

VICTORIAN 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, students learning English as an additional language (EAL) 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. Schools will select from these approaches to complement already established approaches to literacy and numeracy.

PART 2: TERMS OF THIS IMPLEMENTATION PLAN

3. This Implementation Plan will commence as soon as it is agreed between the Commonwealth of Australia, represented by the Minister for School Education and Early Childhood and the state of Victoria, represented by the Minister for Education.
4. Activity under the Implementation Plan must commence 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 Victoria'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 VICTORIAN IMPLEMENTATION

Project information

9. This Implementation Plan describes how Victoria 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. Victoria will adopt a collaborative approach to implementing the Improving Literacy and Numeracy National Partnership, with the three Victorian school sectors working together to develop Victoria's approach and its Implementation Plan. These sectors are the government, Catholic and independent sectors.
11. Building from the evidence base established through the *Smarter Schools* National Partnership initiatives that have been implemented by each of the sectors in Victoria and documented in the Teach, Learn, Share evidence base, Victoria is adopting a menu approach to implementing the Improving Literacy and Numeracy National Partnership.
12. The Victorian Government places a high premium on school autonomy with global evidence demonstrating that, alongside a culture of accountability, increased autonomy is associated with improved student performance. Victoria recognises that schools are best placed to determine their focus for literacy and numeracy improvement and the specific activity they will undertake to achieve this.
13. The process for schools to determine their literacy and numeracy improvement goals will be integrated with existing school accountability, improvement and planning processes. Victorian schools engage in rigorous cycles of planning and self-reflection through which they develop strategic plans. The Victorian implementation approach takes into account individual school contexts and points of need, with schools working from their unique starting point to determine the initiatives that will best complement their improvement strategy within a consistent statewide evidence-based framework.
14. From the research and evidence base, three themes have been identified that are integral to whole-school literacy and numeracy improvement:

- *Leadership*

There is a strong research base that confirms the influence of leadership on student outcomes. Leadership has been demonstrated to play a key role in driving and focusing the literacy and numeracy improvement effort and in shaping the conditions for improvement in teaching and learning. This includes leading collaborative approaches to developing shared understandings of quality literacy and numeracy instruction, establishing whole-school professional learning strategies and implementing literacy and numeracy assessment procedures and models.

- *Whole school curriculum planning*

There is an evidence base that supports the notion that whole school curriculum planning that is documented and shared with all staff supports improvement in student learning outcomes. A documented school-based curriculum is based on an understanding of a progression of learning through an articulated framework, such as AusVELS English and Mathematics, and the selection, implementation and analysis of appropriate literacy and numeracy assessments that support the selection of teaching strategies that are differentiated to meet the needs of all students.

- *Quality teaching and learning*

Evidence reinforces a need to focus on the quality of teaching and learning processes, with a differentiated approach to meeting the learning needs of individual students through the implementation of targeted teaching and learning strategies. Quality teaching and learning recognises the integral role of specialist teacher support and ongoing professional learning. It also requires the alignment of curriculum, pedagogy and assessment at the school and classroom level.

15. The table below illustrates how Victoria’s approaches connect to the overarching themes described above.

Table 1: Endorsed Teach, Learn, Share approaches and critical elements

Endorsed Teach, Learn, Share approaches <i>(N.B. These represent evidence-based approaches to literacy and numeracy improvement. They are not individual programs.)</i>	Evidence-based elements <i>(N.B. Cross-sectoral initiatives and their elements are included in this work)</i>
<p>Coaching Initiatives Literacy and Numeracy</p> <p>As evidenced by:</p> <ul style="list-style-type: none"> • Evidence-Based Classroom Observation and Coaching • Coaching Initiatives Literacy and Numeracy in Victorian Government schools 	<p>Evaluation of coaching initiatives has identified successful elements of implementation that lead to quality teaching and improved student learning outcomes. These include:</p> <ul style="list-style-type: none"> - strong leadership support - alignment with the school’s or cluster of schools’ performance and development activity - identification of coaches that have (or can build) expertise in discipline and pedagogical content knowledge and coaching approaches - coaches that can lead discussions on implementation and analysis of assessment data to inform curriculum planning and differentiated teaching - collaborative practice involving a sharing of knowledge among educators and a focus on teachers’ communities of practice - sustained, ongoing and intensive modelling of effective practices and the collective solving of problems of practice - connected to and derived from teachers’ work with their students - engages teachers in concrete tasks of assessment, observation and reflection that

	<p>illuminate the process of learning and development</p> <ul style="list-style-type: none"> - connected to other aspects of school change and tied explicitly to improving practice.
<p>Literacy and Numeracy Leadership Professional Learning</p> <p>As evidenced by:</p> <ul style="list-style-type: none"> • Bastow Leading Literacy • Bastow Leading Numeracy • Principals as Literacy Leaders (PALL) 	<p>Leaders in schools may select to participate in the leadership professional learning courses to enhance their knowledge of whole school curriculum planning for literacy and numeracy with strategies to build quality teaching and learning within the school context. These programs include:</p> <ul style="list-style-type: none"> - workshops that are research-based around literacy and numeracy, pedagogy and leadership - support to implement new practices particularly through the development of literacy and numeracy leadership projects in their schools/clusters - supported collaborative learning teams led by a facilitator - support with effective use of data for school improvement and whole school curriculum planning.
<p>Literacy programs for classroom teachers</p> <p>As evidenced by:</p> <ul style="list-style-type: none"> • Oral Language Supporting Early Literacy • English as an Additional Language (EAL) Science Language Literacy Pilot Project • Successful language learners: whole-school EAL language and literacy practices • Literacy is everyone's business: The South Australian Accelerated Literacy Program 	<p>These approaches to literacy practice highlight the importance of teachers developing evidence-based approaches to literacy planning, pedagogy and assessment generally and within learning areas, based on a continuum of learning, where students require targeted literacy support to improve both their literacy and subject-specific outcomes. Successful implementation of these programs requires:</p> <ul style="list-style-type: none"> - support by school leadership and literacy leaders - teachers working collaboratively in school teams with nominated teachers - teacher-focused professional learning - participation in a credentialed study for one selected member of a school/cluster team - use of data to inform teaching practice and measure success - teachers supported by departmental staff such as EAL coaches, Koorie coaches and

	<p>specialist staff or consultants such as speech pathologists</p> <ul style="list-style-type: none"> - coaches supporting teachers to develop shared understandings of quality literacy instruction - supported implementation of new practices particularly through the investigation of literacy problems of practice in their classrooms, schools and/or clusters - effective use of data to plan, teach , assess and measure - engagement of parents through online and face to face communication.
<p>Numeracy programs for classroom teachers</p> <p>As evidenced by:</p> <ul style="list-style-type: none"> • Primary Mathematics Specialists • The Hume Numeracy Strategy at Seymour College • Accelerating Catholic Tasmanian Schools to Improve Outcomes in Numeracy (ACTION): Improved Outcomes in Numeracy 	<p>These approaches to numeracy practice highlight the importance of teachers developing evidence-based approaches to numeracy planning, pedagogy and assessment generally and within learning areas, based on a continuum of learning, where students require targeted numeracy support to improve both their numeracy and subject-specific outcomes. Evaluations of these approaches demonstrates that successful implementation requires:</p> <p>Primary Mathematics Specialists</p> <ul style="list-style-type: none"> - 0.5 release of more than one teacher (preferably three to align with the first three years of schooling, Years 3 & 4 and Years 5 & 6) to work with their designated teams, work across the school and work with the leadership team to build quality teaching and learning - specialists participate in extensive professional learning to build their capacity in disciplinary and pedagogical content knowledge in mathematics and teacher leadership - teachers working collaboratively in school teams with school nominated coaches - use of student data to inform teacher decision making and curriculum planning - whole school commitment to implementing the key elements of the initiative <p>Other</p>

	<ul style="list-style-type: none"> - leadership and whole-school approaches - building teacher capacity through ongoing and focused professional learning - teachers supported by departmental staff such as coaches, numeracy coordinators and specialists staff or consultants such as academics - teachers working collaboratively in school teams with nominated teachers - use of student data to inform teacher decision making and curriculum planning - student-centred and differentiated learning - engagement of parents through online resources and workshops.
<p>Whole-school and cluster approaches to literacy and numeracy improvement</p> <p>As evidenced by:</p> <ul style="list-style-type: none"> • The Literacy and Numeracy Pilot in Low Socio-Economic Status (SES) School Communities 2009-10 • A statewide case-management approach to improving literacy and numeracy skills (Western Australia) 	<p>Through the evaluation of the Literacy and Numeracy Pilot, a range of approaches to improve student learning were identified within the construct of a multi-faceted approach. Schools may select one or more of the following approaches to support those already being implemented in the school context:</p> <ul style="list-style-type: none"> - structured professional learning for principals in literacy and numeracy - coaching of teachers by experienced others - teachers working collaboratively in teams with coaches - establishment of professional learning teams at school and cluster level to work together to improve student learning outcomes - effective use of student assessment data to inform whole-school curriculum planning - collection of relevant reading and numeracy data at the beginning of the implementation and at 6 monthly intervals to assess the impact on student learning outcomes in literacy and numeracy - setting of school improvement targets based on this data - evidence-based whole-school planning - monitoring of student improvement - facilitating the formulation of targets and

programs designed to be inclusive and meet the teaching and learning needs of all students

- implementation of and analysis of high quality assessment tools including English and Maths Online Interviews for the first three years of school and VCAA On Demand Literacy and Numeracy assessments for Years 3 – 8
- individual and small group student intervention approaches including Reading Recovery and Numeracy Intervention.

16. All participating schools will undertake activity to implement, embed or extend their current approaches, with activity focused around one or more of the themes: leadership, whole school curriculum planning and quality teaching and learning. Schools will tailor activity to meet their goals and the needs of their students and local communities.
17. Schools have a range of resources and information at their disposal to determine which strategies and actions are best suited to achieving their specific focus for literacy and numeracy improvement. To support a focus on one or more of the themes, schools will be asked to draw from the above list of endorsed Teach, Learn, Share approaches and evidence-based elements. This list is intended to be informative, rather than prescriptive.
18. Some students, and schools, require greater support and additional resources if all students are to improve literacy and numeracy outcomes. Identifying and addressing the different needs of individual and groups of students that require support to improve literacy and numeracy outcomes will be a focus of participating schools. Additional support will be provided to targeted cohorts, including Koorie students and students learning English as an additional language.
19. Participating schools will report to the school community on their involvement in the National Partnership specifically through their annual report to the school community.
20. Victoria's approach showcases collaborative practices and school-based innovation that can be shared across the Australian schooling system. Across the life of the National Partnership, all sectors have committed to share evidence from sector-based approaches to inform future actions in each sector. Some schools will also be in a position to disseminate their learning to other schools and the system.
21. School selection

Government sector:

Victorian government schools have been selected where they meet either of the following criteria:

- * the school has at least 30 per cent of their students in the bottom two bands of NAPLAN for Reading and Numeracy across 2010-12. Schools with fewer than six students in this category were not included.
- * the school has at least 50 students in the bottom two bands of NAPLAN for Reading and Numeracy across 2010-12.

Using this selection methodology, approximately 4,557 students will be supported, representing approximately 34% of all Victorian government school students in the lowest two bands based on NAPLAN.

This equates to 124 schools, comprising 28 primary schools, 16 primary/secondary schools, 79 secondary schools and one special school. Thirty-five of the selected schools participated in the previous *Smarter Schools* Literacy and Numeracy National Partnership.

The majority of the National Partnership funding will be allocated directly to these participating schools, with a small proportion retained for regional and system support.

Catholic sector:

139 schools have been selected to participate in the National Partnership. All schools were ranked according to the percentage of students in the bottom two NAPLAN bands based on the 2010-2012 data. 76 schools within the bottom quartile that were not already receiving significant support (Low SES 2009 NP) were selected for participation. 63 schools that were previously associated with the 2009 *Smarter Schools* Literacy and Numeracy National Partnership were also invited to participate.

Independent sector:

The 15 independent schools that participated in the previous *Smarter Schools* Literacy and Numeracy National Partnership will continue to be funded under the new National Partnership. This will enable the team of Independent Schools Victoria Advisors to continue the work of literacy and numeracy improvement in these schools, with a particular focus on the targeted cohorts.

22. A complete list of participating schools is provided at Attachment A.

Table 2: 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	Evidence-Based Classroom Observation and Coaching	An extended professional learning approach where structured discussions about improving student learning outcomes and teacher practice are held between a coach and a teacher utilising information gathered from focused classroom observations. A school-based, trained coach gathers data about specific behaviours of the teacher and selected students. The coach provides structured feedback to the teacher who can utilise it for the purposes of self-evaluation, goal-setting and to monitor improvement in their teaching practice and in student learning.	P-12	Literacy and Numeracy	N/A	To be provided after school selection of approach/es	No
2	Coaching Initiatives Literacy and Numeracy in Victorian Government schools	Coaching Initiatives included Literacy, Koorie Literacy, and Teaching and Learning, focus on mathematics and science. Coaches are provided with professional learning to build their discipline and pedagogical knowledge, expertise in coaching approaches, and familiarity with DEECD resources. Coaches work with teachers in identified schools through one-on-one, in-class coaching, to build their capacity to improve student outcomes.	P-10	Literacy and Numeracy	N/A	To be provided after school selection of approach/es	No

No.	Title (Approach)	Short description	Year level(s) targeted	Domain(s) targeted	Dependent on projects*	DEEWR school ID(s) using the approach	Does the approach specifically target Aboriginal and Torres Strait Islander students?
3	Bastow Leading Literacy Course	The Leading Literacy professional learning course aims to provide participants with a deep understanding of recent research around the processes of reading, writing, speaking and listening and best practices for literacy instruction. The course provides opportunities for participants to collaborate with colleagues to explore knowledge of leadership and the capabilities required to lead significant change in literacy teaching and learning for improved outcomes for students. The formal course elements are eight workshops and five peer learning group meetings.	P - 12	Literacy	N/A	To be provided after school selection of approach/es	No
4	Bastow Leading Numeracy Course	The Leading Numeracy professional learning course aims to develop school leaders' strategic knowledge and capacity to achieve and sustain high levels of student learning and engagement in numeracy through an evidence-based culture that supports improvement in instructional practice. The course consists of a blended learning model delivered in ten face-to-face days and an online learning community. The course addresses the topics of: <ul style="list-style-type: none"> • reviewing current numeracy achievement and teaching practice • building teacher capacity to link assessment with instruction • enhancing teacher knowledge in numeracy instruction • building teacher capacity in teaching numeracy • building teacher capacity to provide for individual differences in numeracy. 	P - 12	Numeracy	N/A	To be provided after school selection of approach/es	No

No.	Title (Approach)	Short description	Year level(s) targeted	Domain(s) targeted	Dependent on projects*	DEEWR school ID(s) using the approach	Does the approach specifically target Aboriginal and Torres Strait Islander students?
5	Principals as Literacy Leaders (PALL)	<p>The PALL course aims to improve the literacy achievement of students through developing the capabilities of primary school principals as effective literacy leaders. It focuses on the need to develop capabilities in both leadership and in literacy, with a focus on reading. The PALL program was researched and developed by the Australian Primary Principals Association in 2009 and has since been implemented with success in South Australia, Western Australia and Queensland.</p> <p>The pilot project involved 60 Low SES government, Catholic and independent schools from the Northern Territory, South Australia, Western Australia and Queensland. Funded by the Australian Government through the Literacy and Numeracy Pilot initiative 2009-2010, the project set out to identify specific capabilities needed for principals to be effective leaders in the teaching of reading in their schools.</p>	P - 12	Literacy	N/A	To be provided after school selection of approach/es	No

No.	Title (Approach)	Short description	Year level(s) targeted	Domain(s) targeted	Dependent on projects*	DEEWR school ID(s) using the approach	Does the approach specifically target Aboriginal and Torres Strait Islander students?
6	Oral Language Supporting Early Literacy (OLSEL)	<p>The Oral Language Supporting Early Literacy (OLSEL) initiative was proposed by the Catholic Education Commission of Victoria (CECV) in response to converging evidence identifying oral language competence as a significant variable in early literacy outcomes. Focused classroom teaching achieved statistically and educationally significant gains in the students' oral language and led to both statistically and educationally significant reading comprehension gains for students in their early years of schooling. The provision of targeted training focuses on enhancing teachers' professional understanding of oral language, its relationship to early reading achievement and the language demands of teaching and learning interactions.</p>	P -3	Literacy	N/A	To be provided after school selection of approach/es	No
7	English as an Additional Language (EAL) Science Language Literacy Pilot Project.	<p>The EAL Science Language Literacy Pilot Project aims to provide secondary science teachers of EAL students, particularly those from disrupted schooling backgrounds, with an understanding of how to teach the aspects of English through which scientific knowledge is transmitted. It uses a functional systemic approach to showing teachers how the language of science works. This includes a Genre Teaching and Learning Cycle model to drive the application of this language theory to assist teachers to explicitly plan teaching activities that progress students' learning along a 'mode continuum' so that they are able to independently engage with, and produce, science texts.</p>	7-11	Literacy	N/A	To be provided after school selection of approach/es	No

No.	Title (Approach)	Short description	Year level(s) targeted	Domain(s) targeted	Dependent on projects*	DEEWR school ID(s) using the approach	Does the approach specifically target Aboriginal and Torres Strait Islander students?
8	Successful language learners: whole-school ESL language and literacy practices	The Successful Language Learners Whole-school ESL Language and Literacy project was grounded in UNESCO's inclusive education ideal. The purpose was to improve the English language, literacy and numeracy performance of students learning English as a second language, including refugee students. The program aimed to achieve this through a multifaceted, integrated approach based on research about what works in schools with high concentrations of ESL learners. Research indicates that it takes up to three years – with the provision of additional support – for ESL students to reach parity with their English-speaking year-level peers in everyday communicative fluency, but a minimum of five to seven years to 'close the gap' on standardised tests of literacy.	K-6	Literacy	N/A	To be provided after school selection of approach/es	No
9	Literacy is everyone's business: The South Australian Accelerated Literacy Program	The Literacy Secretariat of the South Australian Department of Education and Children's Services implemented the South Australian Accelerated Literacy Program (SAALP) in 2006. This strategy was adopted because the pedagogy makes explicit the ways of talking, viewing, thinking, reading, writing and spelling for students, so they are all recognised as core communication skills. It also offers strong support to teachers, providing a common language and framework for both teachers and students, thereby supporting a whole-school literacy strategy. Outcomes for Indigenous students are particularly encouraging.	P – 10	Literacy	N/A	To be provided after school selection of approach/es	Yes

No.	Title (Approach)	Short description	Year level(s) targeted	Domain(s) targeted	Dependent on projects*	DEEWR school ID(s) using the approach	Does the approach specifically target Aboriginal and Torres Strait Islander students?
10	Primary Mathematics Specialists initiative	<p>This initiative provided intensive support to participating schools by building their internal capacity to improve student learning outcomes in mathematics. 81 teachers worked 0.5 FTE as a specialist within their base school and across the network, with three specialists per school, three schools per cluster, and one cluster in each of the nine Victorian Regions. Specialists built their own disciplinary and pedagogical content knowledge, and supported the learning of colleagues.</p> <p>The initiative acknowledges the importance of teachers having the support of leadership, ongoing professional learning, an understanding of what constitutes effective mathematics learning and the capacity to improve student learning using a data driven, whole of school approach.</p>	P-6	Numeracy	N/A	To be provided after school selection of approach/es	No

No.	Title (Approach)	Short description	Year level(s) targeted	Domain(s) targeted	Dependent on projects*	DEEWR school ID(s) using the approach	Does the approach specifically target Aboriginal and Torres Strait Islander students?
11	ACTION (Accelerating Catholic Tasmanian Schools to Improve Outcomes in Numeracy) Improved Outcomes in Numeracy	<p>The project explicitly addressed the five broad areas identified by Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) as the basis of successful approaches in literacy and numeracy:</p> <ul style="list-style-type: none"> • student-centred approaches • investment in lifting teacher capacity • leadership and whole-school approaches • use of broader community- and parental-engagement strategies • effective use of student outcome data. <p>In particular, the project aimed to raise teachers' mathematical confidence and enhance mathematical pedagogy in the classroom. This was done through targeted and regular professional learning sessions, and by developing mathematics curriculum leadership capacity in the schools. The goal was improved student outcomes on a range of measures, including standardised national tests, such as NAPLAN.</p>	P-6	Numeracy	N/A	To be provided after school selection of approach/es	No

No.	Title (Approach)	Short description	Year level(s) targeted	Domain(s) targeted	Dependent on projects*	DEEWR school ID(s) using the approach	Does the approach specifically target Aboriginal and Torres Strait Islander students?
12	The Hume Region Numeracy Strategy at Seymour College	<p>The aim of this intervention is to improve student outcomes in this area of numeracy. Targeting students from all student groups from Years F-6, the focus is on students' pre-existing number understandings, teaching number in depth and developing independent learning. Scaffolding techniques match students to specially developed tasks and connect their learning.</p> <p>The intervention at Seymour College uses an assessment tool that was a component of the Hume Region Numeracy Strategy 2008-09. It involves teacher interviews with students as they performed assessment tasks to determine the strategies they were using in regard to developing specific numeracy skills.</p>	P-6	Numeracy	N/A	To be provided after school selection of approach/es	No
13	A statewide case-management approach to improving literacy and numeracy skills	<p>The case-management approach as a model for service delivery has traditionally been implemented in the health sector. In Western Australia, the case-management model was selected as an appropriate way to address students' learning needs, to raise expectations of student performance, and to utilise funds available through the National Partnership for Literacy and Numeracy project (NPLN). Case management, as applied in this model, is a whole-school approach to school improvement, aimed at ensuring that the literacy and numeracy learning needs of all students are identified, monitored and achieved. The process results in differentiated curriculum, particularly for any student not achieving their potential, including those achieving at or below the National Minimum Standard.</p>	P-10	Literacy and Numeracy	N/A	To be provided after school selection of approach/es	No

No.	Title (Approach)	Short description	Year level(s) targeted	Domain(s) targeted	Dependent on projects*	DEEWR school ID(s) using the approach	Does the approach specifically target Aboriginal and Torres Strait Islander students?
14	The Literacy and Numeracy Pilot in Low Socio-Economic Status (SES) School Communities 2009-10	<p>A multi-faceted approach, identified from local reform experience, was used to improve students' literacy and numeracy achievements in this initiative. The focus was on students from low SES school communities, and included low SES, Koorie (Victorian indigenous community), English as an additional language (EAL), new arrivals and refugee student cohorts. The initiative used a school cluster approach to school improvement and focused on five areas of reform:</p> <ul style="list-style-type: none"> • leadership and whole school approaches • investments in lifting teacher capacity • effective use of student data • student-centred approaches and interventions • use of broader community and parental engagement strategies. 	P – 10	Literacy and Numeracy	N/A	To be provided after school selection of approach/es	Yes

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

23. The maximum financial contribution to be provided by the Commonwealth for the project to Victoria is \$41,067,278, payable in accordance with performance indicators and performance milestones set out in Part 4 of the National Partnership. All payments are exclusive of GST.
24. The overall budget (exclusive of GST) is set out as estimated financial contributions in Table 3. The budget is indicative only and Victoria 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.
25. Costing at the approach level will be provided once schools have selected the approaches in which they will be participating.

Table 3: Estimated financial contributions

(\$ million)	Total 2013
Government	\$29,398,776
Catholic	\$8,578,541
Independent	\$3,089,961
Total estimated budget	\$41,067,278
less estimated Commonwealth contribution	Nil
equals estimated balance of non-Commonwealth contributions	Nil
Total Commonwealth contribution	\$41,067,278

Program Logic

26. The way in which these project elements will achieve the outcomes and objectives stated in the National Partnership is detailed in Table 4 below.

Table 4 – Program Logic

Project elements	Outputs	Outcomes	Reform/ Project Objectives	Responsibilities
<p>The Literacy and Numeracy Pilot in Low Socio-Economic Status (SES) School Communities 2009-10</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>(a) The Literacy and Numeracy pilot objectives link to the ILNNP outcome to improve the performance in literacy and/or numeracy of specific student target groups.</p> <p>(b) The Literacy and Numeracy Pilot uses data to:</p> <ul style="list-style-type: none"> - monitor student progress at agreed times to inform decisions about the allocation of resources at the school level - engage teachers in professional learning opportunities, at the cluster and school level, to build the capacity of teachers to accurately assess student progress and to deliver quality classroom instruction in literacy and numeracy to support all students to make progress - implement ongoing monitoring (tracking) of individual student achievement in literacy and numeracy. <p>(c) The DEEWR pilot enhances leadership and teacher capacity through a multi-faceted approach that encourages whole-school commitment from all cluster schools. It employs strategies including school-based and regional coaches of literacy and numeracy, regional literacy and numeracy coordinators, provision of extensive professional learning opportunities for school leaders and teachers, school based staff to support student intervention in literacy and numeracy, use of Professional Learning Teams and student data analysis which informs planning for differentiated teaching and learning.</p>	<p>The Literacy and Numeracy pilot objectives link to the ILNNP objective of improving the performance of students who are falling behind in literacy and/or numeracy, including targeted groups such as Indigenous, EAL and low SES students.</p> <p>The key objectives of the initiative are to achieve sustainable improvement in:</p> <ul style="list-style-type: none"> - literacy and numeracy outcomes for all students in the pilot schools - literacy and numeracy teaching practice in the pilot schools - leadership capacity, at the school and cluster level, to support changed teacher practice and improved literacy and numeracy outcomes - capacity for schools and networks to deliver this comprehensive, multi-faceted approach to improving literacy and numeracy beyond the completion of the pilot. 	<p>Victoria</p>

Project elements	Outputs	Outcomes	Reform/ Project Objectives	Responsibilities
Evidence-Based Classroom Observation and Coaching	<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>(a) The Classroom Observation and Coaching project links to the ILNIP outcome to improve the performance in literacy and numeracy of student target groups.</p> <p>(b) The Classroom Observation project utilises data to gather and analyse information about the impact of the initiative through assessment tools such as the Progress of Achievement Test (PAT), Running Records and PROBE. In addition, data about teachers' and students' behaviours is gathered by the coaches during the observation sessions and is analysed and trends noted. This information is aligned with students' results as measured by other assessment tools to check for correlations and improvement trends.</p> <p>(c) The Classroom Observation project builds teacher capacity through discussion with coaches, enabling the teacher to reflect on their teaching practice and their interactions with students – identifying patterns, strengths and areas for improvement. Over time, the data analyses and comparisons enable the coaches and teachers to assess the extent to which teachers' practices and student learning outcomes and engagement are improving.</p>	<p>The Classroom Observation and Coaching project objectives link to the ILNIP objective of improving the performance of students who are falling behind in literacy and/or numeracy, including targeted groups such as Indigenous, EAL and low SES students.</p> <p>The key objective of the evidence-based classroom observation and coaching approach is to achieve sustainable improvement in student outcomes in all areas of learning. It is anticipated that this improvement would be achieved in the pilot schools through:</p> <ul style="list-style-type: none"> - building teachers' capacity to improve their teaching practices - improving student engagement in their learning - establishing a culture of high quality performance and improvement within the schools. 	Victoria

Project elements	Outputs	Outcomes	Reform/ Project Objectives	Responsibilities
<p>Primary Mathematics Specialists initiative</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>(a) The Primary Mathematics Specialists initiative links to the ILNIP outcomes to improve the performance in numeracy of specific student target groups.</p> <p>(b) The Primary Mathematics Specialists initiative utilises data extensively and successfully at external evaluation, whole school, teacher perception, classroom, cohort and individual student level. Evidence indicates the initiative has a positive impact on student achievement in most participating schools. Some schools have done exceedingly well in raising their students' achievement in mathematics. The majority of participating schools embrace the initiative and many have substantially improved student achievement above state averages and expected growth.</p> <p>(c) The Primary Mathematics Specialists initiative demonstrates that the expertise of the specialists has been enhanced as a result of participating in the professional learning activities provided by the initiative. This has been translated into support for specialists' colleagues. The majority of principals (17 out of 25) and most of the regional network leaders (8 out of 11) believe the specialists are raising the profile of mathematics in their schools, support teachers with their understanding of mathematical pedagogy and are helping to establish a culture of evidence-based learning. The majority of teachers (over 80%) who completed an online survey believed the initiative supported them in their mathematics teaching.</p>	<p>The Primary Mathematics Specialists initiative objectives link to the ILNIP objective of improving the performance of students who are falling behind in numeracy, including targeted groups such as Indigenous, EAL and low SES students.</p> <p>The Primary Mathematics Specialists initiative aims to:</p> <ul style="list-style-type: none"> - increase workforce capacity to improve outcomes in mathematics - achieved in the first instance by specialists building their own disciplinary and pedagogical content knowledge, then by specialists supporting the learning of colleagues - deliver improved primary student results in numeracy obtained through teachers offering engaging, well-structured and targeted lessons that focus on developing students' mathematical concepts and skills - build sustained continued improvement in teacher capacity and student outcomes within schools - achieved by specialists building the disciplinary and pedagogical content knowledge in mathematics of their colleagues throughout the school and cluster. 	<p>Victoria</p>

Project elements	Outputs	Outcomes	Reform/ Project Objectives	Responsibilities
<p>Bastow Leading Literacy course</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>(a) The Bastow Leading Literacy course links to the ILNNP outcome to improve the performance in numeracy of specific student target groups.</p> <p>(b) The Leading Literacy course participants utilise data through completing surveys and collect data from their own schools as a key input to developing a literacy leadership plan.</p> <p>(c) The Leading Literacy course provides opportunities for participants to collaborate with colleagues to explore knowledge of leadership and the capabilities required to lead significant change in literacy teaching and learning for improved outcomes for students.</p>	<p>The Leading Literacy course objectives link to the ILNNP objective of improving the performance of students who are falling behind in literacy, including targeted groups such as Indigenous, EAL and low SES students.</p> <p>The key objective of the Leading Literacy course is to build participants' capacity to support sustainable improvement in student literacy outcomes in their schools. It is anticipated that this improvement will occur through increasing participants' understandings about:</p> <ul style="list-style-type: none"> - how students acquire the skills of reading, writing, speaking and listening - the pedagogical structures and models that underpin exemplary literacy teaching and learning - how to lead high quality school-based professional learning - the nature of formative and summative assessment and how these assessments best inform instruction and learning - the characteristics of effective schools and the role of professional leadership, particularly when working with teachers on the whole school professional learning strategy. 	<p>Victoria</p>

Project elements	Outputs	Outcomes	Reform/ Project Objectives	Responsibilities
<p>Bastow Leading Numeracy course</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>(a) The Bastow Leading Numeracy course links to the ILNMP outcome to improve the performance in numeracy of specific student target groups.</p> <p>(b) The Leading Numeracy course participants utilise data through completing surveys and collecting data from their own schools as a key input to developing a numeracy leadership plan.</p> <p>(c) The Leading Numeracy course provides opportunities for participants to collaborate with colleagues to explore knowledge of leadership and the capabilities required to lead significant change in numeracy teaching and learning for improved outcomes for students.</p>	<p>The Leading Numeracy course objectives link to the ILNMP objective of improving the performance of students who are falling behind in literacy and/or numeracy, including targeted groups such as Indigenous, EAL and low SES students.</p> <p>The Leading Numeracy course aims to develop school leaders' strategic knowledge and capacity to achieve and sustain high levels of student learning and engagement in numeracy through an evidence-based culture that supports improvement in instructional practice.</p> <p>The course addresses the topics of:</p> <ul style="list-style-type: none"> - reviewing current numeracy achievement and teaching practice - building teacher capacity to link assessment with instruction - enhancing teacher knowledge in numeracy instruction - building teacher capacity in teaching numeracy - building teacher capacity to provide for individual differences in numeracy. 	<p>Victoria</p>

Project elements	Outputs	Outcomes	Reform/ Project Objectives	Responsibilities
Coaching initiatives	<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>(a) The Coaching initiative links to the ILNNP outcome to improve the performance in literacy and numeracy of specific student target groups.</p> <p>(b) The design of the data collection for the coaching initiative involves assessing the contribution of the coaching initiatives in lifting literacy and numeracy outcomes through comparisons of student assessment data. Comparisons in literacy and numeracy performance are made between students of teachers who participate in the initiative and control schools. Student growth in achievement in literacy and numeracy is measured each year, with data collected in March and September.</p> <p>(c) The Coaching initiative focuses on increasing teacher capacity to improve student achievement in literacy and numeracy in schools where students were not achieving expected learning outcomes.</p>	<p>The Coaching initiative objectives link to the ILNNP objective of improving the performance of students who are falling behind in literacy and/or numeracy, including targeted groups such as Indigenous, EAL and low SES students.</p> <p>The main aims of the initiative are to improve:</p> <ul style="list-style-type: none"> - student learning outcomes, especially in the areas of literacy and numeracy for students in identified schools - teacher knowledge and skills related to effective literacy and numeracy teaching - school capacity to support improved student learning outcomes. 	Victoria
Principals as Literacy Leaders (PALL)	<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>(a) The Principal as Literacy Leaders (PALL) course links to the ILNNP outcome to improve the performance in literacy of specific student target groups.</p> <p>(b) One of the main objectives of the PALL program is to assist principals and systems to examine school and system data for the purpose of evaluating performance, and developing plans and strategies for the improvement and sustainability of high levels of literacy achievement.</p> <p>(c) The PALL course develops the capabilities of primary school principals as effective literacy leaders. It is focused on the need to develop capabilities in both leadership and literacy, with a focus on reading.</p>	<p>The PALL course objectives link to the ILNNP objective of improving the performance of students who are falling behind in literacy, including targeted groups such as Indigenous, EAL and low SES students.</p> <p>The program is based on research findings that demonstrate that successful schools are schools where the principal is a leader in teaching and learning. The program provides a moral purpose and foundation to the directions and actions in a school, namely the improvement of literacy achievement of its students.</p>	Victoria

Project elements	Outputs	Outcomes	Reform/ Project Objectives	Responsibilities
<p>Oral Language Supporting Early Literacy (OLSEL)</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>(a) The Oral Language Supporting Early Literacy (OLSEL) project links to the ILNPP outcome to improve the performance in literacy of specific student target groups.</p> <p>(b) Data is used to effectively identify where support is needed by the Catholic Education Commission of Victoria in response to converging evidence identifying oral language competence as a significant variable in early literacy outcomes. Evidence suggests focused classroom teaching achieves statistically and educationally significant gains in the students' oral language and leads to both statistically and educationally significant reading comprehension gains for students in the early years of schooling.</p> <p>(c) The OLSEL research project focuses on enhancing teacher capacity to support the oral language learning of students in the early years. It is hypothesised that by improving teacher knowledge of oral language and its role in facilitating early literacy acquisition it will be possible for teachers to enhance teaching and learning interactions in the classroom. It will also enhance the focus on explicit teaching of oral language skills across the curriculum, which will result in measurable gains both in the students' oral language and reading abilities.</p>	<p>The OLSEL project objectives link to the ILNPP objective of improving the performance of students who are falling behind in literacy and/ or numeracy, including targeted groups such as Indigenous, EAL and low SES students.</p> <p>The OLSEL Project sought to determine whether a strategic and explicit emphasis on early oral language competency in the Prep, Grade 1 and Grade 2 classrooms of low-SES schools would confer identifiable and sustainable benefits on both the oral language skills and the literacy skills of children in those settings.</p> <p>The goal of the professional learning program is to increase teacher capacity to effectively plan and implement strategies which specifically target the development of oral language skills in the early years of schooling, with a particular focus on the first year of schooling.</p>	<p>Victoria</p>

Project elements	Outputs	Outcomes	Reform/ Project Objectives	Responsibilities
<p>English as an Additional Language (EAL) Science Language Literacy Pilot Project</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>(a) The EAL Science Language Literacy pilot links to the ILNMP outcome to improve student performance in target groups in literacy.</p> <p>(b) The EAL Science Language Literacy pilot participants utilise data to monitor improvements in student performance. Teacher judgements of student achievement are monitored against the ESL Companion to Victorian Essential Learning Standards (Victorian Curriculum and Assessment Authority). Their learning in science is also assessed using the Science domain of the Victorian Essential Learning Standards.</p> <p>(c) The Science Language Literacy pilot provides an evidence and research base that supports sustainable and evolving change through supporting networks and knowledge sharing. Evidence of improved capability in teacher practice includes teachers being able to articulate the changes in their practice and the change in student understanding of, and interaction with, the knowledge. Teachers are also able to articulate the reasons for the changes. Teachers involved have commented that, although the focus is on EAL students and science, the strategies used are relevant for all students and other subject areas.</p>	<p>The EAL Science Language Literacy pilot's objectives link to the ILNMP objective of improving the performance of students who are falling behind in literacy, including the targeted group of EAL students.</p> <p>The main aim of the pilot is to:</p> <ul style="list-style-type: none"> - build the capacity of participating teachers to use a functional systemic approach to teaching the literacy of science - assist teachers to explicitly plan teaching activities that progress students' learning along a 'mode continuum' so they are able to independently engage with and produce science texts, improving student learning outcomes 	<p>Victoria</p>

Risk management

27. 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

28. Victoria's context has been considered in the development of this Implementation Plan.
29. Victoria's approach to the Improving Literacy and Numeracy National Partnership draws on the lessons learned from a number of state based large-scale pilots and initiatives implemented through the *Smarter Schools* National Partnerships funding period and their independent evaluation. These evaluations were extensive and focused on the integral themes identified as key to literacy and numeracy improvement; quality learning and teaching, leadership and whole school curriculum planning. This learning has informed the approaches Victoria has contributed to Teach, Learn, Share and has ensured they are evidence-based and have been used successfully in the past within Victoria or similar jurisdictions. Participating schools also have the opportunity to participate in identified approaches that have been tried and tested in other states or territories.
30. Victoria adopted a collaborative cross-sectoral approach to the *Smarter Schools* National Partnerships. This approach of integration and collaboration across the three school sectors will continue under this National Partnership, with the Implementation Plan and the governance arrangements supporting this work jointly developed by the sectors.
31. Victoria's approach to delivering the National Partnership's outcomes and objectives is also influenced by the Victorian Government's policy directions as outlined in recent papers, *New Directions for School Leadership and the Teaching Profession* and *Towards Victoria as a Learning Community*. These papers outline the Victorian Government's commitment to lifting the performance of Victoria's students into the global top tier through a focus on professional trust and autonomy, balanced with accountability and support, and improving the quality of its teachers. There is an acknowledgement that reaching the top tier will involve improving all schools to achieve system-wide excellence, part of which involves addressing underperformance, reflecting the aim of the National Partnership.
32. The Victorian government sector's reform history puts it in a unique position to reach this goal. In the 1990s, structural reform achieved world-leading levels of school autonomy, which is now embedded in its education culture. Throughout the 2000s there was a focus on capacity-building for teaching and learning, which generated a shared commitment and common language for improvement.
33. The next wave of reform in the government sector will be driven by local responsibility for system improvement. Accordingly, the Victorian approach to the National Partnership provides the opportunity for schools to determine the initiatives that will best complement their implementation strategy within a consistent statewide evidence-based framework.
34. A number of current Victorian initiatives will complement the work undertaken as part of the National Partnership in each of the integral themes, including:
 - *Leadership*
Each of the sectors provides programs designed to support and develop teachers and leaders at all stages of their career. Drawing on research and practice from education and other professional fields, each sector offers leadership development programs that reflect the best evidence about effective, contemporary leadership. Participants have access to online learning management systems that provides resources, networks and online collaboration and allows them to harness new technologies. In many instances,

courses are provided in partnership with tertiary institutions providing further opportunities of credentialed pathways for school participants.

Each of the sectors runs leadership programs specifically around Leading Literacy and Leading Numeracy. The Bastow Institute of Education example as provided in Victoria's contribution to Teach, Learn, Share, Bastow exemplifies these courses, which are designed to assist teachers and school leaders to create and sustain the organisational conditions that enable exemplary literacy or numeracy practices to be embedded within their team and influence change across the school.

- *Whole School Curriculum Planning*

In 2013, Victorian curriculum planning, assessment and reporting for Foundation –Year 10 will be against the AusVELS, which incorporate the Australian Curriculum Phase 1 subjects and the remaining VELS Discipline domains, Interdisciplinary Learning, Physical, Personal and Social Learning strands. Planning for implementation has been undertaken in collaboration with the Catholic and independent school sectors, with all resources published on the AusVELS website at <http://ausvels.vcaa.vic.edu.au>

Implementation is supported by:

- the development of progression points to strengthen the English and Mathematics developmental continuum
- the publication of achievement standards for English and Mathematics
- alignment of resources to the AusVELS achievement standards; including online assessment tools; the English Online Interview and the Mathematics and Fractions and Decimals Online Interviews which reflect AusVELS English and Mathematics achievement standards. New online diagnostic tools in English, which provide validated assessment tasks as part of a suite of Literacy Tools and Monitoring Progress Tools will be published in Term 1, 2013. These tools provide diagnostic information to inform teachers of individual learning strengths and needs and can be used at any time of the year
- the EAL Companion to AusVELS will be used for assessing and reporting on the progress of students learning English as an Additional Language.

- *Quality Teaching and Learning.*

As part of the Empowering Local Schools National Partnership, schools participating in the Supporting Professional Practice initiative are developing a professional practice framework and supporting suite of tools designed to develop a more sophisticated understanding of the evidence required to make informed judgments about teacher effectiveness and teacher performance.

A number of schools participating in the initiative have selected to focus on classroom observation as their theme. The schools are working in peer learning groups with a range of facilitators to develop their adaptive expertise in this area. Through face to face contact, online learning communities including webinars and school visits, participants are encouraged to share best practice, discuss the role of leadership and define continuous professional learning. Schools will also consider the evidence required to judge performance consistently against the dimensions of professional practice.

Quality Learning and Teaching initiatives for Catholic schools include the Learning Centred Schools Framework and Strategy that has five fully articulated innovation

streams: Leadership for Learning, Curriculum by Design, Transforming Pedagogy, Assessment for Teaching and Learning and Learning Environments. The strategic intent is to ensure all teachers have the required content and pedagogical knowledge for effective professional practice to improve student learning outcomes. Through collaborative partnerships and evidenced based initiatives, teachers engage in: professional learning inquiry and workshops, coaching support, professional learning teams and online learning environments. These professional learning opportunities support teachers to adopt contemporary, evidence-based teaching strategies that are demonstrably effective in meeting the learning needs of all the children for whom they are responsible.

Independent Schools Victoria's Development Centre offers a suite of seminars and programs aimed at improving the quality of teaching. In particular, an Evidence Based Observation approach has been adopted by Independent Schools Victoria and implemented in many schools. The approach, which involves peer observation supported by coaching, has enabled clear and measurable improvements in teaching practice to occur.

35. Victoria is also implementing reforms to achieve universal excellence that will complement the work being undertaken in schools as part of the National Partnership:
- In 2013 the performance of Victorian government schools will be assessed against a set of key indicators of achievement in literacy and numeracy. Where a government school's performance falls below minimum thresholds for these indicators an independent review will be triggered. In a similar approach within the Catholic sector, such school performance indicators are used as the basis for examination through the independent school review process. Such reviews will consider a range of information to determine the support required, such as monitoring, evidence-based resources to improve professional practice or further intervention tailored to the specific organisational needs determined by the review.
 - All schools in the government sector will be given greater curriculum freedom through a new principles-based framework that unclutters the curriculum. Under the new model, core learning areas including English and Mathematics will be addressed every year, ensuring each student develops core skills essential for other areas of learning.

PART 4 PERFORMANCE AND REPORTING ARRANGEMENTS

Milestones

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

Performance indicators and measures

37. Victoria 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 to achieve the outcomes and outputs of the Agreement are at **Attachment B**. Details of state and sector specific local measures for all schools (for the 2013 school year) to achieve the outcomes and outputs of the Agreement are outlined in **Table 5**.

Table 5 : Local measures

PERFORMANCE INDICATOR	AGREED 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.	The literacy and numeracy growth of Years 3, 5 and 7 students starting in the bottom two bands in 2010 literacy and numeracy funded schools will be greater than for equivalent students in non NP funded schools over the period 2011 to 2013	NAPLAN matched cohort for Years 3 to 5 and Years 7 to 9	2011 (with growth measured through to 2013)
	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	The literacy and numeracy growth of Years 3, 5 and 7 indigenous students starting in the bottom two bands in 2010 literacy and numeracy funded schools will be greater than for equivalent students in non NP funded schools over the period 2011 to 2013	NAPLAN matched cohort for Years 3 to 5 and Years 7 to 9	2011 (with growth measured through to 2013)
Education systems and participating schools conducting effective data collection and assessment to	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.	Narrative description covering the range of formative and summative assessments used by NP	Qualitative evidence collected through the Victorian evaluation of the Improving Literacy and	2013

PERFORMANCE INDICATOR	AGREED LOCAL MEASURE	STATE SPECIFIC MEASURE	DATA SOURCE	BASELINE YEAR 2013
inform best practice literacy and numeracy teaching		funded schools. The narrative will include a description of how the assessments are used to inform classroom planning, along with evidence of how the use of the assessment has increased as a result of NP funded activity	Numeracy National Partnership	
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	Narrative description covering the range of approaches staff from NP funded schools have employed to improve capability and effectiveness of literacy and/or numeracy teaching. The narrative will include a description of the impact of the approaches on teacher practice, along with evidence of an increase in the use of approaches as a result of NP funded activity	Qualitative evidence collected through the Victorian evaluation of the Improving Literacy and Numeracy National Partnership	2013
	Feedback from staff demonstrating improvement in capability and effectiveness of literacy and numeracy teaching	The measure will feature documented feedback from teachers in NP funded schools, describing the	Qualitative evidence collected through the Victorian evaluation of the Improving	2013

PERFORMANCE INDICATOR	AGREED LOCAL MEASURE	STATE SPECIFIC MEASURE	DATA SOURCE	BASELINE YEAR 2013
		impact of professional learning conducted as part of their schools' participation in the NP. The documented evidence will be drawn from interviews and may include video footage.	Literacy and Numeracy National Partnership	

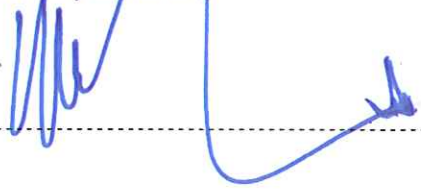
*For local measures, improvement is considered to be any increase (reported in the final report) above the baseline data obtained at the beginning of the 2013 school year.

Sign off

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

Signature 
[By state/territory Minister]

Date 12/3/13



17/4/13

Signature
[By Commonwealth Minister]

Date

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