NSW DEPARTMENT OF EDUCATION AND TRAINING

SUBMISSION

RECOMMENDATIONS – PERFORMANCE AUDIT ON LITERACY AND NUMERACY

March 2010

RECOMMENDATION	OUTCOME	CURRENT ACTIONS	EXPECTED COMPLETION	COMMENT
1. Ensuring by July 2009 that schools use the School Measurement, Assessment and Reporting Toolkit (SMART) to help understand their performance.	Teachers can access NAPLAN data through SMART to successfully inform teaching and learning	▪ Workshop for Principals on using SMART ▪ SMART available to all teachers ▪ SMART elearning available to all schools since February 2010 ▪ SMART2 will be web based and accessible via the portal. ▪ SMART training to be provided for low SES schools and schools identified for involvement in the NPA_LN.	June 2009 July 2010	Completed Completed Completed On track for delivery July 2010. Complete for all NP schools.
2. Expanding the literacy and numeracy assessment templates developed for the Best Start program to apply by December 2009 from kindergarten through to Year 10.	Teachers access literacy and numeracy continuums to support student assessment	▪ The numeracy continuum developed for the Best Start program has been expanded to Year 6. The continuum is being trialled in the new professional learning program for Years 3-6, *Taking Off With Numeracy (TOWN): class* and in the intervention program, *Taking Off With Numeracy (TOWN): intervention.* ▪ The literacy continuum developed for the Best Start program has been expanded to Year 6 in six of the eight critical aspects of literacy. The continuum is being trialled in the new professional learning program for Years 3-6, *Focus on Reading*.	December 2009 May 2010 December 2009	K-2 literacy continuum completed. 3-6 literacy continuum almost completed. K-6 content completed for numeracy.

		▪ Both the literacy and numeracy continuums will be expanded to Year 10 during semester 2, 2010. The delay is due to several factors, particularly the research and consultation required by this highly complex original work and by the development of other programs and resources related to the Auditor-General's recommendations (see recommendation 5)	December 2010	Continuum to Year 10 delayed: - Literacy continuum expected completion end 2010 - Numeracy completion expected mid 2011
3. Developing by December 2009 a more systematic means of identifying and supporting the 'at risk' student, so as to facilitate early identification, assessment and targeting of resources.	Teachers are able to determine which students are at risk of not progressing to their next stage of learning	▪ Definition of 'at risk' student finalised ▪ The identification of students "at risk" using the literacy and numeracy continuums is embedded in: · The Best Start Kindergarten assessment and related professional learning for teachers of Kindergarten, Year 1 and Year 2. · The new Kindergarten literacy intervention program, *Language, Learning and Literacy* · The process for prioritising students referred to the early years reading and writing intervention program, *Reading Recovery* · The new early years numeracy intervention program, *Targeted Early Numeracy (TEN)** · The new numeracy professional learning program, *Taking Off With Numeracy (TOWN): class* · The new numeracy intervention program, *Taking Off With Numeracy (TOWN): intervention.* · The substantially revised professional learning program, *Literacy on Track* · The new literacy professional learning program, *Focus on Reading*	End of term 1 2009 Semester 1 2010	Completed Completed

		▪ Development of a framework document to guide professional accountabilities for identifying and supporting 'at risk' students. Document entitled - *Working Together to include every student every day: a model for improving student outcomes* ▪ The *Working Together* document will describe a systemic model for practice in relation to students who may be at risk by establishing clear expectations and responsibilities for identifying and responding to student learning needs at classroom, school, regional and state levels. ▪ The draft document includes a matrix that is aimed to assist teachers, schools, regions and state directorates to identify and map their current provision for services and develop future plans that respond to the literacy/ numeracy needs of every student.	Semester 2, 2010	Final draft Working Together paper complete. Commencing stakeholder consultation phase Semester 1, 2020. Trial implementation semester 2, 2010.
		▪ All Aboriginal students who perform below National standards in literacy and numeracy are assigned an individual tutor.		Ongoing
		▪ Student Learning Support Teams – development of support materials to guide learning support teams in the identification of students at risk and targeting resources (teachers and funding) to meet their individual learning needs.	Term 2, 2010	On track

4. Providing by July 2009 clear guidelines to support the development of individual learning plans and requiring such plans for all 'at risk' students.	Teachers are able to prepare targeted individual learning plans for those students at risk of not progressing to their next stage of	▪ scope the elements of individual learning plans ▪ develop draft materials and consult with key groups ▪ Develop new literacy and numeracy document *"Working Together*: *Supporting at risk students in literacy and numeracy* ▪ Support document to be developed *Working Together: Developing individual learning plans*	Semester 2, 2010	Components of On line training currently under development include "Assessment", "Learning Plans" and "Setting SMART Goals". Trial of material to occur during Semester 2, 2010

| | learning | ▪ Development of a supported online training course for teachers and other education personnel on curriculum access and outcomes based planning for students with additional learning needs.

▪ The course is part of an integrated suite of online training courses designed to support teachers in areas of additional learning need. Courses currently being implemented address speech language and communication needs, motor coordination difficulties, understanding autism spectrum disorders, and understanding and managing behaviour.

▪ Components of the course under development include:

  · Assessment for learning including a range of assessment types
  · Planning and programming, including developing individualised learning plans
  · Classroom practice, including a range of effective teaching strategies and making adjustments for student learning
  · Reviewing and reporting on outcomes.
▪ The course includes supported learning for setting goals for student learning that are specific, measurable and achievable, planning and implementing plans, and reviewing progress and outcomes.

▪ The course content is presented through a range of multimedia materials and interactive activities including quizzes, video case studies, links to a range of web-based material and online discussion forums. The course is delivered online to small learning cohorts and supported by a trained tutor. | Semester 2, 2010 | On track |

			▪ It is a requirement that all schools develop Individual Learning Plans for students 'at risk' i.e. students who fall below national minimum standards in literacy or numeracy		On going
			▪ School Learning Support Program - aims to provide a specialist teacher presence in every school across the state to support students with additional learning needs and their teachers. Trial of the program will commence in the Illawarra and South East region in Term 2. The program is supported by the online training courses outlined above. Evaluation of the trial and ongoing consultation with a range of education, union and community stakeholders will inform future decisions about implementation.	Term 2, 2010	On track
			▪ Learning plans can be generated for individual students at risk through the Best Start software. The software is currently available for use in Kindergarten. The learning plan identifies what knowledge, understanding and skills the teacher should program for next. Resources to support the teaching of that knowledge, understanding or skill are in development and are being linked to the relevant markers on the literacy continuum.		Completed & ongoing
			▪ Similarly, resources have been developed to assist teachers in the early years plan for students at risk in numeracy. See http://www.curriculumsupport.education.nsw.gov.au/beststart/ten/facilitators.htm		Completed & ongoing
			▪ Personalised Learning Plans are developed for all students with learning disabilities.		Ongoing
			▪ Personalised Learning Plans are developed for all students in Juvenile Justice.		Ongoing

		▪ Personalised Learning Plans are developed for Aboriginal Students to identify individual literacy and numeracy needs as well as cultural and personal goals. As at March 2010 21,000 Personal Learning Plans have been developed.		Ongoing
		▪ Update of Personalised Learning Plan Guidelines to align with new Commonwealth requirements	Term 4 2010	
5. Ensuring its new management systems are fully developed by December 2010 and quickly put to use to enable the effective tracking and analysis of student performance and students needs over time.	Teachers are able to access software to support student assessment	▪ The department's intended comprehensive Learning Management and Business Reform system will incorporate the literacy and numeracy software developed through the process of responding to the Auditor-General's recommendations. ▪ Software has been completed, trialled and fully implemented for the on-entry assessment of Kindergarten students in literacy and numeracy. The software provides a profile of current knowledge, understandings and skills at the class and individual student levels; identifies students at risk; automatically generates learning plans; provides feedback to parents on where their children are now and how they can support, at home, their child's literacy and numeracy development. ▪ The software architecture has been developed up to Year 6.	Dec 2010	Delayed - The production of the software has been placed on the department's ICT prioritisation list.

6. Working with other agencies to provide earlier identification, intervention and information sharing prior-to-school on children with learning difficulties.	Greater capacity for information sharing to support early identification of children with learning difficulties	Roll out of the Australian Early Development Index which is a population measure is providing a snapshot of child development and how well children have been supported before school entry. In 2009 5,058 kindergarten teachers across all three education sectors completed the AEDI checklist for 87,168 children in 2,354 government and non government schools across NSW. The data has been analysed by the national centre and identifies vulnerable children or at risk children across one or more of the five AEDI domains. The information has been published in a number of ways: • National Report released in December 2009 • A school profile provided to school principals detailing the outcomes for the school's kindergarten cohort • Community profiles to be released early in April 2010. NSW established a cross government working group to guide the implementation of the AEDI. A number of forums have been/are being held to promote results and consider how NSW can respond to information provided through the AEDI. On 22 March Managers from Families NSW and the Department of Education and Training Early Childhood Consultants across NSW came together to discuss the results and implications for their areas of responsibility and on 20 April 2010 a forum of senior government and non government officials is being held to look at how the AEDI data can be used to improve outcomes for young children under school age. The Department of Education and Training will continue to promote analysis and use of the data throughout 2010 in regions across NSW to assist in planning for young children in communities where there are significant numbers of vulnerable or at risk children.	Dec 2009	Completed

		Schools as Community Centres and Kids Excel program (babies to 8 Years of age) provide a "wrap around service" for children and their families to identify and intervene to support student's prior-to-school with learning difficulties.		Ongoing
7. Systematically assessing student needs for the literacy and numeracy support at the school and regional level.	Teachers have clear guidance on how to monitor and respond to the literacy and numeracy learning needs of their students	▪ The literacy and numeracy continuums are the foundation for the systematic assessment of student needs. Provision of a range of specific level curriculum based assessment approaches implemented in schools and regions including: · Best Start assessment · Supplementary resource Best Start assessment for students with disabilities · SMART and SMART2 · Learning Support Coordinators · Data Analysis Skills Assessment (DASA)		Complete and ongoing
		▪ Development of *Working Together* (see recommendation 3) is aimed to provide clear guidance for identifying and responding to student learning needs at classroom, school, regional and state levels. ▪ The online training course on curriculum access and outcomes based planning for students with additional learning needs (see recommendation 4) will provide teachers and other education personnel with additional training for assessing student learning need and planning and implementing appropriate support for improved learning outcomes.	Semester 1, 2020	On track

| 8. Periodically surveying the adequacy of resources and support. | Periodic survey of literacy and numeracy resources and support | ▪ A survey of the adequacy of resources and support was undertaken in early 2009. As a result, the need for additional resources and support were identified:

· phonics and phonemic awareness in the early years
· Kindergarten intervention in literacy
· Early years intervention in numeracy
· reading in the middle years
· literacy intervention in the middle years
· numeracy in the middle years
· numeracy intervention in the middle years

▪ Programs and resources have been developed in-house or commercially available programs trialled in response to these needs.

▪ The development of teacher guides and professional learning resources on *An Introduction to Quality Literacy Teaching*; *Literacy teaching guide Phonics*; and *Literacy teaching guide Phonemic Awareness*.
▪ The development and trialling of teacher professional learning programs on reading in the middle years (*Focus on Reading 3-6*) and numeracy teaching in Years 3-6 (*Taking Off With Numeracy*).
▪ The development of a Kindergarten literacy intervention program (*Language, Learning and Literacy*) and an early years intervention program in numeracy (*Targeted Early Numeracy*).
▪ The production of a series of nine teacher professional learning and parent support videos on literacy issues have been developed in 2008/9 featuring academics, e.g. Professor P. David Pearson *Rich Talk about Text*; Professor Peter Freebody *Literacy across the Curriculum,* for schools and communities to access online | July 2009 | Completed |

		▪ The planned development of additional literacy teacher resources: · *Literacy teaching guide: Comprehension* (due semester 2, 2010) · *Literacy teaching guide: Concepts about print* (due semester 2, 2010) · *Literacy teaching guide: Reading fluency* (due semester 1, 2011) · *Literacy teaching guide: Vocabulary* (due semester 1, 2011) · *Literacy teaching guide: Writing* (due semester 2, 2011) · *Literacy teaching guide: Speaking* (due semester 2, 2011)	Semester 2, 2010 – semester 2, 2011	On track
		▪ Production of six additional professional learning vidcasts for school communities, featuring academic experts discussing the latest developments in evidence-based literacy practices	Sept 2010	On track
9. Providing by July 2009 better information for all schools on what additional instruction and support students should be given, what learning resources works best for their specific needs and what funding programs a school may be eligible for.	Teachers have access to teaching and learning materials in literacy and numeracy that address the educational needs of every learner.	▪ The online training course on curriculum access and outcomes based planning for students with additional learning needs (see recommendation 4) will provide teachers and other education personnel with additional training for assessing student learning need and planning and implementing appropriate support for improved learning outcomes including what additional instruction and support students should be given, what learning resources works best for their specific needs.	Semester 2, 2010	On track

		▪ School Measurement, Assessment and Reporting Toolkit (SMART) provides teachers with the diagnostic capacity to link teaching and learning strategies to the specific learning needs of individual students.		Complete and ongoing

			December 2009	Completed
10. Strengthening by December 2009 the literacy and/or numeracy teaching skills of teachers working with the lowest performing students, such as by accelerating its planned introduction of expert literacy and numeracy learning leaders, particularly those with expertise in teaching 'at risk' students.	Teachers have access to support provided by specialist staff skilled in responding to students considered at risk of not progressing to their next stage of learning	▪ New professional learning/intervention programs have been developed to strengthen the skills of teachers working with the lowest performing students. · *Language, Learning and Literacy (L3)* – 15 expert teachers are being trained to train teachers in how to intervene with students identified as at risk of not progressing to Stage 1 literacy. · *Targeted Early Numeracy (TEN)* – 17 expert teachers have been trained to each work with 30 teachers (510 teachers in total) per semester in how to intervene with students identified as at risk of not progressing to Stage 2 numeracy. · *Taking Off With Numeracy (TOWN) intervention* – teachers in x schools are being trained to intervene with students identified as at risk of not progressing to Stage 3 or 4 numeracy. ▪ The *Reading Recovery* program has been expanded by 50 teachers in 2009 and 2010 to provide one-on-one daily intervention for students identified as at risk of not progressing to Stage 2 reading and writing. The new *Reading Recovery* teachers are being trained over one year by additional *Reading Recovery Tutors.* ▪ The *Counting On* – regional consultants and other expert teachers are being trained in how to support students at risk of not progressing to Stage 5 numeracy. ▪ The *MULTILIT* and *QuickSmart* intervention programs are being trialled to determine their efficacy in supporting students at risk of not progressing to Stage 4 in reading and number respectively. ▪ The *Working on What Works* program has been offered to schools involved in National Partnerships on a trial basis to determine its efficacy in supporting students at risk of not progressing to Stage 4 in reading.		

		▪ Investigate or develop an intervention program for students at risk of not progressing to Stage 4 literacy.	Semester 2, 2010	On track
		▪ The *Reading Recovery* program will be expanded by another 50 teachers in 2011.	2011	
		▪ Introduction of Highly Accomplished Teachers (HATs) through the *Smarter Schools National Partnership on Improving Teacher Quality*. ▪ Schools participating in the Centres for Excellence initiative under the National Partnership on Improving Teacher Quality have a Highly Accomplished Teacher appointed as part of the model. ▪ Schools participating in the National Partnerships on Low Socioeconomic Status School Communities may employ a temporary Highly Accomplished Teacher in accordance with the *Highly Accomplished Teachers in NSW Government Schools Guidelines.* *http://www.nationalpartnerships.nsw.edu.au/media/downloads/announcements/yr2009/guidelines_hatgs.pdf*	2010	On track
		▪ The resource *From Assessment to Programming,* published in 2009, has been designed to assist school learning support teams to develop whole school plans for improving the reading achievements of all students. It is intended for use with students: from stage 1 onwards who are performing below their age/stage level; who scored in the bottom 2 bands of NAPLAN for their year; who were absent for NAPLAN (if causing concern). The document is available on the department's website at: http://www.schools.nsw.edu.au/studentsupport/programs/disabilitypgrms/dpresources.php	2009	Complete and ongoing

		▪ The online training course on curriculum access and outcomes based planning for students with additional learning needs (see recommendation 4) will provide teachers and other education personnel with additional training for assessing student learning need and planning and implementing appropriate support for improved learning outcomes.	Semester 2, 2010	On track
		▪ Illawarra and South East region trial of School Learning and Support Program initiative to allocate positions (1,900+ FTE) to schools based on enrolment and student learning need index calculated on the number of students in individual schools who have performed in the lowest 10% on NAPLAN over a 3 year period. These specialised staff will build the capacity of class teachers to support 'at risk' students in literacy and numeracy.	2010	On track

11. Undertaking more intensive monitoring and review of how under-performing schools are using their resources, what changes are being made, and what impact they are having.	Review of use of resources in underperforming schools	▪ All schools required to submit an approved Line-of-Sight resourcing paper to accompany school improvement plans. Schools use data to determine targets which are embedded into their School Plans. Schools report against targets and plans are monitored by School Education Directors in consultation with principals.		Completed and ongoing
		▪ Focused support schools identified	September 2009	Completed
		▪ Review of school development policy and focused school support	August 2009	On track
		▪ Develop materials to support monitoring of student progress	August 2009	Completed
		▪ Develop school self-evaluation support materials		Completed
		▪ New model for school accountability including regular school reviews is under consideration for state-wide implementation. The model ensures regular external review of all schools on maximum 5 year cycle and includes provision for reviews by exception in chronically low performing schools with scope for strong action to address problems in these schools.	Issue under consideration by DET executive	
		▪ Development of situational analysis tool for National Partnership in Literacy and Numeracy schools	2009	Completed
		▪ Development of an Analytical Framework for National Partnership in Literacy and Numeracy schools which is aligned to the Team Leadership and School Improvement program to build capacity of Executive teams in schools	2009	Completed and ongoing

		▪ Strengthening of Communities of Schools through the Centres for Excellence initiative under the National Partnership on Improving Teacher Quality	2009	Completed and ongoing
		▪ Establishment of the Student Engagement and Program Evaluation Bureau to establish procedures to ensure rigorous and valid evaluations of DET programs.	2009	Completed
12. Developing by July 2009 clear and consistent guidance on what intervention is needed, based on the results of a student's assessment, regardless of the overall performance or funding status of the student's school.	Teachers and schools are able to identify appropriate support for students considered at risk of not progressing to their next stage of learning Schools identify and access resources to support teachers and students	▪ Development of *Working Together* (see recommendation 3) is aimed to provide clear guidance for identifying and responding to student learning needs at classroom, school, regional and state levels. ▪ The online training course on curriculum access and outcomes based planning for students with additional learning needs (see recommendation 4) will provide teachers and other education personnel with additional training for assessing student learning need and planning and implementing appropriate support for improved learning outcomes.	Semester 1, 2010	On track
		▪ The proposed new School Learning Support Program aims to provide a specialist teacher presence in every school across the state to support students with additional learning needs and their teachers. Trial of the program will commence in the Illawarra and South East region in Term 2. The program is supported by the online training courses outlined above. Evaluation of the trial and ongoing consultation with a range of education, union and community stakeholders will inform future decisions about implementation.	Term 2, 2010	On track

		▪ SMART data used by schools to identify targeted teaching strategies.		Ongoing
13. Strengthening accountability arrangements by rationalizing funding programs to more closely align with students needs, increasing quality assurance, and more clearly establishing authority and responsibility for such programs at the school and regional level.	Teachers are able to access specialist professional support and or specialist resources when needed in responding to the literacy and numeracy learning needs of their students	▪ Schools identified with significant numbers of students with literacy and numeracy needs targeted through the National Partnership in Literacy and Numeracy. All NP schools required to publish School plans on web. Data driven funding decisions.	2009	Completed
		▪ School Based Management Pilot of 47 schools to give principals more control of staffing and resources.	2010	▪ On track
		▪ The *School Learning Support Program* provides resources (positions and funds) to schools to use flexibly to support students with additional learning needs and their class teachers. Schools will have increased discretion on the nature, duration and intensity of support provided for individual students to meet their educational needs.	2010	▪ The trial will commence in Illawarra and South East Region on 19 April 2010. The program will be externally evaluated during terms 3 and 4, 2010.
14. Providing by July 2009 more specific guidance to parents on what support students can expect and how they can be involved in helping schools.	Teachers are able to provide more specific information & guidance to parents about	▪ Support document to be developed *Working Together: Working in partnership with parents*	December 2009	Delayed
		▪ Best Start provides parents with feedback on what students can do and how they can support their children at home in literacy and numeracy.		Completed and ongoing

		The *School Learning Support Program* will provide guidance for school learning support teams to effectively support students with additional learning needs and their class teachers. A package of resource material will be developed that will assist schools to effectively communicate with parents to engage them in the support planning and implementation process. It will also provide advice for parents on positive ways to engage in their child's education and strengthen the home-school partnership.	Completed by end of term 2	On track
	their child's progress and support that they can provide	■ The online training course on curriculum access and outcomes based planning for students with additional learning needs (see recommendation 4) will provide teachers and other education personnel with additional training for assessing student learning need and planning and implementing appropriate support for improved learning outcomes. The course addresses obligations and practice guidance for working in partnership with parents. ■ The department is also currently redeveloping its website to improve the accessibility of information for teachers and parents about the range of supports available for students with additional learning needs.	Semester 2, 2010	On track
15. Ensures that all regions and schools work together to set explicit targets for literacy and numeracy attainment by December 2008.	Targets for reading and numeracy are determined at state, regional and school level and schools are supported in setting their targets	■ New state and regional targets for <u>At and Above</u> and <u>At and Below Minimum Standard for reading and numeracy</u> determined ■ New state and regional targets for Proficient for reading and numeracy determined ■ School target setting tool to be updated and distributed to schools	September 2009 September 2009 September 2009	Completed Completed Completed

16. Rationalising and consolidating the programs that aim to improve literacy, and (separately) the programs that aim to improve numeracy.	Audit of literacy and numeracy programs	An audit of literacy and numeracy programs was undertaken in early 2009. As a result: Two existing programs were substantially revised: · *Literacy on Track* · *Count Me In Too* website and resources The following professional learning programs were discontinued: · *Literacy in the Middle Years* · *Early Literacy Online (ELO)* · *Literacy On Line Stage 2 (LOL)* · *Literacy Action Research Kit (LARK).* The following major resources were discontinued: · *Focus on Literacy '97* · *A Framework for teaching reading* (1997 strategy) · *Teaching reading in Early Stage 1* (1997 strategy) · *Teaching reading in Stage 1* (1997 strategy) · *Teaching reading in Stage 2* (1997 strategy) · *Teaching reading in Stage 3* (1997 strategy) · *Planning a whole-school approach to literacy* (1997 strategy) · *Introducing the Year 7 ELLA test pilot program* (1997 strategy). ▪ The periodic survey of the adequacy of resources and support (recommendation 8) will, in future, be used as an opportunity to identify programs and major resources that ought to be rationalised and/or consolidated.	July 2009	Completed
17. Establishing at the outset of such programs the expected impact over time on	Schools are better able to identify current	▪ During the audit of programs and resources, the research base for each current program was examined and the	September 2009	Completed

literacy or numeracy outcomes.	performance and set improvement targets for literacy and numeracy	expected impact of the program, based on empirical studies, was identified. ▪ All schools involved in National Partnerships are being used to trial a process of situational analysis, benchmarking and setting targets for the impact of the program that they have identified as meeting their need.		
18. Monitoring program performance with a suite of performance indicators and with studies of individual students over time.	A suite of program performance indicators	▪ Development of a Scope statement for National Partnership Literacy and Numeracy. This contains performance indicators. ▪ Monitor of literacy and numeracy programs within the National Partnership Literacy and Numeracy.	December 2009 2010	Completed and approved Approved and on trcak
19. Leading a whole of government assessment by July 2009 of the value of strengthening transition to school support and programs in communities with the poorest performing public schools.	Increased capacity to support student transition to school	Transition to school is one of the Families NSW priorities. Families NSW is a strategy implemented by five government agencies – Ageing Disability and Home Care, Community Services, Education and Training, Health and Housing. The Department has developed a number of initiatives and resources to assist the implementation of Transition to School programs: • A transition planning matrix including strategies and an action plan to assist schools in determining areas in which transition programs can be strengthened (attached) • Transition to School materials including ideas on good practice and an overview of research in the area • Beginning Well, a mentoring program to support children who may have difficulty in settling into school. The program has been adapted specifically for refugee children. At the start of 2010 an early childhood consultant has been	July 2009 February 2010	Complete Complete and ongoing

		established in each of the ten school regions. Their role includes assisting schools in strengthening Transition to School.		