

**National School Reform Agreement**

**Queensland Bilateral Agreement:**

**2021 Progress Report**

## National School Reform Agreement – Bilateral Agreement Report – QLD – 2021

### Executive Summary

During 2021, Queensland's schooling sectors progressed implementation of 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.

Despite some ongoing impacts and disruption resulting from the COVID-19 pandemic, all schooling sectors in Queensland continued to work collaboratively to progress a number of significant reforms, including a milestone number of highly accomplished and lead teacher certifications and a formal process to expand Transition Support Service delivery for remote communities.

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, with many spanning the life of the Bilateral Agreement.

In 2021, the Queensland Catholic Education Commission (QCEC) facilitated centralised projects and Catholic School Authorities were supported to deliver locally planned projects and activities to support their local context. This arrangement allowed Catholic schools throughout Queensland access to state-wide, centrally managed activities to support aspects of: Nationally Consistent Collection of Data on Students with Disability (NCCD), NAPLAN Online, Highly Accomplished and Lead Teacher certification, Student Protection (including online resources and Governance Health Checks), training for pre-service teacher supervisors, and school reviews using the National School Improvement Tool. Local activities such as high-quality training and development programs in support of teachers and students were delivered by Catholic School Authorities, in line with national and state reform priorities.

During 2021, Independent Schools Queensland (ISQ) facilitated activities across a range of reform areas. These activities included support for: NAPLAN Online; NCCD; governance and financial management; school improvement; Aboriginal and Torres Strait Islander education; curriculum and assessment; wellbeing; Highly Accomplished and Lead Teacher certification; leadership; and online learning.

Queensland has met its requirements for reform activity in 2021, with details of progress achieved outlined below.

## National School Reform Agreement – Bilateral Agreement Report – QLD – 2021

### Progress Against Each Reform Direction

#### Reform Direction A – Support students, student learning and achievement

##### Literacy and numeracy in the early years

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Review and extend use of the Early Start screening tool to all government primary schools	Government	From 2019	<p><b>Government</b></p> <p>The Department of Education continues to promote and encourage all state schools to use the <a href="#">Early Start</a> literacy and numeracy monitoring tool.</p> <p>Early Start is available to all state schools for implementation and schools are strongly encouraged to use it to track and monitor student literacy and numeracy development from Prep to Year 2.</p> <p><i>This action is <b>ongoing</b>.</i></p>
Review and extend early years screening tools in Queensland Catholic schools	QCEC	From 2019	<p><b>QCEC</b></p> <p>In 2021, Catholic School Authorities continued to plan and implement targeted programs to support Early Years screening tools in Queensland Catholic schools. Programs centred around the identification of early screening tools and use of partnerships, practices, processes, and structures to inform decision making around student early literacy growth</p>

## National School Reform Agreement – Bilateral Agreement Report – QLD – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>and progress. Programs also focused on effective leadership and teaching practices to ensure students receive the responsive teaching they require.</p> <p><i>This action is <b>implemented</b> at the local Catholic School Authority level and programs supporting the direction are <b>ongoing</b>.</i></p>
Support schools to utilise the Early Start screening tool or like-measures	ISQ	2019-2021	<p><b>ISQ</b></p> <p>In 2021, tools such as Early Start, the Year 1 Phonics Check and learning progressions were canvassed at curriculum leader workshops, and all participants Agreed or Strongly Agreed that the workshops were useful in their roles.</p> <p><i>Implementation of this action is <b>ongoing</b>.</i></p>

### Senior assessment and tertiary entrance reform

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Implement Queensland's new senior assessment and tertiary entrance system	All sectors	Life of Agreement	<p><b>All sectors</b></p> <p>In 2021, Queensland continued to operate the new SATE system, with its second cohort of Year 12 students completing their studies under the new system.</p> <p>Queensland schools worked closely with school communities, education stakeholders and partners to ensure continuation of senior secondary</p>

## National School Reform Agreement – Bilateral Agreement Report – QLD – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>studies throughout the COVID-19 pandemic. To support senior students, teachers and school communities in managing assessment throughout the COVID-19 pandemic in 2021, Queensland Curriculum and Assessment Authority (QCAA) also provided timely advice to schools on ways to mitigate risks associated with COVID-19 and minimise any disruption to senior studies.</p> <p>Representatives of each schooling sector, parent organisations, principal associations, the tertiary sector, the 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 SATE Implementation Taskforce. All schooling sectors, QCAA and QTAC provided regular updates on the implementation of the new SATE system to the Taskforce. Ministerial endorsement to cease the Taskforce was given in 2021, with the last meeting held on 7 April 2021.</p> <p>Each schooling sector also had its own governance structures in place to progress implementation, and implemented a range of strategies and activities to support schools, including extensive communications, school visits to monitor implementation, professional learning to build capability, and provision of resources.</p> <p>Further details about the achievements of Queensland's Year 12 completers can be found on the <a href="#">QCAA website</a>.</p>

## National School Reform Agreement – Bilateral Agreement Report – QLD – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>Further details about Queensland’s new SATE system can be found on the <a href="#">Department of Education SATE</a> webpage.</p> <p><i>This action is <b>complete</b>.</i></p>

### Indigenous education

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<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><b>All sectors</b></p> <p>The TSS operates in Far North Queensland, North Queensland and Darling Downs South West regions. In 2021 it continued to assist state Aboriginal and/or Torres Strait Islander students from remote communities in Cape York and Palm Island, who could not access secondary schooling in their home communities, to transition into secondary boarding schools throughout Queensland (including both state and non-state operated boarding facilities).</p> <p>The TSS supported state schools in remote Aboriginal and/or Torres Strait Islander communities to build students' transition readiness so that students and families may participate in activities to prepare them to successfully transition to education away from home.</p> <p>In 2021, TSS staff engaged in a formal process to expand service delivery for remote communities in the North Queensland Region. The</p>

## National School Reform Agreement – Bilateral Agreement Report – QLD – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>communities of Palm Island, Doomadgee and Mornington Island are now part of the formal service footprint for TSS.</p> <p>TSS staff worked in partnership with Tagai State College and the Torres Strait Islanders' Regional Education Council to build transition support networks for students and families through the professional development of Student Welfare Officers.</p> <p>All Queensland schooling sectors, the Australian Government and peak bodies for the boarding sector collaborated to support TSS and the needs of boarding students through the Transition Initiatives Governance Group (TIGG), which met regularly in 2021.</p> <p>COVID-19 continued to have a significant impact on the Aboriginal and/or Torres Strait Islander boarding sector in 2021. The Department of Education continued to work with all schooling sectors to support students affected by travel restrictions and unable to return to boarding school, due to the ongoing impacts of the COVID-19 pandemic.</p> <p><i>This action is <b>ongoing</b>.</i></p>

## National School Reform Agreement – Bilateral Agreement Report – QLD – 2021

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

#### Governance and finance

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>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</p>	<p>Government</p>	<p>From mid-2019</p>	<p><b>Government</b></p> <p>In 2021, the Department progressed a range of work related to capability for leaders across the workforce, including school leaders. Key actions include:</p> <ul style="list-style-type: none"> <li>• Release of a new school performance policy suite that provides clarity about mandatory processes and associated responsibilities of individuals, teams and business units, to support the Department of Education’s position on continuous improvement and evaluation of school performance, including extending autonomy in the approval of school plans to all schools with established School Councils. The suite came into effect in July 2021, to inform planning for the 2022 school year.</li> <li>• Resources to support the implementation of the new school performance policy were released in 2021, and capability development in school performance planning, monitoring and evaluation is ongoing.</li> </ul>



## National School Reform Agreement – Bilateral Agreement Report – QLD – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> <li>A further round of Investing for Success funding provided to schools, enabling schools to further invest in initiatives to improve student outcomes.</li> </ul> <p><i>This action is <b>ongoing</b>.</i></p>
Support school leadership and school improvement through initiatives aimed at enhancing school governance and financial management	QCEC	From 2019	<p><b>QCEC</b></p> <p>In 2021, following disruption in 2020 due to COVID-19, QCEC continued its engagement of the Brown Collective to deliver a customised executive leadership program, <i>Leading with Integrity for Excellence – Governance for Catholic Schools</i>, to principals and aspiring principals. The program included modules based on governance, ethics, thinking strategically, responsible stewardship, safety and wellbeing, and building a culture of performance.</p> <p>Several programs were also offered at a local level to continue to support school leadership and school improvement. Principals and board members attended a bespoke governance training course offered by Board Matters, and senior leaders were invited to engage with Professional Development courses arranged by Catholic School Authorities.</p> <p>QCEC also continued to deliver two programs designed to improve Student Protection training including resources for online training and</p>

## National School Reform Agreement – Bilateral Agreement Report – QLD – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>Health Checks. These programs have run continually throughout the life of the Agreement and continue to support school governance.</p> <p><i>This action is <b>implemented and ongoing</b>.</i></p>
Provide support and services to schools through activities for governors, business managers and school leaders	ISQ	Life of Agreement	<p><b>ISQ</b></p> <p>In 2021, a range of activities continued to provide support and services to independent schools, including:</p> <ul style="list-style-type: none"> <li>• governance short course modules for directors and senior leaders;</li> <li>• face-to-face induction courses for new directors;</li> <li>• online governance induction modules; and</li> <li>• online finance induction modules.</li> </ul> <p><i>This action is <b>ongoing</b>.</i></p>

### School leadership

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Implement a comprehensive leadership capability program for government school leaders	Government	From 2019	<p><b>Government</b></p> <p>The Department of Education promoted implementation of the <a href="#">Leadership Strategy 2020-2022</a>, including a range of self-assessment and educational leadership-focussed initiatives and capability development programs. The department offered educational leadership development</p>

## National School Reform Agreement – Bilateral Agreement Report – QLD – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>and ongoing capability including aspiring and new leader development and induction programs.</p> <p>Other key actions during 2021 included:</p> <ul style="list-style-type: none"> <li>• a review of the model of supervision and support for school principals through statewide stakeholder consultation, to identify and propose models for maximising outcomes and strengthening consistency in the supervision and support to school leaders;</li> <li>• pilot of a targeted coaching and mentoring program to build the confidence and capability of leaders through development and support opportunities for experienced and less experienced leaders;</li> <li>• continuation of the Management Foundations online program, with specific content for school leaders, to support capability uplift in leading school management; and</li> <li>• release of the PD Upskilling Library, providing access to management and leadership content to all workforce irrespective of location or role.</li> </ul> <p><i>This action is <b>ongoing</b>.</i></p>
Support school leadership and school improvement through initiatives aimed at enhancing strategic leadership for existing and aspiring school leaders and for school boards	QCEC	From 2019	<p><b>QCEC</b></p> <p>In 2021, a range of professional development opportunities were offered to support school leaders and aspiring school leaders to develop their skills and capacity in strategic leadership. Catholic School Authorities facilitated courses that suited their schools' contexts and focused on key</p>

## National School Reform Agreement – Bilateral Agreement Report – QLD – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>leadership areas including professional and difficult conversations. Programs were targeted towards middle leaders, Aspirant leaders, and Deputisers and were run by Catholic School Authorities or professional development agencies.</p> <p><i>This action is <b>implemented</b> at the local Catholic School Authority level and programs supporting the direction are <b>ongoing</b>.</i></p>
<p>Provide high-quality leadership development and support through:</p> <ul style="list-style-type: none"> <li>• New Principals Program – for principals in their first two years of school leadership</li> <li>• Aspiring Principals Program – for developing future school leaders</li> <li>• Middle Leaders Program.</li> </ul>	ISQ	Life of Agreement	<p><b>ISQ</b></p> <p>In 2021, ISQ continued to provide high-quality leadership development and support through a suite of leadership development programs, with:</p> <ul style="list-style-type: none"> <li>• 100% of participants in the New Principals Program reporting the program had improved their leadership skills;</li> <li>• 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</li> <li>• over 90% of participants in the Middle Leaders Program indicated improvements across the relevant evaluation areas.</li> </ul> <p><i>This action is <b>ongoing</b>.</i></p>

## National School Reform Agreement – Bilateral Agreement Report – QLD – 2021

### School improvement

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Expand the scope of the School Improvement Unit to ensure line of sight between schools, education regions and the education system	Government	From mid-2019	<p><b>Government</b></p> <p>In 2021, the Department of Education implemented the following initiatives to expand the capacity for a system-wide approach to education improvement:</p> <ul style="list-style-type: none"> <li>• continued implementation of the program of regional reviews with one regional review and two regional self-assessment processes completed;</li> <li>• expansion and implementation of commissioned system reviews and state-wide consultation processes to evaluate the effectiveness of programs and systems;</li> <li>• research and analysis of data gathered through the regional reviews to inform strategic insights and ongoing system-wide improvement;</li> <li>• delivery of capability insights research project to inform targeted investments;</li> <li>• expanded research publications to schools and regions;</li> <li>• expansion of capability development programs for school, regional and corporate leaders to support school and system improvement and reviews;</li> </ul>

## National School Reform Agreement – Bilateral Agreement Report – QLD – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> <li>development of a new line of inquiry in school reviews for system priority focus on Aboriginal and Torres Strait Islander Students.</li> </ul> <p><i>This action is <b>ongoing</b>.</i></p>
Enhance school improvement processes and planning with Catholic schools	QCEC	From 2019	<p><b>QCEC</b></p> <p>In 2021, engagement with the PIVOT Professional Learning platform continued, with schools opting to use the platform surveys to gain feedback from students to inform school improvement and planning. Many school leaders also received training in the <i>National School Improvement Tool</i> through the Australian Council for Educational Research (ACER). The tool assists schools to review and reflect on their efforts to improve the quality of teaching and learning across nine domains. Some schools engaged ACER to perform a school review on their behalf.</p> <p>Catholic School Authorities also continued to support the development of data literacy in school leaders and teachers through a range of professional development courses. All Catholic School Authorities provided opportunities for schools to strengthen their school improvement processes and planning.</p> <p><i>This action is <b>implemented and ongoing</b>.</i></p>

## National School Reform Agreement – Bilateral Agreement Report – QLD – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Deliver the Self-Improving Schools Program to support schools to assess their effectiveness, plan for continuous improvement and embed new processes	ISQ	Life of Agreement	<p><b>ISQ</b></p> <p>In 2021, 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.</p> <p><i>This action is <b>ongoing</b>.</i></p>

### Highly accomplished and lead teachers

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Recognise the explicit value of teaching experience and proven ability in the classroom by rewarding highly accomplished and lead teachers	All sectors	Life of Agreement	<p><b>All sectors</b></p> <p>National teacher certification continued in all Queensland schooling sectors to recognise and reward highly accomplished teachers and lead teachers. During 2021, the milestone of more than 200 certified teachers across all sectors was reached.</p> <p>ISQ is the certifying authority for Independent school teachers, and the Queensland College of Teachers is the certifying authority for teachers employed in state schools and the Catholic schooling sector. Each schooling sector has developed supporting information and resources and continues to support teachers through the certification process.</p> <p>In June 2021, Queensland hosted the Australian Institute for Teaching and School Leadership’s national Highly Accomplished and Lead Teacher</p>

## National School Reform Agreement – Bilateral Agreement Report – QLD – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>Summit in Brisbane with strong representation from Queensland certified teachers.</p> <p><i>This action is <b>ongoing</b>.</i></p>

### Rural and remote wellbeing

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Establish a network of learning and wellbeing centres in key locations to take into account the additional challenges for rural and remote schools</p>	<p>Government</p>	<p>From 2019</p>	<p><b>Government</b></p> <p>The Department of Education has continued to operate four Centres for Learning and Wellbeing in Atherton, Mount Isa, Emerald and Roma, which deliver professional learning opportunities and wellbeing support to staff, students and families in rural and remote state schools.</p> <p>In 2021, the centres delivered over 40,000 hours of professional learning to over 8,700 teachers and school leaders. Major focus areas of delivery were the coaching and mentoring of teachers and school leaders (with a focus on those who were new or beginning), reading development, school improvement and support for the implementation of the Australian Curriculum.</p> <p>With the COVID-19 pandemic and social distancing requirements easing during 2021, face-to-face delivery returned to approximately 70% of professional learning, with the remainder of delivery undertaken virtually.</p>



## National School Reform Agreement – Bilateral Agreement Report – QLD – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>This ensured the continuation of professional learning and wellbeing support during periods of COVID interruptions.</p> <p><i>This action is <b>ongoing</b>.</i></p>
<p>Facilitate support to school communities in rural and remote areas to enhance student wellbeing</p>	<p>QCEC</p>	<p>From 2020</p>	<p><b>QCEC</b></p> <p>In 2021, Catholic School Authorities continued to implement targeted programs to support school communities in rural and remote areas to enhance student wellbeing. This included the Love Bites Respectful Relationships program, including at an Indigenous boys' college and a project to support engagement with boarding school families. This involved promoting community and family visits and engagements at residential colleges; professional development relating to cultural sensitivity and cultural safety; and support for boarding schools as they navigated the COVID-19 pandemic. Other projects were aimed at building the capacity of staff in developing prevention and early intervention responses to promote positive student wellbeing in rural schools, as well as attracting and retaining principals in rural and remote areas.</p> <p>The sector-wide QCEC Indigenous Education support project postponed in 2020 due to COVID was redesigned in 2021 to allow Catholic School Authorities needing specific Indigenous Education support to implement projects to meet their local needs.</p> <p><i>This action is <b>implemented and ongoing</b>.</i></p>

## National School Reform Agreement – Bilateral Agreement Report – QLD – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Prioritise support for rural and remote schools to access professional learning opportunities offered in student wellbeing</p>	<p>ISQ</p>	<p>2019-2021</p>	<p><b>ISQ</b></p> <p>ISQ partnered with key government and government-funded organisations to promote evidence-based practices that will assist schools in their responses to a range of wellbeing issues. This was consistent with the Australian Student Wellbeing Framework, and included face to face wellbeing professional learning for key school staff in regional locations in response to identified needs such as anxiety, staff wellbeing for school leaders, suicide postvention and self-care.</p> <p>A series of face-to-face <i>Understanding and Managing Student Anxiety in the Classroom</i> workshops were conducted for independent school staff across the state.</p> <p>Postvention Planning webinars were conducted to support school leaders and clinical staff to develop and review critical incident plans.</p> <p><i>This action is <b>ongoing</b>.</i></p>

## National School Reform Agreement – Bilateral Agreement Report – QLD – 2021

### Parent, community and industry engagement

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Roll out a suite of new resources and professional development opportunities to support parent and industry engagement, including tailored resources for specific cohorts</p>	<p>Government</p>	<p>From 2020</p>	<p><b>Government</b></p> <p>In 2021, the Department of Education progressed a range of resources to continue to encourage and promote effective engagement with parents, including:</p> <ul style="list-style-type: none"> <li>• release of professional development resources for schools to raise staff knowledge, generate ideas and plan for continued parent engagement, including a <a href="#">parent and community engagement professional learning guide</a>.</li> <li>• release of the <a href="#">Parent and Community Code of Conduct</a> and associated supporting materials, outlining expectations of all visitors to school grounds to help ensure parent engagement experiences are positive for school staff and families.</li> <li>• Promotion of the <a href="#">Engaging communities: empowering futures: Framework for engagement with Aboriginal and Torres Strait Islander communities</a> and associated supporting materials (following their publication in late 2020), with roll out of associated Implementation Plans and underpinning strategies facilitating uptake of the framework.</li> </ul> <p><i>This action is <b>ongoing</b>.</i></p>

## National School Reform Agreement – Bilateral Agreement Report – QLD – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Provide professional learning opportunities and resources to enhance parent, community and industry engagement with Catholic schools</p>	<p>QCEC</p>	<p>From 2020</p>	<p><b>QCEC</b></p> <p>In May 2021, QCEC hosted the VET in Schools Forum, themed “Future Thrive”. The event featured a range of presentations designed to strengthen the relationships between schools and industry, and to build students’ skills and qualifications through VET and school-based apprenticeships / training.</p> <p>Catholic School Authorities also hosted localised programs to support parent engagement with Catholic schools, including presentations on positive parenting, supporting parents of boarders, positive psychology coaching, education on drugs and alcohol challenges, consent, setting boundaries, cyber safety, supporting children with dyslexia, and autism and dyslexia awareness sessions.</p> <p><i>This action is <b>implemented and ongoing</b>.</i></p>
<p>Increase support for schools through resources and professional development to sustain and improve parent engagement strategies</p>	<p>ISQ</p>	<p>2019-2021</p>	<p><b>ISQ</b></p> <p>Six schools participated in the Engaging Parents in Inquiry Curriculum (EPIC) research project with Griffith University. Research reports and rich case studies and resources for school leaders and teachers were then shared with all participating schools. A further five schools adopted the parent engagement strategy. 100% satisfaction was reported from schools participating in the research project.</p> <p><i>This action is <b>ongoing</b>.</i></p>

## National School Reform Agreement – Bilateral Agreement Report – QLD – 2021

### Reform Direction C – Enhancing the national evidence base

#### Nationally Consistent Collection of Data on School Students with Disability

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Conduct moderation of Nationally Consistent Collection of Data on School Students with Disability across Queensland schooling sectors	All sectors	Life of Agreement	<p><b>All sectors</b></p> <p>In 2021, the Department of Education (DoE), ISO and QCEC co-delivered six face-to-face Nationally Consistent Collection of Data on School Students with Disability (NCCD) cross-sector moderation sessions.</p> <p>All sectors have agreed to the delivery of NCCD cross-sector moderation in COVID-safe settings.</p> <p><i>This action is <b>ongoing</b>.</i></p>

#### Data literacy and development

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Develop a data literacy framework for government school leaders and teachers	Government	From mid-2019	<p><b>Government</b></p> <p>The <a href="#">data literacy framework (PDF 1,060kB)</a> was published in February 2021, providing guidance to teachers and school leaders on using data to support learning, wellbeing and school improvement. Capability</p>

## National School Reform Agreement – Bilateral Agreement Report – QLD – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>development activities and resources to support data literacy of school leaders and teachers will continue.</p> <p><i>This action is <b>complete</b>.</i></p>
<p>Develop strategies to enhance data literacy among Catholic school leaders and teachers, support development of data tools and frameworks to inform planning and development of education policy and practices in Catholic schools, and support roll out of NAPLAN Online to Catholic schools</p>	<p>QCEC</p>	<p>From 2019</p>	<p><b>QCEC</b></p> <p>In 2021, QCEC continued to provide support to schools transitioning to NAPLAN Online through their engagement with the NAPLAN Online Steering Committee and the NAPLAN Online Working Group on behalf of the National Catholic Education Commission. Additionally, their representation in state cross-sector groups, the QCAA Queensland Online Assessment Working Group and Catholic sector National Online Assessment Taskforce allowed 95% of Queensland Catholic schools to finish their transition to NAPLAN Online in 2021. The remaining schools are expected to complete their transition to NAPLAN Online in 2022.</p> <p>Data Literacy projects were delivered by several Catholic School Authorities to address local needs and to assist school leaders in using data tools and frameworks to inform their planning.</p> <p><i>This action is <b>implemented and ongoing</b>.</i></p>
<p>Utilise educational data for school improvement through the increased provision of support and online learning opportunities for teachers</p>	<p>ISQ</p>	<p>Life of Agreement</p>	<p><b>ISQ</b></p> <p>Seven educational data modules continued to be available on ISQ's professional learning hub, Connect &amp; Learn, to support leaders and teachers to use data to improve student outcomes. A selection of schools</p>

## National School Reform Agreement – Bilateral Agreement Report – QLD – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>was supported to participate in an educational data project to develop school-wide processes for the collection, management and utilisation of educational data to communicate impact and improvement.</p> <p>10 new online data modules were released on Connect &amp; Learn by December 2021, with 6 multi-part Modules in production.</p> <p><i>This action is <b>ongoing</b>.</i></p>