



Australian Government



SMARTER SCHOOLS NATIONAL PARTNERSHIPS

IMPROVING TEACHER QUALITY

LOW SOCIO-ECONOMIC STATUS SCHOOL COMMUNITIES

LITERACY AND NUMERACY

**Queensland
Annual Report for 2012**

(due 30 April 2013)

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INTRODUCTION

The 2012 Annual Report covers Smarter Schools National Partnership (SSNP) funded activity from 1 January 2012 to 31 December 2012.

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

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

The 2012 Report includes a Co-investment Report in Section 6.

STRUCTURE OF THE REPORT

The Annual Report has nine sections, with detailed instructions are provided in each section.

Section 1	-	Smarter Schools National Partnerships – Impact
Section 2	-	Improving Teacher Quality (ITQ)
Section 3	-	Low SES School Communities (Low SES)
Section 4	-	Literacy and Numeracy
Section 5	-	Research and Evaluation
Section 6	-	Co-investment Report – ITQ and Low SES NPs
Section 7	-	Milestone Report – ITQ and Low SES NPs

Section 8 - Performance Indicators for Identified Cohorts - Low SES

Section 9 - State Performance Measures - Low SES

Sections 1 to 4 will provide a narrative description of the progress to date for the SSNPs collectively and for each NP. It is expected that input in these sections will include qualitative and quantitative information, as appropriate.

Section 6 is for reporting NP co-investment.

Section 7 includes tabulated responses to the relevant milestones indicated in state and territory Bilateral Agreements/Final Implementation Plans. These milestones will be pre-populated by DEEWR and will also include milestones not reported on, or not achieved, from the previous Annual Report/Progress Report.

Section 8 sets out performance indicators relating to Clause 20 of the Low SES NP Agreement which provides for reporting on outcomes for identified student cohorts.

Section 9 lists state/territory based performance measures for the Low SES NP identified in the state/territory Bilateral Agreement/Final Implementation Plan.

Note: Where quantitative information is included, the information should be clearly specified as:

- Accrued during the reporting period, e.g. 2012 calendar year
- A cumulative number accrued over more than one reporting period (please specify)

DUE DATE

The SSNP Annual Report for 2012 is due to be submitted to DEEWR by **30 April 2013**.

SUBMISSION

Please provide your report to DEEWR via the NPIWG Secretariat mailbox at:

NPSecretariat@deewr.gov.au

In order to meet web accessibility standards, DEEWR requires reports in Word format and PDF format for publication on the Smarter Schools National Partnerships website.

Section 1 – Smarter Schools National Partnerships – Impact

Impact of Key Reform Strategies

Improving Teacher Quality National Partnership

Within Queensland, the reform approaches having the most significant impact on teaching quality are those focussed upon initial teacher education. These include:

- a nationally-consistent approach to accreditation of initial teacher education programs
- actions to improve the professional experience
- School Centres of Excellence
- Remote Area Teacher Education Program (RATEP)
- the National Teacher Workforce Dataset.

The overall intent of these approaches is to improve the standard of programs and strengthen partnerships between schooling systems and higher education so that the preparation of teaching graduates is improved.

This intent supports broader Queensland goals and actions currently underway in response to a number of assessments of graduate standard, including a review of teacher education and induction which has resulted in a range of actions currently being discussed with key stakeholder groups. These actions go beyond those already in place through the National Partnership, and will establish new approaches to program evaluation, professional experience and induction that will ensure graduates from Queensland initial teacher education programs are high calibre and well-prepared for the challenges of contemporary classrooms, including meeting the needs of an increasingly diverse community and student population.

The ITQ National Partnership within the Independent Sector has had the greatest impact in the areas of:

- mentoring
- developing reflective school cultures
- developing future leaders.

ISQ has introduced the following initiatives to assist staff:

- professional development and support for principals
- new Principals program
- the Beginning Teachers Program
- School Centres of Excellence
- Staff Wellbeing Program.

Low SES School Communities National Partnership

Across the state sector, schools participating in the Low SES NP are driving improvement strategies that are meaningful and appropriate to their local contexts. Highlights include the state sector's extensive teacher and principal induction programs and professional development, coaching and mentoring of principals, the cross-sector community engagement activity, and the tailored and targeted intervention occurring in schools.

Significant impact, evidenced in research, is being achieved in the following areas: alternative pathways, student behaviour and attendance, literacy and numeracy, professional development and student enrichment.

This impact is being achieved through the development of locally developed programs targeting whole-school improvement, parenting programs, teacher induction programs tailored to the unique issues affecting low socioeconomic status schools, staff welfare support, improved access to student learning

data, personalised learning for students, student wellbeing centres, behaviour support programs, rewards and incentive programs, provision of alternative learning centres and/or programs, and social and emotional learning programs.

In the Independent Sector, through the Low SES National Partnership program, Victory College has employed various strategies to improve reading standards including:

- the English subject coordinator trained teachers in the DRA testing process to improve reading comprehension across the primary school
- the National Curriculum from Prep-Year 10 in English was introduced in 2011. English Curriculum coordinators were appointed for the Primary and Secondary school to oversee this implementation and drive its direction
- the school introduced the Read Write Inc. reading program to lower primary students from Prep – Year 2 in 2011.

Impact: The school reports the percentage students achieving the National Minimum Standard for Reading increased by an average of 33% between 2011 and 2012.

Victory College also employed various strategies to improve numeracy standards, including:

- the introduction of the Australian Curriculum in Mathematics from Prep to Year 10 saw a significant change in the level of content delivered to each year level. The new Australian Curriculum focuses heavily on algebra and as such, students required bridging lessons and further teaching. After a difficult start, the school reports students increased in confidence throughout the year as they became more able to solve abstract and algebraic problems
- new subject coordinators were instrumental in ensuring a successful implementation of the Australian Curriculum and a new assessment system across the 4 proficiency strands; Understanding, Fluency, Problem Solving and Reasoning for Prep to Year 10 students
- the primary maths coordinator headed up implementation of a new mathematics program in Primary to shift from a focus on mental working to written working. This improved student's fluency and reasoning.

Impact: The school reports the percentage of students achieving the National Minimum Standard for Numeracy increased by an average of 49% between 2011 and 2012.

Through the Low SES National Partnership program, Gulf Christian College provided more opportunities for parents to be involved in the school in a bid to increase attendance rates. For example:

- parents and friends association meeting
- parent information session and workshop
- 1st annual family fun and open day
- parents invited to attend weekly chapel service
- increased sporting and co-curricular participation, including jump rope for heart, excursion and swimming lessons.

Impact: The School reports the attendance rate increased by 6% between 2011 and 2012. The attendance rate for Indigenous students also rose by 6% during this period.

Through the Low SES National Partnership program, Cairns Adventist College implemented initiatives, including 'The Investigators' program for gifted and talented students, which it reports have positively impacted on stakeholder satisfaction levels. Continuation of the explicit teaching approach to teaching reading comprehension has also been well received by parents. The school reports 100% satisfaction levels from both parents and students. This compares to 96% and 91% respectively in 2011.

The impact of the Low SES in the Independent sector has resulted in a number of outcomes. Implementation of the National Partnerships has:

- raised awareness of school attendance expectations by introducing SMS-based attendance notifications to parents (Victory College)

- encouraged social inclusion and community confidence in the capability of schools by opening school library before and after school hours in 2012. Refreshments were made available and an area dedicated to parenting books was prominently displayed (Coral Coast Christian College)
- improved literacy and numeracy standards by participation in ISQ Literacy and Numeracy program (Aboriginal and Islander School)
- improved literacy and numeracy standards by overhauling school curriculum to align with the Australian Curriculum (Victory College)
- encouraged a successful transition from school to work and further study through the introduction of academic mentors for Year 11 and 12 students (Victory College)
- improved reading skills through implementation of a Buddy Readers program, which pairs a strong reader with a weak one for 10 minutes per day (Coral Coast Christian College).

Literacy Numeracy National Partnership

The National Partnership (NP) initiated school reform based around coaching into Queensland state schools and over four years a strategy to improve student learning, coaching has been embedded in the Queensland state schooling system. The coaching concept is now utilised by schools beyond the NP as a means of improving pedagogical practice in schools. It has highlighted literacy and numeracy pedagogical practices and evidenced the value of demonstration lessons in classrooms. The coaching concept has been incorporated into Education Queensland's United in our pursuit of excellence, Agenda for improvement 2012-2016, a document that outlines our core priorities and has coaching sitting firmly as a strategy for achieving these. Coaching has also been established as a preferred means of professional learning in our schools and is incorporated into Education Queensland's Guide to Professional Learning.

The NP also introduced and highlighted the benefit of local diagnostic testing to evidence a student's strengths and weaknesses as a 'high stakes' intervention strategy. The results are used to address learning concerns and to monitor and measure improvement over time quantitatively. Additionally, the local measure testing, a standardised national benchmarked diagnostic tool has provided a valuable fine grained tool to measure the success of the coaching strategy. The local measure testing concept became embedded in school culture through the NP strategy and is now utilised by schools beyond the NP.

The NP highlighted the importance of principal leadership and school leadership teams focused on instructional leadership, curriculum provision and improving student learning outcomes.

The coaching strategy and the use of the local measure diagnostic tool strategy highlighted the need for school data to be collected, analysed and triangulated by schools and by classroom teachers and acted on through pedagogical practice. This has led to the reform strategy of differentiated instruction.

2012 Significant Achievements/ Highlights – 1 January to 31 December 2012

During 2012, Queensland continued to implement the range of reforms described within its National Partnership Implementation Plan to drive improvements that will grow the quality of the state's teaching workforce.

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

During 2012, 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, which promotes:
 - teaching as a profession
 - service in rural, remote and regional Queensland
 - state schooling as the preferred employer of Queensland teaching graduates.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. This has included:
 - maintenance of collaborative governance structures for each Centre
 - development of strengthened partnerships with Higher Education partners to establish programs and processes
 - marketing of the programs to high calibre preservice teachers
 - selection processes to identify the best preservice teacher candidates
 - on-going engagement with recruitment officers in regions and relevant trades unions to develop innovative approaches to ensure the program benefits schools in rural, remote and regional locations.
- provision of opportunities for 70 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. The Developing Performance Framework includes the essential elements of the Australian Teacher Performance Management and Development Framework. This has required close engagement with the Queensland Teachers' Union (QTU), including the development of a Joint Statement on the use of the framework for teacher performance purposes.
- implementation of the Pathway to Principalship program (referred to internally as Take the Lead) to reinvigorate small school leadership across Queensland, including new recruitment and selection processes, Leadership Professional Development workshops and a structured induction program for leadership aspirants.

Development of a new teaching workforce situation report to provide point in time data regarding workforce supply and demand to inform school workforce planning.



Catholic Sector

In semester 1 2012, the Queensland Catholic education sector continued to collaborate to make significant local progress in implementing the range of reforms described in the National Partnership Implementation Plan to deliver improvements to the quality of teaching in Catholic schools. Catholic schooling authorities have continued to implement initiatives across the 5 key reform areas highlighted by:

- support for pre-service teachers in partnership with universities to deliver a 9 week tutoring program and provide further support by offering mentoring programs
- increasing professional capacity and practices of staff and leadership through the coaching training program as well as the training of mentors
- induction processes and mentoring of beginning teachers as well as for school leadership and succession planning. Models where performance management is aligned with school renewal planning and provision of quality targeted resources including online modules are underpinning quality change
- support for Aboriginal and Torres Strait Islander people evidenced through reforms that have enhanced the recruitment and employment of Indigenous teachers, reviewed school Reconciliation Plans and embedded Indigenous perspectives across the curriculum.

The Queensland Catholic Education Commission (QCEC) has participated in the following national processes:

- Principal Professional Development
- development of the Australian Teacher Performance and Development framework
- to deliver consistent processes for accreditation of initial teacher education programs.
- the QCEC has also continued to liaise with the working group that is developing the National Teaching Workforce Dataset to support workforce planning.



Independent Sector

New Principals Program

Twelve New Principals were involved in the New Principals program. The majority were in the first three years of principalship, with two longer term principals in new schools or new to Queensland. The program comprised four one day workshops, individual executive coaching sessions and ongoing email support from the facilitator. The aim of the program was to develop skills in managing people, strategic planning and governance, in particular. However, each workshop also included a 'checking in' process which gave participants the opportunity to network and learn from each other, a check on the principals' life-work balance, and a session with an experienced principal currently working in the Independent Sector. These principals presented on topics such as change management, governance and service delivery as well as being available for a Q & A session.

The long term goal of this program was to provide support for principals in their early years so they remain in the role over time and acquire skills to improve their schools.

The Beginning Teacher's Program

This group comprised primary and secondary teachers, of whom a number were mature-age, Dip Ed. entries to the profession. This program provided the opportunity for early career teachers to learn from different workshop leaders, all of whom are current classroom practitioners, and experts in their personal practice. The focus was on developing:

- personal values, beliefs and principles that then align with individual school philosophies
- strategies to create an organised working and learning classroom environment
- behaviour management tools and techniques to develop quality learning conversations in classrooms
- ways to engage learners in the teaching and learning program
- one model of intentional instruction
- a clear understanding of what it means to be a professional.

It was an expectation that participants conducted an action research project on an aspect of teaching and learning of interest and or need to the individual participant. The 2012 action research projects acknowledged specifically, the power and importance of the establishment and implementation of:

- seating arrangements that match the needs of your students and your teaching style
- expectations, rules and routines and teacher "follow through"
- personal contact with students in behavioural situations
- "breaks" in the learning session
- visually displaying the daily timetable and the learning objectives
- fostering and deliberately developing relationships with groups and individuals, in different ways
- specific strategies to build communication and rapport with students and parents
- clear instructions at all times
- goal-setting for teachers and students
- intentionally engaging students in the teaching/learning process by:
 - explicitly teaching and scaffolding content, processes and skills
 - using a selected framework
 - using specific strategies in specific areas (Literacy and ICT)
 - reflecting on the learning
 - questioning
 - using strategies that ensure student participation and involvement in the teaching and learning activity
- strategies to develop personal responsibility for learning
- feedback to students about their learning.

Participants were encouraged to read widely from recommended professional texts, references and websites and were provided with "The Art and Science of Teaching" which is used through the course to support the workshops and practical activities undertaken by the participants.

In Semester 2 the School-based program was developed with the intention that a generic kit will be available to ISQ schools for use in 2013.

The Beginning teacher's website, containing resources and Frequently Asked Questions, was launched in 2012 as part of this program.

The Leadership Program for Junior Heads

In 2012, fifteen Junior Heads registered as participants in the first ISQ leadership program to be offered to school leaders at this level. An impressive collection of fellow educators, academics and corporate leaders, supported the program with highly relevant workshops and practical activities to enhance the leadership development of each participant.

The group included very experienced Junior Heads and one Head very new to the position. The age, experience and gender mix of the group resulted in lively and provocative debate on most issues.

The program focused on developing knowledge and understanding of:

- personal values, beliefs, principles and the National Standards that drive personal practice
- current theories of leadership
- the “instructional” leadership paradigm
- how to lead learning in a Junior school
- the importance of building a professional learning community
- expert teacher practice
- methods, frameworks, processes, tools and practical strategies to develop leadership skills
- the actions, behaviours, causes, motives, impacts & effects of conflict
- constructive communication
- changes to important legislative and policy information.

The workshops, discussions and school visits emphasised the importance of participants not only “knowing and understanding”, but being skilled in the implementation of the aspects of each session that were relevant to and appropriate for each participant.

Participants conducted an action research project on an aspect of teaching and learning of interest and or need to the individual participant. A pleasing result is the acceptance of the fact that for the research to be as effective as each participant had hoped and would like, the project needs to be considered a learning journey. Participants realised that collecting and analysing the data, so that useful action could be taken as a result of the evaluation of the evidence takes time.

An innovative inclusion in this program was the provision of an external, executive coach. Each participant had five sessions with their assigned coach and found this confidential support invaluable. School visits enhanced this work, and provided the opportunity for Junior school leadership teams to spend time in a leadership focussed meeting with the professional coach.

Participants were encouraged to read widely from the provided professional texts, references and web-sites and to share amongst the group articles, journals, organisations of interest in this area.

Staff Wellbeing

The ISQ Staff Wellbeing project involved 15 schools, who presented their final reports on their case studies in November 2012. These case studies will be uploaded onto the ISQ website for all independent schools to see and learn from. The 15 participating schools were:

Ipswich Adventist School	The Toogoolawah School
Canterbury College	Matthew Flinders Anglican College
St Paul’s Lutheran Primary School	Staines Memorial College
Glendyne Education and Training Centre	Brisbane Adventist College
Prince of Peace Lutheran College	Concordia Lutheran College
Faith Lutheran College	Burdekin Christian College
Peregian Beach College	St John’s Anglican College
Cannon Hill Anglican College	

Of the 15 schools, six have been chosen as ‘Lighthouse Schools’ to act as mentors and support the 2013 Staff Wellbeing project. These ‘Lighthouse Schools’ are available for one day per term for other schools to come and visit so that they can see best practice examples in situ.

Support for Aboriginal and Torres Strait Islander Students – 1 January to 31 December 2012

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.



Catholic Sector

The Catholic sector has initiated reform activities to continue to provide sustainable support for Aboriginal and Torres Strait Islander people into the future.

The Cairns diocese exemplifies how Aboriginal and Torres Strait Islander People are supported in many ways. Students gain support through teacher aides, Indigenous Education Workers, Mentors, Scholarships, Career and Pathways Transition Officer, and Catholic Services Indigenous Education Team. Students are assisted with Literacy and Numeracy, School attendance, Tutoring, Vocational Education, Pathway selection and assistance in transitioning after school. Teachers are provided with professional development in areas such as cultural awareness, networking, teaching strategies and resourcing. Community members are encouraged to participate in a variety of activities including orientation, parent evenings, social gatherings, pathway expos and interviews. Rockhampton diocese has developed reconciliation plans for its schools, Downlands College uses the Dadirri Centre to host a significant number of Cape York families who have escorted new and remote Indigenous students to the College for their induction. Dadirri is invaluable for furthering relationships with the families of remote Indigenous boarding students. Brisbane Archdiocese conducts Indigenous teachers and school leaders' engagement programs with community members and delivers parenting programs in partnership with local community agencies. Townsville diocese has increased its number of Indigenous teachers by at least 15%.

All of these strategies have a positive impact on Aboriginal and Torres Strait Islander students' progress, school retention and outcomes.

Progress against TQNP Facilitation Reforms – 1 January to 31 December 2012

National Professional Standards for Teachers

State Sector

DETE has worked 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 is currently working with the Queensland Teachers' Union (QTU) to finalise the industrial agreements required to implement the Standards for uses within state schools. DETE and the QTU have met regularly to address matters relating to the Standards and have developed a comprehensive plan for their implementation.

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. Queensland state schools will be using the PCLF to guide principal practices and development. The PCLF is being implemented in all Queensland state schools.

National Certification of Accomplished and Lead Teachers

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.

Nationally Consistent Registration of Teachers

State Sector

Queensland is implementing the agreed nationally-consistent approach to the registration of teachers. Prior to entering the National Partnership, Queensland already had a sophisticated and contemporary framework governing teacher registration containing all of the elements and the components listed in AITSL's proposal. However, amendments have been required to the Education (Queensland College of Teachers) Act 2005 regarding the number of days worked in a five year period currently required for recency of practice as the current Queensland requirement is one year (defined as 200 days by policy).

National Accreditation of Pre-service Teacher Education Courses

State Sector

Queensland has commenced implementation of 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

Catholic Sector

The Brisbane Catholic Education Office has introduced:

- Instructional Leadership Project – *Leadership for Learning* program
- *Principals as Literacy Leaders* (Literacy and Numeracy National Partnerships program).

These programs form the two main strategies for supporting and developing principals with the aim of supporting teacher quality.

Toowoomba Catholic Education Office has introduced mentoring support for Principals new to the principal role, or principals new to the Diocese. The mentor is a very experienced, retired principal, who both travels to schools to visit principals on site and is in regular e mail and telephone contact. This support has been very positively received by new principals.

Principals have been encouraged to participate in QELI Leadership courses.

Professional learning for Principals of rural and western communities was targeted by the "Living in the Fishbowl" weekend at the Bunya Mountains in on April 20, 21 and 22. Twelve Principals from across the Toowoomba Diocese gathered to explore the aspects of living in small rural communities and the impact this had on their professional and personal lives. Using mentoring and coaching approaches, Principals networked to

explore their perceptions of working in small towns and communities. An outcome of the weekend was the notion of regularly coming together to form a cluster to support each other in the challenges of Principalship.

Improved Performance Management and Continuous Improvement in Schools

State Sector

In 2012, all schools within the state sector completed a full cycle of 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 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 considering 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.

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

DETE is also 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 actively participated 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 is currently finalising a new 2012 *Teaching Workforce Situation Report*, which will describe the department's current teaching workforce as well as exploring the future supply. DETE has also worked with Queensland universities during 2012 to identify opportunities to integrate student data analysis into preservice teacher programs.

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

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 also 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.

Quality Placements

State Sector

During 2012, all three schooling sectors participated as members of Queensland's Consortium for Professional Experiences in Pre-service Teacher Education; a key stakeholder group for discussing matters relating to pre-service teacher field experiences, including placements.

DETE also collated pre-service teacher data from all higher education institutions and provided reports to regional directors and human resources teams for local consideration and strategy development.

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

During 2012, DETE's five state sector Teacher Education Centres of Excellence (the local term used for "School Centre of Excellence") took on increased cohorts of high quality preservice teachers in close collaboration with universities, school communities and staff, the QCT and relevant trades unions.

Each of the five centres has a particular strategic focus, and each has developed a unique model for engaging with universities and with high calibre 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

St Andrews Lutheran College

14 pre-service placements were offered across the College, including 3 internships. The focus in 2012 was on developing the orientation program for Pre-Service Teachers (PSTs) and on observation and feedback. In addition to the use of technology, the number of pre-service mentors was once again increased, with some

teachers offering their services as a mentor for the first time.

A more comprehensive orientation program was developed with a number of key personnel (Deputy Heads, Chaplains, etc.) involved in presentations to the PST's.

Video cameras were used to film selected lessons by the PST's. Mentors were then released from class to analyse and discuss the outcomes with the PST's and develop an action plan for further development. Each PST was allocated an iPad to use for lesson planning, research and student record-keeping.

Ipswich Girls' Grammar School

Ipswich Girls' Grammar (IGGS) established a 'Centre of Excellence' room for pre-service teachers (PSTs). The room is sound-proofed, has a one-way glass observation panel attached to an adjacent classroom. The classroom has video and sound equipment which is also relayed onto a plasma screen in the observatory. PSTs have taught classes in the classroom with their mentor teacher in the observation room next door.

By having specific funding allocated to PSTs, the school has investigated what it is that the PST would also like to cover whilst at the school. The plan is to incorporate this through the Centre of Excellence in Pre-Service Teaching. At IGGS, the PSTs now have training in using interactive whiteboards, tablets and One Note and how to teach with a class who have laptops. In the Centre, the PSTs will have access to an IWB and tablets for their own practice. When teaching a lesson, they will be able to get a DVD recording enabling reflective practice. PSTs also complete their Fire Training Certificate.

Anglican Church Grammar School (ACGS)

Activities undertaken at ACGS in 2012 include:

- pre-service teachers, on the whole, had mentors completed the MET mentoring course delivered by our trained staff
- the school had a specialist Professional Practice Office set up for the pre-service teachers where their desks are located
- the pre-service teachers were under the management of a dedicated coordinator with his office in the profession practice office with the pre-service teachers
- all pre-service teachers were treated as staff members with their own tablets, access to email and the Learning management system
- the school had weekly lunch sessions on topics of interest and use to teachers presented by our experienced staff. For example, assessment, monitoring & verification, QCS
- three staff did the complete MET (Mentoring for Effective Teaching) course presented by QUT. This then allows them to become MET trainers and present the course to our staff. Setting up the well-resourced Professional Practice Office with the pre-service teachers all together in one area
- treating pre-service teachers as professionals with their own tablet and access to our Learning management system
- the Professional Practice Office was also set up as a classroom with its own data projector and screen, along with white board for the pre-service teachers to practice with.

Progress towards meeting TQNP Reward Reforms

Queensland provided its final Reward Funding Report to the Australian Government as required on March 5 2013; reporting that all performance targets were met or exceeded.

Sustainability

The national reforms progressed through the National Partnership have been integrated into systems and processes within Queensland, and are therefore sustainable.

Some programs, such as Beyond the Range and RATEP, have demonstrated a sound return on investment and will be continued using alternate funding sources.

Others, such as the Teacher Education Centres of Excellence, are currently being evaluated to determine their future beyond 2013.

This review will also take into account the significant work being driven nationally through Strategic Policy Working Group to identify the next set of national reforms to boost teaching quality. The discussions to this point are focussed primarily on initial teacher education, and the outcome of the Working Group's activity will in part determine the need for continuation of the Centres of Excellence.

Showcase / Exemplary Activities – 1 January to 31 December 2012

Catholic Sector

Workshops for senior school leadership personnel were run in semester two.

Cairns: Cairns diocese has supported the recruitment and employment of Indigenous teachers through offering five scholarships for school leavers / mid-career entrants to commence teacher training. Indigenous Scholarship, Cadet and Mentoring Program are to be continued and supported program.

Mentoring has commenced in 2012 for cadets and scholarship recipients by Education Officer (Career and Transitions) – Indigenous Education. Cadets and scholarship recipients also maintain regular contact via email, phone, face-to-face with mentor.

Two Indigenous scholarships awarded at commencement of 2012. Two cadets are currently ongoing from 2011 under the Indigenous Cadetship Support Program.

Brisbane: Improved performance management and continuous improvement in schools, linked to national professional standards. Teachers and school leaders' performance is aligned to a School Renewal Plan and grounded in improvements in outcomes for students. Process of yearly and four-yearly performance management will be revised to reflect this.

The *BCEC Teacher Role Statement* and the *BCEC Performance & Development Program for Teachers* will be introduced to support performance development.

The Senior Performance and Development Officer has met with Leadership Teams and staff groups to introduce them to the BCE Role of the Teacher document and the BCE Performance and Development Program for Teachers Online resources to support the implementation of this above strategy have been developed and published.

Sixteen Leadership Team meetings and 14 whole of staff workshops have been delivered on Performance and Development Programs for teachers.

Resources continue to be developed as schools identify different needs in the Performance and Development area.

An Audit and Planning tool has been developed and is available on line for schools to use to support their development of a School Performance and Development Program.

Explicit links have been made between the National Professional Standards and performance and development programs for teachers.

Toowoomba: Research-based consultancy programs have been developed to meet the particular needs of the diocese. To ensure sustainability, key personnel are trained as mentors as well providing training for the mentees. Individualized matching of mentor/mentee who use regular telephone contact and online forums to communicate. Coaching programs began January 2012 with 4 days coaching in Brisbane.

Eight second year principals are participating in mentoring programs and two new applicants, (one Principal and

one aspiring Principal) have commenced the QELI Coaching program.



Independent Sector

As part of the Centres of Excellence Program, IGGS established a Teaching Observatory that enables mentors to observe pre-service teachers in a classroom setting. Teachers have also trialed the observatory and a small collection of video vignettes have been developed. This school is also developing policies and procedures for the use of the room, which will require a degree of consultation with staff and universities.

As part of the Beginning Teachers Program, ISQ established the Beginning teacher's website, which contains resources and Frequently Asked Questions, for new teachers.

Principal Professional Development

Description of Activity	Milestones 2012	Progress against milestones to date
<i>Where appropriate please address the principles for use of funding as included in the relevant section of the Implementation Plan.</i>	<i>List milestones as stated in the Implementation Plan</i>	<i>Please report all activity undertaken against each milestone to date, clearly stating whether the milestone has been achieved, in progress or delayed.</i>
State Sector		
Activity 1 – Capability and Leadership Framework – Associated Administrators	Full implementation of framework by the end of 2012	Achieved <ul style="list-style-type: none"> The Capability and Leadership Framework for Deputy Principals and the Capability and Leadership Framework for Heads of Programs is available via OnePortal
Activity 2 – Evidenced based school strategic and operational planning	Design stage completed March 2012 Build stage completed June 2012 Test stage completed July 2012 Solution deployed September 2012 Professional development / training developed Term 4 2012.	Achieved <ul style="list-style-type: none"> Solution was deployed in September 2012 and is now fully operational. Suggestions for changes / enhancements to 1S1P are routinely handled through the OneSchool Portal. Immediate post-release enhancements have been prioritized and are in the process of being successively rolled out to coincide with OneSchool upgrades. The key performance indicator of 25% increment per year of state schools using 1S1P to complete planning has been met. As of 4 April, 2013, 63% (795) of all State schools have used the 1S1P tool to prepare a Plan to the 'draft' stage. Of these schools, 225 have used the tool to formally progress a School Plan to 'Endorsed', 'Submitted', or 'In Review' status. Schools using the 1S1P tool are fully compliant with DETE priorities. Professional development and support in use of the tool is provided through Regional Offices and the OneSchool Help Desk.
Activity 3 – C2C	Release F(Prep)-10 English, mathematics and science materials one term in advance of implementation in schools: <ul style="list-style-type: none"> Term 1, 2012 materials - beginning of 	Achieved <ul style="list-style-type: none"> Phase one (draft) F(Prep)-10 English, mathematics and science materials released.

	<p>Term 4, 2011</p> <ul style="list-style-type: none"> • Term 2, 2012 materials – beginning of Term 1, 2012 • Term 3, 2012 materials – beginning of Term 2, 2012 • Term 4, 2012 materials – beginning of Term 3, 2012 <p>Release F(Prep)-10 materials in history:</p> <ul style="list-style-type: none"> • Whole –school plan, year level plans and unit overviews – beginning of Term 3, 2012 • Term 1, 2013 history materials – beginning of Term 4, 2012 <p>Re-release refined materials in F(Prep)-10 English, mathematics and science:</p> <ul style="list-style-type: none"> • Term 1 materials – beginning of Term 4, 2012 • Term 2 materials – beginning of Term 1, 2013 • Term 3 materials – beginning of Term 2, 2013 • Term 4 materials – beginning of Term 3, 2013 <p>Partner schools established Term 1 2012.</p>	<p>Achieved</p> <ul style="list-style-type: none"> • Whole-school plan, year level plans and scope and sequence of content descriptions were released on 9 July, 2012 • Term 1 2013 history materials released on 8 October 2012 <p>Achieved</p> <ul style="list-style-type: none"> • Term 1 and 2 2013 materials were available the equivalent of one Term in advance. <p>On target</p> <ul style="list-style-type: none"> • Term 3 and 4 2013 materials are on target to be delivered the equivalent of one term in advance of implementation <p>Feedback process achieved</p> <ul style="list-style-type: none"> • Partner schools not established – alternative process for providing feedback implemented successfully
Activity 4 – Teaching and Learning Audits	<p>Continuation of auditing process to audit up to 400 state schools in 2012 and 2013.</p> <p>Introduction of advisory audits to all schools undertaking an audit in 2012 and 2013.</p>	<p>On target</p> <ul style="list-style-type: none"> • From July to November 2012, 321 Teaching and Learning Audits were conducted in Queensland state schools.15 of these were Advisory Audits. • It is anticipated that approximately 409 schools will be audited in 2013, of which it is anticipated that 11 will be Advisory Audits.
Activity 5 – Take the Lead	<p>Extension of Take the Lead program</p>	<p>On target</p>

	<p>throughout 2012 and 2013 to facilitate the development of up to 75 aspiring leaders.</p> <p>Development of a Capability development checklist of skills to be embedded in program by Semester 1 2012.</p> <p>Development of financial, facility and HR management component in the program by end 2012.</p> <p>Development of OneSchool administrator responsibilities in the program by end of 2012.</p> <p>Through the provision of professional learning build on the capabilities of current school leaders who nominate to support an aspiring leader as a mentor within Take the Lead.</p>	<ul style="list-style-type: none"> • 2 rounds of Take the Lead occurred in 2012 with a further 2 rounds to occur in 2013. • 50 aspiring leaders took part in 2012 with up to 50 aspirants expected to participate in 2013. <p>Achieved</p> <ul style="list-style-type: none"> • Capability development checklist of skills is embedded in program. <p>Achieved</p> <ul style="list-style-type: none"> • Development of financial, facility and HR management component embedded in the program. <p>Achieved</p> <ul style="list-style-type: none"> • Development of OneSchool administrator responsibilities embedded in the program. <p>Achieved</p> <ul style="list-style-type: none"> • Mentor training and professional support has been provided to current school leaders participating in the program as mentors.
Activity 6 – Develop Indigenous school leadership	<p>Professional Development residential to occur for 25 teachers:</p> <ul style="list-style-type: none"> • February 2012 • September 2012 <p>25 places in a second round to be advertised from the 16 April 2012</p> <p>Second round to begin November 2012.</p>	<p>Achieved</p> <ul style="list-style-type: none"> • some success of those who participated are undertaking leadership roles. • the second program did not proceed.
Catholic Sector		
Activity 1 – In-school support Improved in-school support for school principals particularly in disadvantaged Indigenous, multi-	<p>Series of 6 workshops developed Diocesan Consultant based in rural / remote schools</p>	<p>Achieved - 38 principals and senior staff participated in the Leading Learning program semester 1.</p> <p>Achieved - Secondary staffing committee established</p>

<p>cultural and hard-to-staff schools. Establish 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>	<p>External consultants engaged to provide in-school support for rural / remote schools</p> <p>School Development Officers employed</p>	<p>Achieved - 12 additional support hours continue to be delivered to five small schools</p>
<p>Activity 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. 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>	<p>Achieved - Sixteen Leadership Team meetings and 14 whole of staff workshops have been delivered on</p> <p>Achieved - Performance and Development Programs for teachers.</p> <p>Achieved - Resources continue to be developed as schools identify different needs in the Performance and Development area.</p> <p>An Audit and Planning tool has been developed and is available on line for schools to use to support their development of a School Performance and Development Program.</p> <p>Explicit links have been made between the National Professional Standards and performance and development programs for teachers.</p> <p>Five cohorts of primary and secondary teachers have begun a leadership program.</p> <p>Three days of six have been completed in Phase One of Leadership of Learning program with 40 school principals.</p>
<p>Activity 3 – Indigenous leadership</p> <p>Review and enhance strategies to attract Indigenous personnel to leadership and teaching using a</p>	<p>Indigenous community leaders form part of the leadership teams.</p>	<p>Achieved - 12 Indigenous people enrolled in a “Growing our own” program</p> <p>25 graduates at Certificate/Diploma/Degree level</p> <p>12 cadetships offered</p> <p>Five (5) involved in Indigenous Leadership</p>

number of strategies including new models for formal leadership structures to include community representation and improvements to cadetship models for developing Indigenous teachers.		A number of partnerships including dare to lead and 29 school partnerships with 14 traditional owners Two Indigenous scholarships awarded at commencement of 2012. Two cadets are currently ongoing from 2011 under the Indigenous Cadetship Support Program.
Activity 4 – Succession management program Offer Leadership Development Courses focused on aspiring, existing and transitional leaders	Succession management programs operating for about 60 aspiring leaders	84 aspiring leaders have completed Succession management Programs.
Activity 5 – Mentoring / consultancy programs Principals will have access to models of mentoring through sharing of practices.	Teleconferences and Diocesan curriculum conference held. 20 mentors trained to work with school leaders.	24 experienced Principals trained as mentors to first year Principals and aspiring Principals.
Independent Sector		
Mentoring and Coaching Program This is a school based program which involves two days training of up to 5 mentors and their corresponding mentees on the school site, followed by a year of follow up executive coaching with mentors. It has been designed in accordance with the following principles for use of funds agreed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs to: <ul style="list-style-type: none"> provide opportunities for emerging and current principals in school and non-school settings, including those in regional and remote locations, to access 		In progress

<ul style="list-style-type: none"> professional development align with the National Professional Standard for Principals exemplify the best practice characteristics elaborated in the draft Australian Charter for the Professional Learning of Teachers and School Leaders: relevant; collaborative; futures focused; and sustained. 		
<p>Consultancy Support: Improved understanding of the Australian Curriculum</p> <p>Consultancy support (up to 5 days) specific to the needs of the school leader. Consultancy Support relating to the improved understanding of the Australian Curriculum. The support will link school leaders with nationally recognised curriculum experts.</p> <p>It has been designed in accordance with the following principles for use of funds agreed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs to:</p> <p>Provide opportunities for emerging and current principal, including those in regional and remote locations, to access professional development.</p> <ul style="list-style-type: none"> align with the National Professional Standard for Principals exemplify the best practice characteristics elaborated in the 		<p>In progress</p>

<p>draft Australian Charter for the Professional Learning of Teachers and School Leaders: relevant; collaborative; futures focused; and sustained</p> <ul style="list-style-type: none"> • demonstrate effectiveness and value for money • give priority to: <ul style="list-style-type: none"> ○ supporting principals to lead change to enable implementation of the Australian Curriculum. 		
<p>Consultancy Support: More effective parent and community engagement strategies</p> <p>Individually designed consultancy support (up to 5 days) specific to the needs of the school leader who wish to implement and improve strategies for parent and community engagement, focus could be on Indigenous parents and their communities but need not be that specific.</p> <p>It has been designed in accordance with the following principles for use of funds agreed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs to:</p> <ul style="list-style-type: none"> • provide opportunities for emerging and current principals including those in regional and remote locations, to access professional development. • align with the National Professional Standard for 		<p>In progress</p>

<p>Principals.</p> <ul style="list-style-type: none"> • exemplify the best practice characteristics elaborated in the draft Australian Charter for the Professional Learning of Teachers and School Leaders: relevant; collaborative; futures focused; and sustained. • give priority to: <ul style="list-style-type: none"> ○ building the capacity of principals to engage with local Aboriginal and Torres Strait Islander communities 		
<p>Participate in QELI's - Creating Superb School Leadership Teams</p> <p>The aim is to build the capability of the school leadership team to work together to achieve whole school improvement. Through a combination of online and face-to-face learning modules the program introduces strategies to develop a shared vision and establish group protocols, shape team learning and build a coaching culture within the school.</p> <p>It has been designed in accordance with the following principles for use of funds agreed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs to:</p> <ul style="list-style-type: none"> • provide opportunities for emerging and current principals including those in regional and remote locations, to access professional development 		<p>In progress</p>

<ul style="list-style-type: none"> • align with the National Professional Standard for Principals • exemplify the best practice characteristics elaborated in the draft Australian Charter for the Professional Learning of Teachers and School Leaders: relevant; collaborative; futures focused; and sustained • give priority to: <ul style="list-style-type: none"> ○ local priorities agreed in state and territory Principal Professional Development Implementation Plans. 		
<p>Participate in QELI's – Good to Great Leadership program</p> <p>An intensive program for experienced principals who have previously participated in high level leadership programs e.g. Leading Australian Schools program to build on recent and previous executive principal learning in order to renew and reinvigorate their focus and commitment to school improvement.</p> <p>It has been designed in accordance with the following principles for use of funds agreed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs to:</p> <ul style="list-style-type: none"> • provide opportunities for emerging and current principals in 		In progress

<p>school and non-school settings, including those in regional and remote locations, to access professional development</p> <ul style="list-style-type: none"> • align with the National Professional Standard for Principals • exemplify the best practice characteristics elaborated in the draft Australian Charter for the Professional Learning of Teachers and School Leaders: relevant; collaborative; futures focused; and sustained • demonstrate effectiveness and value for money • give priority to: <ul style="list-style-type: none"> ○ local priorities agreed in state and territory Principal Professional Development Implementation Plans. 		
<p>Principal developed activities: They have been designed in accordance with the following principles for use of funds agreed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs to:</p> <ul style="list-style-type: none"> • provide opportunities for emerging and current principals in school and non-school settings, including those in regional and remote locations, to access professional development • align with the National Professional Standard for 		In progress

<p>Principals</p> <ul style="list-style-type: none">• exemplify the best practice characteristics elaborated in the draft Australian Charter for the Professional Learning of Teachers and School Leaders: relevant; collaborative; futures focused; and sustained• demonstrate effectiveness and value for money• give priority to:<ul style="list-style-type: none">○ local priorities agreed in state and territory Principal Professional Development Implementation Plans.		
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Section 3 – Low Socio-Economic Status School Communities

2012 Significant Achievements/ Highlights – 1 January to 31 December 2012

Under the key strategies of the National Partnership, the following significant achievements, activities and highlights occurred from 1 January to 31 December 2012.

State Sector

The closed and open merit selection process for all state Low SES NP schools concluded in 2011 with 8 Phase 4b NP Principals commencing employment as a NP principal in January 2012. The first Principal Performance Review occurred for 54 Phases 4a and 4b NP Principals during May, June and October 2012. The second, third and fourth rounds of Principal Performance Reviews occurred for 77 Phases 1, 2, 3a and 3b National Partnership Principals.

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

- the *Smarter Schools' National Partnerships Teachers' Conference 2012* was held in January for approximately 200 teachers appointed or transferred to Low SES schools. Approximately 50 pre-service teachers also participated in the program
- coaching and mentoring of principals
- sponsorship of leadership development courses for principals including 27 principals that participated in Queensland Education Leadership Institute (QELi) Creating Superb School Leadership Teams program
- *Leading Teaching and Learning Conference* aimed at the development of middle management staff members in high schools
- further development and refinement of the [Low Socio-Economic Status School Communities National Partnership](#) website through the development of 8 additional case studies
- development of OnePortal sites (virtual intranet communities) for Principals and Turnaround Team members
- 7 Turnaround Teams worked with over 100 Low SES NP schools during 2012
- implementation of regular webconferences with Turnaround Team members
- development of a report on attendance based on analysis of 64 schools' Principal Performance Reviews.

The Low SES NP had continued representation with key stakeholders through participation in the annual Education Dialogue (Great Teaching in Tough Schools) held in Sydney in September 2012. A joint research project between DETE and SVA that involved conducting research and development of case studies on 6 LSES NP schools was also conducted in 2012.

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.

- 19 Low SES NP schools won regional Showcase Awards during May 2012
- 9 schools were consequently nominated as state finalists in 6 of 8 possible categories
- 2 schools were consequently named as state finalists in October:
 - Eagleby State School for Excellence in the Early Phase of Learning
 - Redbank Plains State High School for Excellence in the Senior Phase of Learning.

Four Low SES NP teachers and/or principals were selected to represent Queensland in the 2012 [Australian Awards for Outstanding Teaching and School Leadership](#). This prestigious awards program managed by the

[Australian Institute for Teaching and School Leadership \(AITSL\)](#) on behalf of the Australian Government, are an opportunity to recognise and celebrate teachers and school leaders who make an excellence contribution to their school and communities. Michael Hansen, Principal Cairns West State School was named the Australian Government Minister's Award for Excellence in Teaching and School Leadership in Aboriginal and Torres Strait Islander Education.

Building on their success in 2011, where they were named Education Queensland's Award for Excellence in the Middle Phase of Learning, Gin Gin SHS was named [National Australia Bank's \(NAB\) Queensland Impact Award](#) winner in 2012 for their Alternative Pathways Program (GGAP). GGAP introduces students to environmental management concepts and agricultural projects. The purpose of the partnership is to increase engagement with learning, address attendance issues, reduce poor behaviour and improve academic outcomes.

A cross-sector event to celebrate effective parent and community engagement and partnerships in Queensland with a focus on cultural diversity was held in the city of Logan in June. Over 300 people attended the event which involved 22 state schools, 2 catholic schools and 1 independent school.



Catholic Sector

Across Catholic schools in Queensland there have been a number of significant achievements and highlights. The following lists provide a flavour of some of those achievements and highlights.

- schools have indicated using Data to inform planning
- improved student achievement has been attributed to using strategic resourcing with identified needs
- schools are utilising coaching as a way of supporting teachers and student engagement
- teachers are using constructed positive feedback as another way of engaging students in learning
 - reading to Learn (R2L) program has successfully engaged students in literacy skills building
 - school operational arrangements which encourage innovation and flexibility
 - whole school planning to support new teaching staff
 - improvement in PAT-R Comprehension results across years 2 to 6 through use of Reading Rotations program
 - improvement in NAPLAN results across years 3, 5 and 7 through use of Radical Readers and Home Reader programs
- increased teacher collaboration and team planning to meet the individual learning needs of students
- Developmental Reading Assessment has been used for whole school screening and development of the data wall to continue to monitor reading and to inform planning. The data wall has been extended to spelling and oral language
- schools have focussed on a range of literacy or numeracy strategies and have reported encouraging student improvement
- schools have employed a range of strategies that are designed to meet the individual school needs including provision of resources, small group tutoring, and reduction of class sizes and staff professional development
- one secondary college has recognized and identified the numeracy and literacy skills deficits that boarding students from remote aboriginal communities. The concurrent timetabling of the levels within Mathematics and English at Year 8 and 9 levels enables students identified with significant prior learning deficits to be supported in smaller classes. Smaller targeted support classes are provided in English and Mathematics. The concurrent timetabling of the levels within these subjects allows for movement between levels to cater for individual requirements and encourages students to work toward advancement in skills
- further extension of the subject Language and Literacy. Teacher prioritisation and resource provisioning has been carried out in order for the College to support this initiative
- one secondary school that has a mission for disadvantaged youth has continued to provide staff training from a teacher with appropriate qualifications and expertise. This up skilling / professional development for staff has allowed staff to be more confident in planning to cater for the particular needs of individuals within their classes.



Independent Sector

Significant achievement and highlights among independent schools in 2012 include:

- Victory College reports the percentage students achieving the National Minimum Standard for Reading increased by an average of 33% between 2011 and 2012. The percentage of students achieving the National Minimum Standard for Numeracy increased by an average of 49% during this period. The school finalised a teaching and learning framework in August that now forms the basis of all professional development, mentoring, coaching and performance management at the school. The leadership team created a performance and development policy for all teachers that is aligned to the AITSL Performance and Development Framework. The school has also finalised a two-year curriculum overhaul which has resulted in a teaching program aligned to the Australian Curriculum. Victory College has also developed an improved middle management system that uses best practice performance management and staffing arrangements based on distributed leadership.
- Shalom College reports average student attendance rate increased by 3% between 2011 and 2012. Progression rates for Year 10-12 students increased from 71% to 90% during this period. The school installed REDCAT sound systems to every classroom to ensure students, particularly those with hearing difficulties, can hear lessons better. Shalom has also engaged Teachers Assistants and a Community Liaison Officer.
- Gulf Christian College reports the attendance rate increased by 6% between 2011 and 2012. The attendance rate for Indigenous students also rose by 6% during this period. The school also established a curriculum program to meet Australian Curriculum guidelines.
- standardised testing (PAT-Maths) at Cairns Adventist College has helped to identify students who require additional assistance. The school reports that student attendance rates remain high at 91%.
- Coral Coast Christian School reports that overall NAPLAN results have improved, with one student well above expected parameters of the national average. The school has implemented a Targeted Maths program for 'at-risk' students in addition to a Buddy Readers program, which pairs a strong reader with a weak one for 10 minutes per day. The school opened the library before and after school hours in 2012. Refreshments were made available and an area dedicated to parenting books was prominently displayed.

Support for Aboriginal and Torres Strait Islander Students – 1 January to 31 December 2012

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 2011 Annual Report. In addition to those identified schools, Low SES NP state schools are implementing strategies to support Aboriginal and Torres Strait Islander students. A case study highlighting Waterford West State School's Bareibunn Boul (Dream Circle) is outlined below. Waterford West SS was a state finalist in Education Queensland's Showcase Award for Excellence in Community or Industry.

Waterford West State School (SS) - Bareibunn Boul — the Dream Circle

Waterford West SS is a metropolitan primary school located south of Brisbane in the city of Logan. In February 2012, the school had a total student population of 635 students, with 11.5% of students representing as Indigenous and a number of students with main languages other than English.

Through space, dance, language, song, process, people and stories, Waterford West SS has built an equitable educational environment, connecting the school's Aboriginal and Torres Strait Islander community to the school to make possible the dreams of Indigenous students and to close the gap between the performance of non-

Indigenous students and Indigenous students. Specific strategies included:

- The Space - Development of an after school hours program (Bareibunn Boul) aimed at improving the academic achievement of Indigenous students through a multi-layered approach. This approach ensures that:
 - Indigenous student identities are lodged at the forefront of all work and play
 - a safe place is created for Indigenous students to learn welcome to country, cultural skills and customs
 - dedicated time for reading, writing and art tasks supplement with cultural tasks
 - maintenance of individual learning logs by students
 - creation of a 'boul' space in the daily work of the Indigenous LOTE teacher. This space allows Indigenous and non-Indigenous students the opportunity to experience Indigenous culture
- The Dance - Performances by the 'Deadly Jarjums', Waterford West SS's Indigenous dance troupe. This troupe was formed as result of the dance taught at the boul
- The Language - Introduction of the local Indigenous language, Yugambeh, as the Language Other than English (LOTE) taught to all students and all year levels
- The Song – all students learn the Australian national anthem in Yugambeh and the school choir performs the anthem in Yugambeh at school and public events
- The People - a suite of community partnerships (parents and caregivers, Community Durithunga, Queensland University of Technology Faculty of Education, staff and students of Waterford West SS and the traditional owners of the land of Yugambeh) have been established to develop the program to engage and build pride in the school's Indigenous students.

The outcomes for Indigenous students have improved with school based data indicating that students who regularly attend Bareibunn Boul, have achieved a steady improvement on end of semester reports. Other outcomes included:

- re-establishment of the school choir with the multi-cultural choir and Deadly Jarjums dance troupe representing the school at many community functions
- development of the leadership capacity of Indigenous students
- establishment of Durithunga Deadly Day, an interschool sports competition
- increase in knowledge of pre-service teachers and teaching staff about Indigenous culture and the embedding of this culture into the curriculum
- development of positive relationships between multi-cultural groups. Bareibunn Boul as a 'draw card' for students wanting to be at school and to attend the after school hours program.



Catholic Sector

Across Catholic schools in Queensland there have been a number of strategies that have been directed to improve attendance, wellbeing, engagement and improved literacy and numeracy outcomes. The following list provides the strategies and the impact of those strategies.

Brisbane

Strategy: Dedicated role of an Indigenous Education Officer

Impact: Schools have reported an increase in indigenous student attendance.

Cairns

Strategy: Various strategies directed at improving speech, language and reading.

Impact: Improvement in mean scaled scores for years 2 -6 on PAT-R Comprehension test results.

Toowoomba

Strategy: Various Literacy and Numeracy intervention programs have been employed across the Catholic schools in the Toowoomba diocese. These strategies have been tailored to meet the specific needs of students such as targeted speech/language activities.

Impact: Teachers are observing improvements in reading, language and numeracy. Data for one school in the

Toowoomba diocese with approximately 50% Indigenous enrolment is provided below.

Year level	Sight word knowledge	Reading and comprehension	Phonological awareness	Mathematical concepts
1	15% improvement	15% improvement	23% improvement	15 % improvement
2	35% improvement	23% improvement	23% improvement	7% improvement
3	16% improvement	16% improvement	16% improvement	8% improvement
4	8% improvement	8% improvement	8% improvement	8% improvement
5	14 % improvement	14% improvement	57% improvement	14% improvement
6	20% improvement	0% improvement	14% improvement	0% improvement
7	16% improvement	0% improvement	0% improvement	0% improvement

Townsville

Strategies: Establishment of a transition program for Indigenous students who move into boarding school.

Breakfast and lunch support programs, health screenings and recognition programs.

Impact: Improved attendance and well-being. Significant increases in enrolments of Indigenous student have occurred.

Boarding School

Strategy: Involvement in Indigenous Sporting Academy

Impact: Increased student engagement with the program.



Independent Sector

Djarragun College has established a senior schooling model covering year 10 to year 12. Year 10 is a transition year based on the Queensland Studies Authority Year 10 Guidelines in which students prepare for senior studies and undertake pathway and career planning. All students are enrolled in programs for year 11 and 12 that will lead to a Queensland Certificate of Education (QCE). A 'high expectation' stream has been established for students seeking university entrance – the first of this group to graduate in 2013. A second stream comprises students who are seeking a general year 12 qualification for the purposes of seeking employment or further study in VET. A third stream constitutes an alternative pathway for students who are disengaged from schooling and/or require significant educational assistance. While enrolled in the QCE, these students may not achieve this objective but will complete vocational certificates at AQF level 2 and acquire a stronger level of achievement in literacy and numeracy. Despite only running for 2012, the school reports that this approach has dramatically increased the number of students graduating from the College with a completed QCE and with a VET certificate.

Cairns Adventist College reports its 2012 Indigenous attendance rate climbed back to its 2009 level (90%). The school reports "Making learning fun has been our biggest strategy to help students not want to miss out on any school."

Shalom College has continued to develop its Parent Liaison Officer (PLO) model to grow community links with parents from remote traditional communities on campus in learning advocacy and real time learning support. The school's Learning Support unit is growing and will include culture and dance in 2013. The PLO's sometimes need to be at home during term time, so they have alternated them from individual communities. The school believes this has made a contribution toward sustaining higher levels of engagement.

Support for Other Disadvantaged Student Cohorts – 1 January to 31 December 2012

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 implemented a suite of strategies to support individual students and the broader community. Employment of community liaison officers is a strategy that has been implemented by some Low SES NP schools.

Burrowes State School (SS)

Burrowes SS is a metropolitan primary school located 26kms south of Brisbane in the city of Logan. In February 2012, the school had a total student population of 713 students, with 5.8% of students representing as Indigenous and 10.9% of students with main languages other than English.

Through a desire for improved outcomes for the students at Burrowes SS, the principal through strong curriculum leadership and the development of parallel leadership has implemented a raft of strategies and programs with this goal in mind. As the Principal has indicated, 'Burrowes is a great school with huge potential where the children try hard, the staff work hard and the parents care hard! If you can't work with that, there is a problem'. Strategies supporting this philosophy included:

- Gifted and Talented Enrichment Program
- development of a Principal's Markbook aimed at enhancing academic improvement through individual goal setting with students
- Intensive Teaching Intervention Program aimed at the explicit teaching of reading, writing and numeracy skills
- Juncture Intervention Programs aimed at developing students' learning across key learning junctures
- support of programs through adequate resourcing, utilisation of data and personalised learning to inform teaching strategies and provision of professional development and staff mentoring programs.
- Parent Participation Programs
- Improved Learning Environments
- Beyond the Day Support and Access – provision of an area for students and community to access ICTs and resources to complete homework and projects. This program is supported by staff volunteers and trained parent volunteers.

The Burrowes SS has achieved measurable improvements in student learning evidenced in NAPLAN and school based data and a corresponding decline in the number of student behaviour incidents. Other outcomes included:

- personalised feedback to students from the Principal
- improvement in parental satisfaction with curriculum focus of the school
- open and transparent sharing of data
- improvement in the learning environment of the school
- Increase in parent support and interaction with students in the school.



Catholic Sector

Across Catholic schools in Queensland there have been a number of strategies that have been directed to improve attendance, wellbeing, engagement and improved literacy and numeracy outcomes. The following list provides the strategies and the impact of those strategies.

Brisbane

Strategies: Intervention and coaching support by ESL teachers. Wrap around support for students with high needs. Targeted support for students from a non-English speaking (refugee) background.

Impacts: Improved engagement with learning

Cairns

Strategies: Health screening and targeted intervention to meet individual student needs. Engaging with parents to support learning in the home.

Impacts: All of school data for one school in the Cairns diocese reflects the impact of the broader program initiatives and also the impact on disadvantaged student cohorts.

- Yr 2 (2011) → Yr 3 (2012) increase of 7.9
- Yr 3 (2011) → Yr 4 (2012) increase of 8.3
- Yr 4 (2011) → Yr 5 (2012) increase of 4.8
- Yr 5 (2011) → Yr 6 (2012) increase of 8.4
- Yr 6 (2011) → Yr 7 (2012) increase of 1.3
- Overall mean increase of 6.14

Toowoomba

Strategies: Various Literacy and Numeracy intervention programs have been employed across the Catholic schools in the Toowoomba diocese. These strategies have been tailored to meet the specific needs of students such as targeted speech/language activities.

Impacts: To illustrate the benefits of the program initiatives the learning journey of one student who enrolled in the school 2 years ago. At the time of enrolment the year 3 Visually Impaired student could not read. Currently in year 5, the student has a Reading benchmark level is 15 and his sight vocab is 168/200.

Sustainability

State Sector

Building on the innovation of improving school leadership within the Low SES strategies, in other state initiatives Queensland has advanced an innovative model to support the development, leadership, capability and supervision of all of our school leaders. The Education Queensland Principals' Capability and Leadership Framework (EQ PCLF) has a multi-layered approach that focuses on building collective organisational capacity. The EQ PCLF provides a consistent professional language and clear and transparent expectations of the leadership knowledge, skills and behaviours of principal leadership as a key instrument in the improvement agenda.

Using the EQ PCLF, principals will be able to profile their leadership strengths and opportunities for development that will inform the performance development framework process and plan ongoing professional learning.



Catholic Sector

One rural Catholic primary school has offered the following narrative that provides a useful perspective of the nature and complexity of educational disadvantage in a small rural location.

"The school has increased its enrolment from 37 in the August 2011 Commonwealth census to 57 in the corresponding 2012 return, an enrolment increase of 54%. Apart from the Prep intake, almost all other new enrolments have come with significant socio-educational deficits and have been attracted to the school because of the school's reputation and record of achievement:

- one student in Year 3 is in his first year of formal schooling, with a very limited home schooling background
- two students (one in Year 2 and one in Year 6) have come to the school functionally illiterate
- more than 50% of students in one class have Individual Learning Plans to address identifiable educational deficits
- students have enrolled with poor prior records, not just in their educational profiles, but also particularly high levels of absenteeism and suspensions. Absenteeism, while still unacceptably high, is vastly improved. There have been no suspensions of students from school this calendar year. Learning behaviour has been a significant focus of attention.

So the major achievement is that the school has found ways of delivering good outcomes for this generally low socio-educational influx of students."

The following is a list of measures that have been highlighted by some of the Queensland Catholic schools.

- reforms were based on a model for whole school improvement
- reforms have been built into school development plans and school curriculum programs
- high yield strategies have been built in as not-negotiable in school programs
- emphasis on analysis of both literacy and numeracy data focussing on growth over time
- focus on professional learning of staff built into whole school processes
- best practice was shared with nearby school
- presented best practice at Diocesan curriculum conference
- video snippets have been filmed to enable sharing with other staffs.

Key areas of reform that require continued effort or investment to ensure the sustainability of impact.

Sustainability of project will to some extent depend upon retention of principal and significant staff in a small country town. Acknowledgement of this and support at the system level will be important.

The obvious loss of funding will impact on the sustainability of the program and the following narratives from

two rural schools in the Toowoomba Diocese illustrate both this risk and the value of the program to those school communities.

“This funding over the past 4 years has brought new life to our school. Our school has 46% Indigenous enrolment with most of these students taking part in the program. Over 40% of our school population currently attends this program but all students in the school have been part of it at some time during the year. As well as literacy and numeracy intervention, this program has allowed us to gather and record vital data to help improve student outcomes.”

“At the conclusion of the National Partnerships funding cycle the school will have significant difficulty in maintaining the staffing levels for teacher intervention and teacher aide support. The current provision of five teacher days per week plus teacher aide time will cease, placing a burden on the provision of specialist intervention to target students not meeting benchmarks in their development. The ongoing training of staff in specialist teaching programs/tools and processes will be largely unattainable from school generated income.”

Showcase – 1 January to 31 December 2012

State Sector

Eagleby State School and Redbank Plains State High Schools were awarded state winners in the [Queensland Showcase Awards](#) in 2012. 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.

Eagleby State School

Eagleby SS is a metropolitan primary school located 40 kms south of Brisbane in the city of Logan. In July 2012, the school had a total student population of 408 students, with 9.5% of students representing as Indigenous and a significant percentage of students with main languages other than English.

Through a desire for improved outcomes, priority has been placed on ‘Personal Excellence’ at Eagleby SS. As the Principal has indicated, ‘Literacy development and language acquisition are intertwined from a very young age’. Staff members at Eagleby SS were concerned about the low level of oral language skills displayed by students entering Prep and the impact this had on reading skill development throughout their future schooling. Staff worked collaboratively with the Speech Language Pathologist (SLP) to negotiate a program for providing *Structured Oral Language Intervention for School Success* (S.O.L.I.S.S) for all students at risk of falling behind in literacy due to difficulties with oral language. Strategies supporting this priority included:

- diversifying the role of the SLP
- employing a specialist teacher aide (Fourth Year Speech Student)
- collection and analysis of data
- providing Professional Development to build teachers’ and teacher aides’ knowledge and capacity
- developing and implementing targeted programming and resources
- prioritised programming, timetabling for teacher aides
- implementing parent and community programs in support of early oral language development
- review process
- action research study.

Eagleby SS’s S.O.L.I.S.S has succeeded in significantly improving the oral language skills of the students within the target group from 100% of students being below average to 92% reaching and average or above average level of ability. Other outcomes included:

- Pat-R results have reflected significant shifts within a 12 month period
- a consistent process has been established for the use of systemic, school based data and pre and post intervention screening
- Eagleby SS was identified as one of the most improved schools in Queensland based on 2011 NAPLAN

results

- ongoing and sustainable Intervention Programs
- staff members have developed a collaborative team approach
- staff members are incorporating specific language strategies
- Eagleby has developed a growing cohort of trained parents and volunteers
- connections with Early Learning Centres have been established.

Redbank Plains State High School

Redbank Plains SHS is a metropolitan high school located 30 kms west of the Brisbane CBD. In July 2012, the school had a total student population of 1262 students, with 9.2% of students representing as Indigenous and 10.5% percentage of students with main languages other than English.

As a result of a desire for improved outcomes, priority has been placed on addressing barriers that students face in developing skill sets necessary to make successful transition into the workforce. As a result, the *Choices not Chances Program* was introduced, which provides up-skilling and assists students to capitalise on their potential as skilled, capable workers and helps break the unemployment cycle.

Initiatives for students supporting this priority included:

- implementing the *GenR8* program supported by Federal and State Departments, tertiary education facilities, state high schools, private industry and the community
- specific programs have been developed for Students with a Disability (SWD)
- the trial of a Communication in the Workplace
- development of a relationship with McDonalds Restaurants and Kador Engineering (KE)
- providing assistance with the coordination with of the inaugural Ipswich Pasifika Career Expo to be held in July 2012
- the establishment of continuous monitoring and assistance to students provided by the Support Teacher – Future Pathways in the Senior Study Room
- organisation of White Card Courses to prepare students for the construction industry
- initial consultations with Five Arrow Productions to create effective, productive and dynamic learning environments that scaffold employability and life skills through creative arts and performance driven workshops.

Redbank Plains SHS's *Choices not Chances Program* has significantly assisted students gain understanding of what is required to work in a particular industry through resume writing and mock interview workshops, structured work experience and school based traineeships and apprenticeships. Other outcomes included:

- discovering the aspirations of our senior body to guide our strategic plan annually
- sustainable community relationships
- providing families from culturally diverse backgrounds with a foundation of support when interacting with stakeholders
- student centred collaborative support.



Catholic Sector

South-east Queensland Catholic Primary School

The focus for this year was to develop shared practices of all staff in the implementation of established programs in the school. These programs are Reading To Learn, Sound Waves, Role M maths. This was achieved through the introduction of coaching on a weekly basis, regular Learning Teams and Committees as part of staff meetings and the employment of a Maths consultant for two days to work with middle and upper school. A school officer was also employed full time to work in the early years classrooms and attend Role M in services. With the purchase of I pads and laptops to be used throughout the school, we have seen the embedding of ICLT

in the curriculum with application in Literacy & Numeracy.

Coaching:

- weekly by STIE, LNIT, APA & APRE
- teachers are becoming comfortable with the idea of coaching being a way of working in the school as it supports personalised learning and goal setting. Teachers can express their professional needs while being given affirmation for the good practices.

Coaching is beginning to impact on literacy and numeracy outcomes as the school is refining teaching pedagogy through the review of the goal setting. It has given teachers increased confidence in the implementation of the set programs, feedback that they are achieving their goals, time for self- reflection and forward planning. It has helped to de-privatise classrooms while supporting teaching staff through transparency of practices and sharing of knowledge.

Reading to Learn:

- assessment folder for each class level from 4 to 7. Teachers putting results at the end of each term to inform writing progress of each child in their classroom. It also provides valuable information & analyses to inform their planning for areas of need in the following teaching cycle
- year level teachers withdrawn to moderate assessment pieces with LNIT, STIE & ESL teachers so that we are all marking accordingly
- samples of texts collected from each year level and scanned in folders to monitor writing progress of the same children throughout their schooling
- LNIT, ESL & STIE modelling in classroom and observing delivery of the program.

From all the above actions and activities, there has been a marked improvement in writing particularly in the lower school, where for our ESL children, writing is usually very difficult and takes longer to develop. All the children participate and it has given them confidence and a willingness to write longer texts using more complex grammatical structures. Students were reading according to PM benchmarks at a high level but had to be marked down as they didn't have the understanding of the texts they were reading. R2L is developing the three levels of comprehension and assisting students in accessing texts with greater understanding.

Sound Waves

- learning teams meetings to discuss issues, problems and resourcing for the program
- presentation to staff from Sound Waves consultant to refresh understanding of strategies and offer new resources
- purchased charts /visuals/cards for every classroom.

There has been a marked improvement in spelling throughout the school since the introduction of this program. Children are introduced to all the different sounds at Prep level so that the experimental writing in prep and lower school has shown an improvement from earlier years. Children's spelling approximations are better as they are spelling phonetically which in turn makes writing easier to read. Sound Waves are well resourced and encourage children to talk about the letter/sound correspondence and to experiment with new words.

Role M Maths

Role M Maths operating in the lower school has been extremely successful in developing orally the language of maths to our ESL children before they move to written form. As the teachers have become more confident in using the concrete materials, many of the children in Prep & year 1 & 2 have understood the concepts earlier and have required extension. The games and materials are hands on, easy to use and give students the confidence needed to have a go at more complex problem solving activities than would be the case. This confidence extends into students' literacy work. Most of the resources and activities can be adapted to provide activities from low level to challenging so it is easier for the teacher to cater for the diverse range in the classroom.

Maths Middle –Upper School

DMT (Maths Diagnostic Tests) administered by LNIT at end of year and results are provided to the teachers to use at the beginning of the year. These tests were comprehensive and covered all the areas of maths. Teachers could immediately see where the areas of need are in their classroom. They are able to focus and target specific concepts.

The enquiry based learning model introduced into middle and upper classrooms by our maths consultant, enables students to demonstrate their use of specifically taught concepts and engages all students in their own learning. Teachers have reported that they have changed some of their methods and pedagogy in the way they have been teaching mathematics. The consultant has also provided teachers with different questioning techniques and mental computation strategies and games that cement the learning.

Reflection

What has worked well?

- coaching on a regular weekly basis
- releasing teachers to discuss and cross mark R2L texts in class levels
- learning teams which give all staff the opportunity to voice their concerns or share good practices in a small group
- development of the language of Maths in the lower school
- ongoing in service of all staff for Reading 2 Learn
- teachers more confident to give up Maths Student text books
- more effective use of school officers in literacy/numeracy blocks.

What were the challenges?

- some staff concerned with coaching and opening their classroom to coaches
- time poor; many weekly interruptions to the school day and not being able to cover literacy and numeracy blocks daily
- working without text books particularly middle to upper school maths How do we know that all aspects of the maths curriculum is being covered
- time taken to administer tests and how will that be sustainable when the LNIT role disappears
- how to assist teachers to record data they have collected when they have so many demands place upon them?

What advice would you give teachers, school and system?

System

- to support sustainability, the incorporation into school culture of a LNIT on a part time basis to keep data manageable and assist teachers' work load
- work more with the State education group because the work and information that was presented was invaluable.

Schools

- building a learning school culture must be led by principal
- collective Responsibility for the learning of every child at the school
- admin needs to be proactive in visiting all classrooms on a regular basis to see that programs are being delivered, timetable followed through
- all administration & delegates should be familiar with the programs if they are to be involved in coaching and observing teachers implementing these in classroom
- coaching should be encouraged between peers and not just administration. Good teaching practices need to be shared amongst all staff
- teachers will need release time to meet the demands of increased data collection example R2L assessment and planning of texts if it is to have continued success as this program requires a substantial commitment on the part of staff and administration.

Teachers

- Reflecting on classroom practice is fundamental to student achievement patterns
- Data must inform teachers' practices not just for reporting. If it isn't meaningful than it shouldn't be done.

Regular data collection provides information on individual learners, group of learners and students who need to be challenged

- Class programs need to be reviewed and reflected upon so that intervention can be put into place immediately so that children who have made minimal gains or none at all can have their needs met. It is about children moving forward.



Independent Sector

Djarragun College is an independent, Anglican, coeducational school which caters specifically for Indigenous students. It is located about 20 kilometres from Cairns.

Through the LOW SES NP program, the school is working towards its mission to have every student transition successfully from school to training, higher education or employment. In 2012, the school established a senior schooling model covering Years 10 to 12. Year 10 is a transition year based on the Queensland Studies Authority's Year 10 Guidelines in which students prepare for senior studies and undertake pathway and career planning. All students are enrolled in programs for Year 11 and 12 that will lead to a Queensland Certificate of Education (QCE). A 'high expectation' stream has been established for students seeking university entrance – the first of this group to graduate in 2013. A second stream comprises students who are seeking a general year 12 qualification for the purposes of seeking employment or further study in VET. A third stream constitutes an alternative pathway for students who are disengaged from schooling and/or require significant educational assistance. While enrolled in the QCE, these students may not achieve this objective but will complete vocational certificates at Australian Qualifications Framework level 2 and acquire a stronger level of achievement in literacy and numeracy.

Despite only running for 2012, the school reports that this approach has dramatically increased the number of students graduating from the College with a completed QCE and with a VET certificate.

Gulf Christian College is a co-educational school in Normanton, north-west Queensland that provides education from Prep to Year 7. Approximately 69% of students are Indigenous.

Through the Low SES National Partnership program, the school provided more opportunities for parents to be involved in the school in a bid to increase attendance rates in 2012. Activities include:

- parents and friends association meeting
- parent information session and workshop
- 1st annual family fun and open day
- parents invited to attend weekly chapel service
- increased sporting and co-curricular participation, including jump rope for heart, excursion and swimming lessons.

The School reports that attendance rate increased by 6% between 2011 and 2012. The attendance rate for Indigenous students also rose by 6% during this period.

Shalom College provides Catholic secondary education for both boys and girls from the Bundaberg region. The College offers both academic and vocational subjects. It is divided into a Middle School (Years 8 and 9) and a Senior School (Years 10, 11 and 12).

Through the Low SES National Partnership program, the school undertook activities to improve community confidence in the school. These included engaging a Parent Liaison Officer to help resolve issues between home and school and to grow community links with parents from remote traditional communities. In addition, new ACARA curriculum delivery and pastoral care structures across the college are designed to help deliver growth in inclusiveness and nurture a sense of belonging and ownership that the students feel about the school being 'their place too'. The College promotes itself as a type of 'homeland' for all of our students and their families and our family of communities, this works with students and their families at home.

Levels of satisfaction of parents with the school increased from 90% in 2010 to 94 % in 2012.

Section 4 – Literacy and Numeracy

2012 Significant Achievements/ Highlights – 1 January to 31 December 2012

State Sector

In 2012, the state sector continued to reflect the National Literacy and Numeracy priorities of strong school leadership and whole school engagement for improvement; effective and evidence based teaching of literacy and numeracy; and monitoring student and school literacy and numeracy performance to identify where support is needed. This was evidenced in the Education Queensland strategic focus areas of 1) strong leadership – effective teams; 2) high expectations – focused teaching; and 3) differentiated intervention – improved learning.

These priorities were well aligned with and built on Education Queensland's *United in our pursuit of excellence, Agenda for improvement 2012-2016* with a focus on School curriculum, consistent curriculum, planning and implementation to improve learning; Teaching Practice, high quality teaching focused on the achievement of every student; and Principal leadership and school capability, instructional leadership, with an unrelenting focus on improvement. Four of Education Queensland's six core learning priorities: Reading, Writing, including spelling, grammar and punctuation, Numeracy and Closing the Gap between outcomes of Indigenous and non-Indigenous students were also supported by the National Partnership.

Recruitment, engagement and training of new literacy and numeracy coaches took place during 2012. The Level 1 and Level 2 Coach training programs ensured sixty coaches developed coaching skills aligned with our Education Queensland's coaching model with an emphasis of 'coaching heavy not light'. To further develop the skills of all coaches a Literacy Forum, Numeracy Forum and Data Forum were offered for coaches to acquire expertise and knowledge relevant to their coaching role.

During semester 2 continued upskilling of coaches occurred through the dissemination of selected research findings and research articles, sharing of best practice and snapshots of success from partnership schools and the promotion of the Teach, Learn Share website as a source of effective teaching strategies for successful student learning. Networks were strong and regular updates to principals and coaches ensured good communication channels existed state wide. Coaches and principals were invited to input into the consolidation and review of the coaching model for future dissemination and use.

A key reform evidenced at the school level as a consequence of the training was focused on the improved triangulation of the NAPLAN, Local Measure testing and school based data which informed specific short term student learning goals. These individual student learning goals, monitored by the school's leadership team, informed the data driven explicit differentiated teaching by teachers supported by the literacy / numeracy coach. The data training, provided in May, was extremely well received and many more coaches now have a higher confidence level and a better understanding of how to utilise data to inform teaching. *Differentiation Cone and Achievement / Improvement Matrices* strategies have been well used in schools throughout the State. The matrix is a powerful tool for classroom teachers as it clearly demonstrates student growth and provides a clear agenda for leading questions relating to student improvement. Of the 72 coaches who attended the Data Forums 100% found the training useful with 95% indicating it was extremely useful and 78% indicating a high level of confidence to support teachers to use strategies to inform teaching and monitor student progress. As one coach said: "You have given me so many interesting/useful/informative things to share with my staff so that the data becomes real and really informs us and gives us future directions. Others said: My confidence & motivation has been greatly lifted after today's sessions; ... all the wonderful and very valuable strategies... I am confident that it will happen; Can't wait, will add power and authority to our schools goals."



Catholic Sector

The implementation of the L&N NP has changed school culture and teaching practices. coaches working with and supporting teachers in addressing students' diverse needs, trialling new resources and strategies, and modelling instruction has resulted in building teacher professional capacity, while whole school approaches to implementing literacy/numeracy programs and strategies.

The focus on literacy and numeracy in the early years (P-3) has resulted in improved skill development and identification of students for early intervention, and the analysis of a range of data sources has resulted in awareness of and created positive attitudes towards the uses of data and increased the use of evident-informed practices.



Independent Sector

The major initiative for ISQ was the development of the Literacy Numeracy Coaching Academy. The Academy builds upon the success of the NP initiatives and ensures sustainability through targeted support and the training of school based literacy and numeracy coaches. In 2012, 58 schools joined the Academy with 63 nominated coaches beginning the process. All LNNP schools are involved in the Academy.

The Academy utilises the work of Robert Marzano. ISQ worked directly with the Marzano Institute with a focus on the 'Art and Science of Teaching'. The 'Art and Science of Teaching' provided a framework to establish a common language for effective instructional strategies amongst schools and across subject domains.

At the end of 2012 School leaders were asked to rate various aspects relating to their involvement in the Academy. Scores were provided between 1 (lowest) and 5 (highest). The following feedback was provided:

- quality of professional learning provided in the Academy – average rating 4.56
- the level of impact of professional learning provided in the Academy – average rating 4.42
- impact of the Academy on the professional culture of learning at your school – average rating 4.37
- impact of the Academy on engagement and collaboration of ideas and sharing of practice amongst staff – average rating 4.19.

Initial data on student achievement is indicating effect sizes of between 0.06 (an average gain) and 1.7 (a significantly high gain) in terms of improved ability and engagement. Further research will continue throughout 2013.

Support for Aboriginal and Torres Strait Islander students – 1 January to 31 December 2012

State Sector

Key reforms and strategies within the school action plans have been designed to be inclusive of Aboriginal and Torres Strait Island students on school sites, and where appropriate, working in partnership with the Low SES NP.

In addition to ACER generated data, PAT-R or PAT M reports highlighting Indigenous students results continue to be provided to L&N NP Schools through the L&N NP Team. This allowed for close analysis and school planning for Indigenous students.

During this reporting period, a purposeful agenda of improvement for Indigenous students and ESL learners has targeted the use of the 'Break it down, Build it up' model, a planning and teaching framework for working with ESL learners in whole class contexts. This has occurred via a range of activities including an ESL session titled 'Break it down, Build it up', incorporated into the Level 1 Coach Training in February. This framework, particularly relevant for Indigenous learners, has assisted many schools in scaffolding the learning for all learners but in particular Indigenous students. Comments from participants include: *Am planning to introduce this to a teaching team; Can apply these ideas to any class; Inspired by this presentation and in particular the Framework.* All coaches in the Central Queensland region attended a follow up session delivered by the Indigenous Schooling Unit, working through practical examples of using the 'Break it down, Build it up' framework to scaffold learning related to current units aligned with the National Curriculum.

A number of schools whose numeracy coach was previously trained through the National Partnership to implement YuMi Deadly Mathematics are continuing to utilize this approach to look at practical ways of teaching mathematics, especially to Indigenous students. The coaches continue to share the ideas and booklets provided at the training with their class and other teachers and teacher aides.

Local Measure testing results for ATSI students indicate that the gap is closing in three of the four testing areas. Results from the 2012 October Local Measure testing indicate that the matched cohort of 350 ATSI students who sat the Progressive Achievement Tests-Reading in Yr 3 Oct 2010 and then again in Yr 5 Oct 2012 improved significantly above the expected normed growth with improvement for these ATSI students greater than the improvement for the non-ATSI student cohort (refer table below). There was also significant improvement above the expected normed growth for the cohort of 630 ATSI students who sat the Progressive Achievement Tests-Reading in Yr 5 Oct 2010 and then again in Yr 7 Oct 2012. Over these two years the results also show that the improvement for ATSI Year 7 students in maths was slightly greater than the improvement for the non-ATSI student cohort.

	Oct 2010 Average Yr 3	Oct 2012 Average Yr 5	Improvement OCT 2010-12 Yr 3->Yr 5	Expected Improvement = 14.0
READ Total Cohort 3368	108.6	124.6	16.0	14.0
ATSI 350	101.7	118.2	16.4	14.0
Non ATSI 3018	109.4	125.3	15.9	14.0

	Oct 2010 Average Yr 5	Oct 2012 Average Yr 7	Improvement OCT 2010-12 Yr 5->Yr 7	Expected Improvement = 5.0
READ Total Cohort 5910	123.2	131.8	8.6	6.4
ATSI 630	117.5	124.7	7.2	6.4
Non ATSI 5280	123.9	132.6	8.7	6.4



Catholic Sector

Within Catholic L&N NP schools, support for Aboriginal and Torres Strait Islander students has been evidenced by:

- improved targeting of literacy interventions for Indigenous students e.g. Reading to Learn as a specific strategy

- focus on personalised learning strategies and differentiated learning for Indigenous students
- employment of staff to specifically support Indigenous learners, especially in schools with high Indigenous enrolments.



Independent Sector

Aboriginal and Torres Strait Islander students were supported within each school in the Literacy and Numeracy Coaching Academy.

Specific training in the use of the Indigenous Bandscales was provided this included cultural awareness of Indigenous students' linguistic and literacy learning needs.

RoseMarie has 30 years' experience as a Class Teacher, Learning Support Teacher and Special Education Consultant. She has post-graduate qualifications in Applied Linguistics and a Research Masters in Education – Indigenous Education. She has worked specifically as a consultant in Indigenous education providing professional development for educators across all education sectors. RoseMarie has been highly involved in the development of policy, the writing of teacher resources and driving research particularly in the area of Indigenous children's English language development. She has been involved in the Indigenous Parent Factor (IPF) Program from its early development through to its current nationally recognised success.

Support for Other Disadvantaged Student Cohorts (if applicable) – 1 January to 31 December 2012

Independent Sector

ESL Students

Professional learning opportunities were provided for teachers in the use of the NLLIA Bandscales. Workshops focussed on how to monitor student progress and plan for effective instruction. An ESL Virtual Network was established as an opportunity for ESL teachers to connect with one another via a Virtual Professional Learning network. Topics for discussion were developed based on feedback from participants.

Students with Disabilities

Schools were provided with support to use assistive technology to enhance learning opportunities for students with disabilities.

Workshops were also provided on the following topics:

- effective classroom management for teachers of SWD
- practical Teaching Strategies for Students with II, ASD and LD
- assisting Students with Social Emotional Disorders.

Sustainability

State Sector

Valuing, planning and keeping the program continuing in 2013 was a priority for many schools in 2012. Education Queensland has an ongoing strategy to look beyond 2012 for coaching in Queensland schools by the incorporation of coaching as a strategy into Education Queensland's *United in our pursuit of excellence, Agenda for improvement 2012-2016*, a document that outlines our core priorities and has coaching sitting firmly as a strategy for achieving these. Coaching has also been established as a preferred means of professional learning in our schools and is incorporated into Education Queensland's *Guide to Professional Learning*.

Feedback from principals indicate the coaching model will be maintained by a range of strategies including: developing a school peer coaching model, self-funding a coach, incorporating the coaching into the Head of Curriculum's role and developing lead teachers within the school to support other teachers by taken on a coaching role. Some schools are considering working a cluster approach to maintaining a coach. The Teach Learn Share website is an excellent resource of effective evidence-based teaching strategies which will assist schools to continue ensure sustainability of reforms.



Independent Sector

Through NP Reward funding ISQ launched a Literacy Numeracy Coaching Academy at the end of 2011. The Academy was established to leverage the success of the previously implemented National Partnership (NP) initiatives. The aim was to build the capacity of schools by expanding and enhancing the successful, research based initiatives implemented during the NP. The focus during the NP was on improving reading comprehension. The Literacy and Numeracy Coaching Academy expanded this focus to other areas of literacy and also numeracy.

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

An example of Core modules includes the following:

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

Schools then selected focus modules. These concentrated on either literacy or numeracy at a secondary or primary level, or a combination of both.

Modules were made available through a blended learning environment including face to face sessions and online learning. Ongoing mentoring and support was available for coaches in addition to opportunities for continued collaboration.

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

Relationships are core at all levels. Strong relationships were built up between the NP schools and ISQ support staff; amongst school leaders within the project and between staff members within schools.

To assist relationship building within the Academy the following processes were operationalized:

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

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

On-going funding and support will be required to maintain the work of the Literacy Numeracy Coaching Academy.

Showcase – 1 January to 31 December 2012

State Sector

During 2012, 28 L&N NP schools voluntarily provided case studies documenting their significant achievements and presenting the strategies utilised. Many of these case studies were shared with the 172 schools and best practice highlighted. Common themes that emerged from these case studies included:

- the role of the school leadership team leading the school reform agenda which was clearly articulated to and implemented by all staff
- the use of the Local Measure testing to inform practice
- the work of the coach in the school to assist teachers to develop their pedagogical skills in specific areas of need
- the use of differentiated instruction based on the triangulation of NAPLAN, PAT and school data.

These themes also emerged strongly in a Regional L&N NP Case Study representing collated face to face feedback from principals and coaches in 37 schools. The following summary represents the responses from the questions:

What is different at your school now? How do you know? Do you have any evidence? How much of a difference is there and how wide spread is it?

- data analysis is more than looking at figures – it is used to identify where students are now and where they need to progress to
- data conversations are common practice and lead to requests for support
- data has improved significantly
- knowledge and understanding of student differences
- explicit teaching – teachers thinking about it and applying it
- consistent language across the school – in focus area
- significantly improved culture

- deeper professional and pedagogical discussions
- established and robust Professional Learning Communities
- collegiality – less isolation
- teachers aware of and using current research
- teachers much more reflective
- teachers much more open to new ideas and approaches
- teachers are more aware of what they need to know and demonstrate a willingness to find out
- teachers value goal setting
- teachers interested in watching others work
- teachers are used to having someone else in their classroom.

Do you think that the coach has made a difference to student achievement? How do you know? How have you measured the progress?

- differentiation for students
- focus on goal setting
- improved student behaviour because of student engagement in learning
- tracking data clearly demonstrates growth
- PATR/M improvement and NAPLAN improvement
- evidence of consistent language used throughout school
- students using consistent language
- student use of metalanguage – they are able to explain their thinking
- students keen to participate and work continues without the coach
- students demonstrate that they know what they are doing.

School: Beerwah State School

Context setting

Beerwah State School was opened in 1888 and celebrates 125 years in 2013. The school is located on the outskirts of Beerwah in an area where the rural setting is beginning to mix with that of a more recent urban community.

The campus consists of Primary Classes Prep to Year 7 with a Special Education Program and a Special Education Developmental Centre. The current enrolment of 465 includes 29 students from Aboriginal and/or Torres Strait Island background. Six students have Maori, three Filipino, two Hebrew, one Dutch and two Khmer as a main language spoken at home.

From 2009-2011 Beerwah SS had a literacy coach to improve literacy across the school, and in particular reading. With the implementation of a range of strategies such as a focus on guided reading, literacy groups and a range of volunteer and teacher aide intervention for students, the data reflected a positive trend.

In 2012, whilst still continuing literacy strategies to support students, the data and the Teaching and Learning Audit also indicated the need for numeracy improvement. Beerwah SS has a numeracy coach who is supporting teachers and students. The school focus is on number, and in particular, place value.

Beerwah SS leadership team analysed a range of data including NAPLAN, PAT R, PAT M and student reporting data and the School Opinion Survey to identify the needs of students and staff, to improve literacy and numeracy at the school. At the end of 2011 strategies commenced to reach identified targets relating to teachers incorporating professional learning in mathematics into their teaching practices. NAPLAN mean and comparison to the national cohort data improved generally from 2009-2010 however the 2011 data indicated the need for focussed intervention. The February PAT M data indicated that there were a greater number of Year 5 and 7 students placed at the mean or lower spectrum, than above.

Reform activities / strategies

School Improvement Team: Weekly meetings were led by the A/Principal and attended by Deputy Principal, HOSES, Numeracy Coach, STLaN and Curriculum Co-ordinator.

Data Analysis: Standardised data such as NAPLAN, PAT-R and PAT-M is analysed to inform teaching and learning. An extension to this is that teachers also have been supported to calculate and understand the effect size of their class / student data. Class teachers also use the Visual Learning concepts to analyse Pre and post-tests based on some C2C assessments.

First Steps in Maths (FSiM) – Number: In 2011 all teachers were trained in FSiM – Number. New teachers in 2012, teacher aides and SEP outreach teachers access training.

Effective Teaching – Explicit Teaching Framework: In 2011 the leadership team discussed how to enhance pedagogy across the school and to have a common understanding what teaching and learning looks and feels like at Beerwah SS. The Framework was introduced to the staff and into 2012 observations of lessons followed with the aim of building an Expert Teaching Team. These observations focused on specific aspects of the Framework and feedback to teachers was given. With the implementation of the new C2C curriculum across the school teachers linked their 'what to teach' with 'how to teach'. This approach is underpinned by the Visual Learning research and application.

In School Professional Learning: The Principal Project Officer – Numeracy facilitated after school sessions linking FSiM and C2C, Resourcing and Misconceptions. Class demonstration lessons were supported and all teachers accessed these or attended a breakfast session to increase their knowledge and understanding of mathematics. Feedback sessions gave opportunity for teachers to clarify concepts and strategies. The Numeracy Coach provided class demonstration lessons and coaching sessions accessed by teachers. This gave teachers the opportunity to observe the lesson and to identify or confirm their understanding of the misconceptions of their students. Weekly misconceptions are emailed to all teachers to bring awareness of misconceptions held by both adults and students. Observations of Effective Teaching were also in Maths lessons. C2C and differentiation support has been accessed and given. Back-to-Front Maths class demonstration lessons and feedback have been accessed by the school to extend opportunity for teachers to increase their professional learning.

Differentiation: Middle Phase Numeracy Project- Commencing at the beginning of 2012 students attended their maths sessions in allocated classes. The maths times are designated and on a daily basis students move to different areas with some combining in Year 4/5 and Year 6/7 groups of approximately 18 students. Regular meetings of the teaching and support teams are held to review and discuss best practice. Resourcing both has been supported by the school with rooms and labs allocated specifically for the maths sessions. Teachers, teacher aides and SEP staff are allocated in response to student needs which allows for extra adults in some groups. Students set individual maths goals and review own learning. Enrichment opportunities are supported and encouraged for students to access external learning. Among these are University of New South Wales (UNSW) Tests, World of Maths Road-show, Beerwah Maths Challenge (opened to coalition schools) and sponsored Australian Maths Competition.

Links to the Community: Parent maths sessions have been held after school and during school hours. Items of interest are included in the school Newsletter including information regarding UNSW tests, competitions and Activities with a maths focus.

Progress / outcomes

- the Years 4-7 Maths Project allows for more individualised teaching and students work at an appropriate individual level

- students needing individual support in a group are supported (SEP, Teacher Aides etc.)
- based on the Student Review of the Maths Project, 90% of the 170 students gave positive feedback. The majority of students were able to identify areas of maths in which they had improved. The reduction in behaviour incidences within groups and willingness to learn indicates an improved disposition toward maths.
- teacher and students use and understand a common maths language based on FSIM & C2C
- conversation by staff about maths has increased through common use of FSIM, C2C, sharing resources and moderation of assessments
- pedagogy has become more specific and focussed on what students being taught and are learning through the Explicit Teaching Framework
- students work toward individual goals
- awareness raising and initial discussion regarding data walls
- teachers understand if their teaching is effective through analysis of data and effect size. For example a lower Year 5/4 maths group had a fraction pre and post-test with an effect size of 2.053
- all staff trained in First Steps in Maths establishing a common language and understanding for teachers and students
- students in the upper bands have opportunities to extend their learning and work in groups which nurture higher order thinking and challenge.

School: Camp Hill State Infants and Primary School (CHIPS)

Context setting

Camp Hill State Infants and Primary School has undergone significant organisational changes since the 2007 merger of the two previous Camp Hill Infants and Camp Hill Primary Schools.

The school administration has provided a school renewal platform based on curricular reform which included realignment of all teaching and learning processes and practices.

The role of the Coach was integral to the success of this school renewal.

The school is located in the inner city eastern suburbs. The school caters for 800 students from Preparatory year to Year 7. The school also has a large Special Education Program that supports over 50 students identified in the disability categories Autistic Spectrum Disorder, Intellectual Impairment or Speech Language Impairment.

The 2008 NAPLAN test results indicated disappointing data for students (all year levels) in the Upper Two Bands. Data was truncated around the midpoint.

Since the implementation of the school renewal program the data has shown a consistent growth in attainments for all students, and a significant gain for all year level attainments in the upper two bands.

Systemic and school data (Hatti) indicates above average gains in reading across all year levels.

Reform activities / strategies

The coaching model adopted at CHIPS reflects the coach model developed by Education Queensland. It is based on the motto “coaches work for teachers, with teachers, from the classroom outwards, by building rapport and developing relationships, facilitating conversations, modelling explicit teaching, supporting reflective practices, sharing successes”.

In addition to the coach working with specific teachers an extensive round of whole of school in-service was undertaken to establish a whole of school approach to the teaching of reading. This has further been extended to incorporate Marzano’s Art and Science of Teaching- as a common language around pedagogy and continuity of approach pulls a school together as a cohesive whole.

The school is now in the process of extending this collegial support through a mentoring and co-teaching program as outlined by D Leat, R Lofthouse and C Towler in Improving coaching “Evolution not Revolution”.

An established school approach has allowed for the teachers and teacher aides to work collaboratively to give students appropriate small group work in the area of reading comprehension-The CHSIPS ‘Step Up Program’ allows for this to happen in each class for two terms each year. This program received a 2012 Education Queensland Regional Showcase Award.

A significant communication program was developed to ensure that the school community was informed (in a consistent and timely manner) of the variety of strategies and programs being implemented throughout the program. The outcomes were celebrated as a vital element of our accountability agenda.

Progress / outcomes

As a result of the initiatives implemented since the NP investment the school has shown significant gains in all students recorded attainments (systemic and school based), in particular the NAPLAN results highlight significant gains in the number of students (all year levels) in the upper two bands.

The school achieved above Nation and State in all year levels (moving the data from a ‘red’ to a ‘green’).

A summary of results indicates:

- Year three Reading:
 - 2011 School statistically above similar schools
 - 2011 Upper 2 Bands- Met or exceeded double the system aspirations.
- Year five Reading:
 - 2011 School statistically similar to the Nation
 - 2011 Upper 2 Bands-Met or exceeded double the system aspirations.
- Year seven Reading:
 - 2011 School statistically similar to the Nation
 - 2011 Met or succeeded the systems aspirations.

The school community (staff – teaching and support- students and families) report high confidence in the program and a commitment to the underpinning philosophy of Coaching as a means of impacting dramatically on increasing student learning attainments.

School: Chinchilla State School

Context setting

Chinchilla is located approximately 3 ½ hours from Brisbane and services a community that has undergone significant change during the past 8 years. Chinchilla was traditionally a rural community, focused on cattle grazing and crops. The past 8 years has seen an explosion in the exploration and extraction of coal and coal seam gas. This has had a major impact upon the growth and diversity of the school.

Chinchilla has experienced enrolment growth and a marked increase in the transience of families within the community. Chinchilla State School’s diversity is evident across a range of social, economic and cultural aspects and as a result, a range of attitudes towards the school and expectations regarding education exist.

Approximately 10% of the population identify as Indigenous and the school has a small but growing number of English as a Second Language students.

Chinchilla State School has a current enrolment of 503 students from Prep to year 7 (co-educational). A special Education Unit known as the Adjusted Curriculum Extension and Support Unit (ACES) caters for a wide range of special needs and disabilities.

Chinchilla State School’s motto of “Play the Game” is incorporated in the schools vision of “All children Learning

to the Best of their Ability”.

Reform activities / strategies

Chinchilla has adopted a whole school model, with all teaching staff working together on school priorities which include:

- accessing Professional Development in Reading
- home Reading targets
- first Steps in Reading Implementation
- across school focus strategies
- data analysis and reflection—NAPLAN, PATR, PM, class data

Individual teaching staff have worked with the Literacy Coach on Class priorities related to the school initiatives listed above. Major initiatives over the term of the reform include:

2010—

- NAPLAN DATA analysis and NAPLAN preparation
- NAPLAN preparation support TERM ONE/ TWO--YEARS 3,5,7
- TERM THREE/ FOUR—YEARS 2,4,6
- NAPLAN class targets
- PATR testing February and October implemented
- PATR Data Analysis and teaching implications
- First Steps in Reading – coach facilitator training
- Teaching staff training established
- Whole School Home Reading program established—Read With Me
- National Literacy and Numeracy Week Parent Information Evening
- NAPLAN Parent Information Evening
- Literacy week activities

2011—

- PATR Class Targets
- First Steps in Reading – all teaching staff trained
- Metacognition of targeted reading strategies each term – explicit teaching of selected strategy across the school
- Whole school targets and data collection around the teaching of these strategies
- School Reading Benchmarks and targets established
- Author in Residence program
- Watching Others Work—release time to observe other teachers at work
- NAPLAN Parent Information Evenings

2012—

- PM targets and goals
- Target Year Level Year 4—based on NAPLAN YEAR 5 Data and improvement data Year 3 – Year 5
- Prep reading benchmarks
- Vocabulary development—Tier Two words a school objective
- C2C English and Guided Reading implementation
- NAPLAN DIRTY DOZEN AND TEACHING IMPLICATIONS
- PATR DIRTY SIX PACK AND TEACHING IMPLICATIONS
- Guided Reading Reflection and Feedback sheet—all staff
- Dyslexia Action Research Project -- Year 4
- Read With Me –school participation targets set and monitored

Funding –80% of NP funding has been directed to releasing teachers to plan with the Coach. Release time is used for:

- Data analysis (NAPLAN PATR PM and class) and teaching implications
- Guided Reading

- Modelled shared time
- Class and year level programs
- Differentiation
- C2C English
- Teacher PD in Reading strategies

Other funding—

Professional Development offered beyond EQ:

- Literacy Solutions
- ALEA Darling Downs
- PETAA

Resources—

- Teacher Resources
- First Steps Resources
- C2C Resources
- Cameras.

Progress / outcomes

As part of this reform Chinchilla has built teacher knowledge, skills, and expertise in the teaching of reading and this is evident in how reading is timetabled, the pedagogy and procedures used to teach it, and the professional conversations that occur in the school. The priority placed on explicit teaching and the Gradual Release of Responsibility is evidenced in all other Key Learning Areas, as teachers observe and value the benefits of these approaches.

Positive outcomes of the reform are also evidenced in commendations listed as part of Chinchilla State School's Curriculum Audit, as part of the following domains:

An Explicit Improvement Agenda

- the explicit improvement agenda in reading has been responsible for changes in teaching practice and is achieving consistency of approach across the school
- the school improvement agenda has focused the whole-school's attention on the core learning priority of reading
- the Literacy Coach leads the collaborative development of particular reading strategies which become the focus for a term.

An Expert Teaching Team

- The literacy coach models effective teaching strategies and provides feedback to teachers.

Analysis and Discussion of Data

- whole-school data wall of reading achievements is in the staffroom and the classrooms also display student achievements.

Teacher capacity in the analysis, triangulation, and reflection of NAPLAN, PATR, PM and class data has been developed, with the implications for teaching the key priority.

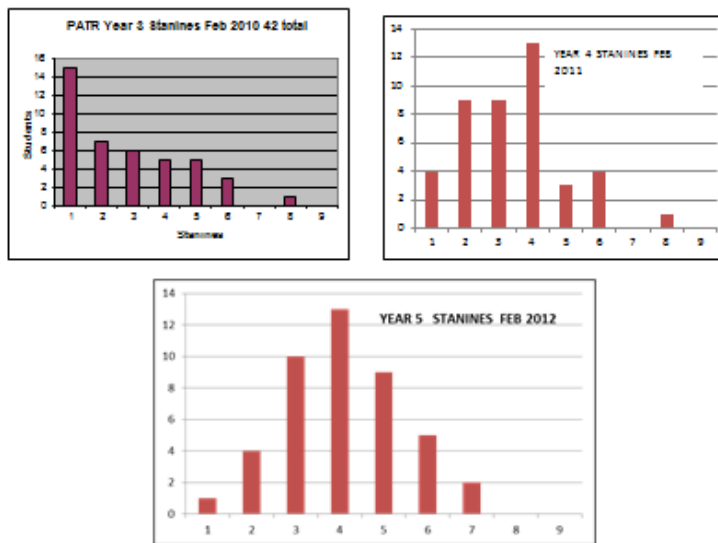
Metacognition of focus strategies is evidenced in the metalanguage used by our students in and out of class. It is also evidenced by data collected each term by each class teacher for analysis and reflection in regards to their explicit teaching agenda.

PATR Data Snapshot
 PATR Improvement

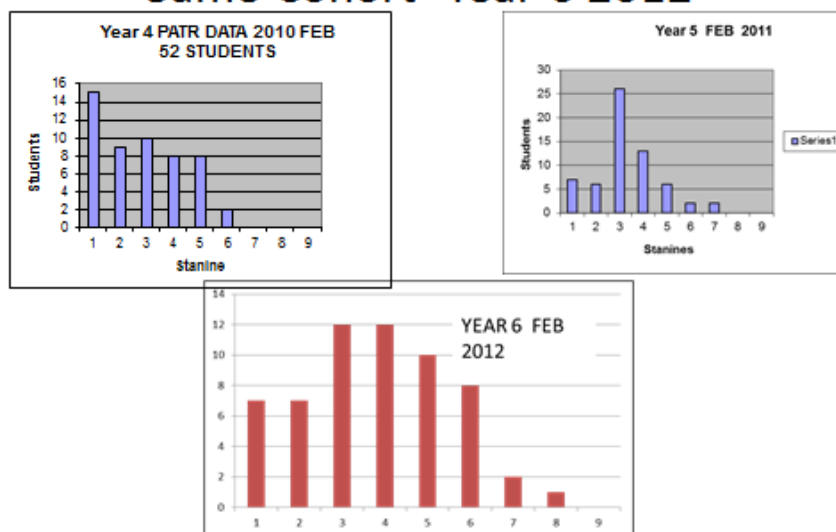
PATR Improvement 2010-2012			
	Exceeded expected rate	At expected rate	Below expected rate
<u>Years 3-5</u>	79%	6%	15%
<u>Years 4-6</u>	95%	2.5%	2.5%
<u>Years 5-7</u>	62%	20%	18%

Year level tracking 2010 – 2012

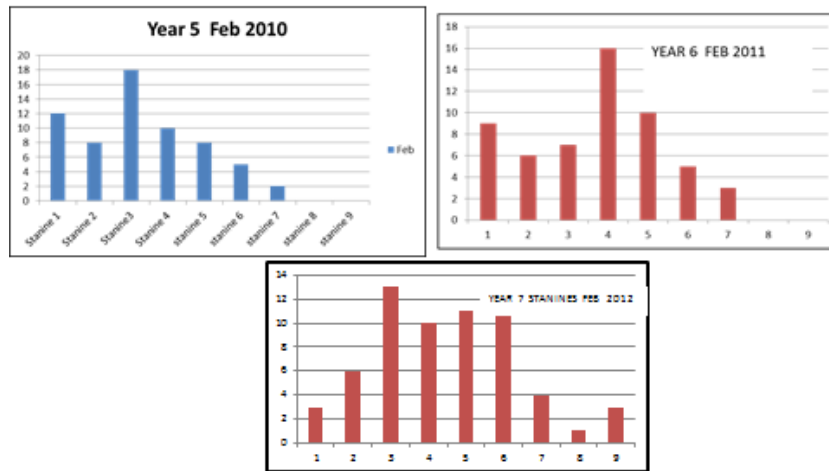
Same Cohort—Year 5 2012



Same Cohort Year 6 2012



Same Cohort Year 7 2012



NAPLAN Data Celebrations Snapshot

NAPLAN Mean Scores Improvement Rates 2009-2011

Year 3 to 5	Mean scale scores 2009	Mean scale scores 2011	Increase
Australia	410.8	488.1	77.3
Chinchilla state school	339.7	437.6	97.9

Year 5 to 7	Mean scale scores 2009	Mean scale scores 2011	Increase
Australia	493.9	540	46.1
Chinchilla state school	432.1	522	89.9

Year 3 Data

Mean scores have increased consistently since 2008 regardless of the cohort.

Mean scale scores - year 3

	2008	2009	2010	2011
Australia	401	411	414	416
Css	338	340	373	382

Percentage increase in mss compared to nation - year 3

	Css	Australia
2008 -09	0.60%	2.50%
2009 -10	8.90%	0.80%
2010-11	2.40%	0.50%

Percentage of students at each band – Year 3							
		1	2	3	4	5	6
Reading	2008	21.7	33.3	18.3	11.7	11.7	3.3
	2009	17.3	21.2	30.8	21.2	7.7	1.9
	2010	7.7	15.4	30.8	20.5	17.9	7.7
	2011	9.4	18.9	22.6	24.5	11.3	13.2

Year 3	2010	2011
Highest % of students	Band 3	Band 4

Year 5	2010	2011
Highest % of students	Band 3	Band 5
Top 2 bands	9.6%	14.3%

Year 7	2009 - Year 5	2011 - Year 7
Below minimum	29.5%	3.3%
Top 2 bands	14.8%	19.7%



Catholic Sector

The Catholic Sector in Queensland continues to note areas in particular that have resulted in good practice in reform activity occurring in NP schools.

School based professional development:

- coaches are supporting classroom teachers across a variety of learning contexts, age-groups and curriculum areas are contributing to teachers' professional learning. For example, coaches modelling reading and writing lessons to early career teachers have resulted in improved teacher confidence with content and strategies used to teach reading
- school based teams, such as curriculum writing teams working across English, maths, science and SOSE, have been established, resulting in clear direction across the curriculum
- professional learning is providing guidance and support for practical in-class implementation.

Learning culture of school communities

Whole school approaches and models that support all within the school community to contribute to positive learning outcomes for students. For example, one NP school has identified students in Years 6 and 7 who would benefit from an intensive re-engagement process. A framework has been developed at the community level, where the real work of improving the education of the children must occur.

Section 5 – Research and Evaluation

Research

Title: Smarter Schools NP Evaluation

Author: Department of Education, Training and Employment

After two years of SSNP activity in Queensland schools, the interim SSNP evaluation of the Turnaround Teams, Four year School Strategic Plans, Literacy and Numeracy Coaches initiatives including 11 case studies points to encouraging early achievements within the NP framework.

The results from the case studies provide a rich picture of positive ‘culture change’ that stakeholders attribute to SSNP resources and opportunities.

The evaluation found that the L&NNP and the Low SES NP in selected case study state schools triggered an unprecedented level of diverse activity at the school level, predominantly through intervention programs targeting the individual student and school-wide changes.

It also found evidence of growing acceptance within schools of the need for and focus on, ‘culture change’ as way to achieve school improvement.

Case Studies

In all 11 case study schools, the evaluation found evidence that:

- focused quality leadership, appropriate to context, is critical. Quality leadership in NP schools has been the foundation for culture change
- continuing and focused professional development opportunities and positive learning relationships have increased for all stakeholders and reinvigorated enthusiasm for teaching and learning
- NP activity has made a positive contribution to increased professional dialogue among stakeholders
- after the introduction of other NP interventions such as Teaching and Learning Audits (all schools) and Turnaround Teams (L&NNP schools), most of the L&NNP schools moved into a ‘new’ phase of interrogating NAPLAN data to identify individual student results rather than school results
- there is an emphasis on student-centric learning and strategies to increase community participation and pride in schools
- there is an increased capacity building through continuing reflection and refinement of school strategies as well as broader SSNP initiatives such as Literacy and Numeracy Coaches
- there are positive signs that sustainability is being built into the strategic approach of more case study schools
- most of the Low SES NP case study schools (including those that were also L&NNP) made promising improvements in the schooling experience for disadvantaged students, generally centred on developing innovative partnerships with parents, community, government and non-government agencies through early intervention programs and staffing
- although the NPs have created the space for cultural change, there is evidence of a growing awareness in most of the case study schools that meaningful change is likely to take longer than they originally planned
- most stakeholders across the case study schools, and those participating in the evaluation from other NP schools, indicated their preference to continue with their school-based strategies. They indicated that one of the most important consequences of the NPs is their role in reinvigorating teaching and learning, and providing the resources for schools to make a difference to and impact on educational achievement. Teachers in NP schools have become more enthusiastic about their learning and teaching.

The evidence suggested that schools that were both Low SES and L&NNP were the most 'active' and that the increased flexibility and autonomy attached to the Low SES NP school funding arrangement encouraged a greater level of self-organising activity.

The evaluation did find that there was varying degrees of effectiveness associated with some of the activity in these schools but overall most Low SES NP case study schools had made promising improvements in the schooling experience for disadvantaged students.

Principals expressed the request to continue the NP resourcing beyond the period of the NP as they attributed the funds with making positive improvement in their schools.

Impact on student performance as measured by NAPLAN and Pat-M, PAT-R, Student Attendance and Retention data

NAPLAN Results

An analysis of student data demonstrated that there has been little observable difference in student results for SSNP schools in regard to average performance on NAPLAN. A more detailed analysis has shown there has been greater movement in the results of NP schools in National Minimum Standard (NMS)^[1] measures in both Reading and Numeracy^[2]. Some key aspects of this analysis are:

- overall, improved NMS results are most evident for NP schools in Year 3 Numeracy, Year 7 Reading and Year 9 Reading
- declines in NMS performance evident for both Low SES and the LN NP schools in Year 5 across both Reading and Numeracy, and Year 9 Numeracy for Low SES NP schools.

PAT-M PAT-R results

Local measures such as PAT-R and PAT-M are considered to provide more sensitive or context relevant indicators of student improvement in literacy or numeracy. Analysis of PAT data of schools participating in the SSNP suggested that there have been signs of improvement. Overall, notable findings from PAT results in 2010 and 2011 revealed:

- an improvement in results on L&NNP student cohorts from Test 1 to Test 2 evident in both scale and stanine^[3] scores with improvements particularly evident in the Year 3 cohort across both 2010 and 2011 in both Reading and Maths.

Student attendance and retention

Other available data also showed that:

- student attendance rates of the NP schools have remained relatively stable since 2008 with the exception of a slight increase in attendance rates of Year 9 students in Low SES NP schools
- apparent progression rates (the measure of how many students move from year level to the next) in NP schools have increased slightly from 2008 to 2011 while student enrolments have decreased slightly from 2008 to 2011.

Evaluation

It is too soon to make any assessment of the success or otherwise of the National Partnership initiative using student results as a measure alone. Good research and evaluation practice would suggest that at least five years of trend data is required before performance data of this nature can be reliably used to inform decision-making.

^[1]The NMS is a measure of the proportion of students achieving at or above the national minimum standard.

^[2]These findings should be regarded as indicative and preliminary and should be interpreted with caution.

^[3]Scale score – raw test scores are converted in scale score such that higher scales represent more difficult items. Stanines – divide the total student distribution of abilities into nine categories with 1 represent in the lowest, 5 the midpoint and 9 the highest level of achievement.

Section 6 – Co-investment Report

Improving Teacher Quality National Partnership

	2008-09	2009-10	2010-11	2011-12
State/Territory co-investment amount in Bilateral Agreement/ Implementation Plan	1.18	2.66	6.71	8.09
Actual State/Territory co-investment	1.18	2.66	6.71	8.09

Queensland has met the co-investment obligation for the Improving Teacher Quality National Partnership for each of the financial years 2008-09, 2009-10, 2010-11 and 2011-12:

YES / **NO**

Low SES School Communities National Partnership

	2008-09	2009-10	2010-11	2011-12
State/Territory co-investment amount in Bilateral Agreement/ Implementation Plan		74,720,815	79,127,837	50,946,567
Actual State/Territory co-investment		74,720,815	79,127,837	50,946,567

Queensland has met the co-investment obligation for the Low SES School Communities National Partnership for each of the financial years 2009-10, 2010-11 and 2011-12:

YES / **NO**

All ITQ NP Milestones completed in 2012

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

Milestone (state and territories may wish to identify whether the milestone relates to all sectors or a particular sector within their jurisdiction).	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
Regional and School Action Research published (State) (Independent) (Catholic)	Partially achieved	<p>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</p> <p>State sector – individual schools are continuing to conduct individual action research projects with some schools finalising the findings of these projects for example, Doomadgee State School – Revisioning Learning.</p> <p>Social Ventures Australia conducted research into 6 state Low SES NP schools in 2012. It is anticipated that the findings of this research will be published in 2013.</p>	

Part 2 - Milestones in Annual Report - Achieved 1 January to 31 December 2012

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
Teachers from 131 (S) schools participate in teacher induction program	Newly appointed teachers from 131 (S) schools were invited to attend the annual statewide Teacher Induction Program in January 2012. 200 teachers and 50 pre-service teachers attended the Teacher Induction Conference. Individual schools conducted their own customised teacher induction program for newly appointed teachers.		
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		<p>Example: Victory College improved its middle management system to use best practice performance management and staffing arrangements based on distributed leadership. Middle managers (subject coordinators and teacher mentors) have been trained and given time allowances to lead a curriculum overhaul towards the Australian Curriculum, develop a teacher performance & development system as well as teaching & learning framework for the College.</p>
131 (S), 9 (I), 6 (C) schools implementing student wellbeing and engagement strategies	Achieved		<p>Examples: Aboriginal and Islander School extended allied health services across the school.</p>

			<p>Shalom College’s new ACARA curriculum delivery and pastoral care structures across the College are designed to help deliver growth in inclusiveness and nurture a sense of belonging and ownership that the students feel about the school being ‘their place too’.</p> <p>Wadja Wadja High School finalised a school and community partnership agreement.</p>
30 (S), 3 (I), 6 (C) schools implementing strategies to improve transition from school to work and further study	Achieved		<p>Example: Djarragun College has established a senior schooling model covering years 10 to year 12. It is aimed at preparing students to undertake senior studies, undertake pathway and career planning, or prepare for university entrance.</p>
131 (S), 9 (I), 30 (C) schools implementing strategies to improve literacy, numeracy and science performance	Achieved		<p>Examples: Aboriginal and Islander School undertook a guided reading program for 1.5 each day.</p> <p>Victory College finalised a curriculum overhaul, especially in regards to teaching literacy and numeracy.</p> <p>Shalom College has continued our special Literacy classes streamed to ascertained learning abilities. The school has used Indigenous Band Scaling (ESL) levels for threshold placement in class grouping across the Middle and Senior Schools.</p> <p>Gulf Christian College implemented a home reading program and employed a teachers</p>

			<p>aide to provide additional support to students.</p> <p>Cairns Adventist College teachers continued to use the DRA-2 comprehension and testing and explicit teaching reading comprehension skills.</p> <p>Coral Coast Christian College implemented a Targeted Maths program for 'at-risk' students in addition to a Buddy Readers program, which pairs a strong reader with a weak one for 10 minutes per day.</p> <p>Djarragun College implemented a full immersion Direct Instruction approach to teaching literacy and numeracy across Years P-10.</p>
131 (S), 9 (I), 30 (C) schools implementing strategies to Close the Gap between Indigenous and non-Indigenous student achievement	Achieved		<p>Examples:</p> <p>Djarragun College has established a senior schooling model covering years 10 to year 12. It is aimed at preparing students to undertake senior studies, undertake pathway and career planning, or prepare for university entrance.</p> <p>Shalom College has used Indigenous Band Scaling (ESL) levels for threshold placement in class grouping across the Middle and Senior Schools. The school engaged a national best practices model and teacher / consultant for this strategy and used a system of AL (accelerated literacy) tools on top of the Indigenous band scaling.</p>

			Aboriginal and Islander School participated in ISQ's Literacy and Numeracy Coaching Academy to improve literacy and numeracy standards.
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***Eight independent schools received funding for the duration of 2012. A ninth school received two instalments, but payments ceased during the year as the school closed down.**

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

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

Section 9– State Performance Measures

Low SES School Communities NP

Queensland Low Socio-Economic Status School Communities National Partnership Outcomes and Performance Indicators

State-level performance indicators

Item	Measure taken from Section 9	Qld Response	2009	2010	2011	2012
1	The proportion of children enrolled in and attending school	The attendance rate for all P-12 full time students who are in Low SES NP state schools.	87.2%	88.2%	88.0%	88.2%
2	Literacy and numeracy achievement of Year 3, 5, 7 and 9 students in national testing.	Refer to Section 8 of the report which provides detailed description of NAPLAN results and participation rates.				
3	The proportion of Indigenous and low socio-economic status children enrolled in and attending school.	The average attendance rates for all Indigenous P-12 full time students who are in Low SES NP state schools.	81.0%	82.5%	81.5%	81.0%
4	Literacy and numeracy achievement of Year 3, 5, 7 and 9 Indigenous and low socio-economic status students in national testing.	Refer to Section 8 of the report which provides detailed description of Indigenous NAPLAN results and participation rates.				
5	The proportion of the 19-year-old Indigenous and low socio-economic status population having attained at least Year 12 or equivalent or Australian Quality Framework (AQF) Certificate II.	Proportion of 20-24 year old Indigenous population having attained at least a Year 12 or equivalent or AQF Certificate Level II or above; results for 2008 - 33.0%; Note: Indigenous data are available every three years on a rotating basis from the NATSISS and the NATSIHS (Indigenous population). The next release is scheduled for 2012.				NA
6	The proportion of Indigenous students completing Year 10.	The apparent completion rate of all Indigenous students in Year 10 in State Schools is estimated by dividing the enrolment number as at November by the enrolment number as at February for the given year. Due to sample sizes some fluctuation is to be anticipated year on year.	96.1%	94.2%	94.5% [†] 94.6% final	All State Schools: 95.0%

Item	Measure taken from Section 9	Qld Response	2009	2010	2011	2012
7	The proportion of students in the bottom and top levels of performance in international testing (e.g. Program for International Student Assessment, Trends in International Mathematics and Science Study).	<p>TIMSS 2011 – Mathematical literacy Results indicated that 5% of Queensland students achieved the highest proficiency level (Advanced) in Year 4. This result is similar to the international median. For Queensland 36% of students did not achieve the intermediate benchmark for Year 4 mathematical literacy. SA, TAS, WA and NT also had more than 30% of students who did not achieve the intermediate benchmark. For Year 8 6% of Queensland of students achieved the highest proficiency level which was above the international median and better than four other States (WA, SA, TAS and NT). 41% of Queensland students did not achieve the intermediate benchmark; all other states with the exception of ACT also had more than 30% of students not achieving the intermediate benchmark.</p> <p>TIMSS 2011 – Scientific literacy Results indicate that 4% of Queensland students achieved the highest proficiency level (Advanced) in Year 4. This result is below the international median. For Queensland 34% of students did not achieve the intermediate benchmark for Year 4. SA, WA and NT also had more than 30% of students who did not achieve the intermediate benchmark. For Year 8 Queensland students 9% achieved the highest proficiency level (Advanced), this was better than 5 other States (WA, VIC, SA, TAS and NT) and the International median (4%). 31% of Queensland Year 8 students did not achieve the intermediate benchmark; this was comparable to the result of four other states including NSW, WA, VIC and SA.</p>				

Item	Measure taken from Section 9	Qld Response	2009	2010	2011	2012
		<p>PISA 2009 – Reading literacy Results indicated that 3% of Queensland students achieved the highest proficiency level (level 6) in reading literacy. This result is higher than the highest performing country on the PISA 2009 reading literacy result. Queensland was amongst the four states with the least number of students with low levels of reading literacy proficiency (14% of Queensland students failed to achieve level 2, the “baseline” proficiency level).</p> <p>PISA 2009 – Mathematical literacy Results also indicated that 5% of Queensland students achieved the highest proficiency level (level 6) in mathematical literacy. This result is better than to the OECD average (3%). For Queensland 15% of students failed to achieve level 2 in mathematical literacy. This proportion was commensurate with a range of other high performing states (e.g., WA, ACT, SA, Vic, NSW) and Australia overall. The next PISA test will be completed in 2012.</p>				
8	The proportion of the 19-year-old population having attained at least a Year 12 or equivalent or AQF Certificate II.	Drawn from the Survey of Education and Work (SEW) the proportion of Queenslanders aged 15 to 19 years who are fully participating. Source: Young people (school leavers aged 15-19 years) participating in post-school education or training (National Education Agreement indicator 9) - Fully Engaged	65.0%	64.9%	64.7%	NA

Item	Measure taken from Section 9	Qld Response	2009	2010	2011	2012
		Proportion of 20-24 year old population having attained at least a Year 12 or equivalent or AQF Certificate II or above; currently reported as part of the Youth and Transition NP, the NEA and is in the DET Strategic Plan; matches data proposed for item 5, but can be reported annually.	85.6%	87.9%	83.0%	85.8%
9	The proportion of young people participating in post-school education and training six months after school.	Source: 2009–2012 <i>Next Step</i> survey. Percentages relate to the number of young people that continued in some recognised form of education or training in the year after they completed Year 12.	59.6%	60.7%	60.9%	63.0%
10	The proportion of 18-24 year olds engaged in full-time employment, education or training at or above AQF Certificate III.	Drawn from the Survey of Education and Work (SEW) the proportion of Queenslanders aged 18 - 24 years who are fully participating. Source: Persons aged 18-24 years who are fully engaged in employment, education or training at or above Certificate III level (NEA Indicator 10), 2009 - Fully Engaged.	73.7%	72.2%	70.7%	NA

Sector-Level and School-Level Performance Indicators

	Measure	Qld Response	2012
Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving.	Percentage of Year 3, 5, 7 and 9 students at or above the National Minimum Standard for Reading and Numeracy by: <ul style="list-style-type: none"> All students Indigenous Non Indigenous 	Refer to Section 8 of the report which provides detailed description of NAPLAN results and participation rates.	
	Mean scale scores of Year 3, 5, 7 and 9 students for Reading and Numeracy by: <ul style="list-style-type: none"> All students Indigenous students 	Refer to Section 8 of the report which provides detailed description of NAPLAN results and participation rates.	

	Measure	Qld Response	2012
	<ul style="list-style-type: none"> Non Indigenous 		
<p>Schooling promotes the social inclusion and reduces the education disadvantage of children, especially Indigenous children.</p>	<p>The percentage of Indigenous students completing Year 10.</p>	<p>The apparent completion rate of all Indigenous students in Year 10 is estimated by dividing the enrolment number as at November by the enrolment number as at February for the given year. Due to sample sizes some fluctuation is to be anticipated year on year.</p>	<p>All State Schools: 95.0%</p>
	<p>The proportion of young people participating in post-school education or training six months after leaving school</p>	<p>Source: 2012 <i>Next Step</i> survey. Percentage relate to the number of young people that continued in some recognised form of education or training in the year after they completed Year 12.</p>	<p>63.0%</p>
<p>All students are successfully engaged in learning. Community confidence in the capability of schools</p>	<p>Average student attendance rate</p> <ul style="list-style-type: none"> All students Indigenous students Non Indigenous/Unknown 	<p>The attendance rate for students in Queensland Low SES NP state schools.</p> <p>Student attendance is measured and reported as a rate, based on comparing the number of schools days attended to the total possible days attended. The measure is calculated by applying the nationally agreed definition for student attendance, using data from semester 1 each year.</p> <p>(The corresponding Attendance Rate for all Queensland State Schools is</p> <p>All : 91.1%</p> <p>Indigenous: 84.4%</p> <p>Non-Indigenous / Unknown: 91.7%</p>	<p>Low SES NP State Schools</p> <p>All: 88.2%</p> <p>Indigenous: 81.0%</p> <p>Non-Indigenous /Unknown: 90.3%</p>

	Measure	Qld Response	2012
	<p>Apparent retention rates for Years 8 -10.</p> <ul style="list-style-type: none"> All students Indigenous students Non Indigenous/Unknown 	<p>The apparent retention rate of full-time students who were in Year 10 at a Queensland Low SES NP state school in 2012 expressed as a percentage of the respective Year 8 cohort group in 2010.</p> <p>The Years 8 – 10 apparent retention rate for Qld State Schools is</p> <p>All 102.8%. Indigenous 96.9% Non-Indigenous / Unknown 103.4%</p>	<p>Low SES NP State Schools</p> <p>All: 96.9%</p> <p>Indigenous: 94.7%</p> <p>Non-Indigenous /Unknown: 97.3%</p>
	<p>Apparent retention rates for Year 10 – 12</p> <ul style="list-style-type: none"> All students Indigenous students Non Indigenous/Unknown 	<p>The apparent retention rate of full-time students who were in Year 12 at a Queensland Low SES NP state school in 2012 expressed as a percentage of the respective Year 10 cohort group in 2010.</p> <p>The Years 10 – 12 apparent retention rate for Qld State Schools is</p> <p>All 76.6%. Indigenous 56.9% Non-Indigenous / Unknown 78.3%</p>	<p>Low SES NP State Schools</p> <p>All: 73.3%</p> <p>Indigenous: 50.2%</p> <p>Non-Indigenous /Unknown: 77.5%</p>
	<p>Percentage of Year 12 students who are completing/completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.</p> <ul style="list-style-type: none"> All students Indigenous students Non Indigenous 	<p>Data as at 5 March 2013, for state school students and Low SES School students completing year 12 in 2011. (2012 data has not yet been publicly released)</p>	<p>All State Schools:</p> <p>All students: 93.0%</p> <p>Indigenous students: 87.3%</p> <p>Non-Indigenous students: 93.3%</p> <p>Low SES NP Schools:</p> <p>All students: 94.6%</p>

	Measure	Qld Response	2012
			Indigenous students: 89.7% Non-Indigenous students: 95.0%
	Level of student wellbeing at the school. <ul style="list-style-type: none"> • All students • Indigenous students • Non Indigenous Student cohort (Indigenous, students with disabilities, ESL students, refugee students, students with additional learning needs, students at educational risk including homeless students) achievements via action research case studies	Following the redevelopment of the 2012 <i>School Opinion Survey</i> , 'Level of student wellbeing at the school' has been discontinued. 2011 was the last year that data are available for this item.	NA
	Level of satisfaction of parents and students.	Source: 2012 School Opinion Survey. Data are presented as respondent 'Total Agreement' (that is, an aggregation of the positive responses 'Somewhat Agree', 'Agree' and 'Strongly Agree') to the item 'This is a good school.'	All State Schools: Parents/Caregivers 95.2% Students 88.4%