



Australian Government



## **SMARTER SCHOOLS NATIONAL PARTNERSHIPS**

**IMPROVING TEACHER QUALITY  
LOW SOCIO-ECONOMIC STATUS SCHOOL COMMUNITIES  
LITERACY AND NUMERACY**

# **Queensland Annual Report for 2010 (due 30 April 2011)**



Queensland Government



Independent Schools  
Queensland

choice & diversity

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## Section 1 – Smarter Schools Executive Summary

### Overview

Queensland's 2010 Smarter Schools National Partnership Progress Report January – June 2010 gave a comprehensive report on the execution of the National Partnership (NP) agenda throughout the first half of the year. The progress report gave Queensland the chance to reflect on the establishment of NP strategies, the enthusiasm and drive to continue the move from establishment to full implementation and the opportunity to consider the continued rollout.

This 2010 Annual Report seeks to consolidate, update and expand on the information and highlights from the Progress Report, showcasing fully Queensland's 2010 implementation.

### 2010 Key highlights

In addition to student achievement, particularly demonstrated under the Literacy and Numeracy NP (LN NP), this Report highlights what Queensland sees as some of the key strengths in the execution of the Smarter Schools NPs. Many strategies have intertwined between the three partnership, and sectors have noted the benefits of support personnel, the importance of professional development and induction, the emphasis on and improvement in the use of data to inform teaching, and the importance of effective school leadership.

Key strategies that have been implemented that support these improvements include:

- Teaching and Learning Audits (state sector)
- the Literacy and Numeracy Coaches initiative (state school sector) and Literacy Numeracy coaches/mentors (Catholic sector)
- the use of technology to enhance teaching practice, such as the Independent sector's iPod touch program
- Professional Development, mentoring and induction opportunities (all three sectors).

### Cross sector collaboration

Queensland enjoys a productive, effective and respectful working arrangement between all three education sectors: the state schooling system: The Queensland Catholic Education Commission (QCEC) and Independent Schools Queensland (ISQ). The sectors engage in collaborative consultation, decision making and feedback processes, and share information on the development and implementation and outcomes of their initiatives. All three sectors participated in Working Group meetings for the individual Agreements, as well as Smarter Schools Working Group meetings throughout 2010.

### School level plans

Low SES and LN NP schools in all sectors have negotiated implementation plans with their local school communities.

Many of the Queensland schools currently involved in these NPs have school strategic plans published on their school websites.

## Section 2 – Improving Teacher Quality

### Overview – 1 January to 31 December 2010

2010 has been a significant year for implementing the range of reforms within Queensland's *Improving Teacher Quality National Partnership Implementation Plan*.

The Department of Education and Training (DET) has represented both the state sector and acted as representative of all sectors in relation to national and statewide action to deliver the reform initiatives under the *Improving Teacher Quality NP*.

As reported in the 2010 Progress Report, the state schooling system has been required to undertake intensive stakeholder engagement to address industrial, legislative and cultural barriers due to the level of reform ambition contained within Queensland's plan. The system has undertaken negotiations during Enterprise Bargaining discussions with the Queensland Teachers' Union (QTU), and aspects of the NP have been specifically noted within the final teachers' certified agreement.

Despite this, Queensland has been able to largely address stakeholder concerns and achieve agreement to progress the reform initiatives to meet the required timelines.

Queensland continues to await the finalisation of the development of the new National Professional Standards for Teachers and their subsequent implementation plan. The new Standards will underpin a range of subsequent reforms, including nationally-consistent processes for registering teachers and accrediting teacher education programs. In addition, Queensland has collaborated to achieve the successful development of the new National Standard for Principals.

DET has significant barriers to implement the planned pilot of *Teach for Australia*, and is continuing to seek Commonwealth acceptance that these prevent implementation of the program in Queensland schools. In the meantime, several Queensland universities have come forward with models of new pathways into teaching that do not have the same impediments, and we await the Commonwealth's consideration of an amendment to the implementation plan to enable these models to be piloted.

DET's models of School Centres of Excellence have progressed, and will offer new and exciting ways to identify high quality pre-service teachers and provide them with pre-and post induction programs that will strengthen their practicum experience and prepare them well for the challenges of contemporary state schooling.

Further engagement with pre-service teachers through initiatives such as *Beyond the Range*, *Step into Teaching* and the *Make a difference. Teach* campaign have continued to grow the imperative linkages between the peak employing authority and higher education providers.



### Queensland Catholic Education Commission

#### *Brisbane Archdiocese*

The Brisbane diocese is using a team approach to teacher performance and development. The diocese has on-line accessibility to this data so that it can respond to needs and support as they arise.

Feedback from pre-service teachers and teacher tutors has been exceptionally positive, better preparing teachers for the practice of the classroom. The quality and number of candidates applying for school/Brisbane Catholic Education Office (BCEO) leadership positions has significantly increased as a result of teacher engagement with leadership and succession management programs. Additionally, the mentoring capacity of leaders across Brisbane Catholic Education (BCE) has significantly increased.

*Rockhampton Diocese:*

To improve teacher quality, student behaviour management was identified as an area of need for new teachers to the profession. Of additional importance was the provision of support for teachers in our more isolated western schools, typically staffed by inexperienced teachers who quite often do not have experienced teachers of the same year level with whom they can collaborate. As a result, the *Better Behaviour, Better Learning* program was conducted at various venues throughout the diocese with follow-up teaching sessions.

Professional development has improved teacher capacity.

A succession management plan targeted 20 aspiring leaders to attend the CHRISTOS program - a leadership succession program for senior leadership positions. The CHRISTOS program has resulted in a marked increase in applications for leadership positions.

Other improvements in this diocese include an improvement in collegiality and morale, and an interest in teaching in rural areas and an excitement around rural education.

*Toowoomba Diocese:*

The mentoring program for 29 beginning teachers has been well received across the whole diocese. Training was provided to 32 mentor teachers by an Associate Professor from QUT. The training programs are research-based and training focused on the needs of the participants.

*Townsville Diocese:*

The early career teachers mentor program has been hugely successful. An experienced teacher/mentor works with early career teachers in their area, providing support and help in any area relevant to the teacher's professional life. The support is in class time and may take the form of demonstration lessons, resource development and provision, modelling etc. The program has been so successful that it will be expanded in 2011 to cover both Townsville and Mt. Isa.

At a school level, strategic planning, professional development and leadership capabilities have all been impacted upon due to initiatives under this NP.

The Catholic sector has reported an increased professional capacity of staff through the professional development initiatives already implemented. In particular:

- positive relationship building across schools that involves sharing of expertise and resources
- positive external review and evaluation of pilot mentoring programs and succession planning
- an increase in applications for leadership positions resulting from the Christos program
- growth in professional conversations between new staff and mentors
- development of a culture of peer support fostering professional growth and learning opportunities
- a rise in the standard of professional learning from the laptop trial.



**Independent Sector**

ISQ has also begun implementation of a broad array of strategies to enhance leadership skills and teaching and learning and to develop the skills, knowledge and practice of effective educators. Centres of Excellence in pre-service teaching have been established in four Independent schools: Brisbane Girls Grammar School, Forest Lake College, Trinity Lutheran College and Cannon Hill Anglican College.

Throughout 2010 the focus has been on building leadership capacity in Independent schools via a series of programs, ranging from those for beginning teachers to those for highly experienced principals. A focus of the program is sustainability. This is enacted by ongoing contact with participants in the program throughout the year and built in opportunities for participants to continue working with

colleagues when the formal program presentations have been completed.

ISQ's capacity building programs are further expanded in the showcase section.

## **Progress against TQNP Facilitation Reforms – 1 January to 31 December 2010**

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

The delay in endorsement for the Standards is creating pressure on timelines, as many further reforms are dependent on this occurring (e.g. nationally-consistent teacher registration and accreditation of teacher education programs, accreditation of highly accomplished teachers).

DET participated in the National approach to developing the draft National Standards for Teachers by leading extensive statewide consultation on the Standards, collating stakeholder feedback, and forwarding this as a submission to the Australian Government.

#### **Legislative barriers**

Legislative change will take approximately one year from endorsement of the Standards for the Graduate and Proficient Standards to be used for registration purposes.

#### **Industrial barriers**

The state system in Queensland will also be required to undertake significant consultation with the Queensland Teachers Union (QTU) to address a range of issues relating to the inclusion of Queensland's existing Professional Standards for Teachers in the recently agreed *Department of Education and Training Teachers' Certified Agreement 2010*. Currently, the QTU does not support the replacement of the existing standards with the new National Standards.

#### **Local consultation**

At all stages of the NP planning and implementation, Queensland has undertaken appropriate consultation with relevant unions, the QCT, professional associations, principals and teachers.

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

Queensland supports national work in progress in this area.

The Queensland *Improving Teacher Quality* NP Working Group, comprising representatives from each schooling sector plus the Queensland College of Teachers, meets quarterly to discuss matters relevant to NP implementation and will convene to develop a statewide consistent approach on advice from the Commonwealth.

Queensland notes that, without additional resourcing from the Commonwealth, accreditation cannot be linked with remuneration.

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

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

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

Queensland has provided advice as part of an expert working group on the accreditation of pre-service teacher education programs and will continue to participate in national forums to progress this reform.

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

Queensland is waiting on progression of national work in this area. At a state level, the Queensland Educational Leadership Institute was established in 2010 to work closely with the Australian Institute for Teaching and School Leadership (AITSL) on professional development for teachers and school leaders.

### **State Sector**

Through the *Take the Lead* strategy, the state sector is developing new and improved ways to develop and sustain leadership in small schools through Queensland, including new approaches to selection, recruitment, induction, development and career planning.

### **Catholic Sector**

In the Brisbane diocese, the Leadership Foundations program was completed for 16 principals early in their career development. Professor Steve Dinham has been engaged as a critical friend to work with BCE in developing a professional learning plan for leadership in schools and BCEO.

Induction processes for beginning principals and a Succession Management Plan targeted 28 aspiring, existing and transitional leaders in the Rockhampton Diocese and 22 in the Townsville Diocese. Feedback was very positive, and a follow-up course is to be held in Rockhampton in Semester 1, 2011.

In the Cairns diocese, the mentoring program for new leaders *Reflective Partners* was developed, with 28 participants (both mentors and mentees). Approximately 50% of the reflective partnerships continue, with the program to be run again in 2012.

A meeting on the *Aspiring Leaders Program* was held in Cairns in September, with Mayor of Cairns as the keynote speaker, followed by further planning for the 2011 program.

## **Improved Performance Management and continuous improvement in schools**

The state sector's [Developing Performance Framework](#) has been endorsed and phased statewide implementation has begun. Regional teams are currently planning strategies to support their schools and work units to integrate the [Developing Performance Framework](#) into their day to day practices.

## **New Pathways into Teaching**

A range of initiatives have been progressed under this reform, including:

- development of new pathways, 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
- continuation 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
- mapping current programs that provide school students with opportunity to begin tertiary teacher education programs whilst still in secondary school to identify the best programs for expansion, and working with schools and universities to progress expansion.

Queensland is unable to participate in a planned pilot of *Teach for Australia* from 2011, and has consulted with DEEWR regarding *Teach Next* as a future option. Queensland continues to await confirmation from the Commonwealth of the new Griffith University Master of Teaching program as the replacement for *Teach for Australia*, and is working with the university in the interim so that it can be active when required. DET has discussed a maximum of 100 participants in this program annually.

DET has been in negotiation with several other Queensland universities interested in developing alternative new pathways programs and may seek to include these as additional initiatives over 2011.



### **Better Pathways into Teaching**

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

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

Whilst a small pilot of a Trades-to-Teaching initiative has been conducted in Mackay, the model is expensive and requires long-term investment to be successful. A key issue is that people with a trade qualification generally do not possess any formal tertiary qualifications, and therefore are required to undertake a four-year teaching qualification. Whilst those with adult education backgrounds and significant industry experience can receive approximately one year of credit, they are still required to study fulltime for three years to complete their degree. Models that provide employment, and thus income, lengthen this duration which is prolonged significantly should the study be undertaken part-time. A further complication is that participants generally have little or no formal study experience, and therefore tend to find the expectations extremely challenging.

DET is exploring industry partnerships through which tradespeople may study part-time whilst working in their trade. Such a model may be useful in locations such as mining towns where the provision of quality school education is a workforce attractor and is, therefore, in the interests of the mining company to work with schooling sectors to ensure schools have access to suitably qualified teachers in areas such as Industrial Technology and Design.

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

Whilst DET has stepped back from cross-jurisdictional leadership of the working group that is developing the National Teaching Workforce Dataset to support workforce planning, we continue to actively participate in the group on all sector's behalf.

DET has long recognised the need for a sound evidence-base for policy and educational decision-making. This has been reinforced by the national focus in recent years on the results of national and international testing as a framework for policy response.

DET has worked with Queensland universities during 2010 to identify opportunities to integrate student data analysis into pre-service teacher programs. The universities have responded positively and to assist, DET has committed to making generic student data files for interrogation during university programs available.

All schools and teachers are benefiting from state-wide Teaching and Learning Audits that verify sound data collection and analysis processes are in place in curriculum planning and implementation (refer below).

#### **Teaching & learning Audit**

The Queensland Government introduced new comprehensive audit requirements for state schools in the area of teaching and learning. In 2010, all state schools across Queensland were audited.

The audit instrument was based on the findings and recommendations from the 2009 Report by Professor Geoff Masters, [A Shared Challenge: Improving Literacy, Numeracy and Science Learning in Queensland Primary Schools](#). The audit has been developed by the [Australian Council for Educational](#)



[Research](#) (ACER) under contract to the [Department of Education and Training](#) using international research and is informed by Education Queensland's [Roadmap for curriculum, teaching, assessment and reporting](#).

Auditors are all highly-effective school principals working off-line. Audit ratings of Outstanding, High, Medium and Low have been awarded in each of the eight Audit Instrument Dimensions. Audit reports include commendations (for exemplary practice), affirmations (for effective practice) and recommendations. The Teaching and Learning Audits are detailed in Section 3, Significant Achievements of the Low SES NP.

### **Systemic Data Reports**

A *School Performance Profile* is created for every state school in Queensland. Originally a one-page broad summary report, the Framework has been expanded to include a range of datasets in four broad categories: Engagement, Achievement, Confidence (ie destination, school opinion surveys) and Supplement (ie gender, Indigenous identification, A-E grades). Used in conjunction with the datasets in [OneSchool](#) and [My School](#), as well as school's own data, School Performance Profiles are a valuable tool for the Low SES National Partnership state schools to analyse data, initiate discussions around the core business of teaching and learning, and to assist them in meeting requirements under the [School Planning, Reporting and Reviewing Framework](#).

### **Indigenous Education Workforce Pathways**

The expansion of RATEP will provide new and additional opportunities for Indigenous students to participate in the real economy by gaining qualifications particularly for working in the education and early childhood education and care sectors. The proposed revised model for RATEP seeks to shift from the initial model which sought to assist those already working in schools to raise their qualification level to attracting high-performing secondary school graduates into teaching, providing supported induction into tertiary studies and in-community learning support from dedicated RATEP Centre Coordinators.

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

QCEC's awarding of scholarships is encouraging senior secondary Indigenous students to remain at school. Scholarships and cadetship positions have been identified for advertisement for Indigenous school leavers and mid career entrants. Additionally, in terms of staff support and expectations:

- Senior Secondary Leadership Camps are providing Indigenous students with leadership skills and the confidence and motivation to establish learning goals and complete their secondary education.
- Indigenous staffs in schools provide ongoing support to staff, students and families.
- High expectations for all students has improved learning outcomes for Indigenous students.
- Plans are under way for a Leadership Forum for young Indigenous women in three of the four cluster schools.

The table below demonstrates the increase in Indigenous staff within the QCEC.

<b>QCEC</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>Increase</b>
Indigenous Teaching staff	<b>38</b>	<b>40</b>	<b>52</b>	<b>37%</b>
Indigenous support staff	<b>147</b>	<b>153</b>	<b>160</b>	<b>9%</b>

In the Cairns Diocese, Indigenous scholarships have been advertised and applicants interviewed. It is expected that two scholarships will commence in 2011.

Two candidates have been selected for the National Indigenous Cadetship Program (NICP) within the diocese and the application process is underway. The diocese will have two cadetships commencing in 2011.

A mentoring program has been developed for scholarship recipients and cadets. The scholarship and cadetship strategies are specifically related to supporting Indigenous students, mid career entrants and existing employees committed to commencing study.

All Indigenous Year 12 school leavers were profiled and identified as interested in a teaching career prior to the completion of Year 12 by the Career and Transition Pathways Officer, Indigenous Education. The Officer worked alongside the Career Counsellors and Indigenous Education Workers within the colleges to identify potential students

There are currently 16 Indigenous teachers employed in the Townsville Diocese. 12 Cadetships are underway, and two community members are involved as part of the leadership team of St Michael's Palm Island. All 28 schools in the diocese have entered into partnerships with traditional owners, with a new school, St. Clare's, (under development) and are members of the *Dare to Lead Coalition*.

The two scholarship students in the Rockhampton Diocese continue to study post secondary courses, and one of the cadetships has been fulfilled.

There has been continued employment of an education officer at Woorabinda State School to assist with transitioning from primary school to secondary boarding school. Senior Secondary Leadership Camps are providing Indigenous students with leadership skills and the confidence and motivation to establish learning goals and complete their secondary education. Indigenous support staff in schools are providing ongoing support to staff, students and families. Having high expectations for all students has improved learning outcomes for Indigenous students.

### **Quality Placements**

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

Additionally, pre-service teachers from all Queensland universities are able to access support to undertake mentored practicum placements in rural and remote schools through the *Beyond the Range* initiative. Acceptance is via application, with recipients linked with schools that have appropriate facilities. Additional support may be possible through the Priority Country Area Program (PCAP) and university programs. The program seeks to provide positive experiences in non-preferred locations, encouraging participants to not only seek placements in rural and remote locations upon graduation, but also to act as ambassadors for these locations with peers on their return to their university.

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

and evaluation of pre-service teacher during in-school experiences.

A productive partnership has been established between BCE and Australian Catholic University (Brisbane) through this program resulting in an enhanced program of training delivery for pre-service teachers at ACU Brisbane. Teacher tutors have received significant professional learning through their engagement in the program, which provided a stronger practical link between teaching theory and practice. The program will be run in 2011 with the addition of a secondary cohort.

Planning is underway for the development of a register of expertise amongst schools in the Cairns Diocese. Pre-service teachers will be able to visit specific schools that have been identified and exhibiting best practice in particular areas.

### **School Centres of Excellence**

DET has launched five state sector Teacher Education Centres of Excellence. The centres focus on establishing a pre-service induction recruitment program for prospective talented teachers in partnership with universities, and will ensure that teaching graduates are classroom and community ready as they enter the teaching profession. Each centre has an area of strategic focus.

The first centre at Kelvin Grove State College was launched in 2010, focusing on early, middle and senior phases of learning. The remaining four were announced in a high profile public launch in 2011, putting a spotlight on this landmark initiative that will provide an increased supply of high-quality well-prepared teaching graduates and help re-shape the collaboration with university partners.

These centres are:

- Benowa State High School – (Maths/ Science)
- Special Education - Aspley Special School
- Mt Stuart Cluster To William Ross SHS (Indigenous engagement)
- Morayfield East State School (mentoring)



Four schools are involved in the first phase of ISQ's Centres of Excellence in pre-service teaching project. There are commonalities amongst the projects, although each school is differentiating their project to suit their school's priorities. A wiki has been developed in order to share resources, and resources are also being developed that will be available to all schools.

The focus for the Centre for Professional Practice operating at Brisbane Girls Grammar School is the improvement of the practicum experience for pre-service teachers, with particular attention to improving the mentoring capacity of supervising teachers. The project, Quality Mentoring Partnerships, seeks to contribute to a deeper understanding of the supervisory relationship between tutor teacher and pre-service teacher.

Meetings were initiated with the Early Years Education Centre at Griffith University (GU), including visits to primary campus by GU lecturing staff, reciprocal visits to GU by Forest Lake College (FLC) staff. A formal partnership has been developed and approved by university and College executive.

Group 1 teachers have undertaken two days of training as mentors. The focus of these sessions is in unpacking the graduate Level Professional Standards for Teaching (QCT) to develop a framework to guide collaboration, reflection and inquiry thereby creating more informed and professional discussions between mentor teacher and preservice teacher.

FLC and GU staff have collaborated in discussions regarding a review of the university course commencing in 2011. GU lecturers have videoed preservice teachers at the campus and FLC will be using these to assist in developing feedback and mentoring skills. FLC and GU are now partnering in research projects.

2010 was a trial year of mentoring and coaching training at Trinity Lutheran College. It is not compulsory for 2010 supervising teachers as it is a new program. Only eight teachers were involved in the inaugural five workshops series covering a range of mentoring conversations skills.

In 2010 Pre-service teachers co-ordination was managed by three Deputy Heads of School, providing the supervising teachers and pre-service teachers point of contacts for support. From 2011, all staff will undergo the mentoring/coaching overview and those supervising practicum teachers will be required to attend the workshop series.

These coordinators prepare an information pack and spend time providing pre-service teachers overview of the college and schools to support the supervising teachers in providing this information. They also touch base with the supervisors periodically throughout the practicum period to ascertain types of support the supervisors need and the additional support needed by pre-service teachers.

ISQ has also worked with schools and universities to develop implementation models for each of the five state sector Centres of Excellence to become key locations for identifying the best preservice teachers and providing them with a supported pathway to employment and induction.



The evolution of the QCEC Centre of Excellence – Pre-service has progressed with the development of a Memorandum of Understanding between Brisbane Catholic Education and the Australian Catholic University, and significant progress in online Centres of Excellence and online modules.

### **Progress towards meeting TQNP Reward Reforms**

The state sector is progressing in meeting the reward reform targets, including:

- ensuring practices, policies, tools and resources to support performance planning are available online
- initiation of the *Pathway to Principalship* program (now referred to internally as *Take the Lead*) to reinvigorate small school leadership across Queensland
- expanded the availability of online professional development opportunities for teachers, especially those in rural, remote and regional Queensland, through innovations such as the remodelled *Learning Place* elearning portal and *OneChannel* streaming video system
- collection of a range of data to support development of a state-wide teacher workforce analysis
- provision of improved benefits for teachers working in rural and remote locations through the revised RAIS
- provision of the *Professional Development Scholarship* program, enabling experienced teachers to undertake formal studies to gain qualifications for teaching in high demand subject areas
- provision of the Primary Science Scholarship Program, enabling primary teachers to undertake specialised formal studies through science faculties to gain high level content area knowledge that will be used in their classroom and shared with teaching colleagues through local professional development activities.

The Catholic sector's progression against reward reforms includes:

- the successful early career teachers mentor program in the Townsville Diocese
- the engagement of all BCE schools in a process of school cyclical review a chief purpose of which is improving the quality of student learning in schools
- the development of the parent program for Indigenous teachers' and school leaders' engagement programs with community members
- the initiation of programs to promote the engagement of Indigenous teachers' and school leaders' with community members
- network meeting to support schools to develop reconciliation plans and links/partnerships with local Indigenous communities
- development of Diocesan Reconciliation Policy (underway).



ISQ has also begun implementation of a broad array of strategies to enhance leadership skills and teaching and learning and to develop the skills, knowledge and practice of effective educators. Additional to the Centres of Excellence, strategies include:

- Middle Leaders Program
- New Principals
- Future Principals Program
- The Induction Program for Beginning Leaders in 2010.

### **Challenges to Implementation/Progress – 1 January to 31 December 2010**

There are a number of key challenges identified by DET in implementing reform initiatives through the NP.

- the implementation of the NP was initiated at a critical juncture in DET's discussions with the Queensland Teachers' Union regarding the *Department of Education and Training Teachers' Certified Agreement*. As a result, a number of reform areas within the NP are referenced in the agreement and require negotiation with the QTU for successful implementation. These negotiations ultimately have financial, time or other impacts upon planning and implementation
- reforms that impact upon recruitment and employment, such as reforms of school leadership selection processes, have high interest for the QTU
- the legislation underpinning the Queensland College of Teachers (QCT), especially provisions for providing Permission to Teach, are restrictive when compared with some other jurisdictions, such as Victoria. Amending the legislation is a protracted task and requires strong will underpinned by firm evidence of the value of the action
- the first two years of the national partnership were largely consumed by planning, leaving significant activity to occur in the final 2-3 years
- the interplay between National Partnerships has created a context defined by significant change which needs to be managed closely at a system and a school level
- whilst many reforms are being supported with little cost, and with state funds, the capacity of jurisdictions to sustain funding for reforms beyond the term of the NP is a consideration for some more significant reforms, such as improving pay and conditions for high-performing teachers such as those identified as Highly Accomplished or Lead.

Key initiatives impacted have included establishment of School Centres of Excellence, called locally Teacher Education Centres of Excellence, expansion of RATEP, participation in a pilot of *Teach for Australia*, conduct of the range of scholarship programs, new recruitment processes for small school leaders through the *Take the Lead* initiative and transitioning to the new National Professional Standards for Teachers.

Where initiatives are being driven in specific schools (eg RATEP, School Centres of Excellence), extensive local consultation has also been required with the school leadership, teaching staff, industrial representatives and the local community.



Time and capacity, industrial issues and conflicting priorities have been identified by the QCEC as barriers to the progress of NP implementation. In particular:

- time and capacity to embrace ongoing professional development and mentoring for teachers to ensure achievement of high levels of skill
- maintaining enthusiasm as work pressures impact on time available to undertake coaching
- the strain that reform places on professional development finances
- raised awareness of infrastructure requirements (human and physical) to support changes

- the establishment of industrial classifications arising out of the recent Collective Bargaining Agreement impacts on the strategy for retaining and rewarding quality principals, teachers and school leaders
- work intensification for senior leaders.

At the school level, Dioceses have noted further challenges.

- Due to vast distances in the Toowoomba Diocese, mentor teachers travelling to visit teachers often spend a day away from their classroom travelling.
- Attracting and retaining appropriately trained teachers in the Mathematics area has been identified by [Villanova College](#) as an increasingly difficult task.
- In the implementation of reforms regarding the Marist College Leadership Team's (CLT) ability to respond to staff issues and to communicate clearly and transparently, the biggest significant issue has been the lack of time for meetings of the CLT and process used to itemise and discuss agenda items. The CLT has addressed these matters by:
  - going to a model of CLT meetings of 4 periods per week (rather than the previous two), divided into a strategic meeting and a business matters/management meeting held on two different days of the College timetable
  - meetings are organised into agenda items *for consideration – Recommendations* resulting in a more focussed discussion and speedier processing of issues leading to more prompt communications to staff.
- The biggest issue with maintaining momentum for professional growth coaching at [Iona College](#) is insufficient time. Coaching sessions require an hour on average, difficult for many staff to dedicate. In addition, school timetables don't provide a block of time that is generally sufficient for holding a coaching session. Coaching sessions are confidential so provision of an environment where conversations can take place can be a problem.
- In the Rockhampton Diocese, the challenge is in encouraging Indigenous students to apply for cadetships. Five cadetships were offered but only one application was received.
- for some mentees and mentors in Rockhampton the problem of extended travel has been difficult. While the training program addressed telephone mentoring it has not been taken up by most mentors.
- There has been and will continue to be significant work in the implementation of the ET5 and ET6 classification in the Brisbane Archdiocese. There is a challenge for some teachers in moving from a deficit model of performance management to a strength based model of performance and development.



The Independent sector has identified the challenge for schools to release critical staff. Smaller schools can find it difficult to meet the costs to replace a released teacher, and, in larger schools where a member of the leadership team was required, school activities take precedence over induction or leadership sessions.

ISQ has put in place processes to sponsor some travel costs in 2011, in order to mitigate the cost of travel for some of the regional schools.

### **Support for Aboriginal and Torres Strait Islander Peoples – 1 January to 31 December 2010**

No state NP initiatives specifically target Indigenous students, however as all initiatives seek to drive improvement to the quality of teaching in all schools this will lead to long-term benefits for all students, including those from Aboriginal or Torres Strait Islander backgrounds. The state sector's expansion of RATEP and the QCEC's awarding of scholarships mentioned earlier also encourage support and improvement.

The Catholic sector has also identified school level activities contributing to the support of Aboriginal and Torres Strait Islanders.

Success of Indigenous students can be measured at [Lourdes Hill College](#) by the fantastic attendance and participation demonstrated by Indigenous students. Further, the enrolment database of Indigenous students has continued to increase over the past five years. Indigenous students are supported and encouraged at the college through academic, social, emotional and cultural programs designed to help Indigenous students best demonstrate their gifts and abilities.

Six indigenous Year 12 students graduated in 2010, three Indigenous students represented Queensland in National sport competitions, seven received scholarships, and one received a Future Leaders Indigenous Award in 2010. Indigenous students received subject awards, and one was appointed as a House leader for 2010.

The scholarship and cadetship strategies in the Cairns Diocese are specifically related to supporting Indigenous students, mid career entrants and existing employees committed to commencing study. All Indigenous Year 12 school leavers were profiled and identified as interested in a teaching career prior to the completion of Year 12 by the Career and Transition Pathways Officer, Indigenous Education. The Career and Transitions Officer worked alongside the Career Counsellors and Indigenous Education Workers within our colleges to identify potential students.

As part of Strategic Planning initiatives (in VET) to broaden its relationships with the wider vocational community, a small number of Indigenous students at Marist College are offered opportunities to undertake School Based Apprenticeships or Traineeships. One Indigenous student was announced as the top *Indigenous specific leadership and mentoring program* PASS trainee student of the year in Qld recently, being awarded a Certificate III in Community Recreation.

Senior Secondary Leadership Camps in the Rockhampton Diocese are providing Indigenous students with leadership skills and the confidence and motivation to establish learning goals and complete their secondary education. Indigenous support staff in schools is providing ongoing support to staff, students and families. Having high expectations for all students has improved learning outcomes for Indigenous students.

## **Showcase – 1 January to 31 December 2010**

Two focuses of the implementation of the Teacher Quality NP are *School Leadership* and *Collaboration and Networking*. All three sectors are implementing significant strategies in these areas, and noting the outcomes that are being achieved.

### **School leadership**

#### **State Sector**

As the second largest and most diversely populated state in Australia, Queensland faces many challenges in ensuring world class education services can be delivered to all students, regardless of where they live. Part of the challenge in ensuring availability of teachers which is met through the statewide teacher transfer system, through which schools are effectively staffed by regional human resource teams who match school needs against teacher capabilities. Under this system, school leaders often have little power to select their classroom teaching staff. Through workplace reform, school leaders have had some capacity to alter their staffing mix according to local needs.

Through the *Low SES School Communities* National Partnership, principals are able to access some increased flexibilities in terms of their human resources mix and school budget expenditure. DET recognises that this requires a new skillset for school leaders and therefore these leaders have access



to professional development opportunities that will support them to assume increased autonomy effectively. In addition, new models to support school governance are being developed.

The Principal at [Woodridge State High School](#), south of Brisbane, has undertaken a major re-alignment of roles within the school leadership team. He has created specific positions with a core focus on student attendance and engagement, which has resulted in increased awareness of the importance of attendance across the school community. The Principal has also created two positions with a targeted focus on behaviour management, which has released the school's two Deputy Principals to move into strategic leadership roles, and has allowed Heads of Department to focus exclusively on supporting classroom pedagogy, curriculum, teaching and learning. The significant shift in focus in the roles of Heads of Department has led to increased support for, and coaching and modelling of best practice in the classroom, which has, in turn, resulted in enhanced pedagogy across the school.

### **Catholic Sector**

Throughout 2009/10 in the Brisbane Archdiocese significant changes have been made to the way in which BCE school finances are managed, special needs funding is allocated and staffing is approved. These changes have provided increased autonomy and flexibility as to the way school principals can allocate resources for improved student learning.

The Cyclical Review process that all BCE schools are engaged in is evidence-based, criteria referenced, locally managed through the principal, and externally validated by the area supervisor. Each school's Cyclical Review and professional learning journey is externally validated every five years by a panel of educators external to the school.

Assistance in pedagogy provided to Toowoomba Diocese principals has released them to focus on other tasks, and leadership has facilitated delegation of mentoring.

Following a review of the [Lourdes Hill College](#) leadership structure, assisted by an external consultant, the leadership team was restructured to assist the Principal with a Deputy Principal, whose duties do not include curriculum issues. A review of Curriculum middle management structure also occurred, resulting in the establishment and appointment of new Heads of Faculty positions.

### **Independent Sector**

The ISQ Centre for Educational Leadership and Innovation Future Principals Program is an initiative targeting senior leaders identified as potential principals in Independent Schools. The program runs over two years and is based on the Australian national capabilities for leadership and the characteristics of best practice professional development. 18 participants from schools across Queensland began the program in April 2010 and include Anglican, Grammar, Lutheran, Christian, non-denominational independent, Montessori and non-systemic Catholic schools.

**ISQ's Induction Program for Beginning Leaders** in 2010: *Igniting the Passion for teaching in the 21st century* targets graduate teachers in their first three years of practice, and seeks to make explicit *the skills, knowledge and practice of effective educators* and to build on the *commitment and interpersonal attributes* with which they begin their careers (The National Professional Standards for Teachers, 2010). Addressing these issues by providing a quality professional learning program prioritises the individual teacher's personal and professional growth and development. 27 beginning teachers from 11 different schools participated in the first Induction program, which included core workshops and Master Classes. In each professional learning session, participants are experiencing strategies and activities designed to enhance their knowledge and understanding of classroom organisation, relationship building, teaching and learning, curriculum alignment and practical professional skills required by all teachers.

The **Middle Leaders Program** targets Heads of Department, teaching and learning leaders and heads of grade levels/sectors in primary schools. The aim of the program is to assist middle leaders to enhance their skills to build effective learning communities and to develop their ability to work with people. The program has a strong mentoring and coaching component and provides support for

participants to run highly effective, functioning subject departments in secondary school, or grade levels/sectors in primary school. The focus is very firmly on enhancing teaching and learning through leadership of pedagogy and leadership of people. Twenty middle leaders are involved in this program.

The participants in this program were involved in four days of workshops and two master classes covering: developing a leadership vision, leading a department, leading people, leading learning, coaching and mentoring and team building. In addition, all participants were required to be involved in a mentoring program. Participants were expected to:

- articulate their philosophies of teaching and learning
- develop skills in leading learning and leading others
- gain skills to enable them to lead, mentor and coach others
- establish a professional learning community and network of middle managers
- have ongoing contact with a personal coach/mentor.

A further requirement of the program was for each participant to develop a DVD of professional practice to share with others involved in the program, and with staff in their schools.

Integral to the Middle Leaders program was embedded mentoring and coaching provided by 20 leaders in independent schools who had undertaken previous leadership training with Independent Schools Queensland. These leaders attended a two-day training program before being assigned to a mentee participating in the 2010 middle leaders group. Mentors also had access to four hours of executive coaching in the course of 2010. In October 2010 mentors met with mentees to discuss their DVDs of practice, to provide feedback and to evaluate the success of the mentoring program.

The outcomes of the program are middle leaders able to demonstrate:

- greater insight in developing a more distinctive vision as leaders
- increased understanding of how to lead teaching and learning
- enhanced skills in leading in areas which will contribute to improved student learning outcomes
- experience in engaging productively in collegial networks that extend and support knowledge and skills.

The **Future Principals** program in 2010 targeted current school leaders (Deputy Principals, Deans and Directors) identified as future principals in independent schools. This is a long term program, continuing over a number of years, with participants working with current experienced principals, mentors and business managers to develop leadership and management skills to lead a 21<sup>st</sup> Century school. Participants in the program were selected on recommendations from principals and other education leaders who have formed the view that the candidate is clearly identified as having the potential to be a principal in an independent school.

The first year of this program comprised four major components:

1. Identification of the leadership strengths and areas for development of each participant
2. The theory and practice underpinning leadership capabilities
3. A coaching program to develop leadership capabilities, as well as management capabilities
4. Completion of a project by participants to demonstrate they have acquired the capabilities identified as needing development.

Integral to this program has been input from practicing principals and business people recognised as leaders in their fields. In addition, each participant has been assigned a recently retired principal as mentor and coach. The outcomes of the program to date are future principals able to demonstrate:

- increased understanding of themselves as leaders
- enhanced skills in leading learning and leading people
- enhanced understanding of school culture and how to develop a healthy school environment
- practical problem-solving capacity

- productive engagement in collegial networks that extend and support knowledge and skills
- increased understanding of how to develop trusting, effective relationships.

The 2011 program will have a problem solving focus with participants examining how to build innovative cultures that support change and passionate commitment to education. They will also receive input from practicing principals in the independent sector; be supported to attend courses or conferences within Australia; have access to executive coaches; and receive training in preparing job applications and attending interviews.

The program has resulted in a number of participants achieving their first position as principal, or in promotion to a higher leadership level.

The **New Principals** program attempts to provide networking and other support to new principals in their first three years of practice to enable them to build positive collegial relationships, access mentors to assist them in their early years of principalship and to provide support to encourage them to persist and develop in their important work. The three strands of this program are:

- The principals' role
- The principal as people leader
- From operational to strategic.

Regular participation in problem-solving strategic roundtables is also a feature of the program. The program does not seek to teach management skills, focusing only on leadership, however, the following resources are supplied to assist new principals:

- a resource book containing readings and other materials relevant to the principals' role
- a handbook of relevant policies
- relevant reference books and a detailed reading list
- sponsored attendance at ISQ Management Master Classes
- access to the leadership and management resources (including policies, procedures, legislation and handbooks) on the ISQ website.

While all ISQ programs have taken note of the national standards for teachers and school leaders, the emphasis has been strongly on building capacity, problem-solving, fierce conversations, self-realisation and networking, rather than on theories of leadership or management skills – opportunities to develop these skills are available in other activities provided by the Association.

## **Networking and professional development**

### **State Sector**

Development of new eLearning infrastructure is on track to support professional learning networks and resource sharing. Teachers and school leaders will be able to use:

- improved search to over 20,000 quality-assured resources and customised learning resource packages (called Learning Pathways).
- new contemporary professional networking tools.
- discover and access relevant live and on-demand professional development programs through OneChannel.

### **Catholic Sector**

The major project introduced into the Toowoomba Diocese has been the mentoring project for beginning teachers. Assistance from Associate Professor Lisa Enrich was used in the initial implementation of this program. The program has quickly gained wide acceptance and greatly valued. Participants are enjoying the programs and finding it professionally rewarding. Sharing of expertise and networking has been invaluable. Concepts learning through this networking have been introduced into classroom practices and improved outcome for students. Mentor teachers are committed, enthusiastic

and feel their professionalism and commitment to the profession is being recognised.

*“The amount of positive energy about this program in my schools through the diocese is amazing. This program is doing great things. Well done.”*

*“It has been a positive experience for my mentor teachers. They have had their experience and expertise recognised and it is great to see their skills being utilised and shared with others.”*

Other improvements include an improvement in collegiality and morale, and an interest in teaching in rural areas and an excitement around rural education.

[Lourdes Hill College](#) continues to network with the Good Samaritan schools from Sydney and Melbourne, including networking issues on national curriculum. Representatives of Lourdes Hill College attended the Good Samaritan conference in Sydney to share current issues arising for the development of the new National curriculum by ACARA.

From 2008-10 all BCE schools have engaged in a process of school cyclical review a chief purpose of which is improving the quality of student learning in schools. The Cyclical Review process is evidence-based, criteria referenced, locally managed through the principal, and externally validated by the area supervisor. The process has substantively grown the quality, range and frequency of teacher professional conversations across schools.

The development of an ICT network, Religious Institutes RI Quality Teacher online social network site *NING*, in the North Brisbane cluster of Padua College, Mt Alvernia College, Mary McKillop College and St Rita's College has allowed for the reform of communication between principals. From the principals' perspective, the move to ICT communications strategies is seen as an example of good practice.

The Catholic sector has also identified a number of initiatives being implemented at individual schools across the state.

Positives and frustrations are rapidly pushing/changing the paradigm of Teaching and Learning at Marist College, Ashgrove. Professional collegiality has resulted from ongoing use of the Professional Learning Centre evolution of curriculum planner and the tablet program, the provision of professional development conference Building a Healthy Curriculum and the provision of professional development opportunities targeted for teachers.

A full day's strategic planning has resulted in a renewed involvement in planning Teaching and Learning strategies by the Heads of KLA, including investigation of interdisciplinary/blended learning for the Middle Years students and the shaping of a creative style of timetabling. The ongoing development of *Innovative Spaces* continues to transform the culture to one of shared responsibilities of learning. Students have responded most positively to the freedom provided by these spaces, in the process demonstrating individual collaborative learning in a culture of support and facilitation. Additionally, the implementation of recommendations to ICT infrastructure has improved administrative and communication processes significantly.

There has also been a rekindling of Middle Leadership as a result of the Strategic Planning Days for Head of KLAs and Heads of Houses. This has resulted in increased initiatives for changes to teaching and timetabling in the middle years. These initiatives are being carried forward by the Key Learning Area Heads.

At **Villanova College**, the action research project developed processes to encourage best practice in inclusive mathematics education. One of the strategies employed was to increase the use of technology in direct teacher instruction to enhance engagement of middle school students in the learning process. Some indication of the level of success achieved in engaging students was the 95% satisfaction rating students in the cohort gave their mathematics class. The expanded use of technology as a teaching tool is enabling more flexible teaching methods and learning experiences for

students. In addition, ICT-based tools for measuring and tracking the development of microskills have been established.

At [Iona College](#), the professional growth coaching which has been implemented means that beginning teachers are able to set and work towards professional goals. They have the support they need and have a person they can talk to – professionalism of younger teachers is being developed. Has been very worthwhile for teachers who are struggling in particular areas – coaching sessions can be designed around the areas they require and goals can be established to help them improve in these areas.

[Lourdes Hill College](#) is using the QSA SunLanda Program to analyse the data of the Year 9 NAPLAN testing from May 2010. The NAPLAN data review leads to information about weaknesses in understanding by the majority of students. The Curriculum leaders decide how best to implement a review of these weaknesses.

Mathematics and English Coordinators have led teams of teachers in delivering explicit Yr 8 and Yr 9 numeracy and literacy programmes, to complement the work conducted in various subject areas. Engagement of a Literacy Support Teacher and a Numeracy Support Teacher has allowed development of programmes specifically for under-achieving students.

A restructuring of the school day once per (nine day) cycle has allowed timetabling of Middle School Literacy and Numeracy lessons as well as Senior Literacy and Numeracy programmes. These allow Literacy and Numeracy skill enhancement in preparation for Queensland Core Skills (QCS) and in respect of Queensland Certificate of Education (QCE) requirements.

The skill level of teachers has been enhanced by using the technology of tablets and electronic whiteboards, designing lessons which direct students to software material to allow individual pace to learning, and coping with new classroom dynamics of learning methods.

### **Sustainability**

All reform leaders are considering the sustainability issue during planning, implementation and review phases. In most instances, reforms are being implemented in a way that ensures they will be sustained beyond the term of the National Partnership.

Queensland is interested in exploring future partnerships with the Commonwealth to support further reforms.

## Section 3 – Low Socio-Economic Status School Communities

### Overview – 1 January to 31 December 2010

Low SES National Partnership schools in all sectors have negotiated implementation plans with their local school communities in accordance with the reform areas identified in the National Partnership and the needs of their individual communities. While there are similarities in some of the strategies utilised by schools in this NP, a review of the progress of work and the implementation plans have highlighted the fact that no two schools are the same. A wide variety of strategies for implementation have been documented within strategic plans according to the needs of each community.

At a strategic level, induction processes, leadership initiatives and support personnel have all contributed to support the individual work of schools in progressing the Low SES reforms.

*“.....I appreciated being part of this exciting process. .... you have significantly motivated our principals and given them the freedom to do an outstanding job in their new environment. It has been and continues to be an exciting journey and I feel privileged to be a part of it.”* (Executive Director, School Improvement, Department of Education and Training)

### Significant Achievements of National Partnership reforms – 1 January to 31 December 2010

*“Last year, 40.9 per cent of our reading results were below the national minimum standards and now they are 28.7 per cent”* (State Secondary School Principal)

The state schooling sector held the Phase 3b Principals Induction conference in November for the 14 Principals who joined the National Partnership from January 2011. Principals were given the opportunity to engage in professional dialogue with other NP principals and to hear about successful strategies implemented in other NP schools. Five NP principals from earlier phases attended the Induction Conference, offering the benefit of their experiences.

The state Low SES NP schools have enjoyed the benefit of full implementation of the ten Turnaround Teams in the second half of 2010. The Turnaround Team training conference held in July provided valuable information on topics that included a thorough look at the National Partnership agenda, data analysis, social and emotional wellbeing and Schoolwide Positive Behaviour Support.

The state sector recognises that a key element of our strength is our principals. The Low SES principals were provided with opportunities to develop the knowledge, skills and behaviours required to effectively lead within their diverse school contexts. Induction conferences highlighted educational leadership skills and knowledge, such as developing the School Level Plan, financial planning, data analysis and working with turnaround teams as well as the personal leadership skills of building a professional community and engaging the school community.

Two significant aspects of how this National Partnership is supporting state school principals and school performance are the Principal Performance Reviews and the Teaching and Learning Audits.

#### **Principal Performance Reviews**

From June to November, all 46 Phase 1 and 2 principals participated in Principal Performance Reviews. These reviews involved the principal, their supervisor and the Executive Director, Innovative School Improvement.

The formal principal performance reviews consider the principal's performance against the documented

outcomes in the performance agreement, and occur twice per 12 month period throughout the duration of the NP Agreement with the school.

The reviews take the form of a meeting between the principal, their supervisor and the Executive Director, Innovative School Improvement. Discussion focuses on the four year School Strategic Plan implementation and the progress towards the school improvement targets. A review template guides discussion.

Discussion is documented, including the content of the performance review meeting and any recommendations arising from the review. The recommendations are to be reviewed by the principals' supervisor over the 6 months following the review, and subsequently considered at the next performance review discussion.

Phase 3 principal performance reviews, and follow up of the 2010 reviews are planned for 2011.

### **Teaching & Learning Audits**

The Queensland Government is the first state government in Australia to introduce auditing of key curriculum, teaching, learning and assessment practices in schools. Stemming from both the Low SES and LN NPs, the Teaching and Learning Audits have been a major, and consequently embedded, reform initiative.

Using a review of international best practice as a benchmark, the ground-breaking Teaching and Learning audit was designed to assess key curriculum, teaching, learning and assessment practices. Through these audits, state schools now have a clear picture of where their strengths and weaknesses lie, and what actions must be taken to improve their performance.

Throughout 2010, a team of 23 principals, working off-line as auditors, conducted Teaching and Learning Audits in all of Queensland's state schools.

Schools were awarded ratings (Outstanding, High, Medium, Low) in each of the eight domains covered by the audit, and the findings presented in a report to each school. These eight domains assess whether the school can demonstrate:

- having an explicit improvement agenda – evidence-based, with explicit and clear school-wide targets for improvement
- analysis and discussion of data - school-wide analysis and discussion of systemically collected data on student outcomes, including academic, attendance & behavioural outcomes
- having a culture that promotes learning – whereby the school is driven by a deep belief that every student is capable of successful learning
- targeted use of school resources – that the school applies its resources in a targeted manner to meet learning needs of all students
- having an expert teaching team with a professional team of highly able teachers
- systematic curriculum delivery which ensures consistent teaching and learning expectations and clear reference to monitoring
- differentiated classroom learning – whereby teachers identify and address learning needs of individual students
- effective teaching practices that include research-based teaching strategies in all classrooms.

The Audits have been devised as a diagnostic tool rather than a rating system. All principals are given the opportunity to respond to any recommendations with a proposed set of actions. The findings have affirmed good practice as well as given every state school the ability to target specific areas for improvement by providing clear recommendations to guide improved practice.





Within the Catholic sector, a number of the individual implementation plans focus on improvement of literacy and numeracy capacities of the students and have utilised strategies such as:

- teacher mentors to support and model practice to classroom teachers
- additional learning support teachers
- Learning enhancement and re-engagement centres
- focused professional development for teachers.

Innovative use of IT has enabled the delivery of additional support teaching to students in some remote schools.

Centres have been established to address the needs of specific groups: the introduction of a transition learning unit at [Mount St Bernard College Herberton](#) and planning for a Community Learning Hub as a lighthouse project at St Michael's School, Palm Island are directed at improving the learning outcomes for Indigenous students.

Mechanisms for assessing and tracking student learning have been refined in several schools, and programs encouraging positive behaviours and emotional well-being have been introduced.

Industrial classifications under EB6 (Enterprise Bargaining) provide incentives and rewards for teachers performing at a highly proficient level and greater autonomy for schools in managing finances has increased their flexibility to provide according to community needs.



Significant strategies were implemented in Independent schools in the Low SES NP, and outcomes in the individual schools included:

- the introduction of the Duke of Edinburgh Award registration and program
- Teacher Aide time allocated to 1:1 tutoring of students struggling with reading
- After School Recreation Club increasing in numbers to approximately 25 students on a regular basis
- all year 5 students at one school, the majority from an indigenous background, reaching national minimum standard for mathematics
- a well-resourced library, with a fully functioning computer lab
- employment of Teacher Aide to assist in student reading development program
- increase visual resources for students struggling with reading
- implementation of the *Jolly Phonic* program to assist in successful reading skill development
- implementation of the *Go Maths* program throughout the College, one of the main benefits of which is the similarity between the program's assessment tools and the layout of the NAPLAN testing
- increased time allocated to practice NAPLAN test format to allow students to familiarise themselves with expectations
- development of high quality curriculum documents aligned to the National Curriculum
- implementation of a teacher induction program, professional development and mentoring to beginning teachers
- the employment of an indigenous teacher to work on One school's new curriculum.

### **Challenges to Implementation/Progress – 1 January to 31 December 2010**

As identified in the Progress Report, the capacity to systemically attract and recruit teachers who are the best fit for each site continues to be a challenge to this partnership. One Catholic schooling authority identified difficulties with finding and retaining consistent, high quality teachers in rural and remote areas. Whilst they had overcome difficulties with innovative use of technology in one case, the schooling authority was conscious of the critical role one individual teacher played in the success of one project. In another of their schools, program delivery had been impacted by the inability to find and

retain consistent high quality support teachers.

DET began work on a targeted recruitment strategy in August 2010 to address this issue. A working party has been established and is currently developing a promotion, attraction and recruitment framework to encompass targeted incentives and promotion of teaching in these schools.

Further challenges include:

- the itinerant nature of the populations of some towns are proving difficult to maintain progress in some areas and to have people involved in the program
- the reluctance of some parents to engage with the school on any level, making some aspects difficult. Students are often left on their own when it comes to choices about their education
- social issues that may be affecting the student's home life
- the remoteness of the school and the community makes engaging with agencies difficult, with some groups having a limited understanding of what is needed and restraints of their organisations make implementation of programs difficult.

### **Support for Aboriginal and Torres Strait Islander Peoples – 1 January to 31 December 2010**

The pilot of the [Cape York Australian Aboriginal Academy](#) (CYAAA) commenced in Aurukun and Coen from the beginning of 2010. Funding over three years will support the delivery of the *Class, Club and Culture* program at the Aurukun and Coen campuses of Western Cape College. The Academy model engages Indigenous students from Prep to Year 7 in an education program that supports their bi-cultural identity.

The evidence to date indicates that:

- there have been clear improvements in student engagement and behaviour in the schools during 2010
- while it is still too early in the trial to undertake any definitive analysis, externally benchmarked reading tests administered in the schools demonstrate early patterns of improvement across several cohorts
- parents and community members in both school communities are very supportive of the CYAAA initiative.

An interim evaluation report by an independent consultant confirms these early outcomes. Additional analysis undertaken by the Department suggests that there is a greater trend of improvement across 2010 than 2009 for a higher number of cohorts at both schools.

These early successes have formed the basis of the Queensland Government's decision to support the request from the Hope Vale community for the program to be expanded from 2011 to include Hope Vale State School.

While there are early signs of progress, further longitudinal evidence is necessary to ensure the reliability of findings regarding the outcomes of the project. The Department is working with CYAAA to use existing baseline data and the evaluation to continue to build into the project a comprehensive monitoring and evaluation system. This will ensure a rigorous and systematic approach to assessment and data collection.

#### **[Bundaberg West State School](#)**

Bundaberg West State School's Strategic Plan includes a range of programs and strategies designed to improve the learning outcomes and engagement of students. In many cases these programs have been used to enhance existing programs for Indigenous students. Strategies outlined in the School Strategic Plan include:

- introduction of the 100% Club program and the Every Day Counts strategy which both aim to improve student attendance

- employment of a Community Liaison Officer, with a focus on student attendance and support for Indigenous families
- development of the Indigenous West Alumni program, which aims to promote a positive approach to school attendance and effort through recognising and rewarding students for effort
- employment of Indigenous staff to work in classrooms with students and 'living the Crossing Cultures' program
- provision of funding for all students to access extension activities and high interest programs such as *Reach In, Reach Out* (sporting program), *Personal Development Identity Program* (run in conjunction with the Bundaberg Indigenous Wellbeing Centre) and the school's *Adopt an Elder* program
- implementation of the *Making Connections* program linking the school with local Aboriginal and Torres Strait Islander community members.

These strategies are underpinned by the strong, positive relationships the school has developed with the Indigenous community over many years. The continuing maintenance and enhancement of these relationships is very important to the school, as the school has identified relationships as being the key to the success of education of Indigenous students and making families welcome at the school. Outcomes from the implementation of these strategies include:

- a 1.3% increase in the attendance of Indigenous students between 2009 and 2010 to 90.4%
- an increase in percentage of Indigenous students attending Bundaberg West State School by 4.4 percentage points from 2008 to 2010
- increased home visits by the Community Liaison Officer.

#### [Bundaberg State High School](#)

Bundaberg State High School has also implemented programs and strategies that enhance and expand the school's existing programs for Indigenous students. Some of the strategies outlined in the School Strategic Plan include:

- the continuing maintenance of close working relationships with local Indigenous families, elders and the wider Indigenous community
- increased hours of employment for part-time Indigenous staff (0.7 FTE increase for the Community Education Officer, 65 hours/fortnight increase for two teacher aides)
- development of an individual Indigenous Education Plan for all Indigenous students
- leadership and student mentor programs
- provision of cultural and sporting extra-curricula activities including an Indigenous girls rugby league team coached by the School Based Police Officer
- targeted professional development for Indigenous staff, including support for the completion of a Diploma qualification
- the hosting of a range of community Indigenous events such as the *Parent and Community Engagement Program (PaCE)*.

Outcomes include:

- a one percentage point increase in Indigenous student enrolments from 2009 to 2010
- improved participation by students deemed 'at risk' of exiting school without having achieved a Year 12 or VET qualification
- four Indigenous students successful in obtaining school based apprenticeships and/or traineeships with government departments and banks
- a steady increase in Indigenous student attendance from 79.8% in 2008 to 83.0% in 2010.



A number of Low SES NP schools in the Catholic sector have focused on significant support for Indigenous students, including:

- a transition learning unit at [Mount St Bernard College](#), Herberton, concentrating on engaging students with learning and consolidating their literacy and numeracy capacities.
- plans for a Community Learning Hub as a lighthouse project at [St Michael's Palm Island](#),

directed at improving the engagement, learning and outcomes for Indigenous students. Literacy and numeracy programs and resourcing have been chosen with consideration of the needs and interests of Indigenous students and of their language and cultural differences, and Indigenous support staff have been employed.



One Independent school has employed an Indigenous teacher to work on the school's new curriculum. The officer engaged members of the community in the process, to ensure the curriculum was appropriate from a cultural and educational aspect, and another school is using a school liaison officer to work with parents around school attendance.

### **Support for Other Cohorts (if applicable) – 1 January to 31 December 2010**

All students in Low SES National Partnership schools have benefited from programs introduced, but there have been some targeted strategies in particular schools.

State schools with a significant cohort of ESL students have had training in bandscale testing and second language pedagogy, and there has also been targeted use of Speech Language Pathologists to address early oral language.

### **Showcase – 1 January to 31 December 2010**

Amongst the range of outcomes resulting from the implementation of the Low SES National Partnership, Queensland has identified five significant outcomes. These overlap significantly with both the ITQ NP and the LN NP:

- the improvement in the effective use of data
- effective school leadership
- improvement in attendance and engagement
- the value of support personnel, coaches and 'auditors'
- the building of collaborative networks.

Examples below highlight how strategies implemented by schools have resulted in the above outcomes.

#### **The Effective Use of Data**

The focus of [Eagleby State School](#) is using data to drive improvement. Teachers collaboratively plan units of work based on student data. Assessment tools, monitoring and data analysis processes have been designed by the Support Teacher Literacy and Numeracy (STLN) and Head of Curriculum (HOC) in consultation with classroom teachers.

The STLN and HOC regularly present data to teaching staff for analysis and future directions for improvement. Once a term the support staff meet to analyse the data and share with all school staff for whole school ownership.

[Gin Gin State School](#) has also had a focus on school improvement and improving quality teaching through data analysis, coaching and mentoring. Teachers are mentored in the areas of planning, timetabling and data analysis. Conversations around data analysis of student and class specific data lead to how a particular focus can result in specific improvement. Teachers have also been involved in professional development to further build their capacity. There are now higher expectations of staff as well as students. Student motivation has improved, especially in the upper school, through the implementation of the new initiatives.

Schools in the Catholic sector have made extensive use of NAPLAN data and standardised testing to evaluate and track student learning, and to inform further support and teaching and learning strategies. In particular, the analysis of NAPLAN data is providing direction for learning and teaching strategies for teachers. The COGNOS tool has also been utilised to provide NAPLAN data analysis for Catholic schooling authorities.

The comprehension testing and NAPLAN testing data informed the formation of a whole school literacy program in Ravenshoe.

In [Mount St Bernard College](#), Herberton, QUT analysis of data from the Transition Learning Unit will identify most appropriate junctures for students to transition into mainstream classrooms.

A number of standardised tests administered at regular intervals in Tara and Cunnamulla have been used to ascertain student levels and then track improvement in their learning. Standardised tests administered included Probe test of reading comprehension, Neale Analysis of Reading, DMT, *First Steps* Number diagnostic tasks, SA Spelling test and PM Benchmark reading levels. Regular discussion with class teachers and the Learning Support Teacher (LST) also help to determine students' needs. Information is taken into account in the programming and administration of intervention.

Standardised testing has also assisted teachers in ISQ schools, including the involvement in professional learning in the introduction and use of DRA-2 comprehension testing. Results from individual student tests have then informed their programming and teaching of other areas of reading comprehension, such as inference. Standardised testing has helped to identify further those students who need extra assistance by the tutor. The teacher and tutor can then work together to ensure that each struggling student is provided the assistance tailored to their needs. PAT-Maths has helped to identify student weaknesses in Numeracy and extra assistance has been provided to these students. Additionally, the implementation of the *Go Maths* program throughout the College, and the similarity of the assessment tools to the layout of the NAPLAN testing, has allowed students to experience testing on a regular basis.

### **School Leadership**

[Woodridge State High School](#) has utilised NP funding to restructure the leadership roles within the school, with remarkable and rapid transformation as a result. The Principal has focussed on creating the time and space for staff to do their jobs properly, with a clear focus on the one role, rather than one person doing many roles.

The Principal has created a plan in which teams are focussed on core elements of the NP strategy. These teams inform and actively drive improvement across areas such as behaviour management, attendance, Indigenous engagement and retention. One result of this strategy has been an increase in attendance from 2009 (83.4%) to 2010 (87.3%).

The design of new and focussed roles for the school leadership has occurred in conjunction with a focussed professional development plan to enhance the skills and capabilities of staff. Staff know their jobs, can perform their jobs, and have time to do their jobs. The Principal continues to revisit role descriptions with staff and reinforce expectations.

Schools operating under the auspices of Catholic schooling authorities have enjoyed a higher degree of autonomy than their state school counterparts. Nonetheless some changes in operation have increased autonomy and flexibility for some Catholic schools in addressing needs of their communities.

As highlighted in Section 2, Improving Teacher Quality, throughout 2009/10 within the Brisbane Archdiocese significant changes have been made to the way in which BCE school finances are managed, special needs funding is allocated and staffing is approved. These changes have provided increased autonomy and flexibility as to the way school principals can allocate resources for improved



student learning.

With EB6 a new industrial classification of teaching was negotiated with the Queensland Independent Education Union (QIEU) Experienced Teacher 5 and Experienced Teacher 6. These classifications provided incentives and rewards for performing at a highly proficient level

Incentives and recruitment strategies in Herberton to attract high performing principals and teachers have resulted in high performing teachers being engaged from 2011. Enhanced conditions have been critical to this initiative.

### **Attendance/Engagement**

The introduction of Transition Learning Units in [Mount St Bernard College](#) Herberton has resulted in students engaged in learning and consolidating literacy and numeracy capacities. Students have an increased capacity to concentrate and a willingness to engage in classroom, as well as pride and celebration in learning outcomes. In addition, regular visits to remote communities are made to assist to reinforce the partnership between family and school.

[St Michael's Palm Island](#) Lighthouse Project is planning for a Community Learning Hub, consisting of a library, community room, multi-purpose room, learning support and re-engagement centre. It is anticipated that the Learning Hub will be a place where students can access resources, student learning is supported, specialist activities take place, students re-engage with school life after periods of absence and community access to ICT is provided. Community access will be promoted and other agencies such as Centacare will be able to utilise the facility to engage with the community. This centre will allow the school to extend its current programs to allow returning students a transition time prior to returning to regular classrooms.

At [St Joseph's](#), Murgon, the *Reach up - Reach out Boys Club* program has been successfully established for Years 4-7.

The focus of [Eagleby South State School](#) has been to improve student attendance and engagement. One of the innovative strategies that the school is using is the [Walking School Bus](#). The Bus was introduced to try to reduce the number of consistent late-arriving students and to increase overall attendance. The Bus is two to three groups of students, with adult supervision, walking along a set route between their homes and school. Supervising adults wear custom made, high visibility clothing. Children can join the bus along a route to school, at their home, or at a collection point. Homes are visited by the staff when students are picked up. Following their arrival at school, students then participate in a breakfast program. The message to the community about the importance of education is visible and powerful.

*"We have volunteers and paid staff who walk past houses and pick up kids who might not otherwise come to school. Kids see other happy students walking past, they join in so they get to school on time and we give them breakfast, so it is improving health, wellbeing and attendance."* (Eagleby South SS Principal)

For Independent schools in the Low SES NP, several focussed activities have made a difference to attendance and engagement:

- one school has partnered with the local football club to provide youth with a sporting opportunity and training. The funding was used to provide trophies and medallions for the participants, allowing them to be more involved in the community, and to gain confidence in College capabilities.
- an After School Recreation Club (partnered with the Local Shire Council) has provided an extended service to the community which has built confidence in the school and students' capabilities. It has also allowed the school to engage students in activities that promote social inclusion.
- Another school has used a school liaison officer to work closely with parents around school

attendance and help parents ensure students are ready for school each morning. The school has formed partnerships with both government and non-government agencies to share information and resources to support parents and students and their schooling efforts.

### **Support Staff**

Specialist support and mentoring has been a feature of many Catholic sector school plans, including:

- a Literacy Enrichment Teacher employed for 7 hrs per week at Dimbulah to act as mentor/coach for teaching staff in literacy processes and strategies
- employment of a Literacy Enrichment Teacher at Ravenshoe to mentor, demonstrate and provide feedback to classroom teachers and school officers on literacy program initiatives
- the addition of two extra school officers at Herberton focussing on literacy and numeracy classroom support

The innovative use of technology with video-link conferencing and interactive whiteboards at Cunnamulla has assisted in making the program a success. The teacher conducting the intervention consistently exhibits best practise in all teaching and provides a range of interesting, interactive lessons which engage student learning. Different learning styles are catered for by using visual, auditory and kinaesthetic learning activities.

[Bundaberg West State School](#) has focused on building the capacity of staff, in particular the teaching of literacy and numeracy. This agenda is driven by the Curriculum Support Team, who provide coaching for staff, individualised student attention, and monitoring of data. The team is comprised of two teachers who work with external agencies, the principal and staff to ensure the School Curriculum Plan, English, Mathematics, Science and social and emotional learning (SEL) programs are embedded into classroom practice.

The school staff has participated in an extensive variety of professional development to build their capacity, including literacy, numeracy and data analysis. Local teacher exchanges also occur to utilise the local expertise in schools across the cluster.

Ten turnaround teams provided invaluable support to 100 Low SES state schools during 2010, and the state sector Literacy and Numeracy Coaches, highlighted under the Literacy and Numeracy NP, have also provided invaluable support to those Low SES schools that are also involved in the LN NP.

[Gin Gin State High School](#) supports a strong focus on school improvement with two NP funded teachers with expertise in literacy and numeracy. The literacy and numeracy teachers provide tutoring to small groups of students for the purpose of extension and enrichment. The literacy and numeracy teachers also model good teaching practice for English and Maths teachers, mentor fellow teachers and assist in emphasising the use of data, including NAPLAN and school based data, to inform teaching practice.

The individual case-management of Year 10 students has led to strong performance in the senior school.

### **Building Collaborative Networks**

Catholic schools have always worked in close collaboration with their communities. Many school reports indicate active community engagement, and activities to increase community and parent engagement are also noted.

In [Mount St Bernard College](#) Herberton, regular visits to remote communities to reinforce partnerships between family and school are undertaken. Community visits occurred to Hopevale and Torres Strait Islands in Term 3 2010; Cape York Peninsula will be visited in 2011.

Within Brisbane, external partnerships with parents, other schools businesses and communities and the provision of access to extended services (including those established through brokering



arrangements) has occurred.

[Balaclava State School](#) works in close partnership in a formalised arrangement with [Parramatta State School](#) and [Cairns West State School](#), two other NP schools in close proximity and similar in context and complexity. The cluster of three schools has a strong focus on Indigenous engagement and mobility issues. [Balaclava State School](#) has been working for three years in partnership with James Cook University on a program called [Let's Stay Put](#). The Principals and executive team members from the three schools meet regularly and communicate daily with each other. Principals have divided roles and rotate the leadership of the cluster.

The benefits of the cluster model include improved community confidence across all three schools, cost-savings on shared professional development and strengthening of common goals for the community of focus.

[Berserker Street State School](#) has an extended services model that focuses on Indigenous and family engagement and collaborative work with external agencies such as The Smith Family, which is co-located at the school.

## **Sustainability**

The Teaching and Learning Audits have extended beyond the Low SES Schools and have been conducted in all state schools in Queensland in 2010.

Building on the innovation of improving school leadership within the Low SES strategies, in other state initiatives Queensland is advancing an innovative model to support the development, leadership, capability and supervision of all of our school leaders. The recently developed Education Queensland Principals' Capability and Leadership Framework (EQ PCLF) has a multi-layered approach that focuses on building collective organisational capacity. The EQ PCLF provides a consistent professional language and clear and transparent expectations of the leadership knowledge, skills and behaviours of principal leadership as a key instrument in the improvement agenda. Using the EQ PCLF, principals will be able to:

- profile their leadership strengths and opportunities for development that will inform the performance development framework process
- plan ongoing professional learning.

## Section 4 – Literacy and Numeracy

### Overview – 1 January to 31 December 2010

A major strength of the NP Agreements in Queensland is the collaborative efforts the three sectors have adopted, in particular the Literacy and Numeracy NP. All three sectors shared LN strategies and progress through regular cross sector meetings, and subsequently celebrated the achievement of the targets for the LN reward funding. The independent assessment of the achievement of targets was reported by the CRC in *National Partnership Agreement on Literacy and Numeracy: Performance report for 2011*, and provided to the Prime Minister as Chair of COAG on 25 March 2011. In the report, the CRC assessed that Queensland has achieved an A (*Performance Benchmark Achieved*) against all 20 performance targets.

In 2010, the state sector reflected 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. The national priorities are evidenced in the Education Queensland strategic focus areas of:

- strong leadership – effective teams
- high expectations – focused teaching; and
- differentiated intervention – improved learning.

Principal Forums were held across the regions three times during the year to develop curriculum leadership capability in the use of student data to inform teaching and learning and building a strong curriculum leadership team. Recruitment, engagement and training of literacy and numeracy coaches was also undertaken in 2010. The training ensured coaches developed skills for analysing student data and acquired expertise and knowledge to support the implementation of systemic Professional Development (PD) in classrooms.

Further state initiatives delivered in 2010 include:

- a refocus and renewed attention to curriculum through:
  - participation in National Partnership Regional Forums and attendance at literacy leaders program
  - development of the curriculum capacity of leadership teams, including coaches as active members of curriculum leadership teams.
- data driven decision making through:
  - the use of OneSchool to track and monitor student learning outcomes including systemic and school based assessments
  - the provision of professional development in the use of P-9 Literacy and Numeracy indicators and data driven decision making.
- engagement of families and communities by:
  - informing and engaging parents in literacy and numeracy expectations for students
  - organising forums and activities to engage families in literacy/numeracy strategies.
- building assessment capacity through:
  - implementation of moderation practices and protocols using a range of assessments
  - implementation of year 4 and 6 English, mathematics and science QCATs
  - ensuring curriculum leaders were skilled in making evidence-based decisions in relation to teaching and learning processes and plans.
- provision of training and resources through:
  - access to literacy or numeracy training, including literacy/numeracy training for P-9 teachers and E-learning resources
  - development of a suite of professional development modules to accompany the revised position description for Support Teachers (Literacy and Numeracy).
  - provision of Vacation PD opportunities and Summer School resources.



## **Catholic Sector**

The Catholic Sector have made significant progress towards the achievement of milestones, including the following:

- development of a reading strategy based on Breakthrough learning model to build teacher assessment literacy and planning (Toowoomba). Documented leveled guided reading strategy with planning for differentiated groups and activities (Cairns).
- significant PD focused on the analysis of NAPLAN and other data sources with school leaders and classroom teachers. Workshops developed skill in analysis and identifying areas for intervention, support and extension
- involvement in *Consistency of Teacher Judgment* (CTJ) processes which involved colleagues sharing their knowledge and understanding of student learning and achievement
- development of Individualised Learning Plans for all indigenous students in Cairns
- refinement and focus of professional conversations through Online professional learning communities.
- Identification of ongoing intensive support for identified students, with two of the additional schools catering specifically for students with learning difficulties
- use and modification as required of a range of literacy intervention programs and strategies to ensure continuity within and across year levels
- communication to parents through regular articles in school newsletters, using a range of print and online communication to engage parents and publishing parent literacy and numeracy brochures.



## **Independent Sector**

### **Development of an Effective Schools Framework**

The Effective Schools Framework is a tool to assist schools to engage in a process of self assessment. It allows schools to identify areas of strength, areas that need further attention, and the next steps for improvement. The Framework has enabled schools to target resources, determine capacity building needs and to focus on improvement planning. School plans have been developed on the basis of the Framework.

Professional learning opportunities have been facilitated around the use of the Effective Schools Framework. Modules which focus on capacity building in key elements of the framework have been provided for schools. The ultimate goal of the Framework is improved learning outcomes for all students. It is for that reason the raising of student achievement is at the core and forms the focal point of the Framework.

Moving into 2011, schools will be asked to re-assess using the framework and then develop new plans and goals.

A Research Monograph on the characteristics of effective school has been written. This research underpins the initiatives in the sector. The document will be available for distribution at the beginning of 2011.

Professional learning opportunities have been provided for all project school leaders and literacy coordinators. The focus of these sessions have been on the following key areas:

- Characteristics of effective schools – the Breakthrough framework developed by Michael Fullan,

Peter Hill and Carmel Crévola has been utilized;

- Assessment and use of data
- School and classroom organisation
- Instructional leadership focusing on effective reading instruction and specifically the teaching of active comprehension strategies.

School leaders were invited to attend a one day session with Carmel Crévola. The focus of the session was on Instructional Leadership and the Breakthrough framework. Target schools were also provided with an opportunity to attend a one day session with Michael Fullan. As with Crévola, Fullan linked to the Breakthrough framework and spoke about approaches for implementing change. Principals and literacy coordinators described the day as inspirational, with the impact of its implementation detailed in the showcase section below.

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

Schools have developed Professional Learning Communities within their schools, enabling capacity building within the schools and fostering environments of sharing and professional dialogue. Schools have also been part of wider networking opportunities.

## **Significant Achievements of National Partnership reforms – 1 January to 31 December 2010**

As mentioned previously, the achievement of all of the LN Reward targets was a significant achievement for Queensland, particularly as the state was assessed as the only state or territory to have achieved all performance targets.

### **The State Sector**

#### **LN School Action Plans**

The LN School Action Plans provide direction and accountability for state school Principals on the LN NP Key Reform areas. These plans are updated each Semester and uploaded onto school websites. In 2010 a template was developed to assist LN schools develop their Action plans. Guidelines and training were provided to schools, with all school Action Plans for LN NP state schools now published on individual school websites.

*“I’m new to this job, so the School Action Plan was really useful. It highlighted things I hadn’t really looked at.” (State School Principal)*

#### **Literacy and Numeracy Coaches**

The introduction of [Literacy and Numeracy Coaches](#) in state NP schools to work directly with teachers and school teams to improve student performance in literacy and numeracy has focused on whole-school improvement as well as on individual teachers.

The Coaches support quality teaching across the early and middle phases of learning. As part of school leadership teams, coaches are also guiding classroom teachers in:

- delivering quality literacy/numeracy teaching
- contributing to whole-school improvement.

Coaching is a supportive process that promotes an environment of mutual trust and respect, helping to develop a professional culture where participants can share and reflect on their practice. Through coaching, participants can take control of their professional learning.

*“One of the most exciting things that I can report is that 6 teachers willingly and excitedly have asked to attend professional development in their holidays. Also, the biggest difference has been the teaching conversations which now sound*

*‘professional’ and based on research and evidence.”* (State School Principal)

### **Provision of Resources**

The *Using student data to inform teaching and learning* tool was developed to assist state school teachers, coaches and principals to develop individual student improvement plans in order to promote and support data driven decision making. Coaches were trained in the use of this tool during Level 1 and Level 2 Coach Conferences. The feedback received from these sessions were very positive:

*“It gave me a clearer picture on analysing my schools data and how to use it.”* (LN NP Coach)

*“A great workshop that enabled coaches to dig deeply into PAT data. Excellent that we could focus on Maths data. Great to be able to ask questions about scale scores, stanines, and look at a planning cycle around the PAT data sets.”* (LN NP Coach)

Reading modules were developed to support the LN coaches, principals and teachers in Guided, Shared and Independent Reading. Vignettes were also filmed to support existing in-service modules. Best practice was identified from our L&N NP Schools and footage was produced to share this best practice across the L&N NP Program Schools.

A selection of resources were also made available to support the teaching and learning of reading comprehension, including a PowerPoint presentation which provides advice on:

- the use of PAT-R data to inform teaching practice
- whole-class approaches to improvement that locate the teaching of comprehension within the Key Learning Areas
- whole-school processes for improvement.

This PowerPoint presentation was personally delivered at Principal Forums across the state.

Mathematics resources were identified to support the teaching of concepts in response to a local measure initiative, as assessed through the Progressive Achievement Test (PAT) in Mathematics. Within the resources links are made to:

- the electronic Teacher collection (eTc) on the Curriculum Exchange
- 'Years 1 to 10 Mathematics Sourcebook' series, Department of Education (1987)
- Learning objects, which are housed on the Curriculum Exchange.

Most resources have been made available on the [Literacy and Numeracy NP website](#). This website was developed and updated throughout the year to highlight key state sector initiatives around the Literacy and Numeracy National Partnership Program. The website itself was a key strategy used in 2010 to keep our L&N NP School Principals, Coaches and Teachers updated on reform initiatives and to provide easy access to resources.

### **Vacation Professional Development**

In September 2010 a range of professional development courses were delivered in the seven Education Queensland regions during the September Vacation PD for Teachers program. These courses were delivered at no cost to participants, and focused on offering high quality professional development for teaching and improving literacy and numeracy across all curriculum areas.

The 33 quality assured courses concentrated on literacy and numeracy including literacy and numeracy in science. The courses delivered included:

- First Steps in Mathematics: Number
- First Steps in Mathematics: Measurement
- Language & Literacy - Classroom Applications of Functional Grammar
- Literacy Professional Development Program for Years 4-7 Teachers
- Primary Connections (Science)

- First Steps in Reading
- Ingenious Investigators.

The September 2010 Vacation PD for Teachers initiative successfully delivered 33 quality assured professional development programs focused on literacy and numeracy across curriculum areas to 617 state school teachers across all Education Queensland regions including contract and supply teachers in Queensland state schools.

Participants, program facilitators and regional Vacation PD for Teachers coordinators all indicated the programs offered were relevant and applicable to teachers and extended teachers' professional knowledge. Over 85% of teachers indicated they would definitely incorporate course content and leanings into curriculum planning and classroom practice.

The timing of the initiative was very well received by teachers with 95.6% identifying that vacation periods are a good time to access professional development. Most teachers indicated they would attend professional development in the January vacation or two week vacation period.

*'Congratulations to EQ for providing PD during the holidays that is thought-provoking and inspiring!! I also enjoyed being able to network with other teachers and share knowledge! This is a distinct advantage!'* (State school teacher)

*'I think offering teachers the opportunity to complete PD during the holiday period is fantastic and there was a broad range of workshops to attend. Thank you very much.'* (State school teacher)

### **Community Engagement**

Community engagement was one of the key strategies of the LN NP in 2010 as outlined in the Implementation Plan. The strategy was centred on two project models:

- The *Hervey Bay State Schools Community Engagement Project* was a school cluster based model that extended into the local community.
- The *Deception Bay Community Literacy Strategy Project* was a community based model that extended to local schools.

The Hervey Bay Project was a cluster school model that aimed to build reading engagement and improve literacy levels of students in the Hervey Bay cluster of schools. The cluster engaged a local Hervey Bay identity to act as a campaign champion or advocate for the project, with the cluster leader a school principal who contacted local community organisations and businesses to enlist support and engagement for this activity.

Cluster schools used an agreed communication strategy, teacher professional development program, participation in key reading events and activities such as the Premier's Reading Challenge and Book Week as strategies to lift literacy levels of students. The key groups that the project aimed to include were Indigenous families, early childhood education providers and parents.

The second project was led by the Deception Bay Child & Family Alliance. It was responsible for the Deception Bay Community Literacy Strategy (DBay Reads) project, the first part of a long term strategy which aimed to build sustainable improvement in literacy levels of students attending schools in Deception Bay. DBAY Reads was a community based project that built partnerships between community organisations and the local schools. A DBay Reads project officer was appointed to build links between the DBay Alliance and local schools. Local school representatives were identified to act as strategy development champions for their schools.

*"Our school has a different culture now. There's a lot more talk. Teachers are visibly excited about sharing and exploring new ways to improve student learning".* (State School Principal)



## The Catholic Sector

Catholic education authorities report significant improvement in student performance in 2010 NAPLAN and PAT-R Year 3 and 5 results.

Focused professional learning, curriculum support for pedagogical change and resource development were also significant achievements within the Catholic sector. In the Toowoomba diocese, Mathematics Activity Guidelines (MAGs) have been developed: 40 key mathematical concepts consisting of introduction, resources, classroom organisation, links to curriculum, activity process, modifications and extensions, assessment, background reading and links to other activities. A survey in NP targeted schools indicates that Prep - Year 3 teachers believe the MAGs and coaching strategies support quality teaching. 83% of these teachers indicated that the MAGs and associated coaching have changed the way they teach numeracy.

*“Has given me excellent ideas and resources to use with the Preps”.* (Catholic School Teacher)

*“They have given me a new focus of how to teach numeracy concepts”.* (Catholic School Teacher)

Most teachers indicated that have seen noticeable improvements in student learning in numeracy – Year 3 pre and post test results also indicate that the MAGs have been a successful strategy, with an average increase in the mean from 12.68 to 20.61. Greatest improvements were in the areas of fractions (36%); multiplication (38%); patterning (35%) and reading tables and graphs (29%).

At a school level within the Catholic Sector:

- School-based professional learning and skill development in data analysis has resulted in increased teacher confidence and capacity to use and analyse a range of internal and external verified student learning data, develop deeper understandings of literacy/numeracy development in students with different needs and use consistent metalanguage regarding literacy and numeracy.
- Appointment, training and modelling of coaches has resulted in classroom teachers being supported to identify and implement pedagogical practices that meet the learning needs of all students.
- Formation of strong teams of specialist support personnel, with literacy/numeracy coach, ESL teacher, learning support teacher and teacher-librarian working collaboratively with classroom teachers has resulted in more effective communication and improved professional relationships in relation to student learning.
- Further development of whole school approaches to literacy and numeracy has resulted in shared understandings of theory and practice, agreed approaches across the year levels and literacy/numeracy skills being embedded across KLAs.



## The Independent Sector

The Independent sector’s downloadable E-Learning tools/resources featuring research based, effective literacy/numeracy strategies are in the process of being created. A website will host vodcasts of best practice, along with support materials for professional discussion. Resources for teaching and assessment will also be included. Many resources have been created already and are being posted as they become available.

To date six video clips featuring key elements of the National Partnership activities have been created, available for streaming from the website and to be used in Professional Learning opportunities.

Projects combining principles of effective teaching and learning with advances in mobile technology



have been developed to enhance student learning experiences and to assist teachers with on-going assessment. The aim is to blend traditional learning approaches with ipod Touch devices and laptops to develop flexible learning and assessment opportunities that extend the use of ICT outside of the classroom.

A Reading Assessment Process has been developed which allows teachers flexible opportunities for assessing students' reading abilities. The computer based process provides a management system for assigning reading tasks and questions, recording oral reading, marking and evaluation. Fluency, accuracy, engagement, comprehension and metacognition can be assessed, and comprehension questions can be provided in a variety of formats. The voice recordings of the students' reading can be digitally stored and reports generated. Running record templates are provided and can be easily generated through the system. Rubrics are provided for teachers when they are assessing student comprehension responses. Teachers are able to upload any reading material to the system that they require (conditional on copyright). The system is flexible enough that teachers are also using it for assessing students' knowledge of sight words and phonemic awareness. Because it has an interactive component, teachers are also using it to generate book discussions between groups of students. These discussions can be 'captured' and also used to assess students' comprehension and engagement with the various texts.

The *Sustainable Interventions: Building Capacity Projects* is available for Independent LN NP target schools. Throughout the program, teachers and nominated school leaders were supported through a series of professional learning days, school visits and other networking opportunities. School visits provide contextualised, job embedded professional learning opportunities for teachers. They also provide opportunities for the team to provide feedback and develop future plans.

Strong, evidence-based principles underpin the program with a heavy emphasis on the work of Fullan, Hill and Crévola (2006), as well as researchers such as Pearson (2001), Pressley (2006) and Elmore (2004). The program recognises the importance of instructional goals and infrastructure to support sustainable change. The expected change being the move away from previous practice to a situation where teachers become diagnostic practitioners with a solid core of beliefs and understandings about effective reading instruction. As a result the teachers are developing the capacity to develop personalised programs that match the instructional needs of students.

Following the Breakthrough principles successfully implemented in Ontario (Fullan, Hill and Crévola, 2006), three components are at the core of the program: personalisation, precision and professional learning. The belief that all students can achieve given time and support binds all of the components together. The personalisation component builds on the work of Carol Ann Tomlinson in differentiation, and strives to deliver learning opportunities that are tailored to the students' needs. Precision refers to the use of assessment to determine the needs of students so that instruction can be specific and targeted. Professional learning for teachers which is ongoing and grounded in practice supports teachers in the process of personalising learning so that it is precise to the learning needs of students.

The series has resulted in school personnel generally seeing themselves as being part of a process of school transformation and renewal. Throughout the program, teachers and nominated school leaders were supported through a series of professional learning days, school visits, on-line discussion forums, video conferencing and other networking opportunities. School visits provide contextualised, job embedded professional learning opportunities for teachers. They also provided opportunities for the team to provide feedback and develop future plans. It has resulted in the following:

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

- increased understanding of appropriate, high yield strategies for the teaching of reading. This has resulted in an increased awareness of the most effective ways to support student's learning needs. Teachers are now planning for, and delivering differentiated learning.
- improved sharing of strategies and resources within and between schools.
- consistent metalanguage when teachers are discussing reading instruction between teachers, teachers with students, and students with students.
- more effective use of data to inform instruction. The development of monitoring and tracking strategies so that teachers and leaders are continually talking about student progress.

Focussing on the 'Breakthrough' framework from Fullan, Hill and Crévola has also impacted in several ways.

Firstly, it has helped to create a common language and vision. Of significance is the belief that all students can achieve high standards given sufficient time and support. This change in thinking has had a substantial impact. It also appears to have helped create renewed passion amongst many of the teachers.

Secondly, it has ensured that all of the components of effective instruction and school improvement are being considered. It has helped the project leaders, as well as the school leaders. Significantly, Carmel Crévola gave permission to enlarge the framework to poster size, in order to focus Professional Learning Community discussions in staff rooms.

Thirdly, the framework has helped to keep us on track and maintain a cohesive approach.

*"The main strategy that we have put in place is to change our mindset as teachers. Traditionally, we have had low achieving students and we have tended to expect this to continue. However, we made a conscious decision at the beginning of this year that we would not be influenced by the low socio-economic demographic and prevailing lack of achievement of our students. We decided that we would set the level of expectation according to our own recommendations and expectations."* (Independent School Leader)

*"Mainly and foremost is the increase in student comprehension levels (as per the Probe data). The other success has been a newfound inspiration and confidence in teaching reading. Nearly all the teachers feel their pedagogy has improved."* (Independent School Leader)

DRA 2 pre and post results are also indicating significant gains in reading across all schools.

### **Challenges to Implementation/Progress – 1 January to 31 December 2010**

Challenges in implementing the Literacy and Numeracy overlap significantly with the Low SES NP. Staff changes, time management, suitable applicant pools for school and support positions and the remote locations of some schools have been identified in both partnerships as challenges.

Sustainability of reform strategies is vital. All three sectors recognise staff changes and movement as one of the key challenges in implementing this National Partnership. Staff movement creates a lack of continuity in the knowledge or understanding of the reform strategies being implemented in the school.

To mitigate this somewhat, the state sector holds Level 1 Coach Training regularly throughout the year, providing newly appointed coaches with necessary training to competently perform their role. Additionally, newly appointed Principals are provided with an induction package email which contains necessary information around the L&N NP and their involvement and requirements as principal. New teachers to Catholic NP schools also receive increased support.

Time constraints were also an identified challenge, in the use of assessment instruments and diagnosis of performance; variation in teacher/leader embracing reforms; teacher release time impacting on

school budgets; administration time in entering data and managing ICT applications. All the above time issues require effective and flexible time management practices by classroom teachers, learning support roles, school leaders, and sector authority staff.

Additional challenges include:

- Multiple professional development foci: teachers under pressure to address a wide range of areas such as - preparation for Australian curriculum, ICT, and various State Catholic and Independent education authority initiatives.
- Parent involvement: engagement and education of parents remains a challenge.
- School size: In large schools quality support for all classroom teachers is difficult to achieve.
- The distance between schools and the cost and time involved in travel impacts on the delivery of many of the initiatives. It is also difficult for schools to find replacement staff when teachers are off site for professional learning opportunities.
- ICT infrastructure and network issues, such as limited bandwidth.

### **Support for Aboriginal and Torres Strait Islander Peoples – 1 January to 31 December 2010**

Indigenous students are supported through all sectors' projects and strategies.

Key reforms and strategies within the state 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.

The state sector provided PAT-R or PAT Math (depending on school focus) reports highlighting indigenous student results to L&N NP Schools in addition to ACER generated reports, this allowed for close analysis and school planning for indigenous students.

The Catholic sector notes the following strategies improving outcomes for Indigenous students:

- the development and implementation of Individualised Learning Plans for Indigenous students resulting in a focus on what each student 'can' do and the identification of personal goals for evaluation at the end of each semester.
- improved targeting of literacy interventions resulting in a deeper understanding of 'home' language v 'school' language,
- closer liaison between classroom teachers and Indigenous Liaison Officers creating more focused and meaningful dialogue between key educators.
- improved access to additional sources of empirical data on literacy/numeracy performance of indigenous students resulting in PAT- Reading comprehension data informing ILPs in 2011.

## Support for Other Cohorts (if applicable) – 1 January to 31 December 2010

The intent of the reform around differentiated intervention is to cater for all student cohorts in the state sector, however targeted sessions to support ESL students on site were provided for the state sector literacy and numeracy coaches. The state sector provided a link through its LN NP Website to the ESL Bandscales professional learning information.

*“I have been working with a 2/3 teacher who has been having difficulty working with children on making explicit links to other texts they have read. Last week I was observing a lesson and she used the metalanguage to guide an ESL student to make the links. I was as excited as was she because she realised the change in her teaching. That was my ‘uh huh’ moment.”* (State School L&N NP Coach)

In the Catholic sector, ESL teachers worked closely with learning support teachers, coaches and classroom teachers to modify curriculum and scaffold learning, and there was an increased teacher skill and understanding in the application of the ESL bandscales.

In the Independent sector, additional ESL support was also provided to Shalom Christian College where this is an identified need. Teachers from Shalom worked with Rosemarie Koppe on an ongoing basis to understand the language needs of their indigenous students. They have explored the language differences between Standard Australian English (SAE) and the languages typically spoken by their students. Teachers have also had the opportunity to work with other educators to gain a greater knowledge of the types of classroom strategies that are most effective when working with students for whom English is an additional language.

The support from Rosemarie Koppe has had a significant impact on the teachers, teacher aides and students.

*“Teachers now have a better knowledge of where their students are at and can set work accordingly. As a result students can work at an appropriate level that extends them without losing them.”* (ISQ Principal)

Expansion of Infra-red sound units (*Red Cats*) installed in targeted classrooms in ISQ schools. The sound units have been shown by research to boost student outcomes by delivering high quality levels of sound, evenly distributed throughout the room. The units were installed in the classroom via an easy to install speaker system and have the potential to impact on all students in the class. Anecdotal evidence to date indicates that students are responding positively with higher levels of concentration. Teachers have remarked that they are less tired at the end of the day due to the fact that they no longer need to project their voices all day. Students can easily hear them and they are not competing over the noise of air conditioners and fans. In the hot and humid conditions of Queensland it is essential to run cooling devices in classrooms. However, this can also add noise which can interfere with students’ ability to hear the teacher. It appears that the Infra-red sound systems are helping to minimise this impact.

Many schools have chosen to fund the purchase of additional units based on the positive outcomes that they are seeing.

The Bandscales for ESL Learners have been developed from the NLLIA ESL Bandscales (McKay,P., C.Hudson and M. Sapuppo.1994) and the EQ Indigenous Bandscales (2002). The EQ bandscales describe ESL learner pathways for both students from migrant backgrounds and from Australian backgrounds. The Bandscales provide a map of ESL learners’ progress in English language development in the school context and describe typical second language acquisition stages for students in the early and middle phases of learning. They enable teachers to assess the English language proficiency levels of ESL learners in listening, speaking, reading/viewing and writing, and assist teachers to plan the support necessary to enable ESL learners to access the intended curriculum.

Workshops and training have been provided on the use of the ESL Bandscales and Indigenous

Bandscales. ISQ teachers who are using the scales have been provided with ongoing support and moderation opportunities to target their teaching to the needs of these students.

As outlined in [Queensland's Progress Report](#), ISQ's [iPod touch program](#) has given ESL learners 24 hour access to help improve their English oral and reading abilities, and teachers the ability to utilise portable learning tools to create an increase in the regularity of learning opportunities for their students. Teachers are noting greater communication between students and increased confidence levels. As the program continues through its trial phases, more capabilities are being recognised for its use both within ESL learning and across the mainstream curriculum. Teachers across all subjects are now seeing its relevance as a valid learning tool for 21<sup>st</sup> Century learners, and are now utilising other free educational Apple 'applications' with significant results in student improvement and engagement. It is hoped that through this program, more advanced English learning continues to be achieved as well as efficiency for teacher practice.

Footage of the project is available for viewing on the [ISQ website](#).

*"The ipod trial has certainly put ESL on the map in the junior school. ESL is now considered to be 'very cool' and I have had so many English speaking students come up to me and ask if they could join ESL... it has been a great learning experience for the students on so many levels."* (ESL Teacher Independent school)

*"Our students tend to be very shy when using English, so we needed something that would engage them actually using the language whilst also making them feel comfortable."* (Teacher, Ipswich Girls Grammar School)

*"From the first lesson it was very engaging and a lot of fun. The amount of laughter that's occurring tells me that they're interested and involved. They're now speaking up and speaking out in class, there's more communication amongst the class on what they've been doing and things they've found and learnt."* (Teacher, Ipswich Girls Grammar School)

*"This is a wonderful opportunity for students to continue their learning in their own time as well as acquiring very important macro skills. It gives me the opportunity to be more innovative and to work closely with specific student's needs. Language learning can sometimes be very academic but if we can marry it with playing and they are still acquiring the skills without actually realising it and keeping up to date with technology I think it's the perfect match."* (Teacher, Citipointe Christian College)

*"I just wanted to share something with you. One of my students has started using the "Notes" application as a diary. He writes a diary entry everyday about his day. He loves doing it and I think it is such a great way for him to practice writing."* (Teacher)

### **Showcase – 1 January to 31 December 2010**

Queensland education sectors have noted common significant strategies that are making a difference to the literacy and numeracy outcomes of the students in their LN NP schools. Similar to the Low SES schools, Queensland has chosen to showcase the following from the LN NP:

- the use of support personnel to work within schools
- the effective analysis and interpretation of data to inform instruction
- school leadership
- collaborative networks
- student engagement.

### **Support Personnel**

Early in 2010, 91 full time equivalent (FTE) Literacy and Numeracy coaches were embedded in 175 LN NP state schools after having commenced in Term 4, 2009. The coaches work directly with teachers and school teams to improve student performance in literacy and numeracy. Following the addition of 35 state schools into the LN NP in Term 3, coach numbers increased to approximately 107 FTE, working in the 210 state schools. The coaches have been a significant initiative, and are highlighted in the Literacy and Numeracy showcase section.

The introduction of coaches in the LN NP state schools has focused on whole-school improvement as well as on individual teachers. A coach's intensive one-on-one approach in supporting teachers is a new strategy for many schools. The coaches work directly with teachers and school teams to improve student performance in literacy and numeracy, assisting teachers to build teaching skills and leadership through support and professional development.

This intensive one-on-one approach in supporting teachers has been well received. Overall perception is that there has been a slow but definite positive shift in attitudes to, and changes in, literacy and numeracy teaching practice.

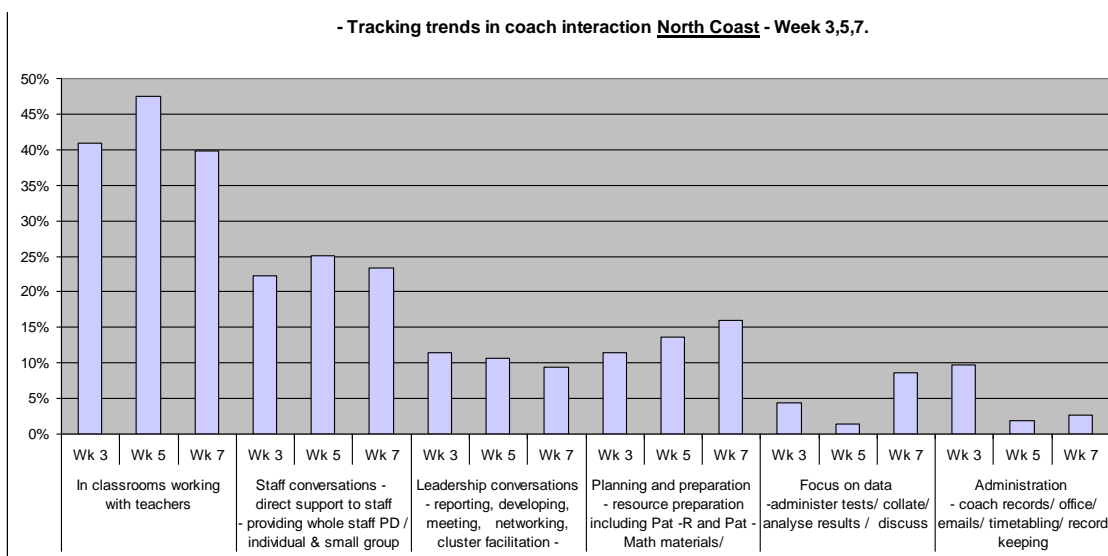
Local Coach networks have been established in regions across the State, and forums and professional development to ensure coaches have the highest possible levels of expertise and skill, continued throughout 2010.

Appointment of the coaches in government L&N NP schools has also provided the means to build on the community of learning around literacy and numeracy, supported by a growing culture of collaborative sharing and teaching practice.

Coaches have a pivotal role to play in school curriculum leadership teams, enhancing leadership and supporting the role of primary principals as school curriculum leaders. The coach model has five components:

- Build rapport and develop relationships by understanding adult learners.
- Communicate with an emphasis on being a listener.
- Teach and model explicit teaching by connecting to teachers' work.
- Reflect through practice by providing constructive and reciprocal feedback.
- Share and celebrate successes with individuals and school teams.

A coach database tool was developed for use by state school coaches when recording their work. Coaches enter their interactions with teachers and then reports are generated from the database. An example of Term 4 interactions collated for the North Coast Region is below.



The interim evaluation of the Literacy and Numeracy Coaches (September 2010) indicates that overall, after less than 12 months in operation, the evidence to date clearly supports the implementation, as well as the continuation, of the Literacy and Numeracy Coaches initiative. A number of key learnings from the initiative's implementation, mentioned by both principals and coaches, hold promise as useful strategies for continuing the initiative, sustaining the model, and also enhancing future schooling initiatives.

Across all learning contexts - urban/regional/remote, small/large schools, indigenous/non-indigenous populations, there is evidence that this specialist support role has contributed to improved student achievement. The role has been instrumental in driving evidence-based practices and whole-school planning and resourcing in literacy and numeracy. The team approach of the coaches in working collaboratively with system curriculum personnel, school leaders, classroom teachers and various learning support staff has improved the sharing of information between stakeholders and created a whole school focus on data analysis, pedagogy, assessment and differentiated learning.

So too in the Catholic sector, a notable positive of the reforms has been the appointment of coaches/mentors in targeted schools. Coaches attended mentoring/coaching training sessions, with coaching strategies acquired from the Growth Coaching International Strategy (GCIS). Sessions were utilised with teachers in Brisbane, and mentoring sessions focused on Years 3 and 5 but also included early careers teachers and all year levels in Cairns. Coaches supported teachers particularly in analysing student achievement data with the implementation of appropriate strategies to address student learning needs.

Coaches co-teaching with classroom teachers have increased teacher confidence especially for those who are visual learners.

Specialist support in Independent schools has been very important in this approach, with teachers able to:

- trial strategies and receive feedback,
- have continued, contextualised learning opportunities over time,
- see modeled lessons which incorporate a range of strategies,
- connect research and assessment data with practice,
- reflect on practices and changes made and
- develop their own expertise within the schools.

*“Coaching has changed professional conversation in this school. The talk is deeper, more engaged, more energised.”* (State School Principal)

*“What has changed in my school has been the level of talk of the teachers. Teachers are now talking to teachers and a deeper understanding of the value of talk has occurred. The quality of talk has shifted from the behaviour of the students in the classroom to pedagogy. It is week 10 of term 4, and, where previously teachers were exhausted and looking to the holidays, they are still coming to me to share the new things they are trying in the classroom. The change has been amazing.”* (State School L&N Coach)

Support Teachers (Literacy and Numeracy) work collaboratively within school teams to improve student achievement in the literacy and numeracy demands of the Learning Areas. The position description for Support Teacher (Learning Difficulties) was updated to align with recommended best practice for effective intervention in literacy and numeracy. A suite of professional development modules and resources were developed to accompany the revised position description. Regional facilitators were provided with training to enable the roll out these modules to all Support Teachers during 2010.



## Effective use of student data

The state sector developed the collaborative data inquiry model to assist L&N NP Schools with the analysis of data. This model was rolled out across the L&N NP Schools through Coach training conferences and Regional Principal forums. For ease of access the model was made available on the LN NP Website.

Feedback from Catholic education authorities indicates very strong improvement and growth in pedagogical practices in schools due to the effective analysis of student performance data. Teachers are improving in their capacity to analyse a range of data sources, cross-match data sets, identify trends and areas for future improvement.

Professional development in the analysis of data, with background readings and practical workshops, has increased teacher confidence, capacity and readiness to engage with literacy and numeracy data. Teachers are becoming more familiar and skilled in their use of the QSA SunLANDA tool to examine the diagnostics of student performance with different types of literacy and numeracy test items.

Increased access and capacity to work with data has resulted in teacher reflection on pedagogical practices and to make modifications to teaching methods and strategies as necessary. An effective strategy is the Question a Day strategy (Toowoomba). With the previous year's NAPLAN questions placed on Interactive Whiteboard platform using Fun With Construction software teachers explore a question a day, using investigations and problem solving strategies. Strategies can choose to use the Question a Day strategy as a whole class activity; small group activity; consolidation of a concept; or introduction to a concept or lesson. Teachers embed problem solving strategies into daily lessons or use them during a block session once a week.

The use of student data is also making significant progress in the Independent sector. Data is being used effectively to inform instruction, with the development of monitoring and tracking strategies meaning that teachers and leaders are continually talking about student progress.

Independent school teachers are using the DRA 2 data to pinpoint the specific areas of need for students. In other words their teaching has become more precise. Teachers have identified the need to explicitly teach comprehension strategies. This explicit teaching has resulted in significant gains in student achievement and engagement.

Based on the data, teachers are beginning to move towards a new form of planning adapted from the notion of Critical Learning Pathways developed by Peter Hill and Carmel Crévola. The basic idea of the pathway is that classroom practice can be organised in a practical, precise and highly personalised manner for each student. The model is an organiser for deep learning and inquiry and involves the teachers in new ways of working together.

The Teaching-Learning Critical Pathway makes use of the following high-yield strategies for improving student achievement:

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

To assist in interpretation of NAPLAN data, ISQ schools can now access two data analysis tools – [SunLANDA](#) (developed by the Queensland Studies Authority), and *Datapak*, developed by ISQ.

*Datapak* is comprised of a series of Excel worksheets. The tool is based on filters and allows school comparisons with state and national data, similar to other available tools, however there are some key

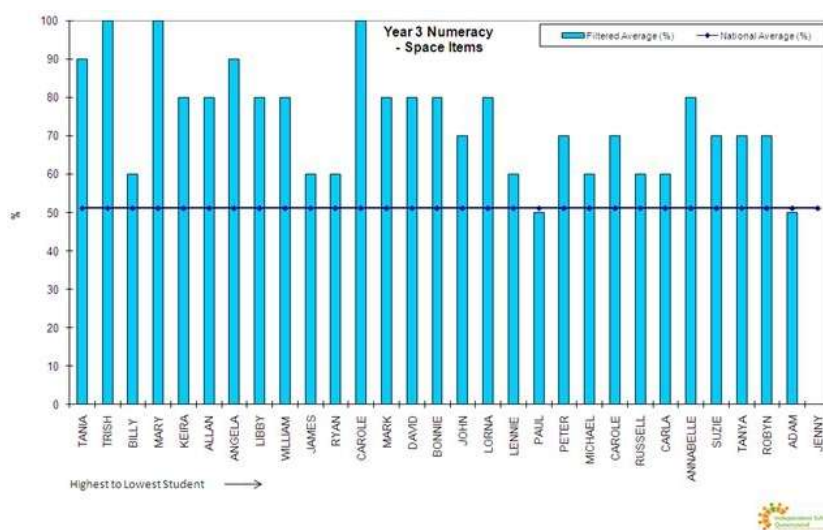
differences in the way in which data are arranged. These differences enable schools and teachers to more easily identify areas where individuals or groups of students are experiencing difficulties. For example, the *Datapak* automatically generates charts and graphs from the data, creating visual aids to help teachers understand the data and quickly and clearly identify any anomalies in test results. *Datapak* also allows schools to include school-specific data and additional variables that enable a much richer drilling, such as comparison of results based on factors such as length of time at the school and results of students who may have undertaken a reading recovery program compared to those who did not.

Each year level package is comprised of a series of spreadsheets relating to scale scores and band distribution, reading, grammar and punctuation, writing, spelling and numeracy. Spreadsheets contain information for each student and how they performed on each item, as well as the items themselves, with each spreadsheet linked to charts. When filters are used, to identify one student, a group of students or the type of item, results are re-calculated and displayed on an associated chart.

A key factor in this type of worksheet is that students are arranged from the best student to the worst. When the whole group is used, the chart shows a downward gradient. When a filter is applied, the chart can quickly identify students that are exceeding expectations based on their overall score, or those students that are doing poorly. In the example shown in Figure 1, the data was filtered to only calculate scores for items related to 'space'. As students are ranked on their overall numeracy score on the bottom axis, it is clearly seen that 'Billy' – who ranked as having the third highest score – did not perform well on space questions, with all except two students who scored lower than Billy actually doing as well as or better than Billy on space questions. This helps the teacher identify that while Billy probably did very well on other types of questions to achieve his ranking he needs help on space questions. In contrast, 'Carole', who ranked twelfth overall, got all the space questions correct so she must have other issues. Filtering on other strands will identify where Carole's difficulties lie.

Another unique feature of *Datapak* is the ranking of both student scores and test items as a means to identify anomalies in student performance. By arranging items on a test from the easiest item to the hardest (as identified by national results), and by arranging student from the highest scoring student to the lowest scoring student, it is possible to clearly identify those questions where the school/group of students is performing above and below national and state averages. It can also show where there may be anomalies in performance. This information can then be linked through to SunLANDA, which explains why particular items may have proved difficult and presents teachers with a range of strategies to overcome such issues.

Figure 1. Sample Skills Analysis chart – filtered on the 'space' strand for numeracy



Workshops on data analysis have been conducted in all regions for school personnel wishing to utilise

*Datapak*. The workshops provide participants with an opportunity to engage with the data and become familiar with the package. Advice about the pedagogical implications of the data has also been provided.

The use of the *Datapak* has resulted in increased awareness and engagement with NAPLAN data and data in general. It has helped to improve assessment literacy amongst school leaders and teachers. Another bonus of the *Datapak* is that it allows schools to identify areas where professional development may be needed. The capacity to target professional learning in this way has the potential to speed school improvement as well as maximise the value of a school's professional development budget.

The sample data wall below shows how student progress can be tracked.



One Principal described the data wall as the school's conscience, providing a constant visual reminder of where their students are at given points in time and giving teachers a collective responsibility for moving their students forward.

### **School leadership**

Through Regional Principal Forums the state sector Principals, Curriculum leadership teams and Coaches were provided with key strategies to build strong leadership teams using a variety of delivery methods i.e. Small group workshops interrogating data, presentations from Principals / colleagues providing best practice examples used in their school, PowerPoint presentations and practical application sessions. All focusing on improving the skills of the Curriculum leadership team. The Forums provided an opportunity for Principals and Coaches to look at school and student data in-depth using the collaborative data inquiry model and also provided an opportunity to collaborate with colleagues and share successes.

[Camp Hill State Infant and Primary School](#) has evidenced year 5 reading results across the duration of the LN NP program that have improved to a level where the school is achieving equal to or greater than the National performance in the NAPLAN tests. This school has also evidenced improvements at year 3 level in reading. High level leadership (one of the state sector reform areas) focused the school on specific strategies around curriculum differentiation to cater for all students.

The reform agenda of strong leadership and effective teams has contributed significantly to improvements of student learning at [Maroochydore State School](#). The school employed a literacy coach as part of the leadership team and used the Prep-9 Literacy and Numeracy Indicators as a whole school strategy to support teachers to develop an understanding of the Literacy expectations. In 2010 Year 3 NAPLAN results in reading showed significant improvements with Year 3 reading being equal to or greater than National performance.

[Proserpine State School](#) is a school that has improved across all three year levels (3, 5 & 7). The

leadership and working with the Coach reform has seen this school make significant improvements in its focus area of literacy.

School leaders in the Catholic sector have engaged with school and diocesan curriculum staff in the interrogation and analysis of data. They have commented on the positive contribution the coaches have made in leading pedagogical change in their school communities.

The most significant increases in the Independent sector have occurred where the school leadership has taken on a role of instructional leadership. For this reason the school leaders are required to attend all professional learning opportunities.

The School Effectiveness Framework has also been important for helping school leaders to target specific areas and set goals for improvement. As previously stated this approach has resulted in significant improvements in student learning and engagement. See teacher comments above.

Utilising the expertise of Carmel Crevola and Michael Fullan has been incredibly valuable for school leaders. The 'Breakthrough' framework has provided them with focus – see previous comments. In addition, school leaders have also heard first hand from experienced, highly respected educators about the best ways for bringing about change and school improvement.

### **Collaborative networks**

Coaches in both the Catholic and the state systems have collaborated through sharing of resources in network cluster groups and at the diocesan or Regional level. These professional learning networks have shared whole school approaches and resources to benefit and change school learning outcomes and culture. The state sector's coaches' networks, established and consolidated at local, regional and State levels provide an informal, local means for sharing best practice strategies; act as a role support mechanism, and are a particularly successful outcome of the initiative.

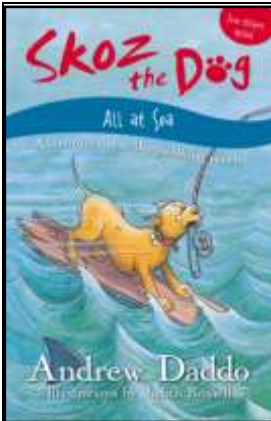
Further collaborative networks and practices in the Catholic sector include:

- establishment and maintenance of networks of system curriculum staff, specialist support staff and classroom teachers sharing strategies, interventions and resources across schools
- e-learning resources shared on diocesan online portals.
- National Partnership networks sharing of ideas, approaches, resources, data and reporting insights within and across dioceses
- MAGs presented and shared with all dioceses in Queensland
- sharing of resources through online portals.

ISQ has noted that within schools, a collaborative approach has lead to the development of professional learning communities. Teachers have become more confident to talk about their practices and share strategies and ideas. They have also become more willing to engage with assessment data and discuss how collectively they help to improve all students. Within the sector, school leaders and coordinators are collaborating to share ideas and strategies. In some cases they have set up processes for teachers to visit across schools.

### **Student Engagement**

Overall, sectors have indicated the impact on student engagement. For ISQ, the use of the ipod Touch technology has been a successful tool in engaging students, the Catholic sector have indicated the use of Interactive Whiteboards, e-learning sites and flipcharts in the teaching of literacy and numeracy have all contributed to improved student engagement and participation.



The state sector used activity based initiatives to improve student engagement, in particular the Hervey Bay community engagement Guinness World record attempt. Author Andrew Daddo and 4000 students from 8 schools across the Hervey Bay area in Queensland succeeded in breaking the Guinness World Record™ for the Most Children Reading with an Adult when they gathered to read *Skoz the Dog: All At Sea*.

The attempt raised awareness of reading across the Hervey Bay community and increased students' enjoyment of books within the region.

Comments made by ISQ teachers regarding the targeted, personalised teaching are of particular interest. This strategy has had a significant impact because it ensures that students are set up for success. In other words students are being taught in their Zone of Proximal Development, and therefore learning opportunities are optimised.

*"Student involvement and motivation has increased as they enjoy trying out a variety of new strategies. Observing the sample lessons, both live and on the DVD's, has helped me remember and implement some strategies I have used in the past, as well as bringing in a new repertoire of ideas in my teaching."* (ISQ Teacher)

*"Students enjoy their reading more. They are more focused on detail and reading 'between the lines'. They use some of the comprehension strategies spontaneously in other subjects especially the connections."* (ISQ Teacher)

*"Students respond well to newly taught strategies and seem to be more engaged and focused during lessons. The strategy such as accountable-talk forces students to stay focused and a fun aspect to the learning process."* (ISQ Teacher)

*"Providing a learning environment where the children are actively involved in reading has increased engagement. Explicitly teaching high order thinking strategies is proving successful for students to make connections with the text and improvements with reading comprehension is evident."* (ISQ Teacher)

*"The explicit teaching of comprehension strategies has enabled students to become engaged with the text to a greater degree. Students are enjoying the texts provided as they have a deeper understanding and are really enjoying using the language of comprehension. It is not uncommon now to here a resounding, 'yesssss' at reading time or students requesting a specific text."* (ISQ Teacher)

*"Students have definitely grown in confidence in using comprehension strategies. They have regularly used terms independently to express the way they are thinking about a particular topic. Their confidence is also reflected in their readiness to verbally express their thought processes. To begin with, this was difficult for the students."* (ISQ Teacher)

*"Though it is only early days in the implementation of different pedagogy, I believe it has helped some students in their creative writing also, as some seem to be better able to put themselves in the shoes of their reader, and explain themselves better in their writing."* (ISQ Teacher)

## **Sustainability**

State sector strategies such as the development of the skills of curriculum leadership teams, the regional Principal forums and the sharing of resources on the Education Queensland LN NP website contribute somewhat to ensuring sustainability beyond the life of the partnership. Regional and school priority funding and staff movement will play a large role in this. Some non NP schools are adopting the coach model within their schools by employing coaches or assigning the role to teachers within their school. This is through school based decision making processes.

Sustainability is incorporated in the role of the LN NP coach. The evidence suggests that:

- Professional Development attached to the initiative worked because it moved away from a model where PD occurs in isolation from the classroom to one where teachers are followed up and supported one-on-one in the classroom environment. It also filled an historical PD gap for teachers in primary schools (not just 'talking PD' but real support);
- an increase in teacher knowledge and understanding of evidence-based approaches to teaching literacy and numeracy was evident to principals and coaches (alongside a growing commitment to changing teacher practice through evidence-based strategies), strengthened the case for continuation of the initiative; and
- coaches made a significant contribution to targeted pedagogical support for teachers *and* principals, which is highly likely to add to the sustainability of improvement in literacy and numeracy teaching.



## Section 5 – Research and Evaluation

### Research design and methodology

Queensland's overall evaluation approach is a critical appraisal of the SSNP activities from a system-level perspective. Queensland does not consider the research and evaluation activities as separate entities – the formative emphasis and learnings of the evaluation are derived from the research conducted within and across SSNPs.

The evaluation has focused on State implementation issues in order to:

- document the essential elements of implementation over time at system level;
- report on the major outcomes of the National Partnership (NP) initiatives at State level;
- identify barriers and enablers to implementation; and
- determine the general value at a State level of the NP initiatives.

The evaluation is making use of existing data collections (quantitative and qualitative) as well as value adding with targeted and specific evaluative data collections (internal and external) where appropriate. Open-ended questions and reflective strategies are incorporated to gather establishment data as far as is possible with hindsight (to address evaluation commencement after NP implementation).

There is a focus on formative and summative aspects - data available at the commencement of the evaluation as well as from individual reforms are being measured again at future points, with the aim of presenting the case for how much and why the initiative(s) is/are responsible for any difference(s).

Summative or deterministic evaluation will be conducted after completion of each identified initiative for the benefit of both internal and external audiences and decision-makers providing a balance to the ongoing formative nature of the evaluation.

A sample of SSNP initiatives have been identified within the Queensland evaluation:

- School-based Strategies & Planning (Low SES NP)
- Principal Performance System (Low SES NP)
- Closing the Gap Education Strategy (Low SES NP)
- Turnaround Teams (Low SES NP)
- Literacy and Numeracy Coaches (L&N NP)
- Summer Schools (L&N NP)
- Teaching and Learning Audits (L&N NP)
- Vacation PD (L&N NP)
- Centres of Excellence (ITQ NP)
- Pathways to Teaching (ITQ NP)
- MaDT – Take the Lead (ITQ NP)

The sample of SSNP initiatives is being augmented by case studies of eleven schools, involving:

- a selected sample (fair representation of the diversity of the State's SSNP schools)
- ongoing data collection 2010-2012
- drawing together of contextual data gathered from a number of initiatives across SSNPs as part of individual case studies
- synthesis of cases to assess the findings measured against the overall aims of the SSNP



across the different levels and sites.

### ***Progress over last 12 months***

Formative analyses are being made available to the relevant staff responsible for shaping the ongoing roll-out and subsequent review of the roll-out, providing advice for participants involved in the program on an ongoing, annual and completion basis (eg Literacy & Numeracy Coaches Interim Report).

Formative evaluations are being conducted more than once to provide information that may be useful in improving the operations, progress and/or sustainability of the NP initiatives.

Initial data has been collected from a variety of sources attached to the SSNPs, for single NPs and across-NPs, since September 2009. The data collected to date has mainly been establishment data (albeit after the NPs were in operation). Existing and new data sources for most of the initiatives has been identified and collection progressed. A process to monitor collections has been instigated and/or utilised, and some initial formative analyses began in 2010.

SSNP research undertaken in 2010 includes:

- analysis commenced on School-based Strategies & Planning (Low SES NP) – School Strategic Plans
- Turnaround Teams (Low SES NP) – ongoing collection of data from Low SES NP Turnaround Teams
- collation of data sources (new, ongoing and existing), and report on interim findings for the LN NP Coaches initiative
- ongoing collection and analysis of Summer Schools (LN NP) data
- data collected for Teaching and Learning Audits, and interim internal report of findings prepared
- ongoing collection and analysis of Vacation PD (LN NP) data
- Centres of Excellence (ITQ NP) – discussions to establish five Teaching Centres of Excellence (commence in 2011); data collection commenced.

Other SSNP research undertaken in 2010 includes progress on the school case studies.

**Milestones for 1 January 2010 to 31 December 2010**

Milestone	Detail of achievement against milestone <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
<b>Attract the best entrants to teaching</b>			
New RATEP centre active.	<ul style="list-style-type: none"> <li>▪ First centre is active in Innisfail. Negotiations for establishment of remaining new centres well-progressed.</li> </ul>		
2 new Remote Area Teaching Education Program (RATEP) centre locations identified and announced	<ul style="list-style-type: none"> <li>▪ Several new locations across Torres Strait receiving RATEP support</li> </ul>		
Trades-to-Teaching Initiative (Phase 1) pilot commenced.	<ul style="list-style-type: none"> <li>▪ Pilot underway in Central Qld. Negotiations regarding broader pilot to begin with industry support in 2011 well underway.</li> </ul>		
QCEC Indigenous Pathways program active.	<p>QCEC has exceeded the 15% increase target:</p> <ul style="list-style-type: none"> <li>▪ Currently 16 Indigenous teachers employed in the Diocese.</li> <li>▪ 12 cadetships are underway.</li> <li>▪ 2 community members are involved with the Leadership team of St. Michael's Palm Island.</li> <li>▪ 28 schools have entered into partnerships with traditional owners (a new school, St. Clare's, under development).</li> <li>▪ All 28 schools are members of the Dare to Lead Coalition.</li> <li>▪ Six (6) scholarships and a further two (2) cadetships offered in Cairns and Rockhampton.</li> <li>▪ Education officer appointed in Rockhampton.</li> </ul>		
QCEC strategies, guidelines and policies developed.	<ul style="list-style-type: none"> <li>▪ Implementation Plan &amp; Guidelines Developed.</li> <li>▪ Selection Process implemented.</li> </ul>		
2011 Step into Teaching scholarships launched	<ul style="list-style-type: none"> <li>▪ Scholarship program underway.</li> <li>▪ 28 applications received.</li> <li>▪ Applicants vetted and interviewed. 6 identified as high calibre and offered scholarships.</li> </ul>		

	<ul style="list-style-type: none"> <li>▪ Marketing for on-going program commenced.</li> </ul>
Diocese directed programs advertised (QCEC)	<ul style="list-style-type: none"> <li>▪ 3 Scholarships and 1 Cadetship advertised for the commencement 2011</li> </ul>
<b>More effectively prepare teachers, school leaders and principals</b>	
First Centre of Excellence active.	<ul style="list-style-type: none"> <li>▪ Five Centres of Excellence each with a specific focus launched and established.</li> </ul>
Additional 4 locations for Centres of Excellence identified and announced	
Targets for practicum placements released.	<ul style="list-style-type: none"> <li>▪ Placement data for 2010 and proposed targets distributed to schools and regions.</li> </ul>
Field studies grants announced.	<ul style="list-style-type: none"> <li>▪ Field studies grants launched and implemented.</li> <li>▪ 20 grants offered to support pre-service teachers to undertake field studies in rural or remote schools</li> </ul>
Supported tutoring scheme active (QCEC).	<ul style="list-style-type: none"> <li>▪ 5 Experienced Primary Teachers have been identified.</li> <li>▪ Planning with ACU has taken place. Tutorial dates are set.</li> <li>▪ Resources have been shared between ACU and BCEC teachers.</li> </ul>
Mentor Training program active (QCEC).	<ul style="list-style-type: none"> <li>▪ 24 Mentor/Trainers/Curriculum Leaders appointed.</li> <li>▪ 9 Expert Teacher Panels have met twice this year.</li> <li>▪ 28 mentors appointed under 'Better Behaviour Better Learning' program</li> <li>▪ 21 staff trained in Growth Coaching International's executive coaching model.</li> <li>▪ 1 staff member an accredited coach.</li> </ul>
Sister/partner schools operationalised (QCEC)	<ul style="list-style-type: none"> <li>▪ Sister school program enacted between on urban secondary college and one remote/low SES secondary college Partnership developed between large P-12 school with 2 smaller rural schools.</li> <li>▪ Two rural schools have developed a partnership to share teaching expertise and resources. Sister/partner school guidelines developed (QCEC).</li> <li>▪ Partnership developed between large P-12 school with 2 smaller rural schools.</li> <li>▪ Two rural schools have developed a partnership to share teaching expertise and resources.</li> </ul>
Induction PD (ISQ)	<ul style="list-style-type: none"> <li>▪ Induction program carried out - participants involved in four days of workshops throughout 2010</li> </ul>
First Beyond the Range program completed	<ul style="list-style-type: none"> <li>▪ Beyond the Range pilot implemented with Griffith University in semester 2 2010.</li> <li>▪ New version developed for 2011 available for all preservice teachers, regardless of university attended</li> </ul>
Expert Teacher Panels established (QCEC)	<ul style="list-style-type: none"> <li>▪ 9 Expert Teacher Panels have met twice this year.</li> </ul>

<b>Develop teachers and school leaders</b>	
Phase 1 mentoring commences. Schools and teachers for program expansion are identified and the Professional Learning Communities researched and discussed by school leaders (QCEC).	<ul style="list-style-type: none"> <li>▪ Leaders of the Future – 220 teachers aspiring for leadership positions completed series of five twilight leadership sessions.</li> <li>▪ Out of the Box (Middle Managers) leadership program commenced for 3 cohorts of 25 each (75 total). Have completed 3 of 6 full day modules on dimensions of BCE leadership framework.</li> <li>▪ Leadership Foundations program commenced for principals early in their career. 16 Principals have completed 3 of 6 full day modules on dimensions of BCE leadership framework.</li> <li>▪ BCE position papers developed in consultation with school leaders and BCE Leadership team regards:               <ul style="list-style-type: none"> <li>▪ aligning School Renewal and PLCs</li> <li>▪ understanding PLCs</li> <li>▪ establishing PLCs in Schools.</li> </ul> </li> </ul>
Pathways to Principalship program active: - new recruitment and selection processes in pilot - Leadership PD and Mentor program available - Structured induction program in pilot.	<ul style="list-style-type: none"> <li>▪ New recruitment and selection processes negotiated with stakeholders including QTU and prepared for pilot.</li> <li>▪ Pilot PD program implemented.</li> <li>▪ New processes to broader DET leadership strategy, including alignment to new National Professional Standard for Principals</li> <li>▪ Expansion of program for 2011 continuing</li> </ul>
<u>Pathways to Principalship program continues</u> - new recruitment and selection processes in pilot - Beyond the Range program for principals active	<ul style="list-style-type: none"> <li>▪ Pilot PD program expanded.</li> <li>▪ New processes to broader DET leadership strategy, including alignment to new National Professional Standard for Principals</li> <li>▪ Expansion of program for 2011 continuing</li> </ul>
Principals and School leaders professional development available in identified areas of need	<ul style="list-style-type: none"> <li>▪ Programs available through Queensland Educational Leadership Institute</li> <li>▪ eLeadership program implemented</li> </ul>
Succession management programs active (QCEC)	<ul style="list-style-type: none"> <li>• <i>Out of the Box</i> (Middle Managers) Leadership Program completed for 3 cohorts of 25 staff</li> <li>• <i>Leadership Foundations</i> program completed for 16 principals early in their career development</li> <li>• Professor Steve Dinham engaged as a critical friend to work with BCE in developing a professional learning plan for leadership in schools and BCEO</li> <li>• School cyclical review is enhancing the quality of professional dialogues and and contributing to a professional learning culture</li> </ul>

	<ul style="list-style-type: none"> <li>• two Indigenous community leaders form part of the leadership team of St. Michael's, Palm Island.</li> <li>• eight second year principals participating in mentoring programs</li> <li>• 28 aspiring leaders attended the CHRISTOS program in semester 2,2010</li> <li>• Aspirant Leaders Program was held, 22 attendants</li> <li>• <i>Reflective Partners</i> - mentoring program for new leaders developed – 28 participants (mentors and mentees) with approximately 50% of reflective partnerships continuing.</li> </ul>
Leadership Modules for Beginning Leaders and Future Principals available (ISQ)	<ul style="list-style-type: none"> <li>▪ Modules completed and being adapted for use on-line</li> </ul>
<b>Retain and reward quality principals, teachers and school Leaders</b>	
Statewide accreditation process for Accomplished/Leading Teachers agreed to across sectors	<ul style="list-style-type: none"> <li>▪ Awaiting confirmation of implementation plan for new National Professional Standards for Teachers</li> <li>▪ Early cross-sectoral discussions regarding statewide process</li> <li>▪ Close engagement with Queensland College of teachers to discuss matters relating to implementation</li> </ul>
Review of current incentive programs completed (QCEC)	<ul style="list-style-type: none"> <li>▪ Incentive packages implemented.</li> </ul>

## Milestones for 1 January 2010 to 31 December 2010

Milestone	Detail of achievement against milestone <i>Quantitative and Qualitative</i>
20 (State) additional principals recruited under Performance Agreement conditions	<ul style="list-style-type: none"> <li>▪ The second round of (20) phase two principals were recruited and appointed by the beginning of the 2010 school year.</li> <li>▪ A round of (18) phase 3a principals were recruited and appointed by July 2010.</li> <li>▪ A round of (13) phase 3b principals were recruited and appointed by January 2011.</li> </ul>
20 (State) and 10 or more (Catholic) additional principals participated in tailored Professional Development	<ul style="list-style-type: none"> <li>▪ Range of tailored professional development opportunities implemented for Principals, including the Optimising Capacity Conference and Principals' Induction Conference.</li> <li>▪ Further meetings with groups of Phase 1 and 2 Principals have occurred throughout the period January to June 2010.</li> <li>▪ Diocesan schooling authorities provided targeted professional development for Principals in respect to low SES communities.</li> </ul>
20 (State), 9 (Catholic) additional schools receive funding	<ul style="list-style-type: none"> <li>▪ The agreed upon funding has been provided to State and Catholic schools.</li> </ul>
Teachers from 46 (State) and up to 10 (Catholic) schools participate in teacher induction program	<ul style="list-style-type: none"> <li>▪ Teachers' Induction Conference took place from 17 to 19 January 2010. Conference participants included 134 teachers who were newly appointed or transferred to Phase 1 and 2 schools, 40 Phase 1 and 2 principals, Deputy Principals, Heads of Department, Heads of Curriculum, and Executive Directors, School Improvement.</li> <li>▪ Diocesan schooling authorities and schools provided induction and in-service as appropriate for new teachers entering the school community and existing staff where the low SES program was being introduced for the first time.</li> </ul>
20 (State), 2 (Independent), 9 (Catholic) additional schools plans	<ul style="list-style-type: none"> <li>▪ All Queensland schools currently involved in the Low SES National Partnership and the Literacy and Numeracy NP have School Level Plans published on their school websites.</li> </ul>
131 (State) schools participated in teaching and learning audit	<ul style="list-style-type: none"> <li>▪ All schools within the state sector have undertaken a Teaching and Learning Audit</li> </ul>
Teachers from 10 (Independent) and 10 (catholic) schools participate in teacher induction program	<ul style="list-style-type: none"> <li>▪ Teachers from more than 10 independent schools have participated in the ISQ teacher induction program.</li> <li>▪ Diocesan schooling authorities and schools provided induction and in-service as appropriate for new teachers entering the school community and existing staff where the low SES program was being</li> </ul>

	introduced for the first time.
Customised support for rural and remote schools in place (State)	<ul style="list-style-type: none"> <li>▪ Targeted professional development for principals and staff was provided in 2010.</li> </ul>
Regional and School Action Research commenced (State, Independent, Catholic)	<ul style="list-style-type: none"> <li>▪ Action research is a key component of each state school's four-year School Strategic Plan.</li> </ul>
Support for staff wellbeing and resilience developed (State, Independent)	<ul style="list-style-type: none"> <li>▪ Staff wellbeing workshops have been held, both school-based, and as part of the induction processes.</li> </ul>
Social and Emotional Learning professional development (State, Independent, Catholic)	<ul style="list-style-type: none"> <li>▪ Workshops have been held on Social and Emotional Learning.</li> </ul>
Overview of evaluation strategy completed (State, Independent, Catholic)	<ul style="list-style-type: none"> <li>▪ As negotiated, participation in Commonwealth evaluation when required (all sectors). Separate state evaluation processes underway.</li> </ul>
Event held to celebrate effective parent, community and school partnerships (State, Independent, Catholic)	<ul style="list-style-type: none"> <li>▪ Successful event held in Cairns in June, 2010.</li> </ul>
Turnaround Teams commence trial in 10 (State) schools	<ul style="list-style-type: none"> <li>▪ Full implementation of the ten Turnaround Teams in the second half of 2010</li> </ul>
Item-level analysis of NAPLAN data by cohort available in all schools (State)	<ul style="list-style-type: none"> <li>▪ Full implementation of provision of Item Level analysis of NAPLAN data occurred in 2010 through the DET OneSchool initiative.</li> </ul>



## Section 6: (State/Territory) - Milestone Reporting

## Literacy and Numeracy NP

### Milestones for 1 January 2010 to 31 December 2010

Milestone	Detail of achievement against milestone <i>Quantitative and Qualitative</i>
Communication strategy detailing successful and existing good practice (March 2010)	<ul style="list-style-type: none"> <li>▪ ISQ website and web resources developed and available to schools.</li> <li>▪ Summer Schools resources provided to all teachers across Queensland and promoted for use in all classrooms. Resources available through the Learning Place Summer Schools Professional Community.</li> <li>▪ Resources available on state sector LN NP Website.</li> <li>▪ Regular inter-diocesan teleconferences and meetings provided opportunity for sharing strategies and best practice.</li> </ul>
Expand initiatives to support targeted groups of students (March 2010)	<ul style="list-style-type: none"> <li>▪ ESL Bandscale resources made available through the LN NP Website</li> <li>▪ Local measure reports for each year level highlighting indigenous student results to identify students requiring additional support</li> <li>▪ Developed and disseminated Collaborative Inquiry Data Model</li> <li>▪ More ISQ students below NMS supported through the inclusion of more teachers and year levels at target schools and more schools.</li> </ul>
Assessments and annotated student samples completed (March 2010)	<ul style="list-style-type: none"> <li>▪ Assessments and annotated student samples completed and available to Independent schools.</li> <li>▪ To support the use of the P-9 Literacy and Numeracy Indicators, the Queensland Studies Authority has developed Literacy and Numeracy Monitoring Maps and a suite of short assessments.</li> <li>▪ Consistency of Teacher Judgement (CTJ) processes using annotated student work samples developed teacher assessment literacy.</li> </ul>
Audit tool framework developed, trialled and implemented (Semester 1,2010)	<ul style="list-style-type: none"> <li>▪ Effective Schools Framework developed and in use by ISQ LN target schools.</li> <li>▪ Teaching &amp; Learning Audit Tool developed. All schools in the state schooling sector have undergone Audit.</li> </ul>
Rollout of teacher professional development to occur during summer vacation (January 2010)	<ul style="list-style-type: none"> <li>▪ Teacher professional development occurred January vacation 2010</li> </ul>
Targeted intervention to support students (Semester 1 2010)	<ul style="list-style-type: none"> <li>▪ Support Teachers (LaN) provided with professional development enabling them to more effectively use a range of data to target students requiring support.</li> <li>▪ Further professional development activities for Support Teachers presented strategies for effective intervention in literacy and numeracy.</li> </ul>

Implement rollout of summer schools (January 2010)

- Eligible state school students attended January 2010 Summer Schools conducted at 73 sites across Queensland during January and term one and term two.



## Section 8 – State Performance Measures

## Low SES School Communities NP

### Queensland Low Socio-Economic Status School Communities National Partnership Outcomes and Performance Indicators

Item	Measure taken from Section 8	Qld Response - April 29	2009	2010
1	The proportion of children enrolled in and attending school.	The average attendance rate for all P-12 full time students who are in Low SES NP state schools.	87.2%	88.2%
2	Literacy and numeracy achievement of Year 3, 5, 7 and 9 students in national testing.	Refer to Section 7 of the report which provides detailed description of NAPLAN results and participation rates.		
3	The proportion of Indigenous and low socio-economic status children enrolled in and attending school.	The average attendance rates for all Indigenous P-12 full time students who are in Low SES NP state schools.	81.0%	82.5%
4	Literacy and numeracy achievement of Year 3, 5, 7 and 9 Indigenous and low socio-economic status students in national testing.	Refer to Section 7 of the report which provides detailed description of Indigenous NAPLAN results and participation rates.		
5	The proportion of the 19-year-old Indigenous and low socio-economic status population having attained at least Year 12 or equivalent or Australian Quality Framework (AQF) Certificate II.	Proportion of 20-24 year old Indigenous population having attained at least a Year 12 or equivalent or AQF Certificate Level II or above; results for 2008 - 33.0%; Note : Indigenous data are available every three years on a rotating basis from the NATSISS and the NATSIHS (Indigenous population). The next release is scheduled for 2012.		
6	The proportion of Indigenous students completing Year 10.	The apparent retention rate of Indigenous students in Year 10 is estimated by dividing the enrolment number as at November by the enrolment number as at February for the given year. Due to sample sizes some fluctuation is to be anticipated year on year.	96.1%	94.2%

7	The proportion of students in the bottom and top levels of performance in international testing (e.g. Program for International Student Assessment, Trends in International Mathematics and Science Study).	PISA 2009 results indicated that 3% of Queensland students achieved the highest proficiency level (level 6) in reading literacy. This result is higher than the highest performing country on the PISA 2009 reading literacy result. Queensland was amongst the four states with the least number of students with low levels of reading literacy proficiency (14% of Queensland students failed to achieve level 2). PISA 2009 results also indicated that 4% of Queensland students achieved the highest proficiency level (level 6) in mathematical literacy. This result is similar to the OECD average. For Queensland 15% of students failed to achieve level 2 in mathematical literacy. This proportion was commensurate with a range of other high performing states (e.g., WA, ACT, SA, Vic, NSW). The next PISA test will be completed in 2012.		NA
8	The proportion of the 19-year-old population having attained at least a Year 12 or equivalent or AQF Certificate II.	Drawn from the Survey of Education and Work (SEW) the proportion of Queenslanders aged 15 to 19 years who are fully participating. Source: Young people (school leavers aged 15-19 years) participating in post-school education or training (National Education Agreement indicator 9), 2009 - Fully Engaged	65.0%	64.9%
		Proportion of 20-24 year old population having attained at least a Year 12 or equivalent or AQF Certificate II or above; currently reported as part of the Youth and Transition NP, the NEA and is in the DET Strategic Plan; matches data proposed for item 5, but can be reported annually.	85.6%	87.9%
9	The proportion of young people participating in post-school education and training six months after school.	Data drawn from the Department of Education Next Step Survey results. Percentages relate to the number that continued in some recognised form of education or training in the year after they left school.	59.6%	60.7%

10	The proportion of 18-24 year olds engaged in full-time employment, education or training at or above AQF Certificate III.	Drawn from the Survey of Education and Work (SEW) the proportion of Queenslanders aged 18 - 24 years who are fully participating. Source: Persons aged 18-24 years who are fully engaged in employment, education or training at or above Certificate III level (NEA Indicator 10), 2009 - Fully Engaged.	73.7%	72.1%
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