

National School Reform Agreement

Queensland Bilateral Agreement: 2022 Progress Report

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Executive Summary

This report outlines the collective progress made by all schooling sectors in Queensland towards the reform areas outlined in Queensland’s Bilateral Agreement for the 2022 calendar year.

In 2022, the Queensland Government continued to progress a number of significant activities, including development of a partnership agreement with the Australian Institute for Teaching and School Leadership to commence development of a Professional Standard for Middle Leaders. Queensland’s work over 2022 culminated in early 2023 with the release of its new *Equity and Excellence* strategy for a progressive high performing education system realising the potential of every student.

In 2022, the Queensland Catholic Education Commission (QCEC) facilitated centralised activities available for engagement by all Queensland Catholic schools. To complement activities hosted centrally, all Queensland Catholic School Authorities managed a range of activities to progress priorities in their local contexts. This arrangement provided Catholic schools throughout Queensland with access to a range of activities to support aspects of: Nationally Consistent Collection of Data on School Students with Disability (NCCD), NAPLAN Online, Highly Accomplished and Lead Teacher (HALT) certification, and school reviews using the National School Improvement Tool. Local activities such as high-quality training and professional development programs in support of teachers and students were delivered by Catholic School Authorities, in line with national and state reform priorities.

During 2022, Independent Schools Queensland (ISQ) facilitated activities across a range of reform areas. These activities included support for: NAPLAN Online; NCCD; governance and financial management; school improvement; Aboriginal and Torres Strait Islander education; curriculum and assessment; wellbeing; Highly Accomplished and Lead Teacher certification; leadership; and online learning. A key achievement for 2022 was the partnership with key government and government-funded organisations to promote evidence-based practices that will assist schools in their responses to a range of wellbeing issues.

Queensland has met its requirements for reform activity in 2022, with details of progress achieved outlined below.

Progress Against Each Reform Direction

Reform Direction A - Support students, student learning and achievement

Literacy and numeracy in the early years			
Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Review and extend use of the <i>Early Start</i> screening tool to all government primary schools	Government	From 2019	<p>The Department of Education has continued to encourage the use of <i>Early Start</i> for all state primary schools.</p> <p>Over the term of the agreement, <i>Early Start</i> has supported Queensland teachers and schools to generate purposeful data about literacy and numeracy achievement, track progress and measure growth for Prep to Year 2 students.</p> <p>This action is complete.</p>

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<p>Review and extend early years screening tools in Queensland Catholic schools</p>	<p>QCEC</p>	<p>From 2019</p>	<p>In 2022, Catholic School Authorities continued to plan and implement targeted programs to support the use of <i>Early Years</i> screening tools in Queensland Catholic schools as part of their core business. This included actions to refine early years screening tools, partnerships, practices, and processes to respond to student early literacy growth and progress and included a focus on using pre and post data to assist teachers to plan for student learning.</p> <p>This action is implemented at the local Catholic School Authority level and programs supporting the direction are ongoing.</p>
<p>Support schools to utilise the <i>Early Start</i> screening tool or like-measures</p>	<p>ISQ</p>	<p>2019-2021</p>	<p>In 2022, tools such as <i>Early Start</i>, the Year 1 Phonics Check and learning progressions were canvassed at curriculum leader workshops, and all participants Agreed or Strongly Agreed that the workshops were useful in their roles.</p> <p>This action is complete.</p>

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Senior assessment and tertiary entrance reform			
Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Implement Queensland's new senior assessment and tertiary entrance system	All sectors	Life of Agreement	This action was completed in 2021. This action is complete .
Indigenous Education			
Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Expand the Transition Support Service for Aboriginal and Torres Strait Islander students transitioning to and from boarding schools	All sectors	Life of Agreement	The Transition Support Service (TSS) operates in Far North Queensland, North Queensland and Darling Downs South West regions. In 2022, it continued to assist state Aboriginal and/or Torres Strait Islander students from remote communities in Cape York and Palm Island, who could not access secondary schooling in their home communities, to transition into

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		<p>secondary boarding schools throughout Queensland (including both state and non-state operated boarding facilities).</p> <p>In 2022, the TSS extended its support for Palm Island students and families, with a number of Palm Island students attending boarding schools and residential facilities across Queensland by the end of the year.</p> <p>Following an approach in late 2022 from the Northern Peninsula Area Council, planning began for TSS staff to provide support for students and families from the communities of Injinoo, Umagico, Bamaga, New Mapoon, and Seisia in early 2023.</p> <p>The Transition Initiatives Governance Group (TIGG) continued to meet during 2022. Extensive collaboration between Services Australia and TSS allowed for the implementation of a number of key initiatives targeting improved orientation and transition experiences for remote First Nations students and their parents/guardians.</p> <p>This action is ongoing.</p>
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Reform Direction B – Support teaching, school leadership and school improvement

Governance and finance			
Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Embed structural and professional autonomy in Queensland government schools, within a framework of system accountability and collaboration and in partnership with the broader school community	Government	From mid 2019	<p>In 2022, Queensland state schools were supported to continue to evaluate and improve school performance through the established school performance planning, monitoring, reviewing and reporting processes. These processes are guided by the <u>School Performance Policy</u>, State School Improvement Strategy 2020-2024; and the <u>School Improvement Model</u>.</p> <p>A further round of <i>Investing for Success</i> funding was provided to schools, enabling schools to further invest in initiatives to improve student outcomes.</p> <p>While improving school performance remains a priority for the department it is considered that implementation</p>

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			<p>of this action is complete noting significant work completed since 2019.</p> <p>This action is complete.</p>
<p>Support school leadership and school improvement through initiatives aimed at enhancing school governance and financial management</p>	<p>QCEC</p>	<p>From 2019</p>	<p>In 2022, QCEC continued its engagement with the Brown Collective to deliver a customised executive leadership program focusing on governance, ethics, strategic thinking, responsible stewardship, safety and wellbeing, and culture.</p> <p>QCEC continued to provide support to schools in the implementation of safe policies and processes to support student protection including the provision of professional development and school Health Checks. This included providing access to online training and centrally hosted professional development events. On a local level, Catholic School Authorities provided several training and professional development experiences for school leaders to assist strengthening school governance and financial management capabilities.</p> <p>This action is implemented and ongoing.</p>

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Provide support and services to schools through activities for governors, business managers and school leaders	ISQ	Life of Agreement	<p>In 2022, a range of activities continued to provide support and services to independent schools, including:</p> <ul style="list-style-type: none"> • governance short course modules for directors and senior leaders; • induction courses for new directors; • online governance induction modules; and • online finance induction modules. <p>This action is ongoing.</p>
School Leadership			
Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Implement a comprehensive leadership capability program for government school leaders	Government	From 2019	<p>In 2022, the Department of Education progressed a range of work related to capability for leaders across the workforce, and undertook extensive consultation to inform relevant actions in the <u><i>Equity and Excellence strategy</i></u> (released early 2023).</p>

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			<p>Other key actions during 2022 included:</p> <ul style="list-style-type: none">• Establishment of a partnership with the Australian Institute for Teaching and School Leadership (AITSL) to commence development of a professional standard for middle leaders;• Initiation of a partnership with Deloitte to deliver the <i>Courageous Principals program</i> targeted to experienced Principals;• Development of a comprehensive <i>Beginning Principal Program</i> targeted to new Principals incorporating facilitated residential events, professional support and action-based learning;• Strengthening of the <i>Management Foundations</i> program to support aspiring leaders to understand their future management obligations;• Strengthened pathway opportunities into vocational qualifications for existing and aspiring school-based Business Managers;• Implementation of Business Manager Coaching opportunities to upskill and connect experienced, novice and aspiring Business Managers;
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			<ul style="list-style-type: none"> • piloting Masterclasses designed to specifically strengthen application of priority areas of management and leadership practice through focused and interactive facilitated sessions and the provision of takeaway resources and tools; and <p>Over the life of this agreement the department has implemented a range of leadership capability programs and these actions have completed implementation this action. The department will continue to enhance capability through ongoing strategies to support teachers and school leaders.</p> <p>This action is ongoing.</p>
Support school leadership and school improvement through initiatives aimed at enhancing strategic leadership for existing and aspiring school leaders and for school boards	QCEC	From 2019	In 2022, current and aspiring leaders from outer regional and remote Queensland Catholic schools with a low Index of Community Socio-Educational Advantage (ICSEA) value were supported to participate in the <i>Future Leaders</i> program facilitated by Teach For Australia, designed to increase the supply and knowledge of aspirant leaders.

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			<p>Several programs were also offered at a local level to continue to support school leadership and school improvement. Numerous schools engaged with a school review conducted by the Australian Council for Education Research (ACER) based on the National School Improvement Tool. Across the state professional development programs were offered including <i>Professional and Difficult Conversations</i>, Middle Leaders courses, <i>Teach Like a Champion</i> course, <i>Aspirant Leaders</i> courses, and the <i>7 Habits of Highly Effective Leaders</i>.</p> <p>This action is implemented at the local Catholic School Authority level and programs supporting the direction are ongoing.</p>
<p>Provide high-quality leadership development and support through:</p> <ul style="list-style-type: none"> • New Principals Program – for principals in their first two years of school leadership • Aspiring Principals Program – for developing future school leaders 	ISQ	Life of Agreement	<p>In 2022, ISQ continued to provide high-quality leadership development and support through a suite of leadership development programs, with:</p> <ul style="list-style-type: none"> • 100% of participants in the <i>New Principals Program</i> reporting the program had improved their leadership skills;

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<ul style="list-style-type: none"> Middle Leaders Program. 			<ul style="list-style-type: none"> 100% of participants in the <i>Aspiring Principals Program</i> reporting the program was excellent and had increased their leadership capacity, and 100% showing growth in post 360-degree surveys; and over 90% of participants in the <i>Middle Leaders Program</i> indicated improvements across the relevant evaluation areas. <p>This action is ongoing.</p>
School improvement			
Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Expand the scope of the School Improvement Unit to ensure line of sight between schools, education regions and the education system	Government	From mid 2019	The Department of Education has expanded the scope of the of the School Improvement Unit (now named the School and Region Reviews Branch) to support continued system-wide approaches to education improvement. In 2022, the Department of Education:

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			<ul style="list-style-type: none">• continued implementation of the program of regional reviews with one regional review and one regional self-assessment process completed;• continued implementation of commissioned system reviews and state-wide consultation processes to evaluate the effectiveness of programs and systems with one community consultation process conducted and a regional review of support provisions completed;• research and analysis of data gathered through the regional reviews to inform strategic insights and ongoing system-wide improvement;• continued delivery of capability development programs for school, regional and corporate leaders to support school and system improvement and school reviews; and• implementation of a new line of inquiry in school reviews for system priority focus on Aboriginal and Torres Strait Islander students.
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			<p>The School and Region Reviews Branch has reached maturity in its operations, and seen a significant expansion in scope to include capability development and new lines of inquiry. The Branch will continue to play a key role in the department's strategy to support school improvement.</p> <p>This action is complete.</p>
Enhance school improvement processes and planning with Catholic schools	QCEC	From 2019	<p>In 2022, QCEC supported Queensland Catholic school teachers and leadership staff across the state to engage with a <i>Data Driven Decisions</i> course provided by ACER, which focuses on using data from Progressive Achievement Testing (PAT) to inform future school planning. Cohorts commenced in 2022 and some will continue through the course during 2023.</p> <p>On a local level, Catholic School Authorities continued to support school leaders through a range of professional development courses to enhance school improvement and planning processes. School</p>

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			engagement with a formalised school review cycle facilitated by ACER also continued. This action is implemented and ongoing .
Deliver the Self-Improving Schools Program to support schools to assess their effectiveness, plan for continuous improvement and embed new processes	ISQ	Life of Agreement	In 2022, 100% of new schools sent team members to the <i>Self-Improving Schools Program</i> launch day and all participants could articulate at least one clear message of understanding of school improvement. This action is ongoing .
Highly accomplished and lead teachers			
Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Recognise the explicit value of teaching experience and proven ability in the classroom by rewarding highly accomplished and lead teachers	All sectors	Life of Agreement	In 2022, national teacher certification continued in all Queensland schooling sectors to recognise and reward highly accomplished and lead teachers. There are now more than 300 certified teachers in schools across all sectors.

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			<p>ISQ is the certifying authority for Independent school teachers, and the Queensland College of Teachers is the certifying authority for teachers employed in state schools and the Catholic schooling sector.</p> <p>This action is ongoing.</p>
Rural and remote wellbeing			
Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Establish a network of learning and wellbeing centres in key locations to take into account the additional challenges for rural and remote schools</p>	<p>Government</p>	<p>From 2019</p>	<p>In 2022, the Department of Education continued to operate its four established Centres for Learning and Wellbeing in Atherton, Mount Isa, Emerald and Roma, delivering professional learning opportunities and wellbeing support to staff, students and families in rural and remote state schools.</p> <p>Major focus areas of delivery were the coaching and mentoring of teachers and school leaders (with a focus on those who were new or beginning), reading development, school improvement and support for staff</p>

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			<p>wellbeing, and support for the implementation of the Australian Curriculum.</p> <p>The majority of professional learning was delivered face-to-face and one-to-one, with the remainder undertaken virtually.</p> <p>The Centres for Learning and Wellbeing are now well established within the department and provide highly valued support to schools in rural and remote locations.</p> <p>This action is complete.</p>
<p>Facilitate support to school communities in rural and remote areas to enhance student wellbeing</p>	<p>QCEC</p>	<p>From 2020</p>	<p>In 2022, support for student wellbeing in school communities in rural and remote areas was provided on a local level by Catholic School Authorities.</p> <p>A project facilitated in rural schools by the Brisbane Archdiocese throughout North and South Burnett, Wide Bay, Maryborough and Gympie schools built the capacity of staff in developing prevention and early intervention responses to promote positive student wellbeing, as well as understanding the <i>Levels of Teacher Response</i> in deepening learning.</p>

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			<p>A local project in the Rockhampton Diocese provided counselling support for students in Blackall, Longreach, Barcaldine, Springsure, Clermont, Biloela, and Monto. This program allowed students to have access to high quality counselling services to increase student wellbeing to enable greater engagement in learning at school.</p> <p>Finally, the LOVEBiTES program continued to run in rural schools in the Townsville Diocese, which provided approximately 150 students the opportunity to examine, discuss and explore respectful relationships to enhance student wellbeing.</p> <p>This action is implemented and ongoing.</p>
<p>Prioritise support for rural and remote schools to access professional learning opportunities offered in student wellbeing</p>	<p>ISQ</p>	<p>2019-2021</p>	<p>ISQ partnered with key government and government-funded organisations to promote evidence-based practices that will assist schools in their responses to a range of wellbeing issues. <i>Problematic Gaming and Screen Use</i> workshops were held in 10 locations across Queensland attended by approximately 100 independent school staff.</p>

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			<p><i>Postvention Planning</i> webinars were conducted to support school leaders and clinical staff to develop and review critical incident plans.</p> <p>This action is complete.</p>
Parent, community and industry engagement			
Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Roll out a suite of new resources and professional development opportunities to support parent and industry engagement, including tailored resources for specific cohorts	Government	From 2020	<p>In 2022, the Department of Education finalised development and implementation of a <u>suite of departmental resources</u> aimed at supporting parent and industry engagement, including the <i>Parent and Community Engagement (PACE) Professional Learning Guide</i>. The department will continue to identify opportunities to promote these resources.</p> <p>This action is complete.</p>
Provide professional learning opportunities and resources to enhance parent, community and	QCEC	From 2020	<p>In 2022, QCEC hosted the annual VET forum, themed <i>Destination Career</i>. The forum allowed participants to</p>

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<p>industry engagement with Catholic schools</p>			<p>attend site visits across four different businesses in the hospitality, advanced manufacturing and ICT industries. Forum participants heard from keynote speakers including the Honourable Di Farmer, Queensland Minister for Employment and Small Business and Minister for Training and Skills Development; Mr Patrick O’Reilly, a member of the expert panel for <i>Looking to the Future: Report of the Review of senior secondary pathways into work, further education and training</i>; and other speakers from the Cross River Rail Delivery Authority project, the National Association of Women in Construction, Greater Whitsunday Alliance, and the Australian Industry (Ai) Group.</p> <p>Catholic School Authorities also hosted, and participated in, localised industry engagement events to support parent, community and industry engagement in schools. Numerous Catholic schools were actively engaged with Queensland’s Gateway to Industry Schools Program to build partnerships with industry and access industry engagement activities.</p> <p>This action is implemented and ongoing.</p>
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Increase support for schools through resources and professional development to sustain and improve parent engagement strategies	ISQ	2019-2021	Schools participated in the <i>Engaging Parents in Inquiry Curriculum</i> (EPIC) research project with Griffith University. Research reports and rich case studies and resources for school leaders and teachers were then shared with all participating schools. 100% satisfaction was reported from schools participating in the research project. This action is complete .
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Reform Direction C – Enhancing the national evidence base

Nationally Consistent Collection of Data on School Students with Disability			
Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Conduct moderation of Nationally Consistent Collection of Data on School Students with Disability across Queensland schooling sectors	All sectors	Life of agreement	In 2022, the Department of Education, ISQ and QCEC co-delivered seven face-to-face NCCD cross-sector moderation sessions across five locations. The

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			<p>moderation sessions were conducted in Maroochydore, Cairns, Toowoomba, Southport and Brisbane.</p> <p>This action is ongoing.</p>
Data literacy and development			
Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Develop a data literacy framework for government school leaders and teachers	Government	From mid 2019	<p>This action was completed in 2021.</p> <p>This action is complete.</p>
Develop strategies to enhance data literacy among Catholic school leaders and teachers, support development of data tools and frameworks to inform planning and development of education policy and practices in Catholic schools, and support roll out of NAPLAN Online to Catholic schools	QCEC	From 2019	<p>In 2022, 100% of the Queensland Catholic sector completed the transition to NAPLAN Online. The Queensland Online Assessment Working Group, chaired by the Queensland Curriculum and Assessment Authority, the QCEC National Online Assessment Taskforce and Catholic School Authorities continued to support schools in their transition to, and engagement with, NAPLAN Online.</p>

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			<p>Several projects provided support to Queensland Catholic school teachers and leaders to develop their capacity to engage with data. This included a data literacy project for school leaders in the Brisbane region; a course focused on mathematics education for existing and aspiring school leaders in the Rockhampton Diocese; in-service professional development on digital and data literacy; and the <i>Peoplebench</i> project in the Toowoomba Diocese. In the Townsville Diocese, a Project Officer supported schools to engage with data analysis with a specific focus on supporting Indigenous Education Advisers in their roles to coach school leaders to enhance support for the academic outcomes of First Nations students.</p> <p>This action is implemented and ongoing. The roll out of NAPLAN Online in Catholic schools is complete.</p>
<p>Utilise educational data for school improvement through the increased provision of support and online learning opportunities for teachers</p>	<p>ISQ</p>	<p>Life of Agreement</p>	<p>Seven educational data modules continued to be available on ISQ's professional learning hub, <i>Connect & Learn</i>, to support leaders and teachers to use data to improve student outcomes. A selection of schools was supported to participate in an educational data project</p>

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			<p>to develop school-wide processes for the collection, management and utilisation of educational data to communicate impact and improvement.</p> <p>15 new online data modules were released on Connect & Learn by December 2022.</p> <p>This action is ongoing.</p>
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