

SOUTH AUSTRALIAN 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
2. 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.
3. 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

4. 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 South Australia, represented by the Minister for Education and Child Development.
5. Activity under the Implementation Plan must commence by no later than the beginning of Term 2 of the 2013 school year.
6. 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 South Australia's capacity to achieve the outcomes of the National Partnership.
7. 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.
8. This Implementation Plan may be varied by written agreement between the Commonwealth and State Ministers responsible for it under the overarching National Partnership.
9. 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 SOUTH AUSTRALIAN IMPLEMENTATION

Project information

10. This Implementation Plan describes how South Australia 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.
11. A complete list of participating schools is provided at Attachment A.

12. 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	Government (DECD) Quicksmart	A numeracy program for students who are at or below the national minimum standard in Numeracy in Years 4 to 8. It focuses on developing fast and accurate numeracy skills through 30-minute lessons, three times a week, for 30 weeks. Students learn to 'trust their heads' and develop confidence in themselves as learners.	4 to 8	Numeracy	N/A	Provisional list provided in Attachment A	This program particularly focuses on developing automaticity skills in Numeracy for students. This includes Aboriginal and Torres Strait Islander students (A&TSI).
2	DECD Teacher coaching	This initiative will continue on the coaching strategy introduced through the Literacy and Numeracy National Partnership (LNNP). This includes targeted teacher coaching to improve pedagogy and differentiated teaching and learning to support students at or below national minimum standard. Participating schools may wish to work in clusters to share a full time coach(es).	4 to 10	Literacy and Numeracy	N/A	Provisional list provided in Attachment A	The coaching model aims to improve the quality of teacher practice and approaches to teaching literacy and numeracy specifically for students at or below national minimum standard (NMS). This includes A&TSI students.

1	Independent - School-Based Coaching – a Partnership Approach to Improve Teacher Capability and Impact Student Outcomes	This initiative will strengthen the approaches introduced through the LNNP and will build teacher capacity to improve student outcomes, including those at or below the NMS in South Australian Independent Schools. School will continue to develop a contextual coaching model that focuses on building whole school improvement, developing teacher capacity through data analysis, collaborative planning, and the building of content and pedagogical knowledge and deprivatisation of practice to improve student learning.	Reception to 10	Literacy and Numeracy	N/A	Provisional list provided in Attachment A	This approach is based on improving literacy and numeracy outcomes through the provision of an effective teaching and learning program that responds to the intellectual, social, emotional and cultural needs of all students, including A&TSI.
1	CESA - Four Dimensional Coaching Support for Teachers of Literacy and Numeracy	The initiative expands on the instructional coaching model used by the Catholic sector in the LNNP, engaging schools in whole school reform and extensive literacy or numeracy learning in order to implement strategies which will improve outcomes for all students, particularly focussing on those students in the lowest 2 NAPLAN bands. The interdependent and collaborative dimensions of	3 to 9	Literacy and Numeracy	N/A	Provisional list provided in Attachment A	This approach focuses on improving outcomes in literacy and numeracy for all students using differentiated teaching approaches that meet the need of individual students, including A&TSI.

		<p>support involve the school based coaches, principal, expert literacy and numeracy consultants and a Learning Network.</p> <p>Strategic approaches will be tailored to the contexts of the individual schools with differentiated levels of support, as evidenced by the number of students in the lowest 2 NAPLAN bands.</p>					
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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

13. The maximum financial contribution to be provided by the Commonwealth for the project to the jurisdiction is \$19,701,524 payable in accordance with performance indicators and performance milestones set out in Part 4 of the National Partnership. All payments are exclusive of GST.
14. The overall budget (exclusive of GST) is set out as estimated financial contributions in Table 2. The budget is indicative only and South Australia retains the flexibility to move funds between components and/or years, as long as outcomes are not affected. The Commonwealth contribution can only be moved between years with the agreement of the Commonwealth.

Table 2: Estimated financial contributions

(\$ million)	Element/Approaches E.g. – coaches, mentoring, teacher PD	Total 2013
Government	Quicksmart	\$2.56M
	Coaching	\$7.34M
Catholic	Four Dimensional Coaching Model	\$1.899M
Independent	School-Based Coaching - a Partnership Approach to Improve Teacher Capability and Impact Student Outcomes	\$1.32M
Total estimated budget less estimated Commonwealth contribution		
equals estimated balance of non- Commonwealth contributions		N/A
Total Commonwealth contribution		\$13.1M

* Funding for 2013/ 2014 not included

Program Logic

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

Table 3 – Program Logic

Project elements	Outputs	Outcomes	Reform/ Project Objectives	Responsibilities
<p><i>Approach</i></p> <p>Government (DECD) Quicksmart</p>	<p><i>Demonstrated link to output(s)</i></p> <p>a) Implementation of effective evidence-based teaching approaches in participating schools with a focus on the needs of the individual.</p> <p>Underpinning Quicksmart is the establishment of a motivational learning environment that places an emphasis on fluency, timed practice, use of strategies and automatic recall of basic skills. The aim is to improve students' information-retrieval times to levels that free working-memory capacity from an excessive focus on routine tasks. This allows students to undertake higher-order mental processing and develop their numeracy skills.</p> <p>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.</p>	<p><i>Demonstrated link to outcome(s)</i></p> <p>a) Improved student performance in target groups in literacy and/or numeracy in participating schools; and</p> <p>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.</p> <p>Quicksmart will support targeted numeracy learning for individual students, including students of diverse backgrounds and those in the targeted groups. The use of Progressive Achievement Tests in Mathematics (PATM) provides consistency of data collection in order to analyse and monitor cohort and individual student strengths and identify where support is needed. This data will specifically inform teachers and</p>	<p><i>Demonstrated link to NP Objective</i></p> <p>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 A&TSI students, in participating schools.</p> <p>The Quicksmart program is centred on developing effective numeracy intervention practices for teachers and support staff. By focussing on developing fundamental skills and confidence in numeracy, students who are at or below NMS will be able to progress more effectively in higher order numeracy learning.</p>	<p>Government</p>

Project elements	Outputs	Outcomes	Reform/ Project Objectives	Responsibilities
	<p>In addition to Quicksmart centred professional learning communities and cluster sharing, teachers and school service officers will be specifically trained to support intervention for targeted students.</p> <p>c) Effective data collection and assessment practices in participating schools and systems.</p> <p>Underpinning the Quicksmart program will be the use of the PATM to help provide accurate information to teachers on the specific numeracy learning needs of the targeted students.</p>	<p>support staff in the effective delivery of the Quicksmart program to individual students.</p> <p>c) Improved capability and effectiveness of literacy and/or numeracy teaching in participating schools.</p> <p>Specific training in numeracy for teachers and support staff is a key aspect to Quicksmart. Networks and professional learning communities of Quicksmart schools/teachers will be an essential aspect in the implementation.</p>		

Project elements	Outputs	Outcomes	Reform/ Project Objectives	Responsibilities
<p>Government (DECD) Coaching</p>	<p>a) Implementation of effective evidence-based teaching approaches in participating schools with a focus on the needs of the individual. The teacher coaching strategy raises the profile of literacy or numeracy learning in the school community, particularly in the context of students at or below national minimum standard.</p> <p>This initiative will enable teachers to expand their range of teaching strategies in literacy and numeracy in order to improve the outcomes for students.</p> <p>The literacy and numeracy coaches will use their experience, knowledge and evidence based best practice with schools to support training and development for principals and teachers.</p> <p>Data analysis and effective differentiated pedagogy for the identified students will be a major feature of the initiative.</p> <p>b) Sharing of effective evidence-based teaching approaches across schools and jurisdictions including through an increase in the number of literacy and</p>	<p>a) Improved student performance in target groups in literacy and/or numeracy in participating schools; and</p> <p>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.</p> <p>The teacher coach will use strategies that support planning of interventions in literacy and numeracy learning for individual students, including students of diverse backgrounds and those in the targeted groups.</p> <p>In addition, coaches help raise expectations and achievement in learning for students and teachers. They support teachers in differentiating classroom programs and planning interventions in literacy and numeracy learning for the targeted groups. The use of Progressive Achievement Tests in Reading</p>	<p>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 A&TSI students, in participating schools.</p> <p>The literacy and numeracy coaches will use their experience, knowledge and evidence based best practice with schools to support training and development for principals and teachers.</p> <p>The coaching approach will enable teachers to expand their range of teaching strategies in literacy and numeracy in order to improve the outcomes for students at or below NMS.</p>	<p>Government</p>

Project elements	Outputs	Outcomes	Reform/ Project Objectives	Responsibilities
	<p>numeracy approaches published on Teach, Learn Share.</p> <p>Professional Learning for coaches and coaching networks will be a key aspect within this strategy.</p> <p>c) Effective data collection and assessment practices in participating schools and systems.</p> <p>Data will be collected and analysed by each school with support from their teacher coach to inform teaching and learning and develop action plans. This will enable effective strategic planning for literacy and numeracy improvement at school, class and individual levels.</p>	<p>Comprehension or PATM tests provides consistency of data collection in order to analyse and monitor cohort and individual student strengths and identify where support is needed</p> <p>c) Improved capability and effectiveness of literacy and/or numeracy teaching in participating schools.</p> <p>Coaches will help facilitate the sharing of good practice both within the schools and across networks and clusters.</p>		

Project elements	Outputs	Outcomes	Reform/ Project Objectives	Responsibilities
<p>Independent School-Based Coaching – a Partnership Approach to Improve Teacher Capability and Impact Student Outcomes</p>	<p>a) Implementation of effective evidence-based teaching approaches in participating schools with a focus on the needs of the individual;</p> <p>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;</p> <p>c) effective data collection and assessment practices in participating schools and systems</p> <p>To develop a culture of de-privatised practise that aligns with each school's strategic plans for school improvement, is actively supported by school leadership and uses data to inform intervention practices and focussed professional learning:</p> <ul style="list-style-type: none"> • Contextualised school-based coaching approaches staffed from within participating schools, to build teacher quality and whole of school literacy or numeracy approaches; • Ongoing AISSA Advisory support for coaches/key teachers in participating schools; • Intra/inter-school professional learning opportunities and communities which focus on deepening pedagogical, subject 	<p>a) Improved student performance in target groups in literacy and/or numeracy in participating schools;</p> <p>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;</p> <p>c) Improved capability and effectiveness of literacy and/or numeracy teaching in participating schools.</p> <p>Improved literacy or numeracy outcomes through:</p> <p>School leadership that supports school strategies and structures to improve literacy or numeracy outcomes for students as an integral part of their strategic plan for school improvement.</p> <p>School-based coaches working with teacher colleagues to continue to build and sustain the approaches that schools commenced through the initial LNNP, including:</p> <ul style="list-style-type: none"> • Support of targeted 	<p>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 A&TSL students, in participating schools.</p> <ul style="list-style-type: none"> • As described in the AISSA Teach Learn Share submission, the main objective is to improve student outcomes in literacy and/or numeracy with a focus on students in the bottom two NAPLAN bands, by building a culture of coaching and de-privatised practice that aligns with each participating school's strategic plans for school improvement, is actively supported by school leaders, uses data to inform intervention practices and provides professional learning to shape and develop quality teaching. 	<p>The South Australian Independent school sector</p>

Project elements	Outputs	Outcomes	Reform/ Project Objectives	Responsibilities
	<p>knowledge and data-informed practice;</p> <ul style="list-style-type: none"> Data collection, analysis and action using NAPLAN, local measure and other related student data. 	<p>students, including those at or below the national minimum standard;</p> <ul style="list-style-type: none"> Developing evidence based literacy and/or numeracy practice across each school; Differentiating the literacy / numeracy curriculum to cater for diverse needs of students; Building assessment capability and practices to accelerate and support student progress; Developing student capacity as self-regulated learners; Leading pedagogical change <p>Informed professional learning and AISSA advisory support for school-based coaches to improve student performance in literacy and/or numeracy by building teacher content and pedagogical knowledge, and data-informed practice.</p>	<p>Use of NAPLAN data, the School Measurement and Reporting Toolkit, PAT M and PAT R (administered at two points in time during 2013) and local diagnostic assessment tools to</p>	

Project elements	Outputs	Outcomes	Reform/ Project Objectives	Responsibilities
<p>CESA - Four Dimensional Coaching Support for Teachers of Literacy and Numeracy</p> <p>1. A whole of school approach to literacy and numeracy improvement</p> <p>2. High level consultancy support to every ILN school</p> <p>3. The instructional coaching model</p> <p>4. Literacy and Numeracy Network</p>	<p>a) Implementation of effective evidence-based teaching approaches in participating schools with a focus on the needs of the individual;</p> <p>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;</p> <p>c) Effective data collection and assessment practices in participating schools and systems.</p> <p>1. A whole of school approach to literacy and numeracy improvement ensures effective and evidence based teaching approaches as:</p> <ul style="list-style-type: none"> • The principal is the visible leader of learning with a clearly defined moral purpose to improve outcomes for all students' • Data is used for strategic planning in 	<p>provide consistent and reliable data. Strategies and structures will be established early to enable participating schools to effectively collect, analyse, interpret and use data to plan for interventions directly relating to the needs of and successes of students in literacy and/or numeracy.</p> <p>a) Improved student performance in target groups in literacy and/or numeracy in participating schools;</p> <p>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;</p> <p>c) Improved capability and effectiveness of literacy and/or numeracy teaching in participating schools.</p> <p>A whole school approach enables continuity and consistency of best practice and the sustainability of successful initiatives.</p> <p>An evidence based learning</p>	<p>(As listed in CESA's Teach Learn Share Submission)</p> <p>Deliver sustained improvements in literacy and numeracy outcomes for students in participating schools, with a focus on students in the lower two NAPLAN bands at each year level.</p> <p>Implement evidence-based initiatives, strategies and interventions which achieve accelerated and sustained improvements in literacy and numeracy outcomes for students.</p> <p>Develop the capacity of teachers, their pedagogical content knowledge and skills, to teach numeracy and</p>	<p>CESA</p>

Project elements	Outputs	Outcomes	Reform/ Project Objectives	Responsibilities
	literacy/ numeracy improvement; <ul style="list-style-type: none"> • There is cohesive whole school teaching and assessing; • Professional learning in literacy and numeracy is embedded in the daily teaching practice. • monitoring and implementation of intervention strategies is consistent. 	culture enables teachers to expand their repertoire of teaching strategies in literacy and numeracy in order to improve outcomes for all students. Monitoring of student progress with specialist teams of teachers working together to meet the needs of targeted students will improve literacy and numeracy performance.	literacy.	

Project elements	Outputs	Outcomes	Reform/Project Objectives	Responsibilities
	<p>2. High level consultancy support to every ILN school to facilitate:</p> <ul style="list-style-type: none"> • Strategic planning based on data; • Professional learning in numeracy or literacy pedagogical content knowledge; • Mentoring coaches in classroom contexts; • Case management of individual targeted students. <p>3. The instructional coaching model develops the quality and capacity of teaching within each school context by:</p> <ul style="list-style-type: none"> • Modelling effective practice; • Providing feedback on performance; • Providing access to resources; • Using and analysing data to inform learning and teaching. <p>Coaches will:</p> <ul style="list-style-type: none"> • Facilitate sharing and professional learning across regions, cluster and/or within school; • Coordinate case management of targeted students. 	<p>The work of consultants with Principals and coaches ensures planning of interventions in literacy and numeracy learning for individual students, including students of diverse backgrounds and those in the targeted groups.</p> <p>Coaches raise expectations and achievement in learning for students and teachers. They support teachers in refining teaching practices, differentiating classroom programs and planning interventions in literacy and numeracy learning for the targeted groups.</p>	(As above)	CESA

Project elements	Outputs	Outcomes	Reform/ Project Objectives	Responsibilities
	<p>4 Literacy and Numeracy Network provides professional learning involving:</p> <ul style="list-style-type: none"> Sharing effective practices; developing resource materials; assessment of literacy and numeracy; Using data, with a focus on improvement, including NAPLAN analysis at all levels and development of local useful measures in addition to NAPLAN. <p>Implementing a consistent approach to data collection and analysis to inform teaching and learning and develop action plans. This will involve:</p> <ul style="list-style-type: none"> Analysing and monitoring system, school, group and individual student performance; Building teacher competency in using tools for data analysis and tracking progress over time. Using data to develop whole school consistency of practice and a range of assessment strategies in order to improve case management and appropriate intervention programs for targeted students. 	<p>The Literacy and Numeracy Network involves sharing of effective literacy and numeracy practices across CESA schools and other jurisdictions.</p> <p>Schools in the network will share success on a regular basis and publish their learning stories on the CESA Wiki. From these case studies schools will be invited to contribute to Teach Learn Share.</p> <p>The use of NAPLAN data and the PAT M and PAT R provides consistency of data collection in order to analyse and monitor system, school, cohort and individual student strengths and identify where support is needed.</p> <p>The development of a broad range of assessment strategies is essential to the effective monitoring of individual students.</p> <p>These will specifically inform an improved case management approach and appropriate intervention programs for targeted students.</p>	<p>(As above)</p> <p>Enhance capacity for whole school and sector evaluation and monitoring of effectiveness of learning programs:</p> <p>Implement the broad scale use of an assessment tool other than NAPLAN to:</p> <ul style="list-style-type: none"> Improve monitoring of student achievement in literacy and numeracy; Evaluate the effectiveness of the tool; Establish a base for future systems evaluation. 	<p>CESA</p>

Risk management

16. 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

17. In developing this Implementation Plan, consideration has been given to South Australia's relevant context. Key factors that have influenced the proposed direction as set out below (or in Table 4)

The Association of Independent Schools South Australia (AISSA)

AISSA facilitated participation in this initiative through a consultative process with schools. The South Australian Index of Disadvantage (IOD) was used as the initial entry point in inviting schools to participate in the original LNNP. The IOD is derived from the ABS Census Collection Districts and is comprised of the following dimensions: Occupation, Education, Income and Family income, and in addition Family Type/Structure, Accommodation Type/Dwelling, Tenancy/Home Ownership, Language, and Aboriginality.

Schools with greater characteristics of complexity were invited to scrutinise their NAPLAN and other school diagnostic data to determine levels of student need in literacy or numeracy, as well as a cohort of students that would benefit from targeted assistance.

The decision to be involved rested with each individual school's Principal and their governance bodies.

Catholic Education South Australia (CESA)

The ILNNP approach for CESA includes 45 schools encompassing suburban, regional and rural schools. Many of these schools have participated in the Smarter Schools National Partnerships on Literacy and Numeracy or the low SES School Communities National Partnership from 2010-2012 and are part of an established network of schools committed to evidence based practice focussed on improving literacy and numeracy outcomes for students. Whereas schools in the previous National Partnership were selected on SES ranking, this partnership uses student achievement in NAPLAN in 2011 and 2012 to determine differentiated levels of school support based on the needs and contexts of the schools.

Department of Education and Child Development (DECD)

Over 150 public schools will be invited to participate in this national partnership. Schools invited will include the original LNNP schools as well as those schools with the highest proportion of students at or below NMS in both 2011 and 2012. Many of the schools invited will be from a low SES context and are part of the low SES School Communities National Partnership.

The proposed approach to the ILNNP by the government sector will align closely with the new Numeracy and Literacy B-18 Strategy (*Numeracy and Literacy Improving Foundational Skills For Learning and Life*) which is in development and build on the effective teacher coaching models already established under the previous LNNP.

Table 4: Links with existing reforms or projects [example]

Proposed Elements/Approaches (as identified in Table 2)	Existing reforms or projects	Complementary nature of activities
<p>DECD (Government)- Teacher Coaching and Quicksmart Numeracy strategy</p>	<p>The LNNP supported teachers and schools to focus their efforts on strengthening capacity to improve literacy and numeracy outcomes for their students. The LLNNP coaching approach will build on this work but focus more specifically on students at or below the NMS.</p>	<p>In 2013, the new Numeracy and Literacy Strategy (<i>Numeracy and Literacy Improving Foundational Skills For Learning and Life</i>), which is in development, will guide numeracy and literacy in public schools for the next five years. Key drivers within this strategy include:</p> <ul style="list-style-type: none"> • Teachers make a difference • Supporting every student to be successful • High numeracy and literacy expectations <p>The proposed LLNNP approach aligns strongly with these drivers through improved teacher practice and informed intervention support for the targeted students.</p>
<p>Independent Schools - Approach 1 School-Based Coaching – a Partnership Approach to Improve Teacher Capability and Impact Student Outcomes</p>	<p>This approach continues to build and sustain the approaches that schools commenced through the initial LNNP. This initiative is strongly influenced by the AISSA position paper: AISSA: Providing a Coherent Approach to the Delivery of Services.</p>	<p>A main objective was to improve student outcomes in literacy and/or numeracy by building a culture of coaching and de-privatised practice that aligns with each participating school's strategic plans for school improvement, is actively supported by school leaders and uses data to inform intervention practices and focussed professional learning.</p> <p>This paper describes organisational commitment to providing services that offer opportunities for all member schools to achieve their aspirations, particularly in improving the quality and standards of education and care they provide within the vision and underpinning ethos of each school.</p>

<p>CESA - Four Dimensional Coaching Support for Teachers of Literacy and Numeracy</p>	<p>The CESA ILNNP strategically capitalises on and expands the successful models of practice from the Smarter Schools LNNP and the Smarter Schools National Partnership (SSNP) for low SES schools. This will include a focus on deeper understanding of the needs of particular students at risk and the structures, resources and strategies that will support their successful growth.</p> <p>Evaluation data from Principals, school leaders and teachers involved in the SSNP low SES and LNNP from 2010-2012 indicated a strong need for continued support of the teacher professional learning and student learning models. Continuation and development of consistent data collection tools and practices (other than NAPLAN) has been sought within schools and across the sector.</p>	<p>Building the capacity of principals and school leadership teams to drive continuous improvement, through identification and implementation of proven literacy and numeracy practices and the use of performance data.</p> <p>Providing access to professional learning to increase teacher capacity to teach literacy and numeracy and use data to inform teaching.</p> <p>Identifying and developing resources for teachers to deliver consistent, high quality literacy and numeracy teaching.</p> <p>Identifying and developing 'wrap around' strategies and resources to address the specific needs of students from diverse backgrounds</p> <p>Supporting schools to share best practice and performance outcomes with other schools and the community.</p>
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PART 4 PERFORMANCE AND REPORTING ARRANGEMENTS

Milestones

18. Performance milestones and associated payments are set out below:

DUE DATE	MILESTONE	PERCENT AGE 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%
By 30 April 2013	Provision of baseline data for local measures for all participating schools against performance indicators specified in Table 1.	20%
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); 	20%* 15%

DUE DATE	MILESTONE	PERCENT AGE OF FUNDING ALLOCATI ON
	iii. outlines the improved capability and effectiveness of literacy and numeracy teaching as evidenced by local measures (Table 1, performance Indicator 4);	15%
	iv. provides NAPLAN data against all national measures specified in Table 1; and	5%
	v. provides at least five additional showcases of best practice in participating schools.	5%

Sector allocations will be based on Table Three of the Agreement

Performance indicators and measures

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

Table 5: Local measures

PERFORMANCE INDICATOR	AGREED LOCAL MEASURE	STATE SPECIFIC MEASURE	DATA SOURCE	BASELINE YEAR 2013
Improvement in literacy and/or numeracy results for targeted student group including Aboriginal and Torres-Strait Islander students.	Local school level data demonstrating change in literacy and/or numeracy performance for the targeted student group compared with other children at the same grade in reading and numeracy for the 2013 school year. At the 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.	<i>All sectors:</i> Progressive Achievement Tests in Reading (PAT R) and Progressive Achievement Tests in Mathematics (PAT M) Australian Council for Educational Research (ACER) 2013		
		Students will undertake the PAT R and or PAT M online assessment in March/April and again in October/November 2013.		

PERFORMANCE INDICATOR	AGREED LOCAL MEASURE	STATE SPECIFIC MEASURE	DATA SOURCE	BASELINE YEAR 2013
	Local school level data demonstrating change in literacy and/or numeracy performance for A&TSI students falling behind compared with other children at the same grade in reading and numeracy for the 2013 school year	<i>All sectors:</i> Progressive Achievement Tests in Reading (PAT R) and Progressive Achievement Tests in Mathematics (PAT M) Australian Council for Educational Research (ACER) 2013 Students will undertake the PAT R and or PAT M online assessment in March/April and again in October/November 2013.		
Education systems and participating schools conducting effective data collection and assessment to inform best practice literacy and numeracy teaching.	Description of local school level data collection measures used and how these measures are used to assess literacy and numeracy performance over the school year.	<i>All sectors:</i> Progressive Achievement Tests in Reading (PAT R) and Progressive Achievement Tests in Mathematics (PAT M)	Australian Council for Educational Research (ACER)	2013
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	<i>All sectors:</i> Survey on professional learning for teachers	Online survey	2013
	Feedback from staff demonstrating improvement in capability and effectiveness of literacy and numeracy teaching	<i>All sectors:</i> Survey	Online survey	2013

*For local measures, improvement is considered to be any increase (reported in the final report) above the baseline data obtained at the beginning of the 2013 school year.
 Standard protocols apply in relation to schools with low numbers of students.

Sign off

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

Signature

Angus Rank


Date 6.3.13

[By state/territory Minister]

20.3.13

Signature

Date

[By Commonwealth Minister]