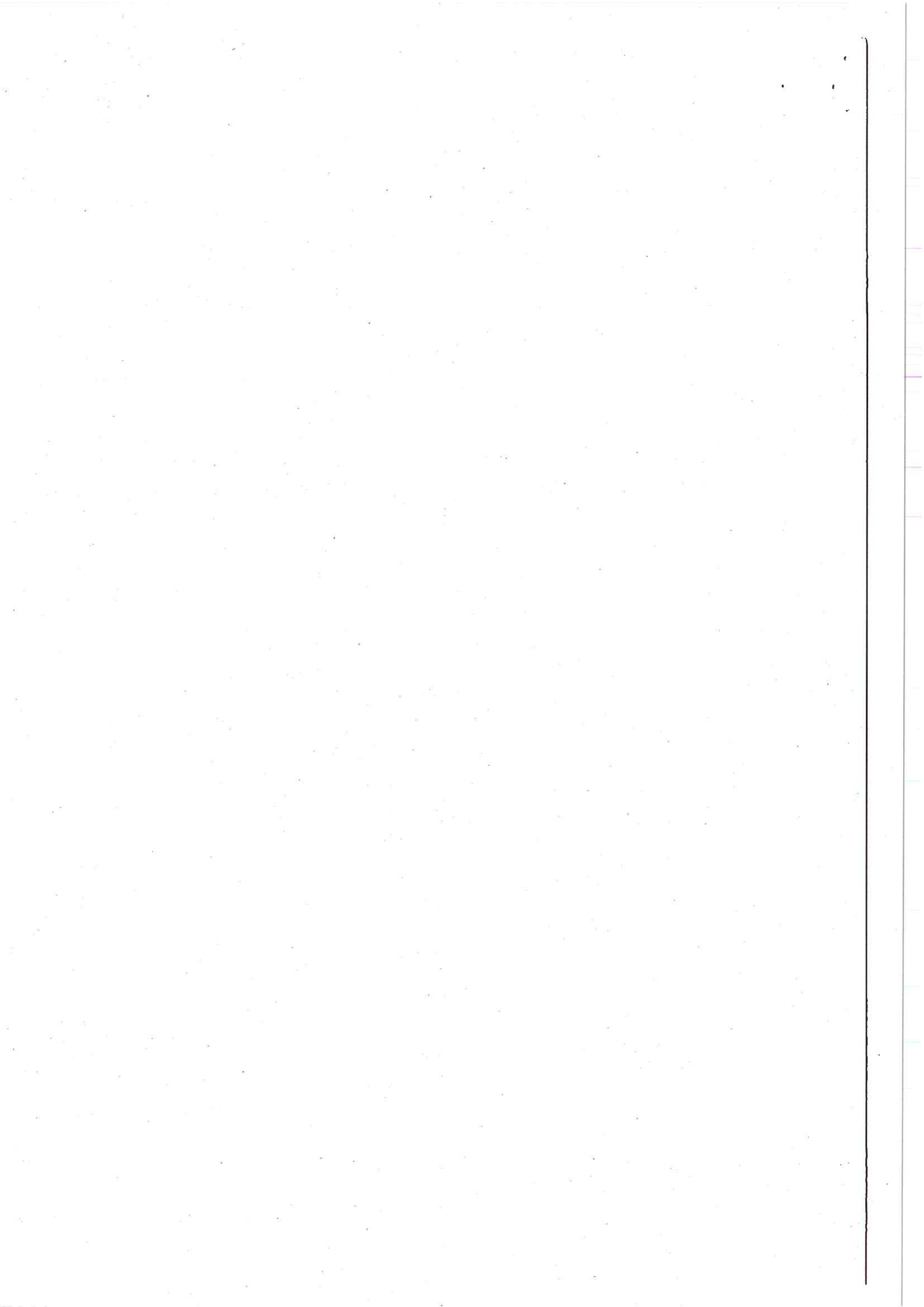


NEW SOUTH WALES IMPLEMENTATION PLAN

FOR THE

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 State of New South Wales, represented by the Minister for Education.
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 New South Wales'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 NEW SOUTH WALES IMPLEMENTATION

Project information

9. This Implementation Plan describes how New South Wales 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*	DEEWR school ID(s) using the approach	Does the approach specifically target Aboriginal and Torres Strait Islander students?
1	A whole-school approach to improve student outcomes in literacy and numeracy	<p>This 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. It incorporates the following complementary elements:</p> <ol style="list-style-type: none"> 1. Principals and school leadership teams playing an active role in leading the delivery of literacy and numeracy teaching in their schools. 2. The capacity building of principals and teachers through best practice professional learning. 3. The effective use of data to improve whole-school planning and student outcomes. 4. Enhancing teacher collaboration and shared responsibility for student outcomes. 	Years K-8	Literacy and Numeracy	N/A	See Attachment A for full listing.	The approach targets all students, including Aboriginal students in each participating school.

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 \$74,945,732, 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 Commonwealth contribution can only be moved between years with the agreement of the Commonwealth.

Commonwealth contributions

Table 2: Estimated financial contributions

(\$)	2012/13	2013/14	Total
Government	39,271,716	19,678,248	58,949,964
Catholic	7,591,698	3,804,044	11,395,742
Independent	3,064,477	1,535,546	4,600,023
Total	49,927,892	25,017,546	74,945,732

NSW-funded complementary Literacy and Numeracy program.

From 2012 to 2016 New South Wales is implementing a complementary cross-sectoral Literacy and Numeracy Program. This State Literacy and Numeracy Action Plan for Years K-2, supports the development of literacy and numeracy skills through:

- The engagement of all students in a comprehensive one-on-one assessment on entry to school.
- The presence of instructional leaders in identified schools.
- The provision of classroom-based professional learning.
- The use of assessment and assessment data to plan, teach and personalise learning.
- The use of a range of classroom intervention strategies for students who need particular support.

Total New South Wales Contribution to the State Literacy and Numeracy Action Plan is \$261 million.

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>A whole-school approach to improve student outcomes in literacy and numeracy</p>	<p>The whole-school approach will achieve <i>greater evidence-based teaching and an enhanced focus on the needs of the individual</i> through:</p> <ul style="list-style-type: none"> • Principals and school leaders modelling good practice in the delivery of literacy and numeracy teaching. • Best practice professional learning of principals and teachers leading to observable changes in the classroom. • School leaders and teachers working together to identify school-wide and individual student learning needs. • Effective data analysis to drive learning effort through the tracking of student progress and the identification of learning needs. • Explicit teaching methods promoting greater student engagement. <p>The <i>sharing of effective, evidence-based approaches across schools and jurisdictions</i> will be achieved through information sharing of successful strategies between schools and through publication of the whole-school approach on the <i>Teach, Learn, Share</i> website.</p> <p>The whole-school approach will <i>enhance data collection and assessment practices</i> through:</p> <ul style="list-style-type: none"> • Professional development for principals, school leaders and teachers leading to the more effective use of data • The use of individual assessment and data to tailor teaching and learning. 	<p>This approach will facilitate <i>improved student performance in literacy and numeracy</i> through:</p> <ul style="list-style-type: none"> • Better use of data leading to better tailored strategies to meet individual student needs and improvements in classroom delivery. • Professional learning transforming the practices of principals and teachers to drive improved student performance. • Changes to the school culture fostering greater professional collaboration and increased student aspirations. <p><i>Areas where support is needed will be identified</i> through:</p> <ul style="list-style-type: none"> • Demonstrated improvements in data analysis through professional learning. • Enhanced professional collaboration across the school. <p>This approach will <i>improve the capability and effectiveness of literacy and numeracy teaching</i> through:</p> <ul style="list-style-type: none"> • Evidence-based teaching translating into more effective classroom instruction. • Best practice professional learning resulting in better use of data to inform learning practices. • Greater teacher collaboration leading to a more integrated approach to addressing individual student needs. 	<p>The whole-school approach aims to <i>improve the performance of students falling behind in literacy and numeracy, including students from disadvantaged backgrounds and Aboriginal students</i> through:</p> <ul style="list-style-type: none"> • Principals and school leaders driving quality teaching practices. • Observable increases in the capacity of our leaders and teachers through best practice professional learning. • Greater teacher collaboration and shared responsibility for student outcomes. • More effective use of data to improve whole-school planning and student outcomes. 	<p>All participating schools</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 New South Wales relevant context. Key factors that have influenced the proposed direction as set out in Table 4 are as follows:

NSW government and non-government schools educate over 1.1 million school students, which accounts for almost one-third of Australian school students. NSW schools also educate one-third of Indigenous students nationwide. More than one-quarter of NSW students attend a non-metropolitan school, and there are more than 265,000 students from a language background other than English.

The diversity of the NSW student population is reflected in the schools participating in this National Partnership. These schools include students from a low socio-economic background, Aboriginal students, students from a non-English speaking background, refugee students, and rural and remote students.

Under the previous Literacy and Numeracy National Partnership, NSW schools adopted a whole-school approach to improving student learning involving both whole-school cultural change and strategies to address individual student needs. Independent evaluations confirmed that this approach achieved positive results for students and schools.

The whole-school approach recognises the critical role a school culture plays in improving outcomes and encouraging higher aspirations for these students, through shared responsibility for student outcomes, greater teacher collaboration, principals taking an instructional leadership role in the delivery of literacy and numeracy teaching, and better use of data to inform school planning, professional learning and student development.

Table 4: Links with existing reforms or projects

The three programs below are complementary to the National Partnership. To better target those students in need of additional literacy and numeracy support who are not currently receiving it, the three school sectors in NSW have mostly chosen not to include schools already receiving funding through the following programs:

Proposed Elements/ Approaches ¹	Existing reforms or projects	Complementary nature of activities
Approach 1	NSW Literacy and Numeracy Action Plan	<p>The whole-school approach complements the \$261 million NSW Literacy and Numeracy Action Plan which aims to lift literacy and numeracy outcomes in the K-2 years through:</p> <ul style="list-style-type: none"> • instructional leadership • professional learning in the effective use of student data and in the effective delivery of literacy and numeracy teaching, and • personalised learning to meet individual student needs.
Approach 2	Low SES National Partnership	<p>The whole-school approach is also reflected in the NSW priorities under the Low SES National Partnership, including:</p> <ul style="list-style-type: none"> • increased use of data as a basis for educational planning and to understand students' strengths and areas for improvement • increased leadership skills development • increased capacity in whole-school evaluation and monitoring processes.
Approach 3	Investing in Focus Schools	<p>Initiatives under the Investing in Focus Schools Project Agreement reflect a whole-school approach to improving the learning outcomes of Aboriginal students, including:</p> <ul style="list-style-type: none"> • whole-school English literacy and numeracy strategies • professional learning of teachers and education workers to support the delivery of English literacy and numeracy strategies • professional learning for school leaders • Personalised Learning Plans to meet individual student learning needs.

¹ as identified in Table 1

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. New South Wales 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 **Table 5**.

Table 5 : Local measures

PERFORMANCE INDICATOR	AGREED CROSS-SECTORAL LOCAL MEASURE	BASELINE YEAR
<p>Improvement* in literacy and/or numeracy results for targeted student group including Aboriginal and Torres-Strait Islander students</p>	<p>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.</p> <p>At the State's discretion, local school level data demonstrating change in literacy and/or numeracy performance for the targeted student group compared with a like cohort group.</p>	<p>2013</p>
	<p>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>	<p>2013</p>

PERFORMANCE INDICATOR	AGREED CROSS-SECTORAL LOCAL MEASURE	BASELINE YEAR
<p>Education systems and participating schools conducting effective data collection and assessment to inform best practice literacy and numeracy teaching</p>	<p>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.</p>	<p>2013</p>
<p>Staff in participating schools engaged in professional learning in literacy and/or numeracy</p>	<p>Approaches used to improve capability and effectiveness of literacy and/or numeracy teaching</p> <p>Feedback from staff demonstrating improvement in capability and effectiveness of literacy and numeracy teaching</p>	<p>2013</p>
		<p>2013</p>

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

² Lee, Y.-S., Lembke, E., Moore, D., Ginsburg, H., & Pappas, S. (2012). Item-Level and Construct Evaluation of Early Numeracy Curriculum-Based Measures. *Assessment for Effective Intervention*, 37(2), 107-117.

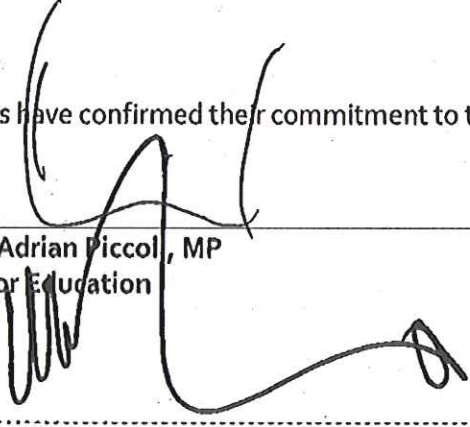
Sign off

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

Signature

Date

The Hon. Adrian Piccol, MP
Minister for Education



18.4.13

Signature

Date

The Hon. Peter Garrett AM, MP
Minister for School Education, Early Childhood
and Youth