

## TQNP Reward Milestones 2012

Queensland		
<b>REWARD REFORM 2: Improved reward structures for teachers and school leaders who work in disadvantaged, Indigenous, rural/remote and hard-to-staff schools</b>		
<b>2.1</b>	<b>AMBITION</b>	Through negotiation with the key stakeholders in the government schooling sector including principals' associations, unions and school communities, and the establishment of a new principal recruitment process for schools serving disadvantaged communities,
	<b>APPROVED MILESTONE (as at 31 December 2012)</b>	<b>a total of 131 principal positions for schools serving low socio-economic status communities was filled under performance contracts.</b>
	<b>CONTRIBUTION TO REFORM</b>	This achievement contributes to reform by providing a structure through which high-performing principals are attracted to lead schools serving disadvantaged communities, complementing initiatives to revitalise schools through a higher level of school-based decision making.

Queensland

**REWARD REFORM 2: Improved reward structures for teachers and school leaders who work in disadvantaged, Indigenous, rural/remote and hard-to-staff schools**

2.2	<b>AMBITION</b>	In recognition of the large number of small schools in the government sector, a range of initiatives was negotiated to re-build the quality of school leadership and teaching, especially in schools serving rural and remote communities.
	<b>APPROVED MILESTONE</b> (as at 31 December 2012)	<b>A minimum of 75 aspiring school leaders participated in the Take the Lead program.</b>
	<b>CONTRIBUTION TO REFORM</b>	This achievement contributes to reform by increasing the size and quality of the pool of aspiring leaders through a professional learning strategy that prepares them to lead and teach in small schools.

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**REWARD REFORM 2: Improved reward structures for teachers and school leaders who work in disadvantaged, Indigenous, rural/remote and hard-to-staff schools**

2.3	<b>AMBITION</b>	In partnership with the union, a revised suite of financial and other incentives was developed to attract and retain teachers in government schools serving disadvantaged and rural and remote area communities, with an investment of \$9.5 million by the Queensland Government.
	<b>APPROVED MILESTONE</b> (as at 31 December 2012)	<b>A minimum of 2,200 teachers was supported through the Remote Area Incentive Scheme and 80 schools were provided with resources for implementing teacher incentive initiatives.</b>
	<b>CONTRIBUTION TO REFORM</b>	This achievement contributes to reform by attracting and retaining high quality teachers for longer than the minimum service requirement in schools with high teacher mobility.

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**REWARD REFORM 2: Improved reward structures for teachers and school leaders who work in disadvantaged, Indigenous, rural/remote and hard-to-staff schools**

2.4	<b>AMBITION</b>	By implementing a new strategy in the Catholic education sector to support young Indigenous people into and through tertiary teacher education,
	<b>APPROVED MILESTONE</b> (as at 31 December 2012)	<b>a 34 per cent increase in Indigenous teachers from 2008 staff data was achieved across Catholic sector schools, with continuing support indicated by the 3 scholarships offered by the Cairns diocese (C).</b>
	<b>CONTRIBUTION TO REFORM</b>	This achievement contributes to reform by increasing sector capacity to recruit and appoint Aboriginal and Torres Strait Islander teachers to schools serving disadvantaged, Indigenous, rural/remote and hard-to-staff areas.

Queensland

**REWARD REFORM 3: Improved in-school support for teachers and school leaders who work in disadvantaged, Indigenous, rural/remote and hard-to-staff-schools**

3.1	<b>AMBITION</b>	Through negotiation within the Catholic and Independent schooling sectors, a range of locally-targeted strategies was agreed upon to increase and strengthen the quality of in-school support for school leaders and teachers.
	<b>APPROVED MILESTONE</b> (as at 31 December 2012)	<p><b>Locally targeted strategies resulted in:</b></p> <ul style="list-style-type: none"> <li>• Flexible staffing arrangements were implemented in each of the 5 dioceses to provide additional support for schools (C).</li> <li>• A minimum of 10 additional hours of support per week was provided for principals in small schools in the Cairns diocese through new initiatives, some of which built on existing informal programs (C).</li> <li>• A minimum of 5 new boarding school transition programs was implemented to support the work of school leaders and teachers related to student boarding (C).</li> <li>• A minimum of 55 schools developed and completed reconciliation plans and/or school community partnership agreements with local Indigenous communities (C).</li> <li>• A total of 4 Independent schools implemented programs, increasing school leaders' knowledge and capacity to engage parents in their children's schooling (I).</li> </ul>
	<b>CONTRIBUTION TO REFORM</b>	These achievements contribute to reform through the design of a range of approaches and strategies that address the specific support needs of school leaders and teachers in diverse local contexts.

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**REWARD REFORM 3: Improved in-school support for teachers and school leaders who work in disadvantaged, Indigenous, rural/remote and hard-to-staff-schools**

3.2	<b>AMBITION</b>	Through negotiation, a range of initiatives was designed to provide support and continuity for teaching and learning programs in government schools, especially those serving disadvantaged and rural/remote school communities.
	<b>APPROVED MILESTONE</b> (as at 31 December 2012)	<p><b>Initiatives designed provided a minimum of:</b></p> <ul style="list-style-type: none"> <li>• 15,000 additional hours per week of teacher aide support provided across all primary schools,</li> <li>• 80 literacy and numeracy teaching coaches placed in primary schools,</li> <li>• 20 teacher participants in the Grey Nomads Employment Program, and</li> <li>• 100 schools that participated in Turnaround Team trials to improve student performance.</li> </ul>
	<b>CONTRIBUTION TO REFORM</b>	These achievements contribute to reform by establishing structures that enable higher quality in-school support for teaching and learning programs.

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**REWARD REFORM 3: Improved in-school support for teachers and school leaders who work in disadvantaged, Indigenous, rural/remote and hard-to-staff-schools**

3.3	<b>AMBITION</b>	Through negotiation of a clustering structure within the government and Catholic schooling sectors focused on strengthening school leadership and maximising administrative resources,
	<b>APPROVED MILESTONE</b> (as at 31 December 2012)	<b>a minimum of 5 pilot support service clusters was facilitated (S, C).</b>
	<b>CONTRIBUTION TO REFORM</b>	This achievement contributes to reform by enabling school leaders in targeted locations to focus on instructional leadership.

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**REWARD REFORM 3: Improved in-school support for teachers and school leaders who work in disadvantaged, Indigenous, rural/remote and hard-to-staff-schools**

3.4	<b>AMBITION</b>	In partnership with Aboriginal and Torres Strait Islander representative groups and communities, the Commonwealth Government and the tertiary sector, a study pathway was utilised for government sector Indigenous school support staff to increase their skill levels.
	<b>APPROVED MILESTONE</b> (as at 31 December 2012)	<b>A minimum of 24 Indigenous school support staff was supported to participate in Australian Qualifications Framework courses.</b>
	<b>CONTRIBUTION TO REFORM</b>	This achievement contributes to reform by strengthening the capacity of Aboriginal and Torres Strait Islander staff to support teachers and school leaders in closing the gap for Indigenous students.



Queensland

**REWARD REFORM 4: Increased school-based decision making about recruitment, staffing mix and budget**

4.1	<b>AMBITION</b>	Through negotiation with the key stakeholders in the government schooling sector including principals' associations, the unions and school communities, more autonomous budget and staffing arrangements were designed for disadvantaged school communities.
	<b>APPROVED MILESTONE</b> (as at 31 December 2012)	<b>A total of 131 schools was provided with greater flexibility in the management of budgets and staffing mix.</b>
	<b>CONTRIBUTION TO REFORM</b>	This achievement contributes to reform by introducing greater principal autonomy through demonstration in schools serving low socio-economic status communities.

Queensland

**REWARD REFORM 5: Continual improvement program for all teachers**

5.1	<b>AMBITION</b>	Through negotiation with the teacher union and principals' associations, a teacher performance development process for government sector schools was extended so that
	<b>APPROVED MILESTONE</b> (as at 31 December 2012)	<b>100 per cent of schools implemented a standards-based performance development process.</b>
	<b>CONTRIBUTION TO REFORM</b>	This achievement contributes to reform by engaging all teachers in a continual improvement process of performance development that incorporates a focus on professional standards for teachers to drive high performance.

Queensland

**REWARD REFORM 5: Continual improvement program for all teachers**

5.2	<b>AMBITION</b>	Through partnership between all three school education sectors, the tertiary sector and the teacher registration authority, developmental work was undertaken to establish a structure and process for the pre-registration testing of all graduate teachers in the areas of literacy, numeracy and science.
	<b>APPROVED MILESTONE</b> (as at 31 December 2012)	<b>A pre-registration testing process was established to determine graduate teachers' knowledge and skills in teaching literacy, numeracy and science.</b>
	<b>CONTRIBUTION TO REFORM</b>	This achievement contributes to reform by extending the teacher quality agenda into the pre-service teacher education sector through the establishment of cooperative arrangements across agencies and providers.

Queensland

**REWARD REFORM 5: Continual improvement program for all teachers**

5.3	<b>AMBITION</b>	Through negotiation and consultation including with the teacher unions, the principals' associations and other stakeholders, a teaching and learning audit program was designed and implemented in the government schooling sector and enhanced structured school improvement processes were implemented in the Catholic schooling sector.
	<b>APPROVED MILESTONE</b> (as at 31 December 2012)	<p><b>Extending from the initial audits and school improvement processes:</b></p> <ul style="list-style-type: none"> <li>• a minimum of 300 follow-up teaching and learning audits was conducted in government schools,</li> <li>• a minimum of 9 teacher panels operated in Catholic schools (C), and</li> <li>• a total of 196 Catholic schools implemented structured school improvement processes (C).</li> </ul>
	<b>CONTRIBUTION TO REFORM</b>	These achievements contribute to reform by systematising a recurrent school audit program in the government sector to provide a comprehensive view of school operations and achievements informing continual school improvement, and by enhancing a school improvement approach in the Catholic sector linked to professional learning.

Queensland

**REWARD REFORM 5: Continual improvement program for all teachers**

5.4	<b>AMBITION</b>	Through liaison with key stakeholders including principals' associations and the Queensland Education Leadership Institute, supplementary funding was provided to support the continual professional learning of current and aspiring school leaders in all schooling sectors.
	<b>APPROVED MILESTONE</b> (as at 31 December 2012)	<b>A minimum of 600 staff from all schooling sectors participated in continual learning and leadership coaching programs, including those offered by the Queensland Education Leadership Institute (S, C, I).</b>
	<b>CONTRIBUTION TO REFORM</b>	This achievement contributes to reform by enabling the school education profession to access high quality leadership learning.

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**REWARD REFORM 5: Continual improvement program for all teachers**

5.5	<b>AMBITION</b>	Through the development of a range of strategies focused on providing access to continual improvement opportunities for teachers and school leaders in Catholic and Independent schools.
	<b>APPROVED MILESTONE</b> (as at 31 December 2012)	<p><b>The range of strategies provided Catholic and Independent schools with opportunities for teachers and school leaders to undertake:</b></p> <ul style="list-style-type: none"> <li>• <b>90 workshops were conducted in the Catholic and Independent schooling sectors in relation to mentoring, sustainable literacy and numeracy interventions, and staff wellbeing (C, I),</b></li> <li>• <b>a minimum of 450 Catholic and Independent school teachers participated in mentoring programs (C, I),</b></li> <li>• <b>40 Independent sector teachers and school leaders were supported to participate in workshops that enabled teachers and school leaders to establish whole school approaches for effective literacy and numeracy instruction (I), and</b></li> <li>• <b>17 partner school relationships operated to connect teachers and principals in Independent and remote Catholic schools with more experienced teachers and school leaders elsewhere (C, I).</b></li> </ul>
	<b>CONTRIBUTION TO REFORM</b>	These achievements contribute to reform by embedding a culture that provides opportunity for Catholic and Independent school leaders and teachers to engage in continual improvement initiatives and programs.

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**REWARD REFORM 5: Continual improvement program for all teachers**

5.6	<b>AMBITION</b>	In recognition of the importance of quality induction structures for teachers in all schooling sectors, especially responding to the unique needs of those newly appointed to schools serving disadvantaged, rural and remote or identified Indigenous communities,
	<b>APPROVED MILESTONE</b> (as at 31 December 2012)	<b>a minimum of 310 teachers was provided with specialised induction programs (S, C, I) .</b>
	<b>CONTRIBUTION TO REFORM</b>	This achievement contributes to reform by effectively developing teachers appointed to more challenging environments so that they have a strong foundation for continual professional improvement.

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**REWARD REFORM 5: Continual improvement program for all teachers**

5.7	<b>AMBITION</b>	In recognition of the benefits of staffing continuity in government schools serving identified Indigenous communities, targeted support in the form of financial incentives and expanded professional learning opportunities was provided to teachers and school leaders.
	<b>APPROVED MILESTONE</b> (as at 31 December 2012)	<b>A minimum retention rate of 85 per cent was achieved for teachers and school leaders in schools serving identified Indigenous communities.</b>
	<b>CONTRIBUTION TO REFORM</b>	This achievement contributes to reform by providing a structure that explicitly focuses on continual professional improvement as an important element to increase staffing continuity in schools serving identified Indigenous communities.



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**REWARD REFORM 5: Continual improvement program for all teachers**

5.8	<b>AMBITION</b>	Through utilisation of the government schooling sector Centres of Excellence model, processes were established that accorded supervising teachers access to extended formal professional learning opportunities.
	<b>APPROVED MILESTONE</b> (as at 31 December 2012)	<p><b>In 5 Teacher Education Centres of Excellence a minimum of:</b></p> <ul style="list-style-type: none"> <li>• 60 teachers participated in professional development delivered by higher education, and</li> <li>• 70 teachers undertook mentor training.</li> </ul>
	<b>CONTRIBUTION TO REFORM</b>	This achievement contributes to reform by more fully integrating teacher professional learning with classroom practice and strengthening the quality of mentoring in schools.

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**REWARD REFORM 5: Continual improvement program for all teachers**

5.9	<b>AMBITION</b>	A suite of more than 400 online professional learning programs and courses was developed in the government and Catholic schooling sectors to provide flexible access for teachers and school leaders, including teachers who are re-commencing their careers or who require additional support (S, C).
	<b>APPROVED MILESTONE</b> (as at 31 December 2012)	<p><b>All teachers and school leaders were able to select from over 400 hours of online professional learning activities, and in addition:</b></p> <ul style="list-style-type: none"> <li>• a minimum of 130 government school teachers participated in formal eLearning courses, including the Restart Teaching program, and</li> <li>• a minimum of 8 online professional development modules was implemented in the Catholic schooling sector in areas including student protection and workplace health and safety (C).</li> </ul>
	<b>CONTRIBUTION TO REFORM</b>	These achievements contribute to reform by enabling teachers and school leaders in any location to utilise quality-assured online professional learning as a means to achieve continual professional improvement.

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**REWARD REFORM 5: Continual improvement program for all teachers**

5.10	<b>AMBITION</b>	To promote wider understanding in the government schooling sector of effective practice in schools serving low socio-economic status communities,
	<b>APPROVED MILESTONE</b> (as at 31 December 2012)	<b>10 school case studies were published describing innovative and successful practice in complex and challenging school environments.</b>
	<b>CONTRIBUTION TO REFORM</b>	This achievement contributes to reform by demonstrating the teacher and school transformations required for success, more broadly impacting practices in schools serving low socio-economic status communities.

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**REWARD REFORM 5: Continual improvement program for all teachers**

5.11	<b>AMBITION</b>	In collaboration with the tertiary sector, a scholarship program was developed to strengthen capability in the government schooling sector in relation to the teaching of Mathematics and Science.
	<b>APPROVED MILESTONE</b> (as at 31 December 2012)	<b>A minimum of 40 scholarships was awarded to support pre-service teachers in Mathematics and Science and current teachers in primary Science.</b>
	<b>CONTRIBUTION TO REFORM</b>	This achievement contributes to reform by providing financial resources for teachers to develop improved capability in identified areas of curriculum need.

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**REWARD REFORM 6: Indigenous teachers' and school leaders' engagement with community members**

6.1	<b>AMBITION</b>	Through a partnership with James Cook University, TAFE and the Commonwealth Government, on-site training pathways were provided for Indigenous people as a strategy to prepare them as educators while enabling them to remain connected to their local community.
	<b>APPROVED MILESTONE</b> (as at 31 December 2012)	<b>A minimum of 10 Aboriginal and Torres Strait Islander people participated in RATEP, formerly called the Remote Area Teacher Education Program, representing an increase of 15 per cent on 2009.</b>
	<b>CONTRIBUTION TO REFORM</b>	This achievement contributes to reform through a shared endeavour across the schooling, tertiary and community sectors to increase the capacity and skill base of Aboriginal and Torres Strait Islander people so that they can engage in education.

Queensland

**REWARD REFORM 6: Indigenous teachers' and school leaders' engagement with community members**

6.2	<b>AMBITION</b>	To ensure that the demographic profile of Indigenous staff in government and Catholic sector schools more closely reflects the broader Queensland community, a range of strategies was developed to identify, grow and support Indigenous staff.
	<b>APPROVED MILESTONE</b> (as at 31 December 2012)	<p><b>The strategies developed helped to grow Indigenous staff numbers and capabilities such that:</b></p> <ul style="list-style-type: none"> <li>• <b>Through self-identification, 1.3 per cent of government school teachers reported as being of Aboriginal or Torres Strait Islander background, and</b></li> <li>• <b>There was a 9 per cent increase in Indigenous education workers in Catholic schools (C).</b></li> </ul>
	<b>CONTRIBUTION TO REFORM</b>	These achievements contribute to reform by addressing the imperative for increased numbers of Aboriginal and Torres Strait Islander teachers and education workers enabling better cultural and social engagement with community members as a key element in closing the gap in Indigenous student performance.