

# NORTHERN 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 where underperformance persists, 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 Northern Territory, 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 the Northern 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 NORTHERN TERRITORY IMPLEMENTATION

### Project information

9. This Implementation Plan describes how the Northern 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*	DEEWR school ID(s) using the approach	Does the approach specifically target Aboriginal and Torres Strait Islander students?
1	Linking School Targets to Classroom Practices – Central Australia	<p>Implementing a coordinated regional Visible Learning program developing a culture of improvement in schools and success for all students in literacy and numeracy outcomes. This approach will enable Multi level engagement and capacity building that will increase teacher capacity to more effectively identify student learning goals and improve literacy and numeracy outcomes.</p> <p>The approach will be underpinned by:</p> <ul style="list-style-type: none"> <li>o Consistent framework for the collection and analysis of data, including triangulation of data and findings.</li> <li>o Embedding of Master Trainers within schools to support the collection and analysis of data and the development and evaluation of teaching strategies.</li> <li>o Provision of professional development and mentoring to teachers. Master Trainers will work with teachers to identify and implement those teaching approaches which have the largest effect size on student outcomes based on data analysis.</li> </ul>	All year levels offered at each site	Literacy	NA	16525, 7880, 7903, 28613, 26018, 7883, 7884, 7885, 7886, 7887, 16557, 16553, 4761, 16560, 15090, 16562, 29816, 16569, 16572, 16573, 7892, 7932, 16575, 16577, 7906, 7899, 6730, 7898, 16527, 7921, 16532, 6826, 16549, 16558, 16568, 7907, 7916, 16541, 16542, 7908, 7918, 7894	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	Linking School Targets to Classroom Practices – Arnhem Palmerston and Rural	<p>A whole school approach to improving early years students', for whom English as an Additional Language/Dialect (EAL/D), understanding and skills to communicate mathematically or scientifically.</p> <p>The approach will be underpinned by:</p> <ul style="list-style-type: none"> <li>• expert teaching teams where professional teams are developed and there is continuous professional improvement.</li> <li>• analysis and discussion of data where there is systematic data collection, analysis and interpretation against learning progress maps using students evidence of learning.</li> <li>• differentiated classroom learning where teachers are monitoring students and adjusting their teaching.</li> </ul>	Years 1 and 2	Communicating mathematically (Mathematical Proficiencies) or scientifically (Science Inquiry)	NA	7949, 6732, 7931, 7988, 7960, 7955, 16571, 29230	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?
3	FIELD Approach – Darwin and Katherine	<p>Implementing a regional approach to identifying and addressing transition students' phonological awareness and phonics learning needs. Fundamental to this intervention are the dual needs of developing students' early literacy skills and knowledge and building the capacity of transition teachers to explicitly and systematically teach emergent literacy.</p> <p>Teachers will be provided with professional learning support from coaches on the development of phonological awareness and phonics in young children.</p> <p>Coaches will assist teachers to analyse and interpret results of assessments to plan explicit instruction, develop personalised learning plans, and support teachers to implement these plans. Coaches will support teachers to observe each other's practice, give feedback, and evaluate and reflect for improvement in their teaching.</p>	Year 1	Literacy	NA	7981, 7972, 7945, 7984, 7979, 7922, 6731, 16531, 7925, 16555, 5033, 16563, 16565, 7961, 7936, 7895, 7933, 16580, 7935, 7985	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?
4	Case Management – Association of Independent Schools NT	The Association of Independent Schools NT will support participating schools to implement a case management approach with a strong focus on developing effective school level systems and processes as well as whole school planning practices. Ongoing assessment of student performance will be implemented at a school level, including implementation of a team approach that supports the classroom teacher to deliver an effective program for case managed students.	3 and up to highest level of schooling offered at each site	Literacy and Numeracy	NA	18020, 28912, 14570, 27652, 17740, 4218, 14276	Yes
5	Case Management Approach – Catholic Education NT	Implementing case management targeting literacy needs.  Students identified as falling behind in literacy will be case managed by their teacher and other support staff who will design and implement literacy interventions targeted to student needs.  Professional development in literacy teaching is a strong focus to ensure school leaders are trained and mentored to retrieve and analyse data with a focus on ongoing assessment of student performance at the school level.	Years 2 - 9	Literacy	NA	13310, 13311, 13633	Yes
6	Accelerated Literacy – Catholic Education NT	Implementation of the Accelerated Literacy pedagogy. The approach will focus on assisting students to develop a literate orientation to text. Staff teaching in the relevant year levels will receive training in Accelerated Literacy. Staff will participate in collaborative planning/coaching meetings.	Years 4-10	Literacy	NA	13313, 13314	No*



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?
7	Coaching and whole-school commitment - Catholic Education NT	Literacy and Numeracy coaches will be appointed to work with school leadership and teachers to improve student performance in literacy and numeracy, effective data collection and assessment to improve literacy and numeracy practices and the capabilities of teachers in the school.	Transition to year 10	Literacy and numeracy	NA	3001, 6882, 13312, 15426	No*

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

*\*NOTE: While the approaches are not specifically targeted at Aboriginal and Torres Strait Islander students, most of the schools selected have a high proportion of Aboriginal and Torres Strait Islander students who will benefit from the implementation of the approach in their school.*

## Estimated costs

11. The maximum financial contribution to be provided by the Commonwealth for the project to the jurisdiction is \$6,627,495 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 Northern Territory 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

(\$)	Approaches	Year 1 2013	Total 2013
Government	1. Linking School Targets to Classroom Practices – Central Australia	\$2,271,251	\$2,271,251
	2. Linking School Targets to Classroom Practices – Arnhem Palmerston and Rural	\$1,670,941	\$1,670,941
	3. FIELD Approach – Darwin and Katherine	\$1,550,779.40	\$1,550,779.40
Independent	4. Case Management	\$445,375	\$445,375
Catholic	5. Case Management	\$229,716	\$229,716
	6. Accelerated Literacy	\$153,144	\$153,144
	7. Coaching and whole-school commitment	\$306,287	\$306,287
	Total estimated budget	\$6,627,495	\$6,627,495
	less estimated Commonwealth contribution	\$6,627,495	\$6,627,495
	equals estimated balance of non-Commonwealth contributions	N/A	N/A
	<b>Total Commonwealth contribution</b>	<b>\$6,627,495</b>	<b>\$6,627,495</b>



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
Linking School Targets to Classroom Practices – Central Australia	Aligns with the ' <i>Linking School Targets to Classroom Practices</i> ' TeachLearnShare evidence base. Potential for further development of the TeachLearnShare evidence base. Effective data collection and assessment practices at the regional and school level.	Improved student performance in target groups in literacy. Effective identification of areas where support is needed and where improvement has occurred, through monitoring and analysis of literacy performance. Improved capability and effectiveness of literacy teaching.	Improved performance of students who are falling behind in literacy, with a particular focus on students from disadvantaged backgrounds and Aboriginal and Torres Strait Islander students.	Department of Education and Children's Services
Linking School Targets to Classroom Practices – Arnhem Palmerston and Rural	Aligns with the ' <i>Linking School Targets to Classroom Practices</i> ' TeachLearnShare evidence base. Potential for further development of the TeachLearnShare evidence base. Effective data collection and assessment practices at the regional and school level.	Improved student performance in target groups in literacy - communicating mathematically (Mathematical Proficiencies) or scientifically (Science Inquiry). Effective identification of areas where support is needed and where improvement has occurred, through monitoring and analysis of literacy performance. Improved capability and effectiveness teaching.	Improved performance of students who are falling behind in literacy, with a particular focus on students from disadvantaged backgrounds and Aboriginal and Torres Strait Islander students.	Department of Education and Children's Services
FIELD Approach – Darwin and Katherine	Aligns with the ' <i>Focused Improvement in Early Literacy Development (FIELD)</i> ' TeachLearnShare evidence base. Potential for further development of the TeachLearnShare evidence base. Effective data collection and assessment practices at the regional and school level.	Improved student performance in target groups in literacy. Effective identification of areas where support is needed and where improvement has occurred, through monitoring and analysis of literacy performance. Improved capability and effectiveness of literacy teaching.	Improved performance of students who are falling behind in literacy, with a particular focus on students from disadvantaged backgrounds and Aboriginal and Torres Strait Islander students.	Department of Education and Children's Services

Project elements	Outputs	Outcomes	Reform/ Project Objectives	Responsibilities
Case Management – Association of Independent Schools of the NT	<p>Aligns with the 'A State-wide Case-Management Approach to Improving Literacy and Numeracy Skills' TeachLearnShare evidence base.</p> <p>Potential for further development of the TeachLearnShare evidence base.</p> <p>Effective data collection and assessment practices at the school level.</p>	<p>Improved student performance in target groups in literacy and numeracy.</p> <p>Effective identification of areas where support is needed and where improvement has occurred, through monitoring and analysis of literacy and numeracy performance.</p> <p>Improved capability and effectiveness of literacy and numeracy teaching.</p>	<p>Improved performance of students who are falling behind in literacy and numeracy, with a particular focus on students from disadvantaged backgrounds and Aboriginal and Torres Strait Islander students.</p>	Association of Independent Schools of the NT
Case Management Approach – Catholic Education NT	<p>Aligns with the 'A State-wide Case-Management Approach to Improving Literacy and Numeracy Skills' TeachLearnShare evidence base.</p> <p>Potential for further development of the TeachLearnShare evidence base.</p> <p>Effective data collection and assessment practices at the school level.</p>	<p>Improved student performance in target groups in literacy.</p> <p>Effective identification of areas where support is needed and where improvement has occurred, through monitoring and analysis of literacy performance.</p> <p>Improved capability and effectiveness of literacy teaching.</p>	<p>Improved performance of students who are falling behind in literacy, with a particular focus on students from disadvantaged backgrounds and Aboriginal and Torres Strait Islander students.</p>	Catholic Education NT
Accelerated Literacy – Catholic Education NT	<p>Aligns with the 'Literacy is everyone's business: the South Australian Accelerated Literacy Program' TeachLearnShare evidence base.</p> <p>Potential for further development of the TeachLearnShare evidence base.</p> <p>Effective data collection and assessment practices at the school level</p>	<p>Improved student performance in target groups in literacy.</p> <p>Effective identification of areas where support is needed and where improvement has occurred, through monitoring and analysis of literacy performance.</p> <p>Improved capability and effectiveness of literacy teaching in participating schools.</p>	<p>Improved performance of students who are falling behind in literacy, with a particular focus on students from disadvantaged backgrounds and Aboriginal and Torres Strait Islander students.</p>	Catholic Education NT



Project elements	Outputs	Outcomes	Reform/ Project Objectives	Responsibilities
Coaching and whole-school commitment - Catholic Education NT	Aligns with the <i>'Coaching and whole-school commitment to improve Literacy and Numeracy outcomes'</i> TeachLearnShare evidence base. Potential for further development of the TeachLearnShare evidence base. Effective data collection and assessment practices at the school level.	Improved student performance in target groups in literacy and numeracy.  Effective Identification of areas where support is needed and where improvement has occurred, through monitoring and analysis of literacy and numeracy performance.  Improved capability and effectiveness of literacy and numeracy teaching.	Improved performance of students who are falling behind in literacy and numeracy, with a particular focus on students from disadvantaged backgrounds and Aboriginal and Torres Strait Islander students.	Catholic Education NT

### 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.

### Northern Territory Context

15. In 2011, across all year levels and assessment areas, the proportion of Northern Territory students achieving National Minimum Standard (NMS) for literacy and numeracy performance remained consistently lower than other states and territories, and the Australian average. This difference in performance was greater for Indigenous students than non-Indigenous students and overall, Indigenous students in the Northern Territory had the lowest performance in Australia as a cohort.<sup>1</sup>
16. National and international studies consistently demonstrate that Indigenous status, geolocation and socioeconomic status have a strong impact on student performance. The Northern Territory has an Indigenous student cohort that is approximately 41% of the total school population, which is over six times greater than the next largest proportion from any other state or territory. Nearly half of Northern Territory students live in remote and very remote areas and a high proportion of these students are speakers of Indigenous languages with limited exposure to English language communication in their home environment.<sup>2</sup>
17. While many Northern Territory students live in challenging circumstances, where they are impacted by multiple and overlapping disadvantage factors, the relationship between education outcomes and student background is not inevitable. Research shows that education systems that put in place coherent, consistent and comprehensive reform agendas, which prioritise supporting schools to undertake rigorous evidence-based whole-school improvement, can impact positively on outcomes for these students, given time.<sup>3</sup>
18. The Northern Territory's literacy and numeracy improvement priorities are focussed on helping students improve their reading, writing, oral language and numeracy skills to better prepare them for their futures. Priorities include:

<sup>1</sup> [DET Annual Report 2011-12](#)

<sup>2</sup> Ibid

<sup>3</sup> Ibid



- Development of whole-of-school literacy and numeracy improvement plans which include data informed targets
  - Student monitoring and assessment of Standard Australian English (SAE) literacy and numeracy achievement of students
  - A strong focus on the early years and school readiness
  - Quality teaching and development of teacher capacity to deliver learning programs that maximize the opportunity for all students to develop SAE literacy and numeracy skills
  - Strong school leadership and improvement, with a focus on instructional whole school literacy and numeracy improvement practice, engagement of parents and the community, and professional learning opportunities of teachers and leaders on student demographic and achievement data.
19. Investment through the Smarter Schools National Partnerships (SSNP) has assisted to build capacity at the school, region and system level to participate in Northern Territory reforms focused on improving literacy and numeracy outcomes for disadvantaged students. Support for localised reform efforts through the Maximising Improvements in Literacy and Numeracy (MILaN), Engaging Urban Students (EUS), Engaging Remote Indigenous Students (ERIS) and Remote Whole School Reform (RWSR) initiatives; coupled with targeted coaching support through Teaching Multi-lingual Learners (TML) officers and Literacy and Numeracy Coaches has seen positive results for many schools and student cohorts.
20. The list of participating schools provided at Attachment A represent approximately 40 per cent of all Northern Territory students who achieved in the bottom two National Assessment Program Literacy and Numeracy (NAPLAN) bands in 2011 and approximately 52 per cent of all Northern Territory Indigenous students who achieved in the bottom two NAPLAN bands in 2011. <sup>4</sup> The approaches identified in Table One are aligned and linked with existing Northern Territory literacy and numeracy improvement priorities.

## PART 4 PERFORMANCE AND REPORTING ARRANGEMENTS

### Milestones

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

### Performance indicators and measures

22. The Northern 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**.

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<sup>4</sup> Based on 2011 NAPLAN results for reading and/or numeracy in years 3, 5 and 7 only.

Table 5 : Local measures

PERFORMANCE INDICATOR	AGREED LOCAL MEASURE	SECTOR	STATE SPECIFIC MEASURE	DATA SOURCE	BASELINE YEAR 2013
Improvement* in literacy and/or numeracy results for targeted student group including Aboriginal and Torres Strait Islander students	<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 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.</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>	<i>Govt:</i> Central Australia	Range of measures reported as below/at/above expected achievement for year level (Including PM benchmark, , TORCH, BURT word recognition, PROBE, Slossen, Waddington)	Student Achievement Information System (SAIS)	Term 1
		Arnhem, Palmerston and Rural	Mathematics/ numeracy /scientific inquiry diagnostic interviews (Schedule for Early Number Assessment (SENA) data, Talking Namba, Maths Online Interview, Primary Connections diagnostic and summative assessment) that include oral language assessment in first language and English	SAIS	Term 1
		Darwin and Katherine	Phonological awareness Assessment - pre and post testing	Regional Offices	Term 1
		<i>Catholic:</i> Case Management Approach	SENA data; PROBE reading assessment; PM Benchmark, Marie Clay standardised tests	Catholic Education NT	Term 1
		Accelerated Literacy	PM Benchmark	Catholic Education NT	Term 1
		Coaching and whole school commitments	SENA data, PM Benchmark	Catholic Education NT	Term 1
		<i>Independent:</i>	Folio of evidence using data from achievement on school-based programs, which may include PM Benchmarks, ESL levels and SENA data.	Association of Independent Schools of the NT	Term 1
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	Each of the approaches outlined in Table One of this Implementation Plan describes how sectors will use local school level data collection measures to assess literacy and/or numeracy performance over the school year.	Department of Education and Children's Services and sector collated data	NA



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	All	Table One of this Implementation Plan describes how approaches implemented by sectors will engage school staff in professional learning in literacy and/or numeracy to improve capability and effectiveness of literacy and/or numeracy teaching.	Department of Education and Children's Services and sector collated data	NA
Feedback from staff demonstrating improvement in capability and effectiveness of literacy and numeracy teaching		<b>Govt:</b> Central Australia	Workshop evaluations; longitudinal questionnaire, teacher observations.	Regional Offices	Term 1
		Arnhem, Palmerston and Rural	Number of staff participating in formal professional learning activities. Level of use (from Concerns Based Adoption Model) of the implementation of diagnostic assessment and use of evidence to adjust teaching practices.	Regional Offices	Term 1
		Darwin and Katherine	Literacy practices self assessment pre and post	Regional Offices	Term 1
		<b>Catholic:</b> Case Management Approach	Pre and post intervention survey.	Catholic Education NT	Term 1
		Accelerated Literacy	Pre and post intervention survey..	Catholic Education NT	Term 1
		Coaching and whole school commitments	Pre and post intervention survey..	Catholic Education NT	Term 1
		<b>Independent:</b>	Pre and post professional development survey.	Association for Independent Schools NT	Term 1

\*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:



Date 23.4.13

[By state/territory Minister]



Signature

Date 20.6.13

[By Commonwealth Minister]