

National School Reform Agreement

Queensland Bilateral Agreement: 2024 Progress Report

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Executive Summary

This report outlines the collective progress made by all schooling sectors in Queensland towards the reform areas outlined in Queensland's Bilateral Agreement for the 2024 calendar year.

In 2024, the Queensland Government continued to progress significant activities, particularly school leadership capability development through the Education Futures Institute and release of Professional Standards for Middle Leaders, developed in partnership with the Australian Institute for Teaching and School Leadership; and alignment of the Transition Support Service for Aboriginal and Torres Strait Islander Students with contemporary priorities.

In 2024, the Queensland Catholic Education Commission (QCEC) continued to facilitate a range of centralised activities for all Queensland Catholic schools to engage in, and Catholic School Authorities managed supplementary activities to progress reform priorities in their local contexts. The centralised activities included the Nationally Consistent Collection of Data on School Students with Disability (NCCD), support for the effective delivery of NAPLAN Online, and increased awareness, preparation assistance and positive promotion of Highly Accomplished and Lead Teacher (HALT) certification. Localised activities coordinated by Catholic School Authorities ensured the ongoing implementation of priorities from the Queensland Bilateral Agreement.

During 2024, Independent Schools Queensland (ISQ) facilitated activities across a range of reform areas. These activities included support for: Aboriginal and Torres Strait Islander education; curriculum and assessment; wellbeing; Highly Accomplished and Lead Teacher certifications; NCCD; governance and financial management; and school improvement activities. ISQ also continued to deliver its suite of high-quality leadership and development programs over the course of the year improving the leadership capabilities of its new and aspiring Principals.

Queensland has met its requirements for reform activity in 2024, with details of progress achieved outlined below.

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 <i>Early Start</i> screening tool to all government primary schools	Government	From 2019	This action was completed in 2022. This action is complete .
Review and extend early years screening tools in Queensland Catholic schools	QCEC	From 2019	In 2024, Catholic School Authorities continued to implement targeted programs to support Early Years screening tools in Queensland Catholic schools. This included actions to support Early Years teachers to effectively respond to student learning data, and programs designed to ensure responsive teaching and support for every student. This action is implemented at the local Catholic School Authority level and programs supporting the direction are ongoing .

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Support schools to utilise the <i>Early Start</i> screening tool or like-measures	ISQ	2019-2021	This action was completed in 2022. This action is complete .

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	This action was completed in 2021. This action is complete .

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Indigenous Education

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Expand the Transition Support Service for Aboriginal and Torres Strait Islander students transitioning to and from boarding schools	All sectors	Life of Agreement	<p>The Department of Education is aligning the Transition Support Service with contemporary government priorities and systems approaches to student transitions, enabling its expansion to additional Aboriginal and Torres Strait Islander communities who have limited or no access to secondary education.</p> <p>This action is complete*.</p>

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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)
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	This action was completed in 2022. This action is complete .
Support school leadership and school improvement through initiatives aimed at enhancing school governance and financial management	QCEC	From 2019	Throughout 2024, QCEC continued to enhance and support school governance through monitoring and responding to changes and developments in education governance regulations and best practice. This work is coordinated through the QCEC Governance Network which fosters shared understandings and approaches to governance issues. A key initiative is a webinar series delivered by QCEC, focusing on current and emerging governance trends. The 2024 forum provided information and guidance on the latest copyright developments relevant to schools and likely changes

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>and issues in the future. Localised activities to support school leadership also continued, led by Catholic School Authorities.</p> <p>This action is implemented and ongoing.</p>
Provide support and services to schools through activities for governors, business managers and school leaders	ISQ	Life of Agreement	<p>In 2024, a range of support and services continued to be provided to independent schools, including:</p> <ul style="list-style-type: none"> • governance short course modules for directors and senior leaders; • induction courses for new directors; • online governance induction modules; and • online finance induction modules. <p>This action is complete*.</p>

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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>In 2024, the Education Futures Institute continued to empower educators, departmental staff, and school and system leaders to build their professional expertise and wellbeing through high quality, targeted capability development at key career stages.</p> <p>Key actions during 2024 included:</p> <ul style="list-style-type: none"> • delivering the Courageous Principals Program to a third cohort of experienced principals; • implementation of the Beginning Principal Program to Cohorts 1 to 4, a two-year program for first-time newly appointed principals; • implementation of the Aspiring Principal Program to Cohorts 2 and 3, a twelve-month program for high performing educators;

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			<ul style="list-style-type: none"> • implementation of the Middle Leader Program pilot, a twelve-month program for middle leaders committed to enhancing expertise; and • release of Professional Standards for Middle Leaders, developed in partnership with the Australian Institute for Teaching and School Leadership (AITSL), designed to highlight the capabilities that enable leadership of teaching and learning in schools, bridging the gap between the teacher and principal standards. <p>This action is complete*</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>Throughout 2024, school leadership and school improvement initiatives continued at a localised level, with programs overseen by Catholic School Authorities. School leaders continued to be supported by QCEC centrally through the provision of opportunities to access professional development across a range of areas and to inform advocacy on policy. QCEC continued its advocacy across a range of areas to expand the access of school leaders in Catholic schools to development opportunities.</p>

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			This action is implemented at the local Catholic School Authority level and programs supporting the direction are ongoing .
<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 – for developing future school leaders • Middle Leaders Program. 	ISQ	Life of Agreement	<p>In 2024, 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"> • 100% of participants in the New Principals Program (18 participants) reporting the program had improved their leadership skills; and • 100% of participants in the Aspiring Principals Program (24 participants) reporting the program was excellent and had increased their leadership capacity. <p>This action is complete*.</p>

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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	This action was completed in 2022. This action is complete .
Enhance school improvement processes and planning with Catholic schools	QCEC	From 2019	In 2024, initiatives supporting school improvement and planning processes in Catholic schools continued to be progressed on a local level by Catholic School Authorities. Centrally, QCEC aided school improvement and planning processes across many areas including through the creation of a Boarding Schools Network to provide school leaders and local Catholic School Authorities insight and knowledge about policy developments affecting Catholic boarding schools. This action is implemented and ongoing .
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	In 2024, ISQ supported schools in their school improvement journey via strategic planning reviews, governance reviews and curriculum reviews.

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			This action is complete* .
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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>In 2024, national teacher certification continued across all Queensland school sectors. As at 31 December 2024, there were 476 certified highly accomplished and lead teachers in Queensland schools.</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. Queensland certifying authorities are considering opportunities to further promote and streamline the certification process following the release of the updated Framework for the Certification of Highly Accomplished and Lead Teachers by AITSL.</p> <p>This action is complete*.</p>

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Rural and remote wellbeing

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Establish a network of learning and wellbeing centres in key locations to take into account the additional challenges for rural and remote schools	Government	From 2019	This action was completed in 2022. This action is complete .
Facilitate support to school communities in rural and remote areas to enhance student wellbeing	QCEC	From 2020	In 2024, support for student wellbeing in school communities in rural and remote areas continued to be provided on a local level by Catholic School Authorities, supported centrally by QCEC through the Student Wellbeing and First Nations Education Committee, featuring representatives from Queensland Catholic School Authorities; as well as through the establishment of a Boarding Schools Network. Throughout 2024, localised activities were implemented to strengthen relationships between schools, students, communities and support services—such as the Transition Support Services and Be You—ensuring support for the wellbeing of students in rural and

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			<p>remote areas, as well as those from remote communities attending boarding schools.</p> <p>This action is implemented at the local Catholic School Authority level and programs supporting the direction are ongoing.</p>
Prioritise support for rural and remote schools to access professional learning opportunities offered in student wellbeing	ISQ	2019-2021	<p>This action was completed in 2022.</p> <p>This action is complete.</p>

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Parent, community and industry engagement

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
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>This action was completed in 2022.</p> <p>This action is complete.</p>
Provide professional learning opportunities and resources to enhance parent, community and industry engagement with Catholic schools	QCEC	From 2020	<p>In 2024, QCEC hosted its annual VET forum, themed <i>Classroom to Career</i>, with presenters representing government, tertiary, training and certification authorities.</p> <p>Catholic School Authorities also hosted and participated in localised industry, parent and community engagement events to strengthen engagement with schools.</p> <p>This action is implemented and ongoing.</p>

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Increase support for schools through resources and professional development to sustain and improve parent engagement strategies	ISQ	2019-2021	This action was completed in 2022. This action is complete .
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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>In 2024, the Department of Education, ISQ and QCEC co-delivered eight face-to-face NCCD cross-sector moderation sessions. The moderation sessions were conducted in Brisbane, Buderim, North Lakes, Townsville, Toowoomba, Cairns, Rockhampton and Merrimac.</p> <p>This action is complete*</p>

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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	This action was completed in 2021. This action is complete .
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 2024, initiatives enhancing the data literacy of Catholic school leaders and teachers continued to be facilitated on a local level by Catholic School Authorities. QCEC provided additional support centrally through a series of presentations throughout the year designed to build school leaders' understanding of key metrics and to promote engagement with data to inform practice. Data presentations focused on a variety of topics including NAPLAN results, Year 12 Outcomes, Initial Enrolments, State Census, Federal Census, Religion of Students and Teachers, Student Attendance,

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			<p>Closing the Gap, and others. Data tools, support and analysis was also provided to Catholic School Authorities.</p> <p>While all schools completed the transition to NAPLAN Online in 2022, QCEC continued to provide centralised support to Queensland Catholic School Authorities for the administration of NAPLAN testing in 2024 and represented the sector on the Queensland Online Assessment Working Group chaired by the QCAA.</p> <p>This action is implemented and ongoing. The roll out of NAPLAN Online in Catholic schools is complete.</p>
Utilise educational data for school improvement through the increased provision of support and online learning opportunities for teachers	ISQ	Life of Agreement	<p>In 2024, educational data modules continued to be available on ISQ's professional learning hub, Connect & Learn, to support leaders and teachers to use data to improve student outcomes.</p> <p>This action is complete.*.</p>

* While these actions delivered over the life of the agreement are marked as 'complete' this refers to work under the NSRA and does not mean that work outside of the NSRA is ceasing.