



Australian Government

WESTERN AUSTRALIA



IMPLEMENTATION PLAN

National Partnership for Improving Teacher Quality

National Partnership for Literacy And Numeracy

National Partnership for Low Socio-Economic Status
School Communities



Department of
Education



CATHOLIC EDUCATION
OFFICE OF WESTERN AUSTRALIA



ASSOCIATION OF
INDEPENDENT SCHOOLS OF
WESTERN AUSTRALIA (AISWA)

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The National Partnership Agreements on Literacy and Numeracy, Low SES School Communities and Improving Teacher Quality are collaborative initiatives supported by funding from the Australian Government, the Western Australian Government and the Catholic and Independent school sectors.

PREAMBLE

In December 2008 the Western Australian Government signed the three Smarter Schools National Partnerships. As part of the school reform initiatives of the Council of Australian Governments (COAG), these National Partnerships provide funding to schools to support students, teachers and leaders. This additional support will contribute to raising overall educational attainment levels so that all Australian school students acquire the knowledge and skills to participate effectively in society.

The three Smarter Schools National Partnerships are:

- Low Socio-Economic Status (SES) School Communities (2009-2015)
- Literacy and Numeracy (2009-2012)
- Improving Teacher Quality (2009- 2013)

The Smarter Schools National Partnerships are jointly funded by the Australian Government, and the State Government and Catholic and Independent sectors. The three school sectors in Western Australia are committed to raising standards, improving accountability and achieving better outcomes for students by working together wherever possible.

WESTERN AUSTRALIAN CONTEXT

Western Australia is a vast State with significantly different regional areas and a complex population mix. The context and human services needs of rural and remote communities differ hugely in complexity throughout the State, differing in contrast and needs from metropolitan and regional communities within Western Australia.

Almost three-quarters (73.8 per cent) of the State's population resides in Perth. A further 10.8 per cent in the South West and the remaining 15 per cent is shared among the seven other non-metropolitan regional centres and their outlying areas. Of the State's primary schools, 25 per cent (149) have less than 100 students and are located in rural and remote areas.

The significant number of schools that lie well beyond the metropolitan or major regional centres presents particular challenges for the



implementation of National Partnership reforms in Western Australia. Issues of student and teacher transience, the difficulty of attracting quality staff, limited teacher housing, the special contexts of low SES school communities suffering significant disadvantage, poor literacy and numeracy and the additional costs linked to service provision in outlying areas, are just some.

There are significant groups of Indigenous communities, humanitarian migrants and others for whom English is a second language. Within most disadvantaged communities raising educational outcomes is dependent on strong collaboration across agencies so that children and families are supported beyond the school.

Participation in the Smarter Schools National Partnerships will contribute to improved educational outcomes for all students in Western Australian schools, particularly Indigenous students, students in remote schools, schools in low socio-economic areas and those deemed hard-to-staff, all of which are a priority for the Western Australian Government.

Western Australia's commitment to empowering public schools to make decisions that best suit the needs of their students sits well with the national reform agenda and provides a unique opportunity to address issues challenging the school system across the country. Catholic schools already operate with relatively high degrees of autonomy and make decisions including staffing, resource allocation and programs adopted which specifically meet the needs of the student cohorts and school community. The Catholic sector also has a co-responsibility function which provides additional funding support to those schools which require additional assistance to best meet the needs of their communities.

Raising standards in literacy and numeracy, building sustainable improvement in teacher quality and more effectively addressing challenges facing students in disadvantaged communities are priorities for Western Australia.

There is a range of State programs relevant to the implementation of those National Partnerships Agreements, including a comprehensive package of initiatives that will provide resources and assistance to schools and teachers in the teaching of literacy and numeracy. These include implementing an on-entry assessment of literacy and numeracy in pre-primary, explicit teaching of essential literacy and numeracy skills, adopting a case-management approach for students not progressing well and continuing to establish and build productive community and home-school links.

Western Australia will also focus on early identification and intervention where there are concerns about students' attendance. Early action is important in ensuring students are actively participating in learning and are attending school regularly. Communities and other agencies will be more involved in supporting schools as they tackle the broader social issues impacting on absences.

The Implementation Plans will adjust existing approaches and develop new strategies to make them more effective so that they are relevant for the different needs of the range of students in our schools. They will focus on four key variables:

- the quality of leadership;
- the attendance and active participation of students at school;
- the quality of instruction provided by schools; and
- community engagement to support learning by their children – early development, home routines and preparation for school.

CROSS SECTORAL COLLABORATION

Western Australia has established a high-level strategic Cross-Sectoral Governance Group to make possible the planning and implementation of the National Partnerships between the public and private school sectors. This group meets quarterly to discuss a range of implementation issues and to identify areas of potential collaboration.

The Group is chaired by the Deputy Director General of the Western Australian Department of Education and includes the Director of Catholic Education Western Australia, Catholic Education Office of WA, the Executive Director, Association of Independent Schools of Western Australia and the Chief Executive Officer, Department of Education Services. It has the power to delegate roles to other committees in all three National Partnerships to ensure effective implementation, sharing of best practice and collaborative opportunities, particularly in the Kimberley and remote regions. The Group provides for ongoing co-operation, collaboration and sharing of valuable information as the implementation of strategies progresses. Existing information networks ensure that relevant operational issues are shared as they arise.

Each school sector will administer its own share of the funds and collaborate in areas where the respective sector's schools, student groups and strategies coincide, such as implementing attendance strategies, teacher and school leader training, new pathways into teaching and extended service school models.

School improvement will be undertaken collaboratively by the Department of Education and the non-government school sector; the Australian Government Department of Education, Employment and Workplace Relations, (DEEWR) and each school and its school community.

Individual schools will tailor strategies to suit the needs of their students. School performance will be monitored regularly so that modifications can be made as needed and to ensure support and resources are set up effectively.

PERFORMANCE INDICATORS

Performance indicators have been developed for the three National Partnerships. The implementation of strategies will contribute towards the attainment of the outcomes specified below:

Low SES School Communities

- Success in attracting high quality and experienced principals and teachers to low SES school communities.
- Improvements in the use and quality of performance agreements with principals and teachers.
- Greater autonomy, innovation and flexibility is achieved for partnership schools.
- Improvement in literacy and numeracy achievement in the National Assessment Program – Literacy and Numeracy (NAPLAN) testing.

- Improvements in school self-assessment, planning and reporting.
- Improvements in student attendance and performance.
- Increase in the number of external partnerships and programs established.
- Increase in the level of parental involvement in partnership schools.

Literacy and Numeracy

- NAPLAN testing – The mean scores and proportions at or above the national minimum standards in Years 3, 5, 7 and 9 in Reading and Numeracy will improve for students in targeted schools.
- For students in targeted schools, an increase in the percentage of students with regular attendance of 90 per cent or more.

Improving Teacher Quality National Partnership

- The best entrants, including mid-career entrants, are attracted to teaching.
- Principals, teachers and school leaders are more effectively trained for their roles in whole school improvement.
- Teachers, school leaders and principals are placed to minimise skill shortages and enhance retention.
- The skills and knowledge of teachers and school leaders are developed throughout their careers.
- Quality principals, teachers and school leaders are rewarded and retained.
- The quality and availability of teacher workforce data is improved.

SCHOOL SELECTION

Low SES School Communities

The Australian Government developed a list of schools that could participate in the National Partnership using the Australian Bureau of Statistics' Index of Relative Socio-Economic Disadvantage (IRSED). Western Australia identified additional schools which it believed warranted inclusion, because their low Socio-Economic Index (SEI) score identified them as a priority for attention. Schools, particularly in the Kimberley region will implement strategies through the clustering of schools to share resources, expertise and professional development. The implementation approach will align and integrate packages of reforms tailored for individual schools to improve their capacity to optimise the learning outcomes achieved by students.

Literacy and Numeracy

Western Australia identified a list of schools where students were, at or below, the national minimum literacy and numeracy standard. This list was cross-matched against those schools selected for the Low SES National Partnership, to ensure that a combined sustained effort was achieved.

Consideration was also made in relation to each school's student background characteristics including, enrolment size; student language background and Indigenous status...

The process was rigorous and based on careful analysis of targeted schools and their communities.

PARTICIPATING SCHOOLS

A list of participating schools is available at:

www.deewr.gov.au/Schooling/Programs/SmarterSchools/Pages/default.aspx

SCHOOL LEVEL PLANS

Schools participating in the National Partnerships will post the relevant sections of their school-level plans on their school's website, which will clearly outline the strategies undertaken by the school. There will be a link from each sector's website to the participating schools. This information will include the amount of National Partnership funding provided to each school, reforms to be implemented at the school and ultimately, the improved educational outcomes.

SUPPORT FOR SPECIFIC STUDENT COHORTS

Indigenous students

Western Australia's implementation of the Smarter Schools National Partnerships will support the Council of Australian Governments (COAG) social inclusion and Indigenous disadvantage agendas. Reforms and new models of service delivery will aim to achieve improved educational outcomes for Indigenous students and assist attaining COAG targets, namely:

- halving the gap in reading, writing and numeracy achievement for Indigenous children within a decade; and
- halving the gap for Indigenous students in Year 12 attainment or equivalent attainment rates by 2020.

Within the Literacy and Numeracy National Partnership, Western Australia has selected 147 schools across all sectors for participation. In 2009, there were 42,534 primary level students in targeted schools. Of these 3,021 or 7.1 per cent are Indigenous.

Initiatives being implemented include professional development of teachers in the use of strategies that meet literacy and numeracy needs of Indigenous students.

Within the Low SES School Communities National Partnership, Western Australia has selected 151 schools across all sectors for participation from 2010-2015. There are a total of 28,069 students in participating schools. Of these, 9,844 or 35.07 per cent are Indigenous.

Through the Improving Teacher Quality National Partnership, Western Australia has specific strategies, such as:

- improving in-school support for teachers through the allocation of Indigenous Officers to schools with high Indigenous populations;
- leadership support and training programs for existing and aspirant Indigenous leaders and non-Indigenous teaching staff aspiring for promotion;
- the establishment of the Western Australian Academy of Public School Leadership (the Leadership Academy) which will form part of the Western Australian Institute of Educational Learning and Leadership and will focus on the development of both management and leadership skills;
- mentoring support for new teaching graduates with a focus on Indigenous teachers; and
- upskilling of Indigenous Education Assistants in schools in the Kimberley region.

Students who speak English as a second language

Intervention strategies that focus on supporting English as a Second Language/English as a Second Dialect (ESL/ESD) students are embedded in the overall strategies. This ensures that the differentiation of learning and teaching is considered part of mainstream teaching. Strategies specifically targeting ESL/ESD students include professional development of teachers to meet the literacy and numeracy needs of these students.

Students with disabilities and learning difficulties

Students with disabilities constitute 3 - 4 per cent of the total student population in Western Australian government schools. The majority of these students attend local neighbourhood schools with differing provision of resources, services or supports to the student and the school.

The fundamental objective of the Department of Education's services to students with disabilities and learning difficulties is to ensure they are able to participate in education on the same basis as other students. This includes the right to comparable access, services and facilities.

Support is provided by local district education office staff (Disability Education Teams) and a Statewide Specialist Services Visiting Teacher Service. Some students attend specialist facilities, including education support schools and centres, Autism units, schools and centres for the Deaf and Hard of

Hearing and language development centres. Support for students with disabilities is underpinned by informed parent choice.

The Catholic Education Office of Western Australia (CEOWA) has a range of services for schools with students with various disabilities including 21 schools with Special Education Support Centres, four schools with Profoundly Deaf Units, a special school for non-mainstream students and one school with an Intensive English Centre. All schools receive support to accommodate students with special needs and are supported by specific consultants in the CEOWA Students with Disabilities Team. There are 12 consultants who support all schools and assist in implementing a range of programs.

The Association of Independent Schools of Western Australia (AISWA) offers support to schools that have students with disabilities through its Targeted Programs Commonwealth funding. These Programs distribute supplementary funding to schools for individual students with disabilities, including recurrent funding, equipment grants and transition grants. Inclusive Education Consultants are available to support independent schools throughout Western Australia with advice, support, assistance to access appropriate resources, agencies and specialists for students with disabilities, learning difficulties, mental health and behaviour management concerns. These consultants organise regular centralised professional learning events for independent schools on various topics related to disability and are also available to conduct professional learning in individual schools to meet specific areas of need. Consultants are available throughout the Perth metropolitan area and also in all regional and remote areas in Western Australia.

AISWA Inclusive Education Consultants work in conjunction with the non-Government School Psychology Service which is available to schools to provide assessment, support and advice. Inclusive Education Consultants also work closely with other AISWA Consultants to offer coordinated support and information to independent schools, including consultants in Literacy, Numeracy, English as a Second Language, Retention and Participation and Curriculum.

The implementation of the National Partnerships will strengthen existing best practice in relation to the needs of students with disabilities and learning difficulties across each of the school sectors in Western Australia. There is scope to broaden the use of this initiative specifically to schools within low SES school communities.

LOW SOCIO-ECONOMIC STATUS SCHOOL COMMUNITIES NATIONAL PARTNERSHIP

The *National Partnership Agreement on Low Socio-Economic Status School Communities* provides a suite of school and broader reforms designed to transform the way schooling takes place in participating schools and addresses the complex and interconnected challenges facing students in disadvantaged communities. It aims to improve student engagement, educational attainment and wellbeing in participating schools, make inroads into entrenched disadvantage (including in Indigenous communities), contribute to broader social and economic objectives and improve understanding about effective intervention that can be implemented beyond the school participating in this Agreement.

Western Australia will implement strategies within all of the key reform areas:

- 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.

A range of strategies has been developed for selection by schools and school communities, participating in the Low SES School Communities National Partnership.

Public School Sector

- Modify selected schools to serve as centres for education, that provide integrated social support to nurture children's well-being and learning through **extended service school models**. These centres may offer a range of extended services to students, their families and the local community; such as access to high quality, affordable child care 8 am-6 pm all year round; a varied menu of activities such as study support, sport and music clubs; and parenting and family support.
- Tailor internal **operational arrangements** and decision-making that respond to local needs; such as, flexible school hours, smaller class sizes, after hours programs, varying modes of education provision and multidisciplinary staffing arrangements.
- Develop the capacity of **paraprofessionals** to better equip them to support teaching staff in schools. This initiative will provide an enhanced career structure for support staff in schools and offer opportunities for increased flexibility in the way schools can use their staff.
- Investigate the introduction of **performance agreements for high performing principals** appointed to schools in a Low SES community. An incentive package may include:
 - an allowance
 - a financial bonus
 - a non-financial bonus, such as a "sabbatical"
 - other possible mechanisms, such as provision of free housing and study leave.
- The establishment of **Independent Public Schools** within which principals and school communities will have autonomy and ownership of overall school direction, teacher selection, education programs, values/ethos and discipline, and behaviour management.
- **Enhance existing performance management arrangements** by investigating an agreement that is devised and trialled in selected low SES school communities. This could be based on increased

standards of student achievement in literacy and numeracy and attendance, with a particular focus on Indigenous students.

- **Early years strategies**, which will focus on strengthening relationships between staff, families and students (0-4 years).
- **Strengthen literacy and numeracy initiatives** to build on programs already in place, particularly the early identification of student needs to ensure targeted assistance are provided to students.
- Continue to strengthen the existing **specialist support for students with disabilities and learning difficulties** to ensure teaching and learning environments which are responsive to the needs of students.
- **Strengthen school accountability** which will ensure that schools continuously collect, analyse and interpret reliable data to inform whole-school planning and provide better reporting of student outcomes.
- Strategies to target **literacy and numeracy intervention** for individual students will be designed to cater for those students who require one-to-one support in one or more domains of literacy and/or numeracy.
- **Attendance and engagement strategies** will be put in place to encourage students to attend school regularly, with additional support given to students at risk.
- **Partnerships** will be developed to connect and engage the school with parents, the broader community and businesses to offer students and families access to additional services that build pathways from early years through to employment.
- Enhance **VET in Schools** programs by the provision of additional trained staff in the Certificate IV Workplace Assessor qualification.

Catholic Sector

- **Extend the school day** in selected schools, where a teacher is available to supervise educational, recreational and other support programs. This project seeks to identify a smaller sample of schools to support programs before and/or after school hours which are directly involved at addressing attendance, engagement and achievement outcomes.
- Assist in raising educational standards, particularly in literacy and numeracy, by upskilling **Aboriginal Teaching Assistants**. These support teachers play an important role in schools, particularly in the Kimberley region.
- Partner with local businesses and networks to support opportunities for **'real-life' learning** in curriculum, on-site learning experiences, mentoring and employment opportunities.
- Address the **broader social needs of students** through schools joining with other services to deliver activities related to learning, recreation, physical, social and emotional health. For

example, the Clontarf Foundation uses Australian Rules Football as a medium to attract and retain young Indigenous males in education, training and prospective employment.

- Intensify **literacy and numeracy programs** in both Kimberley and metropolitan schools. This will provide additional targeted, literacy and numeracy support for low SES school communities, recognising that in most cases achievement levels are unacceptably low and that intervention and support programs are required.
- Extend the **Promoting Alternative Thinking Strategies (PATHS)** program which is an effective behaviour management and negotiation program to assist students develop better personal behaviour management and wider interpersonal skills.
- It is proposed to identify innovative and flexible ways to deliver **senior schooling** and put into place appropriate resourcing and support processes. This would identify appropriate curriculum support packages and IT solutions, collaboration between schools and support from experts underpinned by evidence-informed practices that have demonstrated success in these environments.
- Implement a **student tracking initiative** and provide support to participating schools. This project seeks to develop an effective system of identifying and tracking students as they move from school to school. The project will also develop processes and protocols for exchanging achievement and program information about students.
- Draw on the **Blueearth Program** which has been implemented in a number of schools in the Kimberley region. The program is designed to implement a number of educational, cultural, social, health and wellness outcomes. These include a focus on healthy living, physical fitness, team capacity building, confidence, wellness, goal setting, resilience, appropriate interpersonal skills as well as contributing to attendance levels and educational outcomes.

Independent Sector

- Establish a multi-faceted, holistic approach to reduce absenteeism that includes:
 - positive inclusive and welcoming school environments;
 - curriculum which engages students;
 - support from Government and non-Government agencies;
 - engaging parents and the community; and
 - the provision of resources to principals and teachers to assist them to develop and implement appropriate strategies.
- Develop literacy and numeracy programs, such as:
 - **Bridging the Gap: Reading Intervention in Years 2, 3 and 4;**
 - **Data Interpretation** – a project that develops understanding of what assessment is saying about classroom practice and what should be done to improve student achievement; and
 - **WOMBAT** – a mathematics diagnostic assessment tool.

These programs aim to support school leaders develop a whole-school culture of high performance in literacy and identify and develop targeted strategies to address specific needs of students.

- **Promoting Alternative Thinking Strategies (PATHS)** has been trialled in 2009 in a few remote communities in the independent sector and will be offered to a larger number of low SES school communities.
- Work is underway in remote communities in the Kimberley and Pilbara with small secondary cohorts to ensure the students are positioned to achieve recognised accredited qualifications through the Western Australian Curriculum Council. Support for the staff in these schools to deliver secondary standard education and to provide opportunities for students to access VET training will be extended.

LITERACY AND NUMERACY NATIONAL PARTNERSHIP

Western Australia will implement evidence-based interventions that strengthen the State's investment in achieving accelerated and sustained improvements in literacy and numeracy learning outcomes for students. The strategies will address the following key reform areas:

- Effective and evidence-based teaching of literacy and numeracy.
- Strong school leadership and whole-school engagement with literacy and numeracy.
- Monitoring student and school performance.

A range of strategies has been developed for selection by schools and school communities, participating in the National Partnership.

Public School Sector

- **Specialist literacy and numeracy teachers** to provide leadership and work shoulder-to-shoulder with classroom teachers in diagnosing and addressing the needs of students who are at risk, including Indigenous and ESL/ESD students. Specialist teachers will share their expertise with colleagues and build the capacity of the whole school to improve literacy and numeracy from K-7.
- **Targeted literacy and numeracy intervention for individual students**, designed to cater for those students who require one-to-one support. Students will be withdrawn from their regular classroom programs to work intensively with a school-based specialist teacher in consultation with the student's regular classroom teacher. Lessons will be tailored to provide explicit instruction for each student.
- **Reading Recovery** is a research-based early intervention strategy to reduce reading and writing failure for students in their second year of formal schooling.

- **Changing the Future – effective teaching of students at risk of literacy failure** is an evidence-based, practical course where teachers examine a range of topics from oral language through to reading fluency and accurate spelling.
- **Reading to Learn** is a literacy program designed to enable all learners, including Indigenous and ESL/ESD students, to read and write successfully, at levels appropriate to their age, grade and area of study.
- **Reading intervention in Years 4-7** uses a well-researched reading assessment and teaching framework to provide teachers with fine-grained information about which particular skills and knowledge need to be taught for different groups of children at risk.
- **Targeted numeracy support for individual students** provides teachers with professional development and resources including diagnostic tools and a range of "point of need" pathways to learning, including interventions suitable for Indigenous and ESL/ESD students.
- **Linking number sense and computational skills in the early years** builds on the Department of Education's First Steps in Numeracy program to support teachers of children in the early years to build on the foundations of their earliest number, or quantity, sense.
- **Developing a repertoire of calculation strategies in Years 4-7** which will provide teachers of students from Years 4-7 with the opportunity to refine and develop their own understanding of the Calculate Learning Outcome.
- **A focus on measurement knowledge to improve numeracy skills** which will help teachers recognise the necessity to engage students in active and purposeful measurement activities with explicit teaching of number concepts.
- **Whole-School Literacy Planning and Leadership Program** will be provided through a partnership between the Department of Education and the Western Australian Primary Principals' Association. The Program is designed to support schools with the development and implementation of a whole-school plan with literacy improvement strategies across K-7.
- **On-entry testing and case-management** will support a case-management approach, all literacy and numeracy National Partnership schools will implement on-entry diagnostic testing in pre-primary.

Catholic Sector

- **Building learning capacity** to identify four or five schools to implement a model aimed at Years 7-9 with a fundamental emphasis on building capacity to ensure higher levels of literacy and numeracy.
- **Improving literacy and numeracy teaching and learning K-7** to decrease the numbers of students who are at or below the national minimum standard for literacy and numeracy in Years K-7 by targeting school programs and structures, resource allocation and professional development. A total of 62 schools (57 per cent of all primary schools) are being supported by a regional model. Four regional consultants have been appointed to work with schools in analysing their data, developing school level plans and effecting whole school plans to raise levels of literacy

and numeracy. This is in addition to central support for schools. Schools have the opportunity to build on current programs and to implement new strategies. Funding will be made available for targeted professional development and other support.

Independent Sector

- **Bridging the Gap: Reading Intervention in Years 2, 3 and 4** will focus on the reading development of students in Years 2-4, who are at risk and who have not acquired these basic reading skills.
- **WOMBAT – mathematics diagnostic assessment tool:** a web-based diagnostic screening test in the Number Strand of Mathematics will be introduced into schools.
- **Data based effective teaching in pre-primary** will ensure that teachers will be guided to use data gathered from the assessment tool to target their teaching to address the needs of their class.
- **Data Interpretation** will provide targeted support to principals and teachers towards improving literacy and numeracy outcomes for students who are at risk. The main objective of the project is to make explicit for participating principals and teachers, the links between assessment data, classroom learning-teaching and school-wide curriculum development and implementation.

IMPROVING TEACHER QUALITY NATIONAL PARTNERSHIP

The *Improving Teacher Quality National Partnership* will enhance teacher quality through a range of strategies that combines new and innovative initiatives and strengthen the extensive existing support for principals, teachers and school leaders already established in Western Australia. The focus of reform will be on developing and retaining high quality teachers and school leaders to support optimal student outcomes.

Western Australia will implement strategies that aim to deliver all of the Reforms as required under the Agreement:

- World leading professional development and support which will empower principals to better manage their schools to achieve improved student results and higher quality to lead performance improvement at the local level
- New pathways into teaching
- Better pathways into teaching
- Indigenous education pathways
- New professional standards to underpin national reforms
- Joint engagement with higher education providers to improve teacher quality

- Establishment of quality placements for teacher education courses and the establishment of 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)
- Improved pay dispersion to reward quality teaching
- Improved reward structures for teachers and leaders who work in disadvantaged Indigenous, rural/remote and hard-to-staff schools
- Improved in-school support for teachers and leaders, particularly in disadvantaged Indigenous, rural/remote and hard-to-staff schools
- Increased school based decision making about recruitment, staffing mix and budget
- Continual improvement program for all teachers
- Indigenous teachers' and school leaders' engagement with community members

A range of key program initiatives is being planned across each education sector:

Public School Sector

- **Training Schools: School Centres for Education Excellence** will support pre-service student teachers, early graduates, professionals from other fields transitioning into teaching and mid-career teachers who require support. The initiative aims to develop and retain quality teachers, particularly in disadvantaged schools by providing a supportive professional environment that draws on mentoring, quality supervision and professional development.
- **Review and Expansion of the Level 3 Classroom Teacher (L3CT) Program** aims to increase opportunities for teachers to progress in their chosen career. The current program of accreditation and certification will be reviewed.
- **Upskilling and School Support Staff** - the Department of Education will up-skill up to 200 education assistants and provide for an enhanced career path. In 2010, up to 10 pilot schools are expected to participate in this program.
- A group of high performing teachers will be trained as **Specialist Coaches** and provided with a network of support, educational expertise and leadership.
- The **Educational Leadership Strategy** will be enabled through the Western Australian Academy of Public School Leadership (the Leadership Academy) which will be operational from 2010. The Department of Education will provide professional development of staff who seek to take on leadership roles within schools. The professional development programs will complement and align to those developed at a national level through the new Australian Institute of Teaching and School Leadership. The strategy will give priority to developing the capacities of

potential and existing leaders in challenging circumstances and will include existing leadership programs and targeted programs for women in leadership and Indigenous leaders.

- In 2010, the Department of Education has establish 34 **Independent Public Schools (IPS)** within which principals and school communities have autonomy and ownership of overall school direction, teacher selection, education programs, values/ethos and discipline, and behaviour management. These schools have been selected by an independent panel. Principals of these schools will receive comprehensive induction courses, additional administration resources, ongoing central system support and access to leadership development programs.

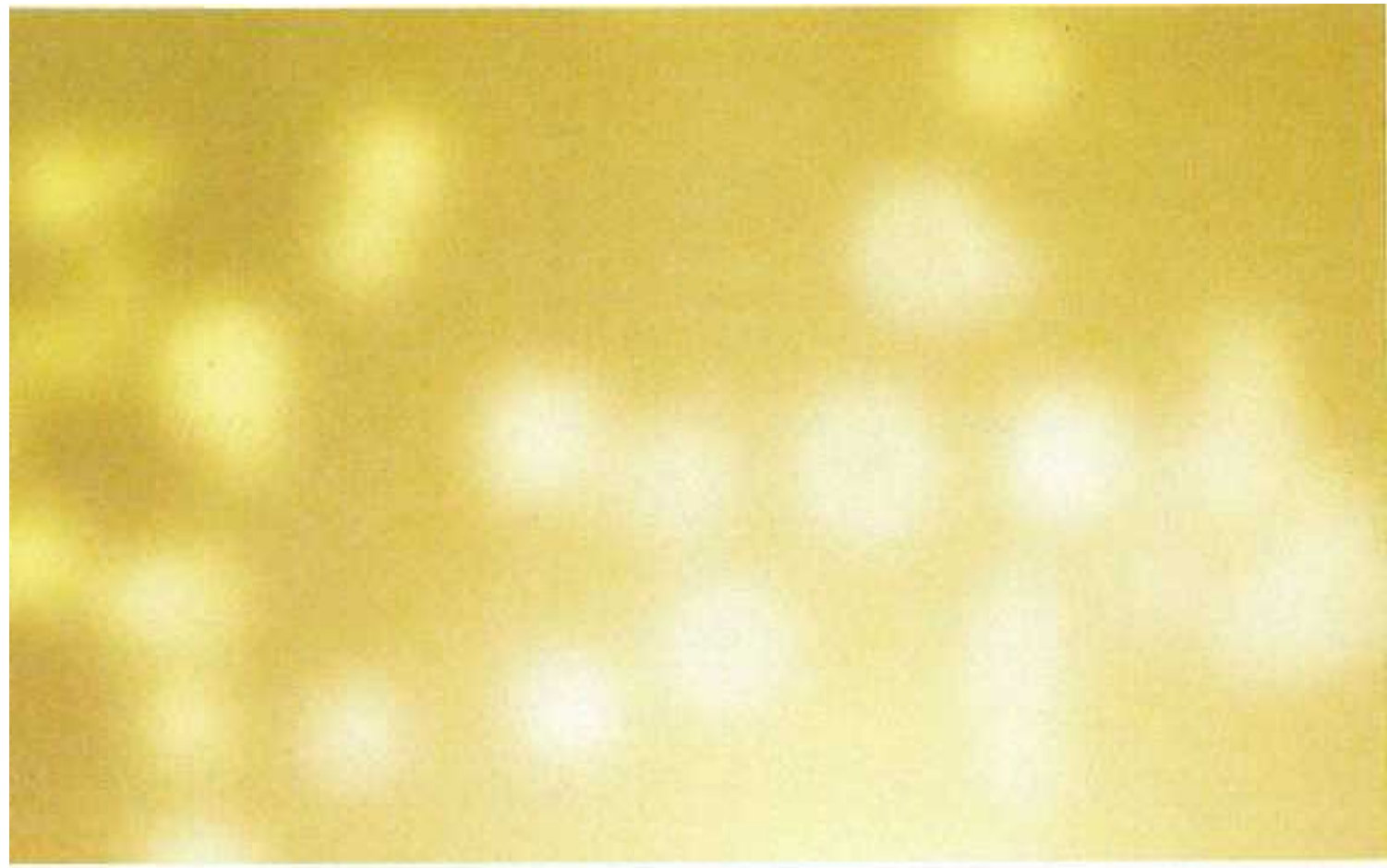
Catholic Sector (CEOWA)

- **Upskilling Maths and Science Teachers** - the CEOWA will provide short teacher training courses for current Year 8-10 teachers of science and mathematics who wish to up-skill to higher levels.
- Like the Department of Education, the CEOWA has committed to the establishment of **training schools** and in 2010, four schools in low socio-economic areas will be supported to enable this program. Beyond 2010, CEOWA anticipates the focus will be on supporting teaching practice placements in training schools in rural, remote and difficult-to-staff schools. A range of incentives is planned. This initiative is a partnership between Catholic schools and Edith Cowan University.
- The CEOWA will commence a program to **up-skill teacher assistants and appoint paraprofessionals**, including significant programs to support Aboriginal Teacher Assistants in Kimberley schools. The focus will be on providing classroom support for literacy and numeracy. An additional outcome of this initiative is to provide an additional pathway for teacher assistants who complete the diploma qualification, to access training (and appropriate credits) towards a teaching degree.
- **Supporting pre-service training for remote areas and difficult-to-staff schools** - this initiative will draw on collaboration with one or more universities to develop a program to prepare new graduates for teaching in remote and difficult-to-staff schools. Planning includes consideration of incentives to pre-service teachers and the teachers who will support and mentor them, and the establishment of a network of training schools across Catholic schools, two of which are planned for the Kimberley district.
- **Mentor/expert teacher support (with emphasis on new graduates)** - this initiative is modelled on the successful Graduate Teacher In-Class Coaching Program run through the Department of Education. It recognises that new graduates and/or early career teachers need collegiate support in the first two to three years of teaching, particularly in non-metropolitan schools where they may be teaching in isolated settings.
- **Educational Leadership Strategy - Leadership Framework and Executive Principal Leadership Mentoring Program** - the CEOWA will build on its existing executive level mentoring program. Four Executive Principals will provide in situ support to schools, leaders and leadership teams where intervention and support is required. The expansion of the CEOWA's Leadership Framework, Quality Catholic Schools, will aim to enhance the development of leadership through a series of professional workshops and professional development activities.

- The CEOWA project: **Whole School Improvement – Quality Catholic Schools**, will be developed and build upon and intensify work to develop a School Improvement Framework. The Framework will guide self performance evaluation of Catholic schools.
- **Aspiring Indigenous Leaders Program for non-Indigenous teachers who wish to serve in largely Indigenous schools** - a specific stream of the CEOWA Educational Leadership Strategy is designed for Indigenous leaders, middle managers and teachers who aspire for promotion in largely Indigenous schools. Non-Indigenous teachers and leaders who aspire to lead in a largely Indigenous school will also be included. This project is seen to be important in increasing Indigenous participation in schools and in leadership positions.

Independent sector (AISWA)

- AISWA will continue to offer the **Upskilling of Education Assistants** to Indigenous Schools and will extend this to other low SES school communities to ensure access to further training is provided where it is needed. AISWA will focus on Indigenous and disadvantaged schools that have not accessed ICT training for the integration of ICT into all curriculum areas and for schools where there is high staff turnover, progress will be monitored.
- The **Educational Leadership Strategy** was trialled in 2009 and aims to enable partnerships with universities to support school leaders to gain credit for their participation in the program towards higher degrees. The program will be extended to rural and regional areas.
- **Mentor/Expert Teacher Support for Information and Communications Technology (ICT)** - through AISWA an ICT Integration Training and Curriculum project is planned. AISWA will also support this reform through work planned for the Literacy and Numeracy National Partnership.
- **Upskilling classroom teachers in ICT and related pedagogies** - AISWA has trialled the European Pedagogical ICT (EPICT) Training in 2009. This four-day course to train ICT mentors and ongoing ICT facilitation in a school, is world best practice for ensuring ICT is used to improve student achievement across all curriculum areas. This program will be extended to all schools in the Independent sector over the next three years.





Western Australia—National Partnership Schools

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

Key

LOW SES_NP Low Socio-Economic Status School Communities National Partnership

LN_NP Literacy and Numeracy National Partnership

Government

School	Suburb	Sector	Partnership Type
Allendale Primary School	GERALDTON	Government	LN_NP
Amaroo Primary School	COLLIE	Government	LN_NP
Arbor Grove Primary School	ELLENBROOK	Government	LN_NP
Ashtburton Drive Primary School	GOSNELLS	Government	LN_NP
Avonvale Primary School	NORTHAM	Government	LOW SES_NP
Baler Primary School	SOUTH HEDLAND	Government	LN_NP
Balga Primary School	BALGA	Government	LOW SES_NP
Balga Senior High School	BALGA	Government	LOW SES_NP
BallaJura Community College	BALLAJURA	Government	LN_NP
Bayulu Remote Community School	VIA FITZROY CROSSI	Government	LOW SES_NP
Beechlands Primary School	GERALDTON	Government	LOW SES_NP
Beechboro Primary School	BEECHBORO	Government	LN_NP
Bentley Primary School	BENTLEY	Government	LOW SES_NP
Bluff Point Primary School	BLUFF POINT	Government	LOW SES_NP
Boulder Primary School	KALGOORLIE-BOULDER	Government	LN_NP
Boyare Primary School	MIRROBOKA	Government	LOW SES_NP

Bramfield Park Primary School	MADDINGTON	Government	LN_NP
Broome Primary School	BROOME	Government	LOW SES_NP
Bullsbrook District High School	BULLSBROOK	Government	LN_NP
Burringurrah Remote Community School	MOUNT JAMES	Government	LOW SES_NP
Callista Primary School	CALLISTA	Government	LOW SES_NP
Campbell Primary School	CANNING VALE	Government	LN_NP
Carcoola Primary School	NORTH PINJARRA	Government	LOW SES_NP
Carey Park Primary School	CAREY PARK	Government	LOW SES_NP
Carnarvon Primary School	CARNARVON	Government	LOW SES_NP
Carnarvon Senior High School	CARNARVON	Government	LOW SES_NP
Carramar Primary School	CARRAMAR	Government	LN_NP
Cassia Primary School	SOUTH HEDLAND	Government	LN_NP
Castletown Primary School	ESPERANCE	Government	LN_NP
Challis Early Childhood Education Centre	ARMADALE	Government	LOW SES_NP
Challis Primary School	ARMADALE	Government	LOW SES_NP
Charthouse Primary School	WAIKIKI	Government	LN_NP
Clarison Primary School	CLARKSON	Government	LN_NP
Clayton View Primary School	KOONGAMIA	Government	LOW SES_NP
Comet Bay Primary School	SECRET HARBOUR	Government	LN_NP
Coodanup Community College	MANDURAH	Government	LOW SES_NP
Coolbellup Community School	COOLBELLUP	Government	LOW SES_NP
Coolgardie Primary School	COOLGARDIE	Government	LOW SES_NP
Cue Primary School	CUE	Government	LOW SES_NP
Currambine Primary School	CURRAMBINE	Government	LN_NP
Darval Remote Community School	KUNUNURRA	Government	LOW SES_NP
Derby District High School	DERBY	Government	LOW SES_NP
Djuengerri Remote Community School	DJUJGERRI COMMUNIT	Government	LOW SES_NP
Dryandra Primary School	MIRRIABOOKA	Government	LOW SES_NP
Dudley Park Primary School	MANDURAH	Government	LOW SES_NP
East Carnarvon Primary School	CARNARVON	Government	LOW SES_NP
East Kalgoorlie Primary School	KALGOORLIE-BOULDER	Government	LOW SES_NP
East Kenwick Primary School	KENWICK	Government	LN_NP

East Maddington Primary School	MADDINGTON	Government	LN_NP
East Waikiki Primary School	COOLOONGUP	Government	LN_NP
Edney Primary School	HIGH WYCOMBE	Government	LN_NP
Ellenbrook Primary School	ELLENBROOK	Government	LN_NP
Endeavour Primary School	PORT KENNEDY	Government	LN_NP
Fitzroy Crossing District High School	FITZROY CROSSING	Government	LOW SES_NP
Forest Crescent Primary School	THORNIE	Government	LN_NP
Forrestfield Primary School	FORRESTFIELD	Government	LN_NP
Gascoyne Junction Remote Community School	GASCOYNE JCTN IV	Government	LOW SES_NP
Gilmore College	MEDINA	Government	LOW SES_NP
Girrawheen Senior High School	GIRRAWHEEN	Government	LOW SES_NP
Gosnells Primary School	GOSNELLS	Government	LN_NP
Greenfields Primary School	GREENFIELDS	Government	LN_NP
Grovelands Primary School	WESTFIELD	Government	LN_NP
Gwynne Park Primary School	ARMADALE	Government	LOW SES_NP
Halls Creek District High School	HALLS CREEK	Government	LOW SES_NP
Hilton Primary School	HILTON	Government	LN_NP
Hudson Park Primary School	GIRRAWHEEN	Government	LOW SES_NP
Huntingdale Primary School	HUNTINGDALE	Government	LN_NP
Jigalong Remote Community School	JIGALONG	Government	LOW SES_NP
Jungdrumung Remote Community School	GLEN HILL STATION	Government	LOW SES_NP
Kalgoorlie Primary School	KALGOORLIE	Government	LN_NP
Kalumburu Remote Community School	KALLIMBURU	Government	LOW SES_NP
Katanning Primary School	KATANNING	Government	LOW SES_NP
Kimberley School Of The Air	DERBY	Government	LOW SES_NP
Koondoola Primary School	KOONDOOLA	Government	LOW SES_NP
Koorana Primary School	WARBRO	Government	LN_NP
La Grange Remote Community School	VIA BROOME	Government	LOW SES_NP
Laverton School	LAVERTON	Government	LOW SES_NP
Leonora District High School	LEONORA	Government	LOW SES_NP
Lockridge Primary School	LOCKRIDGE	Government	LOW SES_NP
Looma Remote Community School	LOOMA	Government	LOW SES_NP

Maddington Primary School	MADDINGTON	Government	LN_NP
Mandurah High School	MANDURAH	Government	LOW SES_NP
Mandurah Primary School	MANDURAH	Government	LOW SES_NP
Manjimup Primary School	MANJIMUP	Government	LN_NP
Marble Bar Primary School	MARBLE BAR	Government	LOW SES_NP
Margaret River Primary School	MARGARET RIVER	Government	LN_NP
Medina Primary School	MEDINA	Government	LOW SES_NP
Meekatharra District High School	MEEKATHARRA	Government	LOW SES_NP
Menzies Remote Community School	MENZIES	Government	LOW SES_NP
Merriwa Primary School	MERRIWA	Government	LN_NP
Middle Swan Primary School	STRATTON	Government	LOW SES_NP
Midvale Primary School	MIDVALE	Government	LOW SES_NP
Mindarie Primary School	MINDARIE	Government	LN_NP
Mirrabooka Primary School	DIANELLA	Government	LOW SES_NP
Mirrabooka Senior High School	DIANELLA	Government	LOW SES_NP
Moordja Noongar Community College	MIDLAND	Government	LOW SES_NP
Mount Barker Community College	MOUNT BARKER	Government	LN_NP
Mount Lockyer Primary School	ALBANY	Government	LN_NP
Mount Magnet District High School	MT MAGNET	Government	LOW SES_NP
Mount Margaret Remote Community School	MT MARGARET	Government	LOW SES_NP
Mullewa District High School	MULLEWA	Government	LOW SES_NP
Muludja Remote Community School	FOSSIL DOWNS	Government	LOW SES_NP
Naering Brook Primary School	ARMADALE	Government	LOW SES_NP
Ngalapita Remote Community School	FITZROY CROSSING	Government	LOW SES_NP
Nollamara Primary School	NOLLAMARA	Government	LOW SES_NP
Norseman District High School	NORSEMAN	Government	LOW SES_NP
North Balga Primary School	BALGA	Government	LOW SES_NP
North Mandurah Primary School	MANDURAH	Government	LN_NP
North Parmelia Primary School	PARMELIA	Government	LN_NP
Northampton District High School	NORTHAMPTON	Government	LOW SES_NP
Nullagine Primary School	NULLAGINE	Government	LOW SES_NP
Nulsen Primary School	ESPERANCE	Government	LN_NP

O'Connor Primary School	KALGOORLIE-BOULDER	Government	LN_NP
One Arm Point Remote Community School	BROOME	Government	LOW SES_NP
Onslow Primary School	ONSLLOW	Government	LOW SES_NP
Oombulgurri Remote Community School	OOMBULGURRI	Government	LOW SES_NP
Orelia Primary School	ORELIA	Government	LOW SES_NP
Parkfield Primary School	AUSTRALIND	Government	LN_NP
Perenjori Primary School	PERENJORI	Government	LOW SES_NP
Pia Wadjari Remote Community School	MURCHISON	Government	LOW SES_NP
Pingelly Primary School	PINGELLY	Government	LN_NP
Pinjarra Primary School	PINJARRA	Government	LN_NP
Port Kennedy Primary School	PORT KENNEDY	Government	LN_NP
Quairading District High School	QUAIRADING	Government	LN_NP
Quinns Beach Primary School	QUINNS ROCKS	Government	LN_NP
Rangeway Primary School	RANGEWAY	Government	LOW SES_NP
Rawlinson Primary School	MARANGAROO	Government	LN_NP
Riverside Primary School	GREENFIELDS	Government	LN_NP
Rockingham Lakes Primary School	PORT KENNEDY	Government	LN_NP
Roebourne District High School	ROEBOURNE	Government	LOW SES_NP
Roseworth Primary School	GIRRAWHEEN	Government	LOW SES_NP
Safety Bay Primary School	SAFETY BAY	Government	LN_NP
Sandstone Primary School	SANDSTONE	Government	LOW SES_NP
Seaforth Primary School	GOSNELLS	Government	LN_NP
Singleton Primary School	SINGLETON	Government	LN_NP
Somerly Primary School	CLARKSON	Government	LN_NP
South Hedland Primary School	SOUTH HEDLAND	Government	LN_NP
South Kalgoorlie Primary School	KALGOORLIE-BOULDER	Government	LN_NP
South Lake Primary School	SOUTH LAKE	Government	LN_NP
South Newman Primary School	NEWMAN	Government	LN_NP
Southwell Primary School	HAMILTON HILL	Government	LOW SES_NP
Swan View Primary School	SWAN VIEW	Government	LOW SES_NP
Tapping Primary School	TAPPING	Government	LN_NP
The Ngaanyatjarra Lands School	VIA WARBURTON RANG	Government	LOW SES_NP

Tjunjuna Remote Community School	KALGOORLIE	Government	LOW SES_NP
Tranby Primary School	RIVERVALE	Government	LN_NP
Waddington Primary School	KOONDOOLA	Government	LOW SES_NP
Wanamahi Remote Community School	DERBY	Government	LOW SES_NP
Wangkajungka Remote Community School	CHRISTMAS CREEK	Government	LOW SES_NP
Warispendi Primary School	BALGA	Government	LOW SES_NP
West Beechboro Primary School	BEECHBORO	Government	LN_NP
West Northam Primary School	NORTHAM	Government	LOW SES_NP
Westfield Primary School	WESTFIELD	Government	LN_NP
Westminster Jnr Primary School	WESTMINSTER	Government	LOW SES_NP
Westminster Primary School	WESTMINSTER	Government	LOW SES_NP
Willandra Primary School	ARMADALE	Government	LN_NP
Wilson Park Primary School	COLLIE	Government	LOW SES_NP
Wiluna Remote Community School	WILUNA	Government	LOW SES_NP
Wirrabirra Primary School	GOSNELLS	Government	LN_NP
Withers Primary School	BUNBURY	Government	LOW SES_NP
Woodbridge Primary School	WOODBRIDGE	Government	LOW SES_NP
Wyndham District High School	WYNDHAM	Government	LOW SES_NP
Yakamia Primary School	ALBANY	Government	LN_NP
Yalgoo Primary School	YALGOO	Government	LOW SES_NP
Yandeyarra Remote Community School	DE GREY PILBARA	Government	LOW SES_NP
Yule Brook College	MADDINGTON	Government	LOW SES_NP
Yulga Jinnai Remote Community School	PEEK HILL	Government	LOW SES_NP

Western Australia—National Partnerships

Catholic

School	Suburb	Sector	Partnership Type
Aquinas College	MANNING	Catholic	LN_NP
Aranmore Catholic Primary School	LEEDERVILLE	Catholic	LN_NP
Assumption Catholic Primary School	MANDURAH	Catholic	LN_NP
Banksia Grove Catholic Primary School	BANKSIA GROVE	Catholic	LOW SES_NP
Bilbir Ngawiyiwu Catholic School	VIA HALLS CREEK	Catholic	LOW SES_NP
Christ The King School	BEACONSFIELD	Catholic	LN_NP
Clontarf Aboriginal College	WATERFORD	Catholic	LOW SES_NP
Dawesville Catholic Primary School	DAWESVILLE	Catholic	LN_NP
Djarindjin Lambadina Catholic School	VIA BROOME	Catholic	BOTH
Holy Rosary School	DERBY	Catholic	BOTH
Infant Jesus School	MORLEY	Catholic	LN_NP
John Pujjangka-Piyirn School	VIA HALLS CREEK	Catholic	LOW SES_NP
Kearman College	MANJIMUP	Catholic	LN_NP
Kururungku Catholic Education Centre	VIA HALLS CREEK	Catholic	LOW SES_NP
Leschenault Catholic Primary School	AUSTRALIND	Catholic	LN_NP
Luumpa Catholic School	VIA HALLS CREEK	Catholic	LOW SES_NP
Majella Catholic Primary School	BALGA	Catholic	BOTH
Mandurah Catholic College	MANDURAH	Catholic	LN_NP
Mary MacKillop Catholic Primary School	BALLAJURA	Catholic	LN_NP
Mater Christi Catholic Primary School	YANGEBUP	Catholic	LN_NP
Mel Maria Catholic Primary School	ATTADALE	Catholic	LN_NP
Mercy College	KOONDOOLA	Catholic	BOTH
Ngalangangpum School	VIA KUNUNURRA	Catholic	LOW SES_NP
Orana Catholic Primary School	WILLETTON	Catholic	LN_NP
Our Lady of Fatima School	PALMYRA	Catholic	LN_NP
Our Lady of Lourdes School	DAIRDANEUP	Catholic	LN_NP
Our Lady of Lourdes School	NOLLAMARA	Catholic	LN_NP
Our Lady of Mercy Primary School	GIRRAWHEEN	Catholic	BOTH
Our Lady of Mount Carmel School	HILTON	Catholic	LN_NP

Our Lady of The Cape Primary School	DUNSBOROUGH	Catholic	LN_NP
Our Lady's Assumption School	DIANELLA	Catholic	LN_NP
Queen of Apostles School	RIVERTON	Catholic	LN_NP
Sacred Heart Primary School	HIGHGATE	Catholic	LN_NP
Sacred Heart School	VIA BROOME	Catholic	BOTH
St Anne's School	HARVEY	Catholic	LN_NP
St Benedict's School	ARDROSS	Catholic	LN_NP
St Bernadette's Catholic Primary School	PORT KENNEDY	Catholic	LN_NP
St Bernard's School	KOJONUP	Catholic	LN_NP
St Brigids School	BRIDGETOWN	Catholic	LN_NP
St Brigids School	COLLIE	Catholic	LN_NP
St Columba's School	BAYSWATER	Catholic	LN_NP
St Columba's Catholic Primary School	SOUTH PERTH	Catholic	LN_NP
St Denis School	JOONDANNA	Catholic	LN_NP
St Gerard's Primary School	WESTMINSTER	Catholic	BOTH
St Jerome's Primary School	MUNSTER	Catholic	LN_NP
St John's School	RANGEWAY	Catholic	LOW SES_NP
St Joseph's School	WYNDHAM	Catholic	LOW SES_NP
St Joseph's Primary School	BUNBURY	Catholic	LN_NP
St Joseph's College	ALBANY	Catholic	LN_NP
St Joseph's School	BUSSELTON	Catholic	LN_NP
St Joseph's School	KUNUNURRA	Catholic	LOW SES_NP
St Joseph's School	PEMBERTON	Catholic	LN_NP
St Joseph's School	PINJARRA	Catholic	BOTH
St Joseph's School	WARONA	Catholic	BOTH
St Kieran Catholic Primary School	TUART HILL	Catholic	LN_NP
St Lawrence Primary School	BALCATTIA	Catholic	LN_NP
St Mary's College	BROOME	Catholic	BOTH
St Mary's Catholic Primary School	BOYUP BROOK	Catholic	LN_NP
St Mary's Primary School	BUNBURY	Catholic	LN_NP
St Mary's School	DONNYBROOK	Catholic	LN_NP
St Mary's School	NORTHAMPTON	Catholic	LOW SES_NP
St Mary Star Of The Sea Catholic School	CARNARVON	Catholic	LOW SES_NP

St Matthew's School (Narrogin)	NARROGIN	Catholic	LN_NP
St Michael's School	BRUNSWICK JUNCTION	Catholic	LN_NP
St Munchin's Catholic School	GOSNELLS	Catholic	LOW SES_NP
St Patrick's Primary School	FREMANTLE	Catholic	LN_NP
St Patrick's School	KATANNING	Catholic	LN_NP
St Paul's Primary School	MOUNT LAWLEY	Catholic	LN_NP
St Peter's Primary School	INGLEWOOD	Catholic	LN_NP
St Pius X Catholic School	MANNING	Catholic	LN_NP
St Thomas More Catholic Primary School	MARGARET RIVER	Catholic	LN_NP
St Vincent's School (Parmelia)	PARMELIA	Catholic	BOTH
Star Of The Sea Primary School	ROCKINGHAM	Catholic	LN_NP
Trinity College (East Perth)	EAST PERTH	Catholic	LN_NP
Wanallini Catholic School	VIA DERBY	Catholic	LOW SES_NP
Warlawarra Catholic School	VIA HALLS CREEK	Catholic	LOW SES_NP
Xavier Catholic School	BROOKDALE	Catholic	LOW SES_NP
Yidarra Catholic Primary School	BATEMAN	Catholic	LN_NP

Western Australia—National Partnerships Independent

School	Suburb	Sector	Partnership Type
ALTA 1	LANDSDALE	Independent	LOW SES_NP
Australian Islamic College (North)	DIANELLA	Independent	BOTH
Australian Islamic College (Perth)	THORNIE	Independent	LN_NP
Australian Islamic School (Kewdale)	KEYDALE	Independent	LN_NP
Brookdale Adventist School	BROOKDALE	Independent	LOW SES_NP
Carry Baptist College	HARRISDALE	Independent	LN_NP
Carnarvon Christian School	CARNARVON	Independent	LOW SES_NP
Christian Aboriginal Parent-Directed School (Caps) (Kurrawang)	VIA KALGOORLIE	Independent	LOW SES_NP
Christian Aboriginal Parent-Directed School (Coalgardie)	COOLGARDIE	Independent	LOW SES_NP
Corridors College	MIDLAND	Independent	LOW SES_NP
Culunga Aboriginal Community School	WEST SWAN	Independent	LOW SES_NP
Damla College	FERNDALE	Independent	LOW SES_NP
Ellenbrook Christian School	ELLENBROOK	Independent	LN_NP
Emmanuel Christian Community School	GIRRAWHEEN	Independent	LOW SES_NP
Foundation Christian College	GREENFIELDS	Independent	LN_NP
Frederick Irwin Anglican Community School	MANDURAH	Independent	LN_NP
John Septimus Row Anglican Community School	MIRABOOKA	Independent	LN_NP
John Wallaston Anglican Community School	KELMSCOTT	Independent	LN_NP
Karalundi Aboriginal Education Centre	VIA MEEKATHARRA	Independent	LOW SES_NP
Kulkariya Community School	VIA FITZROY CROSSING	Independent	LOW SES_NP
Kwinana Christian School	CALISTA	Independent	LOW SES_NP
Langford Islamic College	LANGFORD	Independent	LOW SES_NP
Living Waters Lutheran School	WAIRBRO	Independent	LN_NP
Mandurah Baptist College	LAKELANDS	Independent	LN_NP
Maranatha Christian College	WAIRERI	Independent	LN_NP
Nyikina Mangala Community School	VIA DERBY	Independent	LOW SES_NP

Peter Moyes Anglican Community School	MINDARIE	Independent	LN_NP
Port School	HAMILTON HILL	Independent	LOW SES_NP
Purnululu Aboriginal Independent Community School	PURNULULU NATIONAL PARK	Independent	LOW SES_NP
Quinn's Baptist College	MINDARIE	Independent	LN_NP
Rawa Community School	VIA NEWMAN	Independent	LOW SES_NP
Rockingham Montessori School	ROCKINGHAM	Independent	LOW SES_NP
Sowillo Community High School	WILSON	Independent	LOW SES_NP
St Stephen's School	DUNCRAIG	Independent	LN_NP
Strelley Community School	PORT HEDLAND	Independent	LOW SES_NP
Thornlie Christian College	SOUTHERN RIVER	Independent	LN_NP
Tranby College	BALDIVIS	Independent	LN_NP
Wangatha Christian Aboriginal Parent-Directed School	GIBSON	Independent	LOW SES_NP
Wulingarra Community School	VIA FITZROY CROSSING	Independent	LOW SES_NP
Yakanarra Community School	FITZROY CROSSING	Independent	LOW SES_NP
Yylli Aboriginal Community School	FITZROY CROSSING	Independent	LOW SES_NP

Western Australia total by National Partnership and Sector

Literacy/Numeracy NP		Sector	Schools
		Government	68
		Catholic	51
		Independent	16
Total Literacy/Numeracy NP			135
Low-SES NP		Sector	Schools
		Government	99
		Catholic	16
		Independent	24
Total Low-SES NP			139
Both Low SES and Literacy and Numeracy National Partnership		Sector	Schools
		Government	0
		Catholic	11
		Independent	1
Total Low-SES and Literacy/Numeracy NP			12
Total WA NP Schools			286

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

**SMARTER SCHOOLS NATIONAL PARTNERSHIP AGREEMENT -
IMPROVING TEACHER QUALITY
LOW SOCIO-ECONOMIC STATUS SCHOOL COMMUNITIES
LITERACY AND NUMERACY**

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

1. PURPOSE

This Agreement between the Commonwealth Government and the State Government of Western Australia confirms the cooperative nature of the implementation of the National Partnership Agreements on Improving Teacher Quality, Low Socio-Economic Status (Low SES) School Communities and Literacy and Numeracy, agreed by all governments at the Council of Australian Governments' (COAG) Senior Officials meeting on 12 December 2008.

In entering into this Agreement the Commonwealth Government and State of Western Australia recognise that they have a mutual interest in shared responsibility for contributing to achieving the objectives, outcomes and targets for schooling under the COAG Participation and Productivity Agenda, the National Education Agreement, and the 2008 National Declaration on Educational Goals for Young Australians.

The Agreement has been developed collaboratively by the Department of Education, Western Australia (the Department), Catholic Education Office of WA (CEOWA) and the Association of Independent Schools of WA (AISWA). This collaboration is a clear indication of the shared commitment to achieve higher standards, improve accountability and better outcomes for students, by working together wherever possible.

Western Australia's commitment to empowering public schools to make decisions that best suit the needs of their students sits well with the national reform agenda and provides a unique opportunity to address assertively, issues challenging this school system and those across the country.

Raising standards in literacy and numeracy, building sustainable improvement in teacher quality, and more effectively addressing challenges facing students in disadvantaged communities are priorities for Western Australia.

Meta-analysis of school effectiveness and school improvement research clearly shows that there is no single thing or project that will make a sustained difference to student outcomes. Rather, it will be a suite of complementary projects, programs and actions which are sustained at all levels of the system over a considerable amount of time that will make the difference.

Western Australia welcomes this Agreement as a means by which it can work collaboratively across jurisdictions and sectors, to effect positive change for students, irrespective of geographical location or academic ability.

2. KEY REFORM AREAS

In fulfilling the requirements of this Agreement, Western Australia agrees to address the priority areas for each of the three Smarter Schools National Partnerships through identified State and sector priorities for reform initiatives.

The Implementation Plans acknowledge and build on effective collaborative partnerships, include whole-of-state initiatives and sector-specific initiatives, and respect the diverse context of the three participating school sectors and their communities. Plans include reform strategies that have state-wide application, with capacity for diversity in implementation, and initiatives that respond to sector-specific needs.

Planning for the implementation of the three Smarter Schools National Partnerships acknowledges the significant investment and strengths of programs already underway across this State while recognising that experience shows that they are not sufficient by themselves to cause sustained improvement in student learning. Implementation of planned reform strategies will therefore align coordinated evidence-based interventions tailored to match school contexts and specific circumstances.

Commonwealth funding, together with State co-investment, will support implementation, monitoring, reporting and agreed evaluation of these reforms.

In collaboration with all sectors, Western Australia has developed the following agreed principles that will underpin the State's implementation of the National Partnership Agreements for Low SES, Literacy and Numeracy and Improving Teacher Quality:

- effective leadership is essential for programs that deliver better achievement outcomes;
- projects are data-driven and evidence-based;
- a focus on building the school learning community supports upskilling and expanding capacity amongst teachers and school leaders;
- building teacher capacity is the focus to enhance student outcomes for all levels of the education system;
- teacher capacity is enhanced when expert consultants work shoulder-to-shoulder with teachers and students in schools;
- learning and teaching will only be effective when students are in a position to attend school and engage effectively and can develop healthy physical and mental dispositions;
- effective learning and teaching and engagement with schooling will occur best when parents and the wider community are engaged with the school and the learning process, and are in a position to support students;
- building sustainable processes and practices ensures ongoing improvement;
- support for schools in low SES communities will be essentially cross-system and cross-sector strategies to maximise resource use and outcomes;
- developing more effective pre-service programs is a fundamental ingredient for more effective schools, especially for pre-service training in preparation for largely Indigenous and/or hard-to-staff schools; and
- successful literacy and numeracy strategies involve a whole-school approach towards school improvement.

2.1 Low SES School Communities

- 2.1.1 Western Australia will implement strategies presented in the *Implementation Plan for Low SES School Communities*, within all of the Key Reform Areas to seek to improve educational outcomes for students through a particular mix of systemic, local-area and within-school strategies that are tailored to the specific context of the school communities. Strategies will strengthen existing and develop new community partnerships that provide wrap-around support for students in need.
- 2.1.2 The Low Socio-Economic Status School Communities Implementation Plan will align to, and reflect, work planned through the national collaboration projects, particularly the Extended Service School Models project and the Small and Remote Schools project.
- 2.1.3 The following six Key Reform Areas will be implemented:
- 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; and
 - external partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements).
- 2.1.4 All participating schools will engage in collaborative decision-making to determine strategies to be implemented best suited to their circumstances.
- 2.1.5 The list of participating schools is set out in the Implementation Plan.

2.2 Literacy and Numeracy

- 2.2.1 Western Australia will implement strategies presented in the *Implementation Plan for Literacy and Numeracy*, within the Key Reform Areas, to seek to improve educational learning outcomes for students through a mix of systemic, local area and whole-of-school strategies tailored to their identified literacy and numeracy needs.
- 2.2.2 The Key Reform Areas are:
- effective and evidence-based teaching of literacy and numeracy;
 - strong school leadership and whole-of-school engagement with literacy and numeracy; and
 - monitoring student and school literacy and numeracy performance to identify where support is needed.
- 2.2.3 The National Partnership Agreement for Literacy and Numeracy will also provide funding for innovative approaches to lift teacher capacities, including literacy and numeracy specialists working shoulder-to-shoulder and focusing on targeted intervention to support teachers. The funding, learning tools and other support provided by the National Partnership Agreement for Literacy and Numeracy will complement and contribute to improvement in schools participating in the National Partnership Agreement for Low Socio-Economic Status School Communities.

2.3 Improving Teacher Quality

- 2.3.1 The Western Australian Improving Teacher Quality Implementation Plan will utilise National Partnership funding to enhance teacher quality through a range of strategies that combine new and innovative initiatives and strengthen the extensive existing support for principals, teachers and school leaders already established in this State. The focus of reform will be on developing and retaining high quality teachers and school leaders to support enhanced student outcomes.
- 2.3.2 Western Australia will implement strategies that will strengthen existing work being carried out across the State and develop new opportunities focused on:
- world leading professional development and support which will empower principals to better manage their schools to achieve improved student results and higher quality to lead performance improvement at the local level;
 - new pathways into teaching;
 - better pathways into teaching;

- Indigenous education pathways;
- new professional standards to underpin national reforms;
- 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);
- improved pay dispersion to reward quality teaching;
- improved reward structures for teachers and leaders who work in disadvantaged Indigenous, rural/remote and hard-to-staff schools;
- improved in-school support for teachers and leaders, particularly in disadvantaged Indigenous, rural/remote and hard-to-staff schools;
- increased school-based decision making about recruitment, staffing mix and budget;
- continuous improvement program for all teachers; and
- Indigenous teachers' and school leaders' engagement with community members.

2.3.3 The Western Australian Improving Teacher Quality Implementation Plan will align to, and reflect, work being undertaken nationally in relation to the teacher workforce.

3. BUDGET

3.1 Facilitation Payments

3.1.1 Facilitation payments are based on the implementation of the initiatives presented in the three Final Implementation Plans.

3.1.2 Table 1 below sets out the Commonwealth facilitation payments and State/Territory co-investments to be made in support of these reforms. For multi-year reform agendas, a series of indicative Commonwealth facilitation payments and State co-investments is specified.

3.2 Reward Payments

3.2.1 Western Australia seeks maximum reward funding, subject to the achievement of agreed reward milestones and is committed to demonstrating significant ongoing progress in relation to all of the reforms.

3.2.2 Table 2 below sets out the notional Commonwealth reward payments.

3.2.2 In relation to Improving Teacher Quality, undertaking the full suite of planned reward reforms is dependent on the State achieving the full reward payment in 2011. Strategies for reward payments are indicative and will dependent on achievement of reward funding.

3.2.3 The performance measures and outcomes for the National Partnership Agreements for Literacy and Numeracy will provide a substantial basis on which to assess the allocation of reward payments from the National Partnership Agreements for Improving Teacher Quality and Literacy and Numeracy.

Table 1: Facilitation Payments

	2008/09 (\$,000)	2009/10 (\$,000)	2010/11 (\$,000)	2011-12 (\$,000)	2012-13 (\$,000)	2013-15 (\$,000)	2014-15 (\$,000)	Total
Low Socio-Economic Status NP								
Australian Government	723	8,766	13,223	24,783	23,462	14,952	10,985	96,750
State Co-Investment	726	8,766	13,223	24,188	23,462	14,392	10,965	96,750
Subtotal	1,451	19,592	26,446	48,971	46,924	28,764	21,930	193,500
Literacy & Numeracy								
Australian Government	8,640	9,870						
State Co-Investment	8,540	9,870						
Subtotal	17,276	19,744						37,020
Improving Teacher Quality								
Australian Government	816	1,317	3,444	4,153	0	0	0	0
State Co-Investment	249	349	1,384	1,012	0	0	0	0
Subtotal	857	1,866	4,827	5,165	0	0	0	12,515
Total	19,583	41,410	31,207	53,545	46,880	28,880	21,700	

Table 2: Australian Government National Reward Payments

	2008/09 (\$,000)	2009/10 (\$,000)	2010/11 (\$,000)	2011-12 (\$,000)	2012-13 (\$,000)	2013-15 (\$,000)	2014-15 (\$,000)	Total
Literacy & Numeracy								
Improving Teacher Quality			21,600	21,600				43,200
Total			21,600	39,324	17,724			78,648

Notes:

1. All funding is GST exclusive
2. Actual reward allocation to States/Territories is subject to review before the end of 2010
3. Detailed co-investment programs provided in the Final Implementation Plans

Oct 2010	Nov 2010	<p>150% of payment)</p> <ul style="list-style-type: none"> 16 school plans developed and published Negotiation underway to implement systemwide reforms Blue-earth extends on program operations in 13 Kimberley schools (C) Planning of continued roll out of PAT-15 training in 12 independent Kimberley and Pilbara Schools. (C) Based on the quantifiable implementation activities included in the School Level Plans additional milestones will be provided to the Commonwealth. The submission of a progress report on agreed milestones 	<p>150% of payment)</p> <ul style="list-style-type: none"> Principa Professional Development Program ceases (C) Training providers appointed/contracted (C) Up to 3 Training Schools across the Department and CEOWA in operation (D,C) Up to 10 Pilot schools identified for Senior Learning Assistants (C) Consultation with districts/TAFE colleges to identify schools to work on strategies to support new career structures for support staff (C,C) Universities to develop contracted diploma teaching course and associated prac support (C) Up to 40 graduates engaged in Training Schools (D,C) Up to 6 specialist coaches appointed in training (C) School leadership program delivered in at least one rural/regional and one metro area (I) Up to a total of 20 ICT MantonExports Trained and working in school clusters (I) Up to a total of 100 teachers undertaking ICT training in cluster groups (I) The submission of a progress report on agreed milestones 	<p>150% of reward payment)</p> <p>10,800</p> <ul style="list-style-type: none"> Based on the extent to which targets are met
May 2011	June 2011	<p>150% of payment)</p> <ul style="list-style-type: none"> 27 school plans developed and published Detailed project development has occurred in clusters and schools 12 Kimberley schools involved in PwTHS approach (C and I) Additional schools are piloted through the Independent Public Schools Initiative The 9 remote schools have entered after dinner and improved achievement strategies into school planning and implementation and school plans published (I) 13 additional independent schools working on engagement strategies to improve student performance and incorporate this into their whole school plan (I) At least 80% of the 51 ATAs in 13 Kimberley schools supported by program including up skilling in literacy, numeracy and classroom management programs (C) 	<p>150% of payment)</p> <p>1,722</p> <ul style="list-style-type: none"> Up to 15 Training Schools across the Department and CEOWA established (D,C) Up to 53 graduates from new/older pathways (D) Up to 52 internship students commenced (D) Up to 80% retention rates of conversion course graduates (D) School Leadership program recognised for credit by the higher education sector (I) Continued expansion of ICT Training to develop ICT Mentors and trained teachers (I) Program commenced with University of Notre Dame to train Teacher Assistants in Kimberley to access a Certificate 111 TA. Up to 30 education assistants will have commenced this program (C) Articulation possibilities to teacher training courses finalised and advertised to participants 	<p>150% of reward payment)</p> <p>10,800</p> <ul style="list-style-type: none"> Based on the extent to which targets are met

		<ul style="list-style-type: none"> At least 5 ATAs earn higher qualifications at least Certificate II Educator Support, typically through University of Wits, Durban, Erasmus (C) 6 Kimberley schools with secondary 100s supported by program (C) At least 6 metro/urban mentor schools identified to support Kimberley schools (C) WACE programs commence in all 8 schools Based on the quantifiable implementation activities included in the School Level Plans, additional milestones will be provided to the Commission. The submission of an annual progress report (outlined in Section 6) on NEA outcomes, agreed performance measures and milestones 	<ul style="list-style-type: none"> The submission of an annual progress report (outlined in Section 6) on NEA outcomes, agreed performance measures and milestones 	
Oct 2011	Nov 2011	<p>(50% of payment) 12,094</p> <ul style="list-style-type: none"> 7 Kimberley and 3 metro schools involved in extending the school day project (C) The 13 additional independent schools working with school communities for approval to publish their school plans and embed the new strategies in all they do (C) The submission of a progress report on agreed milestones 	<p>(50% of facilitation payment) 2,076</p> <ul style="list-style-type: none"> Up to 30 Senior Learning Assistants appointed (D) Up to 200 education assistants commenced up skilling program (D,C) 20-2 scholarships promoted (improved practice) (D) Continued expansion of ICT Training to develop ICT Mentors and trainer teachers (C) School Leadership Program delivered in 2011 in at least two locations with some participants gaining credit for a higher degree (C) The submission of a progress report on agreed milestones <p>(50% of reward payment) 4,982</p>	<p>(50% of reward payment) 13,800</p> <ul style="list-style-type: none"> Based on the extent to which targets are met
May 2012	June 2012	<p>(50% of payment) 12,094</p> <ul style="list-style-type: none"> 27 school plans developed and published Detailed project development has occurred in clusters and schools Up to 25 metro schools working on engagement strategies to improve attendance and achievement (I) All Aboriginal Independent schools (remote, rural and one metro) have published school plans including the engagement and improved achievement strategies (I) 8 metro independent schools have published school plans including the engagement and improved achievement strategies (I) 	<p>(50% of facilitation payment) 2,076</p> <ul style="list-style-type: none"> Up to 25 Training Schools established (D) Up to 50 new internships commenced 2012 (D) Up to 100 graduates from new/better pathways (D) Up to 200 education assistants and AIEOs attain higher qualifications (D,C) Up to 80 Senior Learning Assistants appointed (C) Up to 60 new Specialist Coaches appointed (D) Expansion of program enabling training for Educator Assistants from Independent Schools at Certificate, Diploma and Degree level (I) <p>(50% of reward payment) 4,982</p>	<p>(50% of reward payment) 10,800</p> <ul style="list-style-type: none"> Based on the extent to which targets are met

		<ul style="list-style-type: none"> • Based on the quantifiable implementation activities included in the School Level Plans, additional milestones will be provided to the Commonwealth. • The submission of an annual progress report (outlined in Section 6) on NEA outcomes, agreed performance measures and milestones 	<ul style="list-style-type: none"> • Continued expansion of ICT Training to develop ICT Mentors and trained teachers (i) • The submission of an annual progress report (outlined in Section 6) on NEA outcomes, agreed performance measures and milestones 	
Oct 2012	Nov 2012	<p>(50% of payment)</p> <ul style="list-style-type: none"> • The submission of a progress report on agreed milestones • Additional milestones to be agreed with the Commonwealth (if applicable); 	<p>(50% of reward payment)</p> <ul style="list-style-type: none"> • Based on the extent to which targets are met 	11,731
May 2013	June 2013	<p>(50% of payment)</p> <ul style="list-style-type: none"> • The submission of an annual report (outlined in Section 6), on NEA outcomes, agreed performance indicators/measures and milestones 		11,731
Oct 2013	Nov 2013	<p>(50% of payment)</p> <ul style="list-style-type: none"> • The submission of a progress report on agreed milestones • Additional milestones to be agreed with the Commonwealth (if applicable); 	<p>(50% of reward payment)</p> <ul style="list-style-type: none"> • Based on the extent to which targets are met 	7,193
May 2014	June 2014	<p>(50% of payment)</p> <ul style="list-style-type: none"> • The submission of an annual report (outlined in Section 6), on NEA outcomes, agreed performance indicators/measures and milestones 		7,193
Oct 2014	Nov 2014	<p>(50% of payment)</p> <ul style="list-style-type: none"> • The submission of a progress report on agreed milestones • Additional milestones to be agreed with the Commonwealth (if applicable); 		5,483
May 2015	June 2015	<p>(50% of payment)</p> <ul style="list-style-type: none"> • The submission of an annual report (outlined in Section 6), on NEA outcomes, agreed performance indicators/measures and milestones 		5,482
Oct 2015	Nov 2015	<ul style="list-style-type: none"> • The submission of a final report (outlined in Section 6), on NEA outcomes, agreed performance indicators/measures and milestones 		

Note: Funding is GST exclusive.

4. NON-GOVERNMENT SECTOR PARTICIPATION

- 4.1 All National Partnership planning in Western Australia reflects the close collaboration between the three schooling sectors in this State.
- 4.2 Western Australia has established a high-level Cross-Sectoral Governance Group to facilitate the planning and implementation of the National Partnerships between the government and non-government sectors.
- 4.3 This group meets on a regular basis to provide advice to the Director General and Minister for Education in relation to:
- the allocation of funds to each sector;
 - an accountability framework for managing dispersal of funds, their acquittal and monitoring and reporting requirements;
 - the identification of co-investment requirements by sector;
 - development of potential cross-sector initiatives and sector-specific proposals for the NPs; and
 - evaluation of the National Partnerships.
- 4.4 A Cross-Sectoral Team meets regularly to discuss collaborative opportunities and general principles underpinning the implementation of the National Partnerships.
- 4.5 The sectors will work together to implement the Final Implementation Plans and have an agreed methodology for the distribution of funds to each sector as outlined in the Budget section of this Agreement.
- 4.6 Commonwealth funds for Western Australia will be received by the Western Australian Department of Education through the Western Australian Department of Treasury and Finance and will then distribute the respective funding component to the Western Australian Catholic Education Office and the Association of Independent Schools (WA).

4.7 Co-investment

Each sector will contribute at a minimum, co-investment proportional to its share of the facilitation funding.

Table 4: Summary of Co-investment Commitment by Sectors – further details provided in Implementation Plans

	2008-9 \$,000	2009-10 \$,000	2010-11 \$,000	2011-12 \$,000	2012-13 \$,000	2013-14 \$,000	2014-15 \$,000	Total \$,000
LOW SES								
Government	605.2	8,170.8	11,028.8	20,174.7	19,569.5	12,003.9	9,145.9	80,898.8
Catholic	86.9	1,173.8	1,584.3	2,898.2	2,811.2	1,724.4	1,313.8	11,592.6
Independent	33.4	451.4	609.3	1,114.6	1,061.2	663.2	505.3	4,458.6
Total C'ith	725.6	9,795.9	13,222.5	24,187.5	23,461.9	14,391.6	10,965.0	96,750.0
WA Co-invest	725.6	9,795.9	13,222.5	24,187.5	23,461.9	14,391.6	10,965.0	96,750.0
LITERACY & NUMERACY								
Government	6,837.7	7,811.1	17,094.2	17,094.2				48,837.3
Catholic	1,127.5	1,288.0	2,818.8	2,818.8				8,053.2
Independent	674.8	770.8	1,687.0	1,687.0				4,819.6
Total C'ith	8,640.0	9,870.0	21,600.0	21,600.0				61,710.0
WA Co-invest	8,640.0	9,870.0						18,510
TEACHER QUALITY								
Government	408.5	885.0	2,314.7	14,705.1	11,913.9			30,227.2
Catholic	100.6	215.0	570.3	3,622.8	2,935.1			7,446.8
Independent	98.6	213.6	558.6	3,549.0	2,875.3			7,295.1
Total C'ith	607.7	1,313.7	3,443.6	21,876.9	17,724.3			44,969.1
WA Co-invest	248.9	649.1	1,683.7	1,012.3				2,994.0
SUMMARY								
Government	7,851.4	16,866.9	30,437.8	51,974.1	31,483.3	12,003.9	9,145.9	158,763.3
Catholic	1,315.1	2,679.8	4,973.4	9,335.7	5,746.3	1,724.4	1,313.8	27,092.6
Independent	806.8	1,435.9	2,854.9	6,350.6	3,956.5	663.2	505.3	16,573.2
Total C'ith	9,973.3	20,982.6	38,266.1	67,664.4	41,186.2	14,391.6	10,965.0	203,429.1
Total WA Co-invest	9,614.5	20,315.0	14,306.2	25,199.8	23,461.9	14,391.6	10,965.0	118,254.0

5. INDICATIVE ACTIONS AND PERFORMANCE INDICATORS

- 5.1 The overarching outcomes and performance indicators will contribute towards the attainment of the outcomes specified in the multilateral National Partnership Agreements (refer to Schedule A of each Agreement). They are:

Outcomes	Performance Indicators
All children are engaged in and benefiting from schooling.	The proportion of children enrolled in and attending school.
Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving.	Literacy and numeracy achievement of Year 3, 5, 7 and 9 students in national testing.
Schooling promotes the social inclusion and reduces the education disadvantage of children, especially indigenous children.	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 AQF Certificate II. The proportion of Indigenous students completing Year 10.
Australian students excel by international standards.	The proportion of students in the bottom and top levels of performance in international testing (e.g. Program for International Student Assessment, Trends in International Mathematics and Science Study).
Young people make a successful transition from school to work and further study.	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 18-24 year-olds engaged in full-time employment, education or training at or above Certificate III.

- 5.2 The strategies presented in the accompanying Implementation Plans will contribute towards the attainment of the outcomes specified in the three Smarter Schooling National Partnership Agreements.
- 5.3 Performance indicators are presented in each of the Final Implementation Plans, including articulation of the schools, students and workforce targeted through specific indicative actions.
- 5.4 For the Teacher Quality National Partnership, the reform priorities are identified, including how the reward reforms will be implemented.
- 5.5 Roles and responsibilities of the State and the Commonwealth in facilitating the achievement of the stated reforms and in the involvement of the non government sector is also presented in each of the Final Implementation Plans.
- 5.6 In developing performance indicators and measures, Western Australia has adopted the principle that, wherever possible, the collection and reporting of measures will not impose additional burdens on schools.

6. MONITORING AND REPORTING ARRANGEMENTS

- 6.1 The Parties agree that achievement of the Milestones, Deliverables or Performance Indicators as detailed in this Bilateral Agreement will be jointly monitored by all parties in accordance with the relevant provisions of the NP and the Implementation Plans.
- 6.2 Monitoring and reporting arrangements will reflect the requirements of Schedule C to the *Intergovernmental Agreement on Federal Financial Relations*.
- 6.3 Western Australia will provide reports to the Commonwealth Government as detailed below:

National Partnership	Details of Reporting	Due Date
Low SES Teacher Quality Literacy and Numeracy	2009 Annual Report	31 May 2010
Low SES Teacher Quality	Progress Report	31 October 2010
Low SES Teacher Quality	2010 Annual Report	31 May 2011
Low SES Teacher Quality	Progress Report	31 October 2011
Low SES Teacher Quality	2011 Annual Report	31 May 2012
Low SES	Progress Report	31 October 2012
Low SES	2012 Annual Report	31 May 2013
Low SES	Progress Report	31 October 2013
Low SES	2013 Annual Report	31 May 2014
Low SES	Progress Report	31 October 2014
Low SES	2014 Annual Report	31 May 2015
Low SES	Final Report	31 October 2015

Annual and Final Reports will contain the following details:

- (a) Title of the Program
- (b) Description of the Program
- (c) Program activities commenced in the reporting period
- (d) Program activities completed in the reporting period
- (e) Progress against the NEA outcomes, Milestones, Deliverables and Performance Indicators
- (f) A statement of issues of concern that may impact on the achievement of any of the Milestones, Deliverables or Performance Indicators
- (g) Summaries of any relevant reports, evaluations, analysis and/or survey outcomes Western Australia has undertaken or had commissioned in relation to achieving any of the Milestones, Deliverables or Performance Indicators

A separate Progress Report detailing achievement of identified November payment milestones will be provided in October each year, triggering the associated facilitation payment.

- 6.4 Summaries of the Western Australian reports will be published to facilitate the sharing of information regarding successful reform interventions and best practice to the Commonwealth, other States and Territories and schools.
- 6.5 Western Australia notes that where agreed Performance Indicators under this and the NP agreements contribute to the objectives and outcomes of the National Education Agreement. The COAG Reform Council will review these Performance Indicators in the context of its analysis and report on the National Education Agreement and its subsidiary NP agreements. The COAG Reform Council will make an assessment of the achievement of agreed benchmarks in relation to reward payments.
- 6.6 Where individual school data is provided, and where 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 Western Australia will acknowledge the Bilateral Agreement as a joint Commonwealth and State initiative in all publications promotional and advertising materials, public announcements and activities or any products, processes or inventions developed as a result of the implementation of the Bilateral Agreement.
- 7.2 Western Australia agrees to the use of the Smarter Schools National Partnership logo on all publications and to the use of the term "National Partnership schools" when referring to schools receiving funding under the National Partnerships in all publications.
- 7.3 Western Australia agrees to the inclusion of the statement acknowledging the Australian Government's investment in the Smarter Schools National Partnerships in all publications and that publications related to the National Partnerships will be a joint announcement between the Commonwealth and the states and territories.
- 7.4 Western Australia agrees to give reasonable notice to the Commonwealth prior to publishing National Partnership related announcements.

8. AUDIT ARRANGEMENTS

- 8.1 Western Australia will manage the financial arrangements for the National Partnerships to accord with relevant legislation and to comply with Schedule C to the *Intergovernmental Agreement on Federal Financial Relations*. Auditing arrangements will be put in place that ensure adherence to any relevant instructions for State and Federal Treasuries.
- 8.2 Records of State and local area or school reform plans will be maintained for evaluation and audit purposes.
- 8.3 Processes for evaluation and audit will be agreed between the Commonwealth and State by 30 June 2010.

9. GOVERNANCE ARRANGEMENTS

- 9.1 The governance arrangements for this Agreement will be managed in accordance with the National Partnerships Agreements between the Commonwealth and Western Australia.
- 9.2 The Commonwealth and the State of Western Australia will undertake the roles and responsibilities outlined in the three National Partnership Agreements.

In addition, the Commonwealth and the State of Western Australia will share responsibility for:

- contributing to the development and delivery of the joint national elements of any reforms;

- monitoring achievements against the Implementation Plans and providing information to the COAG Reform Council; and
- facilitating the sharing of best practice cases, students, material and resources.

Dispute resolution

9.3 In the event of a dispute:

- any party to this Agreement may give notice to the other party of a dispute;
- any disputes arising from the Agreement between the three sectors will be dealt with in the first instance by the Ministerial Advisory Council;
- any disputes between the State and Australian Government in regard to this Agreement will be dealt with in the first instance by the Director General of the Department of Education and an appropriate Commonwealth Officer; and
- if the dispute can not be resolved then it will be referred to the appropriate Minister.

Term of the Agreement

9.4 This Agreement continues to be in effect until the earlier of:
 (a) termination of the Agreement in accordance with clause 8; or
 (b) one year after the cessation of all National Partnership Agreements

Variation of the Agreement

9.5 This Agreement may be amended at any time by agreement in writing by the Parties and under the 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 will also terminate the Parties' involvement with each other in any agreements directly related to the provisions of this Agreement.

Review of the Agreement

9.6 The Parties recognise that the ambitious nature of the National Partnership reforms will require this Agreement and the Implementation Plans to be reviewed before its expiry. This review will assess progress in achieving these National Partnerships' objectives and outcomes and consider options for the future of the National Partnerships, including extension of their life or rolling a portion of the National Partnerships' facilitation funding into funding provided under the Specific Purpose Payment under the National Education Agreement. The review will draw on the findings from the independent evaluation of the reforms implemented under this National Partnership.

9.7 In the event of inconsistency between this Agreement and the Intergovernmental Agreement on Federal Financial Relations, the Intergovernmental Agreement on Federal Financial Relations will take precedence over any clauses contained in this Agreement.

Intellectual Property


- 9.8 The parties agree that Western Australia will retain its intellectual property rights (including copyright, trade mark, design, patent, trade, or other proprietary rights, or any registration of such rights existing in Australia or elsewhere) in all information and other material provided by Western Australia to the Commonwealth under this Agreement.
- 9.9 Western Australia 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 2/12/09

Signed for and on behalf of the State of Western Australia by


Title: MINISTER FOR EDUCATION; TOURISM
Date 28.10.09