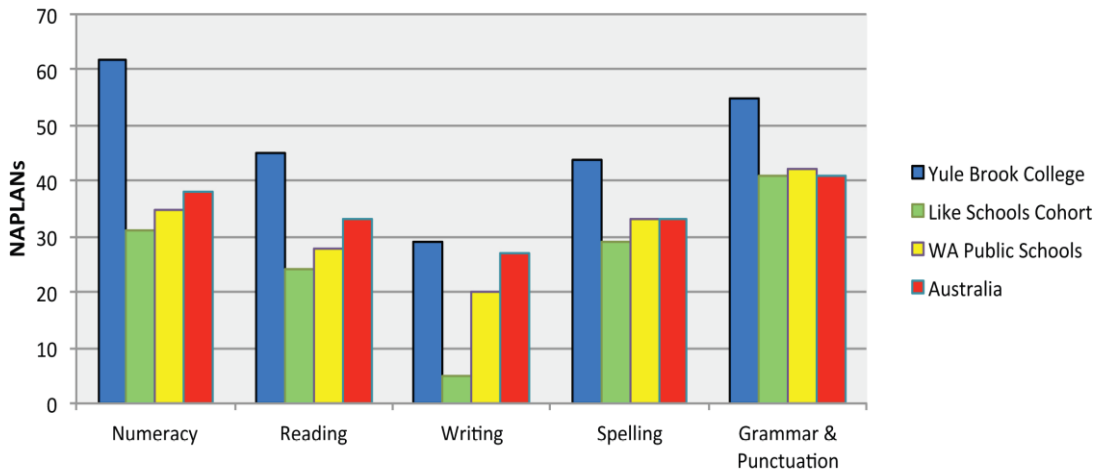
Aboriginal Students Secondary Attendance Rates

Year	Yule College Aboriginal Students	State Aboriginal Students
2010	65%	68%
2011	68%	70%
2012	70%	72%

Girls Academy motivates and improves attendance

Improved attendance and engagement mean better progress.

Summary of NAPLAN Progress 2010 - 2012 (Years 7 - 9)



Yule Brook Data Sets

	School Attendance Rate	State Attendance Rate
2010	75.1%	87.6%
2011	79.1%	87.5%
2012	79.2%	87.7%

NAPLAN - Reading Test

	2010 Year 9	Year 9	2012 Year 9
Average Score	493		506

NAPLAN - Reading Test

Percentage of Students Above, At and Below National Minimum Standard Levels (NMS)

	2010 Year 9	Year 9	2012 Year 9
Above NMS	23%		28%
At NMS	33%		42%
Below NMS	44%		30%

NAPLAN - Numeracy Test

	2010 Year 9	Year 9	2012 Year 9
Average Score	494		542

NAPLAN - Numeracy Test

Percentage of Students Above, At and Below National Minimum Standard Levels (NMS)

	2010 Year 9	Year 9	2012 Year 9
Above NMS	24%		50%
At NMS	33%		40%
Below NMS	43%		10%

MEDINA PRIMARY SCHOOL

Context Setting

Medina PS is a small school with a growing population in the early years. The current student population of 184 students includes 74 Aboriginal students (40%). The school is in a low SES community. Many of its students come from single parent families and homes that are welfare dependent, have ongoing issues with child neglect, drug and alcohol abuse, domestic violence and long term unemployment. This is an area of long term intergenerational poverty. Over the past five years, Medina has consistently underperformed in NAPLAN and has low attendance rates.

Reform Activities

Medina's improvement strategies, funded through the Low SES NP, have focused on early identification, intervention and extended services. There is a continued ongoing emphasis on literacy and numeracy improvement. The improvement plan acknowledges that the improvement strategies are reliant upon good quality teaching, provision of extended student support services and very importantly, parent and community support.

Medina's reform activities are based on a principle that good teaching can make a difference and that this is the foundation of all improvement strategies. Through NP funding, one of the school's key actions to improve school performance focused on improving the quality of its teaching team. To assist this, the school increased the size of its executive leadership team. They have employed two 0.5 FTE Deputy Principals (Early Childhood and Primary). The new executive team have led the staff in collaboratively developing three core beliefs that underpinned their improvement agenda:

All children can learn.

All staff should have high expectations and high standards.

No excuses!

The two deputy principals have been responsible for implementing a whole school approach to literacy and numeracy across the school, overseeing the implementation of the school improvement plan and also to plan for sustainability post funding.

The improvement plan has been assisted with a comprehensive professional learning plan. Development of the professional learning plan has been assisted by pooling resources with other NP funded schools to hire two Instructional Leaders. The Instructional Leaders work across multiple school sites, with classroom teachers and support staff to interrogate NAPLAN data, plan collaboratively for improvement, coordinate professional learning, model instructional strategies, observe and give feedback, guide and mentor.

NP funding has also been used to release teachers to plan collaboratively or to attend professional learning in literacy or numeracy. A strong emphasis has been placed on all teachers being trained in First Steps literacy and numeracy, Aboriginal Oral Language Initiative, Two-Way Teaching, Letters and Sounds, Magic 100 Words and Interactive Read-Aloud.

Changes to school operations have included the running of an uninterrupted literacy block four days a week. All children participate in activities on differentiated sounds and sight words, which are short, sharp and repetitious. The model is based upon brain theories which state that in order to learn and to read, students must develop the constrained skills of literacy by using their procedural memory (responsible for remembering patterns). According to their theory, in order to develop patterns children require between 40-100 repetitions on one thing (in this case, a sound or a word).

Students are also reading to teachers, support staff and parents. Every child from K-Yr 6 takes home levelled readers. Every child has a Reading Recovery level and knows exactly how they are progressing with reading and writing through data walls and bump it up walls. The rest of the literacy block follows the structured and consistent format adapted from the Aboriginal Literacy Strategy. One of the successful features of the literacy block is the guided reading and rotational reading activities. Teachers take the guided reading group from the 'engine room' where everything they need is on hand, whilst keeping an eye on and directing the rotational reading activities. Activities are differentiated to suit the differing abilities of the students. School based data has shown that in 2013, Medina has increased the number of students achieving reading benchmarks on average by 30% in each grade. They have also reduced the number of students from per-primary to Year 6 at severe educational risk from 34% to 19%.

The school's numeracy block follows the same structure as the Aboriginal Literacy Strategy. It involves a calculation session and then either a guided, modelled, group or independent session that makes up the main body of the block. The block ends with a plenary, which may include writing in their maths journal or a verbal reflection of what students learnt during maths.

The Instructional Leaders have developed monitoring and tracking tools to ensure 'no student falls through the net'. Student work, student achievement, student progress and student well-being is discussed regularly at meetings and is used to prepare the next stage of planning. Weekly collaborative meetings in learning teams centre on student progress

including assessment, target setting, planning, professional learning, instructional strategies, student case management and review. Personalised plans and thorough case management ensures parents are well informed and students are getting the support they require. Students that are identified at risk are placed on Personal Learning Programs and monitored regularly. Year 3 students that are currently on Personal Learning Programs have achieved an accelerated rate of learning between 300% and 740% for sound recognition, sight word recognition and reading level in 2013.

In the past, Medina has suffered a high staff transience rate, but due in part to the high level of support, professional learning and aligned school direction, staff are now wanting to stay on as permanent staff members. The school has used NP funding to develop the leadership skills of their permanent staff. These leaders have worked with the Federation Instructional Leaders, as part of the Federation of Kwinana Schools Strategy, to guide, model and mentor other staff. They have seen it as vital to the improvement agenda that they build capacity of classroom teachers and school leaders. Every teacher in the school is being guided and given opportunities to lead programs within the school so that leadership is shared and distributed, and promotes whole school and individual accountability for the improvement agenda.

Medina has also experienced considerable success in developing partnerships with external agencies and parents.

	School Attendance Rate	State Attendance Rate
2010	92.9%	92.9%
2011	87.5%	92.7%
2012	87.8%	92.3%

NAPLAN - Reading Test

	2010 Year 3	2010 Year 5	2010 Year 7	2011 Year 3	2011 Year 5	2011 Year 7	2012 Year 3	2012 Year 5	2012 Year 7
Average Score	374	443		320	280		319	436	

NAPLAN - Reading Test

Percentage of Students Above, At and Below National Minimum Standard Levels (NMS)

	2010 Year 3	2010 Year 5	2010 Year 7	2011 Year 3	2011 Year 5	2011 Year 7	2012 Year 3	2012 Year 5	2012 Year 7
Above NMS	77%	69%		43%	7%		38%	50%	
At NMS	23%	6%		14%	27%		38%	33%	
Below NMS	0%	25%		43%	67%		25%	17%	

NAPLAN – Numeracy Test

	2010 Year 3	2010 Year 5	2010 Year 7	2011 Year 3	2011 Year 5	2011 Year 7	2012 Year 3	2012 Year 5	2012 Year 7
Average Score	405	407		316	392		296	421	

NAPLAN - Numeracy Test

Percentage of Students Above, At and Below National Minimum Standard Levels (NMS)

	2010 Year 3	2010 Year 5	2010 Year 7	2011 Year 3	2011 Year 5	2011 Year 7	2012 Year 3	2012 Year 5	2012 Year 7
Above NMS	100%	37%		28%	20%		31%	33%	
At NMS	0%	31%		50%	47%		31%	50%	
Below NMS	0%	31%		21%	33%		38%	17%	

ROEBOURNE DISTRICT HIGH SCHOOL

Context Setting

Roebourne District High School is located in the Pilbara, approximately 1500 km north of Perth and 40 kilometres east of Karratha.

The school caters to students from Kindergarten to Year 12; approximately 98% of the students are Aboriginal; the other 2% come from New Zealand and South Pacific Island backgrounds. Although there are a number of language groups in Roebourne, the students generally come from three main language groups - the Ngarluma people who are the traditional owners of the land, the Yindjibarndi people and the Banyjima people. The students speak a range of languages as well as Aboriginal English.

The Roebourne District High School is in a low socio economic community. Parents in Roebourne face a variety of challenges in providing optimal care and education for their children. Factors such as attendance, family engagement with the school, student aspirations for the future, malnourishment, mental health and wellbeing, transient population and housing are all real issues for the students and community. The school encounters and works with these challenges on a daily basis.

The major issue the school chose to address through NP funding was the amount of students who truant on school grounds. The students would come to school and wander around the grounds; these students would not go into class or engage with the teachers. The truanting students would come to be around the school and try to encourage those students in class to come out.

Reform Activities

After conversations with the school community, it was decided that the school would employ an Internal Truant Officer. The staff member's role was to be visible outside of the classrooms and in the yard. They were to talk with students about why they were out of class or not going to class and try to engage them into the classroom. If a student exited the classroom they were spoken to by the Truant Officer and encouraged to return to the class or to assist the Truant Officer with a small gardening task in the yard until they were ready to return to class. The Truant Officer worked predominately with a small group of young male students in Years 2 to 5 as these were the most disengaged students. Many of these young boys had missed a significant amount of schooling, with attendance rates as low as 4%.

Progress Outcomes

Observations of the Truant Officer's role suggest that this strategy has removed the issue of internal truancy within the school grounds. The Truant Officer has also been responsible for reducing negative behaviour and critical incidents within the school grounds. While there is little qualitative data to see the results as yet, members of the school community and visitors to the school now describe the school as being much more settled and having a calmer atmosphere than it had previously.

Feedback from parents and the community has been positive about having a person in this role. Other evidence is the reduction in the number of yard incidences and the reduced amount of calls to external agencies and families for assistance with internal truants.

	School Attendance Rate	State Attendance Rate
2010	61.8%	92.9%
2011	56.9%	92.7%
2012	59.9%	92.3%

Attendance Rate

	Y01	Y02	Y03	Y04	Y05	Y06	Y07
2010	N/A	67%	67%	63%	72%	61%	48%
2011	N/A	N/A	58%	70%	66%	52%	48%
2012	70%	N/A	N/A	61%	64%	62%	48%

Catholic Sector (CEOWA)

SPEECH THERAPY AND OCCUPATIONAL THERAPY PROGRAM

A particular showcase activity involves the partnership with Curtin University and the **Speech Therapy and Occupational Therapy Program**. Research shows that an important aspect of Literacy development is the role of speech therapy support

in the early learning years. For many parents, access to speech therapy support can involve a significant wait list. In the case of children in Pinjarra, this can be as long as 18 months. The program involves third and fourth year speech therapy students from Curtin University being placed in a primary school for one day per week for the full school year and in part of the semester holidays. The focus is on students from K to Year One. This forms part of the clinical practice requirement of their qualification. About three to six university students are involved in the school under supervision of a qualified speech therapist. The students support school students and teachers by developing assessment and support programs in areas of speech therapy. These are designed to support and integrate with literacy and numeracy strategies operating in the school. Information sessions and training for school staff also occurs. Information sessions and reports for parents are also provided. The five schools involved in the program report significant improvement in the literacy levels of the students in kindergarten, pre-primary and year one.

The program operates in four metropolitan schools as well as **Pinjarra** and **Waroona** (where occupational therapy support also operates). The CEOWA has made this a system priority and is coordinating the program with Curtin University through a Memorandum of Understanding. Eventually, other non-Low SES schools will be offered participation in the program but without funding support from the Low SES NP. Teachers, principals and parents have been highly supportive of the program, with significant improvements in literacy reported. CEOWA intends to continue this program through 2013 and 2014 as a system priority, with expansion to schools in Geraldton.

St Gerard's Catholic Primary School and **Majella Catholic Primary School** have a cohort of approximately 80% of refugee, east African and Middle Eastern origin. These students and their families face significant social, cultural and learning challenges. Both these schools have implemented a range of programs which address literacy and numeracy, community relationships and attendance and engagement. Some examples include morning coffee and tea sessions for mothers; engagement of additional teacher assistants to support literacy and numeracy; partnership with the Books in Homes organisation (Majella) so that students have books they can take home to share; magazine clubs; the "Mathletics" literacy program (St Gerard's); Blueearth program to support physical and emotional well being and personal development (St Gerard's); and cultural awareness and support programs for the students. Both of these schools are also supported in the Fogarty Foundation's Edvance which addresses leadership capacity and whole school improvement.

The literacy and numeracy support program at **Clontarf Aboriginal College** continues to deliver strong outcomes. This involved education students from the university testing school students and providing one-on-one support in the school. The reading age of some students was improved by 3 years in a period of 6 months. A similar program was implemented at St Clare's School and strong improvement has been noted. An additional outcome at this school was the mentoring role the Notre Dame students had once trust had been developed with the school students, who typically come from very strained family situations.

Independent Sector (AISWA)

EMMANUEL CHRISTIAN SCHOOL

Emmanuel Christian School has a high proportion of migrant and refugee children whose literacy and numeracy needs require specialist teaching. AISWA Consultant delivered the TESLMC PD in Term 2 to assist teachers to cater for the wide variety of needs of second language learners they have enrolled. The needs of the students and teachers have been identified and teachers will be upskilled. The progress of this project will be monitored.

ALTA-1 MIDDLE SCHOOL CURRICULUM DEVELOPMENT

Alta-1 is an alternative secondary school for students at risk. Increasingly the school has enrolments from younger students in Years 8-10 and therefore there has been a necessity to develop a middle school, which is appropriate for the clientele, but still adhering to the requirements of the state and national curriculum. A consultant was employed to develop the curriculum subsidised by Low SES funding. An online version has been produced for students, who for a number of reasons, are unable to physically attend school.

The curriculum was developed over six months and will be implemented during 2013. It is expected that students will be engaged in the curriculum as it has been designed for them and that attendance and attainment will improve. The curriculum will be revised regularly to ensure the needs of the students are being met.

SOWILO COMMUNITY SCHOOL

The CARE schools enrol a large number of students who are socially and emotionally challenged and need support in this area before they can be expected to engage with the curriculum. They have subsidised youth workers/ social workers to

assist students to feel safe to return to the school environment and continue their interrupted education. This has been particularly successful at Sowilo Community School and Port School where attendance and engagement has been slowly increasing and student achievement reflects this. This youth worker has also introduced a personal grooming course to improve student appearance and performance to assist when applying for a job. This culminates in a photo shoot and meal and has been highly successful with students and evident in the feedback from employers.

ICT RICH LEARNING ENVIRONMENTS

Purnululu Aboriginal Community School sits 250km south west of Kununurra in the Purnululu National Park. As with all of our Aboriginal Independent Community Schools it caters for 100% indigenous students from Purnululu Community in which the schools exists. The teaching Principal is dedicated to developing capacity in both teachers, and AEWs in IT integration in learning in order to immerse students in an IT rich learning environment.

The key objective of this project will be to create a whole school ICT Education plan. The Principal plans to bring this school to the forefront of ICT pedagogy. Mentoring throughout this project will be available through leading principals associated through AITSL, AISWA, SOE Software and potentially successful schools in Victoria that are also of a Low SES status. The Project is still underway and so far the Principal has engaged in professional learning, has purchased required resources and engaged with the school community to restructure classrooms and the timetable to cater for innovative teaching and learning.

WONGUTHA CAPS ESPERANCE

CAPS Wongutha is a senior secondary Residential College for Indigenous students, which concentrates on vocational education and training. The school has increased the number of students training for and obtaining their drivers' licenses which assists in work placement in the community. As well as this the school has developed a very strong relationship with the Esperance community and students are held in high regards by employers in the town. Most students return to their communities upon completing Year 12 and feedback indicates that more students are retaining employment due to the skills they have acquired in their workplace training.

ABORIGINAL EDUCATION WORKER MENTORING PROJECT

Yilyi and Kulkariya Community Schools are two of AISWA's AIC Schools in remote parts of the Kimberley Region. The schools cater for the students (100% Indigenous) from these communities and other surrounding outstations. In order to improve the capacity of AEWs and with the long term view to improving the attendance and engagement of students, it has been identified as beneficial to develop the engagement and involvement of the AEWs and to acknowledge their status as experts in their languages and cultural understandings.

The two schools formed a cluster to improve the engagement of, and to up-skill their AEWs. The schools engaged existing staff and used outside providers as mentors for the AEWs. The mentors were involved in supporting the AEWs through their Teacher Assistant Training at UNDA in Broome as well assisting them to develop their skills in the classroom and their capacity as teachers of their traditional languages.

As a result of the mentoring, a number of AEWs graduated from their Certificate III in Teacher Assistant Training at UNDA and are pursuing the Certificate IV in 2013. The AEWs have also engaged in language teaching within their schools and are working alongside the teachers to assist with the engagement of students.

THE AICS LITERACY PORTAL PROJECT

Twelve (12) AIC Schools formed the AICS Learning Community Cluster to establish the AICS Literacy Portal. The schools in the AICS Learning Community cluster cater for Indigenous students from the early years to Year 12 and are located in remote areas all over Western Australia between Kununurra and Esperance.

The intention of the Literacy Portal Project is to build teacher capacity by developing their professional engagement and knowledge. Often it has been difficult for teachers in remote areas to access the same level of professional learning and resources due to physical distance. As the Literacy Portal is an online resource, it allows teachers to be connected as a professional learning community wherever they're located. The portal houses resources, research, teaching strategies, activities, links to useful websites and blogs, planning templates and assessment support. It also provides access to a curriculum targeting the needs of students as Indigenous learners and as students for whom English is an Additional Language or Dialect (EALD), based on the Australian Curriculum and connected to activities, resources and assessment at the content level and the year level. There is also a forum for teachers to engage with each other, share resources and maintain contact with consultants for specialised support.

The aim of the Literacy Portal Project was to develop teacher capacity and build a culture of excellence in teaching and the project is well on its way to achieving these aims. By June 2013 all teachers in the cluster have received professional development and training in how to use the portal and how it can support them in the classroom. The level of initial

engagement has been high and the number of teachers accessing the resource and contributing to the forum is always increasing. Further support and training will be provided for teachers in 2013 and beyond, specifically in relation to recording and analysing data on the LTrack (literacy assessment tracking tool) to inform their planning and teaching.

THE PRICE PROGRAM – INNOVATIVE PROJECTS

A number of the AICS teachers have been involved in the PRICE Program in 2012. Their involvement in PRICE has seen them engage in a number of activities and processes all designed around the AITSL Australian Professional Standards for Teachers and to develop teacher quality in our schools. One of these processes has required teachers to develop and engage their students in an Innovative Project.

The secondary teacher and students at **Yiyili Community School** created the **Yiyili Café**. Students are involved in learning about foods and ingredients (including sharing their knowledge about traditional foods), reading and writing recipes as well as cooking them, planning and holding food events such as stalls at the school open day, a take-away coffee trailer at football games and other community functions. At **Purnululu Community School** the Primary Literacy Teacher has initiated the **Come and Read with Me! Project** which is a whole school approach to improving reading by engaging the students in reading every day.

The above projects were very successful in both engaging students and in building teacher capacity. Teachers were encouraged through PRICE to source and research innovative strategies and practices and create unique projects to target identified student needs. The Yiyili Café continues to host many successful functions and won a prize for having their letter published in Delicious Magazine. This year the staff and students took the coffee trailer on the road and supported the Gibb Challenge, a mountain biking event, which is a major fundraiser for the Royal Flying Doctor Service. This project is providing genuine hospitality and tourism opportunities for the students. The Come and Read with Me! Project has been running successfully since the beginning of the year and has seen a range of improvements in the school. All students read every day and rotate through reading independently, reading with AEWs and reading being assessed by teachers. The school maintains reading portfolios for all students containing assessment data which is analysed regularly by teachers and AEWs. AEWs have undergone training in the program and community involvement and engagement in their children's reading has improved.

Section 3 – Milestones

Low SES School Communities NP

Milestones in Progress Report—(Achieved 1 January to 30 June 2013)

Milestone	Detail of achievement against milestone (Quantitative and Qualitative)	If not achieved or partially achieved, reasons why (Qualitative)	Strategies put in place to achieve milestone and updated timeframe (Quantitative and Qualitative)
Government Sector			
Low SES Schools Exchange meetings twice per semester A forum will be held so that Low SES school communities can radiate successful practice.	Achieved		
An extended service schools forum is held to share and radiate practice School leadership teams will participate in a forum to share successful practice.	Planning has commenced for later this year.	The forum is scheduled for 1 November 2013 but the theme has been modified following the report <i>Student Attendance and Education Outcomes, Everyday Counts</i> Report, describing the association between student attendance and achievement.	Planning for the forum is underway and invitations have been circulated.
Catholic Sector			
Eight Kimberley schools (and Carnarvon) with small cohorts of senior secondary students, supported, particularly in terms of enrolling in some of the Western Australian Certificate of Education (WACE) courses, for example: <ul style="list-style-type: none"> o Schools have processes manuals and other resources and copies of courses; o Students are enrolled in <i>at least one</i> WACE course; and o Deputy Principal is funded to mentor the schools and assist in enrolment and accountability processes. *This is a milestone from 2012 SSNP Annual Report and 2011 SSNP Progress Report.	Program is confined to 1 Kimberley School and in Carnarvon	The only school which is now prepared, qualified and resourced to deliver such courses in the Kimberley is Luurnpa Catholic school in Balgo. Funds are directed to Balgo to support this school and especially to integrate WACE courses with the Trade Training Centre learning program. Students from Bililuna and Mulan also attend. In Carnarvon, which is a K – 10 school, students study senior secondary courses in partnership with Nagle Catholic College in Geraldton. A key issue is the lack of trained teachers, very small and transient student numbers and the fact that many students are simply not able enough to cope with senior secondary studies, even at Stage One level of achievement.	No plans exist to change the current focus on the schools described adjacent. However, if a pending Trade Training Centre Application is successful for Warmun. Beagle Bay and Lombadina, aspects of WACE courses could be implemented as part of the VET program

<p>Extending Bluearth Program Students' social, emotional, self discipline, resiliency, fitness and attendance are increased, through the expansion of the Bluearth Program and additional staff trained by Bluearth coaches.</p>	<p>Three schools in Geraldton, 9 metropolitan and south west schools and 8 Kimberley schools (Total 20 schools) delivered the program in 2013.</p>	<p>One metropolitan school decided not to participate in the program and directed their resources to other forms of support to the low SES students. The program was withdrawn from 2 Kimberley remote schools due to geographic reasons as well as the fact that the program was not being well embedded into school practice. This was especially so where inexperienced teachers and principals existed.</p>	<p>There will be no increase beyond the 20 schools in 2013. This has not had any detrimental effects as the schools have been able to direct their funding to alternative means of supporting students that the Bluearth program offers.</p>
<p>Independent Sector</p>			
<p>Effective and evidence-based teaching Six schools will participate in professional learning in teaching practices to improve student learning. Specialist Literacy/Numeracy teachers will demonstrate effective teaching strategies, observe lessons and provide guidance to the teachers.</p>	<p>Teachers in independent schools, both Indigenous and non-Indigenous, have participated in some form of PL to improve student learning and have been supported by AISWA Consultants.</p>	<p>Staff turnover continues to be an issue in gaining consistency in teaching practices based on PL undertaken.</p>	<p>PD is now being refined to enable it to be offered in smaller modules to ensure greater degree of relevance and wider access for teachers who join the staff at any time. .</p>
<p>Community Links 12 Schools will access more services offered by community organisations and other service providers.</p>	<p>Four CARE Schools have engaged with community organisations and other service providers to provide work experience and employment opportunities as well as programs to assist the social and emotional well-being of students. Eight AICS Schools are continually working to develop community-school links by involving students in a range of activities and organisation of community events, open days and school functions.</p>	<p>Transience and inconsistent levels of participation by those involved have meant that programs have not been as successful as possible</p>	<p>CARE Schools are engaging in providing programs for work readiness and personal development to enable them to be more ready to participate in the community and work places.</p>
<p>Social and emotional well being Teachers from five schools will participate in appropriate Professional Learning to strengthen skills in dealing with students with social and emotional problems. Mentors will provide models for students with social and emotional problems.</p>	<p>Five schools, mainly CARE Schools, have employed youth/social workers as mentors to assist in building resilience in students.</p>	<p>Funding has not allowed adequate student- to-mentor ratios to provide as much support as is needed.</p>	<p>Schools are working to ensure that they continue to provide the best social and emotional strategies for their students and as such youth workers will continue to operate in these schools.</p>

<p>Whole school planning Six whole school Literacy and Numeracy plans will be developed to integrate learning across the school.</p> <p>Specialist Literacy/Numeracy consultants will assist in the implementation of the school plans in the classroom.</p>	<p>Whole School Planning has been incorporated into the work of the two new Consultants working under the national Plan for School Improvement. More than six schools have been involved in this work.</p>	<p>The main reason for partial success has been the increasing workload of the principals</p>	<p>This work is on-going and it is the aim to get leadership to play an increasing role.</p>
<p>Innovative teaching practices Five schools will incorporate innovative practices into their own teaching programs.</p>	<p>36 teachers in 8 schools work closely with a consultant to implement collaborative practices within their schools which enable less experienced teachers to observe and receives modelling by more experienced teachers.</p> <p>PRICE is an on-going program with continuing success for teachers who have been involved in terms of their level of engagement in research and best practise models. In addition it has assisted with the retention rate of teachers in our most remote schools.</p> <p>More than five schools have integrated the use of interactive whiteboards and iPads into their classrooms to improve engagement and attainment.</p>	<p>Schools are still developing their processes. Lack of access to relief teachers is somewhat problematic when arranging for teachers to observe others.</p> <p>Student engagement has definitely improved and levels of staff IT knowledge are continually being developed. In addition systems are currently being updated to accommodate for increased IT use.</p>	<p>All 8 schools are working towards full implementation of these practices.</p> <p>Further up-skilling of teachers and system development is occurring.</p>