



Australian Government

AUSTRALIAN CAPITAL TERRITORY



IMPLEMENTATION PLAN

Literacy and Numeracy
National Partnership



Archdiocese of Canberra and Goulburn
CATHOLIC EDUCATION OFFICE



CONTENTS

Introduction.....	3
Cross-sector involvement.....	4
Key Reforms – A focus on whole school engagement and leadership.....	4
▪ Effective and evidence based teaching.....	5
▪ Strong school leadership and whole school engagement.....	6
▪ Monitoring school and student performance	8
ACT Literacy and Numeracy Implementation Plan 2009-10.....	10
School Selection.....	11
School Level Plans.....	11
Evaluation.....	12
Links to other National Reforms.....	13

INTRODUCTION

This National Partnership for Literacy and Numeracy (NP) focuses on the key areas of teaching, leadership and the effective use of student performance information to deliver sustained improvement in literacy and numeracy outcomes. The target group for support is primary school students who are falling behind in literacy and numeracy development.

While the ACT is recognised as a high performing jurisdiction in educational outcomes, our literacy and numeracy results can be improved. The demographic make-up of the ACT is such that all schools have students who are performing below minimum standards, as well as those at the higher ends of performance who do not appear to show appreciable value added learning.

Participation in the program will provide school leaders and teachers the opportunity to deliver sustained improvements to students' literacy and numeracy outcomes and to embed these practices in school communities across the ACT.

The ACT Department of Education and Training has worked in collaboration with the Catholic and Independent sectors to develop this plan. Where possible, collaborative activity will be undertaken in the implementation of the plan.

First Steps and *Count Me In Too* have been identified as the system-based teaching programs for use across all schools to improve literacy and numeracy achievement. A whole school approach focusing on children's learning and teaching practices is seen as essential for improving outcomes and ACT schools will be adopting this approach.

The Implementation Plan is complementary to the ACT Department's five year *Literacy and Numeracy Strategy 2009 - 2013*, which is aspirational in that its target is to increase the mean NAPLAN (National Assessment Program – Literacy and Numeracy) score across all schools. Literacy and numeracy have been identified as priority areas in the *2009-2011 Strategic Plan* of the Catholic Education Office (CEO), Archdiocese of Canberra and Goulburn. National Partnership independent schools will have literacy and numeracy improvement identified in their individual school plans.

In collaboration with the Australian Government, this implementation plan will be reviewed and revised throughout the life of the National Partnership Agreement to ensure that it remains responsive to the changing context of the ACT environment.

This plan is a joint initiative of the Australian Government, the ACT Government, the ACT Catholic Education Office and the ACT Association of Independent Schools.

CROSS SECTOR INVOLVEMENT

The Government and Catholic school sectors have identified *Count Me In Too* and *First Steps* as the system-based teaching programs for use across all schools to improve literacy and numeracy achievement. These are well researched programs which assist teachers to focus their teaching so that students improve their understanding. They have accompanying data collection processes that teachers can use to monitor progress and conduct diagnostic analysis to inform planning. A whole school approach that focuses on student learning and quality teaching practices is essential for improving outcomes, and ACT schools will be adopting this approach.

The use of *Count Me In Too* and *First Steps* builds on previous work in which these programs were partially implemented. The Government and Catholic school sectors have agreed that full implementation will support students' learning, and they will work together in training staff and in sharing effective classroom strategies and support programs. The role of specialist literacy and numeracy officers in schools will be collaboratively developed.

The Independent school sector will participate with the other sectors in the Cross Sectoral Literacy and Numeracy National Partnership Working Party to provide guidance to individual schools. This Working Party comprises executive staff from the three sectors and meets on a regular basis. As the Independent sector are a group of 17 independent schools with a very small Association of Independent Schools office there are challenges, unique to the ACT, in supporting the involvement of these schools. The Association of Independent Schools will work closely with the Government and Catholic school sectors to share strategies for the delivery of literacy and numeracy programs.

Implementation of the Plan will be managed through the cross-sectoral coordination committee comprising senior representatives from the Department, the Catholic Education Office Canberra-Goulburn Archdiocese (CEO) and the Association of Independent Schools of the ACT.

KEY REFORMS - A FOCUS ON WHOLE SCHOOL ENGAGEMENT AND LEADERSHIP

ACT schools have been moving to a greater evidence-based and engagement approach to student learning. Through the NP, National Partnership schools will participate in a set of reforms which focuses on making a measurable difference to student outcomes in literacy and numeracy. National Partnership schools will be required to demonstrate the following elements:

1. Effective and evidence based teaching;
2. Strong school leadership and whole school engagement; and
3. Monitoring school and student performance.

Further detail about the performance indicators and measures around these reforms is provided in the next section. Successful involvement of National Partnership schools in these elements is a requirement for continued funding under the NP.

Effective and evidence based teaching

All National Partnership public and Catholic schools will be provided with the physical resources and professional support associated with the literacy program, *First Steps Reading and Writing* and the numeracy program, *Count Me in Too (CMIT)* to ensure consistent implementation of the strategies across all schools. These programs are the primary models for delivering literacy and numeracy learning across ACT schools.

Emphasis will be placed on explicit and systematic teaching and developing deeper understandings about using data and evidence to inform practice and planning. In addition, extension programs will continue in both of these programs so that school-based literacy and numeracy coordinators can help embed and sustain use of these resources in their schools.

Some ACT public schools are piloting two targeted numeracy programs, *Quicksmart* (ACT funded) and *The Middle Years Mental Computation Program* (Australian Government funding). Pending the results of the pilots, which will be shared across the Territory and nationally, access to these programs could be extended to more schools.

The *Numeracy Intervention Program (NIP)* will target year 4 students in Catholic National Partnership schools using a three-tiered approach to improving numeracy for students in years 1 and 4. The program aims to achieve accelerated and sustainable higher numeracy levels by appointing Numeracy Intervention Teachers to provide professional learning for teachers with continued support by a trained Learning Support Assistant. It is currently being implemented in NSW Catholic schools in the Archdiocese of Canberra/Goulburn area through the Literacy and Numeracy Pilots in Low SES School Communities, an Australian Government Initiative.

The six independent schools participating in the NP will each implement their own individual school-based plan based on their respective needs. A number of the schools have strategic literacy and numeracy plans already in place and these will be tailored to meet the requirements of the NP.

Support for Indigenous Students

From the start of 2008, the ACT Government has funded five Indigenous Literacy and Numeracy Officers (ILNOs) who continue to work with teachers and students in small groups to raise literacy and numeracy levels of students in years K- 4. In 2009, through a new ACT initiative, an additional officer has been appointed to support the transition of year 6 Indigenous students to year 7. These officers will work in the National Partnership schools to support the teaching of Indigenous students performing at the lower bands of achievement. The transition officer will support closer monitoring of students at transition to high school.

All Catholic NP schools will be required to develop a school-based plan which responds to the priorities set for literacy and numeracy. In NP schools with Indigenous students, specific strategies will be documented to address the literacy and numeracy needs of Indigenous students in order to halve the performance gap.

There are 100 Indigenous students enrolled in ACT Catholic systemic primary schools. The CEO has increased the staffing allocation for supporting Indigenous education in 2009. An ACT regional approach will be implemented so that high schools are linked with feeder primary schools. Each of the three regions is to be supported by Indigenous Assistants. This is an increase of two additional staff. The CEO Indigenous Officer will supervise and direct the programs that are developed by the regional clusters. The emphasis of these programs will be to increase the educational achievements of students and is a component of the CEO Literacy and Numeracy Strategic Plan

Existing programs, such as *Dare to Lead*, exist in independent schools that have Indigenous students. The type of support and programs in the future will depend on the school.

Support for Schools

ACT public schools attract a pool of beginning teachers annually who are learning their craft and who need guidance about the practical application of their pre-service learning. Central office staff, in conjunction with beginning teacher school coordinators, support these teachers with a program of professional development and mentoring. Over the life of this implementation plan, a pilot program will be developed and trialled to provide explicit and focused literacy and numeracy professional learning for beginning teachers.

The appointment of Literacy and Numeracy Contact Officers for each school is a key component of the *Archdiocesan Strategic Plan for Literacy and Numeracy for 2009 – 2011*. Literacy and Numeracy Contact Officers will be key liaison personnel, along with Religious Education and Curriculum Officers from the Catholic Education Office. The role of these teachers is to guide and support literacy and numeracy within their school.

Strong school leadership and whole school engagement

Public Schools

Twenty one Literacy and Numeracy Field Officers will be appointed to work in school clusters from 2010 - with 16 of these Field Officers to work exclusively in primary schools. This initiative builds on the Early Literacy and Numeracy Officer (ELNO) model that has been used in various formats in ACT public schools since 2000.

The 12 National Partnership public schools will have priority for the allocation of one of these Field Officers in 2010.

The Literacy and Numeracy Field Officers will be responsible for:

- building teacher capacity at all levels across the National Partnership schools through on-site professional learning, coaching, mentoring and modelling
- providing expert advice in literacy and numeracy strategies and their classroom application. As trained facilitators in *First Steps Writing and Reading* or *Count Me In Too* (CMIT) these officers will provide the foundation for developing a common base for building professional discussions across the ACT, and for supporting the

development and implementation of identified literacy and numeracy priorities within the school plan

- strengthening student monitoring processes, including the use of individual learning plans (ILPs) and personal learning plans (PLPs) for low performing students including ESL students, students with a disability and Indigenous students
- providing expert advice and additional support to school Literacy and/or Numeracy Coordinators.

Each school will also identify a School Literacy and Numeracy Coordinator. These coordinators will be responsible for building teacher capacity through coaching and mentoring in classes, including team teaching practices, and the provision of intensive support to identified students. They will also:

- assist in the development and implementation of the literacy and numeracy priority within the school plan
- coordinate the development of systems to track and evaluate student progress, including input into ILPs and PLPs
- support a professional learning team approach as a strategy in building teacher capacity.

A professional learning program for National Partnership school principals will be developed with a focus on understanding student achievement data and on learning from schools with exemplary practice.

Catholic System Schools

The *Focused School Support Program* will provide specialist education officers to work with National Partnership schools in a collaborative way to develop the literacy and numeracy skills of students. Priority has been given to schools where student results in particular aspects of NAPLAN indicate that this form of support would be beneficial.

The appointment of Literacy and Numeracy Contact Officers for each National Partnership school is a key component of the *Archdiocese of Canberra and Goulburn Strategic Plan for Literacy and Numeracy for 2009 – 2011*. The role of these teachers is to guide and support literacy and numeracy within their school. Literacy and Numeracy Contact Officers will be key liaison personnel from the Catholic Education Office. Professional learning opportunities will be provided during the year for Literacy and Numeracy Contact Officers.

Independent Schools

Each of the independent schools identified in this National partnership has a different governing arrangement for the implementation of their plans, with all schools having nominated a contact officer who will oversee implementation of the plan at their school.

Monitoring School and Student Performance

All ACT schools have been provided with School Measurement, Assessment and Reporting Toolkit (SMART) to support schools to use NAPLAN results as a diagnostic tool in assessing for learning. Teachers will use this information to plan personalised teaching for students to address identified needs. Other data tools and checklists will also be used by schools to monitor progress and continue to ensure focussed teaching.

The Department's Field Officers and School Literacy and Numeracy Coordinators, and the CEO's Specialist teachers and Literacy and Numeracy Contact Officers will support classroom teachers to build stronger instruction pathways in their programming to address the learning needs of all students.

Public Schools

The Department's 2009 *School Improvement Framework* describes a common approach to school review across all ACT public schools. The framework places strong emphasis on evidence-based practices in the context of a system that values excellence and quality. The 2009 updated framework has strengthened the range of self-assessment tools, given greater alignment to reporting mechanisms, and refined external validation to better reflect the formative nature of school improvement.

School improvement is a system-wide investment and the framework establishes a number of initiatives designed to support schools through the process. Three School Improvement Partners (SiPs) will work closely with each School Director to provide schools with assistance in the development of effective school review strategies. The SiPs will also provide schools with expert advice on their literacy and numeracy student results and other appropriate data. The *School Improvement Framework* has more closely aligned school development with student achievement and through use of SMART will further assist schools to align teaching to students' learning requirements.

This school-based focus on improvement will also inform system analysis of overall gains towards agreed targets throughout both phases of the NP.

The three SiPs will support the National Partnership schools by:

- guiding them towards self-assessment that includes action research, target setting and strategic planning
- enabling them to self-reflect on performance and achievement using a range of evidence-based processes and tools
- assisting them with the accountability measures used to validate reported achievements and inform future school planning.

Under this NP, two temporary School Data Analysts will be appointed to help the SiPs to analyse individual school-level results over time and against different cohorts. This will provide school principals with the level of information they require in order to set sensible targets in their school plans and effectively monitor and report student achievement.

Performance Indicators in Primary Schools (PIPS) testing takes place in March and November for Kindergarten students in public schools. It provides a school readiness indicator and a value added score to identify early intervention support requirements.

Catholic System Schools

In the last two years ACT Catholic schools have completed training in the use of the SMART package and previously the ACTAP data analysis program. As a result of this training all schools are required to undertake an examination of NAPLAN results and other school based assessment data.

Each school is required to create a literacy and numeracy plan, identifying specific targets in the five priority areas listed below for submission to Religious Education and Curriculum Services, Catholic Education Office. Officers work collaboratively with schools to develop these Literacy and Numeracy Plans.

The plans are signed off when completed by the relevant Catholic Education Officer. To develop their Literacy and Numeracy Plans each school undertakes an audit process based on the following five areas within the CEO *Literacy and Numeracy Strategic Plan*:

- co-ordinated approach and whole school planning
- identification of and support for literacy and numeracy needs
- teaching, learning, assessment and reporting
- professional learning
- partnerships.

The findings of the audit process are presented to all staff to enable a formal reflection process on the key findings to determine priorities for planning purposes.

Independent Schools

National Partnership schools will be monitored through consultation and liaison that the agreed governance frameworks are appropriate and being carried out in each school. This will include the Association's Executive Director talking directly with school principals and liaising with the contact officers.

ACT LITERACY AND NUMERACY IMPLEMENTATION PLAN 2009-2010

PERFORMANCE INDICATORS AND MEASURES

A Measurement/Reward Framework (the Framework) forms part of the Final Implementation Plan, setting out the performance measures and targets relating to the Literacy and Numeracy National Partnership, under which reward payments will be made. The performance indicators and measures will be used to measure improvements and progress over time in the National Partnership schools and their students.

The Framework was developed in negotiation with the Department of Employment, Education and Workplace Relations (DEEWR). The measures were proposed by the ACT Department of Education and Training, based on guidelines developed by DEEWR. DEEWR then engaged with ACER, who assisted with analysis of the measures and their suitability.

The Framework contains 29 performance measures based on National Assessment Program – Literacy and Numeracy (NAPLAN) results for ACT schools participating in the National Partnership. The purpose is to directly measure student literacy and numeracy outcomes, with the NAPLAN assessment being the best tool to achieve this. The choice of NAPLAN is due to the comprehensive nature of the assessment (covering all students in years 3, 5, 7 and 9), its national coverage and comparability and its frequency (conducted annually).

There were three NAPLAN measures that were deemed mandatory by DEEWR. These applied to reading and numeracy, noting that reading has been used as a proxy for literacy. The measures were:

- improvements in the percentage of students above and at or above the national minimum standards;
- improvements in the mean scale score; and
- improvements in the percentage of Indigenous students above and at or above the national minimum standards.

In general, the ACT used measures for:

- improvements in the percentage of students both above and at or above the national minimum standards in both reading and numeracy for years 3 and 5;
- improvements in mean scale scores, again for reading and numeracy for years 3 and 5; and
- gains in mean scale scores for student cohorts from year 3 to year 5.

Local measures were an allowable component in developing the Framework. The ACT proposed that the NAPLAN measures represented the strongest evidence of achievement, and therefore did not propose any local measures.

The measures apply to target schools as articulated in the Implementation Plan for the National Partnership. For Indigenous students, due to the small number in the ACT, the measure developed applies to all Indigenous students in the nominated year (year 3) in all public schools (not only those in the target schools).

The Literacy and Numeracy National Partnership schools include 12 public schools, seven Catholic schools and six independent schools. The performance measures cover a two year period, 2011 and 2012, with 2008 NAPLAN results being used as baseline measures. Targets have been determined for each measure for each of the two years.

SCHOOL SELECTION

Funding under the Agreement will be distributed to each ACT school sector based on the same funding distribution model used by the Australian Government; that is, each sector's share of students at or below the minimum standard in reading and numeracy for years 3, 5 and 7 in the 2008 National Assessment Program - Literacy and Numeracy (NAPLAN).

Twelve public schools, seven Catholic schools and six independent schools have been identified to receive support in the first two years of the NP.

These National Partnership schools have been selected based on data associated with their performance in national testing along with student population characteristics, including disadvantage, Indigenous status, ESL backgrounds and students with a disability.

The twelve National Partnership public schools are: Bonython Primary School, Charles Conder Primary School, Evatt Primary School, Gilmore Primary School, Giralang Primary School, Gordon Primary School, Latham Primary School, Macgregor Primary School, Mount Rogers Primary School, Theodore Primary School, Taylor Primary School, and Caroline Chisholm School.

The seven National Partnership Catholic system schools are: Good Shepherd Amaroo, St Francis of Assisi Calwell, St Thomas Aquinas Charnwood, St Michael's Kaleen, St Thomas the Apostle Kambah, St Matthew's Page, and St Anthony's Wanniasa.

The six independent schools are: Canberra Girls' Grammar School, Canberra Grammar School, St Edmund's College, Orana School, Radford College, and Marist College.

SCHOOL LEVEL PLANS

Within their school plan, all National Partnership Schools will identify the specific reforms, and their strategies for addressing them, linked to the Literacy and Numeracy National Partnership. These school plans will clearly identify the level of National Partnership investment and the specific activities to address National Partnership reforms.

School Plans for National Partnership schools are available from www.det.act.gov.au and individual school websites. A list of National Partnership schools is located on the Smarter Schools site at <http://www.deewr.gov.au/Schooling/Programs/SmarterSchools/Pages/state.aspx>

Public Schools

All ACT public schools are required to develop four-year strategic school plans and annual operational plans in consultation with their school communities. These plans derive from system-based data, satisfaction surveys (students, parents and staff) and school-based analysis against the four domains in the Department's *School Improvement Framework*:

- student environment
- teaching and learning
- leadership and management
- community involvement.

By the end of 2009, each school will have a plan which articulates the strategies and actions they intend to put in place for achieving sustained improvements in the literacy and numeracy outcomes of their students. This plan will incorporate the school strategic plan required by all ACT public schools and will include the specific initiatives and derived data from this partnership.

Catholic System Schools

All schools are required to develop a school-based plan which responds to the priorities set for literacy and numeracy. In schools with Indigenous students, specific strategies will be documented to address the literacy and numeracy needs of Indigenous students in order to halve the performance gap.

Independent Schools

Independent schools participating in this National Partnership will respond to their own circumstances, school community and leadership framework to implement their plan.

EVALUATION

The first two years of the NP (2008/9-2009/10) is funded by facilitation funding provided by the Australian Government and ACT co-investment funding allocated from school sectors. A total of \$1.8m of facilitation funding has been allocated to the ACT.

In the final two years of the NP (2010/11-2011/12) funding is provided on a reward basis according to achievement of agreed milestones, as assessed by the Council of Australian Governments Reform Council (CRC). These reward milestones are to be further defined once the ambit for reward funding has been determined following the achievement of facilitation milestones. A total of \$4.2m of reward funding is available to the ACT.

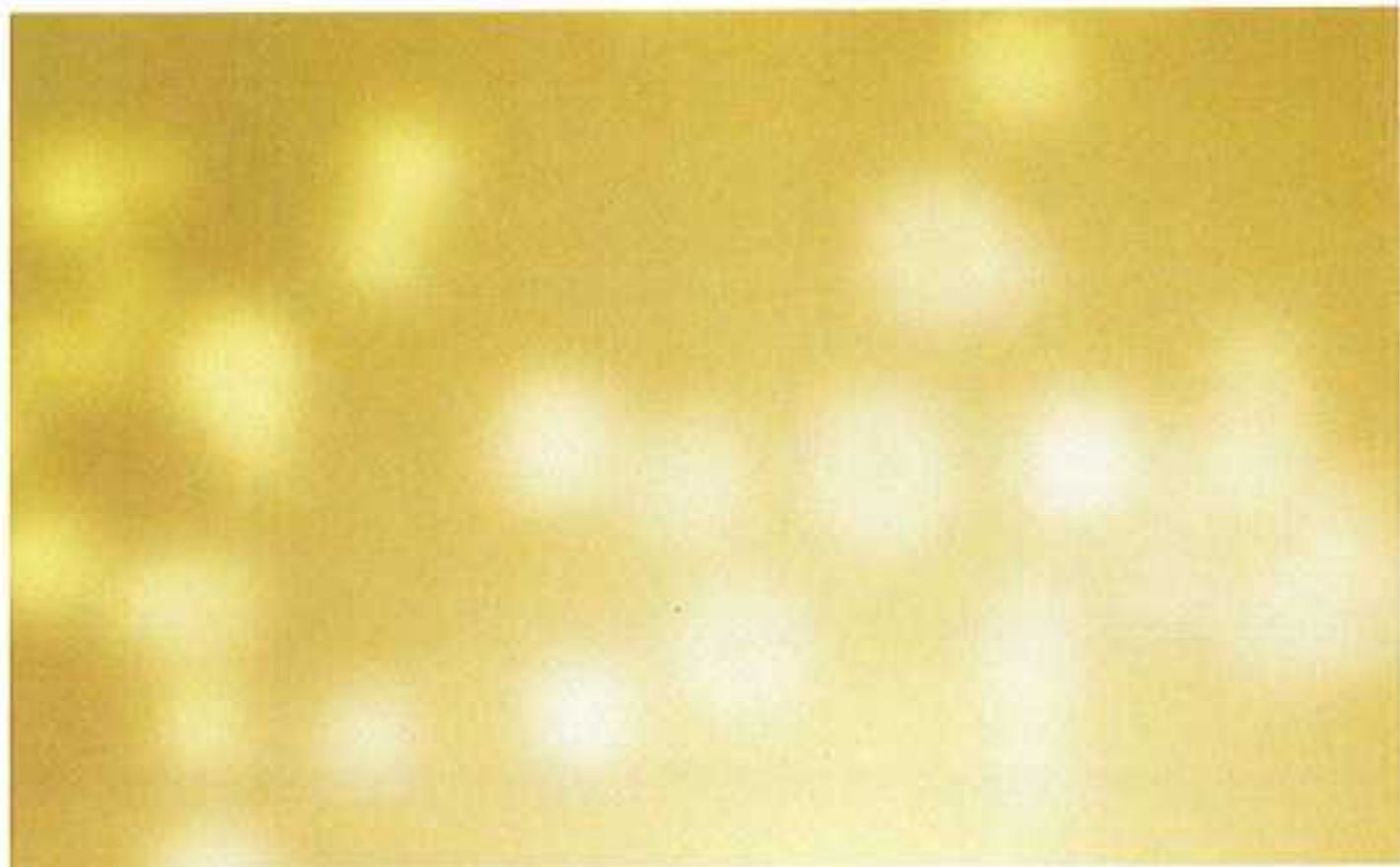
LINKS TO OTHER NATIONAL REFORMS

Implementation of this NP is closely linked to the delivery of the Improving Teacher Quality and Low SES School Communities National Partnerships.

A quality teaching workforce is crucial to the successful implementation of any reform in schooling. Support for the National Partnership schools will be complemented and supplemented by support under the Improving Teacher Quality NP through reforms to lift teacher quality, with specific measures to improve classroom practice such as school-based professional learning and leadership development.

The four schools participating in the Low SES School Communities National Partnership will also benefit from this National Partnership. A specialist position will coordinate school activities against the reforms identified in both the Literacy and Numeracy and Low SES School Communities National Partnerships. These schools will be given increased flexibility to fill key teaching and leadership positions within the school and will be priority schools for placement of accomplished and leading teacher positions.

The ACT views all three NPs as a significant opportunity to contribute to the achievement of national policy and reform objectives as part of the National Education Agreement.





Australian Government

AUSTRALIAN CAPITAL TERRITORY



IMPLEMENTATION PLAN

Improving Teacher Quality
National Partnership



Archdiocese of Canberra and Goulburn
CATHOLIC EDUCATION OFFICE



CONTENTS

Introduction.....	3
Cross-sector involvement.....	3
Key Reforms – A focus on strengthening and rewarding quality teacher.....	4
Cross Sectoral Reforms.....	4
Facilitation Reforms.....	6
Reward Reforms.....	9
Facilitation and reward milestones.....	11
Evaluation.....	13
Links to other National Reforms.....	13

INTRODUCTION

The latest research, such as that drawn upon in Mathew Ryan's 2008 report 'Top of the Class,' clearly tells us that the most influential factor in student achievement is the quality of the classroom teacher.

The Improving Teacher Quality National Partnership (NP) is designed to drive reform and innovation to improve the quality of teaching and leadership in ACT schools and to sustain a quality teaching workforce.

The ACT strategy for improving teacher quality targets critical points in the career 'lifecycle' of teachers. The strategy includes measures that heighten attraction, placement, development, retention and sustainability of a quality teaching workforce to raise student performance. It reflects the importance of leadership and succession planning, and identifies support and priorities at all levels of teaching.

The ACT is fully committed to delivering reform by actively engaging with the non government school sector and committing to common local and national strategies.

In collaboration with the Australian Government, this implementation plan will be reviewed and revised throughout the life of the Partnership Agreement to ensure that it reflects the implementation strategies of the national reforms and the changing context of the ACT environment.

The plan is a joint initiative of the Australian Government, the ACT Government, the ACT Catholic Education Office and Association of Independent Schools of the ACT.

CROSS SECTOR INVOLVEMENT

The ACT Improving Teacher Quality Final Implementation Plan involves a high level of cross sector collaboration. The development of the Plan has been overseen by a cross sector coordination group. Implementation of the facilitation reforms will be through a coordinated and collaborative approach. The Department will take the lead on developing the procedures and processes detailed in the reward reform initiatives, with the Catholic and Independent sectors participating in those reform elements where appropriate.

Consultation in the development of reform strategies has occurred with all key stakeholder groups and this will continue to occur as the strategies are implemented and evaluated. Implementation of the ACT Plan will be managed through the cross-sectoral coordination committee comprising senior representatives from the ACT Department of Education and Training, the Catholic Education Office Canberra-Goulburn Archdiocese (CEO) and the Association of Independent Schools of the ACT.

KEY REFORMS – A FOCUS ON STRENGTHENING AND REWARDING QUALITY TEACHING

The overarching objective of participating in this NP is to deliver improved student outcomes by improving the quality of teaching. In support of the ACT's intention to effect ambitious and extensive reform, this implementation plan contains significant reform activity across all schools.

The priority actions for the ACT aimed at improving the quality of teachers include: the development of career pathways for teachers, including national registration, through the establishment of the ACT Teacher Quality Institute; the development of strong partnerships between teacher education providers and school sectors facilitated through the Teacher Education Committee; improved pay dispersion to reward quality teaching; and the development of improved data collection and analysis tools. The ACT will also explore new and better pathways into teaching, focussing initially on the early childhood sector, and will provide more flexible and supported pathways to encourage Indigenous people to take up teacher education.

The ACT recognises that issues impacting on teacher quality affect both the government and non-government sectors. Consequently, strategies have been identified with cross-sectoral elements to include all schools.

Further detail about the strategies and initiatives designed to achieve the desired outcomes of this National Partnership is provided in the *Facilitation and Reward Reforms* sections.

CROSS SECTORAL REFORMS

1. Establishment of an ACT Teacher Quality Institute

The Institute will have initial responsibilities for pre-service teacher education accreditation, teacher registration and certification of teachers against the national standards.

Leadership focused standards development may be an additional function of the Institute.

Planning for the establishment of the Institute builds on recent consultations on an ACT teacher registration model and an ACT School Standards Authority. It is integrally linked to the ACT progressing the national professional standards and certification processes.

2. Establishment of a Teacher Education Committee

The Committee will formalise strategic partnerships with the University of Canberra, Australian Catholic University (Signadou Campus), the ACT Department of Education and Training, the Catholic Education Office, Independent schools, principals and education unions.

3. Creation of School Centres of Teacher Education Excellence

The initial ACT School Centre of Teacher Education Excellence will be established in the ACT Department of Education and Training's Early Childhood sector. In consultation with the Catholic, Independent and University sectors, additional centres will be established in primary and secondary schools in the three sectors during the life of the Plan.

4. Development of improved data collection and analysis tools

In line with the nationally agreed parameters for teacher workforce data collection, the ACT will develop and apply a set of tools to collect accurate data specific to the local workforce. The ACT will contribute to the development, population and maintenance of a national dataset and longitudinal teacher workforce study to improve both national and local workforce planning.

5. Implementation of national standards and certification processes for teachers

The ACT will implement nationally agreed teacher standards and certification processes in line with the National Professional Standards Framework for Teachers.

6. Increased school-based decision making in staffing processes

The ACT Department of Education and Training and the Catholic sectors will develop specific strategies to enhance the level of school based decision making in staffing and recruitment processes. Improved professional development for principals and school leaders, to support their effective management of current and future workforce needs, will underpin these strategies.

7. Enhanced strategies to support whole-of career continual improvement

Existing ACT Department of Education and Training and Catholic School Leadership Frameworks will underpin an expanded program of mentoring and leadership training to support a rigorous performance and development culture in ACT schools.

8. A new classroom teacher salary structure

The ACT Department of Education and Training will coordinate the development of proposals for a new classroom teacher salary structure based on standards and performance progression. These proposals will draw upon the National Professional Standards Framework for Teachers and certification processes to progressively expand the existing teacher salary scale.

FACILITATION REFORMS

The ACT will implement the following initiatives in support of the mandatory facilitation reforms required under the Improving Teacher Quality National Partnership.

Facilitation Reform 1: World leading professional development and support which will empower principals to better manage their schools to achieve improved student results and higher quality to lead performance improvement at the local level.

The ACT will develop a coordinated cross-sector program of professional learning for principals focusing on improving school performance to enhance student outcomes. The ACT program will align to the recently developed ACT Department of Education and Training and Catholic sector school leadership frameworks. A focus will be developing principal leadership capability to implement the Improving Teacher Quality, Literacy and Numeracy and Low Socio-Economic Status School Communities National Partnerships effectively.

Facilitation Reform 2: New Pathways into Teaching

The ACT will work with local universities to develop options for engaging top-graduates in employment-based pathways into teaching. The ACT has expressed interest in participating in the second year of the national employment-based pathway for top non-teaching graduates.

A key feature of the ACT New Pathways program will be the development of collaborative cross-sector networks to share strategies for new teacher school-based induction and support and effective mentor training and mentor practices.

Facilitation Reform 3: Better Pathways into Teaching

The ACT will develop employment based teacher training options for early childhood workers including preschool assistants. The program will involve the development of flexible pathways to assist current workers in the early childhood sector gain early childhood specific teacher qualifications. The program will initially link to the University of Canberra, Bachelor of Education – Early Childhood Education degree.

Facilitation Reform 4: Indigenous Education Pathways

The ACT will develop flexible and supported pathways into teacher education for Aboriginal and Torres Strait Islander people in the ACT. The initial Indigenous Education Pathways will align to scholarship and employment based teacher education initiatives in ACT public schools. The ACT strategies will reflect the urban context of the ACT Indigenous population.

Facilitation Reform 5: New professional standards to underpin national reforms

The key strategy for ACT implementation of national teaching standards is the establishment of the ACT Teacher Quality Institute. This independent cross-sector body will administer and oversee a range of functions including:

- pre-service teacher education course accreditation
- teacher registration
- teacher professional standards
- certification against the national standards.

The ACT will implement nationally agreed teacher standards and certification processes in line with the National Professional Standards Framework for Teachers.

Facilitation Reform 6: Nationally agreed process for accrediting/certifying Accomplished and Leading Teachers

The ACT will implement the nationally agreed certification processes for classroom teacher standards through the ACT Teacher Quality Institute.

The ACT will progressively incorporate accomplished and leading teacher levels into the classroom teacher salary structure. These proposals will be included in enterprise bargaining in each sector. The ACT will introduce positions in schools available for people with certification at the accomplished and leading standards.

Facilitation Reform 7: Joint engagement with higher education providers to improve teacher quality

The key ACT strategy for joint engagement with higher education providers to improve teacher quality is to establish the Teacher Education Committee. This Committee will deliver a strategic partnership between teacher education providers and education sectors within the ACT.

The Teacher Education Committee will provide expert input and advice to enhance the capacity of the ACT to implement reforms relating to teacher education.

Facilitation Reform 8: Establish quality placements for teacher education courses

The ACT will adopt the national framework through the cross-sectoral Professional Experience Sub-committee of the Teacher Education Committee. This committee will have a key role in the development of effective and sustainable university – school partnerships including communication between universities and schools on professional experience priorities and individual student needs, preparation of pre-service teachers for in-school learning, availability of professional experience placements in ACT schools and training and professional development for school-based mentors and supervising teachers.

Facilitation Reform 9: Establish School Centres of Teacher Education Excellence

The ACT Department of Education and Training will establish the initial ACT School Centre of Teacher Education Excellence in 2010, in the Early Childhood sector. The Department will develop the program in conjunction with the University of Canberra's Early Childhood section.

Additional School Centres of Teacher Education Excellence will be established in the ACT over the life of the National Partnership commencing from 2011. These will be established across the three education sectors (Government, Catholic and Independent).

The focus of all ACT School Centres of Teacher Education Excellence will be collaborative partnerships between schools and universities; innovative engagement with pre-service teachers and university staff and continued professional learning of ACT teachers. A key feature will be on-going sharing of best practice approaches and cross-sector evaluation of the programs.

School Centres of Teacher Education Excellence will recruit a higher proportion of teachers who have achieved certification against the National Professional Standards Framework for Teachers. Specific staffing decisions will be made by the public and Catholic education systems and individual independent schools.

Facilitation Reform 10: Improved mobility of the Australian teaching workforce

Nationally consistent teacher registration, teacher standards and certification and pre-service teacher education accreditation will enable a nationally mobile quality teaching workforce. Nationally consistent processes will allow teachers to transfer more easily between jurisdictions and thereby seek employment across the country. This is likely to assist the ACT to attract teachers from interstate and enhance the Territory's competitiveness in the national education recruitment market.

Facilitation Reform 11: Improved quality and availability of teacher workforce data

All sectors in the ACT will contribute data to the national data collection initiatives and graduate teacher longitudinal survey. The ACT is committed to implementing the national data reforms to improve both national and local workforce planning.

The ACT will develop cross-sector data collection tools and a data system to collect key teacher workforce data. Systematic data collection, analysis and reporting will assist the ACT to map and predict workforce supply and demand issues more effectively.

Facilitation Reform 12: Improved performance management and continuous improvement in schools (linked to the professional learning and national standards)

The ACT is committed to cross-sector collaboration to achieve Facilitation reform through renewed performance management strategies to align with nationally agreed best practice and improved development systems (including leadership frameworks and professional learning programs) to provide continuous learning opportunities for all staff.

REWARD REFORMS

The ACT strategy for the Reward Reforms is dependent on the nationally agreed outcomes of key Facilitation Reforms. It should also be noted that the ACT is unable to participate in the reward reforms involving improved reward structures and improved in-school support in disadvantaged Indigenous, rural/remote and hard-to-staff schools, as the jurisdiction does not have schools that match the requirements of these reforms.

Reward Reform 1: Improved pay dispersion to reward quality teaching

The recently negotiated enterprise agreement for public school teachers spanning 1 July 2009 to 30 June 2011 sets out expectations of performance and professional responsibilities as teachers move through the incremental salary scale. These expectations are to be used as a guide for an annual professional discussion between individual classroom teachers and their supervisors and/or principals focusing on the teacher's performance, incremental progression, career plans and transfer entitlement options.

Access to the proposed classifications of Accomplished and Leading Teacher under the National Professional Standards Framework for Teachers will be explored through negotiations in the next enterprise agreement.

Full implementation of this Reward reform across the three sectors is dependent on the outcomes of separate industrial negotiation processes.

Reward Reform 4: Increased school-based decision making about recruitment, staffing mix and budget

The public and Catholic sectors will seek to develop the capability of principals and school communities to accept higher levels of responsibilities for school-based staffing decisions. The independent sector will contribute to this reform by sharing experiences and participation in the design and delivery of principal professional development programs across the three sectors.

Devolution of decision making to public schools will be staged to ensure on-going capacity building, planning and evaluation. The staged transfer of some responsibility for staffing decisions to individual schools will increase their capacity to respond to the needs of their students. An advisory committee, including representatives of principals, school boards and unions, will be established to monitor the success of each stage of the devolution and to plan future stages.

In addition to developing the capability of principals to accept an increasing level of school-based decision making, an accountability framework will be developed to support principal decision-making and to provide demonstrable links to school improvement. This will include regular monitoring and reporting to assure the quality of processes and outcomes. Periodic evaluations of the implementation of the new arrangements will inform refinements.

The Catholic sector will monitor developments in the public sector and participate in principal development programs prior to determining the full extent of its commitment to this priority.

Reward Reform 5: Continual Improvement program for all teachers

Key ACT cross sector initiatives focusing on continual improvement include:

- **Improved induction and orientation programs for new and beginning teachers**

The ACT will expand and improve current system and school programs for the induction and support of new and beginning teachers. This work will link closely to improved partnerships with universities, mentor training and nationally consistent graduate standards.

- **Mentor and supervisor training**

This training will encompass planning, communication and skill building for the delivery of effective performance feedback.

- **Comprehensive leadership development systems based on national frameworks**

The ACT will develop a structured orientation program for new School Leaders and continuing professional learning for current School Leaders. Elements of this program will be applicable for cross-sector involvement. Current sector-based School Leadership Frameworks will be enhanced to incorporate targeted mentor programs and networks.

- **'Whole-of career' continual professional learning**

The continual improvement program for teachers will focus on the key stages of the teaching career: pre-service teacher, improved teacher induction and new teacher programs and professional learning for experienced teachers and school leaders.

- **Innovative partnerships and networks between schools**

The ACT will develop innovative school partnership and networking opportunities within and between sectors to facilitate the sharing of highly effective teaching practice.

Reward Reform 6: Indigenous teachers' and school leaders' engagement with community members

The ACT will develop cross-sector professional learning modules for all teachers and school leaders to facilitate learning and reflection around cultural awareness, understanding and attitudes, specific leadership and teaching strategies and high quality curriculum approaches geared to improving the outcomes of Indigenous students.

These modules will link to existing teacher and school leader induction and orientation programs and will be incorporated into cross-sector professional learning opportunities. The program is aimed at building partnerships and pathways to improve outcomes for Indigenous students with a focus on:

- Leadership
- Partnerships
- Transitions.

FACILITATION AND REWARD MILESTONES

Department specific, Catholic sector specific and cross-sectoral actions are referenced in the following tables by the codes [D], [C], and [XS] respectively.

Timeline	Milestones
	<i>Facilitation</i>
2009	<ul style="list-style-type: none"> • Cross-sector coordination committee established for development of ACT Implementation Plan and objectives (XS) • Teacher Education Committee established (XS)
	<i>Reward</i>
	<ul style="list-style-type: none"> • Provision for National Professional Standards Framework for Teachers career dimensions included in salary scale (D) • Agreement to performance progression and common increment date (D)
	<i>Facilitation</i>
2010	<ul style="list-style-type: none"> • Scoping of the Teacher Quality Institute (XS) • Workforce data collection and analysis tools implemented (XS) • Initial School Centre of Teacher Education Excellence established (D) • Renewal strategy for performance management developed and implemented (XS)
	<i>Reward</i>
	<ul style="list-style-type: none"> • Indigenous Education embedded into Principals Induction programs and teacher professional learning modules (XS) • Classroom teacher salary progression structure process determined and implemented (D) • Advisory Committee established to guide increased school-based recruitment and staffing (D)

Timeline**Milestones***Facilitation*

- 2011**
- Initial Better Pathways training program implemented (XS)
 - Initial New Pathways program implemented (D)
 - Training program for Mentor Teachers and Mentor Network established (XS)
 - Teacher Quality Institute established (XS)
 - ACT teacher education courses accredited through Teacher Quality Institute (XS)
 - Additional School Centres of Teacher Education Excellence established (XS)
 - Placement of Indigenous education worker graduates into ACT schools (D)

Reward

- Teachers accessing accredited professional learning (XS)
- Mentor and supervisor training developed and implemented (XS)
- Selection process for teachers with national certification implemented (XS)

Facilitation

- 2012**
- Registration and certification of ACT teachers through Teacher Quality Institute (XS)

Reward

- Implementation of teacher transfer process improvements (D)(C)
- Teachers with national certification placed in selected schools (XS)
- Revised procedures for filling vacancies implemented (D)

Reward

- 2013**
- Teachers with national certification available for all schools (XS)

EVALUATION

The first four years of the NP (2008/9-2011/12) is funded by facilitation funding provided by the Australian Government and ACT co-investment funding allocated from school sectors. In the final two years of the NP (2011/12-2012/13) funding is provided on a reward basis according to achievement of agreed milestones, as assessed by the Council of Australian Governments Reform Council (CRC). Reward milestones are to be further defined once the ambit for reward funding has been determined following the achievement of facilitation milestones.

A total of \$1.7m of facilitation funding has been allocated to the ACT. A total of \$6.3m of reward funding is available to the ACT in the final two years of the program.

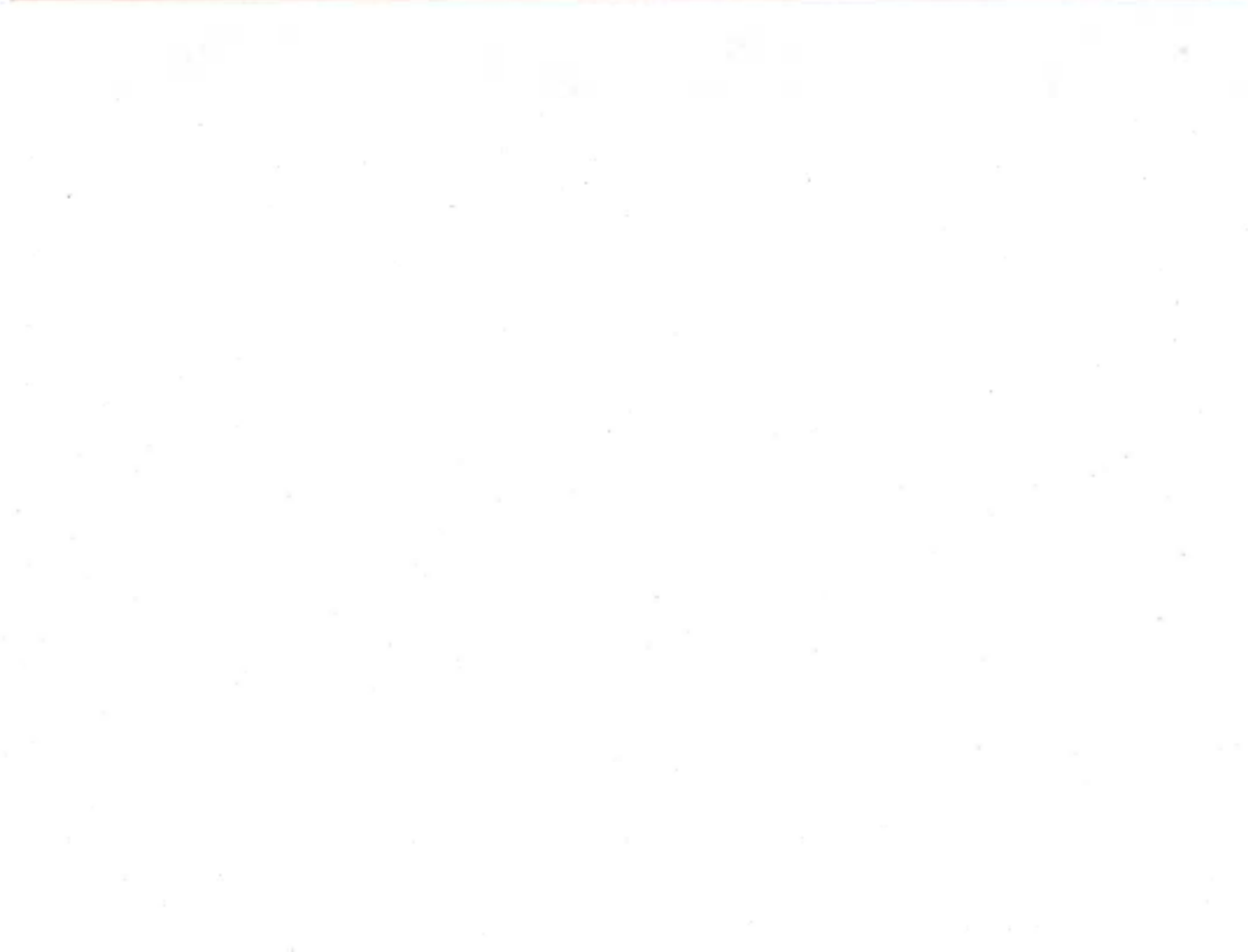
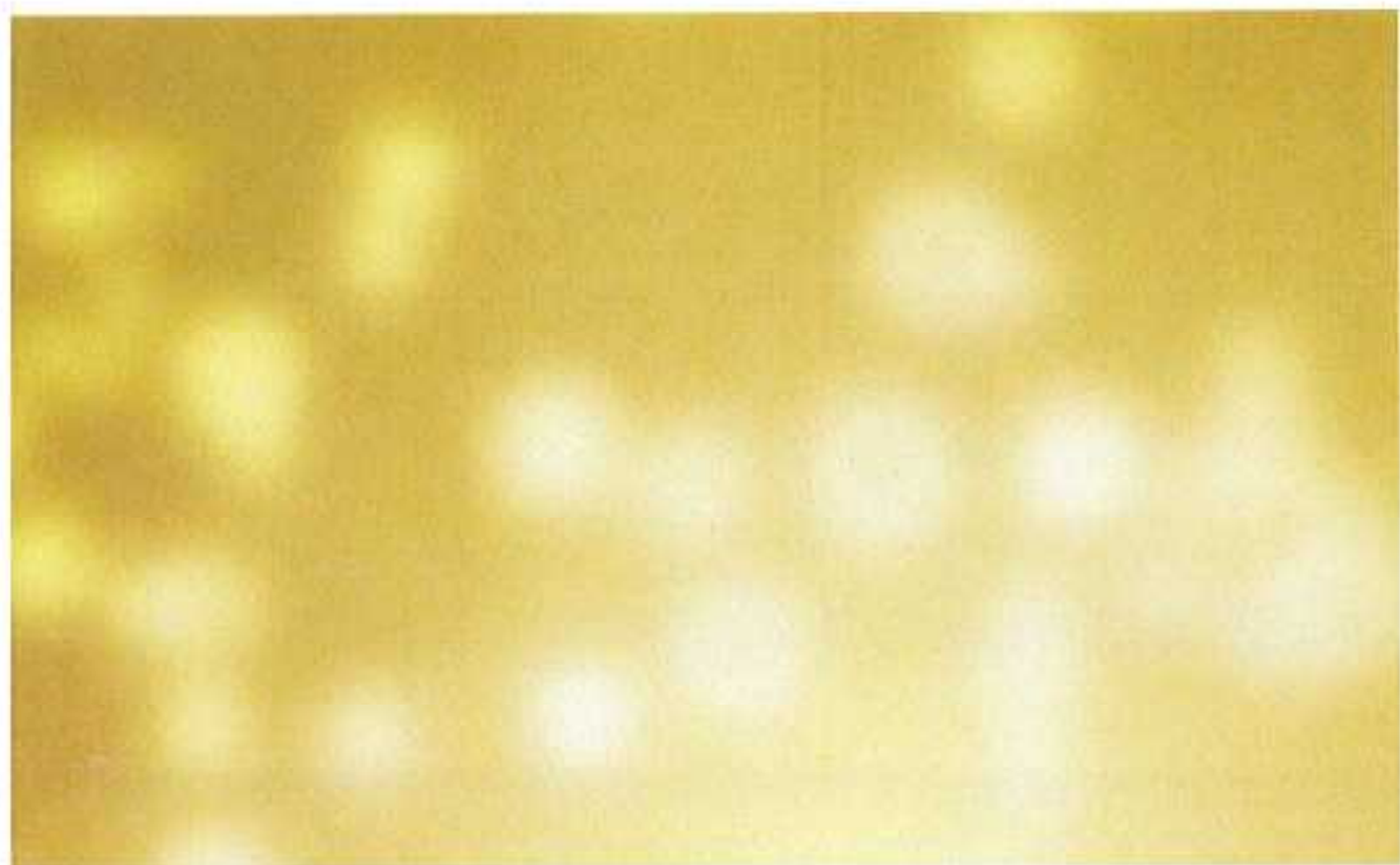
LINKS TO OTHER NATIONAL REFORMS

A quality teaching workforce is crucial to the successful implementation of any reform in schooling. This NP underpins the delivery of the Low Socio-Economic Status School Communities National Partnership and the Literacy and Numeracy National Partnership.

Under the Low Socio-Economic Status School Communities NP, schools will be supported through measures to attract, retain and support school teachers and leaders. These schools will be given increased flexibility to fill key teaching and leadership positions within the school and will be priority schools for ongoing placement of accomplished and leading teacher positions.

Under the Literacy and Numeracy NP, schools will be supported through reforms to lift teacher quality, with specific measures to improve classroom practice such as school based professional learning and leadership development.

The ACT views all three Smarter Schools National Partnerships as a significant opportunity to contribute to the achievement of national policy and reform objectives as part of the National Education Agreement.





Australian Government

AUSTRALIAN CAPITAL TERRITORY



IMPLEMENTATION PLAN

Low Socio-Economic Status (SES)
School Communities National Partnership



Archdiocese of Canberra and Goulburn
CATHOLIC EDUCATION OFFICE



CONTENTS

Introduction.....	3
Key Reforms.....	3
Incentive to attract high-performing principals and teachers	4
Adoption of best-practice performance management.....	4
School operational arrangements which encourage innovation and flexibility	4
Providing innovative and tailored learning opportunities	5
Strengthened school accountability	6
External partnerships	6
ACT Low SES Government Sector Implementation Plan 2009-12.....	7
Performance Indicators and Measures.....	7
School Selection.....	11
School Level Plans.....	11
Evaluation.....	12
Links to other National Reforms.....	12

INTRODUCTION

The Low SES School Communities National Partnership (NP) supports a range of in and out of school reforms that are aimed at transforming the way schooling takes place in low socio-economic school communities. The NP aims to improve student engagement and educational attainment and to start to overcome some of the barriers to high educational achievement in these communities.

The ACT has particular issues around the participation of students from low-SES communities in schooling. The design of Canberra has spread low-SES families around the city, so that many low-SES families are hidden amongst the relatively affluent population in Canberra.

However, the challenge remains to find ways that educationally disadvantaged students might be encouraged to embrace classrooms and a school system that makes a direct improvement to their education outcomes, as well as improving their transition rates to further education, training or employment.

In collaboration with the Australian Government, this implementation plan will be reviewed and revised throughout the life of the National Partnership Agreement to ensure that it remains responsive to the changing context of the ACT environment.

This plan is a joint initiative of the Australian Government and the ACT Government.

This implementation plan should be read in conjunction with the *ACT Literacy and Numeracy Implementation Plan 2009 -2010*.

KEY REFORMS – A FOCUS ON STRENGTHENING HIGH QUALITY TEACHING AND LEADERSHIP AND ENCOURAGING INNOVATION

The four National Partnership schools (Charnwood Dunlop Primary, Florey Primary, Kingsford Smith School and Richardson Primary) will participate in a set of reforms which focuses on making a measurable difference to the educational outcomes of students in low socio-economic school communities. Under the key reforms identified in the NP, these National Partnership schools will focus on:

1. Incentives to attract high-performing principals and teachers
2. Adoption of best-practice performance management and staffing arrangements that articulate a clear role for principals
3. School operational arrangements which encourage innovation and flexibility
4. Providing innovative and tailored learning opportunities
5. Strengthened school accountability

6. External partnerships with parents, other schools, businesses and communities and the provision of access to extended services.

Incentives to attract high-performing principals and teachers

The National Partnership schools will be priority schools for the introduction and ongoing placement of Accomplished and Leading Teacher positions based on the national professional standards being developed through the Improving Teacher Quality NP.

Adoption of best-practice performance management and staffing arrangements that articulate a clear role for principals

The principals of the three smaller National Partnership schools (Charnwood Dunlop, Florey, and Richardson) will be given increased flexibility to determine the most appropriate method of filling future teaching vacancies in the school's executive structure. The principal of the largest identified National Partnership school (Kingsford Smith) will be able to identify up to three teaching positions in the school's executive structure that can be filled using these different arrangements.

School operational arrangements which encourage innovation and flexibility

By the end of 2009, each National Partnership school's plan will articulate the strategies and actions they intend to put in place for achieving sustained improvements in the educational outcomes of their students. The school strategic plan will be developed as required by all ACT public schools, and will also include the specific National Partnership initiatives.

Schools will have flexibility to use resources innovatively in line with their school plan. Consideration will be given to some of the following strategies, but each school's plan will be informed by the expertise and advice of the academic partner and their own school community needs.

Each National Partnership school plan may include strategies and actions evident in the areas of:

- specific school wide professional development
- student attendance
- raising expectations of Indigenous students
- teacher capacity building
- student engagement and significance of learning
- external partnerships
- parent learning and engagement
- innovative and flexible staffing arrangements.

Specific programs and initiatives will be identified through the development of the school plan. Communities, including Indigenous and multicultural groups, will be encouraged and supported to become involved in these programs.

Under this NP, funds will be used to provide each National Partnership school with an additional flexible staffing allocation, and schools will be encouraged to use this allocation for innovative arrangements. These arrangements could include allowing staff to vary their teaching day and schools to extend their hours in order to provide activities before and after school as required, such as homework support, ICT activities, arts workshops and sporting activities.

Opportunities for the National Partnership schools to develop shared activities will be explored, particularly using technology connections, and for sports days, multicultural and language programs, excursions and performing arts activities. Partnering with high performing schools will be encouraged.

Providing innovative and tailored learning opportunities

Each National Partnership school's plan will identify learning strategies with a particular focus on literacy and numeracy development, and will explore how technology can be better used to support tailored student learning opportunities.

The National Partnership schools will have a full-time Literacy and Numeracy Field Officer whose primary role is to build teacher capacity at all levels across the school through on-site professional learning, coaching, mentoring and modelling. In these National Partnership schools, the Field Officers may also assist in:

- the development and implementation of parent literacy and numeracy programs, designed to provide parents with the skills to work with their children
- building, strengthening and coordinating school/community programs and links
- facilitating extra curricular student engagement programs.

Students from low socio-economic school communities have particular learning needs. Individual Learning Plans (ILPs) will be developed for students who are not performing at their expected level, including ESL students, Indigenous students and those with a disability.

Under the ACT Department of Education and Training's new *Literacy and Numeracy Strategy 2009 – 2013*, each National Partnership school will be provided with staffing capacity to appoint Literacy and Numeracy School Coordinators. A key role of the School Coordinators in these National Partnership schools will be to work with class teachers to support and track student progress.

An important aspect of this reform element is targeted early intervention. ACT schools use Performance Indicators in Primary Schools (PIPS) data to identify kindergarten students at risk and classroom teachers use early intervention strategies to support these students.

Strengthened school accountability

From 2009, three School Improvement Partners (SIPs) will work with schools to help them understand their School Measurement, Assessment and Reporting Toolkit (SMART) data and its use for planning at the classroom and whole school level. This will be done in collaboration with the academic partner and School Director, and will be reported to the school community through newsletters and as part of the Annual School Board Report.

School reporting procedures will be reviewed to ensure parents have a clear understanding of their child's progress. When necessary, translators will be employed, strategies to improve student learning will be explained and parents supported in understanding their roles in their child's learning outside the school.

External partnerships with parents, other schools, businesses and communities and the provision of access to extended services

This is an area which will be further developed with each National Partnership school, with support from a working group comprising officers from the National Partnership schools, community representation, relevant government agencies and the academic partner.

The working group will identify how external engagement can be strengthened to promote activities between National Partnership schools, with business, the community and parents. Consideration will be given to some of the following strategies:

- developing a designated parent drop-in facility
- better connecting of health and community workers in an outreach program
- developing partnerships with other ACT government agencies
- developing and facilitating parent literacy programs
- offering parent information sessions and workshops across the National Partnership schools on educational topics of mutual interest
- developing joint project activities that give students, teachers, parents and community members an opportunity to work together.

Further detail about the performance indicators and measures designed to achieve these outcomes is provided below.

ACT LOW SES GOVERNMENT SECTOR IMPLEMENTATION PLAN 2009-2012

Performance Indicators and Measures

The ACT will implement the following initiatives in support of the reforms required under the National Partnership.

Reform 1 – Incentives to attract high-performing principals and teachers

Networking opportunities will be established for the National Partnership School principals to work together and with other schools in their district. Support will also be provided through the leadership expertise of the academic partner at University of Canberra who will provide access to research and mentoring arrangements.

National Partnership schools will be priority schools for the introduction and ongoing placement of Accomplished and Leading Teacher positions based on the national professional standards being developed through the Improving Teacher Quality National Partnership. The schools will be supported through a targeted implementation stage of the new positions to ACT public schools.

Outcomes

- Increased Number of Accomplished and Leading Teacher positions.

Reform 2 – Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals

The principals of the three smaller schools will be given increased flexibility to determine the most appropriate method of filling future teaching vacancies in the school's executive structure. The principal of the largest school (Kingsford Smith) will be able to identify up to three teaching positions in the school's executive structure that can be filled using these flexible staffing arrangements. These arrangements reduce the selection process by eliminating the transfer round so that all teachers are eligible for selection for executive positions. This allows an increased pool of applicants to be considered on merit. This approach supports the reform relating to increased school-based decision making in the Improving Teacher Quality National Partnership.

Outcomes

- Demonstrated School community satisfaction with leadership structures.

Reform 3 – School operational arrangements which encourage innovation and flexibility

Schools will have flexibility to use resources innovatively in line with their school plan. Consideration will be given to some of the following strategies, but each school's plan will be informed by the expertise and advice of the academic partner and their own school community needs.

- Specific school wide professional development such as *Incorporating Strategies for an Inclusive Curriculum*, *ESL Students in the Mainstream Classroom*, and *ESL in the Mainstream for the Early Learner*.
- Schools will investigate participating in and learning from Australian Government funded pilot programs identified to address disadvantage, such as *Middle Years Mental Computation*, and *Positive and Proud – Together in Learning Program*.
- The use of technology to monitor student attendance and send SMS texts to parents, (used effectively in the secondary sector with reduced absences as a consequence), will be investigated.
- By sharing and learning from each other, these schools will work as a school cluster, and may also work with high performing schools in their geographical region, identified through NAPLAN results and school validation data. School directors will assist in the bringing together of these schools as required.
- Communities, including Indigenous and multicultural groups, will be encouraged and supported to become involved in school programs.
- Opportunities for the schools to develop shared activities will be explored, particularly through the use of technology connections, as well as for activities such as sports days, multicultural and language programs, excursions and performing arts activities.
- Innovative and flexible staffing arrangements could be implemented, such as variations to the teaching day and schools to extend their hours in order to provide activities before and after school as required, provision of an engaging after school program, and opportunities for flexible student grouping including individual student tuition.

Outcomes

- Improved teacher satisfaction.
- All students are engaged in and benefiting from schooling.
- Improved student learning.
- Increased parental engagement and involvement in assisting children with learning.
- Increased student attendance and engagement in school activities.

Reform 4 – Providing innovative and tailored learning opportunities

Schools will focus on literacy and numeracy development and explore how technology can be better used to support tailored student learning opportunities. The Department's new *Literacy and Numeracy Strategy 2009 – 2013* gives priority to building the capacity of teachers to teach literacy and numeracy. Consideration will be given to some of the following strategies, but each school's plan will be informed by the expertise and advice of the academic partner and their own school community needs.

- The National Partnership schools will have a full-time Literacy and Numeracy Field Officer whose primary role is to build teacher capacity at all levels across the school through on-site professional learning, coaching, mentoring and modelling.
- Under the Department's new *Literacy and Numeracy Strategy 2009 – 2013*, each school will be provided with staffing points to appoint Literacy and Numeracy School Coordinators. A key role of the School Coordinators in the schools will be to work with class teachers to support and track student progress.
- These officers will work with Indigenous kindergarten to year 4 students to devise individual programs in consultation with school coordinators and classroom teachers.
- Individual Learning Plans (ILPs) will be developed for all educationally disadvantaged students, who are not performing at their expected level, including ESL students, and those with a disability. These students will be identified from evidence, including testing and teacher judgement. The ILPs will identify goals, focusing on student well-being and learning outcomes, and strategies to reach the set goals. They will be monitored, evaluated and adapted regularly in consultation with parents, relevant support staff and teachers.
- Personal Learning Plans for Indigenous students will build on student strengths and be based on learning outcomes, provision of student and school support strategies, student engagement and progress.
- An important aspect of this reform element is targeted at early intervention. ACT schools use Performance Indicators in Primary Schools (PIPS) data to identify kindergarten students at risk and classroom teachers use early intervention strategies to support these students.

Outcomes

- All children are engaged in and benefiting from schooling.
- Student improvement is evident in literacy and numeracy outcomes.
- Improved student attendance.

Reform 5 – Strengthened school accountability

ACT public schools have been moving to a greater evidence-based approach to their practice. In 2008, the Department made the NSW developed School Measurement, Assessment and Reporting Toolkit (SMART) available to schools to assist with analysis and understanding of the NAPLAN results. From 2009, three School Improvement Partners will work with schools to help them understand their data and its use for planning at the classroom and whole school level. This will be done in collaboration with the academic partner and will be reported to the school community through newsletters and as part of the Annual School Board Report.

Outcomes

- An improvement in outcomes for specified groups of students.
- Schooling promotes the social inclusion and reduces the education disadvantage of children, especially for Indigenous children.

Reform 6 – External partnerships with parents, other schools, businesses and communities, and the provision of access to extended services

A working group comprising principals from the four schools, Department staff, relevant government agencies (Health Department, and Department of Disability, Housing and Community Services), academic partners, Schools Directors and the Canberra Institute of Technology has been established and will assist schools in the identification and coordination of relevant services. Each school's plan will be informed by the expertise and advice of the academic partner and their own school community needs.

Some strategies for building partnerships with parents and the school community that these schools will consider include:

- Development of a designated parent drop-in facility as a welcoming place for parents to gather and providing appropriate materials for parents to read, including magazines and parenting, health and community materials, and books suitable for reading to children.
- Delivery of parent information sessions and workshops across the schools on relevant educational topics.
- Development of joint project activities that give students, teachers, parents and community members an opportunity to work together on one or more topics of mutual interest.

Some strategies for building external partnerships that these schools will consider include:

- Investigation into the work being led by Western Australia in the reform area of full service schools
- Building better connections between schools, and health and community workers, in outreach programs.

- Development of relevant external partnerships drawing on case studies from the DEEWR Family – School Partnerships framework and building on the successful School Volunteers Program – ACT.
- Encouraging volunteers from the local community to share their skills and knowledge with the school and its students and families.

Outcomes

- Increased parent involvement with the school.
- Parents use effective strategies to support their child's literacy and numeracy learning.
- Increased student engagement with learning
- Better nutrition, health and social skills of students.

SCHOOL SELECTION

The National Partnership schools for Low SES School Communities have been identified using a nationally agreed methodology. In deciding the schools to participate in this National Partnership student profiles, which exhibit an elevated low socio-economic status (SES) population combined with Indigenous and non-English speaking background populations were taken into account.

The ACT has four National Partnership public primary schools participating in this NP. They are Chernwood Dunlop Primary, Florey Primary, Kingsford Smith School (Primary) and Richardson Primary.

No non-government schools in the ACT qualified for funding using the agreed methodology under this NP.

The life of this NP is seven years, until 2015. Participation in the NP will initially be for four years till the end of 2012, when school participation and implementation will be reviewed.

SCHOOL LEVEL PLANS

All ACT public schools are required to develop four-year strategic school plans and annual operational plans in consultation with their school communities. These plans derive from system-based data, satisfaction surveys (students, parents and staff) and school-based analysis against the Department's *School Improvement Framework*.

Within their school plan, all National Partnership Schools will identify the specific reforms, and their strategies for addressing them, linked to the Low SES School Communities National Partnership. These school plans will clearly identify the level of National Partnership investment and the specific activities to address National Partnership reforms.

By the end of 2009, each school will have a plan which articulates the strategies and actions they intend to put in place for achieving sustained improvements in the educational outcomes of their students.

From 2009, the three School Improvement Partners are available to assist schools in understanding their data and its use for planning at the classroom and whole school level. The School Improvement Partners will give the National Partnership schools priority support, as required.

The Literacy and Numeracy Field Officers in the National Partnership schools will work in close association with their School Improvement Partner and Academic Partner to support the school executive in the development and implementation of their school plan.

School Plans for National Partnership schools are available from www.dea.act.gov.au and individual school websites. A list of National Partnership schools is available on the Smarter Schools site at <http://www.deewr.gov.au/Schooling/Programs/SmarterSchools/Pages/state.aspx>

EVALUATION

The National Partnership schools will finalise their school plans by the end of 2009 to show alignment of their priorities and strategies with the reform actions identified in the National Partnership.

These National Partnership schools will work with an academic partner from the University of Canberra, who will provide ongoing advice and support. The academic partner will also assist to develop an evaluation framework for the schools' activities, allowing for a review of this implementation plan in 2012.

The ACT will also participate in any national evaluations and will share findings of these evaluations as required.

LINKS TO OTHER NATIONAL REFORMS

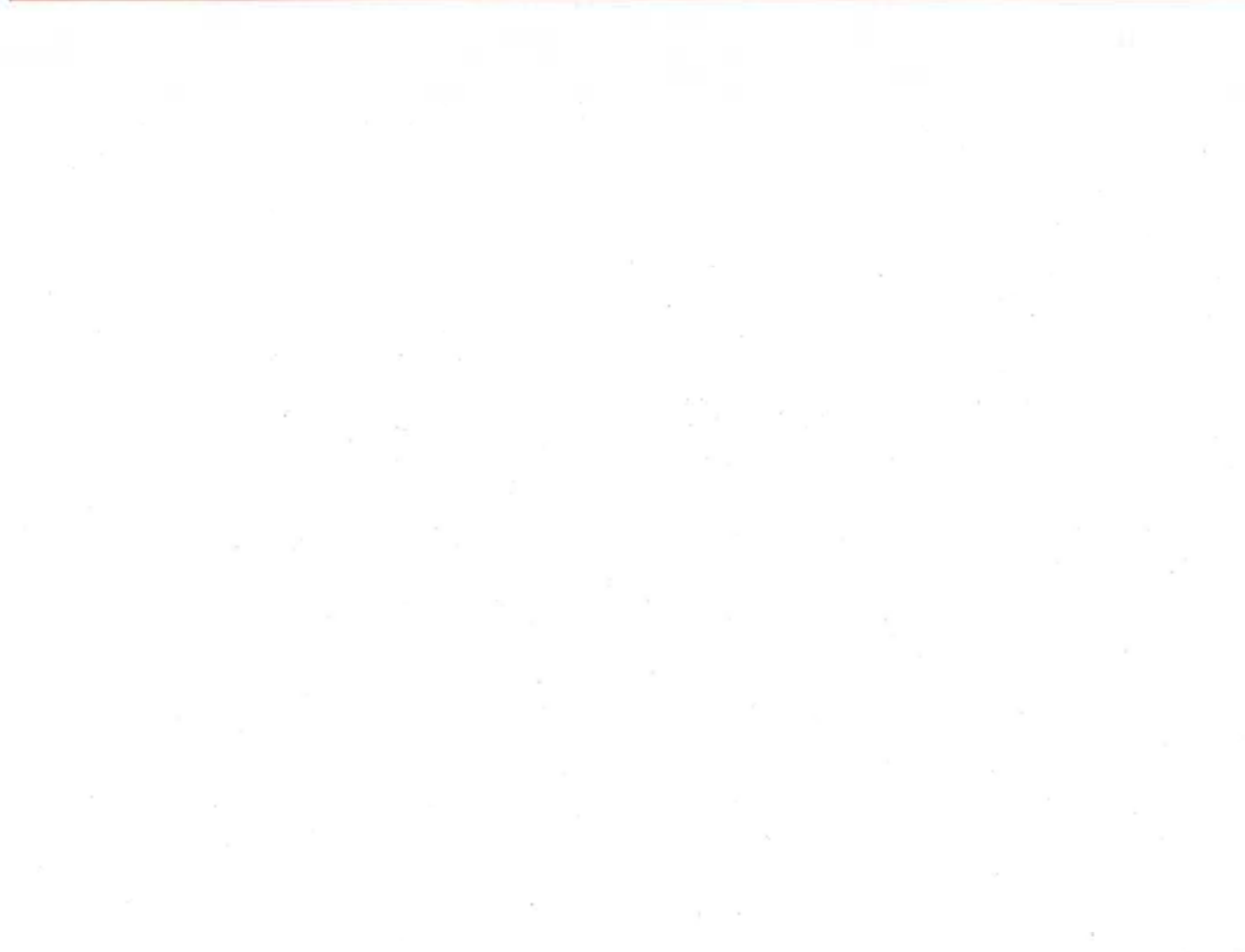
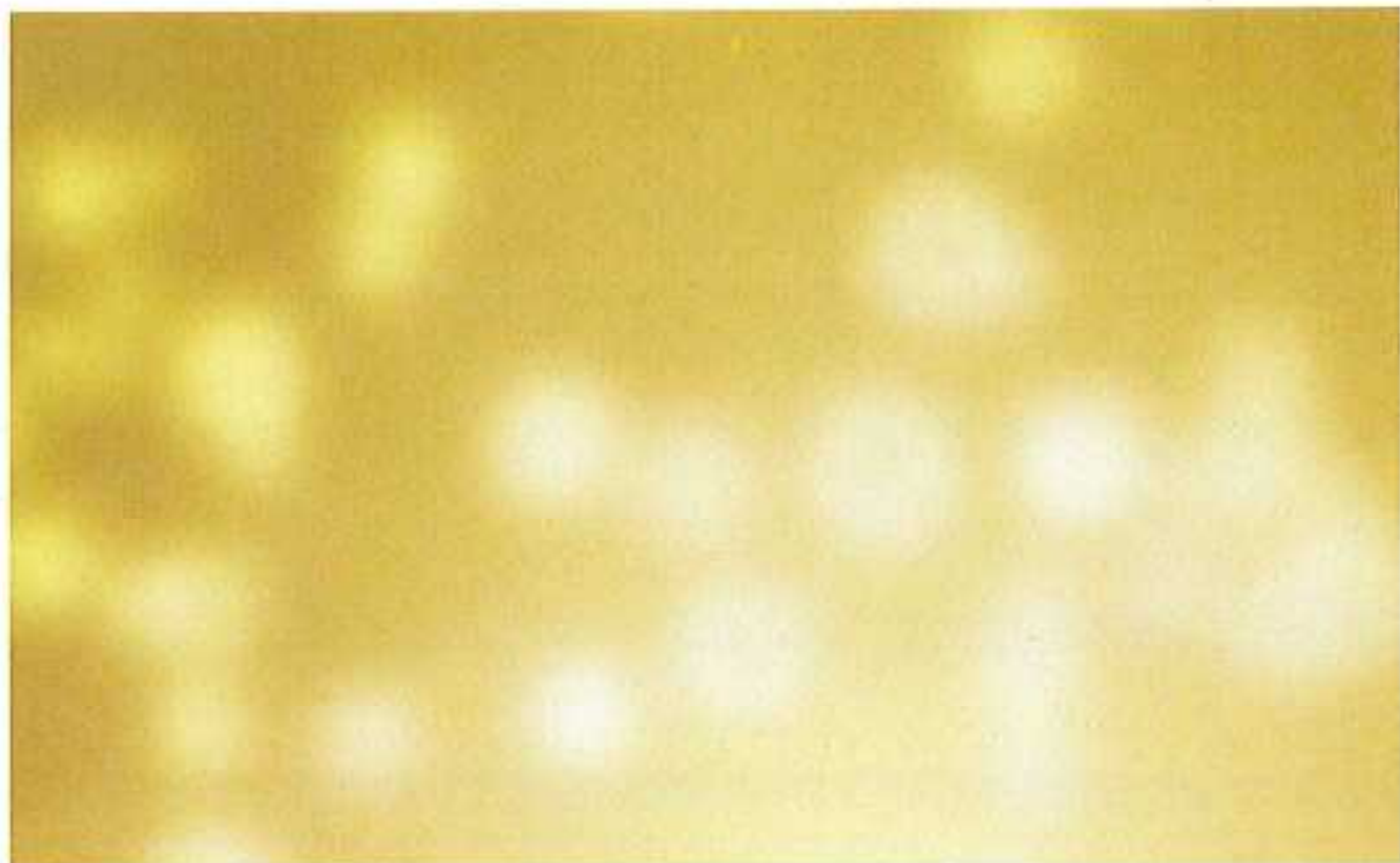
Implementation of this NP is closely linked to delivery of the Improving Teacher Quality National Partnership, Literacy and Numeracy National Partnership and the Early Childhood Education National Partnership.

A quality teaching workforce is crucial to the successful implementation of any reform in schooling. Under this plan, schools will be supported through measures to attract, retain and support school teachers and leaders. The National Partnership schools will be given increased flexibility to fill key teaching and leadership positions within the school and will be priority schools for ongoing placement of accomplished and leading teacher positions.

Support for these National Partnership schools will be complemented and supplemented by support under the Literacy and Numeracy NP. Under the Literacy and Numeracy NP National Partnership schools will be supported through reforms to lift teacher quality, with specific measures to improve classroom practice, such as school based professional learning and leadership development.

As part of the Universal Access strategy under the National Partnership on Early Childhood Education, the four schools identified in this plan will be priority sites for 15 hours of preschool implementation in 2010.

The ACT views all three Smarter Schools NPs as a significant opportunity to contribute to the achievement of national policy and reform objectives as part of the National Education Agreement.





Australian Capital Territory—National Partnership Schools

The schools listed below have been identified as participating in the Low-SES NP and/or the Literacy and Numeracy NP. The Teacher Quality NP does not identify individual participating schools as it targets all teachers with an emphasis on strategies to attract, train, place, develop and retain quality teachers and leaders*

Key

LOW_SES_NP Low Socio-Economic Status School Communities National Partnership

LN_NP Literacy and Numeracy National Partnership

Government

School	Suburb	Sector	Partnership Type
Bonython Primary School	BOYTHON	Government	LN_NP
Caroline Chisholm School	CHISHOLM	Government	LN_NP
Charnwood-Dunlop School	CHARWOOD	Government	LOW_SES_NP
Conder Primary School	CONDER	Government	LN_NP
Evvatt Primary School	EVATT	Government	LN_NP
Floreys Primary School	FLOREY	Government	LOW_SES_NP
Gilmore Primary School	GILMORE	Government	LN_NP
Giralang Primary School	GIRALANG	Government	LN_NP
Gordon Primary School	GORDON	Government	LN_NP
Kingsford Smith School	HOLT	Government	LOW_SES_NP
Latham Primary School	LATHAM	Government	LN_NP
Macgregor Primary School	MACGREGOR	Government	LN_NP
Mount Rogers Primary School	MELBA	Government	LN_NP
Richardson Primary School	RICHARDSON	Government	LOW_SES_NP
Taylor Primary School	KAMBAH	Government	LN_NP
Theodore Primary School	THEODORE	Government	LN_NP

Australian Capital Territory—National Partnerships

Catholic

School	Suburb	Sector	Partnership Type
Good Shepherd Primary School	AMARROD	Catholic	LN_NP
St Anthony's Parish School	WANNIASSA	Catholic	LN_NP
St Francis of Assisi Primary School	CALWELL	Catholic	LN_NP
St Matthew's Primary School	PAGE	Catholic	LN_NP
St Michael's Primary School	KALEEN	Catholic	LN_NP
St Thomas Aquinas Primary School	CHARWOOD	Catholic	LN_NP
St Thomas the Apostle Primary School	KAMBAH	Catholic	LN_NP

Australian Capital Territory—National Partnerships

Independent

School	Suburb	Sector	Partnership Type
Canberra Girls' Grammar School	DEAKIN	Independent	LN_NP
Canberra Grammar School	RED HILL	Independent	LN_NP
Marist College Canberra	PEARCE	Independent	LN_NP
Orana School	WESTON	Independent	LN_NP
Radford College	BRUCE	Independent	LN_NP
St Edmund's College	GRIFFITH	Independent	LN_NP

Australian Capital Territory total by National Partnership and Sector

Literacy/Numeracy NP		Sector	Schools
		Government	12
		Catholic	7
		Independent	6
Total Literacy/Numeracy NP			25
Low-SES NP		Sector	Schools
		Government	4
		Catholic	0
		Independent	0
Total Low-SES NP			4
Both Low-SES and Literacy and Numeracy National Partnership		Sector	Schools
		Government	0
		Catholic	0
		Independent	0
Total Low-SES and Literacy/Numeracy NP			0
Total FACT NP Schools			29

*Note – The schools list is correct at time of publishing and may be subject to change.

**NATIONAL PARTNERSHIP AGREEMENT FOR
[LOW SOCIO-ECONOMIC STATUS SCHOOL COMMUNITIES]
[LITERACY AND NUMERACY]
[TEACHER QUALITY]**

**BILATERAL AGREEMENT BETWEEN
THE COMMONWEALTH OF AUSTRALIA AND
AUSTRALIAN CAPITAL TERRITORY**

PURPOSE

This Agreement is established pursuant to the National Partnership Agreement on Low Socio-economic Status School Communities, Literacy and Numeracy and Teacher Quality between the Commonwealth and the Australian Capital Territory. In entering into this Agreement, the parties recognise that they have a mutual interest in implementing these National Partnership Agreements and need to work together to support reform to deliver better education outcomes for all students.

These three National Partnerships (NPs) were agreed by all governments at the Council of Australian Governments (COAG) on 29 November 2008. At this meeting COAG agreed to a number of NPs to drive reform in particular areas targeting disadvantaged school communities, improving teacher quality, greater accountabilities and supporting improvement in literacy and numeracy outcomes.

It elaborates on a COAG commitment to work towards achieving improvement in high-level outcomes for schooling agreed by COAG and set out in the Melbourne Declaration on Educational Goals for Young Australians, launched in December 2008.

This Agreement updates the original Agreement signed in June 2009 as a result of the finalisation of ACT Implementation Plans.

KEY REFORM AREAS AND INDICATIVE ACTIONS

Low Socio-economic Status School Communities

No ACT schools in the Catholic or Independent sectors qualified for Australian Government funding under this National Partnership. Four ACT public schools will participate as National Partnership schools under the Agreement. They are Charnwood Dunlop Primary, Florey Primary, Kingsford Smith School (Primary) and Richardson Primary.

Key elements of the reform strategy in the ACT are:

- Four Literacy and Numeracy Field Officers will be placed in the four Low SES schools to support targeted activities at the school level. Under this NP Agreement two of the four Field Officer positions will be funded, with the other positions funded by the ACT.

- Individual Learning Plans will be developed for all educationally disadvantaged students to identify strategies for improvement. Personal Learning Plans will be developed for all Indigenous students in consultation with parents, Indigenous support workers and school staff.
- By the end of 2009, each school will have a school plan which articulates the strategies and actions they intend to put in place for achieving sustained improvements in the literacy and numeracy outcomes of their students. The four schools will also receive the same support as schools participating in the Literacy and Numeracy NP.
- Flexible school staffing allocation systems will be introduced to support innovation and to assist the Territory meet the goals of the Teacher Quality NP. Principals will be given increased flexibility in determining their staffing. The four schools will be priority schools for the [placement of Accomplished and Leading teacher positions based on national standards..
- By the end of 2010 strategies to support greater parental engagement will be identified for introduction throughout the life of the agreement.
- As part of the Universal Access strategy under the National Partnership Agreement on Early Childhood, the four schools identified in this plan will be priority sites for 15 hours of preschool implementation in 2010.
- The four schools will be assisted by an academic partner from the University of Canberra who will provide ongoing advice and support in the development, review and implementation of school plans.

Literacy and Numeracy

Twelve public schools, seven Catholic schools and six Independent schools have been identified to receive support in the first two years of the Literacy and Numeracy NP. The ACT Department of Education and Training worked in collaboration with the Catholic and Independent sectors to develop the implementation plan for this NP and, where possible, collaborative activity will be undertaken in its implementation.

Both the public and Catholic school sectors will use *Count Me In Too* and *First Steps* as the system-based teaching programs across all schools to improve literacy and numeracy achievement.

Key elements of the reform strategy in the public school sector are:

- The ACT will set a target for public school improvement in mean NAPLAN scores of 8 points by 2012-13.
- Literacy and numeracy teacher capacity will be supported by a team of 12 Literacy and Numeracy Field Officers to work in the 12 identified primary schools from 2010. Two of these officers will be funded from the NP.
- School Improvement Partners and school principals will work with school-level results to set sensible targets and monitor student progress against targets. Two temporary School Data Analysts, funded by this NP, will support these positions and schools to analyse their individual school-level results over time and against different cohorts.

- By the end of 2009, each school will have a school plan which articulates the strategies and actions they intend to put in place for achieving sustained improvements in the literacy and numeracy outcomes of their students.
- Resources related to *First Steps and Count Me in Too* will be rolled out to schools as the primary models for delivering literacy and numeracy learning across ACT public schools and tracking student progress. Intensive professional learning in the delivery of these programs will also be provided. *Quicksmart*, which is being piloted in 2009, and the *Mental Computation Program* will provide additional support to teachers to assist them to reach the ACT numeracy targets.
- A leadership program will focus in developing a deep understanding of explicit literacy and numeracy teaching and the integration of data to support improved student outcomes.
- All ACT public schools have started to develop plans to embed the Quality Teaching model in their schools. Some of these NP funds will be used to produce a DVD for school leaders to help them introduce the Quality Teaching model into their schools and support their literacy and numeracy planning.
- A pilot program will be developed and trialled by the Department to provide explicit and focused literacy and numeracy professional learning for beginning teachers.

Key elements of the reform strategy in participating Catholic system schools are:

- Literacy and Numeracy have been identified as priority areas in the 2009-2011 Strategic Plan of the Catholic Education Office (CEO), Archdiocese of Canberra and Goulburn. The appointment of Literacy and Numeracy Contact Officers for each school is a key component of the plan.
- Resources related to *First Steps and Count Me in Too* will be provided to schools as the primary models for delivering literacy and numeracy learning and tracking student progress.
- The Numeracy Intervention Program (NIP) will target year 4 students in focused schools. The selected schools have Indigenous students who are under-performing and as a school have not performed in the external testing programs over a period of time.
- Education officers from the Catholic Education Office are available to assist schools through the *Focussed School Support Program*. The aim of this support is to work with schools in a collaborative way to develop the literacy and numeracy skills of students.
- The Catholic Education Office has increased the staffing allocation for supporting Indigenous education in 2009. An ACT regional approach will be implemented so that high schools are linked with feeder primary schools. Each of the three regions is to be supported by Indigenous Assistants. This is an increase of two additional staff.

The six independent schools participating in this NP will each implement their own individual school-based plan based on their respective needs. A number of the schools have strategic literacy and numeracy plans already in place and these will be tailored to meet the requirements of the Literacy and Numeracy NP.

Teacher Quality

The ACT Department of Education and Training has worked in collaboration with the Catholic and Independent sectors to develop the Teacher Quality Implementation Plan. A cross-sectoral Teacher Quality coordination group will manage the implementation of the Teacher Quality initiatives. Funding under the Agreement will implement agreed cross-sectoral activities in the first four years of the plan.

The key cross-sectoral elements of the reform strategy in the ACT are:

- Establishment of an ACT Teacher Quality Institute for pre-service teacher education accreditation, teacher registration and certification of teachers against the national standards.
- Implementation of nationally agreed teacher standards and certification processes in line with the National Teacher Professional Standards Framework for teachers and school leaders including at the competent, accomplished and leading teacher levels.
- Establishment of a Teacher Education Committee to plan for improved pathways into teaching, improved practicum and a range of in-service education opportunities including targeted scholarships.
- Creation of School Centres of Teacher Education Excellence initially established at the Department's Early Childhood Schools, extending to other sectors during the life of the plan.
- In line with the nationally agreed parameters for teacher workforce data collection, the ACT will develop and apply a set of tools to collect accurate data specific to the local workforce. The ACT will also contribute to the development, population and maintenance of a national dataset and longitudinal teacher workforce study to improve both national and local workforce planning.
- Existing Department and Catholic School Leadership Frameworks will underpin an expanded program of mentoring and leadership training to support a rigorous performance and development culture in ACT schools.
- The Department and Catholic sectors will develop specific strategies to enhance the capacity of schools to deliver outcomes better tailored to the needs of their students. Principals and senior staff will have greater responsibility in staffing and recruitment processes to increase school-based decision making. Due to the current autonomy of school-based decision making of Independent schools they will have a low level of participation in this initiative.

BUDGET

Facilitation payments

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	TOTAL
Australian Government								
Low SES NP	\$22 500	\$303 750	\$410 000	\$750 000	\$727 500	\$446 250	\$340 000	\$3 000 000
Literacy & Numeracy NP	\$850 000	\$971 000	0	0				\$1 821 000
Teacher Quality NP	\$107 000	\$232 000	\$608 000	\$733 000				\$1 680 000
State Co-Investment								
Low SES NP								\$2 550 000 ¹
Literacy & Numeracy NP								\$3 610 000 ²
Teacher Quality NP								\$ 887 000 ³
Total Facilitation Budget	\$979 500	\$1 508 750	\$1 018 000	\$1 483 000	\$727 500	\$446 250	\$340 000	\$13 548 000⁴

CO-INVESTMENT

Low Socio-economic Status School Communities

The following represent co-investment items by ACT Government over the first four years of the implementation plan. The ACT will review its plan by the end of 2012 in order to develop a new implementation plan for 2013-15, the remaining years of the NP.

• 1 x Literacy and Numeracy Field Officer (new money)	\$360 000
• Increased ESL support (new money)	\$120 000
• 1 x School Equity Officer	\$360 000
• School equity funding (across 4 schools)	\$360 000
• Indigenous officer support	\$150 000
• Learner Assistance Program allocation	\$1 200 000
Total	\$2 550 000

¹ For the Low SES NP, \$2.55m is allocated as ACT co-investment over the first four years of the program.

² For the Literacy and Numeracy NP, \$3.645m is allocated as ACT co-investment for the first two years of the program. This figure includes co-investment from all three ACT education sectors.

³ For the Teacher Quality NP, \$886 550 is allocated as ACT co-investment over the life of the program. This figure includes Department and Catholic sector co-investments.

⁴ This total includes both Australian Government facilitation payments and ACT co-investment.

Literacy and Numeracy

The following represent co-investment items by ACT Government over the life of the implementation plan.

• 8 x Literacy and Numeracy Field Officers (six funded with new money)		\$1 200 000
• Learner Assistance Program allocation		\$1 830 000
	Total	\$3 030 000

The following represent co-investment items by the ACT Catholic sector over the life of the implementation plan.

• 4 x Literacy and Numeracy Officers		\$440 000
	Total	\$440 000

The following represent co-investment items by ACT Independent schools over the life of the implementation plan.

• Program delivery in individual schools		\$140 000
	Total	\$140 000

Teacher Quality

The following represent co-investment items by ACT Government over the first four years of the implementation plan.

• Manager, Leadership Strategy		\$330 000
• Principals' Professional Learning fund		\$100 000
• Teacher Scholarship Fund		\$100 000
• Indigenous Student Scholarships		\$ 35 000
	Total	\$565 000

The following represent co-investment items by the ACT Catholic sector over the life of the implementation plan.

• Project Officer, Catholic Education Office		\$282 000
• Principals' Professional Learning Fund		\$ 40 000
	Total	\$322 000

Independent schools will provide a co-investment contribution by hosting cross-sector activities.

FACILITATION PAYMENT MILESTONES

Low SES School Communities NP

Milestones	Milestone Due Date	Facilitation Payment
Signing of bilateral agreement and acceptance of Preliminary Implementation Plan.	July 2009	\$22 500 (100% payment 2008-09)
Acceptance of Final Implementation Plan. School plans have been developed in consultation with the school community.	December 2009	\$151 875 (50% payment 2009-10)
Acceptance of March 2010 Annual Report (due 31 March 2010)	March 2010	\$151 875 (50% payment 2009-10)
Acceptance of progress report on activities occurring over the period Jan-June 2010. School plans are being implemented and monitored in consultation with the school community. A data bank is established to record activities such as parent education programs, and parent learning and engagement activities.	October 2010	\$205 000 (50% payment 2010-11)
Acceptance of March 2011 Annual Report for the 2010 calendar year (due 31 March 2011) Schools have reached their school-based literacy and numeracy targets for 2010. Schools have developed a process for tracking student achievement against school-based literacy and numeracy programs. Strategies for parent engagement and community partnerships have been developed.	March 2011	\$205 000 (50% payment 2010-11)
Acceptance of progress report on activities occurring over the period Jan-June 2011 After-care programs in place to meet school community needs.	October 2011	\$375 000 (50% payment 2011-12)
Acceptance of March 2012 Annual Report for the 2011 calendar year (due 31 March 2012) Schools have reached their school-based literacy and numeracy targets for 2011. School plans have been reviewed and updated.	March 2012	\$375 000 (50% payment 2011-12)
Acceptance of progress report on activities occurring over the period Jan-June 2012. Targeted implementation of nationally accredited teaching positions.	October 2012	\$363 750 (50% payment 2012-13)

Milestones	Milestone Due Date	Facilitation Payment
Acceptance of Implementation Plan for 2013-2015 which will include facilitation payment milestones for the period 2013-15.		
Acceptance of March 2013 Annual Report for the 2012 calendar year (due 31 March 2013)	March 2013	\$383 750 (50% payment 2012-13)
Schools have reached their school-based literacy and numeracy targets for 2012.		

Literacy and Numeracy NP

Milestones	Milestone Due Date	Facilitation Payment
Signing of bilateral agreement and acceptance of Preliminary Implementation Plan.	July 2009	\$850 000 (100% payment 2008-09)
Acceptance of Final Implementation Plan.	December 2009	\$245 000 (25% payment 2009-10)
Acceptance of March 2010 Annual Report (due 31 March 2010)	March 2010	\$726 000 (75% payment 2009-10)
School plans for 2010 reflect priorities for student improvement in literacy and numeracy.		
Schools provided with literacy and numeracy resources and teachers access professional learning.		
School-based data collection methods used to track student literacy and numeracy progress.		

Teacher Quality NP

Milestones	Milestone Due Date	Facilitation Payment
Bilateral agreement between the ACT and the Australian Government signed.	June 2009	\$107,257 (100% payment 2008-09)
Cross-sector coordination committee established for development of ACT Implementation Plan and objectives.		
Preliminary Implementation Plan submitted.		
Final Implementation Plan submitted	December	\$116,196

Milestones	Milestone Due Date	Facilitation Payment
<p>Teacher Education Committee and its sub-committees established.</p> <p>Model and program developed for Initial School Centre of Teacher Education Excellence in an Early Childhood school.</p>	2009	(50% payment 2009-10)
<p>Acceptance of March 2010 Annual Report (due 31 March 2010)</p> <p>Scoping of the Teacher Quality Institute.</p> <p>Workforce data business analysis complete, with data collection and analysis tools implemented</p> <p>Gap analysis of current ACT performance management practices complete.</p> <p>Better Pathways training program developed.</p>	March 2010	\$116,196 (50% payment 2009-10)
<p>Acceptance of progress report on activities occurring over the period Jan-June 2010</p> <p>Arrangements for placement of participants in New Pathways program into ACT schools developed.</p> <p>Initial School Centre of Teacher Education Excellence established and operational.</p> <p>Increased number of pre-service teacher placements in ACT schools and course data collected through ACT system.</p> <p>Model and program developed for additional School Centres of Teacher Education Excellence</p> <p>Renewal strategy for performance management developed and implemented.</p> <p>New Pathways graduate selection process completed.</p>	October 2010	\$303,896 (50% payment 2010-11)
<p>Acceptance of March 2011 Annual Report for the 2010 calendar year (due 31 March 2011)</p> <p>Initial Better Pathways training program implemented.</p> <p>Workforce data collection tool contributing data to national data sets.</p> <p>Graduates allocated to the ACT from the second cohort of New Pathways program placed in ACT schools.</p>	March 2011	\$303,896 (50% payment 2010-11)

Milestones	Milestone Due Date	Facilitation Payment
Mentor teachers taking part in University of Melbourne training and network developed.		
Acceptance of progress report on activities occurring over the period Jan-June 2011 Teacher Quality Institute established ACT teacher education courses accredited through Teacher Quality Institute. Additional School Centres of Teacher Education Excellence established and operational. Placement of indigenous education worker graduates into ACT schools.	October 2011	\$366,463 (50% payment 2011-12)
Acceptance of March 2012 Annual Report for the 2011 calendar year (due 31 March 2012) Accomplished and Leading Teachers placed in schools, including School Centres of Teacher Education Excellence.	March 2012	\$366,463 (50% payment 2011-12)

REWARD PAYMENTS

Under the Literacy and Numeracy and Teacher Quality NPs reward funding is contingent on achievement of agreed targets and milestones through facilitation funding.

The ACT will negotiate the development of a Literacy and Numeracy Implementation Plan for 2010-11 to 2011-2012 once the Australian Government has identified the ambit of reward payment to flow to the ACT after facilitation milestones have been reached.

The ACT will negotiate the development of a Teacher Quality Implementation Plan for 2011-12 to 2012-2013 once the Australian Government has identified the ambit of reward payment to flow to the ACT after facilitation milestones have been reached.

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	TOTAL
<u>Australian Government</u>								
Literacy & Numeracy NP			2 124 000	2 124 000				4 248 000
Teacher Quality NP				3 128 000	3 128 000			6 256 000
Total Reward Budget			2 124 000	5 252 000	3 128 000			10 504 000

In order to achieve the objectives of the National Education Agreement and to sustain the significant national reforms under the National Partnerships, the ACT agrees that reward funding received will be used for education purposes and agrees for the distribution of reward funding with any non-government sectors that are party to the agreement.

Reward Payment Milestones

Literacy and Numeracy NP

Australian Government funding for the last two years of the Literacy and Numeracy National Partnership consists entirely of reward funding. The ACT is entitled to a total of \$4.25 million of reward funding over the two years, 2011-12 and 2012-13.

The COAG Reform Council will review the achievement of reforms and determine the ambit of reward payments to the ACT.

The measures and targets to be used to determine the reward funding to the ACT in 2011 and 2012 are detailed in the Literacy and Numeracy NP Final Implementation Plan. The reward measures for the ACT are broken down for each of the government, Catholic and Independent school sectors, and each sector will have to demonstrate achievement of the milestones to receive their full entitlement of reward funding. There will be an opportunity for the ACT to revise the targets for 2012, in consultation with the Australian Government, following a review of achievement against the 2011 targets.

Teacher Quality NP

Milestones	Due Date	Reward Payment
Implementation of process for selection of Leading and Accomplished teachers. Mentor programs and networks operational.	October 2011	50% payment 2011-12
Teacher transfer process implemented. Accomplished Teachers placed in schools.	March 2012	50% payment 2011-12
Teacher vacancies being filled outside of the centralised process.	October 2012	50% payment 2012-13
Leading Teachers placed in schools.	March 2013	50% payment 2012-13

NON-GOVERNMENT SECTOR PARTICIPATION

Engage the non-government sector

The ACT has a strong history of cooperation across the education sectors, particularly in the area of teacher professional learning. The ACT Department of Education and Training worked in collaboration with the Catholic and Independent Sectors to develop the Literacy and Numeracy and Teacher Quality Implementation Plans.

Ongoing engagement with all key partners and stakeholders in the non-government sector will occur through the regular existing formal arrangements.

Low SES

No ACT schools in the catholic sector and no independent schools qualify for funding under the National Partnership Agreement on Low SES School Communities.

Literacy and Numeracy

Both the Department and the Catholic sector will introduce and support the same system-based teaching programs for use across all schools to improve literacy and numeracy. Where possible, collaborative activity will be undertaken in the implementation of the plans across all three sectors, and in particular in the provision of professional development.

Teacher Quality

Close collaboration between government, catholic and independent sectors as well as with education unions, teacher education institutions and other strategic partners is a key aspect of the ACT Improving Teacher Quality implementation plan. Specific to the ACT strategy is engagement with the catholic systemic and independent schools on leadership development programs for principals, identifying School Centres of Excellence and development of a framework for a national teaching workforce data set.

Distribute Commonwealth facilitation payments

Funding under the Agreements will be distributed to each ACT school sector based on the same funding distribution model used by the Commonwealth.

For Literacy and Numeracy that is each sector's share of students at or below the minimum standard in reading and numeracy for years 3, 5 and 7 (NAPLAN 2008). For Teacher Quality that is

facilitation funding distributed on the share, of national FTE for teaching staff as available from ABS 4221.0 Schools, Australian 2007. The ACT share of Low SES funding has been determined with the Commonwealth in light of the ACT's socio-economic circumstances.

Distribute Commonwealth co-investments to participating non-government schools

Any co-investment payments made to participating non-government schools will be made upon ACT Treasury receipt of Commonwealth funds as part of the normal non-government school grants payment process.

Co-investment contribution by participating non-government schools

These are detailed in the individual Implementation Plans.

INDICATIVE ACTIONS AND PERFORMANCE INDICATORS

These are detailed in the individual Implementation Plans.

MONITORING AND REPORTING ARRANGEMENTS

The Parties agree that achievement of the Milestones, Deliverables or Performance Benchmarks as detailed in this Bilateral Agreement will be jointly monitored by all parties in accordance with the relevant provisions of the NP and the Implementation Plans.

Monitoring and reporting arrangements will reflect the requirements of Schedule C to the *Intergovernmental Agreement on Federal Financial Relations*.

Reporting

The Territory Delegate is responsible for providing the Program Delegate with two hard copies and an electronic copy of Reports for each NP as follows:

Table 1: Low SES

Details of Report	Due Date*
2009 Annual Report	31 March 2010
2010 Annual Report	31 March 2011
2011 Annual Report	31 March 2012
2012 Annual Report	31 March 2013
2013 Annual Report	31 March 2014
2014 Annual Report	31 March 2015
Final Report	30 September 2015

Table 2: Literacy and Numeracy

Details of Report	Due Date*
2009 Annual Report	31 March 2010
2010 Annual Report	31 March 2011
2011 Annual Report	31 March 2012
Final Report	30 September 2012

Table 3: Teacher Quality

Details of Report	Due Date*
2009 Annual Report	31 March 2010
2010 Annual Report	31 March 2011
2011 Annual Report	31 March 2012
2012 Annual Report	31 March 2013
Final Report	30 September 2013

* Where the due date falls on a weekend or a public holiday, the due date is taken to be the next business day.

Annual and Final Reports must contain the following details:

- (a) Title of the Program
- (b) Description of the Program
- (c) Program activities commenced in the reporting period
- (d) Program activities completed in the reporting period
- (e) Progress against:
 - i. the Milestones, Deliverables and Performance Benchmarks
 - ii. the national priorities, as outlined in the relevant NP
- (f) A statement of issues of concern that may impact on the achievement of any of the Milestones, Deliverables or Performance Benchmarks
- (g) Copies of all reports, evaluations, analysis and /or survey outcomes the Australian Capital Territory has undertaken or had commissioned in relation to achieving any of the Milestones, Deliverables or Performance Benchmarks
- (h) be signed by the Territory Delegate or the Delegate's authorised representative.

As part of the Annual Report, Territory Delegate or authorised representative will attend a meeting with the Commonwealth to present and discuss the Annual Report.

The Final Report must contain the information to be included in Annual Reports except for the information described in paragraph (f).

NATIONAL REFORM

The ACT will identify strategies and initiatives that provide potential linkages and synergies with current or planned activities in other jurisdictions that could be considered national reform opportunities.

This will include the development and delivery of any joint national reform elements and strategies that identify how the other jurisdictions and the non-government sector will be involved.

PUBLICATIONS AND COMMUNICATIONS

The Australian Capital Territory will acknowledge the Bilateral Agreement as a joint Commonwealth and ACT initiative in all publications, promotional and advertising materials, public announcements and activities or any products, processes or inventions developed as a result of the implementation of the Bilateral Agreement.

AUDIT ARRANGEMENTS

The ACT will provide Reports to the Commonwealth at the times and in the manner agreed in the Implementation Plans concerning progress in achieving the milestones, indicative actions and performance indicators.

The ACT agrees to be audited annually by the Australian Capital Territory Auditor-General or their authorised representative in relation to the Funding and provide the Commonwealth with a copy of the report of such audit.

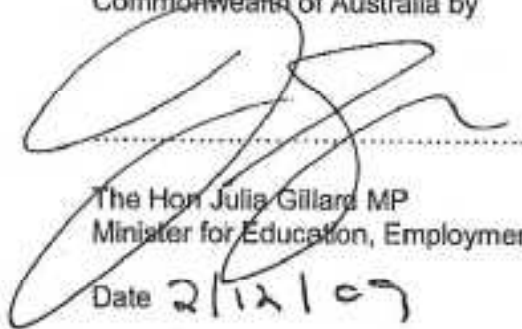
GOVERNANCE ARRANGEMENTS

Engagement with all key partners and stakeholders will be ongoing for the duration of this Agreement.

In order to facilitate the collaborative implementation of this Bilateral Agreement, the Commonwealth will participate in the Australian Capital Territory implementation oversight or management forums.

The Parties have executed this agreement as follows:

Signed for and on behalf of the
Commonwealth of Australia by



.....

The Hon Julia Gillard MP
Minister for Education, Employment and Workplace Relations

Date 2/12/09

Signed for and on behalf of the
Australian Capital Territory by



.....

Andrew Barr MLA
Minister for Education and Training

Date 19.11.09