### 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.
- 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

O	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?
н	Raising the Bar	The RTB strategy is a statewide program, centrally coordinated, evidence based and	Years 3-10	Literacy and/or	-N/A	Participating government schools	All Students
		well researched. It links to the department's Strategic Plan and aligns with the Literacy	8	numeracy		٠	
	8	and Numeracy Framework. The	į	= 41	-		
	ř	establishment of the eleven Network Lead Schools/Lead Teachers across the eleven			- A		ě
	N.	networks of schools is positive and provides					22
		mentoring, coaching and support for		-		7. 7. 10*0	M 2
	,	literacy and numeracy.  The provision of a wide range of				3.60	
		professional learning opportunities as well	ŧ	Si .	6		9
-		as well designed literacy and numeracy		8	2	15	
i)	3	resources will assist schools to successfully	٠			8	
		implement the strategy.		©			

No.	Title (Approach)	Short description	Year	Domain(s)	Dependent	DEEWR school ID(s)	Does the approach
			level(s)	targeted		using the approach	specifically target
S 2		2	targeted		projects*		Aboriginal and
		a.					Torres Strait Islander students?
7	Action Maths	ACTION (Accelerating Catholic Tasmanian	Years 4-10	Numeracy	N/A	Participating Catholic	All students
		Schools to Improve Outcomes in		0	3	Schools	
	81	Numeracy) was a partnership between the					
		Department of Education, Employment				*	10+
		and Workplace Relations (DEEWR), the		æ		9	
	23	Tasmanian Catholic Education Office			19		
	20	(TCEO) and Catholic primary schools. It is			0		
	结	well established that the principal and			p	3	-
		teacher are the most significant factors in					*
		improving student outcomes. For this					
		reason, investing in ongoing and			38		81
		sustainable staff development is important					
		if pedagogy and learning is to be enhanced.				3	(4)
	8	The ACTION project aimed to raise		20			
1		mathematics outcomes for all students in					
		Catholic primary schools in the Tasmanian					
		Archdiocese of Hobart through sustainable	0.5				
		principal/teacher development.					

Š.	Title (Approach)	Short description	Year	Domain(s)	Dependent	DEEWR school ID(s)	Does the approach
			level(s)	targeted	on	using the approach	specifically target
All			targeted	,	projects*	•	Aboriginal and
×	10			f.	9 9		Torres Strait Islander students?
m	Letters and Sounds	Clusters of schools, teachers, principals and	Yearı	Literacy.	N/A	Paticipating	All students
		parents within Catholic and independent				independent schools	
		schools in Tasmania identified a structured		í.	2	i de la companya de	
		approach to use when teaching phonics.					
		This approach was designed to be fully		14	ē.	ji ji	
	8	compatible with the wider, language-rich			Ŧ		
		early years curriculum experiences in these				E	
	11	schools. The schools commenced a system-	2.	20 20			
		wide, consistent K-2 approach to 'secure					
,		optimum progress in children's acquisition			TV		22
9	72	of phonics knowledge and skills'. The					
		participating schools identified the	#2		((**)	11	
		commitment to one approach to teaching				Ç.	
3.	я	phonics, by all schools, teachers and					to: (221)
22		administrators, as the key to their success				9 5	5 £
		in improving results amongst the student		3	108	ŕ	
		cohort.		1			
4	Principals as Literacy	The Principals as Literacy Leaders (PALL)	Governme	Literacy	N/A	Participating	All Students
	Leaders	project was funded by the Australian	nt primary			government primary	0.00
	34	Government under the Literacy and	school			schools	- 62 - 11
	17 180	Numeracy pilots in Low SES Communities	principals				
		program. The project identifies specific					
		capabilities needed for principals to be	2:				
		effective leaders in the teaching of reading	le S	+3			
	360	in their schools.					3 =

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)	Elemer	nt/Approaches	Total
	Eg – co teache	aches, mentoring, r PD	2013
Government			\$5,631,328.00 (funding provided by the Commonwaelth through the ILNNP allocation)
Catholic	8		\$843,754.00 (funding provided by the Commonwaelth through the ILNNP allocation)
Independent			\$358,848.00 (funding provided by the Commonwaelth through the ILNNP allocation)
Total estimated less estimated Contribution	ommonwealth		
Commonwealth	d balance of non- contributions vealth 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
Approach	Demonstrated link to output(s)	Demonstrated link to outcome(s)	Demonstrated link to NP Objective	***************************************

Project elements	Outputs	Outcomes	Reform/ Project Objectives	Responsi- bilities
Raising the Bar (DoE)	The approaches	Theese approaches	Participating	School
<ul> <li>empowering schools</li> </ul>	that Tasmanian	are proven and	Tasmanian	leaders and
leaders to become	school sectors are	have demonstrated	government	teachers in
leaders of	implementing are	improvement in	schools aspire	participating
literacy/numeracy	proven, effective	literacy and	to improve the	schools
<ul> <li>building the capacity of</li> </ul>	evidence-based	numeracy in past	performance of	1 1 1
teachers to teach	approaches, that	years and outlined	students who	DoE's
literacy and numeracy	focus on the needs	in the evaluation of	are falling	Educational
utilising data to inform.	of the individual	the Raising Bar	behind in	Performance
teaching practices and	and are endorsed	Strategy (DoE).	literacy and/or	Services (EPS)
cater for the needs of	by the Expert		numeracy	providing data
individual students	Reference Group	Tasmania's	including	collection and
Lit/Num Framework (DoE)		intention is that	targeted groups	analysis
• This Framework is the		these approaches	with a particular	10.00 MINUS N
overarching document	€	will demonstrate	emphasis on	The PLI
that guides Literacy		improvement in	students from	providing the
and Numeracy	٥	the targeted	disadvantaged	professional
improvement and		cohorts in	backgrounds	learning
aligns with the DoE's		participating	and Aboriginal	support to
Strategic Plan 2012-		schools.	and Torres Strait Islander	teachers using eveidence-
2015	27		students, in	based
Eleven Network Lead	Ĭ		participating	programs
Schools/Lead Teachers			schools.	including
(DoE) provide		,	SCHOOLS.	PALL and
mentoring, coaching	851		The focus on	SPALL and
and support for	u	A	building the	resources
Literacy/Numeracy across the DoE's eleven	177		capacity of	such as the
networks of schools			school leaders	NAPLAN
Resource support (DoE)			in the teaching	toolkit
• the NAPLAN Toolkit to	9		of literacy and	
enable teachers to			numeracy will	Curriculum
analyse NAPLAN data	E 9		enhance	Services
and plan for		18	teacher quality	providing
intervention and			and improve	support and
support of students	1		student	resources
falling below the			learning	er =
benchmark		197	outcomes	Lead
<ul> <li>Supporting Literacy and</li> </ul>			50	Schools/Lead
Numeracy Success: a	11		These	Teachers
teacher resource for			strategies will	providing
Early Years to Year 12			enable	mentoring,
(DoE)			Tasmania to	coaching and
<ul> <li>Professional Learning</li> </ul>	0		meet the	support to
for teachers though the			objectives of the ILNNP.	participating
DoE's Professional			THE ILIVINE.	schools
Learning Institute (PLI)				#1
including the Principals	2			12 e
as Literacy Leaders		20		a a
(PALL) program for all	1			24
participating				
government primary				
schools			I	

Project elements	Outputs	Outcomes	Reform/ Project Objectives	Responsi- bilities
ACTION MATHS	The approaches	Tasmania's	Catholic	School
Catholic Education	that Catholic	intention is that	Education	leaders and
Tasmania has developed a	Education	these approaches	aspires to	teachers in
system-wide	Tasmania is	will demonstrate	improve the	participating
Numeracy Strategy, which	implementing are	improvement in	quality of	schools
includes:	proven, effective	the targeted	literacy and	
	evidence-based	cohorts in	numeracy	Curriculum
Numeracy Leadership	approaches, that	participating	teaching,	Team,
Course for Principals and	focus on the needs	schools.	through	including
School Leaders	of the individual		professional	Education
	and are endorsed		learning,	Officers –
Early Interview Training	by the Expert		coaching and	regional and
	Reference Group	9	mentoring,	statewide
Modelled Lessons	100		resulting in	
	1		improved	Evidence-
Professional Learning	10.	. 17	outcomes for all	based
Worshops	· · · · · · · · · · · · · · · · · · ·		students with a	Professional
	11	11	particular focus	Learning
Co-coaching for Literacy			on targeted	programs
and Numeracy			students.	conducted by
and morneracy		E1	J. C.	Consultants.
Eary Career Mentoring for			The focus on	
Improved Literacy and	F	Æ	building the	Support and
Numeracy	15		capacity of	Resources
· ····································		II #	school leaders	provided by
Data Literacy for teachers		*	in the teaching	Catholic
and School Leaders			of literacy and	Education.
and School Leaders			numeracy will	Labeation
Catholic schools will			enhance	Principals/Assi
analyse NAPLAN data and		_	teacher quality	stant
plan for intervention and	l ii		and improve	Principals and
support of students falling	is v	::	student	leading
below the benchmark	18 — B	4 1	learning	teachers
below the benchinark		1	outcomes.	providing
	27	10	outcomes.	mentoring,
	*** Sec.	4.	These	coaching and
	* *		strategies will enable	support to
		2 12	[10] [10] [10] [10] [10] [10] [10] [10]	participating
		2	Tasmania to	schools.
			meet the	-
		2	objectives of	
	2 2		the ILNNP.	W.

Project elements	Outputs	Outcomes	Reform/	Responsi-
		ati dan	Project Objectives	bilities
Letters and Sounds	The approaches	Independent	Participating	School
National and international	that Tasmanian	Schools Tasmania's	Independent	leaders and
research has identified	school sectors are	intention is that,	schools aspire	teachers in
synthetic phonics as the	implementing are	using PIPS results	to improve the	participating
most successful approach	proven, effective	as a baseline, this	performance of	schools
to the teaching of reading	evidence-based	approach will	students who	TI ICT DO
and spelling in the early	approaches, that	demonstrate	are falling	The IST POs
years. It is now widely recognised that diligent,	focus on the needs of the individual	improvement in	behind in	providing professional
concentrated and	and are endorsed	the targeted cohorts in	literacy and/or numeracy	learning
systematic teaching of	by the Expert	participating	including	support to
phonics is central to the	Reference Group	schools.	targeted groups	teachers using
success of schools that	Reference droop	Schools.	with a particular	evidence-
achieve high standards in	WI II	1 × X	emphasis on	based
reading.	î nu		students from	programs
PL will enable teachers	n F."		disadvantaged	including
<ul> <li>to identifying the</li> </ul>	*	5	backgrounds	Letters &
need for a			and Aboriginal	Sounds, and
approach to	A SWAIL II		and Torres	resources
teaching			Strait Islander	
beginning reading			students, in	IST providing
and spelling	0 1 0		participating	support and
<ul> <li>to systematically</li> </ul>			schools.	resources
implement a			The feet and	لمما
research-based	,		The focus on building the	Lead Schools/Lead
strategy that		*	capacity of	Teachers
involves		S .	school leaders	providing
	1 Tel	72	in the teaching	mentoring,
principals,	* ·	0 8	of literacy and	coaching and
parents and	P <sub>s</sub>		numeracy will	support to
caregivers	" II	,	enhance	participating
			teacher quality	schools
<ul><li>to teach</li></ul>	× 21		and improve	11
following a		11	student	=1
defined			learning	
sequence:	3 N		outcomes.	
sequence.		*	These	27
Revisit, Explain, Use	M.		strategies will	
A SANDAMAGNA AND AND AND AND AND AND AND AND AND A	n	P	enable	e i
(What do we know Teach	911		Tasmania to	
(How the	* *		meet the	
pattern/structure works.			objectives of	
Practise (A range of	鎖	v	the ILNNP.	
interactive activities for		- 01	8	
practising new learning.)	· 2	8 0		a (4
Apply (Revise, apply			× =	u u
reflect on learning.)	9 1			
reflect off learning.)	к — 8			
		. "	20	

Project elements	Outputs	Outcomes	Reform/ Project Objectives	Responsi- bilities
Principals as Literacy Leaders (PALL) program	The approaches that Tasmanian schools are	Tasmania's intention is that this approach will	The focus on building the capacity of	Principals of participating government
	implementing are proven, effective evidence-based	demonstrate improvement in the targeted	school leaders in the teaching of literacy and	primary schools
	approaches, that focus on the needs of the individual	cohorts in participating schools.	numeracy will enhance teacher quality	2 X
ar g	and are endorsed by the Expert Reference Group		and improve student learning	'
H		a " u	outcomes.	a 2
	Sharing of effective evidence-based teaching	Effective identification of areas in		Schools, Educational Performance
, a	approaches across schools and sectors	participating schools where		Services (DoE)
* a	including through an increase in the number of literacy	support is needed and where improvement has		, a .
v	/numeracy approaches published on Teach,	occurred, through monitoring and analysis of literacy	D*	÷
	Learn, Share	and numeracy performance.	2 E	1
as a s	Raising the Bar, ACTION Maths, Letters and	Through monitoring and		- a ***
8	Sounds and the PALL program are all strategies that	analysis of school data including PAT testing, PIPS and	# 40 £2	a .
4	have been endorsed by the Expert Reference	NAPLAN, schools will identify areas where further		
8	Group and have been uploaded	support is needed and where		h <sub>ex</sub>
9	onto Teach, Learn Share. During 2013 Tasmania will be	improvement has occurred.		
· ·	implementing Secondary Principals as		3	
0 &	Leaders of Literacy (SPALL)	e s <sup>6</sup>		17 18
a a a	professional learning program which will be			= 1
	evaluated and uploaded onto Teach Learn Share	, x	*	S.
* ************************************	for approval by the Expert Reference Group.	192		

Project elements	Outputs	Outcomes	Reform/ Project Objectives	Responsi- bilities
	Effective data collection and assessment practices in participating schools and systems.	Improved capability and effectiveness of literacy and/or numeracy teaching in participating schools.		Schools, Educational Performance Services (DoE)
	Tasmania will follow a rigorous process of data collection and	Through the proposed strategies the capacity of teachers and		
	analysis to monitor student improvement and ensure the ILNNP intentions are met. The DoE will	school leaders to be effective teachers of literacy and/or numeracy wil be enhanced and student		2 T
	support the Catholic and Indepent sectors in data collection and analysis.	outcome improved as a result.		

## 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:

- 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	DoE Strategic Plan	Tasmania has the highest
Raising the Bar	DoE Literacy and Numeracy Framework	proportion of persons in the most disadvantaged areas (at
	The DoE Network structure	31.7%) in the nation and students from low
	DoE resources including the NAPLAN Toolkit and Supporting Literacy and	socio-economic backgrounds are experiencing major educational disadvantage.
	Numeracy Success	These existing reforms and
2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2		projects contribute to a strategic, state-wide and
€ 0	i e a	explicit school improvement agenda. The success of these
	e a <sup>13</sup>	reforms are evidenced by
2 2 2		improvements in student learning outcomes and
1, 6		demostrated by Tasmania's 2012 NAPLAN results.
Approach 2 ACTION Maths	Catholic Education Tasmania Numeracy Strategy	These existing reforms and projects contribute to a strategic, state-wide and
e B	Empowering Local Schools National Partnership	explicit school improvement agenda. The success of these reforms are evidenced by
	Lit/Num National Partnership	improvements in student learning outcomes and demonstrated in the Catholic
	Low SES Communities National Partnership	Sector 2012 NAPLAN and PIPS results.
	Australian Government Quality Teacher Program	The evidence-based professional learning activities contribute to the overall
	2	improvement in the quality of teaching. In particular, the
*		focus on PL for school leaders will contribute to the overall
	n en en e	improvement in teacher quality and will result in improved
, , ,	* X1	learning outcomes.

Approach 3	Independent Schools' Tasmania	These existing reforms/ projects
Letters and Sounds	Strategic Plans	contribute to a strategic, state- wide and explicit school
8	National Partnership Lit/Num Projects	improvement agenda. The success of these reforms are
		evidenced by improvements in
		student learning outcomes and demostrated 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	AGREED LOCAL	STATE	DATA	BASELINE
INDICATOR	MEASURE	SPECIFIC	SOURCE	YEAR 2013
	Set Cu Title Carl	MEASURE		
Improvement* in	Local school level data	Govt:	PAT Reading	* Oct-Dec
literacy and/or	demonstrating change in	Proportions of	(Compehrensi	2012 data or
numeracy results	literacy and/or numeracy	students at or	on) (4 <sup>th</sup>	early 2013
for targeted	performance for the	above a minimal	edition)	data (as
student group	targeted student group	standard (ACER	and/or	approved by
including	compared with other	defined	PAT Maths	DEEWR)
Aboriginal and	children at the same grade	Australian norm	(3 <sup>rd</sup> edition, or	
Torres-Strait	in reading and numeracy	>20th percentile	Maths Plus	
Islander students	20	/ 4 <sup>th</sup> stanine)	Online)	5

PERFORMANCE INDICATOR	AGREED LOCAL MEASURE	STATE SPECIFIC MEASURE	DATA SOURCE	BASELINE YEAR 2013
	for the 2013 school year.	Catholic:	PAT Reading	* Oct-Dec
	At the states discretion, local school level data demonstrating change in	Proportions of students at or above a minimal standard (ACER	(Compehrensi on) (4 <sup>th</sup> edition) and/or	2012 data or early 2013 data (as approved by
	literacy and/or numeracy performance for the targeted student group compared with a like	defined Australian norm >20th percentile	PAT Maths (3 <sup>rd</sup> edition, or Maths Plus	DEEWR)
2"	cohort group.	/ 4 <sup>th</sup> stanine)	Online))	
	* 2	Independent: Demonstrated improvement in	Performance Indicators in Primary	PIPS prep data collected October 2012
	2 0	the local measure	Schools (PIPS)	(as approved by DEEWR)
	7 2 2	October 2012 PIPS prep data	380 (30)	1015
		to October 2013 Year 1 data	2 11	n ng
250 N	Local school level data demonstrating change in	Govt: Proportions of	PAT Reading (Compehrensi	* Oct-Dec
er a	literacy and/or numeracy performance for Aboriginal	ATSI students at or above a	on) (4 <sup>th</sup> edition)	early 2013 data (as
*	and Torres Strait Islander students falling behind compared with other	minimal standard (ACER	and/or PAT Maths	approved by DEEWR)
×	children at the same grade in reading and numeracy for the 2013 school year	defined Australian norm >20th percentile / 4 <sup>th</sup> stanine)	(3 <sup>rd</sup> edition, or Maths Plus Online)	W.
20 00	* .	Catholic: Proportions of	PAT Reading (Compehrensi	* Oct-Dec 2012 data or
	3	ATSI students at or above a	on) (4 <sup>th</sup> edition)	early 2013 data (as
		minimal standard (ACER defined Australian norm	and/or PAT Maths (3 <sup>rd</sup> edition, or Maths Plus	approved by DEEWR)
		>20th percentile / 4 <sup>th</sup> stanine)	Online))	II y
		Independent: Demonstrated	Performance Indicators in	PIPS prep data collected
	ε.	improvement in the local measure	Primary Schools (PIPS)	October 2012 (as approved by DEEWR)
		October 2012 PIPS prep data to October 2013		·
		Year 1 data		
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	measures used and how	collecting and	data	collection in
schools	these measures are used to	submitting data	demonstratin	2013 to
conducting	assess literacy and	in 2013 for '	g schools	demonstrate
effective data	numeracy performance	literacy and	conducting	new
collection and	over the school year.	numeracy (PAT-	effective data	collection
assessment to		government	collection and	relative to
inform best	v ed nga s As	schools and	assessment in	2012.
practice literacy		PIPS-	2013.	8
and numeracy	T which	independent		20 20 20 20
teaching	"11", "	schools)		40 =
Staff in	Approaches used to	Participants	Professional	None – survey
participating	improve capability and	numbers on	learning	late 2013 will
schools engaged	effectiveness of literacy	professional	enrolment	ask staff
in professional	and/or numeracy teaching	learning under	records	questions
learning in	4 4	each Approach.		about
literacy and/or		11		effectiveness
numeracy		Percentage of	Surveys of	of approaches
· · · · · · · · · · · · · · · · · · ·		respondents	staff late 2013	1-4.
	San with the	reporting		
	7. <sup>1</sup>	positive		
	and a second	effectiveness of	19	, a
* -	*	approaches 1-4.		
	Feedback from staff	Percentage of	Surveys of	None – survey
	demonstrating	respondents	staff late 2013	late 2013 will
	improvement in capability	reporting	J	ask staff
	and effectiveness of	improvement in		questions
	literacy and numeracy	capability and		about
	teaching	effectiveness of		improvement
	the man of the second	literacy and		in capability
S &		numeracy	-	and
		teaching		effectiveness
		2-45 C		of literacy and
			* 11	numeracy
	7	20	4 8	teaching

<sup>\*</sup>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

22/2/13

The Hon Scott Bacon Acking Minister for Education and Skills

Mr C

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Signature

Date

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