



Australian Government



**IMPROVING TEACHER QUALITY
LOW SES SCHOOL COMMUNITIES**

**Queensland
Progress Report 2013
(1 January – 30 June 2013)**

Due 31 October 2013

INTRODUCTION

In April 2013, states and territories provided an Annual Report to the Department of Education, Employment and Workplace Relations (DEEWR) on Smarter School National Partnerships (SSNP) activity in the 2012 calendar year.

This Progress Report covers SSNP funded activity from 1 January to 30 June 2013. The Progress Report focuses on key highlights, case studies as well as milestone activities, as set out in state and territory Bilateral Agreements/Final Implementation Plans.

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

STRUCTURE OF REPORT

The Progress Report has three sections:

- Section 1 - Improving Teacher Quality
- Section 2 - Low SES School Communities
- Section 3 - Milestones

Sections 1 and 2 will provide a narrative description of the progress and impact to date for each National Partnership.

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

Where applicable, these milestones will be pre-populated by DEEWR and will also include milestones not reported on, or not achieved, from the 2012 Annual Report.

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Section 1 – Improving Teacher Quality

Significant Achievements/Highlights – 1 January 2009 to 30 June 2013

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

The partnership within Queensland has:

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



State Sector

A range of state sector initiatives have been progressed, including:

- working with higher education partners to revise the RATEP Community-based Teacher Education Program through geographical expansion and expansion of learning opportunities for Aboriginal and Torres Strait Islander Queenslanders to provide pathways into participation in the real economy, including operational expansion into new locations and exploring new models of support for participants
- further expansion and on-going revision of the *Make a difference – Teach* marketing and recruitment strategy. This has included further enhancements to the dedicated recruitment and marketing website (www.teach.qld.gov.au) and the implementation of the Teach Team – a selected group of teachers and school leaders with the credibility and capabilities to promote teaching to current and aspiring pre-service teachers, school students and the general public.
- supporting the five state schooling School Centres of Excellence (referred to as Teacher Education Centres of Excellence in Queensland) to provide high quality field studies experiences and pre-induction programs for preservice teachers and build a clinical approach to initial teacher education programs.
- provision of opportunities for preservice teachers to undertake field studies experiences in rural, remote and regional school locations through the Beyond the Range program to promote these locations as desirable destinations on a planned career pathway.
- continuing to embed performance development across all state schools through implementation of the Developing Performance Framework to ensure regional and school staff performance and professional development strategies are included in school and personal performance planning.
- implementation of the Pathway to Principalship program (referred to internally as Take the Lead) to reinvigorate small school leadership across Queensland.

Support for Aboriginal and Torres Strait Islander Students – 1 January 2009 to 30 June 2013

State Sector

As noted previously, all initiatives seek to drive improvement to the quality of teaching in all schools leading to long-term benefits for all students, including those from Aboriginal or Torres Strait Islander backgrounds. No state National Partnership initiatives specifically target Indigenous students, however several specifically seek to support growth of the Aboriginal and Torres Strait Islander component of the workforce and therefore lead to long-term benefits for Indigenous students, including:

- expansion of RATEP 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
- action through the Centre of Excellence established in Townsville, which is working with James Cook University with a focus on preparing teachers for driving improved Indigenous student performance and community engagement in Indigenous communities.

National Professional Standards for Teachers**State Sector**

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

DETE worked through industrial matters in relation to implementing the Standards for uses within state schools and is actively promoting the Standards for use in schools from 2014.

DETE has implemented the new National Professional Standard for Principals by aligning its new *Principal's Capability and Leadership Framework* (PCLF) to the Standard. The PCLF offers transparency of expectations and a detailed common frame of reference for performance conversations.

National Certification of Accomplished and Lead Teachers**State Sector**

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

Queensland is not a party to the National Partnership Agreement on Rewards for Great Teachers and, as such, there is no agreement or requirement to adopt the processes for Queensland state school teachers.

National Consistency in Accreditation of Pre-service Teacher Education Courses**State Sector**

Queensland continues to implement the new national system for accreditation of initial teacher education programs, including:

- adoption of the *Accreditation of initial teacher education programs in Australia: Standards and procedures* as the guide for accrediting programs from 2013
- participation on the National Initial Teacher Education Advisory Committee (NITEAC), to provide advice on matters relating to initial education and particularly to program accreditation
- partnering with Australian Council for Educational Research (ACER) to develop and deliver a national training program for potential members of panels
- participation as a member of the National Network of Accreditation Officers.

Professional Development and Support for Principals

- A separate progress report template for Principal Professional Development is located following this Section.

Improved Performance Management and Continuous Improvement in Schools

State Sector

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

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

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

New Pathways into Teaching

State Sector

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

Queensland has undertaken significant investigation into strategies to address supply, demand and quality concerns for the teaching workforce, and is currently working with universities to develop pathway programs that integrate new requirements for two-year equivalent graduate entry programs with increased in-school experiences.

Better Pathways into Teaching

State Sector

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 central Queensland, 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 was implemented in 2012 offering entry into Certificate programs in education through Tropical North Queensland TAFE which will articulate into credit for university initial teacher education programs.

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

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

DETE is currently negotiating with the Australian Defence Force to provide a pathway for experienced aeronautical engineers to transfer into secondary teaching.

Improved Quality and Availability of Teacher Workforce Data

State Sector

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

DETE finalised a new *Teaching Workforce Situation Report*, which describes the department's current teaching workforce as well as exploring the future supply.

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 *My School* website.

Indigenous Education Workforce Pathways

State Sector

In 2012, RATEP was the cornerstone Indigenous Education Workforce Pathways, providing new and additional opportunities for Indigenous students to participate in the real economy by gaining qualifications at a range of AQF levels, from Certificate I to Bachelor Degree.

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

In addition, DETE continued its commitment to ensuring that Aboriginal and Torres Strait Islander peoples have access to secure employment through the *Aboriginal and Torres Strait Islander Employment Action Plan 2010-2013*.

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

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

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

- *Proud, skilled and ready to lead*, an exceptional program to identify and promote leadership opportunities for the department's Indigenous teachers, whilst providing high quality, culturally appropriate programs
- School-based Traineeship Program, supporting students in Years 10, 11 or 12 to gain skills and earn an income while at school
- Cape York Employment and Training Strategy, delivering vocational education and training, which is linked to real employment opportunities or community work either paid or voluntary, to residents of the Cape York region.

DETE is also working with the national More Aboriginal and Torres Strait Islander Teachers Initiative (MATSI) to progress initiatives to raise the profile of the Indigenous teaching workforce.

Quality Placements

State Sector

DETE is currently implementing actions announced by the Queensland Government under the *A Fresh Start* strategy, which seeks to boost the quality of teaching graduates and ensure a better alignment between supply and demand. The strategy includes actions to improve the placement of preservice teachers for professional experience and the support they can access, including trained mentors.

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

The DETE model for Centres of Excellence has a strong focus on providing enhanced placements and improving the professional studies component of preservice teacher programs. In particular, DETE piloted new ways to:

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

School Centres of Excellence

State Sector

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

The centres have each developed a targeted curriculum for selected preservice teachers, including pre-induction and induction elements to ensure graduates are state school ready.

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

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

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



Independent Sector

Centres of Excellence in Pre-Service Teaching

At the end of 2012, formal funding arrangements for this program concluded, with final three ISQ School Centres of Excellence in Pre-Service Teaching - St Andrews Lutheran College, Ipswich Girls' Grammar School and Anglican Church Grammar School. All seven schools that took part in the program have continued operating as Centres of Excellence, continuing to deliver quality, innovative practices in initial teacher education. These initiatives include professional development of mentors, supporting observation of teaching and building closer relationships with local universities. Intake of pre-service teachers has continued at similar levels.

In 2013, Independent Schools Queensland (ISQ) is continuing to support formal networking between School Centres of Excellence in Pre-Service Teaching opportunities. ISQ will also provide funding to enable quality pre-service education initiatives to be shared with other Queensland independent schools. The program is expected to be expanded into three regional Queensland centres – Cairns/Townsville, Rockhampton and Toowoomba. The arrangements for these new schools will be similar, with financial support provided by ISQ over four consecutive school semesters.

Showcase Examples - 1 January to 30 June 2013

State Sector

RATEP – Community based teacher education program

RATEP has continued to develop during 2013; with strong enrolments across all programs. The model itself has begun to evolve to suit the growing need for teachers of Aboriginal and Torres Strait Islander heritage across all communities, and the expanding opportunities provided by technological advancement.

The testing of a model of virtual support has proven successful. The predominant RATEP model comprises establishment of a centre on a school site supported by a trained Teacher Coordinator who works on location with a group of adult learning who may be studying a range of qualifications: from Certificate II to Diploma or undergraduate Bachelor of Education.

The virtual support model has been tested as a way of assisting aspirants who may not live in a community with sufficient demand to warrant establishment of a RATEP centre. Many reside in small isolated locations.

A Teacher-Coordinator based in Cairns has been allocated a number of participants, and works with them individually and collectively through videoconferencing, telephone contact and email to provide the assistance they require to complete their qualification.

The trial will be evaluated at the end of 2013, and further expansion will then be considered.

RATEP remains a unique model for teacher education, and the partnerships across higher education, schools and the Aboriginal and Torres Strait Islander education stakeholder groups have been strengthened over time.

Teach Team

Nine Queensland higher education institutions provide initial teacher education programs; with approximately

4500 preservice teachers admitted annually.

It is vital that these preservice teachers can access timely information regarding their future employment opportunities. Even more important is that these preservice teachers – 80% of whom reside in the south-east corner of Queensland – consider teaching in a rural, remote or regional location. Trend data indicates willingness among this cohort to work in non-metropolitan areas is declining and a key reason is a lack of awareness of the professional and personal opportunities that exist for those who accept a placement in a rural or remote location.

This has led to the creation of the Teach Team - a group of selected teachers and principals who have recent or current experience working in these locations, and who are capable of providing high quality presentations to aspiring teachers and secondary students to promote teaching as a career with an emphasis on the positive aspects to working in rural, remote or regional areas.

The Teach Team conduct events at all nine higher education institutions in Queensland, along with appearances at career expos and schools.

The strategy has been very well received by all stakeholders and is being expanded in 2014.

Overview of activities and key achievements

Noteworthy activities highlighted in this report are:

- the development and delivery of the teacher mentor program in consultation with the Education Institute of UC, ACU and TQI
- the creation of Executive Teacher Professional Practice positions in more than forty public schools during 2013
- work to embed the high level Professional Standards through Certification
- the high level of cross sectoral engagement throughout the years of the ITQNP.

Principal Professional Development

State Sector

Description of Activity	Progress against milestones to date <i>Cumulative activity undertaken against each milestone to date (October 2013).</i>	Milestones – October 2013 <i>Milestones as stated in the Implementation Plan</i>
1. Capability and Leadership Framework – Associated Administrators	<p>In 2012 Education Queensland will extend the Principal Capability and Leadership Framework (PCLF) to formally include all associated administrators in state schools.</p> <p>The PCLF is an online multi-layered self-reflective framework that will assist principals to build knowledge, skills and behaviours required to effectively lead an explicit school improvement agenda in their school. The PCLF framework is based on the new National Professional Standard for Principals.</p> <p>By the end of 2012, all Education Queensland associated administrators (Deputy Principals, HODs, HOCs, HOSES) will have access to a Capability and Leadership Framework aligned to the design and content of the PCLF.</p>	2012 milestones delivered. Project is now fully implemented.
2. Evidenced based school strategic and operational planning	<p>The Department is developing a single scalable web-based planning tool with pre-populated template/s to allow school principals to manage the school planning lifecycle. For the school planning process to be effective, this will require changed business processes in schools. It will also support the implementation of the National School Improvement Framework (NSIF) due to be implemented in 2013.</p> <p>During the development of the planning tool, the number of plans required by schools will be reduced, from as high as 300 to only ten. This streamlining of plans will allow principals more time to focus on curriculum and pedagogical leadership.</p> <p>Professional development and training for principals on school planning will be developed as part of this project.</p>	2012 milestones delivered. Project is now fully implemented.

Description of Activity	Progress against milestones to date <i>Cumulative activity undertaken against each milestone to date (October 2013).</i>	Milestones – October 2013 <i>Milestones as stated in the Implementation Plan</i>
3. C2C	<p>The Department is continuing to develop whole of school programs, year level plans, unit plans and lesson plans including assessment items and resources in English mathematics and science.</p> <p>Regions will provide principals and teachers with appropriate support in the areas of instructional leadership and implementation.</p> <p>The Department has established C2C partner schools to provide in depth feedback about all aspects of the C2C materials and resources to support the refinement of these products and ensure quality, relevance and useability.</p> <p>F(Prep)-10 materials in Geography are to be released one term in advance for 2014.</p>	<p>2012 milestones delivered and the project is continuing.</p> <p>Partner schools were not established. An alternative process for providing feedback was implemented successfully.</p>
4. Teaching and Learning Audits	<p>DETE will direct funding to conduct follow-up Teaching and Learning Audits of schools, focusing on auditing key curriculum, teaching, learning and assessment practices to improve the educational outcomes of students in Queensland state schools.</p> <p>The audit program is based on international best practice and is conducted by experienced, high-performing school principals. The audit gives each school a picture of where they are at, against clear criteria, across eight key aspects of teaching and learning. Each school receives a comprehensive report which the principal then uses to develop an action plan, in consultation with their school community, as a part of an overall school improvement strategy. The report will inform future developmental needs of each school and, importantly, where the system can better support schools.</p> <p>207 Teaching and Learning Audits were conducted by 30 June 2013.</p>	<p>Milestones for 2012 were met with 321 Teaching and Learning Audits conducted in 2012.</p>

Description of Activity	Progress against milestones to date <i>Cumulative activity undertaken against each milestone to date (October 2013).</i>	Milestones – October 2013 <i>Milestones as stated in the Implementation Plan</i>
5. Take the Lead	<p>The <i>Take the Lead</i> Program will provide aspiring principals with a supported career pathway, including experience in small schools in rural and remote locations. It will include professional development, extended induction processes, and an online support community.</p> <p>Through the program, aspiring principals well-suited to placements in rural and remote locations will be identified and provided with a scaffolded career pathway that will include:</p> <ul style="list-style-type: none"> • targeted induction • pre-placement professional development • placement in a rural and remote location as a small school principal • on-going professional development and mentoring • a career path to a school leadership position in a preferred location on completion of an agreed duration <p>185 aspirants have participated in Take the Lead. As at 30 July 2013 45% were in acting or permanent principal positions.</p>	2012 milestones delivered and the project is continuing.
6. Develop Indigenous school leadership	<p>Proud, Skilled and Ready to Lead is an exceptional program that will:</p> <ol style="list-style-type: none"> a. identify and promote leadership opportunities for the department's Indigenous teachers b. provide high quality, culturally appropriate professional development programs, c. provide ongoing support and discussion of real life scenarios around leadership d. deliver training sessions to assist in the Embedding of Aboriginal and Torres Strait Islander Perspectives in Schools e. mentor and coach Indigenous teachers into leadership roles <p>It will support Indigenous teachers to achieve their potential as aspiring leaders by providing the necessary skills, training and support to help them successfully transition into leadership roles within schools in the future.</p> <p>Second round not held as the program was cancelled at the end of 2012.</p>	Partially delivered

Catholic Sector

Description of Activity	Progress against milestones to date <i>Cumulative activity undertaken against each milestone to date (October 2013).</i>	Milestones – October 2013 <i>Milestones as stated in the Implementation Plan</i>
<p>1. In-school support</p> <ul style="list-style-type: none"> • Improved in-school support for school principals particularly in disadvantaged, Indigenous, multi-cultural and hard-to-staff schools. • Support for a secondary staffing committee to set benchmarks and provide advice around sustainable and quality staffing practices. • Additional support hours for school principals of small schools. 		<p>Series of 6 workshops developed Diocesan Consultant based in rural / remote schools.</p> <p>External consultants engaged to provide in-school support for rural / remote schools.</p> <p>School Development Officers employed.</p>
<p>2. Improved performance management and continuous improvement</p>	<p>Teachers and school leaders' performance (linked to national professional standards) will be aligned to a School Renewal Plan and will be grounded in improvements in outcomes for students. Process of yearly and four-yearly performance management will be revised to reflect this.</p> <p>Workshops for senior school leadership personnel will be run.</p> <p>Development of a process linking individual professional learning planning for school leaders for their personal development of skills aligned to the National Standards for Teachers</p> <p>Strategically build school leadership capacity through a developmental series of leadership experiences and the creation and piloting of Professional Learning Communities.</p>	<p>Performance and Development workshops completed.</p> <p>43 additional school visits to work with Leadership Teams and School Staff groups completed.</p> <p>Additional on-line resources developed.</p> <p>Coaching course, professional learning and networks are in place.</p>

Description of Activity	Progress against milestones to date <i>Cumulative activity undertaken against each milestone to date (October 2013).</i>	Milestones – October 2013 <i>Milestones as stated in the Implementation Plan</i>
3. Indigenous leadership	Review and enhance strategies to attract Indigenous personnel to leadership and teaching using a number of strategies including new models for formal leadership structures to include community representation and improvements to cadetship models for developing Indigenous teachers.	Indigenous community leaders form part of the leadership teams.
4. Succession management Program	Offer Leadership Development Courses focused on aspiring, existing and transitional leaders	Succession management Programs operating for about 60 aspiring leaders.
5. Mentoring/consultancy programs	Principals will have access to models of mentoring through sharing of practices. Use research-based consultancy programs and training that focuses on the needs of participants.	Teleconferences and Diocesan curriculum conference held. 20 mentors trained to work with school leaders.

Independent Sector

Description of Activity	Progress against milestones to date <i>Cumulative activity undertaken against each milestone to date (October 2013).</i>	Milestones – October 2013 <i>Milestones as stated in the Implementation Plan</i>
1. Forum Attendance	<ul style="list-style-type: none"> • ISQ CELI Innovation Forum • ISQ Governance Forum • ISQ Master Classes 	Capacity building for Principals
2. Mentoring Programs/Succession Management	The last schools in the National Partnerships Mentoring Program completed their involvement in the first half of this year. Forty teachers were involved in this program (20 mentors and 20 mentees). The program aimed to build staff skills in collaboration and relationship building, as well as providing opportunities for teachers to reflect on, and improve, practice.	Capacity building for Principals – Delivered

Description of Activity	Progress against milestones to date <i>Cumulative activity undertaken against each milestone to date (October 2013).</i>	Milestones – October 2013 <i>Milestones as stated in the Implementation Plan</i>
3. Curriculum Support	Improved understanding of the Australian Curriculum - ISQ will negotiate individually designed consultancy support (up to 5 days) specific to the needs of the school leader	Supporting principals to lead institutional change to enable implementation of the Australian Curriculum
4. Parent and Community Engagement	More effective parent and community engagement strategies - ISQ will negotiate individually designed consultancy support (up to 5 days) specific to the needs of the school leader	Building the capacity of principals to engage with local Aboriginal and Torres Strait Islander communities
5. Improved performance management and continuous improvement	Subsidy to participate in QELI's- Creating Superb School Leadership Teams Subsidy to participate in QELI's- Executive Leadership program Subsidy to participate in QELI's- Good to Great Leadership program Subsidy to participate in QELI's- Future Leaders program	Capacity building for Principals Building the leadership capacity of aspiring school leaders

Section 2 – Low SES School Communities

Significant Achievements/Highlights - 1 January to 30 June 2013

State Sector

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

- coaching and mentoring of principals.
- sponsorship of leadership development courses for principals.
- further development and refinement of the [Low Socio-Economic Status School Communities National Partnership](#) website through the development of 6 additional case studies.

The Low SES NP continued collaborating with key stakeholders and finalised a joint research project with Social Ventures Australia (SVA). This project has involved conducting research and the development of case studies on 6 LSES NP schools. The findings of this research are now available at [Education Queensland's Low Socio-Economic National Partnerships website](#).

- Achievements of Low SES NP Schools were highlighted through regional [Queensland Showcase Awards](#). This is a prestigious awards program that recognises and rewards state schools for education practices that significantly improve student learning outcomes. 15 Low SES NP schools won regional Showcase Awards in May 2012.
- 5 schools were consequently nominated as state finalists.



Catholic Sector

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

- creation of policy and committee to support an increase in parental volunteers
- coaching as a methodology to support:
 - review of evidence in classroom.
 - collaborative planning processes.
 - common language.
 - increased teacher confidence in planning, Australian Curriculum, documents and using data.
 - goal setting aligned with school annual plans.
- increased Student engagement in learning, evidenced and actioned by:
 - reduction in behaviour management referrals.
 - collaborative planning by teachers to address needs identified through data.
 - additional support by school officers in classrooms.
- increased use of technology to support learning.
- continued in-servicing of teachers and support staff in matters related to reading and providing effective practice.
- continued implementation of 'First Steps' reading and writing strategies.
- the continued employment of an external numeracy consultant has resulted in continued classroom modelling of effective pedagogy and organisation for numeracy blocks. This contributes to a whole of school approach to numeracy.
- provision of professional development for teacher assistants by literacy mentor.

- prep students are being supported with their early reading with MiniLit.
- a new spelling program based on phonics.



Independent Sector

Shalom Christian College

Shalom Christian College has achieved solid improvement in student literacy and numeracy levels since it began receiving Low SES funding in 2010. Between 2008 and 2012, the school recorded the biggest improvement in NAPLAN (National Assessment Program – Literacy and Numeracy) scores among secondary schools, according to the Grattan Institute.

Gulf Christian College

Gulf Christian College has begun implementing the *Words Their Way* on phonics, vocabulary and spelling instruction across the school. Data produced by the school shows clear improvements in spelling knowledge and reading levels for students throughout Semester I.

Support for Aboriginal and Torres Strait Islander Students - 1 January to 30 June 2013

State Sector

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

A number of individual schools were highlighted in the 2012 Annual Report. In addition, state schools in the Low SES NP are implementing strategies to support Aboriginal and Torres Strait Islander students.

Bowen SHS – Learning Respect For Culture

Bowen SHS is located 200 kilometres south of Townsville. In February 2013 the school had a total population of 576 students, with 14% of students representing as Indigenous and a small number of students with the main language other than English.

The aim of the Learning Respect for Culture program is to improve the outcomes for Indigenous students, particularly in the areas of achievement, attendance and retention thereby Closing the Gap for the school's Indigenous students. The program was based on the concepts of reconciliation and building on the strengths of the school.

To lead reconciliation through a better understanding of Aboriginal and Torres Strait Islander culture, the following strategies were implemented:

- establishment of a series of cultural camps for students focusing on leadership, development and reconciliation.
- monthly Aboriginal and Torres Strait Islander parent advisory group meetings were conducted for parent and community feedback to the school as well as a forum where ideas to support Aboriginal and Torres Strait Islander students could be generated.
- Embedding Aboriginal and Torres Strait Islander Perspectives in Schools (EATSIPS). Committee was developed to determine ways to improve:
 - Professional and Personal Accountabilities including building staff capacity.
 - Organisational Environment including raising cultural visibility in the school.
 - Community Partnerships.
 - Curriculum and Pedagogy.
- the acknowledgement of Aboriginal and Torres Strait Islander culture through celebration of NAIDOC, Sorry Day and weekly parades.

Outcomes of the Learning Respect for Culture program include:

- school-based data has shown an improvement in student confidence as well as improvement in attendance for at risk students and students with a disability.
- winner National Constitutional Convention 2012-2013 Townsville region.
- selection of a student in the 2013 Indigenous All Stars Norman Rugby League Youth Summit.
- Aboriginal and Torres Strait Islander Aspirations Program (ATSIAP) 2012 overall winners Townsville region.
- appointment of an Indigenous School captain in 2012.
- strong attendance at parent advisory group meetings.



Catholic Sector

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

- ongoing employment of an Indigenous Support teacher.
- cultural development officer and Indigenous teacher connect with elders in the community to ensure cultural practices are followed.
- inclusion of Indigenous teacher during appropriate opportunities with staff, students and community.
- targeted programs to support improved student learning outcomes in literacy and numeracy.
- targeted programs to address social skills and promote engagement and alter the way children interact with each other in the classroom.



Independent Sector

Shalom Christian College

Shalom Christian College has achieved solid improvement in student literacy and numeracy levels since it began receiving Low SES funding in 2010. Between 2008 and 2012, the school recorded the biggest improvement in NAPLAN (National Assessment Program – Literacy and Numeracy) scores among secondary schools, according to the Grattan Institute.

Shalom Christian College has adopted a holistic education program that supports the complex needs of Aboriginal and Torres Strait Islander students predominantly from remote communities by:

- allocating Teacher Assistants to each class to provide one-on-one support, group support and pastoral care.
- engaging Community Liaison Officers to assist with class attendance and provide emotional and cultural support to students and teachers.

In Semester I 2013, the school:

- trained teachers in violent crisis intervention to assist in improving behaviour management of students with complex support needs.
- arranged for an Elder to meet with students prior to the NAPLAN tests to encourage them to try their best and remind them of the importance of making their families proud.
- continued work on ensuring the school's Trade Training Centre is operational in Semester II.

Aboriginal and Islander Independent School

The Aboriginal and Islander Independent School has begun trialling a new Whole of School Literacy Plan. This involves:

- the release of 0.5 of a teacher to support teachers of literacy in their planning through weekly meetings.
- in-class tutors for teachers.
- external assessment of all students using (CDAT) with the support of Griffith University's Dr Stephen Norton.

The school is also redeveloping its Whole of School Numeracy Plan. Students are grouped according to ability and receive Guided Maths classes daily with teacher and tutor support.

Partnerships with the Institute Urban Indigenous Health (IUIH) and the Aboriginal and Torres Strait Islander Community Health Service have enabled additional health and allied health support. The IUIH has committed to eight traineeships in allied health, and students have begun receiving mentoring support from a designated IUIH staff member.

Djarragun College

In order to boost student literacy and numeracy levels, Djarragun College has continued implementation of a full immersion Direct Instruction approach across Years Prep-9 that was begun in 2012. This has involved:

- Direct Instruction for 20 hours per week in reading, writing and mathematics.
- weekly data analysis of student progress.
- frequent assessments.
- small class sizes.
- inclusion of assessable components of literacy and numeracy when planning. For example, the use of the *PrimaryConnections* program on science and literacy.

Wadja Wadja

Wadja Wadja High School has engaged an Indigenous senior teacher in a fulltime Head of Curriculum role to boost attendance, education outcomes and community satisfaction with the school. The staff member has been working with teachers to redevelop the curriculum to reflect the national curriculum, with emphasis on the cultural needs of the community.

Wadja Wadja High School also has two Indigenous Liaison Officers. Both have access to the school bus and travel around the community talking to parents and picking up students for school. They also accompany teacher visit to parents to deliver newsletters and report cards.

Support for Other Disadvantaged Student Cohorts – 1 January to 30 June 2013

State Sector

Support for other disadvantaged student cohorts including students from marginalised and disadvantaged backgrounds, ESL students and schools with high numbers of multi-cultural students have resulted in the implementation of a suite of strategies to support individual students and the broader community.

Some of these strategies include:

- employment of community liaison officers.
- establishment of the school as a community hub to allow parents and community members to access community support agencies on the school site.
- development of alternative pathways programs to engage parent and community members in the education of disengaged students.
- establishment of unique solutions to engage parents in the education of their children such as Parent Cafes where a suite of support programs are offered to parent and community members. The Managing Young Children Program is an example of one program.

Glenala State High School (SHS) – Inspiring Futures Initiative

Glenala SHS is a metropolitan high school located 15 kilometres southwest of Brisbane. Glenala SHS caters for a diverse range of learners with 547 students from 24 different cultural backgrounds. 16.5% of students identify as Indigenous, 21.3% as Pacifica, 7.9% as African, 3.1% as Vietnamese and there are 41 refugee students. Around 45% of the students are from non-english speaking backgrounds.

The Inspiring Futures (IF) Initiative is designed to cater for the needs of gifted and talented Students while working to inspire and motivate all students to achieve academic excellence. The IF Initiative focuses on lifting the attainment of all students with the aim of closing the gap between Indigenous and non-Indigenous students.

Some of the strategies and programs include:

- monitoring of student achievement using school based data and two specifically designed Director of Student Achievement positions.
- supporting the whole school to deliver quality lessons through the use of differentiation strategies.
- delivering professional development workshops to staff focused on differentiation.
- working collaboratively with the School Wide Pedagogy committee in implementing Marzano's Art and Science of Teaching.

The IF Initiative has made a significant impact on student achievement but the school has also seen an impact on other related data. Achievements to date:

- school based data indicates from Semester 1 2011 to Semester 2 2012 there has been a 4% increase in the number of 'A' standard achievements, 7% in the number of 'B' standard achievements and a 8% increase in the number of 'C' standard achievements.
- since the inception of the Academic Assemblies, the number of Gold Gems awarded has increased by 800%, Silver Gems by 630% and Bronze Gems by 427%.
- 96% of Year 12 2012 students graduated with a Queensland Certificate of Education (QCE).
- the percentage of students who achieved an Overall Position (OP) of 1 to 15, increased by 42 percentage points from 58% in 2010 to 100% in 2012.
- school based data indicates a 26% growth in enrolments from 433 students in 2010 to 547 students in 2013.
- students' attendance increased by 6.9 percentage points from 81.8% in 2009 to 88.7% in 2012.

- Indigenous students' attendance increased by 11.7 percentage points from 2009 to 2012.
- according to Education Queensland's School Opinion Survey Results in 2012:
 - 88% of students are satisfied that they are getting a good education at Glenala SHS.
 - 100% of parents are satisfied that their child is receiving a good education at our school.



Catholic Sector

Schools have employed a wide range of strategies and initiatives to support with diverse needs including:

- increased connection with specialist staff to support classroom planning to cater for diverse student needs.
- implementing specific programs to meet the data informed needs of children.
- Professional Learning for Teachers including ESL in the mainstream.
- regular support team meetings to provide connected support for identified children.

Exemplary Schools - 1 January to 30 June 2013

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. The following schools are three examples of Low SES NP schools that have been awarded regional Showcase Awards in 2013.

State Sector

Mabel Park SHS – The Mabel Model

Mabel Park SHS is located approximately 20 kilometres south east of Brisbane. In February 2013 the school had a total population of 465 students, with 13% of students representing as Indigenous and a significant number of students with their main language other than English.

The Mabel Model was implemented to improve school performance and has enabled staff, students and the community to have absolute clarity around the cohesive practices that ensure student learning improvements occur. This has been achieved by linking the following four facets of school practice:

- a focus on student learning where every lesson at the school focuses on and delivers specific high quality learning goals and success criteria for students.
- the expectation and enacted systems that allow teachers and staff to work in teams.
- the sharing of expertise where staff members engage in a professional reflective conversation with their supervisor to improve their practice occurs each term.
- the systematic application of a tight professional learning agenda has developed a set of cultural practices that reflect the professional behaviour expected and celebrated at Mabel Park SHS.

Since the implementation of the Mabel Model, the following outcomes have been achieved:

- the Queensland Certificate of Education (QCE) and Queensland Certificates of Individual Achievement (QCIA) attainment improved from 65% in 2009 to 100% in 2012.
- the percentage of students achieving an Overall Position (OP) of 1-15 improved by 55 percentage points from 25% in 2009 to 80% in 2012.
- in 2012 all students who were OP eligible achieved an OP of 16 or better.
- from 2010-2012, 100% of Queensland Tertiary Admissions Centre (QTAC) applicants received an offer. In 2012 school based data indicated that 74% received their first preference.
- student attendance increased by 12.6 percentage points from 76.9% in 2009 to 89.5% in 2012 .
- in 2012 the school was awarded:
 - the South East Region, School Based Apprenticeship and Trainee School of the Year Award.
 - the Beacon Foundation National Most Outstanding Career Education Curriculum Award.
- in 2013 the school was awarded
 - the South East Region Showcase Award for Excellence in Leadership, and is a state finalist at time of print.
- a major focus of the model is the improvement of staff satisfaction through staff feeling skilled, supported and forward thinking.

Carole Park SS – The ‘Den’ – The Heart of Carole Park Cats

Carole Park SS is a metropolitan primary school located 18 kilometres south west of Brisbane. In February 2013 the school had a total population of 214 students, with 22.9% of students representing as Indigenous and a significant number of students with the main language other than English.

As a response to an unplanned and reactive method of supporting student’s social and emotional needs, The Den was created. The project has created a cohesive team with an integrated approach to student, family and community support. The Den has been designed as a nurturing and inclusive environment where students feel safe and supported.

Some of the strategies and programs include:

- reading and writing – learning difficulties and disabilities are supported at a whole school, classroom and at an individual level. One of the very successful strategies arising from the recognition and response process was the creation of an Alternative Learning Class (ALC).
- numeracy – the collaboration with Australian Catholic University (ACU) in a numeracy project targeting Indigenous and English as a second language students, has ensured that the students are given opportunities to engage with the curriculum using a range learning styles.
- attendance - at a school level the School Attendance Policy was implemented as well as the introduction of high interest programs designed to engage students in areas of need. These programs are designed to hook students into learning.
- Closing the Gap between attendance and outcomes of Indigenous and non-Indigenous students - the school has employed culturally representative staff to raise awareness and appreciation of culturally and linguistically diverse students.

Since the implementation of The Den, the following outcomes have been achieved:

- according to Education Queensland’s School Opinion Survey Results in 2012:
 - 95% of students agreed that Carole Park SS is a good school.
 - 93.8% of staff were satisfied or very satisfied with the school.
- analysis of school data shows that over the last three years the gap between Aboriginal and Torres Strait Islander students and the general cohort has closed and in some cases overtaken the general population.
- attendance programs have seen school based attendance data improve, not only on the days these programs are offered, but also attendance rates have improved since 2012 for all Years 4-7 classes.

Nanango SHS – Cementing The Pathway (CTP)

Nanango SHS is located 90 kilometres north west of Brisbane. In February 2013 the school had a total population of 519 students, with 6% of students representing as Indigenous.

Cementing the Pathway (CTP) is a program designed to support students in their senior phase to achieve maximum success. CTP evolved as a key initiative of Nanango State High School’s Pathways Committee set up in 2009 to focus on the senior phase of learning in response to the school’s participation in the Low Socio-Economic National Partnership.

- The CTP program targets the core learning priority of retention, attainment and transition of students at key junctures of their schooling. CTP is specifically designed in response to individual student’s specific needs and contexts by offering not just continuous monitoring of student progress but also a supportive and inclusive framework, in which goals and strategies are collaboratively developed, actioned, monitored and then reviewed. The process used through the CTP program is one of a combination of coaching and mentoring tailored to ensure students are fully aware of their goals and the strategies they are required to implement to ensure success.

This is achieved by:

- an expectation that all students will achieve a Queensland Certificate of Education (QCE) and a Vocational Education and Training (VET) qualification by the end of their Senior Phase, supported through the CTP process.
- eligible students achieve an Overall Position (OP) or Ranking that enables them to pursue their chosen tertiary pathway after Year 12.
- Senior Outcomes Team (SOT) and other school leaders work together within the school to develop and modify effective instructional practices.
- members of SOT and the wider Pathways Committee work together to develop their understanding and capacity to enhance student outcomes by developing their own coaching and mentoring skills and their knowledge of the QCE and OP systems.

Since the implementation of CTP, the following outcomes have been achieved:

- students are more accountable for their learning as a result of continued reflection on practise.

- there has been a 32 percentage point increase, from 2008-2012, in the number of students leaving Nanango SHS with their Queensland Certificate of Education (QCE).
- in 2012, 100% of Year 12 students exited Nanango SHS with a QCE, School-based Apprenticeship or Traineeship (SAT), Queensland Certificates of Individual Achievement (QCIA) or Vocational Education and Training (VET) qualification.
- a 25% increase in OP 1 – 15 scores from 65% 2009 to 90% 2012.



Catholic Sector

St Anthony's Primary School is part of the Cairns Diocese and the Parish of St Anthony's, Dimbulah. Located one and a half hours drive from Cairns, Dimbulah sits within an agriculturally diverse farming district. Despite its many changes over the years, St Anthony's has remained committed to providing its students with a well-balanced and relevant education and curriculum.

Today there are 77 students enrolled at St Anthony's, two of whom identify themselves as Aboriginal. Classes are generally composite with the grouping of grade levels varying from year to year with changing circumstances brought on by student enrolments and staffing needs. At present the break up is Prep/1, Year 2/3, Year 4/5 and Year 6/7. The Year 6/7 students are taught by a full-time and part-time teacher to cover the diversity in the curriculum in English and History.

Through NAPLAN analysis, comprehension has been identified as an area to improve across all year levels. Spelling is a secondary area of focus.

The development of school-community and school-family partnerships continues to be very successful. There has been an increase in parents attending school activities and increased participation from parents in classrooms. This has a flow on effect that has facilitated discussion of education and schooling issues with parents.

Reform activities/strategies

The Literacy Enrichment Teacher (LET) has attended sessions provided by Cairns Education Services on Literacy Coaching, designing lessons that revolve around the use of explicit instructions (as per Archer and Hughes, 2011) and the compilation of online resources that support explicit instruction. The LET will meet with teachers early in Term 3 to model how to use assessment data to directly target individual and group needs in relation to the improvement of comprehension and spelling skills.

First Steps resources will be used as a major resource. The Question-Answer Relationships (QAR) process is soon to be implemented across the whole school, although through staff in-servicing it has been identified that further learning is needed in this area. Teachers have been encouraged to apply QAR regardless of fully grasping one of the four questioning styles in order to get a whole-school system of teaching comprehension in place as soon as possible.

One teacher is already implementing the First Steps spelling strategy and another is soon to start.

Progress/Outcomes

As there has been some confusion and time needed to understand the purpose of some assessments and their application, and a change of LET this term, the impact and evidence of the National Partnership, in terms of student data, is incomplete.

We can report that the staff agree on implementing a whole-school approach to comprehension teaching and that this will soon be underway. The collegiality and openness of the majority of the staff to receive assistance is also noted as an area that will improve the progress of student achievement.



Independent Sector

Shalom Christian College

Shalom Christian College has achieved solid improvement in student literacy and numeracy levels since it began receiving Low SES funding in 2010. Between 2008 and 2012, the school recorded the biggest improvement in NAPLAN (National Assessment Program – Literacy and Numeracy) scores among secondary schools, according to the Grattan Institute.

Gulf Christian College

Gulf Christian College has begun implementing the Words Their Way on phonics, vocabulary and spelling instruction across the school. Data produced by the school shows clear improvements in spelling knowledge and reading levels for students throughout Semester I.

Section 3 – Milestones

Improving Teacher Quality NP

All milestones completed as per 2012 Annual Report.

Section 4 - Milestones

Low SES School Communities NP

Part 1 - Milestones not reported/not achieved/partially achieved in 2012 Annual Report

Milestone (state and territories may wish to identify whether the milestone relates to all sectors or a particular sector within their jurisdiction)	Detail of achievement against milestone (<i>Quantitative and Qualitative</i>)	If not achieved or partially achieved, reasons why (<i>Qualitative</i>)	Strategies put in place to achieve milestone and updated timeframe (<i>Quantitative and Qualitative</i>)
Regional and School Action Research published (State) (Independent) (Catholic)	(State) Achieved (Catholic) Partially achieved		Catholic Sector A number of schools have been working with research agencies to support program delivery but no commitment has been provided for the publication of research.

Part 2 - Milestones in Progress Report - (Achieved 1 January to 30 June 2013)

Milestone	Detail of achievement against milestone (<i>Quantitative and Qualitative</i>)	If not achieved or partially achieved, reasons why (<i>Qualitative</i>)	Strategies put in place to achieve milestone and updated timeframe (<i>Quantitative and Qualitative</i>)
Teachers from 131 (S) schools participate in teacher induction program	Achieved		
131 (S), 30 (C) schools implementing parent and community engagement strategies	Achieved		
131 (S), 2 (I), ≤ 30 (C) schools implementing teacher incentive and workforce planning strategies	Achieved		
131 (S), 9 (I), 30 (C) schools	Achieved*		

implementing student wellbeing and engagement strategies			
30 (S), 3 (I), 6 (C) schools implementing strategies to improve transition from school to work and further study	Achieved		
131 (S), 9 (I), 30 (C) schools implementing strategies to improve literacy, numeracy and science performance	Achieved*		
131 (S), 9 (I), 30 (C) schools implementing strategies to Close the Gap between Indigenous and non Indigenous student achievement	Achieved*		

*Eight Independent schools are receiving funding in 2013. Payments to a ninth school, Wangetti Technical and Vocational Education College, ceased in 2012 as the school closed down.