



Australian Government

# QUEENSLAND



## IMPLEMENTATION PLAN

National Partnership for  
Improving Teacher Quality

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The Smarter Schools National Partnership on Improving Teacher Quality is a joint initiative of the Australian Government and Education Queensland, Independent Schools Queensland and Queensland Catholic Education Commission.

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# INTRODUCTION

*The Improving Teacher Quality* National Partnership is a joint initiative between the Australian Government, Education Queensland, the Queensland Catholic Education Commission and Independent Schools Queensland to drive a range of reforms that will strengthen teaching quality in all schools. The reforms are focused on:

1. attracting the best entrants to teaching, including mid-career entrants;
2. more effectively preparing teachers, school leaders and principals for their roles and the school environment;
3. placing teachers, school leaders and principals to minimise skill shortages and enhance retention;
4. developing teachers, school leaders and principals to enhance their skills and knowledge throughout their careers;
5. retaining and rewarding quality teachers, school leaders and principals in our schools; and
6. improving the quality and availability of workforce data.

Reform actions will be implemented in schools across Queensland. Each schooling sector, in consultation with local communities and in partnership with the Australian Government, will determine which strategies best respond to local needs.

Together, Queensland's reforms are designed to ensure we will have high-quality teachers who are well-equipped to lift student outcomes and meet the diverse learning needs of today's students.

## CROSS-SECTOR INVOLVEMENT

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 integral to the development of the reform areas and specific actions contained within this plan. The plan has been endorsed by both QCEC and ISQ.

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, will provide the overarching governance forum between the schooling sectors for the duration of the national partnership. Queensland's three schooling sectors will work collaboratively, both systemically and with individual schools as required, in implementing the planned reforms.

The non-state sectors will report six-monthly to the Department of Education and Training (DET) on the progress of implementation, and provide data to inform full annual reporting to ensure payments from the Commonwealth are triggered in a timely manner.

## NATIONAL REFORMS

The facilitation reform component of the Improving Teacher Quality National Partnership requires that all jurisdictions implement a range of national reforms that seek a coherent and consistent approach in particular areas of schooling. These national reform areas are:

- development of new and better pathways into teaching for high calibre non-teaching graduates, mid-career aspirants and Aboriginal and Torres Strait Islander people;
- improving the field experience (practicum) element of teacher education programs;
- developing a nationally-consistent approach to pre-service teacher education course accreditation;
- developing nationally-consistent processes for teacher registration across all jurisdictions;
- developing and implementing new national professional standards for teachers;
- establishing cross-sectoral processes for accrediting accomplished and leading teachers; and
- developing a national teaching workforce dataset to support workforce planning.

## FACILITATION REFORMS

The following list provides an overview of the key reform initiatives to be driven by the *Improving Teacher Quality* National Partnership. Each schooling sector has developed reform initiatives best suited to their individual context. Where suitable, sectors have agreed to work collaboratively to implement particular initiatives.

Participating sectors are listed in brackets after each reform initiative. Catholic sector participation may be by individual or multiple dioceses. Independent sector participation means participation by one or more Independent schools.

In addition to the initiatives listed below, there are a number of reform initiatives identified in the other Smarter Schools National Partnerships, which will be reported on as part of the Improving Teacher Quality National Partnership.

### **Attract the best entrants to teaching, including mid-career entrants**

1. Pilot New Pathways program to identify the success of the training provided and additional support necessary to ensure these individuals add value to the work of schools. (State)

2. Work with stakeholders, including the Queensland College of Teachers and Queensland Teachers' Union to identify and develop additional new pathways into teaching that maintain or raise the status of the profession. (State)
3. Pilot a Trades-to-Teaching initiative to support experienced tradespeople to undertake a formal study pathway and practical in-school experience while completing their studies. (State)
4. Step into Teaching scholarships will be offered annually to high-calibre applicants who possess a non-teaching undergraduate degree, providing significant support while they study to gain a teaching qualification. (State)
5. Expand the Remote Area Teaching Education Program (RATEP) community based teacher education program through:
  - geographical expansion
  - early childhood education studies
  - a postgraduate Indigenous leaders' program
  - Certificate III for Indigenous Years 11 and 12 schools students
  - working with other sectors, states and territories to share practices and expand model. (State)
6. Implement a QCEC Indigenous Pathway: diocese-directed programs to support the recruitment of indigenous and non-indigenous teachers and paraprofessionals (Catholic)
7. Implement and sustain a marketing campaign titled *Make a difference – Teach* that will promote the teaching profession, working in the state schooling sector and rural and remote locations as desirable teaching destinations. (State)
8. Collaborate with higher education to develop and implement programs, that enable identified high-calibre school students to begin studying for a teaching qualification while still at school. (State)

## **More effectively prepare teachers, school leaders and principals for their roles in the school environment**

9. Implement several School Centres of Excellence models, including the establishment of five University Teaching Schools to provide high-quality field studies experiences for pre-service teachers and build a clinical approach to university teacher education programs. (State, Independent)
10. Provide experienced teachers with training to give pre-service teachers high-quality field studies experiences. (Catholic)
11. Improve teaching and classroom practice through mentor/reflector partner programs and "sister school" arrangements. (Catholic)
12. Develop school leaders through "online learning" modules, mentor and expert teacher panel programs. (Catholic)

13. Prepare pre-service teachers in the practical elements of their role through supported tutoring schemes and mentor training programs. (Catholic)
14. Establish partnerships with higher education providers to enable pre-service teachers to undertake field studies experiences in rural, remote and regional school locations through the Beyond the Range program. (State)
15. Provide advice, feedback and endorse national consistency in pre-service teacher education course accreditation. (State and Queensland College of Teachers to lead this reform in consultation with all sectors)

## **Place teachers and principals to minimise skill shortages and enhance retention**

16. Provide advice, feedback and endorse nationally consistent processes for teacher registration. (State and Queensland College of Teachers to lead this reform in consultation with all sectors)

## **Develop teachers and school leaders to enhance their skills and knowledge throughout their careers**

17. Manage the transition to the national professional standards for teachers. (State and Queensland College of Teachers to lead this reform in consultation with all sectors)
18. Enhance performance management and continuous improvement in schools in line with the national professional standards. (State)
19. Include regional and school staff performance and professional development strategies in school and personal performance planning. (State)
20. Embed performance development across all state schools, including using the National Professional Standards Framework as resources to guide performance conversations. (State)
21. Share practices, policies, tools and resources via the DET/QCEC/diocesan website. (State, Catholic)
22. Provide information for national performance management mapping. (State, Catholic, Independent)
23. Build mentoring capacity across schools to support performance management and continual improvement. (Catholic)
24. Support Queensland school leaders to participate in the national leadership programs through:
  - building capacity to take part in national programs
  - advertising national programs
  - aligning state leadership programs to national programs. (State, Independent)

25. Support school leaders and teachers to incorporate effective practices and address issues pertaining to whole-school approaches for effective literacy and numeracy instruction. (Catholic, Independent)
26. Implement the Pathway to Principalship program, providing aspiring principals with a supported career pathway including experience in small schools in rural and remote locations. This program will include annual professional development events, extended induction processes and an online support community. (State)

## **Retain and reward quality principals, teachers and school leaders**

27. Provide advice, feedback and endorse Accomplished and Leading Teacher Accreditation. (State to lead this reform in consultation with all sectors)
28. Establish collaborative cross- sectoral processes that ensure a consistent approach to accreditation of accomplished and leading teachers. (State, Catholic, Independent)

## **Improve the quality and availability of teacher workforce data**

29. Lead the TQSC National Workforce Dataset development through the Teacher Quality Research Subgroup to establish processes to enable the collation of an agreed national dataset and jurisdictional access to this dataset to support workforce planning. (State to lead this reform in consultation with all sectors)
30. Contribute workforce data to the development of a national dataset. (State, Independent).
31. Undertake a state-wide teaching workforce supply and demand analysis. (State)

# **REWARD REFORMS**

## **Improved pay dispersion to reward quality teaching**

1. Provide coaches to work with school teams to build capacity of individual teachers and embed professional development teams in schools. (State).

## **Improved reward structures for teachers and leaders who work in disadvantaged Indigenous, rural/remote and hard-to-staff schools**

2. Introduce principal performance agreements, including incentive payments, to attract high-performing principals to schools in low SES communities. Principals for schools participating in the Low SES School Communities NP will undertake a differentiated recruitment and selection process that identifies the principal as an appropriate 'fit' for the driving improved performance in that school community. (State)
3. Through the Pathways to Principalship program, provide aspiring principals suited to placements in rural and remote locations with a scaffolded career pathway that will include:
  - targeted induction



- pre-placement professional development
  - placement in a rural and remote location as a small school principal
  - ongoing professional development and mentoring
  - a career path to a school leadership position in a preferred location on completion of an agreed duration. (State)
4. Investigate and implement improvements to the Remote Area Incentive Scheme (RAIS) (State) / Career incentive packages (Catholic), by providing additional incentives for staff to work in rural and remote areas. (State, Catholic)
  5. Through this National Partnership, trial successful reforms piloted in Low SES NP context more broadly. (State)
  6. Review and enhance strategies to attract Aboriginal and Torres Strait Islander personnel to leadership and teaching using a number of strategies, including new models for formal leadership structures to incorporate community representation and improvements to cadetship models for developing Aboriginal and Torres Strait Islander teachers. (Catholic)

## **Improved in-school support for teachers and leaders, particularly in disadvantaged Indigenous, rural/remote and hard-to-staff schools**

7. Use flexible staffing arrangements to provide additional support for schools. Townsville Diocese will establish a secondary staffing committee to set benchmarks to provide advice around sustainable and quality practices. (Catholic)
8. Create an extra 500 full-time equivalent teacher aide positions, providing an extra 15 000 hours of assistance every school week to all 1022 state P-7 schools. Schools will have discretion on how the extra hours will be used, however the additional teacher aide hours will especially support literacy and numeracy programs, Prep, and students with special needs. (State)
9. Provide literacy and numeracy teaching coaches to strengthen teaching performance in state schools. (State)
10. Place additional teachers in state primary schools to allow experienced science teachers to be released to assist their colleagues to work with students in science in Years 4-7. (State)
11. Resource additional science teachers to provide a comprehensive professional development program to primary schools to support the teaching of science. (State)
12. Develop boarding schools' transition programs and ongoing support. (Catholic)
13. Implement the Grey Nomads Employment Program, which enables itinerant teachers to undertake short-term placements in rural and remote locations. (State)

14. Employ additional specialist staff, such as specialist science teachers, to up-skill other staff and undertake whole-school curriculum planning and sequencing. The employment of specialist staff with appropriate skills and knowledge, as well as a passion for the subject, will have a significant impact on the quality of teaching in specialist areas such as science in primary schools. (State, Catholic)
15. Pilot a variety of cluster support services models to provide additional administrative and corporate services support for smaller schools. These new models of school business support will create greater efficiencies and promote innovative achievements. Small schools will partner to create improved business efficiencies in managing school administration, staff, facilities, budget and ICTs. (State, Catholic)
16. Implement the Grow Your Own Leaders program for aspiring Aboriginal and Torres Strait Islander leaders to gain one to two years' experience in metropolitan schools prior to returning to remote school. (State)
17. Support the recruitment and employment of Aboriginal and Torres Strait Islander teachers, teacher aides and school leaders. (Catholic)
18. Support schools to develop reconciliation plans and school community partnership agreements with local Aboriginal and Torres Strait Islander communities. (Catholic)
19. Expand opportunities for Aboriginal and Torres Strait Islander staff to gain AQF qualifications through the enhancement of the Remote Area Teacher Education Program (RATEP). RATEP will provide additional opportunities for Aboriginal and Torres Strait Islander education workers to gain qualifications at a Certificate III, IV and Diploma level. (State)

## **Increased school-based decision-making about recruitment, staffing mix and budget**

20. Provide principals with the flexibility to plan their own staffing mix. In consultation with key stakeholders including the QTU, schools participating in the Low SES School Communities NP will use existing industrial instruments to allow principals to directly appoint up to 10% of their teaching staff. In consultation with regional staff new processes will be trialled to ensure the quality of teaching staff appointed is high. (State)
21. Provide principals with greater flexibility to maximise the use of their global budget. In consultation with key stakeholders including the QTU, schools participating in the Low SES School Communities NP will be able to access new financial management tools to assist principals in development and management of budget matters related to their four year School Strategic Plan. (State)
22. Design and develop the Enhancing our Leaders program, to support principals, particularly those working under performance agreements, who have increased accountability for student learning outcomes. (State)
23. Enhance governance options for schools with differential models of school autonomy and community accountability. (State)

## Continual improvement program for all teachers

24. Expand the use of performance development processes in all schools by aligning performance development processes with the QCT CPD process to support teachers to meet CPD re-registration requirements, and designing and implementing induction support for beginning teachers. (State)
25. Conduct Teaching and Learning Audits, focusing on auditing key curriculum, teaching, learning and assessment practices to improve the educational outcomes of students in Queensland state schools. Following an audit, each school will be provided with a detailed report that highlights strengths, good professional practices and also areas for improvement against system expectations and accountabilities. The report will inform future developmental needs of each school and, importantly, where the system can better support schools. (State)
26. Work with the Queensland College of Teachers to develop options for tests of personal literacy, numeracy and science knowledge for pre-service teachers, and tests to confirm that aspiring primary teachers have the necessary knowledge of teaching techniques. (State, Catholic, Independent)
27. Establish the Queensland Education Leadership Institute (QELI) in partnership with the Catholic and Independent schooling sectors, universities and principals' associations. QELI will have a virtual and physical presence across the state with headquarters in a central Brisbane location. (State, Independent)
28. Establish teacher panels in Townsville Diocese to ensure appropriate professional development and on-location support to improve performance and develop learning cultures within our schools leading to improved student performance. (Catholic)
29. Provide access to online university courses for 'learning support' teachers and 'class' teachers. (Catholic)
30. Develop online modularisation of comprehensive aspects of professional learning, e.g. workplace health and safety; Student Protection. (Catholic)
31. Develop a framework for peer coaching/mentoring, review and development for schools. (Catholic)
32. Support teachers trained in improved and new coaching and mentoring strategies to provide ongoing professional development in literacy, numeracy and behaviour management for teacher assistants. (Catholic)
33. Expand the Flying Start Induction Strategy to improve regional induction programs for all beginning teachers to complement school-based induction. (State)
34. Reform regionalised and localised school induction programs for new and beginning teachers and principals. (Catholic)

35. Deliver induction programs to provide graduates and newly appointed teachers with a comprehensive induction to teaching. This could include a focus on teaching in a low-SES environment and identifying their PD needs. (Catholic, Independent)
36. Provide a mentoring and networking program for first and second-year teachers. (Catholic)
37. Implement the Succession Management Plan to target aspiring, existing and transitional leaders. (Catholic)
38. Provide targeted recruitment, selection and residential induction programs for teachers and school leader placements in Indigenous school communities. (State)
39. Through Pathways to Principalship, provide targeted induction for teachers and school leaders entering small rural and remote schools. (State)
40. Publish action research case studies from schools participating in the Low SES NP to support broader implementation of school reforms. (State)
41. Develop 'partner' or 'sister' school relationships between schools to provide mentoring opportunities for leaders, teachers; sharing of resources; professional development opportunities; and sustained relationships to be developed between teachers and leaders of participating schools and high-performing schools. (State, Catholic, Independent)
42. In consultation with stakeholders including the QTU, pilot the use of learning accounts for teachers at school Centres of Excellence. (State)
43. Improve access to quality professional development and learning opportunities for staff in remote communities through:
  - strategies and support materials will be available through The Learning Place website (State)
  - use of Literacy and Numeracy modules from the pilot project Sustainable Interventions in Literacy and Numeracy. (Independent)
44. Share practices, policies, tools and resources via the DET/ISQ/QCEC/diocesan websites. (State, Catholic, Independent)
45. Implement online PD to improve access to professional development. Strategies and support materials will be available through the Learning Place website and shared nationally through networks and forums. (State)
46. Develop Leadership Modules for Beginning Leaders and Future Principals to begin the process of creating a larger pool of suitable candidates for school leadership. (Independent)
47. Introduce a dedicated leadership and professional development program for school leaders focused on building their capacity aligned to national leadership programs. (Independent)

48. Establish the Restart Teaching program for teachers who do not meet recency of practice requirements of the Queensland College of Teachers. (State)
49. Develop regionalised and localised school renewal/strategic planning programs to guide school improvement processes. (Catholic)
50. Through DET's Centres of Excellence models, support schools through the provision of seeding grants to build partnerships that link them with higher education providers and support the building of staff capability. (State)
51. Broaden the Professional Development Pathways initiative: a partnership between DET and nine higher education institutions to provide credit towards academic study from high-quality professional development, by working with the non-state sector, and sharing practices nationally via forums and web-based information. (State, Independent)
52. Support school leaders and teachers to incorporate effective practices and address issues pertaining to whole school approaches for effective literacy and numeracy instruction. (Independent)
53. In partnership with higher education institutions, provide Professional Development Scholarships to enable existing teachers to gain specific qualifications in targeted teaching areas, including Senior Maths, Physics, Chemistry and Industrial Technology and Design, including provision of hands-on workshop experiences. (State)
54. In partnership with science faculties of higher education institutions, provide Primary Science Scholarships to enable primary teachers to gain deep content knowledge and science pedagogical skills. (State)
55. Through DET's Centres of Excellence models, provide teachers in participating clusters with greater access to professional development programs delivered by higher education providers and linked to formal postgraduate qualifications. (State)
56. Design and develop the Mentor Training Program, by
  - identifying and training local and non-local personnel, accomplished and leading teachers, and Indigenous teachers to act as mentor trainers. (Catholic)
  - expanding curriculum leadership roles to include supporting early career teachers. (State)
57. Provide greater teacher access to flexible professional development opportunities, including vacation professional development to improve knowledge and skills around literacy and numeracy, curriculum planning, teaching and assessment. (State, Catholic)

## **Increase the number of Indigenous specialist teachers and school leaders**

58. Expand the Remote Area Teaching Education Program (RATEP) community based teacher education program through:

- geographical expansion
- early childhood education studies
- a postgraduate Indigenous leaders' program
- working with other sectors, states and territories to share practices and expand model. (State)

59. Implement diocese-directed programs to support the recruitment of Indigenous and non-Indigenous teachers and paraprofessionals. (Catholic)

60. Build on the programs implemented through the Indigenous Education Leadership Institute (IELA) and the new Queensland Educational Leadership Institute (QELI) to support participation a range of quality leadership programs for school leaders to enhance the teaching of Indigenous school students and support the development of Indigenous leadership in communities. (State)

61. Through RATEP, provide additional opportunities for Aboriginal and Torres Strait Islander people to become teachers. (State)

62. All teachers will participate in performance development activities using the new national standards as the frame of reference. (State)

## PERFORMANCE INDICATORS AND MEASURES

Table 1: Targets for reward reform area one: Improved pay dispersion to reward quality teaching

Milestone/target	February 2012 target	February 2013 target
Literacy and numeracy teaching coaches in state schools (State - annual)	80	80

Table 2: Targets for reward reform area two: Improved reward structures for teachers and leaders who work in disadvantaged Indigenous, rural/remote and hard-to-staff schools

Milestone/target	February 2012 target	February 2013 target
Principals in Phase 1 & 2 schools on performance-based contracts (State - annual)	65	131
Schools participating in the Low SES School Communities NP managed by a principal who is a signatory to a performance-based contract (State - annual)	65	131

<b>Milestone/target</b>	<b>February 2012 target</b>	<b>February 2013 target</b>
Participants in the Pathways to Principalship program (State - cumulative)	50	110
Recommendations from the RAIS Review and endorsed through steering group are prioritised (State)	✓	-
Teachers supported through RAIS (State - annual)	1600	2200
\$ invested by Queensland Government to implement RAIS during 2010-11 (State - annual)	\$9 million	\$9.4 million
Schools participating in the Low SES Status Schools NP implementing incentive programs for teachers (State - annual)	20	80
15% increase in Indigenous teachers (Catholic - Townsville)	-	✓
Scholarships for Cairns (Catholic)	2	3
Two scholarships and cadetships (Catholic - Rockhampton)	✓	-

Table 3: Targets for reward reform area three: Improved in-school support for teachers and leaders, particularly in disadvantaged Indigenous, rural/remote and hard-to-staff schools

<b>Milestone/target</b>	<b>February 2012 target</b>	<b>February 2013 target</b>
Flexible staffing arrangements to provide additional support for schools piloted in schools (Catholic)	-	✓
Townsville Diocese established a secondary staffing committee (Catholic)	✓	-
Additional hours of support in Cairns (Catholic)	5	10
Additional hours of teacher aide assistance provided across all P-7 state schools (State - annual)	10 000	15 000
Workshops providing professional development in staff wellbeing (Independent - annual)	4	4
Literacy and numeracy teaching coaches in state schools (State - annual)	80	80
Additional teachers placed in primary schools to allow experienced science teachers to be released (State - annual)	100	-
Additional science teachers providing PD for primary schools (State - annual)	100	-
Boarding school transition programs (Catholic - Townsville)	-	2
Participants in the Grey Nomads Employment Program (State - annual)	10	20
Cluster support services pilots active (State - annual)	3	5

<b>Milestone/target</b>	<b>February 2012 target</b>	<b>February 2013 target</b>
Participants in the Grow Your Own Leaders program (State - annual)	6	8
15% increase in number of Indigenous teachers employed in remote schools in the Townsville Diocese (Catholic)	-	✓
Schools implementing general parenting programs (Independent - annual)	2	4
Schools with reconciliation plans and/or school community partnership agreements with local Indigenous communities (Catholic - annual)	5	30
Schools participating in Turnaround Team trials (State - annual)	15	100
Indigenous staff participating in programs through RATEP to gain AQF qualifications (State - annual)	20	24

Table 4: Targets for reward reform area four: Increased school-based decision-making about recruitment, staffing mix and budget

<b>Milestone/target</b>	<b>February 2012 target</b>	<b>February 2013 target</b>
Principals provided with greater flexibility to plan their own staffing mix through the Low SES School Communities NP (State - annual)	65	131
Principals provided with greater flexibility to maximise the use of their global budget through the Low SES School Communities NP (State - annual)	65	131
Participants in the Enhancing our Leaders program (State - cumulative)	25	60

Table 5: Targets for reward reform area five: Continual improvement program for all teachers

<b>Milestone/target</b>	<b>February 2012 target</b>	<b>February 2013 target</b>
Percent of state schools using performance development processes to drive high staff performance (State - annual)	40%	100%
Graduate testing established (State, Catholic, Independent)	-	✓
Schools conducting Teaching and Learning Audits (State)	131	-
Participants in QELI programs (State - annual)	100	150
Teacher panels operating in schools (Catholic - annual)	1	9
Online modules developed (Catholic -annual)	-	4
Peer coaches/mentors trained for schools (Catholic - annual)	-	50



<b>Milestone/target</b>	<b>February 2012 target</b>	<b>February 2013 target</b>
Flying Start induction processes provided for all beginning teachers in state schools (State)	✓	-
Beginning and future leaders' leadership professional development programs (Catholic)	-	60
Aspiring leaders (Catholic)	-	15 (QCEC Cairns)
	-	20 (QCEC Rockhampton)
	-	20 (QCEC Townsville)
Beginning teachers undertaking induction programs (Catholic – Rockhampton)	-	60
Participants in induction programs for graduates and newly appointed teachers (Independent - cumulative)	40	80
Participants in targeted induction programs for teachers entering state schools participating in the Low SES School Communities NP (State - annual)	40	60
Retention rate for teachers and school leader positions in Indigenous school communities (State - annual)	80%	85%
Participants in targeted induction for teachers and school leaders entering small rural and remote state schools (State)	20	40
School Centres of Excellence at which learning accounts are available for teachers (State - annual)	1	2
Workshops for using modules from Sustainable interventions in Literacy and Numeracy (Independent - annual)	8	16
Professional development resources available on websites (State, Catholic, Independent)	✓	-
Participants in eLearning Programs (State - annual)	50	80
Participants in Mentoring programs for aspiring, new and experienced principals in schools (Independent)	40	80
Online PD operational (State)	✓	-
Hours of professional development provided through Online PD (State - annual)	100	200
Participants in dedicated leadership and professional development programs for school leaders focussed on building their capacity aligned to national leadership program (Independent - annual)	20	40
Schools involved in school improvement processes (Catholic - annual)	-	28 (QCEC Townsville)

Milestone/target	February 2012 target	February 2013 target
	-	10 (QCEC Rockhampton)
	-	✓ (QCEC Brisbane)
Partner' or 'sister' school relationships operational (State, Catholic - annual)	-	20 (State)
	-	2 (QCEC)
	4	8 (ISQ)
Seeding grants provided to school clusters and higher education providers (State - cumulative)	10	15
Participants in Professional Development Pathways programs (State - annual)	30	60
School leaders and teachers supported to incorporate effective practices and address issues pertaining to whole-school approaches for effective literacy and numeracy instruction (Independent - annual)	20	40
Professional Development Scholarships recipients (State - annual)	30	30
Primary Science Scholarships recipients (State - annual)	10	10
Teachers at Centres of Excellence undertaking PD delivered by higher education (State - annual)	25	60
Teachers involved in mentoring program (Catholic)	-	100
Participants in RATEP programs (State - annual)	5	10
Percentage of Indigenous teachers in training supported through RATEP compared to 2009 (State)	5%	15%
Percentage of DET teachers reporting as Indigenous (State - annual)	1.2%	1.3%
Indigenous teachers and paraprofessionals in schools (Catholic - annual)	-	20

## MORE INFORMATION

Information about the Smarter Schools National Partnerships on the Australian Government Department of Education, Employment, and Workplace Relations website:

<http://www.deewr.gov.au/Schooling/Programs/SmarterSchools/>

Information about the Smarter Schools National Partnerships on the Queensland Department of Education and Training website:

<http://education.qld.gov.au/nationalpartnerships/>

Information about the Smarter Schools National Partnerships on the Independent Schools Queensland website:

<http://www.aisq.qld.edu.au/files/files/whatsnew/NP.pdf>

Information about the Smarter Schools National Partnerships on the Queensland Catholic Education Commission website:

<http://www.qcec.qld.catholic.edu.au/>

