

TASMANIAN IMPLEMENTATION PLAN

National Partnership Agreement on Improving Literacy and Numeracy

PART 1: PRELIMINARIES

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

PART 2: TERMS OF THIS IMPLEMENTATION PLAN

3. This Implementation Plan will commence as soon as it is agreed between the Commonwealth of Australia, represented by the Minister for School Education and Early Childhood and the state/territory of Tasmania, represented by Nick Mckim, the Minister for Education and Skills.
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 Tasmania'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 TASMANIA'S IMPLEMENTATION

Project information

9. This Implementation Plan describes how Tasmania 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	Raising the Bar	<p>The RTB strategy is a statewide program, centrally coordinated, evidence based and well researched. It links to the department's Strategic Plan and aligns with the Literacy and Numeracy Framework. The establishment of the eleven Network Lead Schools/Lead Teachers across the eleven networks of schools is positive and provides mentoring , coaching and support for literacy and numeracy.</p> <p>The provision of a wide range of professional learning opportunities as well as well designed literacy and numeracy resources will assist schools to successfully implement the strategy.</p>	Years 3-10	Literacy and/or numeracy	--N/A	Participating government schools	All Students

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	Action Maths	<p>ACTION (Accelerating Catholic Tasmanian Schools to Improve Outcomes in Numeracy) was a partnership between the Department of Education, Employment and Workplace Relations (DEEWR), the Tasmanian Catholic Education Office (TCEO) and Catholic primary schools. It is well established that the principal and teacher are the most significant factors in improving student outcomes. For this reason, investing in ongoing and sustainable staff development is important if pedagogy and learning is to be enhanced. The ACTION project aimed to raise mathematics outcomes for all students in Catholic primary schools in the Tasmanian Archdiocese of Hobart through sustainable principal/teacher development.</p>	Years 4-10	Numeracy	N/A	Participating Catholic Schools	All students

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	Letters and Sounds	Clusters of schools, teachers, principals and parents within Catholic and independent schools in Tasmania identified a structured approach to use when teaching phonics. This approach was designed to be fully compatible with the wider, language-rich early years curriculum experienced in these schools. The schools commenced a system-wide, consistent K-2 approach to 'secure optimum progress in children's acquisition of phonics knowledge and skills'. The participating schools identified the commitment to one approach to teaching phonics, by all schools, teachers and administrators, as the key to their success in improving results amongst the student cohort.	Year 1	Literacy	N/A	Participating independent schools	All students
4	Principals as Literacy Leaders	The Principals as Literacy Leaders (PALL) project was funded by the Australian Government under the Literacy and Numeracy pilots in Low SES Communities program. The project identifies specific capabilities needed for principals to be effective leaders in the teaching of reading in their schools.	Government primary school principals	Literacy	N/A	Participating government primary schools	All Students

NOTE: Approaches 1-4 have been published on Teach Learn Share or have been endorsed by the Expert Reference Group pending publication

Estimated costs

11. The maximum financial contribution to be provided by the Commonwealth for the project to the jurisdiction is \$6,833,931.00 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 Tasmania retains the flexibility to move funds between components and/or years, as long as outcomes are not affected. The Commonwealth contribution can only be moved between years with the agreement of the Commonwealth.

Table 2: Estimated financial contributions

(\$ million)	Element/Approaches Eg – coaches, mentoring, teacher PD	Total 2013
Government		\$5,631,328.00 (funding provided by the Commonwealth through the ILNNP allocation)
Catholic		\$843,754.00 (funding provided by the Commonwealth through the ILNNP allocation)
Independent		\$358,848.00 (funding provided by the Commonwealth through the ILNNP allocation)
Total estimated budget less estimated Commonwealth contribution equals estimated balance of non- Commonwealth contributions		NIL
Total Commonwealth contribution		6,833,931.00

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	Responsi- bilities
<i>Approach</i>	<i>Demonstrated link to output(s)</i>	<i>Demonstrated link to outcome(s)</i>	<i>Demonstrated link to NP Objective</i>	

Project elements	Outputs	Outcomes	Reform/ Project Objectives	Respon- sibilities
<p>Raising the Bar (DoE)</p> <ul style="list-style-type: none"> empowering schools leaders to become leaders of literacy/numeracy building the capacity of teachers to teach literacy and numeracy utilising data to inform teaching practices and cater for the needs of individual students <p>Lit/Num Framework (DoE)</p> <ul style="list-style-type: none"> This Framework is the overarching document that guides Literacy and Numeracy improvement and aligns with the DoE's Strategic Plan 2012-2015 Eleven Network Lead Schools/Lead Teachers (DoE) provide mentoring, coaching and support for Literacy/Numeracy across the DoE's eleven networks of schools <p>Resource support (DoE)</p> <ul style="list-style-type: none"> the NAPLAN Toolkit to enable teachers to analyse NAPLAN data and plan for intervention and support of students falling below the benchmark <i>Supporting Literacy and Numeracy Success: a teacher resource for Early Years to Year 12</i> (DoE) Professional Learning for teachers through the DoE's Professional Learning Institute (PLI) including the Principals as Literacy Leaders (PALL) program for all participating government primary schools 	<p>The approaches that Tasmanian school sectors are implementing are proven, effective evidence-based approaches, that focus on the needs of the individual and are endorsed by the Expert Reference Group</p>	<p>These approaches are proven and have demonstrated improvement in literacy and numeracy in past years and outlined in the evaluation of the Raising Bar Strategy (DoE).</p> <p>Tasmania's intention is that these approaches will demonstrate improvement in the targeted cohorts in participating schools.</p>	<p>Participating Tasmanian government schools aspire to improve the performance of students who are falling behind in literacy and/or numeracy including targeted groups with a particular emphasis on students from disadvantaged backgrounds and Aboriginal and Torres Strait Islander students, in participating schools.</p> <p>The focus on building the capacity of school leaders in the teaching of literacy and numeracy will enhance teacher quality and improve student learning outcomes</p> <p>These strategies will enable Tasmania to meet the objectives of the ILNNP.</p>	<p>School leaders and teachers in participating schools</p> <p>DoE's Educational Performance Services (EPS) providing data collection and analysis</p> <p>The PLI providing the professional learning support to teachers using evidence-based programs including PALL and SPALL and resources such as the NAPLAN toolkit</p> <p>Curriculum Services providing support and resources</p> <p>Lead Schools/Lead Teachers providing mentoring, coaching and support to participating schools</p>

Project elements	Outputs	Outcomes	Reform/ Project Objectives	Respon- sibilities
<p>ACTION MATHS Catholic Education Tasmania has developed a system-wide Numeracy Strategy, which includes:</p> <p>Numeracy Leadership Course for Principals and School Leaders</p> <p>Early Interview Training</p> <p>Modelled Lessons</p> <p>Professional Learning Workshops</p> <p>Co-coaching for Literacy and Numeracy</p> <p>Early Career Mentoring for Improved Literacy and Numeracy</p> <p>Data Literacy for teachers and School Leaders</p> <p>Catholic schools will analyse NAPLAN data and plan for intervention and support of students falling below the benchmark</p>	<p>The approaches that Catholic Education Tasmania is implementing are proven, effective evidence-based approaches, that focus on the needs of the individual and are endorsed by the Expert Reference Group</p>	<p>Tasmania's intention is that these approaches will demonstrate improvement in the targeted cohorts in participating schools.</p>	<p>Catholic Education aspires to improve the quality of literacy and numeracy teaching, through professional learning, coaching and mentoring, resulting in improved outcomes for all students with a particular focus on targeted students.</p> <p>The focus on building the capacity of school leaders in the teaching of literacy and numeracy will enhance teacher quality and improve student learning outcomes.</p> <p>These strategies will enable Tasmania to meet the objectives of the ILNNP.</p>	<p>School leaders and teachers in participating schools</p> <p>Curriculum Team, including Education Officers – regional and statewide</p> <p>Evidence-based Professional Learning programs conducted by Consultants.</p> <p>Support and Resources provided by Catholic Education.</p> <p>Principals/Assistant Principals and leading teachers providing mentoring, coaching and support to participating schools.</p>

Project elements	Outputs	Outcomes	Reform/ Project Objectives	Respon- sibilities
<p>Letters and Sounds National and international research has identified synthetic phonics as the most successful approach to the teaching of reading and spelling in the early years. It is now widely recognised that diligent, concentrated and systematic teaching of phonics is central to the success of schools that achieve high standards in reading.</p> <p>PL will enable teachers</p> <ul style="list-style-type: none"> • to identifying the need for a approach to teaching beginning reading and spelling • to systematically implement a research-based strategy that involves principals, parents and caregivers • to teach following a defined sequence: <p><i>Revisit, Explain, Use</i> (What do we know <i>Teach</i> (How the pattern/structure works. <i>Practise</i> (A range of interactive activities for practising new learning.) <i>Apply</i> (Revise, apply reflect on learning.)</p>	<p>The approaches that Tasmanian school sectors are implementing are proven, effective evidence-based approaches, that focus on the needs of the individual and are endorsed by the Expert Reference Group</p>	<p>Independent Schools Tasmania's intention is that, using PIPS results as a baseline, this approach will demonstrate improvement in the targeted cohorts in participating schools.</p>	<p>Participating Independent schools aspire to improve the performance of students who are falling behind in literacy and/or numeracy including targeted groups with a particular emphasis on students from disadvantaged backgrounds and Aboriginal and Torres Strait Islander students, in participating schools.</p> <p>The focus on building the capacity of school leaders in the teaching of literacy and numeracy will enhance teacher quality and improve student learning outcomes.</p> <p>These strategies will enable Tasmania to meet the objectives of the ILNNP.</p>	<p>School leaders and teachers in participating schools</p> <p>The IST POs providing professional learning support to teachers using evidence-based programs including Letters & Sounds, and resources</p> <p>IST providing support and resources</p> <p>Lead Schools/Lead Teachers providing mentoring, coaching and support to participating schools</p>

Project elements	Outputs	Outcomes	Reform/ Project Objectives	Responsi- bilities
Principals as Literacy Leaders (PALL) program	The approaches that Tasmanian schools are implementing are proven, effective evidence-based approaches, that focus on the needs of the individual and are endorsed by the Expert Reference Group	Tasmania's intention is that this approach will demonstrate improvement in the targeted cohorts in participating schools.	The focus on building the capacity of school leaders in the teaching of literacy and numeracy will enhance teacher quality and improve student learning outcomes.	Principals of participating government primary schools
	<p><i>Sharing of effective evidence-based teaching approaches across schools and sectors including through an increase in the number of literacy /numeracy approaches published on Teach, Learn, Share</i></p> <p>Raising the Bar, ACTION Maths, Letters and Sounds and the PALL program are all strategies that have been endorsed by the Expert Reference Group and have been uploaded onto Teach, Learn Share. During 2013 Tasmania will be implementing Secondary Principals as Leaders of Literacy (SPALL) professional learning program which will be evaluated and uploaded onto Teach Learn Share for approval by the Expert Reference Group.</p>	<p><i>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.</i></p> <p>Through monitoring and analysis of school data including PAT testing, PIPS and NAPLAN, schools will identify areas where further support is needed and where improvement has occurred.</p>		Schools, Educational Performance Services (DoE)

Project elements	Outputs	Outcomes	Reform/ Project Objectives	Respon- sibilities
	<p><i>Effective data collection and assessment practices in participating schools and systems.</i></p> <p>Tasmania will follow a rigorous process of data collection and analysis to monitor student improvement and ensure the ILNNP intentions are met. The DoE will support the Catholic and Independent sectors in data collection and analysis.</p>	<p><i>Improved capability and effectiveness of literacy and/or numeracy teaching in participating schools.</i></p> <p>Through the proposed strategies the capacity of teachers and school leaders to be effective teachers of literacy and/or numeracy will be enhanced and student outcome improved as a result.</p>		Schools, Educational Performance Services (DoE)

Risk management

[Note: the purpose of this component is to demonstrate that a risk assessment has been undertaken, any identified risks considered and a risk management plan has been developed].

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

[Note: This section should provide a brief statement on the particular state or territory's unique circumstances as context for the approach taken to deliver on the National Partnership's outcomes and objectives.]

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

Insert list of contextual factors which may include:

- a. *existing projects or reforms that complement the Implementation Plan projects/reforms, including jurisdiction-level initiatives that have influenced the chosen direction;*
- b. *demographic or geographic circumstances;*
- c. *historical context; or*
- d. *Any other information that the drafting state or territory agree is relevant and in the interest of aiding public understanding.]*

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

Proposed Elements/Approaches (as identified in Table 1)	Existing reforms or projects	Complementary nature of activities
Approach 1 Raising the Bar	<p>DoE Strategic Plan</p> <p>DoE Literacy and Numeracy Framework</p> <p>The DoE Network structure</p> <p>DoE resources including the NAPLAN Toolkit and <i>Supporting Literacy and Numeracy Success</i></p>	<p>Tasmania has the highest proportion of persons in the most disadvantaged areas (at 31.7%) in the nation and students from low socio-economic backgrounds are experiencing major educational disadvantage.</p> <p>These existing reforms and projects contribute to a strategic, state-wide and explicit school improvement agenda. The success of these reforms are evidenced by improvements in student learning outcomes and demonstrated by Tasmania's 2012 NAPLAN results.</p>
Approach 2 ACTION Maths	<p>Catholic Education Tasmania Numeracy Strategy</p> <p>Empowering Local Schools National Partnership</p> <p>Lit/Num National Partnership</p> <p>Low SES Communities National Partnership</p> <p>Australian Government Quality Teacher Program</p>	<p>These existing reforms and projects contribute to a strategic, state-wide and explicit school improvement agenda. The success of these reforms are evidenced by improvements in student learning outcomes and demonstrated in the Catholic Sector 2012 NAPLAN and PIPS results.</p> <p>The evidence-based professional learning activities contribute to the overall improvement in the quality of teaching. In particular, the focus on PL for school leaders will contribute to the overall improvement in teacher quality and will result in improved learning outcomes.</p>

Approach 3 Letters and Sounds	Independent Schools' Tasmania Strategic Plans National Partnership Lit/Num Projects	These existing reforms/ projects contribute to a strategic, state-wide and explicit school improvement agenda. The success of these reforms are evidenced by improvements in student learning outcomes and demonstrated by PIPS results 2012.
Approach 4 Principals as Literacy Leaders (PALL)	The Professional Learning Institute (PLI) has recently been established to build the capacity of teacher and leaders through access to high quality, evidence based professional learning	The provision of the PALL program through the PLI will ensure that relevant quality assurance processes regarding the delivery of the professional learning are adhered to and align with Tasmania's commitment to provide effective support for teachers

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. Tasmania 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	Govt: Proportions of students at or above a minimal standard (ACER defined Australian norm >20th percentile / 4 th stanine)	PAT Reading (Comprehension) (4 th edition) and/or PAT Maths (3 rd edition, or Maths Plus Online)	* Oct-Dec 2012 data or early 2013 data (as approved by DEEWR)

PERFORMANCE INDICATOR	AGREED LOCAL MEASURE	STATE SPECIFIC MEASURE	DATA SOURCE	BASELINE YEAR 2013
	for the 2013 school year. At the states discretion, local school level data demonstrating change in literacy and/or numeracy performance for the targeted student group compared with a like cohort group.	Catholic: Proportions of students at or above a minimal standard (ACER defined Australian norm >20th percentile / 4 th stanine)	PAT Reading (Compehrension) (4 th edition) and/or PAT Maths (3 rd edition, or Maths Plus Online))	* Oct-Dec 2012 data or early 2013 data (as approved by DEEWR)
		Independent: Demonstrated improvement in the local measure October 2012 PIPS prep data to October 2013 Year 1 data	Performance Indicators in Primary Schools (PIPS)	PIPS prep data collected October 2012 (as approved by DEEWR)
	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	Govt: Proportions of ATSI students at or above a minimal standard (ACER defined Australian norm >20th percentile / 4 th stanine)	PAT Reading (Compehrension) (4 th edition) and/or PAT Maths (3 rd edition, or Maths Plus Online)	* Oct-Dec 2012 data or early 2013 data (as approved by DEEWR)
		Catholic: Proportions of ATSI students at or above a minimal standard (ACER defined Australian norm >20th percentile / 4 th stanine)	PAT Reading (Compehrension) (4 th edition) and/or PAT Maths (3 rd edition, or Maths Plus Online))	* Oct-Dec 2012 data or early 2013 data (as approved by DEEWR)
		Independent: Demonstrated improvement in the local measure October 2012 PIPS prep data to October 2013 Year 1 data	Performance Indicators in Primary Schools (PIPS)	PIPS prep data collected October 2012 (as approved by DEEWR)
Education systems and	Description of local school level data collection	Numbers of schools	Central collections of	2012 – Annual data

PERFORMANCE INDICATOR	AGREED LOCAL MEASURE	STATE SPECIFIC MEASURE	DATA SOURCE	BASELINE YEAR 2013
participating schools conducting effective data collection and assessment to inform best practice literacy and numeracy teaching	measures used and how these measures are used to assess literacy and numeracy performance over the school year.	collecting and submitting data in 2013 for literacy and numeracy (PAT-government schools and PIPS-independent schools)	data demonstrating schools conducting effective data collection and assessment in 2013.	collection in 2013 to demonstrate new collection relative to 2012.
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	Participants numbers on professional learning under each Approach. Percentage of respondents reporting positive effectiveness of approaches 1-4.	Professional learning enrolment records Surveys of staff late 2013	None – survey late 2013 will ask staff questions about effectiveness of approaches 1-4.
	Feedback from staff demonstrating improvement in capability and effectiveness of literacy and numeracy teaching	Percentage of respondents reporting improvement in capability and effectiveness of literacy and numeracy teaching	Surveys of staff late 2013	None – survey late 2013 will ask staff questions about improvement in capability and effectiveness of literacy and numeracy teaching

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

Sign off

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

Signature

Date

The Hon Scott Bacon Acting Minister for Education and Skills

22/2/13



20.3.13

Signature

Date

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

