



Australian Government



IMPROVING TEACHER QUALITY

LOW SES SCHOOL COMMUNITIES

LITERACY AND NUMERACY

QUEENSLAND

Progress Report 2012

(1 January – 30 June 2012)

Due 31 October 2012

INTRODUCTION

In April 2012, states and territories provided an Annual Report to the Department of Education, Employment and Workplace Relations (DEEWR) on Smarter School National Partnerships (SSNP) activity in the 2011 calendar year.

This Progress Report covers SSNP funded activity from 1 January to 30 June 2012. The Progress Report focuses on key highlights, case studies as well as milestone activities, as set out in each state and territory Bilateral Agreements/Final Implementation Plans.

The report also provides important information on SSNP funded activities to support the improvement in educational outcomes for Aboriginal and Torres Strait Islander students.

STRUCTURE OF REPORT

The Progress Report has four sections:

- Section 1 - Improving Teacher Quality
- Section 2 - Low SES School Communities
- Section 3 - Literacy and Numeracy
- Section 4 - Milestones

Sections 1 to 3 will provide a narrative description of the progress and impact to date for each National Partnership.

The fourth section will include tabulated responses to the relevant milestones indicated in state and territory Bilateral Agreements/Final Implementation Plans.

Where applicable, these milestones will be pre-populated by DEEWR and will also include milestones not reported on, or not achieved, from the 2011 Annual Report.

Section 1 – Improving Teacher Quality

Overview/Highlights - 1 January to 30 June 2012

During the first semester of 2012, 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.

All three educational authorities in Queensland have continued to implement programs to boost the quality of teaching in all Queensland classrooms, with progress overseen by the Queensland *Improving Teacher Quality* National Partnership Working Group, comprising representatives from all three schooling sectors plus the Queensland College of Teachers.

The partnership within Queensland has:

- continued to work to address matters relating to implementation of the National Standards for Teachers and related reforms
- participated in national processes regarding progressing:
 - the principles and processes for Accreditation of Highly Accomplished and Lead Teachers
 - Australian Teacher Performance and Development Framework
- continued active participation on the working group that is developing the National Teaching Workforce Dataset to support workforce planning.

State Sector

During the first semester of 2012, a range of state sector initiatives have been progressed, including:

- Continuing to work with higher education partners to revise the Remote Area Teaching Education Program (RATEP) community-based Teacher Education program through geographical expansion and expansion of learning opportunities for Aboriginal and Torres Strait Islander Queenslanders to provide pathways into participation in the real economy, including operational expansion into new locations and exploring new models of support for participants
- Further 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 further enhancements to the dedicated recruitment and marketing website (www.teach.qld.gov.au) and the implementation of the 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
- Supporting expansion of the 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:
 - maintenance of collaborative governance structures for each Centre
 - development of strong partnerships with Higher Education partners to establish programs and processes
 - marketing of the programs to high calibre preservice teachers
 - selection processes to identify the best preservice teacher candidates
 - on-going 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 23 preservice 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.

- Continuing to embed 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.
- Continued implementation of 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.
- Development of a new teaching workforce situation report to provide point in time data regarding workforce supply and demand to inform school workforce planning.



Catholic Sector

During semester 1 2012, the Queensland Catholic education sector continued to collaborate to make significant local progress in implementing the range of reforms described in the National Partnership Implementation Plan to deliver improvements to the quality of teaching in Catholic schools.

Catholic schooling authorities have:

- continued to implement initiatives across the 5 key reform areas highlighted by:
 - support for pre-service teachers in partnership with universities to deliver a 9 week tutoring program and provide further support by offering mentoring programs
 - increasing professional capacity and practices of staff and leadership through the coaching training program as well as the training of mentors
 - induction processes and mentoring of beginning teachers as well as for school leadership and succession planning. Models where performance management is aligned with school renewal planning and provision of quality targeted resources including online modules are underpinning quality change
 - support for Aboriginal and Torres Strait Islander people evidenced through reforms that have enhanced the recruitment and employment of Indigenous teachers, reviewed school Reconciliation Plans and embedded Indigenous perspectives across the curriculum.

The Queensland Catholic Education Commission has:

- participated in national processes:
 - Principal Professional Development
 - development of the Australian Teacher Performance and Development framework
 - to deliver consistent processes for accreditation of initial teacher education programs.
- continued liaison with the working group that is developing the National Teaching Workforce Dataset to support workforce planning.



Independent Sector

New Principals Program

Twelve new principals are involved in this program. The majority are in the first 3 years of principalship, with two longer term principals in new schools or new to Queensland. The program comprises four one day workshops, individual executive coaching sessions and ongoing email support from the facilitator. The aim of the program is to

develop skills in managing people, strategic planning and governance, in particular. However, each workshop also includes a 'checking in' process which gives participants the opportunity to network and learn from each other, a check on the principals' life-work balance, and a session with an experienced principal currently working in the Independent Sector. These principals present on topics such as change management, governance and service delivery as well as being available for a Q & A session.

The long term goal of this program is to provide support for principals in their early years so they remain in the role over time and acquire skills to improve their schools.

The Beginning Teacher's Program

This group comprised primary and secondary teachers, of whom a number were mature-age, Dip Ed. entries to the profession. It provides the opportunity for early career teachers to learn from different workshop leaders, all of whom are current classroom practitioners, and expert in their personal practice. The focus is on developing:

- personal values, beliefs and principles that then align with individual school philosophies
- strategies to create an organised working and learning classroom environment
- behaviour management tools and techniques to develop quality learning conversations in classrooms
- ways to engage learners in the teaching and learning program
- one model of intentional instruction and
- a clear understanding of what it means to be a professional.

It is an expectation that participants conduct an action research project on an aspect of teaching and learning of interest and or need to the individual participant. The 2012 action research projects acknowledge specifically, the power and importance of the establishment and implementation of:

- seating arrangements that match the needs of your students and your teaching style
- expectations, rules and routines and teacher "follow through"
- personal contact with students in behavioural situations
- "breaks" in the learning session
- visually displaying the daily timetable and the learning objectives
- fostering and deliberately developing relationships with groups and individuals, in different ways
- specific strategies to build communication and rapport with students and parents
- clear instructions at all times
- goal-setting for teachers and students
- intentionally engaging students in the teaching/learning process
- strategies to develop personal responsibility for learning
- feedback to students about their learning.

Participants are encouraged to read widely from recommended professional texts, references and web-sites and are provided with "The Art and Science of Teaching" which is used through the course to support the workshops and practical activities undertaken by the participants.

In Semester 2 the School-based program will be developed with the intention that a generic kit will be available to ISQ schools for use in 2013.

The Beginning teacher's web-site will be launched at the CELI Forum.

The Leadership Program for Junior Heads

In 2012, fifteen Junior Heads registered as participants in the first ISQ leadership program to be offered to school

leaders at this level. An impressive collection of fellow educators, academics and corporate leaders, supported the program with highly relevant workshops and practical activities to enhance the leadership development of each participant.

The group included very experienced Junior Heads and one Head very new to the position. The age, experience and gender mix of the group resulted in lively and provocative debate on most issues.

The program focused on developing knowledge and understanding of:

- personal values, beliefs, principles and the National Standards that drive personal practice
- current theories of leadership
- the “instructional” leadership paradigm
- how to lead learning in a Junior school
- the importance of building a professional learning community
- expert teacher practice
- methods, frameworks, processes, tools and practical strategies to develop leadership skills
- the actions, behaviours, causes, motives, impacts & effects of conflict
- constructive communication
- changes to important legislative and policy information.

The workshops, discussions and school visits emphasised the importance of participants not only “knowing and understanding”, but being skilled in the implementation of the aspects of each session that were relevant to and appropriate for each participant.

Participants conducted an action research project on an aspect of teaching and learning of interest and or need to the individual participant. A pleasing result is the acceptance of the fact that for the research to be as effective as each participant had hoped and would like, the project needs to be considered a learning journey. Participants realised that collecting and analysing the data, so that useful action could be taken as a result of the evaluation of the evidence takes time.

An innovative inclusion in this program is the provision of an external, executive coach. Each participant had five sessions with their assigned coach and found this confidential support invaluable. School visits enhanced this work, and provided the opportunity for Junior school leadership teams to spend time in a leadership focussed meeting with the professional coach.

Participants were encouraged to read widely from the provided professional texts, references and web-sites and to share amongst the group articles, journals, organisations of interest in this area.

Support for Aboriginal and Torres Strait Islander Students - 1 January to 30 June 2012

Catholic Sector

The Catholic sector has initiated reform activities to continue to provide sustainable support for Aboriginal and Torres Strait Islander people into the future.

The Cairns diocese exemplifies how Aboriginal and Torres Strait Islander People are supported in many ways in our schools. Students gain support through teacher aides, Indigenous Education Workers, Mentors, Scholarships, Career and Pathways Transition Officer, and Catholic Services Indigenous Education Team. Students are assisted with Literacy and Numeracy, School attendance, Tutoring, Vocational Education, Pathway selection and assistance in

transitioning after school. Teachers are provided with professional development in areas such as cultural awareness, networking, teaching strategies and resourcing. Community members are encouraged to participate in a variety of activities including orientation, parent evenings, social gatherings, pathway expos and interviews. Rockhampton diocese has developed reconciliation plans for its schools, Downlands College uses the Dadirri Centre to host a significant number of Cape York families who have escorted new and remote Indigenous students to the College for their induction. Dadirri is invaluable for furthering relationships with the families of remote Indigenous boarding students. Brisbane Archdiocese conducts Indigenous teachers and school leaders' engagement programs with community members and delivers parenting programs in partnership with local community agencies. Townsville diocese has increased its number of Indigenous teachers by at least 15%.

All of these strategies have a positive impact on Aboriginal and Torres Strait Islander students' progress, school retention and outcomes.

Progress Against TQNP Facilitation Reforms - 1 January to 30 June 2012

National Professional Standards for Teachers

DETE has worked with the Queensland College of Teachers to embed the National Standards within registration and course accreditation processes, including legislative amendments to provide for replacement of the existing standards and replacement with the National Standards.

DETE is working through industrial structures to implement the Standards for uses within state schools.

The *DET Teachers' Certified Agreement 2010* notes that the DETE 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 an agreement between the QTU and DETE to use Education Queensland's Professional Standards for Teachers in Queensland state schools and is currently the focus of Enterprise Bargaining negotiations.

DETE and the QTU are meeting regularly to address matters relating to the Standards and have drafted a plan for their implementation of. Legislative amendments may also be required before the National Standards can be adopted in all Queensland schools.

DETE has implemented the new National Professional Standard for Principals by aligning 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 PCLF is being implemented in all Queensland state schools.

National Certification of Accomplished and Lead Teachers

Queensland has engaged closely through Standing Council and AEEYSOC in the development of the national processes for the accreditation of Highly Accomplished and Lead teachers, and has worked with AITSL and other relevant groups as required to progress this reform.

Queensland is currently yet to agree to the terms of the National Partnership Agreement on *Rewards for Great Teachers* and, as such, there is no agreement or requirement to adopt the processes for Queensland state school teachers.

Discussions to progress this reform are continuing at an executive and First Minister level.

Nationally Consistent Registration of Teachers

Queensland is completing legislative amendments to progress of this reform.

Prior to entering the National Partnership, Queensland already had a sophisticated and contemporary framework

governing teacher registration containing all of the elements and the components listed in AITSL's proposal. However, amendments are required to the *Education (Queensland College of Teachers) Act 2005* regarding the number of days worked in a five year period currently required for recency of practice. The current Queensland requirement is one year (defined as 200 days by policy). Queensland is also required to insert a section in the Act that provides another version of permission to teach for persons enrolled in an accredited initial teacher education program.

Policy changes are required to the number of hours of continuing professional development Queensland teachers are required to complete in order to renew their registration every five years without a condition being imposed, and this is being progressing by the Queensland College of Teachers.

The higher English language requirement commenced implementation from 1 January 2012, for applicants for registration in Queensland.

National Consistency in Accreditation of Pre-service Teacher Education Courses

Queensland has commenced implementation of the new national system for accreditation of initial teacher education programs, including:

- adoption of the Accreditation of initial teacher education programs in Australia: Standards and procedures,
- participation on the National Initial Teacher Education Advisory Committee (NITEAC), to provide advice on matters relating to initial education and particularly to program accreditation
- partnering with Australian Council for Educational Research (ACER) to develop and deliver a , national training program for potential members of panels
- participation as a member of the National Network of Accreditation Officers.

Queensland is continuing to identify further actions to improve program quality, and has agreed to lead the new National Teacher Quality Reform Working Group, reporting to AEEYSOC, which has been formed to identify the next phase of national reforms to boost teaching quality, with a focus on initial teacher education.

Professional Development and Support for Principals

A separate progress report template for Principal Professional Development is located following this Section (pages 14 - 24)

Improved Performance Management and Continuous Improvement in Schools

In 2012, all schools within the state sector are completing a full cycle of 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.

Implementation of the 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.

The Developing Performance Framework includes the essential elements of the *Australian Teacher Performance and Development Framework*.

New Pathways into Teaching

A range of initiatives have been progressed under this reform area, 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 initiative, 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.

Queensland has undertaken significant investigation into strategies to address supply, demand and quality concerns for the teaching workforce, and is currently considering actions to remove barriers to participation in programs such as *Teach Next*, as well as approaches that integrate new requirements for two-year equivalent entry programs with increased in-school experiences.

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. A pilot program has been implemented in 2012 offering entry into Certificate programs in education through Tropical North Queensland TAFE which will articulate into credit for university initial teacher education programs.

Opportunities are also being identified to use the program structure to support Aboriginal and Torres Strait Islander people to gain qualifications to enable them work in early childhood education and care services in remote Indigenous communities. Other expansion models being explored include virtual models of support in locations where it is impractical to open a RATEP office.

DETE continues to explore industry partnerships through which tradespeople may study part-time whilst working in their trade. 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 DETE to this point have therefore been lengthy and costly, with questionable return on investment.

Discussions are underway with the construction industry regarding a proposal to provide training for interested primary teachers to gain a qualification to deliver manual arts within secondary school settings.

DETE has also commenced negotiations with the Defence Force to provide a pathway for experienced aeronautical engineers to transfer into secondary teaching.

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.

DETE is currently compiling a new 2012 *Teaching Workforce Situation Report*, which will describe the department's current teaching workforce as well as exploring the future supply. DETE has also continued to work with Queensland universities during 2012 to identify opportunities to integrate student data analysis into pre-service teacher programs.

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.

Indigenous Education Workforce Pathways

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.

There remains a keen focus in initiatives and programs that centre on increasing interest in teaching in rural and remote locations. Through initiatives such as *Make a difference. Teach*, the improved *Remote Area Incentive Scheme* (RAIS) and *Beyond the Range*, greater numbers of high quality teachers are being supported and encouraged to seek appointments in these locations to work with Indigenous students.

In addition, DETE is continuing its commitment 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.
- 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 participate as 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.

DETE also collates pre-service teacher data from all higher education institutions and provides a report to regional directors and human resources teams for local consideration and strategy development.

To provide experiences outside metropolitan areas, pre-service teachers from all Queensland universities are eligible 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 DETE model for Centres of Excellence has a strong focus on improving the field studies component of pre-service teacher programs. In particular, DETE is piloting new ways to:

- provide increased in-school opportunities for pre-service teachers

- explore models for engagement between schools and pre-service teachers
- provide effective pre-employment induction
- influence the content and structure of university programs, and
- evaluate pre-service teachers during in-school experiences.

Queensland is leading the National Teacher Quality Reforms Working Group to identify the new phase of national reforms to boost teacher quality, with a specific focus on initial teacher education. The recommendations of this group will include strategies to improve the professional experience component of programs.

School Centres of Excellence

State Sector

During 2012, DETE's five state sector Teacher Education Centres of Excellence (the local term used for "School Centre of Excellence") have taken on increased cohorts of high quality pre-service teachers in 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 has developed a unique model for engaging with universities and with high calibre pre-service teachers. Some centres have entered 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 centres have each developed a targeted curriculum for selected pre-service teachers, including pre-induction and induction elements to ensure graduates are state school ready.

The department has also worked with the QTU to develop approaches that link participating pre-service teachers with service in rural, remote or regional locations for both practicums and internship, and for longer-term employment.

Each of the centres has identified and trained teams of teacher mentors who work with the pre-service teachers in partnership with a Head of Mentoring who manages the overall functioning of each Centre.

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



Independent Sector

St Andrews

14 pre-service placements (PSTs) were offered across the College, including three internships.

The focus this year has been on developing the orientation program for PSTs and on observation and feedback.

In addition to the use of technology, the number of pre-service mentors was once again increased, with some teachers offering their services as a mentor for the first time.

A more comprehensive orientation program was developed, with a number of key personnel (Deputy Heads, Chaplains, etc.) involved in presentations to the PST's.

A number of video cameras were purchased and used to video selected lessons by the PST's. Mentors were then released from class to analyse and discuss the outcomes with the PST's and develop an action plan for further development. Each PST was allocated an iPad to use for lesson planning, research and student record-keeping.

Ipswich Girls' Grammar School (IGGS)

IGGS have built a Teaching Observatory – a Centre of Excellence for Pre-Service Teaching. A storeroom behind a

classroom has been converted. The room is sound-proofed, has a one-way glass observation panel inserted, looking into the adjacent classroom. The classroom has video and sound equipment which is also relayed onto a plasma screen in the observatory.

By having specific funding allocated to PSTs, the school has investigated what it is that the PST would also like to cover whilst at the school. Our plan is that this is incorporated through the Centre of Excellence in Pre-Service Teaching. At IGGS, the PSTs now have training in using interactive whiteboards, how to use a tablet and One Note, and how to teach with a class who have laptops. In the Centre, the PSTs will have access to an IWB and tablets for their own practice. When teaching a lesson, they will be able to obtain a DVD recording enabling reflective practice.

Anglican Church Grammar School (ACGS)

Pre-service teachers on the whole, have mentors who have completed the MET mentoring course delivered by our trained staff. We have a specialist Professional Practice Office set up for the pre-service teachers where their desks are located. The pre-service teachers are under the management of a dedicated co-ordinator with his office in the professional practice office with the pre-service teachers.

All pre-service teachers are treated as staff members with their own tablets, access to email and our Learning management system. The Professional Practice Office is also set up as a classroom with its own data projector and screen, along with white board for the pre-service teachers to practice with.

Three of the ACGS staff have done the complete Mentoring for Effective Teaching (MET) course presented by QUT. This then allows them to become MET trainers and present the course to our staff.

Setting up the well-resourced Professional Practice Office with the pre-service teachers all together in one area.

Showcase Examples - 1 January to 30 June 2012

Catholic Sector

Cairns: Cairns diocese has supported the recruitment and employment of Indigenous teachers through offering five scholarships for school leavers / mid-career entrants to commence teacher training. Indigenous Scholarship, Cadet and Mentoring Program are to be continued and supported program.

Mentoring has commenced in 2012 for cadets and scholarship recipients by Education Officer (Career and Transitions) – Indigenous Education. Cadets and scholarship recipients also maintain regular contact via email, phone, face-to-face with mentor.

Two Indigenous scholarships awarded at commencement of 2012. Two cadets are currently ongoing from 2011 under the Indigenous Cadetship Support Program.

Brisbane: Improved performance management and continuous improvement in schools, linked to national professional standards. Teachers and school leaders' performance is aligned to a School Renewal Plan and grounded in improvements in outcomes for students. Process of yearly and four-yearly performance management will be revised to reflect this.

The *BCEC Teacher Role Statement* and the *BCEC Performance & Development Program for Teachers* will be introduced to support performance development.

The Senior Performance and Development Officer has met with Leadership Teams and staff groups to introduce them to the BCE Role of the Teacher document and the BCE Performance and Development Program for Teachers Online resources to support the implementation of this above strategy have been developed and published.

Sixteen Leadership Team meetings and 14 whole of staff workshops have been delivered on Performance and

Development Programs for teachers.

Resources continue to be developed as schools identify different needs in the Performance and Development area.

An Audit and Planning tool has been developed and is available on line for schools to use to support their development of a School Performance and Development Program.

Explicit links have been made between the National Professional Standards and performance and development programs for teachers.

Toowoomba: Research-based consultancy programs have been developed to meet the particular needs of the diocese. To ensure sustainability, key personnel are trained as mentors as well providing training for the mentees. Individualized matching of mentor/mentee who use regular telephone contact and online forums to communicate. Coaching programs began January 2012 *with 4 days coaching in Brisbane.*

Eight second year principals are participating in mentoring programs and two new applicants, (one Principal and one aspiring Principal) have commenced the QELI Coaching program.

Principal Professional Development

The Implementation Plan for the Principal Professional Development strengthens and complements the reform activities already being implemented through the Improving Teacher Quality National Partnership Implementation Plan.

Catholic Sector

The Brisbane Catholic Education Office has introduced:

- Instructional Leadership Project – *Leadership for Learning* program; and
- *Principals as Literacy Leaders* (Literacy and Numeracy National Partnerships program)

These programs form the two main strategies for supporting and developing principals with the aim of supporting teacher quality.

Toowoomba Catholic Education Office has introduced mentoring support for Principals new to the principal role, or principals new to the Diocese. The mentor is a very experienced, retired principal, who both travels to schools to visit principals on site and is in regular e mail and telephone contact. This support has been very positively received by new principals.

Principals have been encouraged to participate in QELI Leadership courses.

Professional learning for Principals of rural and western communities was targeted by the “Living in the Fishbowl” weekend at the Bunya Mountains in on April 20, 21 and 22. Twelve Principals from across the Toowoomba Diocese gathered to explore the aspects of living in small rural communities and the impact this had on their professional and personal lives. Using mentoring and coaching approaches, Principals networked to explore their perceptions of working in small towns and communities. An outcome of the weekend was the notion of regularly coming together to form a cluster to support each other in the challenges of Principalship.

Principal Professional Development

Description of Activity	Milestones 2012	Progress against milestones to date																																				
<i>Where appropriate please address the principles for use of funding as included in the relevant section of the Implementation Plan.</i>	<i>List milestones as stated in the Implementation Plan</i>	<i>Please report all activity undertaken against each milestone to date, clearly stating whether the milestone has been achieved, in progress or delayed.</i>																																				
State Sector																																						
Activity 1 - Capability and Leadership Framework – Associated Administrators	Full implementation of framework by the end of 2012	<p>In progress</p> <ul style="list-style-type: none"> • Consultation complete • Approval process in progress • Use of the Capability and Leadership Framework for Deputy Principals will commence in term 4 2012. • Use of the Capability and Leadership Framework for Heads of Program is voluntary in 2013 																																				
Activity 2 – Evidenced based school strategic and operational planning	<p>Design stage completed March 2012</p> <p>Build stage completed June 2012</p> <p>Test stage completed July 2012</p> <p>Solution deployed September 2012</p> <p>Professional development / training developed Term 4 2012.</p>	<p>Achieved</p> <p>The 1School 1Plan tool released on 30 August 2012. 4 week warranty period for the project is complete, and the project now supported by OneSchool.</p> <p>A number of requests for changes / enhancements to 1S1P have been identified; these are being scoped to identify, articulate and have approved the list of changes / enhancements and the associated Business Rules that that are considered essential, and those that are optional</p> <p>As of 3rd Oct 2012, 223 schools have used the 1S1P tool, as per the following table:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Region</th> <th style="width: 10%;">Total - ALL SCHOOLS</th> <th style="width: 10%;">Total_SS</th> <th style="width: 10%;">Total_SHS</th> <th style="width: 10%;">Total_SDE</th> <th style="width: 10%;">Total_SPEC_S</th> </tr> </thead> <tbody> <tr> <td>Central Queensland</td> <td style="text-align: center;">17</td> <td style="text-align: center;">15</td> <td style="text-align: center;">2</td> <td></td> <td></td> </tr> <tr> <td>Darling Downs South West</td> <td style="text-align: center;">33</td> <td style="text-align: center;">26</td> <td style="text-align: center;">7</td> <td></td> <td></td> </tr> <tr> <td>Far North Queensland</td> <td style="text-align: center;">9</td> <td style="text-align: center;">8</td> <td style="text-align: center;">1</td> <td></td> <td></td> </tr> <tr> <td>Metropolitan</td> <td style="text-align: center;">80</td> <td style="text-align: center;">58</td> <td style="text-align: center;">15</td> <td></td> <td style="text-align: center;">7</td> </tr> <tr> <td>North Coast</td> <td style="text-align: center;">34</td> <td style="text-align: center;">21</td> <td style="text-align: center;">13</td> <td></td> <td></td> </tr> </tbody> </table>	Region	Total - ALL SCHOOLS	Total_SS	Total_SHS	Total_SDE	Total_SPEC_S	Central Queensland	17	15	2			Darling Downs South West	33	26	7			Far North Queensland	9	8	1			Metropolitan	80	58	15		7	North Coast	34	21	13		
Region	Total - ALL SCHOOLS	Total_SS	Total_SHS	Total_SDE	Total_SPEC_S																																	
Central Queensland	17	15	2																																			
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Far North Queensland	9	8	1																																			
Metropolitan	80	58	15		7																																	
North Coast	34	21	13																																			

North Queensland	17	14	2		1
South East	33	22	4	4	2
TOTAL	223	164	44	4	10

Each regional responsible for implementation / training plan.

Activity 3 – C2C

Release F(Prep)-10 English, mathematics and science materials one term in advance of implementation in schools:

- Term 1, 2012 materials - beginning of Term 4, 2011
- Term 2, 2012 materials – beginning of Term 1, 2012
- Term 3, 2012 materials – beginning of Term 2, 2012
- Term 4, 2012 materials – beginning of Term 3, 2012

Release F(Prep)-10 materials in history:

- Whole –school plan, year level plans and unit overviews – beginning of Term 3, 2012

Achieved

- Phase one (draft) F(Prep)-10 English, mathematics and science materials released

Achieved

- Whole-school plan, year level plans and scope and sequence of content descriptions were released on 9 July
- Term 1 2013 History materials released on 8 October 2012

	<ul style="list-style-type: none"> • Term 1, 2013 history materials – beginning of Term 4, 2012 <p>Re-release refined materials in F(Prep)-10 English, mathematics and science:</p> <ul style="list-style-type: none"> • Term 1 materials – beginning of Term 4, 2012 • Term 2 materials – beginning of Term 1, 2013 • Term 3 materials – beginning of Term 2, 2013 • Term 4 materials – beginning of Term 3, 2013 <p>Partner schools established Term 1 2012.</p>	<p>On target</p> <ul style="list-style-type: none"> • Phase two (refined) F(Prep)-10 English, mathematics and science materials released on 8 October 2012 <p>Feedback process achieved</p> <ul style="list-style-type: none"> • Partner schools not established – alternative process for providing feedback implemented successfully
<p>Activity 4 – Teaching and Learning Audits</p>	<p>Continuation of auditing process to audit up to 400 state schools in 2012 and 2013.</p> <p>Introduction of advisory visits to all schools undertaking an audit in 2012 and 2013.</p>	<p>On target</p> <ul style="list-style-type: none"> • 188 schools were audited in Term 3 2012, with a further 136 schools to be audited in Term 4 2012 – total of 324 schools for 2012 • It is anticipated that approximately 313 school audits will occur in 2013 <p>Milestone changed and new milestone achieved</p> <ul style="list-style-type: none"> • Schools may request an audit outside of the four-year cycle. • Based on the length of time since the last Teaching and Learning Audit; any individual school circumstances that should be considered; advice from the

		<p>relevant Assistant Regional Director (School Performance); performance data of the school; and the reasons given for requesting an audit a decision may be made to conduct an advisory visit rather than undertaking a full audit.</p> <ul style="list-style-type: none"> • 15 advisory visits will be conducted by December 2012.
Activity 5 – Take the Lead	<p>Extension of Take the Lead program throughout 2012 and 2013 to facilitate the development of up to 75 aspiring leaders.</p> <p>Development of a Capability development checklist of skills to be embedded in program by Semester 1 2012.</p> <p>Development of financial, facility and HR management component in the program by end 2012.</p> <p>Development of OneSchool administrator responsibilities in the program by end of 2012.</p> <p>Through the provision of professional learning build on the capabilities of current school leaders who nominate to support an aspiring leader as a mentor</p>	<p>On target</p> <ul style="list-style-type: none"> • In 2012 2 rounds (July, October) of the Take the Lead program have occurred with 25 aspiring principals taking part in each round. <p>Achieved</p> <ul style="list-style-type: none"> • A draft Capability development checklist was trialled in round 1 of the 2012 program (July) • The Capability development checklist has been approved and embedded in round 2 of the 2012 program (October) <p>Achieved</p> <ul style="list-style-type: none"> • <i>School operations – finance, facilities, HR and OneSchool for small school principals</i> has been included in the 2012 program <p>Achieved</p> <ul style="list-style-type: none"> • <i>School operations – finance, facilities, HR and OneSchool for small school principals</i> has been included in the 2012 program <p>Achieved</p> <ul style="list-style-type: none"> • Mentor training and professional support has been provided to current school leaders participating in the program as mentors

	within Take the Lead.	
Activity 6 – Develop Indigenous school leadership	<p>Professional Development residential to occur for 25 teachers:</p> <ul style="list-style-type: none"> • February 2012 • September 2012 <p>25 places in a second round to be advertised from the 16 April 2012</p> <p>Second round to begin November 2012.</p>	<p>Program is now complete. 24 participants graduated in September 2012. Three are acting in leadership roles with others applying for leadership roles in schools</p> <p>The program is currently being reviewed before any ongoing commitment to future programs.</p>
Catholic Sector		
Activity 1 – In-school support Improved in-school support for school principals particularly in disadvantaged Indigenous, multi-cultural and hard-to-staff schools. Establish a secondary staffing committee to set benchmarks and provide advice around sustainable and quality staffing practices. Additional support hours for school principals of small schools.	<p>Series of 6 workshops developed</p> <p>Diocesan Consultant based in rural / remote schools</p> <p>External consultants engaged to provide in-school support for rural / remote schools</p> <p>School Development Officers employed</p>	<p>38 principals and senior staff participated in the Leading Learning program semester 1.</p> <p>Secondary staffing committee established</p> <p>12 additional support hours continue to be delivered to five small schools</p>
Activity 2 – Improved performance management and continuous improvement Teachers and school leaders' performance (linked to national	<p>Performance and Development workshops completed</p> <p>43 additional school visits to</p>	<p>Sixteen Leadership Team meetings and 14 whole of staff workshops have been delivered on Performance and Development Programs for teachers.</p> <p>Resources continue to be developed as schools identify different needs in the Performance and Development area.</p>

<p>professional standards) will be aligned to a School Renewal Plan and will be grounded in improvements in outcomes for students. Process of yearly and four-yearly performance management will be revised to reflect this.</p> <p>Workshops for senior school leadership personnel will be run. Development of a process linking individual professional learning planning for school leaders for their personal development of skills aligned to the National Standards for Teachers. Strategically build school leadership capacity through a developmental series of leadership experiences and the creation and piloting of Professional Learning Communities.</p>	<p>work with Leadership Teams and School Staff groups completed</p> <p>Additional on-line resources developed.</p> <p>Coaching course, professional learning and networks are in place.</p>	<p>An Audit and Planning tool has been developed and is available on line for schools to use to support their development of a School Performance and Development Program.</p> <p>Explicit links have been made between the National Professional Standards and performance and development programs for teachers.</p> <p>Five cohorts of primary and secondary teachers have begun a leadership program.</p> <p>Three days of six have been completed in Phase One of Leadership of Learning program with 40 school principals.</p>
<p>Activity 3 – Indigenous leadership Review and enhance strategies to attract Indigenous personnel to leadership and teaching using a number of strategies including new models for formal leadership structures to include community representation and improvements to cadetship models for</p>	<p>Indigenous community leaders form part of the leadership teams.</p>	<p>12 Indigenous people enrolled in a “Growing our own” program 25 graduates at Certificate/Diploma/Degree level 12 cadetships offered Five (5) involved in Indigenous Leadership A number of partnerships including dare to lead and 29 school partnerships with 14 traditional owners Two Indigenous scholarships awarded at commencement of 2012. Two cadets are currently ongoing from 2011 under the Indigenous Cadetship Support Program.</p>

developing Indigenous teachers.		
Activity 4 – Succession management program Offer Leadership Development Courses focused on aspiring, existing and transitional leaders	Succession management programs operating for about 60 aspiring leaders	84 aspiring leaders have completed Succession management Programs.
Activity 5 – Mentoring / consultancy programs Principals will have access to models of mentoring through sharing of practices.	Teleconferences and Diocesan curriculum conference held. 20 mentors trained to work with school leaders.	24 experienced Principals trained as mentors to first year Principals and aspiring Principals.
Independent Sector		
Activity 1 – Forum Attendance	26-27 July 26 May 22 March, 5 June, 18 July, 22 August and 11 October	ISQ CELI Innovation Forum - Achieved ISQ Governance Forum - Achieved ISQ Master Classes - Achieved
Activity 2 - Mentoring programs / succession management	Throughout 2012	Commenced This is a school based program which involves two days training of up to 5 mentors and their corresponding mentees on the school site, followed by a year of follow up executive coaching with mentors. It has been designed in accordance with the following principles for use of funds agreed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs to: <ul style="list-style-type: none"> ○ provide opportunities for emerging and current principals in school and non-school settings, including those in regional and remote locations, to access professional development ○ align with the National Professional Standard for Principals. ○ exemplify the best practice characteristics elaborated in the draft Australian Charter for the Professional Learning of Teachers and School Leaders: relevant; collaborative; futures focused; and sustained.

<p>Activity 3 – Curriculum support Consultancy Support: Improved understanding of the Australian Curriculum</p>	<p>Throughout 2012</p>	<p>Commenced Consultancy support (up to 5 days) specific to the needs of the school leader. Consultancy Support relating to the improved understanding of the Australian Curriculum. The support will link school leaders with nationally recognised curriculum experts.</p> <p>It has been designed in accordance with the following principles for use of funds agreed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs to:</p> <ul style="list-style-type: none"> • provide opportunities for emerging and current principal, including those in regional and remote locations, to access professional development • align with the National Professional Standard for Principals. • exemplify the best practice characteristics elaborated in the draft Australian Charter for the Professional Learning of Teachers and School Leaders: relevant; collaborative; futures focused; and sustained • demonstrate effectiveness and value for money • give priority to: <ul style="list-style-type: none"> ○ supporting principals to lead change to enable implementation of the Australian Curriculum
<p>Activity 4 – Parent and Community Engagement Consultancy Support: More effective parent and community engagement strategies</p>	<p>Throughout 2012</p>	<p>Commenced Individually designed consultancy support (up to 5 days) specific to the needs of the school leader who wish to implement and improve strategies for parent and community engagement, focus could be on Indigenous parents and their communities but need not be that specific.</p> <p>It has been designed in accordance with the following principles for use of funds agreed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs to:</p> <ul style="list-style-type: none"> • provide opportunities for emerging and current principals including those in regional and remote locations, to access professional development • align with the National Professional Standard for Principals • exemplify the best practice characteristics elaborated in the draft Australian Charter for the Professional Learning of Teachers and School Leaders: relevant; collaborative; futures focused; and sustained

		<ul style="list-style-type: none"> • give priority to: <ul style="list-style-type: none"> ○ building the capacity of principals to engage with local Aboriginal and Torres Strait Islander communities.
Activity 5 – Improved performance management and continuous improvement	Throughout 2012	<p>Registrations submitted</p> <p>Participate in QELi's - Creating Superb School Leadership Teams</p> <p>The aim is to build the capability of the school leadership team to work together to achieve whole school improvement. Through a combination of online and face-to-face learning modules the program introduces strategies to develop a shared vision and establish group protocols, shape team learning and build a coaching culture within the school.</p> <p>It has been designed in accordance with the following principles for use of funds agreed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs to:</p> <ul style="list-style-type: none"> • provide opportunities for emerging and current principals including those in regional and remote locations, to access professional development • align with the National Professional Standard for Principals • exemplify the best practice characteristics elaborated in the draft Australian Charter for the Professional Learning of Teachers and School Leaders: relevant; collaborative; futures focused; and sustained • give priority to: <ul style="list-style-type: none"> ○ local priorities agreed in state and territory Principal Professional Development Implementation Plans.
		<p>Participate in QELi's - Executive Leadership Program</p> <p>An intensive program to provide a high quality executive leadership experience to challenge and stretch experienced principals.</p> <p>It has been designed in accordance with the following principles for use of funds agreed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs to:</p> <ul style="list-style-type: none"> • provide opportunities for emerging and current principals in school and non-school settings, including those in regional and remote locations, to access professional development, align with the National Professional Standard for Principals • exemplify the best practice characteristics elaborated in the draft Australian Charter

		<p>for the Professional Learning of Teachers and School Leaders: relevant; collaborative; futures focused; and sustained</p> <ul style="list-style-type: none"> • demonstrate effectiveness and value for money • give priority to: <ul style="list-style-type: none"> ○ local priorities agreed in state and territory Principal Professional Development Implementation Plan.
		<p>Participate in QELi's - Good to Great Leadership program</p> <p>An intensive program for experienced principals who have previously participated in high level leadership programs e.g. Leading Australian Schools program to build on recent and previous executive principal learning in order to renew and reinvigorate their focus and commitment to school improvement.</p> <p>It has been designed in accordance with the following principles for use of funds agreed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs to:</p> <ul style="list-style-type: none"> • provide opportunities for emerging and current principals in school and non-school settings, including those in regional and remote locations, to access professional development • align with the National Professional Standard for Principals • exemplify the best practice characteristics elaborated in the draft Australian Charter for the Professional Learning of Teachers and School Leaders: relevant; collaborative; futures focused; and sustained • demonstrate effectiveness and value for money • give priority to: <ul style="list-style-type: none"> ○ local priorities agreed in state and territory Principal Professional Development Implementation Plans.
		<p>Principal developed activities:</p> <p>They has been designed in accordance with the following principles for use of funds agreed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs to:</p> <ul style="list-style-type: none"> • provide opportunities for emerging and current principals in school and non-school settings, including those in regional and remote locations, to access professional development.

		<ul style="list-style-type: none">• align with the National Professional Standard for Principals• exemplify the best practice characteristics elaborated in the draft Australian Charter for the Professional Learning of Teachers and School Leaders: relevant; collaborative; futures focused; and sustained• demonstrate effectiveness and value for money• give priority to:<ul style="list-style-type: none">○ local priorities agreed in state and territory Principal Professional Development Implementation Plans.
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Section 2 – Low SES School Communities

Overview/Highlights - 1 January to 30 June 2012

Under the key strategies of the National Partnership, the following significant achievements, activities and highlights occurred from 1 January to 30 June 2012.

State Sector

The closed and open merit selection process for all Low SES NP schools concluded in 2011 with 8 Phase 4b NP Principals commencing employment as a NP principal in January 2012. The first Principal Performance Review occurred for 46 Phase 4a NP Principals during May and June 2012. The second, third and fourth rounds of Principal Performance Reviews occurred for 77 Phases 1, 2, 3a and 3b National Partnership Principals.

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

- The *Smarter Schools' National Partnerships Teachers' Conference 2012* was held in January for approximately 200 teachers appointed or transferred to Low SES schools. Approximately 50 pre-service teachers also participated in the program
- Coaching and mentoring of principals
- Sponsorship of leadership development courses for principals
- *Leading Teaching and Learning Conference* aimed at the development of middle management staff members in high schools
- Further development and refinement of the [Low Socio-Economic Status School Communities National Partnership](#) website through the development of 8 additional case studies
- Development of OnePortal sites (virtual intranet communities) for Principals and Turnaround Team members
- 7 Turnaround Teams worked with over 100 Low SES NP schools during 2012
- Implementation of regular webconferences with Turnaround Team members
- Development of a report on attendance based on analysis of 64 schools' Principal Performance Reviews.

The Low SES NP had continued representation with key stakeholders and commenced a joint research project with Social Ventures Australia (SVA). This project has involved conducting research and future development of case studies on 6 LSES NP schools.

Achievements of Low SES NP Schools were highlighted through regional [Queensland Showcase Awards](#). This is a prestigious awards program that recognises and rewards state schools for education practices that significantly improve student learning outcomes.

- 19 Low SES NP schools won regional Showcase Awards in May 2012
- 9 schools were consequently nominated as state finalists in 6 of 8 possible categories.

Four Low SES NP teachers and/or principals were selected to represent Queensland in the 2012 [Australian Awards for Outstanding Teaching and School Leadership](#). This prestigious awards program managed by the [Australian Institute for Teaching and School Leadership \(AITSL\)](#) on behalf of the Australian Government, are an opportunity to recognise and celebrate teachers and school leaders who make an excellence contribution to their school and communities.

A cross-sector event to celebrate effective parent and community engagement and partnerships in Queensland with a focus on cultural diversity was held in the city of Logan in June. Over 300 people attended the event which involved 22 state schools, 2 catholic schools and 1 independent school.



Catholic Sector

A feature of the Low SES School Communities National Partnership has been the flexibility that it has afforded and the opportunity to respond to the identified needs of the school community. Across the 30 Queensland Catholic Schools there has been a diverse range of initiatives and the significant achievements reflect this diversity. The following have been identified as significant achievements/activities.

- improved achievement by students who have engaged in literacy and numeracy programs;
- increased connection with parent groups and wider community agencies to further support literacy and numeracy programs
- support for staff in a challenging work environment through sessions on relevant topics by school counsellor
- more focused school assessment to inform planning in the areas of literacy and numeracy as well as student social and emotional wellbeing
- greater support for the implementation of Australian curriculum
- use of online learning programs and digital media has resulted in quality learning achievements through greater engagement
- effective mentoring, coaching and professional development to build staff capacity to support targeted programs in schools
- capacity building for School Officers involved in the program.

Progress has been reported in the following areas:

Curriculum

- renewal of curriculum leadership involving the whole staff and sharing of best practice.

Literacy and Numeracy

- implementation of a range of programs to support literacy, numeracy and social and emotional wellbeing of students
- modelling of First Steps strategies to raise the knowledge base for teaching literacy
- focus on class organisation to implement effective literacy and numeracy teaching blocks
- use of phonological awareness concepts, focusing especially on using sounds for spelling, sentence construction, sentence comprehension and writing for an audience
- developing functional mathematics skills including basic number theory, time, money, fractions and decimals and using visual and concrete aids
- improvement in reading recovery levels and sight word vocabulary which has enabled students to read higher level texts and apply their word knowledge and vocabulary to writing
- improved literacy levels due to the Magic 100 sight words program, Sound Circus Program and Heather Harvey Reading Program
- the establishment of Language and Speech programs with children who have been identified as having speech/language difficulties but are not verified as being Students with Disabilities
- use of additional teaching staff to compliment the work done by the Learning Support Intervention Teacher
- introduction of a comprehensive collection of 'Jolly Phonics' resources to support phonological awareness and phonemic development
- implementation of Support-a-Talker program for development of expressive and receptive language (Prep) and Communication Olympics in Year ½.

Mentoring

- use of a Literacy Coach to work with the teachers, parents and students. The coach assisted classroom teachers with implementing literacy programs in their classroom.
- growth of a coaching culture across a number of schools.

Teaching and Learning Initiatives

- use of small group and individual instruction in remote localities via the video conferencing or

online technology

- employment of additional staff to work on individualised programs
- resources to help implement literacy programs
- design of interventions/programs based on data gathered in previous year's cycles.

Professional Development

- teachers have engaged in a range of professional learning in the areas of literacy and numeracy and student behaviour, to build teacher capacity and increased staff confidence to lead and implement activities.

Evaluation and/or Data Collection

- evaluation of the intervention from the beginning of the program
- continuation of the gathering of baseline literacy and numeracy levels for new enrolments and ongoing data collection for all students.

Use of the PROBE Program to assess each student's reading accuracy and comprehension levels in both non-fiction and fictional texts.

Support for Aboriginal and Torres Strait Islander Students - 1 January to 30 June 2012

State Sector

The [Cape York Australian Aboriginal Academy](#) (CYAAA) continues to operate in Aurukun, Coen and Hope Vale, engaging Indigenous students in an education program that supports their bi-cultural identity through Class, Club and Culture.

A number of individual schools were highlighted in the 2011 Annual Report. In addition to those, state schools Low SES NP are implementing strategies to support Aboriginal and Torres Strait Islander students.

Cherbourg State School (SS)

Cherbourg SS is a rural primary school located 265kms north west of Brisbane in the South Burnett. In February 2012, the school had a total student population of 174 students, with 100% of students representing as Indigenous.

With the specific goal to improve student attendance and engagement, staff at Cherbourg SS undertook a whole school visioning process that focussed on high expectations. This process was extremely powerful and resulted in the development and adoption of the whole school vision statement for Cherbourg SS: 'At Cherbourg SS we honour the past, live in the present and prepare for the future by being: Strong in our Hearts, Smart in our Minds, and Safe and Nurturing'. Strategies include:

- Recognition of home language through the development of a local language poster 'Cherbourg Talk' distributed to all Cherbourg residents and government and non-government agencies
- School wide implementation of 'Break it Down, Build it Up' oral language program
- Implementation of Indigenous Studies program
- Development of whole school pedagogical framework
- Development and implementation of a dedicated daily structure and timetable for the explicit teaching of literacy and numeracy skills
- Implementation of Indigenous perspectives in science based on local knowledge and broader sources
- Systematic school wide and individual classroom collection and analysis of data
- Participation in Indigenous celebrations
- Leadership program for students in Years 5-7
- Systematic approach to truancy through the development of the school's Truancy Flowchart
- Student mentoring program (whole school) which involves community council members
- Development of Indigenous Education Centre for students, parents and community members –

100% of students receive weekly cultural education lessons from qualified local community elders

- Co-ordination of the Cherbourg Community Education Council that brings local government and non-government agencies together on a monthly basis to focus on the needs of all children residing in the community
- Development and implementation of transition programs to high schools
- Implementation of a personality profiling program, AusIdentities, for staff and students
- Implementation of School Wide Positive Behaviour Support and rewards program.

The above strategies were underpinned by the provision of professional development (for example, English as a Second Language Essentials, Dr Ruby Payne's Understanding Poverty Framework), employment of additional staff, and development of a leadership culture that ensures continuity and consistency across the school.

The school has achieved significant improvements in the following:

- literacy and numeracy results on school based and diagnostic assessment instruments
- levels of parental and family involvement in the school
- the number of government and non-government representation on the Cherbourg Community Education Council
- community confidence in the school
- decreases in the number of student disciplinary data with a corresponding improvement in student attendance
- school tone with the anecdotal evidence indicating the school is calm and focussed on student learning
- parent, staff and student satisfaction evidenced in school opinion survey data.

Waterford West State School (SS) - Bareibunn Boul — the Dream Circle

Waterford West SS is a metropolitan primary school located south of Brisbane in the city of Logan. In February 2012, the school had a total student population of 635 students, with 11.5% of students representing as Indigenous and a number of students with main languages other than English.

Through space, dance, language, song, process, people and stories, Waterford West SS has built an equitable educational environment, connecting the school's Aboriginal and Torres Strait Islander community to the school to make possible the dreams of Indigenous students and to close the gap between the performance of non-Indigenous students and Indigenous students. Specific strategies include:

- The Space - Development of an after school hours program (Bareibunn Boul) aimed at improving the academic achievement of Indigenous students through a multi-layered approach. This approach ensures that:
 - Indigenous student identities are lodged at the forefront of all work and play
 - A safe place is created for Indigenous students to learn welcome to country, cultural skills and customs
 - Dedicated time for reading, writing and art tasks supplement with cultural tasks
 - Maintenance of individual learning logs by students
 - Creation of a 'boul' space in the daily work of the Indigenous LOTE teacher. This space allows Indigenous and non-Indigenous students the opportunity to experience Indigenous culture
- The Dance - Performances by the 'Deadly Jarjums', Waterford West SS's Indigenous dance troupe. This troupe was formed as result of the dance taught at the boul
- The Language - Introduction of the local Indigenous language, Yugambeh, as the Language Other than English (LOTE) taught to all students and all year levels
- The Song – all students learn the Australian national anthem in Yugambeh and the school choir performs the anthem in Yugambeh at school and public events

- The People - a suite of community partnerships (parents and caregivers, Community Durithunga, Queensland University of Technology Faculty of Education, staff and students of Waterford West SS and the traditional owners of the land of Yugambah) have been established to develop the program to engage and build pride in the school's Indigenous students.

The outcomes for Indigenous students have improved with school based data indicating that students who regularly attend Bareibunn Boul, have achieved a steady improvement on end of semester reports. Other outcomes include:

- re-establishment of the school choir with the multi-cultural choir and Deadly Jarjums dance troupe representing the school at many community functions
- development of the leadership capacity of Indigenous students
- establishment of Durithunga Deadly Day, an interschool sports competition
- increase in knowledge of pre-service teachers and teaching staff about Indigenous culture and the embedding of this culture into the curriculum
- development of positive relationships between multi-cultural groups
- Bareibunn Boul as a 'draw card' for students wanting to be at school and to attend the after school hours program.



Catholic Sector

Schools have introduced a range of initiatives to support Aboriginal and Torres Strait Islander students including;

- speech and language programs in Prep and Year 1/2 to develop expressive language
- partnerships with parents and strategies to involve parents in school activities and encourage parent and community engagement
- individualised student education plan to address literacy and numeracy needs
- specialised literacy and numeracy programs (for example Accelerated Literacy and use of new technologies)
- development of culturally appropriate resources and ensuring the Indigenous perspectives from the Australian Curriculum are embedded in teacher planning
- ongoing monitoring of health issues in particular hearing and vision impairments.



Independent Sector

NP School's with a significant Aboriginal and Torres Strait student population are engaging successfully with the 'What Works' program. ISQ hosted a special forum for Indigenous schools at the start of 2012 to allow schools to interact and share experiences, challenges and successes. This special clustering of schools has created new opportunities for the sharing of ideas and outcomes between school leaders and their teaching teams. Regional meetings are being held mid-year with a two day forum to be held in November 2012.

Across the Independent sector there has been considerable success in developing post school transitioning options for Aboriginal and Torres Strait Islander students.

Funding to the Aboriginal and Islander Independent Community School has helped fund the delivery of Certificate I Work in Readiness across the upper school and the school reports that the majority of senior students are now involved in either a school based traineeship or post school employment transition options.

Shalom Christian College has used the funding to engage specialists to staff a range of programs at an appropriate level to support their young Indigenous learners and have experienced a marked increase in the levels students are able to achieve in engagement through to further learning or work, i.e.

University entrance (JCU) or school based Traineeships and Apprenticeships.

At Wadja Wadja High School the position of head of curriculum has been funded under the program. This has allowed for an improved, more relevant and comprehensive curriculum to be developed resulting in stronger engagement between teachers and students.

A liaison officer is also partially funded under the program. Liaison officers are crucial to the school as they provide a link between the parents and the school in general. Parents are often reluctant to engage with the school directly due to their lack of understanding of the school system and poor literacy. Liaison officers provide a safe link for parents as they are well respected community members.

Funding has also been used to develop a partnership and program with the local health department. The delivery of health and nutrition programs at school has seen students health improve and their understanding and willingness to engage with the programs increase.

The school has had an increase in the numbers of students finishing year 12 with a VET or QCE qualification. They have also had three students receive apprenticeships with mining companies, one student engaged in full time work and two students involved in school based apprenticeships with the local pastoral company.

Some disengaged students have reengaged with school. Liaison officers use the school bus to pick students up for school and encourage parents to engage with the school. Parent teacher interviews have had limited success but the school is committed to continuing to develop this process. Further parent days have been planned and it is hoped that parents will form a parents group that will meet regularly and assist the school and students.

Exemplary Schools and Showcase activities - 1 January to 30 June 2012

State Sector

The following schools are two examples of 9 Low SES NP schools that have been nominated as a state finalist for [Queensland Showcase Awards](#) in 2012. 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. Gin Gin State High School and Durack State School (2011 state Showcase finalists) have been re-nominated as state finalists in 2012.

Berrinba East State School (SS) – Jumpstart and Changing the Odds, One Student at a Time

Berrinba East State School is a metropolitan primary school located 26kms south of Brisbane in the city of Logan. In February 2012, the school had a total student population of 501 students, with 9.5% of students representing as Indigenous and a significant percentage of students with main languages other than English.

To improve the outcomes for students from both a low SES and multi-cultural background, the school has developed a series of strategies focussing on a relentless desire to achieve the best for the students of the school. One strategy/program that has been nominated as a state finalist in Queensland Showcase Awards is Jumpstart.

Jumpstart is a Pre-prep initiative which establishes a positive relationship between the school and community. The program builds parenting capacity and children's participation in learning through weekly playgroup and parent workshops. The program is specifically tailored to families in Prep-Year 3, including Indigenous and Pacific Islander community members. The school's focus on early intervention sets strong foundations in personal identity, early language, numeracy skills and social emotional well-being. Children experience a positive transition to Prep and demonstrate greater school readiness skills. Jumpstart has grown from 8 families attending in 2007 to 23 families in 2011.

Berrinba East SS has also implemented a raft of strategies and/or programs aimed at creating a

powerful community of professional practice aimed at increasing the school's capacity and creativity. The leverage points include: shared leadership, collective efficacy, use of high yield instructional strategies and increased capacity to implement and sustain change.

Berrinba East SS has constructed a high quality school environment that has high expectations, values and supports hard work, accepts challenges, and encourages risk taking. Teachers are well informed, professionally renewed, inspired to produce results and continue to raise student achievement and engage in continuous improvement efforts that sustain and build on past achievements.

A systematic approach was implemented through a construct of a strong culture founded on teacher leadership and commitment to the school's vision of 'Personalising Teaching and Learning' underpinned by collaboration and collective responsibility for school and student outcomes. This involved implementation of:

- a Professional Learning Framework
- Classroom Walkthroughs based on Berrinba East's Community of Professional Practice Walkthrough Feedback
- Coaching Strategy
- Oral Language Strategy through challenging traditional Speech Language Pathologist (SLP) service methods and transforming them into a proactive approach to intervention
- Whole School Intervention Model.

Berrinba East SS's outcomes have included improvements in:

- student outcomes on diagnostic, school based and systemic datasets
- coaching and the quality of professional learning leading to improved instructional delivery
- staff morale
- parent and student satisfaction
- student behaviour and engagement.

Glenala State High School (SHS) – Breaking Down the Barriers

Glenala SHS is a metropolitan high school located 18 kms west of the Brisbane CBD. In February 2012, the school had a total student population of 462 students, with 17.1% of students representing as Indigenous and 19.7% percentage of students with main languages other than English.

Glenala State High School has formed a corporate partnership with Minter Ellison Lawyers (ME). The main objectives of the relationship was for all students involved to become valued members of the community, ensuring the development of more positive attitudes to schooling and improved transitions into the work force.

This partnership as well as other programs and partnerships, underpinned by leadership has led to an overwhelming improvement in the school. As the Principal has quoted:

"Communities want strong leadership; they always want a disciplined environment. It doesn't matter whether you're working in a high socio-economic school or a low socio-economic school; an Indigenous or non-Indigenous community; in the middle of Sydney or in Inala - all parents love their kids and want the best for them. That means strong leadership and a safe and supportive environment."

Specific strategies and/or programs include:

- Development of a culture of high expectations and standards e.g. wearing of school uniform, attending school on time
- ME specific strategies include:
 - promotion of healthy lifestyles and wellbeing by providing breakfasts before school for all students and sun hats for all staff and students
 - Reading Mentoring Program (RISE) for Year 8 students

- Job Skills Preparation for Year 12 students
- Career Path Mentoring Program for Year 10 Students
- scholarships awarded to the school's outstanding Years 11 and 12 students
- Literacy Day for Year 8 students and Year 5 students from feeder schools
- Princess Party organised for girls from low socio-economic areas
- representatives from ME regularly attend assemblies and special occasions
- Senior Partner of Minter Ellison acted as Principal for the Day in 2011
- the partnership also contributes to other programs at the school:
 - Whole School Behavioural Management Program.
 - Gifted and Talented Program (Inspiring Leaders)
 - sponsorship of awards
 - vocational education and university entrance Programs
 - whole of staff PD on a pupil free day in 2011 at the Minter Ellison offices
- the partnership embraces other school/community partnerships:
 - support for Aboriginal and Torres Strait Islander, Pacifica Islander and Vietnamese students
 - The Smith Family and vocational industry providers in the development of a Career Market
 - Griffith University students working with Student Council and other year level students to fundraise for Third World countries.

The school has achieved measurable improvement evidenced in their nomination as state finalist for Queensland Showcase Awards as well as the receipt of a National Australia Bank \$50,000 Impact Award in 2011. Recognition of the school's achievements was evidenced in July 2012, with a feature article published in The Australian. Other outcomes include:

- improvement in literacy and numeracy results on NAPLAN tests, school based data as well as improvement in Year 12 results
- improvement in relationships with local primary schools through attendance at the Glenala SHS Literacy Day
- school based data indicates strong improvement in attendance, a signification reduction in the number of student behaviour incidents, and improvement in community and parent engagement
- increase in enrolments
- improved transitions into the workforce
- improvement in the valuing of the school by the community evidenced in an astonishing decline in the number of incidents of vandalism in the school.

A further example of exemplary practice includes Tara Shire State College.

Tara Shire State College (SC)

Tara Shire SC is a rural school, catering for students from Prep to Year 12 and is located 300kms west of Brisbane in the Western Downs Regional Council. In February 2012, the school had a total student population of 381 students, with 18.6% of students representing as Indigenous. Tara Shire SC has achieved significant improvements across the school, but in particular, in the early years (Prep to Year 3) reading results. As the principal has quoted:

'As we have moved away from the play based curriculum in Prep, we have placed a very strong emphasis on oral language development and reading. This is laying the groundwork for success, not just in the early years, but in all year levels as students progress throughout their schooling. This change has been transformational in that most students are now leaving Prep with the ability to read and comprehend at levels that would previously not have been evident until Grade 1 or 2.'

Specific strategies include :

- implementation of school wide pedagogy and reading programs
- PIPPAS (Parents Involved in Preschooling Program at School). Support is provided to parents, through:
 - parenting skills program
 - visits from health professionals for example, Disability Services, Occupational Therapist, Speech Language Pathologist and a Physiotherapist
 - speech screener and basic testing for Prep-Prep students each December in preparation for Prep
- development of the Tara Community Oral Language project
- implementation of early years screener and assessment tool
- establishment of high expectations and standards through setting of reading targets for both students and classes.

Other strategies that are not isolated to the early years sector but are being implemented across the school to support school improvement include:

- redefinition of school's vision to: 'Believe, Achieve, Succeed'
- development of whole school pedagogy and school wide programs in literacy and numeracy
- establishment of a data team to guide the school in the use and analysis of data with the goal of personalising individual student data through development of data wall and regular discussion and analysis of data in teaching teams
- development of Cohort Differentiation Plans and Student Intervention Plans aimed at differentiating units of work for classrooms as well as for individual student needs
- development of strong staff teams through the provision of creative professional development
- establishment of the Tara Alternative Learning Centre (TALC)
- development of MAP – the Maximising Achievement Program, that has involved a restructure of the Special Education Program
- establishment of breakfast program
- enhancement of learning environments.

One strategy that has had a profound impact on the students of Tara Shire SC has been the Josh Arnold Music Workshops. These workshops provided a unique opportunity for all students to participate in the one project aimed at developing students' confidence, resilience, pride and team work. These workshops focused on building social and emotional resilience through songwriting and were led by Josh, a former Tara student and now Toowoomba based singer/songwriter. Groups of students chose a theme, developed a song with Josh which were consequently recorded and released as an album, Tara Shines (which includes a 40 minute DVD). Josh was quoted:

'Tara is my hometown where I grew up. Returning to the school to create this group of songs was an incredibly emotional experience. I feel like I have captured the amazing spirit of the Tara community through these songs which were created through the enthusiasm and vibrant personalities of the children. Every student from Prep to Grade 12 took part in the writing and recording of these songs. I am immensely proud of the students of Tara Shire SC and this CD.'

Outcomes for Tara Shire SC include:

- significant improvement in reading comprehension in early years on school based and diagnostic tests with school results exceeding regional targets for student results in reading (against PM Benchmarks)
- overwhelming improvements in student behaviour and engagement with a slight improvement in attendance
- significant improvement in overall school tone and culture
- improvement in school processes aimed at improvement in literacy and numeracy results, and

engagement and attendance of students

- high numbers of students accessing breakfast program.

Engagement of students enrolled in TALC with all students graduating from school with some form of qualification.



Catholic Sector

Fortnightly Indigenous Parent Forums have provided an opportunity for parents of Indigenous students at two partner schools to gain information on topics chosen by them. School staff also had an opportunity to become familiar with the Indigenous community through visits and dialogue with elders and parents around the teaching and learning processes of the college. Feedback from parents and staff indicated they have found the forums successful in opening up opportunities for communication and gaining valuable information from one another.

The practice of withdrawing the individuals who present with the highest needs and providing one on one support has continued in 2012. Despite problems with continuity of enrolment/attendance impacting on results more than half of the students continue to demonstrate significant improvements in literacy scores. Specifically gains of greater than 12 months in 6 months are demonstrated.

The Literacy Solutions workshops have been very valuable. Coaching staff has brought a lot of resources and ideas to the school. Currently the issue of how this information can be successfully relayed to other teachers in the future is being explored to manage the issue of a high turnover of staff.

A dedicated and resourced Learning Enrichment Centre has been established and staffed with a trebling of the teacher aide personnel. All TAs have also been provided with lap top computers to support their work and additional resources and dedicated new lap tops provided for the Learning Centre. A very simple but significant indicator of learning differentiation and support is that over the last term alone, sight word recognition for the Year 1 class has risen by 320% and a much higher (but noting that they are coming off a lower base) 755% for the Prep class.

Transition Learning Units are simple in design and achieve the intent of accelerating the development of the literacy and numeracy capacities of students whose skill levels are significantly below their peers. In 2012 the additional year 10 Transition class has focused on practical, hands and real life learning experiences, and many of these students have shown significant improvement in their literacy and numeracy skills. The two year 8/9 Transition Learning Units continue to provide quality literacy and numeracy to students from pre-reading to grade five levels and have brought about measurable increases in students' literacy and numeracy.

The school garden program that has engaged a number of students to develop literacy skills in an 'outdoor classroom'. Members of the community have approached the school to offer services to become involved in the garden program.



Independent Sector

Aboriginal and Islander Independent Community School (The Murri School)

The 'Murri' school had a 2011 student enrolment (FTE) of 201 students, of which 94% are Indigenous. The school is a P-12 school with 80 students in years 8-12. Student attendance is strong at 88%.

The school's focus under the NP is to address learning difficulties and retention rates of Indigenous students in compulsory schooling and encouraging Indigenous community involvement in local educational decision-making processes. In addition the school is addressing the priorities of improving Indigenous literacy and numeracy, increasing the employment of Indigenous Australians in education and training, improving educational outcomes for Indigenous students via improved mentoring and teacher quality, increasing Indigenous enrolments and the involvement of Indigenous

parents/community members in educational decision-making.

The NP funding has helped facilitate:

- increased individual support
- development of personalised learning plans
- personal Development classes for 10-12 – including sports psychologists, sexual health workers, Deadly Choices program
- expansion of allied health support and intervention
- designated SBT support officer
- guided reading and Guided Maths 15 hours per week Prep – Year 9
- delivery of Cert I in Work Readiness
- re-introduction of training classes for parents and community.

14 part-time tutors have been engaged to assist in classes and there has been significant investment in staff Professional Development Including all teaching staff undertaking accredited training in Therapeutic Crisis Intervention.

As a result of these actions, student attendance is strong and the school reports that there has been a significant increase in year 11 and 12 enrolments, increased parental and community engagement and greatly improved transitioning to education, training or work. The school reports that the majority of senior students are now involved in post schooling opportunities with 22 directly engaged in school-based traineeships.

Section 3 – Literacy and Numeracy

Overview/Highlights - 1 January to 30 June 2012

State Sector

In 2012, the state sector continues to reflect the National Literacy and Numeracy priorities of strong school leadership and whole school engagement on improvement; effective and evidence based teaching of literacy and numeracy; and monitoring student and school literacy and numeracy performance to identify where support is needed. This was evidenced in the Education Queensland strategic focus areas of 1) strong leadership – effective teams; 2) high expectations – focused teaching; and 3) differentiated intervention – improved learning.

These priorities are well aligned with and build on Education Queensland's *United in our pursuit of excellence Agenda for improvement 2011-2015* with a focus on School curriculum, consistent curriculum, planning and implementation to improve learning; Teaching Practice, high quality teaching focused on the achievement of every student; and Principal leadership and school capability, instructional leadership, with an unrelenting focus on improvement. Four of the six core learning priorities namely: Reading, Writing, including spelling, grammar and punctuation, Numeracy and Closing the Gap between outcomes of Indigenous and non-Indigenous students are also supported by the National Partnership.

Recruitment, engagement and training of new literacy and numeracy coaches took place this year. The 2-day Level 1 (February) and 2-day Level 2 (May) Coach training programs ensured sixty coaches developed coaching skills aligned with our Education Queensland's coaching model with an emphasis of 'coaching heavy not light'. To further develop the skills of all coaches a 2-day Literacy Forum (February), 2-day Numeracy Forum (February) and two 1-day Data Forums (May) attended by eighty coaches were offered for coaches to acquire expertise and knowledge relevant to their coaching role.

A key reform at the school level as a consequence of the National Partnership funded training is focused on the improved triangulation of the NAPLAN, Local Measure testing and school based data to inform specific short term student learning goals. These individual student learning goals inform the data driven explicit differentiated teaching by teachers supported by the literacy / numeracy coach. The data training was extremely well received and many more coaches now have a higher confidence level and a better understanding of how to utilise data to inform teaching. Strategies provided, *Differentiation Cone and Achievement / Improvement Matrices*, will be well used in schools throughout the State. The matrix is a powerful tool for classroom teachers as it clearly demonstrates student growth and provides a clear agenda for leading questions relating to student improvement. Of the 72 coaches who attended the Data Forums 100% found the training useful with 95% indicating it was extremely useful and 78% indicating a high level of confidence to support teachers to use strategies to inform teaching and monitor student progress. As one coach indicative of many others, said: *"You have given me so many interesting/useful/informative things to share with my staff so that the data becomes real and really informs us and gives us future directions. Others said: My confidence & motivation has been greatly lifted after today's sessions; ... all the wonderful and very valuable strategies... I am confident that it will happen; Can't wait, will add power and authority to our schools goals."*



Catholic Sector

The implementation of the L&N NP has 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.

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 evident-informed practices.



Independent Sector

The major initiative for ISQ was the launch of the Literacy and Numeracy Coaching Academy. This used reward funding to extend the previous National Partnership strategies across the sector. The Academy was established to leverage the success of the previously implemented National Partnership (NP) initiatives.

The aim of the Academy is to build the capacity of the sector by expanding and enhancing the successful, research based initiatives implemented during the Literacy and Numeracy National Partnership. The Academy was established as a sustainable model for improving student achievement in literacy and numeracy through contextualized professional learning and leadership. Fundamental to the Academy is capacity building for teachers. Therefore, it is a support mechanism for professional learning and growth.

Through the NP work with schools, we learnt that the following principles were important. Consequently, these principles have been built into the Academy:

- **Relationships** are core at all levels. Strong relationships were built up between the NP schools and ISQ support staff; amongst school leaders within the project and between staff members within schools. To assist relationship building within the Academy the following processes have been operationalized:
 - ISQ Mentors have been assigned to assist Coaches
 - communication channels have been established via web conferencing and various virtual networks
 - geographical hubs have been established for Coaches to network with each other
 - virtual networks have been established based on needs/issues and focus areas as the year unfolds
 - face to face meetings have been arranged on a regular basis.
- **Responsiveness** is vital so that we can ensure that we are meeting the specific needs of each school. The Academy is not a one size fits all model. Although plans have been established and modules developed, other modules and learning opportunities are provided if, and when other needs/issues are identified.
- **Reflective practice** is paramount for strategic thinking and continual improvement. The effectiveness of the Academy is continually monitored and communication between key stakeholders and ISQ staff is continuous. For this reason an Action Research approach was adopted.

The Academy utilises the work of Robert Marzano and we have been working directly with the Marzano Institute and the 'Art and Science of Teaching'. The 'Art and Science of Teaching' provides us with a framework to establish a common language for effective instructional strategies.

All of our focus modules (literacy and numeracy) have been developed around the 10 design questions and the Coaching Cycle – Performance, Choosing Alternatives, Coaching, Practice and Assessment. For example: Question 1 – What will I do to establish and communicate learning goals, track student progress and celebrate success? If we look at this from a writing perspective – What are the 6 writing traits? How can I use these traits to establish appropriate goals? How can I assess these characteristics? How will I track where my students are at in their development? How do I use rubrics and progression points? As a Coach the questions will be: What data do we have about our writers? What general/specific needs and strengths are identified? Is best practice observable within our school? What strengths can be identified? What needs work? What will be the best way to support and collaborate with teachers to improve writing? What can be put into place to support teachers as they practice new strategies? How will gains in writing be measured?

Coaches have access to content modules and coaching modules. Content modules are also included in our regular Professional Learning program and are open to all teachers from independent schools. This means that schools can have several teachers attending the ISQ provided content modules.

We are also working with staff from Queensland University of Technology (QUT) who provide the numeracy modules. They are also working with the Art and Science of Teaching design questions. Coaches also have the opportunity to gain university credit through QUT if they wish to formalize their research.

In 2012, 58 schools (63 coaches) have been involved in the Academy. Another 60 schools will join in 2013.

Support for Aboriginal and Torres Strait Islander Students - 1 January to 30 June 2012

State Sector

Key reforms and strategies within the school action plans have been designed to be inclusive of Aboriginal and Torres Strait Island students on school sites, and, where appropriate, working in partnership with the Low SES NP.

In addition to ACER generated data, PAT-R or PAT M (depending on school focus) reports highlighting Indigenous students results continue to be provided to L&N NP Schools through the L&N NP Team. This allowed for close analysis and school planning for Indigenous students.

During this reporting period, a purposeful agenda of improvement for Indigenous students has targeted the use of the *'Break it down, Build it up'* model, a planning and teaching framework for working with ESL learners in whole class contexts. This has occurred via a range of activities including an ESL session titled *'Break it down, Build it up'*, incorporated into the 2-day Level 1 Coach Training in February. This framework, particularly relevant for Indigenous learners, has assisted many schools in scaffolding the learning for all learners but in particular Indigenous students. Comments from participants: *Am planning to introduce this to a teaching team; Can apply these ideas to any class; Inspired by this presentation and in particular the Framework.* All coaches in the Central Queensland region attended a follow up session delivered by the Indigenous Schooling Unit, working through practical examples of using the *'Break it down, Build it up'* framework to scaffold learning related to current units aligned with the National Curriculum.

A number of schools whose numeracy coach was previously trained through the National Partnership to implement YuMi Deadly Mathematics are continuing to utilize this approach to look at practical ways of teaching mathematics especially to Indigenous students. The coaches continue to share the ideas and booklets provided at the training, back at their school with their class and other teachers and teacher aides.

Results in the 2012 February Local Measure testing indicate that the matched cohort of ATSI students, who sat the Progressive Achievement Tests-Reading/Maths in Yr 3/5 Feb 2010 and then again in Yr 5/7 Feb 2012, improved significantly above the expected normed growth in Yr 5 reading and Yr 7 reading and maths. The improvement for ATSI Year 7 students in maths was greater than the total cohort of students. Over the 2 years the results also show that the ATSI students grew at a similar rate to non-ASTI students in Yr 5 reading and Yr 7 maths.

	2010 Average Yr 3	2012 Average Yr 5	Improvement Yr 3->Yr 5	Expected Improvement = 20
MATHS				
Total Cohort	28.8	47.3	18.5	20
ATSI	19.3	34.9	15.6	20
Non ATSI	30.1	49.0	18.9	20

	2010 Average Yr 5	2012 Average Yr 7	Improvement Yr 5->Yr 7	Expected Improvement = 8.9
MATHS				
Total Cohort	45.2	56.5	11.3	8.9
ATSI	35.9	47.4	11.5	8.9
Non ATSI	46.6	57.9	11.3	8.9

	2010 Average Yr 3	2012 Average Yr 5	Improvement Yr 3->Yr 5	Expected Improvement = 12.5
READ				
Total Cohort	98.4	118.3	19.9	12.5
ATSI	92.1	111.8	19.8	12.5
Non ATSI	99.1	119.0	19.9	12.5

	2010 Average Yr 5	2012 Average Yr 7	Improvement Yr 5->Yr 7	Expected Improvement = 6.4
READ				
Total Cohort	116.1	126.6	10.5	6.4
ATSI	110.9	120.4	9.6	6.4
Non ATSI	116.7	127.4	10.7	6.4



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.



Independent Sector

Aboriginal and Torres Strait Islander students have been supported within each school in the Literacy and Numeracy Coaching Academy.

Specific training in the use of the Indigenous Bandscales. Cultural awareness of Indigenous students' linguistic and literacy learning issues has been provided. On-going support and guidance has been provided to schools by RoseMarie Koppe.

RoseMarie has 30 years' experience as a Class Teacher, Learning Support Teacher and Special Education Consultant. She has post-graduate qualifications in Applied Linguistics and a Research Masters in Education – Indigenous Education. She has worked specifically as a consultant in Indigenous education providing professional development for educators across all education sectors. RoseMarie has been highly involved in the development of policy, the writing of teacher resources and driving research particularly in the area of Indigenous children's English language development. She has been involved in the Indigenous Parent Factor (IPF) Program from its early development through to its current nationally recognised success.

Exemplary Schools and Showcase activities - 1 January to 30 June 2012

State Sector

School: Ipswich East School

Context setting

Ipswich East State School is a co-educational school catering for 475 students from Prep to Year 7. The school is located on Jacaranda Street at East Ipswich, in an area that has experienced growth up until the floods in January 2011. In 2011, we saw a significant decline in our enrolment as a result of the January 2011 floods. In 2012 we have seen some recovery of our enrolment numbers. Ipswich East has experienced growth in the number of students whose heritage is from the Pacifica area. This has seen a growth in the number of students who can be classified as ESL. 11% Aboriginal / Torres Strait Islander population within the school. Ipswich East falls into the lowest 15% of the state according to Socio-economic status. School Index of Community Socio-Educational Advantage (ICSEA) Value = 924.

The Ipswich East SS NP agenda is Literacy with a focus on reading:

- whole school engagement in consistent reading practice - Reading to Learn Methodology (R2L) - (David Rose)
- consistent data collection and explicit goal setting that leads to improved student outcomes.

Program/ approach

A whole school participation in R2L workshops with David Rose-developing skills in teacher deconstruction of texts and shared tools and metalanguage for text analysis and the maintenance of consistent reading pedagogy across the school-improving fluency by engaging in the R2L cycle.

Coaching Model

Coach is engaged in modelling, co-teaching and co-planning, feedback, data analysis and goal setting within the following contexts:

- participation in Year Level planning facilitated by the HOC to build Reading 2 Learn cycles that align to C2C assessment tasks
- modelling stages/levels of the R2L cycle, followed by feedback about practices
- visiting classrooms on a regular basis with a focus on engaging teachers in professional conversations about teaching practice
- working with teachers to establish consistent data collection and analysis practices to improve reading outcomes
- working with teachers to build independent reading practices and fluency and to establish reading goals around a variety of reading data.

Cohort Information

- Targeted coaching has occurred in the Yr 2 and 3 cohorts with a focus on pedagogy to improve reading practices. Coaching has also been implemented at a whole school level to monitor the Reading 2 Learn methodology, track PAT data and implement specific individualised reading goals for every student (data driven). The coach involvement in whole school processes, and has facilitated PD sessions around reading/ PAT data.

Funding Expenditure

- Funding is used for teacher release during PAT-R data analysis sessions as well as feedback and forward planning sessions with teachers.

Progress / outcomes

Approximately 45% of students attained a stanine 1, 2 or 3 for PAT-R and predominantly received an overall D or E for English at the end of the previous year. These students also generally fall into the bottom two bands in most recent NAPLAN tests. All students from Years 4 -7 were profiled on a PAT-R improvement matrix. Years 5 and 7 growth was measured using a two year improvement in Scale Score. On average, 70% of Year 5 and 7 students achieved the expected improvement in scale score. (NOTE: this does not include the student's with no test 1 results)

Years 4 and 6 growth was measured using a one year improvement in Scale Score. On average, 72% of Year 4 and 6 students achieved the expected improvement in scale score. (NOTE: this does not include the student's with no test 1 results)

NAPLAN results have reflected a slight decrease of students falling in the bottom 2 bands and an increased percentage of students falling within NMS in Years 3, 5, 7 from 2008 to 2010 and from 2009 to 2011. 100% of Year 3 Indigenous students are performing within national means or above in 2011.

25% of staff are engaged in mentoring a colleague with 50% of staff engaged in the mentoring process as a mentee, compared to 0% previously. Coaching has helped facilitated a shift towards deeper pedagogical practice within reading and writing, more explicit goal setting and data analysis as well as a culture of whole school continuity within a specific reading methodology.

Coaching has provided an approach that has developed relationships between colleagues and helped build reflective/ evidence based practice within our school.

School: Kallangur State School

Context setting

Kallangur SS is a Band 9 school situated at the southern end of the North Coast Region. It is located in a relatively low socio-economic area. We have a significant amount of medium density housing and rental

accommodation in the area. The current enrolment is 773. Kallangur State School has a significant Aboriginal and Torres Strait Islander population (9%). There is also a similarly-sized Pan-Pacific Island student enrolment (8%). Kallangur SS is targeting several issues through the NP:

- Teaching quality
- Student engagement
- Student literacy levels

Program/ approach

Kallangur SS has developed a pedagogical framework called Teaching for Learning. It is based on the Art and Science of Teaching model designed by Robert Marzano. Several key staff members received comprehensive professional development in the Art and Science of Teaching. They worked collaboratively with the leadership team (including the Literacy Coach, Curriculum Coordinator and ST:LAN) to develop the school-based framework (Teaching for Learning). The Teaching for Learning framework focuses on effective:

- instructional strategies
- instructional leadership strategies
- classroom curriculum design strategies

All staff members have been progressively trained in the principles of Teaching for Learning (PFDs, staff meetings, independent PDs). Our coaching model is based upon Teaching for Learning structure. A shared understanding of the pedagogical framework facilitates focused cycles of observation, demonstration and feedback. The development of Reading Programs caters for different ability levels. A focus on goal setting, formative assessment and feedback is being developed.

Progress / outcomes

As a result of the whole school pedagogical framework, staff now share a common language of effective instruction and associated strategies. This provides a platform for improvement agendas based in shared understandings and effective classroom practices. Student engagement is increasing as a direct result of improved instruction. This is reflected in reduced numbers of suspensions and behaviour referrals.

- NAPLAN data has improved. The 2011 data shows-
 - Improved achievement on Mean Scale Scores for:
 - Year 3 Reading, Writing, Grammar and Punctuation, Spelling and Number
 - Year 5 G and P
 - Year 7 G and P, R, S, N and W
 - Improved achievement in the upper 2 bands for:
 - Year 3 W, S, G and P, N
 - Year 5 G and P
 - Year 7 R and S
 - Achievement gains in National Minimum Standard for:
 - Year 7 G and P, W and N
 - Year 3 N
 - Positive improvements in National Minimum Standards for:
 - Year 3 S, W and R
 - Year 7 S.

PAT-R data has also shifted positively since 2010 with improved stanine achievements across Years 3, 5 and 7 from 2010-2012.

School: Humpybong State School**Context setting**

Humpybong State School is located on the Redcliffe Peninsula in Margate with a population of around 740 students. Students come from a wide range of socio-economic and multi-cultural backgrounds. 5.4% of our population are Aboriginal and Torres Strait Islander/LBOTE students. Through the National Partnerships initiative, the school wished to address the key issues of student numeracy levels, student engagement and teacher quality.

Reform activities / strategies***Making REAL Maths Matter: Case studies in Prep, Year 2 and Year 6***

The **Numeracy Coach at Humpybong State School** has strived to establish and drive a clear pedagogical model in the teaching and learning of mathematics. This is in response to school Naplan and Pat M data from the past 3 years showing a gradual improvement in results, although still showing achievement to be generally below the national average. Results demonstrated that many students were competent in some areas of procedural maths, but were not as successful in answering multi-step and non-standard questions. Anecdotally, there was also a generally negative attitude to maths held by both a significant number of teachers, and by many children.

- Targeted planning, teaching and learning through collecting and analysing data using specific diagnostic **pre-testing**. Planning was completed and implemented after the pre-test, and was framed within a short 4 or 5 week period.
- Targeted year groups; Prep, Year 1, Year 2 and Year 6, established and adopted a clear pedagogical model, that of the '**Deadly Maths RAMR framework**', to challenge teachers' approach to teaching maths and to raise expectations in catering for a variety of children's learning styles and abilities.
- The coach designed and modelled lessons to teachers providing both practical and theoretical professional development.
- Teachers collaborated with highly experienced educators at both Education Queensland and the University of Queensland to further enhance the Deadly Maths project through gathering data and assessment to measure the effectiveness of this pedagogical framework.
- Teachers pre and post-tested their class and lead them through the analysis of the data to track distance travelled for individual children, the class and the year level.
- Formal and informal teacher observations were conducted and feedback provided to inform teaching and learning.
- Dimensions of Learning were utilized to demonstrate exemplar practice to teachers.
- All staff engaged in discussion with the school Leadership Team to build and promote a whole school ethos in the approach to teaching maths.
- An alignment of Deadly Maths with the Australian Curriculum Proficiency Strands was developed.
- The coach designed and presented Deadly Maths Professional Development at a school (staff meeting), Cluster (with Scarborough SS), National Partnerships (Numeracy Coaches and Maths Key Contacts days) and Sunshine Coast Regional (Early Years) level to promote this pedagogical approach.

Progress / outcomes

- Pre and Post test data results demonstrated significant upward movement in all children within their learning. In a targeted class 89% of children demonstrated significant forward distance travelled after a 5 week intervention program. In a year 6 class 85% of children moved forward in their learning in Algebra after a 4 week unit.
- Teachers reported positive student engagement, and expressed a positive response to the pre-test/post-test model of assessment and data collection. This has also led to all teachers engaging with whole school systemic and benchmark data and thus have taken more ownership around the performance of *all* students in our school regardless of year level taught.

The school Leadership Team have embraced this pedagogical approach through ensuring it is a major focus

within teacher's Individual Development Plans. The Numeracy coach's model lessons have been used as exemplars by the UQ project leader when promoting Deadly Maths to other schools, universities, regions and states.

An increasing number of schools on a regional, state and national level are now actively engaging within the Deadly Maths project.



Catholic Sector

The Catholic Sector in Queensland continues to note areas in particular that have resulted in good practice in reform activity occurring in NP schools.

School based 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.

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.



Independent Schools

Case Study 1 – Collaborative Partnership between three schools - Gold Coast Christian College (Regional), Ipswich Adventist School (Metro) and Darling Downs Christian School (Rural)

The following insights were provided by literacy coaches:

How did the collaborative partnership begin?

Initially, our three schools had participated in the National Partnership initiatives with Independent Schools Queensland, where we were focusing on the use of effective assessment tools to inform our teaching of reading. In 2012, we applied for the Collective Capacity Project, again through ISQ, as an opportunity for our small schools to collaborate on the development of effective writing assessment tools which was part of our focus area for professional learning within the ISQ Literacy and Numeracy Coaching Academy. As single stream schools, we saw the Collective Capacity Project as an opportunity to create a professional learning community where teachers in smaller schools could feel supported by each other. Writing was identified as a need across all schools and the "Write On" project began.

What was your partnership learning goal?

Our overarching goal was to develop a professional support network for our teachers and coaches. We developed a specific goal of developing writing rubrics which encompassed professional learning with regard to the Australian Curriculum and what great writers do. This would then provide teachers with a means to collect authentic data about their students and plan effectively for writing instruction to meet the needs of all students.

What methods of communication have been used?

Obviously when distance is an issue, we had to be creative in how we communicated to maintain the close communication required of a professional partnership. We made sure that we were able to have

collaborative professional development days. We have had two combined professional days, one introducing the partnership across the schools and providing an opportunity for teachers and coaches to meet and make connections with their year level or role counterparts across the schools. The second was a professional learning workshop, presented by us as the literacy coaches, with the specific purpose of sharing the professional learning obtained through the Literacy and Numeracy Coaching Academy Workshops on effective writing practice. This provided the staff across the schools with the common language to work collaboratively. Email has also been a means of sharing ideas and collaborating on rubric development, along with teleconferences.

What have been the benefits?

Teachers have experienced the benefits of a kaizen approach to learning, with team work, personal discipline, improved staff morale through professional learning, quality conversations and collaborative feedback at the heart of the partnership. Teachers not only have a deeper understanding of the Australian Curriculum and best practice in writing instruction, but have also experienced the benefits of a shared workload, professional dialogue and a renewed attitude toward the change process due to the level of support provided to them.

Comments:

“The ‘Write On’ project has provided our teachers from a single stream College with an invaluable opportunity to engage in professional development and critical conversations with same year level teachers. Even though staff were initially apprehensive with the perceived extra workload the project would create, it has generated enthusiasm for continued collaboration and encouraged ongoing professional development. Teachers have a clearer understanding of the Australian Curriculum and how it can interconnect with the traits of the writer”. Cheryl Costigan (Head of Primary – Gold Coast Christian College)

“As a second year teacher I have really appreciated being involved in a broader learning community. I have a greater confidence in the assessment tools that we have produced collaboratively because they come from a pool of knowledge and experience. Maintaining best practice in teaching is a constant learning curve. Being part of a learning community enables us to share the load of learning. Different people offer different expertise which is invaluable when it comes to best practice teaching. This approach has inspired me to be more reflective on my own teaching practices. As a result of my involvement in this experience my classroom teaching has been enriched by gaining new perspectives from others”. Shona Clarke (Preparatory Teacher – Gold Coast Christian College)

“The professional learning community has been a great teambuilding experience for our staff. It encourages best practice and ensures that professional development is accessible to all teachers. In the same way that we differentiate learning for our students, we have been able to use the community to differentiate learning for our staff”. (Leanne Entermann – Principal Ipswich Adventist School)

“Being part of a Professional Learning Community has been an invaluable support. I am able to share ideas and get feedback from other literacy coaches that speak the same language and face the same challenges. There is no doubt that the work that we produce is of a much higher quality than it would have been if I did it by myself!” (Melissa Blake – Teacher Coach – Ipswich Adventist School)

“As a literacy coach the professional learning community has provided me with opportunities to engage in professional conversations with teachers and other coaches that share a common language for writing instruction. I have experienced firsthand how the professional learning community is a powerful staff development approach and a potent strategy for curriculum change and improvement. It has provided me with a platform to conduct professional learning within not only my own staff group but collaboratively with coaches from other schools to a broader group of teachers. I believe that the personal ongoing professional reading and research that is a direct result from this professional learning community will certainly benefit the coaches, teachers and most importantly the students”. (Natalie Lawson – Teacher Coach – Gold Coast Christian College)

What have been the challenges, and how have these challenges been overcome?

Distance is an obvious challenge as our schools are not particularly close. Online facilities, such as email,

are certainly important. Time to communicate and meet during a busy school term where all schools can participate is certainly difficult at times. However, the benefits certainly put making time a priority. Even though change can be challenging, we found that by engaging the teachers in the partnership, as both learners and facilitators, the “Write On” project was seen as a motivating approach to growth in best practice. The opportunity for teachers to discuss their professional learning and share what they are doing in their classrooms, beyond their own school gates, has become a driver for enthusiasm.

Where to from here?

At this point we are still in the process of working on our goals within writing. However, we can see that the partnership will be an approach that we can use long term across the curriculum as a means of providing support for our teachers across our small schools.

CASE STUDY 2 - Riverside Adventist Christian School and Cairns Adventist College (North Queensland Schools)

Insights provided by Literacy Coaches

How did this collaborative partnership begin?

Through our work in the National Partnership work with Independent Schools Queensland, particularly in 2011, we had developed a real motivation for building the professional capacity of our teachers. This was a common mindset across our two schools. We wanted to continue to drive this motivation and decided that a collaborative approach would be most effective. In 2012, both schools applied to become part of the Literacy and Numeracy Coaching Academy launched by ISQ, enabling both schools to have a literacy coach working within the school. We also applied for the Collective Capacity Project which supported our decision to work together as a professional partnership for school improvement.

What was the partnership learning goal?

We decided that, along with our strong focus on literacy, that this partnership would be a valuable way to introduce the “Art and Science of Teaching” by Robert Marzano into our schools. We felt that the foundational teaching skills explored through the Art and Science would provide our teachers with a common set of expectations and understandings about excellence in teaching practice, across all year levels and all curriculum areas. Our goal was to work together to develop professional learning for staff across the two schools.

What have been the benefits?

This partnership has continued the schools’ emphasis on teacher improvement. Both the teachers and the leaders hold the same vision: to focus on student learning and excellence in teaching. This vision has resulted in improved student outcomes across the two schools, along with a consistency in language, behaviour management and teaching practice. The ability for the literacy coaches to work collaboratively has resulted in significant change and improvement in writing motivation among students. Students have begun to think about their learning and be self-reflective, supportive of the learning of others. This increased support has enabled our schools to develop a team spirit, and provide a professional network that is a real strength for our own professional learning.

Comments:

“I think creating these networks with other coaches makes us feel not so isolated. Highlights for me are seeing other staff so excited about this new, improved teaching and learning. It’s great to see how one teacher in particular is so excited about the improvement of her students’ learning in her classroom. She is so excited that she has been sharing this with teachers at this school and other schools.”

“I think that the professional learning community formed between Riverside Adventist Christian School and Cairns Adventist College has been an excellent means for both our schools to really formalise a plan for staged implementation of teacher improvement and best practice. Our schools have worked together well in the past, yet under this current funding we have been able to physically meet together to formulate our common plan. It’s now exciting to see how these great improvements have been made possible through meeting together and supporting each other.”

What have been the challenges, and how have these challenges been overcome?

Both of our schools are isolated, and travelling the distance to meet can be a problem. However, by strategically planning ahead, this becomes part of the school planning. The funding provided by Independent schools Queensland had obviously assisted us to be able to do this. We have also found that as new staff join the schools, it can be a challenge to ensure that they can quickly become part of the journey that we are on. However, this partnership has assisted us to develop a strong culture of learning, not only for our students but also for our teachers across our schools. Being able to develop a set of non-negotiables within the Art and Science of Teaching Framework, during our partnership meetings, has been very beneficial. Working alongside another school supports our commitment and enthusiasm.

Where to from here?

At this point, our attention remains on consolidating our focus on teaching excellence through the implementation of strategies as outlined through the Art and Science of Teaching, such as developing learning goals, scales and rubrics. We will continue to plan professional learning workshops together for the staff at both sites, along with the literacy coaches supporting each other within the focus area of writing instruction.

CASE STUDY 3 – Matthew Flinders Anglican College – (Regional)

The Data Driven Instruction in the form of Individual Learning Pathways project has involved the development of a scope and sequence which benchmarks, by two year increments, the comprehension strategies from P-7 - Predicting, Making Connections, Visualisation, Synthesizing, Asking Questions, Inferring, Determining Importance and Summarising.

Following development of the scope and sequence for each strategy, these have then been used to develop the individual learning pathways for explicit instruction, aligned closely to the expectations from ACARA, as well as the school's own expectations above and beyond. Each individual learning pathway was then implemented in classrooms with target students previously identified as being below year level expectation (in the first instance) in reading comprehension.

Using the DRA (Developmental Reading Assessment) as our diagnostic tool, we began our background research using the principles identified in the 'Breakthrough Model' (Fullan, et al) embracing the development and philosophy of the Critical Learning Instructional Path. We also lent heavily on the work of Popham's (2006) Transformative Assessment model, developing key learning progressions. We have used the term 'Building Blocks' as evidence of the importance of knowledge and skills, with crucial formative assessment junctures in place that check for understanding prior to moving onto the next building block.

We have seen the biggest growth in our lower literacy students who now exhibit raised expectations of themselves as a reader. This has translated into increased engagement in the reading process and instruction, as well as these students demonstrating greater awareness of reading comprehension strategies. We are also moving towards a common and transferable language amongst the students when we talk about reading comprehension. Students have become risk takers and more willing to learn from each other in the reading process. The trial implementation of the individual learning pathway is now impacting upon our 'at expected level' students as they too develop their reading comprehension strategies.

The Developmental Reading Assessment 2 (DRA 2) provided specific information on what the students knew and were able to do. The Individual Learning Pathway developed has provided explicit instructional guidelines for teachers on what identified students needed in order to improve in the identified comprehension strategies. The data from the DRA 2 and the individual learning pathway, together with targeted professional development in reading comprehension strategies and formative assessment, provided the opportunity for teachers to build on their knowledge of teaching reading and checking for understanding.

The data, student observations and teacher reflections show clearly that the result was improved outcomes for children, increased teacher pedagogical knowledge and many insights from this research that can now be shared with a wider audience.

Section 4 – Milestones

Low SES School Communities NP

Part 1 - Milestones not reported/not achieved/partially achieved in 2011 Annual Report

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 and updated timeframe (<i>Quantitative and Qualitative</i>)
19 (State), 1 (Independent), 7 (Catholic) additional completed school plans.	Achieved		
Regional and School Action Research published (State), (Independent), (Catholic).	Partially achieved	Catholic sector - A number of schools have been working with research agencies to support program delivery but no commitment has been provided for the publication of research	
Interim evaluation report published (State), (Independent), (Catholic).	Partially achieved	Catholic sector - Pending DEEWR initiation of evaluation	

Part 2 - Milestones in Progress Report - (Achieved 1 January to 30 June 2012)

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 and updated timeframe (<i>Quantitative and Qualitative</i>)
66 (State), 13 (Catholic) additional completed school plans.	Achieved		
Event held to celebrate effective parent, community and school partnerships (State) (Independent) (Catholic).	Achieved		
Regional and School Action Research published (State) (Independent) (Catholic).	Partially achieved	Catholic sector - A number of schools have been working with research agencies to support program delivery but no commitment has been provided for the publication of research	
Customised support for rural and remote schools implemented (State).	Achieved		

Support for staff wellbeing and resilience implemented (State) (Independent).	Achieved		
Teachers from 20 (Independent) and 30 (Catholic) schools participate in teacher induction program.	Achieved		
Social and Emotional Screening Tool development and professional development (State) (Independent).	Achieved		ACER Social Emotional Wellbeing Survey Tool has been purchased and utilised by a range of LSES NP schools
Interim evaluation report published (State) (Independent) (Catholic).	Achieved	Pending DEEWR initiative of evaluation	
OneSchool Business Intelligence pilot conducted and evaluated (State).	Achieved		
Turnaround Teams in five Regions (State).	Achieved		Turnaround Teams currently operate across all 7 Education Queensland regions

Section 4 – Milestones

Literacy and Numeracy NP

All LN NP Milestones completed in 2010