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Program, project trial and research focus area statements can be found at <http://www.discover.tased.edu.au/literacy/>

INTRODUCTION

The Tasmanian Department of Education *Literacy and Numeracy Plan for Schools 2003/05* sets the State targets for students' literacy and numeracy achievement 2003 – 05 and outlines the focus areas developed to ensure they are achieved.

The plan is built upon principles which inform the development of literacy and numeracy focus areas and support decision-making about the various programs, projects, research and trials which constitute them.

The plan recognises that being literate and numerate is essential if we are to be empowered and successful throughout our lives. Developing a rich and exciting Tasmanian community is linked to the literacy and numeracy skills of the whole population. Teaching literacy and numeracy has a high priority within the *Essential Learnings Framework*. Within this framework the interrelated-ness of literacy and numeracy with communicating, with thinking, with developing personal and world futures, and with becoming socially responsible, is recognised.

This plan has been developed to ensure that there is continuing improvement in each Tasmanian student's literacy and numeracy performance throughout the period of their school education. It has been developed from within a thorough understanding of current research in the field and is based on information collected about the literacy and numeracy outcomes achieved by Tasmanian students through the past strategic planning cycle 2000 – 02.

The plan responds to the accountability requirements set by the Commonwealth government and State government by showing where and how the financial resources allocated by them to support literacy and numeracy teaching and learning in Tasmania have been spent.

RELATED PLANS, GOALS AND FOCUS AREAS

NATIONAL GOALS FOR SCHOOLING

The *Literacy and Numeracy Plan for Schools 2003/05* has the purpose of realising the agreed National Goal *that students should have attained the skills of numeracy and of English literacy such that every student should be numerate and be able to read, write, spell and communicate at an appropriate level.*

The plan also embodies the sub-goal agreed by the Ministers for Education, *that every child commencing school from 1998 will achieve a minimum acceptable literacy and numeracy standard within four years.*

Commonwealth, State and Territory Education Ministers agreed to deliver the National Goal by endorsing the *National Literacy and Numeracy Plan*. The National Plan is focused on the crucial early years of school. It means that all students will be assessed as early as possible in their first years of schooling by their teachers.

Under the National Plan, Ministers' agreed to support:

- assessment of all students by their teachers as early as possible in the first years of schooling;
- early intervention focus areas for those students identified as having difficulty;
- the development of agreed benchmarks for years 3, 5 and 7, against which all children's achievement in these years can be measured;
 - ◆ the measurement of students' progress against these benchmarks using rigorous state-based assessment procedures;
 - ◆ national reporting of student achievement against the benchmarks, within the framework of the annual *National Report on Schooling in Australia (ANR)* and
 - ◆ professional development for teachers to support the key elements of the Plan.

The Commonwealth provides funding through the *Strategic Assistance for Improving Student Outcomes Program (SAISOP)* that aims to provide for continued commitment to improving the literacy and numeracy skills of educationally disadvantaged students and assisting students with disabilities. SAISOP was introduced in 2001. It combines funding provided under the former *Literacy and Numeracy Grants to Schools*, the *Special Education School Support Fixed Grants Program* and the *Special Education School Support Per Capita Grants Programs*.

This *Literacy and Numeracy Plan for Schools 2003/05* addresses the particular Commonwealth accountability requirements related to SAISOP as well as requirements to achieve targets agreed to within the *Indigenous Education Strategic Initiatives Program* agreement.

TASMANIAN GOALS AND TARGETS

Through wide processes of consultation the Tasmanian government has developed and articulated a vision for Tasmania captured in the Tasmania *Together*¹ document. Within the Tasmania *Together* document are some 212 benchmarks aimed at ensuring that our children inherit a fairer, cleaner and more prosperous Tasmania. Goal 4 of Tasmania *Together* is to 'Create a culture that encourages people to learn and develop new skills, including life skills, throughout their lives.' Under this goal are a set of literacy indicators and targets. These Tasmania *Together* literacy targets (outlined on page 11) have been used as one set of targets for this *Literacy and Numeracy Plan for Schools 2003/05*.

*Learning Together*² is the Government's vision statement and strategic framework, for the education, training and information services sectors, including targets for students' literacy and numeracy achievement. The *Learning Together* framework outlines specific initiatives that will be implemented as government priorities in literacy and numeracy.

At the school level, *School Improvement Review* processes are in place to improve the educational outcomes of each and every student. 'The key focus for school improvement is high-quality teaching that promotes high-quality learning'³. The School Improvement Review processes are designed to facilitate reflection and decision making for the future. The processes involve systematic review, evaluation and reporting cycles, and may involve setting improvement targets for literacy and numeracy.

As a key priority from 2001-2005 the curriculum framework for Tasmanian government schools is being reviewed and reformed. The new curriculum framework called the *Essential Learnings* includes an emphasis on literacy and numeracy teaching and learning. This plan is informed by the values and purposes statements outlined in *Essential Learnings Framework 1*⁴ and addresses issues relating to the interrelated-ness of literacy and numeracy with communicating, with thinking, with developing personal and world futures and with becoming socially responsible.

¹ Tasmania *Together* Community Leaders Group, (September 2001) 2020 Tasmania *Together*, (ISBN 0-9579447-0-5)

² Department of Education (Tasmania) (2000) 'Learning Together', Hobart: Department of Education, (ISBN 1876876999)

³ Hopkins, D. (2000) *Teaching and Learning at the Heartland of School Improvement*. IARTV Seminar Series, No. 100, December

⁴ Department of Education (Tasmania) (2002) 'The Essential Learnings Framework 1', Hobart: Department of Education, (ISBN 0 7246 7998 7)

LEARNINGS FROM 2000 – 02

During 2000 – 02 over 40 literacy and numeracy programs, projects, research and trials were undertaken. There are reports available related to each of these in programs, projects, research and trials⁵. Important findings and recommendations have emerged from these many reports; these findings and recommendations inform this *Literacy and Numeracy Plan for Schools 2003/05*⁶. The findings are as follows:

Findings Related to Strategic Interventions

- Some students need high-level intervention if they are to succeed, as readers and writers, to be numerate, or to succeed in school.
- Differentiated, targeted, unrelenting intervention should be developed to support students at risk.
- Strategic interventions should be targeted, structured, intentional, explicit and sequential.
- School-wide approaches to literacy and numeracy teaching and learning, teamwork and coherence across classrooms support students to achieve literacy and numeracy outcomes.

Findings Related to Professional Learning

- Educational leadership, including the Principal, is a key to success for students. Educational leaders must be informed, committed and able to model the teaching and learning practices they expect of their staff.
- ‘At the elbow’ support is an essential aspect of Professional Learning. Some teachers want templates, models and exemplars.
- Professional learning is most effective when strongly linked to the classroom and to school contexts.
- Effective professional learning should be targeted differently, with different emphases, according to district, school, cluster, school, teacher and student needs.
- Structured and supported teacher-to-teacher dialogue, modelling and sharing should be an essential element in professional learning processes.
- Professional learning may be supported by classroom and school-based research and inquiry processes.

⁵ The full set of reports are held at the Office for Curriculum, Leadership and Learning – contact mandy.paske@education.tas.gov.au

⁶ The reports are summarised in *Outcomes and Outputs from Literacy and Numeracy Programs, Projects, Trials and Research 2000 – 02. A Summary Review*. Bridge, D. (2002) DoE

Findings Related to Evaluation, Assessment and Monitoring Processes

- Literacy and numeracy teaching and learning should be supported and informed by clear, consistent State and school-based data and assessment processes.
- Schools and school communities require high-level support to undertake structured, valid and reliable research.
- Strong accountability for students' literacy and numeracy outcomes should be in place at a range of levels, including at the classroom level.
- Regular assessment should be integrated into, and inform and change, teaching and learning.

Findings Related to School Sectors

- A focus on pre-school experiences, birth to kinder is vital.
- There should be a focus on the early years of schooling.
- High schools require support with good literacy and numeracy teaching and learning as well as with more focussed strategic interventions.
- There is a particular need for professional learning for teachers of Years 4 to 9 in the area of numeracy.

Other Findings

- Parents want help to support students achieve literacy and numeracy skills.
- Literacy and numeracy learning is supported by strong formal links between parents and the school.
- Parents are interested and want to support their children, though not all parents want to offer support at the school.
- Parents tend to judge children's success on whether they can read and write independently (at least in the early years of schooling).
- Schools tend to want something concrete, an object, an output, something useful from processes of research.
- Schools tend to argue for more flexibility and local responsiveness in relation to how they allocate resources and which programs they use; seemingly in contradiction, they also argue for firmer, clearer guidelines and for 'how to' exemplars and models related to literacy and numeracy teaching and learning.
- District-wide, coordinated approaches and support should be in place for schools.
- Literacy and numeracy teaching and learning should be explicit within, or integrated with, other learning area outcomes.

- Parents want schools to provide numeracy experiences which emphasise understanding and relevance to the student's life.

A set of recommendations also emerged from consideration of the programs, projects, trials and research undertaken through the *Tasmanian Literacy and Numeracy Plan 2000 – 02*. These recommendations influence planning for literacy and numeracy teaching and learning 2003 – 05. The recommendations were:

Recommendations related to Coherence and Continuity within the Curriculum

- Focussed projects and research should be offered to explicate and develop this continuity; and
- specific projects and research related to higher level interventions like Reading Recovery and the Spalding Method and their coherence with the *Essential Learnings Framework* should be undertaken.

Recommendations related to the Recognition and Valuing of Difference

- We develop and publish models and exemplars which support schools to undertake layered, but connected and coherent sequences of teaching which include more intensive interventions for those students who need them if they are to achieve literacy and numeracy benchmarks;
- research be undertaken to identify and trial 'interventions' for middle and high school students who are not achieving their literacy benchmarks which do not focus exclusively on print literacy; and
- research be undertaken to identify and trial appropriate pedagogy and interventions for students not achieving their numeracy benchmarks.

Recommendations related to Literacy and Numeracy in Context

- Research and studies be undertaken which model and explicate the links between the various understandings of what it means to be literate and numerate; and
- tenders be offered to develop teaching exemplars and templates which model teaching in a range of 'registers', explicating how the teacher shifts constantly between registers which involves explicit focussed teaching and more open processes of inquiry-based learning, and how these practices may be linked to explicit teaching of print literacy.

Recommendations related to Schools and School Communities

- Schools be partnered with other professionals and universities to undertake research;
- Agreements and Memorandums of Understanding developed between schools and the Department of Education should be concise, clear and simple (no longer than an A4 sheet), and should, where possible, nominate the research partner for the research; and
- Professional learning be targeted to the school leadership team, including the Principal.

PRINCIPLES

This plan is informed by principles which provide a framework through which to establish and fund the projects, programs, research and trials which constitute key focus areas.

These principles are interrelated, interconnected and layered. Some are broad and overarching, related to the purposes and values driving the work of the Department of Education in Tasmania⁷. Some are more specific to literacy and numeracy teaching and learning. Others are focussed on issues related to allocating available resources in ways that have the maximum benefit for students across the State of Tasmania.

Following are the overarching principles which inform this plan:

- Principle 1: Literacy and numeracy teaching and learning must be understood within a framework of social justice and equity.
- Principle 2: The curriculum must focus on understanding, deep knowing, rigor and depth.
- Principle 3: As with all acts of communication it must be recognised that literacy and numeracy teaching and learning occurs in a socio-cultural context.
- Principle 4: Teachers make a difference, therefore ongoing professional learning is essential.

Following are associated principles specific to literacy and numeracy teaching and learning and to allocating available resources:

- Principle 5: All students are different, no one approach to literacy and numeracy teaching and learning suits all students, teachers and schools.
- Principle 6: Some students require high level interventions if they are to achieve their literacy and numeracy benchmarks.
- Principle 7: Funding will be allocated on a 'differential' basis to support individual and groups of students.
- Principle 8: Data, benchmarks, information and research will inform, support, refocus and revise literacy and numeracy programs, projects and policy. Independent analysis of programs and policies should be undertaken where possible.
- Principle 9: System, school and classroom planning for literacy and numeracy teaching and learning should be clearly articulated.
- Principle 10: Professional learning related to literacy and numeracy is essential for all teachers and principals K-10.
- Principle 11: The early years will be a priority for funding.

⁷ These principles, in part, emerge from the *Essential Learnings Framework 1*, the set of principles developed by the Office for Curriculum, Leadership and Learning Literacy and Numeracy Learning Team and from *Insights and Possibilities. Summary of the 2001 AATE/ALEA Joint National Conference, Leading Literate Lives*, held in Hobart, Tasmania (Yaxley 2002)

WHERE ARE WE STARTING?

1. PROGRESS AGAINST 2000-2002 TARGETS

Literacy/ English

- A. *By 2002, 90 % of students will be achieving appropriate literacy outcomes (measured against the KILOs in results from the annual state-wide literacy tests).*

This target was met for Yr 3 and Yr 5 cohorts and in the case of Yr 3 students was well exceeded (97%). For Yr 7 (79%) and Yr 9 (86%), the target was not achieved. The percentage of Yr 7 students achieving appropriate literacy outcomes was constant at about 79% for Yr 7 from 2000 to 2002. Yr 9 testing commenced in 2002.

- B. *By 2002, 90 % of Yr 10 students will be achieving at least a Satisfactory Achievement award in the TASSAB English syllabus EN416B or equivalent.*

This target was not achieved in 2001 (82%). Figures for 2002 were not available at the time of writing.

Numeracy/ Maths

- A. *By 2002, 90 % of students will be achieving appropriate numeracy outcomes (measured against the KINOs in results from the annual state-wide literacy tests).*

This target was exceeded for Yrs 3 (95%), 5 (98%), 7 (92%) and 9 (91%).

- B. *By 2002, 90 % of Yr 10 students will be achieving at least a Satisfactory Achievement award in the TASSAB Maths syllabus EN421B or equivalent.*

This target was not achieved in 2001 (73%). Figures for 2002 were not available at the time of writing.

Achievement by Indigenous Students

By 2004 achievement by Aboriginal students will match that of non-Aboriginal students. (measured against the National Benchmarks for Yrs 3, 5 and 7 students).

Progress is being made towards this target. From 1999 to 2001, the gap between Aboriginal and non-Aboriginal students' reading performance in Yr 3 has decreased (9.6 – 2.5%) and also in Yr 5 (15.4 – 2.9%). Note that the Yr 5 result needs to be treated with caution as it may be the result of an anomaly in the benchmarking setting process for Yr 5 reading for Tasmanian students in 1999.

For numeracy the gap has also decreased from 2000 to 2001 for both Yr 3 students (7.2 – 1.5%) and Yr 5 students (11% - 6.7%).

2. THE NATURE OF THE TARGETS

The targets for the 2000 – 2002 plan were set before the availability of National Benchmark data. Measuring performance against targets set using Tasmanian literacy and numeracy outcomes has been problematic due to the difference between the bands used to describe the outcomes: Yrs 2, 5 and 8 for KINOs and Yrs 1-2, 3-4, 5-6, 7-8 for KILOs and the year groups for which testing is conducted – Yrs 3, 5, 7 and 9.

For 2002 – 2005 Yr 3, 5 and 7 targets will be set against the National Benchmarks - the targets for Yr 10 will continue to be set against TASSAB syllabuses. In the absence of National Benchmarks for that year group, no target will be set for the Yr 9 cohort. Yr 9 performance will be monitored against results from state-wide testing (likely to be against KILOs and KINOs).

From 2005 it is likely that Yr 9 and Yr 10 performance will be measured against targets set using the Essential Learnings Framework 2 Key Element Outcomes, *Being Literate and Being Numerate*.

3. BASELINE BENCHMARK DATA (2001)

The percentage of all Tasmanian students achieving National Benchmarks (by year group, strand and subgroup) in 2001 are shown below. (Yr 7 figures not available at the time of writing).

		All	Boys	Girls	ATSI	LBOTE
3	Reading	95.11±1.27	93.81±1.68	96.36±1.18	92.63±3.39	95.98±2.51
3	Numeracy	95.57±1.26	95.20±1.44	95.87±1.43	94.11±3.00	94.32±3.24
3	Writing	91.78±1.55	88.68±2.16	94.87±1.35	89.4± 3.94	90.18±3.86
5	Reading	94.40±0.91	92.23±1.35	96.64±0.78	91.47±2.88	93.45±3.03
5	Numeracy	91.67±1.33	91.19±1.60	92.15±1.60	84.97±4.14	89.14±4.24
5	Writing	91.88±1.29	88.42±1.93	95.46±1.06	88.01±3.60	88.67±4.23

WHERE ARE WE GOING?

LITERACY AND NUMERACY TARGETS 2003 - 2005

Year 3 and 5 reading targets have been established through Tasmania *Together* processes. All other targets have been set by the Office for Educational Review in conjunction with the Literacy and Numeracy Strategic Oversight Committee and Equity Standards Branch.

Literacy

By 2005:

- a. 98% of Yr 3, 90% of Yr 5 and 90% of Yr 7 students will achieve the national reading benchmark.
- b. 95% of Yr 3, 5 and 7 students will achieve the national writing benchmark.
- c. 90% of students will achieve at least a Satisfactory Achievement award in the TASSAB English syllabus EN 416B (or its equivalent) or better.

Numeracy

By 2005:

- a. 98% of Yr 3, 98% of Yr 5 and 95% of Yr 7 students will achieve the national numeracy benchmark.
- b. 90% of students will achieve at least a Satisfactory Achievement award in the TASSAB Maths syllabus MT421B (or its equivalent or better).

Achievement by Indigenous Students

- a. 95.1% of Yr 3 and 94.4% of Yr 5 Aboriginal students will achieve the national reading benchmark.
- b. 91.8% of Yr 3 and 91.9% of Yr 5 Aboriginal students will achieve the national writing benchmark.
- c. 95% of Yr 3 and 95.5% of Yr 5 Aboriginal students will achieve the national numeracy benchmark.

PROFESSIONAL LEARNING

Professional learning overarches the processes of literacy and numeracy teaching and learning. The Department of Education is committed to ensuring ongoing professional learning about literacy and numeracy. Professional learning is both broad (about the philosophy and principles of literacy and numeracy teaching and learning) as well as focussed (about the particular needs of a child, or specific strategic interventions, for example).

Through the Office for Curriculum, Leadership and Learning a set of principles and questions which should underpin effective professional learning have been developed⁸.

Some literacy and numeracy programs, projects, research and trials have a high level of focus on professional learning, or have professional learning for teachers as a key outcome.

This plan is developed to ensure that:

- appropriate professional learning K to 10 will be developed and offered;
- professional learning will be provided for selected staff about how to collect, interpret and use data/benchmarks in the classroom and whole school;
- systemic planning for literacy and numeracy teaching and learning will be coherent with the *Essential Learnings* and schools will be supported to establish meaningful links between the *Essential Learnings* and literacy and numeracy programs and projects;
- the values and purposes of the *Essential Learnings* will be used to underpin literacy and numeracy support;
- literacy and numeracy teaching and learning will involve integration of visual and ICT literacies as well as a focus on print literacies;
- educational (instructional) leadership (Principals) will be a specific focus for professional learning;
- collaborative learning and inquiry between teachers and schools will be fostered and supported;
- exemplars of effective professional learning models and processes will be developed and shared and
- flexible, multi-layered and targeted professional learning will be facilitated to meet a broad range of teacher needs.

⁸ Details of principles which underpin effective professional learning can be found at <http://www.discover.tased.edu.au/proflearn/>

FOCUS AREAS

There are four focus areas engaged to achieve the targets set in the *Literacy and Numeracy Plan for Schools 2003/05*. The focus areas are linked to the principles which inform this plan, they are developed in response to the findings and recommendations emerging from a review of the *Tasmanian Literacy and Numeracy Plan 2000 – 02*⁹. These focus areas are also interconnected and related to each other. They are:

- The Early Years focus area
- The Intensive Interventions focus area
- The Evaluation and Research focus area
- The Leading Learning focus area

Each focus area consists of a set of interrelated programs, projects, research and trials.

They include:

- Programs that tend to be ongoing and embedded in the system.
- Projects that have a distinct beginning and end - they may be short term.
- Research to respond to emerging questions, or aimed at evaluating the effectiveness of various approaches to literacy and numeracy teaching and learning.
- Pilots involve trialling a particular pedagogy, program and/or focus area.

These interrelated programs, projects, research and trials each have a three year plan which can be found at: <http://www.discover.tased.edu.au/literacy/>

⁹ *Outcomes and Outputs from Literacy and Numeracy Programs, Projects, Trials and Research 2000 – 02. A Summary Review*, Department of Education (Tasmania), 2002

FOCUS AREA 1

The EARLY YEARS Focus Area

This plan has an emphasis on intensive literacy and numeracy teaching and learning for all students in the first three years of full-time schooling. This emphasis is based on research evidence which suggests that these are the crucial years for developing competence in literacy and numeracy. The Department of Education has a particular emphasis on trialling and implementing programs which support explicit literacy and numeracy teaching in the early years. Within this, there are specific programs, developed by the state and funded by the Commonwealth, to support the literacy and numeracy outcomes of aboriginal students.

There is emerging evidence that some students come to school already significantly disadvantaged in comparison to their peers. From state-wide monitoring and assessment it appears that many Aboriginal students, and many boys come to school with skills, competencies and sensibilities which do not match those expected in most classrooms. Given this information this focus area includes programs, projects, research and trials related to pre-schooling and kindergarten.

The following programs and projects have a recurrent commitment for 2003:

- Aboriginal Literacy Program in Early Childhood (ALPEC)
- Flying Start
- National Indigenous English Literacy and Numeracy Focus area (NIELNS)
- Performance Indicators in Primary Schools (PIPs)
- Reading Recovery
- Early Childhood Pre School Support

FOCUS AREA 2

The INTENSIVE INTERVENTIONS Focus Area

While there is an emphasis on general literacy and numeracy learning for all students in all schools from Kindergarten to Year 12, the Department of Education places special emphasis on students who are at risk of failing to achieve literacy and numeracy benchmarks. Focus Area 2 consists of programs, projects, trials and research which focus on high level support and interventions for individual and groups of students who are not achieving literacy and numeracy benchmarks. Within this, there are specific programs, developed by the state and funded by the Commonwealth, to support the literacy and numeracy outcomes of aboriginal students.

Interventions do not sit outside good teaching and learning practices for the whole class or school, but are layered, interconnected and articulate with the teaching and learning offered to all students. They are informed by the same principles which inform all good teaching and learning. Given this understanding, interventions might be seen as 'waves' of teaching: good 'first wave' teaching for all students, a 'second wave' of support for students at risk in the classroom, and intensive 'third wave' support for those fewer students with very high levels of need. How to choose and select which high level interventions to engage with students will differ in response to the student, the school context and the school sector. No one intervention is likely to suit all students.

Intensive interventions are in place to ensure that all students achieve their literacy benchmarks. Interventions depend on, and contribute to, the collection and interpretation of data and research. Interventions are matched to individual students' needs; and must take account of the literacy background of each student.

The following programs and projects have a recurrent commitment for 2003:

- Bridges to Literacy pilot and trial
- Changing Places
- English as a Second Language (ESL)
- High School Literacy Centres
- Improving Numeracy for Indigenous Students in Secondary Schools (INISSS)
- Numeracy and Essential Learnings Connections
- Reading Recovery
- School Resource Package allocations
- Stepping Out pilot and trial
- Targeted Special Education Literacy Intervention Funding
- The Spalding Method

FOCUS AREA 3

The EVALUATION AND RESEARCH Focus Area

Literacy teaching and learning is not a static, frozen activity which is driven by absolutes and by certainties. Though it is possible to identify principles which might underpin excellent teaching and learning, it is also the case that we should constantly pose questions about what we are doing, about why we do it and about how we can do it better. Good questions emerge from ongoing and constant evaluation of our work at a state-wide, school and classroom level.

Questions are the basis for undertaking research which might change and improve the ways in which teachers and students participate in teaching and learning. The Department of Education supports the development of literacy and numeracy teaching and learning using a range of both short-term and long-term research activities. Planning for literacy and numeracy teaching and learning in the State is underpinned by important formal and informal research from sources interstate and overseas, as well as from the local classroom.

Research processes and a culture of inquiry are seen as an integral part of teaching and learning. Inquiry and research underpin all professional learning. State and District research actions are coordinated through this plan with the clear purpose of improving students' literacy and numeracy outcomes. Sponsored research activities will be undertaken as part of this focus area.

This focus area is developed to ensure that the earliest possible identification of students' literacy and numeracy performance is undertaken, and that data and research is available to support decision-making. It is recognised that there is a need to address issues related to classroom based assessment and state-wide monitoring and assessment of oral, visual and ICT literacies.

The following programs and projects have a recurrent commitment for 2003:

- Effective Teaching and Learning Practices for Students with Learning Difficulties Initiative, The 'Value Adding' project
- Flying Start Professional Learning Evaluation Pilot Study
- Investigation into the relationship between funding allocation and achievement
- Monitoring and Review
 - ◆ Kindergarten Development Check
 - ◆ Performance Indicators in Primary Schools (Prep)
 - ◆ Yr 3, 5 and 7 literacy and numeracy assessments
 - ◆ Yr 9 literacy and numeracy assessment

FOCUS AREA 4

The LEADING LEARNING Focus Area

This plan recognises that the professional learning of educators is a central factor in determining the quality of teaching. Collaborative inquiry and open, active professional learning are recognized as the basis for school improvement, for raising standards and for the well-being of teachers and students. The majority of professional learning is school-based and contextualised within the needs of the particular community. However, this focus area is developed to enable educators to interpret and respond to the changing needs of our diverse communities, specifically to the 'Being Literate' key element of the *Essential Learnings Framework*.

The following programs and projects have a commitment for 2003:

- Stepping Out
- Development of a *Being Literate* Professional Learning Model for Middle Years teachers
- Professional Learning Program for principals emphasising the Communicating Essential
- Mapping links between specific approaches and programs and coherence with the *Essential Learnings Framework*
- Sharing aspects of exemplary practice through web-based material

Professional learning for senior staff in schools relating to literacy and cross-cultural awareness.