

NATIONAL PARTNERSHIP AGREEMENT ON IMPROVING LITERACY AND NUMERACY

Council of
Australian
Governments

An agreement between

n the Commonwealth of Australia and
n the States and Territories, being:

- t New South Wales
- t Victoria
- t Queensland
- t Western Australia
- t South Australia
- t Tasmania
- t the Australian Capital Territory
- t the Northern Territory

This Agreement will support and expand successful literacy and numeracy practices in selected participating schools, with a particular focus on students performing in the bottom two NAPLAN bands.

National Partnership Agreement on Improving Literacy and Numeracy

INTERGOVERNMENTAL AGREEMENT ON FEDERAL FINANCIAL RELATIONS

PRELIMINARIES

1. This National Partnership Agreement (the Agreement) is created subject to the provisions of the Intergovernmental Agreement on Federal Financial Relations (the IGA FFR) and should be read in conjunction with that Agreement and its Schedules, which provide information in relation to performance reporting and payment arrangements under the IGA FFR.
2. In entering this Agreement, the Commonwealth and the States and Territories (the States) recognise that they have a mutual interest in improving outcomes in literacy and numeracy and need to work together to achieve those outcomes.
3. This Agreement will contribute to the effective use of evidence based approaches in participating schools to lift the performance of students, including students from disadvantaged backgrounds and Aboriginal and Torres Strait Islander students, who are falling behind in literacy and/or numeracy. It will focus on:
 - (a) targeting this group of students through effective school leadership and whole school engagement with literacy and numeracy;
 - (b) monitoring student and school literacy and numeracy performance to identify where support is needed and improvement has occurred; and
 - (c) implementing effective and evidence based teaching of literacy and numeracy.
4. This Agreement builds on the work undertaken through the Smarter Schools National Partnerships (SSNP). The Commonwealth will provide \$243.9 million to support the implementation of the Agreement over the 2012-13 to 2013-14 financial years, including \$242 million in payments to the States comprising \$187.7 million for government schools and \$54.3 million for non-government schools. Activity in schools will occur during the 2013 school year and will have commenced by the beginning of Term 2
5. This Agreement will be implemented consistently with the objectives and outcomes of all National Agreements and National Partnerships agreed by the Parties. In particular, the Parties are committed to addressing the issue of social inclusion, including responding to Indigenous disadvantage (for example, the reform commitments provided in the National Indigenous Reform Agreement) and those commitments are embodied in the objectives and outcomes of this Agreement.
6. If an Implementation Plan is not operational within a jurisdiction by the commencement of Term 2 of the 2013 school year, then the objective and outcomes of this Agreement will not be able to be met and further funding for that jurisdiction under this Agreement will not be made available by the Commonwealth.
7. States will remain owners of their intellectual property.

PART 1 – FORMALITIES

Parties to this Agreement

8. This Agreement is between the Commonwealth of Australia (the Commonwealth) and the States and Territories (the States).

Term of the Agreement

9. This Agreement will commence as soon as the Commonwealth and one other Party signs the Agreement and will expire on 30 June 2014, or on completion of the project, including the acceptance of final performance reporting and processing of final payments against project milestones. The Agreement may be terminated earlier or extended as agreed in writing by the Parties.

PART 2 – OBJECTIVES, OUTCOMES AND OUTPUTS

Objectives

10. 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.

Outcomes

11. This Agreement will facilitate achievement of the following outcomes:
 - (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.

Outputs

12. The objectives and outcomes of this Agreement will be achieved by:
 - (a) implementation of effective 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 *Teach Learn Share*; and
 - (c) effective data collection and assessment practices in participating schools and systems.

PART 3 – ROLES AND RESPONSIBILITIES OF EACH PARTY

13. To realise the objectives and commitments in this Agreement, each Party has specific roles and responsibilities, as outlined below.

Role of the Commonwealth

14. The Commonwealth agrees to be accountable for the following roles and responsibilities:
 - (a) providing a financial contribution to the States to support the implementation of this Agreement;
 - (b) coordinating the development of Implementation Plans in partnership with the States;
 - (c) monitoring and assessing performance under this Agreement to ensure that outputs are delivered and outcomes are achieved within the agreed timeframe;
 - (d) facilitating an independent verification process of submitted literacy and numeracy approaches;
 - (e) ensuring that the range of evidenced-based targeted literacy and numeracy approaches can be shared with the learning community to better inform decisions to improve literacy and numeracy outcomes; and
 - (f) arranging the publication of agreed evidence based approaches on *Teach Learn Share*.

Role of the States and Territories

15. The States agree to be accountable for the following roles and responsibilities:
 - (a) developing Implementation Plans in consultation with the Commonwealth;
 - (b) selecting participating schools;
 - (c) establishing and maintaining collaborative arrangements between government and non-government education sectors for the duration of this Agreement for the purpose of developing plans, implementation activity and reporting;
 - (d) timely disbursement of funds to eligible non-government Education Providers as agreed in Implementation Plans;
 - (e) monitoring, assessing and reporting on the delivery of projects under this Agreement, including ongoing analysis of evidence demonstrating the impact of approaches delivered as set out in Part 4 – Performance Monitoring and Reporting;
 - (f) delivering on the agreed outcomes and outputs as specified in this Agreement and in Implementation Plans; and
 - (g) working with the Commonwealth, or its agent, to ensure endorsed literacy and numeracy approaches meet publication requirements, to enable publication on *Teach Learn Share*.

Shared roles and responsibilities

16. The Commonwealth and the States share the following roles and responsibilities:
 - (a) participating in consultations as appropriate regarding the implementation of this Agreement;
 - (b) negotiating new or revised Schedules, including Implementation Plans, to this Agreement; and

- (c) participating in the SSNP evaluation as outlined in Clause 33 and conduct state level reviews of outcomes and outputs delivered under this Agreement.
17. The Parties will meet the requirements of Schedule E, Clause 26 of the Intergovernmental Agreement on Federal Financial Relations, by ensuring that prior agreement is reached on the nature and content of any events, announcements, promotional material or publicity relating to activities under an Implementation Plan, and that the roles of both Parties will be acknowledged and recognised appropriately.

Selection of Participating Schools

18. This Agreement supports the continuation of the reform activities commenced under the Literacy and Numeracy National Partnership Agreement (LNNP) and provides an opportunity to demonstrate impact over time.
19. In addition, the funding envelope allows for States to expand the reform activities to support additional schools whose students are falling behind in literacy and/or numeracy, including targeted groups such as students from disadvantaged backgrounds and Aboriginal and Torres Strait Islander students. This may include schools that commenced participation in the National Partnership on Low Socio-economic Status School Communities (LSES) in 2009 to ensure continuity of support until 2014. School selection is not confined to primary schools.
20. When selecting schools, the following categories should be considered, in order of priority:
- (a) schools that have a high proportion of their students (relative to the state and sector) in the bottom two NAPLAN bands but did not have an opportunity to participate in the LNNP;
 - (b) schools that participated in the initial LNNP;
 - (c) other schools sufficiently demonstrating need in terms of literacy and numeracy achievement. For example, where a school does not have a significant proportion of students performing in the bottom two bands, but does have a high proportion of students from disadvantaged backgrounds and Aboriginal and Torres Strait Islander students performing in these bands; and
 - (d) the 2009 cohort of LSES schools.
21. One week after signing of the Agreement, States will provide the Commonwealth with a provisional list of government and non-government Participating Schools. In determining the final list of participating schools, the Commonwealth and the States will agree on inclusions or exclusions, including any requested omissions for the LNNP schools. The Commonwealth will take into consideration the coverage of students demonstrating need in terms of literacy and numeracy achievement in NAPLAN and the targeting of specific groups including students from disadvantaged backgrounds and Aboriginal and Torres Strait Islander students.
22. Any changes to the agreed list of participating schools will be managed through the existing National Partnerships Implementation Working Group (NPIWG) protocols.

Implementation Plans

23. The Commonwealth and the States will agree Implementation Plans that will set out each jurisdiction's plan for delivering on the outcomes and outputs as set out in Clauses 11 and 12 of this Agreement.

24. State Implementation Plans will:
- (a) include a list of literacy and numeracy approaches that have been endorsed by the Expert Reference Group, including approaches targeting Aboriginal and Torres Strait Islander students, that will be used in participating schools;
 - (b) identify the local performance indicators, data sources and baseline year in their Implementation Plans, and these must directly correlate with the performance indicators articulated in Table 1 in this Agreement;
 - (c) include baseline NAPLAN data commencing with 2008 for the schools that previously participated in the LNNP schools, noting that standard protocols apply in relation to schools with low numbers of students (see schedule B for reference);
 - (d) for participating schools, provide numbers of students currently in the bottom two bands of NAPLAN, for example the number of students in the bottom two bands in 2011 for Years 3 and 5; and the number of Aboriginal and Torres Strait Islander students who did not participate in NAPLAN in 2011;
 - (e) include a list of participating schools as set out in Clauses 18 to 22; and
 - (f) demonstrate that approaches will be implemented by the commencement of Term 2 in the 2013 school year.

PART 4 – PERFORMANCE MONITORING AND REPORTING

Performance indicators

25. Achievement of the outcomes and outputs in this Agreement will be informed with reference to the following performance indicators.

Table 1: Outcomes, performance indicators, and measures

OUTCOMES	PERFORMANCE INDICATORS	MEASURED BY	REPORTED IN
a) Improved student performance in the targeted student group in literacy and/or numeracy in participating schools	1. Improvement** in literacy and/or numeracy results for targeted student group including Aboriginal and Torres Strait Islander students.	<u>Local Measures</u> (i) 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/or numeracy for the 2013 school year	Final Report

OUTCOMES	PERFORMANCE INDICATORS	MEASURED BY	REPORTED IN
		<p>(ii) 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/or numeracy for the 2013 school year.</p> <p><u>National Measures</u></p> <p>(iii) Percentage change of the targeted student group performing in the bottom two bands of NAPLAN for continuing LNNP schools over 2008 – 2013 for years 3, 5, 7 in the domains of reading and/or numeracy as outlined in Schedule B</p> <p>(iv) Percentage change of Aboriginal and Torres Strait Islander students performing in the bottom two bands of NAPLAN for continuing LNNP schools over 2008 – 2013 for years 3, 5, 7 in the domains of reading and/or numeracy as outlined in Schedule B</p>	<p>Final Report</p> <p>Final Report</p> <p>Final Report</p>
	<p>2. Increased NAPLAN participation rates for targeted student groups including Aboriginal and Torres Strait Islander students.</p>	<p>(v) Proportion of Aboriginal and Torres Strait Islander students within the targeted student group participating in NAPLAN for continuing LNNP schools over 2008 – 2013 for years 3, 5, 7 in the domains of reading and/or numeracy as outlined in Schedule B of the NP.</p>	<p>Final Report</p>

OUTCOMES	PERFORMANCE INDICATORS	MEASURED BY	REPORTED IN
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	3. Education systems and participating schools conducting effective data collection and assessment to inform best practice literacy and numeracy teaching	<u>Local Measures</u> (vi) 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.	Progress and Final Reports
c) Improved capability and effectiveness of literacy and/or numeracy teaching in participating schools	4. Staff in participating schools engaged in professional learning in literacy and/or numeracy	(vii) Approaches used to improve capability and effectiveness of literacy and/or numeracy teaching (viii) Feedback from staff demonstrating improvement in capability and effectiveness of literacy and/or numeracy teaching	Progress and Final Reports Progress and Final Reports

** For local measures (i) and (ii), 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.

Performance milestones

26. The Parties agree to meet the performance milestones outlined in Table 2.

Table 2: Performance milestones

DUE DATE	MILESTONE	PERCENTAGE OF FUNDING ALLOCATION
2012-2013		
One week after the signing of the Agreement	States and Commonwealth agree to provisional list of participating schools and the range of endorsed approaches to be deployed.	30%
Between the date that relevant jurisdictions sign this Agreement and 28 February 2013	Agreement of Implementation Plans to achieve outcomes and outputs described in Clauses 11 and 12.	50%
14 March 2013	Provision of baseline data for local measures for all participating schools against performance indicators specified in Table 1.	20%

DUE DATE	MILESTONE	PERCENTAGE OF FUNDING ALLOCATION
2013-2014		
31 July 2013	Provision of a Progress Report to the satisfaction of the Commonwealth: <ol style="list-style-type: none"> i. describing the implementation of approaches and the progress of participating schools against the performance indicators 3 and 4 specified in Table 1; and ii. providing at least five showcases of progress to date in participating schools. 	40%
14 February 2014	Provision of a Final Report to the satisfaction of the Commonwealth which: <ol style="list-style-type: none"> i. demonstrates improvement in the local measures for literacy and/or numeracy results for targeted student groups, including Aboriginal and Torres-Strait Islander students (as specified in Table 1 for performance indicator 1); ii. describes local school level data collection measures used and how these measures were used to assess literacy and numeracy performance over the school year (Table 1, performance indicator 3); iii. outlines the improved capability and effectiveness of literacy and numeracy teaching as evidenced by local measures (Table 1, performance indicator 4); iv. provides NAPLAN data against all national measures specified in Table 1; and v. provides at least five additional showcases of best practice in participating schools. 	20%* 15% 15% 5% 5%

* Funding for this milestone will be split on an equal basis between performance indicators (i) and (ii) and proportional basis by sector according to the estimated allocations in Table 3.

Reporting arrangements

27. The States will report against the agreed performance indicators and provide reports to the Commonwealth against the achievement of agreed outcomes, outputs and timelines, as detailed in Implementation Plans. These reports will be published on a Commonwealth hosted website.
28. The information collected through this Agreement will contribute to the national evidence base and embed best practice literacy and numeracy approaches into regular school practice.
29. For schools that are continuing from the LNNP, the data collected through this Agreement will show the impact of continuing support of the reform activities commenced under LNNP,

providing an opportunity to demonstrate impact over time. The data requirements are outlined in Schedule B.

30. The States will provide a Progress Report for government and non-government Education Providers by 31 July 2013 containing the following information:
 - (a) describes the implementation of approaches and the progress of participating schools against performance indicators 3 and 4 specified in Table 1 (b) details of any matters that have arisen which could adversely impact on the delivery of the output, and how the Education Provider proposes to resolve these matters;
 - (b) details of promotional activities undertaken in relation to, and media coverage of, the project during the reporting period and any promotional opportunities expected to arise during the next reporting period; and
 - (c) at least five show cases of progress to date in participating schools to share learnings.
31. The States will also prepare a Final Report by 14 February 2014. The Report will be a stand-alone document that can be used for public information dissemination purposes regarding the Program. The final Program Report will:
 - (a) describe the conduct, benefits and outcomes of the Program as a whole;
 - (b) demonstrate improvement in the local measures for literacy and/or numeracy results for targeted student groups including Aboriginal and Torres Strait Islander students;
 - (c) describe local school level data collection measures used and how these measures were used to assess literacy and numeracy performance over the school year as specified in Part 4, Table 1;
 - (d) outline the improved capability and effectiveness of literacy and numeracy teaching;
 - (e) contain aggregated performance information for participating schools against each performance indicator and data item, as specified in Part 4, Table 1; and Schedule B;
 - (f) include at least five additional show cases of best practice in participating schools to demonstrate effectiveness and to share learning;
 - (g) include a discussion of any other matters relating to the project, limited to the minimum necessary for the effective assessment of performance and agreed between the Commonwealth and the State(s), at least 60 days before it is due; and
 - (h) review the Program from the responsible State's perspective, including assessing the extent to which the project milestones have been achieved and why any aspect was not achieved.
32. Unless otherwise agreed by the Commonwealth in writing, the Final Report may be published on a Commonwealth hosted website.

Evaluation

33. The Commonwealth will provide funding to engage an independent evaluator to investigate the impact of the Smarter Schools National Partnerships (SSNPs) reform investment and activity. The Smarter Schools National Evaluation Strategy will be expanded to include consideration of outcomes of investment and activity delivered under this Agreement. The SSNP Evaluation Strategy is conducted under the guidance of the NPIWG national evaluation sub group. It is

expected the next stage of the evaluation will provide an assessment of the impact of reform activity.

PART 5 – FINANCIAL ARRANGEMENTS

Financial contributions

34. The Commonwealth will provide a total financial contribution to the States of \$242 million in respect of this Agreement. Table 3 outlines the notional State and sector allocations.

Table 3: Estimated allocations by State and sector*

State	2012-13			2013-14			2013-14 Total	Total 2012-13 and 2013-14	
	Govt	Catholic	Indep	2012-13 Total	Govt	Catholic			Indep
NSW	\$39,271,716	\$7,591,698	\$3,064,477	\$49,927,892	\$19,678,248	\$3,804,044	\$1,535,546	\$25,017,839	\$74,945,732
VIC	\$19,585,090	\$5,714,915	\$2,058,493	\$27,358,498	\$9,813,686	\$2,863,626	\$1,031,468	\$13,708,780	\$41,067,279
QLD	\$32,472,105	\$5,366,127	\$2,518,179	\$40,356,412	\$16,271,103	\$2,688,855	\$1,261,807	\$20,221,767	\$60,578,179
WA	\$15,203,880	\$2,772,162	\$1,734,576	\$19,710,619	\$7,618,351	\$1,389,073	\$869,160	\$9,876,585	\$29,587,205
SA	\$9,904,760	\$1,899,022	\$1,321,122	\$13,124,904	\$4,963,071	\$951,560	\$661,987	\$6,576,619	\$19,701,524
TAS	\$3,751,519	\$562,098	\$239,060	\$4,552,678	\$1,879,809	\$281,656	\$119,788	\$2,281,253	\$6,833,931
ACT	\$1,171,307	\$481,046	\$99,486	\$1,751,840	\$586,918	\$241,042	\$49,850	\$877,811	\$2,629,651
NT	\$3,659,348	\$459,101	\$296,703	\$4,415,153	\$1,833,624	\$230,046	\$148,672	\$2,212,342	\$6,627,495
Total	\$125,019,725	\$24,846,171	\$11,332,099	\$161,198,000	\$62,644,810	\$12,449,905	\$5,678,281	\$80,773,000	\$241,971,000

Notes: * Allocations may not add due to rounding.

35. The model used to determine the notional allocation of funding to States and sectors is based on each State's proportion of students at or below the National Minimum Standard (NMS) in reading and numeracy, using NAPLAN data averaged across 2010 and 2011.
36. Actual allocation of funding to States will take into consideration the coverage of activity being delivered and will be settled bilaterally on agreement of the first milestone for the purposes of delivering on the objective of improving the performance of students who are falling behind in literacy and/or numeracy. The Commonwealth will be focusing on the coverage of students performing in the bottom two NAPLAN bands, targeting of specific groups including students from disadvantaged backgrounds and Aboriginal and Torres Strait Islander students as well as the range of endorsed approaches to be deployed.
37. The Commonwealth's funding contribution will not be reduced where the States secure funding from other activity partners through innovative and collaborative partnerships.
38. The Commonwealth's estimated financial contribution to the operation of this Agreement, including through National Partnership payments to the States paid in accordance with Schedule D — Payment Arrangements of the Intergovernmental Agreement on Federal Financial Relations, are shown in Table 4.

Table 4: Estimated financial contributions

(\$ million)	2012-13	2013-14	Total
<i>Estimated</i> total budget (1)	162.338	81.538	243.876
<i>Estimated</i> National Partnership payment (2)	161.198	80.773	241.971
* Commonwealth own purpose expense (3)	1.140	0.765	1.905
Total Commonwealth contribution (4) = (2) + (3)	162.338	81.538	243.876
Balance of non-Commonwealth contributions (5) = (1) – (4)	0	0	0

* COPE funding will support the National Partnership Evaluation and the *Teach Learn Share* Evidence Base.

Project management risk

39. Having regard to the agreed estimated costs of projects specified in an Implementation Plan, a State or Territory will not be required to pay a refund to the Commonwealth if the actual cost of the project is less than the agreed estimated cost of the project. Similarly, the States bear all risk should the costs of a project exceed the agreed estimated costs. The Parties acknowledge that this arrangement provides the maximum incentive for the States to deliver projects cost effectively and efficiently.

PART 6 – GOVERNANCE ARRANGEMENTS

Enforceability of the Agreement

40. The Parties do not intend any of the provisions of this Agreement to be legally enforceable. However, that does not lessen the Parties' commitment to this Agreement.

Variation of the Agreement

41. The Agreement may be amended at any time by agreement in writing by all the Parties.
42. A Party to the Agreement may terminate their participation in the Agreement at any time by notifying all the other Parties in writing.

Delegations

43. The relevant Commonwealth Minister with portfolio responsibility for school education is authorised to agree and amend Schedules, including Implementation Plans, to this Agreement and to certify that performance milestones specified under this Agreement have been achieved, so that payments may be made.
44. Respective State and Territory Ministers with portfolio responsibility for school education are authorised to agree and amend Schedules, including Implementation Plans, to this Agreement.
45. The Commonwealth Minister may delegate the assessment of performance against milestones and the authorisation of related project payments to senior Commonwealth officials, having regard to the financial and policy risks associated with those payments.

Dispute resolution

46. Any Party may give notice to other Parties of a dispute under this Agreement.
47. Officials of relevant Parties will attempt to resolve any dispute in the first instance. If a dispute cannot be resolved by officials, it may be escalated to the relevant Ministers and if necessary, the relevant Ministerial Council.
48. If a dispute cannot be resolved by the relevant Ministers, it may be referred by a Party to COAG for consideration.

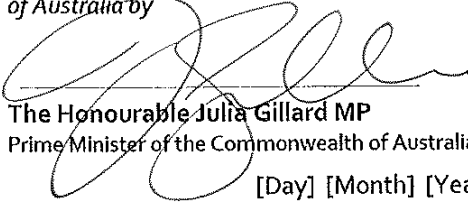
Interpretation

49. For the purposes of this Agreement:
 - (a) Education Provider means the government and non-government education systems (recognised School Authorities) to which the individual Participating Schools belong. It is noted that there are likely to be a small number of Participating Schools which are independent schools and therefore not a part of an education system. Relevant associations of independent schools may be deemed the Education Provider in this circumstance for the purpose of this National Partnership.
 - (b) Targeted Group means student falling behind in literacy and/or numeracy including students from disadvantaged backgrounds and Aboriginal and Torres Strait Islander students.
 - (c) Independent Verification Process means the process facilitated by DEEWR through contracting Education Services Australia (ESA) to engage independent assessors (the Assessment Panel) to assess the supporting evidence provided by States to demonstrate the efficacy of proposed approaches in accordance with the national standards of evidence at Schedule A. The Assessment Panel will recommend that verified approaches be endorsed by the Expert Reference Group.
 - (i) Where a State submission is found by two separate assessors to not meet the standards of evidence, ESA will contact the applicant to discuss the submission and seek additional information. The submission will be reassessed upon the provision of additional information. If satisfactory, it will proceed for endorsement. If not the State will be notified.
 - (d) Expert Reference Group means the group comprising: the Commonwealth, State and Territory representatives with national and international literacy and numeracy knowledge and expertise; those with Indigenous education and special education expertise and a practitioner knowledge base. This group will have responsibility for driving *Teach Learn Share*, the national literacy and numeracy evidence base and ultimately determining what material is to be included. This approach recognises that for *Teach Learn Share* to be effective as a tool in building a shared understanding of what works, it must grow from a shared commitment to collaboration and partnership.
 - (e) *Teach Learn Share* means the National Literacy and Numeracy Evidence Base, established by the Australian Government as a central repository and structure to gather, organise and disseminate information about effective literacy and numeracy approaches.
 - (i) *Teach Learn Share* is an internet based database of effective literacy and numeracy teaching approaches (www.teachlearnshare.gov.au) where educators and education systems can share their most effective approaches to literacy and numeracy teaching and learning in Australia.

- (ii) States will be able to submit approaches proposed for inclusion in their Implementation Plans using the online submission process available on *Teach Learn Share*.
- (iii) The Expert Reference Group has responsibility for driving *Teach Learn Share* and ultimately determining what material is to be included. There are nationally agreed standards of evidence (see Schedule A). Members of the Assessment Panel will assess submissions using these standards and submissions will then be endorsed by the Expert Reference Group.
- (iv) Endorsed approaches will be published on *Teach Learn Share* subsequent to the Commonwealth's agreement to the Implementation Plans.
- (v) If the ERG does not endorse a submission, feedback will be provided to the State through the Chair of the ERG. States will be provided the opportunity to resubmit further information to the ERG through the Chair.
- (f) Falling behind in literacy and/or numeracy means students demonstrating need in literacy and numeracy, with a focus on those performing at and below minimum standards in NAPLAN, including students from disadvantaged backgrounds and Aboriginal and Torres Strait Islander students.
- (g) Literacy and Numeracy Approach includes initiatives, projects or strategies at a classroom, school or network level that improve literacy and/or numeracy outcomes for students.
- (h) Participating Schools means schools that have been selected by Education Providers to participate in this Agreement in accordance with of Clauses 18 to 22.

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

Signed for and on behalf of the Commonwealth of Australia by



The Honourable Julia Gillard MP
Prime Minister of the Commonwealth of Australia

[Day] [Month] [Year]

18 11 12

Signed for and on behalf of the State of New South Wales by

The Honourable Barry O'Farrell MP
Premier of the State of New South Wales

[Day] [Month] [Year]

Signed for and on behalf of the State of Queensland by

The Honourable Campbell Newman MP
Premier of the State of Queensland

[Day] [Month] [Year]

Signed for and on behalf of the State of South Australia by

The Honourable Jay Weatherill MP
Premier of the State of South Australia

[Day] [Month] [Year]

Signed for and on behalf of the Australian Capital Territory by

Katy Gallagher MLA
Chief Minister of the Australian Capital Territory

[Day] [Month] [Year]

Signed for and on behalf of the State of Victoria by

The Honourable Ted Baillieu MLA
Premier of the State of Victoria

[Day] [Month] [Year]

Signed for and on behalf of the State of Western Australia by

The Honourable Colin Barnett MLA
Premier of the State of Western Australia

[Day] [Month] [Year]

Signed for and on behalf of the State of Tasmania by

The Honourable Lara Giddings MP
Premier of the State of Tasmania

[Day] [Month] [Year]

Signed for and on behalf of the Northern Territory by

The Honourable Terence Mills MLA
Chief Minister of the Northern Territory

[Day] [Month] [Year]

CB/2263

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

Signed for and on behalf of the Commonwealth of Australia by

The Honourable Julia Gillard MP
Prime Minister of the Commonwealth of Australia

[Day] [Month] [Year]

Signed for and on behalf of the State of New South Wales by



The Honourable Barry O'Farrell MP
Premier of the State of New South Wales

[Day] [Month] [Year]

Signed for and on behalf of the State of Victoria by

The Honourable Ted Baillieu MLA
Premier of the State of Victoria

[Day] [Month] [Year]

Signed for and on behalf of the State of Queensland by

The Honourable Campbell Newman MP
Premier of the State of Queensland

[Day] [Month] [Year]

Signed for and on behalf of the State of Western Australia by

The Honourable Colin Barnett MLA
Premier of the State of Western Australia

[Day] [Month] [Year]

Signed for and on behalf of the State of South Australia by

The Honourable Jay Weatherill MP
Premier of the State of South Australia

[Day] [Month] [Year]

Signed for and on behalf of the State of Tasmania by

The Honourable Lara Giddings MP
Premier of the State of Tasmania

[Day] [Month] [Year]

Signed for and on behalf of the Australian Capital Territory by

Katy Gallagher MLA
Chief Minister of the Australian Capital Territory

[Day] [Month] [Year]

Signed for and on behalf of the Northern Territory by

The Honourable Terry Mills MLA
Chief Minister of the Northern Territory

[Day] [Month] [Year]

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

Signed for and on behalf of the Commonwealth of Australia by

The Honourable Julia Gillard MP

Prime Minister of the Commonwealth of Australia

[Day] [Month] [Year]

Signed for and on behalf of the State of New South Wales by

The Honourable Barry O'Farrell MP

Premier of the State of New South Wales

[Day] [Month] [Year]

Signed for and on behalf of the State of Queensland by

The Honourable Campbell Newman MP

Premier of the State of Queensland

14 Jan 2013 [Day] [Month] [Year]

Signed for and on behalf of the State of South Australia by

The Honourable Jay Weatherill MP

Premier of the State of South Australia

[Day] [Month] [Year]

Signed for and on behalf of the Australian Capital Territory by

Katy Gallagher MLA

Chief Minister of the Australian Capital Territory

[Day] [Month] [Year]

Signed for and on behalf of the State of Victoria by

The Honourable Ted Baillieu MLA

Premier of the State of Victoria

[Day] [Month] [Year]

Signed for and on behalf of the State of Western Australia by

The Honourable Colin Barnett MLA

Premier of the State of Western Australia

[Day] [Month] [Year]

Signed for and on behalf of the State of Tasmania by

The Honourable Lara Giddings MP

Premier of the State of Tasmania

[Day] [Month] [Year]

Signed for and on behalf of the Northern Territory by

The Honourable Terence Mills MLA

Chief Minister of the Northern Territory

[Day] [Month] [Year]

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Prime Minister of the Commonwealth of Australia

[Day] [Month] [Year]

Signed for and on behalf of the State of New South Wales by

The Honourable Barry O'Farrell MP

Premier of the State of New South Wales

[Day] [Month] [Year]

Signed for and on behalf of the State of Victoria by

The Honourable Ted Baillieu MLA

Premier of the State of Victoria

[Day] [Month] [Year]

Signed for and on behalf of the State of Queensland by

The Honourable Campbell Newman MP

Premier of the State of Queensland

[Day] [Month] [Year]

Signed for and on behalf of the State of Western Australia by

The Honourable Colin Barnett MLA

Premier of the State of Western Australia

[Day] [Month] [Year]

Signed for and on behalf of the State of South Australia by

The Honourable Jay Weatherill MP

Premier of the State of South Australia

[Day] [Month] [Year]

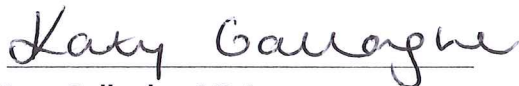
Signed for and on behalf of the State of Tasmania by

The Honourable Lara Giddings MP

Premier of the State of Tasmania

[Day] [Month] [Year]

Signed for and on behalf of the Australian Capital Territory by



Katy Gallagher MLA

Chief Minister of the Australian Capital Territory

[Day] [Month] [Year]

21 DEC 2012

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Chief Minister of the Northern Territory

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[Day] [Month] [Year]

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[Day] [Month] [Year]

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[Day] [Month] [Year]

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Premier of the State of Western Australia

[Day] [Month] [Year]

Signed for and on behalf of the State of Tasmania by

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Premier of the State of Tasmania

20-12-12 [Day] [Month] [Year]

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Chief Minister of the Northern Territory

[Day] [Month] [Year]

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Premier of the State of New South Wales

[Day] [Month] [Year]

Signed for and on behalf of the State of Queensland by

The Honourable Campbell Newman MP

Premier of the State of Queensland

[Day] [Month] [Year]

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Premier of the State of South Australia

[Day] [Month] [Year]

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Katy Gallagher MLA

Chief Minister of the Australian Capital Territory

[Day] [Month] [Year]

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Premier of the State of Victoria

[Day] [Month] [Year]

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The Honourable Colin Barnett MLA

Premier of the State of Western Australia

[Day] [Month] [Year]

Signed for and on behalf of the State of Tasmania by

The Honourable Lara Giddings MP

Premier of the State of Tasmania

[Day] [Month] [Year]

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[Day] [Month] [Year]

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[Day] [Month] [Year]

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Premier of the State of Victoria

[Day] [Month] [Year]

Signed for and on behalf of the State of Western Australia by

The Honourable Colin Barnett MLA
Premier of the State of Western Australia

[Day] [Month] [Year]

Signed for and on behalf of the State of Tasmania by

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Chief Minister of the Australian Capital Territory

[Day] [Month] [Year]

Signed for and on behalf of the State of Victoria by

The Honourable Ted Baillieu MLA

Premier of the State of Victoria

19.2.12 [Day] [Month] [Year]

Signed for and on behalf of the State of Western Australia by

The Honourable Colin Barnett MLA

Premier of the State of Western Australia

[Day] [Month] [Year]

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The Honourable Jay Weatherill MP

Premier of the State of South Australia

Date: 11/2/13

Signed for and on behalf of the State of Tasmania by

The Honourable Lara Giddings MP

Premier of the State of Tasmania

[Day] [Month] [Year]

Signed for and on behalf of the Australian Capital Territory by

Katy Gallagher MLA

Chief Minister of the Australian Capital Territory

[Day] [Month] [Year]

Signed for and on behalf of the Northern Territory by

The Honourable Terry Mills MLA

Chief Minister of the Northern Territory

[Day] [Month] [Year]

Standards of evidence for submissions for *Teach Learn Share*: The National Literacy and Numeracy Evidence Base

NATIONAL PARTNERSHIP AGREEMENT ON IMPROVING LITERACY AND NUMERACY

- A1 Submissions will be assessed by the Teach, Learn, Share Assessment Team against the Standards of Evidence. The Teach, Learn, Share Standards of Evidence were endorsed by the National Partnership Literacy and Numeracy Expert Reference Group. They were designed by the Australian Council for Educational Research after criteria derived from the American Educational Research Association's 'Standards for Reporting on Empirical Social Science Evidence'.
- A2 There are seven dimensions.
- (a) The goals of the initiative
 - (b) Key ideas
 - (c) Design and logic of the initiative
 - (d) Sources of evidence
 - (e) Analysis and interpretation of data
 - (f) Sustainability
 - (g) Scalability and replicability
- A3 Each dimension is assessed according to:
- (a) clarity of the evidence;
 - (b) appropriateness or rigour of the evidence to the issue at hand; and
 - (c) significance or impact of the evidence.

TEACH LEARN SHARE EVIDENCE BASE – ASSESSMENT FRAMEWORK

1. Eligibility

(i) Does the submission describe programs that lift literacy and numeracy outcomes for school-aged children?	<input type="radio"/> Yes <input type="radio"/> No (do not proceed with assessment)
(ii) Have all questions in the submission been completed to a satisfactory standard?	<input type="radio"/> Yes <input type="radio"/> No (Request revision to submission)

2. Objectives and Design of Initiative

(Please record your assessment using a five-point scale, where 1 represents the most negative rating and 5 the most positive rating.)

(i) How clear are the objectives of the initiative?	1 2 3 4 5
(ii) How clear are the objectives of the initiative in terms of achievement against defined performance targets?	1 2 3 4 5
(iii) To what extent does the initiative have a strong evidence-base (e.g. from the literature or previous evaluations)?	1 2 3 4 5
(iv) To what extent does the initiative align with the Australian Government's three priority reform areas?	1 2 3 4 5
(v) How coherent is the theory underpinning the initiative?	1 2 3 4 5
(vi) How well described are the reasons for implementing the initiative, including evidence to support these reasons?	1 2 3 4 5
(vii) To what extent is the initiative cost-effective?	1 2 3 4 5

3. Implementation

(Please record your assessment using a five-point scale, where 1 represents the most negative rating and 5 the most positive rating.)

(i) To what extent was the sampling for selecting participants appropriate?	1 2 3 4 5
(ii) To what extent was the sampling for selecting participants unbiased?	1 2 3 4 5
(iii) To what extent does the sample provide sufficient statistical power?	1 2 3 4 5
(iv) How relevant is any supporting information supplied in the submission (e.g. interviews, quotes).	1 2 3 4 5
(v) How appropriate were the research methods used in the submission (e.g. pre-and-post assessments, surveys, quasi-experiments)?	1 2 3 4 5
(vi) To what extent are the measurement tools used to assess student progress valid?	1 2 3 4 5

4. Outcome

(Please record your assessment using a five-point scale, where 1 represents the most negative rating and 5 the most positive rating.)

(i) To what extent have the objectives of the initiative been met in terms of achievement against any performance targets?	1	2	3	4	5
(ii) To what extent can improved achievement be attributed to the initiative?	1	2	3	4	5
(iii) To what extent has evidence been provided to support the sustainability of the initiative?	1	2	3	4	5
(iv) How well described are the key success factors for the initiative?	1	2	3	4	5
(v) To what extent did unintended negative consequences impact on the initiative?	1	2	3	4	5

5. Replication

(Please record your assessment using a five-point scale, where 1 represents the most negative rating and 5 the most positive rating.)

(i) How well does the submission describe the conditions under which the initiative can be replicated across other schools, systems, locations, student groups?	1	2	3	4	5
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6. Assessment of Standards of Evidence

(Align with approved Standards of Evidence)

(i) What standard of evidence does the submission present?	1	2	3	4	5
--	---	---	---	---	---

7. Conclusions

(Align with approved Standards of Evidence)

(i) How useful are the overall conclusions that can be drawn from the submission for teachers and schools?	1	2	3	4	5
--	---	---	---	---	---

Standards of Evidence

Very Strong

Very good quality evidence is considered as:

- Quantitative data – using a consistent normed instrument on individual students that is well analysed and reported; OR
- Qualitative and quantitative data gathered from highly relevant stakeholders using good methods, exemplary sampling that is well designed and reported.

Strong

Good quality evidence is considered as:

- Qualitative data from highly relevant stakeholders collected using good methods, exemplary sampling, well analysed and reported.

Moderate

Average quality evidence is considered as:

- Quantitative and qualitative data from highly relevant stakeholders collected using good methods on individual students (not using a consistent instrument); OR
- Aggregated quantitative data only collected from individual students (not using a consistent instrument).

Limited

Limited quality evidence is considered as:

- Opinion data that is relevant but gathered by professionals using a non-strategic approach, or gathered by others who were not directly involved in the strategies/approaches; OR
- Aggregated quantitative data only.

Very limited

Very limited quality evidence is considered as:

- No pre-strategy/approach data; OR
- Opinion data only from strategies/approaches used by school staff or others who were not directly involved.

Schedule B

NAPLAN DATA REQUIREMENTS FOR LNNP SCHOOLS

TARGET GROUP / MEASURE	DATA ITEM	2008	2009	2010	2011	2012	2013
Year 3 Reading	Mean scale score						
	Standard deviation						
	Number of students at NMS						
	Number of Indigenous students at NMS						
	Number of students below NMS						
	Number of Indigenous students below NMS						
	Number of students with scores						
	Number of Indigenous students with scores						
	Number of students absent						
	Number of Indigenous students absent						
	Number of students withdrawn						
	Number of Indigenous students withdrawn						
	Number of students exempted						
	Number of Indigenous students exempted						

TARGET GROUP / MEASURE	DATA ITEM	2008	2009	2010	2011	2012	2013
Year 5 Reading	Mean scale score						
	Standard deviation						
	Number of students at NMS						
	Number of Indigenous students at NMS						
	Number of students below NMS)						
	Number of Indigenous students below NMS						
	Number of students with scores						
	Number of Indigenous students with scores						
	Number of students absent						
	Number of Indigenous students absent						
	Number of students withdrawn						
	Number of Indigenous students withdrawn						
	Number of students exempted						
	Number of Indigenous students exempted						

TARGET GROUP / MEASURE	DATA ITEM	2008	2009	2010	2011	2012	2013
Year 7 Reading	Mean scale score						
	Standard deviation						
	Number of students at NMS						
	Number of Indigenous students at NMS						
	Number of students below NMS						
	Number of Indigenous students below NMS						
	Number of students with scores						
	Number of Indigenous students with scores						
	Number of students absent						
	Number of Indigenous students absent						
	Number of students withdrawn						
	Number of Indigenous students withdrawn						
	Number of students exempted						
	Number of Indigenous students exempted						

TARGET GROUP / MEASURE	DATA ITEM	2008	2009	2010	2011	2012	2013
Year 3 Numeracy	Mean scale score						
	Standard deviation						
	Number of students at NMS						
	Number of Indigenous students at NMS						
	Number of students below NMS						
	Number of Indigenous students below NMS						
	Number of students with scores						
	Number of Indigenous students with scores						
	Number of students absent						
	Number of Indigenous students absent						
	Number of students withdrawn						
	Number of Indigenous students withdrawn						
	Number of students exempted						
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TARGET GROUP / MEASURE	DATA ITEM	2008	2009	2010	2011	2012	2013
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TARGET GROUP / MEASURE	DATA ITEM	2008	2009	2010	2011	2012	2013
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	Number of students absent						
	Number of Indigenous students absent						
	Number of students withdrawn						
	Number of Indigenous students withdrawn						
	Number of students exempted						
Number of Indigenous students exempted							

Footnotes:

- Schedule B will be pre-populated for those States that are continuing all existing LNNP schools, subsequent data should be calculated in a consistent manner, for example, in relation to inclusion/exclusion of exempt students. This template includes additional data requirements relating to Indigenous students.
- For those schools where States only choose a sub set of LNNP schools, they are required to populate the data.
- Exempt students, who are not assessed, are deemed not to have met the national minimum standards.