

**National School Reform Agreement
Queensland Bilateral Agreement:
2019 Progress Report**

Executive Summary

During 2019, Queensland’s schooling sectors made considerable progress in implementing the state-specific reform actions set out in Queensland’s Bilateral Agreement. These reform actions support education priorities across the government and non-government schooling sectors, consistent with the three reform directions identified in the National School Reform Agreement.

Schooling sectors in Queensland worked collaboratively to progress a number of significant reforms, including the new senior assessment and tertiary entrance system and the introduction of certification for two new teacher classifications to recognise and reward highly accomplished teachers and lead teachers.

In addition, Queensland’s schooling sectors separately took forward work to commence or continue implementation of the reform actions specific to each sector. All actions progressed within agreed timeframes, and some proceeded ahead of schedule (e.g. the Department of Education’s roll out of a suite of new resources and professional development opportunities to support parent and industry engagement).

Queensland has met its requirements for reform activity in 2019, with details of progress achieved outlined below.

Progress Against Each Reform Direction

Reform Direction A – Support students, student learning and achievement

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Review and extend use of the Early Start screening tool to all government primary schools	Government	From 2019	The Department of Education continues to promote implementation of the Early Start screening tool. Early Start is available to all state schools for implementation and schools are strongly encouraged to use it. There has been a consistent increase in the use of Early Start in schools each year since 2015. In 2019, an internal review of the Early Start suite of materials was conducted and confirmed alignment of Early Start to relevant aspects of the Australian Curriculum. The Australian Council for Educational Research (ACER) was then engaged in late 2019 to conduct an External Review of Early Start to confirm curriculum alignment, suitability of tasks for all students in Prep to Year 2, and currency in relation to research regarding best-practice approaches for monitoring students' literacy and numeracy development in the early years of schooling. For more information about Early Start please visit https://education.qld.gov.au/schools-educators/school-types/early-years/early-start . Implementation of this action is ongoing.
Review and extend early years screening tools in Queensland Catholic schools	QCEC	From 2019	In 2019, QCEC ran an Early Years Literacy workshop and conducted a survey to inform knowledge of curriculum resources. The workshop was attended by Catholic education data analysts and early years staff and aimed to increase participants' understanding of the Australian Early Development Census (AEDC) data and how to analyse and interpret that data to inform intentional, evidence-based teaching practices that can target AEDC vulnerabilities related to literacy development. In follow up to the workshop QCEC undertook a survey with each Catholic School Authority to gather system-wide, school-based data on the early literacy tools, checks and assessments administered by primary schools. This data will be used by Catholic School Authorities to increase knowledge of different early years literacy tools in primary schools and inform future actions at system and school level. Implementation of this action is ongoing.
Support schools to utilise the Early Start screening tool or like-measures	ISQ	2019-2021	Independent schools have introduced social moderation meetings between teachers to support them in the use of tools such as Early Start. As a result, 80% of participating early years teachers reported that they were more confident in identifying students who require intervention. Implementation of this action is ongoing.
Implement Queensland's new senior assessment and tertiary entrance (SATE) system	All sectors	Life of agreement	The new SATE system commenced with Year 11 students in 2019. During 2019, representatives of each schooling sector, parent organisations, principal associations, the tertiary sector, the Queensland Curriculum and Assessment Authority (QCAA) and the Queensland Tertiary Admissions Centre (QTAC) continued to provide advice regarding implementation of Queensland's new SATE system as members of the Ministerial Senior Assessment and Tertiary Entrance Implementation Taskforce. All schooling sectors, QCAA and QTAC provide regular updates on the implementation of the new SATE system to the Taskforce. Each schooling sector also has its own governance structures in place to progress implementation, and has implemented a range of strategies and activities to support schools, including extensive communications, school visits to monitor implementation, and forums to build capability and provision of

National School Reform Agreement – Bilateral Agreement Report – Queensland – 2019

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			<p>resources. Further details about Queensland’s new SATE system can be found at https://education.qld.gov.au/schools-educators/school-types/senior-schooling-years/senior-assessment-tertiary-entrance.</p> <p>Implementation of this action is ongoing.</p>
<p>Expand the Transition Support Service for Aboriginal and Torres Strait Islander Students transitioning to and from boarding schools</p>	<p>All sectors</p>	<p>Life of agreement</p>	<p>The Transition Support Service (TSS) operates in Far North Queensland, North Queensland and Darling Downs South West regions and assists state school Aboriginal and Torres Strait Islander students from remote communities in Cape York and Palm Island, who cannot access secondary schooling in their home communities, to transition into secondary boarding schools throughout Queensland (which includes both state and non-state operated boarding facilities). In terms of expansion, TSS is currently engaging with schools in Doomadgee and Mornington Island and with the Spinifex College boarding facility in Mt Isa. In addition, TSS has begun supporting exit schools to build students' transition readiness so that students and families participate in activities that prepare them to successfully transition to education away from home</p> <p>All Queensland schooling sectors, the Australian Government and peak bodies for the boarding sector collaborate to support the TSS and the needs of boarding students through the recently established Transition Indigenous Governance Group.</p> <p>Implementation of this action is ongoing.</p>

Reform Direction B – Support teaching, school leadership and school improvement

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Embed structural and professional autonomy in Queensland Government schools, within a framework of system accountability and collaboration and in partnership with the broader school community	Government	From mid-2019	<p>In 2019, to support structural and professional autonomy in Queensland state schools, the Department of Education continued to provide the following services and guidance:</p> <ul style="list-style-type: none"> Investing for Success funding – with funding allocated to Queensland state schools for school leaders to invest strategically to improve student outcomes; the School Budget Solution – which enables school leadership teams to manage all school resources, including finance and staffing allocations, in one place using streamlined processes to maximise student outcomes and ensure effective operation of the school; and support for strengthening the relationship between principals and assistant regional directors, who supervise and support professional development of principals with a focus on leading school improvement. <p>The Department of Education also developed a draft leadership strategy to transform leadership systems and support, leader supply and mobility, and leadership capability development.</p> <p>Implementation of this action is ongoing.</p>
Support school leadership and school improvement through initiatives aimed at enhancing school governance and financial management	QCEC	From 2019	<p>QCEC engaged the Brown Collective to design, develop and deliver a customised executive leadership program, <i>Leading with integrity for excellence: Governance for Catholic schools</i> (LWIE), which is tailored to Catholic guiding values and identity. The LWIE program comprises modules based on six elements which are core issues for school leadership: Governance, Ethics, Thinking Strategically, Responsible Stewardship, Safety and Wellbeing and Building a Culture of Performance. 133 people participated in LWIE in 2019 and a further 17 participated in an Applied Risk Management Program delivered by the Australian Institute of Company Directors.</p> <p>Implementation of this action is ongoing.</p>
Provide support and services to schools through activities for governors, Business Managers and school leaders	ISQ	Life of agreement	<p>A range of activities provided support and services to Independent schools, including:</p> <ul style="list-style-type: none"> governance short course modules for directors and senior leaders; face-to-face induction courses for new directors; online governance induction modules; and online finance induction modules. <p>Implementation of this action is ongoing.</p>
Implement a comprehensive leadership capability program for government school leaders	Government	From 2019	<p>The Department of Education progressed a range of work related to leadership capability for leaders across the workforce, including school leaders. Key actions completed during 2019 include:</p> <ul style="list-style-type: none"> design, development and pilot of the Management Foundations program, targeted to all departmental leaders; pilot testing of the Queensland Public Service Commission leadership capability assessment program (LEAD4QLD) with a selection of school leaders; desktop research and broad consultation across workforce via 1:1 meetings, user-centred focus groups and an online feedback tool to inform the development of a comprehensive Draft Leadership Strategy for the department, encompassing actions and initiatives across focus areas including, leadership systems and support, leader supply and mobility and leadership capability development. <p>Implementation of this action is ongoing.</p>

National School Reform Agreement – Bilateral Agreement Report – Queensland – 2019

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Support school leadership and school improvement through initiatives aimed at enhancing strategic leadership for existing and aspiring school leaders and for school boards	QCEC	From 2019	<p>A professional learning program for aspiring and middle leaders in primary schools was developed in partnership with the Queensland Education Leadership Institute (QELi) and the Global Learning Centre (GLC). An expression of interest process was undertaken to identify primary school-based participants. As part of the program, participants engaged in webinars, individual coaching and related online activities in late 2019. Workshops were planned and venues secured to deliver face to face workshops scheduled to be held in Brisbane, Rockhampton and Cairns in 2020.</p> <p>Implementation of this action is ongoing.</p>
<p>Provide high-quality leadership development and support through:</p> <ul style="list-style-type: none"> • New Principals Program – for Principals in their first two years of school leadership • Aspiring Principals Program – developing future school leaders. • Middle Leaders Program 	ISQ	Life of agreement	<p>ISQ provided high-quality leadership development and support through a suite of leadership development programs, with:</p> <ul style="list-style-type: none"> • 100% of participants in the New Principals Program reporting the program had improved their leadership skills; • 100% of participants in the Aspiring Principals Program reporting the program was excellent and had increased their leadership capacity, and 100% showing growth in post 360-degree surveys; and • over 90% of participants in the Middle Leaders Program indicated improvements across the relevant evaluation areas. <p>Implementation of this action is ongoing.</p>
Expand the scope of the School Improvement Unit (now named the Education Improvement Branch) to ensure line of sight between schools, education regions and the education system	Government	From mid-2019	<p>In 2019, the Department of Education implemented a series of four-yearly regional reviews to be undertaken by the Education Improvement Branch, with one regional review to be undertaken each semester. In 2019:</p> <ul style="list-style-type: none"> • departmental personnel undertook facilitator training with the Australian Council for Educational Research (ACER) for the Education System Improvement Tool; • a regional review program and methodology design was developed with the first pilot regional review undertaken in North Coast region and another in the North Queensland region – an evaluation of the pilot review was undertaken to inform the planning and implementation for the next review; • a training and capability development program for regional and school leaders was developed for regional reviews and the key elements of education system improvement; and • post-regional review briefing sessions for principals, delivered in partnership with regional leaders, were provided to share the findings from the review. <p>Implementation of this action is ongoing.</p>
Enhance school improvement processes and planning with Catholic schools	QCEC	From 2019	<p>To amplify student voices to inform school improvement:</p> <ul style="list-style-type: none"> • PIVOT Professional Learning was engaged to deliver a student survey to capture student perceptions of effective teaching practices; • teachers and school leaders received confidential reports; • results were used to identify strengths and opportunities for improved pedagogy; and • PIVOT produced an evaluation report and success of the initiative saw it extended into 2020. <p>With respect to student protection online resources:</p> <ul style="list-style-type: none"> • an online student protection training resources project commenced; • a working party of Catholic School Authority representatives was established to oversee the project; • content for approximately 50% of training modules has been drafted, with modules including identifying abuse and harm, responsibility and obligations and inappropriate behaviour. <p>Next steps to engage an IT company to convert the materials into appropriate learning formats are being undertaken in 2020.</p>

National School Reform Agreement – Bilateral Agreement Report – Queensland – 2019

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			<p>A boarding school forum was planned and facilitated to explore issues impacting on the wellbeing of boarding students and enable participants to collaborate on standards of delivery and practice in boarding settings and inform school improvement. The forum was held in June 2019 and attended by Catholic education staff and representatives from the Australian Boarding Schools Association.</p> <p>Implementation of this action is ongoing.</p>
<p>Deliver the Self-Improving Schools Program to support schools to assess their effectiveness, plan for continuous improvement and embed new processes</p>	ISQ	Life of agreement	<p>In 2019, 100% of new schools sent team members to the Self-Improving Schools Program launch day and all participants could articulate at least one clear message of understanding of school improvement. Additionally, 100% of new schools and consultants participated in a School Improvement Masterclass to strengthen understandings.</p> <p>Implementation of this action is ongoing.</p>
<p>Recognise the explicit value of teaching experience and proven ability in the classroom by rewarding highly accomplished and lead teachers</p>	All sectors	Life of agreement	<p>Certification has been introduced in all Queensland schooling sectors for two new teacher classifications to recognise and reward highly accomplished teachers and lead teachers (HALT). ISQ is the certifying authority for Independent school teachers, and the Queensland College of Teachers (QCT) is the certifying authority for teachers employed in state schools and the Catholic schooling sector. Each schooling sector has developed information and resources to support teachers through the certification process.</p> <p>Implementation of this action is ongoing.</p>
<p>Establish a network of learning and wellbeing centres in key locations to take into account the additional challenges for rural and remote schools</p>	Government	From 2019	<p>In 2019, the Department of Education established four Rural and Remote Centres for Learning and Wellbeing in Atherton, Mount Isa, Emerald and Roma to deliver professional learning opportunities and wellbeing support to staff, students and families in rural and remote state schools. In 2019, the centres delivered over 27,000 hours of professional learning to over 5,200 teachers and school leaders (some staff may have attended multiple sessions). 81% of delivery was face-to-face with the major focus areas of delivery being the Australian Curriculum, coaching teachers and school leaders and reading development.</p> <p>Implementation of this action is ongoing.</p>
<p>Facilitate support to school communities in rural and remote areas to enhance student wellbeing</p>	QCEC	From 2020	<p>Implementation of this action has yet to commence. Catholic School Authorities will be undertaking projects in support of this reform direction at a local level from 2020.</p>
<p>Prioritise support for rural and remote schools to access professional learning opportunities offered in student wellbeing</p>	ISQ	2019-2021	<p>ISQ established a partnership with Queensland Health to offer face-to-face wellbeing professional learning for key school staff in 2020 in response to identified needs such as anxiety, staff wellbeing for school leaders, suicide prevention and self-care. Workshops, facilitated by Queensland Health clinical staff, were arranged for locations across Queensland including Cairns, Townsville, Rockhampton and Toowoomba.</p> <p>Implementation of this action is ongoing.</p>

National School Reform Agreement – Bilateral Agreement Report – Queensland – 2019

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Roll out a suite of new resources and professional development opportunities to support parent and industry engagement, including tailored resources for specific cohorts	Government	From 2020	<p>In 2019, the Department of Education undertook a number of activities for the roll out of a suite of new resources and professional development opportunities to support parent and industry engagement with specific cohorts, including:</p> <ul style="list-style-type: none"> • engagement of the Community Resource Unit (CRU) to build capacity of parents of students with disability to advocate and work effectively with their child's school – the CRU delivered parent workshops across the state, as well as providing webinars and resources; • engagement of Queensland Advocacy Incorporated to undertake a trial providing independent professional advocacy services during 2020 for families of students with disability; • development of the Building Cultural Capability - School Improvement Hierarchy Reflection Tool to assist school staff to increase their cultural capability and provide ways of genuinely partnering with Aboriginal and Torres Strait Islander parents and communities; • publication of a suite of training videos on the Department of Education YouTube channel, as part of the Partners in Learning program, which supports Schools of Distance Education to enhance the skills of parents and home tutors in improving children's reading – the videos show reading techniques and approaches to assist home tutors and parents with student reading development and are available at https://www.youtube.com/playlist?list=PLgJv5epyrnQCffe4OU-owSsONVK_qZlIF; • publication of: new case studies on effective parent engagement that included showcasing schools in rural and remote areas, with a high proportion of Aboriginal and Torres Strait Islander students, and high levels of students with disabilities; information on parent and community engagement to support every student with disabilities succeeding; a video clip on effective parent engagement in Queensland schools (refer to https://education.qld.gov.au/parents-and-carers/community-engagement/schools for more information); and • development of a draft Aboriginal and Torres Strait Islander Engagement Framework, which is expected to be finalised for release in 2020. <p>Implementation of this action is ongoing.</p>
Provide professional learning opportunities and resources to enhance parent, community and industry engagement with Catholic schools	QCEC	From 2020	<p>Implementation of this action has yet to commence. Catholic School Authorities will be undertaking projects in support of this reform direction at a local level from 2020.</p>
Increase support for schools through resources and professional development to sustain and improve parent engagement strategies	ISQ	2019-2021	<p>ISQ and the Queensland Independent Schools Parents Network developed a joint Parent and Community Engagement Strategy to provide more strategic support to members calling for expressions of interest from independent schools that want to prioritise parent engagement. Schools involved in parent engagement research, as part of ISQ's Research in Schools project, featured on the ISQ website and corporate social media to share their success with other schools. Further details can be found at https://www.isq.qld.edu.au/our-work-with-schools/parent-and-community-engagement.</p> <p>Implementation of this action is ongoing.</p>

National School Reform Agreement – Bilateral Agreement Report – Queensland – 2019

Reform Direction C – Enhancing the national evidence base

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Conduct moderation of Nationally Consistent Collection of Data on Students with Disability across Queensland schooling sectors	All sectors	Life of agreement	In 2019, the Department of Education, ISQ and QCEC collaboratively delivered Nationally Consistent Collection of Data on School Students with Disability (NCCD) cross-sector moderation sessions across the state. These sessions were promoted across sectors and made available to all staff. Implementation of this action is ongoing.
Develop a data literacy framework for government school leaders and teachers	Government	From mid-2019	In 2019, a background paper to inform the development of a data literacy framework for government school leaders and teachers was prepared in consultation with key stakeholders. The development of a data literacy framework is proceeding during 2020. Implementation of this action is ongoing.
Develop strategies to enhance data literacy among Catholic school leaders and teachers, support development of data tools and frameworks to inform planning and development of education policy and practices in Catholic schools, and support roll out of NAPLAN Online to Catholic schools	QCEC	From 2019	In 2019, a range of strategies were employed to prepare Catholic schools for NAPLAN Online. These included: <ul style="list-style-type: none"> • NAPLAN Online Refresher Training, with participating Queensland Catholic schools successfully transitioned to NAPLAN Online in May 2019; and • NAPLAN Online School Readiness Test training, to prepare participating Queensland Catholic schools for transition in 2020. Funding from the Non-Government Reform Support Fund (NGRSF) was utilised in Catholic schools for Teacher Relief Support so teachers could attend offsite training events, as well as in-school preparation and training of staff as test administrators for preparation towards NAPLAN Online. On 4 June 2019, QCEC hosted a NAPLAN Online Readiness Forum for newly transitioning schools to NAPLAN Online, as well as a Symposium on 20 August 2019 focusing on Online Formative Assessment tools and NAPLAN Online. Catholic School Authorities will give consideration to broader systemic projects to enhance data literacy among school leaders and teachers during remaining years of the Bilateral Agreement. Implementation of this action is ongoing.
Utilise educational data for school improvement through the increased provision of support and online learning opportunities for teachers	ISQ	Life of agreement	Seven educational data modules are now available in ISQ's professional learning hub, Connect & Learn, to support leaders and teachers to use data to improve student outcomes. A selection of schools was also supported to participate in an educational data project and develop a school-wide plan for data informed improvement. Implementation of this action is ongoing.