

## Improving Teacher Quality National Partnership Reward Milestones 2012

In response to the recommendation of the COAG Reform Council (CRC) in its report - National Partnership Agreement on Improving Teacher Quality: Performance report for 2011, the Commonwealth has worked with all States and Territories to revise the 2012-13 performance milestones. Revised milestones for Western Australia are in the below table.

In conjunction with agreeing to revise the performance milestones which reflect ambition of reform, the Commonwealth has also agreed that reward funding be made available to States for partial achievement of milestones, in accordance with a methodology agreed between Ministers.

Western Australia		
<b>REWARD REFORM 1: Improved Pay Dispersion to Reward Quality Teaching</b>		
1.1	<b>AMBITION</b>	An extended professional learning approach that encourages teachers to aspire to classroom leadership positions was implemented in the Government school sector.
	<b>APPROVED MILESTONE</b>	An additional 150 teachers attained Level 3 Classroom Teacher (L3CT) status, 100 teachers aspiring to this status were trained, and the Department of Education continued working towards incorporation of the National Professional Standards for Teachers in the assessment process.
	<b>CONTRIBUTION TO REFORM</b>	This achievement contributes to reform by rewarding and retaining exemplary teachers in the classroom.
<b>REWARD REFORM 2: Improved Reward Structures for Teachers and Leaders who work in Disadvantaged, Indigenous, Rural/Remote and Hard to Staff Schools</b>		
2.1	<b>AMBITION</b>	Through complex industrial and administrative negotiations in the Government school sector to develop new incentive packages for principals and teachers in schools in challenging locations.
	<b>APPROVED MILESTONE</b>	Incentives were implemented in ten trial schools serving low socio-economic status communities in order to attract high quality staff.
	<b>CONTRIBUTION TO REFORM</b>	This achievement contributes to reform by increasing the representation of high performing principals and teachers in schools serving disadvantaged, Indigenous and rural/remote communities.

## Improving Teacher Quality National Partnership Reward Milestones 2012

REWARD REFORM 3: Improved In-school Support for Teachers and Leaders, particularly in Disadvantaged, Indigenous, Rural/Remote and Hard to Staff Schools		
3.1	AMBITION	Through negotiations between the Government and Catholic school sectors, universities and schools, an innovative approach to improve the practicum in pre-service teacher training was developed and implemented in Training Schools.
	APPROVED MILESTONE	<p>The innovative approach included:</p> <ul style="list-style-type: none"> <li>• An additional seven metropolitan and five regional schools became Training Schools from Government and Catholic sector.</li> <li>• An additional 100 mentor teachers from the Government and Catholic sectors schools were trained, including 50 in regional/disadvantaged/or difficult to staff schools.</li> <li>• A further 25 Government and Catholic school site directors were allocated to Training Schools.</li> </ul>
	CONTRIBUTION TO REFORM	These achievements contribute to reform by strengthening the classroom readiness of teacher education graduates and increasing the capacity of school leaders and teachers to support them, including in disadvantaged, Indigenous, rural/remote and hard to staff schools.
REWARD REFORM 3: Improved In-school Support for Teachers and Leaders, particularly in Disadvantaged, Indigenous, Rural/Remote and Hard to Staff Schools		
3.2	AMBITION	In partnership with tertiary and other providers and through the delivery of professional learning programs, the three schooling sectors provided opportunities for school support staff, including those working in remote locations, to engage in learning pathways for higher skills and qualifications.
	APPROVED MILESTONE	<p>The opportunities for school support staff to engage in learning pathways for higher skills and qualifications included:</p> <ul style="list-style-type: none"> <li>• A minimum of 105 school support staff participated in professional learning and training courses to gain increased skills and qualifications.</li> <li>• Articulation and pathways arrangements for school support staff to access university courses were finalised.</li> </ul>
	CONTRIBUTION TO REFORM	These achievements contribute to reform by increasing the capacity of school support staff to enhance quality teaching and learning in classrooms, including schools serving disadvantaged, Indigenous and rural/remote communities.
REWARD REFORM 3: Improved In-school Support for Teachers and Leaders, particularly in Disadvantaged, Indigenous, Rural/Remote and Hard to Staff Schools		
3.3	AMBITION	In partnership with tertiary and other providers and through the delivery of professional learning programs, the three

## Improving Teacher Quality National Partnership Reward Milestones 2012

		schooling sectors provided opportunities for Aboriginal people, particularly those working in remote locations, to increase their skills and qualifications.
	APPROVED MILESTONE	A total of 194 Aboriginal support staff participated in professional learning and training programs to increase their skills and levels of qualification.
	CONTRIBUTION TO REFORM	This achievement contributes to reform by increasing the capacity of Aboriginal support staff to enhance quality teaching and learning in classrooms in schools serving disadvantaged, Indigenous and rural/remote communities.
REWARD REFORM 3: Improved In-school Support for Teachers and Leaders, particularly in Disadvantaged, Indigenous, Rural/Remote and Hard to Staff Schools		
3.4	AMBITION	Through consultation with principals in the Government school sector, school networks were facilitated to enable better sharing of ideas and resources and provide opportunities for greater collegial support amongst principals and teachers.
	APPROVED MILESTONE	A total of 68 school networks received initial funding, with a further 20 specialised networks established.
	CONTRIBUTION TO REFORM	This achievement contributes to reform by giving principals greater local autonomy to help strengthen the quality of in-school support for teachers and leaders, particularly in disadvantaged, Indigenous, rural/remote and hard to staff schools.
REWARD REFORM 3: Improved In-school Support for Teachers and Leaders, particularly in Disadvantaged, Indigenous, Rural/Remote and Hard to Staff Schools		
3.5	AMBITION	Through consultation, the Catholic Education Office of WA initiated a principal mentor program to enhance the quality of in-school support for principals.
	APPROVED MILESTONE	An additional two executive principals were appointed to provide in-school mentoring support for colleagues in a minimum of five schools.
	CONTRIBUTION TO REFORM	This achievement contributes to reform through a system-wide structure that provides direct support and ongoing support for principals in the immediate setting of the school.
REWARD REFORM 3: Improved In-school Support for Teachers and Leaders, particularly in Disadvantaged, Indigenous, Rural/Remote and Hard to Staff Schools		
3.6	AMBITION	The Catholic Education Office of WA developed a school improvement framework designed to support whole school

## Improving Teacher Quality National Partnership Reward Milestones 2012

		improvement processes.
	APPROVED MILESTONE	The school improvement process, including system-led moderation activities, surveying and feedback, was implemented in all 158 Catholic sector schools.
	CONTRIBUTION TO REFORM	This achievement contributes to reform by providing all schools with a common support tool to evaluate and understand school performance.
<b>REWARD REFORM 4: Increased School-based Decision Making about Recruitment, Staffing Mix and Budget</b>		
4.1	AMBITION	Through extensive negotiation and collaboration involving the Government school sector, central Government agencies and other key stakeholders, strategies were developed and implemented to support a de-centralised and autonomous model of school governance.
	APPROVED MILESTONE	A minimum of 50 additional Government schools was established as Independent Public Schools, with local staff selection processes made available to all Government schools.
	CONTRIBUTION TO REFORM	This achievement contributes to reform by increasing substantially the level of local school-based decision making about recruitment, staffing mix and budget.
<b>REWARD REFORM 5: Continual Improvement Program for All Teachers</b>		
5.1	AMBITION	Work was undertaken within the Government school sector to ensure that professional learning was increasingly aligned with the new national standards and to harness the potential of technology to increase teacher access.
	APPROVED MILESTONE	At least 1,400 school leaders and teachers participated through the Institute for Professional Learning in programs referenced to the National Professional Standard for Principals and the National Professional Standards for Teachers. The participation included over 180 aspirant leaders and over 300 teachers undertaking on-line modules.
	CONTRIBUTION TO REFORM	This achievement contributes to reform through an approach to continual improvement for teachers and school leaders that enables them to access multi-modal forms of professional learning delivery, addressing in particular the wide geographic dispersion of staff in the Government school sector.
<b>REWARD REFORM 5: Continual Improvement Program for All Teachers</b>		
5.2	AMBITION	The Government school sector promoted the National Professional Standards for Teachers as a major reference point for discussion in performance management and development.

## Improving Teacher Quality National Partnership Reward Milestones 2012

	APPROVED MILESTONE	The performance management policy was aligned to the National Professional Standards for Teachers and used to better inform performance feedback and professional learning, with the revision of resources to support implementation.
	CONTRIBUTION TO REFORM	This achievement contributes to reform as part of a nationally consistent platform to improve the quality of teaching.
<b>REWARD REFORM 5: Continual Improvement Program for All Teachers</b>		
5.3	AMBITION	Through consultation with principals and teachers, the Catholic Education Office of WA developed a range of support and mentor structures for early career teachers.
	APPROVED MILESTONE	<p>The mentor/expert teacher program for early career teachers was expanded, with:</p> <ul style="list-style-type: none"> <li>• an additional five regionally based teachers trained and appointed</li> <li>• 30 key school personnel provided with mentor training through the University of Notre Dame Australia</li> <li>• participation by 50 beginning teachers in 20 regional schools and 60 primary and secondary teachers in metropolitan schools</li> <li>• at least four professional development workshops conducted in metropolitan and regional centres</li> <li>• completion of a system-wide mentor framework for teachers in their first three years of teaching, including online support and links to the National Professional Standards for Teachers.</li> </ul>
	CONTRIBUTION TO REFORM	These achievements contribute to reform by addressing the quality, retention and career pathways for early career teachers as a platform for their continual professional improvement.
<b>REWARD REFORM 5: Continual Improvement Program for All Teachers</b>		
5.4	AMBITION	In recognition of teacher development needs in the areas of Mathematics and Science, a range of support processes and professional learning was provided to identified teachers by the Catholic Education Office of WA.
	APPROVED MILESTONE	Mathematics and Science seminars for teachers were conducted, enabling 210 additional secondary teachers to increase their skill levels in Mathematics and Science.
	CONTRIBUTION TO REFORM	This achievement contributes to reform by enabling the Catholic school sector to build system capacity to continually improve teachers' skills and knowledge in the key areas of Mathematics and Science teaching.

## Improving Teacher Quality National Partnership Reward Milestones 2012

5.5	AMBITION	Through consultation and developmental work undertaken by the Association of Independent Schools of WA, a whole school literacy planning program was developed and offered to schools in the independent school sector.
	APPROVED MILESTONE	An enhanced whole school literacy planning program was extended to a further ten schools, and 30 principals received continuing mentoring support through the Principals as Literacy Leaders program.
	CONTRIBUTION TO REFORM	This achievement contributes to reform by strengthening the capacity of principals to lead continual improvement in literacy teaching in their schools.
<b>REWARD REFORM 5: Continual Improvement Program for All Teachers</b>		
5.6	AMBITION	The Association of Independent Schools of WA developed software to analyse NAPLAN and other student assessment data for use by school leaders and teachers in the independent schooling sector.
	APPROVED MILESTONE	The Appraise software program to support analysis of NAPLAN data was further refined, contributing to tailored workshops in seven metropolitan and regional sites and in nine remote schools.
	CONTRIBUTION TO REFORM	This achievement contributes to reform through increasing the capacity of school leaders and teachers to analyse student data to improve student learning.
<b>REWARD REFORM 5: Continual Improvement Program for All Teachers</b>		
5.7	AMBITION	The Association of Independent Schools of WA established the Quality Teaching and Leadership Development Centre to provide school leadership programs and courses, from the early years to senior schooling.
	APPROVED MILESTONE	A total of 30 participants continued the early childhood leadership program, an additional 35 school leaders and teachers undertook aspiring leadership and mentoring/coaching courses, and a further 20 school leaders participated in the curriculum leadership program.
	CONTRIBUTION TO REFORM	This achievement contributes to reform through building leadership capacity in independent schools in ways that will impact continual teacher improvement at the school level.
<b>REWARD REFORM 5: Continual Improvement Program for All Teachers</b>		
5.8	AMBITION	The Association of Independent Schools of WA developed an online portal to support the implementation of the Australian Curriculum, linked to the National Professional Standards for Teachers, and provided opportunity for teacher training in the integration of technology in student learning.

## Improving Teacher Quality National Partnership Reward Milestones 2012

	APPROVED MILESTONE	An online portal has been developed during 2012 and is linked to work around the Australian Curriculum and other technologies. Twenty three facilitators continued specialist training in the use of technologies in education, and 160 teachers and school leaders continued their training in this area.
	CONTRIBUTION TO REFORM	This achievement contributes to reform by increasing the capacity of teachers to use technology and online resources as a key element of their continual improvement.
Reward Reform 6: Indigenous Teachers' and School Leaders' Engagement with Community Members		
6.1	AMBITION	The Government schooling sector supported a strategy to deliver leadership mentoring and training programs for school leaders, middle managers and teachers, including a specific stream for Indigenous leaders, middle managers and teachers aspiring for promotion in largely Indigenous schools.
	APPROVED MILESTONE	A total of six school leaders, two middle managers and ten teachers participated in leadership mentoring and training programs focused on leadership in schools serving Indigenous communities.
	CONTRIBUTION TO REFORM	This achievement contributes to reform through increasing the capacity of teachers and school leaders to engage with local Indigenous communities.
Reward Reform 6: Indigenous Teachers' and School Leaders' Engagement with Community Members		
6.2	AMBITION	The Government school sector implemented a strategy to attract Aboriginal people to the school's workforce, by establishing Aboriginal and Islander Education Officer positions.
	APPROVED MILESTONE	A minimum of five additional Aboriginal and Islander Education Officers was appointed to schools.
	CONTRIBUTION TO REFORM	This achievement contributes to reform through increasing the capacity of Aboriginal teachers and school leaders to engage with local communities.
Reward Reform 6: Indigenous Teachers' and School Leaders' Engagement with Community Members		
6.3	AMBITION	As part of a strategy in the Government school sector to ensure continuation of the teaching of Aboriginal languages,
	APPROVED MILESTONE	A total of 15 Aboriginal Languages Teachers completed Aboriginal languages teacher training.
	CONTRIBUTION TO REFORM	This achievement contributes to reform through drawing on the language capacity within Aboriginal communities to more strongly connect schools and communities and to provide a more inclusive curriculum.

## Improving Teacher Quality National Partnership Reward Milestones 2012

Reward Reform 6: Indigenous Teachers' and School Leaders' Engagement with Community Members		
6.4	AMBITION	The Government school sector collaborated with schools and their communities in a process to consolidate and embed relationships through a partnership between the school and community.
	APPROVED MILESTONE	A minimum of 15 school-community partnership agreements was established in Government schools serving Aboriginal communities.
	CONTRIBUTION TO REFORM	This achievement contributes to reform through greater inclusivity and engagement between principals, teachers and communities to improve student outcomes.
Reward Reform 6: Indigenous Teachers' and School Leaders' Engagement with Community Members		
6.5	AMBITION	The Association of Independent Schools of WA supported schools to access a specialised program designed to engage Aboriginal community members in children's learning.
	APPROVED MILESTONE	One Aboriginal community participated in programs focused on parental and community engagement with learning.
	CONTRIBUTION TO REFORM	This achievement contributes to reform by building community and Aboriginal educators' capacity to close the gap for Aboriginal students.