



Australian Government



SMARTER SCHOOLS NATIONAL PARTNERSHIPS

IMPROVING TEACHER QUALITY

LOW SOCIO-ECONOMIC STATUS SCHOOL COMMUNITIES

LITERACY AND NUMERACY

Queensland Annual Report for 2011

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INTRODUCTION

This Annual Report for 2011 covers Smarter Schools National Partnership (SSNP) funded activity for the 2011 calendar year – 1 January 2011 to 31 December 2011.

The Annual Report focuses on key highlights and achievements, case studies, milestone reporting and achievement against performance measures. The report also provides important information on SSNP funded activities to support the improvement in educational outcomes for Aboriginal and Torres Strait Islander students.

The Annual Report provides an opportunity for states and territories to highlight reforms that are effective with supporting data and evidence, as well as to showcase successful strategies that are having an impact on improving educational outcomes for participating schools and students in a range of environments and contexts.

Section 1 – Overview – Executive Summary (2-4 pages)

2011 National Partnership Overview – 1 January to 31 December 2011

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

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

2011 Significant Highlights/Achievements

Queensland's state sector has embarked on a significant reform agenda to drive school improvement, with targets and milestones contained in the initial FIP revised to capture these and additional reforms and the associated milestones/targets. Queensland's revised Teacher Quality FIP highlights and builds on the ambitious agenda set in the original plan; identifying new and additional targets and milestones and fully reflecting the depth of educational reform being undertaken within our state that will have a positive impact on the quality of teaching in all schools.

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

Achievements of Low SES NP State schools were highlighted at the Annual Queensland Showcase Awards, with 50% of awards won by Low SES NP schools. This awards program recognises and rewards state schools for education practices that significantly improve student learning outcomes.

- 11 Low SES NP schools won 13 regional Showcase Awards in May 2011
- 6 schools were consequently nominated as state finalists in 5 of 6 possible categories.
- Three Low SES NP schools were announced as state winners of their category in October 2011: Cairns West SS - Academic Excellence; Gin Gin SHS - Excellence in the Middle Phase of Learning; and Goodna SS - Excellence in Leadership.

In addition to the targeted strategies within the Literacy and Numeracy (L&N) NP, 2011 was an opportunity to share successes, embed strategies and investigate sustainability of approaches. The coaching model and the State's innovative model to support the development, leadership, capability and supervision of school leaders reinforces the message that leadership is key to driving outcomes in schools.

Sustainability of Reforms

The opportunity to sustain programs that have involved the training of staff and the enhancement of staff capacity to support student learning and other outcomes may be sustainable in the short term but is limited for the long term. However the expansion of some programs, the learnings of staff and

The funding provided through the TQ National Partnership has enabled expansion of a number of programs and initiatives, and establishment of our five Teacher Education Centres of Excellence. The ending of the National Partnership may have an impact in terms of the scale of some of these initiatives, however it is intended that all will be continued through other available revenue.

The state sector is implementing a range of initiatives to grow capability and improve teaching quality to be sustained as part of the state's core educational business.

Student Engagement and Attendance

Impressive attendance results have been achieved since the development of a Cunnamulla Framework for improving attendance: the 'Cunnamulla Campaign' at Cunnamulla State School. This strategy is highlighted in the Low SES section of this report, however components of the campaign are similar to others being developed across schools to improve attendance, including transition strategies, connecting with the community, implementing a whole of school approach to behaviour.

The results of the Cunnamulla Campaign have been impressive. Stronger relationships with students and families have led to improved attendance and increased family involvement in school life. Parents are responding to invitations to participate in school activities at a rate not seen for many years.

Support for Disadvantaged Student Cohorts (Aboriginal and Torres Strait Islander students, students with a disability, LBOTE/ESL students etc)

The 2011 Report indicates a number of areas where support is being targeted to disadvantaged student cohorts. This includes the expansion of Remote Area Teacher Education Program (RATEP), and Townsville's focused Centre of Excellence program.

In particular, schools in the Low SES National Partnership are implementing targeted strategies to support Aboriginal and Torres Strait Islander students, and these are highlighted in Section 3.

School Level Plans

The LN School Action Plans provide direction and accountability for state school Principals on the LN NP Key Reform areas. Each school sets local targets for each reform area and these are published on the school's website. In June 2011 each school updated their School Annual Plan with their targets achieved, measured against the targets set in March 2011.

School level plans have been published for all schools that undertook NP activities in 2011.

Section 2 – Improving Teacher Quality

Overview – 1 January to 31 December 2011

During 2011, all three educational authorities in Queensland have continued to collaborate to make significant local progress in implementing the range of reforms described within our National Partnership Implementation Plan to drive improvements that will grow the quality of teaching in all Queensland classrooms.

The partnership within Queensland has:

- continued to work to address matters relating to implementation of the draft National Standards for Teachers and related reforms
- participated in national processes regarding progressing:
 - the proposed principles and processes for Accreditation of Highly Accomplished and Lead Teachers
 - development of the Australian Teacher Performance Management Principles and Guidelines
 - nationally consistent processes for teacher registration
 - nationally consistent processes for accreditation of initial teacher education programs
- continued active participation on the working group that is developing the National Teaching Workforce Dataset to support workforce planning.

Principal Professional Development Implementation Plan

Early in 2012, Queensland submitted the Principal Professional Development Implementation Plan, an addendum to the Improving Teacher Quality NP, outlining the state-wide plan for expenditure of Queensland's allocation of an additional \$38 million in principal professional development funds.

For state schooling in particular, the principal professional development funds allow Queensland to expand on the significant school reform agenda currently being undertaken, and provides the capacity to extend the range of existing programs both in scope and duration.

Queensland's plan outlines the activities Queensland will undertake in each sector, and includes:

- broadening the Principal Capability and Leadership Framework to cover aspiring principals (state sector)
- Teaching and Learning Audits to inform best practice in school leadership (state sector)
- targeted initiative to develop Indigenous school leadership (state sector)
- improved induction processes for beginning principals (Catholic sector)
- Succession Management Planning (Catholic sector)
- Innovation Forums, Governance Forums and Master Classes (Independent sector)
- CELI's mentoring and coaching program (Independent sector).

2011 Significant Achievements/ Activities/ Highlights – 1 January to 31 December 2011

State Sector

In 2011 a range of state sector initiatives have been progressed, including:

- Working with higher education partners to reshape the Remote Area Teaching Education Program (RATEP) community-based Teacher Education program through geographical expansion and expansion of learning opportunities for Indigenous Queenslanders to provide pathways into participation in the real economy, including operational expansion into new locations and exploring new models of support for participants.
- Expansion of the Make a difference – Teach marketing strategy, which promotes teaching as a profession, service in rural, remote and regional Queensland and state schooling as the preferred employer of Queensland teaching graduates. This has included enhancements to the dedicated recruitment and marketing website (www.teach.qld.gov.au) and the implementation of the new Teach Team – a selected group of teachers and school leaders with the credibility and capabilities to promote teaching to current and

aspiring pre-service teachers, school students and the general public.

- Operationalising all five state schooling School Centres of Excellence (referred to as Teacher Education Centres of Excellence in Queensland) to provide high quality field studies experiences and pre-induction programs for pre-service teachers and build a clinical approach to initial teacher education programs. This has included:
 - creation of collaborative governance structures for each Centre
 - recruitment of high calibre Heads of Mentoring to manage activities within each centre
 - negotiations with Higher Education partners to establish programs and processes
 - marketing of the new programs to pre-service teachers
 - selection processes to identify high performing pre-service teacher applicants
 - engagement with recruitment officers in regions and relevant trades unions to develop innovative approaches to ensure the program benefits schools in rural, remote and regional locations.
- Provision of opportunities for 70 pre-service teachers to undertake field studies experiences in rural, remote and regional school locations through the Beyond the Range program to promote these locations as desirable destinations on a planned career pathway.
- Embedding of performance development across all state schools through implementation of the Developing Performance Framework to ensure regional and school staff performance and professional development strategies are included in school and personal performance planning. This has required close engagement with the Queensland Teachers' Union (QTU), resulting in the release of a Joint Statement on the use of the framework for developing performance purposes.
- Implementation of the Pathway to Principalship program (now referred to internally as Take the lead) to reinvigorate small school leadership across Queensland, including new recruitment and selection processes, Leadership Professional Development workshops and a structured induction program for leadership aspirants.
- Development of a workforce situation report that provides point in time data regarding workforce supply and demand to inform school workforce planning.



Queensland Catholic Education Commission

QCEC has noted the reports from Catholic schooling authorities of increased professional capacity of staff and significant progress in each of the Key Reform Areas implemented during 2011. This is especially seen in the mentoring of pre-service teachers; induction processes and mentoring of beginning teachers as well as for school leadership and succession planning. Models where performance management is aligned with school renewal planning and provision of quality targeted resources including online modules are underpinning quality change. Support for Aboriginal and Torres Strait Islander people is evidenced through reforms that have enhanced the recruitment and employment of Indigenous teachers, reviewed school Reconciliation Plans and embedded Indigenous perspectives across the curriculum.



Independent Sector

The Independent Sector has continued to develop a community of practice across its schools and established a website to facilitate sharing of information, opportunities and programs for Indigenous and dis-advantaged youth - across all sectors, Government departments, agencies and service providers.

www.strategicschoolcommunity.com.au

Support for Aboriginal and Torres Strait Islander Students/Peoples – 1 January to 31 December 2011

State Sector

All initiatives supported through the National Partnership seek to drive improvement to the quality of teaching in all schools leading to long-term benefits for all students. Queensland has a relatively high proportion of students from Aboriginal or Torres Strait Islander backgrounds by comparison with most other jurisdictions, and has a strong focus on improving educational, social and economic outcomes for Indigenous Queenslanders which is acknowledged in all aspects of policy. Whilst no state National Partnership initiatives explicitly target Indigenous students, the following showcase how some initiatives will lead to long-term benefits for Indigenous students.

- The expansion of Remote Area Teacher Education Program (RATEP) will provide new and additional opportunities for Indigenous students to participate in the real economy by gaining qualifications particularly for working in the education and early childhood education and care sectors.
- The Centre of Excellence established in Townsville is working with James Cook University with a focus on preparing teachers for driving improved Indigenous student performance and community engagement in Indigenous communities.



Catholic Sector

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

Brisbane Diocese

The strategies/activities listed below are in alignment with the implementation of the MCEECDYA Aboriginal and Torres Strait Islander Education Action Plan priority domains:

Attendance: BCE schools are recording a 97% attendance rate. Where non-attendance is noted, Participating Officers conduct home visits to work collaboratively with parents to re-engage children back into school. This action is enhanced by consultants working with classroom teachers to differentiate program to meet learner needs.

Readiness for School: Consultants and Participation Officers are available on school request to assist in enrolment procedures.

Engagement and Connections: Consultants, Participation Officers, SEO A&TSI and Area Supervisors have worked with a focus group of 16 schools to unpack the Education Action Plan to develop school implementation plans that are in alignment with school plans. Parent Networks are operating across cluster areas to support parents and inform them of changes in relation to the Australian Curriculum and school processes and procedures. Also implemented is the ongoing establishment of and enhancement of existing community partnerships, for example; parent workshops conducted at Cherbourg with local police and community health. BCE has been involved with Beyond Pathways forums each term and held graduation celebrations for year 12 students.

Literacy and Numeracy: Provided workshops to explore the embedding of indigenous perspective across the new Australian Curriculum. The archdiocese actively promoted literacy and numeracy strategies such as Reading to Learn, First Steps and Numeracy Action Learning Projects with specific Indigenous focus. In addition, specific support for Indigenous learners was provided to improve Literacy and Numeracy Achievement e.g. development of student learning profiles to assist in targeting areas of need. Cultural visitation programs (Ngutana-Lui Cultural Centre) have been evaluated and revised to align with the Australian Curriculum.

Leadership, Quality Teaching and Workforce Development: Provision for participation in the Dare to Lead professional learning, updated guidelines for school leaders to direct funding to improve learning achievement and well-being of A&TSI students and A&TSI network meetings conducted each term for all staff employed in

BCE and RI schools to support A&TSI education.

Pathways for Real Post School Options: Dissemination of scholarship information to students and links with Indigenous Employment Agencies provided. 4 schools participating in the Learn Earn Legend initiative.

Rockhampton Diocese

Providing mentoring and financial support to Indigenous Teacher Assistants to complete their Cert IV in Educational Support, increases their employment opportunities as well as improving their ability to provide support to Indigenous students in the classroom. In many cases the Indigenous Teacher Assistant is the breadwinner for their families and this support improves their capacity to provide for their families.

Yr 12 students who are intending to go onto further study are given the opportunity to apply for a scholarship to assist them financially whilst studying. This assists in overcoming any financial barriers that may deny them the opportunity to go onto further study.

Townsville Diocese

Large numbers of Indigenous Education workers are receiving support through cadetships and sponsored study programs e.g. through Tafe. This support is designed to increase capability and competency and lead to increased involvement in educational activities.

Cairns Diocese

The training for boarding supervisors assisted the raising of awareness of the needs of Aboriginal and Torres Strait Islander students within the boarding facility and provided support and guidance in relation to working with Aboriginal and Torres Strait Islander families.

The scholarships and cadetships have provided funding that has enabled Aboriginal and Torres Strait Islander people to take up opportunities for tertiary study with a view to future employment as teachers within the Catholic school sector in Cairns. These initiatives have also provided a mentoring support strategy to assist tertiary students in their formal studies and serve as an advocacy service in response to any emerging issues.

The Individual Action Plans of several teachers and their Departments are focusing on the review of Lourdes Hill College Reconciliation Plan and the embedding of Indigenous perspectives across the curriculum. Review and collaborative restructuring of the roles in the Faculty of Differentiated Learning are designed to enhance the one-to-one mentoring provision to support the engagement and achievement of Indigenous students at the College

The increased use of technologies is supporting the learning and engagement of our indigenous students at Marist College. Using technologies on College Assemblies allows us to visually promote our indigenous students with their natural environments, thereby making their living environments more real and accessible to students who live in urban and regional environments.

Teachers and Boarding staff are communicating with parents and community leaders in remote areas via Skype.

Progress against TQNP Facilitation Reforms – 1 January to 31 December 2011

National Professional Standards for Teachers

DET has challenges in relation to implementation which have been communicated previously through AEEYSOC and MCEECDYA. The department is currently working with key stakeholders, including the QTU, to develop an implementation plan for the Standards in Queensland.

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

DET and the QTU are meeting regularly to develop a plan for the implementation of the standards but no agreement has yet been reached on the replacement of the existing standards by the new National Standards. Legislative amendments may also be required before the National Standards can be adopted in all Queensland schools.

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

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

National Certification of Accomplished and Lead Teachers

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

Queensland has participated in stakeholder consultation with AITSL regarding the *Draft Proposal for a Nationally Consistent Approach to the Certification of Highly Accomplished and Lead Teachers*, and related initiatives including the proposed *Australian Teacher Performance Management Principles and Guidelines* and *Rewards for Great Teachers* which, whilst beyond the scope of this National Partnership, has intrinsic links. Queensland also provided collated and detailed feedback to AITSL regarding the *Draft Proposal for a Nationally Consistent Approach to the Certification of Highly Accomplished and Lead Teachers*.

While the planned timeline is to have a certification process in place during 2013, a number of elements require further clarification, and Queensland will need to work through industrial matters relating to the use of the existing professional standards for teachers in state schools before implementing any processes associated with the certification of Highly Accomplished and Lead Teachers.

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

Nationally Consistent Registration of Teachers

Queensland has continued to support progression of this reform.

Queensland already has a sophisticated and contemporary framework governing teacher registration containing all of the elements and the components listed in AITSL's proposal. However, amendments will be required to the *Education (Queensland College of Teachers) Act 2005* regarding the number of days worked in a five year period currently required for recency of practice. The current Queensland requirement is one year (defined as

200 days by policy). Queensland will also be required to insert a section in the Act that provides another version of permission to teach for persons enrolled in an accredited initial teacher education program.

Policy changes will be required to the number of hours of continuing professional development Queensland teachers are required to complete in order to renew their registration every five years without a condition being imposed. The higher English language requirement commenced implementation from 1 January 2012, for applicants for registration in Queensland.

There is concern that one component of the proposal allows significant variations amongst jurisdictions to their approach to registration. The minimum number of days required for eligibility of applying for registration at the proficient level (known as full registration in Queensland) varies from 80-200 days. Queensland has decided its current requirement for 200 days is necessary to maintain the integrity of the process.

National Accreditation of Pre-service Teacher Education Courses

Queensland has continued to work towards implementation of the new national system for accreditation of initial teacher education programs, including:

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

There will also need to be further consideration of the impact of the *Accreditation of initial teacher education programs in Australia: Standards and Procedures* with the recommendations of the Review of Teacher Education and Induction which was undertaken in 2011 that were referred to the Queensland Ministerial Taskforce for Teacher Education. The recommendations are currently subject to Cabinet consideration, but the recent change of government following the Queensland State Government election may result in further time required for an outcome to be determined.

One area in which the Department is still considering the benefits and risks is in relation to the requirement for all postgraduate initial teacher education programs to be extended from one to two years. This has also been raised in other jurisdictions, despite Ministerial Council endorsement for the over-arching *Accreditation of initial teacher education programs in Australia: Standards and procedures*. The key concerns relate to:

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

Queensland remains positioned to commit to achievement of all requirements within the planned timeframe, excepting that which relates to the requirement for postgraduate programs to be of a minimum of two years, for which further advice is being sought.

Professional Development and Support for Principals

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

QELI

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

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

State Sector

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

- Teaching and Learning Audits in every school
- personalised coaching for all principals
- a new way of appointing principals

- exploring models that provide for a greater proportion of decisions about the staffing mix and recruitment to be made at the school level.

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

State schooling has also aligned our new Principal's Capability and Leadership Framework (PCLF) to the new National Professional Standard for Principals. The PCLF offers transparency of expectations and a detailed common frame of reference for performance conversations. Queensland state schools use the PCLF to guide principal practices and development. The PCLF is being implemented in all Queensland state schools.



Catholic Sector

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

- Looking Forward – 3 cohorts of 24 completed modules 2 and 3 of 6
- Stepping Up – 1 cohort of 25 completed module 2 of 6
- 1 school participated in a school based leadership formation program

Improved in-school support for school principals particularly in disadvantaged indigenous, multi-cultural and hard-to-staff schools through a series of 6 developmental workshops that utilised school clusters to assist schools in developing capacity to deal with difference.

The Rockhampton Diocese introduced Improved induction processes for beginning principals and a Succession Management Plan. 14 teachers attended a three day program for aspiring leaders in June and two beginning principals an induction program for beginning principals conducted in February 2011. A Diocesan Consultant has been employed to serve rural / remote schools.

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

Religious Institute schools (North Brisbane) have developed partnerships that operate between members of each college's leadership teams, members of middle management, and between teachers at identified stages of their teaching career. College Leadership teams have worked with outside expert Dr Adrian Bertolini to develop curriculum vision.

Improved Performance Management and Continuous Improvement in Schools

State Sector

All schools within the state sector are implementing the Developing Performance Framework as a positive form of performance management. Unlike traditional supervisory models of individual performance appraisal, the framework supports group, team, collegial and mentoring approaches to the process of developing performance. These approaches are recommended because they offer the desirable outcome of schools and teachers operating in a collegial manner to share responsibility and build a culture of supported professionalism.

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

The Framework aligns to best practice as represented in research papers commissioned and released by AITSL as an evidence base to inform public debate on the issues of teacher performance and development in Australia.



Catholic Sector

The Brisbane Archdiocese has reformed its Improved performance management and continuous improvement in schools. The BCEC Teacher Role Statement and the BCEC Performance & Development Program for Teachers was introduced to support performance development. This implementation process involved: an ongoing program of school visits; online resources to support implementation published; Briefings for Secondary and Primary Principals; workshops with network groups for Performance and Development Programs; resources developed to support Assistant Principals, Deputy Principals, Heads of Campus and Teacher Librarians. 17 school leaders and 21 teacher leaders have taken on this program for 2011. The information shared and the processes demonstrated during school visits by the SPDO have supported schools in building the P&D culture. The development of a P&D culture in schools is directly linked to School Strategic Renewal Program. Coaching strategies underpin the workshops presented to schools and BCE Office personnel.

Edmund Rice Education Australia (Northern Region): 13 participants to 1 day workshop on Conducting Performance Conversations and 13 participants to in-school program to support continuous improvement in teaching practice.

Rockhampton Diocese completed a "School Renewal" /"Strategic planning" program (Jan-June 2011) with another 6 schools and colleges July – December 2011.

New Pathways into Teaching

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

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

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

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

The department is also seeking a university partner to develop an employment-based pathway into teaching based around an approved graduate diploma program integrated with extended in-school experiences for selected non-teaching graduates. The proposed model, for pilot in 2012, will not face the same industrial and legislative barriers to implementation as those faced by *Teach for Australia*.

Better Pathways into Teaching

The *Remote Area Teacher Education Program (RATEP)* is continuing to expand opportunities for Aboriginal and Torres Strait Islander Queenslanders to gain education qualifications. The current focus is on expansion throughout remote parts of Torres Strait, and re-positioning the program from supporting mainly existing workers to gain a formal teaching qualification to targeting high-calibre secondary graduates, and providing a supported in-situ pathway to a teaching degree in partnership with James Cook University. A pilot program is to be implemented in 2012 offering entry into Certificate programs in education through Tropical North Queensland TAFE which will articulate into credit for university initial teacher education programs.

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

DET continues to explore industry partnerships through which tradespeople may study part-time whilst working in their trade. The critical challenge is that very few tradespersons possess an undergraduate degree and teacher education programs provide limited recognition for prior learning against mapped capabilities. The pilot programs explored by DET to this point have therefore been lengthy and costly, with questionable return on investment.

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

Improved Quality and Availability of Teacher Workforce Data

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

DET has compiled a *Workforce Situation Report*, which describes the department's current workforce as well as exploring the future supply. This document is now integral to internal workforce planning and analysis. DET has also continued to work with Queensland universities during 2011 to identify opportunities to integrate student data analysis into pre-service teacher programs.

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

Indigenous Education Workforce Pathways

The revised RATEP continues to provide new and additional opportunities for Indigenous students to participate in the real economy by gaining qualifications particularly for working in the education and early childhood education and care sectors. The revised model for RATEP seeks to shift from the initial model which sought to assist those already working in schools to raising 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. Through initiatives such as *Make a difference. Teach*, the improved *Remote Area Incentive Scheme (RAIS)* and *Beyond the Range*, it is anticipated that greater numbers of high quality teachers will seek appointments in these locations to work with Indigenous students. These teachers will benefit from parallel work undertaken in Queensland in support of the Masters' Review of Primary Education and the *Flying Start for Queensland Children Green Paper*, such as the Review of Teacher Education and Induction, which seeks to improve the preparation of graduate teachers including their capacity to support Indigenous students and

students with special learning needs.

In addition, DET is committed to ensuring that Aboriginal and Torres Strait Islander peoples have access to secure employment through the *Aboriginal and Torres Strait Islander Employment Action Plan 2010-2013*.

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

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

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

- *Proud, skilled and ready to lead*, an exceptional program to identify and promote leadership opportunities for the department's Indigenous teachers, whilst providing high quality, culturally appropriate programs.
- School-based Traineeship Program, supporting students in Years 10, 11 or 12 to gain skills and earn an income while at school

Cape York Employment and Training Strategy, delivering vocational education and training, which is linked to real employment opportunities or community work either paid or voluntary, to residents of the Cape York region.

Quality Placements

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

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

To provide experiences outside metropolitan areas, pre-service teachers from all Queensland universities are eligible to access support to undertake mentored practicum placements in rural and remote schools through the *Beyond the Range* initiative. Acceptance is via application, with recipients linked with schools that have appropriate facilities. The program seeks to provide positive experiences in non-preferred locations, encouraging participants to not only seek placements in rural and remote locations upon graduation, but also to act as ambassadors for these locations with peers on their return to their university.

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

An outstanding issue remains the oversupply of primary teaching graduates from Queensland universities, and lack of alignment between enrolment patterns at universities without reference to industry needs. This issue is potentially worsened under the new user-demand funding model for university places. The context not only creates issues upon graduation for both employers and graduates, but also places strains upon systems and schools when trying to provide practicum placements during their studies. The Queensland Government is currently considering the outcomes of our recent Review of Teacher Education and Induction to determine appropriate policy responses that will seek to address this growing concern.

School Centres of Excellence

State Sector

During 2011, DET has developed five state sector Teacher Education Centres of Excellence (the local term used for "School Centre of Excellence"), requiring close collaboration with universities, school communities and staff, the QCT and relevant trades unions.

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

The centres have each developed a targeted curriculum for selected pre-service teachers, including pre-induction and induction elements to ensure graduates are state school ready. All Centres are active and are managing their initial cohorts of pre-service teachers.

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

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

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

Catholic Sector

The Brisbane Archdiocese pre-service teachers were prepared through a supported tutoring scheme. This involved experienced, accomplished and leading teachers working with higher education partners. The 2011 program has been negotiated with ACU. 6 primary and 1 secondary teacher have been identified as the teacher tutors for the program to commence in July. Feedback from the 2010 program was very positive from the teacher tutor, ACU staff and *pre-service* teacher groups. The program has been extended to include a secondary cohort this round and the primary group has been split across 6 tutors in response to feedback related to workload.

In the Cairns diocese, graduating teachers are well-prepared through a close working relationship being maintained with the Education faculty at James Cook University including formal interviews of students in their final year whose intentions are to seek employment in Catholic schools in the Cairns Diocese. The diocese has designed and developed the Mentor Training program to enhance teaching practice. Two Mentor/Mentee workshops were held in semester one. These two workshops were open to Graduate Teachers and beginning teachers (within their first 3 years of teaching) who wished to embark on the development of a Mentor/Mentee partnership.



Independent Sector

Through involvement with this program schools across the sector have developed a structure, resourcing and whole of school engagement aligned to successful support of pre-service teachers (PST).

A strong induction process for PSTs has proven to be a key success factor. Induction has included training on tablet computers, interactive whiteboards as well as school procedures and practices. Alignment with Universities, whether formal or otherwise, has allowed better planning of intakes and stronger cross mentoring opportunities. A key element of the success of all programs was the involvement of staff encouraged by on-going mentoring and professional development opportunities.

Most schools were developing either a pre-prac interview or post prac evaluation and feedback from the PSTs and staff were being sought. This has helped fine tune the relevant approaches.

Progress towards meeting TQNP Reward Reforms

Queensland is currently awaiting confirmation from the Commonwealth of acceptance of our first report on Reward Reform Milestones and Target. Queensland has achieved all milestones and targets identified within the approved implementation plan, and we see no barriers to receipt in full of all agreed Reward Funds.

Challenges to Implementation/Progress – 1 January to 31 December 2011

State Sector

There have been many challenges to achieving the planned targets and milestones for the range of reforms being driven through the National Partnership. Commonly these have related to the innovation required to establish new initiatives within a limited timeframe.

As an example, the Teacher Education Centres of Excellence are a significant initiative requiring collaboration in new ways with universities. Whilst some Centres were able to progress quite rapidly to establishment, others required – and still require – on-going consultation.

Whilst Queensland continues to work through AEEYSOC, MCEECDYA and related national groups to progress the key national reforms being driven through the National Partnership, a number of challenges remain and are summarised within the following table.

Reform	Challenges	Mitigating strategies
National Professional Standards for Teachers	<ul style="list-style-type: none"> ▪ Industrial – existing standards noted within Certified Agreement ▪ Legislative – need for changes to legislation once agreement is achieved 	<ul style="list-style-type: none"> • Establishment of DET – QTU taskforce to address implementation issues • Seeking timeline flexibility through MCEECDYA
National Certification of Accomplished and Lead Teachers	<ul style="list-style-type: none"> ▪ Financial - cost uncertainties ▪ Industrial – need for union support for model 	<ul style="list-style-type: none"> ▪ Work through senior groups to ensure appropriate funding is available ▪ Establishment of DET – QTU taskforce to address implementation issues
Pathway into teaching programs, including <i>Teach for Australia</i>	<ul style="list-style-type: none"> ▪ Industrial – need for union support for models ▪ Legislative – constraints through existing Permission to Teach clause ▪ Higher education – willingness of university partners to amend existing programs ▪ Financial – cost of more clinical models ▪ Political – need to ensure comparable rigour of programs 	<ul style="list-style-type: none"> ▪ Engagement with unions to garner support ▪ Exploration of new legislative flexibilities ▪ Close consultation with universities through Deans ▪ Engagement with Commonwealth ▪ Ensure all models developed meet quality standards and stakeholder expectations

Catholic Sector

Saint Ursula's College (Toowoomba): Staff changes, floods and weather conditions all contributed slower than anticipated completion of the required coursework in their newly developed training processes for Boarding Supervisors (full time & part time).

Brisbane Diocese had difficulty maintaining a full cohort of trained mentors because trained mentors have moved on to other positions within and outside of the organisation, retired from active duties or not been able to continue for other personal reasons.

Townsville Diocese had difficulty of employing and retaining suitable staff in the Mt Isa area for the Early Career Teacher Mentoring Program 2011/2012 cohort. This necessitated a modifying of the implementation of the program in order to fit in with the availability and interests of suitable staff.

Toowoomba Diocese has had difficulty enlisting only nine mentors for the 2011/2012 cohort. Some trained mentors and prospective mentors are now in leadership positions in schools; Principals have been unable to second their teachers to this program as they are heavily committed (ACARA); it has been difficult to match secondary teachers with a mentor from the same discipline. Matching mentors and mentees was made difficult because of the vast distances between schools; many schools have had difficulty finding relief teachers. Toowoomba diocese has had to provide accommodation for supply teachers to do relief teaching in western schools to ensure teaching staff can attend conferences.

Showcase / Exemplary Activities – 1 January to 31 December 2011

State Sector

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

The first state schooling Centre of Excellence launched in Queensland is a partnership between Kelvin Grove State College (KGSC) and the Queensland University of Technology (QUT). The Centre is built on the existing relationship it has with QUT to implement a range of programs focussed on developing the skills and capabilities of pre-service and current teachers. The partnership is formalised through an agreement that outlines co-contributions by each party, including administrative support, student selection, access for paid internships, a specialised pathway in the QUT Bachelor of Education course structure for students who have been identified as potentially high quality teachers through the Centre's application and selection process, two units of the Bachelor of Education course at no financial cost to students in Semester 8 and shared teaching office spaces on both the university and school sites.

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

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

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

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

- Applied Clinical Classes: equipping new teachers by training in a range of applied aspects of teaching.
- Professional Preparation Classes: preparing to be a part of Education Queensland.
- Diverse Field Experience: understanding the diverse nature of Education Queensland Schools through additional experiences in a range of environments eg rural, low socioeconomic, diverse cultures.
- Service Learning Program: developing a deeper understanding of the whole school environment by working with support services.
- Internship and Mentoring: developing practice in supportive structure through an early entry to service program involving an internship during the last term of the program and ongoing mentoring during first semester after graduation (alumni). A paid internship will be offered to each student in the last term of semester 8 (or equivalent) of their final year.

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

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

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

For the department, the Centre has provided the opportunity to explore a new approach to staffing rural and remote schools. An agreement has been negotiated with the Queensland Teachers' Union to provide for

participants to undertake service in identified non-metropolitan school locations with a guaranteed return to a preferred location after an agreed service period.

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

Induction programs for graduates and newly appointed teachers and principals

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

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

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

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

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

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

Participants are encouraged to develop collaborative peer networks that can help to share ideas; stay motivated and achieve results in what will be a supremely challenging environment. The program is designed to build teacher capability and resilience, and to prepare teachers to deliver high-quality education to students in Low SES schools. In 2011, approximately 140 teachers and 20 pre-service teachers participated in the program.



Independent Sector

Across the Independent Sector, the program has assisted schools to review and improve the practices aligned to supporting and developing Pre Service teachers. Below are some examples from a selection of schools involved.

Brisbane Girls Grammar (BGGs) have been actively developing with Pre-Service teacher professional development since 2003. Participation in the program has built upon the work already undertaken via the

existing Centre for Professional Development. During 2010-11, BGS engaged Peter Hudson to deliver a Pre-Service teacher mentoring workshop to its supervising teachers and continued development of the Staff mentoring Group formed in 2008.

BGG has developed a range of resources to support supervising teachers and has created a library of videos capturing mentoring conversations and are sharing these resources across ISQ.

Canon Hill Anglican College (CHAC) continued its staff development program through 2011 and established a formal MOU with Griffith University. They continued to build a strong network of schools and universities to support and share Pre-Service teacher development. An important element of the delivery was a strong induction process and excellent support from staff.

Anglican Church Grammar (Churchie) has continued to evolve and extend its PST program and developed a Professional Practice Office (PPO) – designed to be a dedicated space for PSTs alongside the PST Coordinator. The level of staff involvement has grown significantly with mentoring PD now included in the Churchie Premium – a financially incentivized professional development program for staff.

Ipswich Girls' Grammar (IGGS) has expanded its mentoring program significantly during 2011. An important element of the development has been the finalisation of plans for a teaching observatory allowing PSTs to observe and be observed discreetly from an adjacent observatory within the customized classroom.

St Andrews Lutheran program has been focused on Primary teaching within the Junior school. They reported that the mentoring practice has assisted the school and its teaching team to reflect upon their own existing practices and has had a positive impact across the school.

Sustainability

For Queensland's state sector, implementation of a number of national reforms is not as significant or challenging as for some other jurisdictions. For example, prior to the National Partnership Queensland already had:

- established Professional Standards for Teachers of a similar – if not more rigorous - nature to the new National Standards
- a Standards-based capability framework for school leaders
- a framework and processes to support performance development for all staff
- a sophisticated and contemporary framework governing teacher registration containing all of the elements and the titles of the components listed in AITSL's proposal
- provision of access to high quality professional development delivered through a range of modes
- mature workforce data systems and reporting structures
- strategies to attract and retain a high calibre teaching workforce

The funding provided through the National Partnership has enabled expansion of a number of programs and initiatives, and establishment of our five Teacher Education Centres of Excellence. The ending of the National Partnership may have an impact in terms of the scale of some of these initiatives, however it is intended that all will be continued through other available revenue.

In the case of the Centres of Excellence, these have been strongly linked with recruitment – providing the department with capacity to attract high-performing pre-service teachers and link them with additional supports and incentives along with early offers of employment and a pathway to service in a rural or remote location and a guaranteed return to a preferred location. Should this model prove successful in providing an increased supply of well-prepared graduates specifically prepared for the challenges of teaching in state schools, a business case can be put internally to identify capacity to continue to fund the Centres into the future.

To this end, several concurrent evaluations are being implemented by the department and university partners into all aspects of the Centres and their management.

Section 3 – Low Socio-Economic Status School Communities

Overview

This progress report represents information from the 77 state schools, the 30 Catholic schools and seven Independent schools in Queensland involved in the Low SES School Communities National Partnership.

Under the key strategies of the National Partnership, the following significant achievements, activities and highlights occurred in 2011.

2011 Significant Achievements/Activities/Highlights – 1 January to 31 December 2011

State Sector

The closed and open merit selection process for 4a and 4b NP Principals was conducted during 2011. The first Principal Performance Review occurred for Phase 3a NP Principals during May and June 2011, and Phase 3b Principals during October and November. The second and third rounds of Principal Performance Reviews occurred for 46 Phases 1 and 2 National Partnership Principals.

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

- principal Peer Review Meetings with high school principals sharing best practice strategies and key initiatives
- 13 Vodcasts produced to showcase key strategies that have been developed in Low SES NP schools
- principal Induction Conference for 4a and 4b NP Principals
- tailored professional development *Optimising Leadership for Radical Change*
- 10 Turnaround Teams working with over 100 Low SES NP schools during 2011
- statewide Turnaround Team Workshops for all Turnaround Team members in May and October
- the *Smarter Schools' National Partnerships Teachers' Conference 2011* held for 149 teachers appointed or transferred to Low SES schools in March
- *Poverty Framework Training* for Low SES NP school staff in Townsville, Kallangur and Caloundra.

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



Catholic Sector

Cairns Diocese

Mount St Bernard College, Herberton achieved successful recruitment of a high performing teacher (Maths/Science) through enhanced conditions of service. Implementation of coordinated student intake learning needs assessment and base-line data gathering. Strategic Futures Project has been initiated for MSB and this included a 'watershed' event in September 2011 which involved key stakeholders in a three day 'Strategic Futures Summit'. The stakeholder group included representatives of parents, MSB College Board, CES, third part support agencies, and the majority of College staff (day and boarding).

At St Teresa's Ravenshoe NAPLAN data and whole school testing using PAT testing materials indicated overall improvement in results.

A significant development was the introduction of a 'mentoring' approach to classroom visits at St Anthony's, Dimbula, where the Literacy Enrichment Teacher observes the classroom teacher, provides feedback, models the lesson, then observes again always providing positive feedback as well as encouraging the teacher to implement new teaching strategies.

The Radical Readers Program at Our Lady of the Sacred Heart, Thursday Island has resulted in a number of significant changes and achievements including students are more enthusiastic about reading and are beginning to incorporate a variety of decoding strategies not solely relying on phonics to decode unknown words. Student PM Benchmarking levels have also increased. Class Teachers, Literacy Enrichment Teacher, Class School Officers, Learning Support Team are all working collaboratively across classes to cater for individual learning needs of students. This enables groups of students with the same focus to be clustered across classes so that the concept or focus can be explicitly taught. This results in a smaller student - teacher ratio, a more comprehensive and consistent approach to reading throughout the school as well as providing sufficient resources compiled to assist best practices. There has been a positive effect on some teacher's planning resulting in comprehensive guided reading sessions and explicit teaching of the necessary concepts and skills to improve reading across the school.

Significant achievements and activities in the Townsville Diocese included improvement in academic achievement and social well-being has been observed in previously low achieving students at St Patrick's and in PM Benchmark testing and NAPLAN results there has been improved results at St John Bosco and St Peter's.

Rockhampton Diocese

The use of whole school approach to monitoring all students' development in literacy has resulted in teachers in the upper school challenging the appropriateness of the assessment to provide evidence to improve teaching/learning. As a result an instrument was implemented in 2011 that will give more detailed and relevant information about student progress in reading. Strategies that contribute to a whole school approach to teaching/learning and that support sustainability have been included in the school curriculum framework and the English and Mathematics school curriculum overviews.

All teacher assistants at the school have participated in the same professional development activities as the teachers and are present in classrooms during modelled teaching sessions.

Toowoomba Diocese

At Cunnamulla an analysis of the testing results shows that most of the students have made significant improvements in the area of reading and reading comprehension. Most students have improved their reading ages by at least twelve months over the course of the year and the majority of students have made progress in the area of spelling with most students improving their spelling ages by at least six months. In the area of mathematics, there has been a big improvement in the basic number facts of the students. The Year 7 NAPLAN results show 100% of the students at or above benchmark in numeracy and reading with only one student below benchmark in both spelling and writing. These results demonstrate that the intense intervention given to students in lower classes is producing improved results in the older classes.

At Tara number facts have improved markedly with every student in the low SES cohort making gains with the Westwood number fact test and 7/8 students increasing their PAT Maths Stanine by 1 or remaining constant. Similarly, in reading all students have shown improvement.

The Literacy Solutions workshops have provided staff at Mitchell and Oakey with a launching point for meaningful teaching in literacy. At Mitchell 80% of students involved in the program have made some improvement in their learning outcomes. There have been some positive results with the younger students taking part in the speech program.

All students involved in the program at Inglewood have made progress, many significantly. 56 % of students identified at the beginning of the year were below their expected reading level. Six months into the program, all but 24% of students are now at their expected reading level and one of these students is on a modified program. All students on the 'Magic 100' sight words program have improved. Most students screened in Term

3 before commencing 'Sound Circus' and retested in term 4 have made good progress in the area of phonics.

Although Oakey is only in the early stages of the program, testing of students in early November showed an overall improvement comprehension. 50% of students in the program increased their comprehension levels by more than 2 Stanine points.

Brisbane Archdiocese

There have been decreased incidences of behaviour requiring specific intervention as a result of social and emotional wellbeing focus. The gathering and analysis of data has enhanced teacher practice as evidence through planning, reflection and reporting practices. There have been high levels of ownership and engagement of staff from new school as plans have been developed and shared, and a change in classroom pedagogical practices for the teaching of literacy and numeracy. This shift has been aided by relevant and timely professional learning and an increase in other resourcing to support new pedagogical approaches. Impact of change has also been evidenced in increased teacher confidence. Increase in the de-privatisation of classroom practice evidence through an increase in intra and interschool classroom/school visits. Increased connection with wider community agencies to further support literacy and numeracy programs.

Townsville Diocese

This year has seen the maintenance and extension of the subject Language and Literacy at St Patrick's, Townsville. This subject continues to support and improve the English language skills of students. Although demand for this subject continues to be high, it is planned to maintain class sizes at approximately 20 in Years 8 and Year 9 and to create a class in Year 10 of similar size.

The most significant achievement throughout 2011 at the Centre Education Program, Kingston was in the area of curriculum design, identified by staff as a priority with the upcoming National Curriculum. Due to the work completed this year in this area, staffs are confident that they will be able to use the resources from ACARA to maximise outcomes for students whilst using the Australian Core Skills Framework to report and assess progress.



Independent Sector

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

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

The resource is available at www.aisq.qld.edu.au/social/ssc.

Support for Aboriginal and Torres Strait Islander Students – 1 January to 31 December 2011

State Sector

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

Cunnamulla State School

Cunnamulla SS is a Prep to Year 12 school located 800kms west of Brisbane. In July 2011, there were 107 Indigenous students representing 86% of the total student population (125 students).

To support improvement in attendance and a reduction in the number of behavioural incidents, the school used external consultants to collaboratively develop a local school and community approach. This strategy resulted in the development of a Cunnamulla Framework for improving attendance: the 'Cunnamulla Campaign'.

The components of the campaign are as follows: -

- Connectedness with Community. Local Elders facilitate connectedness and sharing of knowledge with the school community. This is achieved by class morning/afternoon teas, parent education programs, provision of community induction programs to newly transferred teachers and the linking of teachers to community mentors.
- Establishment of a Community Reference Group (CRG) to drive an Attendance Improvement Strategy with a corresponding establishment of three working parties to address key strategies identified.
- Strengthening School Wide Positive Behaviour Support (SWPBS). The development of this is seen as the central overarching framework for improving attendance.
- Transition Strategy. The school has adopted a cradle-to-employment approach to support students as they transition into school in the early years and from school to work or further learning.
- Service Agreement. The school has trialled a Service Agreement (SA) to increase attendance and achievement. The SA is a written agreement, which guarantees academic support until agreed benchmarks are achieved if the student attends 95% of the time.
- Cultural Identity. The development of a Cultural Studies program to support each student with developing a strong, positive sense of identity. This program is led by local Aboriginal community members, supported by the Elders and taught in classrooms in cooperation with teachers.

Other strategies to support improvement in attendance include:

- employment of an Attendance Promotion Coordinator (APC) position to implement the positive campaigns around SWPBS and the Service Agreement.
- refinement of the role of the Community Education Counsellor (CEC) to focus on the positive aspects of attending school
- leasing of a bus to assist families with getting students to school on time.

The results of the Cunnamulla Campaign have been impressive. Stronger relationships with students and families have led to improved attendance and increased family involvement in school life. Parents are responding to invitations to participate in school activities at a rate not seen for many years. Stronger partnerships with other agencies and businesses have resulted in a shared approach to school education. The greater depth of the staff's cultural understanding has inspired confidence to engage meaningfully and purposefully with community members at all levels.

Dirranbandi P-10 State School

Dirranbandi P-10 SS is a very remote school situated 595kms south-west of Brisbane. In July 2011, the number of Indigenous students totalled 41, representing 36.3% of the total student population (113 students). To support the improvement of strategies for students, the school has implemented the following programs:

- establishment of a National Partnership Team to support data analysis of baseline testing and the tracking of individual student performance

- employment of additional staff to support literacy and numeracy programs and provision of professional development for all staff in literacy and numeracy strategies to support literacy, numeracy and academic achievement
- personal Learning Profile developed for all Dirranbandi P-10 SS students
- appointment of Parent Community Liaison Officer
- community partnerships developed with Maroocha Health, Spiritus and Queensland Health Services
- appointment of Indigenous community language speaker to support the schools Indigenous languages program - embedding of Gamilaraay and Yeeralaraay languages in Prep to Year 5
- Indigenous languages offered as LOTE in Yrs 6 – 10
- appointment of social and emotional learning co-ordinator and development of social and emotional learning program across the school to support student attendance and well-being.

School based data has indicated positive improvement in Indigenous student achievement results as well as improvement from 2010 to 2011 in both whole school and Indigenous NAPLAN results. There has been a reduction in the use of major whole school behaviour strategies, as well as a corresponding significant increase in the percentage of students involved in student leadership roles and Indigenous student representation on the Student Council.

Yarrabah State School

Yarrabah SS, is a Pre-Prep to Yr 10 state school, located 52kms south east of Cairns, in a remote location. In July 2011, the number of Indigenous students enrolled totalled 431 representing 100% of the total student population.

To support Indigenous students, Yarrabah SS has implemented a targeted and focussed program on the development of the Indigenous leadership capacity of staff within the school through:

- recognition of and working with individual Indigenous staff strengths to build staff confidence and capacity
- explicit performance conversations articulating individual staff strengths
- provision of targeted professional development
- linkages to professional organisations and associations

As a result of this program, Indigenous staff have been invited to present at local, regional, state and interstate education and other agency conferences as well as the promotion of staff to classified positions.

Yarrabah SS's four-year School Strategic Plan also includes a range of programs and strategies designed to improve the learning outcomes and engagement of Indigenous students. Some of the programs outlined in the School Strategic Plan include:

- ESL Framework including core components of data analysis, community engagement, school strategies and processes, teaching and learning and support and training
- explicit Improvement Agenda focused on core responsibilities of Attendance, Behaviour and Curriculum.
- attendance Strategy including the individual and whole school analysis of attendance trends
- transition Strategy for transition between Pre-Prep to Prep and Years 6/7 to Yarrabah Secondary Campus and Year 10 to Gordonvale State School
- Community Engagement Strategy including establishing standard processes for community engagement, ensuring those processes are implemented by the school and where relevant by external personnel employed by other agencies, ensuring where appropriate that the community is kept informed of decisions emanating from community engagement and allowing a broader range of views to be expressed prior to making decisions.



In three schools, Mount St Bernard College, St Teresa's College and St Michael's School the majority of students are Aboriginal or Torres Strait Islander. For those schools the initiatives outlined under significant achievements and activities serve to support improved outcomes for indigenous students.

Other initiatives to support Indigenous students include:

- Support-a-Talker (speech and language program) to develop receptive and expressive language
- Intensive language intervention program conducted to increase reading proficiency
- magazine subscriptions to high interest reading material to engage indigenous students
- Student Tracking Sheets completed by all support staff to track progress and inform planning and teaching
- introduction of TRACKS – activities designed to be culturally inclusive
- strong parental involvement with school and students to strengthen support for students in meeting their learning goals and empowering the community through information, informal contact and celebrations
- establishment of an additional room that provides a meeting place for parents, promotes Aboriginal and Torres Strait Islander culture and spirituality as well as a space for learning for students
- participation in the Dare to Lead Program
- activities such as homework club and cultural awareness activities have impacted on student attendance and participation
- continued implementation of the Reconciliation Action Plan
- implementation of the Elders in Training program
- partnership arrangements such as Queensland and Torres Strait Islander Foundation (QATSIF) which provides financial and cultural support for scholarship holders
- extensive and ongoing monitoring of health issues among Indigenous students so that medical conditions such as hearing disabilities can be identified and supported



Independent Sector

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

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

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

Support for Other Disadvantaged Student Cohorts – 1 January to 31 December 2011

State Sector

Support for other disadvantaged student cohorts has included, but is not limited to the following:

- employment of community liaison officers
- case management of individual students and their families
- student mentoring programs
- establishment of wellness centres, student support centres, homework centres
- implementation of Rewarding positive behaviour and incentive programs
- school wide implementation of explicit teaching strategies
- establishment of the school as a hub for health services
- development of learning engagement strategies e.g. ICTs, nature based classrooms, Stephanie Alexander Kitchen Garden
- provision of alternate programs.

Chatsworth SS

Chatsworth SS is a rural primary school is located north of Brisbane. In July 2011, the total number of students was 206, with Indigenous students representing 3.4% of the total student population.

To improve the literacy skills of students from a low SES background, Chatsworth SS has implemented a multi-sensory program that teaches speech, spelling, writing, and reading in a Direct, sequential manner. The program titled CHILAP (Chatsworth Integrated Language Arts Program) is based on the direct explicit instruction method in “The Writing Road to Reading” by Romalda Bishop Spalding. This program includes:

- monthly testing and the monitoring of progress of every child
- test analysis with diagnostic provided to teachers to ensure that the needs of all children are being met
- establishment of tutorial and focused lessons before and after school, lesson and break times
- provision of training opportunities for parents so they can understand and support the learning process
- provision of adult literacy support for members of the school community
- specific early and middle phase approaches to literacy delivery
- explicit time frame delivery of each component of the literacy program with small group, whole group and individual learning activities allocated.

Chatsworth SS is dedicated to turning low literacy levels around for all students and the impact of this program is the turnaround in literacy outcomes for students by ensuring success at all levels. School based data indicates significant improvement in effort and achievement as well as a corresponding improvement (from 2009-2011) in most strands of NAPLAN results in Literacy in Years 3, 5 and 7.

The goal of Chatsworth SS staff is to be a centre of excellence in literacy, with a community of students that have developed a lifelong love of quality literature.

Harris Fields State School

Harris Fields SS is a metropolitan primary school located south of Brisbane in the city of Logan. In July 2011, the school had a total student population of 500 students, with 9.4% of students representing as Indigenous. The school also has a significant percentage of Pacifica students enrolled at the school

To improve the outcomes for students from both a low SES and multi-cultural background, the school has developed a series of strategies focussing on a relentless desire for the students of its school. These include:

- clear articulation of goals focused on school improvement agenda
- development and implementation of an assessment culture across the school
- embedding of Gifted and Talented practices including a Visual Arts Extension Group, Maths Master Class, ICT extension

- development of a celebration of success culture
- focused staff and sector meetings on professional learning to develop highly effective teachers
- provision of focused professional development aligned to school priorities
- creation of leadership team structures with a redefinition of the roles and responsibilities of the Leadership Team
- revision and implementation of the Student Attendance Policy
- implementation of School Wide Positive Behaviour Support Program

Harris Fields SS has also implemented a raft of strategies and/or programs aimed at the engagement of students and the school community. Some of these include:

- development of Literacy and Numeracy parent information sessions and training programs for parents
- development of the Harris Fields SS's Family Expo, Art Show and Magic Moments
- identification and mentoring of Pacifica students by staff to support and develop the student's individual strengths through various learning opportunities e.g. curriculum, sport, arts, ICT or leadership
- implementation of transition program for all students with respective high schools
- establishment of a family Centre, supported by inter-agencies, to provide Breakfast Club, Oral Hygiene program and a Homework Club
- key stakeholder relationship development and maintenance with inter-agency organisations e.g. Youth and Family Service, Salvation Army, Logan PCYC, Griffith University.

Harris Fields SS has shown significant improvement and achievement in most aspects of NAPLAN across all year levels of 3, 5 and 7 and improvement in school based data. This improvement has not been confined to improvement in academic results. Harris Fields SS has also shown as a corresponding improvement in the attendance and involvement in school activities by the school's students, but in particular, Harris Fields SS's Indigenous and Pacifica students.

Ipswich North State School

Ipswich North SS is a metropolitan primary school located in the city of Ipswich, west of Brisbane. The school has a total student population of 112 students with 32.2% represented as Indigenous (36 students).

Ipswich North SS has a belief that all students can, and will learn and is represented through the school's mission statement: 'At Ipswich North we: Learn, Believe, Succeed'. This strong belief in students is represented through:

- a focus on improvement through setting high expectations in all facets of schooling
- re-assessment of the school's School Wide Positive Behaviour Support (SWPBS) journey
- building the school's leadership team in both capacity and density and
- the creation of an expert teaching team.

Specifically, the school has implemented the following:

- realignment of teaching and learning, assessment and reporting with a focus on the creation of differentiated classroom learning supported by the Principal, Head of Curriculum
- development of teacher leadership skills through teachers leading teams of adults to achieve the learning goals for their students
- an explicit focus on the teaching of reading across the school
- creation of an assessment culture through the school involving pretesting students, a re-focussing of teaching based on the results of the data analysis of the pre-test, and the development of the Ipswich North SS's Internal Monitoring Schedule
- creation of a Student Services Support Centre providing programs focussing on sport and culture lunch time activities, social and emotional, gifted and talented and student leadership (Student Council)
- parent and community engagement strategies through the work Ipswich North's Community Liaison Officer and the development of parent and community events. The school also offers after school programs for parents and students in ICTs, literacy and numeracy skill development.

Ipswich North SS has shown an improvement in many areas, however, the school's improvements are best reflected in the following:

- an increased number of adults in classes, particularly for complex multi-aged groups
- greater degree of ownership by teachers for improvements in their students' learning outcomes
- a reduced number of minor behaviour incidents, and with more targeted problem solving strategies
- setting of higher expectations for academic improvement, book work, behaviour, attendance and appearance.

Parents and students have also indicated that they are more satisfied, as reflected in the Queensland School Opinion Survey results for Ipswich North SS.



Catholic Sector

The following strategies and initiatives were employed in Catholic sector schools to support a range of student cohorts:

- hearing screening of entire school population (focus on otitis media)
- use of Phonic Ear equipment for the hearing impaired
- identification of SWD candidates through inter-sectoral partnerships and staff professional development
- subscriptions taken out for magazines to engage readers, including topics of interest indicated by students with disabilities
- working in small groups with these students to build skills and confidence in aspects of Literacy
- modelling lessons for beginning teachers.



Independent Sector

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

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

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

Challenges to Implementation/Progress – 1 January to 31 December 2011

Extreme weather events in early 2011 caused school closures, reduced attendance and the allocation of considerable resources to recover.

Queensland sectors are continually developing strategies and reacting to the discrete challenges of individual school communities with the aim of ensuring success for all students. Challenges to the implementation of the Low SES NP include the following:

- the itinerant nature of families reducing the impact on students' learning as well as to ensure students are always enrolled at a school
- recruitment of highly skilled educators particularly in geographically isolated locations, and high turnover of staff and a limited pool of replacement staff in some locations impacting on the continuity of programs
- the time required to effect successful cultural change within both schools and communities
- authentic parent involvement, and the difficulties experienced in engaging parent community
- the challenges in regional areas to meet the medical, mental health and social health needs of students
- the lack of reliability of new technologies and in particular Internet speed
- increasing demand for participation in programs that are capped in order to provide intensive support to identified learners.

To improve the recruitment of staff to Low SES NP schools, the state sector has supported a pre-service education program developed by the Queensland University of Technology.

Showcase – 1 January to 31 December 2011

State Sector

The following schools are two of several Low SES NP schools that were either nominated as or won state finals for [Queensland Showcase Awards](#) in 2011. Cairns West SS and Goodna SS (2011 Showcase winners) were identified as case studies in the 2011 Progress Report.

Involvement in the Low SES NP has allowed schools to broaden and create programs and initiatives to improve student achievement, and thus be nominated for significantly improving student learning outcomes.

Beenleigh State School (Excellence in Inclusive Education State Showcase Award finalist)

Beenleigh SS is a metropolitan school located in Logan city, 34kms south of Brisbane. Of the 452 student population in July 2011, 8.8% were identified as Indigenous (40 students). The school is located in an area in which a high percentage of families experience extreme economic and social disadvantage.

The Beenleigh SS's Great Futures Program (BGF) uses community resources such as volunteer mentors and donated food to maximise opportunities for disengaged students to participate in school life. The program evolved in response to the need to create "Unity in Diversity" within the school and broader community. BGF specifically aims to:

- meet the students' essential needs (e.g. food, warmth)
- foster in each student a full sense of belongingness, a greater appreciation of their inherent worth and a greater capacity to 'bounce-back-no-matter-what' (resilience)
- identify, cultivate and release each students unique talents for their (and the community's) good.

The BGF Program comprises a suite of school based community programs: The Breakfast Club, 'Walk in My Shoes' program and Mentoring program. In the spirit of putting 'First Things First', (Stephen Covey: 1989) the school recognised the need to meet the students' essential needs prior to attention being paid to their self-esteem and academic needs. These needs have included: providing nutritious food for healthy bodies and healthy minds (Breakfast Club) and replacing ill-fitting or dilapidated shoes (Walk in My Shoes).

Whilst the feeding and footwear programs have addressed some aspects of students' physical poverty, the mentoring program addresses students' 'poverty of the mind'. These students are found to be often

demoralised and having developed and internalised chronic impoverished thinking and impaired self-esteem. The Mentoring Program involves mentors (community volunteers) being matched to mentees (students) on the grounds of common interests and talents. Mentees are encouraged to reach their individual potential through regular meeting and work in mutual areas of interest and talents. e.g. landscaping and gardening, carpentry, cooking, drawing and craft. Literacy and numeracy skills are embedded in the activities and are very practical and real-world oriented.

Since the commencement of the program, the school has noted a significant reduction in disciplinary referrals, and more focussed and quality learning. As a result, Beenleigh State school is enjoying a growing reputation as a community-based school that demonstrates exemplary and inclusive practices.

Gin Gin SHS (Excellence in Middle Phase of Learning State Showcase Winner)

Gin Gin State High School (a rural secondary school, approximately 50 kms north west of Bundaberg). The *Gin Gin Alternative Pathways Programme* (GGAP) is a program developed for students, particularly boys in Middle Years of schooling, at risk of disengagement from their learning. It recognises that students' learning is affected by individual developmental considerations and social factors. GGAP offers a high interest learning model delivered through practical/hands on frameworks. Literacy and Numeracy skills are embedded within these frameworks, ensuring students Literacy and Numeracy requirements are being met, in accordance with EQ goals of differentiated learning programmes. The program offers individualised tailored subjects that eventually lead to the awarding of certificates, work placements, traineeships or apprenticeships. This involved structuring a GGAP timetable to accommodate students' literacy and numeracy studies, a variety of different learning programmes and work placements as well as the development of strong community relationships to support the program.

The GGAP program has proved to be extremely successful, with all students engaged and showing vast improvement in their social/emotional well being, attendance, behaviour and academic performance with a corresponding positive impact on learning in the rest of the school. Education Queensland schools are committed to developing a quality curriculum, fair and just practices in school organization and respectful relationships within the school and broader community. The GGAP programme provides a quality curriculum, fair and just practices in school organisation and respectful relationships.



Catholic Sector

Sacred Heart Primary School, Cunnamulla is a P-7 school with an enrolment of 96 students of which 7 are indigenous and 4 students with disability. The township of Cunnamulla is 840 west of Brisbane and just north of Queensland – New South Wales border.

The early intervention phonics program has greatly benefitted the students. Six months ago the Year 2 group were struggling just to familiarise themselves with the alphabet and initial sounds. They increased confidence in most aspects of phonological awareness (syllables, rhyme, and sounds) and are able to read simple texts. The highly interactive nature of this program delivery has had a great impact on student engagement and therefore student learning.

Our Lady of Fatima School, Acacia Ridge has an enrolment of 118 students from P-7 with 3 Indigenous students and 9 students with disability.

The implementation of the Kids Matter Program in conjunction with School Wide Positive Behaviour Support has resulted in significant improvements in the general behaviour of students, whole school consistent approach to expectations and behaviour support and learning. Data has been collected since 2009 supporting these findings. With the establishment of calm, happy and more focused environment for learning and teaching to occur, student achievement and learning has witnessed greater improvement in recent times, in particular this semester, notably throughout the early year's classes.

St Joseph's School Childers is a provincial primary school with a P-7 enrolment of 139 students including 2

Indigenous students and 8 students with disability. St Mark's School, Inala is an urban primary school with an enrolment of 945 students of which 11 are indigenous and 7 are students with disabilities.

The teaching staff introduced a new planning template, hyperlinked to the Australian Curriculum. The template also contains the list of 'Essential Skills for Classroom Management'. This is included for teachers to reflect on, and to consider as they plan learning experiences for their students. Teachers have given positive feedback to the new planning template and have expressed that they are either feel confident or are developing confidence about its usage. This indicates that it will be used next year.

Furthermore, it has been felt that by having a focus on the 'Essential Skills of Classroom Management', there has been a decrease in the incidence of students being sent to the Choices Room. It has promoted the use of the varied classroom management skills that has enabled teachers to deal with behaviours in different ways, and encouraged students to be more reflective, thinking about their actions and consequences.

Mount St Bernard College's Transition Learning Units (Baggot Street and Dungarvan) are simple in design and achieve the intent of accelerating the development of the literacy and numeracy capacities of students whose skill levels are significantly below their peers. While many students successfully transition into modified mainstream curriculum classes, some students require the ongoing learning support offered in the Transition Learning Units.

St Teresa's Ravenshoe's school garden program was successful in engaging a number of literacy and numeracy challenged students who are learning so much more in the 'outdoor classroom'. Members of the community are also involved in the garden program.

The Literacy Enrichment Teacher at St Anthony's, Dimbula has been working in the 2/3 room on Literacy Blocks, in particular, writing about reading, reading and writing narratives. The students have been studying different forms of literature and have created books for the class library. Students had a book launch to celebrate their success. Staff and parents were invited to attend.

The Radical Readers Program at Our Lady of the Sacred Heart, Thursday Island has contributed to enjoyment of reading, oral language development and improved usage of the decoding and comprehension strategies leading to improved literal, inferential and evaluative comprehension.

The National Partnerships Program at St Joseph's School Murgon encompasses a number of successful programs and activities and whilst there have been many highlights for 2011 the Healthy Children's Day was clearly one of these highlights.

One classroom teacher at St Paul's School Woodridge has engaged in Models of Contemporary Learning with outside facilitators. Students negotiated, actively participated in the learning and demonstrated choice and understanding of the learning process. [Woodridge Models of Contemporary Learning](#).



Independent Sector

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

One school with significant issue with attendance due to local community issues has engaged a Cultural Liaison Officer to support community engagement and support relating to student attendance. Via direct liaison with parents and care providers, the school has seen improved attendance during the period, despite the significant local issues including flooding. The school has also resourced increased engagement with local NGOs with a particular focus on community awareness of key issues including the social, emotional and physical health of students and their families.

At another school teachers have been involved in professional learning in the introduction and use of DRA-2

comprehension testing. Results from individual student tests have then informed their programming and teaching of other areas of reading comprehension, such as inference. Teachers have also attended various professional development workshops in the teaching of phonics (in the infants' area of the school). This is informing the re-working of the infant's phonics program. Standardised testing has also helped to identify further those students who need extra assistance by the tutor. The teacher and tutor can then work together to ensure that each struggling student is provided the assistance tailored to their needs. The purchase of lots of hands-on resources, coupled with the introduction of interactive whiteboards and literacy/numeracy software, such as Accelerated Reading has assisted visual/kinaesthetic learners.

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

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

A rural and remote school has implemented a diverse range of strategies to address literacy, numeracy, community engagement and absenteeism. These include:

- employing one teacher aide per class to specifically focus on learning support and meet individual reading needs of students
- developing a school wide plan for assessment and tracking of students reading and spelling levels
- incorporating the DRA assessment kit into all classrooms to assess reading and comprehension and to guide further teaching
- having the library available for class times and lunch breaks for students to become engaged in reading
- implementing the 'Stepping Stones' maths program
- introduction of bus service for students and follow up of student absences
- implementing more positive behaviour reinforcements for students.

A school with a significant Indigenous population set up special Literacy classes streamed to ascertained learning abilities, using ESL bandscale levels for threshold placement. They employed a National best practices model and teacher/consultant, and are also using a system of accelerated literacy tools on top of the ESL bandscaling. In addition they have continued to develop a Parent Liaison Officer model to grow community links with parents from remote traditional communities on campus in learning advocacy and real time learning support. This has nurtured and grown a parent roster for this work which has made a contribution toward sustaining higher levels of engagement.

Sustainability

State Sector

State Schools are implementing a range of strategies to build sustainability. These include enhancing staff capacity through targeted professional development, and the use of trained coaches. Principals are also developing leadership teams within schools that enhance succession planning and workforce development. A range of leadership development models including principal coaching and mentoring models have been implemented by Education Queensland to build leadership capacity in school leaders. Schools have also established partnerships with other agencies and community organisations which will be sustained after the National Partnership program.



Catholic Sector

Across the 30 Queensland Catholic schools that are part of the Low SES there have been a range of initiatives and strategies implemented in the reform areas. In many cases school have implemented programs that have employed additional staff, engaged specialists or provided access for students to additional support programs. In these cases the opportunity to sustain programs is limited to the provision of funding. Initiatives that have involved the training of staff and the enhancement of staff capacity to support student learning and other outcomes will be sustainable in the short term but also reliant on future funding.



Independent Sector

A College in Brisbane has developed a multifunctional program operated under the banner of Aviation/Aerospace within the Transport and Logistics Industry which was subsequently opened to identified students in Public and Private schools within the Moreton Bay region. It continues to be delivered through personal development and educational programs for identified students that will assist disengaged students to transition from school to employment / training thus becoming productive and proactive members in the community.

Section 4 – Literacy and Numeracy

Overview

State Sector

In 2011, 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. This was evidenced in the Education Queensland strategic focus areas of 1) strong leadership – effective teams; 2) high expectations – focused teaching; and 3) differentiated intervention – improved learning.

Regular communication channels were established between principals, coaches and regional contacts and during 2011 sixteen Updates (newsletters) containing important information for schools were distributed. Principal Forums were held across the state 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 were also undertaken in 2011. The Level 1 and Level 2 Coach training programs ensured coaches developed skills for analysing student data and acquired expertise and knowledge relevant to their coaching role.

Further state initiatives delivered in 2011 include:

- a refocus and renewed attention to curriculum through participation in National Partnership Regional Forums and the Smarter Schools National Literacy and Numeracy Partnership Forum
- data driven decision making
- provision of training and resources.

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

The 172 L&N NP Cohort One schools, the base for the literacy and numeracy coaches continued to focus strongly on the three areas of reform.



Catholic Sector

Key reform activities which made a significant impact on student achievement and the teacher workforce during 2011 were:

- professional development in data analysis enabling teachers to analyse data to identify trends and areas of need which resulted in better informed teaching practices and differentiated learning. The setting of ambitious expectations based on current year and trend data sets, together with focused teaching, resulted in improved outcomes for *all* students.
- coaches providing support for school leaders and classroom teachers in a variety of contexts, resulted in increased professional dialogue and use of consistent language within and across schools.
- consistency of Teacher Judgment (CTJ) days provided teachers the opportunity to engage in professional dialogue through discussing, challenging, questioning and justifying judgments about student achievement based on work samples.
- improved teacher's pedagogy and increased awareness/confidence of using effective literacy/numeracy strategies resulted in strategies being transferred across curriculum areas; a focus on developing student's metacognitive awareness; and identifying individual needs and delivering targeted lessons

which resulted in improved student results.



Independent Sector

Implementation of the key reforms of strong leadership, high expectations and differentiated learning of the Low SES NP within Independent Schools has resulted in:

- an increased focus in the development of whole school approaches 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, enabling capacity building and fostering an environment of sharing and professional dialogue
- improved sharing of strategies and resources within and between schools
- more effective use of data to inform instruction, including increased teacher confidence in linking assessment to instruction.

2011 Significant Achievements/Activities/Highlights – 1 January to 31 December 2011

Strong Leadership – Effective Teams – School Improvement Agenda

In January a document was developed through consultation and disseminated to all State L&N NP principals, coaches and lead coaches, giving clear guidelines and expectations to principals, coaches and regional staff on the key reform initiatives for the L&N NP Program in 2011. Each school sets local targets to each reform area and these are published on the school's website.

As part of the school's improvement agenda targets for improvement are set for each student. Improved outcomes have been demonstrated by L&N NP schools, including the most improved state schools in reading and numeracy in the State as measured by the NAPLAN testing:

- 6 L&N NP schools of the 16 most improved Queensland schools in year 3
- 6 L&N NP schools of the 15 most improved Queensland schools in year 5
- 5 L&N NP schools of the 13 most improved Queensland schools in year 7
- 4 L&N NP schools of the 13 most improved Queensland schools in year 9

Additionally Tingalpa State School was the only State School in the 5 top performing schools in Queensland in year 5.

High Expectations – focussed Teaching - 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.

Level 1 Coach Training two-day Conferences were held in March and October for 56 newly appointed L&N NP coaches and 42 Low SES NP coaches. These conferences provided newly appointed Coaches with the skills they would require in their role as Coach. A follow up two day Level 2 coach training Conference was held in November. Feedback from these conferences was very positive. Comments from Coaches who attended the conferences include:

'Fabulous. You have given me the direction I need to go and I have a better understanding of the role of Literacy Coach. Thanks'

'I have: new ideas, new resources, a new outlook on data and a renewed enthusiasm for the role, to take back to school'

'This was fantastic. I gained so much knowledge. I will need to digest and put this all into use. Feel much better prepared to coach / lead and manage.'

Eight Reading Forums providing Explicit Reading Strategies to Promote Literacy and Numeracy across all KLAs were held in North Queensland, Central Queensland, Metropolitan, Far North Queensland, Darling Downs, South West and North Coast Regions. Overall 119 coaches had the opportunity to discuss how, when and to whom each of the strategies could be shared with their teachers. A renewed interest has been developed, with many Coaches expressing their desire to implement them as soon as they returned to school.

'The entire workshop exceeded all my expectations. I have learnt a lot of practical strategies that I can now share with my colleagues. Extremely positive learning experience for me personally.'

'Making the link to Maths / Numeracy is challenging but today – especially at the end of the day, I can really see how to use these strategies to support Maths comprehension.'

'Very informative sequential sessions that position and refocus what is important. Thank you'

'This day has helped pull various aspects together for whole school approach. Excellent'

One of the major focuses for the L&N NP Program is the 'Sharing of Success'. To capture and share the successes, schools are invited to complete a 'Snapshot of Success' for their school to share and highlight successful

outcomes of the L&N NP Program in their school. The completed template is included in the updates which are sent to all L&N NP principals, coaches, lead coaches and regional contacts and are also published on the L&N NP website.

Eight schools were privileged to share their story at the National Literacy and Numeracy Partnerships Forum in November.

- *Browns Plains State School: **Coaching – what for?***
- *Tingalpa State School: **Building teams and setting goals***
- *Camp Hill State Infants and Primary School: **Creating a culture of learning***
- *Oxley State School: **The coaching journey at Oxley State School***
- *Kawana Waters State College: **Coaching for improved student achievement***
- *Shailer Park State School and Victoria point State School: **Regional structures for the coaching initiative***
- *Proserpine State School: **How to use the coach model to improve reading outcomes***

In late May 2011, surveys focussing on ‘Coaches in Schools’ were distributed to all L&N NP schools. Completed surveys were returned from 156 coaches, 182 principals and 365 teachers. Data collated indicated that:

- 95% of principals, 92% of coaches and 87% of teachers believe the Coach Model is successful / highly successful in their school
- 93% of principals, 93% of coaches and 78% of teachers think the coach giving demonstration lessons and providing feedback on the lessons observed are to a large / some extent successful strategies used to improve teacher practice
- 95% of principals and 92% of coaches believe the coach is to a large / some extent successful in building upon/improving upon student success.
- over 96% of principals use clear consistent messages around the coach role at staff meetings / in school communications and data analysis and processes as strategies to position the coach as a driver of improvement in the school
- 96% of principals monitor the effectiveness of the coach reform in their school through professional conversations with the coach
- 100% of coaches analyse whole school data to a large / some extent to assist them in performing their role as coach, whilst 85% of teachers report their pedagogical content knowledge and using student data to inform teaching and learning skills have improved to a large / some extent as a result of working with the coach.

Provision of Resources

The [L&N NP web site](#) was updated throughout the year to highlight key state sector initiatives around the Literacy and the Numeracy National Partnership Program. The website itself was a key strategy used in 2011 to keep L&N NP school principals, coaches and teachers updated on reform initiatives and to provide easy access to resources.

[L&N NP Coaches Team site](#) - In October 2011, after the Level 1 Coach Training Conference, a team site was created for the coaches. The team site offers coaches a platform where they can draw on resources and web links that assist them in their role. The team site is complementary to the [L&N NP web site](#) since it is interactive and it allows coaches to discuss coaching related issues and upload and share documents or resources.

The Local Measure, PAT-R (Literacy focus) or PAT Math (Numeracy focus), was administered in February and October 2011. Each of the 172 L&N NP State Schools administered the test to students in Years 3, 5 and 7. The Australian Council for Education Research (ACER) produced and disseminated reports to each School highlighting student achievement results (Raw Score, Scale Score, Correct / Incorrect answers, Stanine, Percentile Ranking and Merit Order). Improvement Reports based on these two tests were developed and distributed to L&N NP schools to assist teachers, coaches and principals to develop individual student improvement plans in order to promote and support data driven decision making.

NAPLAN and Local Measure Data Sets / reports were generated using 2010 data. The reports were disseminated

to the Regional Directors and Regional Contacts for further actioning / dissemination as required. Two resources the *Collaborative data inquiry model* and the *Using student data to inform teaching and learning tool* were developed to assist L&N NP Schools with the analysis of data. These resources were rolled out across the L&N NP Schools through Coach training conferences and Regional Principal forums. The feedback received from these sessions was very positive:

"It gave me a clearer picture on analysing my schools data and how to use it."

Reading modules were developed to support the LN coaches, principals and teachers in Guided, Shared and Independent Reading. A selection of resources was 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, and whole-class approaches to improvement.



Catholic Sector

Catholic education authority system approaches to professional learning in the use of data to inform planning and teaching practices improved each school's ability to identify and target areas of need. This was in evidence when teachers brought a variety of data sets to collaborative planning sessions to drive curriculum decisions.

Whole school approaches based on an agreed underlying philosophy to the teaching of literacy and numeracy ensured consistency of teaching practices, strategies, resources and language across year levels. For example, improved NAPLAN and local measure data is attributed to whole school approaches to the implementation of specific reading strategies.

Professional learning for all teachers within a school deepened teacher knowledge and skills; strengthened capacity for reflection; and gave confidence to initiate changes in specific strategies and practices.

NP schools reported an improvement in school and student NAPLAN results in 2011. Increases occurred in the percentage of students achieving above the national minimum standard and in the percentage of students achieving in the top bands for their cohort. For example, schools in the Cairns diocese focused on the explicit teaching of reading with introducing literacy block time and using First Steps: Reading. In one school in 2010 five students in Year 3 achieved in the top band (Band 6) compared to 2011 results where there were 19 students who achieved Band 6.



Independent Sector

Strong leadership – effective teams

Evidence Based Strategic Planning

Based on the Effective Schools Framework schools began to strategically plan for 2012. 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. Significantly schools saw the need to continue the implementation processes even though the project from an NP perspective would be finishing. Plans generally focused on sustainability, consolidation and extension.

Professional learning opportunities were provided for all project school leaders and literacy coordinators. Highlights included an opportunity to spend a day with Michael Fullan.

Onsite professional learning opportunities have also occurred at all schools. These have been conducted by Literacy Leaders.

Ongoing *support and mentoring* has been provided via school visits, email and networking opportunities.

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

High expectations – focussed teaching

As previously reported the *Sustainable Interventions: Building Capacity series* resulted in school personnel generally seeing themselves as being part of a process of school transformation and renewal. It resulted in the following:

- an increased focus in the development of whole school approaches 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.

Differentiated instruction – improved learning

Change in attitude towards DRA 2 (reading assessment) data collection resulted teachers becoming more confident in linking assessment to instruction so that teachers were able to target their teaching and plan effectively. In many instances this change in understanding has spilled over into other curriculum areas (e.g. spelling, numeracy and oral language) with teachers looking to adopt the same approaches in other key learning areas.

Over time teachers have become more confident in planning Critical Learning Pathways based on their student data. The basic idea of the pathway is that classroom practice can be organised in a practical, precise and highly personalised manner for each student.

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

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

Support for Aboriginal and Torres Strait Islander Peoples – 1 January to 31 December 2011

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. In addition to ACER generated reports, PAT-R or PAT M (depending on school focus) reports highlighting indigenous students results were provided to L&N NP Schools. This allowed for close analysis and school planning for indigenous students.

Through the development of a partnership with the Queensland University of Technology (QUT) YuMi Deadly

Mathematics Workshops were offered free of charge to each state L&N NP. These workshops are train-the-trainer courses that look at practical ways of teaching mathematics especially to Indigenous students and students with Low SES backgrounds.



Independent Sector

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

Aboriginal and Torres Strait Islander students were supported by all programs described in this section.

Support for Other Disadvantaged Student Cohorts (if applicable) – 1 January to 31 December 2011

State Sector

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

To cater for those more isolated schools, eight Reading Forums providing Explicit Reading Strategies to Promote Literacy and Numeracy across all KLAs were held in North Queensland, Central Queensland, Metropolitan, Far North Queensland, Darling Downs, South West and North Coast Regions.

As reported in the 2011 progress report, *'Break it down, Build it up'*, a planning and teaching framework for working with ESL learners in whole class contexts, was delivered through the Department's OneChannel.

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



Independent Sector

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.

An ISQ Apple application (used on an ipod Touch) has been developed to assist ESL students.

The program exists through a website that teachers and students can access through private logins. The teacher sets speaking and listening tasks for their students whilst also being able to mark and report submitted work. The main difference to other web-based programs is through the tool used to upload tasks to students. The website is synced to ipod Touch devices through a downloaded application. Using the handheld device, students can listen to the task, orally respond to questions and sync their device back to the website. They can also practice their speech and instantly listen to their recording before submitting their response. Marks and comments they have received for previous work is also synced to their device.

Challenges to Implementation/Progress – 1 January to 31 December 2011

Of the approximately 109 state schools listed as suffering damage in the 2011 Queensland floods and/or Cyclone Yasi, 23 were LN NP schools. All schools, including the LN NP state, Catholic and Independent schools located in affected areas in north Queensland were closed due to Cyclone Yasi. This resulted in considerable disruption taking place over the first half of Term 1 2011, affecting capability and levels of engagement in:

- local measures testing, which took place in state schools in the week beginning 14 February
- lead up to NAPLAN testing, which occurred in May.

Students in LN NP schools across Queensland not listed as affected by the floods or cyclone may have suffered considerable disruption to their lives (and learning) in other ways, such as personal loss, isolation and loss of essential services. Disruption, isolation and loss also affected the staff and coaches across all sectors working in LN NP state schools.

State Sector

Sustainability of reform strategies is vital. Staff changes and movement is 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. In 2011 62 of the 172 state schools had new principals appointed, 89 schools had new coaches and 30 schools had staff changes in both the principal and coach positions.

To mitigate this somewhat, two Level 1 Coach Training conferences were held during 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. Regional principal forums were also held. Six regions have a lead coach who coordinates and supports new coaches and new principals with their roles and responsibilities.

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 impacts 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
- engagement and education of parents
- quality support for all classroom teachers in large schools
- the distance between schools and the cost and time involved in travel impacts
- ICT infrastructure and network issues, such as limited bandwidth.



Catholic Sector

- Professional issues:
 - teacher apprehension about changing approaches to pedagogy and strategies.
- Staffing issues:
 - employment of new staff in 2011 who had to undertake professional development to be able to implement programs
 - lack of relief teachers in some areas limited opportunities for class teachers to engage in professional conversations
 - difficulty in attracting and retaining suitable qualified and experienced teachers made it difficult to provide students with an experienced teacher and staff to mentor beginning teachers.
- Operational issues:
 - timetabling issues for specialist teachers with instigating literacy/numeracy block time
 - lack of access to functional digital resources and facilities, e.g. computers, interactive whiteboards.

Showcase – 1 January to 31 December 2011

State Sector

Tingalpa State School

Tingalpa State School is a co-educational state primary school catering for students from prep to year 7 with a current enrolment of 318 students including 12 indigenous students and 35 ESL students across 18 languages spoken at home. Tingalpa State School is situated within a 10km radius of the Brisbane CBD.

In their [Explicit Improvement Agenda](#) the school identified Improving Reading levels as its number one priority, with Goal Setting as number two. The two played into each other very well. Under these two priority areas they set targets and timelines. They realised that they needed to promote reading right across the whole school and to raise the profile of reading within the community. Their targets included:

- 100% of eligible students achieve national minimum standard or higher in NAPLAN
- increase % of students in Upper two bands
- all class teachers set reading targets for individuals and groups of students based on data analysis
- whole school uses data analysis to inform teaching and learning
- all students set reading goals
- develop pedagogical framework for teaching of reading and writing
- QAR (Question, Answer, Relationships by Raphael, T, Highfield, K & Au, K 2006, Scholastic, USA) embedded in all classrooms Words Their Way continue to be a focus

The Explicit Improvement Agenda allowed the whole school to maintain a narrow and deep focus. This focus has been maintained rigorously throughout the year. They have a highly skilled and experienced staff, who are dedicated to their profession. During staff meetings the teachers regularly share teaching practices and learn from the expertise that exists at the site. Improving reading results is a whole school effort that requires all staff involvement; leadership team, literacy coach, teachers, teacher aides, volunteers, parents and students contribute. At Tingalpa State School this commitment is manifested through:

- each term, every child sets individualised reading goals that are signed by the child, teacher, parent and Principal/Deputy. At the end of each term data to show achievement of these goals is collected and shared with the community
- the Principal and the Deputy Principal regularly engage with students in the classroom by listening to students read and discussing their reading goals. This is followed up with feedback to the child, parent and teacher
- all teachers meet with the Principal or Deputy Principal every five weeks to discuss student data, in particular – reading data, and to plan the coming five weeks teaching and learning target around this

A Literacy Coach was appointed in September 2009. At this time the school was already involved in a learning journey about curriculum change. The coaching model has been multifaceted and is outlined below:

- conducting a planning meeting with teachers to discuss their literacy program and class data. Focused goals are then developed for the classroom sessions
- building relationships with teachers to establish situations where modeling, observation and co-teaching are comfortably undertaken by both
- following the lessons with feedback and reflective conversations, where there is evaluation of what took place and planning for subsequent lessons
- classroom teaching using QAR has focused on both shared and guided reading to deliver an explicit teaching model where the gradual release of responsibility is transferred from the teacher to the student
- providing various resources both electronic and published materials for shared and guided reading
- providing 'Coach Bulletins' which outline tried and tested ideas for QAR.

Specifically student learning outcomes have been improved by the following strategies:

- reading having a higher profile in the school
- student goal setting incorporated into other curriculum areas

- all teachers using reading data to plan quality teaching and learning
- all students setting reading goals for themselves and can articulate their reading goals and the strategies they are putting in place to achieve their goals
- QAR embedded in all classrooms and the children are familiar with and can use the language of QAR
- pedagogical frameworks for reading and writing adopted by all teachers as the source of reflection on teaching practices
- Tingalpa State School achieved above the state average in every strand in all year 3, 5 and 7 tests and above the nation in 12/15 strands. They were one of most improved schools (overall) in Queensland and in year 5 achieved the second highest improvement in the state (private and state schools).

Results for Tingalpa State School

Test Year Level	NAPLAN 2011				NAPLAN 2008 - 2011	
	Proportion of Students Achieving:				Improvement	
	At or above National Minimum Standard		Upper Two Bands			
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
3	95.7*	100.0*	37.0*	37.0*	352.7 - 396.5*	329.0 - 393.7*
5	100.0*	100.0*	26.7*	27.6*	447.1 - 498.9*	438.2 - 516.9*
7	100.0*	97.2*	19.4*	22.2	524.9 - 531.6*	536.8 - 544.2*

Green font Indicates achievement equal to or greater than the national performance.
 (*) Indicates improvement from 2008 - 2011

- Progressive Achievement Test – Reading from February 2011 to October 2011 results: Notably for all students up to 23.2% improvement across 25/28 questions for year 3, up to 45.5% improvement across 31/34 questions for year 5 and up to 31% improvement across 32/35 questions for year 7.



Catholic Sector

In the Literacy and Numeracy National Partnership good practice in key reform activity occurred in the Toowoomba Catholic Education Office. The diocese, located in the south west corner of Queensland, covers 487,000 square kilometres stretching from Toowoomba to Cunnamulla. The diocese nominated three targeted schools for the NPL&N: two located in the city of Toowoomba and one in the township of Goondiwindi. The three schools have an enrolment of approximately 3% Aboriginal and Torres Strait Islander students.

Schools in the NP focused on developing numeracy competencies as the teaching of sound mathematical concepts in the early years was found to be an area of need. This meant that teacher knowledge and competency in the teaching of numeracy needed to be addressed to 32 schools, including 24 primary schools, teaching over 8300 children from P-12.

The Mathematics Activity Guidelines (MAGs) support effective teaching and learning in numeracy in the early years. MAGs are hands-on, engaging and age appropriate and cover a range of learners and learning styles. The strategy was a valuable teaching strategy to prepare students for the NAPLAN numeracy tests. The MAGs developed ten core concepts per term per year level from Prep to Year 3 – a total of forty activity guidelines per year level. The Guidelines included: introduction, background reading, classroom organisation, assessment, modifications and extensions, resources and curriculum links. The MAGs are supported with hands-on resources and in-class coaching.

In addition to the MAGs a software package named Fun With Construction (FWC) was developed. FWC is based on a Question-a-Day strategy with questions from previous NAPLAN tests used to support a flexible and collaborative approach to solving NAPLAN questions. Teachers were encouraged to teach concepts using the NAPLAN questions as a stimulus for concept development. The stimulus material provided activities for students in problem solving, consolidation, review and extension. The Mathematics Activity Guidelines (MAGs) use digital technologies and interactive whiteboard resources.

The reform strategy had a number of targeted audiences:

- Teachers
 - Prep-Year 3 classroom teachers attended workshops on the effective implementation of the Mathematics Activity Guidelines and Fun With Construction resources
 - Teachers received in-class coaching
- School leaders
 - principals attended professional development and accessed coaching
- School communities
 - schools signed five year subscriptions to IDEAL on-line interactive whiteboard resources.

To ascertain the effectiveness of the MAGs and FWC resources P-3 teachers were surveyed in September 2011 on the impact of the reform strategy. Some of the key findings are listed below.

Teachers described themselves and the students as being positive about mathematics and looking forward to maths sessions with 96% of P-3 teachers stating that the Mathematics Activity Guidelines (MAGs) have enhanced the way that they teach numeracy. Comments include:

I think the children are extended more and given the opportunity to experience concepts
The MAGs opened up a new way of teaching that is enjoyable to both teachers and students
Maths has always been my weakness. I now have confidence when I teach maths
The MAGs are engaging both for teaching maths and for the children in learning and consolidating maths concepts
The children amaze me with what they are learning and how they understand mathematical concepts
I can see improvements and know that the children enjoy maths time
Students have a deeper understanding of number.

There has been encouraging qualitative data in the NAPLAN results in the numeracy strand over the period of this initiative. Targeted NP schools have made significant cohort progress from 2008-2011.

One NP school in 2009 Yr 3 numeracy had 6% of students achieving in Band 6. In 2011, this same school had 17.1% of students achieving in Band 6. In another NP school, the Year 3 cohort numeracy mean scale score went from 13 points below the Queensland mean in 2008 to 7.5 above the mean scale score in 2010. In 2009 the Year 3 cohort numeracy mean scale score for two out of the three targeted NP schools was below the Qld mean (-32 and -9.4) and in 2011 the Year 3 cohort numeracy score for all three schools is at or above the Qld mean (+0.3, +7.3, +8.3). Table 1 shows the improvements made by each NP school in Year 3 numeracy results. As the reform strategy has focused on developing early years mathematical conceptual understanding this is the cohort most expected to benefit.

Table 1: NAPLAN results for NP schools in Toowoomba Diocese, 2009-2011

	Above nms		At & Above nms		Mean Scale Score	
	2009	2011	2009	2011	2009	2011
School 1	70.8%	89.8%	93.8%	100%	362.6	392.2
School 2	50%	87.9%	85%	97%	339.7	348.8
School 3	80%	82.9%	88%	95.1%	385.9	392.9

Year One teachers from two of the NP schools introduced *individual student maths packs* which aligned with activities presented in the Mathematics Activity Guidelines (MAGs). Each child in Year One was given a maths pack which included: whiteboard and pen; hundreds board; place value chart; calculator; 5, 10 and 20 frames; double sided counters; clock face; numerals 1-20; long shoelace; and dominoes. Teachers reported students were highly motivated when using their packs and reported noticeable improvements in student learning in numeracy. Similarly, other teachers introduced *home maths packs* and reported very positive parent feedback.

P-3 teachers from the NPLN and Indigenous partnership schools came together for a MAGs Showcase in September 2011. Teachers presented their best practice and innovations in the use of the *Mathematics Activity Guidelines (MAGs)* - for example: class grouping strategies; student maths packs; homework packs; parent information sessions; multi-age classroom planning and management; interactive websites; teaching ideas for particular mathematical concepts; storage and accessibility of kit resources.

An interactive web-site was set up on the Diocesan intranet. This is a hub for the *National Partnerships - Literacy and Numeracy*, where teachers can access the MAGs; sample scope and sequence charts; MAG kit resources; NAPLAN - numeracy test preparation resources; digital resources; and *MAG showcase* presentations.

In-school coaching continued to provide a venue for sharing of practices and resources. Feedback on the MAGs resulted in some modifications. It is anticipated there will be ongoing improvements and additions to the digital version of the MAGs.



Independent Sector

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

By providing Ipod TOUCH project, this type of program (as described in the previous section), ESL learners now have 24 hour access to help improve their English oral and reading abilities. The device is portable and allows access wherever they may be throughout their day. This far into the program, major benefits have already been uncovered. Not only have student retention rates increased, but the students are engaged and keen to use the device as much as possible throughout their day including after school hours. Teachers are also seeing greater communication between students on how they sound when answering questions or repeating statements and are constantly engaged within the classroom where they can peer evaluate. Confidence levels have also increased and ESL teachers are even finding other students trying to enrol into their subjects when seeing the success and the motivation levels of the ESL students.

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. The parents are also very happy for the extra support and experience. (Comment from one of the teachers involved).

The program has given teachers the ability to utilise portable learning tools to create an increase in the regularity of learning opportunities for their students. 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. Misconceptions or hesitations of using this type of tool for learning are disappearing within the trial schools and teachers across all subjects are now seeing its relevance as a valid learning tool for 21st Century learners. It is hoped that through this program, more advanced English learning continues to be achieved as well as efficiency for teacher practice.

1. Caloundra Christian College and Dalby Christian College – Regional and Rural schools

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

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

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

Launch of the Literacy and Numeracy Coaching Academy to support schools across Queensland.

Sustainability

Valuing, planning and keeping the program continuing was a priority in 2011 and remains so for 2012. EQ had an ongoing strategy to look beyond 2011 for Coaching in Queensland schools. Comments from Principals regarding the sustainability of the Coach Model include:

69% of principals are planning on maintaining a Coach / Coach Model after the Program finishes

As a NP school ... we hope to maintain our coach and also look at training more of our teachers as coaches in the future. This is a fantastic model which explicit teaching is a focus. Well done for the coaching model.

The model is being maintained by other teachers taking on the coaching model. The coaching model is a part of the whole school improvement agenda.

Within the Catholic sector, many of the NP reform strategies have been adopted by other non-NP schools as Catholic education authorities extended the provision of services and resources through professional learning and employment of staff. Factors and measures supporting the sustainability of reform strategies at the system, school and class level are:

- the development of whole school approaches in the teaching of literacy and numeracy resulted in school's establishing agreed teaching practices. Consensus on the essential components of quality programs, a common set of skills and competencies, and access to resources and support materials means that effective practices are firmly embedded in curriculum delivery
- principals who participated in the Principals as Literacy Leaders program will continue to lead curriculum change and support teachers in their roles as effective practitioners
- professional development for *all* staff, including school officers, has provided professional capacity to ensure ongoing delivery of teaching strategies and effective use of resources for whole class, small groups and individual contexts
- education authorities have required NP schools to incorporate the sustainability of strategies and practices into annual strategic plans
- the successful implementation of the *Mathematics Activity Guidelines (MAGs)* in NP schools resulted in all primary schools in the Toowoomba diocese taking the option of using the MAGs as the foundation of the school's mathematics program in P-3 classes. Schools are supported through access (hard copy and digitally) to MAG resources, professional learning and in-school coaching. In addition to key staff in schools being trained as MAG leaders, video clips using vignettes have been produced which outline the key teaching strategy on each MAG
- the effectiveness of the reform strategy 'engaging and training coaches/mentors of literacy and numeracy to provide support to teachers' will be undertaken in the Brisbane Catholic NP schools by Griffith University. The evaluation of the Literacy and Numeracy Improvement Teacher (LNIT) role will examine the impact of explicit teaching of reading, data analysis and coaching.



Independent Sector

Through NP Reward funding ISQ launched a Literacy Numeracy Coaching Academy at the end of 2011. The Academy builds upon the success of the NP initiatives and ensures sustainability through targeted support and the training of school based literacy and numeracy coaches. In 2012 58 schools joined the Academy with 63 nominated coaches beginning the process.

The Academy was established to leverage the success of the previously implemented National Partnership (NP) initiatives. The aim is to build the capacity of schools by expanding and enhancing the successful, research based initiatives implemented during the NP. The focus during the NP was on improving reading comprehension. The

Literacy and Numeracy Coaching Academy will expand this focus to other areas of literacy and also numeracy.

Fundamental to the Academy is capacity building for teachers. It is set up as a support mechanism for professional learning and growth. The training for coaches consists of research based modules and reflects the particular needs of the school.

An example of Core modules includes the following:

- the characteristics of effective schools (based on student literacy and numeracy achievement)
- the principles of effective coaching
- how to support teachers to link assessment to instruction to ensure that teaching is targeted to the specific needs of students.

Schools then select focus modules. These concentrate on either literacy or numeracy at a secondary or primary level, or a combination of both. Modules are available through a blended learning environment including face to face sessions and online learning. Ongoing mentoring and support is available for coaches in addition to opportunities for continued collaboration.

Through the NP work with schools we learnt that the following principles were important and consequently these principles have been built into our planning for the Academy:

Relationships are core at all levels. Strong relationships were built up between the NP schools and ISQ support staff; amongst school leaders within the project and between staff members within schools. To assist relationship building within the Academy the following processes have been operationalized:

- ISQ Mentors have been assigned to assist Coaches
- communication channels have been established via web conferencing and various virtual networks
- geographical hubs have been established for Coaches to network with each other
- virtual networks will be established based on needs/issues and focus areas as the year unfolds
- face to face meetings have been arranged on a regular basis.

We will be encouraging Coaches to think about how they will establish strong relationships within their schools. Also, we will be promoting the concept of asking guiding questions rather than 'telling'.

Responsiveness is vital so that we can ensure that we are meeting the specific needs of each school. The Academy is not a one size fits all model. Although plans have been established and modules developed, other modules and learning opportunities will be provided if, and when other needs/issues are identified.

Reflective practice is paramount for strategic thinking and continual improvement. The effectiveness of the Academy will be continually monitored and communication between key stakeholders and ISQ staff will be continuous.

Section 5 – Research and Evaluation

The Queensland SSNP evaluation to date has focused on State implementation issues in order to provide formative information and findings.

Progress over last 12 months

A draft Interim Evaluation Report 2010-2011 has been written and submitted to the DETE Evaluation sub-committee, based on reporting on progress for the 11 case studies, and for four initiatives only with one of these being a summative report:

- School Strategic Plans – analysis completed for first three phases of Low SES NP schools; phased four to follow in 2012
- Turnaround Teams (Low SES NP) – initial analysis of data
- Literacy and Numeracy Coaches – collation of data sources (new, ongoing and existing), and final report on findings included in 2010-2011 Interim Report (LN NP)
- Centres of Excellence (ITQ NP) – discussions to establish five Teacher Education Centres of Excellence with data collection commencing in one centre in 2011; remainder of centres commenced at the beginning of 2012.

The case studies continue to provide a rich source of information for further evaluation work.

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

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

Milestone (States/ territories may wish to identify whether the milestone relates to all sectors or a particular sector within their jurisdiction).	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe). <i>Quantitative and Qualitative</i>
State wide accreditation process for Accomplished/Leading Teachers agreed to across sectors	Not achieved – there is no national endorsement for the current <i>Draft Proposal for a Nationally Consistent Approach to the Certification of Highly Accomplished and Lead Teachers</i> although work is progressing for this to occur	Queensland has continued to work with AITSL on the <i>Draft Proposal for a Nationally Consistent Approach to the Certification of Highly Accomplished and Lead Teachers</i> in accordance with the agreement made through the National Partnership.	Continue to collaborate with national groups to progress this work to meet overall timelines.
Teach for Australia pilot participants provided with initial training and placed in Queensland schools	Not achieved	Queensland is not able to participate due to industrial and legislative barriers. Queensland has proposed an alternate program to replace in the FIP but has not received endorsement.	Queensland is working with national groups to seek for nationally-consistent processes for teacher registration to include employment-based programs. Queensland is supporting a current pilot of the Griffith University Master of Teaching program as an alternate to Teach for Australia that has similar outcomes without the same barriers to implementation.
Trades-to-Teaching initiative (Phase 2) pilot commenced	Not achieved	The first pilot proved to provide a poor return on investment and lost stakeholder support for a second phase.	Queensland is investigating alternative pathways. Queensland is awaiting the progression of national reforms to teacher registration to provide broader scope for employment-based pathways into teaching which would enable experienced tradespeople to enter the profession
Cross-sectoral accreditation process for accomplished and leading teachers in	Not achieved – there is no national endorsement for the current	Queensland has continued to work with AITSL on the <i>Draft Proposal for a</i>	Continue to collaborate with national groups to progress this work to meet

pilot	<i>Draft Proposal for a Nationally Consistent Approach to the Certification of Highly Accomplished and Lead Teachers</i> although work is progressing for this to occur	<i>Nationally Consistent Approach to the Certification of Highly Accomplished and Lead Teachers</i> in accordance with the agreement made through the National Partnership.	overall timelines.
Jurisdictional agreement regarding data requirements and collection processes	Not achieved	Achievement of this target is subject to the completion of the work being led by the National Teaching Workforce Dataset Subgroup, which is behind schedule.	Continue to collaborate with national groups to progress this work to meet overall timelines.

Part 2 - Milestones in Annual Report - Achieved 1 January to 31 December 2011

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe). <i>Quantitative and Qualitative</i>
Attract the best entrants to teaching - 2012 Step into Teaching scholarships launched	Achieved		
More effectively prepare teachers, school leaders and principals - 2011 data for practicum placements from all universities collected and aggregated	Achieved		
More effectively prepare teachers, school leaders and principals - Principals and School leaders professional development available in identified areas of need (ISQ)	Achieved		
More effectively prepare teachers, school leaders and principals - Induction PD (ISQ)	Achieved		
Develop teachers and school leaders - Pathways to Principals program active	Achieved		
Develop teachers and school leaders - Pathways to Principals 2011 Structured induction program completed	Achieved		
Improve the quality and availability of	Achieved		

teacher workforce data - DET Teaching Workforce Supply and Demand Report revision completed			
Improved pay dispersion to reward quality teaching - 80 FTE literacy and numeracy coaches supporting state schools (annuals)	Achieved		
Continual Improvement program for all teachers - 60 beginning and future leaders' leadership professional development programs (QCEC)	Achieved		

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

Nil

Part 2 - Milestones in Annual Report - Achieved 1 January to 31 December 2011

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
19 (State), 1(Independent), 7 (Catholic) additional completed school plans	Partially achieved	The recruitment and selection of principals for some schools in the state sector was adjusted due to contextual situations e.g. difficulty in filling positions with a suitable applicant. This situation affected the completion of school plans.	
Event held to celebrate effective parent, community and school partnerships (State), (Independent), (Catholic)	Achieved Successful cross sector event held in Bundaberg in June 2011.		
Regional and School Action Research published (State), (Independent), (Catholic)	Partially achieved Action research projects form an integral component of each school's Strategic Plan. 64 Phases 1, 2 and 3a schools implemented their school action research project in 2011.	QCEC - Work has occurred with research agencies but there has been no commitment for publication of research	
Customised support for rural and remote schools implemented (State)	Achieved		
Teachers from 20 (Independent) and 17 (Catholic) schools participate teacher induction program	Achieved		
Support for staff wellbeing and	Achieved		

resilience implemented (State), (Independent)			
Social and Emotional Learning professional development (State), (Independent) (Catholic)	Achieved		
Social and Emotional Screening Tool development and professional development (State) (Independent)	Achieved		
Turnaround Teams in three Regions (State)	Achieved		
Corporate reporting enhancements to One School system (State)	Achieved		
Interim evaluation report published (State), (Independent), (Catholic)	Partially achieved State - Interim evaluation report completed	QCEC – pending DEEWR initiation of evaluation	
Continual Improvement program for all teachers - 60 beginning and future leaders' leadership professional development programs (QCEC)	Achieved		

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

Milestone (state and territories may wish to identify whether the milestone relates to all sectors or a particular sector within their jurisdiction).	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe). <i>Quantitative and Qualitative</i>
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Nil

Part 2 - Milestones in Progress Report - Achieved 1 January to 31 December 2011

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
Improved pay dispersion to reward quality teaching - 80 FTE literacy and numeracy coaches supporting state schools (annuals)	Achieved		

Clause 20 of the Low SES School Communities NP Agreement provides for reporting on outcomes for identified cohorts, where possible and appropriate. Identified cohorts include Indigenous students, students with a disability, students with other additional learning needs, students from a non-English speaking background, refugees and homeless students.

A separate Excel spreadsheet is provided for the provision of data.

Section 8 – State Performance Measures SES School Communities NP

Low

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	2011
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%	88.0%
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%	81.5%
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%	94.5% ¹
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

Item	Measure taken from Section 8	Qld Response - April 29	2009	2010	2011
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) - Fully Engaged	65.0%	64.9%	64.7%
		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%	83.0%
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%	60.9%
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%	72.2%	70.7%

(1) The November enrolment information is considered preliminary at this stage and therefore item 6 "The proportion of Indigenous students completing Year 10" may be subject to change.