

- NATIONAL PARTNERSHIP AGREEMENTS FOR
- **LOW SOCIO-ECONOMIC STATUS SCHOOL COMMUNITIES**
 - **LITERACY AND NUMERACY**
 - **IMPROVING TEACHER QUALITY**

BILATERAL AGREEMENT BETWEEN
THE COMMONWEALTH OF AUSTRALIA AND
THE STATE OF QUEENSLAND

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Purpose

1. This Agreement articulates a shared commitment between the Commonwealth of Australia ("the Commonwealth") and the State of Queensland ("Queensland") to achieving high-level outcomes for schooling. It aims to give effect to the priorities agreed by all governments at the Council of Australian Governments (COAG) on 29 November 2008, as well as those expressed in the new National Declaration on Educational Goals for Young Australians launched in December 2008.
2. The objective of this Agreement is to set out Queensland's strategy in pursuit of the National Partnership Agreements for Low Socio-Economic Status School Communities, Literacy and Numeracy, and Improving Teacher Quality.
3. This Agreement outlines the reforms under each of the National Partnerships as detailed in preliminary implementation plans for Low Socio-Economic Status School Communities (Attachment 1), Literacy and Numeracy (Attachment 2), and Improving Teacher Quality (Attachment 3).

Key reform areas and indicative actions

4. Under the National Partnership Agreements for Low Socio-Economic Status School Communities, Literacy and Numeracy, and Improving Teacher Quality, this Agreement elaborates on Commonwealth and Queensland commitments in achieving the overarching COAG-agreed outcomes that:
 - (a) all children are engaged in, and benefit from schooling
 - (b) young people are meeting basic literacy and numeracy standards and that levels of achievement are improving
 - (c) Australian students excel by international standards
 - (d) schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children
 - (e) young people make a successful transition from school to work and further study.
5. The attached Queensland Preliminary Implementation Plans detail the proposed reform areas and specific actions, as well as the schools that have been selected to participate in the reforms.
6. The roles and responsibilities of the Commonwealth and Queensland for the outcomes of this Agreement are outlined in the corresponding National Partnership Agreements.

Budget

7. The Commonwealth facilitation funding and Queensland's co-investment to be made in support of the reforms are specified in the tables below.

Table 1: Annual facilitation funding by sector for each National Partnership

Partnership	Sector	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Total
Low Socio-Economic Status School Communities National Partnership Funding	EQ	\$1 610 893	\$21 677 698	\$27 595 268	\$49 693 424	\$51 208 895	\$34 572 850	\$28 287 821	\$214 646 849
	ISQ	\$40 130	\$546 260	\$737 320	\$1 349 944	\$1 309 814	\$803 684	\$612 624	\$5 399 776
	QCEC	\$86 977	\$1 183 954	\$1 598 054	\$2 925 844	\$2 838 867	\$1 741 890	\$1 327 790	\$11 703 376
Total		\$1 738 000	\$23 407 912	\$29 930 642	\$53 969 212	\$55 357 576	\$37 118 424	\$30 228 235	\$231 750 001
Literacy and Numeracy National Partnership Funding	EQ	\$16 039 147	\$18 331 904	-	-	-	-	-	\$34 371 051
	ISQ	\$1 110 254	\$1 268 862	-	-	-	-	-	\$2 379 116
	QCEC	\$2 258 599	\$2 581 257	-	-	-	-	-	\$4 839 856
Total		\$19 408 000	\$22 182 023	-	-	-	-	-	\$41 590 023
Improving Teacher Quality National Partnership Funding	EQ	\$874 023	\$1 707 321	\$4 619 247	\$5 570 269	-	-	-	\$12 770 860
	ISQ	\$176 081	\$381 510	\$997 795	\$1 203 224	-	-	-	\$2 758 610
	QCEC	\$192 896	\$417 942	\$1 093 079	\$1 318 124	-	-	-	\$3 022 041
Total		\$1 243 000	\$2 506 773	\$6 710 122	\$8 091 616	-	-	-	\$18 551 511

EQ: Education Queensland
 ISC: Independent Schools Queensland
 QCEC: Queensland Catholic Education Commission

Table 2: Total facilitation funding and co-investment by sector for each National Partnership

Partnership	Sector	Total Facilitation	Total Co-investment
Low Socio-Economic Status School Communities National Partnership	EQ	\$214 646 849	\$296,356,542
	ISQ	\$5 399 776	\$5 399 776
	QCEC	\$11 703 376	\$13,229,000
	Total	\$231 750 001	\$314 985 318
Literacy and Numeracy National Partnership	EQ	\$34 371 051	\$55 613 514
	ISQ	\$2 379 116	\$2 380 000
	QCEC	\$4 839 856	\$4 830 000
	Total	\$41 590 023	\$62 823 514
Improving Teacher Quality National Partnership	EQ	\$12 770 860	\$18 640 000
	ISQ	\$2 758 610	\$870 000
	QCEC	\$3 022 041	\$950 000
	Total	\$18 551 511	\$20 460 000

Facilitation payments

8. The Commonwealth facilitation funding payments and the milestones triggering them are specified in the tables below.

Table 3: Facilitation payment dates for each National Partnership

Report due to DEEWR	Date of payment	Literacy and Numeracy	Improving Teacher Quality	Low SES School Communities	Total
May 2009 ¹	26 June 2009	\$19 408 000	\$1 243 000	\$1 738 000	\$22 389 000
1 November 2009 ²	7 December 2009	\$5 546 013	\$1 223 956	\$11 703 956	\$18 473 925
1 February 2010	7 March 2010	\$16 636 010	\$1 282 817	\$11 703 956	\$29 622 783
1 August 2010	7 September 2010	-	\$3 355 061	\$14 965 321	\$18 320 382
1 February 2011	7 March 2011	-	\$3 355 061	\$14 965 321	\$18 320 382
1 August 2011	7 September 2011	-	\$4 045 808	\$26 984 606	\$31 030 414
1 February 2012	7 March 2012	-	\$4 045 808	\$26 984 606	\$31 030 414
1 August 2012	7 September 2012	-	-	\$27 678 788	\$27 678 788
1 February 2013	7 March 2013	-	-	\$27 678 788	\$27 678 788
1 August 2013	7 September 2013	-	-	\$18 559 212	\$18 559 212
1 February 2014	7 March 2014	-	-	\$18 559 212	\$18 559 212
1 August 2014	7 September 2014	-	-	\$15 114 117	\$15 114 117
1 February 2015	7 March 2015	-	-	\$15 114 118	\$15 114 118
1 August 2015	-	-	-	-	-
1 February 2016	-	-	-	-	-
Total		\$41 590 023	\$18 551 511	\$231 750 001	\$291 891 535

¹ Preliminary Implementation Plans and Bilateral Agreement

² Final Implementation Plans and Bilateral Agreement

DEEWR: Department of Education, Employment and Workplace Relations

Monitoring and reporting arrangements

9. Reporting under this National Partnership will comply with the requirements of Schedule C to the Intergovernmental Agreement on Federal Financial Relations.

10. Queensland will provide reports to the Commonwealth against the reform milestones and timelines specified previously in this Agreement. The reports will be provided to the Commonwealth within four months of the end of the relevant period, or as otherwise agreed by the Parties.
11. A website has been created education.qld.gov.au/nationalpartnerships/ [accessed 30 September 2009] that provides information on many major initiatives funded through the National Partnerships. In addition to summary progress reports, action research case studies will also be published on the website for everyone to access.
12. As specified in the National Partnership Agreements, the Commonwealth will provide funding to evaluate the progress of reforms through this Agreement. The evaluation will support program management and monitoring and continuous improvement efforts and will inform COAG on the success of the reforms and how best to sustain them.
13. Queensland and the Commonwealth will work together, in conjunction with relevant participating schools, to ensure that evaluation reports are accessible to non-participating schools.
14. In addition, Queensland will undertake its own evaluation across the education National Partnerships, particularly focusing on initiatives that are being implemented for the first time in Queensland, such as Literacy and Numeracy Coaches, Summer Schools, Performance Agreements with principals tied to incentive payments, Turnaround Teams and Teaching and Learning Audits.
15. There are major strategies within the Partnerships that require in-depth evaluation and research methods applied to ensure schools and sectors learn about:
 - Which strategies are most cost effective in bringing about measurable school improvement?
 - Which strategies can be effectively applied across a range of contexts?
 - What systemic and contextual factors create barriers to effective implementation?
 - What systemic and contextual factors support the success of strategies?
16. From 2011 annual evaluation reports will be published to inform schools and sectors of the learnings so far. Information collected directly from schools through their six-monthly reporting will be used as part of the evaluation process as well as data analysis of indicators outlined in the Partnership. Schools will also contribute to the evaluation through their own action research case studies undertaken at an individual or cluster level.
17. These reforms will be monitored by the COAG Reform Council and any other body the Parties agree to task with assessing the effectiveness of these reforms.

Table 4: Milestones and facilitation payments, Low Socio-Economic Status School Communities National Partnership

NB Strategies that are new or recent initiatives for low socio-economic status schools in each sector are identified by their sector code appearing in 'bold' font. Those that are an enhancement or extension of an established initiative that is already operating to some extent in one or more low socio-economic status schools are identified by their sector code appearing in 'regular' font.

Report due to DEEWR	Milestone	Facilitation payment	Date of payment
June 2009	<ul style="list-style-type: none"> • Signing of bilateral agreement and preliminary State Implementation Plan for Phase 1 	\$1 738 000	26 June 2009
1 November 2009	<ul style="list-style-type: none"> • Submission of Final Implementation Plan <p><i>Milestones to be reported on in the February 2010 report:</i></p> <ul style="list-style-type: none"> • Completed school plans [26 State (S), 4 Independent (I), 1 Catholic (C)] • Principals recruited and appointed under Performance Agreement conditions [26 (S)] • Principals participated in professional development [26 (S), 4 (I), 10 (C)] • Schools receive funding [26 (S), 4 (I), 1 (C)] • Schools will have access to online forums and discussion groups [131 (S), 4 (I), 10 (C) principals] • All state school teachers accessing classroom-level National Assessment Plan – Literacy and Numeracy (NAPLAN) data electronically (S) • National Partnerships website launched (S) (I) (C) 	\$11 703 956	7 December 2009
1 February 2010	<ul style="list-style-type: none"> • 20 (S) additional principals recruited and appointed under Performance Agreement conditions • 20 (S) ≥ 10 (C) additional principals participated in tailored professional development • Teachers from 46 (S) and ≤ 10 (C) schools participate in teacher induction program • 20 (S), 9 (C) additional schools receive funding 	\$11 703 956	7 March 2010
1 August 2010	<ul style="list-style-type: none"> • 20 (S), 2 (I), 9 (C) additional completed school plans • 131 (S) schools participated in teaching and learning audit • Teachers from 10 (I) and 10 (C) schools participate in teacher induction program • Customised support for rural and remote schools in place (S) • Regional and School Action Research commenced (S) (I) (C) • Support for staff wellbeing and resilience developed (S) (I) • Social and Emotional Learning professional development (S) (I) (C) • Overview of evaluation strategy completed (S) (I) (C) • Event held to celebrate effective parent, community and school partnerships (S) (I) (C) • Turnaround Teams commence trial in 10 (S) schools • Item-level analysis of NAPLAN data by cohort available in all schools (S) 	\$14 965 321	7 September 2010

Report due to DEEWR	Milestone	Facilitation payment	Date of payment
1 February 2011	<ul style="list-style-type: none"> • 19 (S) additional principals recruited and appointed under Performance Agreement conditions • 19 (S), 2 (I), 7 (C) additional principals participated in tailored professional development • Teachers from 65 (S) schools participate in teacher induction program • 19 (S), 2 (I), 7 (C) additional schools receive funding • 46 (S), 4 (I), 10 (C) schools implementing parent and community engagement strategies • 46 (S), 2 (I), ≤ 10 (C) schools implementing teacher incentive and workforce planning strategies • 46 (S), 2 (I), 10 (C) schools implementing student wellbeing and engagement strategies • 12 (S), 1 (I), 2 (C) schools implementing strategies to improve transition from school to work and further study • 46 (S), 4 (I), 10 (C) schools implementing strategies to improve literacy, numeracy and science performance • 46 (S), 4 (I), 10 (C) schools implementing strategies to Close the Gap between Indigenous and non Indigenous student achievement 	\$14 965 321	7 March 2011
1 August 2011	<ul style="list-style-type: none"> • 19 (S), 1 (I), 7(C) additional completed school plans • Event held to celebrate effective parent, community and school partnerships (S) (I) (C) • Regional and School Action Research published (S) (I) (C) • Customised support for rural and remote schools implemented (S) • Teachers from 20 (I) and 17 (C) schools participate in teacher induction program • Support for staff wellbeing and resilience implemented(S) (I) • Social and Emotional Learning professional development (S) (I) (C) • Social and Emotional Screening Tool development and professional development (S) (I) • Turnaround Teams in three Regions (S) • Corporate reporting enhancements to OneSchool system (S) • Interim evaluation report published (S) (I) (C) 	\$26 984 606	7 September 2011
1 February 2012	<ul style="list-style-type: none"> • 66 (S) additional principals recruited and appointed under Performance Agreement conditions • 66 (S), 3 (I), 13 (C) additional principals participated in tailored professional development • 66 (S), 3 (I), 13 (C) additional schools receive funding • Teachers from 131 (S) schools participate in teacher induction program • 65 (S), 3 (I), 17 (C) schools implementing parent and community engagement strategies • 65 (S), 2 (I), ≤ 17 (C) schools implementing teacher incentive and workforce planning strategies 	\$26 984 606	7 March 2012

Report due to DEEWR	Milestone	Facilitation payment	Date of payment
1 August 2012	<ul style="list-style-type: none"> • 65 (S), 5 (I), 17 (C) schools implementing student wellbeing and engagement strategies • 17 (S), 2 (I), ≤ 6 (C) schools implementing strategies to improve transition from school to work and further study • 65 (S), 7 (I), 17 (C) schools implementing strategies to improve literacy, numeracy and science performance • 65 (S), 7 (I), 17 (C) schools implementing strategies to Close the Gap between Indigenous and non Indigenous student achievement • 66 (S), 13 (C) additional completed school plans • Event held to celebrate effective parent, community and school partnerships (S) (I) (C) • Regional and School Action Research published (S) (I) (C) • Customised support for rural and remote schools implemented (S) • Teachers from 20 (I) and 30 (C) schools participate in teacher induction program • Support for staff wellbeing and resilience implemented (S) (I) • Social and Emotional Screening Tool development and professional development (S) (I) • Interim evaluation report published (S) (I) (C) • OneSchool Business Intelligence pilot conducted and evaluated (S) • Turnaround Teams in five Regions (S) 	\$27 678 788	7 September 2012
1 February 2013	<ul style="list-style-type: none"> • Teachers from 131 (S) schools participate in teacher induction program • 131 (S), 30 (C) schools implementing parent and community engagement strategies • 131 (S), 2 (I), ≤ 30 (C) schools implementing teacher incentive and workforce planning strategies • 131 (S), 9 (I), 30 (C) schools implementing student wellbeing and engagement strategies • 30 (S), 3 (I), 6 (C) schools implementing strategies to improve transition from school to work and further study • 131 (S), 9 (I), 30 (C) schools implementing strategies to improve literacy, numeracy and science performance • 131 (S), 9 (I), 30 (C) schools implementing strategies to Close the Gap between Indigenous and non Indigenous student achievement 	\$27 678 788	7 March 2013
1 August 2013	<ul style="list-style-type: none"> • Event held to celebrate effective parent, community and school partnerships (S) (I) (C) • Regional and School Action Research published (S) (I) (C) • Customised support for rural and remote schools implemented (S) • Teachers from 20 (I) and 30 (C) schools participate in teacher induction program 	\$18 559 212	7 September 2013

Report due to DEEWR	Milestone	Facilitation payment	Date of payment
1 February 2014	<ul style="list-style-type: none"> • Turnaround Teams in five Regions (S) • Interim evaluation report published (S) (I) (C) • Teachers from 85 (S) schools participate in teacher induction program • 131 (S), 2 (I), 30 (C) schools implementing parent and community engagement strategies • 131 (S), 2 (I), ≤ 30 (C) schools implementing teacher incentive and workforce planning strategies • 131 (S), 2 (I), 30 (C) schools implementing student wellbeing and engagement strategies • 30 (S), 6 (C) schools implementing strategies to improve transition from school to work and further study • 131 (S), 2 (I), 30 (C) schools implementing strategies to improve literacy, numeracy and science performance • 46 principals receive end-of-agreement final incentive payments (S) • Professional development incentive accessed by nine principals (S) • 131 (S), 9 (I), 30 (C) schools implementing strategies to Close the Gap between Indigenous and non Indigenous student achievement 	\$18 559 212	7 March 2014
1 August 2014	<ul style="list-style-type: none"> • Event held to celebrate effective parent, community and school partnerships (S) (I) (C) • Regional and School Action Research published (S) (I) (C) • Customised support for rural and remote schools implemented (S) • Teachers from 20 (I) and 30 (C) schools participate in teacher induction program • Turnaround Teams in four Regions (S) • Interim evaluation report published (S) (I) (C) 	\$15 114 117	7 September 2014
1 February 2015	<ul style="list-style-type: none"> • Teachers from 85 (S) schools participate in teacher induction program • 85 (S), 1 (I), 20 (C) schools implementing parent and community engagement strategies • 85 (S), 1 (I), ≤ 20 (C) schools implementing teacher incentive and workforce planning strategies • 85 (S), 2 (I), 20 (C) schools implementing student wellbeing and engagement strategies • 18 (S), 2 (I), 4 (C) schools implementing strategies to improve transition from school to work and further study • 85 (S), 2 (I), 20 (C) schools implementing strategies to improve literacy, numeracy and science performance • 85 (S), 2 (I), 20 (C) schools implementing strategies to Close the Gap between Indigenous and non Indigenous student achievement • 19 principals receive end-of-agreement final incentive payments (S) 	\$15 114 118	7 March 2015

Report due to DEEWR	Milestone	Facilitation payment	Date of payment
1 August 2015	<ul style="list-style-type: none"> • Professional development incentive accessed by four principals (S) • Event held to celebrate effective parent, community and school partnerships (S) (I) (C) • Regional and School Action Research published (S) (I) (C) • Customised support for rural and remote schools implemented (S) • Teachers from 20 (I) and 20 (C) schools participate in teacher induction program • Turnaround Teams in three Regions (S) 		
1 February 2016	<ul style="list-style-type: none"> • 13 (S), 2 (I), ≤ 4 (C) schools implementing strategies to improve transition from school to work and further study • 66 (S), 2 (I), 13 (C) schools implementing strategies to improve literacy, numeracy and science performance • 66 principals receive end-of-agreement final incentive payments (S) • 66 (S), 2 (I), 13 (C) schools implementing strategies to Close the Gap between Indigenous and non Indigenous student achievement • Professional development incentive accessed by four principals (S) • Final evaluation report published (S) (I) (C) 		

Table 5: Milestones and facilitation payments, Literacy and Numeracy National Partnership

Report due date	Milestone	Facilitation payment	Date of payment
May 2009	<ul style="list-style-type: none"> • Signing of bilateral agreement and preliminary State Implementation Plans 	\$19 408 000	26 June 2009
1 November 2009 ²	<ul style="list-style-type: none"> • Strong Leadership – Effective Teams • Materials and communications strategy developed (June 2009) • Development and approval of Business Requirement specification for information technology infrastructure (June 2009) • Forums for curriculum leaders in targeted schools implemented (Semester 2, 2009) • Principals as Literacy Leaders' programs (Semesters 1 and 2, 2009) • Appoint project officers to coordinate reforms (Semester 1, 2009) • Professional development and implementation strategies developed (Semester 2, 2009) • Develop plan based on needs of target schools (Semester 2, 2009) • Building and testing of school and systemic infrastructure complete (September 2009) <p>High Expectations – Focussed Teaching</p> <ul style="list-style-type: none"> • Literacy and numeracy training, Years 4-7 teachers and catch up for P-3 (Semester 2, 2009) • P-9 Literacy and Numeracy Indicators completed (Semester 2 2009) • Literacy/Numeracy coaches selected (September 2009) • Develop a model for vacation professional development for teachers (July 2009) • Professional development and training of coaches (Semester 2 2009) • Commence professional development in targeted schools (Semester 2 2009) • Rolling schedule of developed resources (commencing November 2009) • Rollout of professional development to occur during spring and summer vacations (September 2009 and January 2010) <p>Differentiated Intervention – Improved Learning</p> <ul style="list-style-type: none"> • Engage additional teachers to support intensive literacy and numeracy programs for students (July 2009) • Commence implementation of literacy and numeracy indicators in targeted schools (Semester 2, 2009) • Support the use of English as a Second Language (ESL) Band scales in targeted schools (Semester 2, 2009) • Establish systems and school curriculum data teams 	\$5 546 013	7 December 2009

Report due date	Milestone	Facilitation payment	Date of payment
	(Semester 2, 2009)		
	<ul style="list-style-type: none"> Targeted intervention to support students (Semester 2, 2009) Implement rollout of summer schools (September 2009 and January 2010) 		
1 February 2010	<p>Strong Leadership – Effective Teams</p> <ul style="list-style-type: none"> Development of teaching/learning audit tool (Semester 2, 2009) Audit tool framework developed, trialled and implemented (Semester 1, 2010) <p>High Expectations – Focussed Teaching</p> <ul style="list-style-type: none"> Rollout of teacher professional development to occur during spring and summer vacations (September 2009 and January 2010) Assessments and annotated student samples completed (March, 2010) Communication strategy detailing successful and existing good practice (March, 2010) <p>Differentiated Intervention – Improved Learning</p> <ul style="list-style-type: none"> Project planning and scoping (Semester 2, 2009) Targeted intervention to support students (Semester 1, 2010) Implement rollout of summer schools (September 2009 and January 2010) Expand initiatives to support targeted groups of students (March 2010) 	\$16 636 010	7 March 2010

Table 6: Milestones and facilitation payments, Improving Teacher Quality National Partnership

Report due date	Milestone	Facilitation payment	Date of payment
June 2009	<ul style="list-style-type: none"> Signing of bilateral agreement and preliminary State Implementation Plan 	\$1 243 000	26 June 2009

Report due date	Milestone	Facilitation payment	Date of payment
1 November 2009	<ul style="list-style-type: none"> • Provision of Final Implementation Plan for approval <p>Attract the best entrants to teaching</p> <ul style="list-style-type: none"> • Location of first new RATEP centre identified and announced • Location of first Centre of Excellence identified and announced <p>More effectively prepare teachers, school leaders and principals</p> <ul style="list-style-type: none"> • 2009 data for practicum placements from all universities collected and aggregated 	\$1 223 956	7 December 2009
1 February 2010	<p>Attract the best entrants to teaching</p> <ul style="list-style-type: none"> • New RATEP centre active • Trades-to-Teaching initiative (Phase 1) pilot commenced • QCEC Indigenous Pathways program active • QCEC strategies, guidelines and policies developed <p>More effectively prepare teachers, school leaders and principals</p> <ul style="list-style-type: none"> • First Centre of Excellence active • Targets for practicum placements released • Field studies grants announced • Supported tutoring scheme active (QCEC) • Mentor Training program active (QCEC) • Sister/partner school guidelines developed (QCEC) <p>Develop teachers and school leaders</p> <ul style="list-style-type: none"> • Phase 1 mentoring commences. Schools and teachers for program expansion are identified and the Professional Learning Communities researched and discussed by school leaders (QCEC) • Pathways to Principalship program active: <ul style="list-style-type: none"> ○ new recruitment and selection processes in pilot ○ Leadership PD & Mentor program available ○ Structured induction program in pilot 	\$1 282 817	7 March 2010

Report due date	Milestone	Facilitation payment	Date of payment
1 August 2010	<p data-bbox="331 277 746 304">Attract the best entrants to teaching</p> <ul data-bbox="331 322 991 472" style="list-style-type: none"> <li data-bbox="331 322 863 349">• 2011 Step into Teaching scholarships launched <li data-bbox="331 367 991 427">• 2 new Remote Area Teaching Education Program (RATEP) centre locations identified and announced <li data-bbox="331 445 855 472">• Diocese directed programs advertised (QCEC) <p data-bbox="331 517 951 573">More effectively prepare teachers, school leaders and principals</p> <ul data-bbox="331 591 967 819" style="list-style-type: none"> <li data-bbox="331 591 967 651">• Additional 4 locations for Centres of Excellence identified and announced <li data-bbox="331 669 823 696">• First Beyond the Range program completed <li data-bbox="331 714 823 741">• Expert Teacher Panels established (QCEC) <li data-bbox="331 759 855 786">• Sister/partner schools operationalised (QCEC) <p data-bbox="331 797 536 824">Induction PD (ISQ)</p> <p data-bbox="331 875 759 902">Develop teachers and school leaders</p> <ul data-bbox="331 920 959 1294" style="list-style-type: none"> <li data-bbox="331 920 959 981">• Principals and School leaders professional development available in identified areas of need <li data-bbox="331 999 943 1059">• Phase 1 mentoring commences and additional schools identified (QCEC) <li data-bbox="331 1077 895 1104">• Succession management programs active (QCEC) <li data-bbox="331 1122 943 1182">• Leadership Modules for Beginning Leaders and Future Principals available (ISQ) <li data-bbox="331 1200 911 1294">• Pathways to Principalship program continues: <ul data-bbox="376 1223 911 1294" style="list-style-type: none"> <li data-bbox="376 1223 911 1249">○ new recruitment and selection processes in pilot <li data-bbox="376 1267 911 1294">○ Beyond the Range program for principals active <p data-bbox="331 1346 991 1402">Retain and reward quality principals, teachers and school leaders</p> <ul data-bbox="331 1420 983 1514" style="list-style-type: none"> <li data-bbox="331 1420 983 1480">• Statewide accreditation process for Accomplished/Leading Teachers agreed to across sectors <li data-bbox="331 1498 967 1525">• Review of current incentive programs completed (QCEC) 	\$3 355 061	7 September 2010

Report due date	Milestone	Facilitation payment	Date of payment
1 February 2011	<p data-bbox="331 286 746 313">Attract the best entrants to teaching</p> <ul data-bbox="331 331 1002 568" style="list-style-type: none"> • Teach for Australia pilot participants provided with initial training and placed in Queensland schools • 2011 Step into Teaching scholarship recipients begin studies • Trades-to-Teaching initiative (Phase 2) pilot commenced • 3 new RATEP centres active • QCEC Indigenous Pathways program active and expanded <p data-bbox="331 613 944 667">More effectively prepare teachers, school leaders and principals</p> <ul data-bbox="331 685 983 1039" style="list-style-type: none"> • 5 Centres of Excellence active • 2010 Field studies grants allocated • 2010 Beyond the Range program completed • 2010 data for practicum placements from all universities collected and aggregated • 2010 school mentoring awards provided • PD best practice policies, tools and resources are available via DET, ISQ and QCEC websites • Supported tutoring scheme continues (QCEC) <p data-bbox="331 1084 753 1111">Develop teachers and school leaders</p> <ul data-bbox="331 1128 954 1585" style="list-style-type: none"> • Links to Queensland College of Teachers Continuing Professional Development Framework formalised • Pathways to Principalship program active: • 2011 structured induction program active • 2010 Internship program implemented • Phase 2 mentoring program commences. (QCEC) • School-based induction programs for beginning teachers active (QCEC) • Staff wellbeing PD (ISQ) • Literacy and Numeracy modules from the pilot project Sustainable interventions in Literacy and Numeracy provided to schools (ISQ) <p data-bbox="331 1630 986 1684">Retain and reward quality principals, teachers and school leaders</p> <ul data-bbox="331 1702 973 1756" style="list-style-type: none"> • Cross-sectoral accreditation process for accomplished and leading teachers in pilot <p data-bbox="331 1800 970 1854">Improve the quality and availability of teacher workforce data</p> <ul data-bbox="331 1872 967 1926" style="list-style-type: none"> • Jurisdictional agreement regarding data requirements and collection processes 	\$3 355 061	7 March 2011

Report due date	Milestone	Facilitation payment	Date of payment
1 August 2011	<p>Attract the best entrants to teaching</p> <ul style="list-style-type: none"> • 2012 Step into Teaching scholarships launched <p>More effectively prepare teachers, school leaders and principals</p> <ul style="list-style-type: none"> • 2011 data for practicum placements from all universities collected and aggregated • Principals and School leaders professional development available in identified areas of need (ISQ) • Induction PD (ISQ) <p>Develop teachers and school leaders</p> <ul style="list-style-type: none"> • Pathways to Principalship program active: <ul style="list-style-type: none"> ◦ 2011 structured induction program completed <p>Improve the quality and availability of teacher workforce data</p> <ul style="list-style-type: none"> • DET Teaching Workforce Supply and Demand Report revision completed 	\$4 045 808	7 September 2011

Report due date	Milestone	Facilitation payment	Date of payment
1 February 2012	<p>Attract the best entrants to teaching</p> <ul style="list-style-type: none"> • Teach for Australia participants commence second year of placement. • 2011 Step into Teaching scholarship participants placed in schools • 2012 Step into Teaching scholarship recipients begin studies <p>More effectively prepare teachers, school leaders and principals</p> <ul style="list-style-type: none"> • 2011 Field studies grants allocated • 2011 school mentoring awards provided • 2011 Beyond the Range program completed • Supported tutoring scheme continues (QCEC) <p>Develop teachers and school leaders</p> <ul style="list-style-type: none"> • Pathways to Principalship program active <ul style="list-style-type: none"> ○ 2011 Beyond the Range program for principals completed ○ 2012 structured induction program active ○ 2011 internship program completed • Phase 3 mentoring program commences. Goals for schools as professional learning communities align with school renewal plans and are reviewed annually in BCEO diocese. (QCEC) • Staff wellbeing PD (ISQ) • Literacy and Numeracy modules from the pilot project Sustainable interventions in Literacy and Numeracy provided to schools (ISQ) <p>Retain and reward quality principals, teachers and school leaders</p> <ul style="list-style-type: none"> • Cross-sectoral accreditation process for accomplished and leading teachers confirmed 	\$4 045 808	7 March 2012

Reward payments

18. The maximum allocation available to Queensland subject to the achievement of agreed reward milestones is provided below.

Table 7: Reward payment dates for each National Partnership

Report due to DEEWR	Date of payment	Literacy and Numeracy	Improving Teacher Quality	Total
1 February 2011	7 March 2011	\$48 521 695		\$48 521 695

1 February 2012	7 March 2012	\$48 521 695	\$34 537 387	\$83 059 082
1 February 2013	7 March 2013		\$34 537 387	\$34 537 387
Total		\$97 043 390	\$69 074 774	\$166 118 164

19. In order to achieve the objectives of the National Education Agreement and to sustain the significant national reforms under the schooling National Partnerships, Queensland agrees that reward funding will be used for education purposes and the distribution of reward funding will be agreed with the non-government sectors.

Reward payment milestones

Table 8: Milestones and reward payments, Literacy and Numeracy National Partnership

Report due to DEEWR	Milestone	Reward payment	Date of payment
1 February 2011	Phase 1 - A report of the performance of the sample of schools against the agreed Literacy and Numeracy targets. The performance against the targets is comprised of 40% for NAPLAN indicators and 60% for Local Measure indicators.	\$48 521 695	7 March 2011
1 February 2012	Phase 2 - A report of the performance of the sample of schools against the agreed targets. The performance against the targets is comprised of 70% for NAPLAN indicators and 30% for Local Measure indicators.	\$48 521 695	7 March 2012

Table 9: Milestones and reward payments, Improving Teacher Quality National Partnership

Report due to DEEWR	Milestone	Reward payment	Date of payment
1 February 2012	<p>Improved pay dispersion to reward quality teaching</p> <ul style="list-style-type: none"> • 65 Principals in Phase 1 & 2 schools on performance-based contracts (annual) • 80 FTE literacy and numeracy coaches supporting state schools (annual) <p>Improved reward structures for teachers and leaders who work in disadvantaged Indigenous, rural/remote and hard-to-staff schools</p> <ul style="list-style-type: none"> • 65 Schools participating in the Low SES School Communities NP managed by a principal who is a signatory to a performance-based contract (annual) • 50 Participants in the Pathways to Principalship program (cumulative) • Recommendations from the RAIS Review and endorsed through Steering Group are prioritised • 1600 Teachers supported through RAIS (annual) • \$9 million invested by Queensland Government to implement RAIS (annual) • 20 Schools participating in the Low SES Status Schools NP implementing incentive programs for teachers (annual) • 15% increase in Indigenous teachers (QCEC Townsville) • 2 Scholarships for Cairns (QCEC) • 2 scholarships and cadetships (QCEC Rockhampton) <p>Improved in-school support for teachers and leaders, particularly in disadvantaged Indigenous, rural/remote and hard-to-staff schools</p>	\$34 537 387	7 March 2012

Report due to DEEWR	Milestone	Reward payment	Date of payment
	<ul style="list-style-type: none"> • Townsville diocese established a secondary staffing committee (QCEC) • 5 Additional hours of support in Cairns (QCEC) • 10 000 Additional hours of teacher aide assistance provided across all P-7 state schools (annual) • 4 Workshops providing professional development in staff well-being (I) (annual) • 80 Literacy and numeracy teaching coaches in state schools (FTE) (annual) • 100 Additional teachers placed in primary schools to allow experienced science teachers to be released (annual) • 100 Additional science teachers providing PD for primary schools (annual) • 10 Participants in the Grey Nomads Employment Program (annual) • 3 Cluster support services pilots active (annual) • 6 Participants in the Grow Your Own Leaders program (annual) • 2 Schools implementing general parenting programs (I) (annual) • 5 Schools with reconciliation plans and/or school community partnership agreements with local indigenous communities (QCEC) (annual) • 15 Schools participating in Turnaround Team trials (annual) • 20 Indigenous staff participating in programs through RATEP to gain AQF qualifications (annual) 		
	<p>Increased school-based decision-making about recruitment, staffing mix and budget</p>		
	<ul style="list-style-type: none"> • 65 Principals provided with greater flexibility to plan their own staffing mix through the Low SES School Communities NP (annual) • 65 Principals provided with greater flexibility to maximise the use of their global budget through the Low SES School Communities NP (annual) • 25 Participants in the Enhancing our Leaders program (cumulative) 		
	<p>Continual improvement program for all teachers</p>		
	<ul style="list-style-type: none"> • 40 % of state schools using performance developing processes to drive high staff performance (annual) • 131 schools conducting Teaching and Learning Audits • 100 participants in QELI programs (annual) • One teacher panel operating in schools (QCEC) (annual) • Flying Start Induction Processes provided for all beginning teachers in state schools • 40 participants in induction programs for graduates and newly appointed ISQ teachers (cumulative) • 40 participants in targeted induction programs for teachers 		

Report due to DEEWR	Milestone	Reward payment	Date of payment
	<p>entering state schools participating in the Low SES School Communities NP (annual)</p> <ul style="list-style-type: none"> • 80% retention rate for teachers and school leader positions in Indigenous school communities (annual) • 20 participants in targeted induction for teachers and school leaders entering small rural and remote state schools • One School Centre of Excellence at which learning accounts are available for teachers (annual) • 8 workshops for using modules from Sustainable Interventions in Literacy and Numeracy (I) (annual) • Professional development resources available on DET, ISQ and QCEC websites • 50 participants in eLearning Principal Program (annual) • 40 participants in 1-1 Leading the way practicum program (annual) • 40 participants in eLearning Master Classes (annual) • 40 participants in Mentoring programs for aspiring, new and experienced principals in ISQ schools • Online PD operational • 100 hours of professional development provided through Online PD (annual) • 20 participants in dedicated leadership and professional development programs for school leaders focussed on building their capacity aligned to national leadership program (ISQ) (annual) • 4 partner' or 'sister' school relationships operational (ISQ) (annual) • 10 seeding grants provided to school clusters and higher education providers (cumulative) • 30 participants in Professional Development Pathways programs (annual) • 20 school leaders and teachers supported to incorporate effective practices and address issues pertaining to whole school approaches for effective literacy and numeracy instruction (I) (annual) • 30 Professional Development Scholarships recipients (annual) • 10 Primary Science Scholarships recipients (annual) • 25 teachers at Centres of Excellence undertaking PD delivered by higher education (annual) <p>Increase the number of Indigenous specialist teachers and school leaders</p> <ul style="list-style-type: none"> • 5 participants in RATEP programs (annual) • 5% of Indigenous teachers in training supported through RATEP compared to 2009 • 1.2% of DET teachers reporting as Indigenous (annual) 		

Report due to DEEWR	Milestone	Reward payment	Date of payment
1 February 2013	<p data-bbox="316 282 906 304">Improved pay dispersion to reward quality teaching</p> <ul data-bbox="316 327 938 456" style="list-style-type: none"> <li data-bbox="316 327 938 383">• 131 Principals in Phase 1 & 2 schools on performance-based contracts (annual) <li data-bbox="316 398 938 456">• 80 FTE literacy and numeracy coaches supporting state schools (annual) <p data-bbox="316 506 970 584">Improved reward structures for teachers and leaders who work in disadvantaged Indigenous, rural/remote and hard-to-staff schools</p> <ul data-bbox="316 607 970 1111" style="list-style-type: none"> <li data-bbox="316 607 890 685">• 131 Schools participating in the Low SES School Communities NP managed by a principal who is a signatory to a performance-based contract (annual) <li data-bbox="316 701 954 757">• 110 Participants in the Pathways to Principalship program (cumulative) <li data-bbox="316 772 938 828">• Recommendations from the RAIS Review and endorsed through Steering Group are prioritised <li data-bbox="316 844 858 878">• 2200 Teachers supported through RAIS (annual) <li data-bbox="316 893 890 949">• \$9.4 million invested by Queensland Government to implement RAIS (annual) <li data-bbox="316 965 970 1021">• 80 Schools participating in the Low SES Status Schools NP implementing incentive programs for teachers (annual) <li data-bbox="316 1037 946 1070">• 15% increase in Indigenous teachers (QCEC Townsville) <li data-bbox="316 1086 699 1120">• 3 Scholarships for Cairns (QCEC) <p data-bbox="316 1160 938 1238">Improved in-school support for teachers and leaders, particularly in disadvantaged Indigenous, rural/remote and hard-to-staff schools</p> <ul data-bbox="316 1261 970 2074" style="list-style-type: none"> <li data-bbox="316 1261 970 1317">• Flexible staffing arrangements to provide additional support for schools piloted in schools (QCEC) <li data-bbox="316 1332 890 1388">• Townsville diocese established a secondary staffing committee (QCEC) <li data-bbox="316 1404 850 1438">• 10 Additional hours of support in Cairns (QCEC) <li data-bbox="316 1453 882 1509">• 15 000 Additional hours of teacher aide assistance provided across all P-7 state schools (annual) <li data-bbox="316 1525 946 1581">• 4 Workshops providing professional development in staff well-being (I) (annual) <li data-bbox="316 1597 890 1653">• 80 Literacy and numeracy teaching coaches in state schools (FTE) (annual) <li data-bbox="316 1668 954 1702">• 2 Boarding school transition programs (QCEC Townsville) <li data-bbox="316 1718 962 1774">• 20 Participants in the Grey Nomads Employment Program (annual) <li data-bbox="316 1789 842 1823">• 5 Cluster support services pilots active (annual) <li data-bbox="316 1839 914 1895">• 8 Participants in the Grow Your Own Leaders program (annual) <li data-bbox="316 1910 962 1966">• 15% increase in number of Indigenous teachers employed in remote schools in the QCEC Townsville Diocese <li data-bbox="316 1982 922 2038">• 4 Schools implementing general parenting programs (I) (annual) <li data-bbox="316 2054 866 2087">• 30 Schools with reconciliation plans and/or school 	\$34 537 387	7 March 2013

Report due to DEEWR	Milestone	Reward payment	Date of payment
	<p>community partnership agreements with local indigenous communities (QCEC) (annual)</p> <ul style="list-style-type: none"> • 100 Schools participating in Turnaround Team trials (annual) • 24 Indigenous staff participating in programs through RATEP to gain AQF qualifications (annual) <p>Increased school-based decision-making about recruitment, staffing mix and budget</p> <ul style="list-style-type: none"> • 131 Principals provided with greater flexibility to plan their own staffing mix through the Low SES School Communities NP (annual) • 131 Principals provided with greater flexibility to maximise the use of their global budget through the Low SES School Communities NP (annual) • 60 Participants in the Enhancing our Leaders program (cumulative) <p>Continual improvement program for all teachers</p> <ul style="list-style-type: none"> • 100% of state schools using performance development processes to drive high staff performance (annual) • Graduate testing established • 150 participants in QELI programs (annual) • 9 teacher panels operating in schools (QCEC) (annual) • Flying Start Induction Processes provided for all beginning teachers in state schools • 60 Beginning and future leaders' leadership professional development programs (QCEC) • 15 Aspiring leaders (QCEC Cairns) • 20 Aspiring leaders (QCEC Rockhampton) • 20 Aspiring leaders (QCEC Townsville) • 60 Beginning teachers undertaking induction programs (QCEC – Rockhampton) • 80 participants in induction programs for graduates and newly appointed ISQ teachers (cumulative) • 60 participants in targeted induction programs for teachers entering state schools participating in the Low SES School Communities NP (annual) • 85% retention rate for teachers and school leader positions in Indigenous school communities (annual) • 40 participants in targeted induction for teachers and school leaders entering small rural and remote state schools • 2 School Centres of Excellence at which learning accounts are available for teachers (annual) • 16 workshops for using modules from Sustainable interventions in Literacy and Numeracy (I) (annual) • Professional development resources available on DET, ISQ and QCEC websites 		

Report due to DEEWR	Milestone	Reward payment	Date of payment
	<ul style="list-style-type: none"> • 80 participants in eLearning Principal Program (annual) • 60 participants in 1-1 Leading the way practicum program (annual) • 60 participants in eLearning Master Classes (annual) • 80 participants in Mentoring programs for aspiring, new and experienced principals in ISQ schools • Online PD operational • 200 hours of professional development provided through Online PD (annual) • 40 participants in dedicated leadership and professional development programs for school leaders focussed on building their capacity aligned to national leadership program (ISQ) (annual) • 8 partner' or 'sister' school relationships operational (ISQ) (annual) • 2 Partner' or 'sister' school relationships operational (QCEC) (annual) • 20 Partner' or 'sister' school relationships operational (S) (annual) • 15 seeding grants provided to school clusters and higher education providers (cumulative) • 60 participants in Professional Development Pathways programs (annual) • 40 school leaders and teachers supported to incorporate effective practices and address issues pertaining to whole school approaches for effective literacy and numeracy instruction (I) (annual) • 30 Professional Development Scholarships recipients (annual) • 10 Primary Science Scholarships recipients (annual) • 60 teachers at Centres of Excellence undertaking PD delivered by higher education (annual) • 100 Teachers involved in mentoring program (QCEC) <p>Increase the number of Indigenous specialist teachers and school leaders</p> <ul style="list-style-type: none"> • 10 participants in RATEP programs (annual) • 15% of Indigenous teachers in training supported through RATEP compared to 2009 • 1.3% of DET teachers reporting as Indigenous (annual) • 20 Indigenous teachers and paraprofessionals in schools (QCEC) (annual) 		

Non-government schooling sector participation

20. Officers of the Queensland Catholic Education Commission and Independent Schools Queensland have been engaged through regular meetings and communications to develop this plan.
21. The non-government sector in Queensland includes Catholic and Independent schools, represented by Queensland Catholic Education Commission ("QCEC") and Independent Schools Queensland ("ISQ"). QCEC and ISQ have been engaged as partners in the development of this Agreement and the Queensland Implementation Plans. Representatives from the sector have been integral to the development of the reform areas and specific actions contained in the Implementation Plans. Governance during this development period has occurred through the Queensland Schooling Sector CEOs Committee, which is chaired by the Director-General of the Department of Education and Training and has as members the respective heads of the government, Catholic and Independent schooling sectors. The Queensland Schooling Sector CEOs Committee will continue as the overarching governance forum between the schooling sectors for the life of this Agreement.
22. The agreement of the non-government sector to this Agreement, the Implementation Plans and any other necessary governance arrangements will be achieved through an exchange of letters between the Queensland Minister for Education and Training and the respective heads of the QCEC and ISQ.
23. Queensland will continue to work collaboratively with the non-government sector, both systemically and with individual schools as required, in implementing reforms under this Agreement.
24. It has been agreed between Queensland and the non-government sector that Queensland will distribute facilitation funding provided by the Commonwealth to the non-government sector and/or directly to participating schools, as agreed in the exchange of letters between the sectors. Specific allocations of funding have been agreed. Any co-investment contributions and payments will be determined in agreement between Queensland and non-government sector or schools.
25. It has been agreed between Queensland and the non-government sector that Queensland will distribute reward funding provided by the Commonwealth to the non-government sector and/or directly to participating schools, as agreed in the exchange of letters between the sectors.
26. Additional details are articulated in the Queensland Implementation Plans which will be subject to periodic review as agreed by the Commonwealth and State.

Indicative actions and performance indicators

27. This Agreement will contribute to the outcomes which are set out in the National Education Agreement. Progress against these outcomes will be measured by the performance indicators as follows.

Table 10: Overarching outcomes and performance indicators

Outcomes	Performance indicators
All children are engaged in and benefiting from schooling.	The proportion of children enrolled in and attending school.

Outcomes	Performance Indicators
Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving.	Literacy and numeracy achievement of Year 3, 5, 7 and 9 students in national testing.
Schooling promotes the social inclusion and reduces the education disadvantage of children, especially Indigenous children.	<p>The proportion of Indigenous and low socio-economic status children enrolled in and attending school.</p> <p>Literacy and numeracy achievement of Year 3, 5, 7 and 9 Indigenous and low socio-economic status students in national testing.</p> <p>The proportion of the 19-year-old Indigenous and low socio-economic status population having attained at least Year 12 or equivalent or Australian Quality Framework (AQF) Certificate II.</p> <p>The proportion of Indigenous students completing Year 10.</p>
Australian students excel by international standards.	The proportion of students in the bottom and top levels of performance in international testing (e.g. Program for International Student Assessment, Trends in International Mathematics and Science Study).
Young people make a successful transition from school to work and further study.	<p>The proportion of the 19-year-old population having attained at least a Year 12 or equivalent or AQF Certificate II.</p> <p>The proportion of young people participating in post-school education or training six months after school.</p> <p>The proportion of 18-24 year olds engaged in full-time employment, education or training at or above AQF Certificate III.</p>

28. In addition, each school participating in the Low Socio-Economic Status School Communities National Partnership will set local annual targets and develop a four year School Strategic Plan that identifies explicit strategies that will work towards the following additional performance indicators.

Table 11: Queensland Low Socio-Economic Status School Communities National Partnership Outcomes and Performance Indicators

Outcomes	Performance Indicators
Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving.	<p>Percentage of Year 3, 5, 7 and 9 students at or above the National Minimum Standard for Reading and Numeracy by:</p> <ul style="list-style-type: none"> • All students • Indigenous students • Non Indigenous students <p>Mean scale scores of Year 3, 5, 7 and 9 students for Reading and Numeracy by:</p> <ul style="list-style-type: none"> • All students • Indigenous students • Non Indigenous students
Schooling promotes the social inclusion and reduces the education disadvantage of children, especially Indigenous children.	<p>The percentage of Indigenous students completing Year 10.</p> <p>The proportion of young people participating in post-school education or training six months after leaving school</p>

All students are successfully engaged in learning.

Average student attendance rate

- All students
- Indigenous students
- Non Indigenous students

Apparent retention rates for Years 8 -10¹

- All students
- Indigenous students
- Non Indigenous students

Apparent retention rates for Year 10 – 12¹

- All students
- Indigenous students
- Non Indigenous students

Percentage of Year 12 students who are completing/completed a school based apprenticeship or traineeship (SAT) or were awarded one or more of the following: Queensland Certificate of Education (QCE), International Baccalaureate Diploma (IBD), Vocational Education and Training (VET) qualification.

- All students
- Indigenous students
- Non Indigenous students

Level of student wellbeing at the school²

- All students
- Indigenous students
- Non Indigenous students

Student cohort (Indigenous, students with disabilities, ESL students, refugee students, students with additional learning needs, students at educational risk including homeless students) achievements via action research case studies.

Community confidence in the capability of schools

Level of satisfaction of parents and students³ (see Note 3)

¹ Apparent Retention Rates are derived annually from aggregate enrolment data. The rate represents the proportion of full-time students in Year 12 divided by the same cohort's number of full-time students when in Year 10 (e.g. the number of full-time Year 12 students in 2008 divided by the number of full-time Year 10 students in 2006). Given that the rates are derived from enrolment totals, they are treated as indicative or apparent only. Apparent retention rates are a broad indicator of young people's participation in secondary school education. However school retention is only one measure of positive engagement for young people who may choose to participate in a range of school, training or work options..

² *Student wellbeing at school:* This is a temporary solution that will be used until a national indicator is agreed to. To inform this indicator two measures are derived: one from the student survey the other from the parent survey.

Students: The related questions of the school opinion survey seeks responses to the level of student satisfaction with the following: "That teachers help you do your best?" "That you are treated fairly?" "That you are safe at school?" "That you are happy to go to school?" (These questions may be different for school in the Independent and Catholic sectors.)

Parents: The related questions of the school opinion survey seeks responses to the level of parent satisfaction with the following: "With the encouragement given to your child?" "Your child is treated fairly at this school?" "Your child is safe at this school?" "Your child is happy to go to school?" (These questions may be different for school in the Independent and Catholic sectors.)

³ *Satisfaction:* Responses from the School Opinion Survey in relation to the following:

Students: Percentage of students satisfied with the proposition, "getting a good education."

Parents: Percentage parents satisfaction with the proposition, "that this is a good school."

(These questions may be different for schools in the Independent and Catholic Sectors)

Literacy and Numeracy National Partnership Performance Indicators

29. In addition to those indicators outlined in the Education Agreement, Queensland schools participating in the Literacy and Numeracy National Partnership will set targets and school plans that work towards the following national and Queensland indicators in an effort to access the total available reward funds for the Queensland Department of Education and Training.

Literacy and Numeracy National Partnership - NAPLAN measures

30. Four sets of targets were proposed by DEEWR for reporting performance against NAPLAN measures (% Students At or Above Minimum Standard, % Students Above Minimum Standard, Mean Scale Score and % Indigenous Students At or Above Minimum Standard). For each measure the comparisons will aggregate chronological data for schools participating in the Literacy and Numeracy National Partnership program. Improvement is calculated relative to the change projected for the state for the same period of time using 2008 and prior data.
31. Each of the sets of targets will comprise 10% of the total reward funding calculation (e.g., % Students At or Above Minimum Standard targets – 10%, % Students Above Minimum Standard targets – 10%, Mean Scale Score targets 10% and Indigenous Students At or Above Minimum Standard targets – 10%). NAPLAN targets will, therefore, account for 40% of the total reward funding.
32. To limit the total number of measures used to a manageable number, only the Reading and Numeracy domains will be used to comprise these targets. As part of school participation schools have been asked to nominate an area of special focus (reading or numeracy). Schools selected for reporting will be allocated based on their nominated area of specialisation.

Table 12: Number of schools involved in the Literacy and Numeracy National Partnership

EQ Sample	QCEC Sample	ISQ Sample	Total No. Qld Schools in Sample
175	36	28	239

33. In Queensland a very large sample of schools has been identified for inclusion in the Literacy and Numeracy plan. This is an ambitious and significant commitment that signals Queensland's commitment to the process. In total, 239 schools have been nominated. Currently Year 7 is not identified as an area of special focus. This does not suggest that work is not being conducted in this area but rather that early intervention is a key aspect of Queensland focus. This early years focus is consistent with other strategies being initiated in Queensland such as those relating to the Closing the Gap goals. Therefore reporting in Queensland will be conducted using Year 3 and 5 samples.
34. After the NAPLAN 2010 results become available, the results will be compared to the targets. Proportion of the funding allocated will be based on each year level and domain.
35. For example, the 10% allocated to NAPLAN mean scale score measures can be split into 5% for Reading and 5% Numeracy. Funding is then allocated based on the performance against the targets. The breakdown of weightings for NAPLAN targets along with the targets for schools are provided in the following table.

Table 13: National and Queensland Literacy and Numeracy National Partnership measures and targets: NAPLAN indicators

Local measures	2011 target methodology	Target group	Targets	% of reward funding to be paid under this target (January 2011 payment)
Students At or Above Minimum Standards (All) (Reading)	For target group, there is a 50 % greater improvement than trends observed from historical testing data. Historical data is based upon the years 2006-08	3	81.5% at or above NMS	3%
		5	77.6% at or above NMS	2%
		7	87.7% at or above NMS	-
Students At or Above Minimum Standards (All) (Numeracy)	For target group, there is a 50 % greater improvement than trends observed from historical testing data. Historical data is based upon the years 2006-08	3	85.9% at or above NMS	3%
		5	84.0% at or above NMS	2%
		7	91.6% at or above NMS	-
Students Above Minimum Standards (All) (Reading)	For target group, there is a 50 % greater improvement than trends observed from historical testing data. Historical data is based upon the years 2006-08	3	56.0% at or above NMS	3%
		5	59.6% at or above NMS	2%
		7	65.5% at or above NMS	-
Students Above Minimum Standards (All) (Numeracy)	For target group, there is a 50 % greater improvement than trends observed from historical testing data. Historical data is based upon the years 2006-08	3	66.5% at or above NMS	3%
		5	57.5% at or above NMS	2%
		7	68.7% at or above NMS	-
Mean Scale Score (All) (Reading)	For target group, there is a 50 % greater improvement than trends observed from historical testing data. Historical data is based upon the years 2006-08	3	mean scale score of 348.6	3%
		5	mean scale score of 445.8	2%
		7	mean scale score of 506.9	-
Mean Scale Score (All) (Numeracy)	For target group, there is a 50 % greater improvement than trends observed from historical testing data. Historical data is based upon the years 2006-08	3	mean scale score of 348.0	3%
		5	mean scale score of 439.0	2%
		7	mean scale score of 517.5	-
Students at or Above Minimum Standards (Indigenous - Reading)	For target group, there is a 50 % greater improvement than trends observed from historical testing data. Historical data is based upon the years 2006-08	3	67.2% Indigenous at/above NMS	3%
		5	56.2% Indigenous at/above NMS	2%
		7	73.5% Indigenous at/above NMS	-
Students at or Above Minimum Standards (Indigenous - Numeracy)	For target group, there is a 50 % greater improvement than trends observed from historical testing data. Historical data is based upon the years 2006-08	3	70.4% Indigenous at/above NMS	3%
		5	68.5% Indigenous at/above NMS	2%
		7	82.3% Indigenous at/above NMS	-
Total NAPLAN Measures				40%

Literacy and Numeracy National Partnership - local measures

36. The essential feature of the local measures is the ability to provide more sensitive indicators of student improvement in literacy or numeracy. It is also recognised that greater exposure to literacy and or numeracy is an important factor for students. Sectoral differences in testing have meant that appropriate aggregation methods will be required. To this end each school will be evaluated against the targets and then the proportion of schools achieving the targets will be reported. It has been agreed that, for each indicator, 20 schools across the sectors will be sampled.
37. Three sets of targets were proposed by DEEWR for reporting performance against local measures (Diagnostic, Achievement and Indigenous). Different schools in Queensland apply different local measures of Reading with three tests commonly used, namely, Progressive Achievement Tests in Reading Comprehension [PAT-R], Developmental Reading Assessment 2 [DRA 2], and First Steps in Reading [FS – R]. These tests will form the basis of local measure reporting. All teachers using these instruments will have been given training in how to administer them prior to use.
38. Each of the sets of targets will comprise 20% of the total reward funding calculation (e.g., Diagnostic targets – 20%, Achievement targets – 20%, and Indigenous targets – 20%). Local targets will, therefore, account for 60% of the total reward funding.
39. After the Term 4 2010 results become available, the results of the sample schools will be cumulated. Proportion of the funding allocated will be based on the proportion of sample schools that have met their target. For example, if 10 of 20 sample schools across the sectors have met their targeted proportions of students who have achieved an improvement using Measure 1. Then 50% of the target will have been deemed to have been achieved. Whilst this methodology is relatively simple there is a difficulty in combining results from different sectors using different tests in any other way.
40. The timing of Pre-Test and Post-Test occasions varies somewhat by school and will be at least Term 1 2010 – Term 4 2010, for a smaller proportion of schools is Term 4 2009 – Term 4 2010 (particularly with regard to DRA2).

Improving Teacher Quality National Partnership Performance Indicators

41. In addition to those indicators outlined in the Education Agreement, Queensland will work with the Department of Education, Employment and Workplace Relations (DEEWR) to finalise indicators for the Improving Teacher Quality National Partnership that will be used to secure reward payments for the Queensland Department of Education and Training.

Publications and communications

42. All publications, promotional and advertising materials, public announcements and activities, or any products processes or inventions developed as a result of the implementation of the Agreement should acknowledge this Agreement as a joint Commonwealth and Queensland initiative.

Audit arrangements

43. During the term of this Agreement, Queensland will, upon 7 days' notice from the Commonwealth during normal business hours or as otherwise agreed, permit and provide persons ("Auditors") nominated by Queensland supervised access to relevant information to verify compliance with the obligations under this Agreement. The Commonwealth is not entitled to use this right of access for purposes that are not related to this Agreement.
44. Audit arrangements may also be applied by Queensland to the non-government sector, as documented in separate agreements between Queensland and the participating sectors and schools.

Governance arrangements

45. A cross-sector governance committee, the Queensland Schooling Sector CEOs Committee, chaired by the Director-General, Department of Education and Training is the authorising environment for the final endorsed implementation plan. The membership of this committee includes the Executive Director, Queensland Catholic Education Commission (QCEC); the Executive Director, Independent Schools of Queensland; and the Deputy Director-General Education Queensland.
46. The CEO governance committee will play an ongoing role in monitoring the success of the National Partnerships and overseeing progress reports to DEEWR throughout the various stages of implementation. Ongoing improvements will be made in the planning and design of the strategies as we learn about what works from each phase. The committee will provide advice on future directions as each phase-in of schools commences.
47. In accordance with the corresponding National Partnership Agreements, the governance arrangements between the Commonwealth and Queensland are as follows.

Term of the Agreement

48. This Agreement continues to be of effect until the earlier of:
 - (a) Termination of the Agreement in accordance with clause 32; or
 - (b) One year after cessation of all National Partnership Agreements.

Dispute resolution

49. Any Party may give notice to other Parties of a dispute under this Agreement.
50. The relevant delegates will attempt to resolve any dispute in the first instance.
51. If a dispute cannot be resolved it may be escalated to COAG for consideration.

Variation of the Agreement

52. This Agreement may be amended at any time by agreement in writing by the Parties and under terms and conditions as agreed by the Parties.

53. A Party to the Agreement may terminate their participation in this Agreement by notifying the other Party in writing. To minimise disruption to participating schools, at least 12 months' notice should be given in these circumstances.
54. The termination of this Agreement, by either Party, will also terminate the Parties' involvement with each other in any agreements directly related to the provisions of this Agreement.

Review of the Agreement

55. The Parties recognise that the ambitious nature of the National Partnership reforms will require this Agreement and the Implementation Plans to be reviewed before its expiry. This review will assess progress in achieving these National Partnerships' objectives and outcomes and consider options for the future of the National Partnerships, including extension of their life or rolling a portion of the National Partnerships' facilitation funding into funding provided under the Specific Purpose Payment under the National Education Agreement. The review will draw on the findings from the independent evaluation of the reforms implemented under this National Partnership.
56. In the event of inconsistency between this Agreement and the Intergovernmental Agreement on Federal Financial Relations, the Intergovernmental Agreement on Federal Financial Relations will take precedence over any clauses contained in this Agreement.

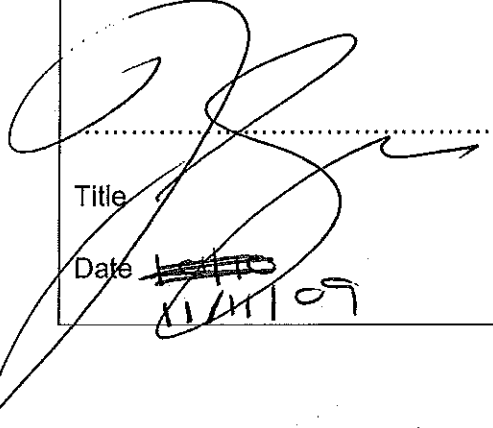
Intellectual property

57. The parties agree that Queensland will retain its intellectual property rights (including copyright, trade mark, design, patent, trade, or other proprietary rights, or any to registration of such rights existing in Australia, or elsewhere) in all information and other material provided by Queensland to the Commonwealth under this Agreement.
58. Queensland consents to the use within Australia of that information and material by the Commonwealth and the Commonwealth's sharing with, and the use within Australia by, Australian states, territories and schools as part of the National Partnership program including where it is to facilitate the sharing of information regarding successful school reform interventions and best practice.

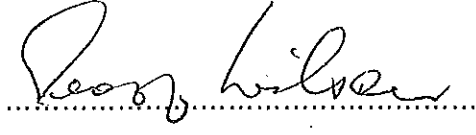
59. The Parties have executed this agreement as follows:

**Signed for and on behalf of the
Commonwealth of Australia by**

**Signed for and on behalf of the
State of Queensland by**



.....



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Title

Title Minister for Education and Training

Date

~~11/11/09~~
11/11/09

Date

30.10.09