

Australian Capital Territory Implementation Plan

NATIONAL PARTNERSHIP AGREEMENT ON IMPROVING LITERACY AND NUMERACY

PART 1: PRELIMINARIES

1. This Implementation Plan is a schedule to the National Partnership Agreement on Improving Literacy and Numeracy and should be read in conjunction with that Agreement. The objective in the National Partnership is to improve the performance of students who are falling behind in literacy and/or numeracy, including targeted groups such as students from disadvantaged backgrounds and Aboriginal and Torres Strait Islander students in participating schools. The National Partnership will contribute to the effective use of evidence-based approaches in participating schools to lift the performance of these students.
2. The Implementation Plan will facilitate the identification of those approaches that have proven successful and support the wider implementation of those approaches in schools to lift the performance of students, maximising the possible impact on student literacy and numeracy outcomes.

PART 2: TERMS OF THIS IMPLEMENTATION PLAN

3. This Implementation Plan will commence as soon as it is agreed between the Commonwealth of Australia, represented by the Minister for School Education and Early Childhood and the Australian Capital Territory, represented by the Minister for Education and Training.
4. Activity under the Implementation Plan must commence by no later than the beginning of Term 2 of the 2013 school year.
5. As a schedule to the National Partnership Agreement on Improving Literacy and Numeracy, the purpose of this Implementation Plan is to provide the public with an indication of how the National Partnership is intended to be delivered and demonstrate the Australian Capital Territory's capacity to achieve the outcomes of the National Partnership.
6. This Implementation Plan will cease on completion or termination of the National Partnership, including the acceptance of final performance reporting and processing of final payments against performance benchmarks or milestones.
7. This Implementation Plan may be varied by written agreement between the Commonwealth and State Ministers responsible for it under the overarching National Partnership.
8. The Parties to this Implementation Plan do not intend any of the provisions to be legally enforceable. However, that does not lessen the Parties' commitment to the plan and its full implementation.

PART 3: STRATEGY FOR AUSTRALIAN CAPITAL TERRITORY IMPLEMENTATION

Project information

9. This Implementation Plan describes how the Australian Capital Territory will implement activity across school sectors/systems to ensure that the outputs and outcomes for lifting the performance of students who are falling behind in literacy and/or numeracy are met.
10. A complete list of participating schools is provided at Attachment A.

Table 1: Project elements - Literacy and Numeracy approaches endorsed by the Expert Reference Group

No.	Title (Approach)	Short description	Year level(s) targeted	Domain(s) targeted	Dependent on projects*	DEWR school ID(s) using the approach	Does the approach specifically target Aboriginal and Torres Strait Islander students?
1	Coaching as a strategy for improvement	Coaches coach, model and work shoulder-to-shoulder with teachers to improve teaching practices at the classroom level, and work as part of the school leadership team to plan a whole school literacy and/or numeracy approach based on evidence and data.	K-10 Gov schools K-8 Canberra Grammar K-6 Canberra Christian school 7-10 Galilee	Literacy and Numeracy -Gov K-6 schools -Canberra Christian -Galilee Literacy -Gov 7-10 schools -Canberra Grammar	NA	Bonython 15096 Caroline Chisholm (K-6) 6647 Charles Conder 14840 Evatt 10397 Gillmore 14389 Giralang 10398 Gordon 15066 Macgregor 10393 Namadgi 27588 Ngunnawal 15844 Theodore 15030 Taylor 11119 Kingsford Smith (7-10) 25740 UC Kaleen 10399 Melba Copland (7-10) 6652 Calwell High 14383 Wanniassa (7-10) 11122 Canberra Grammar 2060 Canberra Christian School 2062 Galilee School 16302	Yes

No.	Title (Approach)	Short description	Year level(s) targeted	Domain(s) targeted	Dependent on projects	DEEWR school ID(s) using the approach	Does the approach specifically target Aboriginal and Torres Strait Islander students?
2	A statewide case management approach to improving literacy and numeracy skills	Case management is an approach aimed at ensuring that the literacy and numeracy learning needs of all students are identified, monitored and appropriately supported.	K-10 Gov schools K-8 Canberra Grammar K-6 Canberra Christian school 7-10 Galilee	Literacy & Numeracy - Gov K-6 schools, - Canberra Grammar, - Canberra Christian - Galilee Literacy - Gov 7-10	NA	Bonython 15996 Caroline Chisholm (K-6) 6647 Charles Conder 14840 Eveitt 10397 Gilmore 14389 Giralang 10398 Gordon 15066 Macgregor 10393 Namađgi 27588 Ngunnawal 15844 Theodore 15030 Taylor 11119 Kingsford Smith (7-10) 25740 UC Kaleen 10399 Melba Copland (7-10) 6652 Calwell High 14383 Wanniassa (7-10) 11122 Canberra Grammar 2060 Canberra Christian School 2062 Galilee School 16302	Yes

No.	Title (Approach)	Short description	Year level(s) targeted	Domain(s) targeted	Dependent on projects	DEWR school ID(s) using the approach	Does the approach specifically target Aboriginal and Torres Strait Islander students?
3	A whole school approach based on <i>Smarter Schools</i> National Partnership Literacy and Numeracy in NSW primary schools	The whole school approach recognises the critical role of quality teaching and leadership in improving student learning outcomes, and the importance of focusing on the underlying school culture of continuous improvement to optimise student achievement and to ensure sustainability.	K-6	Literacy and Numeracy	NA	Good Shepherd 17130 St Francis of Assisi 5623 St Thomas Aquinas 2900 St Michael's 2913 St Thomas the Apostle 2904 St Matthew's 2054 St Anthony's 2905 St Clare of Assisi 13976 St John the Apostle 2907 St Vincent's 2044 St Monica's 2902 St John Vianney 2057 Holy Spirit 44629 Rosary 2058	Yes
4	QuickSmart Numeracy and Literacy	Students are identified as being at-risk of academic failure through their NAPLAN test scores and through teacher knowledge of students' learning difficulties. The standardised Progressive Achievement Tests (PAT tests) and Cognitive Aptitude Assessment System (OZCAAS) assessments are also used as pre- and post-test measures. The pre-test data from these tests also helps to identify students at risk of learning failure before the intervention begins.	4-8	Literacy and Numeracy	NA	St Edmund's College 2068	Yes

NOTE: These approaches have been published on Teach Learn Share or have been endorsed by the Expert Reference Group pending publication

*please indicate NA if this does not apply

Estimated costs

11. The maximum financial contribution to be provided by the Commonwealth for the project to the jurisdiction is \$2,629,651, payable in accordance with performance indicators and performance milestones set out in Part 4 of the National Partnership. All payments are exclusive of GST.
12. The overall budget (exclusive of GST) is set out as estimated financial contributions in Table 2. The budget is indicative only and the ACT retains the flexibility to move funds between components and/or years, as long as outcomes are not affected. The Commonwealth contribution can only be moved between years with the agreement of the Commonwealth.

Table 2: Estimated financial contributions

(\$ million)	Element/Approaches Eg – coaches, mentoring, teacher PD	Total 2013	
Government	Coaching as a strategy for improvement A statewide case management approach to improving literacy and numeracy skills	\$1,323,225 \$435,00	\$1,758,225
Catholic	Coaching as a strategy for improvement	\$722,088	\$722,088
Independent	Coaching as a strategy for improvement A statewide case management approach to improving literacy and numeracy skills Quicksmart	\$54,668 \$54,668 \$40,000	\$149,336
Total estimated budget		\$2,629,649	
Total estimated budget less estimated Commonwealth contribution equals estimated balance of non-Commonwealth contributions			
Total Commonwealth contribution		\$2,629,649	

The ACT will be allocating existing resources to support this National Partnership.

The Catholic Education Office is contributing 'in kind' resources to the Agreement.

Program logic

13. The way in which these project elements will achieve the outcomes and objectives stated in the National Partnership is detailed in Table 3 below.

Table 3 - Program Logic

Project elements	Outputs	Outcomes	Reform/Project Objectives	Responsibilities
<p><i>Approach:</i> As listed below</p>	<p><i>Demonstrated link to output(s)</i> The objectives and outcomes of this Agreement will be achieved by:</p> <ul style="list-style-type: none"> (a) implementation of evidence-based teaching approaches in participating schools with a focus on the needs of the individual; (b) sharing of effective evidence-based teaching approaches across schools and jurisdictions including through an increase in the number of literacy and numeracy approaches published on <i>Teach, Learn, Share</i>; and (c) effective data collection and assessment practices in participating schools and systems <p><i>Specific outputs are listed for each approach</i></p>	<p><i>Demonstrated link to outcome(s)</i> This Agreement will facilitate achievement of the following outcomes:</p> <ul style="list-style-type: none"> (a) improved student performance in target groups in literacy and/or numeracy in participating schools; (b) effective identification of areas in participating schools where support is needed and where improvement has occurred, through monitoring and analysis of literacy and numeracy performance; and (c) improved capability and effectiveness of literacy and/or numeracy teaching in participating schools. <p><i>Specific outcomes are listed for each approach</i></p>	<p><i>Demonstrated link to NP Objective</i> The Parties aspire to improve the performance of students who are falling behind in literacy and/or numeracy, including targeted groups with a particular emphasis on students from disadvantaged backgrounds and Aboriginal and Torres Strait Islander students, in participating schools.</p> <p><i>Specific objectives are listed for each approach</i></p>	<p>As listed for each approach</p>

Project elements	Outputs	Outcomes	Reform/ Project Objectives	Responsibilities
<p>1. Coaching as a strategy for Improvement.</p>	<p><i>In this approach the objectives and outcomes will be achieved by:</i></p> <p>(a) Coaches work shoulder-to-shoulder with teachers in participating schools to implement effective teaching approaches in literacy and/or numeracy, pedagogy and differentiation to cater for individual needs.</p> <p>(b) Coaches present professional learning in effective literacy and/or numeracy approaches, school/system endorsed programs, data analysis and usage, and coaching, in their schools and across the system. Increased collaboration and sharing of effective evidence-based teaching approaches within and across schools and networks.</p> <p>(c) Coaches work with leadership teams to develop whole school processes in the collection and analysis of data, data tracking and whole school trend data, and teachers on classroom assessment practices.</p>	<p><i>This approach will facilitate achievement of the following outcomes:</i></p> <p>(a) Improved student performance in literacy and numeracy through increased teacher capacity in delivering effective classroom programs in literacy and/or numeracy and the ability to differentiate to provide targeted support based on student need.</p> <p>(b) Increased expertise in effectively identifying areas where support is needed, monitoring of improvement and analysis of literacy and/or numeracy performance.</p> <p>(c) Improvement in identifying and applying specific strategies to literacy and/or numeracy teaching through modelling, shoulder-to-shoulder teaching and coaching in effective literacy and/or numeracy teaching approaches.</p>	<p><i>This approach aspires to improve performance of students through:</i></p> <p>Improving teacher knowledge and capacity in literacy and numeracy and the delivery of best practice classroom approaches. Provision of highly skilled teachers who are able to provide appropriate support and differentiation to improve the performance of students who are falling behind in literacy and/or numeracy including students from disadvantaged backgrounds and Aboriginal and Torres Strait Islander students.</p>	<p>ACT Gov sector</p> <p>Canberra Grammar</p> <p>Canberra Christian School</p> <p>Galilee School</p>

Project elements	Outputs	Outcomes	Reform/Project Objectives	Responsibilities
<p>2. A statewide case management approach to improving literacy and numeracy skills</p>	<p><i>In this approach the objectives and outcomes will be achieved by:</i></p> <p>(a) Whole school improvement goals for literacy and/or numeracy that identify monitoring and support/intervention strategies.</p> <p>(b) All schools implement a case management approach to assessment, planning, implementing, monitoring and evaluation, involving class teachers, principals, school leadership team, school counsellors, EALD teachers, literacy and numeracy coordinators, and field officers/coaches.</p> <p>(c) Schools develop a suite of assessment and data collection tools that are used to develop a comprehensive picture of student performance. Tools use are aligned with classroom practices.</p>	<p><i>This approach will facilitate achievement of the following outcomes:</i></p> <p>(a) Improved student performance in literacy and numeracy informed by monitoring of student progress and management of resource/support allocation.</p> <p>(b) Effective identification of students where support is needed, and tracking of when/where improvement has occurred, through monitoring and analysis of literacy and numeracy performance.</p> <p>(c) Improved capability and effectiveness of literacy and numeracy teaching through reflection on school performance data and the impact of any support or intervention strategies implemented.</p>	<p><i>This approach aspires to improve performance of students through:</i></p> <p>A case management approach that regularly and rigorously examines student performance data, schools provide effective teaching approaches that improve the performance of all students, and particularly those who are, or are in danger of, falling behind in literacy and/or numeracy. Through a thorough examination of student performance data groups or individuals at risk are identified and intervention is developed. ATSI and underperforming students are monitored.</p>	<p>ACT Gov sector</p> <p>Canberra Grammar</p> <p>Canberra Christian School</p> <p>Galilee School</p>

Project elements	Outputs	Outcomes	Reform/ Project Objectives	Responsibilities
<p>3. A whole school approach based on Smarter Schools National Partnership Literacy and Numeracy in NSW Primary Schools</p> <p>This approach incorporates the four complementary elements leading to improvement in student learning.</p> <ol style="list-style-type: none"> 1. Principals and school leadership teams 2. The effective use of data 3. The capacity building of principals and teachers 4. Enhancing teacher collaboration and shared responsibility 	<p><i>In this approach the objectives and outcomes will be achieved by:</i></p> <ol style="list-style-type: none"> 1. <i>Principals and school leadership teams</i> have an active role in leading the delivery of literacy and numeracy teaching in their schools. Schools selected in 2008 as National Partnership schools have completed the <i>Team Leadership for School Improvement</i> course- NSW DET 2010. Additional schools in 2013 will be encouraged to have school representation in the <i>Transforming Teaching and Learning</i> Archdiocesan developed Curriculum Leadership program. Principals of schools with a Literacy focus will participate in the <i>Principals as Literacy Leaders</i> course, initiative funded by the Australian Government – Literacy and Numeracy Pilots in Low SES Communities 2008 – 2010, developed by Australian Primary Principals Association (APPA) and the Australian Catholic University. Development of Archdiocesan <i>Principals as Numeracy Leaders</i> course to be implemented in 2014. 2. <i>The effective use of data</i> to improve whole-school planning and student outcomes. Analysis of assessment data from NAPLAN and system determined assessments eg. PAT Reading and PAT Maths Determine school priorities and targets in relation to Literacy and Numeracy 	<p><i>This approach will facilitate achievement of the following outcomes:</i></p> <ol style="list-style-type: none"> 1. Improved student performance in the targeted cohorts in literacy and/or numeracy in participating schools. Principals and school leadership teams lead the school improvement program. The teaching is high quality, evidence-based practice which provides the opportunity for students to achieve their potential. 2. Effective identification of areas in participating schools where support is needed and where improvement has occurred, through monitoring and analysis of literacy and numeracy performance. Instruction is skills based, explicit and systematic, emphasizing differentiated and guided instruction within the class setting and/or withdrawal for specific time periods. 	<p><i>This approach aspires to improve performance of students through:</i></p> <ol style="list-style-type: none"> 1. Implementation, monitoring and evaluation of the four elements of the whole school approach. Professional Learning for teachers in selected schools will be based on a focussed model of support. Literacy and Numeracy specialist Officers will work with school based Literacy and Numeracy Contact teachers to facilitate whole school literacy and numeracy improvement. Coaching models of professional learning will be used to facilitate whole school understanding and implementation of system endorsed approaches, programs and resources. 2. Effective analysis of data and school improvement strategies will inform teaching. Professional learning for teachers is focussed on analysis of data, understanding of curriculum, quality teaching and assessment. 	<p>ACT Catholic Sector</p>

Project elements	Outputs	Outcomes	Reform/Project Objectives	Responsibilities
	<p>3. The capacity building of principals and teachers through best practice professional learning. Schools appoint Literacy and Numeracy Contact teachers. Implement a three-tiered strategy for Improving literacy and numeracy.</p> <p>Tier 1 Whole class Instruction The teaching is high quality, evidence-based practice which provides the opportunity for students to achieve their potential. Success at this tier can greatly reduce the need to provide services at other tiers.</p> <p>Tier 2 Instruction is provided to students who are not making good progress. These students receive their normal Tier 1 classroom program and additional targeted instruction in small groups.</p> <p>Tier 3 More intensive support for students who have not responded to instruction at Tier 2 or who are two or more years behind their age cohort in literacy and or numeracy skills and/or have identified disabilities. These students are significantly behind in their learning and have a very high risk of failure</p> <p>Literacy Intervention <i>Reading Recovery</i> developed by Marie Clay Numeracy Intervention Program – Archdiocesan Numeracy Initiative funded by the Australian Government – Literacy and Numeracy Pilots in Low SES Communities 2009-2010</p>	<p>3. Improved capability and effectiveness of literacy and/or numeracy teaching in participating schools through reflection on school performance data and the impact of any support or intervention strategies implemented.</p>	<p>3. Strategies for effective teaching will be implemented at whole class, small group and intensive levels.</p>	

Project elements	Outputs	Outcomes	Reform/ Project Objectives	Responsibilities
	<p>4. Enhancing teacher collaboration and shared responsibility for student outcomes</p> <p>This is Integral to achievement of targets.</p> <p>Schools develop annual School Literacy and Numeracy Plans that incorporate leadership strategies and a three tiered approach to improvement and professional learning strategies for principal, executive team and teachers. Teachers assess and monitor student progress using agreed measures of student achievement in literacy and numeracy.</p> <p>Schools are strongly encouraged to make reference to National Professional Standards for Teachers within the implementation and reporting processes.</p>	<p>4. Schools report and share student achievement data to guide further improvement.</p>	<p>4. Schools will monitor student progress and report on achievement. Teachers will share effective teaching strategies.</p> <p>The National Standards for Teachers and the National Standard for Principals will be utilised to support school improvement.</p>	
<p>4. QuickSmart Literacy & Numeracy program</p>	<p><i>In this approach the objectives and outcomes will be achieved by:</i></p> <p>Students at-risk of underperformance identified through their NAPLAN test scores and through teacher knowledge of students' learning difficulties. The standardised Progressive Achievement Tests (PAT tests) and Cognitive Aptitude Assessment System (OZCAAS) assessments will be used as pre- and post-test measures. The pre-test data from these tests also helps to identify students at risk of learning failure before the intervention begins.</p>	<p><i>This approach will facilitate achievement of the following outcomes:</i></p> <p>(a) Improved student performance in literacy and numeracy is facilitated by increased teacher capacity in delivering effective classroom programs in numeracy and the ability to differentiate to provide targeted support based on student need.</p> <p>(b) Increased levels of student confidence and resilience.</p>	<p><i>This approach aspires to improve performance of students through:</i></p> <p>Increasing the literacy and numeracy skill base among coordinators and instructors through the professional learning involved, and from implementing the program. It will aid students who are falling behind in literacy and numeracy, including those from targeted groups.</p>	<p>St Edmunds College</p>

Risk management

14. A risk management plan is in place. Risks have been actively identified, entered into a risk log and categorised in terms of impact and likelihood.

Relevant State or Territory Context

15. In developing this Implementation Plan consideration has been given to the Australian Capital Territory's relevant context. Key factors that have influenced the proposed direction as set out below.

In the ACT this is a cross sectoral National Partnership between the Education and Training Directorate, Catholic Education Office and Association of Independent Schools. The Education and Training Directorate has worked in collaboration with the Catholic and Independent sectors to develop this plan. This Implementation Plan will build on the work of the previous Literacy and Numeracy National Partnership in all three sectors with a particular focus on students in the bottom two bands in NAPLAN reading and numeracy including students from disadvantaged backgrounds and Aboriginal and Torres Strait Islander students in participating schools.

This plan is complementary to the Directorate's *Literacy and Numeracy Strategy 2009-2013* and the *Catholic Education Office Strategic Plan for Literacy and Numeracy 2012-2015*. These documents outline systemic approaches to improve literacy and numeracy outcomes for all students. The approaches listed in this plan are already established and will be consolidated in participating schools in 2013. System endorsed pedagogies and resources will continue to be implemented across schools within this National Partnership.

The Catholic Education Office *Strategic Plan for Aboriginal Education (2012-2015)* and the Education and Training Directorate's *Aboriginal and Torres Strait Islander Education Matters Strategic Plan 2010-2013* provide clear direction for closing the learning achievement gap between Aboriginal and Torres Strait Islander students and other students and support this Partnership.

Participating Independent schools have their own Literacy and Numeracy Strategies/Plans that identify literacy and numeracy improvement activities in their schools. Catholic and Government sector schools write annual plans that outline the processes and programs they will undertake to achieve their goals under this Implementation plan and their sectors' Strategic Plans.

A major outcome of the 2009-12 Literacy and Numeracy National Partnership has been the recognition of the significant role coaching has in increasing teacher quality. Coaching is a common approach used across the three sectors.

Coaching is also employed in the four public schools participating in the Low Socio-economic Status School Communities National Partnership who each have a Field Officer who is driving improvement in literacy and numeracy, evidence-based decision making, and student and community engagement. There is also a strong alignment between this Partnership and the Improving Teacher Quality National Partnership through a shared focus on improving classroom teacher capacity and teaching practice. Findings of the Closing the Gap Project that ran in five Tuggeranong Government high schools in 2011-2012 will be used to develop professional learning that will support teachers' understanding of Aboriginal and Torres Strait Islander literacy.

The majority of participating schools across all three sectors are continuing from the previous Literacy and Numeracy National Partnership (LNNP). In the public sector 17 schools will be participating in 2013, 10 continuing schools. Five new schools are joining nine continuing Catholic schools to bring their 2013 total to 14. The Independent sector has four participating schools, two new in 2013 and two continuing their LNNP literacy and numeracy improvement journey.

The schools chosen by the three sectors represent schools with a high proportion of students in the bottom two bands on NAPLAN, schools continuing from the previous Literacy and Numeracy Partnership, or schools identified by their sector to be included in this partnership to support their literacy and/or numeracy improvement. All ACT participating schools are in a metropolitan setting and represent a geographical spread of schools across the territory. School structures represented include P-6 primary schools, K-10 schools, Year 7-10 high schools, a Year 7-12 senior secondary school, a Year 4-12 school and one K-12 school.

Table 4: Links with existing reforms or projects

Proposed Elements/Approaches (as identified in Table 1)	Existing reforms or projects	Complementary nature of activities
<p>Approach 1</p>	<p>Government Sector</p> <p>(a)Literacy and Numeracy Strategy 2009-2013</p> <p>(b)Field Officer program</p> <p>(c) Closing the Gap—Expansion of Intensive literacy and numeracy programs</p> <p>(d)Low Socio-economic Status School Communities (Low SES)National Partnership</p> <p>Independent Sector School developed Literacy and Numeracy Plans</p>	<p>(a)The focus areas of the Strategy align with the approaches in this plan. They are:</p> <ul style="list-style-type: none"> • Strengthen the leadership capacity of school leaders • Improve teachers' professional knowledge and skills in teaching literacy and numeracy • Improve literacy and numeracy learning of every student <p>(b)Field Officers are appointed in participating schools to improve literacy and numeracy performance through:</p> <ul style="list-style-type: none"> • working with school leaders to improve whole school literacy and numeracy practices, • building teacher capacity through coaching, and • increasing the use of data to inform teaching and educational decision making. <p>(c)Professional learning based on findings of the Closing the Gap program run in 2011 and 2012 in 5 high schools will be developed in 2013. To build teacher cultural competency and understanding of Aboriginal and Torres Strait Islander literacy.</p> <p>(d)The four government primary schools in the ACT participating in the Low SES National Partnership. Each school has a Field Officer who is a coach and uses the coaching approach included in this plan.</p> <p>School Plans prioritise the implementation of coaching as a strategy to improve literacy and numeracy teaching and student performance.</p>

<p>Approach 2</p>	<p>Government Sector (a) Literacy and Numeracy Strategy 2009-2013</p> <p>(b) Putting faces on the data and using data walls</p> <p>(c) Closing the Gap—Expansion of intensive literacy and numeracy programs</p> <p>(d) Low Socio-economic Status School Communities (Low SES) National Partnership</p> <p>Independent Sector School developed Literacy and Numeracy Plans</p>	<p>(a) The focus areas of the Strategy align with the approaches in this plan. They are:</p> <ul style="list-style-type: none"> • Strengthen the leadership capacity of school leaders • Improve teachers' professional knowledge and skills in teaching literacy and numeracy • Improve literacy and numeracy learning of every student <p>(b) Over the last 3 years the Directorate has worked with Michael Fullan and Lynn Sharratt on 'putting faces on the data' to help schools in identifying and responding to students learning needs. Schools have constructed data walls to provide a visual structural organiser. These organise data and assist in case management and tracking of Aboriginal and Torres Strait Islander students as a priority group.</p> <p>(c) Professional learning based on findings of the Closing the Gap program run in 2011 and 2012 in 5 high schools will be developed in 2013. To build teacher cultural competency and understanding of Aboriginal and Torres Strait Islander literacy.</p> <p>(d) The four government primary schools in the Low SES National Partnership use the case management approach to track and monitor student performance in literacy and numeracy.</p> <p>School Plans embed implementation of coaching as a strategy to improve literacy and numeracy teaching and student performance.</p>
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<p>Approach 3</p>	<p>Catholic Education Sector (a) Strategic Literacy and Numeracy Plan 2012-2015</p> <p>(b) Focussed school support model</p>	<p>(a) The whole school approach supports implementation of the Catholic Education Office Strategic Literacy and Numeracy Plan at the school level. The focus areas of the plan are:</p> <ol style="list-style-type: none"> 1. Literacy and Numeracy are valued capabilities that enable students to be informed and responsible Catholic citizens of the world 2. Develop principals' and teachers' understanding of the Australian Curriculum and improve pedagogical practices in literacy and numeracy 3. Improve the literacy and numeracy learning for all students. <p>(b) Specialist Primary and Secondary Literacy and Numeracy Officers work with school based Literacy and Numeracy Contact teachers to support the implementation of the school's Literacy/Numeracy Plan. This model aims to improve literacy and numeracy performance through:</p> <ul style="list-style-type: none"> • working with school leaders to improve whole school literacy and numeracy practices • building teacher capacity through professional learning that provides for school/class planning and in class support for teachers and review and feedback processes • increasing the use of data to inform teaching and educational decision making.
<p>Approach 4</p>	<p>School level literacy and numeracy plan</p>	<p>School Plans embed QuickSmart as a strategy to improve literacy and numeracy teaching and student performance.</p>

PART 4 PERFORMANCE AND REPORTING ARRANGEMENTS

Milestones

16. Performance milestones and associated payments are outlined in Table 2 of the Agreement.

Performance indicators and measures

17. The Australian Capital Territory agrees to meet the performance measures and reporting arrangements outlined in Part 4 of the Agreement. Details of historical NAPLAN data commencing with 2008 for the schools that previously participated in the Literacy and Numeracy National Partnership Schools to achieve the outcomes and outputs of the Agreement are at Attachment B. Details of state and sector specific local measures for all schools (for the 2013 school year) to achieve the outcomes and outputs of the Agreement are outlined in Tables 5.

Table 5 : Local measures

PERFORMANCE INDICATOR	AGREED LOCAL MEASURE	STATE SPECIFIC MEASURE	DATA SOURCE	BASELINE YEAR
Improvement* in literacy and/or numeracy results for targeted student group including Aboriginal and Torres-Strait Islander students	Local school level data demonstrating change in literacy and/or numeracy performance for the targeted student group compared with other children at the same grade in reading and numeracy for the 2013 school year. At the states discretion, local school level data demonstrating change in literacy and/or numeracy performance for the targeted student group compared with a like cohort group.	<i>Govt:</i> 1. Growth from term 1 to term 4 within the school. 2. Comparison of performance, in term 1 and term 4, of students in bottom two bands in participating schools with students in bottom two bands in non-ILNNP school/s	PIPS, PM Reading Benchmarks, PAT Maths and Reading	2013
		<i>Catholic:</i> 1. Growth from term 1 to term 4 within the school. 2. Comparison of performance, in term 1 and term 4, of students in bottom two bands in participating schools with students in bottom two bands in non-ILNNP school/s	Reading Benchmarks, PAT Maths PAT Reading Kindergarten Assessment Program Archdiocese of Canberra & Goulburn process Count Me In Too assessments - SENA 1 and SENA 2 Supporting Numeracy in the Middle Years - D. Slemon	2013

PERFORMANCE INDICATOR	AGREED LOCAL MEASURE	STATE SPECIFIC MEASURE	DATA SOURCE	BASELINE YEAR
		<p>Independent:</p> <p>1. Growth from term 1 to term 4, within the school.</p> <p>2. Comparison of performance, in term 1 and term 4, of students in bottom two bands in participating schools with students in bottom two bands in non-ILNNP school/s</p> <p>St Edmunds: School level data demonstrating a positive change in performance from term 1 to term 4</p> <p>Comparison of performance, between term 1 and term 4, with other students in the same cohort.</p>	<p>PM Reading Benchmarks, PROBE, Numeracy Assessment Kit</p> <p>St Edmunds: PAT Maths PAT Reading Ekwall & Shanker Reading Inventory</p>	2013
	Local school level data demonstrating change in literacy and/or numeracy performance for Aboriginal and Torres Strait Islander students falling behind compared with other children at the same grade in reading and numeracy for the 2013 school year	<p>Govt:</p> <p>1. Growth from term 1 to term 4, within the school.</p> <p>2. Comparison of performance, in term 1 and term 4, of students in bottom two bands in participating schools with students in bottom two bands in non-ILNNP school/s</p>	PIPS, PM Reading Benchmarks, PAT Maths and reading	2013
		<p>Catholic:</p> <p>1. Growth from term 1 to term 4, within the school.</p> <p>2. Comparison of performance, in term 1 and term 4, of students in bottom two bands in participating schools with</p>	Reading Benchmarks, PAT Maths PAT Reading Kindergarten Assessment Program Archdiocese of Canberra & Goulburn process	2013

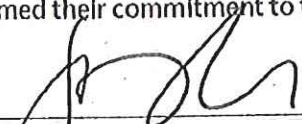
PERFORMANCE INDICATOR	AGREED LOCAL MEASURE	STATE SPECIFIC MEASURE	DATA SOURCE	BASELINE YEAR
		students in bottom two bands in non-ILNNP school/s	Count Me In Too assessments - SENA 1 and SENA 2 <i>Supporting Numeracy in the Middle Years</i> - D. Slemon	
		<p>Independent:</p> <p>1. Growth from term 1 to term 4, within the school.</p> <p>2. Comparison of performance, in term 1 and term 4, of students in bottom two bands in participating schools with students in bottom two bands in non-ILNNP school/s</p> <p>St Edmunds: School level data demonstrating a positive change in performance from term 1 to term 4</p> <p>Comparison of performance, between term 1 and term 4, with other students in the same cohort.</p>	<p>PM Reading Benchmarks, PROBE, Numeracy Assessment Kit</p> <p>St Edmunds: PAT Maths PAT Reading Ekwall & Shanker Reading Inventory</p>	2013
Education systems and participating schools' conducting effective data collection and assessment to inform best practice literacy and numeracy teaching	Description of local school level data collection measures used and how these measures are used to assess literacy and numeracy performance over the school year.	All participating schools will have documented data collection protocols/guidelines that detail data collection methods, tools that are used to monitor student performance and progress, timelines for collection and analysis, and application of data to future planning.	A range of data collection measures that will include PIPS, PM Reading Benchmarks, PAT Maths. Other measures may also be used by schools to develop more holistic student profiles.	2013

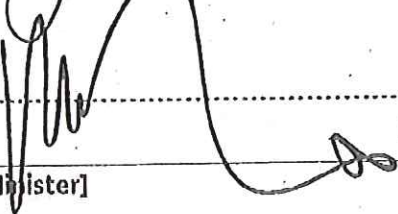
PERFORMANCE INDICATOR	AGREED LOCAL MEASURE	STATE SPECIFIC MEASURE	DATA SOURCE	BASELINE YEAR
Staff in participating schools engaged in professional learning in literacy and/or numeracy	Approaches used to improve capability and effectiveness of literacy and/or numeracy teaching	Coaching to build capacity will occur in participating schools. Teachers will also participate in professional learning. In Gov and CEO schools teachers undertake 20 hours of professional learning per year. Teachers complete a Pathways Plan and participate in Annual Professional Discussion (Gov) or Individual Professional Plan (CEO). Schools in all sectors will also develop and deliver PL to suit their context. All professional learning is aligned with the Australian Professional Standards and TQI requirements.	Gov centralised PL enrolment system (PLEC) Feedback sheets. ACT Teacher Quality Institute (TQI) teacher registration and professional learning requirements.	2013
	Feedback from staff demonstrating improvement in capability and effectiveness of literacy and numeracy teaching	Feedback sheets from participants demonstrating the quality and relevance of professional learning attended. Surveys and questionnaires are periodically sent to school staff to gather follow-up information on implementation of learning in schools.	Education and Training Directorate Professional Learning and Events Calendar, sign on sheets, feedback sheets and surveys. TQI registration requirements.	2013

For local measures, improvement is considered to be any increase (reported in the final report) above the baseline data obtained at the beginning of the 2013 school year.

Sign off

The Parties have confirmed their commitment to this agreement as follows:

Signature  Date 27/4/13
[By state/territory Minister]

Signature  Date 28-6-13
[By Commonwealth Minister]

