



Australian Government

SMARTER SCHOOLS NATIONAL PARTNERSHIPS



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IMPROVING TEACHER QUALITY
LOW SES SCHOOL COMMUNITIES
LITERACY AND NUMERACY

Queensland Progress Report 2010 (1 January – 30 June 2010)



Queensland Government



Section 1 – Overview/Summary of Progress

Where the 2009 calendar year was critical year for laying the groundwork for the *Smarter Schools National Partnership (SSNP) Agreements* and their associated implementation plans, the first six months of 2010 have been focussed on driving execution. The development of the plans and their early implementation in Queensland schools (from Term 4, 2009) also provided valuable learning experiences for full roll out in 2010.

An addendum to the Implementation Plan for the Literacy and Numeracy National Partnership has allowed an extra 35 state schools to be part of this partnership in 2010-11.

Cross sector collaboration

Responsibility for implementation of the three SSNP Agreements rests across all three Queensland education sectors: the state schooling system, The Queensland Catholic Education Commission (QCEC) and Independent Schools Queensland (ISQ). The Department of Education and Training has continued the consultative and engaging approach to the implementation of the three *Smarter Schools National Partnership Agreements*, with all three sectors involved in working group meetings and decision making processes.

Key Achievements

Queensland is moving ahead of schedule in implementation of the Smarter Schools National Partnerships. Notable progress has occurred in the achievement of Low SES Partnership and Improving Teacher Quality milestones for the second half of 2010, including the publication of additional school strategic plans, the provision of Social and Emotional Learning professional development and the launch of the [Make a Difference – Teach](#) campaign.

Significant Queensland achievements include:

- the establishment of Schools of Excellence (Independent sector)
- the establishment of *Cape York Australian Aboriginal Academy* (state schooling sector)
- Turnaround teams (state schooling sector)
- the Literacy and Numeracy Coaches initiative (state school sector) and Literacy Numeracy coaches/mentors (Catholic sector)
- the development and implementation of the Teaching and Learning Audit (state schooling sector).

Key to all sectors in implementing the SSNPs are partnerships being formed with local communities, the improved data collection and monitoring tools and an extensive agenda of Professional Development opportunities.

The DET [National Partnerships](#) website, launched in August 2009 is currently undergoing enhancement and upgrading, with the new edition expected to be released the latter half of 2010.

Queensland has maintained a strong commitment to achieving the outcomes in the *National Education Agreement* and the education building block in *Closing the Gap*.

Section 2 – Improving Teacher Quality

Six Month Progress – 1 January 2010 to 30 June 2010.

During the first semester of 2010, Queensland has made significant local progress in implementing the range of reforms described within its *Improving Teacher Quality National Partnership Implementation Plan* to drive improvements that will grow the quality of its teaching workforce.

Queensland's focus of work within this National Partnership has been on supporting smaller scale pilots of projects, such as scholarship programs and Trades-to-Teaching initiatives, for broader implementation from 2011.

Due to the level of reform ambition contained within Queensland's plan, the **state school** system has been required to employ intensive stakeholder engagement to address industrial, legislative and cultural barriers. In particular, the system has been required to undertake negotiations during Enterprise Bargaining discussions with the Queensland Teachers' Union, and aspects of the National Partnership have been specifically noted within the final certified agreement agreed to by the parties.

Despite this, Queensland has been able to largely address stakeholder concerns and achieve agreement to progress the reform initiatives to meet the required timelines.

Queensland continues to await the outcome of work undertaken at a national level and led by the Commonwealth to develop a set of new **National Professional Standards for Teachers**. These new standards will underpin a range of subsequent reforms, including nationally-consistent processes for registering teachers and accrediting teacher education programs.

ISQ has also begun implementation of a broad array of strategies to enhance leadership skills and teaching and learning and to develop the skills, knowledge and practice of effective educators. **Centres of Excellence** in pre-service teaching have been established in four Independent schools: Brisbane Girls Grammar School, Forest Lake College, Trinity Lutheran College and Cannon Hill Anglican College.

QCEC have made significant progress in each of the Key Reform Areas under Improving Teacher Quality. The evolution of the **Centre of Excellence – Preservice** has progressed with the development of a *Memorandum of Understanding* between Brisbane Catholic Education and the Australian Catholic University, and there has been significant progress in online Centres of Excellence and online modules.

The recruitment, employment and increased skilling of Indigenous teachers and teacher aides has been a particular focus of **QCEC**, with:

- development of implementation of scholarships and cadetships
- partnerships with traditional owners and involvement of community members within Leadership teams
- offer of Indigenous practicum placements to Indigenous teachers trainees to strengthen teacher practicum links with the University of Southern Queensland (Toowoomba).

Additional to the above focus, **QCEC's** progress in implementing this partnership also includes:

- identification of appropriate mid term career entrant candidates to be involved in professional development opportunities (North Brisbane Religious Institute schools)
- completion of initial research and development of project plan to support Indigenous and non-Indigenous para-professionals to upgrade qualifications to degree status in education or other areas that support teaching and learning (Edmund Rice Education Australia (Northern Region))
- establishment of mentoring/coaching program, both for existing staff and beginning teachers
- workshops on literacy, mental health and wellbeing, coaching and middle management
- initiation of parent and community engagement programs
- progress in strategies to enhance performance management & develop school renewal plans, school leadership and succession management plans and induction programs
- new incentives package for the 8 most isolated schools in the Townsville Diocese, with incentives and subsidies for leave, travel, air conditioning, accommodation and special subsidies for beginning teachers.

Significant Achievements/Activities – 1 January 2010 to 30 June 2010.

From 1 January 2010 to 30 June 2010, Queensland has:

- conducted extensive consultation regarding the draft National Standards for Teachers, collated stakeholder feedback, and forwarded this as a submission to the Australian Government
- provided advice and feedback on proposed nationally consistent processes for teacher registration
- continued cross-jurisdictional leadership of the working group developing the National Teaching Workforce Dataset to support workforce planning.

In addition, a range of **state specific** initiatives have been progressed, including:

- initiation of a small scale pilot program to support experienced tradespeople to gain a teaching qualification in the Industrial Technology and Design area
- negotiation of an industry and higher education partnership to expand this pilot for 2011
- mapping of a range of alternate pathways for experienced tradespeople to gain a teaching qualification in the Industrial Technology and Design area
- development of new pathways to attract high quality non-teaching graduates into the teaching profession, in partnership with higher education providers, including implementation of the [Step into Teaching](#) scholarships to attract high calibre science and mathematics graduates to gain a teaching qualification and work in rural and remote schools
- expansion of the Remote Area Teacher Education Program (RATEP) begun, by supporting establishment of a new RATEP centre in Innisfail, scoping new centres across north Queensland and provision of new opportunities to support the building of capabilities of Aboriginal and Torres Strait Islanders to participate in the early childhood education and care workforce
- continuation of the [Make a difference – teach](#) recruitment and marketing strategy to promote the profession and working in rural and remote locations through a range of events, materials and a dedicated web presence
- mapping current programs that provide school students with opportunity to begin tertiary teacher education programs whilst still in secondary school to identify the best programs for expansion
- identification of the location for the first of five state sector Centres of Excellence, that will become key locations for identifying the best preservice teachers and providing them with a supported pathway to employment and induction, including undertaking stakeholder consultation to identify the best locations for the remaining 4 state sector Centres of Excellence
- ensuring practices, policies, tools and resources to support performance planning are available online
- initiation of the *Pathway to Principalship* program (now referred to internally as *Make a difference – take the lead!*) to reinvigorate small school leadership across Queensland
- collection of a range of data to support the development of a statewide teacher workforce analysis.

The **QCEC** has highlighted the **increased professional capacity** of staff through the professional development initiatives already implemented. In particular:

- positive relationship building across schools that involves sharing of expertise and resources
- positive external review and evaluation of pilot mentoring programs and succession planning
- an increase in applications for leadership positions resulting from the Christos program
- growth in professional conversations between new staff and mentors
- development of a culture of peer support fostering professional growth and learning opportunities
- a rise in the standard of professional learning from the laptop trial.

ISQ has also begun implementation of a broad array of strategies to enhance leadership skills, teaching and learning, and to develop the skills, knowledge and practice of effective educators. Additional to the **Centres of Excellence**, strategies include:

- Middle Leaders Program
- New Principals
- Future Principals Program
- The Induction Program for Beginning Leaders in 2010.

Barriers to Progress – 1 January 2010 to 30 June 2010.

Key challenges identified by DET in implementing reform initiatives through the national partnership include:

- [National Professional Standards for Teachers](#) – these Standards remain in draft form and are yet to be

endorsed nationally. As many further reforms are dependent on this occurring, the delay in endorsement creates pressure on timelines.

- **Industrial barriers** - the state system in Queensland will also be required to undertake significant consultation with the Queensland Teachers' Union to address any issues relating to the inclusion of Queensland's existing Professional Standards for Teachers in the recently agreed [*Department of Education and Training Teachers' Certified Agreement 2010*](#).
- **Local consultation** - as a number of the reforms driven through the National Partnership have high interest to industrial groups, including the Queensland Teachers' Union, each has required a degree of negotiation and consultation – at times, extensive.

Key initiatives impacted have included establishment of School Centres of Excellence, expansion of RATEP, participation in a pilot of *Teach for Australia* as a New Pathway into Teaching, conduct of the range of scholarship programs, new recruitment processes for small school leaders through the *Make a difference- take the lead* initiative and transitioning to the new National Professional Standards for Teachers.

Predominantly, the purpose of negotiations has been to establish shared views relating to the working conditions of impacted individuals to allow programs to be initiated. Provided agreed principles are adhered to, there should be few issues once programs are operational; however there remain significant industrial and legislative barriers to the implementation of *Teach for Australia* from 2011.

Where initiatives are being driven in specific schools (eg RATEP, School Centres of Excellence), extensive **local consultation** is required with the school leadership, teaching staff and local community. These processes may take an extended duration to achieve consensus, however this investment in time is essential to ensure the ongoing success of reform initiatives.

Time and capacity, industrial issues and conflicting priorities have been identified by the **QCEC** as barriers to the progress of National Partnership implementation. In particular:

- time and capacity to embrace ongoing professional development and mentoring for teachers to ensure achievement of high levels of skill
- maintaining enthusiasm as work pressures impact on time available to undertake coaching
- the strain that reform places on professional development finances
- raised awareness of infrastructure requirements (human and physical) to support changes
- the establishment of industrial classifications arising out of the recent Collective Bargaining Agreement impacts on the strategy for retaining and rewarding quality principals, teachers and school leaders
- work intensification for senior leaders.

QCEC also noted that there were limited applications from Indigenous students applying for cadetships, with five cadetships offered but only one application received.

Support for Indigenous Students – 1 January 2010 to 30 June 2010.

No state National Partnership initiatives specifically target Indigenous students, however as all initiatives seek to drive improvement to the quality of teaching in all schools this will lead to long-term benefits for all students, including those from Aboriginal or Torres Strait Islander backgrounds.

The expansion of the **Remote Area Teacher Education Program** (RATEP) will provide new and additional opportunities for Indigenous students to participate in the real economy by gaining qualifications particularly for working in the education and early childhood education and care sectors.

QCEC's awarding of **scholarships** is encouraging senior secondary Indigenous students to remain at school. As mentioned above, scholarships and cadetship positions have been identified for advertisement for Indigenous school leavers and mid career entrants. Additionally, in terms of staff support and expectations:

- Senior Secondary Leadership Camps are providing Indigenous students with leadership skills and the confidence and motivation to establish learning goals and complete their secondary education.
- Indigenous staffs in schools provide ongoing support to staff, students and families.
- high expectations for all students has improved learning outcomes for Indigenous students

- plans are under way for a Leadership Forum for young Indigenous women in three of the four cluster schools.

Activities you would like to showcase – 1 January 2010 to 30 June 2010.

The expansion of **RATEP** is clearly a positive story of how government is responding to identified needs by promoting a model for supporting Aboriginal and Torres Strait Islander Queenslanders to grow their capabilities and gain access to the benefits of workforce participation. The new centre in Innisfail, whilst still in its early stages, has great potential for the local community. Current discussions are focussing on expanding into the small islands of Torres Strait to directly target isolated young people, providing new opportunities for gaining tertiary qualifications.

With limited marketing, the first round of [Step into Teaching](#) scholarships attracted almost 50 applicants from non-teaching faculties who wished to pursue a career in teaching that would begin in a rural or remote location. The rigorous selection process determined 9 offers for scholarships. These high calibre individuals were selected by panels comprising senior officers and school leaders on their academic credentials, communication skills, passion for teaching and willingness to teach in a rural or remote community. The program will be expanded during its second round.

Cairns diocese has commenced a successful induction program for beginning teachers with positive feedback received. The new leaders program also commenced and is working well.

There is a significant group of students engaged in a Writer's Club at **Mt St Michael College** where the access to digital technology is enhancing instant feedback from peers, the teacher and authors.

Positives and frustrations are rapidly pushing/changing the paradigm of Teaching and Learning at **Marist College Ashgrove**. Professional collegiality has resulted from ongoing use of the Professional Learning Centre evolution of curriculum planner and the tablet program, the provision of the professional development conference *Building a Healthy Curriculum* and the provision of professional development opportunities targeted for teachers.

The development of an ICT network, RI Quality Teacher NING, in the North Brisbane cluster of **Padua College, Mt Alvernia College, Mary McKillop College** and **St Rita's College** has allowed for the reform of communication between principals. From the principals' perspective, the move to ICT communications strategies is seen as an example of good practice. It is envisaged that following the workshop in July, all Middle Managers in each curriculum area will have an opportunity to be part of this network.

The expanded use of technology as a teaching tool in the Mathematics classroom at **Villanova College** is enabling more flexible teaching methods and learning experiences for students. In addition, ICT-based tools for measuring and tracking the development of microskills have been established.

Four schools are involved in the first phase of ISQ's **Centres of Excellence** in preservice teaching project. A wiki has been developed in order to share resources, and resources are also being developed that will be available to all schools. There are commonalities amongst the projects, although each school is differentiating their project to suit their school's priorities. The focus for the Centre for Professional Practice operating at Brisbane Girls Grammar School is the improvement of the practicum experience for pre-service teachers, with particular attention to improving the mentoring capacity of supervising teachers. The project, Quality Mentoring Partnerships, seeks to contribute to a deeper understanding of the supervisory relationship between tutor teacher and pre-service teacher.

The ISQ Centre for Educational Leadership and Innovation **Future Principals Program** is an initiative targeting senior leaders identified as potential principals in Independent Schools. The program runs over two years and is based on the Australian national capabilities for leadership, and the characteristics of best practice professional development. 18 participants from schools across Queensland began the program in April 2010 and include Anglican, Grammar, Lutheran, Christian, non-denominational independent, Montessori and non-systemic Catholic schools.

ISQ's **Induction Program for Beginning Leaders in 2010**: "Igniting the Passion for teaching in the 21st century" targets graduate teachers in their first three years of practice, and seeks to make explicit "the skills, knowledge and practice of effective educators" and to build on the "commitment and interpersonal attributes" with which they begin their careers (The National Professional Standards for Teachers, 2010). Addressing these issues, by providing a quality professional learning program prioritizes the individual teacher's personal and professional, growth and development. 27 beginning teachers from 11 different schools are participating in the first Induction program, which to date has included two core workshops and one series of Master Classes. In each professional learning session, participants are experiencing strategies and activities designed to enhance their knowledge and understanding of classroom organisation, relationship building, teaching and learning, curriculum alignment and practical professional skills required by all teachers.

The **Middle Leaders Program** targets Heads of Department, teaching and learning leaders and heads of grade levels/sectors in primary schools. The aim of the program is to assist middle leaders to enhance their skills to build effective learning communities and to develop their ability to work with people. The program has a strong mentoring and coaching component and provides support for participants to run highly effective, functioning subject departments in secondary school, or grade levels/sectors in primary school. The focus is firmly on enhancing teaching and learning through leadership of pedagogy and leadership of people. Twenty middle leaders are involved in this program.

Section 3 – Low SES School Communities

Six Month Progress – 1 January 2010 to 30 June 2010

Implementation of *National Partnership Agreement on Low Socio-economic Status School Communities* is well underway and, in some instances, proceeding ahead of schedule. All milestones scheduled for January to June 2010 have been achieved, as detailed in the [Bilateral Agreement](#) for the three *Smarter Schools National Partnership Agreements*.

As outlined in Section 1 of this report, Queensland has made significant progress in the achievement of the Low SES National Partnership milestones. In particular the following additional milestones have been met:

- 20 additional completed school plans
- 131 state schools participated in teaching and learning audit
- Regional and school action research commenced
- Two Turnaround Teams commenced trial in 10 schools
- Social and Emotional Learning professional development – some of the phase one and two schools have provided staff access to this professional development. It has also been provided through the Turnaround Teams which have an emotional and social learning project officer;
- Event held to celebrate effective parent, community and school partnerships on 3 June 2010 and reported on in more detail in the *Significant Achievements/Activities* section of this report;
- Item-level analysis of NAPLAN data by cohort available in all schools – access since late 2009 through the Department's OneSchool facility and the Queensland Studies Authority SunLANDA tool.

All 10 Catholic schools in Queensland involved in Phase 1 and 2 of Low SES School Communities National Partnership schools have engaged with community in forming a school plan to suit school needs. Highlights of strategies implemented over the past 6 months include:

- literacy mentors, literacy and numeracy intervention programs, transition units, student engagement and welfare programs
- one on one student assistance programs and case management.

ISQ progress includes:

- teacher in-servicing with continued work to develop a profile of each student's reading, comprehension, writing and computational skills (Numeracy) with graphs
- reading levels and computational levels of each student monitored and measured each week
- awarding of certificates for reading and numeracy improvement
- partnership with local council and business groups to provide opportunities for youth to participate in ABC program and *Duke of Edinburgh Award* program.
- special Literacy classes
- community links with parents from remote traditional communities on campus in learning advocacy and real time learning support
- use of current best practice 'Teacher Profiling' to help develop skills and strategies most suitable for delivery to student intake
- implementation of a lower ratio of teacher to students and a greater deployment and better ratio of Teacher Assistants (TAs). TAs travel through the weekly timetable with students in the role of leaning support and as 'Learning Advocates'
- building cultural pride, celebration and resilience within students and across school campuses and encouraging the use of traditional languages
- development of a learning support unit to assist teachers as professionals in helping them to understand the learning needs of and to deliver improved outcomes to students.

Systemic Data Reports

A *School Performance Profile* is created for every state school in Queensland. Originally a one-page broad summary report, the Framework has been expanded to include a range of datasets in four broad categories: Engagement, Achievement, Confidence (ie destination, school opinion surveys) and Supplement (i.e. gender, Indigenous identification, A-E grades). Used in conjunction with the datasets in [OneSchool](#) and [My](#)

[School](#), as well as school's own data, School Performance Profiles are a valuable tool for the Low SES National Partnership state schools to analyse data, initiate discussions around the core business of teaching and learning, and to assist them in meeting requirements under the [School Planning, Reporting and Reviewing Framework](#).

Significant Achievements/Activities – 1 January 2010 to 30 June 2010.

Tailored professional development

A workshop titled **Optimising Capacity** was held on 17-18 January for phase one and two state school principals and other members of their school leadership team. The workshop provided a valuable opportunity for over 40 school leadership teams to examine their School Strategic Plans (SSP) and to work with their Executive Director, School Improvement (EDSI). The EDSI will be the key person monitoring school and principal performance over the life of the SSP.

A **Principals' Induction Conference** was held from 20 to 22 June 2010 for the 18 state school principals appointed in the first round of Phase 3. These principals will commence their appointment as National Partnerships Principals in July 2010.

Conference participants were supported through collaborative work with their supervising EDSI and were coached by five Phase 1 and 2 National Partnership Principals.

The program was significantly enhanced as a result of feedback from the previous conference. Qualitative feedback, provided by participants on conference evaluation forms, was extremely positive.

Celebration Event

On 2 June at Balaclava State School an event to celebrate effective parent, community and school partnerships was held to celebrate indigenous community involvement in National Partnership schools involving all three education sectors. Community and school representatives from a number of National partnership schools in Cairns and surrounding areas attended and participated in the event. Excellent indigenous student performances were complemented by presentations from each of the three schooling sectors which highlighted and commended the involvement of the indigenous community in National Partnership schools and their participation in the development of effective SSPs. There has been very positive feedback about this event.

The following is a summary of the strategies and initiatives that have been, or will be implemented by some of the phase one and two State schools.

- *Berserker Street State School* - Learning Pod Trial; Extended learning programs for Science, Maths and English; Problem Solving Club; Indigenous Learning Centre -Closing the Gap; The Smith Family – Wellness Centre.
Goodna SS - First Steps in Maths training for staff – Including Numeracy Coach; Science Specialist; Whole of school spelling Program – based on sound waves; Personalised Learning Approach – Pilot Program with Logan; Oral Language Program – Student Engagement; P-3 Rainbow Road Program; Challenge Program – Extension Classes during lunch; Children Come Talk – Indigenous Students; Attendance Task Force Team; Peace Centre – Student Wellbeing Centre; Drum Beat – Social and Emotional Learning Program especially for at risk students; Gobbledock – a formal program of social skilling games for at risk students.
- *Marsden State High School* - REAch Reading Program; Curriculum Incentive Resource Scheme – Innovation around Literacy, Numeracy and Student Wellbeing; First Steps in Maths; Numeracy Coach; Teachers trained in Drug Proof Your Kids and Rap Programs; Homework Program; Develop Marsden Trade Training Centre; Science Spark – Improve Science Programs; Develop Science Centre; Develop Indigenous Learning Centre; Implementation of FOGS program; Breakfast Program; Staff access on line course. Better Behaviour: Better Learning.
- *Mabel Park State School* - Year Level Coordinators with a focus on data improvement; Let's Personalise Learning program; Flexible Learning Program – targeted literacy and numeracy classes after school; Innovation grants for staff; Early intervention Speech and Language Pathologist; Playgroup; Perceptual Motor program for Playgroup, Prep and Year 1 students; Deadly Maths; Action Learning Project: "How can we best use data to improve the literacy and numeracy results of children with learning difficulties."; Everyday Counts Student Welfare Officer; School Wide Positive Behaviour Support; Watching Others Work

program; Well Being Centre; and Parent Education sessions.

- *St Joseph's School, Murgon* - engagement of at risk students with Kids Matter, Reach Out Boys Club, Breakfast Program and Well Being Centre, development of a Hall of Fame, which displays links to successful indigenous local heroes
- *Our Lady of Fatima, Acacia Ridge* - development of Literacy Intervention Plans, Parent/Guardian Literacy engagements, LNIT and class teacher levelled student home readers, significant progress in embedding ICT into whole school pedagogy and student learning, utilisation of QLD RED's rugby players to promote resilience and Bounce Back
- *St Paul's School Woodridge* - principal as a Literacy leader (PALL Program) and development and engagement of staff with Hill and Crevola model for whole school improvement, updated SWSP data base for literacy data
- *Sacred Heart School, Cunnamulla* - small group intervention video-link facility with a Toowoomba based teacher delivering teaching session with an interactive whiteboard
- *St Joseph's School, Tara* - small group intervention delivered by an onsite teacher
- *St Theresa's Catholic Primary School, Monto* - appointment and training of a literacy mentor, providing opportunities for focussed work with teachers
- *St Michael's, Palm Island* - inclusion of two Indigenous community members on the school's leadership team
- *The Centre Education Program, Kingston* - specific one-on-one and within class 'case-management' for young people with severe literacy/numeracy difficulties
- *The Centre Education Program, Kingston* - implementation of in-class intensive reading program and the First 200 words spelling program
- *St Theresa's, Abergowrie* - planning and delivery of the "What Works" program, staff involvement in extensive professional development, including whole staff in-service
- *Mt St Bernard's School, Herberton* - introduction of second specialist transition learning unit for Year 8 -10 students to reinforce 'Closing the Gap' pathway initiatives.

Barriers to Progress – 1 January 2010 to 30 June 2010.

A barrier to the progress of DET's implementation of this National Partnership Agreement has been the limited capacity to systemically attract and recruit teachers who are the best fit for the site. To address this issue, a targeted recruitment strategy is currently being developed which is to be trialled in the period August 2010 to February 2011.

Queensland also notes the high demands that simultaneous initiatives such as Building the Education Revolution (BER) and the Queensland College of Teachers (QCT) accreditation processes place on schools/leadership.

Staff changes and difficulty of teacher replacement have also impacted on some rural and remote schools.

Support for Indigenous Students – 1 January 2010 to 30 June 2010.

The focus on welfare reform and the successful commitment to community improvement by the Cape York institute and Cape York Partnerships has resulted in the establishment of *Cape York Australian Aboriginal Academy*. The Academy has been established in two Cape York Indigenous communities, Coen and Aurukun, in partnership with DET and Cape York Partnerships. This innovative program incorporates a class, club and culture model. The class model utilises a Direct Instruction teaching component and commenced in January 2010, with the club aspect planned to commence in Semester 2, 2010. This model will be evaluated as part of the Low SES National Partnership strategy.

Many reform activities being undertaken by the QCEC are supporting Indigenous students, teachers and school leaders. Each QCEC school Principal in this National Partnership Agreement has identified a suite of initiatives suitable to their local school community, including Indigenous communities, which will improve the learning outcomes of their students. Specific programs have been built around the needs of Indigenous students, including the employment of Indigenous staff, specialised transition unit, weblink facilities to engage with

remote families, family boarding facilities to support visits of Indigenous parents. Planning is currently underway for a Community Cultural Centre at St Michael's, Palm Island. It is anticipated this will consist of a library, community room, multi purpose, learning support and re-engagement centre, in order to provide a service to the community and increase community engagement with the school.

The Independent schools have formed community links with parents from remote traditional communities on campus in learning advocacy and real time learning support, and are implementing activities to build cultural pride, celebration and resilience within students across school campuses and are encouraging the use of traditional languages.

Support for other cohorts (if applicable) – 1 January 2010 to 30 June 2010.

Each state school in this National Partnership Agreement is required to undertake evidence-based action research into the initiatives employed locally to improve student performance for highly represented student cohorts such as Aboriginal and Torres Strait Islander students, refugee students, students from a non-English speaking background, those with learning difficulties, students with disabilities and also students who are homeless.

Activities you would like to showcase – 1 January 2010 to 30 June 2010.

The Principal at Woodridge State High School, south of Brisbane, has undertaken a major re-alignment of roles within the school leadership team. He has created specific positions with a **core focus on student attendance and engagement**, which has resulted in increased awareness of the importance of attendance across the school community. The Principal has also created two positions with a targeted focus on behaviour management, which has released the school's two Deputy Principals to move into strategic leadership roles, and has allowed Heads of Department to focus exclusively on supporting classroom pedagogy, curriculum, teaching and learning. The significant shift in focus in the roles of Heads of Department has led to increased support for, and coaching and modelling of best practice in the classroom, which has, in turn, resulted in enhanced pedagogy across the school.

The Principal at Berserker Street State School in Rockhampton has developed a **holistic model of working in partnership with other agencies** such as the Smith Family and Aboriginal organisations, which has directly contributed to increased student attendance and engagement, and improved student wellbeing. The model has also enhanced the opportunities for families to connect with services provided by partnering organisation.

Northern Peninsula Area State College, Bamaga, offers Prep to Year 12 education across three campuses, and is the only school servicing the five remote Indigenous communities in the Northern Peninsula Area. The Principal has created a 0.5 FTE **attendance officer** in each of the five communities. New **targeted attendance strategies** implemented by the attendance officers have shown significant and immediate improvement in student attendance and retention data.

Late 2009 saw significant planning and consultation to establish Turnaround Teams. Turnaround Teams provide **targeted specialist advice** to state school leaders, teachers, other staff, students and parents to ensure whole-school, innovative and flexible approaches to address issues such as literacy and numeracy, student wellbeing and data analysis. Each team includes experienced teachers with expertise in areas such as curriculum planning and implementation, literacy and numeracy teaching, assessment, student wellbeing and data analysis. The first **Turnaround Team** of three specialist teachers began work in term 1, 2010 in the Wide Bay area. A second Turnaround Team has commenced working with 12 schools from the beginning of term 2, 2010 in the Darling Downs South West Region.

Mt St Bernard's School's **specialist transition learning units** appear to be effective in up-skilling students with low or very low literacy and numeracy capacities, enabling them to successfully engage with the mainstream curriculum. Although this strategy is yet to be empirically substantiated, forthcoming research conducted by QUT should confirm these observations.

At **Edmund Rice Education Australia** (EREA), all stakeholders have been involved with staff inservicing/sharing strategies to improve outcomes. A learning community is beginning to evolve, and staff are more aware of the micro-skills young people need to access curriculum.

Significant activities being implemented by **Independent schools** include:

- the purchase of hands-on numeracy and literacy resources and a special microphone system which teachers wear to help students with hearing loss
- partnership with local council and business groups to provide opportunities for youth to participate in ABC program and *Duke of Edinburgh Award* program.
- development of a learning support unit to assist teachers as professionals in helping them to understand the learning needs of, and to deliver improved outcomes to students.

Section 4 – Literacy and Numeracy

Six Month Progress – 1 January 2010 to 30 June 2010.

Queensland's three areas of reform within the Literacy and Numeracy partnership - *strong leadership, high expectations and student intervention* – have seen the implementation of key initiatives across all jurisdictions.

Attachment 1 provides detailed outlines of how the state and non-state sectors are implementing these Key Reform Areas within this Partnership.

Information Type: Qualitative

Significant Achievements/Activities – 1 January 2010 to 30 June 2010.

Queensland has made significant progress in implementing this National Partnership. Across the sectors, 2010 has seen the successful introduction of literacy and numeracy coaches, Literacy and Numeracy Improvement Teachers, curriculum professional development for school leaders, additional intensive teaching time for students in Years 3 and 5, Teaching and Learning Audits, the increased and innovative use of technology, professional learning opportunities and ongoing summer schools.

Sectors have noted the following key outcomes through the implementation of the literacy and numeracy National Partnership:

- greater whole school focus resulting in the development of whole school literacy/numeracy plans
- effective implementation of targeted literacy and numeracy strategies
- use of data to inform future practice
- engagement in professional discussions that focus on specific issues in the delivery of effective literacy and/or numeracy programs resulting in building leadership/teacher capacity to address school, class and student needs
- increased understanding of appropriate pedagogy and use of specific strategies to support student's learning needs resulting in more effective planning for differentiated learning
- increased engagement in professional learning communities and other networks that focus on specific issues in the teaching of reading, helping to build leadership and teacher capacity
- improved sharing of strategies and resources within and between schools
- consistent metalanguage when teachers are discussing literacy between teachers, teachers with students, and students with students
- school personnel being part of a process of school transformation and renewal
- increased understanding of appropriate, high yield strategies for the teaching of reading, resulting in an increased awareness of the most effective ways to support student's learning needs
- the development of monitoring and tracking strategies so that teachers and leaders are continually talking about student progress.

Barriers to Progress – 1 January 2010 to 30 June 2010.

Jurisdictions have identified the following barriers to the implementation:

- sustainability of programs due to high staff turnover. New teachers need professional development early in the school year
- intense workload at the beginning of the school year
- full and responsive engagement of school leaders is challenged by work intensification issues
- comparisons of schools on the *MySchool* website using NAPLAN data resulting in high anxiousness in teachers
- distances involved between schools and the cost and time involved in travel, impacting on delivery of initiatives as well as obtaining replacement staff during PD activities
- changes in school leadership and personnel
- ICT infrastructure and network issues – such as limited bandwidth.

Support for Indigenous Students – 1 January 2010 to 30 June 2010.

The state sector utilised 11 Summer Schools sites in rural and remote Indigenous communities in Far North and North Queensland to offer programs during terms one and two 2010, giving students in these communities the opportunity to improve their literacy and numeracy skills in a unique learning environment.

Professional Development on ESL Essentials including use of ESL Bandscales to identify the language needs of students was planned and developed from May-June 2010.

The development and implementation of Individual Learning Plans (ILP) within QCEC schools highlights issues impacting on student achievement, such as 'home' language versus 'school' language, and the needs of students perceived to be doing well. The ILP focus on what the student 'can do' and sets goals which can be evaluated at the end of each semester.

Additionally, classroom teachers are working more closely with Indigenous Liaison Officers, and there is an increased focus on data and using targeted reading strategies.

Indigenous students are supported through all of the ISQ projects. Teachers are also engaging with the Indigenous Bandscales and have an increased awareness of how best to support their indigenous students.

Activities you would like to showcase – 1 January 2010 to 30 June 2010

After less than 12 months in operation, the evidence to date clearly supports the implementation, as well as the continuation, of the Literacy and Numeracy Coaches initiative in Queensland state schools. A number of key learnings from the initiative's implementation hold promise as useful strategies for continuing the initiative, sustaining the model, and also enhancing future schooling initiatives.

In terms of sustainability, the evidence suggests that:

- **Professional Development** (PD) attached to the initiative worked because it moved away from a model where PD occurs in isolation from the classroom to one where teachers are supported one-on-one in the classroom environment. It also filled an historical PD gap for teachers in primary schools (not just 'talking PD' but real support);
- an increase in teacher knowledge and understanding of **evidence-based approaches** to teaching literacy and numeracy was evident to principals and coaches, alongside a growing commitment to changing teacher practice through evidence-based strategies, strengthened the case for continuation of the initiative; and
- coaches made a significant contribution to **targeted pedagogical support for teachers and principals**, which is highly likely to add to the sustainability of improvement in literacy and numeracy teaching.

Toowoomba Diocese has developed *Mathematics Activity Guidelines*, a resource that focuses on ten core concepts per term per year level. The resource strategy includes: guidelines, classroom organisation, modifications and extensions, assessment, background reading, links to curriculum and other activities with the provision of in-class coaching and hands-on resources. At St Mary's, Goondiwindi parents have been involved in practical learning sessions using hands-on resources. The guidelines and resources have been shared with Cairns diocese and there is exploration of transferring understanding across to a literacy/reading strategy.

Presentations by mentors have occurred at the Rockhampton Diocesan Curriculum Conference and regional meetings on strategies to improve reading comprehension. The presentations have ignited interest in other schools, particularly secondary schools.

Resource materials being developed by the Cairns diocese will be shared with other schools through the online portal.

The employment of **Literacy Numeracy Improvement Teachers** (LNIT) in targeted Brisbane Catholic schools has been well received as they help to progress the reform areas with their intensive support for change. LNITs have established an online communications network across the targeted schools to enhance professional dialogue and learning. By providing release time for class teachers they have been able to work collaboratively with coaches, curriculum support and learning support staff. These discussions build professional learning communities as they share their experience and expertise.

An **ISQ Apple application** (used on an ipod Touch) has been developed to assist ESL students. The program exists through a website that teachers and students access through private logins, and is synced to ipod Touch

devices. The teacher sets speaking and listening tasks for their students whilst also being able to mark and report submitted work. Using the handheld device, students can listen to the task, orally respond to questions and sync their device back to the website. They can also practice their speech and instantly listen to their recording before submitting their response.

By providing this type of program, ESL learners now have 24 hour access to improve their English oral and reading abilities. This far into the program, major benefits have already been uncovered, including increased student retention rates and students engaged and keen to use the device as much as possible (including after school hours). Teachers are also seeing greater communication between students on how they sound when answering questions or repeating statements and are constantly engaged within the classroom where they can peer evaluate. Confidence levels have increased and ESL teachers are even finding other students trying to enrol into their subjects when seeing the success and the motivation levels of the ESL students.

The ipod trial has certainly put ESL on the map in the junior school. ESL is now considered to be "very cool" and I have had so many English speaking students come up to me and ask if they could join ESL... it has been a great learning experience for the students on so many levels. The parents are also very happy for the extra support and experience. (Teacher)

The program has given teachers the ability to utilise portable learning tools to create an increase in the regularity of learning opportunities for their students. As the program continues through its trial phases, more capabilities are being recognised for its use both within ESL learning and across the mainstream curriculum. Misconceptions or hesitations of using this type of tool for learning are disappearing within the trial schools and teachers across all subjects are now seeing its relevance as a valid learning tool for 21st Century learners. It is hoped that through this program, more advanced English learning continues to be achieved as well as efficiency for teacher practice.

Information Type: Qualitative

Part 1 - Milestones not reported/not achieved/partially achieved in Annual Report for 2009

Milestone (state and territories may wish to identify whether the milestone relates to all sectors or a particular sector within their jurisdiction).	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
Attract the best entrants to teaching Location of first new RATEP centre identified and announced.	<ul style="list-style-type: none"> Achieved. Location determined, community consultation completed, new centre launched and operational in Innisfail. 		
Attract the best entrants to teaching Location of first Centre of Excellence identified and announced.	<ul style="list-style-type: none"> Four Centres of Excellence in preservice teaching have been established at Brisbane Girls Grammar School, Forest Lake College, Trinity Lutheran College and Cannon Hill Anglican College. 		

Part 2 - Milestones in Progress Report - (Achieved 1 January 2010 to 30 June 2010)

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
Attract the best entrants to teaching New RATEP centre active.	<ul style="list-style-type: none"> First centre is active in Innisfail. Negotiations for establishment of remaining new centres well-progressed. 		
Attract the best entrants to teaching Trades-to-Teaching Initiative (Phase 1) pilot commenced.	<ul style="list-style-type: none"> Pilot underway in Central Qld. Negotiations regarding broader pilot to begin with industry support in 2011 well underway. 		
Attract the best entrants to teaching QCEC Indigenous Pathways program active.	<p>QCEC has exceeded the 15% increase target:</p> <ul style="list-style-type: none"> Currently 16 Indigenous teachers employed in the Diocese. 12 cadetships are underway. 2 community members are involved with the Leadership team of St. Michael's Palm Island. 28 schools have entered into partnerships with traditional owners (a new school, St. Clare's, under 		

	<p>development).</p> <ul style="list-style-type: none"> ▪ All 28 schools are members of the Dare to Lead Coalition. ▪ Six (6) scholarships and a further two (2) cadetships offered in Cairns and Rockhampton. ▪ Education officer appointed in Rockhampton. 		
<p>Attract the best entrants to teaching QCEC strategies, guidelines and policies developed.</p>	<ul style="list-style-type: none"> ▪ Implementation Plan & Guidelines Developed. ▪ Selection Process implemented. 		
<p>More effectively prepare teachers, school leaders and principals First Centre of Excellence active.</p>	<ul style="list-style-type: none"> ▪ Four Centres of Excellence established. 		
<p>More effectively prepare teachers, school leaders and principals Targets for practicum placements released.</p>	<ul style="list-style-type: none"> ▪ Placement data for 2009 and proposed targets distributed to schools and regions. 		
<p>More effectively prepare teachers, school leaders and principals Field studies grants announced.</p>	<ul style="list-style-type: none"> ▪ Grants guidelines and processes developed. Launch deferred until semester 2, 2010. 	<ul style="list-style-type: none"> ▪ During EB negotiations it was agreed that for certain NP initiatives, DET would enter into agreements with the QTU to cover teachers' working conditions. Centres of Excellence are one such initiative, and the grants sit under this program. 	<ul style="list-style-type: none"> • MoA drafted and agreed to in principle by all parties. • MoA to be considered by QTU Executive 26 July. • Initiative to become operational once MoA is signed by both parties.
<p>More effectively prepare teachers, school leaders and principals Supported tutoring scheme active (QCEC).</p>	<ul style="list-style-type: none"> ▪ 5 Experienced Primary Teachers have been identified. ▪ Planning with ACU has taken place. Tutorial dates are set. ▪ Resources have been shared between ACU and BCEC teachers. 		
<p>More effectively prepare teachers, school leaders and principals Mentor Training program active (QCEC).</p>	<ul style="list-style-type: none"> ▪ 24 Mentor/Trainers/Curriculum Leaders appointed. ▪ 9 Expert Teacher Panels have met twice this year. ▪ 28 mentors appointed under 'Better Behaviour Better Learning' program. 		

	<ul style="list-style-type: none"> ▪ 21 staff trained in Growth Coaching International’s executive coaching model. ▪ 1 staff member an accredited coach. 		
<p>More effectively prepare teachers, school leaders and principals Sister/partner school guidelines developed (QCEC).</p>	<ul style="list-style-type: none"> ▪ Sister school program enacted between on urban secondary college and one remote/low SES secondary college ▪ Partnership developed between large P–12 school with 2 smaller rural schools. ▪ Two rural schools have developed a partnership to share teaching expertise and resources. 		
<p>Develop teachers and school leaders Phase 1 mentoring commences. Schools and teachers for program expansion are identified and the Professional Learning Communities (PLCs) researched and discussed by school leaders (QCEC).</p>	<ul style="list-style-type: none"> ▪ Leaders of the Future – 220 teachers aspiring for leadership positions completed series of five twilight leadership sessions. ▪ Out of the Box (Middle Managers) leadership program commenced for 3 cohorts of 25 each (75 total). Have completed 3 of 6 full day modules on dimensions of BCE leadership framework. ▪ Leadership Foundations program commenced for principals early in their career. 16 Principals have completed 3 of 6 full day modules on dimensions of BCE leadership framework. ▪ BCE position papers developed in consultation with school leaders and BCE Leadership team regarding: <ul style="list-style-type: none"> ▪ aligning School Renewal and PLCs ▪ understanding PLCs ▪ establishing PLCs in Schools. 		
<p>Develop teachers and school leaders Pathways to Principalship program active - new recruitment and selection processes in pilot - Leadership PD and Mentor program available - Structured induction program in pilot.</p>	<ul style="list-style-type: none"> • New recruitment and selection processes negotiated with stakeholders including QTU. • Pilot PD program developed. 	<ul style="list-style-type: none"> • Further work required to confirm new recruitment processes and for agreement to be achieved with QTU. • Further work required to align new processes to broader DET leadership strategy 	<ul style="list-style-type: none"> • Project team now integrated with team reviewing current DET leadership strategy • Negotiations with QTU on-going, no significant barriers apparent

Part 1 - Milestones not reported/not achieved/partially achieved in Annual Report for 2009

N/A

Part 2 - Milestones in Progress Report - (Achieved 1 January 2010 to 30 June 2010)

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>
20 (State) additional principals recruited and appointed under Performance Agreement conditions	<ul style="list-style-type: none"> ▪ The second round (20) of phase two principals recruited and appointed by the beginning of the 2010 school year.
20 (State) and 10 or more (Catholic) additional principals participated in tailored Professional Development	<ul style="list-style-type: none"> ▪ Range of tailored professional development opportunities implemented for Principals, including the Optimising Capacity Conference and Principals' Induction Conference. ▪ Further meetings with groups of Phase 1 and 2 Principals have occurred throughout the period January to June 2010.
20 (State), 9 (Catholic) additional schools receive funding	<ul style="list-style-type: none"> ▪ The agreed upon funding has been provided to State and Catholic schools.
Teachers from 46 (State) and up to 10 (Catholic) schools participate in teacher induction program	<ul style="list-style-type: none"> ▪ Teachers' Induction Conference took place from 17 to 19 January 2010. Conference participants included 134 teachers who were newly appointed or transferred to Phase 1 and 2 schools, 40 Phase 1 and 2 principals, Deputy Principals, Heads of Department, Heads of Curriculum, and Executive Directors, School Improvement. ▪ 10 Catholic schools participated in teacher induction program.

Part 1 - Milestones not reported/not achieved/partially achieved in Annual Report for 2009

N/A

Part 2 - Milestones in Progress Report - (Achieved 1 January 2010 to 30 June 2010)

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>
Communication strategy detailing successful and existing good practice (March 2010)	<ul style="list-style-type: none"> ▪ ISQ website and web resources developed and available to schools. ▪ Summer Schools resources provided to all teachers across Queensland and promoted for use in all classrooms. Resources available through the Learning Place Summer Schools Professional Community. ▪ L&N NP Website – resources.
Expand initiatives to support targeted groups of students (March 2010)	<ul style="list-style-type: none"> ▪ More ISQ students below NMS supported through the inclusion of more teachers and year levels at target schools and more schools. ▪ Eligible state school students attended January 2010 Summer Schools conducted at 73 sites across Queensland during January and term one and term two.
Assessments and annotated student samples completed (March 2010)	<ul style="list-style-type: none"> ▪ Assessments and annotated student samples completed and available to Independent schools. ▪ To support the use of the P-9 Literacy and Numeracy Indicators, the Queensland Studies Authority has developed Literacy and Numeracy Monitoring Maps and a suite of short assessments.
Audit tool framework developed, trialled and implemented (Semester 1, 2010)	<ul style="list-style-type: none"> ▪ Effective Schools Framework developed and in use by ISQ LN target schools. ▪ Teaching & Learning Audit Tool developed. To date, over 500 schools from all 7 regions have undergone Audit.

Attachment 1: Queensland Implementation of the Key Reform Areas within the Literacy and Numeracy National Partnership.

1. Reform Area: Strong leadership - effective teams		
State school system	Queensland Catholic Education Commission	Independent Schools Queensland
<p>Principal forums have been held across the State on a regular basis. Forums focus on building skills of curriculum leadership teams and through workshops principals share practice on how these teams operate in the school context. Some of the areas workshopped include analysing data, models for the development of curriculum leadership teams and sharing practice and strategies around curriculum development, assessment and reporting.</p>	<p>Refocus and renewal of curriculum leadership for senior leaders - Principals, school leadership teams, and curriculum leaders have attended workshops, conferences, teleconferences and training sessions on topics such as: developing whole school improvement approaches and plans, literacy and numeracy programs (e.g. First Steps, Mathematics) and skill development in coaching and mentoring .</p>	<p>The Effective Schools Framework is a tool to assist schools to engage in a process of self assessment. It allows schools to identify areas of strength, areas that need further attention, and the next steps for improvement. It has enabled schools to target resources, determine capacity building needs and to focus on improvement planning. School plans have been developed on the basis of the School Effectiveness Framework.</p>
<p>The School Action Plan was created to support principals in demonstrating how the reforms in the NP align with strategies planned at the local level. School leaders have individualised site plans to match local needs thereby showing the scope and depth of engagement in the reforms at each site. All L&N NP schools have posted plans on the school website. Principals report on set targets at various junctures throughout the school year.</p>	<p>Develop and implement an accountability and school improvement framework and auditing tool to focus on quality curriculum, teaching, and improved outcomes - Diocese (Brisbane) is aligning the School Improvement Framework to the Literacy & Numeracy Strategy. The analysis of student achievement data and curriculum auditing enables schools to identify the professional learning needs of teachers, allocate resources to targeted areas, and review programs and practices.</p>	<p>A Research Monograph on the characteristics of effective school has been written. This research underpins the initiatives in the sector. The document is in the process of being published for wider distribution.</p>
<p>To date, over 500 schools from all 7 regions have undergone a Teaching and Learning Audit. Auditors are all highly-effective school principals working off-line. Audit ratings of Outstanding, High, Medium and Low have been awarded in each of the eight Audit Instrument Dimensions.</p> <p>Audit reports include commendations (for exemplary practice), affirmations (for effective practice) and recommendations.</p>	<p>NP Target schools are being more deliberate, consistent and strategic in their use of monitoring tools. Analysis of NAPLAN and PAT-R results has enabled schools to identify specific areas requiring attention and to analyse growth over time.</p> <p>Delivery of teacher professional development in analysing data has resulted in informed decision making about appropriate pedagogical approaches and intervention strategies. Development of analysis tools and proformas has supported NAPLAN data analysis. Data analysis is becoming part of embedded school practice.</p>	<p>Professional learning opportunities have been provided for all project school leaders. The focus of these sessions have been on the following key areas:</p> <ul style="list-style-type: none"> • characteristics of effective schools – the <i>Breakthrough</i> framework • assessment and use of data • school and classroom organization and • instructional leadership focusing on effective reading instruction and specifically the teaching of active comprehension strategies.
<p>Community Engagement is a key strategy of the Literacy and Numeracy National Partnership. The strategy is centred on two project models.</p> <p>Project 1 aims to build reading engagement and improve literacy levels of students in a cluster of schools through an</p>	<p>Family packs developed for use during school holidays. One College provided all families with access to online Mathematics/Reading programs.</p> <p>Activities to engage families include: parent information</p>	<p>Ongoing support and mentoring has been provided via school visits, email and networking opportunities.</p>

<p>agreed communication strategy, teacher professional development programs and participation in key reading events and activities.</p> <p>Project 2 is the first part of a long term strategy which aims to build sustainable improvement in literacy levels of students attending schools in the local area. Community forums have been held successfully, focussing on what strategies/programs are required to improve the literacy skills of children and families in the schools and community.</p>	<p>nights, online support, book swaps, read-a-thons and P&F and School Board engagement.</p> <p>Many schools use the school newsletter to engage parents with literacy and numeracy initiatives and provide practical ways for them for support their child with skill acquisition.</p>	
	<p>Establish coordination teams to develop, oversee and manage a range of initiatives. Two dioceses have employed staff to coordinate and provide support to all schools involved in Smarter Schools National Partnerships reforms. School Plans have been developed. These are subject to continuous review and refinement.</p>	<p>Schools have developed Professional Learning Communities within their schools. They have also been part of wider networking opportunities.</p>
2. Reform Area: High expectations - focussed teaching		
State school system	Queensland Catholic Education Commission	Independent Schools Queensland
<p>Principal Project Officers have the responsibility for leading the following key tasks in regions and schools.</p> <ul style="list-style-type: none"> • Coordinating and conducting PD in collaboration with the Regional Leadership Team • Building discipline knowledge of English/Mathematics through the Essential Learnings and Standards • Supporting moderation processes • Analysing data to inform classroom planning and pedagogy <p>Supporting L&N coaches in the NP schools.</p>	<p>Professional development for teachers has been delivered in: First Steps (Reading and Numeracy), Reading to Learn and numeracy (Shape and Space) workshops. Teacher aides have attended professional development in First Steps (Reading and Numeracy) and ESL courses.</p>	<p>A designated website, featuring research based literacy/numeracy strategies, is in the process of being created. The website will host vodcasts of best practice, along with support materials for professional discussion. Resources for teaching and assessment will also be included. Many resources have been created already.</p> <p>Four video clips featuring key elements of the National Partnership activities have been created and will be available for streaming from the website.</p>
<p>The Literacy and Numeracy National Partnership Website supports and informs Regions, principals, coaches, teachers and the community on the implementation and the delivery of targets/milestones set out in the Literacy and Numeracy National Partnership. A feature of the Literacy and Numeracy National Partnership website is the resources that have been developed to support with the teaching of numeracy and English, the framework for whole school improvement in intervention and tools to</p>	<p>The role of the coaches/mentors of literacy and numeracy has been well accepted in targeted schools and those in the role perceive they are having a positive influence.</p> <p>Coaches' in Brisbane diocese have been trained in Growth Coaching International Strategy (GCIS). Professional development has been offered in mentoring and coaching skill development, analysing data to improve student learning, planning effective literacy blocks, and whole</p>	<p>Mobile learning tools - Projects combining principles of effective teaching and learning with advances in mobile technology have been developed to enhance student learning experiences and to assist teachers with on-going assessment. The aim is to blend traditional learning approaches with ipod Touch devices and laptops to develop flexible learning and assessment opportunities that extend the use of ICT outside of the classroom.</p>

support schools in data analysis. Regional success stories are also shared and celebrated.	school thinking and reading to Learn.	
In January 2010 a variety of free professional development courses were delivered in the ten Education Queensland regions (Vacation PD). 924 Queensland state school teachers attended 41 quality assured PD courses focusing on literacy, numeracy and science. 86.3% of teachers indicated that the course extended their professional knowledge. 93.4% indicated that vacation professional development was very beneficial.	Design and develop e-learning resources to support literacy and numeracy indicators. Installation of Fun With Construction (FWC) for teachers in targeted schools. This resource includes 'Question-a-Day' cards developed with NAPLAN questions and extensions. Roll out of e-learning resources needs to align with whole school ICT strategy, which includes school laptop program and use of Interactive Whiteboards. Some schools are evaluating the effectiveness and use of e-resources and websites. e-learning resources are being regularly updated.	A Reading Assessment Process has been developed which allows teachers flexible opportunities for assessing students' reading abilities. The process, which is computer based, provides a management system for assigning reading tasks and questions, recording oral reading, marking and evaluation. In the process fluency, accuracy, engagement (via surveys), comprehension and metacognition can be assessed. The voice recordings of the students' reading can be digitally stored and reports can be generated and stored in a variety of formats. Running record templates are provided and can be easily generated through the system.
Five Day Literacy Training for years 8 and 9 teachers is being conducted across the State. Regional Literacy Managers provide ongoing professional development for teachers. First Steps in Maths (FSiM) Training currently being rolled out across the State. Key staff in schools and regions have been trained as facilitators to provide onsite professional development for teachers.	Coaches (Literacy and Numeracy Improvement Teacher) (detailed in showcased activities).	Throughout the Sustainable Interventions: Building Capacity Projects , teachers and nominated school leaders have been supported through a series of professional learning days, school visits and other networking opportunities. School visits provide contextualised, job embedded professional learning opportunities for teachers. They also provide opportunities for the team to provide feedback and develop future plans. Strong, evidence based principles underpin the program, recognising the importance of instructional goals and infrastructure to support sustainable change. Three components are at the core of the program: personalisation, precision and professional learning. The belief that all students can achieve given time and support binds all of the components together. As a result the teachers are developing the capacity to develop personalised programs that match the instructional needs of students.
The introduction of Literacy and Numeracy Coaches (detailed in showcased activities).		ISQ Apple application (detailed in showcased activities)
3. Reform Area: Differentiated intervention - improved learning		
State school system	Queensland Catholic Education Commission	Independent Schools Queensland
73 Summer Schools sites were identified as offering Summer School in January 2010. 62 Summer Schools delivered classes to students across the weeks 11 – 15	Build teacher assessment literacy and use of student achievement data to drive improvement	Independent schools in Queensland can now access two data analysis tools to help interpret the data available from NAPLAN tests. SunLANDA has been developed by QSA and is available

<p>January and 18 – 21 January. The remaining 11 Summer Schools sites in rural and remote Indigenous communities in Far North and North Queensland offered programs during terms one and two 2010. Over 2086 students across Queensland attended January Summer Schools.</p> <p>Qualitative and Quantitative data collected indicates high levels of satisfaction with the Summer Schools program, and the pre and post student achievement measure indicated that 74% of students displayed an improvement in at least one area of numeracy and 68% displayed an improvement in at least one area of literacy.</p>	<p>Schools have established curriculum data teams to interrogate and analyse student literacy and numeracy results. They may also lead processes for teachers to discuss and examine data and its implications for future practice and school assessment practices.</p> <p>Teachers participate in Consistency of Teacher Judgement moderation processes to build teacher assessment literacy and capacity.</p>	<p>for download from the QSA website, while the other has been developed for Independent Schools Queensland.</p> <p>ISQ's tool – or <i>datapak</i>– is comprised of a series of Excel worksheets. Schools and teachers are easily able to identify areas where individuals or groups of students are experiencing difficulties.</p> <p>ISQ's <i>datapak</i> also allows schools to include school-specific data and additional variables that enable a much richer drilling of the NAPLAN data. Another unique feature of ISQ's <i>datapak</i> is the ranking of both student scores and test items to identify anomalies in student performance.</p>
<p>To support the use of the P-9 Literacy and Numeracy Indicators, the Queensland Studies Authority has developed Literacy and Numeracy Monitoring Maps and a suite of short assessments. The monitoring maps identify targeted indicators that teachers are encouraged to monitor and assess. The short assessments provide examples of simple ways identified literacy and numeracy indicators may be assessed.</p>	<p>Coaches (Literacy and Numeracy Improvement Teacher) have established an online communications network across the targeted schools to enhance professional dialogue and learning. By providing release time for class teachers they have been able to work collaboratively with coaches, curriculum support and learning support staff. These discussions build professional learning communities as they share their experience and expertise.</p>	<p>The QSA P-9 Literacy and Numeracy Indicators for assessing and monitoring student progress have been developed. Support materials have been created by QSA in consultation with Education Queensland and ISQ.</p> <p>Resources and support materials for students identified as 'at risk' have been developed for teachers to access via the ISQ website.</p>
<p>The Years 3 and 5 Intensive Teaching initiative will provide between 10 and 20 hours intensive teaching for those Years 3 and 5 students not meeting National minimum standards in either literacy or numeracy.</p> <p>Funding is assigned to schools for groups of three students. Schools that have no students below NMS in one or both years receive funding equivalent to one group. Schools will receive their 2011 funding in October 2010. These funds are to be used to employ additional teachers who will contribute to the provision of intensive teaching by supporting school literacy and numeracy programs. Funds should support the implementation of a coordinated school approach to improving student achievement in literacy and numeracy and complement other intervention strategies.</p>	<p>Schools have employed qualified teachers to work intensively with some students in small group settings using specific programs such as Reading to Learn, in order to provide intensive teaching support for students in Years 3 and 5 who did not meet national minimum standards in literacy and numeracy.</p>	<p>Use of the ESL Bandscales and Indigenous Bandscales - Workshops and training has been provided on the use of the scales. Teachers have been provided with ongoing support and moderation opportunities as they use the scales to target their teaching to the needs of these students.</p>