



Australian Government



**IMPROVING TEACHER QUALITY  
LOW SES SCHOOL COMMUNITIES**

**Tasmania  
Progress Report 2013  
(1 January – 30 June 2013)**

**Due 31 October 2013**

## INTRODUCTION

The first six months of 2013 has seen Tasmania continue to build the leadership density and capacity of principals, build teacher capacity around pedagogical knowledge, using evidence-based data to inform whole school improvement planning, provide opportunities to close the gap between Aboriginal and non-Aboriginal student achievement and provide for better transitions between primary and high school and high school and post-Year 10 education and training.

A central focus for the Department of Education (DoE) has been building on the work already done towards achieving the priorities of the department's strategic plan *Learners first strategy*. This clearly articulates the department's vision and seeks to 'provide every Tasmanian with the opportunity to learn and reach their potential to lead fulfilling and productive lives and to continue to contribute positively to the community.'

All work undertaken by the department through a range of funding initiatives contributes to achieving the key drivers of the strategy:

1. Successful learners
2. An innovative workforce
3. Inspired leadership
4. Community confidence
5. Dynamic learning environments

And our priorities:

1. Early Years – Bright Beginnings
2. School Education – Great Schools, Great Communities
3. Further Education, Adult Learning and Skills – Purposeful Pathways

Eleven networks of schools and colleges continue to work together to support school and system improvement, improved student learning outcomes and reform. The department is fostering a strong culture of collaboration. Each network continues to be supported by a Principal Network Leader (PNL) whose role is to support school principals with a focus on school improvement and accountability.

The PNL role focuses on improving the performance of all schools by building the capacity of principals to lead and manage, to improve the quality of educational programs and the performance of all students. Principal Network Leaders are working extensively with school leaders to develop and implement effective whole school approaches. These structures and processes are increasing accountability across the system.

A state-wide group of Network Lead Teachers was established to support the Literacy and Numeracy Strategy 2012-2015 – which outlines a systematic, statewide approach which emphasises whole school and evidence based practices. Literacy and Numeracy Lead Schools are working together to support other schools to improve literacy and numeracy practice and performance. Every school has a literacy and numeracy improvement plan that identifies strategies for action and performance targets. Literacy and numeracy development are key departmental priorities as identified in School Support and Expectations 2013 and are the foundation for learning

across all areas. All schools have a focus on improving and numeracy in their school support plans. *Supporting Literacy and Numeracy Success: A teacher's resource for Early Years to Year 12* is a new resource providing further detail regarding effective teaching and learning of literacy and numeracy at a whole school and teacher level.

A targeted and strategic suite of professional learning programs are provided by the Professional Learning Institute (PLI) to school leaders in relation to improving literacy and numeracy. Eight Australian Curriculum Teacher Leaders appointed at the beginning of 2013 also have a literacy and numeracy focus across Years 9 to 12.

The department is working with the University of Tasmania (UTAS) Faculty of Education on a project to improve literacy and numeracy across Years 5 to 8. The project targets the transition from primary to secondary school – in response to the outcomes of NAPLAN results in Years 7 and 8. The purpose of the action research is to explore issues, share best pedagogy, beliefs and practices to investigate how the performance of students in Year 7 and 9 can be improved. The focus of the research is on engagement, transition and retention through common approaches to literacy, numeracy and attendance. The aim is to develop and trial a number of ideas and initiatives that may be transferable to all Tasmanian Government schools. Five secondary schools and one combined school are working with their associated primary schools as clusters in action-based research – with a strong focus on teacher professional learning. The schools and their clusters are located in various regions with each location representing an opportunity to explore a related but varied challenge. The 12-month project commenced in January 2013; with the possibility of extending into 2014. Participating schools are:

- Scottsdale Cluster – Scottsdale High School, Scottsdale Primary School, Ringarooma Primary School, Bridport Primary School
- Penguin Cluster – Penguin High School, Penguin Primary School, Riana Primary School
- Ogilvie/New Town Cluster – Ogilvie High School, New Town High School, New Town Primary School, Lenah Valley Primary School, Bowen Road Primary School
- Tasman Cluster – Tasman District School.

Building learning cultures in our schools and system is fundamental to school improvement. During 2013, the PLI is providing programs that support aspiring, newly appointed and experienced leaders as well as programs that equip leaders with the skills to manage and encourage innovation and continuous improvement. In order to ensure that Tasmanian school leaders benefit from national developments in best educational practice, all relevant programs are based on the Australian Standards for Teaching, the Australian Standard for Principals and the Australian Curriculum.

To further develop the leadership capacity of principals and managers, the department under its International Speakers Program and in conjunction with the Centre for Strategic Education, hosted a series of inspiring workshops with internationally renowned educationalists, Dr Valerie Hannon and Dr Yong Zhao. The theme of their workshops was 21st Century learning with particular reference to innovation and entrepreneurship. Later in the year Professor Michael Fullan will address senior leaders of the department at the second Leadership Symposium. Building learning

cultures in our schools and education system is fundamental to school improvement. To this end, Professor Geoff Masters will return to Tasmania to continue his work with principals on the Teaching and Learning School Improvement Framework.

Professional Learning Institute initiatives in the first six months of 2013 have included:

- Development and consolidation of Aspiring Leaders Programs that can articulate post-graduate programs at UTAS.
- Development and refinement of nationally recognised quality assurance protocols that ensure all programs are of the highest quality.
- Involvement with research projects in conjunction with the Australian Institute for Teaching and School Leadership. As a result, the Shadowing Program for Aspiring Leaders will be loaded onto a national data base for exemplary programs.
- Literacy and numeracy leadership programs specifically designed for school principals. Seventy five principals have been involved.
- Integrating information technology into professional learning programs that have an emphasis on developing 21<sup>st</sup> Century skills. These programs are gaining national recognition.
- Developing feedback cultures in schools with an emphasis on classroom observation and feedback.
- Constructing programs with the Aboriginal Education Centre that specifically address standards 1.4 and 2.4 of the Australian Standards for Teachers which relate to Aboriginal education.
- Developing and delivering professional learning about the use of data to inform classroom practice with an emphasis on the use of the NAPLAN Toolkit.
- Brokering and co-constructing programs with the Tasmanian Polytechnic (now TasTAFE) for School Executive Officers and School Administration Officers.
- Maintaining and refining coaching, adaptive schools and Tribes programs.

Around 70 new principals have been employed in the last eighteen months. Each has undergone Principal Induction Training through the Principal Leadership Development Program. This is a five day program which provides support for principals as they develop their leadership skills in their new roles. The program is not only for principals who are new to the position, it is also for people who have held the position before but are beginning a new role in a new school.

The following themes have formed the basis of programs run to date:

- leading with and from data
- resource (human, financial and physical) management
- developing school plans
- instructional leadership
- Dare to Lead.

Participant principals are encouraged to review their current understanding of leadership against a capability framework at the beginning of the year and again at the end of the year to determine their growth throughout the year.

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

The data supports teachers in identifying areas of the curriculum requiring future focus or extension for a selected group of students. The links to teaching strategies in the Toolkit provide valuable resources to support planning processes. NAPLAN Toolkit professional learning formed part of the data literacy professional learning, program run through the PLI in early 2013.

A new online support system for schools is beginning to be rolled out across the state. Student Support System (SSS) is designed to capture the range of important information relevant to the support needs of every student enrolled in our schools including information about student behaviours, health and wellbeing, education plans, as well as support from professionals such as school psychologists. Over 500 school staff members have attended practical professional learning sessions in the use of SSS.

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

In 2009, the Department of Education commissioned Dr Stephen Lamb from the Centre for Post-Compulsory Education and Lifelong Learning at the University of Melbourne to conduct a review of Tasmania's school resourcing model. The purpose of the review was to provide advice to the State Government on preferred school resourcing mechanisms to support schools to deliver success for students from all backgrounds. The Fairer Funding Model is the result of the review and is a truly collaborative project, involving numerous stakeholders including the Australian Education Union and the Tasmanian Principals Association. Fairer Funding aims to ensure that young Tasmanians from all backgrounds receive an education that is equitable, of high quality and maximises their potential in life

This model features a core allocation to all schools that is supplemented where there is disadvantage or need:

- students from low socio-economic backgrounds
- students with disabilities
- Aboriginal and Torres Strait Islander students
- students who need help with English
- schools that are disadvantaged by their size or remoteness.

The Fairer Funding model was recently accredited and will be the mechanism through which the Better Schools reform funding will be distributed to Tasmanian Government schools from 2014.

The Department of Education is developing an e-strategy to ensure that learners can access and fully engage with the opportunities for 21<sup>st</sup> Century learning enabled by digital technologies.

Current priorities include:

- Deployment of an integrated Virtual Learning Environment (VLE) that provides schools with a common and contemporary tool set to support anywhere, anytime learning.
- Increased and ongoing support for the digital repository of learning resources that supports the Australian Curriculum implementation in Tasmanian schools.
- Delivery and scale of several new professional learning programs through the PLI to build leadership and teacher capacity, particularly to support digitally enriched pedagogy for 21<sup>st</sup> century skills and capabilities.

Strategic partnerships have also been established and strengthened to provide access to professional learning and resources for Tasmanian teachers and leaders in best practice use of technology.

Examples include: Apple Education, Microsoft Partners in Learning and Pearson.

### **Cross sector collaboration**

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

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## Section 1 – Improving Teacher Quality

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

In 2013, the Improving Teacher Quality (ITQ) National Partnership funding in Tasmania continues to provide significant, additional support for principals and teachers, and in turn, measurable improvement in student outcomes.

#### Partnerships in Teaching Excellence (PiTE)

In 2013, 15 pre-service teachers were selected for PiTE scholarships – five completing the B.Ed. and 10 the M Teach. One M Teach student who is completing from 2012 joined the program during Term II. Seven Centres of Excellence Schools are involved this year – two of these schools on the North-West have been involved in previous years and a new secondary school in Launceston joined the program this year. Each Centre of Excellence school has a mentor appointed and as well as leading the program in their schools they meet regularly to build consistency across the program.

An evaluation of the PiTE program—A ‘Partnership in Teaching Excellence’: ways in which one school–university partnership has fostered teacher development can be found at:

<http://www.tandfonline.com/eprint/UZhKVsHcn3T6hPvkTZVf/full>

#### Professional Learning Institute

Professional learning supports the development of a successful, skilled, innovative workforce and inspiring leadership in the Department of Education. The PLI delivers and brokers high quality professional learning for all DoE staff. The work of the PLI is integral to the mission of the department—to enable the provision of every Tasmanian with the opportunity to continue to learn and reach their potential to lead fulfilling lives and to contribute positively to the community.

In line with the *Learner’s First* strategy the PLI places a high priority on promoting a strong leadership culture. In 2012 the PLI offered programs primarily aimed at school-based leadership roles. In 2013, the PLI has expanded its focus to encompass all areas of the agency.

This includes programs that support aspiring, newly appointed and experienced leaders as well as programs that equip leaders with the skills to manage and encourage innovation and continuous improvement. By 2015, the PLI will expand its focus to meet all employees’ professional learning needs as determined by individual Performance Development Plans.

#### Independent Sector

##### European Pedagogy ICT (EPICT)

In 2013 the **European Pedagogy ICT (EPICT)** project continues to support staff from the twelve Independent schools who originally attended the four-day EPICT Facilitator Certification Course in 2011. Fourteen certified EPICT Facilitators are now licensed to manage and deliver the EPICT program in their respective schools.

The EPICT project continues to be promoted amongst IST schools through information sessions, circulars and wiki. The EPICT course is in the process of being implemented at the school level by the trained EPICT facilitators. Currently, one hundred and twenty two participants from IST are registered through EPICT Australia to undertake the EPICT qualification.



Strategies implemented to support EPICT Facilitators include:

- provision of relevant and timely support –eight in-school support sessions delivered to all participating schools
- provision of five network meetings opportunities for participants to collaborate and share
- provision of five additional school based professional learning opportunities
- provision of a Network Forum Day.

### **Catholic Sector**

In the Catholic sector, a highlight was the support for teachers in ‘hard to staff’ areas to enable them to attend and fully participate in teacher networks. This has enabled the sector to successfully develop teachers’ understanding and skills in curriculum planning using the Australian Curriculum, and in effective and improved pedagogy.

The Early Career Mentoring program was highly successful in enabling teachers to develop confidence and skills in focused areas of literacy or numeracy teaching.

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



In Tasmania, Aboriginal students comprise 8.4 per cent of the full-time Prep to Year 12 government school population. All NP ITQ activities are inclusive and aim to support teachers in meeting the educational needs of all students. Diversity is recognised and celebrated at every opportunity.

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

State funded scholarships for Aboriginal students in Years 11 and 12 on a tertiary pathway continue to support aspirant teachers and leaders. Aboriginal students are encouraged to apply for PiTE places. In the Independent sector, activities provided through NP ITQ are inclusive, planned, differentiated and delivered to support all students. 1.9 per cent of students enrolled in independent schools in Tasmania identify as Aboriginal. Student engagement and outcomes, including analysis of how the National Partnership is contributing to closing the gap in educational outcomes for these students.

The EPICT initiative for teacher professional development is aimed at training and up skilling teachers for the digital age. The skills developed will support learning for all students including Aboriginal students.

The content, activities and assignments are directly related to the work taking place in the teachers'

own classrooms, addressing contextual needs and therefore relevant to and impact upon all students and whole school ICT development.

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

#### **Government Sector**

The Start-up Support program and a range of initiatives identified through the eStrategy provided explicit measures for schools to overcome issues of poor attendance and engagement through:

- flexible access to learning and schooling opportunities for disengaged students, Aboriginal and non-Aboriginal, and particularly those unable to attend mainstream school
- provision of alternative and flexible options where appropriate particularly through the VAL curriculum e.g. online courses in literacy/numeracy/health to complement vocational programs and/or allow flexibility in school timetables
- supplementing local learning options, especially for rural and remote areas by incorporating the program delivery of the eLearning Programs service
- broader deployment of the online infrastructure, tools and resources that the department currently supports including the implementation of a VLE across government schools and other sectors.

#### **Independent Sector**

Currently, students funded for special learning needs support account for 15 per cent of the school population. A key strategy at the school level that has contributed to improved outcomes for students with special learning needs has been the employment of a special learning needs coordinator to support students, parents and staff. The role has provided:

- professional learning targeting specific areas of concern
- enhanced and productive liaison between teachers and specialist service providers
- supported analysis of relevant assessment data and implications for teacher planning and student learning
- professional learning to enhance use of data for planning intervention, adjustments and differentiation in lesson planning and delivery. This includes data from specialist services providers e.g. speech pathologists, psychologists and occupational therapists
- *Letters and Sounds*, Developing Reading and Multilit sessions for parents, as well as work with individual parents, who wish to support their children at home.

Key strategies at the school level that are contributing to improved attendance has been a focus on planned, regular and intentional communication with parents:

- daily monitoring to identify students at risk
- regular and consistent phone calls to non-attendees
- assistance for students who were not attending school due to no food at home for lunches –

the school provides food, including breakfast if required.

1. One student who missed school regularly was assisted with food, both at school and home, and a uniform provided to address the attendance issue.
2. Key strategies at the school level that have contributed to improved outcomes for student wellbeing include:
  - parent sessions focussing on 'the resilient child'
  - implementation of *Kids Matter Primary*, Student Counsellor employed, *Bounce Back Program* as a whole school focus, Social/Behavioural program including I:I support.

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

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

PiTE mentors and colleague teachers continue to use the Australian Professional Standards for Teachers to guide their teaching to pre-service teachers. They have used the work by Charlotte Danielson to support interpretation of the standards and to provide specific feedback and advice to pre-service teachers. This year the standards have been used as the basis for the assessment of Practical Experience (PE3) in May and the PiTE mentors contributed feedback to UTAS on the usability of their assessment form.

The *Leading Teaching and Learning* program focuses on leadership that supports and improves teaching and learning. The work of John Hattie, Michael Fullan and others forms the research base of this program. The program includes opportunities for participants to assess, build and align their own leadership capabilities with those defined in the Australian Professional Standards for Teachers. It was offered in the north and in the south of the state.

The following intentions underpin the program:

- raising awareness of what leaders do to improve teaching and learning
- raising awareness of the nature of leadership
- cultivating a personal sense of being a leader
- growing leadership across the school system
- building capacity in leadership in the local context
- raising awareness of the responsibilities of school management
- supporting responsibility for personal learning in leadership.

A range of activities designed to enhance participants' familiarity with the Australian Standards are used throughout the program. Additionally, the Self-Assessment Tool is used with participants, enabling them to self-assess their understanding, knowledge and use of the Australian Standards in order to plan for their own growth and development and to support that of others.

Independent Schools Tasmania (IST) supports and promotes the Australian Professional Standards for Teachers through on going communication, information/workshop sessions and in schools support for planning and implementation. The work of, and professional learning available through, AITSL also

continues to be promoted and supported by IST to all independent schools.

In the Catholic sector, professional learning sessions on Classroom Observation and on how to give effective feedback have been provided for principals and other school leaders. All schools are working on unpacking the Teacher Standards, and developing and implementing teacher performance & development processes that include initial goal setting, collection of data/evidence, and follow-up feedback.

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

In 2012, a Lead Teacher position was established in the government school sector teacher classification scale. Lead Teachers (literacy and numeracy) were appointed across the eleven networks of government schools. Lead Teachers are supporting classroom teachers with literacy and numeracy teaching and learning strategies and are impacting on the quality of teaching in all schools.

At the end of 2012, eight Curriculum Teacher Leader positions were advertised to support the implementation of the Australian Curriculum in Years 11 and 12. These positions were filled and the successful applicants took up their roles in 2013.

The Catholic and Independent sectors have actively engaged in the development of a process to support the National Certification of Accomplished and Lead Teachers initiative.

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

The Teachers Registration Board of Tasmania has aligned its policies and procedures to comply with most of the agreed elements. It is anticipated that (Tasmanian) legislative changes will now occur in 2014 which will allow the Board to fully comply with the final element— requirements for renewal of full registration.

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

The Teachers Registration Board of Tasmania adopted the national accreditation process as of 1 January 2012. During 2013 trained panel members from the Tasmanian pool have been seconded to act as accreditation panel members for interstate panels. It is anticipated that the Board will accredit its first pre-service teacher courses under the national process in 2014.

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

Professional Learning is aligned to system and school priorities and individual need as identified by school improvement plans The PLI supports principals and teachers by:

- fostering the growth of sustainable learning networks across the agency
- developing a culture which has a collective responsibility for continual learning and improvement in student learning outcomes
- building leadership capacity in the design and support of professional learning
- using professional standards as a reflective tool.

From the beginning of 2012, the PLI has responsibility for delivering and brokering high quality professional learning for all staff in the DoE. Through cross-sectoral partnerships with the Catholic and Independent sectors, colleague principals and teachers in all sectors have opportunities to participate. In line with the *Learners First* strategy, the PLI places high priority on promoting a strong leadership culture.

In 2012 and 2013 the PLI offered programs aimed at school based leadership roles. This included programs that support aspiring, newly appointed and experienced leaders as well as programs that equip leaders with the skills to manage and encourage innovation and continuous improvement.

Employee professional development needs are identified through departmental performance management systems. This process plays an important role in the identification of consolidated local development needs, and provide for a more focussed delivery of developmental opportunities.

To ensure that Tasmanian school leaders benefit from national developments in best educational practice, PLI programs are based on the Australian Professional Standards for Teaching, the Australian Professional Standard for Principals and the Australian Curriculum. In collaboration with the Australian Institute of Teaching and School Leadership (AITSL), the PLI is currently involved with a research project into the effectiveness of the Standards for Teachers.

To date, 141 participants have taken part in 2013 Aspiring Leaders Leadership Initiative. The leadership programs offered under this initiative are Leadership Starts from Within, Leading Teaching and Shadowing Program for Aspiring Principals. Each is an intensive four day program. They are more personalised for each participant through inquiry projects, 360 degree feedback tools and personal coaching.

In 2013 the PLI is offering the following programs that support school leaders

<b>Program</b>	<b>Numbers</b>
Cognitive Coaching	81
Tribes	50
Family Partnership	60
Adaptive Schools	32
Working with Data	204
Working with Standards for Teachers: Aboriginal and Torres Strait Islander Education	17

Professional learning is offered for leaders of literacy and numeracy via the Lead School initiative

<b>Program</b>	<b>Numbers</b>
Leadership for Improved Numeracy Outcomes	18
Secondary Principals as Literacy Leaders	51
Primary Principals as Literacy Leaders	57

A five day Principal Leadership Development Program for all principals new to their schools has been implemented and the School Executive Officer (SEO) participates in this with their principal. In 2012, 61

principals attended. As at May 2013 a further 13 newly appointed principals had attended.

Through a joint initiative with Queensland Educational Leadership Institute & the Hay group, 40 principals are involved in an Executive Leadership Program.

Building a Feedback Culture program includes two days face-to-face and follow up visits to schools. Forty-eight schools with a total 150 participants are involved.

Seventy participants are involved in leadership programs with a specific focus on incorporating ICT across the school. It is expected the number of participants in these program will increase in the future.

A suite of programs for SEOs and school office staff is being trialled in the North-West of the state. The program will be available to SEOs and school office staff across the state later in 2013.

Empowering Diversity in our Schools will cater for up to 36 people in Term 2.

The Teaching and Learning School Improvement Framework (Geoff Masters, ACER) provides a tool for schools that supports ongoing, focused self-reflection. This Framework is used by department schools to assist them develop their own individual improvement agenda based around analysis of data, targeted use of schools resources, effective pedagogies and expert teaching teams, systematic curriculum delivery, differentiated classroom learning and a school culture that promotes learning. Ninety-two per cent of principals report that leaders in the school are familiar with the Teaching and Learning Improvement Framework.

For further information see Principal Professional Development Table page 20.

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

A motivated, qualified and supported workforce is the key to an innovative organisation. The DoE places high value on recognising, rewarding and retaining the range of employees with diverse skills who work across the department. Professional learning and development supports the growth of a successful, skilled, innovative workforce and inspiring leadership.

Performance development and professional learning are integral components of school improvement planning. Performance and development supports a culture of ongoing improvement, feedback and development within every school, college and workplace.

### **Performance and Development Framework**

Building on Part 7A of the Tasmanian State Service Act 2000 that requires all Agencies to develop and implement systems to evaluate the performance of employees and Employment Direction No. 26, the DoE has developed a Performance and Development Framework.

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

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

The performance development cycle has four stages:

- prepare

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

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

By March 2013 every principal and manager in the department was trained to facilitate professional development conversations with staff and to support them to complete their PDP. By 30 June 2013, 98 per cent of employees within the DoE had a PDP in place.

Professional learning and development support the growth of a successful, skilled, innovative workforce and inspiring leadership in the DoE. Professional learning and development also support school improvement and student outcomes.

The Australian Teacher Performance and Development Framework continues to be supported in the Independent sector, and promoted to all principals and teachers. Cross sector initiatives, professional learning opportunities and regular communication with the Teachers Registration Board have assisted with provision of information to schools and teachers about the details and requirements of the Australian Teacher Performance and Development Framework and their relationship to the Standards.

In the Catholic sector, Introduction of Teacher Standards and Teacher Performance and Development processes in all schools has commenced.

The Australian Professional Standard for Principals has been introduced and a program to address leading in a Catholic sis being developed.

The National Principal Standard Reflection Tool is about to be trialled with principals with a view to incorporating this into the updated Principal Performance and Development processes.

Catholic sector school improvement framework and processes have been aligned to the National School Improvement Tool.

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

In 2013 the PiTE program continued to support a selected number of pre-service teachers to have time, additional to the block practicums, in a School Centre of Excellence. Mentors continued to build their capacity to ensure this additional time was used productively to teach about teaching through a clinical curriculum. The UTAS M Teach provides a cohort of post graduates from a range of faculties with an education qualification.

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

The DoE has not participated in the Teach Next initiative. In Tasmania the PiTE program and the UTAS M Teach in particular already supports a number of mature graduates in making a career change into teaching. In 2013 pre-service teachers entered the PiTE program having worked previously in rural health, journalism, tourism, real-estate, parks and wildlife and project management.

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

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

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

- projected up-to-date statewide separation predictions (including projected skill requirements) based on a comprehensive range of factors reportable down to individual school level
- age demographic information and projections
- verified employee teaching skills and qualifications
- FTE and headcount differentiation
- separation projections (statewide) by skills and qualifications
- projected teacher skill requirement projections for the next five years (reportable down to school level)
- hard to fill vacancy register
- a range of other relevant workforce planning and modelling data.

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

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

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

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

Three-day courses are offered to principals and teachers in Aboriginal perspectives across the Curriculum and the AITSL teaching standards 1.4—strategies for teaching Aboriginal and Torres Strait



Islander students and 2.4—understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Aboriginal and non-Aboriginal Australians.

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

### ***Quality Placements***

In this reporting period the interim probation reports indicate that the 2012 PiTE cohort are making a successful transition to the beginning of their teaching careers.

Mentors and colleague teachers in the PiTE Centre of Excellence continue to enhance the 'clinical curriculum' through the use of the standards, PiTE guidelines, observation schedules, and through regular meetings to discuss the progress of pre-service teachers.

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

In 2013 the careful selection process meant that there were fewer pre-service teachers selected for a PiTE scholarship and hence there were only six School Centres of Excellence. However two schools on the North-West re-joined the program and a new secondary school is participating in Launceston.

Three of the existing schools continued their participation in Hobart. Each school has a mentor with time provided to support the learning of the pre-service teachers placed in that school. Each of the pre-service teachers was also allocated to the classroom of a colleague teacher.

Four Catholic schools and colleges have embraced this program. A partnership has been formed with UTAS. Pre-service teachers will participate in two professional experiences in a nominated centre and will be required to give additional days voluntarily to the centre. Pre-service teachers will conduct a research project in collaboration with the centre, and this will constitute a full unit. In addition, pre-service teachers will have the option of completing a unit which will accredit them to teach in a Catholic school, should they wish. Research projects will be published at the end of the year and will form a useful resource for the schools and UTAS.

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

#### **(Government sector)**

#### **Leadership Starts from Within**

The *Leadership Starts from Within* program was run during the first half of 2013 to focus on understanding leadership and management for aspiring leaders within the Department of Education. Participants undertook a 360° feedback survey which is explored through the lens of building understanding and practice of leadership in the workplace.

The intentions of the *Leadership Starts from Within* program were to:

- gain understanding of self and self as a leader
- articulate a personal leadership framework
- enact leadership across the workplace
- build capacity in leadership in the local context

- raise awareness of the responsibilities of workplace management
- support responsibility for personal learning in leadership.

### **Leading a Digital School**

The Leading a Digital School was run by the PLI during the first half of 2013. The program aims to equip school leaders to utilise, promote and support the use of digital technologies in schools and enable them to lead, design, create and maintain innovative, effective, contemporary educational environments. It focuses both on developing personal capacities in terms of modelling high leverage use of technology, and on translating those capacities into leadership of a contemporary school.

Participants:

- explored how to collaborate and communicate as contemporary educational leaders within their school context and beyond
- examined the conditions in which innovation can flourish
- built an understanding of digital pedagogy
- developed the capacity to lead conversations that support effective use of technologies.

### **Building a Feedback Culture**

*Building a Feedback Culture* is designed to build schools' capacity to create cultures focused on continual improvement, learning and growth and which enable continuous evidence-based reflection on classroom instruction. The National Professional Standards for Teachers as well as the work of Danielson, Lipton, Wellman and others form the research base of this program.

The emphasis of *Building a Feedback Culture* is on classroom observation. Participants learned about the most effective feedback for growth and ways to collect and share evidence with teachers using a collaborative observation process. A key component of the program was the in-school support and coaching of leaders and team members as they contextualise and implement their collaborative observation process.

### **Catholic Sector**

An 'Early Career Mentoring Program' has been operating in the Catholic sector since early 2012. This is a highly successful program as it provided the opportunity for mentoring of teachers in their first three years of teaching. Early career teachers are paired with experienced colleagues, either from their own school or another, depending on the identified need of the early career teacher and the focus of the school. In 2013, forty nine early career teachers are involved in this program.

Early career teachers, in collaboration with the school and mentor determine their specific focus, based on the National Professional standards for teachers. Examples of activities include: classroom observations and feedback, peer teaching, collaborative planning, reflection on practice, analysis of data and evidence based practice. With their mentor, early career teachers work through a weekly program which includes guidance and coaching. Accountability is in the form of goals established by the early career teacher in collaboration with their mentor, on an annual basis. Examples of intended outcomes are to:

- Enhance subject knowledge and transfer knowledge and skills from pre-service training to practical settings.

- Improve teacher effectiveness through a focus on pedagogy, assessment and curriculum.
- Increase professional collaboration with its associated benefits to improve teacher practice.

### **Independent Sector**

Independent Schools Tasmania selected the European Pedagogy ICT (EPICT) Australia model for the purposes of providing access to world leading professional development framework that would empower principals and teachers to better lead schools in order to achieve improved student outcomes.

EPICT is an internationally certified course that provides standards and accreditation for teachers. In addition the EPICT course provides accreditation for seven AITSL standards and RPL for post-graduate courses at six Australian universities.

Through NP ITQ funding, a project officer was contracted for .3 FTE to implement and fully support the EPICT model. Twenty participants originally attended the EPICT Facilitator Certification Course. The delegates all successfully completed and were awarded the EPICT Facilitator Diploma. They were licensed to manage and deliver the EPICT program in their respective schools.

The project officer has provided in-school support, through the organisation of network meetings to facilitate opportunities for the EPICT Facilitators/teachers to share school based implementation strategies and to alleviate roadblocks to school based implementation. Individual school visits have been conducted to provide relevant and timely support. Further, an annual professional development/network day(s) have been organised to provide current knowledge around ICT and pedagogy to EPICT facilitators.

Participation in an *ICT Leadership Forum* day was available to all three education sectors, with an expectation that all EPICT facilitators attend. Fifty-two educators attended this event, twenty-five from Independent schools, eleven EPICT Facilitators, nine from the Catholic sector and eleven from the DoE.

The *ICT Leadership Forum* provided insight for delegates into the impact of digital technology on the evolving nature of schooling and teaching. Current research was explored, addressing the profound impact of developments such as school's 'normalised' use of the digital, BYOT, the move to a more collaborative mode of teaching, and the shift to a networked operational paradigm. The program included information sessions, collaborative sharing and planning sessions as well as participating schools showcasing innovative teaching practice based on national and international research. The forum included sessions that allowed leaders to consider schools 'digital readiness' and plan for the implementation of BYOT.

From February to June 2013 the participants in the EPICT continued to work through the relevant modules with in-school support from their facilitator. At this stage of implementation, 70.76 per cent of the participants have completed the first of the eight modules. 32.94 per cent have completed two modules, 20.74 per cent have completed three modules, 13.42 per cent have completed four modules, 7.32 per cent have completed five modules, 6.1 per cent have completed six modules, 6.1 per cent have completed seven modules and 4.88 per cent of registered participants have completed eight modules and have received the EPICT License Certificate.

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

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

An MoU between DoE and the non-government sectors, developed alongside the implementation of the Smarter Schools National Partnerships, confirms the funding allocation to the TCEO and the IST under the National Partnership on Improving Teacher Quality and therefore this Agreement for professional development and support for principals.

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

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

In 2013, six participants from the Independent sector took part in the Leadership Starts from Within professional learning program with the PLI, along with DoE employees.

The Catholic sector's Peter Sullivan Numeracy program was attended by 20 DoE employees.

## Principal Professional Development

### Government Sector

Description of Activity	Progress against milestones to date	Milestones – October 2013
<p><b>Program: Leading Teaching &amp; Learning</b></p> <p>The <i>Leading Teaching and Learning</i> program focuses on leadership that supports and improves teaching and learning. The work of John Hattie, Michael Fullan and others forms the research base of this program. The program includes opportunities for participants to assess, build and align their own leadership capabilities with those defined in the National Professional Standards for Teachers.</p> <p>The intentions of the program are to:</p> <ul style="list-style-type: none"><li>• raise awareness of what leaders do to improve teaching and learning</li><li>• raise awareness of the nature of leadership</li><li>• cultivate a personal sense of being a leader</li><li>• grow leadership across the school system</li><li>• build capacity in leadership in the local context</li><li>• raise awareness of the responsibilities of school management</li><li>• support responsibility for personal learning in leadership.</li></ul>	<p>The 2013 program currently being delivered to 57 participants is run in the North &amp; South of the state, and in 2012 the program was delivered in the North-West and South of the state with 69 participants.</p> <p>The program is run over four days, with two being consecutive and the other two days six weeks apart.</p> <p>The makeup of the participants is: Teachers, Lead Teachers, Grade Coordinators, Literacy Coordinators, ASTs and Assistant Principals, representing, Primary High, District High Schools and Colleges.</p> <p>Evaluation was undertaken after the final day.</p>	<ul style="list-style-type: none"><li>• Participants are able to use the National Standards as a tool to assess and guide their own professional learning.</li><li>• Participants are able to use the Standards to assess and guide the professional learning of others.</li><li>• Participants have an understanding of their leadership and how it might be enhanced and/or modified.</li></ul>

Description of Activity	Progress against milestones to date	Milestones – October 2013
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**Program: Leading a Digital School**

The Leading a Digital School program aims to equip school leaders to utilise, promote and support the use of digital technologies in schools and enable them to lead, design, create and maintain innovative, effective, contemporary educational environments. It focuses both on developing personal capacities in terms of modelling high leverage use of technology, and on translating those capacities into leadership of a contemporary school.

Participants:

- explore how to collaborate and communicate as contemporary educational leaders within their school context and beyond,
- examine the conditions in which innovation can flourish
- build understandings of digital pedagogy
- develop the capacity to lead conversations that support effective use of technologies

- Program developed and delivered to 36 school leaders statewide.
- 24 schools/organisations involved, including representatives from primary, high, district schools and TasTAFE.
- Qualitative formative feedback attached.
- Summative feedback and program evaluation to occur after final days in October.
- Four workshop days have addressed all five ISTE Nets focus areas thus far, with an emphasis on visionary leadership creating a digital-age learning culture and excellence in professional practice.

- Develop and deliver program
  - Reference Framework for capacity development and program: ISTE NETS A
- Focus areas:**
- Visionary Leadership
  - Digital-Age Learning Culture
  - Excellence in Professional Practice
  - Systemic Improvement
  - Digital Citizenship

*Catholic Sector*

Description of Activity	Progress against milestones to date	Milestones – October 2013
Leadership Development Teams: school leadership teams coached in the implementation of Teacher Performance and Development – spaced coaching sessions with accredited coaches	All schools have commenced implementation of Teacher Performance and Development aligned with AITSL documentation and the Teacher Standards	
Professional Learning for Principals and other school leaders on creating, leading and sustaining complex cultural change.	Completed	
Professional Learning for Principals and other school leaders on Effective Classroom Observation in a teacher performance and development cycle.	Completed	
Professional Learning for Principals and other school leaders on providing effective feedback in a teacher performance and development cycle	Completed	

**Independent Sector**

Description of Activity	Progress against milestones to date	Milestones – October 2013
<p>Leadership development activity will:</p> <p>Promote a culture of inspiring leadership.</p> <p>Provide professional learning, coaching and mentoring opportunities for experienced educators/aspiring leaders.</p> <p>Equip aspiring leaders with essential skills to manage and encourage innovation and continuous improvement.</p> <p>Enhance leadership development and performance management across Independent Schools Tasmania.</p>	<p>Currently six aspiring leaders have been funded to participate in completed the aspiring leaders program <i>Leadership Starts from Within</i></p> <p>This milestone is in progress.</p>	<p>Six aspiring leaders from independent schools to be funded to participate in the program</p> <p><i>Leadership Starts from Within.</i></p> <p>This professional learning opportunity is coordinated and facilitated by the DoE's PLI.</p>



Description of Activity	Progress against milestones to date	Milestones – October 2013
<p>Provide world-class professional development opportunities to inform and empower experienced and aspiring educational leaders with essential skills to manage and encourage innovation and continuous improvement. <i>The Breakthrough Coach – Malachi Pancoast</i> training opportunity is a research-based program that supports principals to:</p> <ul style="list-style-type: none"> <li>• multiply the time instructional leaders spend in classrooms</li> <li>• raise student achievement</li> <li>• spend two full days each week observing classroom instruction</li> <li>• maintain a sensible workload</li> <li>• achieve fulfilling professional and personal lives.</li> </ul>	<p>In 2013, eight experienced educational leaders were funded to participate in <i>The Breakthrough Coach</i> training.</p> <p>This milestone is in progress.</p>	<p>By developing managerial skills, participants will be able to provide focused and effective instructional leadership as they take on the critical challenge of impacting student achievement.</p>
<p>Through PPD funding, IST Curriculum Project Officer to support principals and teachers with the implementation of the Australian Curriculum. Initial gathering of educational leaders in Term I will begin a series of professional learning opportunities and in-school support that will be developed and delivered throughout 2013.</p>	<p>Principals participated in Leading Curriculum Change professional learning opportunities</p> <p>This milestone is in progress</p>	<p>Principals and teachers to be supported with the implementation of the Australian Curriculum. Initial gathering of educational leaders in Term I will begin a series of professional learning opportunities and in-school support that will be developed and delivered throughout 2013.</p>

Description of Activity	Progress against milestones to date	Milestones – October 2013
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<p>Provide world-class professional development opportunities to inform and empower aspiring educational leaders with essential skills to manage and encourage innovation and continuous improvement in educational outcomes through the <i>AISNSW Foundation Leadership Flagship Program</i>. The program's content, developed and delivered by leading national and international academics and successful practitioners, will cover the areas of contextual, instructional, relational and organisational Leadership.</p>	<p>Milestone achieved September 2013.</p>	<p>Three aspiring educational leaders to be funded to participate in and complete the <i>AISNSW Foundation Leadership Flagship Program</i>.</p>
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## Section 2 – Low SES School Communities

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

#### **Government Sector**

During the first six months of 2013, the Department of Education continued to focus heavily on school improvement and on embedding structures to guide the school improvement agenda into the future. The department has continued to work towards the key drivers and priority areas embedded in *Learners First* strategy, which aligns strongly with Tasmania's approach to addressing the reform priorities of the Low SES School Communities National Partnership across all sectors.

The department has continued to strengthen its professional learning agenda that will work to improve the quality of teaching in Tasmania. Teachers need to be led by motivational and supportive leaders and therefore the professional development agenda has a strong focus on creating inspired leadership. The PLI within the department has facilitated professional development for staff across the state. In 2012 the PLI offered programs primarily aimed at school based leadership roles. In 2013 the PLI has expanded its focus to encompass all areas of the agency. Leadership improves the quality of teaching and the quality of learning in our educational institutions. The department is investing more into prioritising the recruiting, the developing, the supporting and the retaining of the best possible teachers and school leaders. It is high quality teachers and leaders that will change the lives of students.

Work has focused on improving literacy and numeracy; the foundation skills for life. Resources have been developed to assist teachers in improving literacy and numeracy in Tasmania. The *Supporting Literacy and Numeracy Success – a teacher's resource for Early Years to Year 12* was developed to support the significant work of all teachers, leaders and principals from Early Years to Year 12 in improving literacy and numeracy outcomes for our students.

#### **Independent Sector**

For Northern Christian School (NCS) the most significant achievements and highlights during this period are the growing awareness, understanding and response to the essential link between student learning and best practice teaching.

The support available through National Partnerships to build teacher capacity and improve teacher quality within a small school environment has increased the opportunity for shared knowledge and understanding of student needs. The staff of NCS continue to develop their capacity to work together in supporting students as a result of their increased professional learning support and professional dialogue around curriculum, teaching/learning styles, and adjustments for students with disabilities.

#### **Catholic Sector**

The Catholic sector has focussed heavily on social and emotional wellbeing and the effect this has on student learning outcomes. The 'You Can do It!' program has continued to be a key strategy.

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

- incentives to attract high-performing principals and teachers
- adoption of best performance management and staffing arrangements that articulate a clear role for principals
- school operational arrangements which encourage innovation and flexibility
- providing innovative and tailored learning opportunities
- strengthened school accountability
- external partnerships with parents, other schools, businesses and communities and the

provision of access to extended services (including through brokering arrangements).

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

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

- SES 1 Formal Federations (DoE)
- SES 2 Low SES Secondary Renewal (DoE and TCEO)
- SES 3 Extended and Integrated Service Delivery (DoE)
- SES 4 Flexible Learning School (DoE)
- SES 5 Individual Low SES school reforms (DoE, IST and TCEO)
- SES 6 School Improvement Reform through Intervention (DoE)
- SES 7 Post Year 10 Transition Initiative (DoE and TCEO)

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

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

The following information provides an illustration of the innovative and diverse techniques employed by the Tasmanian education community to address and successfully meet the reform priorities of the Smarter Schools National Partnership (SSNP). Reform priorities of the National Partnerships have been addressed through the following identified actions:

- ✓ Reform Action 1 – Incentives to attract high-performing principals and teachers
- ✓ Reform Action 2 – Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals.
- ✓ Reform Action 3 – School operational arrangements which encourage innovation and flexibility
- ✓ Reform Action 4 – Providing innovative and tailored learning opportunities
- ✓ Reform Action 5 – Strengthened school accountability
- ✓ Reform Action 6 – External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements).

Tasmania's approach, across all sectors, is to empower schools and communities to identify, within the parameters of the possible strategies, the reform actions which are most likely to have a positive impact on the unique situation of each school and ensure that goals and targets are driven by informed data and evidenced research.

Across Tasmania in 2013, five low SES SSNP strategies were, and continue to be, implemented. As the state Implementation Plan outlines, the not all strategies are being implemented for sector.

Identified low SES schools have therefore been allocated into one of the categories below:

- ✓ SES 1 – Formal Federations (DoE)
- ✓ SES 2 – Low SES Secondary Renewal (DoE and TCEO)
- ✓ SES 3 – Extended and Integrated Service Delivery (DoE)
- ✓ SES 5 – Individual Low SES School Reforms (DoE, IST, TCEO)
- ✓ SES 6 – School Improvement Reform through Intervention (DoE)

### **SES 1 Formal Federations**

In the first half of 2013, the Federations have continued to focus on strengthening their unity through professional learning teams and inspired leadership. Federations have continued to

collaborate through professional learning teams and high quality professional learning as a priority in building the capacity of all staff. This has resulted in the development of a high performance culture across the Federations as they unite in the goal to build capacity for effective practice in low SES communities.

There has been a strong focus on strengthening the network of the Federation and sharing resources. Circular Head Federation of Primary Schools developed a strong alliance with Smithton High School who joined the Alliance at the end of 2012. The development of shared vision, goals and expectations of all students and staff across the schools has been a major achievement.

Strong professional learning at the Jordan River Learning Federation has been a focus in improving teacher quality and tailoring learning to suit different needs. There has continued to be a strong drive to engage parents and the community in student learning.

### **SES 2 – Low SES Secondary Renewal**

Schools in this strategy have continued to focus on personalised learning and tailored education programs to engage learners in education, along with those programs designed to re-engage students who are at risk of disengaging from the system. Sheffield School used data to identify areas for improvement, implementing programs where intervention and assistance was required.

Flexible learning continued to be a priority at Reece High School, and similarly at Wynyard High where a tailored learning program for students at risk was implemented. The Flex Allsorts program continued to achieve results by re-engaging identified at risk students struggling in the traditional classroom setting.

The focus at Triabunna District High continued its focus on developing innovative programs and learning opportunities, with a particular focus on partnerships with local industry and businesses, to engage students in education.

Queechy High continued to focus heavily on professional development for teachers so they could understand the diverse nature of the student population and differentiate the curriculum to meet varying needs.

Montrose Bay Primary School and Mountain Heights School worked on creating a stronger school culture and building ownership, pride and sense of community. All schools looked at strategies to increase attendance and behaviour management.

### **SES 3 – Extended and Integrated Service Delivery**

For schools in this strategy the focus was on the early years, Child and Family Centres and in building innovative programs and support services for students and families through external partnerships.

Montello Primary School focused on engaging with parents and carers from the earliest opportunity to maintain positive relationships as the child moves through school.

Port Dalrymple School continued to see growth and improved outcomes for the start of the 2013 school year. Community confidence and enrolments increased from long-term residing families.

South George Town Primary has continued to focus heavily on integrated and extended community services, with their Launching into Learning program linking with the Early Childhood Intervention Service (ECIS) to offer early intervention playgroups for children at risk and for families having difficulty accessing mainstream programs because of their child's behaviour or disability or their own mental health issues.

### **SES 4 Flexible Learning Tasmania**

Progress in the implementation of the Flexible Learning Tasmania (FLT) strategy has continued to advance, align with and complement goals identified in the Department of Education strategic plan as well as support school level planning and improvement approaches.

Achievements/Highlights include:

**Reform Action –School operational arrangements which encourage innovation and flexibility**

***Continuation of training and professional learning to Low SES National Partnership schools to support the use of eLearning and quality online resources***

An eLearning Startup Support Service which was established in 2011 provided targeted training and support to low SES schools through to June 2012. Projects to consolidate and embed eLearning approaches with designated schools were finalised during the first half of 2012.

Over the period 2011–June 2012, this service worked with 100 per cent of Low SES National Partnership high and combined schools and 35 per cent of eligible primary schools. This work added to the 2011 dataset which included baseline measures about eLearning capacity and usage and growth of teacher capacity and fluency. The 2011 and 2012 data has been consolidated and completed.

Table 1: Start-up Support data

<b>Low SES High/District High</b>	<b>% of schools using flexible eLearning</b>	<b># of teachers trained in using flexible eLearning</b>	<b># students accessing eLearning to support engagement (incl disengaged/at risk)</b>
Feb 2012	7	14	131
Dec 2012	100	141	543

***Partnerships to assist the implementation of a new department-wide learning management system***

As part of the Connected Any Student Any School (CASAS) project a Virtual Learning Environment (VLE) was selected for trial within schools across the Department of Education and a selection of schools from the Catholic and Independent sectors.

The Australian Curriculum is an online curriculum with a growing national collection of associated digital resources. The VLE provides online classrooms within which teachers can design learning experiences that include these and other resources, to suit the needs of learners. The VLE rooms are equipped with tools to manage 21st Century learning in diverse and flexible ways.

The CASAS project concluded in March 2013 and from the beginning of Term 1 2013, Curriculum Services assumed business ownership of the VLE and has managed the rollout, training and support. The CASAS project was successful in demonstrating that all three jurisdictions are able to share a single VLE that derives student data from different systems. The chosen VLE platform (Fronter) has proved to be suitable as a replacement for out-dated platforms to support the goal of providing a dynamic learning environment for flexible, anywhere, anytime learning, especially for schools in the Low SES cohort and challenged by issues such as rurality, isolation and poor student attendance, engagement and retention.

- Collaboration between Curriculum Services, eSchool and other users of the new Virtual Learning Environment (VLE has identified and resolved a range of complex implementation and technical issues that has assisted the work of subsequent schools taking on the VLE.)
- Several online courses have been adapted and implemented in the VLE for availability as state-wide exemplars to suit the needs of Low SES students:
  - ICT Skills portfolio for students in Years 6 and 10
  - Chinese Mandarin self-paced course at beginner level

- Year 8 Australian Curriculum English unit including differentiation, a range of pedagogical practices and the use of digital resources.
- The initiative contributed significantly to reform by lowering the barrier to schools for entry to the VLE through:
  - resolution of a range of issues that affect reliability and stability of relevant systems
  - identifying and understanding a range of system and school-based risk and success factors
  - modelling and sharing of good practice.

The work undertaken in 2012 and 2013 has supported the DoE eStrategy which is underpinned by the theme 'Any Learner, Anywhere, Anytime'. This means that, over time, there will be even greater opportunities for learning that is flexible, differentiated and accessible through the VLE for Low SES cohorts.



### **Reform Action—providing innovative and tailored learning opportunities**

#### ***Development of a department-wide strategy to support more effective use of eLearning in all Tasmanian schools and colleges and to encourage greater flexibility and personalised learning***

The Department of Education is preparing a cohesive eStrategy to provide further inspiration and direction for the use of digital technologies to support the goals identified within the department's Strategic Plan 2012–2015. The strategy acknowledges and builds on the work done previously within the department to develop digital infrastructure, resources and new ways of thinking and working across schools and workplaces. This work recognises the need to have a systemic framework and structures which will encourage, enable and support innovative learning, teaching and work practices.

Achievements/Highlights during 2012 and 2013 include:

- a project coordinator appointed and support groups nominated
- key stakeholders across the state from a range of education levels and sectors consulted and involved
- international resources and best practice examples accessed, analysed and synthesised
- current practice described and linkages across sectors explored
- a draft eStrategy document being developed under the oversight of a steering group
- a number of key initiatives and programs developed with further actions to be expanded

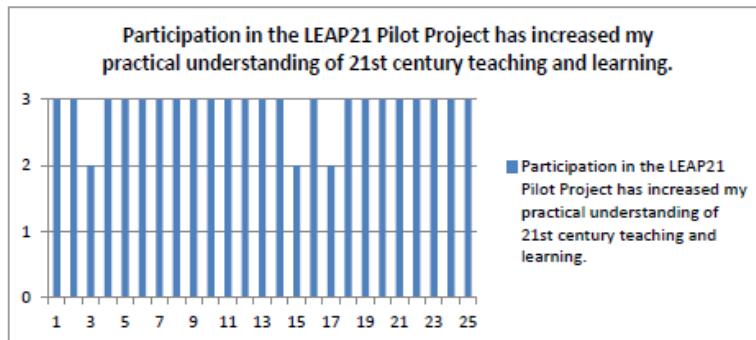
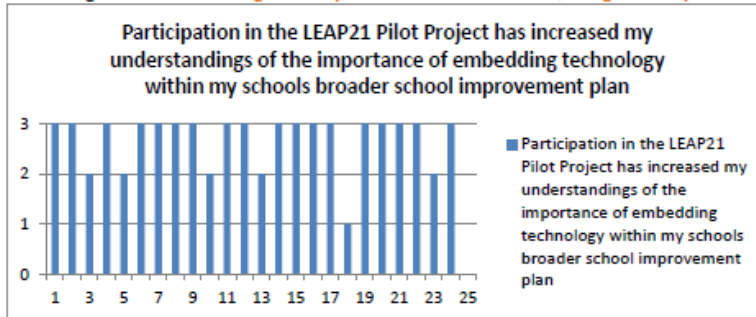
and enacted in 2013 and 2014

- facilitation of a Leap21 (21<sup>st</sup> Century Learning Design) pilot professional learning program involving 6 Low SES NP schools (and others) run via the PLI during Term 3 2012 to explore the effectiveness of the 'Leap21 Framework' from the ITL Research (Innovative Teaching and Learning Research). This bridges the gap between the theory and actual practice of innovative teaching supported to support student development of 21st Century skills and capabilities. See <http://www.itlresearch.com/>

Table 2: Leap 21 Evaluation

**LEAP21 PILOT PROGRAM EVALUATION**

knowledge 1=insignificantly, 2= to a moderate extent, 3=significantly



- Collaboration between Curriculum Services and the Professional Learning Institute to design a high quality professional learning program for current and aspiring leaders that supports embedded use of technology for all pedagogical and management processes – Leading a Digital School.
- Based on overwhelmingly positive feedback a broader scaled offering is available to schools through the PLI to support flexible and innovative teaching approaches. Selected participant responses in Table 2 highlight the efficacy of this program.
- Re-alignment and reshaping of existing eLearning services and structures has occurred to align more effectively with current priorities. The reconceptualised service offers new and innovative eLearning opportunities linked to Australian Curriculum to support collaboration across classrooms and enable students to be linked locally and globally.

**Reform Action–Strengthened school accountability**

This outcome will be an inherent part of the ongoing implementation of a range of eStrategy initiatives. A number of these (described above) were piloted during 2012 and the first half of 2013. These are designed in particular to support building of workforce capacity in order to deliver learning programs for students that embed contemporary technologies into all learning, teaching and assessment. Successful 21st Century learning demands approaches that embeds use of digital technologies in learning and teaching and shifts from teacher-centric to student-centric.

**Reform Action–External partnerships with parents, other schools and the business and community**

Planning for key partnerships and collaboration with relevant stakeholders and partners has



occurred during 2013 with some of these set to be formalised with Memorandums of Understanding in the second half of 2013 and early 2014. These include:

- Formalisation of partnerships with Microsoft & Apple Education to provide targeted support and training opportunities for teachers and leaders in best practice use of digital tools and educational applications.
- Partnership arrangements with VLE vendor Pearson in order to explore and showcase ways of leveraging the potential of the VLE to support DoE priorities in literacy, numeracy, engagement and retention.

### **SES 5 – Individual Low SES School Reform**

Schools in the Individual Low SES School Reform category used targeted literacy and numeracy support, informed by data, through programs and specialised/additional staffing. Catch up Literacy at Bruny Island School continued to show significant improvements in student outcomes. At Windermere Primary School QuickSmart Literacy, QuickSmart Maths, Bridges Literacy and Student2StudentReading, were all targeted programs that showed significant results.

Schools focused on tailoring learning to each individual student with Personalised Learning Plans (PLPs).

There was a strong focus on the social and emotional wellbeing of students and recognition that this was integral to learning outcomes.

Improving school culture and best practice for teaching and learning was also a focus, and many schools developed professional learning communities or had a strong focus on professional development. Reece High School created a collaborative learning community, based around teams of six to eight, with all staff (47) members belonging to the community. Core teachers have a 100 minute timetabled session per week whilst other staff meet fortnightly for 60 minutes. The focus has been on developing understanding around formative assessment, feedback, differentiation and task design. The context for this learning has been the teaching of literacy and numeracy.

Many schools focused on engaging students, parents and the community. Engaging and enriching programs through partnerships with external organisations to enhance learning were developed and maintained at Geilston Bay High School. Clarendon Vale Primary School focused on becoming a true community school; working to engage parents and local community organisations to improve student learning.

There was also a focus on the early years, Child and Family Centres, and early intervention to give the youngest children the very best start to life.

### **SES 6 – School Improvement Reform through Intervention**

In 2013, the Department of Education has continued to be guided by the department's Strategic Plan seeking to develop our staff, students and school communities through this innovative reform. The network structure comprised of three Learning Services and eleven networks of schools, act as a support for school and wider system improvement and improved student learning outcomes. Each network is supported by a Principal Network Leader (PNL) whose role is to support each school principal with a focus on school improvement and accountability.

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

*Please see further information on the department's reform in this area in the executive summary.*

### **SES 7 Post-Year 10 Transition Initiative**

In 2013, the SES 7 Post Year 10 Transition Strategy continues to be delivered in senior secondary schools working with their feeder high schools where the focus is on building cooperation, collaboration, professional learning teams and relationships among schools. In the DoE, this work supports post-Year 10 providers to improve student transition from Year 10 into Year 11. The strategy requires schools and senior secondary schools to work together assessing the current situation and transition challenges for their students while planning for improvement.

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

The SES7 Post Year 10 Transition Strategy strategically aligns with the Youth Attainment and Transitions National Partnership and Tasmania's Implementation Plan for this National Partnership.

### **Reform Action–Strengthened School Accountability**

#### ***Development of Student Tracking System and Student at Risk Predictor Tool***

The Student Support System encompasses the management of, and the ability to sort, search and analyse, the wide range of data that is held in schools (currently in both written and electronic form), including information about students' behaviours, health and wellbeing, education plans, as well as support from professionals such as school psychologists.

The system ensures student support information is available for all staff members involved with each student in a secure and confidential environment. This information follows the student wherever they go in the department–between schools, from primary to secondary school and from high school to senior secondary–ensuring teachers have the students' information available at their fingertips so they can provide appropriate support.

The Student Support System manages the workflows around specific actions and strategies and will have the capacity to create alerts to ensure students are well-supported.

The Student Support System is operating in all schools.

For students in Years 11 and 12 who have not enrolled in senior secondary school, the Student Support System supports Pathway Planning Officers in their work by identifying these students and managing the workflows required to track and re-engage them.

While the 'Student Tracker' function has been incorporated into the Student Support System, the reporting function is being progressed through the department's Data Management Project (DW3) and will be used to flag or alert relevant staff to students predicted as being at risk.

Information from the 'retention predictor' reports supports the work of Youth Transition Officers (YTOs) with all students in Year 10. This aspect of Transition and Retention maps each Year 10 student's chosen pathway including their work experience, intended Year 11 destination and course selection.

### **Reform Action–Provide Personalised Intervention**

#### ***Supporting successful transitions–case management of attendance issues***

Each senior secondary school employs a 0.5 Attendance Case Manager to provide a personalised approach to help students to problem-solve when issues arise which are likely to de-rail their successful engagement in Year 11 education. The shift in culture that was noticed in 2012 continues to be evident as case managers work with poor attenders to keep them engaged in senior secondary pursuits.

#### ***Senior Secondary tasters***

This initiative has two components; firstly, the provision of longer and more extensive taster programs for Year 10 students to help them understand the wide range of opportunities available in Years 11 and 12. All senior secondary schools work with high schools to help familiarise students with the new, larger environment and to ease transition for students at risk of leaving

early in Year 11.

Secondly, the development of career awareness programs for Year 11s to help those students understand the wide range of employment opportunities open to them and to help motivate those students to finish Year 12.

### **youthBUILD program**

This program continues to be offered to at-risk students in southern high schools. It provides an innovative learning experience where Year 10 students attend college one day per week all year and work in a simulated work environment.

Students are introduced to construction techniques through structured project work, both off and on campus. They worked on a range of projects in primary and high schools and community groups. youthBUILD partners with the Housing Industry of Australia (HIA), and associated high schools.

Students achieve a Statement of Attainment in Certificate I – Manufacturing Pathways. The program is highly successful at engaging at risk students and helping them make informed decisions. It assists them to make informed choices about possible career and study pathways, especially in the areas of manufacturing and construction.

### **Relief funds to support student transition through high school staff being available at senior secondary schools**

Senior secondary schools utilise SES 7 funds to work with their associated Low SES NP feeder schools. Senior secondary schools pay for costs of relief teachers, to allow previous year's Year 10 coordinators (or any person selected by the associate high schools) to be present in the senior secondary school to support Year 11 students. Reciprocal staff visits are a feature of this initiative.

Pathway Planning Officers spent five days between the beginning of Term 1 and Easter in the senior secondary schools to ease transition for students.

### **Evidence-based Literacy programs**

Trained staff in *How Language Works* are providing professional learning to their colleagues in senior secondary schools to further support the literacy development of students.

### **Reform Area–Building External Partnerships**

#### **Communication to Parents and the Tasmanian Community**

One of the most significant barriers to student engagement is the attitude of community and family to the need to complete Year 12; formal education is not valued highly in some households. It is important that communities understand that the availability of unskilled employment is diminishing and that in the future we will need a highly skilled and educated workforce. The Department of Education is currently working on the development of a range of brochures that will be available to a variety of audiences promoting a range of educational initiatives and strategies including the importance of finishing Year 12 and participation in further education and training.

### **Reform Area–Provide personalised intervention to cater for individual student need**

#### **Provision of Rock and Water Social Skills courses for college staff**

Research and experience show that many students disengage from schooling as they do not have the appropriate social skills to cope effectively in a large school, or indeed in many workplaces. There is a need for schools to involve some students in accredited training on the Rock and Water program, which is frequently cited as an effective social skills program. The Rock and Water program is being implemented in senior secondary schools as part of the pastoral care program and in work education classes.

### **KEY AREAS OF REFORM**

- ✓ **Incentives to attract high performing principals and teachers**

One of the challenges in education in Tasmania is retaining staff in difficult to staff schools and

areas. In the government sector, the department continually works with schools, in particular National Partnership schools, to provide incentives such as higher duties, travel allowances and affordable housing for rural and remote areas and other difficult to staff schools. Across the low SES schools there is an increased emphasis on collaborative professional learning which is enabling more aspiring principals and teachers to take senior positions. This has a twofold effect. It increases the leadership density of the department which supports sustainability over time. It also encourages staff to take up leadership positions in difficult to staff areas of the state. By creating more positions where aspiring principals and teachers have the opportunity to form part of the leadership team, schools retain high quality staff which in turn contributes to building overall school and teacher capacity, resulting in improved student outcomes.

### **East Tamar Federation (ETF)**

The Principal Network Leader has facilitated a monthly school improvement strategy called Learning Walks. Each school in the federation has hosted a Learning Walk where participants:

- undertake classroom observations that focus on collecting evidences about a school improvement focus
- engage with leading research on the school improvement focus
- provide written feedback to the host school with recommendations for next stages in improvement.

This process continues to evolve and assistant principals and classroom teachers have been to be invited to participate as a capacity building strategy.

### **East Coast/Central Midlands Federation**

A key federation strategy for 2013 has been the development of an aspiring leader program for middle tier and emerging leaders in the East Coast/Central Midlands Federation. A federation leader has been engaged who has worked with 25 middle tier and emerging leaders across all federation schools on instructional leadership. Leaders have engaged in professional learning about coaching and then been supported to practice their coaching with each other. Middle tier leaders have also undertaken a two-day professional learning program with the PLI about instructional leadership, focusing on key federation beliefs, using research-based strategies. Following this, middle tier leaders have developed an inquiry centred on their own practice and context. They have been supported and coached through this inquiry with the federation leader.

### **New Norfolk Primary School**

Modelled on elements from the Timperley Planning Cycle and core principles of the Principals as Literacy Leaders (PALL) program, the principal has developed an explicit teaching checklist that reflects well researched best practice and the particular instructional strategies associated with the school's professional learning focus. The checklist has been used in an observation/walk-through component of the Performance Development Plan (PDP) process and is the primary focus for PDP discussions.

### **Warrane Primary School**

As a result of National Partnership funding in 2013, Warrane Primary School has created a maths support role as 0.2 FTE teacher base salary and 0.6 FTE at AST level. This has been very successful with Warrane maintaining important expertise in the mathematics support role.

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

The focus of this reform is on changing the professional conversations within schools, building leadership capacity and implementing a mentoring and feedback culture between leadership teams and staff. Principals are changing structures and staffing to ensure they can spend more time in the classroom, monitoring teaching and learning. Reform is characterised by quality professional learning to inform, motivate and inspire teachers and to open channels of ongoing professional dialogue between principals and teachers. Developing professional learning teams and communities has and continues to be a key focus. Another key focus for the department is building inspired leadership capacity.

In 2013, teaching staff at **Bowen Road Primary School, Sheffield School, West Ulverstone Primary School** are continuing their involvement in collegial observations of practice, professional planning conversations reflecting on lesson observations and involvement in professional conversations to determine and monitor PDPs. Staff have undertaken professional learning in determining success indicators and lessons aims, developing quality learning units, and training in observing colleague practice, recording data and giving feedback to colleagues and in undertaking both self-appraisal and reflective conversations to plan next steps.

The principal at **Table Cape Primary School** has taken on a role as an instructional leader and enrolled in PALL course through the PLI. The principal continues to lead the implementation of strategies and best practices to improve literacy outcomes for all students at the school.

### **Parklands High School**

All staff are undertaking appropriately spaced learning professional learning to develop further understanding in relation to Supporting Literacy and Numeracy Success. A detailed analysis of mid-year moderation data is being used to further develop strategies to meet set targets in maths, English, science and history. Maths staff are involved in the RMIT Reframing Mathematical Futures Project delivering tailored learning to a range of mathematics classes across year levels. Year 7 and 8 English classes continue to develop and embed Deb Sukarna's Writers Workshop practices.

### **East Devonport High School**

Timetabled professional learning team opportunities during the school day, based on four teams – K – P/1, 1–2, 3–4 and 5–6) were established. Teams met weekly for a minimum 45 minutes and regularly twice a term outside classroom hours, with a focus on assessment data to inform teaching and learning. The school implemented a whole school approach to literacy and numeracy and pedagogy (Marzano's Art and Science of Teaching). Professional learning teams developed consistent approaches to literacy and numeracy. Whole school consistency in the areas of square writing, guided reading and spelling plus the introduction of the Stepping Stones approach to maths is what the school worked towards.

### **East Coast/Central Midlands Federation**

Each school comprising the federation continues to be supported with a 0.3 FTE pedagogical leader allocation, whose role is to enact key federation strategies such as the leadership of professional learning teams within their schools. Pedagogical leaders meet regularly to share best practice and undertake professional learning on the leadership of teams, the use of data and instructional leadership. Federation principals meet monthly to review progress towards achieving federation goals and undertake professional learning about instructional leadership together.

### **Wellington Alliance**

Alliance schools have aligned their professional learning to include:

- shared professional learning opportunities between all schools in the alliance

- the establishment of whole of alliance strategic professional learning priorities
- provision of engaging and high quality professional learning experiences
- establishment of common professional learning times and common structures for professional learning delivery
- Wellington Alliance Conference
- mentoring, support and knowledge sharing across alliance schools.

### **Fairview Primary School**

Fairview Primary has engaged in:

- A two person teacher observation and feedback process implemented and aligned with Professional Learning Communities. Teacher observations linked to strategic plan focuses within the area of literacy.
- Whole school professional learning calendar aligned to Personalisation of Learning and Formative Assessment.
- Whole school rubric created, implemented and understood for effective working and participative practise within professional learning communities at Fairview Primary School.
- 100 per cent of teaching staff working in professional learning communities.

### **Jordan River Learning Federation (JRLF)**

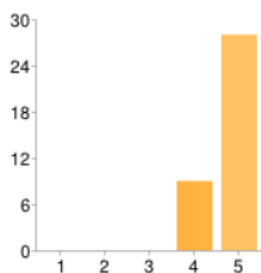
The goal at the JRLF in 2013 has been to improve the engagement, participation and attendance of all students in the cluster of schools through:

- professional development of teaching and non-teaching staff
- seminars for parents
- analysis of school and classroom functionality
- examination of data provided by each school
- support and information in making single sex classes work effectively at the East Derwent Campus with commensurate professional development for staff
- intensive professional development in Boys' Education, Gender-Specific Classroom techniques and Contemporary Pedagogy with on-going support.

### **Montrose Bay High School**

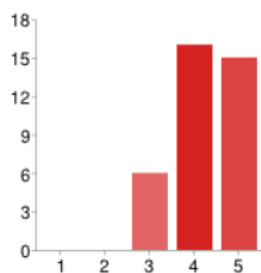
Montrose Bay High School established a triad for every staff member ensuring that for every approved professional learning opportunity, there was sustained, on-going support as teachers implement teaching strategies. Comments made by staff on the survey regarding triads. "The planning conversations have worked well to refocus my teaching. This time helps me to refine my goals for my own learning as well as really focus on the key aspects of the lesson I want for my students. I really like the observations and the chance to see other people's work." (see results from staff survey)

**This school is about improving student performance.**



1	0	0%
2	0	0%
3	0	0%
4	9	24%
5	28	76%

**This school is a good place to work.**



1	0	0%
2	0	0%
3	6	16%
4	16	43%
5	15	41%

## **Mountain Heights School**

Over the past 10 months, staff and community members have been researching best world-wide practice in:

- curriculum and assessment – policies and procedures to support learning pathways
- school-wide behaviour management systems
- processes and procedures to support staff and students
- family and community inclusion in schools.

This year participants shared their research and recommendations were analysed and placed within the school's five year school operational plan.

## **Geeveston Primary School**

The principal completed professional learning plans for staff, with bi-monthly meetings to review and discuss alignment with school literacy, numeracy and community goals. The principal is already in discussions with staff and the PLI about 2014 offerings and staff interest in developing greater capacity and knowledge to aid their attainment in the AITSL development framework. The principal is participating in the PALL program and leading school wide implementation of the Big 6 focus areas of reading improvement.

- oral language
- phonics
- phonemic awareness
- comprehension
- vocabulary
- fluency.

In 2013, a clear role is continuing to be articulated for the principal. The principal is providing time release to teachers to allow them the opportunity to conduct one-on-one sessions with students. The principal has also been facilitating staff to ensure a whole school approach to data collection, goal setting of achievement for different grades and intervention strategies to support those not meeting agreed outcomes.

### **East Devonport Primary School**

Professional learning included Response to Intervention Framework, Marazano's Art and Science of Teaching, the Literacy and Numeracy Block, Anita Chin Numeracy and the Big 6 Reading. These will form the basis of tier and whole school support in their framework.

### **New Norfolk Primary School**

The principal role has been developed with respect to the educational leadership dimension. Modelled on elements from the Timperley Planning Cycle and core principles of the PALL program, the principal has developed an explicit teaching checklist that reflects well researched best practice and the particular instructional strategies associated with the school's professional learning focus. The checklist has been used in an observation/walk-through component of the PDP process and is the primary focus for PDP discussions.

### **Parklands High School**

Staff at Parklands continue to develop in line with the Australian Professional Standards for Teachers. Staff have looked at these standards as recommended by AITSL and all staff have had an initial planning conversation with their line manager and have developed a performance plan according to the framework. Team leaders have a two block allocation to work with their team members to provide feedback on strategies every two to three weeks through meetings and class visits. The principal has also allocated one to two days coaching per week to observe and provide feedback on how the model is working at both the individual and collective level.

### **Railton Primary School**

- Purchased 0.2 FTE PE teacher to relieve principal of this role.
- Development of leadership with the assistant principal completing professional learning with the PLI.
- Principal/assistant principal timetabled coaching and mentoring sessions working with/alongside teachers in all classes.
- Principal 0.2 in levelled literacy intervention.

### **Reece High School**

The teaching pedagogy identified through Collaborative Learning Communities has been clearly linked with classroom practice and teachers have used their PDPs to identify goals and targets specifically related to this area. This is being supported by the development of a feedback culture to facilitate achievement of identified goals. Each member of staff has been assigned a member of the leadership team who works closely with the staff member to develop their plan. The role of the principal has been to work closely with the leadership group to ensure that there are common understandings and processes followed by all and includes moderation sessions to assess that this is occurring.

### **Rokeby Primary School**

- Professional learning community using inquiry methods to best ascertain student and teacher learning needs.
- Consistent practices in teaching across the school.
- Using a Di Siemen (Big Ideas in number) and Alistair Macintosh (Mental Computation Approach)
- Professional learning time being set aside to look at best practice using ICT.
- Teaching staff agreement on agreed protocols for peer analysis (Charlotte Danielson).
- Regular practice analysis teacher observations to reflect on task design, questioning and



student feedback to inform planning and pedagogy.

- Time given for professional learning communities to develop.
- Sharing and observing of practice.
- Continued work with staff on the AITSL framework.
- Principal continued leading instructional leadership at the school level.

### **Sheffield School**

- All staff have a professional learning portfolio that highlights feedback from a variety of sources, includes self-appraisal, and a PDP with targets to be measured against the AITSL standards.
- All staff have participated in professional learning regarding the provision of feedback to colleagues.
- Participated in the Leading a Digital School professional learning program with the PLI.
- A continuing focus across professional learning for OneNote for planning, online tools, iPads and various other mediums to support student learning.
- VLE Fronter professional learning.

### **West Ulverstone Primary School**

The principal continued his role as instructional leader. The principal completed PALL through the PLI, which led to the implementation of strategies/practices to improve literacy outcomes for all students at the school.

### **Romaine Park Primary School**

Romaine Park appointed a 0.2 FTE highly motivated Literacy Leader and a 0.2 FTE highly motivated Numeracy Leader to lead professional learning and model best practice in literacy and numeracy teaching and learning. This has led to excellent professional learning for all teachers in implementing best practice.

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

Schools applying this reform are using a number of initiatives, strategies and focus areas to encourage innovation and flexibility in school operations. For some schools this has meant trialling a new school structure and timetabling to better meet student needs and/or enable time to be made available for professional learning for teaching staff to improve their teaching practice. Additionally, our schools have focussed on attendance strategies or staffing structures to promote innovation and flexibility. Purposeful, collaborative school based planning has also been a feature in 2013 for low SES schools.

### **Ravenswood Primary School**

- Built capacity of teachers through professional learning, observations, mentoring and coaching.
- Built professional teams within and beyond the school to improve teacher effectiveness.
- Managed school-wide data schedules including specifically the numeracy data and facilitating processes with teachers to inform the planning and assessment of personalised learning opportunities.

### **Fairview Primary School**

Continued implementation and embedding of a whole school approach to numeracy teaching based on successfully established literacy operational and inquiry learning model. This initiative is informed by Mike Schmoker (student achievement data), Alistair McIntosh (Mental Computation),

Di Siemon (Big Ideas in Number) and Thelma Perso (Teaching Mathematics for Numeracy). Significant work has been supported by educational leaders in Helen Timperley and Bob Jackson (inquiry models of learning).

- 81% of Year 3 students achieved a C or > assessment in mathematics
- 94% of Year 3 students were at or above NMS compared to 90% at like schools

### Montrose Bay High School

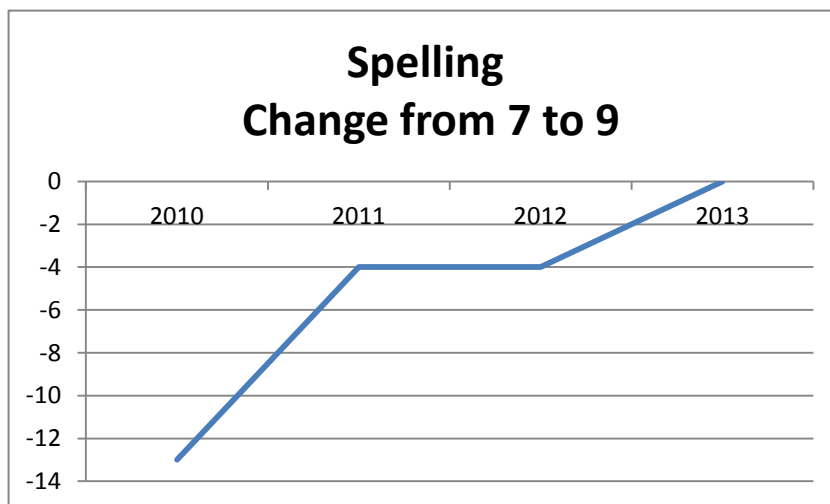
Coaching support has continued to focus on supporting teachers across all learning areas, as they implement strategies to embed literacy, numeracy and ICT into their programs and everyday classroom practices. Montrose Bay continues to update all teachers in Tactical Teaching, and now has two trained facilitators in tactical teaching. Every year each team has an identified ICT champion, literacy champion and numeracy champion.

#### Improving Numeracy and Literacy (Target, 5% improvement on Grade 9 NAPLAN)

	Average of R and C 2008	Average of R and C 2009	2010	2011	2012	2013
7	91.5	85	87	89	88	91
8						
9	86.5	85.5	84	82	82	89

#### NAPLAN Literacy - WRITING (%) at or above National Minimum Standard

	Average of R and C 2008	Average of R and C 2009	2010	2011	2012	2013
7	83	79.5	79	69	89	79
8						
9	69.5	74	74	48	52	74



### Risdon Vale Primary School

- Regrouping of students for the explicit teaching of comprehension strategies.
- Targeted support of students with needs in literacy and numeracy.
- Regrouping for the teaching of number in numeracy.

- Focus on teacher quality through professional learning.
- Development on a community renewal strategy.
- Use of data (NAPLAN, PAT, PIPS and KDC) to identify students needing support. Develop programs to meet specific needs of target groups.

#### Literacy

2010 growth rate -3.4%

2011 growth rate -1.9

2012 growth rate was +3.42

2013\* awaiting new data

#### Numeracy

2010 growth rate was -1.5

2011 growth rate was +10.50%

2012 growth rate was +7.9%

2013\* awaiting new data

#### **Windermere Primary School**

Windermere Primary School has expanded its Literacy Coaching Model. The school now has three Literacy Coaches, one at 1.0 FTE, one at 0.6 FTE and one at 0.4 FTE. The three coaches work with all teachers across the school. The school has maintained a Numeracy Coaching Model. One Numeracy Coach at 0.4 FTE works with all teachers across the school. Three professional learning communities have been created.

#### **St Paul's Catholic School**

St Paul's has invested in the You Can Do It! program. A teacher works 0.1 FTE in this role as the designated social and emotional wellbeing teacher at the school, working with students from Prep to Year 6, teaching them about the five things that lead to a successful and happy life: getting along, confidence, resilience, persistence and organisation. There have been a number of positive changes that have taken place due the students increased understanding of the social and emotional elements underpinning all learning.

Three major successes are as follows:

- the introduction of the whole school 5 BE's
- the introduction of the Get Lost Mr Scary Program
- the chaplaincy grant application.

#### **Mountain Heights**

This year the school has strategically focussed on areas such as attendance in order to achieve National Partnerships targets. In Term 1, 2012, 53 students were suspended from school. In Term 1, 2013, 17 students were suspended.

#### **Beaconsfield Primary School**

During 2013 Beaconsfield implemented a whole school focus for the teaching and assessment of spelling. To begin this process student spelling data was collected using the Single Word Spelling Test (SWST). Staff engaged in specific professional learning focused on analysing the SWST and

using the data to inform planning for their spelling program. To support teachers with this, a whole school professional spaced learning was implemented with a specific focus on the five spelling strategies outlined in the text *Guiding Thinking for Effective Spelling*. Teachers were required to participate in action research in their own individual classrooms and then share their findings with other staff members. A group of students in each class were involved in self assessing their own spelling ability and skills. This was then used to generate conversation about the explicit teaching of spelling strategies. Teachers have been provided with visual scaffolds for classroom use. These scaffolds are uniform in nature with the intent to develop the whole school language regarding the teaching of spelling strategies.

Leaders of the literacy and numeracy teaching and learning teams participated in the Effective Use of Data workshop offered by the PLI. These leaders then lead teams in the analysis of the 2012 NAPLAN data using the NAPLAN Toolkit. From this analysis these teams created their yearly action plan which included findings from this data work. These teams meet regularly to monitor their goals and strategies. This process will take place in the near future using the 2013 NAPLAN data to inform school improvement into the future.

Work has also commenced on developing some common understandings with all staff with a specific focus for Early Childhood teachers around the teaching of reading. Staff have identified areas of need and set goals in their individual PDPs and it has become apparent that reading will form the basis of professional learning into future. All staff will complete a rubric outlining their own individual strengths and areas of future development regarding the teaching of reading. This then will drive the professional learning into the future.

The Bridges literacy intervention program was trialed. This program was implemented for Year 1 and 2 students who were identified as requiring additional support to meet the end of the year benchmarks.

A whole school testing schedule was implemented. This schedule outlines what data collection tools will be used in each year group and the time of the year that this testing will take place. From this, there has been the creation of an online database to record this information.

A whole school approach to the teaching of mathematics through Stepping Stones was implemented. 100 per cent of staff have been provided with Stepping Stones professional learning.

	Beaconsfield Primary Year 3 mean scores	Similar School Year 3 mean scores	Beaconsfield Primary Year 5 mean scores	Similar School Year 5 mean scores
Spelling	399	376	483	447
Reading	460	393	500	463
Writing	410	390	463	437
Punctuation and Grammar	429	390	474	448
Numeracy	400	370	457	441

## **St James College**

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

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

In support of students' social and emotional growth, the school has embraced the Whole School Positive Behaviour Support approach (PBS). This approach was developed with staff training (ongoing) and through whole-community consultation. A parent representative and three student representatives on the PBS Leadership Team bring wide perspective.

This has resulted in:

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

## **Bowen Road Primary School**

Two days were allocated for professional learning led by an expert teacher on active learning strategies as part of Formative Assessment. Building on work with collegial observations in 2012, these strategies formed the basis of collegial observation rounds in Term 3 2013 and will continue through to Term 4. Teachers anecdotally report greater engagement from students during lessons and awareness of their own learning progress after trialling these strategies in their class teaching. Teachers have also had the opportunity to observe their own students under the guidance of a support teacher and have been able to glean unique and valuable insights of student learning from this method.

In 2012, National Partnership money was utilised to train all teachers and teacher assistants in the use of 'Catch Up Literacy'. As a result, we have built a huge capacity to deliver the 'Catch Up Literacy' intervention program across the whole school. Sickness or absence of individual teachers does not render the program inoperable. In the event of a teacher leaving the system, we are only faced with a relatively minor cost for training of the replacement teacher.

Name	Age	Spell age	2012 Score	Age	Spell age	2013 Score	Growth
HB	11.9	10.2	90	12.4	10.4	88	-2
MC	10.10	6.11	56	11.5	7.5	63	+7
LM	10.3	7.5	63	10.10	8.1	71	+8
AM	10.3	8.11	80	10.10	9.7	86	+6
FO	10.8	8.4	74	11.3	9.7	86	+12
JO	10.8	8.4	74	11.5	9.7	86	+4
NO	10.0	8.2	72	11.1	8.11	80	+8
BH	9.8	6.10	54	10.3	7.5	63	+9
JW	9.4	6.5	48	10.1	6.10	55	+7
IC	8.6	7.5	41	9.1	8.3	73	+32
FD	8.6	6.8	52	8.9	7.2	59	+7
RO	8.5	7.9	67	8.11	8.2	72	+5
CM	8.8	6.10	54	9.3	6.11	55	+1
SM	7.4	6.11	56	8.11	7.4	61	+5
KS	7.4	5.10	24	8.11	5.10	35	+11
SC	6.0	5.10	13	6.6	5.10	32	+19
BH	6.10	6.8	52	7.4	8.4	74	+22
MH	6.5	5.10	36	6.11	7.1	58	+22
NL	6.7	5.10	21	7.1	5.10	38	+17
BP	6.11	5.10	26	7.5	6.8	52	+26

### Tasman District School

Tasman District has continued as a lead school in literacy/numeracy within a network that comprises 18 schools. This has enabled the school to have a lead teacher based at Tasman to build capacity across the network in literacy/numeracy initiatives. 2013 saw important school reform continue through staff working together as a professional learning community to build quality teachers through the work of Marzano (based on his book – Becoming a Reflective Teacher). Fortnightly staff meetings continue to engage teachers to reflect upon best practice and look at quantitative data collected through classroom observations by the school leadership team. All teachers were assigned a school priority planning team – again fortnightly meetings were used to develop priority areas in alignment with the Department of Education’s Strategic Plan 2012-2015. Planning teams were – Literacy, Numeracy, Positive Behaviour Support and Attendance. Groups met to develop actions. Each team was led by a member of the school leadership group who collaborated on a regular basis to ensure accountability for progress of actions. All teachers had

significant gains in their understanding and use of the Australian Curriculum and in moderating student work against the Australian Curriculum work samples. Additional teacher (0.6 FTE) and teacher aide support was provided for targeted literacy/numeracy interventions (aligned to the School Improvement Plan).

### **Kempton Primary School**

Learning teams have regularly engaged in joint planning and monitoring meetings for all students of the school. Professional learning around literacy and numeracy have centred around identifying evidence-based teaching practices and contextualising them to the Kempton community.

### **Hillcrest Primary School**

- Built the capacity and capability of teaching staff through the funding of a 0.5 FTE AST National Partnership.
- Strengthened student leadership and voice by providing opportunities for students to plan and implement activities and events traditionally organised and run by teaching staff.
- Further integrated Hilly Kids are Friendly Kids Social Skills program into whole school and community culture.
- Teaching and learning based on Investigative and Inquiry based authentic learning environments modelled upon the Walker Learning Approach from K-6.
- Implemented a 1:1 iPad program in Years 3 to 6 to promote 21<sup>st</sup> century teaching and learning programs.
- Used Restorative Practices to support the social, emotional and behavioural needs of students.
- Increased staff leadership density through the Raising the Bar roles, curriculum leadership roles, and opportunities to lead areas of interest.
- Collegial planning teams established to provide the best learning opportunities for all students.
- Six parents trained and mentored to work 1:1 with targeted students in the upper primary Unlocking Literacy program.

### **Oatlands District High School**

All teachers of literacy and numeracy work in teaching teams once a week to plan, assess and implement targeted learning based on the individual needs of students. Students are grouped based on performance from common assessment tasks and move between groups as learning occurs.

Guaranteed learning in literacy and numeracy based on the Australian Curriculum have been identified for each year level, and assessment tasks and explicit teaching is organised around these.

Staff have analysed attendance data and have developed strategies based on highlighting attendance to improve individual and group attendance across the school. These strategies include: personal contact by teachers to the home; office staff contacting parents of students absent without reason; newsletter articles about attendance; social worker involved in cases where attendance is of concern.

### **Parklands High School**

Student support is co-ordinated by one teacher who oversees all alternative programs. Broad teacher involvement in working within this action provides a wide variety of programmes. Collegial

professional learning with associated primary teachers has been further developed from 2012 into 2013 to include whole cluster work with Supporting Literacy and Numeracy Success.

**Queechy High School** and **Montrose Bay High School** have continued to embed effective processes and procedures which support school, staff, student and parent expectations and aspirations, with a particular focus on attendance. These processes and procedures support best possible attendance patterns and behaviours and align with systemic processes and expectations.

### **Queechy High School**

In order to understand attendance patterns and behaviour Queechy High identified, monitored and sought to understand reasons underpinning absenteeism for individual students who were identified as having an absence rate of concern. To overcome those reasons, staff began building structures with grade teams to address concerns with individual students. A team of staff have also been involved in the Transforming Trauma project.

- High levels of expectations of student success and teacher efficacy using Hattie's Visible Teaching.
- A framework based on the work of Zbar et al and underpinned by the research of Hattie provided clarity regarding current school structures provided a focus for the leadership team and all teaching staff when making decisions.
- Establishment of three 0.5 FTE AST learning leaders to provide extra support for teaching staff.
- Action research teams established focussing on improvement of student outcomes.
- Changed meeting structures to ensure maximum time for professional learning – explicit and implicit focus on professional growth rather than management issues.

### **Montrose Bay High School**

At Montrose Bay attendance has also been a priority with the establishment of an attendance committee comprised of a leadership team. Weekly data collection is undertaken, analysed and distributed to staff to assist in understanding and responding to attendance, particularly long term attendance issues. Other examples of process and procedures driving improvements in attendance include, employment of additional Chaplains and an attendance officer, an online learning support teacher focusing on programs for at risk students, the use of the Connect Program, where close relationships are forged between teachers, students, home and the school and alternate program provision.

### **Reece High School**

A key feature of the school improvement strategies adopted by Reece High School in 2013 has been the focus on improving teacher quality. The implementation of a professional learning plan based on collegial practices and action research has led to the improvement of teacher performance. This plan involved the creation of collaborative learning communities based around teams of six to eight involving 100 per cent of teachers. The focus has been on developing understanding around formative assessment, feedback, differentiation and task design within the context of literacy and numeracy.

### **Rokeby Primary School**

- Use of a lead teacher to guide collaborative teams in conjunction with school leadership team to achieve consistency.



- Professional learning community using inquiry methods to best ascertain student and teacher learning needs.
- Dedicated time for professional learning communities to develop into effective learning teams to improve literacy outcomes.
- 90 per cent of students meeting the National Minimum Standard.
- Single word spelling test (SWST) results in show improvements at six monthly intervals.
- Percentage of students reaching a 'C' rating against the Australian Curriculum improving each year.
- Improvement in overall Performance Indicators in Primary Schools (PIPS) literacy results (see below).
- Children that attend the Launching into Learning (LiL) program will outperform their peers that have not attended LiL in the Kindergarten Development Check (KDC) and PIPS testing. We continue to see improvements in this data (see below).

**PIPS testing results:**

Year	Learning Area	Percentile	Improvement Gains
2011	Literacy	33	
2013	Literacy	44	+11
2011	Numeracy	33	
2013	Numeracy	53	+20

**Kindergarten Development Check Data:**

Year	Students Identified 'At Risk'
2011	32
2012	31
2013	20

**NAPLAN**

Year	Grade	Learning Area	Mean Score	Improvement
2012	3	Reading	325	
2013	3	Reading	357	+31

Year	Grade	Learning Area	Mean Score	Improvement
2012	3	Grammar and Punctuation	322	
2013	3	Grammar and Punctuation	362	+40

Year	Grade	Learning Area	Mean Score	Improvement
2012	3	Writing	353	
2013	3	Writing	378	+25

Year	Grade	Learning Area	Mean Score	Improvement
2012	3	Spelling	336	
2013	3	Spelling	358	+22

Year	Grade	Learning Area	Mean Score	Improvement
2012	3	Numeracy	335	
2013	3	Numeracy	353	+17

### **Romaine Park Primary School**

Romaine Park developed a combined whole school testing schedule which provided rich data to inform professional conversations. A professional learning model was also developing and staff were:

- involved in specific learning on best practice in literacy and numeracy
- involved in time with their teaching team to practice, implement and refine best practice in literacy and numeracy
- involved in analysis of school data.

### **Rosebery District High School**

Timetable includes a school resource teacher on all staff timetable allowing more flexibility in staffing/planning and supervision. All staff have completed Behaviour Management professional learning and are participating in Online Behaviour management modules. Staff have had the opportunity to work with experienced mentors from Ulverstone High School. All staff have a performance and development plan that identifies areas for development. The staffing model now includes 'local' expertise for small amounts of time to increase a range of opportunities.

### **Sheffield School**

- Two staff participated in the working with data workshop conducted by the PLI and led colleagues through a process where staff worked collaboratively to review NAPLAN data as a group and set planning goals / focus based on interpretation of data.
- Collaborative approach across the school to developing spelling scope and sequence.
- Staff participating in the Scaffolding Numeracy in the Middle Years (SNMY) Maths professional learning.
- Teachers working in planning teams to plan and assess student outcomes using the Australian Curriculum
- Whole school numeracy plan in development.

- Whole school professional learning around the Supporting Literacy and Numeracy Success document and the importance of all staff recognising and understanding the role they play in literacy and numeracy capabilities.
- Principal's participation in the PLI Secondary Principals as Literacy Leaders.

### **St Helens District High School**

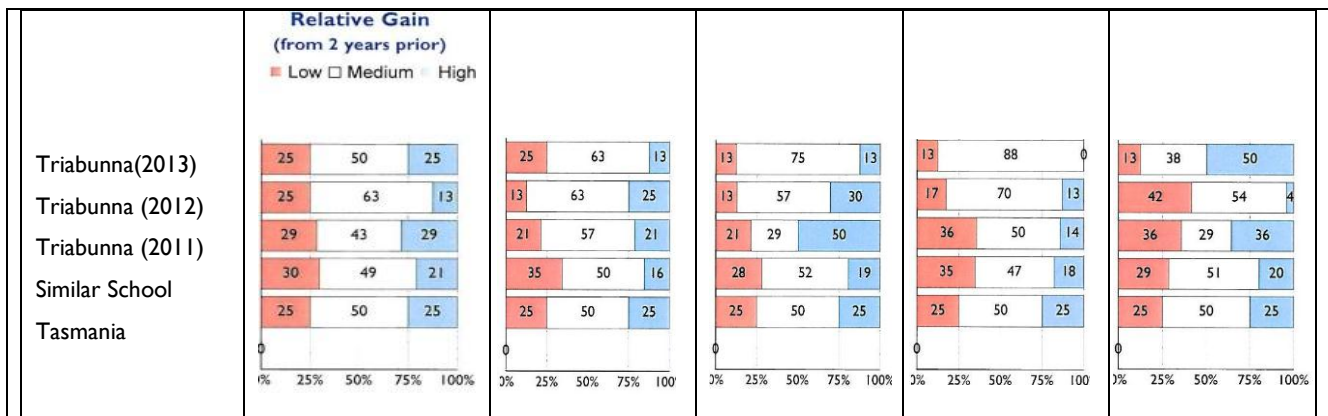
St Helens District High School has transformed into a professional learning community. The improvement agenda has centred on the strategic use of student data, collaborative teacher practice and development of a 'guaranteed and viable curriculum', intelligent use of feedback and intervention which both extends and provides remediation for students. The implementation of a 'pyramid of intervention' response has been pivotal in the strategic use of data and improvements in teacher data literacy. The intervention approach has ensured that students are flexibly grouped, according to specific need, based on student data. This has produced significant improvements in student learning.

### **Triabunna District High School**

The School Improvement Plan includes the priority areas of attendance and engagement. Programming and professional learning is targeted at team collaboration and using all opportunities to explicitly articulate and demonstrate to students the alignment of the literacy and numeracy general capabilities within each subject, particularly 'options'. This model builds a culture of shared ownership of students and provides a vehicle for the 'basics' to be a priority across the school.

This year the establishment of professional learning teams have provided additional opportunities for teachers to be involved in inquiry learning, planning and coaching within learning areas and student cohorts. They are establishing common language and strategies across classes and years. Templates have been adopted for planning that clearly articulate alignment with curriculum content, general capabilities and reflection on outcomes. A structural timetable and staffing allocations have allowed the qualified teachers in English and mathematics to be able to conduct intervention lessons as part of their designated load, without impeding the 'normal' classes of students needing additional assistance. Students are no longer withdrawn from a class to get additional math tutelage. The timetable allows for them to receive this assistance in their intervention lesson scheduled alongside the morning core lessons.

	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Punctuation and Grammar</b>	<b>Numeracy</b>
<b>Grade 7 (2011)</b>	515	462	502	496	504
<b>Grade 9 (2013)</b>	552	513	541	509	550



<u>Triabunna District High School Attendance and Suspension Statistics</u>	Triabunna	Sector	State
Attendance 2012	91%	87.6%	90.2%
Suspension 2012	7.2%	22.3%	12.4%

### Warrane Primary School

A maths support teacher has a flexible timetable which responds to student need. Maths support is targeted through identifying students at risk through PIS, NAPLAN, SENAI, PAT Maths, I Can Do Maths and Mental Computation Assessment. Timetabling is regularly reviewed and changed in response to need. Regular collaborative meetings between the maths support teacher and staff have taken place to analyse data to inform teaching. A culture of professional learning exists which is designed around data analysis and teacher need. 75 per cent of staff reported that maths collaborative planning has positively impacted on their teaching, and 62.5 per cent of staff requested that it continued in 2013. 50 per cent of staff reported that it substantially helped them develop understanding of the Australian Curriculum.

### Waverley Primary School

Professional learning teams have provided dedicated non-instructional times for teachers to share best practice, share understandings, collaborate and individually look at student work and apply the strategies to improve student outcomes. Quality teaching is critical to effective student learning and Waverley is focusing on ensuring they have a strong focus on collaboration, personal learning and capacity building.

Waverley Primary School has built into schedule regular opportunities to meet with Ravenswood Primary School, a neighbouring school with a similar ENI. They have created a whole school approach to spelling and have been extremely pleased with the take up from staff from both schools. The opportunity to work with a 'like' school assists in developing collegial professionalism and assists staff to learn, plan and reflect about how best to improve student learning outcomes.

The assistant principal role is supporting staff to implement significant interventions by using current data and by modelling best practice. This work has seen the assistant principal also work alongside staff to develop Individual and personal plans for students who need adjustments to engage with the Australian Curriculum.

The leadership team, along with leadership teams from like schools have benefited from working with the Principal Network Leader. There is a clear focus on leading teaching conversations through the use of disciplined dialogue and a feedback framework that assists the school in having rich and structured conversations with staff.

National Partnership funding has allowed for a specific resource teacher creating flexibility in the timetable to release staff for individual/small group planning. The resource teacher has also implemented targeted programs to improve student outcomes; this has also involved Aboriginal students.

### West Ulverstone Primary School

West Ulverstone put in place the provision of a fortnightly in-school team release model for collegial professional learning and planning; individual teacher goal setting and follow-up class observation and feedback sessions; professional learning for teacher assistants to further support whole school literacy sessions in reading and writing and a supported modelling and practice with students.

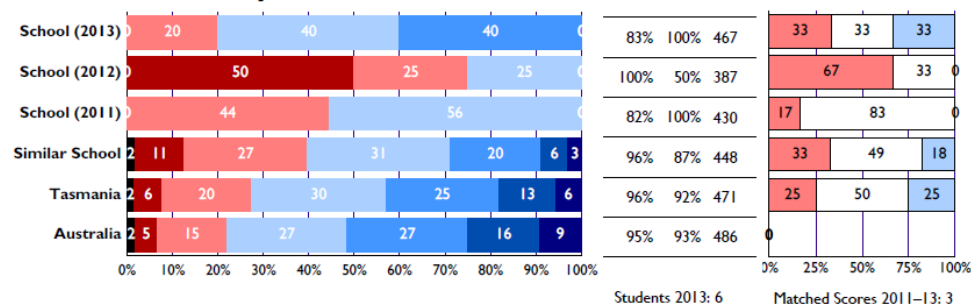
### Westerway Primary School

An ongoing program of additional support in classrooms has resulted in improved literacy outcomes for all students in 2013. Student’s vocabulary knowledge, decoding skills, comprehension strategies and understanding of the characteristics of a variety of text types are showing development (evidenced through teacher observations and formative assessment tasks). Students are actively engaged in a range of reading texts and are learning to express opinions, pose questions, understand characters, make connections, predict, infer, visualise, and find evidence, through teachers engaging in an inquiry cycle in a whole school approach to analyse student data and look to improve each individual student’s outcomes.

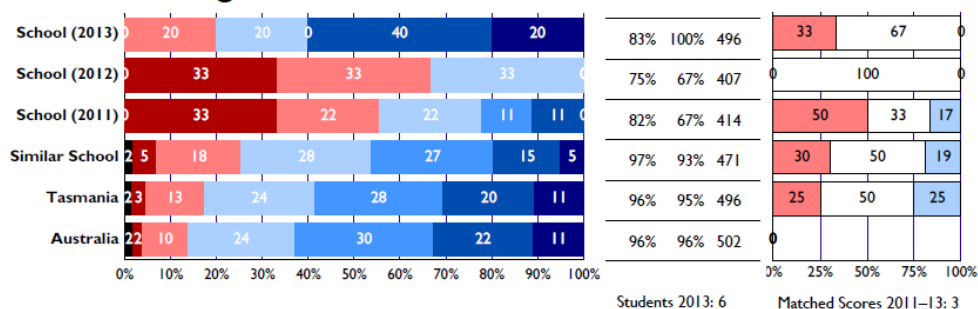
Other initiatives include:

- Principal working in mentoring role with individual teachers to support implementation of whole school literacy and numeracy strategies.
- Principal working with small groups and individual students ‘at risk’ on a daily basis.
- Mental computation groups across the school have been formed based on stages of student learning.
- Whole-school Positive Behaviour Support has been implemented and enhances the learning goals of our school.

### Year 5 Numeracy



## Year 5 Reading



### Zeehan Primary School

A further 40 iPads were purchased to assist in the positive development of teaching practice providing an innovative, flexible and engaging learning method, particularly for English and maths. School-based professional learning sessions have been undertaken to highlight and discuss the benefits of various education iPad applications and how these can be used in the classrooms either for identified groups of students or individual students. Some students have also been proactive in identifying iPad applications which assist their learning.

Zeehan has also seen an improvement in the number of parents informing the school of their child's absence. At the end of 2012 Zeehan had 146 unexplained absences. As of the 30 June 2013, 100 per cent of student absences at Zeehan Primary had been explained by a parent/carer.

### Tasman District School

Tasmanian District School focussed on building strong pathways, through innovative reforms to encourage retention. Extra staffing continues to be provided for the Skill Centre to enable it to continue to provide a greater range of flexible learning opportunities (and therefore a wider range of qualifications) for students from Year 9 to adult learners in partnership with the Polytechnic (now TasTAFE), TQA and eSchool. In 2013, Tasman District School continues to deliver Pathway Planning to Year 10 students by providing additional hours through an onsite teacher.

### Northern Christian School (NCS)

School Education Plans were developed by teachers in conjunction with the whole School Improvement Plan. Professional learning took place based on student assessment data for mathematics.

Attendance was a focus, and was monitored, with personal follow-up and assistance provided to parents on a needs basis. The principal and teachers worked collaboratively utilising the National Professional Standards for Teachers as a tool to enhance and monitor each teacher's professional growth and achievement of negotiated goals.

NCS maintains a whole school approach to student health and wellbeing. Through the Australian Curriculum and the Kids Matter Primary and Early Childhood program, mental health and wellbeing is promoted within the classroom, and through parent and family forums and community activities.

### Providing innovative and tailored learning opportunities

Schools have been innovative in regard to new initiatives and programs that engage, motivate, inspire and retain students in education. They are increasing the use of research-based strategies to identify at-risk students and areas of need, to build programs to assist and target these areas. Professional learning is being used to ensure teams of teachers align their understanding of programs (i.e. literacy programs). With the same understandings for the delivery and reasons underpinning programs, high quality professional learning is directly responding to trends in student

achievement data.

### **Oatlands District High School**

Oatlands District High School is involved in twice weekly small group support sessions where intervention/extension is offered in literacy and numeracy. These groups are based around data collected from the common assessment tasks as well as teacher knowledge. Explicit intervention is provided so that all students have a chance of attaining the guaranteed learning identified as grade appropriate from the Australian Curriculum. Consolidation and extension opportunities are also offered to students according to need.

The 'Catch-Up Literacy' program has also been introduced at Oatlands District High School. Students performing at two or more years below chronological age in literacy have been offered 'Catch-up' literacy sessions from teaching staff trained in this program. Anecdotal and quantitative data has seen significant improvements in the reading levels of the targeted students. 'Catch-Up' Numeracy has been implemented for students identified as performing two or more years below chronological age. To date, 14 per cent of students have participated in 1-1 sessions on Catch Up programs (2 x 15 minute sessions per week). There has been an average gain of 19 per cent.

### **Montrose Bay High School**

**iTrack** commenced at Montrose Bay High this year, the first trial school in Tasmania. iTrack is an online mentoring program that supports students who are beginning to develop their post-school plans. It has provided students with the unique opportunity to receive one-to-one support from a trained person in the community. Students who participated were paired with a mentor – someone in the business community or workforce who offered experience and advice about finishing school and post-school options. Together they participated in online chat sessions and activities.

### **Windermere Primary School**

Windermere introduced The Words Their Way spelling program for Years 1-6. Students from 13 classes have been grouped according to their developmental need.

The school has continued to offer a range of learning support programs to cater for individual student needs. These programs include QuickSmart Literacy (Year 4-6), QuickSmart Maths (Years 4-6) and Bridges Literacy (Years 1-2). The Student2Student Reading (Years 5-6) will commence in Term 3.

Windermere Primary has employed a Chaplain who works every afternoon with students from Years 2-6 to establish a School Garden. He has worked predominantly with 'at risk' students to create and sow garden beds, build a compost bin and construct a hot house. Students have displayed high levels of motivation and enthusiasm and maintained a consistent level of participation. One aim of this program is to grow enough produce to supply the school's kitchen and cooking program.

### **St Paul's Catholic School**

St Paul's continued programs such as Letters & Sounds, Spelling Mastery, MULTILIT and MULTILIT extension program, Key Into Comprehension and Re-organization, PM Writing and Success for Sentences. In addition to this, teachers have analysed data relating to student difficulties with comprehension. Based on this data they have workshopped and brainstormed different comprehension strategies to support these students developing specific comprehension skills and building vocabulary.

An essential element to intervention programs is the employment of an additional teacher within

classes for key literacy and mathematics time to work with these students on specific targeted issues relevant to learning and to provide small group support in these areas.

For maths the school has purchased the Key Stage Math 3. This was linked to the data gathered from NAPLAN and Action Maths interviews. This information is being used to provide students with small group opportunities to work on the specific areas of maths they need support in.

### **Waverley Primary School**

The QuickSmart program with Year 5 students is a tailored program based on data and specific intervention which has continued to be implemented.

2013 NAPLAN data shows:

#### **Year 3**

14/15 students are at or above National Minimum Standard for Reading

11/15 students are at or above National Minimum Standard for Spelling

13/15 students are at or above National Minimum Standard for Grammar and Punctuation

14/15 students are at or above National Minimum Standard for Persuasive Writing

14/15 students are at or above National Minimum Standard for Numeracy

#### **Year 5:**

20/22 students are at or above National Minimum Standard for Reading

18/22 students are at or above National Minimum Standard for Spelling

17/22 students are at or above National Minimum Standard for Grammar and Punctuation

18/22 students are at or above National Minimum Standard for Persuasive Writing

18/22 students are at or above National Minimum Standard for Numeracy

The work of the lead teacher in preparing evidence based planning across Prep – Year 6 in collaboration with teachers is enabling students to have individualised programs so student outcomes can be enhanced. There has also been a focus on extending students to reach their full potential.

Waverley is striving to provide innovative, academic and extension activities in a number of domains for students. The school has organised pursuits as academic challenges, participation in Tournament of Minds and Readers Cup.

A teacher-aide has been working with a group of girls from Year 2 – 4 develop their social and emotional skills. This program runs for one afternoon a week and has involved students participating in life skill lessons involving conflict resolution, teamwork, staying safe, journal writing, and personal hygiene.

Waverley Primary School is involved in a pilot program with the University of Tasmania, a new Student Ambassador Program aimed at inspiring primary and lower secondary students to consider university as a viable future pathway. It is designed for schools which have traditionally had a below average student transition rate into university. The primary aim of the program is to provide information, activities and mentoring to students that highlight the possibilities of university education in a structured way.



## **John Paul II**

Targeted programs at John Paul II have been Birth to 4 programs, Words their Way Spelling program, a trip to Canberra and a social emotional learning peer support program. These programs have had a positive impact on students at John Paul II school.

Through these reforms the school has shown an improvement in spelling as evidenced through NAPLAN results.

The Birth to 4 program continues to be successful – a positive outcome being enhanced parenting skills, health and nutrition and a better understanding of the importance of the parent role in working actively with young children before school. This program has certainly increased engagement with parents and the local community. Through the program, the school has become part of a community garden project.

## **Ashley School**

In 2013, Ashley School has aimed to provide an ‘in-house mathematics’ program which supports individual student need. Ashley School has developed four specific numeracy tasks that identified students engage in. Each numeracy task had a range of questions that covered the ten components of the Australian National Numeracy Curriculum from foundation level (Kindergarten) to Year 6. Generally because of the unique situation of Ashley School, attending students are often well below the expected benchmark. This program has allowed students at Ashley to engage well with the National Curriculum at the Year 6 level and this is an expected level of numeracy for positive engagement in the community.

On completion of each level of the tasks, information was analysed and summarised information provided which identified the areas and levels of ability and age appropriateness. This data was used to form an Individual Student Numeracy Plan detailing areas for improvement by way of goal setting.

## **Bowen Road Primary School**

A core group of teachers representing each year group attended an ongoing collaborative inquiry project into the teaching of grammar. This will provide focus to look more closely at the teaching of writing. All Year 5 and 6 teachers and senior staff are part of the Years 5 to 8 Action Research Literacy and Numeracy Research Project (a joint project between the Department of Education and the University of Tasmania). They have had an invaluable opportunity to work alongside teachers from primary and high schools and share teaching strategies. Apart from the teaching–learning aspect associated with maths, it has the capacity to open up greater conversations regarding transition issues and student outcomes.

National Partnership funding has continued to enable a staff member, as part of the school’s Positive Behaviour Support (PBS) program, to manage the program, monitor student behaviour, manage the social skills program and oversee items for a rewards shop where students can purchase items or ‘experiences’ as a mechanism to support and promote appropriate behaviour. With greater emphasis on student management, curriculum relevance, targeted and explicit teaching, in addition to the positive rewards as part of the PBS process, the school has experienced a remarkable turnaround in behaviour, culture and ethos. There have been no suspensions in 2013.

Electronic learning devices have been introduced to extend information technology opportunities to five classes. These devices are also available for students to take home to provide further connections between home and school.

## **Geeveston Primary School**

All of the initiatives under the National Partnerships have been to engage, improve attendance and to enhance the learning outcomes and opportunities for all Geeveston Primary students. A major initiative that has been developed is engagement with the Stephanie Alexander Kitchen Garden Program for all students from Kinder through to Year 6. This has been implemented to improve the teaching of science, linking the curriculum back to a real world, contextually relevant environment.

Partnerships between Geeveston Primary, the Department of Education, Catholic Education Tasmanian and the Scottish Department of Education has allowed student to engage with an online learning environment for rural/remote schools.

Geeveston continues to develop its ongoing relationship with Guilford Young College to “buddy” rural primary students with “urban” college students to develop an understanding of post Year 10 education.

Additional tailored learning opportunities include Zumba classes for all students to develop confidence, pride, physical wellbeing and leadership skills and continued provision of art and music programs to increase engagement.

### **New Norfolk High School (NNHS)**

A 0.6 FTE music teacher was employed to provide flexible music tuition to 17 per cent of students at NNHS.

Tailored learning opportunities were also provided to five students who attended Trade Training Centres, as organised by RAFT coordinator to engage with literacy and numeracy in a context of a trade.

Four students were assisted to flexibly combine school with work placements. These students were at risk of disengagement, however a successful connection with school maintained.

Eight students have had significant assistance from the RAFT coordinator in exploring school-based apprenticeship options.

The RAFT coordinator researched and explored potential opportunities to work internationally on innovative programs targeted to help disengaged students engage with main stream schooling. She identified international schools that have effectively implement innovative approaches to teaching and learning for improving student learning outcomes. This research will influence future planning at New Norfolk High School.

Attendance for at risk students improved from an average of 79 per cent last year to an average of 89 per cent as at June this year.

### **Queechy High School**

Queechy spent the first half of 2013, establishing, continuing and embedding positive learning programs for students. These programs provided access and experience beyond the formal areas of the curriculum through extension of learning, provision of choice and investigation of potential futures. This included work with Beacon Student Commissioners, work placement programs and career awareness programs, Catering, Robotics (students represented Queechy High School at national finals) and a partnership with Launceston Youth Theatre Experience which provides students in the Launceston area with access to after school hours learning and experience in theatre, drama and productions.

### **Reece High School**

A major reform action taken by Reece High has been the establishment of a 'community school' to provide flexible learning opportunities for students. This includes students who are unable to attend school for a variety of reasons including anxiety or challenging behaviour. The 'community school' operates out of the Devonport Community House, a short walk from the school and easily accessible for students within the community.

Currently 12 students access the program for two to four hours per week. The program operates for two hours per day Monday – Friday. Five staff members are timetabled to deliver the personalised program to students. Early attendance figures indicate lower absentee rates for this group of students compared to other school years and programs offered.

### **Rosebery District High School**

Rosebery provides a number of innovative and tailored learning opportunities such as music, art, metal work, pottery, guitar and keyboard groups, rock band groups, nursery, history and geography. Eight new learning areas/opportunities have been added to the school in 2013.

### **Romaine Park Primary School**

Romaine Park has developed an oral language program for K–6, which has included acquiring a 0.4 TA Speech Program, Birth to 4 Speech Pathologist Intervention, a Birth to 4 Specific Speech based session, Kinder TA Speech Training and First Steps Oral Language Course K-6.

### **Sheffield School**

- 14 students from Years 5–8 identified to participate in the Quicksmart Program, each participant is making sound progress.
- Six students from Year 4 identified to participate in the Catch Up Literacy Program, each participant is making sound progress.
- Four Year 10 students have accessed an eLearning creative writing course with support.
- 38 per cent of Year 10 are participating in individualised programs such as the Trainee and Apprenticeship Program and online course option.
- Improvements in suspension data (7.3 per cent in 2012 to 2.4 per cent in 2013).
- Pathways to Year 11/ employment / training options more clearly defined. Improvements in retention rates (to full time employment/study/training) continue to be observed – 2009/10 – 69.4%, 2010/11 – 98%, 2011/12 – 90%, 2012/13 – 98%.
- Increased partnerships with local businesses in supporting student in work placements (21 placements for TAPP students and 31 students for work experience).
- The establishment of a partnership with the Kentish Council regarding student participation in community projects, such as a community garden.

### **St Helens District High School**

The Year 11/12 cohort of the school has made significant improvements to the pedagogical approaches by teachers to support personalised pathways. Students are supported by 'advisors' who develop an agreed learning plan with students and support flexible learning arrangements.

### **Table Cape Primary School**

Table Cape has continued with the introduction of an innovative curriculum that has enabled students to engage in deeper learning within the Australian Curriculum through the introduction of specialist classes in the areas of science, visual arts, music, film-making and ICT. These are offered

on top of the regular curriculum and all students have the opportunity to be involved. The visual art extension has seen many students have their art work displayed at the regional gallery which is an opportunity they would never have had before. The music program resulted in the senior choir being runner up at the recent Burnie Eisteddfod.

### **Wynyard High School**

Wynyard High School continues to provide flexible and tailored learning opportunities to improve student access to learning, engagement and achievement for all. To date in 2013, 78.8 per cent of students opted to be involved or, were recommended for involvement, in at least one of the flexible and tailored learning opportunities delivered through Flex. This is an increase of about 10 per cent from 2012. Some of these programs specifically focus on improving literacy and numeracy, others, such as the “courtyard garden” and “mousetrap cars” have strong applied literacy and numeracy components strategically built into them. Many programs have a focus on developing social skills, including “Male Matters”, “Female Matters” (Year 10), and for Year 8, “Girl Talk”.

Another innovative programs is Flex Allsorts, which is a specific program run with the goal of re-engaging the identified ‘at risk’ students who struggle in a ‘traditional’ classroom setting.

Additionally, in support of innovative and tailored learning opportunities, Wynyard High School has 1:1 mobile devices for students (iPads and classroom PCs) for support.

### **Strengthened school accountability**

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

### **New Norfolk Primary School**

New Norfolk Primary School is pursuing improved student learning outcomes focussing on developing team structures that are effective in using data, researching best instructional practice and implementing best practice in the classroom. Genuine collegial support and sharing have been viewed as fundamental to success and with this end in mind several different structures have been trialled centred on leadership and learning support roles. The ultimate iteration has been the resourcing of a team facilitator who represents the sector team at a school management level but who also works beside individual teachers both in the implementation of new instructional strategies and in the provision of personalised learning for students.

This arrangement has proven extremely successful evidenced by the increased comfort that staff display in team teaching situations in shared classrooms, the quality discussion in team meetings and the clear facility with which teams now implement improved instructional practices in the classroom. Focus areas have included numeracy, functional grammar and reading. The numeracy inquiry has focused on the work of Professor Dianne Siemon’s ‘Big Ideas’ and has been underway for three years.

2013 NAPLAN numeracy results show that Year 5 students have made significant gains since Year 3. Of students tested, 23 of 37 made percentile gains of five points or more. 43 per cent of students made high gains compared with 25 per cent for Tasmania. 13 per cent made low gains compared with 25 per cent for Tasmania.

### **Bruny Island District High School**

As a result of sustainable change to reading intervention in 2012, funding for the Catch Up Literacy program in 2013 was kept to a minimum. This allowed for funding to be redirected towards a whole school spelling approach to improve the spelling age of each student across the whole population Prep – Year 6. At the beginning of 2013 all students were tested using the Single Word Spelling Test (SWST) thus providing a base line data for each student. Of the 32 students tested, 22 had a below age spelling result.

All teachers used the data collected from each individual's spelling test to provide individual spelling lists based on specific letter blends and phonemic awareness. In the last week of June 2013, all students were provided with a follow up spelling test to determine if value added growth had been achieved. Of the 20 students who were below spelling age in 2012, 18 students remained under their spelling age, however 19 of the 20 students closed the gap.

### **Windermere Primary School**

Windermere's new professional learning community supported fortnightly professional learning and provided regular opportunities collaborative planning for literacy and numeracy. All teachers are required to maintain documented planning which form the basis of professional discussions with the literacy and numeracy coaches and with the assistant principal.

Standardised data collection processes have been established and communicated to all teaching staff. All 2013 class teachers were provided with a summary of their student's end of 2012 test results and reading levels. This data has been used to inform planning conversations and professional learning sessions.

### **East Coast/Central Midlands Federation**

The effective use of data continues to be a key federation strategy, with data used as the starting point for strategic conversations. Each school maps student learning data using the Dufour strategy of data pyramids. Schools are also developing innovative ways of mapping student outcome data to influence teacher practice. The PNL meets with each school on a regular basis and monitors the implementation of key federation goals. There are a set of tight expectations for each school ensuring that all staff and community members have a clear focus of the federation vision and goals.

### **Tasman District School**

Attendance was up on the previous year (93.0 per cent Term 1 and 90.6 per cent Term 2 compared with the 2012 average of 88.8 per cent and 88.4 per cent in 2011). The KDC check for Tasman was 75 per cent in Check 1 compared with the state average of 39 per cent.

### **Montello Primary School**

In 2013, Montello focused on building teacher capacity and quality to ensure the sustainability of improved learning outcomes. Professional learning focussed across the school in three areas. The first area was an identified need from KDC/PIPS data which has led to all early childhood teachers participating in the Oral Language Inquiry which aims to building confidence and competence in language and communication skills. The second area was literacy/numeracy. Lead teachers participated in Working with Data Stage 1 and 2. The team focussed on mathematics and

developed a data wall showing results from Year 4 Pat Maths and NAPLAN assessments. Thirdly, all members of the leadership team participated in Building Feedback Culture. All teaching staff are participating in observations and feedback of practice identified in PDPs. Leadership team developed skills in data collection through observation, and supporting teachers to plan and reflect on their practice. During the second part of 2013 all teachers will be observed in classroom and receive data and feedback as part of an ongoing process to improve teaching.

There has been significant improvement in the first assessment of KDC this year.

	2013	2012	2011	2010
State	39%	40%	44%	47%
Montello	<b>57%</b>	55%	36%	43%

### **New Norfolk High School**

A 0.25 FTE was allocated to strengthen school accountability. This involved data collection to measure impact across a range of initiatives and to determine need. It also involved leading analysis and discussion of data across the school, collaborating and consulting on areas for improvement. Individual, team and school accountability has been a focus in the school plan.

Attendance data for 2013, at **New Norfolk High School** has improved as follows:

	Attendance 2012	Attendance term 1,2 2013	Gain as % from 2012
G9 student	67%	76%	16%
G9 student	87%	98%	13%
G9 student	94%	96%	2%
G9 student	78%	72%	-7%
G10 student	88%	82%	-7%
Overall average	83%	85%	+3%

### **Romaine Park Primary School**

Romaine Park developed a whole school database for tracking of literacy and numeracy. Curriculum teams met to evaluate data and set directions frequently through the school year. The school began the use of Student Support System.

### **Sheffield School**

As a result of absence statistics, staff worked collaboratively to develop a strategic approach to improving attendance, the community perception of the importance of education, and the responsibility of contacting the school should a student be absent. The plan included a multitude of measures/actions:

1. Improvement strategies (what will be in place to improve attendance)
2. Actions (how will the strategies be actioned)

3. 'Responsibility for Action'
4. 'Internal Measurement and Analysis.'

12 months on, the most recent attendance data (End of Term 2 2013) provided by EPS suggests significant improvements in regard to both the attendance and the validation of student absences by parents. The data as illustrated below indicates all areas are within the green zone with the exception of the proportion of Aboriginal students with an attendance at or better than 90 per cent. This result is however a marked improvement on the same time last year where it was at 42 per cent. This improvement can be attributed to the specific actions around improving this reform area.

#### Comparative Mid-Year Attendance Data (for 2012 and 2013) at Sheffield School.

Groups	Student Count <sup>A</sup>	Proportion of explained absences	Proportion of students with attendance at or better than 90%	Average daily attendance rate
<b>All Students</b>	404	58%	67%	89.6%
Female	194	58%	71%	90.7%
Male	210	58%	62%	88.7%
Indigenous	28	54%	42%	86.2%
Non-Indigenous	376	58%	69%	89.9%

Groups	Student Count <sup>A</sup>	Proportion of explained absences	Proportion of students with attendance at or better than 90%	Average daily attendance rate
<b>All Students</b>	402	81%	81%	93.3%
Female	192	81%	81%	93.2%
Male	210	80%	80%	93.4%
Indigenous	28	84%	68%	90.3%
Non-Indigenous	374	80%	82%	93.6%

Colour Coding	Explanation		
	Proportion of explained absences	Proportion of students with attendance at or better than 90%	Average daily attendance rate
<b>Green</b>	The majority (75% or more) of absences recorded for this group have been explained.	The majority (75% or more) of students in this group attend school on a regular basis.	Students have on average an attendance rate at or better than 90%.
<b>Yellow</b>	Between 50% and 75% of the absences recorded for this group are explained.	Between 50% and 75% of students attend school on a regular basis.	Students have on average an attendance that is less than 90% but greater than 79%.
<b>Red</b>	Less than 50% of the absences recorded for this group are explained.	Less than 50% of students attend school on a regular basis.	Students have on average an attendance rate less than 80%.

#### **Windermere Primary School**

The new professional learning community structure is supporting fortnightly professional learning and providing regular opportunities for collaborative planning for literacy and numeracy. All teachers are required to maintain documented planning which form the basis of professional discussions with the Literacy and Numeracy Coaches and with the assistant principal in standardised data collection processes have been established and communicated to all teaching staff. All 2013 class teachers were provided with a summary of their student's end of 2012 test results and reading levels. This data has been used to inform planning conversations and professional learning sessions.

The May 2013 Kindergarten Development Checklist reveals an increase in the number of students achieving all 21 Critical Markers compared to 2012:

May Kindergarten Development Checklist				
	Achieved all	No of students	Achieved all	At risk
2012	57%	61	35	26
2013	76%	71	54	17

The First 2013 PIPS Assessment (52 Prep students) reveals:

2013 PIPS – First Assessment				
	Well above	Above	Within Range	Below
Literacy	4 (7.7%)	14 (26.9%)	20 (38.5%)	14 (26.9%)
Phonics	3 (5.8%)	9 (17.3%)	27 (52%)	13 (25%)
Numeracy	5 (9.6%)	8 (15.4%)	23 (44.2%)	16 (30.8%)

**External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements)**

#### **Windermere Primary School**

Windermere Primary has established the following partnerships:

- Collaborative Family Program (Colony 47 & Smith Family)
- Learning for Life (Smith Family)
- Rage Program (Colony 47)
- Youth Connections (Colony 47)
- Bridgewater Men's Shed

#### **Clarendon Vale Primary School**

- Facilitator of the Launching into Learning (LiL) program has worked closely with the Child and Family Centre Co-ordinator (CFC), SICLO and co-ordinator of Aboriginal programs to ensure there is an integrated approach in the 'Birth to 4 years' programs in the community.
- Community Liaison Officer has worked closely with LiL Co-ordinator to collect relevant data, make strong connections between LiL families and the rest of the school and assist to engage vulnerable families in programs across the school from LiL to Year 6.
- Community Liaison Officer and Co-ordinator of the CFC have worked together to encourage parents/carers from the school engaged in the "Our Patch" program to access relevant courses offered at the CFC to add to their portfolios.
- KDC data indicates that 90 per cent of the children at risk did not attend LIL.
- Kinder teacher reports that transition to Kinder from LiL considerably better than those who do not attend LiL.
- Enrolments in LiL stand at 60.

Clarendon Vale Primary School considers itself a true 'community school.' It actively engages with community organisations and works alongside them with students accessing a number of programs at venues in the community other than the school. It has parents engaged in the school as



volunteers, working on Our Patch Program, working as relief teacher assistants, assisting with 'Options Program' and having numerous opportunities available to them to work alongside their children in the school setting. The achievements of parents and students are celebrated both internally and externally.

### **Wellington Alliance**

This year Moonah Primary School, part of the Wellington Alliance, employed a community coordinator for 0.2 FTE who sought and created further community links. This includes a partnership with MONA around school kitchen gardens. MONA has secured three years of funding from a local business (Lenna Hotel) to further develop kitchen gardens with Moonah as a lead school. Moonah is also in the early stages of developing partnerships with a sister school in Nagoya Japan and Karadi Women's Centre, a local Aboriginal organisation. Moonah has also created links with Second Bite which benefits the kitchen garden program.

### **Somerset Primary School**

The Birth-4 program has engaged a significant number of families through a range of initiatives to target families that either have accessibility issues or are identified as needing multiple opportunities to develop 'school readiness'. Somerset offered four rounds of music therapy with a trained music therapist. The response to these sessions has been overwhelming with a large number of families being involved. This has culminated with 50 of the 51 current Kindergarten students having accessed Birth-4 programs. Ultimately this is leading to an increase in the level of school readiness.

### **Rokeby High School**

Rokeby High School and its two closest feeder schools, Clarendon Vale and Rokeby Primary Schools, decided to work in collaboration to develop a role that would support student engagement of the highest risk students. The home school liaison officer worked two days per week at the high school and the biggest primary school, and one day at the smaller primary school. For all three schools, highly at-risk male students have been the target group for this strategy.

### **Port Dalrymple School**

A high engagement of students participated in transition programs for post Year 10, Year 7 transition and in Launching into Learning. 100 per cent of senior students took part in Pathway Planning, college and TAFE transitions, including HeadStart and UTAS programs. Increased outreach took part through Launching into Learning and the Fire Station School to improve the preparation for schooling, with outstanding feedback from stakeholders.

### **Jordan River Learning Federation**

In 2012 the 0.4 FTE Early Years Learning Leaders were appointed in each of the Jordan River Learning Federation primary schools. These leaders took on the responsibility of managing and implementing Launching into Learning (LiL) and maximising the participation of families from the Bridgewater/Gagebrook community. This role has been continued in 2013 with a greater emphasis on identifying and engaging vulnerable families.

### **Geilston Bay High School**

Geilston Bay High School believe all students should be provided with authentic learning experiences that engage them in real learning in their community, not just within the four walls of their classroom. Knowledge is embedded in the educational tasks and there is a greater than self-focus in applied learning tasks.

The Tasmanian Hospitality Association (including member businesses), Second Bite, Food Bank, Clarence Council and affiliated neighbourhood centres, Beacon Foundation and the Kallis Group are supporting student learning through industry tours, master classes with visiting chefs and hospitality workers, industry “experts” working in classes with students, shadow days and work placements. As part of the Food Connection Clarence partnership students are given the opportunity to prepare, serve and package meals for socially isolated older people in the Clarence municipality.

Some students following the hospitality pathway also participate in the Beacon – Work readiness program supported by the Beacon Foundation, Tasmanian Hospitality Association and qualified chefs. Students undertake a taster in VET hospitality core units, have three shadow days and one hands-on practical training day with a qualified chef currently working in industry.

Geilston Bay is also involved in the Neuroscience project with the UTAS Menzies Research Centre.

### **Fairview Primary School**

In 2013, Fairview embedded existing partnerships with service providers in Mission Australia, New Norfolk High School, and the local council, as well as creating partnerships brokered with the Salvation Army and the Derwent Valley Community House and its outreach service of the Men’s Shed. Suspension data remains low at 0.7 per cent.

### **Beaconsfield Primary School**

Partnership developed with South Georgetown and Port Dalrymple Schools with a focus of extending high achieving students.

High achieving students were provided with the opportunity to be involved in the Maths Relay at East Launceston Primary School.

A community/business partnership was created between Beaconsfield Primary School and the Beaconsfield Heritage Isle Credit Union. This partnership has enabled students to be involved in visits and clinics by the Launceston Tornadoes, access financial literacy workshops and be recognised for achievements in upholding the school values.

A partnership was developed between the primary school and the Beaconsfield Child and Family Centre – creating a link between child care, pre-Kinder and Kindergarten. This facilitated parent workshops and training, combined play groups, adjunct care for parents completing courses, TAFE courses for community members, links with the Child Health Nurse and school families, positive parenting workshops, St Giles occupational therapist and language and speech pathologist visits for families, ECIS outreach program, and Family Partnerships training.

The principal of the primary school is an active member on the Beaconsfield Community Health and Wellbeing Committee that meets monthly to discuss and plan for opportunities to involve the community in health initiatives.

### **Bowen Road Primary School**

The on-going Colony 47 program runs one afternoon a week for a six week period each term involving parents positively in their child’s education and assisting parents and their children to develop a better relationship with the school. Parents involved in the program have commented positively on spending time with their child and teachers have reported increased engagement from students attending the program with their parents.

### **Circular Head Federation**

Circular Head Federation developed a strong and viable relationship with the only local high school, Smithton High. The working relationship has already improved the engagement of a range of students in their studies. It provides additional and exciting extension across a number of curriculum areas.

Another achievement is the Play Pack initiative. Modelled on another similar successful project, the Play Pack initiative resulted from a key part of the LiL teacher role, that of outreach into the community. It was identified that families in this area who, for whatever reason, were not able to attend their LiL sessions could be connected to their school and the Birth – 4 program.

The Play Packs are delivered to the families in a way that best suits them; in their home, at their front gate, at the local park. The packs work like a library book; borrowed for a period of time and then exchanged for another.

### **Geeveston Primary School (GPS)**

Geeveston Primary developed a relationship with Dover District High School to share athletics, swimming and cross-country carnivals as a way to engage both communities in schools in a positive relationship.

The school has developed a relationship with Franklin Primary School to enable both schools the greatest opportunity to share costs and overcome size and “remoteness” constraints in regards to cultural and creative opportunities (performances, sharing of travel costs, sharing of community events).

There has continued to be ongoing negotiations with community bodies such as Geeveston Community Centre, Huon FM, Geeveston Op Shop, Geeveston Historical Society and casual users around sharing, leasing, using unutilised space at GPS, and ongoing relationship between CFC & GPS to coordinate and facilitate Launching into Learning programs, social support and community liaison.

	<b>2012</b>	<b>2013</b>	<b>Improvements</b>
Suspensions	21.8%	(end of Term 2) 1.4%	Decrease of 20.4%
Attendance	87.1%	Average for end of Term 2 – 90.1%	Increase of 3%
Aboriginal Suspensions	26.1%	(end of term 2) 1.4%	Decrease of 24.7%
Aboriginal Attendance	85.1%	Average for end of Term 2 – 86.7%	Increase of 1.6%

### **Montello Primary School**

The ‘Dream Big’ program has been implemented this year. In partnership with the Burnie City Council and Local Solutions, all Year 5 students from Montello, Romaine and Havenview Primary Schools, have engaged educational and training campuses in the Burnie area and small groups of students visit local businesses and industry. The aim of the program is to improve attitudes to education, training and the world of work and to broaden the knowledge and understanding of post-Year 10 options. The program also aims to provide opportunity for students to aspire to an optimistic future, particularly disadvantaged students from families who have experienced generational unemployment.

### **New Norfolk High School**

New Norfolk Education Precinct is in the process of being established and developed. This encompasses the design of education provision from birth to adulthood. Links between New

Norfolk High School, Fairview Primary School, New Norfolk Primary School, Molesworth Primary School, Claremont College, Carinya Education Park, Ptunarra Child and Family Centre, the LINC and Derwent Valley Council have been formalised.

Relationships also exist with:

- TYGA FM
- Family Planning
- Mission Australia
- Salvation Army
- Anglicare

### **Oatlands District High School**

Strengthening of home/school partnerships has been a focus of the Birth to 4 program at Oatlands, with twice weekly sessions held at school. Regular excursions to other centres for activity days are an integral part of involving parents in the school. Special days such as kindy gym, fathers/significant-male breakfast and a recent initiative of 'pop-up' days in more isolated communities are contributing to an improved connection between the home and school at the pre-school level.

Professional learning days have been shared with similar schools. Moderation was held with other district high schools and a science professional support network has been built by teachers between schools.

Parent information and interaction forums are held at the school at least once a term. These have included developing a vision for the school strategic plan, identifying areas of need for the school plan, and learning about professional learning communities.

### **Parklands High School**

At Parklands a school based community liaison officer focuses on building strong connections with parents and community representatives. The Smith Family have introduced iTrack, an online mentoring program which connects Year 10 students to suitable mentors.

The Beacon Foundation is working with the school to build links between the school and its curriculum with industry and business in the community. The Burnie City Council has a new partnership with the school, which has developed a program for student support called The Block, which aims to rehabilitate a natural habitat of a small freshwater rock lobster.

In 2013, the school also developed a partnership with the Emu Valley Rhododendron gardens which sees a group of students enjoy outdoor work, build social skills and develop expertise in a range of physical tasks. Years 9 and 10 students also have the opportunity to access a volunteering program in which 25 students go out to a range of community services every week to volunteer, broaden students skills and outlook, develop community links and build positive relationships.

### **Railton Primary School**

Railton now has a youth and family services role operating in the school two days per week to connect families with service agencies and work with high needs children alongside the social worker. The breakfast club was increased to two mornings per week and runs in conjunction with the parents and friends.

### **Rokeby Primary School**

- The LiL program consists of strong outreach and flexible provision programs to prepare and support families to engage positively with school.

- Provides a diverse range of learning opportunities embedded in sound Early Years principles and practices, leading to continued improvements in PIPS and KDC data.
- Development and implementation of targeted ‘outreach’ programs, identifying specific needs and providing assistance to access support services or networks as required.
- Home liaison officer focussing on building strong links with hard to reach families, with students at high risk and to work as part of the school support team.

### **Triabunna District High School**

The concentration for 2013 has been on securing and strengthening existing partnerships such as Oyster Bay Oysters (entrepreneurial agreement and workplace training), local government (SEAFEST, Natural Resource Management), and Tasmanian Surf-Lifesaving (Explore the Coast). New ventures have included the establishment of partnerships with the Spring Bay Boat Club which has facilitated the purchase of a fleet of sailing dinghies, accreditation with Yachting Tasmania and several additional components to the outdoor education programs. A partnership was established with the Royal Botanical Gardens to facilitate the delivery of their online study course through a NBN pilot to deliver two units from the Certificate I in Agrifoods. The groundwork has been laid for further partnerships with local farmers and vineyards to facilitate components of study in the Agriculture Studies programs in Years 7–10.

### **Warrane Primary School**

Mathematics learning has been celebrated at Warrane Primary School, and parents have been kept informed about the maths learning happening in classrooms. Warrane has participated in an inter-school maths relay with neighbouring schools. The school held their annual maths day and parents were invited to participate. Parents are regularly invited in for sharing sessions and games during maths learning times and mathematics has featured in assemblies and school newsletters.

### **Waverley Primary School**

The parent-based op shop continues to flourish. This initiative has resulted in the parent community having the confidence to develop a Waverley Community Committee Group.

100 per cent of families came to parent-teacher interviews. Some parents did not meet face-to-face but had follow up phone interviews. This would only have applied to 5 per cent of the parent population.

The school partnered with the Australian Business Network to set a SPARK reading program that saw 16 reading mentors from the Commonwealth Bank come in to work with eight students over 10 weeks for 45 minutes a week – quality reading time in a one-on-one situation.

The school has continued an initiative called “On Our Patch” which has resulted in 15 nominations from the parent community to gain a Certificate I in Community Services which will be assessed through Avidity which is a local business that is a Registered Training Organisation.

Programs such as Rainbows, run through City Mission, continue to be an integral part of programming for students experiencing and suffering trauma in their lives. Such programs compliment the work of the school’s psychologist and social worker.

Warrane Primary is involved in a pilot project with UTAS. The student ambassador program aims to expose students to university options, regardless of background or socioeconomic status.

### **Windermere Primary School**

The Smith Family and Colony 47 have worked in partnership to run the Collaborative Family

programs for Prep to Year 6 students considered to be at risk by school staff. Students work with the facilitators and their parents, carer or adult family member on a craft project to develop stronger family relationships. Each project runs for a six week block.

The Smith Family have provided 60 Learning for Life scholarships to help pay for life long education costs. Staff selected students based on their current engagement in curriculum and the parent's ability to adhere to the Smith Family Scholarship Guidelines.

The Colony 47 RAGE Program is a six week course designed to support students with identified anger management issues. The facilitator has worked with eight boys who have a record of using aggression and violence to try and resolve conflict situations. The Colony 47 Primary to High School Transition Program is designed to support students at risk due to chronic non-attendance.

Bridgewater Men's Shed – an offsite facility to participate in woodwork and construction skills. So far during 2013, 14 boys and nine girls have completed projects at the shed including model planes, coffee tables, chests, jewellery boxes and skateboard decks.

"I got a lot of confidence and skills at the shed. I loved it because I got to work with other people."

"You need to be polite to staff over there and have a good attitude."

"I enjoyed it so much because my friendship has grown and I have more confidence in myself."

### **Wynyard High School**

The breakfast club has been extended in 2013 to provide a free breakfast two days a week and a subsidised breakfast for the remaining three. Woolworths continues to support the program through donations of food.

A continued partnership with the Department of Health and Human Services allows students to access the school nurse one half day per week. With mental health being identified as a key issue for our students last year, Wynyard has utilised the expertise of Mind Matters to provide professional learning for staff on the importance of this issue.

The partnership with Big hART continues to provide a broad range of opportunities for students. This provides joint funding for a teacher assistant who generally works with students on creative and cultural projects.

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



### **Bowen Road Primary School**

Bowen Road Primary School utilised an officer to liaise with Aboriginal families regarding attendance (or other issues) impacting on student engagement and learning. An Aboriginal Education Worker (AEW) was employed to work closely with Aboriginal students and their families. The attendance of Aboriginal students showed a small increase from 2012-13 from 93.2 per cent to 93.6 per cent but the number of Aboriginal students at the school for 90 per cent of the time increased from 78 per cent to 88 per cent.

### **Hillcrest Primary School**

- 100 per cent of Aboriginal students at Hillcrest have a current PLP, developed by the support teacher and class teacher, based on data with identified social and emotional needs.
- Three Way Conferences with teachers, students and parents supports the development of the PLP and ongoing relationships and support.
- 100 per cent of Aboriginal students who are underperforming according to school data have been targeted through TAG reading and mental computation intervention programs and the Unlocking Literacy program.

### **Wellington Alliance (Moonah, Springfield Gardens, Goodwood, Cosgrove High)**

The **Moonah Primary school** community engaged in a *Dare to Lead* snapshot at the beginning of 2013 and this data was shared with staff, students and parents. The data showed significant gains in the sense of community and inclusion from the baseline data captured in 2011. Staff members have engaged in spaced, ongoing *Dare to Lead* professional learning all year which has focused on the Aboriginal cross curricular priority and how to include Aboriginal perspectives across the curriculum, not just in isolated units of work. ATSI parents and carers are part of the Moonah Multicultural Advisory Group and attend monthly meetings. Through this forum, parents have been offered ideas about how to best cater for Aboriginal students through focused activities and discussions. *“It feels like a welcoming place for Aboriginal parents...”*

At **Goodwood Primary School** the AEW has engaged in an orientation visit and target projects have been outlined. One quarter of Goodwood families identifying as Aboriginal attended the Wellington Alliance BBQ.

At **Springfield Gardens Primary** an AEW worked alongside identified students supporting them to develop positive relationships at school and to access activities to further investigate cultural

connections through sharing of personal stories and experiences. The AEW has provided resources and connections to begin to explore Aboriginal identity and history as an Australian Curriculum cross curriculum priority, liaising with staff.

100 per cent of Aboriginal students have a Personalised Learning Plan across the Alliance.

### **Mountain Heights Primary School**

- Mountain Heights Primary has employed an AEW. This was a significant achievement for the school and, since then, has been strategically planning key strategies to support students to improve their attendance, wellbeing and engagement and develop their cultural awareness.
- This year, all Aboriginal students and their parents have met with the AEW.
- All Aboriginal students and their parents are working with the AEW to develop their Personalised Learning Plan.
- The school is developing its courtyard into a 'Bush Tucker' garden.

### **Queechy High School**

Queechy High School has 39 Aboriginal students for whom there is the same expectation for success as any other students. Individual needs are mapped: non-attendance monitored, differentiation and where possible small group assistance for low literacy and numeracy.

	<b>Proportion of explained absences</b>	<b>Proportion of students with attendance at or better than 90%</b>	<b>Average daily attendance rate</b>
<b>Term 2 2011</b>			
<b>Indigenous students</b>	25%	60%	80.1%
<b>Non-indigenous students</b>	53%	64%	85.7%
<b>Term 2 2013</b>			
<b>Indigenous students</b>	56%	57%	87.1%
<b>Non-indigenous students</b>	63%	69%	88.0%

### **Rokeby Primary School**

- PLPs have been created for 100 per cent of Aboriginal students in collaboration with all stakeholders. Increased parental involvement in their child's learning has resulted.
- The PLP model continues to be shared and used at other schools as it is seen as best



practice.

- The school's involvement in the maana Project ensured that it has been able to build teacher capacity and professional independence around the use of the Cross Curriculum Priority, *Aboriginal and Torres Strait Islander histories and cultures* in each learning area (English, maths, science and history).

2013:

Aboriginal Students: 91.9%

Non-Aboriginal Students: 93.3%

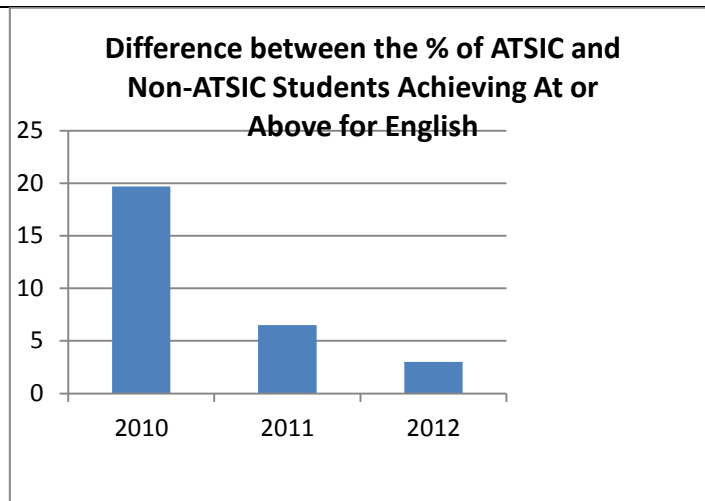
### **Risdon Vale Primary School**

- The AEW assists in the incorporation of Aboriginal culture into inquiry foci across classrooms, through a regular cultural awareness program.
- Differentiated programs provided for individual students as required:
  - Reading to Learn (David Rose, 2009)
  - David Hornsby and Kath Murdoch literacy approaches
  - First Steps Spelling
  - Whole school approach to numeracy
- In terms of community and developing understanding of Aboriginal issues, the school uses NAIDOC week to profile Aboriginal issues. The school has members of the Aboriginal community assisting with in-school programs.

### **Montrose Bay High School**

Montrose Bay High School (MBHS) has a total student population of 705 with 107 students identifying as Aboriginal/Torres Strait Islander (ATSI). Under the National Partnership MBHS has implemented numerous programs that support the learning outcomes of Aboriginal/Torres Strait Islander students, including the creation of an ATSI Coordinator as part of a senior teaching/leadership role.

- PLPs and profiles are completed in conjunction with parents, student and the connect teacher for each ATSI student.
- The staff member in charge of ATSI students undertook a three day training program of cultural awareness and understanding the implications for the new Australian Curriculum.
- The School Musical – “Taking it to the Streets” – included the participation 14 per cent of the Aboriginal student population. Four had leading roles.
- Intervention groups for Literacy and Numeracy



### **Somerset Primary School**

In the six months from January to June, 100 per cent of students at Somerset Primary had a PLP put in place. Together, parents and teachers identify priorities and strategies and resources to work towards the stated priorities.

Student attendance data for children identified as ATSI has also been monitored. Attendance data for ATSI students and the whole cohort remains high at 94 per cent.

### **Northern Christian School (NSC)**

Using the NP funding, NSC employed a Consultant (Project Officer) to support school staff. The role of the Project Officer has been to work with teachers and provide learning support to staff, to provide strategies and facilitate opportunities for reflective dialogue focusing on targeted students' progress and attitude to learning. This support to staff has contributed to closing the gap in educational outcomes for these students.

### **Fairview Primary School**

- Targeted literacy and numeracy support provided daily to Aboriginal students in need of this support.
- Individual PLPs created for Aboriginal students.
- AEW employed and working with targeted Aboriginal students.
- Aboriginal perspectives embedded into the teaching and learning programs of teachers.
- Aboriginal perspectives incorporated into the Birth to 5 learning area.
- Leadership role in the priority area of '*Equity based Education - A Relational Approach*'.

Average daily attendance data for Aboriginal students in 2013 is 91.3 per cent compared to 82.4 per cent in 2012.

### **New Norfolk Primary School**

In 2013 attendance rates have been comparable with Aboriginal students averaging 93.4 per cent for the first two terms compared with 92.6 per cent for non-Aboriginal students.

### **West Ulverstone Primary School (WUPS)**

PLPs have been completed and are active for all ATSI students to further support improvement and learning/engagement outcomes. WUPS has a focused school culture of high expectations for literacy and numeracy achievement for all students. The school celebrates cultural diversity and is reflected in class/teaching programs.

The school maintains a high achievement level in the percentage gap in students achieving expected

outcomes – progress from 5.1 per cent gap to 1.5 per cent Aboriginal equity measure.

Inclusion in the QuickSmart Numeracy targeted intervention program for Years 4, 5 and 6 students has evidenced that all students have shown significant improvement in processing speed and accuracy and ATSI students involved in the program have achieved similar overall gains as for non-Aboriginal students.

An additional social worker resource, Birth to 4 years teacher and teacher assistant team engage with families as required to further support parenting and early learning readiness; identifying early referrals to specialists/supports.

### **Beaconsfield Primary School**

100 per cent of students have a PLP that is updated and monitored on a term basis.

The literacy/numeracy strategies outlined below are inclusive of all students. Year teams regularly monitor data for all students but specifically look at and plan for Aboriginal students as a part of this process.

NAIDOC week is a significant celebration at Beaconsfield Primary School that involves the Child and Family Centre, the business community and community members. Students are involved in a flag raising ceremony, a special assembly which includes cultural experiences and an Aboriginal food tasting barbecue.

In term one daily Aboriginal attendance was 95.2 per cent compared to 94.2 per cent non-Aboriginal.

### **Circular Head Primary School**

A member of the local Aboriginal community now works alongside an employed Aboriginal Education Worker. Her connections with community groups are being strengthened and utilised by local schools. The connections with the local Aboriginal community has enabled the expanding and developing awareness of local Aboriginal history to be included into the history curriculum.

### **Jordan River Learning Federation**

Aboriginal foci continue to be embedded in integrated units at Herdsman's Cove, Gagebrook and East Derwent Primary Schools.

Gagebrook Primary conducts professional learning and staff meetings at the Aboriginal Education Centre. Herdsman's Cove Primary have staff meetings dedicated to professional learning, planning learning opportunities and cultural events and staff at East Derwent also participated in professional with an Aboriginal learning focus.

Gagebrook and Herdsman's Cove Primary have continued to build upon their resources for their Aboriginal Cultural Awareness Learning areas.

PLPs were completed for 100 per cent of all Aboriginal students at Herdsman's Cove, Gagebrook, East Derwent and the Middle School. Most Aboriginal Students at the Senior School have a PLP in place.

### **Parklands High School**

Aboriginal students are supported by the AEW, who:

- Physically meets and introduces himself and explains his role within the school to Year 6 students on orientation days.
- Runs a mentor program for students at Romaine Primary School to help them transition to high school.

- Keeps individual records for students.
- Provides ongoing support both in class, and individually or in groups of students and liaises with staff.
- Participates in timetabled programs where there are a high percentage of Aboriginal students, particularly those with a focus on setting goals, giving feedback and developing social skills/team loyalty/raising self-esteem, such as the 'Boys' Business' and 'Life Skills for Boys' classes.
- Contributes to the curriculum.

Grade 9 student: "Mr x taught me to never give up and have ago at all my subjects in class. And he helps when u have family issues around our house. In the boys group he said to never put your head down to keep it high and to never give up."

### **Port Dalrymple**

Aboriginal students have had high engagement in yAdas (Young Aboriginal Drug and Alcohol Support), a partnership with HeadSpace, focussing on transition, attendance, engagement and retention. This has been a pilot program with very strong feedback from the yAdas coordinators, resulting in an ongoing relationship with Port Dalrymple and projected delivery to further schools in 2014.

### **Sheffield District School**

Active PLPs are in place for 100 per cent of the 35 Aboriginal students, identifying educational, cultural and links to community. Twenty one of these students are currently meeting or exceeding educational outcomes based on their recent Australian Curriculum reports. A further 11 students are on average 'approaching the standard' for their year level.

### **Wynyard High School**

Aboriginal and Torres Strait Islanders have been provided with an extensive range of flexible learning programs in 2013 aimed at increasing student engagement and educational outcomes. Many of Wynyard High School's Aboriginal and Torres Strait Islanders are catered for through the flexible learning provision that already exists within the school framework for all students. Ninety one per cent of Aboriginal students have participated in one or more of these programs so far this year.

The school's partnership with national arts company Big hART has also provided numerous opportunities for students to be involved in cultural experiences. The school has had a number of students involved in workshops with the Circular Head Aboriginal Centre and have timetabled support time with an Aboriginal Pathways Officer.

### **Table Cape Primary School**

The data identifying the achievement and equity of Aboriginal and non-Aboriginal students continues to show little to no difference with the average difference being at 1 to 0 per cent.

Aboriginal students who were identified (through PiPS and NAPLAN testing) as requiring support in literacy and numeracy have had weekly sessions with an ATAS Tutor.

The school AEW is also involved in each class within the school to support one to one learning opportunities and social / emotional support.

The AEW is also working in a transitional role from the primary school to the high school.

### **Montello Primary School**

All Aboriginal and Torres Strait Islander students have a PLP with their unique needs identified. The school also utilises “data walls” to track and monitor students.

### **Westerway Primary School**

- Aboriginal students’ progress has been monitored.
- Updated psychology reports completed to provide specific information to teachers and parents.
- PLPs reflect realistic short term literacy and numeracy goals and life skill targets.
- Goals and targets are monitored and demonstrate progress.
- A differentiated education program is designed within the classroom, and one to one additional support is provided on a regular basis.
- Aboriginal students are working towards achieving literacy and numeracy grade standards.
- Increase in reading levels.
- Increase in fluidity and confidence levels.
- Increase in word recognition skills (M100W).
- Increase in letter/sound recognition (WPS checklist).
- Increase in hearing and recording sounds in words score (Marie Clay).

### **Windermere Primary School**

- PLPs were written for 100 per cent of Aboriginal students. These plans were co-constructed by senior staff, class teachers and the AEW. All parents were invited to contribute to these plans.
- The purpose of these plans was to ensure all of the Aboriginal students had access to specialised programs that allow them to explore their culture which was supported by the AEW.
- The school has employed an AEW for 25 hours per week

### **Tasman District School**

Attendance for Aboriginal students is higher (90.1 per cent) than for non-Aboriginal students (88.6 per cent). This is as a result of targeted intervention/contact with families – phone calls, text messages – to ensure that absences were followed up by relevant staff for explanation.

The school has targeted intervention through use of teacher aides and development of PLP’s for targeted Aboriginal students to ensure continued improvement in literacy/ numeracy outcomes.

### **Triabunna District High School**

100 per cent of Aboriginal students have current PLPs outlining their areas of strength and weakness and targets for improvements in 2013.

Aboriginal students that did not achieve benchmark in PIPS and NAPLAN testing and were identified through the ATAS program have received additional tutelage individually or in small

group work.

Professional learning for staff has included specific sessions with Aboriginal Education Services and Tasmanian Museum and Art Gallery staff.

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

### **Geeveston Primary School**

Geeveston Primary staff attended the Transforming Trauma professional learning sessions. These sessions were highlighted as important to supporting and promoting positive relationships with all students, however the staff at GPS specifically attended to support those students who have suffered trauma through domestic violence, neglect or those with disability.

These sessions have led to a greater emphasis on the completion of the KidsMatters Framework 1, which all staff have achieved and are now working towards a common language and process for supporting the wellbeing, mental health and engagement of those students who are “at risk” or disadvantaged.

These approaches have led to the increased attendance and reduced suspensions.

	<b>2012</b>	<b>2013</b>	<b>Improvements</b>
Suspensions	21.8%	(end of Term 2) 1.4%	Decrease of 20.4%
Attendance	87.1%	Average for end of Term 2 – 90.1%	Increase of 3%
Aboriginal Suspensions	26.1%	(end of term 2) 1.4%	Decrease of 24.7%
Aboriginal Attendance	85.1%	Average for end of Term 2 – 86.7%	Increase of 1.6%

### **Wellington Alliance**

#### **Cosgrove High School -The Basement Program**

This program has been a huge success for some of Cosgrove High school’s most vulnerable and disadvantaged students. The basement program is run daily as a separate annex to the school every afternoon between 1pm and 3pm.

The program is completely personalised and tailored to the needs of the individual students. Some students access the program 100 per cent of the time, whilst others still attend mainstream classes on a part-time basis in their areas of interest. The staffing is 100 per cent sourced from National Partnership funding which provides 1 FTE.

In 2014 Cosgrove is looking to extend the program and focus heavily on the re-engagement back into mainstream classes, especially for the Year 7 and 8 students.

#### **Moonah Primary School**

Moonah Primary School continues to run the Bridges program, funded by the National Partnership money, with students from Years 1, 2 and 3. Bridges runs for 12 hours per week and assists those students struggling with reading.

In addition, the principal attended PALL professional learning and has implemented a “third wave” strategy for students who need assistance in Years 3-6. A full time teacher is employed to work 1:1 three times a week to read and focus on developing reading strategies and fluency.

#### **Goodwood Primary School**

Goodwood Primary has invested heavily in the development of a positive school and student culture with appropriate positive behaviour. This is reflected in the positive behaviour support plan, which includes a social skilling program now based on the Social and Emotional Learning (SEL) curriculum developed by Kids Matters. Twenty minutes is dedicated at the start of each day to reinforce and develop these skills. Additionally, Restorative Practice professional learning at the Wellington Alliance Conference was attended by 80 per cent of all staff and Tribes/Community Circles is being trialled in all classes.

### Springfield Gardens Primary School

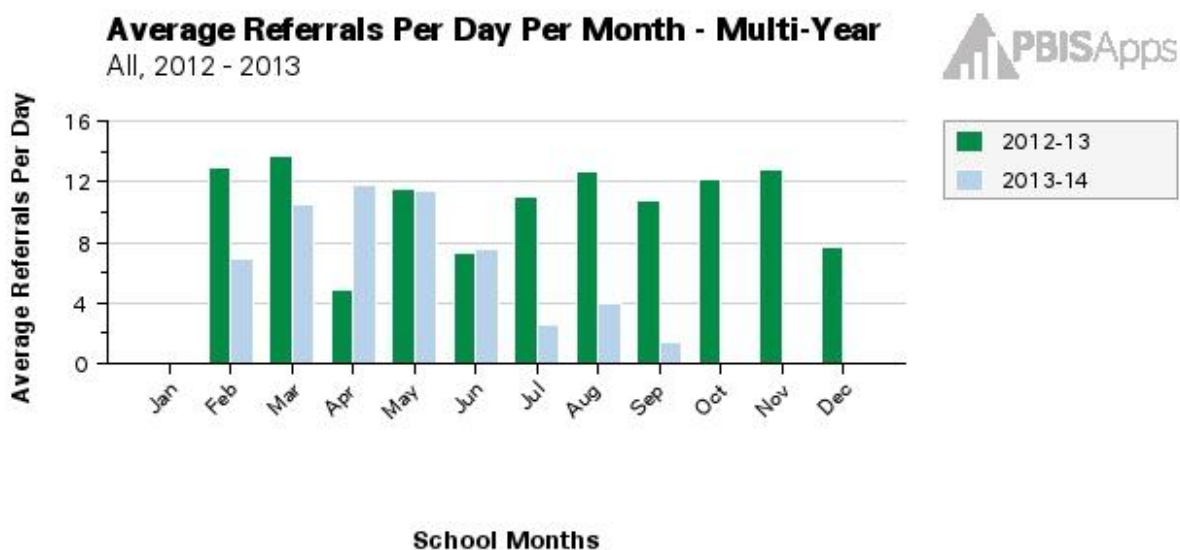
Springfield Gardens has developed a whole school positive behaviour focus drawing from KidsMatter, TRIBES and PBS frameworks. Relationships centre on shared and agreed school community values: We are learners, We are respectful, We are a community. These values have become basic expectations for all across the school and have been promoted school wide through key message displays and shared language: 'Every face has a place'.

A positive behaviour support team has operated to plan, implement and review strategies with regular analysis of behaviour data informing future actions. Students have benefited from alternate programs being offered at specific times of the day and a whole school card system to assist students to regulate their behaviour. The planning team has targeted and tracked students experiencing difficulty in engaging in classroom and playground activities and these identified students have been reported less for unacceptable behaviours. Positive behaviour has been acknowledged through 'Springfield Smileys'. There is positive recognition of students who have demonstrated understanding and acceptance of school values.

A decline in school suspensions and major incidents has been seen as a result of clear expectations of behaviour and greater staff understanding of the need to skill students to be aware of and become more competent in managing their social and emotional responses to situations:

	Term 1 2012	Term 2 2012	Term 1 2013
Suspensions	20	37	5
Proportion of students	4.3%	6.6%	1.3%

Referrals in School Wide Information System show a decline in behaviour referrals over time 2012 -2013.





### **New Norfolk High School**

New Norfolk High School has two students on the Severe Disability Register (SDR) 2013:

- 1:1 teacher aide support - teacher aide worked with a member of HWB staff to create a fitness program for the student, to improve the students' wellbeing. Other peers join and participate in the program encouraging social interaction.
- Alternative education programs to engage: Bridgewater Farm.
- Support from the school psychologist.
- Adjustments in the classroom.

### **Oatlands District High School**

Key strategies at the school level that are contributing to improved attendance, wellbeing and engagement of disadvantaged students include shared enrolment with the Southern Support School who provide specialised programs to support the specific needs of two SDR students. The school provides transportation, including aide time, for this to occur. The school has also utilised school resources (aide/transport) to ensure that the SDR student is able to attend the school if his parents are unable to do so.

### **Queechy High School**

Key Strategies ensure that:

- All teachers understand the diverse nature of the student population and the consequent need to differentiate the curriculum to meet their needs.
- All teachers undertake professional learning enabling them to build their practice to meet these needs through staff meetings led by a literacy coach, input into curriculum development from Literacy Subject leaders, collaborative planning sessions, peer coaching, participation in specific professional learning eg Hawker Brownlow, Edutech, subject specific sessions and networks.
- Support is provided for students with disability from the SDR team including two teachers and a number of teacher assistants providing a resource and/or support role.
- All students identified as disadvantaged and/or with specific learning needs receive additional, appropriate support through school developed programs such as Catering, MARSSS, gardening, Beacon programs such as Polish, Barbecue with the Boys, Lunch with the Girls, transition programs such as CAP (Career Awareness Program), work placements, try-a-trade and Uni taster days. There is literacy support and some students, including all those on the SDR began using ipads to access learning.

### **Rokeby Primary School**

- Students have been identified through data which has allowed the school to promote a differentiated program whereby students of all abilities are supported.
- Differentiated programs are provided for individual students as required:
  - Reading to Learn (David Rose, 2009), David Hornsby literacy, Kath Murdoch
  - Phonemic intervention for 'at risk' students
  - Alternative education programs.
- Rokeby Primary has employed a home liaison officer, a school chaplain and are currently involved in a mentor program through 'Kids Hope Australia.' The school has seen increased engagement and attendance from students, parents and the local community from this, particularly from Aboriginal and Torres Strait Islander families.

- Using a home liaison officer, the school has been able to fund a program for hard to reach families to be transported to the local PCYC on Wednesdays and Fridays after school. This provides an opportunity for team building; ensuring students are engaged in appropriate activities out of school hours. It also allows relationship building between the school and local community.

**Suspension rates:**

Year	Term	Proportion of Students Suspended
2012	3	0.4%
2013	3	0%

**Montrose Bay High School**

So far this year the school has run “Rock and Water”, “Shine” and “Blokes” to provide an alternative way of learning key skills. The school also provides a partnership program with Second Bite that enables at-risk students to complete kitchen work, producing food for needy groups in the community.

**Northern Christian School (NCS)**

One target area for NCS has been student attendance. The school makes consistent contact with parents regarding repeat absenteeism has led to support for parents through NCS’s counselor and/or by providing the parents with strategies to improve their child/ren’s school attendance. Where appropriate, NCS made use of used visiting professionals with experience /expertise in this area – for example, the visiting autism support teacher has assisted parents with strategies for children who demonstrate anxiety in regard to attending school.

**Fairview Primary School**

Fairview Primary has maintained a steady focus on its nominated focus of improving numeracy results for all students with a specific focus on Year 3 students over the last four years.

However, due to the appointment of a health and wellbeing curriculum leader who is now known as the equity leader, the school has implemented and grown throughout the NP project *Our school, Our Values* processes. This is essentially a whole school approach with targeted social skills sessions being taught weekly.

**Ashley School**

**Literacy – Catch Up program.**

The literacy skills of the students who attend Ashley School are predominately well below the expected standard. Almost all of the students have been disengaged from mainstream schooling. All teachers and teacher aides at Ashley School have been trained to deliver the Catch Up program. A teacher aide has been employed for one day per week (using the NP funding) to specifically deliver the program. Her role is to undertake the first session for the week with each individual student and then leave instructions for other key staff to follow up with those students, again during sessions identified and planned for during that week. The school has purchased suitable reading resources to support the program. Students have embraced this program are able to see their own improvement very early.

The impact of these strategies that are contributing to improved literacy and numeracy outcomes for these students:

- positive self-esteem/confidence
- happy to be withdrawn and engage in the program

- can feel/see their improvement
- enjoying school again

### **West Ulverstone Primary School**

- Youth Connections – adult mentoring for students in Years 5 and 6 identified to be at risk from disengaging from school and requiring additional transition planning from the primary to high settings.
- Chaplaincy support program – assisting teams of students to nurture school garden; developing resilience and social skills and assisting with classroom literacy and numeracy learning outcomes.
- Daily breakfast club – in partnership with Red Cross and local community and business volunteers – free to all students/families.
- Provision of group and individual parenting support programs – eg Tuning into Kids through social worker involved in the Birth to 4 years early connections programs.

### **Beaconsfield Primary School**

Beaconsfield currently has six SDR children and a resource allocation of 1.2 this year. Programs include literacy support, life skills, fundamental motor skills, community access and social skill programs.

All students on the SDR have a full IEP.

### **Jordan River Learning Federation**

An additional 0.2 FTE for Speech Pathology was allocated from National Partnership funding to East Derwent, Gagebrook, Herdmans Cove and the Middle School.

Working with social workers the school has developed attendance procedures based on Student Support System (SSS). This is being trialled and feedback has been provided. Attendance data has reflected upward trends. Staff are involved in the whole attendance process and attendance goals have been shared and agreed upon by parents, teachers and students.

### **Parklands High School**

#### **Alternative and Flexible Programs**

Parklands has 11 programs set up to assist the engagement and progress of 56 students plus ongoing support for a further 17 students, through Youth Connections and individual support for a small group of Aboriginal students struggling to maintain a school connection.

Through a youth worker working for Youth Connections and Individual Support Services, 17 girls have received a range of services to help develop: self-esteem, improved social skills, positive body image, self-expression, positive work habits, strategic thinking and planning, plus additional literacy and numeracy skills. Students with mental and emotional health issues have also received support in group or individual situations.

The Life Skills program for Years 7 and 8 has given six students the opportunity to learn basic cooking skills and help them to develop friendships and enhance their social skills. The program is also designed to build confidence and assist in developing communication skills.

Boys' Business is a subject designed for boys, who enjoy physical activity, cooking and getting back to the basics of being a teenage boy. Most of the boys have improved their self-esteem by achieving set goals and seeing their improvement in all the above program goals.

A group of eight students were given the opportunity to be involved in an Anglicare program called Drumbeat which is designed to assist with anger management.

### **Rokeby High School (RHS)**

- Employment of an additional day for a social worker to support the team responsible for implementing RHS key driver and strategies for student engagement.
- Employment of a home school liaison officer (a shared resource between 3 schools).
- Development of a re-engagement program for alternative and flexible education.

### **Port Dalrymple Primary School**

- Professional learning for all staff has increased participation of staff in the development and implementation of IEPs. Shared learning and responsibility for National Consistent Collection of Data (NCCD) and SSS have greatly improved capacity in responsibilities and accountabilities for disadvantaged students.
- A new partnership with Woolworths has significantly enhanced the breakfast program, which has seen improved nutrition and social skills across a wide range of disadvantaged students from Prep to Year 10.
- A weekly peer-led fitness program, Fitness Frenzy, engages students from Years 5-10, commencing at 7:00 a.m. over two terms. Over twenty students regularly take part.
- A partnership with Heritage Isle has funded Tornados players to lead a basketball program that has initiated an ongoing out of school program for students.
- A TasDance partnership with the school's PRIDE committee established a seven week series of workshops for students in Years 5-10. This increased physical activity, confidence and specific skills for future pathways that the school has not offered previously.
- Sydney Opera House and the NBN link enabled a new cutting edge partnership that saw students engage in live workshops where knowledge and skills for both theatre and communication technologies were enhanced.

### **Wynyard High School**

Flex Allsorts is a specific program with the goal to re-engage the identified 'at risk' students who struggled in a 'traditional' classroom setting. Students are identified through very poor attendance rates, frequent suspensions, substance abuse and behavioural concerns. Nineteen students were referred to the 'Flexible Allsorts' program. One of these students participates in this program on a full time basis with four others spending 50 per cent or more of their time in individualised programs. The remainder access this for half or less of their timetable.

### **Reece High School**

#### **Literacy**

The school literacy program was supported by Unlocking Literacy for Years 7, 8 and 9 students. The effect of the program can also be seen through the decreasing number of students who are included. Fifty students are currently involved in the program

#### **Individual Education Plans**

All students in the following categories now have IEPs:

- SDR
- Care and Protection Orders
- Aboriginal students
- students who do not meet age appropriate benchmarks.

### **East Tamar Federation**

Schools within the East Tamar Federation have focused on providing targeted intervention for students identified as needing additional support in literacy and numeracy. A range of strategies have been implemented that include:

- Levelled literacy intervention.

- Team teaching in core learning areas.
- Reading recovery.
- Targeted teacher aide support in literacy block.
- Teaching partnerships between class teacher and EAL teacher.

### **Glenora District High School**

In order to reach parents the principal has worked closely with the community. One initiative this year has been the introduction of a parent program entitled 'woodworking for all' which runs on a weekly basis and is well attended and appreciated. For those parents suffering financial hardship a uniform payment plan was put in place that allows parents to make contributions over an agreed period of time.

### **Catholic Schools**

In the Catholic sector, some NP funds were expended on re-engagement activities. An education officer works with all secondary colleges to support students who are at risk of disengaging or have disengaged to the extent that their educational pathway is compromised. This has been highly successful.

### **Windermere Primary School**

Windermere Primary has 16 SDR students enrolled at Windermere for 2013. PLPs have been written for each of these students. All SDR students work in mainstream classrooms with teacher assistant support. Two support teachers assist staff with planning, resources and provide teacher release time. Learning service specialist staff also regularly visit the school to review individual student programs.

A School Chaplain is employed for 25 hours per week. The Chaplain is used flexibly across the school to support students at risk.

A school garden was established as a lunch time option. Students were guided by a teacher and parents in the construction and planting of the garden.

Colony 47 & the Smith Family combined to run Collaborative Family programs for students considered to be at risk. The facilitators worked with the students and their parents to develop stronger family relationships. Parent feedback about the program and the strategies they were introduced to, continues to be universally positive.

During 2013, the Smith Family has increased their offer to provide Learning for Life scholarships to Windermere families to help pay for life long education costs.

### **Warrane Primary School**

All students with barriers to learning now have PLP which is regularly reviewed and updated. Such students include those with a learning disability and those suffering from a trauma presentation. English as Second Language students are included in numeracy support/intervention groups.

## Exemplary Schools - 1 January to 30 June 2013

### Showcase

#### South George Town Primary School

##### Fire Station School

Fire Station School has become a vital way of supporting George Town's most vulnerable families. Most of the Fire Station School families are socio-economically disadvantaged. Data obtained from Kids Come First demonstrates that within the local government area of George Town, 63 per cent of children 0 – 5 years live in the most disadvantaged communities as categorised by the socio-economic Index for Areas (SEIFA) quintile 1.

Of the 40 children enrolled for Fire Station School only three live outside of the George Town locality, all at Pipers River. The remaining 37 children live within the George Town locality. Kids Come First data indicates that 82 per cent of children within this locality live in areas categorised as the most socio-economically disadvantaged in Tasmania.

Many children who attend Fire Station School have a diagnosed disability such as Autism. Many other children are in the process of assessment to determine a diagnosis. Through attendance at Fire Station School these vulnerable children have access to a speech therapist, occupational therapist and psychologist. Parents of students at the Fire Station School also have access to support from a behaviour support specialist from St Giles.

The development of Fire Station School has provided an insight into George Town's most vulnerable families. The mental health issues of parents have been highlighted as an area of concern. Having a psychologist involved in many Fire Station School sessions has provided assistance both to parents and staff in dealing with this difficult issue.

The Fire Station School has been incredibly successful at engaging George Town's most vulnerable families. The parents are involved and have experienced belonging and success that they would not traditionally have experienced in the school play group or pre-Kinder setting. The cohort of families engaging regularly at Fire Station School are those that have either not tried the school-based programs or have tried and attended sporadically, then disengaged. Whilst numbers at school based play groups and pre-Kinder programs have grown steadily as a result of increased emphasis on Launching Into Learning, those families that would benefit most have remained those that were least likely to stay engaged. Fire Station School has been the key to engaging George Town's most vulnerable families. It is anticipated that this engagement will lead to improved outcomes for children in Kindergarten and beyond.

The success of Fire Station School is demonstrated in the following comments by parents in response to the question **Is there anything you would like to tell us?:**

- FSS has been the best thing for my family. My two boys [REDACTED] and [REDACTED] have benefitted greatly. They have learned how to be in a school environment. The teachers have been incredibly supportive and, taking into consideration special circumstances encouraging, not only to the children but also the parents (eg separation) and making the situation most pleasant. The children adore FSS and I believe that the way the children talk about it is a reflection of the incredible efforts put in by the staff. My boys I feel are now ready to take on school. Their skills have improved beyond belief and their behaviour has too. As a parent I feel more confident now about my children starting school. FSS needs a bigger space – only downfall. This school deserves the room to do the wonderful work they do!
- FSS has helped [REDACTED] a lot with his confidence and routine

- I am so grateful to [REDACTED] and the team of great people that have helped with my son. My son has gone from strength to strength and grown so much in the time we have been associated with you. This wonderful team of people have helped my son have understanding and a voice of his own and we have been able to make our transition to pre-K as painless as possible. I could not of imagined this taking place before FSS. Thankyou from the bottom of my heart
- I am so thankful for everything that FSS has done for me and my family over the last couple of years. I would love to see the program continue to run to give others the same opportunity as I got. I will miss FSS greatly but glad we have been able to graduate and attend Explorers with a peace of mind things will be great.
- FSS has helped my family in so many ways. It has changed the way we do things in our day to day lives. I always feel very supported, feel a little sad to be leaving but glad to be “moving on”. Thankyou FSS
- FSS has been beneficial to [REDACTED] in more ways than I could say thankyou for. Thanks again
- This is a fantastic and much needed service / group
- [REDACTED] enjoys FSS
- FSS has helped my family so much. I feel as though I have had a lot of support, the people are so friendly and easy to talk to. I’m very happy to be back for another year
- Without FSS my kids wouldn’t be doing what they are today
- FSS has been a great help to our family especially helping us with our daughter’s behavioural problem and putting us in touch with the right people to help her
- I think [REDACTED] is really going to enjoy coming along as much as [REDACTED] did, and will also help him as he has become a bit more attached to me since [REDACTED] was born
- When [REDACTED] is at home she signs “finished “ when she has finished her food
- *First time today but will look forward to coming again*

An important aspect of attendance at Fire Station School has been the development of social links and support networks for families with like aged children. For most of these families this is important as they do not have extended family networks, and are socially isolated from the wider community. Fire Station School is of benefit to many Aboriginal families. Of the 567 children in the 0 -5 age range in the George Town Local Government Area, 59 children are identified as of Aboriginal descent. This equates to around 10 per cent of the 0-5 population. Fire Station School has forty children attending each week. Anecdotally, many Fire Station School families identify as being of Aboriginal descent.

Parents with children with a physical, learning or behavioural disability often find it difficult to attend mainstream programs because they feel uncomfortable and judged by others. These children often miss out on the opportunity to have any early intervention, fail to regularly attend pre-Kinder sessions and are often bad attenders at school. The Fire Station School has provided a welcoming and accepting environment where parents learn strategies to support their children. Assessment is available through ECIS channels and the psychologist funded by Launching into Learning. Fire Station School “graduates” are successful learners in Kinder, due to the support structures which are used in Fire Station School and replicated in pre-Kindergarten programs that most of our transition group children move to.

## Showcase

## Wynyard High School

GOAL: To achieve excellence in teaching for all staff. To develop a culture of continuous improvement in teaching practice within our school in a supportive and empowering manner.

WET (Watch Each Teach) addresses teacher quality.

Teachers work in pairs or threes to collaboratively plan pedagogy and watch each other teach a lesson or part thereof. The observing teacher collects data specified by the classroom teacher and provides feedback. Once the classroom teacher has the data, the pair engage in a reflective conversation.

Each teacher is observed at least once per term and is the observer once per term.

Expertise at conducting productive planning and reflective conversations and data collection is building through participation in professional learning (Building a Feedback Culture) and regular in-school practice. This group meets fortnightly for an hour and this provides time for collegial planning.

Teachers have trialled various methods of data collection.

In 2012 five staff were involved. The eight staff involved in 2013 include three who participated during the previous year. Three staff in the eight have participated in cognitive coaching professional learning prior to this program being set up. In 2013 there has been a focus on including as many staff from the Years 7 and 8 teams as are interested. The goal is to embed this practice so that it becomes an integral part of team planning and teaching practice.

The group meets after school on a fortnightly basis. Some of this time is used to hold planning or reflective conversations around lessons that will or have been observed by a partner teacher.

In 2013 staff involved in WET have participated in “Building a Feedback Culture”, run by the PLI. Four staff attended a two day session in March conducted outside the school. Key aspects of this were conveyed to other staff in the group during regular fortnightly meetings.

In May all eight staff spent a full day utilising the expertise of Sue Presler, Bernadette Howard and Sally Milbourne. The purpose of this was to improve teachers’ skills at conducting effective planning and reflective conversations and to improve the quality of data collected by the observing teacher in the classroom.

In both Term 1 and 2, all eight staff in this group participated in the plan, teach/observe, reflect cycle at least once. The goal for term three is for all staff to engage in this twice. Third term has included a day working in school with a professional learning educator to further develop professional conversation skills and improve the quality of data collected and feedback given to colleagues.

NP funding is applied to provide release time for a lesson, or part of a lesson, so that a teacher can be observed by their partner. It is also used to release the entire group from classes to allow the support of the PLI to be utilised by all.

The eight staff involved have become progressively more comfortable with the reflective practice model and with having someone else in their classroom collecting data.

Qualitative data was collected through a recent survey of participants. Responses to “**This year**



**WET has impacted on my classroom practice in the following ways..”** include:

*“The planning conversation was for me the best part. It allowed me to think through the “what ifs”. It also allowed me to think about what facet of my teaching practice needs to be measured or thought through more.”*

*“planned use of KLT techniques”*

*“I am better informed about the effectiveness of a pedagogical technique”*

*“Observation of other teaching methods”*

*“I am able to use the planning conversation to refine exactly what I need to do or expect the students to know... The question How will you know they understand? really helps to focus the planning of my lesson.”*

Responses to **“In 2014 I plan to incorporate WET by...”** include:

*“Continuing to observe, question, reflect and refine. Continue to develop more strategies.”*

*“Getting a different person to observe me each term.”*

*“Integrating the process as part of my normal practice.”*

*“Taking more healthy risks with students in regards to originality and performance.”*

*“A “feedback culture” is important and helpful and should be used by everyone.”*

Reliable quantitative data on the impact WET is having on student learning really requires the embedding of this approach in the practice of the majority of teachers. This was always viewed as requiring a sustained effort over at least four years, with the number of participants increasing each year.

## **Showcase**

### **Northern Christian School (NCS)**

The Northern Christian School is located at Bridgewater, in the Northern Suburbs of Hobart. The 106 students at the school are drawn from Bridgewater, Gagebrook, Brighton and New Norfolk, as well as students from the Glenorchy Municipality. The proportion of students who identify as Aboriginal or Torres Strait Islander is small, currently eleven children. Priority issues being addressed are; student attendance, student literacy and numeracy levels (by building teacher capacity) and student engagement.

Programs within the school to be implemented as a result of NP funding include:

- School Education Plan developed by teachers in conjunction with the whole School Improvement Plan.
- Professional Learning based on student assessment data – 2013 Mathematics.
- Attendance monitored, personal follow up and assistance provided to parents on a needs basis.
- Principal and teachers working collaboratively, 1:1 to utilise the National Professional Standards for Teachers as a tool to enhance and monitor each teacher’s professional growth and achievement of negotiated goals.

- NCS maintains whole school approach to student health and well-being. Through the Australian Curriculum and the *Kids Matter Primary and Early Childhood* program, mental health and well-being is promoted within the classroom 1:1 through parent and family forums and community activities.
- Well-being programs and community events have included: *Kids Matter* information sessions, chess club, school choir, sports teams established, tree planting day, footy day, colours day, family science night, eat well evening, and a Birth to Four program.

*“The impact of the NP reforms and investment have been empowering for the teachers, learning support staff and the principal at NCS. All staff would agree that the consistency and support of our consultant has been greatly beneficial in turning the school focus to prioritizing and targeted needs. Due to the transitory nature of our student population we are not always able to demonstrate changes in results at class level, for example, NAPLAN. However, when we look at individual students who have struggled in their learning due to ability and/or attitude, there have been gains. The focus on student health and well-being has been important due to anxieties and difficulties related to dysfunctional home lives that many of our students experience. The increased availability of access to a school counselor has benefited not only students but parents also. The NP funded consultant has implemented procedures which will assist in the sustainability of this support program.”* Principal, NCS.

### **Showcase Bowen Road**

Reading comprehension data showed an improvement in PAT R results from Term 1 2012 where 52.07 per cent of students were below Stanine 4 to end of Term 1 2013 where 41.32 per cent of students were below Stanine 4. This is an overall decrease of approximately 10 per cent in the Year 3-6 cohort in a relatively short amount of time.

End of Term 1, 2012, 27.55 per cent of Year 5 were below Stanine 4 compared to end of Term 1 2013 where the same cohort of students now in Year 6 were 7.62 per cent below Stanine 4. This was a decrease of approximately 20 per cent of these students who are below Stanine 4.

In NAPLAN reading results for 2012, 100 per cent of Year 3 students were at or above NMS and this is again the case in the preliminary 2013 Year 3 results. More specifically, 95.7 per cent of Year 3 students were above NMS this year.

Preliminary 2013 NAPLAN reading results for Year 5 showed an approximate 10 per cent improvement in students' results at or above NMS (94.1 per cent) up from the same cohort's results in Year 3 (84.0 per cent). Most significant was the improvement in the number of students in Year 5 achieving at or above NMS this year (94.1 per cent) as compared to last year (69 per cent). Overall, an extra 25.1 per cent of Year 5 students achieved at or above NMS this year as compared to last. The value adding was at a far greater rate than the rest of Australia from Year 3-5( 42 per cent achieved a high rate of gain compared to 25 per cent across Tasmania and Australia). Results were similar in writing, spelling and grammar.

NP funding resourced two literacy trained aides to support four guided reading sessions a week in each class from Prep-6 across the school. NP funding also enabled part of extra senior staff to be utilised to work with other staff in developing skills and understanding in teaching reading comprehension.

The principal has also been attending the PALL literacy course to support school endeavours. Specifically, staff collaboratively developed a guided reading checklist and looked at the reading comprehension strategies that involved thinking within, beyond and about the text. The skill of

inferring was studied more closely by staff having been identified as a weakness in NAPLAN reading data from 2012. This was done in staff meeting sessions in Term 3 2012 and Term 1 and 2 2013.

This year staff have also been trained in using PROBES, an assessment tool for diagnosing weaknesses and strengths in students' comprehension ability. A refresher session was conducted with staff on diagnosing comprehension ability when using running records. They have also scrutinised past NAPLAN data to determine areas of school and grade weakness. The NAPLAN Toolkit, Scootle and Improve have been utilised to address the areas of weakness.

In mid-2012 staff observed 'expert' teachers using the 'Reading to Learn' method. This method explicitly teaches students comprehension skills. The expert teachers then ran professional learning with staff later in the year as follow up. Staff taught 'Reading to Learn' lessons as part of teacher observation rounds in Term 3 2012.

Explicit teaching of reading comprehension is reinforced in the recently updated whole school literacy guidelines folder and through resources provided to teachers in the folder and through teacher aide support for guided reading session in classes as mentioned. Staff worked on the importance of fluency in reading during staff meetings in Term 2, as well as being provided with strategies and resources for teaching comprehension.

## Section 3 – Milestones

### Improving Teacher Quality NP

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

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

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

Milestone	Detail of achievement against milestone ( <i>Quantitative and Qualitative</i> )	If not achieved or partially achieved, reasons why ( <i>Qualitative</i> )	Strategies put in place to achieve milestone and updated timeframe ( <i>Quantitative and Qualitative</i> )
Independent Sector - Improved in-school support for teachers and leaders, particularly in disadvantaged, Indigenous, rural / remote and hard-to- staff schools.	<b>Achieved</b> 65 teachers and educational leaders accessed PL support January to 30 June 2013.		Professional relationships and credibility of PL presenters proven, provision of staff release time, targeted response to evidence-based need, context specific needs addressed through PL and in-school support.
Independent Sector - Continual improvement program for all teachers – mentors/ coach for principals & educational leaders to ensure support for beginning and early career teachers and in place. Principals/teachers, representing 90% of independent schools, participating in one or more professional development activity.	<b>Achieved</b> Principals and teachers representing 98% of schools participating in one or more PD opportunity.		Additional in-school support mentoring will continuing in 2013.

Independent Sector - Use of National Teacher Performance and Development Framework	<b>Achieved</b>		
Independent Sector- Tailored network meetings and workshop opportunities offered on regional basis and in-school.	<b>Achieved</b> Staff members from 100% of remote schools have attended one or more of these sessions during 2013		Meetings offered each term targeting Special Education, Kindergarten EYLF, NAPLAN, Australian Curriculum and Science. Relevant content. Expert presenters, easily accessed venues. Some network sessions planned and delivered cross sector with Department of Education and Catholic Education colleagues

### Part 3 - Milestones that will progress through the 2013 calendar year (with no set milestone date)

Milestone	Detail of achievement against milestone <i>(Quantitative and Qualitative)</i>	Strategies put in place to achieve milestone and updated timeframe <i>(Quantitative and Qualitative)</i>
N/A		
Independent sector - as above	Achieved and to be maintained through 2013	As above

## Section 4 - Milestones

### Low SES School Communities NP

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

Milestone (state and territories may wish to identify whether the milestone relates to all sectors or a particular sector within their jurisdiction)	Detail of achievement against milestone ( <i>Quantitative and Qualitative</i> )	If not achieved or partially achieved, reasons why ( <i>Qualitative</i> )	Strategies put in place to achieve milestone and updated timeframe ( <i>Quantitative and Qualitative</i> )
More than 70% of schools participating in Low SES 5 (Individual School Reforms) will report that key individual school targets, as established in school improvement plans, have been achieved	Partially Achieved	Schools have reported partial achievement of their targets. Schools continue to work towards achieving targets by the end of 2013.	
Attendance target, set for SES 5 schools in May 2010 achieved	Partially Achieved	Schools are working towards achieving attendance targets by the end of 2013.	

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

Milestone	Detail of achievement against milestone ( <i>Quantitative and Qualitative</i> )	If not achieved or partially achieved, reasons why ( <i>Qualitative</i> )	Strategies put in place to achieve milestone and updated timeframe ( <i>Quantitative and Qualitative</i> )
Acceptance of Tasmania's Smarter Schools 2013 Annual Report	Achieved Tasmania's Smarter Schools 2012 Annual Report (submitted April 2013) accepted.		
Progress towards the 2015 retention target is positive and the 2013 (SES7) NP schools target has been achieved	Partially achieved	Progress is positive	
NP Annual Progress Reports (using template provided) have been completed and lodged with Learning Services and non-government sector Managers for SES4 and 7 and for schools implementing SES1 and 2. Specific Federation (SES1) requirements, agreed in Federation Plans, are mandated	Achieved		

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)
At least 40 schools participated in Low SES 1, 2, 3 and 5 will have in place, and report on, strategies to outreach and better engage parents and community, especially Indigenous families	Achieved		
Schools participating in SES2 (Group A) have achieved the target established for the School Improvement Measure that they collectively agreed in 2010.	Partially achieved - Targets for outcomes Trending Up were achieved from some measures (retention, some literacy and numeracy) but not others (attendance, some numeracy).	Specific milestones not achieved tend to reflect other patterns in state attendance or national NAPLAN results over time	Renewed strategic improvement focus for all Tasmanian schools in attendance, literacy and numeracy, and ongoing specific funding under "Raising the Bar – 7 Plus" for programs in schools where outcomes indicate support is needed.
All schools participating in SES 3 Extended and Integrated Service will report against SES Reform 6 providing evidence of increased partnerships with parents, business and communities and the provision of extended services.	Achieved	All schools participating in SES 3 report increased partnerships with parents, businesses and the community; a highlight of this is the relationship between them and the Child and Family Centres within their regions that offer wrap around educational and health services.	
Round 5 schools prioritised and informed of participation in 2014 School Improvement Reform through Intervention (SES6)	In 2012, the department moved from prioritising individual schools to support for all schools and established eleven networks of schools each led by a Principal Network Leader.	In 2012, the Department of Education undertook an innovative reform guided by the department's Strategic Plan 2012–2015–Learners first, connected and inspired. Four Learning Services across the state were reduced to three and eleven networks of schools were established. The network structure supports school and system improvement, improved student learning outcomes and reform. Each of these networks is supported by a Principal Network Leader (PNL) whose role is to support the school principal with a focus on school improvement and accountability. The PNL role focuses on improving the performance of all schools by building the capacity of principals to lead and manage, to improve the quality of educational programs and the performance of all students.	

### Part 3 - Milestones that will progress through the 2013 calendar year (with no set milestone date)

Milestone	Detail of achievement against milestone <i>(Quantitative and Qualitative)</i>	Strategies put in place to achieve milestone and updated timeframe <i>(Quantitative and Qualitative)</i>
Independent sector - 75% of NCS trained in MULTILIT by 2014. 95% of students at NCS who are underachieving in literacy are supported by MULTILIT	Achieved and ongoing	MULTILIT training now supplemented by training all primary staff in Letters and Sounds. L and S to be fully implemented K to Year 2 by 2015. In school support i.e. L/N project officers, support to school with training and use of essential resources. PL re collection and use of data for planning teaching.
Independent sector - Performance Indicators for Primary Schools (PIPS) 2010-2015, all students identified as at risk to be supported by a specialist teacher	Achieved and ongoing	Coordinator to address learning needs, particularly in literacy. PL support in use of PIPS data provided. Support for implementation and reporting, Release time for planning using PIPS data. Related PL. In- school support available to all IST schools – i.e. Literacy/Numeracy, Curriculum Project officer.
Independent sector - Kids Matter Primary – Mental health promotion and prevention program. Training and implementation of all four components to be complete by December 2012	Achieved and ongoing	Support provided for additional resources, parent/community activities, related & essential PL, teacher release time