



Australian Government

TASMANIA



IMPLEMENTATION PLAN

National Partnership for Improving Teacher Quality

National Partnership for Literacy And Numeracy

National Partnership for Low Socio-Economic Status
School Communities



Contents

| | |
|---|----|
| The Tasmanian approach..... | 3 |
| Cross sector involvement..... | 3 |
| Reform initiatives / strategies implemented..... | 5 |
| Performance indicators and measures..... | 10 |
| School selection..... | 13 |
| School level plans (Low SES and Literacy and Numeracy NPs)..... | 14 |
| Support for specific student cohorts..... | 15 |
| National reforms (Teacher Quality NP)..... | 16 |

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The Smarter Schools National Partnership on Low SES School Communities, Literacy and Numeracy and Improving Teacher Quality, are joint initiatives between the Australian and Tasmanian Governments.

The Tasmanian approach

The Education and Skills Tasmania 2009-2012 *Learner at the Centre* strategic plan states that its overarching goal for Tasmanians will be achieved by:

- Having high expectations and providing personalised and differentiated learning opportunities for every student.
- Ensuring that in every school a Literacy & Numeracy Improvement Plan informed by school and student outcome data, specifies school improvement priorities, establishes targets, and implements action through evidence based strategies and interventions.
- Using data to determine priorities and resource allocation, at a system and school level.
- Developing a high quality teacher workforce in which all teachers have the essential skills, knowledge and pedagogy to enable every student to acquire the skills and knowledge that they need in order to learn.
- Implementing the Smarter Schools National partnerships to achieve state and national reforms.

Cross sector involvement

The Department of Education (DoE), the Tasmanian Catholic Education Office (TCEO) and the Association of Independent Schools Tasmania (AIST) will work together to progress the National Partnership reforms. All sectors share the aspiration of a brighter future for Tasmanian students, with a focus on Indigenous students, and will make efforts collectively and individually, as appropriate, given the variety of strategies to be implemented.

DoE schools in Tasmania are organised into Learning Services – South, South East, North and North West. There are just over 200 schools in the Tasmanian government system. This number will fall below 200 over 2010 and 2011 as schools begin the process of merging, closing, and establishing federations. During the development of school level plans or federation plans, and at all stages of the implementation of initiatives and programs, each Learning Service through the Managers Learning will provide professional support, knowledge, skills and feedback to Principals and schools.

Catholic Education Tasmania (TCEO) includes 37 schools and colleges. There are 13 secondary colleges, three 'systemic' (under the governance of the TCEO), four are congregation-owned and six are under the governance of the Archdiocese. All primary schools are systemic, under the governance of the TCEO (Tasmanian Catholic Education Office.) Support for all schools under the NPs will be provided by Regional Directors – North, Northwest and South, Education Officers in each region, and the Senior Consultant for Secondary Colleges. Regional Directors lead regional teams who are aware of the needs of individual schools, students and principals.

The Association of Independent Schools Tasmania (AIST) comprises 37 independent schools across the state. The AIST has a small administrative team that provides support to the schools. Unlike other sectors the majority of these schools function autonomously. Independent schools comply with state and federal education regulations.

Both AIST and TCEO are supported in data collection and analysis by Educational Performance Services in the Department of Education.

This Smarter Schools National Partnerships Implementation Plan had been developed collaboratively by a NP Project Development Team with representation from all three schooling sectors.

Funds for all Smarter Schools National Partnerships will be received by the Tasmanian Department of Education and allocated to the non-government schooling sectors as described in a Memorandum of Understanding agreed between the three schooling sectors.

Reform initiatives / strategies implemented

A multi-strategy approach will be delivered through the Smarter Schools National Partnerships in a way that complements, and builds on, successful initiatives already in place across the three schooling sectors.

Smarter Schools National Partnership for Low SES School Communities

Tasmania is implementing seven Low SES School Communities strategies:

- Formal Federations
- Secondary Renewal
- Extended & Integrated Service Delivery in Low SES communities
- Flexible Learning School
- Individual Low SES School Reforms
- School Improvement Reform through Intervention
- Polytechnic/Academy Transition Initiative (Year 10-11 Transition Initiative in the Catholic sector).

Government, Independent and Catholic schools participating in the National Partnerships have selected to participate in one of the four school based Tasmanian strategies and, according to the nature of the strategy undertake a process with their Learning Service (DoE) Regional Office(TCEO) or Manager (AIST).

Four strategies are school based and designed and implemented at the school/federation/network level. These four strategies are:

- **Formal Federations** – schools will unite as federations and will implement locally designed innovative and flexible school organisational arrangements that will lead to improved outcomes for students and better opportunities for teachers to improve their teaching practice. Actions will include changes to school leadership and governance models, progression towards global budgeting and increasing school and community partnerships. A federation focus on, and common approach to, improving literacy and numeracy student outcomes, building capability of teachers and increasing capacity to personalise learning for students will be evident in planning and implementation. Federations are initially funded for three years, with a further two years funding available subject to the achievement of targets, milestones and an ambitious forward plan.
- **Secondary Renewal** – networks of three or more high and district high schools will work collaboratively on a set of agreed school capabilities, with a goal to improving specific outcomes for all students. Leadership team development, building capability of teachers and sustainability are to be core features. Improving attendance and supporting transition from Year 10 – Year 11 will be priorities. Networks will develop their renewal strategy on improving performance in the following criteria – rigor, relevance, relationships, recognition and responsibility. Schools are funded under this strategy for four years.

- **Extended & Integrated Service Delivery in Low SES communities** – the intent of this strategy is to enable a sustainable model through which schools develop and maintain external partnerships with parents, other schools, businesses and communities in order to provide access to extended services through a full service school. This strategy will focus on schools with links to major infrastructure such as Learning and Information Centres (LINC)s, Child and Family Centres (CFCs) and Trade Training Centres. It is expected that funding will support integrating existing extended service delivery, improving partnerships, coherent curriculum and learning offerings, including health and wellbeing, across the stages of schooling as well as outreach support for families and professional learning for staff to enable more effective home, school and community relationships. Schools are funded under this strategy for four years.
- **Individual Low SES School Reforms** - Focus will be on providing innovative and tailored learning opportunities according to the student learning context of individual schools. Using school and student data, and through consultation with sector Managers, evidence based strategies to address priority areas of identified need will be implemented. Approaches must address improvement targets for literacy and numeracy. DoE schools will specifically address one School Improvement Report Measurement category. Schools are funded under this strategy for four years.

Three systemic strategies will work in concert with, and complement, the school based strategies providing innovative opportunities for schools to action improved school and student achievement. They are:

- **Flexible Learning School (DoE)** - focus will be on developing a connected and robust e-learning flexible provision for students; including those unable to attend mainstream schools, highly able students and those disengaged and at risk of disengaging. Flexible Learning Tasmania will provide a network hub within the Department of Education. This hub will work as a networked organisation developing, delivering, supporting and co-ordinating flexible learning to students state-wide. The strategy will result in a network of teachers and schools that connect existing and emerging local providers to form a learning community that will develop the capacity of teachers and schools. This strategy is funded for the life of the National Partnership, with higher levels of funding in the first two years.
- **School Improvement Reform through Intervention (DoE)** - This strategy is to be implemented in government schools. Focus will be on ensuring that every Tasmanian government school student, irrespective of which school they attend, experiences quality schooling. Using School Improvement Report data schools will be identified for intervention by their Learning Service. A team will be appointed to work directly with the schools' leadership team to build their capability to affect evidence-based improvement strategies. This strategy supports the Student at the Centre policy of having a service model which nurtures and supports schools, recognising that principals are responsible for the quality of learning in their school and for school improvement through whole school leadership. This strategy is funded for the life of the National Partnership.

- **Polytechnic/Academy Transition Initiative** - This strategy will be delivered in every National Partnership government high school. This strategy will focus on building cooperation, collaboration, professional learning teams and relationships among schools and campuses to support student transition from Year 10 into Year 11. The strategy requires schools and campuses/colleges to work together assessing the current situation and planning for improvement. Innovative and creative means by which to improve retention to Year 11 is expected. A similar strategy, the Year 10-Year 11 Transition Initiative, will be implemented in two Low SES schools from the Catholic sector. This strategy is funded for the life of the National Partnership.

Planning and development of each strategy was undertaken in 2009. Activity in each strategy is commencing in schools in 2010. By implementing these seven distinct strategies Tasmania will address all six National Partnership priority areas. Whilst not every strategy, in every school, will target every reform, principals and their school communities are committed to addressing national reform priority areas in their improvement plans through a range of possible actions within each reform area.

Smarter Schools National Partnership on Literacy and Numeracy

The Education and Skills Tasmania 2009-2012 *Learner at the Centre* strategic plan states that:

Literacy and numeracy form the foundation for all future learning. Our children developing literacy and numeracy skills, effective strategies and practices are fundamental for educational growth through all the years of schooling.

The Education and Skills Tasmania 2009-2012 *Literacy and Numeracy Action Plan - for the early and schooling years*, articulates the following policy directions:

- Support children's early learning, especially through the participation of parents and carers;
- Provide integrated support for children of pre-kinder age experiencing learning disadvantage;
- Support teachers, early childhood educators and carers during pre-service training and throughout their careers to develop as effective literacy and numeracy teachers;
- Identify and develop effective instructional leaders;
- Develop strong partnerships with school communities to participate in and support children's literacy and numeracy learning;
- Challenge all children to achieve high standards through the provision of differentiated support;
- Ensure accountability through monitoring progress, assessment and reporting;
- Improve awareness of literacy and numeracy issues for young people and adults and communicate the benefits of improving literacy and numeracy;

- Deliver literacy and numeracy services in a range of educational and community settings through partnerships and joined up approaches.

All schooling sectors in Tasmania are committed to improving outcomes in literacy and numeracy for our students. Implementation of the Literacy and Numeracy National Partnership will align completely with the National Partnership on Literacy and Numeracy Reform priority areas:

- **Teaching and learning:** Effective and evidence-based teaching of literacy and numeracy.
- **School leadership and whole school engagement:** Strong school leadership and whole school engagement with literacy and numeracy
- **Monitoring student and school performance:** Monitoring student and school literacy and numeracy performance to identify where support is needed.

Teacher learning and building teacher capability in a sustainable way is a priority and will underpin all actions in schools. Students in Years 5, 6, 7 and 8 will be specifically targeted for initiatives, and implementation will require primary and high schools to work together.

Government and Catholic schools participating in the National Partnership will commit to developing whole school /network literacy and numeracy plans. Initiatives designed and implemented will focus on pedagogy, must be evidence based and will use student performance data to inform areas of action. The plans will address all National Partnership priority areas for reform.

Underpinning the approach advocated in this plan is the belief that student outcomes, teacher capacity, professional learning networks and creativity are all enhanced when schools work together. By working closely with leader primary schools, high schools will be better placed to understand, contribute to, and implement, approaches to teaching and learning which support student transition from Year 6 to 7 and which build on primary school pedagogy and curriculum. Likewise, primary schools, given an enhanced opportunity to work in partnership with high schools will have an increased capacity to prepare their students for the transition to Year 7, and to work with teachers across all network schools to develop shared approaches, language and expectations.

Networks of schools in the government and Catholic schooling sectors, and individual schools supported by the independent school sector, will select from a suite of evidence-based programs, strategies, approaches or frameworks in order to address identified student need whilst helping teachers develop broader skills and to personalise learning for all students.

The focus of the AIST's Literacy and Numeracy plan will be on students from Prep to Yr 5. The non-systemic structure of the independent schooling sector in Tasmania requires a different approach to that being adopted by the government and Catholic sectors. The AIST approach will support independent schools in Tasmania with the administration and analysis of the Performance Indicators in Primary Schools (PIPS) assessment program and to extend programs currently being implemented in independent schools.

Smarter Schools National Partnership on Improving Teacher Quality

There are currently 5,800 full-time equivalent (FTE) teachers in Tasmania. Tasmania's plan develops an approach which explicitly addresses teacher education, early career teaching support and ongoing professional learning for teachers and school leaders. The approach targets improving teacher quality and aims to deliver system-wide reforms targeting critical points in the teacher 'lifecycle' to **attract, train, place, develop and retain** quality teachers and leaders in our schools and classrooms.

Tasmania's strategies include:

- **Partnerships in Teaching Excellence (PITE)**
This partnership with the University of Tasmania (UTas) supports teachers at all stages of their career and heralds the beginning of an exciting and innovative joint venture aimed at ensuring that all Tasmanian students benefit from high quality teaching. The program has three main dimensions: A pre-service Teacher Scholarship Program, postgraduate support for teachers and Teacher Learning Centres of Excellence.
- **Early career teacher support and support for teachers returning to the system**
The Colleague Teacher model is also proposed as the basis for supporting teachers in their first years of teaching.
- **School Centres for Excellence - Teaching Schools**
Student-teachers in the program are based in a limited number of Teaching Schools/Centres for Excellence. In the first instance, Centres for Excellence have all been located in low SES, harder to staff areas and all staff have agreed to support student-teachers and to adopt an open-door, team inquiry approach to improving teaching.
- **Rokeby Teacher Learning Centre (TLC)**
In addition to these initiatives, one Teaching School (Rokeby High School) has been identified for development as a specialist Teacher Learning Centre to serve as a leading-edge, multi-purpose, meeting venue for postgraduate teaching and professional learning as well as being a meeting place for all students involved in the program.
- **Postgraduate support for teachers from all schooling sectors**
UTas and the Department have reached an agreement that will allow all staff to undertake further study at UTas without direct cost to staff members. Under the terms of partnership negotiations, this arrangement will be extended to the Catholic and Independent school sectors in 2010.

The Partnership Agreement with UTas also specifies the development of postgraduate courses nominated by the DoE, to support teachers, school leaders, paraprofessionals and non-teaching staff.

The Department is continuing negotiations with UTas to develop a range of new postgraduate programs to support priority teaching areas identified through partnership discussions.

- **Accomplished Teachers**

In 2008, the Premier of Tasmania proposed a promotion pathway allowing quality teachers to remain in the classroom. Tasmania intends to develop a budget proposal to address rewards for high quality teachers. It is Tasmania's intention to investigate linking an accomplished teacher selection to a combination of proven classroom performance coupled with additional professional qualifications which are based on practically based, classroom work. Linking the accomplished teacher pathway to include responsibility for supporting student-teacher teams (as a Colleague teacher) and in leading school-based teacher inquiry teams are preferred directions for the development of this proposal.

Performance indicators and measures

The implementation of National Partnership reforms in Tasmania will occur through a number of initiatives and strategies which are innovative, evidence-based and responsive to local context and data informed school level need. The implementation of the reforms will lead to outcomes including:

- Improvements in literacy and numeracy achievement for targeted students, including Indigenous students and students from areas of greatest disadvantage
- Improved socio-economic equity in student satisfaction and outcomes
- Improved Indigenous equity in student satisfaction and outcomes
- Improved student attendance and engagement
- Increased capacity for innovative and personalised teaching focused on improving student outcomes
- Increased apparent and real retention from Year 10 – Year 11
- Increased proportion of students completing Year 12 or with Certificate 111+ qualifications
- Strengthened school leadership, accountability and autonomy
- Increase in the number of school networks and partnerships with parents, communities, businesses and higher education providers
- Increase in the number of full service schools providing access to extended services
- Improvements in the quality of the teaching workforce
- Improved and increasing partnerships with UTas, including teacher training, post-graduate opportunities and professional development.
- Improved work readiness, preparedness and satisfaction for early career teachers

The implementation of the NP reforms will be closely monitored and evaluated, to ensure that the resources are making a real difference to the students, to student achievement, to school, teacher and leadership capacity and to gain a better understanding of what works best and why. Progress will be monitored and measured in several ways:

1. School based assessments using literacy, numeracy and wellbeing instruments to provide regular progress data on all individual students in the National Partnerships schools. Annual DoE Organisational Health Surveys (staff, parents and student

surveys) will provide additional trusted data to this end, with the non-government sectors contributing where possible.

2. The Department of Education will support schools/ networks of schools in analysing data and evaluating the effectiveness/impact of interventions. The Tasmanian Catholic Education Office will support Catholic school networks in collecting and analysing data, and evaluating the effectiveness/impact of interventions. National Assessment Program – Literacy and Numeracy (NAPLAN) support is provided through the Department to the non-government sectors.
3. Schools and networks of schools will establish targets addressing key School Improvement Reporting Measures.
4. Tasmania's Education Performance Report [Tasmania's Education Performance Report 2008 \(DoE\)](#)
5. Individual School Improvement Reports [School Improvement Report 2008 \(DoE\)](#)
6. To assess the impact on student achievement within the target student population, NAPLAN will enable us to measure student gains, the proportions achieving minimal standards, enable us to compare the work of schools/students with others, and give us a progress measure against other states and territories.
7. Using the trusted current and historic data from the Department of Education, Tasmania will be able assess the impact on student attendance, retention and other wellbeing indicators as outlined in the Accountability Matrix. This data will be used to measure impact within the target schools and student population, but will also enable comparison with other schools within the State.
8. Tasmania will undertake an evaluation of particular strategies addressing reforms in the National Partnership for Low SES School Communities.
9. Tasmania will participate in the national evaluation of the Smarter Schools National Partnerships to be commissioned by the Australian Government.

The Accountability Matrix is the means by which schools and other agencies can assess our performance in terms of the overall service provided to children. These are tied closely to facilitation and reward payments – and are also specifically identified to provide school federations and networks of schools applying to join this initiative, specific guidance as to what is expected to achieve reward payments.

Accountability Matrix

How will we know that a difference has been made?

This set of performance measures will assist us in assessing our performance against outcome areas to be agreed across our Integrated Implementation Plan.

Nationally agreed key indicators

- The proportion of children enrolled in and attending school. Including:
 - Attendance rates
 - Suspension rates
 - Retention rates and certification completion rates.
- Literacy and numeracy achievement of Year 3, 5, 7 and 9 students in national testing.
- The proportion of Indigenous and low SES children enrolled in and attending school.
- Literacy and numeracy achievement of Year 3, 5, 7 and 9 Indigenous and low SES students in national testing.
- The proportion of the 19 year old Indigenous and low SES population having attained at least a Year 12 Certificate or equivalent or Australia Qualifications Framework (AQF) Certificate II.
- The proportion of Indigenous students completing Year 10.
- The proportion of students in the bottom and top levels of performance in international testing (for example Program for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS)).
- The proportion of the 19 year old population having attained at least a Year 12 or equivalent or AQF Certificate II.
- The proportion of young people participating in post-school education or training six months after school.
- The proportion of 18 to 24 year olds engaged in full-time employment, education or training at or above Certificate III.

Additional Tasmanian specific measures:

- Number of Federations established
- Parental engagement
- Parental access of extended services
- Well-being of staff and students
- Launching Into Learning participation
- The number of School Centres of Excellence
- The number of mentor teachers
- Satisfaction of pre-service students
- Establishment of post graduate accreditation framework with UTas
- Number of student teacher placements.

School selection

The National Partnership strategies for Low SES School Communities and Literacy and Numeracy will be implemented in National Partnership schools. The schools for the Low SES School Communities NP were selected based on the Australian Bureau of Statistics Index of Relative Socio-economic Disadvantage (IRSED). IRSED identifies geographic areas that are relatively disadvantaged, using a range of indicators relating to the economic and social resources of people and households within an area. Schools were identified as relatively disadvantaged based on the IRSED score of the addresses of the students or the location of the school. The Australian Government provided Tasmania with an indicative list of schools that were classified as disadvantaged using this method. Each sector then applied local knowledge about school and community levels of disadvantage to determine which schools will participate in the in the Low SES School Communities NP in consultation with the Commonwealth.

For the National Partnership for Literacy and Numeracy, the methodology for the allocation of facilitation funds is based on need, indicated by Tasmania's share of the total number of students at or below minimum standards in reading and numeracy for years 3, 5 and 7. The Tasmanian Government, in collaboration with the non-government education authorities identified the schools to be targeted under this reform. These schools were selected based on a rationale of supporting those students most at risk, including Indigenous students.

Direct involvement in the Smarter Schools initiatives will occur in 112 Tasmanian schools. Tasmania will see National Partnership activity in:

- 86 Government schools (73 Low SES, 48 Lit/Num – 35 schools accessing both Low SES & Lit/Num NPs)
- 10 Catholic sector schools (4 Low SES, 7 Lit/Num – 1 school accessing both NPs), and
- 16 Independent schools (1 Low SES, 15 Lit/Num - 1 school accessing both NPs).

National Partnership for Low SES School Communities

73 government schools, 4 catholic schools and one independent school are participating in the National Partnership for Low SES School Communities.

In the government sector schools were selected for participation in the National Partnership for Low SES School Communities based on the Australian Government methodology which provided a list identifying priority schools. Every government school (primary, district high and high school) named in the priority top 70 list was selected for participation. An additional eight high schools were then selected for the second tier of the list. As high schools were under represented in the top 70 it was determined that their inclusion was warranted.

A rationale was provided to DEEWR, and approval gained, to allow the Independent sector to substitute Northern Suburbs Christian School for the two small independent schools on the list.

The Catholic sector also received approval from DEEWR for school selection beyond the listed schools. The Catholic sector has included three schools which were named on the Low SES School Communities list, plus one additional school.

National Partnership on Literacy and Numeracy

Schools were selected for participation in the Literacy and Numeracy National Partnership based on criteria which prioritised student and school need based on student performance data.

In the government sector, high schools in which more than 30 students sat the NAPLAN 2008 assessment were identified. Of these high schools, those in which more than 30 percent of students who were at or below the National Minimum Standard (NMS) in reading and numeracy were identified. A similar process was applied to the primary schools that were feeder schools to the identified high schools. The high schools and feeder schools identified through this process were then organised into Literacy and Numeracy NP networks.

In the Catholic schooling sector a similar process was undertaken with NAPLAN 2008 data identifying the high schools with the most significant number of students at or below NMS. Feeder primary schools were then identified for the Literacy and Numeracy NP networks.

Forty eight government schools and seven catholic sector schools are participating.

The Independent schooling sector is adopting a different approach to the Literacy and Numeracy National Partnership implementation. In addition to support being provided to schools to further implement the MULTILIT Reading Tutor Program and Gail Brown's 'Reading Comprehension' research based approach, AIST will support a minimum of 50 percent of independent schools to implement the Performance Indicators in Primary School (PIPS) assessment process in 2010, with support provided for a further 15 percent in 2011 and 10 percent in 2012. This will result in a minimum of 75 percent of independent schools implementing the assessment process. Test results will be used to inform parents of progress made in this first formal year of school and will direct intervention strategies for students identified at risk. Whilst unable to confirm the list of National Partnership schools, an anticipated list is provided on the Smarter Schools site.

School level plans

Low SES School Communities

National Partnership schools, or groups of schools, are required to develop school level plans which will address identified areas for improvement and which will be focussed on interventions to achieve the NP reforms and their context specific targets. Plans will specify school/network based targets and specify ways in which progress towards achieving these targets will be measured. A planning template has been developed for National Partnership schools that will support planning and ensure an explicit focus on improving learning and wellbeing outcomes for students, especially for Indigenous students. School level plans will be submitted to Learning Service General Managers (DoE), Regional Directors (systemic Catholic schools) Director-Secondary Education Services (Catholics sector colleges) and the

Manager Targeted Programs (AIST) annually. These plans will be published in a timely manner and as agreed in Tasmania's Smarter Schools Bilateral Agreement.

Literacy and Numeracy

Network Literacy and Numeracy plans are required for the first, and subsequent, year of NP implementation, with the expectation that two further years' implementation will be supported by reward funding. A planning template has been developed and provided for school use. Within all sectors, support is available to networks through Managers Learning, Directors and curriculum leaders. Literacy/numeracy improvement plans will address identified school/network areas for improvement and will be focussed on interventions to achieve the NP reforms and school/network specific targets. School level plans will specify school/network based targets which will align with the state National Partnership reform targets. The Department of Education will provide support to networks by aggregating data from across schools and providing support with data analysis and target setting. Each network has identified their focus (literacy and/or numeracy) and all are currently developing their plans, with some already approved and implementation underway. A *Measures, Targets & Rewards* template has been completed by Tasmania and agreed to in negotiation with DEEWR and ACER.

School level plans for National Partnerships schools will be shared with school communities and will also be published for wider access through respective schooling sector websites. Each sector website will have a link to the Smarter Schools National Partnerships and will provide access to the school level plans. Individual schools may also choose to publish their school level plan on their school website. School Level Plans will provide information on implementation, activities being undertaken and its investment under the National Partnerships funds.

Support for specific student cohorts

In the government sector the student enrolment in the National Partnerships schools exceeds 20,400 students, and includes over 2,000 Indigenous students (9.6 percent). This means that over 53 percent of the Indigenous student population in government schools will benefit from NP participation.

In the independent sector the student enrolment in the National Partnerships schools exceeds 4,000; however implementation of the Literacy and Numeracy NP has been largely directed towards the prep year student cohort. Across these schools 2.7 percent of the total school enrolment is Indigenous. One Independent school is participating in the Low SES School Communities NP. This school has 56 students of which three are Indigenous (5.37 percent).

The Catholic sector has advised that the total student population of the schools participating across the National Partnerships is 4,960. Of these students, 233 are Indigenous (4.7 percent).

A requirement of Tasmania's Smarter Schools National Partnerships implementation is to ensure that schools plan for the personal learning needs of each Aboriginal student. This approach will take into account the diversity of Aboriginal student contexts and, coupled with recognition of each school's particular local setting, facilitate effective 'place-based' responses to Aboriginal education needs.

Rather than delivering Aboriginal education services from a centralised platform aimed at intervention in school environments, approaches will be facilitated by school/network improvement plans, which will provide both a structured approach to addressing local needs, as well as an accountability framework to measure school performance across relevant targets. Individual learning plans will be developed for students.

A similar approach will be taken for other cohorts of students identified within schools or across groups of schools. School/network plans will address the learning needs of students with a disability, students who are experiencing disadvantage, refugee or students with a particular need. Schools when selecting to participate in the school based Low SES School Communities strategies will have selected the strategy which most closely aligns with school/student priority areas for improvement. In some cases schools will seek evidenced based interventions specifically designed for particular cohorts/groups. Tasmania's approach requires local solutions to local priorities. School/network improvement plans will specify detail.

National reforms

Teacher Quality National Partnership

Facilitation Reform 1

Tasmania's implementation of the Improving Teacher Quality National Partnership will see the Leading for High Performance support program implemented over three years from 2010. Professional learning experiences will be available to all aspiring and substantive school leaders and will be organised under three broad headings:

- Generic leadership learning experiences;
- Pre-principal and Beginning Principals' programs; and
- Principals' Inquiry Networks which will be developed based on departmental needs and/or principal interest.

Professional learning for these programs will be guided by national leadership frameworks and standards and will link to the work of the proposed *Australian Institute for Teaching and School Leadership* (AITSL). Leadership courses will be able to be linked to accredited postgraduate courses through UTas. Principal Associations (which are also representative of non-government schools) and UTas will be partners in the development of courses. AITSL is envisaged as a partner when it commences operation.

The Tasmanian Catholic Education Office (TCEO) is committed to further addressing this reform through:

- School Improvement leadership formation for principals – to empower them to develop focussed, sustainable school improvement with leadership teams.
- In partnership with the Australian Catholic University leaders are being supported with subsidised study of units towards a Master of Educational Leadership and a Graduate Certificate in Religious Education.
- Certificate of Leadership program conducted by Catholic Education Tasmania.
- Leaders of the Future program – for emerging leaders – conducted in regional, targeted leadership formation programs.

Facilitation Reform 2 – Pathways

a) New pathways into teaching

All three schooling sectors in Tasmania are willing to be involved in national initiatives such as New Pathways. We are committed to attracting high quality graduates into teaching and providing them with mentored placements and increased school based experience. The *Partnership in Teaching Excellence* program demonstrates this commitment. The Catholic sector intends to establish School Centres of Excellence in partnerships with UTas and the Australian Catholic University, following a model similar to the Government centre.

b) Better pathways into teaching

Creating employment-based pathways for mid-career professionals to progress to teaching is another outcome planned as part of the *Partnerships in Teaching Excellence* program. Through our partnership with UTas, we will continue to negotiate the further development of qualifications pathways, accelerated pathways, and increased school-based mentored places consistent with the **better pathways into teaching** national proposal. Specifically, we will be looking for increased pathways and support to enable mid-career professionals in priority subject areas, to enter teaching. Tasmania intends to target some of its recruitment programs to attract people into teaching from higher needs and remote areas.

c) Indigenous education pathways

Improving educational pathways for Indigenous people and Aboriginal Education Workers who wish to progress to teaching is a specific target for this State. Some of the initiatives to be undertaken through the National Partnership will specifically target and recruit Indigenous people into teaching. An initial focus for Tasmania will be to develop more sophisticated work force data to enable us to comply with national benchmarks regarding levels of participation for Indigenous educators in this state.

Skill development for Indigenous people wishing to work in schools will be facilitated by identifying or supporting the development of appropriate certificate courses. Specific information about pathways to obtaining education qualifications will be provided to all Aboriginal Education Workers. Aboriginal Education Workers who desire to undertake teacher training will be mentored and supported to achieve successful accreditation.

Facilitation Reform 3 – Standards, accreditation and teacher education

a) New professional standards to underpin national reforms

National Professional Standards, national accreditation and teacher registration

Tasmania will actively support the proposals to achieve national consistency in developing professional standards, pre-service teacher education course accreditation and teacher registration, including those relating to improving Indigenous student outcomes. In doing this, Tasmania will actively work with higher education providers and build on our formal partnership agreement with UTas in pursuing these goals.

b) Joint engagement with higher education providers to improve teacher quality

Tasmania supports this initiative through *PITE*.

c) Establish quality placements for teacher education courses

Tasmania supports this initiative through *PITE*

d) Establish School Centres of Excellence.

Tasmania supports this initiative through *PITE*

The Tasmanian Catholic Education Office (TCEO) is committed to further addressing this reform:

- The Catholic sector has been involved in the development of national standards for teachers and has developed a leadership framework for school principals.
- Catholic Education is exploring possibilities to work with the DoE to develop a comprehensive postgraduate course framework with UTas, to support ongoing professional development for Tasmanian educators.
- Catholic Education will establish a number of *School Centres for Excellence* supporting teacher education and teacher development. This will be developed through UTas and ACU in 2010.

Facilitation Reform 4 – Workforce

a) Improved mobility of the Australian teaching workforce

Tasmania will actively support the proposed initiatives relating to national collection of workforce data and proposals to enhance national movement and accreditation of teachers. We will fully implement nationally agreed and endorsed professional standards.

b) Improved quality and availability of teacher workforce data

Tasmania will actively support the proposed initiatives relating to national collection of workforce data and proposals to enhance national movement and accreditation of teachers. We will fully implement nationally agreed and endorsed professional standards.

c) Nationally agreed process for accrediting/certifying Accomplished and Leading Teachers

Tasmania supports this initiative through *PITE*, but awaits further details from the Australian Government.

Catholic Education Tasmania will support national consistency in the initial registration of graduate teachers and will implement nationally agreed and endorsed professional standards. Processes to improve the quality and availability of teacher workforce data will be developed and a nationally agreed process for accrediting 'Accomplished and Leading' (or equivalent) teachers is also supported by TCEO.

Facilitation Reform 5 – Improved performance management and continuous improvement in schools (linked to the professional learning and national standards)

Tasmania (DoE) is introducing a requirement for performance reviews to be conducted with every member of staff, teaching and non-teaching. This will be enacted by 2010.

In the Catholic sector, performance management is expected as part of the pastoral dimension of school leadership. The enhancement of skills in coaching is enabling schools to develop feedback models suitable to individual contexts with a clear focus on improved teaching.

Tasmania agrees to link performance reviews to national standards as these become available.

Through our partnership with UTas, Tasmania will develop and implement a postgraduate course framework to guide professional learning for teachers and school leaders. We will

specifically develop courses in coaching and performance feedback as part of our *PiTE* program. Leadership courses will also emphasise the development of performance review and feedback skills.

Reward Reforms

While developing actions supporting all reward reform areas, in order to qualify for reward payments Tasmania will be working towards the following achievements against Reward Reforms 1, 3, 4 and 5 (also see bilateral agreement) as part of this Implementation Plan.

Reward Reform 1. Improved pay dispersion to reward quality teaching.

Tasmania will negotiate with stakeholders, as appropriate, and create an Accomplished Teacher career pathway which recognises high quality teachers.

Incentives proposed for teachers qualifying for these positions include a salary increment as well as the provision for opportunities to qualify for HECS scholarships through UTas.

Reward Reform 3. Improved in-school support for teachers and leaders, particularly in disadvantaged Indigenous, rural/remote and hard-to-staff schools.

Tasmania will conduct a School Resourcing Review and implement the recommendations from this review to provide increased support and flexibility for schools in remote and hard to staff areas. Implementation of both the *PiTE* program and Resource Review recommendations will provide increased level of staffing and resource support for harder to staff and remote schools.

Schools targeted for improvement in Indigenous student performance and other relevant outcomes will have access to specific professional learning opportunities aimed at improving school capacity to meet the needs of Indigenous students and their families. Emphasis will be placed on development of and access to inclusive curriculum material, cultural literacy and competency in order to enhance student and community engagement and inclusive teaching practice and leadership.

Through the *Raising the Bar, Closing the Gap* State and Australian Government funded Literacy and Numeracy initiative, teachers in schools in disadvantaged areas where student literacy outcomes are low will receive an additional week's salary when undertaking approved professional learning out of school hours.

Tasmania will demonstrate improvement of in-school support for high-performing teachers and school leaders, including:

- preparation/induction programs
- use of expert coaches and mentors
- organised support for teacher inquiry
- dedicated resources for Indigenous learning support, including curriculum material
- post-graduate recognition of quality leadership and teaching
- Resourcing Review recommendations leading to increased school flexibility in staffing and resource allocation
- establishment of teacher inquiry teams structure to support professional learning

- PITE – training teachers for work in disadvantaged and hard to staff schools
- postgraduate programs focus on student engagement and multiple pathways for engagement.

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

Tasmania's School Resourcing Review recommendations will provide increased support and flexibility for schools in remote and difficult to staff schools and will also provide increased levels of flexibility in relation to staffing and resource support for schools.

Tasmania will:

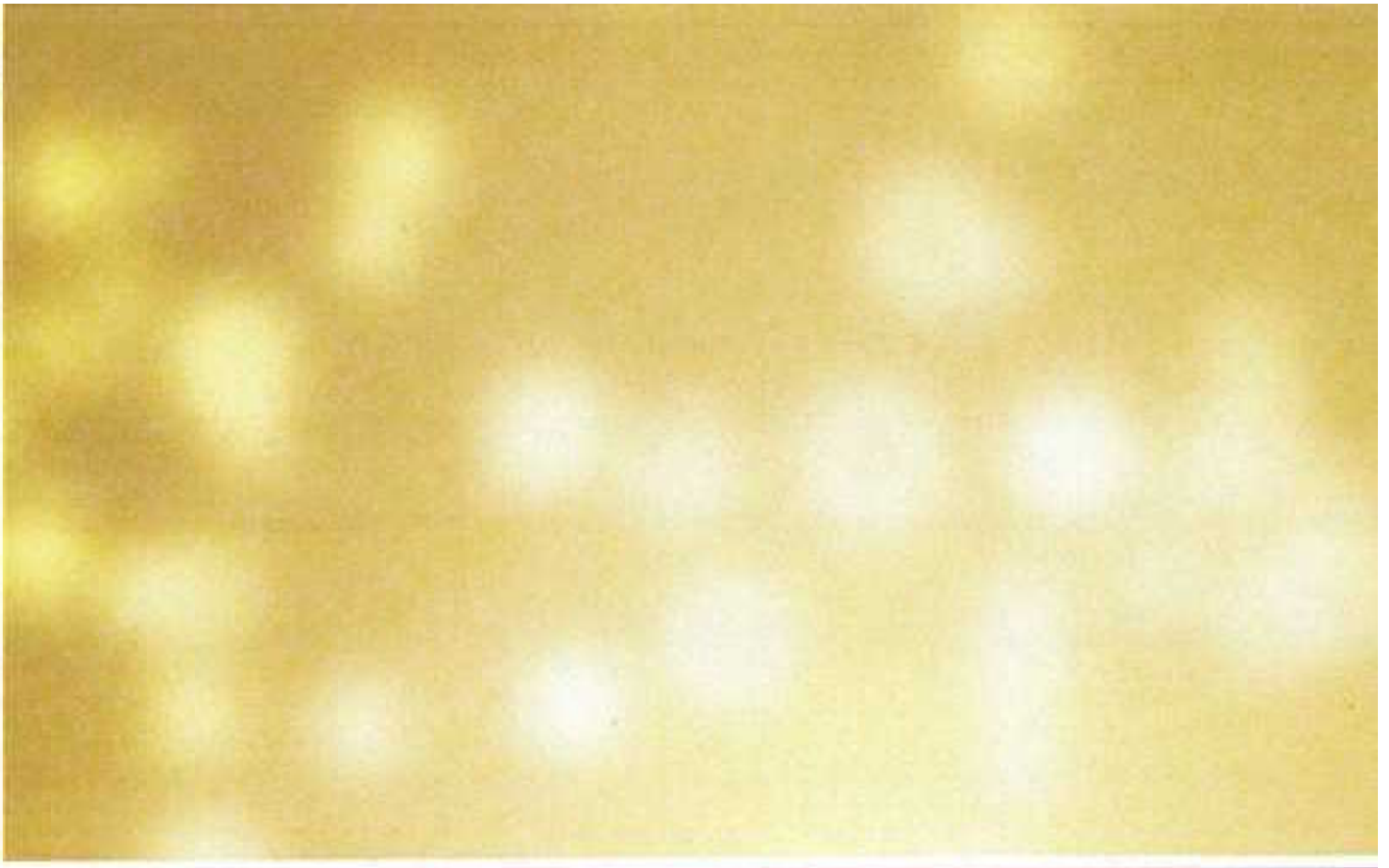
- Establish a resource management system for schools with a shift to global budgeting.
- Devolve some decisions about the staffing mix and recruitment to school leaders within Federations.
- Allocate an increased proportion of salaries budgets to the school level within Federations.

Reward Reform 5. Continual improvement program for all teachers.

The development of an extensive postgraduate professional learning framework linked to national standards and structures to support continual teacher inquiry will provide the basis for Tasmania's continual improvement program for teachers across all sectors. This provides a coherent approach to professional development with a rigorous assessment/accreditation process built in and potentially links strongly to the work of AITSL.

Tasmania will:

- Establish our *Partnerships in Teaching Excellence* program with its explicit focus on ongoing teacher learning through teacher training and ongoing postgraduate supported inquiry pathways.
- Improve induction programs for new and beginning teachers and principals and provide early career support
- Establish mentors for beginning and early career teachers as well as specific professional learning for Accomplished Teachers to facilitate their roles in leading teacher inquiry and student teacher teams.
- Develop active partnerships between high and low performing schools to enable teachers to share knowledge of best practice approaches, with a particular focus on in-classroom practices
- Partner with Higher Education providers to support ongoing professional development. This will be specifically developed as part of our *Partnerships in Teaching Excellence* program.





National Partnerships – Tasmania 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 |
|-----------------------------------|--------------------|------------|------------------|
| Brooks High School | ROCHERLEA | Government | Both |
| Invermay Primary School | INVERMAY | Government | Both |
| Mayfield Primary School | MAYFIELD | Government | Both |
| Mowbray Heights Primary School | MOWBRAY | Government | Both |
| Queechy High School | NORWOOD | Government | Both |
| Ravenswood Heights Primary School | RAVENSWOOD | Government | Both |
| Rocherlea Primary School | ROCHERLEA | Government | Both |
| Waverley Primary School | WAVERLEY | Government | Both |
| East Launceston Primary School | EAST LAUNCESTON | Government | LN_NP |
| Norwood Primary School | NORWOOD | Government | LN_NP |
| Punchbowl Primary School | LALUNCESTON | Government | LN_NP |
| St Leonards Primary School | ST LEONARDS | Government | LN_NP |
| Bransholm Primary School | BRANSHOLM | Government | LOW_SES_NP |
| Cape Barren Island School (tbc) | CAPE BARREN ISLAND | Government | LOW_SES_NP |
| Port Dalrymple Primary | GEORGE TOWN | Government | LOW_SES_NP |

| | | | |
|------------------------------------|-----------------|------------|------------|
| South George Town Primary School | GEORGE TOWN | Government | LOW SES_NP |
| Winnaleah District High School | WINNACLEAH | Government | LOW SES_NP |
| Acton Primary School | BURNIE | Government | Both |
| Montello Primary School | BURNIE | Government | Both |
| Parklands High School | BURNIE | Government | Both |
| Upper Burnie Primary School | BURNIE | Government | Both |
| Brooklyn Primary School | BURNIE | Government | LN_NP |
| Havenview Primary School | BURNIE | Government | LN_NP |
| Ridgley Primary School | RIDGLEY | Government | LN_NP |
| East Devonport Primary School | EAST DEVONPORT | Government | LOW SES_NP |
| Hillcrest Primary School | DEVONPORT | Government | LOW SES_NP |
| Reece High School | DEVONPORT | Government | LOW SES_NP |
| Smithton Primary School | SMITHTON | Government | LOW SES_NP |
| Table Cape Primary School | WYNYARD | Government | LOW SES_NP |
| Waratah Primary School | WARATAH | Government | LOW SES_NP |
| West Somerset Primary School | SOMERSET | Government | LOW SES_NP |
| West Ulverstone Primary School | WEST ULVERSTONE | Government | LOW SES_NP |
| Wynyard High School | WYNYARD | Government | LOW SES_NP |
| Abbotsfield Primary School | CLAREMONT | Government | Both |
| Brent Street Primary School | GLENORCHY | Government | Both |
| Cosgrove High School | GLENORCHY | Government | Both |
| Glenorchy Primary School | GLENORCHY | Government | Both |
| Goodwood Primary School | MOONAH | Government | Both |
| Moonah Primary School | MOONAH | Government | Both |
| Mt Faulkner Primary School | CHIGWELL | Government | Both |
| Rosetta High School | ROSETTA | Government | Both |
| Springfield Gardens Primary School | WEST MOONAH | Government | Both |
| Claremont High School | CLAREMONT | Government | Both |
| Claremont Primary School | CLAREMONT | Government | LN_NP |
| Roseneath Primary School | CLAREMONT | Government | LN_NP |

| | | | |
|------------------------------------|----------------|------------|------------|
| Rosetta Primary School | ROSETTA | Government | LN_NP |
| Bowen Road Primary School | MOONAH | Government | LOW SES_NP |
| Timsbury Road School | GLENORCHY | Government | LOW SES_NP |
| Bridgewater High School | BRIDGEWATER | Government | Both |
| Clarendon Vale Primary School | CLARENDON VALE | Government | Both |
| Gagebrook Primary School | GAGEBROOK | Government | Both |
| Gaileston Bay High School | GAILSTON BAY | Government | Both |
| Herdsmans Primary School | GAGEBROOK | Government | Both |
| Risdon Vale Primary School | RISDON VALE | Government | Both |
| Rokeby High School | ROKEBY | Government | Both |
| Rokeby Primary School | ROKEBY | Government | Both |
| Lauderdale Primary School | LAUDERDALE | Government | LN_NP |
| Bruny Island District School | BRUNY ISLAND | Government | LOW SES_NP |
| Drover District High School | DOVER | Government | LOW SES_NP |
| Geeveston District High School | GEEVESTON | Government | LOW SES_NP |
| Warrane Primary School | WARRANE | Government | LOW SES_NP |
| Fairview Primary School | NEW NORFOLK | Government | Both |
| New Norfolk High School | NEW NORFOLK | Government | Both |
| New Norfolk Primary School | NEW NORFOLK | Government | Both |
| Rosebery District High School | ROSEBERY | Government | Both |
| Bagdad Primary School | BAGDAD | Government | LN_NP |
| Brighton Primary School | BRIGHTON | Government | LN_NP |
| East Derwent Primary School | BRIDGEWATER | Government | Both |
| Ashley School (tbc) | DELOIRANE | Government | LOW SES_NP |
| Avoca Primary School | AVOCA | Government | LOW SES_NP |
| Beaconsfield Primary School | BEACONSFIELD | Government | LOW SES_NP |
| Campbell Town District High School | CAMPBELL TOWN | Government | LOW SES_NP |
| Fingal Primary School | FINGAL | Government | LOW SES_NP |
| Glenora District High School | BUSHY PARK | Government | LOW SES_NP |
| Kempton Primary School | KEMPTON | Government | LOW SES_NP |

| | | | |
|---------------------------------------|------------|------------|------------|
| Maydena Primary School | MAYDENA | Government | LOW SES_NP |
| Mountain Heights District High School | QUEENSTOWN | Government | LOW SES_NP |
| Oatlands District High School | OATLANDS | Government | LOW SES_NP |
| Railton Primary School | RAILTON | Government | LOW SES_NP |
| Sheffield School | SHEFFIELD | Government | LOW SES_NP |
| St Helens District High School | ST HELENS | Government | LOW SES_NP |
| St Mary's District High School | ST MARYS | Government | LOW SES_NP |
| Tasman District School | MUBEENA | Government | LOW SES_NP |
| Triabunna District High School | TRIABUNNA | Government | LOW SES_NP |
| Westerway Primary School | WESTERWAY | Government | LOW SES_NP |
| Zeehan Primary School | ZEEHAN | Government | LOW SES_NP |

Tasmania National Partnerships

Catholic

| School | Suburb | Sector | Partnership Type |
|----------------------------------|----------------|----------|------------------|
| St Finn Barr's Catholic School | INVERMAY | Catholic | LN_NP |
| St Patrick's College Launceston | PROSPECTVALE | Catholic | LN_NP |
| Star of the Sea Catholic College | GEORGE TOWN | Catholic | LOW SES_NP |
| Dominic College | GLENGRICHY | Catholic | LN_NP |
| Holy Rosary Catholic School | CLAREMONT | Catholic | LN_NP |
| Sacred Heart College | LENAH VALLEY | Catholic | LN_NP |
| Immaculate Heart of Mary School | NEW TOWN | Catholic | LN_NP |
| St Paul's Catholic School | BRIDGEWATER | Catholic | Both |
| John Paul II Catholic School | CLARENDON VALE | Catholic | LOW SES_NP |
| St James' Catholic College | CYGNET | Catholic | LOW SES_NP |

Tasmania National Partnerships

Independent

| School | Suburb | Sector | Partnership Type |
|--|--------------|-------------|------------------|
| Launceston Preparatory School | LAUNCESTON | Independent | LN_NP |
| Circular Head Christian School | SMITHTON | Independent | LN_NP |
| Devonport Christian School | DOON | Independent | LN_NP |
| Geneva Christian College | LATROBE | Independent | LN_NP |
| Leighland Christian School – Ulverstone Campus | ULVERSTONE | Independent | LN_NP |
| Leighland Christian School – Burnie Campus | BURNIE | Independent | LN_NP |
| The Friends School | NORTH HOBART | Independent | LN_NP |
| The Hutchins School | SANDY BAY | Independent | LN_NP |
| Northern Suburbs Christian School | BRIDGEWATER | Independent | Both |
| Channel Christian School | MARGATE | Independent | LN_NP |
| Calvin Christian School | KINGSTON | Independent | LN_NP |
| Eastside Lutheran School | WARRANE | Independent | LN_NP |
| Southern Christian College | KINGSTON | Independent | LN_NP |
| Tarremah Steiner School | HUNTINGFIELD | Independent | LN_NP |
| Emmanuel Christian School | ROKEBY | Independent | LN_NP |
| Trinity College | POATINA | Independent | LN_NP |

Tasmania total by National Partnership and Sector

| | | |
|---|-------------|---------|
| Literacy/Numeracy NP | Sector | Schools |
| | Government | 13 |
| | Catholic | 6 |
| | Independent | 15 |
| Total Literacy/Numeracy NP | | |
| | Sector | Schools |
| | Government | 38 |
| | Catholic | 3 |
| | Independent | 0 |
| Total Low-SES NP | | |
| | Sector | Schools |
| | Government | 35 |
| | Catholic | 1 |
| | Independent | 1 |
| Total Low-SES and Literacy/Numeracy NP | | |
| Total TASMANIA NP Schools | | 112 |

*Note – this list is correct as at 1 January 2016. Schools are subject to change.

SMARTER SCHOOLS NATIONAL PARTNERSHIPS



**LOW SOCIO-ECONOMIC STATUS SCHOOL
COMMUNITIES,
LITERACY AND NUMERACY,
and
IMPROVING TEACHER QUALITY**

**BILATERAL AGREEMENT BETWEEN
THE COMMONWEALTH OF AUSTRALIA AND
TASMANIA**

1. PURPOSE

1.1 Tasmania shares the Australian Government's objective to raise overall attainment so that all students acquire the knowledge and skills to participate effectively in society. The Commonwealth of Australia and Tasmania agree to co-operate in the implementation of the Smarter Schools National Partnership Agreements agreed by all governments on 29 November 2008 for operation from 1 January 2009 for:

- Low Socio-economic Status School Communities
- Literacy and Numeracy
- Improving Teacher Quality

1.2 In December 2008 the Council of Australian Governments (COAG) identified the following five high-level outcomes as key to boosting Australia's participation and productivity.

- All children are engaged in and benefiting from schooling.
- Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving.
- Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children.
- Australian students excel by international standards.
- Young people make a successful transition from school to work and further study.

Further, Tasmania supports and is committed to the educational goals for the next ten years as described in the 2008 Melbourne Declaration on Educational Goals for Young Australians:

Goal 1 Australian schooling promotes equity and excellence

- Goal 2 All young Australians become
- successful learners
 - confident and creative individuals
 - active and informed citizens

Tasmania is committed to taking action to achieve these educational goals, and to doing so in partnership with all Australian governments, all school sectors, individual schools, parents, children, young people, families, carers, communities and business.

This commitment is underpinned by collaboration in eight inter-related areas:

- developing stronger partnerships
- supporting quality teaching and school leadership
- strengthening early childhood education
- enhancing middle years development
- supporting senior years of schooling and youth transitions
- promoting world-class curriculum and assessment
- improving educational outcomes for Indigenous youth and disadvantaged young Australians, especially those from low socioeconomic backgrounds
- strengthening accountability and transparency.

The three Tasmanian schooling sectors, the Government sector as represented by the Department of Education (DoE), the Catholic sector as represented by the Tasmanian Catholic Education Office (TCEO), and the Independent sector as represented by the Association of Independent Schools Tasmania (AIST) are committed to working cooperatively and, where appropriate, collaboratively to achieve these outcomes for the students of Tasmania. One holistic and integrated Implementation Plan has been developed and reflects this commitment. The Tasmanian Smarter Schools National Partnerships Implementation Plan is attached to this agreement.

- 1.3 Tasmania's commitment to improving outcomes for young people is evidenced by significant recent state investments supporting children and their families in the early years, through *Launching into Learning* and the state government's commitment to establish up to 30 Child and Family Centres, literacy and numeracy through *Raising the Bar Closing the Gap*, and to improving the quality of the future and current teacher workforce by establishing partnerships and Centres of Excellence with the University of Tasmania. All three schooling sectors are currently delivering Commonwealth funded Literacy and Numeracy pilots which provide a basis on which all sectors will build and enhance educational provision, teacher skill and workforce quality.
- 1.4 DoE, TCEO and AIST have shared information and developed Principles of Partnership in order to progress the National Partnerships. An organisational plan/governance structure has been agreed by all sectors and is attached to Tasmania's Implementation Plan. The Tasmanian focus on improving the quality of teaching, professional learning, leadership and the establishment of professional learning networks underpins the Tasmanian approach and is supported by all sectors.
- 1.5 Tasmania's approach will, by design, be sustainable and will aim to support ongoing reform and improvement beyond the life of the individual National Partnerships.
- 1.6 The Implementation Plan will allow for responsiveness to identified changing need within the Tasmanian context. Amendments to the Implementation Plan to accommodate emerging issues can be requested by Tasmania at any time, with agreement by participating sectors. Tasmania's Implementation Plan is a living document subject to periodic review which is to be agreed by the Commonwealth and the State.
- 1.7 It has been agreed by the three schooling sectors that priority will be given to supporting schools in low SES areas and those students achieving at or below National Minimum Standard in NAPLAN assessment. Indigenous and disadvantaged students will be a priority. School plans will ensure that the needs of all students, including refugee, English as a Second Language and students with a disability, are addressed through differentiated, personalised and, where appropriate, blended learning opportunities. Schools have also been encouraged to extend their planning to maximise the use of their Commonwealth Building Education Revolution (BER) funding.

2. KEY REFORM AREAS AND INDICATIVE ACTIONS

- 2.1 The Tasmanian Implementation Plan identifies a set of actions which it is believed will collectively impact upon a matrix of indicators which are a measure of the overall health of the Tasmanian education system and the improvement of these will be an indicator of the collective progress of the National Partnership implementation in our state.
- 2.2 The Plan includes reform strategies which respond to individual sector need, but which also provide opportunities for sectors to work collaboratively. Networking across schools and sectors is a feature of the Plan. The Plan is respectful of the different contexts in which sectors, schools and communities operate and places value on school communities developing plans which address, within their unique context, established reform criteria.
- 2.3 The Implementation Plan draws attention to the social indicators highlighting the disadvantage associated with poverty prevalent in Tasmania. This is a major underpinning consideration in the development of this Implementation Plan. A focus on a Low SES approach will be interwoven with both the Literacy and Numeracy and Improving Teacher Quality National Partnership initiatives recognising that a multi-strategy approach will be needed in order to bring about significant and sustainable improvement over time.
- 2.4 Australian Government funding, together with Tasmanian co-investment, will support the implementation, monitoring, reporting and agreed evaluation of the National Partnerships reforms. Tasmania will also support and contribute to agreed joint national reforms.

LITERACY & NUMERACY NATIONAL PARTNERSHIP

2.6 The Tasmanian Literacy and Numeracy approach addresses:

- Effective and evidence-based teaching of literacy and numeracy
- Strong school leadership and whole school engagement with literacy and numeracy
- Monitoring student and school literacy and numeracy performance to identify where support is needed.

2.7 Tasmania's Literacy and Numeracy Implementation Plan aims to:

- Deliver measurable and sustained improvements in literacy and numeracy outcomes for all students, with a focus on Low SES communities where students are experiencing disadvantage
- Prioritise funding to support groups of schools with a high number and density of students at or below the 2008 NMS in reading and numeracy
- Focus intervention on Years 5, 6, 7 and 8, building on the three Commonwealth funded Literacy and Numeracy pilots
- Increase teacher capacity to provide differentiated and personalised learning for all students, but especially Indigenous and disadvantaged students
- Develop the pedagogical and content knowledge, skills and confidence of teachers, building teacher capability in a sustainable way

- Establish networks of schools, working together developing and implementing network literacy and numeracy plans and agreed whole of network evidence-based approaches and professional learning plans
 - Establish networks of schools, primary and secondary, working and learning together as professional learning communities sharing responsibility for supporting transition Yr 6 – 7
 - Develop the capacity of principals and teachers to effectively use student, school and system wide data to inform whole of school/network approaches to improve student learning outcomes.
- 2.8 Schools participating in the Literacy & Numeracy National Partnership will commit to developing whole school and, where possible, federation/ network-wide literacy and/or numeracy plans. Initiatives designed and implemented will focus on pedagogy, must be evidence based and will use school and student performance data to inform areas of action. The plans will be required to address all National Partnership Literacy and Numeracy priority areas for reform.
- 2.9 Detail of identified facilitation and reward milestones is provided in this bilateral agreement. A detailed description of Tasmania's co-investment commitment is provided in the Implementation Plan.
- 2.10 Tasmania's Literacy and Numeracy Implementation Plan aims to also contribute to a culture of shared understanding and teaching which acknowledges that:
- there is no finite time to learning foundation literacy and numeracy skills,
 - all teachers from Kindergarten to Year 12 are responsible for the ongoing teaching of reading and writing,
 - differentiated support for students is essential in order to meet individual need and learning styles,
 - neither socio-economic nor indigenous status should determine student performance, and
 - every student is capable of progress.
- 2.11 Each sector has undertaken a process in order to select schools for participation in the implementation of the Literacy and Numeracy National Partnership. The selection process for DoE and TCEO schools is described in the Implementation Plan along with a list of National Partnership schools. The decision has been made that the focus of AIST will be to support every independent school in Tasmania with the administration of the Performance Indicators in Primary Schools (PIPS). This assessment is currently conducted in all Tasmanian government schools and some Catholic sector schools. AIST will also be providing MULTILIT training for teachers in identified schools. Where possible the AIST has provided lists of participating schools in the Implementation Plan.

LOW SES SCHOOL COMMUNITIES NATIONAL PARTNERSHIP

- 2.12 The Tasmanian Low SES School Communities approach addresses all six areas identified in the Low SES School Communities National Partnership.
- Incentives to attract high-performing principals and teachers
 - Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals
 - School operational arrangements which encourage innovation and flexibility
 - Providing innovative and tailored learning opportunities

- Strengthened school accountability
- External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements).

A multi – strategy approach has been adopted in order to meet the diverse needs of communities and sectors, and to bring about significant progress towards reforms. This Low SES approach will be interwoven with both the Literacy and Numeracy and Improving Teacher Quality NP initiatives with implementation requiring an approach that will build capability and support sustainable school improvement over time. The basis of our approach is schools combining together as federations or networks of schools working, in partnership, with their extended school communities to support students and their families in a holistic way.

2.13 There are seven key Low SES strategies, four of which will be targeted towards and implemented directly in schools and groups of schools in Low SES communities with particular identified improvement needs. A further three strategies are systemic and will work in concert with the school based strategies to support significant reform in schools. All government schools participating in the National Partnership Low SES School Communities strategies have been selected from the DEEWR provided Low SES School Communities list. In the majority of cases participating non-government schools have also been selected from the Low SES communities list; a rationale is provided in the Implementation Plan to justify the participation of any Low SES National Partnership schools not identified on the Commonwealth list. The 'community' approach to strategies will enable all schooling sectors to select from the strategies as appropriate and according to need. There is potential for significant government and non-government sector collaboration within the identified strategies. Participating schools will develop school or network plans, in conjunction with the school community.

2.14 Tasmania's 7 Low SES School Communities strategies are:

- Formal Federations
- Low SES Secondary Renewal
- Extended and Integrated service delivery
- Flexible Learning School
- Individual Low SES school reforms
- School Improvement Reform through Intervention
- Polytechnic/Academy Transition Initiative

Further detail of these strategies is provided in the Implementation Plan.

IMPROVING TEACHER QUALITY NATIONAL PARTNERSHIP

2.15 Improving teaching is central to school improvement and student achievement. The Tasmanian Improving Teacher Quality National Partnership aims to deliver system-wide reforms targeting critical points in the teacher 'lifecycle' to attract, train, place, develop and retain quality teachers and leaders in our schools and classrooms.

2.16 There is strong synchronicity with the National Improving Teacher Quality agenda and Tasmania's Partnerships in Teaching Excellence program as outlined in the Implementation Plan. Through the Improving Teacher Quality strategies, described in detail in the Implementation Plan, Tasmania will address:

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

- New pathways into teaching
- Better pathways into teaching
- Indigenous education pathways
- New professional standards underpin national reforms
- Nationally agreed process for accrediting /certifying Accomplished and Leading Teachers
- Joint engagement with higher education providers to improve teacher quality
- Establish quality placements for teacher education courses
- Establish School Centres of Excellence.
- Improved mobility of the Australian teaching workforce
- Improved quality and availability of teacher workforce data
- Improved performance management and continuous improvement in schools (linked to the professional learning and national standards)

2.17 Tasmania commits to engage in all facilitation reforms. Tasmania's approach to meeting the agreed facilitation reforms will occur through the following integrated strategies:

Partnerships in Teaching Excellence (PiTE)

This program develops:

- A formal university partnership in teacher education through a pre-service teachers program
- A formal university partnership in ongoing learning for teachers and school leaders through:
 - Post-graduate course frameworks supporting ongoing learning
 - Post graduate scholarships
- School Centres of Excellence
- Early career teacher support
- New and Better pathways into teaching

Pathways into teaching

This program interlinks with the *Pathways in Teaching Excellence* to develop improved teacher career pathways including:

- An accomplished teacher pathway rewarding highly accomplished teachers. This could include responsibility for supervising student teacher teams and leading inquiry teams within the teachers' schools.
- Indigenous Education Pathways

Other reforms

Tasmania remains committed to other reforms including:

- National Professional Standards, national accreditation and teacher registration
- Workforce data

3. BUDGET

Facilitation payments

3.1 The following information describes the Commonwealth payments agreed by Tasmania in order to facilitate the initiatives and strategies addressing the reforms as outlined in the Implementation Plan. It also sets out Tasmania's co-investment to be made in support of these reforms.

Table 1: Facilitation Payments

Note: Funding is GST exclusive

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|--------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | (\$m) | (\$m) | (\$m) | (\$m) | (\$m) | (\$m) | (\$m) |
| Low Socio-Economic Status Partnership (7 years) | | | | | | | |
| Australian Government | 0.526 | 7.101 | 9.584 | 17.531 | 17.005 | 10.431 | 7.948 |
| State Co-Investment | 0.526 | 7.101 | 9.584 | 17.531 | 17.005 | 10.431 | 7.948 |
| Total Facilitation Budget | 1.052 | 14.202 | 19.168 | 35.062 | 34.010 | 20.862 | 15.896 |
| Literacy and Numeracy National Partnership (4 years) | | | | | | | |
| Australian Government | 1.804 | 2.061 | - | - | - | - | - |
| State Co-Investment | 1.804 | 2.061 | - | - | - | - | - |
| Total Facilitation Budget | 3.608 | 4.122 | | | | | |
| Improving Teacher Quality National Partnership (5 years) | | | | | | | |
| Australian Government | 0.142 | 0.308 | 0.807 | 0.973 | - | - | - |
| State Co-Investment | 0.058 | 0.152 | 0.254 | 0.237 | - | - | - |
| Total Facilitation Budget | 0.200 | 0.460 | 1.061 | 1.210 | | | |
| Total Facilitation Budget | | | | | | | |
| Australian Government | 2.472 | 9.470 | 10.391 | 18.504 | 17.005 | 10.431 | 7.948 |
| State Co-Investment | 2.388 | 9.314 | 9.838 | 17.768 | 17.005 | 10.431 | 7.948 |
| Total Facilitation Budget | 4.860 | 18.784 | 20.229 | 36.272 | 34.010 | 20.862 | 15.896 |

Facilitation payment milestones

3.2 The information in Table 2a : *Facilitation payments by milestones* details milestone and payment dates agreed by Tasmania.

| Due date for milestone | Milestone payment date | Basis for payment | Low SES | Improving Teacher Quality | | Literacy and Numeracy | | Total FACILITATION (\$mill) Does not include potential reward funding |
|------------------------|------------------------|---|-------------------------|---------------------------|-----------------|------------------------|-----------------|--|
| | | | Facilitation (\$mill) | Facilitation (\$mill) | Reward (\$mill) | Facilitation (\$mill) | Reward (\$mill) | |
| May 20 09 | June 20 09 | Bilateral Agreement signed Implementation Plan agreed | 0.526 | 0.142 | | 1.804 | | 0.526 SES 0.142 ITQ 1.804 L&N |
| Nov 2009 | Dec 2009 | Final Plans Agreed | 50% of 7.101 | 50% of 0.308 | | 25% of 2.061 | | 3.550 SES 0.154 ITQ 0.515 L&N |
| April 2010 | May 2010 | Milestones met Acceptance of 2009 Annual report | Remaining 50% of 7.101 | Remaining 50% of 0.308 | | Remaining 75% of 2.061 | | 3.551 SES 0.154 ITQ 1.546 L&N |
| Oct 2010 | Nov 2010 | Milestones met Acceptance of Milestone Report | 50% of 9.584 | 50% of 0.807 | | | | 4.792 SES 0.403 ITQ |
| April 2011 | May 2011 | Milestones met Acceptance of 2010 Annual report | Remaining 50% of 9.584 | Remaining 50% of 0.807 | | | | 4.792 SES 0.404 ITQ |
| Oct 2011 | Nov 20 11 | Milestones met Acceptance of Milestone Report | 50% of 17.531 | 50% of 0.973 | | | | 8.765 SES 0.486 ITQ |
| April 2012 | May 2012 | Milestones met Acceptance of 2011 Annual report | Remaining 50% of 17.531 | Remaining 50% of 0.973 | | | | 8.766 SES 0.487 ITQ |
| Oct 2012 | Nov 2012 | Milestones met Acceptance of Milestone Report | 50% of 17.005 | | | | | 8.502 SES |
| April 2013 | May 2013 | Milestones met Acceptance of 2012 Annual report | Remaining 50% of 17.005 | | | | | 8.503 SES |
| Oct 2013 | Nov 2013 | Milestones met Acceptance of Milestone Report | 50% of 10.431 | | | | | 5.215 SES |
| April 2014 | May 2014 | Milestones met Acceptance of 2013 Annual report | Remaining 50% of 10.431 | | | | | 5.216 SES |
| Oct 2014 | Nov 2014 | Milestones met Acceptance of Milestone Report | 50% of 7.948 | | | | | 3.974 SES |
| April 2015 | May 2015 | Milestones met Acceptance of 2014 Annual Report | Remaining 50% of 7.948 | | | | | 3.974 SES |

Table 2a: Facilitation Payments by Milestones (\$m)
Funding is GST exclusive

3.3 The information in Table 2b: Facilitation milestones details milestones across the three Smarter Schools National Partnerships

| Due date (for milestones) | Facilitation Payment \$mill | FACILITATION Milestones across the three National Partnerships |
|------------------------------|--------------------------------------|--|
| May 20 09 | 0.526 SES 0.142 ITQ 1.804 L&N | ALL 3 NPs Signing of Preliminary Implementation Plan and bilateral agreement. |
| Nov/Dec 2009 | 3.5505 SES 0.154 ITQ 0.515 L&N | <p>ALL 3 NPs Tasmania's Smarter Schools Implementation Plan finalised and signed. Tasmania's Smarter Schools Implementation Plan published in summarised format.</p> <p>L&N</p> <ul style="list-style-type: none"> • Criteria for participation in the Literacy & Numeracy NP established and, based on student outcome data, schools and networks identified in the government and catholic sectors. • Guidelines for participation in the Literacy & Numeracy NP developed and principals' information sessions conducted for principals in the government and catholic schooling sectors. Networks confirmed. • Managers Learning (DoE) and Directors (TCEO) provide support to networks to assist their use of student outcome data in the identification of network focus and to source evidence based strategies/interventions for implementation. • Literacy & Numeracy NP planning template developed. • AIST Literacy & Numeracy NP approach developed and communicated to independent sector schools. • Networks are supported by EPS and provided with aggregated network student achievement and attendance data to enable network focus and targets to be established. • 11 Network Management Teams established, lead school identified and focus for improvement agreed for all government and catholic schools in Lit/Num NP networks • At least 18 independent schools registered to implement Performance Indicators in Primary School (PIPs) in 2010. <p>Low SES</p> <ul style="list-style-type: none"> • Guidelines for participation in the Low SES NP developed and principal's information sessions conducted for principals in all three schooling sectors. • Submission process for participation in Low SES strategies developed. • Submissions called for Low SES strategies 1,2,3 and 5 in all sectors. • Submissions lodged and approval process undertaken in all sectors. • Steering group developed, and meeting regularly, for SES 4 Flexible Learning School in order to develop model, principles and operational plan. • Site for southern campus of Flexible Learning Tasmania identified (SES 4) • Process developed for referring schools for SES 6 School Improvement Reform through Intervention. • Planning template developed for SES 7 Polytechnic/Academy Transition Initiative, and planning commenced. <p>ITQ</p> <ul style="list-style-type: none"> • Appointment of a senior principal to develop the Leading for High Performance program. • 100% of principals will have participated in a performance review discussion with General Managers (DoE) during 2009. • Partnership Agreement with UTas developed. • PiTE program established. • Teacher Learning Centre at Rokeby completed by July 2009 • PiTE evaluation completed by December 2009 • Postgraduate scholarship support provided to Tasmanian government teachers by 2009. • Postgraduate Certificate in Literacy developed by 2009. • 5 Centres of Excellence established in 2009. |

April 2010

3.5505 SES
0.154 ITQ
1.546 LRN

Low SES

- School Improvement Plans developed and published for all schools participating in SES 1, 3 and 5.
- Secondary Renewal (SES 2) networks established (may include funded and unfunded schools) and improvement plans developed and published by Group A and Group B Renewal networks/schools. Plans will identify one School Improvement Measure that schools will collectively address and establish an ambitious target to be achieved after four years of implementation.
- Initial schools (Round 1) prioritised and the process commenced for School Improvement Reform through Intervention (SES6)
- Planning, monitoring and reporting mechanisms for SES 6 developed.
- Flexible Learning School (SES 4) operational guidelines developed and initial implementation of *Flexible Learning Tasmania* (FLT) is underway. Preliminary FLT Improvement Plan developed and published.
- Attendance targets (to be achieved by May 2013) established for all NP schools.
- Project Managers appointed in all six schools participating in SES 3 Extended and Integrate Service delivery.
- SES 7 Polytechnic/Academy Transition implementation plan developed and published.

L&N

11 Literacy /Numeracy networks established and in operation:

- 11 network plans developed as appendix to individual School Improvement Plans. Network plans published.
- Intervention strategy developed and being implemented in all schools in 100% of networks.
- School and network improvement targets established and agreed by Learning Services/TCEO
- 100% of coordinators and teacher assistants implementing QuickSmart numeracy in 2010 have undertaken required professional learning.
- At least one teacher from each network has been identified to work across primary and high schools to address student transition, year 6 - 7.
- Professional learning, as described in Literacy/Numeracy plans has been provided for relevant staff in all 75 schools.
- Managers Learning and Regional Directors (systemic Catholic schools) Director-Secondary Education Services (Catholics sector colleges) have met personally with a representative of every network to monitor progress and provide support.
- Planning for the implementation of Performance Indicators in Primary School (PIP's) has commenced in a minimum of 18 independent sector schools.
- Professional Learning support, provided for teaching staff implementing Performance Indicators in Primary School (PIP's) in the independent sector has been taken up by at least 75% of the schools registered.
- AIST has been in contact with schools from the independent sector for the purpose of identifying and engaging 2010 MULTILIT Reading Tutor Program schools and developed a timeline for professional learning which will be provided during 2010.
- AIST has commenced a process to engage 2011 independent schools for the MULTILIT Reading Tutor Program. A proposed list of 2011 schools will be identified by April 2010.

ITQ

- 100% of principals will have participated in a performance review discussion with General Managers (DoE).
- Postgraduate scholarship support provided to Tasmanian government teachers.
- Postgraduate Certificate in Literacy developed by UTas.
- 7 Centres of Excellence (DoE).

| | | |
|------------|-------------------------|---|
| | | <ul style="list-style-type: none"> Postgraduate scholarship support extended to Tasmanian non-government teachers by 2010. Process to establish School Centres of Excellence in partnership with UTas and the Australian Catholic University commenced by TCEO. <p>ALL NPs</p> <ul style="list-style-type: none"> Acceptance of Tasmania's Smarter Schools 2009 Annual Report. |
| Oct 2010 | 4,792 SES 0.4935 ITQ | <p>Low SES</p> <ul style="list-style-type: none"> School Improvement Plans developed and published for 100% of schools participating in Individual School Reform strategy (SES5) and Extended and Integrated Service Delivery (SES 3) Secondary Renewal (SES 2) networks established and improvement plans developed and published by Groups B and C Renewal network NP Annual Progress Reports (using template provided) have been completed and lodged with Learning Services and non-government sector Managers for SES 4 and 7 and for schools implementing SES 1,2, 3 and 5. A Polytechnic/Academy (TCEO Year 10 – 11) Transition Initiative plan, timeline and budget have been developed and implementation has commenced. A retention target for NP schools has been established which specifies targets for 2011, 2013 and 2015. Post Year 10 taster programs for students in Low SES schools to learn about a work role and gain essential skills are being delivered to all Low SES NP schools. Round 2 schools prioritised and informed of participation in 2011 School Improvement Reform through Intervention (SES6) NP Implementation Progress report template developed to enable Low SES National Partnership schools to provide timely and accurate milestone and target reporting to Inform Tasmania's Smarter Schools National Partnership Annual Report. <p>ITQ</p> <ul style="list-style-type: none"> 120 places filled in emergent/aspiring leaders program in 2010 Indigenous workforce data measures consistent with national agreements developed by 2010. Postgraduate course framework developed in conjunction with UTas with 200 scholarship unit places filled in 2010. Performance reviews conducted for all DoE staff by 2010 with performance reviews linked to national standards as these become available Postgraduate course framework developed and implemented for teachers and school leaders by October 2010 TCEO proposal developed for two Centres of Excellence in 2010. |
| April 2011 | 4,791 SES 0.4035 ITQ | <p>Low SES</p> <ul style="list-style-type: none"> School Improvement Plans developed and published for 100 % of schools participating in SES 1,2,3,4 and 5 are updated as appropriate. Round 2 high need schools have been identified and prioritised for School Improvement Reform through Intervention (SES6) and the School Improvement Framework process has commenced. SES 7 Polytechnic/Academy (TCEO Year 10 – 11) Regional networks that involve key stakeholders to provide advice and share knowledge have been established. <p>ITQ</p> <ul style="list-style-type: none"> At least 70 students recruited to the PiTE program by April 2011 10 DoE Centres of Excellence by 2011 2 TCEO Centres of Excellence by 2011 <p>ALL NPs</p> <ul style="list-style-type: none"> Acceptance of Tasmania's Smarter Schools 2010 Annual Report. |
| Oct 2011 | 8,765 SES 0.4865 ITQ | <p>Low SES</p> <ul style="list-style-type: none"> NP Annual Progress Reports (using template provided) have been completed |

| | | |
|------------|--------------------------|--|
| | | <p>and lodged with Learning Services and non-government sector Managers for SES 4 and 7 and for schools implementing SES 1,2, 3 and 5.</p> <ul style="list-style-type: none"> • An online resource bank established through the Flexible Learning School Strategy (SES4) from contributions state wide and accessed by teachers. • Polytechnic/Academy (TCEO Year 10 – 11) Transition initiative implementation means that specific, planned initiatives to improve retention are underway in 100% of Low SES 2 Secondary Renewal schools. • Progress towards the 2015 retention target (SES7) is positive and the 2011 NP schools target has been achieved. • At least 25 schools participating in Low SES 1,2,3 and 5 will have in place, and report on, strategies to outreach and better engage parents and community, especially Indigenous families. • Round 3 schools prioritised and Informed of participation in 2012 School Improvement Reform through Intervention (SES6) <p>ITQ</p> <ul style="list-style-type: none"> • 90% of DoE principals participating in Leading for High Performance programs by 2012 • Specific qualification career pathway assistance developed and offered to Aboriginal Education Workers by 2011 • Details of career pathway assistance for Aboriginal Education Workers will be made available to the Australian Government by 2011. • Postgraduate course framework developed in conjunction with UTas with 200 scholarship unit places filled in 2010. • At least 20 teachers and school leaders completed coaching/feedback courses by 2011. |
| April 2012 | 8.7655 SES 0.4865 ITQ | <p>Low SES</p> <ul style="list-style-type: none"> • Round 3 high need schools have been identified and prioritised for School Improvement Reform through Intervention (SES6) and the School Improvement Framework process has commenced. • Professional learning for teachers delivered by the Flexible Learning School Strategy (SES4) accessed by principals and teachers from at least 10 Low SES schools- supporting innovative online teaching and IT use in schools. • Schools participating in Low SES 5 (Individual School Reforms) with initiatives in place to improve school attendance will report positive progress. • SES 5 schools report progress towards achieving attendance target. • Tasmania's Low SES Evaluation Steering Team established and key evaluation questions identified. <p>ITQ</p> <ul style="list-style-type: none"> • Teaching qualification pathways for mid-career change professionals will be developed in conjunction with the Australian Government as additional information comes to hand. <p>ALL NPs</p> <ul style="list-style-type: none"> • Acceptance of Tasmania's Smarter Schools 2011 Annual Report. |
| Oct 2012 | 8.5625 SES | <p>Low SES</p> <ul style="list-style-type: none"> • Polytechnic/Academy (TCEO Year 10 – 11) Transition planning is ensuring that initiatives to improve retention are being implemented all Low SES NP high schools. • Federations (SES1) have provided a Federation Plan which details school community consultation and includes ambitious targets, specified milestones and a governance structure for the years 2013 – 2015. This plan determines access to ongoing NP funding. • NP Annual Progress Reports (using template provided) have been completed and lodged with Learning Services and non-government sector Managers for SES 4 and 7 and for schools implementing SES 1,2, 3 and 5. • (SES1) requirements, agreed in Federation Plans, are mandated. • At least 30 schools participating in Low SES 1,2,3 and 5 will have in place, and |

| | | |
|------------|------------|--|
| | | <p>report on, strategies to outreach and better engage parents and community, especially Indigenous families.</p> <ul style="list-style-type: none"> • Round 4 schools prioritised and informed of participation in 2013 School Improvement Reform through Intervention (SES6) |
| April 2013 | 8,5025 SES | <p>Low SES</p> <ul style="list-style-type: none"> • Round 4 high need schools have been identified and prioritised for School Improvement Reform through Intervention (SES6) and the School Improvement Framework process has commenced. • Professional learning for teachers delivered by the Flexible Learning School Strategy (SES4) accessed by principals and teachers from at least 15 Low SES schools- supporting innovative online teaching and IT use in schools. • More than 70% of schools participating in Low SES 5 (Individual school Reforms) will report that key individual school targets, as established in school improvement plans, have been achieved. • Attendance target, set for SES 5 schools in May 2010 achieved. <p>ALL NPs</p> <p>Acceptance of Tasmania's Smarter Schools 2012 Annual Report.</p> |
| Oct 2013 | 5,2155 SBS | <p>Low SES</p> <ul style="list-style-type: none"> • Acceptance of Tasmania's Smarter Schools 2013 Annual report • Progress towards the 2015 retention target is positive and the 2013 (SES7) NP schools target has been achieved. • NP Annual Progress Reports (using template provided) have been completed and lodged with Learning Services and non-government sector Managers for SES 4 and 7 and for schools implementing SES 1 and 2. Specific Federation (SES1) requirements, agreed in Federation Plans, are mandated • At least 40 schools participating in Low SES 1,2,3 and 5 will have in place, and report on, strategies to outreach and better engage parents and community, especially Indigenous families • Schools participating in SES 2 (Group A) have achieved the target established for the School Improvement Measure that they collectively agreed in 2010. • All schools participating in SES 3 Extended and Integrated Service will report against SES Reform 6 providing evidence of increased partnerships with parents, business and communities and the provision of extended services. • Round 5 schools prioritised and informed of participation in 2014 School Improvement Reform through Intervention (SES6) |
| April 2014 | 5,2155 SES | <p>Low SES</p> <ul style="list-style-type: none"> • Round 5 high need schools have been identified and prioritised for School Improvement Reform through Intervention (SES6) and the School Improvement Framework process has commenced. • Professional learning for teachers delivered by the Flexible Learning School Strategy (SES4) accessed by principals and teachers from at least 20 Low SES schools- supporting innovative online teaching and IT use in schools. <p>ALL NPs</p> <p>Acceptance of Tasmania's Smarter Schools 2013 Annual Report.</p> |
| Oct 2014 | 3,974 SES | <p>Low SES</p> <ul style="list-style-type: none"> • Acceptance of Tasmania's Smarter Schools 2014 Annual report • Reduced rates of student suspension across National Partnership schools attributed to innovative and personalised learning plans. • NP Annual Progress Reports (using template provided) have been completed and lodged with Learning Services and non-government sector Managers for SES 4 and 7 and schools implementing SES 1 and 2. Specific Federation (SES1) requirements, agreed in Federation Plans, are mandated. • Attendance rates across NP schools will show measurable improvement since 2010. • If required, a further round of schools prioritised and informed of |

| | | participation in 2015 School Improvement Reform through Intervention (SES6) |
|------------|-----------|---|
| April 2015 | 3,974 SES | <p>Low SES</p> <ul style="list-style-type: none"> Additional high need schools, if required, have been identified and prioritised for School Improvement Reform through Intervention (SES6) and the School Improvement Framework process has commenced. Progress towards the 2015 retention target (SES 7) is positive and the 2015 NP schools target has been achieved. <p>ALL NPs</p> <p>Acceptance of Tasmania's Smarter Schools 2014 Annual Report.</p> |

Table 2b: Facilitation Milestones

Reward payments and Reward payment milestones

3.4 Table 3a: Commonwealth National Reward Payments sets out the maximum allocation available to Tasmania subject to the achievement of agreed reward milestones. Tasmania seeks to achieve maximum reward funding.

| Reward Payments | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|-------------------------------------|---------|---------|---------|---------|---------|---------|---------|
| | (\$m) | (\$m) | (\$m) | (\$m) | (\$m) | (\$m) | (\$m) |
| Low SES School Communities | - | - | - | - | - | - | - |
| Literacy and Numeracy | - | - | 4,509 | 4,509 | - | - | - |
| Improving Teacher Quality | - | - | - | 4,154 | 4,154 | - | - |
| Total National Reward Budget | - | - | 4,509 | 8,663 | 4,154 | - | - |

Table 3a: Commonwealth National Reward Payments

Notes:

1. Funding is GST exclusive
2. Actual reward allocation to States/Territories is subject to review before the end of 2010.

3.5 The information in Table 3b: Reward milestones details milestones across the Smarter Schools Literacy & Numeracy and Improving Teacher Quality National Partnerships.

| Due date (for milestone) | Potential Reward Payment \$mill | REWARD Milestones across the three National Partnerships |
|-----------------------------|---|---|
| Oct 2010 | 4,509 L&N REWARD | <p>L&N Progress towards negotiated 2010 improvement targets as agreed in the Measures, Targets & Rewards Template – reward payment based on extent to which negotiated targets are met and weighted. Any reward not achieved by Tasmania in this year will be rolled into the potential reward accessible in 2011.</p> |
| Oct 2011 | <p>4,509 L&N REWARD (plus any reward allocation not achieved in 2010)</p> <p>4,154 ITQ REWARD</p> | <p>L&N Progress towards negotiated 2011 improvement targets as agreed in the Measures, Targets & Rewards Template – reward payment based on extent to which negotiated targets are met and weighted.</p> <p>ITQ Reward Reform 1: Improved pay dispersion to reward quality teaching:</p> <ul style="list-style-type: none"> • DoE Accomplished Teacher budget submission completed and prepared for Cabinet approval process July 2011 • Budget proposal developed by TCEO outlining how colleague Teachers involved in the TCEO School Centres of Excellence will be rewarded. <p style="text-align: right;">10%</p> <p>Reward Reform 3: Improved in-school support for teachers and leaders, particularly in disadvantaged Indigenous, rural/remote and hard-to-staff schools:</p> <ul style="list-style-type: none"> • Resourcing Review completed 2010. 20% <p>Professional Learning Support</p> <ul style="list-style-type: none"> • Salary payments, in addition to regular salary, will be targeted to support out of school hours professional learning for teachers in schools in disadvantaged areas where student literacy outcomes are low. (Support for at least 500 teachers to undertake 5 additional paid professional learning days during 2009 - 2011) 20% <p>Reward Reform 5: Continual improvement program for all teachers: Partnerships in Teaching Excellence program:</p> <ul style="list-style-type: none"> • Establishment of a specific program (PITE) for teacher education in partnership with UTas (70 student teachers recruited to program by 2011). 20% • Mentors for beginning and early career teachers in place. (Ten Colleague Teachers in place by 2011). 20% • Improved induction programs for aspirant, new and established leaders (120 participants in program by 2011) 10% |
| Oct 2012 | 4,154 ITQ REWARD | <p>ITQ Reward Reform 1: Improved pay dispersion to reward quality</p> |

| | | |
|--|--|---|
| | | <p>teaching Creation of an Accomplished Teacher classification which recognises high quality teachers and recruitment of 10 Accomplished Teachers. 40%</p> <p>Reward Reform 3: Improved in-school support for teachers and leaders, particularly in disadvantaged Indigenous, rural/remote and hard-to-staff schools Implementation of resource review recommendations 10% Production of dedicated resources for indigenous learning support 10% 50 PITE trained teachers placed and retained, for at least 12 months in hard to staff and low SES schools. 10%</p> <p>Reward Reform 4: Increased school-based decision-making about recruitment, staffing mix and budget Establishment of area-based coalitions of schools (Federations) in at least two local government areas. Federations cooperatively share and manage resources. Federations have increased levels of flexibility in resource management (cash and salaries). Federations will have devolution of some decisions about the staffing mix and recruitment of school leaders within Federations. Within Federations there will be some allocation of salaries budgets to the school level. 10%</p> <p>Reward Reform 5: Continual improvement program for all teachers:</p> <ul style="list-style-type: none"> • An explicit focus on ongoing teacher learning through teacher training and ongoing postgraduate course completion (600 UTas unit enrolments by Tasmanian teachers- government and non-government by 2011). 10% • Specific postgraduate courses established in leadership, mentoring, literacy and aboriginal education. 10% |
|--|--|---|

Table 3b: Reward Milestones

3.5 Tasmania agrees that in order to achieve the objectives of the National Education Agreement and to sustain the significant national reforms under the National Partnerships, states and territories that receive reward funding must use this funding for education purposes and must agree the distribution of reward funding with any non-government sectors that are party to the agreement.

4. NON-GOVERNMENT SECTOR PARTICIPATION

4.1 A National Partnership Steering Group consisting of representatives from the Department of Education, the Association of Independent Schools Tasmania and the Tasmanian Catholic Education Office have met regularly, shared information and worked collaboratively to establish shared priorities and to develop the Implementation Plan. Key representatives from this Steering Group advise the Minister for Education and Skills on matters relating to decisions and responsibilities in relation to the National Education Agreement and the National Partnerships. An organisational plan and governance structure has been agreed by all sectors and is attached to Tasmania's Implementation Plan.

4.2 Principles of Partnership provide agreed guiding principles for cross-sectoral cooperation and are attached to the Tasmanian Implementation Plan.

4.3 Tasmania has adopted the Commonwealth methodology for allocating facilitation payments to all schooling sectors. The adoption of this methodology has been agreed by all sectors. Each Partnership uses a different funding methodology:

- Improving Teacher Quality funding is split by proportional share of Teacher Full Time Equivalents (FTE) between sectors – data provided by DEEWR.

| Sector | Number of teachers FTE | % Tas total FTE |
|--------|------------------------|-----------------|
| GOVT | 4148 | 71.5% |
| TCEO | 874 | 15.1% |
| AIST | 778 | 13.4% |

Table 4: Improving Teacher Quality % FTE by sector

- Literacy and Numeracy funding is to be distributed based on the proportional sector share of students at or below the National Minimum Standard (NMS) in Reading and Numeracy for Years 3,5 and 7 (2008), double counting those students below NMS in both.

| Sector | Number of Tas student 2008 NAPLAN assessments AT or BELOW NMS | Proportion of Tas total |
|--------|---|-------------------------|
| GOVT | 7131 | 83% |
| TCEO | 1007 | 12% |
| AIST | 443 | 5% |
| Total | 8581 | 100% |

Table 5: Literacy & Numeracy % funding allocation by sector

- Low SES School Communities funding is based on the agreed Commonwealth methodology and sector split provided below. (Funding distribution confirmed by DEEWR on 23 July 2009))

| TAS | Govt Metro | Govt Remote | Catholic Metro | Catholic Remote | AIST Metro | AIST Remote | TOTAL |
|------------|---------------|--------------|----------------|-----------------|--------------|-------------|--------------|
| Number | \$66.172 mill | \$2.256 mill | \$2.60 mill | \$0 mill | \$0.092 mill | \$0 mill | \$70.12 mill |
| Proportion | 92.94% | 3.22% | 3.71% | 0% | 0.13% | 0% | 100% |

Table 6: Low SES % funding allocation by sector

4.4 Commonwealth facilitation payments will be distributed by the Department of Education to non-government sectors, TCEO and AIST, who in turn have responsibility for the distribution of funding to participating schools.

4.5 All sectors are providing co-investment. It has been agreed that co-investment will match facilitation allocations in the Low SES and the Literacy and Numeracy. Please see summary below. Detail regarding proposed co-investment contribution by participating sectors is provided in the Implementation Plan.

| Low SES National Partnership | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|--------------|--------------|--------------|---------------|---------------|---------------|--------------|
| | (\$m) | (\$m) | (\$m) | (\$m) | (\$m) | (\$m) | (\$m) |
| Government Sector Initiatives | .505 | 6.828 | 9.215 | 16.86 | 16.351 | 10.030 | 7.643 |
| TCEO Initiatives | .020 | .264 | .356 | .651 | .632 | .388 | .295 |
| AIST Initiatives | .001 | .009 | .013 | .020 | .022 | .013 | .010 |
| Total | .526 | 7.101 | 9.584 | 17.531 | 17.005 | 10.431 | 7.948 |
| Literacy and Numeracy National Partnership | | | | | | | |
| Government Sector Initiatives | 1.499 | 1.713 | | | | | |
| TCEO Initiatives | .212 | .242 | | | | | |
| AIST Initiatives | .093 | .105 | | | | | |
| Total | 1.804 | 2.061 | | | | | |
| Improving Teacher Quality National Partnership | | | | | | | |
| Government Sector Initiatives | .041 | .109 | .182 | .169 | | | |
| TCEO Initiatives | .009 | .023 | .038 | .036 | | | |
| AIST Initiatives | .008 | .020 | .034 | .032 | | | |
| Total | 0.058 | 0.152 | 0.254 | 0.237 | | | |
| Summary of all Partnerships | | | | | | | |
| Government Sector Initiatives | 2.045 | 8.650 | 9.397 | 17.029 | 16.351 | 10.027 | 7.643 |
| TCEO Initiatives | .241 | .529 | .394 | .687 | .632 | .392 | .295 |
| AIST Initiatives | .102 | .135 | .047 | .052 | .022 | .013 | .010 |
| Total of all Partnerships | 2.388 | 9.314 | 9.838 | 17.768 | 17.005 | 10.431 | 7.948 |

Table 7: Summary of co-investment commitment as required by sectors in order to meet Commonwealth expectations.

Further detail regarding the Tasmanian approach to co-investment can be found in the Implementation Plan. As will be noted in the Implementation Plan Tasmania's potential co-investment exceeds the summary above.

5. INDICATIVE ACTIONS AND PERFORMANCE INDICATORS

- 5.1 Measurable reform milestones which can be assessed by the COAG Reform Council as the basis for reform payments have been provided. It is understood by all sectors that these details will be subject to periodic review.
- 5.2 A range of performance indicators will be used to measure improvement across the National Partnerships. Tasmania acknowledges that one of the major outcome measures that the Commonwealth proposes that Tasmania, and all other states and territories, use is NAPLAN data, however given the short period of facilitation funding, two years, and the need to demonstrate improvement in order to access reward funding, Tasmania's Implementation Plan refers to a matrix of indicators. From this matrix, a range of indicators will measure progress towards the outcomes set out in the National Education Agreement. Relevant Tasmanian performance measures, across the Smarter Schools National Partnerships include:
- NAPLAN data for all students participating in National Partnership strategies *Baseline 2008*
 - Disaggregated NAPLAN data for Indigenous students participating in National Partnership strategies *Baseline 2008*
 - Disaggregated NAPLAN data for Low SES students participating in National Partnership strategies *Baseline 2008*
 - Attendance and retention data for students participating in National Partnership strategies *Baseline 2009*
 - Attendance and retention data for aboriginal students participating in National Partnership strategies *Baseline 2009*
 - Retention and certificate completion rates *Baseline 2008*
 - The proportion of Indigenous students completing Year 10 *Baseline 2008*
 - Progress against Tasmanian Curriculum achievement standards *Baseline 2009*
 - Levels of student, parent and staff satisfaction *Baseline 2008*
 - A range of output indicators that will identify the number of strategies and initiatives implemented, and the number of actual federations, networks of schools, Centres of Excellence, schools, teachers, students and community members participating.
- 5.3 A Literacy & Numeracy NP *Measures, Targets and Rewards* template for 2011 and 2012 has been agreed between Tasmania and the Commonwealth. The template and rationale are provided in the Implementation Plan.

6. MONITORING AND REPORTING ARRANGEMENTS

- 6.1 Tasmania will provide, in April of each year, an annual report to the Commonwealth covering all three Smarter Schools National Partnerships. The annual report will report on the year prior, January to December. Reporting will specify progress against milestones, performance and improvement measures, as agreed, and will monitor and report on the implementation of agreed reforms and achievement of reform targets. Evidence of the achievement of October milestones will be provided in this report and will trigger associated payments.
- 6.2 A milestone report provided in October will report on progress in the first six months of that year and achievement of identified April milestones. This milestone report will trigger associated November payments.
- 6.3 The timing of these reports is set out in the following table 2. It is understood that the Commonwealth requires summaries of state reports to be published.

| Due Date for reports | Reporting period covered | National Partnerships | | |
|----------------------|--|--|---------------------------------|---------------------------|
| | | Low SES School Communities (Low SES) | Improving Teacher Quality (ITQ) | Literacy & Numeracy (L&N) |
| May 2009 | Bilateral Agreement signed Preliminary Implementation Plan agreed | | | |
| November 2009 | Final Implementation Plan agreed | | | |
| April 2010 | 2009 Annual Report – including milestone report for April 2010. | | | |
| October 2010 | January 2010 – June 2010 | Interim milestone report covering all 3 NP's | | |
| April 2011 | 2010 Annual Report | | | |
| October 2011 | January 2011 – June 2011 | Interim milestone report covering all 3 NP's | | |
| April 2012 | 2011 Annual Report | | | |
| October 2012 | January 2012 – June 2012 | Interim milestone report covering all 3 NP's | | |
| April 2013 | 2012 Annual Report / Final Report L&N | | | |
| October 2013 | January 2013 – June 2013 | Interim milestone report covering Low SES and ITQ NP's | | |
| April 2014 | 2013 Annual Report / Final Report ITQ | | | |
| October 2014 | January 2014 – June 2014 | Interim milestone report covering Low SES | | |
| April 2015 | 2014 Annual Report | | | |
| October 2015 | January 2015 – June 2015 | Interim milestone report covering Low SES | | |
| April 2016 | 2015 Annual Report / Final Report Low SES | | | |

Table 8: Reporting Schedule.

6.2 Published reports will facilitate the sharing of information regarding successful interventions and strategies used to achieve reforms. Tasmania will also commit to participation in appropriate workshops and forums which may be organised in order to further facilitate the dissemination of best practice.

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

6.4 Tasmania will monitor and report against each of the following:

- Agreed reforms as listed for each of the three National Partnerships in the Final Implementation Plan. These will be the basis for Tasmanian monitoring and reporting on the progress of each National Partnership.
- Facilitation and Reward Milestones which indicate how Tasmania intends achieving the agreed reforms. Progress made against each of these milestones will be reported on as an indication of the overall achievement towards reaching the agreed reforms.
- Co-investment as stated in the Implementation Plan.

Tasmania will monitor and report against progress in implementing reforms, achieving reform milestones according to the timelines set out in the Implementation Plan and this Agreement.

6.5 Tasmanian schools participating in the National Partnerships will report on progress in accordance with accountability arrangements specified by each sector. Participation in the National Partnerships will be contingent on the commitment to develop school or network based plans in conjunction with their school communities and to provide specific performance information, timely reports and monitoring of progress in specified reform areas.

6.6 Tasmania notes that where agreed Performance Indicators under this and the NP agreements contribute to the objectives and outcomes of National Education Agreement, the COAG Reform Council will assess these performance indicators in the context of its analysis and report on the National Education Agreement and its subsidiary NP agreements.

6.7 Where individual Tasmanian school data is provided, and the NP agreements do not provide for that level of analysis to be published, standard privacy issues will prevail.

7. PUBLICATIONS AND COMMUNICATIONS

7.1 Tasmania will observe the Smarter Schools branding guidelines and protocols and will acknowledge the Agreement as a joint Commonwealth and State initiative in all publications, promotional and advertising materials as well as in public announcements and activities or any products processes or inventions developed as a result of the implementation of the Agreement.

8. AUDIT ARRANGEMENTS

8.1 Tasmania will comply with relevant legislation and Schedule C to the *Intergovernmental Agreement on Federal Financial Relations*. Appropriate auditing arrangements will be in place and adhered to.

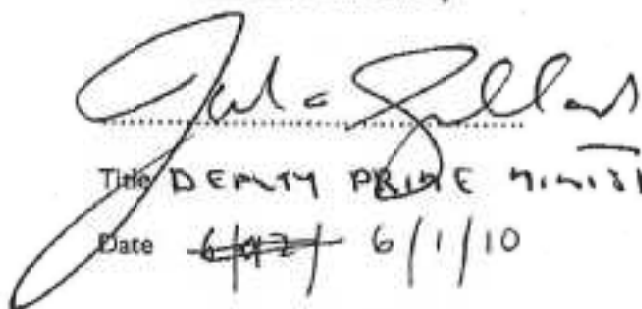
8.2 Tasmania will take account of relevant instructions from State and Federal Treasury.

9. GOVERNANCE ARRANGEMENTS (including dispute resolution)


- 9.1 Governance arrangements will be managed in accordance with the Governance Arrangements as provided in the National Partnerships Agreements between the Commonwealth and the Tasmania.
- 9.2 Any disputes arising from the Agreement between the three sectors will be dealt with, in the first instance, by heads of sectors.
- 9.3 Any disputes between the State and the Commonwealth in regard to this Agreement will be dealt with, in the first instance, by the General Manager, Strategic Policy and Performance of the Department of Education and an appropriate Commonwealth Officer.
- 9.4 If a dispute can not be resolved it will then be referred to the appropriate Minister.
- 9.5 This Agreement may be amended at any time by agreement in writing by the Parties and under terms and conditions as agreed by the Parties. A Party to the Agreement may terminate their participation in this Agreement by notifying the other Party in writing. To minimise disruption to participating schools, at least 12 months' notice should be given in these circumstances. The termination of this Agreement, by either Party, will also terminate the Parties' involvement with each other in any agreements directly related to the provisions of this Agreement.
- 9.6 The parties agree that Tasmania will retain its intellectual property rights (including copyright, trade mark, design, patent, trade, or other proprietary rights, or any to registration of such rights existing in Australia, or elsewhere) in all information and other material provided by Tasmania to the Commonwealth under this Agreement. Tasmania consents to the use within Australia of that information and material by the Commonwealth and the Commonwealth's sharing with, and the use within Australia by, Australian States, Territories and schools as part of the National Partnership program including where it is to facilitate the sharing of information regarding successful school reform interventions and best practice.

The Parties have executed this agreement as follows:

Signed for and on behalf of the
Commonwealth of Australia by


Title DEPUTY PRIME MINISTER
Date ~~6/12~~ 6/1/10

Signed for and on behalf of the
State of ~~TASMANIA~~ by


Title PREMIER
Date 4/12/09

