

## Chapter 10

# Tasmania Report on Activities and Outcomes

Tasmania is the second smallest jurisdiction in Australia with an estimated population of half a million people. According to the 2006 Census, of the 489,951 persons residing in Tasmania, 18,415 people identified as Aboriginal and/or Torres Strait Islander. This figure represented 3.9 per cent of the total Tasmanian population and 3.6 per cent of the Australian Aboriginal and Torres Strait Islander population.

Tasmanian schools represented 2.8 per cent of the national total with 268 schools operating across the State. Of this total, 202 were government schools administered by the Department of Education (DoE) followed by 37 Catholic administered by the Tasmanian Catholic Education Office (TCEO) and 29 Independent operated by Independent Schools Tasmania (IST). 165 schools were primary, 42 secondary, 55 combined and 6 special. The majority of these schools are located in metropolitan provincial areas with only a small proportion classified as remote and very remote.

In 2010, Aboriginal and Torres Strait Islander students comprised of 6.7 per cent of Tasmania's student population (full-time and part time from Prep to Year 12). At the time of the August Census, Tasmania recorded 80,841 full-time students attending Tasmanian schools with 5 440 (6.7 per cent) of these students identified as Aboriginal and/or Torres Strait Islander.

The important task of translating the national Aboriginal and Torres Strait Islander education agenda for action into the Tasmanian context has been addressed by the State's Aboriginal education strategy, *Closing the Gap on Aboriginal Education Outcomes 2010–2014: a strategy for Aboriginal student success through school improvement*. This strategy outlines a series of initiatives that will improve the success of Aboriginal and Torres Strait Islander students in schools by supporting the particular needs of individual schools, students and their families.

The strategy includes initiatives aimed at building the capacity of the Tasmanian education system to deliver quality, inclusive teaching and leadership that will be necessary to achieve the targets for improvement in Aboriginal and Torres Strait Islander student outcomes that have been set.

School-based initiatives include:

- improving use of data to identify and support Aboriginal and Torres Strait Islander early leavers
- personalised learning plans for all Aboriginal and Torres Strait Islander students

- Aboriginal and Torres Strait Islander student attendance strategies for focus schools
- enhancing professional development for teachers and Aboriginal Education Workers to support higher levels of literacy and numeracy achievement for Aboriginal and Torres Strait Islander students
- improving pathways to further education, training and employment for young Aboriginal and Torres Strait Islander people.

System-wide initiatives include:

- early identification of at-risk Aboriginal and Torres Strait Islander students
- culturally inclusive Child and Family Centres
- supporting school engagement with Aboriginal and Torres Strait Islander communities
- incorporating Aboriginal and Torres Strait Islander perspectives in the curriculum
- building leadership in Aboriginal and Torres Strait Islander education for principals of focus schools and building cultural competency of teaching staff
- specialist Aboriginal and Torres Strait Islander Education staff and cultural resources to assist schools to more effectively meet the educational needs of Aboriginal and Torres Strait Islander students and their families.

Work within the Department of Education to put into operation this strategy is aligning with, and supporting, National Partnership effort in both government and non-government schools. From 2011, all schools will be working within the guidelines of this strategy to improve educational outcomes for all Aboriginal and Torres Strait Islander students and to work towards closing the gap in educational outcomes.

## Profile of Focus Schools

To ensure that intensive effort is dedicated to Aboriginal and Torres Strait Islander students with the highest needs, Tasmania has participated in a nationally agreed approach that identifies 72 focus schools which together account for 85 per cent of Aboriginal and Torres Strait Islander enrolments. Of these focus schools, 62 are government, nine are Catholic and one is

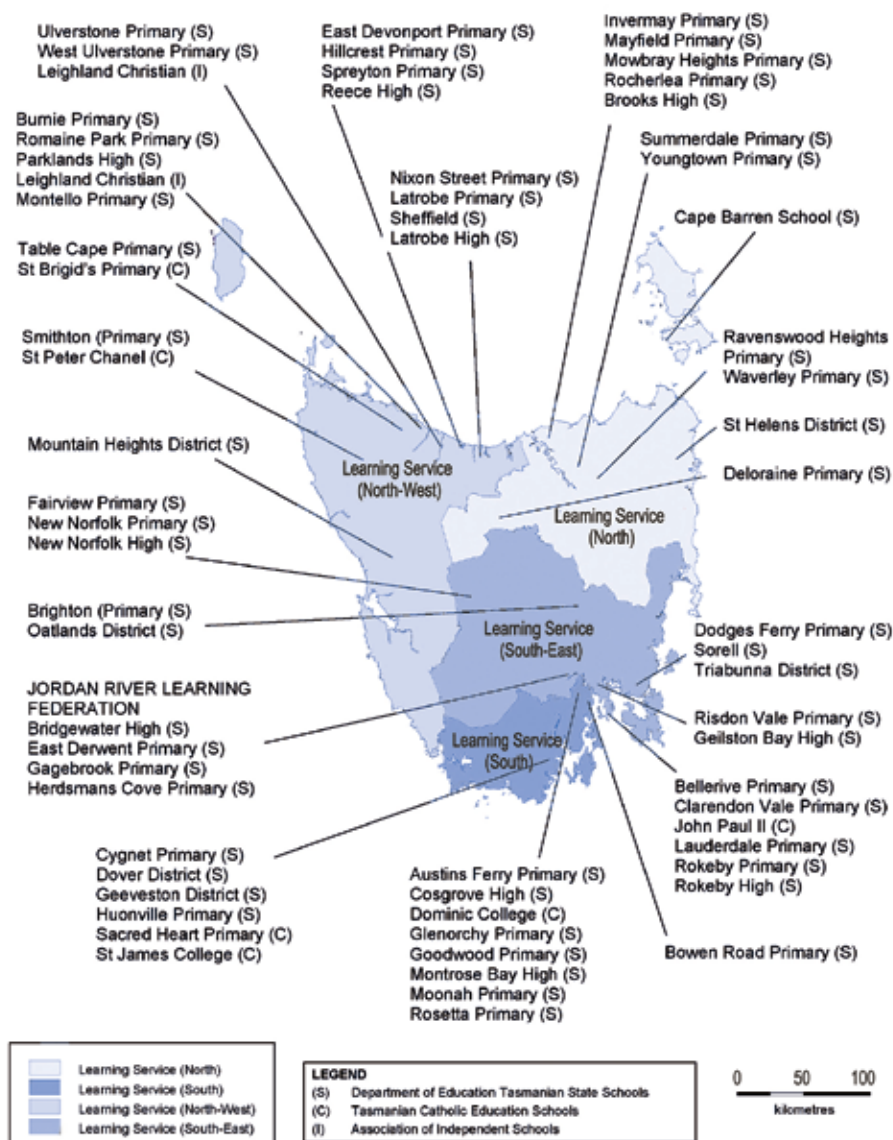
independent. Fifty are primary schools, 11 are high schools with 11 combined schools catering for Kindergarten to Year 10. The majority of the focus schools are provincial schools (41) followed by 29 metropolitan schools and two remote schools.

Tasmanian focus schools are identified annually by examining enrolments and Aboriginal and Torres Strait Islander student outcomes in order to strategically target schools in which there is the greatest potential to achieve significant literacy and numeracy improvements for those students. Focus schools have priority access to services and resources to support this goal.

As a result of significant school reform during 2010, 11 State government focus schools commenced amalgamation. These are:

- Gagebrook Primary School. Herdsman Cove Primary School, East Derwent Primary School and Bridgewater High School amalgamated to become the Jordan River Learning Federation (operating under separate campuses).
- Acton Primary School, Brooklyn Primary School and Upper Burnie Primary School combined to become Romaine Park Primary School.

**Figure TAS1: Tasmanian focus schools, 2010**



- Claremont Primary School, Roseneath Primary School, Abbotsfield Primary School and Mt Faulkner Primary School combined to become Windermere Primary School and Austins Ferry Primary School.

For the purpose of reporting focus school data for 2010, enrolments for Claremont Primary School, Roseneath Primary School were placed against Austins Ferry Primary School and enrolments for Abbotsfield Primary School and Mt Faulkner Primary School were placed against Windermere Primary School.

## Tasmania Report on Indicators with National Data Sources

### Readiness for School

#### Performance Indicators

- *The proportion of Aboriginal and Torres Strait Islander children who are enrolled in and attending (where possible to measure) a preschool program.*
- *The proportion of Aboriginal and Torres Strait Islander students assessed as ready for the first year of full-time schooling by State and Territories measures.*

The Australian Bureau of Statistics (ABS) has developed a new data collection for indicators relating to early childhood education and care.

The proportion of Aboriginal and Torres Strait Islander children who are enrolled in, and attending, a preschool program will be reported in the next Annual Report with data sourced from the National Early Childhood Education and Care data collection which will be available in 2011.

### Engagement and Connections

#### Performance Indicators

- *Proportion of Aboriginal and Torres Strait Islander students with personalised learning strategies in place.*
- *Proportion of focus schools with a school – community partnership agreement in place.*

It was agreed that for 2010, States and Territories would only report on national data sources [e.g. Australian Bureau of Statistics (ABS), Australian Curriculum, Assessment and Reporting Authority's (ACARA) National Assessment Program – Literacy and Numeracy (NAPLAN)] in their chapters. Therefore, Tasmania will report on this domain in the 2011 Annual Report.

## Attendance

### Performance Indicators

- *Attendance rates of Aboriginal and Torres Strait Islander and non-Indigenous students in schools.*
- *Enrolment to population ratio of Aboriginal and Torres Strait Islander Australians compared to other Australians.*
- *Retention rates for Aboriginal and Torres Strait Islander students.*
- *Grade progression ratios for Aboriginal and Torres Strait Islanders students.*

## Attendance Rates

School attendance rates for Aboriginal and Torres Strait Islander students in Tasmania were above 80 per cent across all year levels for all sectors and 90 per cent and above for Year 1 to Year 7 in government schools, Year 1 to Year 5 and Year 7 and Year 8 in Catholic schools and Year 1 to Year 9 in independent schools.

Overall, Tasmania's attendance rates for Aboriginal and Torres Strait Islander students were similar to non-Aboriginal and Torres Strait Islander students with Aboriginal and Torres Strait Islander attendance slightly lower in the secondary years (8–10). The average gap between Aboriginal and Torres Strait Islander student and non-Aboriginal and Torres Strait Islander student's attendance for Years 8 to 10 was around 5 percentage points.

## Apparent Retention Rates

Year 7/8 apparent retention rates for Aboriginal and Torres Strait Islander students in Tasmania were greater than 100 per cent. This increase is mostly the result of parents changing their child's identity to Aboriginal and/or Torres Strait Islander during the secondary school years.

**Table TAS1: Student attendance rates Years 1–10, by Aboriginal and Torres Strait Islander status, by sector, 2010 (per cent)**

	Year level										Ungraded	
	1	2	3	4	5	6	7	8	9	10	Prim.	Sec.
<b>Government</b>												
Aboriginal and Torres Strait Islander	93	93	94	94	93	92	91	85	85	82	n/a	n/a
Non-Aboriginal and Torres Strait Islander	94	94	95	95	95	95	93	91	90	87	n/a	n/a
<b>Total</b>	94	94	95	95	95	94	93	91	89	87	n/a	n/a
<b>Catholic</b>												
Aboriginal and Torres Strait Islander	90	91	90	93	91	87	93	91	88	90	n/a	n/a
Non-Aboriginal and Torres Strait Islander	95	95	95	96	96	95	95	94	94	92	n/a	n/a
<b>Total</b>	94	95	95	95	95	94	95	94	93	92	n/a	n/a
<b>Independent</b>												
Aboriginal and Torres Strait Islander	90	92	94	94	97	94	92	93	92	86	n/a	n/a
Non-Aboriginal and Torres Strait Islander	95	95	96	95	94	95	95	95	94	94	96	90
<b>Total</b>	95	95	96	95	94	95	94	95	94	94	96	90

n/a not available

Note: Wide variation in Aboriginal and Torres Strait Islander attendance rates may occur in Tasmanian and ACT independent schools due to low student numbers.

Source: ACARA data (unpublished)

## Enrolment to Population Ratio

**Table TAS2: Enrolment to population ratio, by Aboriginal and Torres Strait Islander status, 2010**

	Tas.	Australia
<b>Aboriginal and Torres Strait Islander children</b>		
Number of children aged 6–15 years enrolled in school <sup>(a)</sup>	4,572	133,990
Total 6–15 year old population <sup>(b)(c)</sup>	4,417	129,308
Proportion of 6–15 year old population enrolled in school	103.5%	103.60%
<b>Non-Aboriginal and Torres Strait Islander children<sup>(d)</sup></b>		
Number of children aged 6–15 years enrolled in school	60,134	2,621,903
Total 6–15 year old population <sup>(c)(e)</sup>	60,380	2,657,227
Proportion of 6–15 year old population enrolled in school	99.6%	98.70%

Notes:

- School data includes children enrolled full-time or part-time in 2010. Data also includes students who cross State and Territory boundaries to attend school. In the case of the ACT this causes the proportion of 6–15 year olds enrolled in school to exceed 100 per cent. Jervis Bay enrolments are included with ACT; Norfolk Island enrolments are included with NSW. 'Other territory' enrolments are excluded.
- Data for the Aboriginal and Torres Strait Islander population are projections for June 30, 2010. These projections were based on final experimental estimates of Aboriginal and Torres Strait Islander population at June 30 2006 derived from the 2006 Census. Quality issues associated with the identification of Aboriginal and Torres Strait Islander status in both the National Schools Statistics Collection and population statistics can result in rates that exceed 100 per cent. See Appendix 2 'Collection of Indigenous Status of students' in Schools, Australia 2009 (Cat. No. 4221.0). For information on adjustments for Census undercount and the methods used to calculate projections of the Aboriginal and Torres Strait Islander population, see explanatory notes in the publication *Experimental estimates and projections, Aboriginal and Torres Strait Islander Australians 1991–2021* (Cat. No. 3238.0).
- Estimates for the total population are sourced from the most recently available ABS *Population by Age and Sex*, Cat. No. 3201.0 (June 2010). The Australian total includes 'Other territories' including Jervis Bay and Norfolk Island. However, Jervis Bay and Norfolk Island are excluded from ACT and NSW totals. Therefore, State and Territory Estimated Resident Population numbers will not add to Australia totals.
- 'Non-Aboriginal and Torres Strait Islander' includes those for whom Aboriginal and Torres Strait Islander status is not known.
- In the absence of population estimates by Aboriginal and Torres Strait Islander status for inter-censal years, non-Aboriginal and Torres Strait Islander population figures are calculated by subtracting projections of the Aboriginal and Torres Strait Islander population from estimates of total population.

Source: ABS, *Schools, Australia 2010*, (Cat.No.4221.0), data cube NSSC, Table 42b: Full-time and part-time students 2006-2010; ABS, *Population by Age and Sex, Australian States and Territories, June 2010*, (Cat.No.3201.0); ABS, *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians 1991–2021*, (Cat.No.3238.0).

**Table TAS3: Apparent retention rates of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students from Year 7/8 to Year 10 and Year 7/8 to Year 12, government schools, 2010 (per cent)**

	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
Year 7/8 – Year 10	110.8	100.0
Year 7/8 – Year 12	43.4	73.0

Source: ABS, NSSC, Table 64a: Apparent Retention Rates (ARR), Schools, Australia, 2010 (Cat.No.4221.0)

## Apparent Grade Progression Ratios

Apparent grade progression rates for Aboriginal and Torres Strait Islander students in Tasmania were greater than 100 per cent. This increase is mostly the result of parents changing their child's identity to Aboriginal and/or Torres Strait Islander during the secondary school years.

Apparent grade progression for Year 10 to Year 11 showed a gap of 29.9 per cent between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students.

**Table TAS4: Grade progression ratios of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students, 2010 (per cent)**

	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
Year 8 to Year 9	104.0	100.4
Year 9 to Year 10	104.5	99.7
Year 10 to Year 11	48.5	78.4
Year 11 to Year 12	67.3	94.5

Source: ABS, NSSC, Table 40a: Full-time students – by States and Territories, Affiliation, Sex, Grade, Age, Aboriginal and Torres Strait Islander Status and Years (1996 to 2010)

## Literacy and Numeracy

### Performance Indicators

- Proportion of Aboriginal and Torres Strait Islander students at or above the national minimum standard in reading, writing and numeracy in Years 3, 5, 7 and 9 in NAPLAN testing.
- Participation rates of Aboriginal and Torres Strait Islander students in NAPLAN.

### NAPLAN Outcomes

In Tasmania, 94.3 per cent of Aboriginal and Torres Strait Islander students in Year 3 were at or above the national minimum standard for Reading compared to 92.8 per cent for Writing and 89 per cent for Numeracy. The gap between Year 3 Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students was 4.1 per cent for Writing, 6.1 per cent for Numeracy and 6.6 per cent for Reading.

For Year 5, 88.2 per cent of Aboriginal and Torres Strait Islander students were at or above the national minimum standard for Reading compared to 86.6 per cent for Numeracy and 84.3 per cent for Reading. The gap between Year 5 Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students was 5.3 per cent for Writing, 7.2 per cent for Reading and 7.5 per cent for Numeracy.

For Year 7, 87.8 per cent of Aboriginal and Torres Strait Islander students were at or above the national minimum standard for Numeracy compared to 86.5 per cent for Reading and 77.9 per cent for Writing. The gap between Year 7 Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students was 7.5 per cent for Numeracy, 8.9 per cent for Reading and 12.6 per cent for Writing.

For Year 9, 84.9 per cent of Aboriginal and Torres Strait Islander students were at or above the national minimum standard for Numeracy compared to 79.8 per cent for Reading and 69.7 per cent for Numeracy. The gap between Year 9 Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students was 8.7 per cent for Numeracy, 12 per cent for Reading and 14.9 per cent for Writing.

## 2010 NAPLAN Data by Geolocation

In Tasmania, over 80 per cent of Aboriginal and Torres Strait Islander students in metropolitan and provincial schools were at or above the national minimum standard for Year 3 Reading, Writing and Numeracy and Year 5 Reading, Writing and Numeracy and Year 7 Reading and Numeracy. Aboriginal and Torres Strait Islander students in metropolitan and provincial schools exceeded the National average except for Year 7 Writing and Year 9 Writing for metropolitan schools.

## 2010 NAPLAN Data and 2010 Progress Points for Tasmania

One of the COAG 'Closing the Gap' targets is to halve the gap between Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard in reading, writing and numeracy within a decade. To monitor achievement of this COAG target by 2018, progress points for each State and Territory were

developed. The progress points for Tasmania are provided in Table TAS7.

In 2010, Tasmania met most of the indicative progress points on its trajectories towards halving the gap by 2018. However, the proportion of Aboriginal and Torres Strait Islander students at or above the national minimum standard was below the 2010 progress point in Tasmania for Year 9 Reading and Years 3 and 7 Numeracy. There were no significant improvements between 2008 and 2010 in Aboriginal and Torres Strait Islander students' results. Results for 2010 were significantly below the 2008 baseline in Year 9 Reading and Year 3 Numeracy. The gap decreased by 20 per cent or more in Year 5 Writing and increased by 20 per cent or more in Years 3 and 7 Reading, Years 3 and 7 Writing, and Years 5, 7 and 9 Numeracy.

## Overall NAPLAN Outcomes

In terms of a national comparison for NAPLAN results, Tasmania has the smallest differences in mean score results between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students for all test and year levels.

**Table TAS5: NAPLAN Reading, Writing and Numeracy trend summary for Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard, Tasmania, 2010 (per cent)**

	Year 3	Year 5	Year 7	Year 9
<b>Reading</b>				
Aboriginal and Torres Strait Islander	87.7	84.3	86.5	79.8
Non-Aboriginal and Torres Strait Islander	94.3	91.5	95.4	91.8
Gap	6.6	7.2	8.9	12
Aboriginal and Torres Strait Islander confidence intervals	± 5.2	± 4.8	± 4.1	± 6.5
<b>Writing</b>				
Aboriginal and Torres Strait Islander	92.8	88.2	77.9	69.7
Non-Aboriginal and Torres Strait Islander	96.9	93.5	90.5	84.6
Gap	4.1	5.3	12.6	14.9
Aboriginal and Torres Strait Islander confidence intervals	± 3.4	± 3.6	± 4.7	± 5.2
<b>Numeracy</b>				
Aboriginal and Torres Strait Islander	89.0	86.6	87.8	84.9
Non-Aboriginal and Torres Strait Islander	95.1	94.1	95.3	93.6
Gap	6.1	7.5	7.5	8.7
Aboriginal and Torres Strait Islander confidence intervals	± 4.0	± 4.6	± 4.2	± 6.5

Note: The confidence intervals for 2010 in this table are specifically for Tasmania.

Source: ACARA, *National Assessment Program – Literacy and Numeracy (NAPLAN)*, 2010



**Table TAS6: NAPLAN Reading, Writing and Numeracy geolocation summary for Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard, 2010 (per cent)**

Geolocation	Tasmania		Australia	
	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
<b>Reading</b>				
<b>Year 3</b>				
Metropolitan	85.7	94.3	83.1	95.3
Provincial	88.7	94.6	81.5	94.1
Remote	n.p.	89.3	65.6	92.6
Very Remote	n.p.	n.p.	43.9	90.1
<b>Year 5</b>				
Metropolitan	82.9	92.5	77.0	93.2
Provincial	85.2	90.9	72.8	91.5
Remote	n.p.	88.4	51.2	87.8
Very Remote	n.p.	n.p.	26.5	88.3
<b>Year 7</b>				
Metropolitan	85.6	95.9	85.0	96.0
Provincial	87.5	95.1	82.3	95.7
Remote	n.p.	n.p.	65.9	95.7
Very Remote	n.p.	n.p.	38.6	94.7
<b>Year 9</b>				
Metropolitan	75.1	92.7	71.2	92.5
Provincial	82.3	91.2	68.1	91.6
Remote	n.p.	82.4	50.9	88.4
Very Remote	n.p.	n.p.	24.2	85.2
<b>Writing</b>				
<b>Year 3</b>				
Metropolitan	89.9	96.8	87.4	96.7
Provincial	94.9	97.0	87.1	96.2
Remote	n.p.	95.5	71.9	96.3
Very Remote	n.p.	n.p.	41.2	94.3
<b>Year 5</b>				
Metropolitan	89.7	94.2	81.9	94.8
Provincial	87.5	93.2	77.6	93.3
Remote	n.p.	89.6	55.4	89.9
Very Remote	n.p.	n.p.	28.2	90.0
<b>Year 7</b>				
Metropolitan	76.4	90.9	79.9	94.4
Provincial	78.2	90.2	75.5	92.3
Remote	n.p.	n.p.	55.6	92.4
Very Remote	n.p.	n.p.	28.3	90.8
<b>Year 9</b>				
Metropolitan	65.3	86.1	67.5	89.6
Provincial	72.1	83.5	61.9	86.1
Remote	n.p.	76.5	44.4	82.4
Very Remote	n.p.	n.p.	18.7	80.6
<b>Numeracy</b>				
<b>Year 3</b>				
Metropolitan	84.3	94.6	84.1	95.5
Provincial	91.7	95.5	82.5	94.8
Remote	n.p.	94.1	71.7	94.8
Very Remote	n.p.	n.p.	45.2	92.6
<b>Year 5</b>				
Metropolitan	84.6	94.2	81.7	95.3
Provincial	87.9	94.1	78.0	94.3
Remote	n.p.	89.2	57.9	92.1
Very Remote	n.p.	n.p.	32.5	92.1
<b>Year 7</b>				
Metropolitan	85.3	95.6	85.0	96.3
Provincial	89.6	95.2	82.3	95.6
Remote	n.p.	n.p.	64.1	95.8
Very Remote	n.p.	n.p.	41.9	95.1
<b>Year 9</b>				
Metropolitan	79.2	93.8	77.4	94.6
Provincial	88.1	93.5	74.2	93.7
Remote	n.p.	86.5	56.6	91.8
Very Remote	n.p.	n.p.	32.7	90.1

Note: Due to the comparatively small Aboriginal and Torres Strait Islander cohort in Tasmania, no data is available for the remote and very remote geolocations, and 'n.p.' indicates data not published.

Source: ACARA, National Assessment Program – Literacy and Numeracy (NAPLAN), 2010

On average, the gap between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students is 50 per cent less in Tasmania than other states and territories.

Aboriginal and Torres Strait Islander students who were below one or more of the national minimum standards received additional supports including regular tutoring sessions for specific skill development in literacy and numeracy. Tutoring intervention is provided through the Indigenous Tutorial Assistance Scheme.

## NAPLAN Participation

In 2010, the participation rate of Aboriginal and Torres Strait Islander students in Tasmania was higher than the Australian

average for Aboriginal and Torres Strait Islander students for all years. The non-Aboriginal and Torres Strait Islander rate was very close to the national average. Apart from Year 7, where participation increased by 4.6 percentage points, there were small changes to participation rates between 2009 and 2010.

## Leadership, Quality Teaching and Workforce Development

### Performance Indicators

- Number of professional development hours on Aboriginal and Torres Strait Islander education and cultural and linguistic competence training undertaken by principals and teachers.

**Table TAS7: Reading, Writing and Numeracy progress points for Aboriginal and Torres Strait Islander students at or above the national minimum standard (per cent)**

Year	Reading				Writing				Numeracy			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
2010	88.5	84.6	89.1	90.8	94.3	84	82.1	69.2	94.5	87.9	92.5	88.6
Target 2018	90.8	87.7	91.8	92.2	95.9	89.0	86.7	77.6	95.7	90.5	94	90.9

Note: Tasmania has, on average, the smallest gap in literacy and numeracy performance between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students. This small gap leads to Tasmania having relatively shallow trajectories. Due to the comparatively small Aboriginal and Torres Strait Islander cohort it is expected that the observed performance of Tasmania's Aboriginal and Torres Strait Islander students will exhibit some noise. This will result in fluctuating performance against the progress points, especially in the first few years of the strategy.

Source: ACARA, National Assessment Program – Literacy and Numeracy (NAPLAN), 2010

**Table TAS8: Reading, Writing and Numeracy participation for Aboriginal and Torres Strait Islander students, exemptions, absences/withdrawals and assessed students, in Tasmania and Australia, 2010 (per cent)**

	Year 3		Year 5		Year 7		Year 9	
	Tas.	Aust.	Tas.	Aust.	Tas.	Aust.	Tas.	Aust.
<b>Reading</b>								
Aboriginal and Torres Strait Islander	94.9	89.9	94.5	91.2	90.9	89.1	82.3	89.7
Non-Aboriginal and Torres Strait Islander	97.4	96.1	97.9	96.6	97.6	96.5	95.6	96.5
<b>Writing</b>								
Aboriginal and Torres Strait Islander	94.5	90.3	94.6	91.0	91.1	89.5	83.5	80.2
Non-Aboriginal and Torres Strait Islander	97.4	96.0	97.9	96.5	97.8	96.5	96.0	94.0
<b>Numeracy</b>								
Aboriginal and Torres Strait Islander	93.9	89.1	93.4	90.0	89.2	88.6	80.5	78.8
Non-Aboriginal and Torres Strait Islander	97.2	95.8	97.6	96.3	97.2	96.2	95.0	93.3

Source: ACARA, National Assessment Program – Literacy and Numeracy (NAPLAN), 2010



- *Number of Aboriginal and Torres Strait Islander principals, teachers and education workers (AIEWs and equivalents).*
- *Average length of service of principals and teachers in hard-to-staff schools with high enrolments of Aboriginal and Torres Strait Islander students.*

The Department of Education has a Memorandum of Understanding with the Dare to Lead Program that contributes towards the salary of the Tasmanian Coordinator's position. During 2009–2010, 34 schools (including 19 focus schools) undertook Dare to Lead Snapshots to inform their School Improvement Plans, and plans have been made for further schools to participate in 2011. Dare to Lead also provided all schools with a variety of professional development opportunities.

The Department of Education continued its commitment to participation in the Stronger Smarter Schools Program.

## Pathways to Real Post-School Options

### Performance Indicators

- *Proportion of Aboriginal and Torres Strait Islander people aged 20 – 24 who have attained Year 12 or equivalent or Australian Qualifications Framework (AQF) Certificate II or above.*

It was agreed that for 2010, States and Territories would only report on national data sources [e.g. ABS, NAPLAN (ACARA)] in their chapters. Therefore, Tasmania will report on this domain in the 2011 Annual Report.

## Indigenous Education Consultative Body's (IECB) Feedback

The Department of Education is committed to working with the Tasmanian Aboriginal Corporation for Education (TACE) and the Department of Education, Employment and Workplace Relations (DEEWR) to support the implementation of the various national

Aboriginal and Torres Strait Islander reforms in Tasmanian schools.

Work on a Memorandum of Understanding for 2011–2012 commenced in 2010. The MoU is designed around the *National Indigenous Reform Agreement*, the *National Aboriginal and Torres Strait Islander Education Action Plan 2010–2014* and further supports efforts in Aboriginal Education Services and across Learning Services and schools to improve the participation and achievement of Aboriginal and Torres Strait Islander students.

During 2010, TACE engaged in consultations with the Aboriginal and Torres Strait Islander Communities in Tasmania and ensured that messages from those consultations informed advice given to DoE.

## Web Links

Learner at the Centre

<http://www.education.tas.gov.au/dept/strategies>

Closing the Gap in Aboriginal Education Outcomes 2010–2014: A Tasmanian Strategy for Aboriginal Student Success through School Improvement

<http://www.education.tas.gov.au/school/curriculum/aboriginaleducation/closing-the-gap.pdf>

Tasmania's National Partnership school improvement plans for the government, Catholic and independent sectors:

<http://www.education.tas.gov.au/dept/strategies/national-partnerships>

<http://www.catholic.tas.edu.au/Resources/documents/AnnualReport2010.pdf>

<http://www.independentschools.tas.edu.au/national-partnerships-smarter-schools-low-ses/>

Tasmania's Education Performance Report 2010

<http://www.education.tas.gov.au/dept/reports/tasmanias-education-performance-report>

SES School Communities National Partnership is available at:

<http://www.smarterschools.gov.au/ParticipatingSchools/Pages/TASOverview.aspx>

## Focus School Information

School Name	Sector	Geolocation	Total Enrolments	Aboriginal and Torres Strait Islander Enrolments	Lit/Num NP	Low SES NP	RSD
Bellerive Primary School	Government	Metropolitan	361	25			
Bowen Road Primary School	Government	Metropolitan	300	29		X	
Bridgewater High School	Government	Metropolitan	280	59	X	X	
Brighton Primary School	Government	Metropolitan	699	49	X		
Brooks High School	Government	Provincial	628	74	X	X	
Burnie Primary School	Government	Provincial	367	35			
Cape Barren Island School	Government	Remote	8	3			X
Clarendon Vale Primary School	Government	Metropolitan	95	24	X	X	
Cosgrove High School	Government	Metropolitan	241	40	X	X	
Cygnets Primary School	Government	Provincial	212	26			
Deloraine Primary School	Government	Provincial	331	28			
Dodges Ferry Primary School	Government	Metropolitan	391	31			
Dominic College	Catholic	Metropolitan	955	58	X		
Dover District High School	Government	Provincial	112	28			X
East Derwent Primary School	Government	Metropolitan	392	54	X	X	
East Devonport Primary School	Government	Provincial	296	30			X
Fairview Primary School	Government	Metropolitan	270	32	X	X	
Gagebrook Primary School	Government	Metropolitan	226	42	X	X	
Geeveston District High School	Government	Provincial	150	40			X
Geilston Bay High School	Government	Metropolitan	206	37	X	X	
Glenorchy Primary School	Government	Metropolitan	420	48	X	X	
Goodwood Primary School	Government	Metropolitan	101	16	X	X	
Herdsmans Cove Primary School	Government	Metropolitan	192	43	X	X	
Hillcrest Primary School	Government	Provincial	259	28			X
Huonville Primary School	Government	Provincial	474	91			
Invermay Primary School	Government	Provincial	258	18	X	X	
John Paul II School	Catholic	Metropolitan	165	13			X
Latrobe High School	Government	Provincial	457	50			
Latrobe Primary School	Government	Provincial	320	25			
Lauderdale Primary School	Government	Metropolitan	564	28	X		
Leighland Christian School	Independent	Provincial	117	10			
Mayfield Primary School	Government	Provincial	226	30	X	X	
Montello Primary School	Government	Provincial	261	27	X	X	
Montrose Bay High School	Government	Metropolitan	835	104	X	X	
Moonah Primary School	Government	Metropolitan	215	23	X	X	
Mountain Heights School	Government	Remote	302	56			X
Mowbray Heights Primary School	Government	Provincial	500	51	X	X	
New Norfolk High School	Government	Metropolitan	356	48	X	X	
New Norfolk Primary School	Government	Metropolitan	299	40	X	X	
Nixon Street Primary School	Government	Provincial	560	46			
Oatlands High School	Government	Provincial	316	27			X
Parklands High School	Government	Provincial	447	60	X	X	
Ravenswood Heights Primary School	Government	Provincial	299	35	X	X	
Reece High School	Government	Provincial	630	64			X

School Name	Sector	Geolocation	Total Enrolments	Aboriginal and Torres Strait Islander Enrolments	Lit/Num Low SES NP	RSD NP
Risdon Vale Primary School	Government	Metropolitan	188	26	X	X
Rocherlea Primary School	Government	Provincial	158	19	X	X
Rokeyby High School	Government	Metropolitan	201	28	X	X
Rokeyby Primary School	Government	Metropolitan	237	53	X	X
Rosetta Primary School	Government	Metropolitan	404	35	X	
Sacred Heart School	Catholic	Provincial	23	185		
Sacred Heart School	Catholic	Provincial	147	16		
Sheffield School	Government	Provincial	511	38		X
Smithton Primary School	Government	Provincial	285	73		X
Sorell School	Government	Metropolitan	775	74		
Spreyton Primary School	Government	Provincial	441	42		
Springfield Gardens Primary School	Government	Metropolitan	306	44	X	X
St Brigid's School	Catholic	Provincial	188	27		
St James Catholic College	Catholic	Provincial	147	16		
St Finn Barr's School	Catholic	Provincial	281	19	X	
St Helens District High School	Government	Provincial	545	62		X
St Peter Chanel School	Catholic	Provincial	128	16		
Stella Maris Primary School	Catholic	Provincial	470	15		
Summerdale Primary School	Government	Provincial	618	44		
Table Cape Primary School	Government	Provincial	371	56		X
Triabunna District High School	Government	Provincial	172	27		X
Ulverstone Primary School	Government	Provincial	426	51		
Waverley Primary School	Government	Provincial	170	16	X	X
West Ulverstone Primary School	Government	Provincial	245	52		X
Youngtown Primary School	Government	Provincial	323	22		
Amalgamated focus schools						
Romaine Park Primary School	Government	Provincial			X	X
Acton Primary School			176	39		
Brooklyn Primary School			178	11		
Upper Burnie Primary School			171	24		
Austins Ferry Primary School	Government	Metropolitan			X	X
Claremont Primary School			315	26		
Roseneath Primary School			189	11		
Windermere Primary School	Government	Metropolitan			X	X
Abbotsfield Primary School			183	23		
Mount Faulkner Primary School			174	27		