



Australian Government



# **SMARTER SCHOOLS NATIONAL PARTNERSHIPS**

**IMPROVING TEACHER QUALITY  
LOW SES SCHOOL COMMUNITIES  
LITERACY AND NUMERACY**

**Queensland  
Progress Report 2011  
(1 January – 30 June 2011)**

**Due 31 October 2011**

## Section 1 – Overview/Summary of Progress

In the period from January to June 2011, Queensland has continued to build on improvement strategies noted in the Smarter Schools National Partnerships (SSNP) Annual Report provided in the first half of the year.

The range of reform strategies implemented through the SSNP form a comprehensive approach to improving schooling in Queensland. The State's three schooling sectors continue to work collaboratively to achieve better outcomes.

Of particular significance, since the Improving Teacher Quality Final Implementation Plan (FIP) was endorsed in 2009, Queensland's state sector has embarked on a significant reform agenda to drive school improvement.

Targets and milestones contained in the initial FIP have now been revised to capture these and additional reforms and the associated milestones/targets. Queensland's revised FIP highlights and builds on the ambitious agenda set in the original plan; identifying new and additional targets and milestones and fully reflecting the depth of educational reform being undertaken within our state that will have a positive impact on the quality of teaching in all schools. New, ambitious targets include:

- increased number of Teaching and Learning Audits conducted (State sector)
- establishment of a new recruitment processes for principals established (State sector)
- development of the Principal Capability and Leadership Framework (State sector)
- establishment of a new supervision model for principals (State sector)
- increased percentage of Indigenous teachers (Catholic sector)
- increased numbers of Peer coaches/mentors trained for schools (Catholic sector).

Across all sectors, schools participating in the Low SES NP are driving improvement strategies that are meaningful and appropriate to their local contexts. Highlights include the state sector's extensive teacher and principal induction programs and professional development, the numerous community engagement activities conducted by Independent schools and the tailored and targeted intervention occurring in Catholic schools, particularly those with significant Indigenous populations.

In addition to the targeted strategies within the Literacy and Numeracy (L&N) NP, this final year is an opportunity to share successes, embed strategies and investigate sustainability of approaches. The Department is currently investigating the expansion of the coaching model provided for under the L&N NP, and the State's innovative model to support the development, leadership, capability and supervision of school leaders reinforces the message that leadership is key to driving outcomes in schools.

## Section 2 – Improving Teacher Quality

### Significant Achievements/Activities/Highlights - 1 January to 30 June 2011

During the first semester of 2011, Queensland continued to make significant local progress in implementing the range of reforms described within its National Partnership Implementation Plan to drive improvements that will grow the quality of its teaching workforce.

From 1 January 2011 to 30 June 2011, Queensland has:

- continued to work with stakeholders to address matters relating to implementation of the draft National Standards for Teachers and related reforms
- worked with stakeholders to provide advice regarding:
  - the proposed process for accreditation of Highly Accomplished and Lead Teachers
  - proposed nationally consistent processes for teacher registration
  - proposed nationally consistent processes for accreditation of initial teacher education programs
- continued active participation on the working group that is developing the National Teaching Workforce Dataset to support workforce planning

### State Sector

In addition to the broad reforms outlined above, a range of state sector initiatives have been progressed, including:

- Supported 10 *Step into Teaching* scholarship recipients to undertake postgraduate teaching studies to complement their existing non-teaching undergraduate degree, to meet demand for high calibre specialist teachers in rural and remote locations.
- Worked with higher education partners to reshape the *Remote Area Teaching Education Program* (RATEP) community-based Teacher Education program through geographical expansion and expansion of learning opportunities for Indigenous Queenslanders to provide pathways into participation in the real economy.
- Expansion of the *Make a difference – Teach* marketing strategy, which promotes teaching as a profession, service in rural, remote and regional Queensland and state schooling as the preferred employer of Queensland teaching graduates. This has included enhancements to the dedicated recruitment and marketing website ([www.teach.qld.gov.au](http://www.teach.qld.gov.au)) and the implementation of the new *Teach Team* – a selected group of teachers and school leaders with the credibility and capabilities to promote teaching to current and aspiring pre-service teachers, school students and the general public.
- Operationalised all five state schooling School Centres of Excellence (referred to as Teacher Education Centres of Excellence in Queensland) to provide high quality field studies experiences and pre-induction programs for pre-service teachers and build a clinical approach to initial teacher education programs. This has included:
  - creation of collaborative governance structures for each Centre
  - recruitment of high calibre Heads of Mentoring to manage activities within each centre
  - negotiations with Higher Education partners to establish programs and processes
  - marketing of the new programs to pre-service teachers
  - selection processes to identify high performing pre-service teacher applicants
  - engagement with recruitment officers in regions and relevant trades unions to develop innovative approaches to ensure the program benefits schools in rural, remote and regional locations.
- Provision of opportunities for 35 pre-service teachers to undertake field studies experiences in rural, remote and regional school locations through the *Beyond the Range* program to promote these locations as desirable destinations on a planned career pathway.
- Embedding of performance development across all state schools through implementation of

the [Developing Performance Framework](#) to ensure regional and school staff performance and professional development strategies are included in school and personal performance planning. This has required close engagement with the Queensland Teachers' Union (QTU), resulting in the release of a Joint Statement on the use of the framework for developing performance purposes.

- Shared information for national performance management mapping, including participation in a national forum on this matter conducted by Department of Education Employment and Workplace Relations (DEEWR) in Canberra on 5 May.
- Implemented the Pathway to Principalship program (now referred to internally as *Take the lead*) to reinvigorate small school leadership across Queensland, including new recruitment and selection processes, Leadership Professional Development workshops and a structured induction program for leadership aspirants.
- Developed a workforce situation report that provides point in time data regarding workforce supply and demand to inform school workforce planning.



### **Catholic Sector**

The Queensland Catholic Education Commission (QCEC) has noted the reports from Catholic schooling authorities of increased professional capacity of staff and significant progress in each of the Key Reform Areas implemented Semester 1, 2011. This is especially seen in the mentoring of pre-service teachers; induction processes and mentoring of beginning teachers as well as school leadership and succession planning. Models where performance management is aligned with school renewal planning and provision of quality targeted resources are underpinning quality change.



### **Independent Sector**

Independent Schools Queensland (ISQ) schools have continued to focus on building leadership capacity in Independent schools via a series of programs. With sustainability as key, programs are supported by ongoing contact with participants throughout the year and built in opportunities for participants to continue working with colleagues. Programs from 2010 continued, with some additional activities outlined below.

*Beginning Teacher Induction Programs* - 25 new beginning teachers began this program in 2011. The 2011 program includes 4 workshops, a Teaching Master Class and ongoing email contact and school visits from the facilitator. The facilitator also met with the 2010 program 'graduates' for two networking/mentoring meetings and met with principals from 2010 and 2011 participant schools to facilitate support for the teachers at the school level.

*Middle Leaders Program* - 23 Heads of Department began this program in 2011. The program changed slightly in that the 2010 cohort program was for middle 'leaders' where the 2011 program was more explicit and included only secondary school Heads of Department. The program involved four workshops and an afternoon of sharing which required all participants to present a DVD of their classroom practice. Five participants in the 2010 middle leaders program moved in to the Introduction to Leadership program and a number of participants decided to pursue Masters' degree studies.

*Future Principals Program* – 18 deputy principals, deans of study and senior managers were involved in this program in 2010 and 17 of these continued into 2011. One participant was withdrawn by her principal. The program has had continued success in assisting two participants to achieve their first principalship and three participants being promoted within their schools or winning positions at a higher level in new schools. Three participants acted in principal roles for at least a term. The program in 2011 includes four workshops, an evaluation afternoon and ongoing executive coaching.

*New Principals Program* - This program is by invitation only with all new principals appointed in 2010-11 identified by ISQ and invited to participate in the program. 14 of the 22 identified new principals opted to be involved in this program in 2011. The focus of the program is on problem solving, strategic planning, strategic conversation and networking. Participants share positive and negative experiences and work on solutions to common problems as well as receiving practical and theory leadership workshops as outlined in the three strands of the program above. All participants are also assigned an executive coach.

Two new programs were introduced in 2011 to supplement the management components in the leadership programs - *Management Master Classes* and a *Governance Forum*. *Management Master Classes* covered financial management, dealing with people, marketing and managing conflict. The one day Forum focused on good governance, strategic planning, what directors need to know about education, demographics, accreditation and risk management.

### **Support for Aboriginal and Torres Strait Islander Students - 1 January to 30 June 2011**

As mentioned in previous reports, all initiatives seek to drive improvement to the quality of teaching in all schools leading to long-term benefits for all students, including those from Aboriginal or Torres Strait Islander backgrounds. No state National Partnership initiatives specifically target Indigenous students, however the following showcase how some initiatives may lead to long-term benefits for Indigenous students.

The expansion of *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.

The Centre of Excellence established in Townsville is working with James Cook University with a focus on preparing teachers for driving improved Indigenous student performance and community engagement in Indigenous communities.

In the Catholic Sector, a focus on building local relationships and the delivery of engagement programs and reconciliation plans with community members as well as Diocesan directed programs to support the recruitment of Indigenous and non-Indigenous teachers and paraprofessionals has laid the foundations for a new working relationship between schools and their indigenous communities.

### **Progress Against TQNP Facilitation Reforms - 1 January to 30 June 2011**

#### ***National Professional Standards for Teachers***

DET has challenges in relation to implementation which have been communicated previously through AEEYSOC and MCEECDYA.

The department is currently working with key stakeholders, including the QTU, to develop an implementation plan for the Standards in Queensland.

The *DET Teachers' Certified Agreement 2010* notes that the DET and the QTU have agreed that changes to the EQ's Professional Standards for Teachers and the introduction of additional uses for the standards shall be by negotiation between the parties. The certified agreement documents the agreement between the QTU and DET to use Education Queensland's Professional Standards for Teachers until June 2012.

DET and the QTU are working on a plan for the implementation of the standards but no agreement

has yet been reached on the replacement of the existing standards by the new National Standards within the agreement. Legislative amendments will be required before the National Standards can be adopted in all Queensland schools.

The Department is continuing to support the work of The Australian Institute for Teaching and School Leadership (AITSL) in this matter, and participated in the national approach to developing the draft National Standards for Teachers by leading extensive statewide consultation on the Standards, collating stakeholder feedback, and forwarding this as a submission to the Australian Government.

DET has been working to implement the new National Professional Standard for Principals. Queensland has aligned its new *Principal's Capability and Leadership Framework* (PCLF) to the Standard. The PCLF offers transparency of expectations and a detailed common frame of reference for performance conversations. Queensland state schools will be using the PCLF to guide principal practices and development.

The legislative barrier identified in Queensland's SSNP Annual Report 2010 is still relevant; change will take approximately one year from endorsement of the Standards for the Graduate and Proficient Standards to be used for registration purposes.

### ***National Certification of Accomplished and Lead Teachers***

Queensland has continued to support national work in progress in this area through AITSL and other relevant governance groups. The state perspective has been developed in close consultation with the Queensland *Improving Teacher Quality* NP Working Group, comprising representatives from each schooling sector plus the Queensland College of Teachers (QCT), which meets quarterly to discuss matters relevant to NP implementation.

Queensland has endorsed that the *Draft Proposal for a Nationally Consistent Approach to the Certification of Highly Accomplished and Lead Teachers* proceed for targeted stakeholder consultation.

While the planned timeline is to have a certification process in place during 2013, a number of aspects require clarification, including:

- the design of the final process, including its alignment with existing jurisdictional processes and including the industrial arrangements surrounding them
- matters relating to the establishment, composition, process of training and operation of assessment panels
- the processes for renewal of certification
- appeal mechanisms
- the total cost of the certification process, including appeals, and funding sources
- incentives for teachers to participate and the challenge of attracting sufficient applicants to have a wide impact
- the inability under current resourcing to link accreditation with remuneration.

Queensland will need to work through industrial matters relating to the use of the existing professional standards for teachers in state schools before implementing any processes associated with the certification of Highly Accomplished and Lead Teachers.

While informal discussions with the QTU have occurred, negotiations to resolve these industrial matters cannot commence until the national processes are defined.

Queensland continues to hold the view that, without additional resourcing from the Commonwealth, accreditation cannot be linked with remuneration.

### ***Nationally Consistent Registration of Teachers***

Queensland has continued to provide advice and feedback on the proposed nationally consistent processes for teacher registration and will continue to participate in national forums to progress this reform.

Queensland already has a sophisticated and contemporary framework governing teacher registration containing all of the elements and the titles of the components listed in AITSL's proposal.

Queensland supports the proposed registration framework and notes the same elements currently guide the Queensland system of registration. However, amendments will be required to the *Education (Queensland College of Teachers) Act 2005* regarding the duration of days worked in a five year period currently required for recency of practice. The current Queensland requirement is equivalent to one year (200 days). Queensland will also be required to insert a section in the Act that permits employment-based initial teacher education programs.

Policy changes will be required to the number of hours of continuing professional development Queensland teachers complete in order to renew their registration every years and English proficiency testing benchmarks will need to be strengthened.

There is concern that the proposal allows jurisdictions significant variations to their approach to registration. For example, the range of days required for eligibility of applying for registration at the proficient level (known as full registration in Queensland) varies from 80-200 days.

Queensland is view is that the current AITSL proposal in regards to how the components should be implemented is very prescriptive and the proposed processes and procedures are adopted will mean significant costs implications for employers (i.e. training of mentors), and significant work load implications for teachers, principals and the QCT.

The proposed processes and procedures may pose industrial issues in Queensland which will need to be carefully managed.

### ***National Consistency in Accreditation of Pre-service Teacher Education Courses***

Queensland has continued to support the progress of national work on the accreditation of pre-service teacher education programs and will continue to participate, including:

- endorsement of the *Accreditation of initial teacher education programs in Australia: Standards and procedures*
- establishment of the *National Initial Teacher Education Advisory Committee* (NITEAC), to provide advice on matters relating to initial education and particularly to program accreditation
- engagement with Australian Council for Educational Research (ACER), who have been briefed by AITSL to design, develop and deliver a national training program for potential members of panels.

Queensland notes that some further consideration may be necessary given the *Pre-registration Test for Aspiring Primary Teachers* will commence in Queensland during 2012. The pre-registration testing program is one of five key recommendations from the Masters Review to improve the performance of Queensland primary schools in literacy, numeracy and science.

The overlap of the *Accreditation of initial teacher education programs in Australia: Standards and Procedures* with the recommendations of *The Review of Teacher Education and Induction* continues to be an issue of concern for DET and the Queensland College of Teachers.

The Department is still considering the benefits and risks relating to the requirement for all postgraduate initial teacher education programs to be extended from one to two years, with concerns over:

- the impact on short-term supply; and
- the basis for relying on time as a determinant of program quality.

The Review, however, provides a strong case for extending programs – especially those for preparing primary graduates.

Queensland would be able to commit to achievement of all requirements within the planned timeframe, excepting that which relates to the requirement for postgraduate programs to be of a minimum of two years, for which further consultation would be required.

### ***Professional Development and Support for Principals***

Queensland has supported the progression of the National Standard for Principals, providing for a nationally consistent framework for principal development.

#### **QELI**

The State Government has supported establishment of the Queensland Education Leadership Institute (QELI) to develop leadership in the state's three education sectors. DET has committed \$3.6 million over three years to establish and support this not-for-profit public institute, jointly owned by EQ, the QCEC and ISQ.

Part of QELI's role is to consult with representatives and stakeholder groups from all education sectors to identify areas where school leadership can be strengthened and where aspiring leaders can be given professional development. As a result of this consultation, QELI is offering a range of initiatives this year including aspiring leaders programs, short courses in areas such as coaching and working with teams, and giving schools access to a bank of expert coaches. For education leaders and potential leaders, QELI will deliver improved skills and career paths, and the ability to inspire the very best in teaching and learning.

#### **State Sector**

The Department is implementing a range of programs and initiatives in Queensland state schools to support teachers and school leaders improve teaching quality and assist the achievement of DET's goal of being among Australia's best performing states in English, maths and science, including:

- Teaching and Learning Audits in every school
- personalised coaching for all principals
- a new way of appointing principals
- Summer schools for teacher professional development
- Turnaround Teams to enable high performing teachers and school leaders to share expertise
- exploring models that provide for a greater proportion of decisions about the staffing mix and recruitment to be made at the school level.

In addition, through the *Take the Lead* program, the state sector is developing new and improved ways to develop and sustain leadership in small schools through Queensland, including new approaches to selection, recruitment, induction, development and career planning. *Take the Lead* provides aspiring principals with a supported career pathway, including experience in small schools in rural and remote locations. It includes professional development, extended induction processes, and an online support community.

State schooling has aligned the new PCLF to the new National Professional Standard for Principals.





### **Catholic Sector**

Brisbane Catholic Education has reformed school leadership capacity through a developmental series of leadership experiences and the creation and piloting of Professional Learning Communities. An Education Officer Professional Learning (EO PL) has been appointed. Leadership Programs thus far for 2011 include:

- Looking Forward – three cohorts of 24 completed modules 2 and 3 of six
- Stepping Up – one cohort of 25 completed module 2 of six
- one school participated in a school based leadership formation program
- planning for the six themes and projects has begun to be completed by the end of 2011 ready for implementation beginning 2012.

The Rockhampton Diocese introduced improved induction processes for beginning principals and a Succession Management Plan. 14 teachers attended a three day program for aspiring leaders in June and two beginning principals attended an induction program for beginning principals conducted in February 2011.

The Cairns Diocese conducted an in-service day for six participants who aspire to leadership. An additional day was held for 14 Principals and others new to leadership teams. Lastly a New Leaders' Mentoring program is underway for 10 new leaders.



### **Independent Sector**

In addition to the programs outlined in the introduction, the Independent sector established the Introduction to Leadership Program in 2011 to target professional educators with at least five years of teaching experience who wish to further develop their leadership skills. The aim of the program is to assist subject heads, coordinators, year level leaders, classroom teachers and other beginning leaders to discover leadership around them, to explore their own leadership style and to build highly functioning teams. The program includes four full day workshops and is based on the National Leadership Standard Framework. 24 aspiring leaders are involved in this program in 2011.

## ***Improved Performance Management and Continuous Improvement in Schools***

### **State Sector**

All schools within the state sector are implementing the Developing Performance Framework as a positive form of performance management.

Unlike traditional supervisory models of individual performance appraisal, the framework supports group, team, collegial and mentoring approaches to the process of developing performance. These approaches are recommended because they offer the desirable outcome of schools and teachers operating in a collegial manner to share responsibility and build a culture of supported professionalism.

Developing performance conversations enables all employees to do the best job they can by providing them with the opportunity to understand:

- what is expected of them in their role and how their work contributes to the achievement of their team, work unit or school and the Department
- how to work towards and achieve personal career aspirations
- the types of support and professional development available to help them to deliver work priorities and work toward their career aspirations

Implementation of the department's Developing Performance Framework provides a process for teachers to create a Developing Performance plan that outlines their professional development needs and actions, and therefore can be documented as part of the continuing professional development process.

A joint statement and joint communiqué between the department and the QTU has been developed to outline agreement to implementation and implementation timelines for the Developing Performance Framework.



### **Catholic Sector**

The Brisbane Archdiocese has reformed its improved performance management and continuous improvement in schools. This semester, the Brisbane Catholic Education Centre (BCEC) Teacher Role Statement and the BCEC Performance & Development Program for teachers was introduced to support performance development. This implementation process involved:

- an ongoing program of school visits
- online resources to support implementation published
- briefings for Secondary and Primary Principals
- workshops with network groups for Performance and Development Programs
- resources developed to support Assistant Principals, Deputy Principals, Heads of Campus and Teacher Librarians.

17 school leaders and 21 teacher leaders have taken on this program for 2011. The information shared and the processes demonstrated during school visits by the SPDO have supported schools in building the P&D culture. The development of a P&D culture in schools is directly linked to School Strategic Renewal Program. Coaching strategies underpin the workshops presented to schools and BCE Office personnel.

13 participants from the Edmund Rice Education Australia (Northern Region) participated in a one day workshop in March on *Conducting Performance Conversations* and 13 participants participated in an in-school program at St Brendan's College to support continuous improvement in teaching practice.

Rockhampton Diocese completed a School Renewal/Strategic planning program (Jan-June 2011).

### ***New Pathways into Teaching***

A range of initiatives have continued to be progressed under this reform, including:

- implementation of new pathways programs, in partnership with higher education providers, to attract high quality non-teaching graduates into the teaching profession, 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
- reworking of the [Make a difference. Teach](#) recruitment and marketing strategy to promote both the profession and working in rural and remote locations through a range of events and careers expos, materials and a dedicated web presence
- implementation of the Teach Team program, which provides high quality, consistent presentations and workshops for pre-service teachers considering employment options, with a strong emphasis upon promoting the benefits of rural, remote and regional service
- support for programs that provide school students with opportunity to begin tertiary teacher education programs whilst still in secondary school.

As has been noted previously, Queensland is unable to participate in a planned pilot of *Teach for*

Australia from 2011, but has provided DEEWR with a proposal for a version of *Teach Next* as an option that overcomes existing industrial and legislative barriers. Queensland is working with Griffith University to pilot a new Master of Teaching program as the replacement for *Teach for Australia*.

### ***Better Pathways into Teaching***

The Remote Area Teacher Education Program (RATEP) is continuing to expand opportunities for Aboriginal and Torres Strait Islander Queenslanders to gain education qualifications. The current focus is on expansion throughout remote parts of Torres Strait, and re-positioning the program from supporting mainly existing workers to gain a formal teaching qualification to targeting high-calibre secondary graduates, and providing a supported in-situ pathway to a teaching degree in partnership with James Cook University.

Opportunities are also being identified to use the program structure to support Indigenous people to gain qualifications to enable them work in early childhood education and care services in remote Indigenous communities.

DET continues to explore industry partnerships through which tradespeople may study part-time whilst working in their trade. Such a model may be useful in locations such as mining towns where the provision of quality school education is a workforce attractor and is, therefore, in the interests of the mining company to work with schooling sectors to ensure schools have access to suitably qualified teachers in areas such as Industrial Technology and Design. The critical challenge is that very few tradespersons possess an undergraduate degree and teacher education programs provide limited recognition for prior learning against mapped capabilities. The pilot programs explored by DET to this point have therefore been lengthy and costly, with questionable return on investment.

### ***Improved Quality and Availability of Teacher Workforce Data***

Queensland continues to participate actively in the working group that is developing the National Teaching Workforce Dataset to support workforce planning, as well as that leading the national Staff in Australian Schools (SiAS) project.

DET has compiled a *2010 Workforce Situation Report*, which describes the department's current workforce as well as exploring the future supply. This document is now integral to internal workforce planning and analysis.

DET has continued to work with Queensland universities during 2011 to identify opportunities to integrate student data analysis into pre-service teacher programs.

All schools and teachers are benefiting from state-wide Teaching and Learning Audits that verify sound data collection and analysis processes are in place in curriculum planning and implementation. Having successfully completed 1257 Teaching and Learning Audits in 2010, it was decided to continue the Teaching and Learning Audit program on a four-year cyclical on-going basis.

The Teaching and Learning Audits for all state schools in Queensland now take place in line with each school's quadrennial school review. In addition, schools are audited in the term after a new permanent principal is appointed, late the second year of operation for a new or re-opened school or at the request of the Principal.

Current, high-performing school Principals continue to work off-line as Auditors. Nearly 85% of schools have shown an improvement in the ratings from their second audit in 2011. Such results are indicative in the collaboration between schools, students, parents and the greater community.

Schools are provided with a broad range of data designed to assist in their review and planning

processes in accordance with The School Planning, Reviewing and Reporting Framework. These data sets, which have been available through the Corporate Data Warehouse, will become available through OneSchool and are supported by additional school NAPLAN data on the national MySchool website. Guidelines supporting the interpretation and use of school data will be developed in 2012.

### ***Indigenous Education Workforce Pathways***

The revised RATEP continues to 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. The revised model for RATEP seeks to shift from the initial model which sought to assist those already working in schools to raise their qualification level to attracting high-performing secondary school graduates into teaching, providing supported induction into tertiary studies and in-community learning support from dedicated RATEP Centre Coordinators.

There is also a keen focus in initiatives and programs that centre on increasing interest in teaching in rural and remote locations where many of the poorest-performing Indigenous students are located. Through initiatives such as *Make a difference. Teach*, the improved *Remote Area Incentive Scheme* (RAIS) and *Beyond the Range*, it is anticipated that greater numbers of high quality teachers will seek appointments in these locations to work with Indigenous students. These teachers will benefit from parallel work undertaken in Queensland in support of the Masters Review of Primary Education and the *Flying Start for Queensland Children Green Paper*, such as the Review of Teacher Education and Induction, which seeks to improve the preparation of graduate teachers including their capacity to support Indigenous students and students with special learning needs.

In addition, DET is committed to ensuring that Aboriginal and Torres Strait Islander peoples have access to secure employment through the [Aboriginal and Torres Strait Islander Employment Action Plan 2010-2013](#)

This plan builds on Federal and State Government strategies to increase the employment of Aboriginal and Torres Strait Islanders, including:

- [National Partnership on Indigenous Economic Participation](#)
- [Queensland Reconciliation Action Plan](#)
- [Australian Employment Covenant](#)

This plan is supported by a number of targeted initiatives, including:

- *Proud, skilled and ready to lead*, an exceptional program to identify and promote leadership opportunities for the department's Indigenous teachers, whilst providing high quality, culturally appropriate programs. It supports Indigenous teachers to achieve their potential as aspiring leaders by providing the necessary skills, training and support to help them successfully transition into leadership roles within schools in the future.
- School-based Traineeship Program, supporting students in Years 10, 11 or 12 to gain skills and earn an income while at school
- Cape York Employment and Training Strategy, delivering vocational education and training, which is linked to real employment opportunities or community work either paid or voluntary, to residents of the Cape York region.

### ***Quality Placements***

All three schooling sectors continue to be members of Queensland's Consortium for Professional Experiences in Pre-service Teacher Education; a key stakeholder group for discussing matters relating to pre-service teacher field experiences, including placements.

Additionally, pre-service teachers from all Queensland universities are able to access support to

undertake mentored practicum placements in rural and remote schools through the *Beyond the Range* initiative. Acceptance is via application, with recipients linked with schools that have appropriate facilities. The program seeks to provide positive experiences in non-preferred locations, encouraging participants to not only seek placements in rural and remote locations upon graduation, but also to act as ambassadors for these locations with peers on their return to their university.

The DET model for Centres of Excellence has a strong focus on improving the field studies component of pre-service teacher programs. In particular, DET is exploring ways to provide increased in-school opportunities for pre-service teachers, models for engagement between schools and pre-service teachers, how field experiences can provide effective pre-induction, the content of university programs and evaluation of pre-service teacher during in-school experiences.

An outstanding issue remains the oversupply of teaching graduates from Queensland universities against employer needs. This results not only in issues upon graduation, but also places strains upon schools when trying to provide practicum placements during their studies.

Queensland is considering the outcomes of our recent *Review of Teacher Education and Induction* to determine appropriate policy responses to address this growing concern.

### ***School Centres of Excellence***

During the first half of 2011, DET has continued to develop the five state sector Teacher Education Centres of Excellence (the local term used for “School Centre of Excellence”). This has required close collaboration with universities, school communities and staff, the QCT and relevant trades unions.

Each of the five centres has a particular strategic focus, and each is developing a unique model for engaging with universities and with high calibre pre-service teachers. Some centres are entering agreements with one university as an industry partner; others are working with multiple universities. This adds to the complexity of the program, but facilitates local innovation.

The programs being developed within each centre acknowledge issues raised during the recent Queensland Review of Teacher Education and Induction conducted by Brian Caldwell and David Sutton. This review has provided a range of recommendations regarding program content and approach.

The centres are each developing a curriculum for selected pre-service teachers, including pre-induction and induction elements to ensure graduates are state school ready. The first participants in the programs will begin in Semester 2, 2011.

The department has worked with the QTU to develop approaches that link participating pre-service teachers with service in rural, remote or regional locations.

Each of the centres is providing participating supervising teachers with access to “learning accounts”, where funds raised during centre activities are available to support participation in professional development programs or conferences.

Queensland has met all targets in relation to this National Partnership reform area.



### **Catholic Sector**

Within the Brisbane Archdiocese, pre-service teachers were prepared through a supported tutoring scheme. This involved experienced, accomplished and leading teachers working with higher

education partners. The 2011 program has been negotiated with ACU. Six primary and one secondary teacher have been identified as the teacher tutors for the program to commence in July. Feedback from the 2010 program was very positive from the teacher tutor, ACU staff and pre-service teacher groups. The program has been extended to include a secondary cohort this round and the primary group has been split across six tutors in response to feedback related to workload.

In the Cairns diocese, graduating teachers are well-prepared through a close working relationship being maintained with the Education faculty at James Cook University including formal interviews of students in their final year whose intentions are to seek employment in Catholic schools in the Cairns Diocese. The diocese has designed and developed the Mentor Training program to enhance teaching practice. Two Mentor/Mentee workshops have been held in semester one. These two workshops were open to graduate teachers and beginning teachers (within their first three years of teaching) who wished to embark on the development of a Mentor/Mentee partnership. 43 participants attended the first workshop with an attendance of 32 attending the second.

## **Showcase/Exemplary Activities - 1 January to 30 June 2011**

### ***School Centre of Excellence (Teacher Education Centres of Excellence) – Kelvin Grove***

The first state schooling Centre of Excellence announced for Queensland is a partnership between Kelvin Grove State College (KGSC) and the Queensland University of Technology (QUT).

The Centre is built on the existing relationship it has with QUT to implement a range of programs focussed on developing the skills and capabilities of pre-service and current teachers.

The partnership is formalised through an agreement that outlines co-contributions by each party, including administrative support, student selection, access for paid internships, a specialised pathway in the QUT Bachelor of Education course structure for students who have been identified as potentially high quality teachers through the Centre's application and selection process, two units of the Bachelor of Education course at no financial cost to students in Semester 8 and shared teaching office spaces on both the university and school sites.

The Teacher Education Centre of Excellence model based at Kelvin Grove will provide an enhanced quality pre-service program to prepare beginning teachers to commence their professional career in a number of schools in Brisbane and in the Darling Downs/South West Region.

The enhanced training model at the Centre provides identified pre-service teachers with a range of advanced, practical and specialised additional learning and training programs to better prepare them to join the teaching profession in Queensland state schools. This occurs through participation in applied clinical classes, professional practice learning, school-based mentoring, service learning and diverse field based experiences in a range of environments. Due to the P-12 nature of KGSC, the Centre caters for pre-service teachers from Early Childhood to Year 12.

Pre-service teachers are accepted into the Centre through an application and selection process at the end of the fifth semester of full time study (or equivalent). The enrolment at the Centre is for the last three semesters of the Bachelor of Education (Early Childhood/Primary/Secondary). Students studying education for teaching in Early Childhood, Primary and Secondary schools are eligible.

Students accepted into the Centre will undertake course work in the following areas:

- Applied Clinical Classes: equipping new teachers by training in a range of applied aspects of teaching. These could include: Behaviour Management – Pro-social Skills Approaches, Excellence in Teaching course, Field Work Preparation, Thinking Skills programs, Complaints Management, ICT pedagogy, Learning styles, Teaching Methods and Strategies, Catering for Difference (eg ability, cultural, socio-economic).

- Professional Preparation Classes: preparing to be a part of Education Queensland. This will include training in OneSchool, Code of Conduct, Student Protection, Allied support services, VET, QSA, National Testing programs, QCT, Industrial Relations, Leadership Opportunities in EQ.
- Diverse Field Experience: understanding the diverse nature of Education Queensland Schools through additional experiences in a range of environments eg rural, low socioeconomic, diverse cultures.
- Service Learning Program: developing a deeper understanding of the whole school environment by working with support services – teacher aides, administration support, work shadowing specific role teachers – Behaviour Management Support, Guidance Officers
- Internship and Mentoring: developing practice in supportive structure through an early entry to service program involving an internship during the last term of the program and ongoing mentoring during first semester after graduation (alumni). A paid internship will be offered to each student in the last term of semester 8 (or equivalent) of their final year. The conditions of the internship will be in accordance with the existing regulations and practices for internships in EQ.

The Centre's two year training program is integrated with university studies. However, these students will require additional commitment through attendance at classes, field and service experience programs. Students who are successfully completing the course will be offered a permanent appointment and paid internship with EQ at the end of term 3 (or second last term) of the final year of study.

The Centre is being funded through an allocation of combined National Partnership and state funds provided over three years. Further funding is being sought to support the Centre through both State Budget and National Partnership Reward Funding.

Whilst the Centre is very much at the beginning stage, the model has already resulted in a significant shift in the relationship between the department and QUT - the largest provider of teaching graduates in the state.

The university's willingness to collaborate and innovate has resulted in a high quality program very suited to preparing beginning teachers for the context of contemporary Queensland state schools. Of special note, is the university's preparedness to forego revenue through two units of study in support of the program.

For the department, the Centre has provided the opportunity to explore a new approach to staffing rural and remote schools. An agreement has been negotiated with the Queensland Teachers' Union to provide for participants to undertake service in identified non-metropolitan school locations with a guaranteed return to a preferred location after an agreed service period.

The Centre has also provided the opportunity and context to trial improved ways of inducting teaching graduates into both the teaching profession and into working in the Department.

***Induction programs for graduates and newly appointed teachers and principals***

The benefits of effective induction are recognised by Queensland's state schooling sector. All beginning teachers are provided with the [\*Flying Start induction toolkit for beginning teachers\*](#) - a valuable resource for beginning teachers in their first critical months of teaching. It provides beginning teachers with all the 'need-to-know' information about Education Queensland, as well as practical tips, hints and classroom activity ideas. The Toolkit also contains an induction checklist, designed to assist beginning teachers to access the support they need to move from provisional to full registration with the Queensland College of Teachers. Schools implement localised induction programs framed around the toolkit, using resources available through the Learning Place resource centre, the Curriculum Exchange.

In addition, Regions run local networking events to support beginning teachers and complement school induction programs and the Department supports the work of the Beginning and Establishing Teachers Association ([BETA](#)) through sponsorship of the annual conferences and joint projects, and has developed the [Aspiring, Beginning and Establishing Teachers' Community](#), which supports teachers new to the profession as well as those more experienced who are interested in mentoring beginning teachers by sharing their wealth of knowledge about teaching. The website and email communities support and showcase the work of beginning teachers and their mentors.

In 2010, the Queensland Government conducted a review of teacher education and school induction programs - one of several projects described in the implementation plan of the Green Paper [A Flying Start for Queensland Children](#). Its purpose was to review and report on how teachers are prepared for professional practice in Queensland and to provide timely advice for improving teacher preparation and induction into the profession. The review provided a number of recommendations which are currently being implemented.

The Department does acknowledge specific challenges for those beginning appointed to remote Indigenous communities and those entering low socioeconomic locations, and therefore has designed and implemented targeted induction programs for these locations.

Special induction programs are provided to teachers newly appointed to TR6-7 schools. These programs are designed to raise awareness and develop knowledge of pedagogy, curriculum and strategic initiatives specific to the school communities in which they will be working. They provide some insight into professional and personal strategies which will inform teaching practices and living in communities.

The Low SES teacher induction program is a targeted strategy which aims to equip teachers with the skills needed to deliver high-quality education services in these locations. The program aims to prepare beginning teachers to ensure:

- all students are successfully engaged in learning
- young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving
- schooling promotes the social inclusion and reduces the education disadvantage of children, especially Indigenous children
- Australian students excel by international standards.

The key themes of the program are:

- What is poverty?
- Behaviour management and classroom microskills.
- Closing the Gap and working with Indigenous students.

In addition to addressing each of the above themes in the main program, attendees have the option of participating in two of the following three workshops:

- English as a Second Language (ESL)
- Embedding Aboriginal and Torres Strait Islander Perspectives in Schools
- Building Resilience and Core Strength.

Participants are encouraged to develop collaborative peer networks that can help to share ideas; stay motivated and achieve results in what will be a supremely challenging environment. The program is designed to build teacher capability and resilience, and to prepare teachers to deliver high-quality education to students in Low SES schools.

In 2011, approximately 140 teachers and 20 pre-service teachers have participated in the program.

**Catholic Sector**



In the Rockhampton diocese “Growing our own” program, four scholarships were awarded in 2011. Two new indigenous teachers and four new Indigenous teacher assistants were appointed. 25 applications were received for scholarships. Two Indigenous teachers were appointed to rural communities and the Diocese continued to provide support to Indigenous students to increase literacy outcomes.

Rockhampton diocese has advertised vacant positions over the Indigenous Network, in the National Indigenous Times and Koori Mail to attract Indigenous personnel to leadership and teaching and include community representation.

Remote schools in the Townsville diocese currently have 15 indigenous teacher employed in the Diocese. Seven cadetships are underway, with a number of previous cadets having graduated. Support and sponsorship continues for Indigenous graduates, teachers and cadets.

Townsville Diocese has employed two Indigenous community leaders from Indigenous community to take active role in leadership model, co-funded by Specific Purpose Programs.

Townsville also investigated and implemented improvements to their career incentive packages by providing additional incentives especially in the accommodation area for staff to work in rural and remote areas. The diocese has established a *secondary staffing committee* to set benchmarks and provide advice around sustainable and quality staffing practices.

Cairns diocese has actively supported the recruitment and employment of Indigenous teachers. Two scholarship recipients are currently studying through James Cook University, Cairns. Two students are also participating in Indigenous Cadetship Support (ICS), previously known as National Indigenous Cadetship Program (NICP). In all four cases, the duration of support will span a two-year period. A mentoring program has been implemented during 2011 with the core purpose of maximising the success and engagement of the recipients.

Cairns diocese has allocated 12 additional support hours for school principals of small schools.

The Brisbane Archdiocese has provided additional incentives for staff to work in rural and remote areas for five BCE schools. A review and a re-write of the Principals Renewal Leave Guidelines was completed in Semester one and teacher access to additional professional learning support developed. Improvements to the Career incentive packages implemented by introducing Experienced Teacher (ET) 5 and 6. This will replace Advanced Skill Teacher (AST) status. Enhanced access to ET5 and ET6 application videos has been achieved by uploading them onto the Employee Services portal. A FAQ document has been developed and published for teachers and principals. Through the SPDO (Schools Performance and Development Officer) explicit links have been made between the ET5 and ET6 Program (Teacher Reward Program) and the Performance and Development Program for teachers. Resources have been developed to support the ET5 and ET6 Annual Review Process.

## Section 3 – Low SES School Communities

### Significant Achievements/Activities/Highlights – 1 January to 30 June 2011

This progress report represents information from the 77 state schools, the 17 Catholic schools and seven Independent schools in Queensland involved in Phases 1, 2 and 3 of the Low SES School Communities National Partnership.

Under the key strategies of the National Partnership, the following significant achievements, activities and highlights occurred from 1 January to 30 June 2011

#### State Sector

The closed and open merit selection process for 47 Phase 4a low SES NP Principals was conducted in the first half of 2011. The first Principal Performance Review occurred for 17 Phase 3a NP Principals during May and June 2011, with the second round of Principal Performance Reviews occurring for 46 Phases 1 and 2 National Partnership Principals. Principal Peer Review Meetings also commenced in June with high school principals sharing strategies and key initiatives.

Professional development, workshops, case studies and induction programs have been developed and held across the state for Low SES principals and teachers. These include:

- 13 Vodcasts produced to showcase key strategies that have been developed in Low SES NP schools
- Principal Induction Conference for 47 Phase 4a NP Principals in June
- tailored professional development *Optimising Leadership for Radical Change* occurred for 16 Principals in March
- Statewide Turnaround Team Workshop for all Turnaround Team members working with 106 Low SES NP schools across the state
- The Smarter Schools' National Partnerships Teachers' Conference 2011 held for teachers appointed or transferred to Low SES schools in March
- *Poverty Framework Training* for Low SES NP school staff in Townsville, Kallangur and Caloundra.

11 Low SES NP schools won 13 regional [Showcase Awards](#) in May 2011, with six schools consequently nominated as state finalists. This prestigious awards program recognises and rewards state schools for education practices that significantly improve student learning outcomes. Some of these winners are highlighted in the Showcase section.

A cross-sector event to celebrate effective parent and community engagement and partnerships in Queensland was held in Bundaberg in June. Bundaberg State High School hosted the breakfast to celebrate effective parent and community engagement with a focus on rural engagement. The event was strongly supported, with approximately 120 attendees from State, Catholic and Independent Low SES NP Schools in the Bundaberg and Gin Gin area, regional and community representatives and the A/Director for the Queensland and Tasmania team from DEEWR attending the breakfast.



#### Catholic Sector

There has been a range of reform activities in the Low SES schools in the Catholic sector, that have been tailored to meet the needs of the school communities. These include:

- Innovative and tailored learning opportunities: A number of schools have engaged with other agencies to provide targeted intervention to students by specialists in literacy and numeracy programs or to provide professional development support for existing staff.

These activities have in some cases utilised expertise from tertiary institutions with the application of diagnostic testing regimes to inform the necessary interventions.

- School operational arrangements which encourage innovation and flexibility: One school has initiated a Strategic Futures Project which will engage key stakeholders (parents, school board, staff and third party support agencies) to develop a rolling five year strategic plan.
- Indigenous initiatives: A number of schools have significant indigenous populations and a range of initiatives have been employed to address disadvantage and to provide enriched learning environments to engage learners. Clear strategies are in place to support students to meet agreed goals (community goals which build leadership skills and community capacity; educational goals to identify literacy and numeracy gaps and achievements, and personal goals which encourage students to focus on their interests and aspirations.) With the support of the School Board, it is emphasized that strong parental involvement in the process will strengthen support for students in meeting their learning goals and empowering the community through information, informal contact and celebrations.

There has also been a range of strategic initiatives across the schools in the Catholic Sector, including the following:

- a rental subsidy used to provide an incentive to attract high performing principal in a remote location. Similar initiative to attract a secondary Maths/Science teacher to a remote location (Mount St Bernard College, Herberton)
- Various staffing strategies employed to build teacher capacity, provide additional release time for planning and professional development, develop teaching and planning teams and support initiatives with Literacy Numeracy Improvement Teachers. These strategies have been tailored to meet individual school and community needs.
- New technologies employed to enrich learning experiences, build teacher capacity, overcome isolation due to locality and provide interventions for indigenous students with hearing loss.
- Evaluation of earlier program initiatives and the design of interventions and programs based on data gathered from previous cycles.



### **Independent Sector**

ISQ Low SES Schools have focused on community engagement regards the new curriculum reforms, greater community engagement relating to student attendance and improved community based resources.

During the first half of 2011, ISQ provided an opportunity for all low SES NP schools to meet and share their experiences. At this event ISQ launched a web based social network initiative called the 'Strategic School Community' designed to provide improved levels of communication between Low SES schools across the sector and to encourage and nurture greater interaction across the sectors and with the various agencies and service providers within the regions.

The resource is available at [www.aisq.qld.edu.au/social/ssc](http://www.aisq.qld.edu.au/social/ssc).

### **Support for Aboriginal and Torres Strait Islander Students – 1 January to 30 June 2011**

The [Cape York Australian Aboriginal Academy](#) (CYAAA) continues to operate in Aurukun and Coen, engaging Indigenous students from Prep to Year 7 in an education program that supports their bi-cultural identity. As a result of early signs of improvement in student outcomes and at the community's request, Hope Vale State School was included as a CYAAA campus in 2011.

A number of individual schools were highlighted in the 2010 Annual Report. In addition to those, further state schools in the Low SES NP are implementing strategies to support Aboriginal and

Torres Strait Islander students.

### **Mareeba State School**

Mareeba is a rural town approximately 63 kilometres west of Cairns, in far north Queensland. In February 2011, the number of Indigenous students enrolled totalled 229, representing 32.1% of the total student population (714 students).

Mareeba State School's four-year School Strategic Plan includes a range of programs and strategies designed to improve the learning outcomes and engagement of students, in particular, Indigenous students. In many cases, these programs have been implemented to particularly enhance the school's existing programs for Indigenous students. Some of the programs outlined in the School Strategic Plan include:

- Curriculum Programs such as:
  - Reading to Succeed Program for all students from Prep to Year 7.
  - Spelling Mastery Program for students from Years 4 to 7.
  - Raising the Bar Program – a program designed to set high expectations for students and staff.
  - Explicit Teaching Program – I Do, We Do, You Do teaching program.
  - Persuasive Writing Program
  - Boys Only Reading Club
- Every Day Counts Attendance Program run in conjunction with the local police
- employment of Community Liaison Officer, monitoring rolls and making connections with families in relation to attendance
- the establishment of an Indigenous Reference Group, involving police as well as local Indigenous groups, but particularly aimed at involving parents
- a Bike Program aimed at improving boys' attendance and involving the Kuranda Community Group
- Families as First Teachers program.
- establishment of an Indigenous Dance Group.

Outcomes observed include an improvement in student attendance from 2009 to 2010 (school based data), improvement in the sense of pride and identity of Indigenous students through Indigenous specific programs and improvement in parent attendance at school functions.

### **Balaclava State School**

Balaclava State School is located in Cairns, a metropolitan city approximately 1,700 kilometres north of Brisbane. In February 2011, the number of Indigenous students rose to 149, representing 56.6% of the total student population (263 students).

Balaclava State School has implemented some key strategies to support Indigenous students such as:

- A new approach to parent/teacher interviews. The new format in 2010 included a barbeque for families, with the interviews conducted in the covered area without appointment times. This proved to be an effective strategy in increasing the number of families participating in discussions with teachers.
- The development of a Big Breakfast program at the commencement of each school term to welcome back and re-connect with families following the vacation period.
- The implementation of new protocols for teachers in their interactions with parents on extra-curricula days, such as sports days. The protocols outline how teachers can continue to build positive relationships parents.
- Provision of a venue for community programs such as computer literacy courses, upon completion of the school hall and computer lab in July 2011. The venue will have a safe playground to allow children to play whilst parents are undertaking course work.

Following the introduction of these strategies, the school has seen significant changes in

community engagement in the school. This includes an increase in the number of parents attending parent/teacher interviews and an increased number of families attending sports days in 2010, compared with 2009. A marked improvement in community confidence in the learning is also occurring at the school.



### **Independent Sector**

All schools involved in the NP have successfully implemented a range of resourcing, local community engagement and literacy and numeracy projects and programs designed to better equip the school and community to support students across their educational and socio economic environment.

Several of the schools involved have established alternative learning centres established to provide engaging and flexible learning options for students. This is leading to an increase in not only the basic numeracy and literacy levels, but also the successful transition from school to work and possibly further study.

Funding has allowed greater development of library, standardised testing programs and classroom resources whilst also providing additional personnel to support students both within and beyond the classroom.

### **Showcase/Exemplary Activities**

#### **State Sector**

The following schools are three of several Low SES NP schools that have been nominated as state finalists for [Queensland Showcase Awards](#). Involvement in the Low SES NP has allowed schools to broaden and create programs and initiatives to improve student achievement, and thus be nominated for significantly improving student learning outcomes.

In 2008, a Strategic Team of key personnel was created to change the culture of **Goodna State School** to focus on excellence and academic performance. The vision was for this school to become “Goodna State College with a program of academic excellence” – a school of choice for the local community and a school to be acknowledged in the educational sector. The imperatives of student performance provided the catalyst, along with the growing belief that the power of the school lies not only in the potential to liberate the child through learning, but also in building the capacity of the community in which the school is located. Belief and excellence were achieved by ‘growing our own’ and ‘infiltrating the community from the grass roots’. From this point, the Strategic Team charted a course, built upon existing strengths and the philosophy that “each and every member of our school community believes that each and every child can learn and achieve”.

**Cairns West State School’s (CWSS) “Academic Success Guarantee”(ASG)** is a program that was developed in response to the FNQ regional challenge of a service commitment, and the continual low attendance, low performance and low expectations for Indigenous students. The program aims to develop schooling at CWSS into a service that, in partnership with parents, delivers the right to better life chances through academic success. As part of this guarantee the school has implemented a continuous improvement strategy of performance targets and reviews, as well as a reorganisation of support resources. According to school based data and internal monitoring mechanisms, in 2009, after its first year, and through the outstanding work and commitment of teachers and teacher aides, CWSS delivered a significant increase in benchmark achievement for Year 1 students.

The ASG is a signed agreement between parents and the school that commits to ensuring students who attend 95% or more of the school year will meet or beat their year level benchmarks.

In partnership with parents the school is committed to doing 'whatever it takes' at school to individually case manage those students who do not meet these year level benchmarks. The school believes all students can be successful when everyone works together and are committed.

**Durack State School** 'Year of the Dragon' supports Social and Emotional Learning through a culturally connected, inclusive school identity. It underpins the school context of '*many cultures, one community*' through the school's iconic Dragon. Embedding the school expectations that Durack Dragons are Safe, Respectful Learners, it unites students in the pursuit of educational well being. Encompassing the KLAs, the project provides staff, students and parents with a sense of belonging and unity within the school.

The program fosters common expectations and a universal language to support students through their school experience. Outcomes are measured through internal school data, OneSchool and opinion survey data and anecdotal evidence.



### **Catholic Sector**

Significant achievements have been noted across a range of teaching and learning activities including:

- Student wellbeing – initiatives including Boys Wellbeing Program, Breakfast Program, Kids Matter, School-wide Positive Behaviours Support, Better Behaviour, Better Learning Project, counselling provision for individuals and crisis intervention have produced positive outcomes in schools (St Joseph's School, Murgon, St Therese's School, Monto).
- Teacher capacity and practice – Professional Development in Reading to Learn program, First Steps, Phonological awareness, Triple P Core Breakthrough Components, Bounce Back Program, School Wide Positive Behaviour Support, Holiday Reading Program as well as visiting specialist in the area of innovative reading programs have provided enhanced teacher capacity and ensured new teaching and learning practices have been implemented (St Paul's School Woodridge, Our Lady of Fatima School, Acacia Ridge, St Mary's Catholic College, South Burnett, St Therese's School, Monto, St Teresa's Primary School, Ravenshoe, The Centre Education Program, Kingston)
- Innovative practices – A number of initiatives including employment of specialist teaching staff (Literacy Enrichment Teacher and Literacy Numeracy Improvement Teachers), visiting specialists to work with students and diagnostic testing and targeted strategies. Data from one regional school have indicated improved educational outcomes in reading and reading comprehension (increase in reading ages by 6 months), spelling (increase in spelling ages by 6 months) and basic number facts (St Anthony's Primary School, Dimbulah, St Paul's School Woodridge, Sacred Heart School Cunnamulla)
- Staff mentoring programs have been introduced in a number of schools to support ongoing practice and staff development. (St Theresa's Monto, The Centre Education Program, Kingston, Mount St Bernard College, Herberton)
- Parent capacity – provision of a reading training program for parents has been strongly supported (school enrolment 100, parent attendance 40) (St Therese's School, Monto)



### **Independent Sector**

There are a number of examples from the Independent Sector that showcase the positive impact of reform activities funded under the Low SES NP at the school level:

- a school had a significant issue with attendance due to local community issues. The school have engaged a Cultural Liaison Officer to support community engagement and support relating to student attendance. Via direct liaison with parents and care providers, the school has seen improved attendance during the period, despite the significant local issues

including flooding.

The school has also resourced increased engagement with local NGOs with a particular focus on community awareness of key issues including the social, emotional and physical health of students and their families.

- At another school teachers have been involved in professional learning in the introduction and use of DRA-2 comprehension testing. Results from individual student tests have then informed their programming and teaching of other areas of reading comprehension, such as inference.

Teachers have also attended various professional development workshops in the teaching of phonics (in the infants' area of the school). This is informing the re-working of the infant's phonics program.

Standardised testing has also helped to identify further those students who need extra assistance by the tutor. The teacher and tutor can then work together to ensure that each struggling student is provided the assistance tailored to their needs.

The purchase of lots of hands-on resources, coupled with the introduction of interactive whiteboards and literacy/numeracy software, such as Accelerated Reading has assisted visual/kinaesthetic learners.

Another school has sought greater student engagement and involvement with the college aligned to community engagement. They have partnered with the local football club to provide youth with a sporting opportunity and training. The funding was able to provide trophies and medallion for the participants, this in term allow us to be involved in the community, gaining confidence in College capabilities. This has had significant community engagement outcomes relating to disengaged students.

In addition, an after School recreation club service has provided school students with activities after school hours so as to provide a safe environment for them to socialise, be active, and enjoy extracurricular activities. Part of the program includes include a health afternoon tea, sports coaching, and arts and crafts.

## Section 4 – Literacy and Numeracy

### Significant Achievements/Highlights/Activities – 1 January to 30 June 2011.

#### State Sector

The first six months of 2011 have seen many significant highlights and activities for the State L&N NP program.

In January an 'expectations for L&N NP Schools as at 24 Jan 2011' document was developed and disseminated to all State L&N NP principals, coaches and lead coaches. This document gave clear guidelines and expectations to principals, coaches and regional staff on the key reform initiatives for the L&N NP Program in 2011.

The 2011 L&N NP School Action Plan was developed and, following consultation with key stakeholders, distributed to each L&N NP School. Each school personalised their Action Plan by setting local targets for each reform area. School Action Plans were then published on the school's website. In June 2011 each school updated their School Action Plan with their targets achieved against the targets set in March 2011.

A Level 1 Coach Conference was held in March for newly appointed L&N NP coaches. This conference provided newly appointed Coaches with the skills they would require in their role as Coach. Feedback from this conference was very positive. Comments from Coaches who attended the conference include:

*'I have been impressed with how comprehensive the 2 days have been.'*

*'I feel confident to be able to provide a valuable role in my school in improving outcomes in numeracy.'*

*'Really looking forward to making a difference by supporting teachers, developing & enhancing explicit teaching episodes and improving students' outcomes'*

*'This conference has outlined a process that I can use to get this off the ground. Thankyou.'*

Coach forums providing *Explicit Reading Strategies to Promote Literacy and Numeracy across all KLAs* were held in North Queensland, Central Queensland, Metropolitan, Far North Queensland, Darling Downs South West and North Coast Regions. Opportunities were given throughout the Forum to allow the participants to discuss how, when and to whom, each of the strategies could be shared with their teachers. At the end of each day, Coaches are given the opportunity to put their new learnings into practice and to do the important networking that is key to their role. A renewed interest has been developed, with many Coaches expressing their desire to implement them as soon as they return to school.

One of the major focuses for the L&N NP Program is the 'Sharing of Success' that is happening in L&N NP state schools. To capture and share the successes, schools are invited to complete a 'Snapshot of Success' for their school to share and highlight successful outcomes of the L&N NP Program in their school. The completed template is included in the updates which are sent to all L&N NP principals, coaches, lead coaches and regional contacts and are also published on the L&N NP website.

The 35 L&N NP Cohort Two Schools completed their official involvement in the program at the end of Term two. To congratulate and acknowledge the work of the principal as being part of the L&N NP Program a letter and certificate were sent to each Cohort Two principal. Each Cohort Two coach was sent an email thanking them for their dedication to the program and congratulating them on their work as an L&N NP coach.



#### Catholic Sector

The implementation of the L&N NP in the Catholic sector has

- improved collaboration and communication across internal groups within education authorities such as curriculum and indigenous education units, resulting in improved holistic and cohesive approaches
- allowed the sharing of good practice and ideas and consistency in language usage within and across schools through online access to literacy and numeracy resources, plans, strategies,



professional learning communities and forums

- value added and contributed to the sustainability of good practice through the trialling of innovative practices and resources within and across dioceses
- improved professional dialogue and collegial relationships through the support of collaborative planning, sharing good practice and effective pedagogy by the system and school leadership.

The implementation of the L&N NP has also changed school culture and teaching practices. Coaches working with and supporting teachers in addressing students' diverse needs, trialling new resources and strategies, and modelling instruction has resulted in building teacher professional capacity, while whole school approaches to implementing literacy/numeracy programs and strategies such as First Steps, Mathematics Activity Guidelines (MAGs), Reading to Learn, reading blocks, guided reading, embedding ICT and use of interactive whiteboards has resulted in developing professional learning communities and sustainability of practice.

The focus on literacy and numeracy in the early years (P-3) has resulted in improved skill development and identification of students for early intervention, and the analysis of a range of data sources has resulted in awareness of and created positive attitudes towards the uses of data and increased the use of evidence-informed practices. The employment of staff based on data, showing identified student needs has resulted in role descriptions better addressing the needs of specific groups.



### **Independent Sector**

#### **Strong leadership – effective teams.**

Schools have continued to use the Effective Schools Framework for strategic planning. This tool assists schools to engage in a process of self-assessment and 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.

Professional learning opportunities have been provided for all project school leaders and literacy coordinators. Highlights included an opportunity to spend a day with Chris Thomas, the Principal of Yarra Junction Primary School in Victoria. This school was identified as making significant improvements in terms in student achievement. Schools also came together in a forum to showcase best practices and share ideas.

Onsite professional learning opportunities have also occurred at all schools, conducted by Literacy Leaders, with ongoing support and mentoring provided via school visits, email and networking opportunities.

Schools have maintained *Professional Learning Communities* (PLC) within their schools. This has enabled capacity building within the schools and has fostered an environment of sharing and professional dialogue. The focus for PLC meetings has been strategically planned with Literacy Leaders during site visits.

#### **High expectations – focussed teaching**

The *Sustainable Interventions: Building Capacity series* has resulted in school personnel generally seeing themselves as being part of a process of school transformation and renewal, resulting in:

- an increased focus in the development of whole school plans for the teaching of reading, effective implementation of targeted, high yield reading strategies, and the use of data to inform the next steps for instruction
- increased engagement in professional learning communities and other networks that focus on specific issues in the teaching of reading. This has helped to build leadership and teacher capacity to meet the needs of students. It has resulted in changes at school level (for example, timetabling changes to provide uninterrupted time for literacy blocks); class level (for example, targeted teaching using high yield strategies) and student level (for example, increased engagement and metacognition)
- increased understanding of appropriate, high yield strategies for the teaching of reading. This has resulted in an increased awareness of the most effective ways to support student's learning needs.

Teachers are now planning for, and delivering differentiated learning

- improved sharing of strategies and resources within and between schools
- consistent metalanguage when teachers are discussing reading instruction between teachers, teachers with students, and students with students
- more effective use of data to inform instruction, with the development of monitoring and tracking strategies so that teachers and leaders can continually talk about student progress.

### **Differentiated instruction – improved learning**

There has been a change in attitude towards DRA 2 data collection. No longer is it seen simply as a requirement for the NP targets. Instead it is now seen as a necessary tool to inform instruction so that teachers can target their teaching and plan effectively.

This has spilled over into other curriculum areas (e.g. spelling, numeracy and oral language) so that teachers are now looking for other assessment tools that will give them the necessary information to help them plan targeted instruction.

Teachers have become more confident in planning Critical Learning Pathways based on their student data. The basic idea of the pathway is that classroom practice can be organised in a practical, precise and highly personalised manner for each student. The Critical Learning Pathway makes use of the following high-yield strategies for improving student achievement:

- setting high expectations for students (Brophy & Good, 1974)
- using assessment for learning to guide instruction (Chappuis et al., 2005)
- providing frequent, useful and useable feedback for students (Black & Wiliam, 1998)
- understanding the meaning and scope of curriculum expectations (Reeves, 2002)
- engineering effective classroom discussion, questions and learning tasks that elicit evidence of learning (Marzano, Pickering, & Pollock, 2001).

## **Support for Aboriginal and Torres Strait Islander Students – 1 January to 30 June 2011**

### **State Sector**

Through the development of a partnership with the Queensland University of Technology (QUT) YuMi Deadly Math Workshops were offered free of charge to each L&N NP, and some Low SES NP, numeracy coaches. These workshops are Train-the-trainer courses that look at practical ways of teaching mathematics especially to Indigenous students and students with Low SES backgrounds. The coaches who attended were given training and resources to help them implement and share the ideas and booklets back at their school with their class and other teachers and teacher aides.

Information on the upcoming [English as a Second Language \(ESL\)/English as a Second Dialect \(ESD\)](#) procedure (since published) were included in an Update sent to principals, coaches, lead coaches and Regional contacts. These procedures clarify the responsibilities of schools and regions, provide a benchmark for L&N NP Schools to work with and give a clear definition of ESL learners, including the identification of Aboriginal and Torres Strait Islander students who may be learning English as a second language.

Principals and coaches were also invited to attend an ESL session titled '*Break it down, Build it up*', a planning and teaching framework for working with ESL learners in whole class contexts. The session was delivered through the Department's OneChannel, which broadcasts live and on-demand educational and professional development programs online. The one hour presentation introduced and outlined the purpose of the '*Break it down, Build it up*' framework and described the 10 steps involved in the planning and teaching spiral. The '*Break it down, Build it up*' framework was also presented face to face at a South East Regional L&N NP Principal and Coach Forum.



## Catholic Sector

Within Catholic L&N NP schools, support for Aboriginal and Torres Strait Islander Students has been evidenced by:

- Improved targeting of literacy interventions for indigenous students e.g. Reading to Learn as a specific strategy
- focus on personalised learning strategies and differentiated learning for indigenous students
- employment of staff to specifically support indigenous learners, especially in schools with high indigenous enrolments.

NP reform strategies have been extended to other schools that identify as having high needs, including schools with high indigenous enrolments. Regular meetings and online communication networks ensure education authorities have provided NP schools with consistent messages and collaborative work practices.

English and ESL teachers have used data from bandscales to inform teaching strategies which has resulted in improved student progress for ESL students. ESL and Learning Support teachers have been included in collaborative planning sessions with class teachers and coaches. Learning from professional learning workshops has been evident in teacher planning.



## Independent Sector

Workshops and training have been provided on the use of the *ESL Bandscales and Indigenous Bandscales*. Teachers have been provided with ongoing support and moderation opportunities, and are using the scales to target their teaching to the needs of these students.

## Showcase/Exemplary Activities

### State Sector

#### Camp Hill State Infants and Primary School

Camp Hill State Infants and Primary School (CHSIPS) is located approx 6km from the centre of Brisbane City in the DET Metropolitan Region. Total student enrolment is 774 (February 2011 Census) including 19 Indigenous students and 63 ESL students. CHSIP'S L&N NP focus is literacy. A literacy coach was appointed in October 2009 and has been retained at the school throughout the duration of the L&N NP Program. The School administers the Local Measure PAT-R Test to students in Years 3, 5 and 7 twice per year (February and October).

CHSIPS has been part of the National Partnership program since inception in 2009. The experienced and passionate coach has developed strong professional partnerships across the campus, and has also developed strong and deep succession programs on campus to ensure continuation of the vision of the CHSIPS Coaching model.

In 2010 the school was successful in achieving school targets for students and in gaining 100% satisfaction and commitment of our teaching staff to this model.

The coaching model at CHSIPS has been multi-focused with input and strategic leadership through a range of programs, including:

- individual teacher coaching,
- participation in year level planning (where key initiatives are later reinforced in coaching)
- leadership of the monthly professional Learning Circles that focused on the Australian Curriculum
- vocabulary, spelling, reading comprehension strategies and moderation of writing
- identification and mentoring of Lead Teachers in target year levels
- participation in the school Leadership Team
- development of targeted professional development programs, presentation of seminars and development of a professional resource sub area in the library.

*'The flexibility, innovation, resilience and commitment to our collaboratively developed shared Vision have enabled our coach, and all staff, to engage with the coaching programme to achieve significant outcomes for our students and their teachers.'* Principal, Camp Hill State Infants and Primary School

CHSIPS was above the threshold of 90% for the proportion of students who achieve at or above the National Minimum Standard (NMS) in 15 out of 15 test areas in 2010. Improvement was also apparent in the Progressive Achievement Test – Reading from February 2010 to October 2010.

#### **Camp Hill State Infants and Primary School**

Test Year Level	NAPLAN - 2010					PAT - 2010
	Percentage of students achieving at or above the National Minimum Standard					IMPROVEMENT - Scale Score Points
	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Reading
3	91.0	97.0	97.0	93.9	100.0	10.2
5	95.7	97.8	93.6	94.7	95.8	7.1
7	94.6	94.6	94.6	94.6	98.2	8.4

#### **Proserpine State School**

Proserpine State School (PSS) is a rural zoned school in the DET North Queensland Region, approximately 125kms north of Mackay. Total student enrolment is 616 including 76 Indigenous and six ESL students. PSS's L&N NP focus is literacy. A literacy coach was appointed in October 2009 and has been retained at the school throughout the duration of the L&N NP Program. The school administers the Local Measure PAT-R Test to students in Years 3, 5 and 7 twice per year (February and October).

Proserpine State School was above the threshold of 90% for the proportion of students who achieve at or above the National Minimum Standard (NMS) in 15 out of 15 test areas in 2010. Improvement was also apparent in the Progressive Achievement Test – Reading from February 2010 to October 2010.

*'A walk through of our classrooms confirms the explicit teaching of reading as a priority in our school. Rooms are adorned with environmental print which is directly referred to on a daily basis.'*  
Proserpine SS Principal

#### **Proserpine State School**

Test Year Level	NAPLAN - 2010					PAT - 2010
	Percentage of students achieving at or above the National Minimum Standard					IMPROVEMENT - Scale Score Points
	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Reading
3	97.4	100.0	100.0	94.9	100.0	13.8
5	96.3	96.1	97.5	96.3	97.5	7.7
7	100.0	97.4	93.8	93.8	100.0	8.5

#### **Toowoomba North State School**

Toowoomba North State School (TNSS) is in the DET Darling Downs South West Queensland Region. Total student enrolment is 168 including 35 Indigenous and 10 ESL students. TNSS's L&N NP focus in literacy. A literacy coach was appointed in October 2009 and has been retained at the school throughout the duration of the L&N NP Program. The school administers the Local Measure PAT-R Test to students in Years 3, 5 and 7 twice per year (February and October).

TNSS has shown improvement from 2009 to 2010 in 80% of test areas in both mean scale score and the proportion of students who achieve at or above the National Minimum Standard (NMS). Improvement was also apparent in the Progressive Achievement Test - Reading from February 2010 to October 2010.

Test Year Level	NAPLAN IMPROVEMENT 2009 - 2010										PAT - 2010
	% IMPROVEMENT - Proportion of students achieving at or above the National Minimum Standard					IMPROVEMENT - Scale Score Points					IMPROVEMENT - Scale Score Points
	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Reading
3	0.0	9.1	5.8	-12.3	16.7	19.3	19.9	60.4	22.6	2.3	5.3
5	2.8	22.7	29.3	17.3	16.0	23.2	20.3	24.7	2.3	21.7	6.3
7	16.1	15.8	21.6	26.6	15.8	22.6	10.4	42.5	81.5	22.7	4.9



### Catholic Sector

The Catholic sector in Queensland has highlighted three areas in particular that have resulted in good practice in reform activity occurring in NP schools.

### Teacher professional learning

Professional development has been offered to teachers and teacher aides in the following areas: Persuasive Writing, Accelerated Literacy training, English language knowledge, English for 21st century learners, Grammar and its Conventions, Reading to Learn, Seven Steps to Writing Success, Functional and Traditional Grammar, ESL in the Mainstream, First Steps Mathematics (Measurement) Role M Mathematics, Mathematics Activity Guidelines (MAGs) and use of associated hands-on kit resources. A number of schools have engaged in professional learning through cycles of action learning.

Additional to this professional development

- Coaches are supporting classroom teachers across a variety of learning contexts, age-groups and curriculum areas are contributing to teachers' professional learning. For example, coaches modelling reading and writing lessons to early career teachers have resulted in improved teacher confidence with content and strategies used to teach reading.
- School based teams, such as curriculum writing teams working across English, maths, science and SOSE, have been established, resulting in clear direction across the curriculum.
- Professional learning is providing guidance and support for practical in-class implementation. For example, First Steps and Reading to Learn professional development received positive feedback about its relevance and usefulness for immediate use in classroom practice.

### Resource development

Resources have been developed to support the English and Mathematics curriculum areas, e.g. Literature strand resources and Mathematics Activity Guidelines (MAG's). Interactive whiteboard literacy and numeracy resources have been linked to the MAGs. Literacy and numeracy resources, information and online forums are available to all teachers within education authorities through online portals and hubs. Teacher networking has been developed through the use of blogging to build professional learning communities and access to literacy strategies has occurred through Moodle to staff, parents and students.

The development of hands-on and digital resources has impacted on teachers' conceptual development in literacy/numeracy and engagement with parents/school communities. For example, strategy bookmarks as a communication tool for parents has resulted in a common language within school communities regarding reading.

### Learning culture of school communities

- Whole school approaches and models that support all within the school community to contribute to positive learning outcomes for students. For example, one NP school has identified students in Years 6 and 7 who would benefit from an intensive re-engagement process. A framework has been developed at the community level, where the real work of improving the education of the children must occur. Clear strategies are in place to support students to meet agreed goals:
  - community goals which build leadership skills and community capacity;
  - educational goals to identify literacy and numeracy gaps and achievements; and
  - personal goals which encourage students to focus on their interests and

aspirations.

There is a strong focus on parental involvement in the process, with the support of the School Board, which will strengthen support for students in meeting their learning goals and empower the community through information, informal contact and celebrations.



### **Independent Sector**

Essential for school improvement, the National Partnership schools have maintained a relentless focus on implementing identified high yield strategies – for example, data informed instruction, the use of the gradual release of responsibility model and the explicit teaching of reading comprehension.

#### **Mueller College – Metropolitan area**

The College was established in 1990 as a Christian, co-educational day school. Mueller caters for students from Christian and non-Christian backgrounds with a total enrolment of 1299 students from Prep-Year 12. They are in a Low SES area and are focusing on improving literacy achievement.

As part of their strategic plan they have set very clear targets for every year level in terms of expected levels of achievement for each student. They have adopted a Case Management approach to target students at-risk of not attaining the levels. A significant aspect of this plan has been the development of a consistent assessment policy across the primary school.

An additional area of need identified has been oral language development. Consequently, a screening process for students in the early grades was established to identify particular students who might be at-risk. The assessment practices have been based on the work of Marie Clay and Carmel Crévola. As with the approach taken for reading, the assessment data informs the next steps for instruction.

Initial data is showing significant improvement.

#### **Caloundra Christian College and Dalby Christian College – Regional and Rural schools**

These schools have partnered to work together to support each other in the school improvement process. Both schools are focusing on improving reading. Recently they have started trialling an oral language program to target at-risk students.

The school leaders regularly communicate to strategically plan and discuss issues and ideas. Staff from both schools have met for Professional Learning days and have worked together to plan units of work and share strategies.

The Lead teacher from Caloundra Christian College has visited Dalby Christian College on several occasions to model lessons and assist teachers to plan effective literacy blocks. Teachers from similar year levels have swapped email addresses and continue to share ideas and problem solve.

## Part 1 - Milestones not reported/not achieved/partially achieved in Annual Report for 2010

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>
<b>Retain and reward quality principals, teachers and school Leaders</b>			
Statewide accreditation process for Accomplished/Leading Teachers agreed to across sectors	Not achieved – there is no national endorsement for the current <i>Draft Proposal for a Nationally Consistent Approach to the Certification of Highly Accomplished and Lead Teachers</i> although work is progressing for this to occur	Queensland has continued to work with AITSL on the <i>Draft Proposal for a Nationally Consistent Approach to the Certification of Highly Accomplished and Lead Teachers</i> in accordance with the agreement made through the National Partnership.	Continue to collaborate with national groups to progress this work to meet overall timelines.

## Part 2 - Milestones in Progress Report - (Achieved 1 January to 30 June 2011)

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>
<b>Attract the best entrants to teaching</b>			
Teach for Australia pilot participants provided with initial training and placed in Queensland schools	Not achieved	Queensland is not able to participate due to industrial and legislative barriers. Queensland has proposed an alternate program to replace in the FIP but has not received endorsement.	Queensland is working with national groups to seek for nationally-consistent processes for teacher registration to include employment-based programs. Queensland is supporting a current pilot of the Griffith University Master of Teaching program as an alternate to Teach for Australia that has similar outcomes without the same barriers to implementation.
2011 Step into Teaching scholarship recipients begin studies	Achieved		
Trades-to-Teaching initiative (Phase 2)	Not achieved	The first pilot proved to provide a poor	Queensland is investigating alternative

pilot commenced		return on investment and lost stakeholder support for a second phase.	pathways. Queensland is awaiting the progression of national reforms to teacher registration to provide broader scope for employment-based pathways into teaching which would enable experienced tradespeople to enter the profession
3 new RATEP centres active	Achieved		
QCEC Indigenous Pathways program active and expanded	Achieved		
<b>More effectively prepare teachers, school leaders and principals</b>			
5 Centres of Excellence active	Achieved		
2010 Field studies grants allocated	Achieved		
2010 Beyond the Range program completed	Achieved		
2010 data for practicum placements from all universities collected and aggregated	Achieved		
2010 school mentoring awards provided	Achieved		
PD best practice policies, tools and resources are available via DET, ISQ and QCEC websites	Achieved		
Supported tutoring scheme continues (QCEC)	Achieved		
<b>Develop teachers and school leaders</b>			
Links to Queensland College of Teachers Continuing Professional Development Framework formalised	Achieved		
Pathways to Principalship program active: <ul style="list-style-type: none"> <li>• 2011 structured induction program active</li> <li>• 2010 Internship program implemented</li> </ul>	Achieved		
Phase 2 mentoring program commences. (QCEC)	Achieved		



School-based induction programs for beginning teachers active (QCEC)	Achieved		
Staff wellbeing PD (ISQ)	Achieved		
Literacy and Numeracy modules from the pilot project Sustainable interventions in Literacy and Numeracy provided to schools (ISQ)	Achieved		
<b>Retain and reward quality principals, teachers and school Leaders</b>			
Cross-sectoral accreditation process for accomplished and leading teachers in pilot	Not achieved – there is no national endorsement for the current <i>Draft Proposal for a Nationally Consistent Approach to the Certification of Highly Accomplished and Lead Teachers</i> although work is progressing for this to occur	Queensland has continued to work with AITSL on the <i>Draft Proposal for a Nationally Consistent Approach to the Certification of Highly Accomplished and Lead Teachers</i> in accordance with the agreement made through the National Partnership.	Continue to collaborate with national groups to progress this work to meet overall timelines.
<b>Improve the quality and availability of teacher workforce data</b>			
Jurisdictional agreement regarding data requirements and collection processes	Not achieved	Achievement of this target is subject to the completion of the work being led by the National Teaching Workforce Dataset Subgroup, which is behind schedule.	Continue to collaborate with national groups to progress this work to meet overall timelines.
<b>Part 3 - Milestones that will progress through the 2011 calendar year (with no set milestone date)</b>			
<b>Milestone</b>	<b>Detail of achievement against milestone. Quantitative and Qualitative</b>	<b>Strategies put in place to achieve milestone (including updated timeframe) Quantitative and Qualitative</b>	

## Part 1 - Milestones not reported/not achieved/partially achieved in Annual Report for 2010

Nil

## Part 2 - Milestones in Progress Report - (Achieved 1 January to 30 June 2011)

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>
19 (S) additional principals recruited and appointed under Performance Agreement conditions.	18 additional principals recruited in Phase 3a (November 2010)	The recruitment and selection of principals for some schools was adjusted due to contextual situations e.g. difficulty in filling position with a suitable applicant	
19 (S), 2 (I), 7 (C) additional principals participated in tailored professional development.	18 (S), 2 (I), 7 (C) additional principals participated in tailored professional development		
Teachers from 65 (S) schools participate in teacher induction program.	151 teachers from 47 schools participated in teacher induction program	Due to the Brisbane floods in January 2011, event postponed.	Event rescheduled for March 2011. Unfortunately, rescheduling negatively affected the number of participants.
19 (S), 2 (I), 7 (C) additional schools receive funding	18 (S), 2 (I), 7 (C) additional schools received funding		
46 (S), 4 (I), 10 (C) schools implementing parent and community engagement strategies	46 (S), 4 (I), 10 (C) implemented parent and community engagement strategies		
46 (S), 2 (I), up to 10 (C) schools implementing teacher incentive and workforce planning strategies.	46 (S), 2 (I) schools implemented teacher incentive and workforce planning strategies 1 (C) school implementing workforce planning strategies		
46 (S), 2 (I), 10 (C) schools implementing student wellbeing and engagement strategies.	46 (S), 2 (I), 10 (C) schools implemented student wellbeing and engagement strategies.		
12 (S), 1 (I), 2 (C) schools implementing strategies to improve transition from school to work and further study.	12 (S), 1 (I), 3 (C) implemented strategies to improve transition from school		

46 (S), 4 (I), 10 (C) schools implementing strategies to improve literacy, numeracy and science performance.	46 (S), 4 (I), 10 (C) implemented strategies to improve literacy, numeracy and science performance		
46 (S), 2 (I), 10 (C) schools implementing strategies to Close the Gap between Indigenous and non Indigenous student achievement.	46 (S), 2 (I), 10 (C) schools implementing strategies to Close the Gap between Indigenous and non-Indigenous student achievement		

### Part 3 - Milestones that will progress through the 2011 calendar year (with no set milestone date)

<b>Milestone</b>	<b>Detail of achievement against milestone. <i>Quantitative and Qualitative</i></b>	<b>Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i></b>
19 (S), 1 (I), 7 (C) additional completed school plans	18 (S), 1 (I), 7 (C) additional completed school plans	
Event held to celebrate effective parent, community and school partnerships (S)(I)(C)	Cross sector event held in Bundaberg in June 2011	
Regional and School Action Research published (S)(I)(C)	A number of Catholic schools have engaged universities to support staff development and conduct research.	Mount St Bernard College has partnered with University of Wollongong in the Australian Character Study. This research investigates 'pro-social' behaviours and capacities among the student community. St Michael's School Palm Island has engaged Australian Catholic University to develop resources and pedagogy for basic numeracy for indigenous students.
Customised support for rural and remote schools implemented (S)	Tailored professional development provided for staff in rural and remote schools.	
Teachers from 20 (I) and 17 (C) schools participate in teacher induction program	Teachers new to the program (or school) and also teachers in schools that have come on line (C)	Delivered as part of the Induction Program offered for new staff (C)
Support for staff wellbeing and resilience implemented (S) (I)	School based support for staff has been implemented as well as some tailoring of professional development on a cluster basis (S) Achieved (I)	
Social and Emotional Learning professional development (S)(I)(C)	School based support for staff has been implemented as well as some tailoring of professional development on a cluster basis. (S) A number of schools have identified social-emotional programs and have provided staff professional development., including Kids Matter, Bounce Back, Boys Well Being Program, Better Behaviour Better Learning (C) Achieved (I)	
Social and Emotional Screening Tool development and professional development (S) (I)	ACER Social and Emotional Wellbeing survey implemented in many state schools Achieved (I)	

Turnaround Teams in three Regions (S)	10 Turnaround Teams in 7 regions	
Corporate reporting enhancements to OneSchool system (S)	Schools are provided with a broad range of data designed to assist in their review and planning processes in accordance with The School Planning, Reviewing and Reporting Framework. Schools are provided with a broad range of data designed to assist in their review and planning processes in accordance with The School Planning, Reviewing and Reporting Framework. These data sets are to become available through OneSchool	
Interim evaluation report published (S)(I)(C)	As negotiated, participation in Commonwealth evaluation when required (all sectors).	Comprehensive 2010-2011 State report scheduled for end-December completion.

**All LN NP Milestones completed in 2010**