

# WESTERN AUSTRALIA IMPLEMENTATION PLAN

## National Partnership Agreement on Improving Literacy and Numeracy

### PART 1: PRELIMINARIES

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

### PART 2: TERMS OF THIS IMPLEMENTATION PLAN

3. This Implementation Plan will commence as soon as it is agreed between the Commonwealth of Australia, represented by the Minister for School Education, Early Childhood and Youth and the state/territory of Western Australia, represented by the Hon Peter Collier MLC, the Minister for Education.
4. Activity under the Implementation Plan must commence by no later than the beginning of Term 2 of the 2013 school year.
5. As a schedule to the National Partnership Agreement on Improving Literacy and Numeracy, the purpose of this Implementation Plan is to provide the public with an indication of how the National Partnership is intended to be delivered and demonstrate Western Australia'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 WESTERN AUSTRALIA IMPLEMENTATION

#### Project information

9. This Implementation Plan describes how Western Australia will implement activity across school sectors/systems to ensure that the outputs and outcomes for lifting the performance of students who are falling behind in literacy and/or numeracy are met.
10. A complete list of participating schools is provided at Attachment A.

Table 1: Project elements - Literacy and Numeracy approaches endorsed by the Expert Reference Group

No	Title (Approach)	Short description	YR 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?
<b>PUBLIC SECTOR</b>							
1	Whole-school Literacy and Numeracy Improvement	<ul style="list-style-type: none"> <li>This approach focuses on assisting schools with the process of collaborative planning; coordinating the provision of opportunities for professional learning for school leaders and specialist teachers; and assisting schools in the setting of improvement targets.</li> </ul>	K-7	Reading and/or Numeracy – provided with the Progress Report due 31 July 2013	N/A	Approaches used in specific schools to be provided with the Progress Report due 31 July 2013	NO
2	A state-wide case-management approach to improving literacy and numeracy skills	<ul style="list-style-type: none"> <li>Effective case management involves a team approach, supporting the classroom teacher to deliver an effective program for case-managed students. The model depends on effective systems and processes combined with collaborative whole-school planning practices, rather than specific resources or strategies.</li> </ul>	K-7	Reading and/or Numeracy – provided with the Progress Report due 31 July 2013	N/A	Approaches used in specific schools to be provided with the Progress Report due 31 July 2013	NO
3	Early Childhood iPad Initiative	<p>Schools will investigate how tablet technology can:</p> <ul style="list-style-type: none"> <li>enhance students' learning in literacy and numeracy;</li> <li>change teachers' pedagogical practices; and</li> <li>facilitate the development of creative approaches to using the devices.</li> </ul>	K-3	Reading and/or Numeracy – provided with the Progress Report due 31 July 2013	N/A	Approaches used in specific schools to be provided with the Progress Report due 31 July 2013	NO
4	Language, Literacy and Learning Two-Way: Teaching Aboriginal EAL/D (English as an Additional Language/Dialect) Students in the Early Years	<p>This professional learning course, provides a cost effective way to:</p> <ul style="list-style-type: none"> <li>improve teacher ability to provide appropriate language and literacy instruction to EAL/D Aboriginal students in the early years; and</li> <li>provide students with a strong foundation for their Standard Australian English (SAE) language and literacy development.</li> </ul>	K-3	Reading and/or Numeracy – provided with the Progress Report due 31 July 2013	N/A	Approaches used in specific schools to be provided with the Progress Report due 31 July 2013	YES
<b>CATHOLIC SECTOR</b>							
1	Using inquiry to improve Literacy and Numeracy outcomes	<ul style="list-style-type: none"> <li>Schools will engage in a collaborative inquiry process to identify key improvements to the teaching of literacy and numeracy. The use of student data will assist teachers to continue to modify and improve teaching and learning programs for these students. Office-based consultants will support schools.</li> </ul>	K-9	Reading and/or Numeracy – determination provided with the Progress Report due 31 July 2013	N/A	Approaches used in specific schools to be provided with the Progress Report due 31 July 2013	Targets all students, including Aboriginal and Torres Strait Islander students

2	Early intervention in Literacy and Numeracy for students who are most vulnerable	<ul style="list-style-type: none"> <li>Students in Years 1 and 2 who are identified as most vulnerable will be supported with an individual, short term intervention program designed to raise achievement in the areas of literacy and numeracy.</li> </ul>	P-2	Reading and/or Numeracy – determination provided with the Progress Report due 31 July 2013	N/A	Approaches used in specific schools to be provided with the Progress Report due 31 July 2013	Targets all students, including Aboriginal and Torres Strait Islander students
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### INDEPENDENT SECTOR

1	Whole-school Literacy and Numeracy Improvement	<ul style="list-style-type: none"> <li>This approach focuses on assisting schools with the process of collaborative planning; coordinating the provision of opportunities for professional learning for school leaders and specialist teachers; and assisting schools in the setting of improvement targets.</li> <li>A whole-school approach to school improvement, aimed at ensuring the learning needs of all students are identified, monitored and achieved.</li> </ul>	K-7	Reading and/or Numeracy – determination provided with the Progress Report due 31 July 2013	N/A	Approaches used in specific schools to be provided with the Progress Report due 31 July 2013	NO
2	A state-wide case-management approach to improving literacy and numeracy skills	<ul style="list-style-type: none"> <li>Professional learning provided about literacy and numeracy teaching and assessment strategies and tools. Effective case management involves a team approach, supporting the classroom teacher to deliver an effective program for case-managed students. The model depends on effective systems and processes combined with collaborative whole-school planning practices, rather than specific resources or strategies.</li> </ul>	K-7	Reading and/or Numeracy – determination provided with the Progress Report due 31 July 2013	N/A	Approaches used in specific schools to be provided with the Progress Report due 31 July 2013	NO
3	Early Childhood Improvement in Early Literacy Development.	<ul style="list-style-type: none"> <li>Assess the oral language and emergent literacy development of pre-primary students and use the data to inform explicit teaching of English language and literacy skills.</li> <li>Resources that provide support for early years oral language development in the areas of identification, intervention and assessment.</li> </ul>	K-3	Reading and/or Numeracy – determination provided with the Progress Report due 31 July 2013	N/A	Approaches used in specific schools to be provided with the Progress Report due 31 July 2013	NO
4	Aboriginal Independent Schools (AICS) Numeracy and Literacy Strategy	<ul style="list-style-type: none"> <li>The AICS Numeracy Strategy is an on-line portal providing support for teachers to identify what students know and what they need to learn. Includes support to write plans of work to accommodate students' needs and a tracking tool to assess students' progress.</li> <li>Creating a reading culture. Developing a collective responsibility and shared leadership through an active curriculum team to provide support to all staff and a new reading policy aimed to encourage students to read more.</li> </ul>	K-3	Reading and/or Numeracy – determination provided with the Progress Report due 31 July 2013	N/A	Approaches used in specific schools to be provided with the Progress Report due 31 July 2013	YES

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

## Estimated costs

12. The maximum financial contribution to be provided by the Commonwealth for the project to the jurisdiction is \$29 587 205 million, payable in accordance with performance indicators and performance milestones set out in Part 4 of the National Partnership. All payments are exclusive of GST.
13. The overall budget (exclusive of GST) is set out as estimated financial contributions in Table 2. The budget is indicative only and Western Australia retains the flexibility to move funds between components and/or years, as long as outcomes are not affected. The Commonwealth contribution can only be moved between years with the agreement of the Commonwealth.

**Table 2: Estimated financial contributions**

(\$ million)	Element/Approaches	Total 2013-14
<u>Government</u>		m
		\$22 822 231
1	-Whole-school Literacy and Numeracy Improvement	\$16.0
2	A state-wide case-management approach to improving literacy and numeracy skills	\$4.0
3	- Early Childhood iPad Initiative	\$1.6
4	- Language, Literacy and Learning Two-Way: Teaching Aboriginal EAL/D (English as an Additional Language/Dialect) Students in the Early Years	\$1 222 231
<u>Catholic</u>		\$4 161 235
1	Using inquiry to improve Literacy and Numeracy outcomes	\$3.2
2	Early intervention in Literacy and Numeracy for students who are most vulnerable	\$1.161
<u>Independent</u>		\$2 603 736
1	Whole-school Literacy and Numeracy Improvement	\$0.25
2	A state-wide case-management approach to improving literacy and numeracy skills	\$0.85
3	Early Childhood Improvement In Early Literacy Development.	\$0.604
4	Aboriginal Independent Schools (AICS) Numeracy and Literacy Strategy	\$0.9
Total estimated budget		\$29 587 205
less estimated Commonwealth contribution		\$29 587 205
equals estimated balance of non-Commonwealth contributions		0
Total Commonwealth contribution		\$29 587 205

**Program Logic**

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

**Table 3 – Program Logic**

Project elements	Outputs	Outcomes	Reform/ Project Objectives	Responsibilities
<b>Approach</b>	<b>Demonstrated link to output(s)</b>	<b>Demonstrated link to outcome(s)</b>	<b>Demonstrated link to NP Objective</b>	
<b>PUBLIC SECTOR</b>				
1. Whole-school Literacy and Numeracy Improvement (WSLNI)	<ul style="list-style-type: none"> <li>▪ 12 (a) Participating schools develop and implement whole-school approaches to build a range of effective evidence-based teaching strategies.</li> <li>▪ 12 (c) This approach utilises the Monitoring Review framework – a school self-assessment tool which provides effective, longitudinal data collection with regard to school improvement</li> <li>▪ 12 (b) Individual schools participating in this approach join a network to share professional learning opportunities that facilitate the sharing of effective evidence-based teaching strategies across schools and jurisdictions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 11 (a) WSLNI project objective links to the ILNIP outcome to improve the performance of students who are under-performing in literacy and/or numeracy.</li> <li>▪ WSLNI builds the Instructional Leadership expertise in schools to ensure that the literacy and/or numeracy curriculum is differentiated to best meet the identified needs of students.</li> <li>▪ 11 (c) WSLNI will improve the capability and effectiveness of literacy and/or numeracy teaching through participation in professional learning for specialist and lead teachers which builds their capacity to collaborate, coach and model for effective practice for colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>▪ As teachers in participating schools/networks share their experiences, WSLNI will see the development and use of a range of strategies to improve the performance of students who are falling behind in literacy and/or numeracy.</li> </ul>	WA State Government – Public Sector

Project elements	Outputs	Outcomes	Return/ Project Objectives	Responsibilities
<p>2. A state-wide case-management approach to improving literacy and numeracy skills</p>	<ul style="list-style-type: none"> <li>▪ 12 (c) Case-management links to the ILNIP. Output of effective data collection and assessment practices in participating schools and systems.</li> <li>▪ The approach builds the capacity of school leadership to analyse data, set targets and identify students who are underperforming.</li> <li>▪ 12 (b) This approach develops whole-school ownership of the progress of these students, and encourages collaborative approaches to implementing the interventions literacy/numeracy strategies required to effectively differentiate curriculum and meet the literacy and numeracy learning needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 11 (a) The case-management approach links to the outcome of improved student performance in targeted cohorts in literacy and/or numeracy in participating schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ As teachers in participating schools/networks share their experiences regarding data collection and the success of strategies, this approach will see the development and use of a range of strategies to improve the performance of students who are falling behind in literacy and/or numeracy.</li> </ul>	<p>WA State Government – Public Sector</p>
<p>3. Early Childhood iPad Initiative (ongoing post-2012 Trial)</p>	<ul style="list-style-type: none"> <li>▪ 12 (a) The iPad initiative (commenced 2012) is providing opportunities to trial and evaluate new pedagogies that are being developed in participating schools. Over time, these teaching practices can be identified as evidence-based and trialled by teachers in other schools.</li> <li>▪ 12 (b) As successful strategies are identified, they can be shared on the Teach Learn Share site.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 11 (a) The iPad initiative will support improved student performance in literacy and numeracy in participating schools, with a focus on students in the early years (Years 1-3).</li> <li>▪ 11 (c) The use of the technology in improving literacy and numeracy for students in the early years will enhance the range of strategies available to teachers, particularly for students in the early years and Aboriginal students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ As teachers in participating schools/networks share their experiences regarding the use of iPads to teach literacy and numeracy in the early years, a range of strategies will be identified that teachers can use to improve the performance of students who are falling behind in literacy and/or numeracy.</li> <li>▪ In this case the targeted group are students in the early years, with a focus on Aboriginal students, who are at risk of falling behind.</li> </ul>	<p>WA State Government – Public Sector</p>
<p>4. Language, Literacy and Learning Two-Way: Teaching Aboriginal EAL/D (English as an Additional Language/ Dialect) Students in the Early Years</p>	<ul style="list-style-type: none"> <li>▪ 11 (c) This approach improves the capability and effectiveness of literacy and/or numeracy teaching in participating schools. It will improve teacher ability to provide appropriate language and literacy instruction to EAL/D Aboriginal students in the early years.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 10 (a) This approach will provide students with a strong foundation for their Standard Australian English (SAE) language and literacy development.</li> <li>▪ 10 (c) The approach is a professional learning program that will improve the capability and effectiveness of Early Years literacy teaching in participating schools. It raises the cultural awareness of teachers of Aboriginal students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ This element links to the ILNIP objective of improving the performance of students who are falling behind in literacy and/or numeracy – in this case the targeted group are Aboriginal students in the early years who are at risk of falling behind.</li> </ul>	<p>WA State Government – Public Sector</p>

Project elements	Outputs	Outcomes	Reform/ Project Objectives	Responsibilities
<p><b>CATHOLIC SECTOR</b></p> <p>1. Using inquiry to improve Literacy and Numeracy outcomes</p>	<ul style="list-style-type: none"> <li>▪ a) In schools using this approach, a process of in-school research will lead to the identification of effective evidence based teaching strategies.</li> <li>▪ b) These teaching strategies will focus on meeting individual literacy and numeracy needs of students</li> <li>▪ c) Networking across schools will ensure the sharing of these teaching strategies across schools</li> <li>▪ d) School based decisions regarding the adoptions of teaching strategies will be based on data. Resulting improvements will form the basis of future publication of strategies on <i>Teach Learn Share</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ a) Schools using this approach will target those children at or below the National Minimum Standard in Literacy and/or Numeracy.</li> <li>▪ b) Schools will utilise data to plan and evaluate intensive action plans for literacy and numeracy improvement.</li> <li>▪ c) This initiative enhances the leadership capabilities of teachers to lead improvement processes at the school site and across schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ This approach links to the ILNIP objective of improving the performance of students at or below the NMS.</li> </ul> <p>This approach aims to:</p> <ul style="list-style-type: none"> <li>▪ Improve student learning outcomes in literacy and numeracy through the provision of highly effective, evidence-based teaching and learning;</li> <li>▪ Monitor student and school literacy and numeracy performance to target support and improvement efforts;</li> <li>▪ Embed processes and structures to enable focused, sustainable, ongoing, whole school pedagogical renewal informed by school data, teacher experience and professional research;</li> <li>▪ Further develop strong school leadership and whole-school and system</li> <li>▪ engagement with literacy and numeracy teaching and learning; and</li> <li>▪ Further enhance the professional cultures of all schools to ensure ongoing professional renewal and engagement beyond the period of additional funding.</li> </ul>	<p>WA State Government – Catholic Sector</p>

Project Objectives	Outcomes	Key Messages	Responsibilities
<p>2. Early intervention in Literacy and Numeracy for students who are most vulnerable</p>	<ul style="list-style-type: none"> <li>▪ a) In schools using this approach, a process of in-school research will lead to the refinement of effective evidence based teaching strategies.</li> <li>▪ b) These teaching strategies will focus on meeting individual literacy and numeracy needs of the most vulnerable students</li> <li>▪ c) Networking across schools will ensure the sharing of these teaching strategies across schools</li> <li>▪ d) School based decisions regarding intervention will be based on data. Resulting improvements will form the basis of future publication of strategies on <i>Teach Learn Share</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ a) Schools using this approach will target those children at or below the National Minimum Standard in Literacy in years 1 and 2.</li> <li>▪ b) Schools from this approach will influence teaching at Pre-Primary, year 1 and 2.</li> <li>▪ c) Schools will utilise data to plan and evaluate intensive action plans for literacy and numeracy intervention.</li> <li>▪ d) This initiative enhances the leadership capabilities of teachers to lead intervention processes at the school site.</li> </ul>	<ul style="list-style-type: none"> <li>▪ This approach links to the ILNIP objective of improving the performance of students at or below the NMS.</li> <li>▪ The aims of this approach is accelerated literacy and numeracy learning for the lowest achieving students in years 1 and 2. Each student is expected to make faster-than-average progress in reading, writing and numeracy so that he or she can 'catch up' with other students in the year 1 or 2 class.</li> <li>▪ Accelerated learning is possible because the intervention teachers base their instruction on carefully documented daily observations of what each student already knows about reading and writing and number. Instruction begins from the student's strengths with the teacher wasting no time teaching anything that is already known.</li> <li>▪ Students learn the strategies that literate and numerate learners use. The Intervention aims to reduce the number of children experiencing literacy and numeracy failure through the provision of a high-quality, intensive early literacy or numeracy intervention. Children experiencing early literacy and/or numeracy difficulties are tutored to become successful learners in 12 to 20 weeks of daily, one-to-one or small group lessons that supplement effective classroom instruction</li> </ul>

Project Objectives	Outcomes	Key Messages	Responsibilities
<p>2. Early intervention in Literacy and Numeracy for students who are most vulnerable</p>	<ul style="list-style-type: none"> <li>▪ a) In schools using this approach, a process of in-school research will lead to the refinement of effective evidence based teaching strategies.</li> <li>▪ b) These teaching strategies will focus on meeting individual literacy and numeracy needs of the most vulnerable students</li> <li>▪ c) Networking across schools will ensure the sharing of these teaching strategies across schools</li> <li>▪ d) School based decisions regarding intervention will be based on data. Resulting improvements will form the basis of future publication of strategies on <i>Teach Learn Share</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ This approach links to the ILNIP objective of improving the performance of students at or below the NMS.</li> <li>▪ The aims of this approach is accelerated literacy and numeracy learning for the lowest achieving students in years 1 and 2. Each student is expected to make faster-than-average progress in reading, writing and numeracy so that he or she can 'catch up' with other students in the year 1 or 2 class.</li> <li>▪ Accelerated learning is possible because the intervention teachers base their instruction on carefully documented daily observations of what each student already knows about reading and writing and number. Instruction begins from the student's strengths with the teacher wasting no time teaching anything that is already known.</li> <li>▪ Students learn the strategies that literate and numerate learners use. The Intervention aims to reduce the number of children experiencing literacy and numeracy failure through the provision of a high-quality, intensive early literacy or numeracy intervention. Children experiencing early literacy and/or numeracy difficulties are tutored to become successful learners in 12 to 20 weeks of daily, one-to-one or small group lessons that supplement effective classroom instruction</li> </ul>	<p>W.A. State Government – Catholic Sector</p>



Project elements	Outputs	Outcomes	Reform/ Project Objectives	Responsibility
<p>1. Whole-school Literacy and Numeracy Improvement</p>	<p><b>INDEPENDENT SECTOR</b></p> <ul style="list-style-type: none"> <li>▪ 11(a) Participating schools develop and implement whole-school approaches to build a range of effective evidence-based teaching strategies promoting higher levels of thinking with a focus on individual needs.</li> <li>▪ 11(b) Sharing effective based teaching approaches across schools through conferences and networking.</li> <li>▪ 11(c) The approach utilises effective data collection and assessment practices through use of PIPS, NAPLAN and Even Years Testing data. – Teachers that use the School assessment tool which provides effective, longitudinal data collection with regard to school improvement</li> </ul>	<ul style="list-style-type: none"> <li>▪ 11(a). Improvement in the performance of target groups of students who are under-performing in literacy and/or numeracy.</li> <li>▪ 11(b). Effective identification of areas where support is needed and improvement has occurred through monitoring and analysis.</li> <li>▪ 11(c). Increase in instructional leadership expertise in schools to ensure that the literacy and/or numeracy curriculum is differentiated to best meet the identified needs of students. Identification of support.</li> <li>▪ 11(c). Improvement in the effectiveness of literacy and/or numeracy teaching through participation in professional learning for specialist and lead teachers which builds their capacity to collaborate, coach and model effective practice for colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>▪ As teachers in participating schools/networks share their experiences, WSLNI will see the development and use of a range of strategies to improve the performance of students who are falling behind in literacy and/or numeracy.</li> <li>▪ This approach aims to:               <ol style="list-style-type: none"> <li>1. Improve student learning outcomes in literacy and numeracy through the provision of highly effective, evidence-based teaching and learning;</li> <li>2. Monitor student and school literacy and numeracy performance to target support and improvement efforts;</li> <li>3. Embed processes and structures to enable focused, sustainable, ongoing, whole school pedagogical renewal informed by school data, teacher experience and professional research;</li> <li>4. Further develop strong school leadership and whole-school and system engagement with literacy and numeracy teaching and learning; and</li> <li>5. Further enhance the professional cultures of all schools to ensure ongoing professional renewal and engagement beyond the period of additional funding.</li> </ol> </li> </ul>	<p>Independent Sector WA</p>

Project elements	Outputs	Outcomes	Kerform/ Project Objectives	Responsibilities
<p>2. A state-wide case-management approach to improving literacy and numeracy skills</p>	<ul style="list-style-type: none"> <li>▪ 12(a) The approach builds the capacity of school leadership and teachers to analyse data, set targets and identify students who are underperforming using evidence-based teaching strategies.</li> <li>▪ 12(b). This approach develops whole-school ownership of the progress of these students, and encourages collaborative approaches to implementing the interventions</li> </ul> <p>literacy/numeracy strategies required to effectively differentiate curriculum and meet the literacy and numeracy learning needs of students.</p>	<ul style="list-style-type: none"> <li>▪ 11 (a) Improved student performance in targeted cohorts in literacy and/or numeracy in participating schools.</li> <li>▪ 11 (b) Identification of support- literacy and numeracy learning needs of all students are identified, monitored and achieved.</li> <li>▪ 11(c) Improved capability and effectiveness of literacy/numeracy teaching using evidence-based teaching strategies.</li> </ul>	<ul style="list-style-type: none"> <li>▪ As teachers in participating schools/networks share their experiences regarding data collection and the success of strategies, this approach will see the development and use of a range of strategies to improve the performance of students who are falling behind in literacy and numeracy.</li> <li>▪ This approach aims to:             <ol style="list-style-type: none"> <li>1. Improve student learning outcomes in literacy and numeracy through the provision of highly effective, evidence-based teaching and learning;</li> <li>2. Monitor student and school literacy and numeracy performance to target support and improvement efforts;</li> <li>3. Embed processes and structures to enable focused, sustainable, ongoing, whole school pedagogical renewal informed by school data, teacher experience and professional research;</li> <li>4. Further develop strong school leadership and whole-school and system engagement with literacy and numeracy teaching and learning; and</li> <li>5. Further enhance the professional cultures of all schools to ensure ongoing professional renewal and engagement beyond the period of additional funding.</li> </ol> </li> </ul>	<p>Independent sector WA</p>

Project elements	Outputs	Outcomes	Key/Key Project Objectives	Responsibilities
<p>3- Early Childhood</p>	<ul style="list-style-type: none"> <li>▪ 12 (a) A process for implementing action learning will lead to the identification of effective evidenced- based teaching strategies.</li> <li>▪ 12(b) As successful strategies are identified and shared on the Teach Learn Share site, networking across schools will ensure the sharing of these teaching strategies across schools.</li> <li>▪ 12(c) School based decisions regarding intervention will be based on data. Resulting improvements will form the basis of future publication of strategies on <i>Teach Learn Share</i>.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 11a) Schools using this approach will target those children at or below the National Minimum Standard in Literacy in years 1 and 2. Learnings from this approach will influence teaching at Pre-Primary, year 1 and 2.</li> <li>▪ 11b) Schools will utilise data to plan and evaluate intensive action plans for literacy and numeracy intervention.</li> <li>▪ 11c) This initiative enhances the leadership capabilities of teachers to lead intervention processes at the school site.</li> </ul>	<ul style="list-style-type: none"> <li>▪ As teachers in participating schools/networks share their experiences regarding literacy and numeracy in the early years, a range of strategies will be identified teachers can use to improve the performance of students who are falling behind in literacy and/or numeracy.</li> <li>▪ This approach aims to:               <ol style="list-style-type: none"> <li>1. Improve student learning outcomes in literacy and numeracy through the provision of highly effective, evidence-based teaching and learning;</li> <li>2. Monitor student and school literacy and numeracy performance to target support and improvement efforts;</li> <li>3. Embed processes and structures to enable focused, sustainable, ongoing, whole school pedagogical renewal informed by school data, teacher experience and professional research;</li> <li>4. Further develop strong school leadership and whole-school and system engagement with literacy and numeracy teaching and learning; and</li> <li>5. Further enhance the professional cultures of all schools to ensure ongoing professional renewal and engagement beyond the period of additional funding.</li> </ol> </li> </ul>	<p>WA State Government – Independent Sector</p>

Project elements	Outputs	Outcomes	Kerform/Project Objectives	Responsibilities
<p>4- Aboriginal Independent Community Schools. (AICS) Literacy and Numeracy Strategy Portal</p>	<ul style="list-style-type: none"> <li>▪ 12(a) Implementation of a wide range of evidence-based teaching approaches with a focus on individual needs evidenced in teacher portfolios.</li> <li>▪ 12(b) Sharing of effective based teaching approaches on AICS portal/ forum/facebook.</li> <li>▪ 12(c) Effective school based data collection and assessment practices implemented through the Aboriginal Numeracy Tracking Tool. (ANNT).</li> <li>▪ Resulting improvements will form the basis of future publication of strategies on <i>Teach Learn Share</i>.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 11(a) Improved student performance of Aboriginal students and reduced number of 'at risk' students.</li> <li>▪ 11(b) Identification -Learning needs identified through the use of monitoring tools such as Aboriginal Numeracy Tracking Tool.</li> <li>▪ 11(c) Improved capability and effectiveness of professional learning provided about Literacy and Numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The targeted group are Aboriginal students who are under performing.</li> <li>▪ Continuation of resourcing eg Aboriginal Independent Community Schools (AICS) Literacy and Numeracy Portal.</li> <li>▪ Numeracy leaders and coordinator roles to be developed.</li> <li>▪ This approach aims to:               <ol style="list-style-type: none"> <li>1. Improve student learning outcomes in literacy and numeracy through the provision of highly effective, evidence-based teaching and learning;</li> <li>2. Monitor student and school literacy and numeracy performance to target support and improvement efforts;</li> <li>3. Embed processes and structures to enable focused, sustainable, ongoing, whole school pedagogical renewal informed by school data, teacher experience and professional research;</li> <li>4. Further develop strong school leadership and whole-school and system engagement with literacy and numeracy teaching and learning; and</li> <li>5. Further enhance the professional cultures of all schools to ensure ongoing professional renewal and engagement beyond the period of additional funding.</li> </ol> </li> </ul>	<p>WA State Government – Independent Sector</p>

## Risk management

15. A risk management plan is being developed in line with the project planning procedures. Risks will be identified, entered into a risk log and categorised in terms of impact and likelihood.

## Relevant State or Territory Context

16. In developing this Implementation Plan consideration has been given to Western Australia's relevant context. Key factors that have influenced the proposed direction are set out below:

Western Australia covers almost one-third of the Australian land mass and is approximately 92% of the size of the entire eastern seaboard States. The sheer size of the State and the distribution of the student population results in Western Australia having some of the most unique settings and challenges for school education delivery in the world.

Over three-quarters (77.9%) of the State's population resides in the Greater Perth area. A further 6.9% reside in the south west of the State and the remaining 15.2% live in other regional and remote areas and are spread across some 2.5 million square kilometres. Of the State's primary schools, approximately 25% have less than 100 students and are located in regional and remote areas.

Approximately 44% of all public schools and 34% of all non-government schools are located in regional areas. The average distance from a remote school to the nearest town is approximately 300km. With a population density of 0.8 per square kilometre, Western Australia is responsible for servicing one of the most geographically diverse schooling sectors in the world. By comparison New South Wales has a population density of 9.0 per square kilometre and Victoria 24.4 per square kilometre.

The latest data indicates that Western Australia has 22,815 Aboriginal and Torres Strait Islander students in full-time schooling, the third highest in Australia after New South Wales and Queensland. The proportion of Aboriginal and Torres Strait Islander in Western Australian schools is the fourth highest in Australia at 6.4%, behind Queensland, Tasmania and the Northern Territory. The national average is 4.6 per cent.

In the year ended 30 June 2012, Western Australia recorded the largest percentage increase in the number of children aged 0-14 years (3.1%) and continued to record the fastest population growth rate of all states and territories at 3.3%.

The achievement of equity is particularly challenging in Western Australia as a result of its geographic diversity, population mobility, cultural and linguistic diversity and remoteness. The context and human services needs of rural and remote communities vary greatly from those in metropolitan and major regional centres. The difficulty of attracting quality staff, limited teacher housing, literacy and numeracy achievement, English language proficiency and the additional costs of service provision in outlying areas impact on the delivery of education. Equity issues that are long standing in low socio economic communities, particularly in rural and remote areas of the State, present challenges that include multiple and complex health, mental well being and social problems that need to be addressed before the gap in student achievement is closed. The State's profile creates an environment that is not conducive to the management of schooling in a 'one-size fits all' manner.

Table 4: Links with existing reforms or projects

Proposed Elements/Approaches (as identified in Table 1)	Existing reforms or projects	Complementary nature of activities
Public Sector		
1	This approach is consistent with the Department of Education WA's <i>Excellence and Equity Strategic Plan for WA Public Schools 2012 – 2015</i> ; with the Department's <i>Classroom First Strategy</i> ; and with <i>Focus 2013 – Directions for Schools</i> .	<ul style="list-style-type: none"> <li>▪ WSLNI supports schools to utilise evidence from monitoring, evaluation and research to inform decisions at all levels.</li> <li>▪ WSLNI ensures that participating schools will engage in self assessment processes and use the data to inform their improvement plans.</li> <li>▪ WSLNI will give schools increased flexibility at school level to create staffing profile to meet student needs.</li> <li>▪ WSLNI will allow schools to provide increased teacher collaboration and development opportunities and to implement effective peer classroom observation that will strengthen teaching practices.</li> <li>▪ WSLNI strategy provides the structures that encourage groups of schools to work together to improve student access to high quality education programs.</li> </ul>
2	This approach is consistent with the Department of Education WA's <i>Excellence and Equity Strategic Plan for WA Public Schools 2012 – 2015</i> ; with the Department's <i>Classroom First Strategy</i> ; and with <i>Focus 2013 – Directions for Schools</i> .	<ul style="list-style-type: none"> <li>▪ Case-management approaches will help schools to raise standards of student achievement by enabling a more tailored and personalised approach to teaching and supporting students.</li> <li>▪ Case-management approaches will support schools to utilise evidence from monitoring, evaluation and research to inform decisions at all levels.</li> </ul>
3	This approach is consistent with the Department of Education WA's <i>Excellence and Equity Strategic Plan for WA Public Schools 2012 – 2015</i> ; with the Department's <i>Classroom First Strategy</i> ; and with <i>Focus 2013 – Directions for Schools</i> .	<ul style="list-style-type: none"> <li>▪ The Early Childhood iPad Initiative will help participating schools to strengthen early childhood education and to provide more tailored and personalised approaches to teaching early years students.</li> <li>▪ It will enable participating schools to expand the use of technology to enhance student learning.</li> </ul>
4	This approach is consistent with the Department of Education WA's <i>Excellence and Equity Strategic Plan for WA Public Schools 2012 – 2015</i> ; with the Department's <i>Classroom First Strategy</i> ; and with <i>Focus 2013 – Directions for Schools</i> .	<ul style="list-style-type: none"> <li>▪ This approach will enable participating schools to implement innovative strategies to close the educational achievement gap between Aboriginal students and their non-Aboriginal peers</li> </ul>

Proposed Elements/Approaches (As identified in Table 1)	Existing reforms or projects	Complementary nature of activities
<b>Catholic Sector</b>		
1	Collaborative professional learning	<ul style="list-style-type: none"> <li>▪ The Collaborative Professional Learning model, developed as a system wide approach, allows schools the flexibility to research and design ongoing contextual enhancements to learning and teaching at their school site.</li> <li>▪ It supports schools as they builds collaborative professional cultures with complementary professional learning providing direction as schools embedded the structures that build staff capacity. It enables sustained pedagogical improvement and assists schools to use an evidence based approach to inform whole school decisions.</li> </ul>
1	Leading educational achievement through dialogue (LEAD)	<ul style="list-style-type: none"> <li>▪ The Project reflects current research and practice in improving early adolescent student engagement and achievement through the promotion of cross-system capability. LEAD is an example of a regional-level approach to building school capacity at middle leadership and teacher levels through a sustainable and contextualised process for professional dialogue and strategic action.</li> <li>▪ The focus provides a framework for change in core national policy areas of curriculum, pedagogy and standards.</li> </ul>
2	Catholic Education Office of Western Australia Early Literacy Intervention	<ul style="list-style-type: none"> <li>▪ This initiative is based on the provision of intensive individual help for young students having difficulties in learning to read and write after approximately one year's schooling.</li> <li>▪ Through daily individual lessons of 30 minutes, students are helped to make rapid progress, catching up to the class average usually within 20 weeks.</li> <li>▪ After the completion of the series of lessons, the expected outcome for most students was that they will be able to work independently and successfully with an average group of learners in their classroom without additional help.</li> </ul>
2	Bridging the Numeracy Gap	<ul style="list-style-type: none"> <li>▪ The Bridging the Numeracy Gap pilot aims to build teacher capacity and accelerate learning for mathematically vulnerable students in low SES and Indigenous communities.</li> <li>▪ Key approaches include classroom teachers using a one-on-one interview-based mathematics assessment tool and associated framework of growth points to guide instruction and curriculum development at individual, class and whole school levels; professional learning opportunities for classroom teachers, Aboriginal teaching assistants and Specialist teachers; and measuring the effectiveness of the Extending Mathematical Understanding program for students who have demonstrated difficulties learning mathematics after one year of school.</li> </ul>

Proposed Elements/Approaches (as identified in Table 2)	Existing reforms or projects	Complementary nature of activities
<b>Independent Sector</b>		
1	Whole-school Literacy and Numeracy Improvement	<ul style="list-style-type: none"> <li>▪ The 'Big Six' Professional Learning modules. (Targeted Programs)</li> <li>▪ Principals as Literacy Leaders (PALLS) PL</li> <li>▪ Literacy Consultant mentors (TP)</li> <li>▪ Appraise (NAPLAN) Data PL (TP)</li> <li>▪ Whole School Planning PL</li> <li>▪ Teacher Standards- Quality Teaching- (AGQTP/TP)</li> <li>▪ NP Implementation of collaborative cultures and learning teams</li> </ul>
2	A state-wide case-management approach to improving literacy and numeracy skills	National Partnerships Literacy/Numeracy Project: Continuation of professional learning with a focus on data collection to identify, plan and assess for student learning.
3	FIELD Project (TRIAL)	FIELD Project is designed to assess the oral language and emergent literacy development of pre-primary students and to use the data to inform explicit teaching of English language and literacy skills.
4	AICS Literacy and Numeracy Portal	AICS Literacy and Numeracy Portal-forum AICS Aboriginal Numeracy Tracking tool AICS consultancy, conferences-Broome, Fitzroy and Perth (Targeted Programs) –ESL PL



## PART 4 PERFORMANCE AND REPORTING ARRANGEMENTS

### Milestones

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

### Performance indicators and measures

18. Western Australia agrees to meet the performance measures and reporting arrangements outlined in Part 4 of the Agreement. Details of historical NAPLAN data commencing with 2008 for the schools that previously participated in the Literacy and Numeracy National Partnership Schools to achieve the outcomes and outputs of the Agreement are at Attachment B. Details of state and sector specific local measures for all schools (for the 2013 school year) to achieve the outcomes and outputs of the Agreement are outlined in 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	<ul style="list-style-type: none"> <li>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.</li> <li>At the States' discretion, local school level data demonstrating change in literacy and/or numeracy performance for the targeted student group compared with a like cohort group.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<p><u>Govt:</u></p> <ul style="list-style-type: none"> <li>Monitoring Review Framework: case-management data.</li> <li>On-entry assessment for Years P-2</li> </ul> <p><u>Catholic:</u></p> <p>Standardised assessment results</p> <p>School based monitoring tool- attendance</p>	Schools	2013
			<p><u>Independent:</u></p> <ul style="list-style-type: none"> <li>School monitoring tool. eg-attendance, engagement</li> </ul>	NAPLAN Early Years Literacy and Numeracy DATA School data	2011 Attendance 2012-2013
			<p><u>Govt:</u></p> <ul style="list-style-type: none"> <li>Monitoring Review Framework: case-management data.</li> <li>ESL/ESD Progress Maps On-entry assessment for Years P-2</li> </ul>	Schools	2013
Education systems and participating schools conducting effective data collection and assessment to inform best practice literacy and numeracy teaching	<ul style="list-style-type: none"> <li>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.</li> </ul>		<p><u>Catholic:</u></p> <p>Standardised assessment results</p> <p>School based monitoring tool- attendance</p>	NAPLAN Early Years Literacy and Numeracy DATA School data	2011 Attendance 2012-2013
			<p><u>Independent:</u></p> <p>School monitoring tool</p>	Schools	2013
			<p><u>Govt:</u></p> <ul style="list-style-type: none"> <li>Case-management data is collected in the Monitoring Review Framework and collated at the end of each school term</li> <li>School Instructional Leadership teams collaborate with classroom teachers to ensure that case-management data informs learning programs that differentiate the teaching for case-managed students.</li> <li>At a program level, all participating schools' data is analysed to identify professional learning needs and to target support.</li> </ul>	Schools	2013

PERFORMANCE INDICATOR	AGREED LOCAL MEASURE	STATESPECIFIC MEASURE	DATA SOURCE	BASELINE YEAR 2013
		<p><u>Catholic:</u> Standardised assessment results School based monitoring tool- attendance</p> <p><u>Independent:</u> School monitoring tool</p>	<p>NAPLAN Early Years Literacy and Numeracy DATA School data</p> <p>School</p> <p>Even Years assessment NAPLAN APPRAISE(a tool developed by AISWA used to analyse NAPLAN and other test data) data On-entry assessment</p>	<p>2011 Attendance 2012-2013</p> <p>2013</p>
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	<p><u>Govt:</u></p> <ul style="list-style-type: none"> <li>▪ Monitoring Review Framework survey questions regarding program milestones</li> <li>▪ Attendance registers at professional learning events</li> </ul> <p><u>Catholic:</u> School developed survey</p> <p><u>Independent:</u> School monitoring tool</p>	<p>Surveys and feedback from professional learning events.</p> <p>Staff Survey</p> <p>Surveys and feedback from professional learning events.</p> <p>Surveys and feedback from professional learning events. Staff survey, pre &amp; post</p> <p>Surveys and feedback from professional learning events.</p>	<p>2013</p> <p>2013</p> <p>2013</p> <p>2013</p>
	Feedback from staff demonstrating improvement in capability and effectiveness of literacy and numeracy teaching	<p><u>Govt:</u> Monitoring Review Framework survey questions regarding program milestones</p> <p><u>Catholic:</u> School developed survey</p> <p><u>Independent:</u> School Staff Improvement</p>	<p>Surveys and feedback from professional learning events.</p> <p>Staff survey, pre &amp; post</p> <p>Surveys and feedback from professional learning events.</p>	<p>2013</p> <p>2013</p> <p>2013</p>

\*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

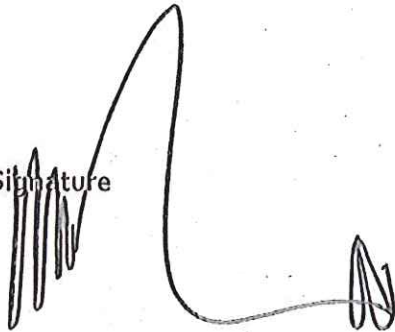


80/7/13

Hon Peter Collier MLC  
MINISTER FOR EDUCATION; ENERGY; INDIGENOUS AFFAIRS

Signature

Date



14.3.13

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Hon Peter Garrett AM MP  
MINISTER FOR SCHOOL EDUCATION, EARLY CHILDHOOD AND YOUTH