



Australian Government

SMARTER SCHOOLS NATIONAL PARTNERSHIPS



SMARTER SCHOOLS NATIONAL PARTNERSHIPS

IMPROVING TEACHER QUALITY

LOW SOCIO-ECONOMIC STATUS SCHOOL COMMUNITIES

LITERACY AND NUMERACY

Queensland Annual Report for 2009

April 2010



Queensland Government



Independent Schools
Queensland

choice & diversity

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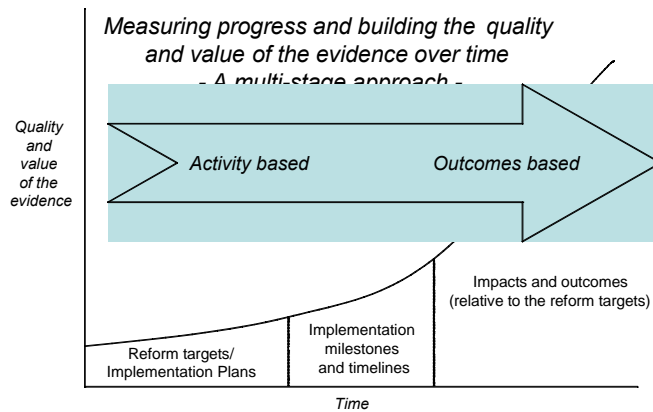
The Smarter Schools National Partnership on Low SES School Communities, Literacy and Numeracy and Improving Teacher Quality, is a joint initiative of the Australian Government and Education Queensland, Independent Schools Queensland and Queensland Catholic Education Commission.

Introduction

This report relates to three *Smarter Schools National Partnership Agreements* activity during the 2009 Calendar Year.

2009 was very much a year of planning and preparing to implement new strategies and activities from 2010. As a result, the report for 2009 activity is largely descriptive with few data elements. For this first Annual report, national comparability of data remains less important than the provision of information on the activities undertaken during the year towards the implementation of the National Partnership Reforms.

To address the capture of data for many different reporting functions, and ensure national consistency across all reforms, the Reporting Plan (which includes the Annual and Progress Reports) has been designed to reflect the commitment to continually improve performance reporting in the *Intergovernmental Agreement on Federal Financial Relations: Schedule C Public Accountability and Performance Reporting*, in particular the change over time from activity to outcomes reporting. This staged approach ensures that the types of information reported on and the quality of the contribution that the information makes to the evidence will develop over time as illustrated in this diagram.



Section 1 – Smarter Schools Summary

Highlights

The 2009 calendar year saw the creation and execution of the three *Smarter Schools National Partnership Agreements* and their associated implementation plans. This was a critical year for laying the groundwork for the rollout of the initiatives funded under these agreements, and creating the systems necessary for driving and monitoring their implementation in subsequent years.

In addition, it was decided that implementation in Queensland schools would be underway from Term 4, 2009. This was successfully achieved across all three of the *Smarter Schools National Partnership Agreements* and across all three schooling sectors, namely the State, Catholic and Independent sectors. This provided some early successes and a useful early learning experience for implementation in 2010 and subsequent years.

The Queensland Department of Education and Training has maintained a strong commitment to achieving the outcomes in the *National Education Agreement* and the education building block in *Closing the Gap* and intends to maintain this commitment and prioritise the key reform areas in each of the agreements.

Cross sector collaboration

The Queensland Catholic Education Commission (QCEC) and Independent Schools Queensland (ISQ) are the two peak bodies representing the non-state schooling sector in Queensland.

The Queensland Department of Education and Training has taken a highly consultative and engaging approach to the negotiation and early implementation of the three *Smarter Schools National Partnership Agreements*. Both QCEC and ISQ have been included at every step in 2009, and their views and preferences carefully considered.

In addition, responsibility for implementation of the three *Smarter Schools National Partnership Agreements* rests across all three sectors, ensuring mutuality of obligation and also of achievement. This is at the core of the approach taken in Queensland.

It is also reflected in the terms of the *Bilateral Agreement between the Commonwealth of Australia and the State of Queensland* (The Bilateral Agreement), as well as in the joint governance arrangements created for the three *Smarter Schools National Partnership Agreements*.

The intention is for this approach to continue in 2010 and in subsequent years.

Stakeholder consultation/engagement

A particular focus has been placed on engaging parents, community and Indigenous stakeholders in Queensland. This will become more evident in 2010 and onwards as implementation proceeds.

In 2009 the groundwork was laid for such engagement to be fully integrated into the implementation process. For instance, as the schools included in the *National Partnership Agreement on Low Socio-economic Status School Communities* undertake the process of developing their School Strategic Plans the engagement of parents, community and Indigenous stakeholders has been integrated into this process.

School level plans

In Queensland those schools included in the *National Partnership Agreement on Low Socio-economic Status Schools Communities* must have a four-year School Strategic Plan which stipulates how the additional funding and new strategies will drive the achievement of the outcomes in that National Partnership Agreement. These plans include detailed strategies, targets and funding allocations, as well as action research evaluations.

School Principals are charged with engaging parents, community and Indigenous groups in the development of the plan. How such engagement has occurred and will be maintained in the future is detailed in each of the School Strategic Plans.

In addition, those schools included in the *National Partnership Agreement on Literacy and Numeracy* have created individual School Action Plans, which are also published on the individual school websites. These plans not only detail the major milestones for each school, but also the key actions and targets that a School Principal has responsibility for delivering.

School Principals will be updating these plans quarterly over the life of this National Partnership Agreement, ensuring a high quality of reporting and a consequential high degree of local accountability.

Section 2 – Improving Teacher Quality

Progress statement

The *National Partnership Agreement on Improving Teacher Quality* has been established to drive and reward systemic reforms to improve the quality of teaching and leadership in Australian schools.

The Agreement aims to deliver system-wide reforms targeting critical points in the teacher 'life cycle' to attract, train, place, develop and retain quality teachers and leaders in Queensland's schools and classrooms. It also has a specific focus on professional development and support for principals. These system-wide reforms provide the platform for raising student performance and building the foundation necessary to underpin the other two *Smarter Schools National Partnership Agreements*.

Queensland aims to cultivate a world-class teaching workforce that has the capacity to transform the lives of students, to inspire and nurture their development as learners, individuals and as citizens and to drive high standards of student performance in all schools. These reforms will provide Queensland schools with a teaching workforce that continues to grow and learn in the face of global and technological change. It recognises that schools need teachers with broad career profiles, who have entered the profession at different career stages, with a range of different life experiences and professional networks.

Queensland's Implementation Plan has been developed to address the challenges of a unique context in Queensland, namely a highly geographically dispersed workforce with the associated challenges of sourcing and retaining teachers in rural, remote and regional locations. Queensland also has a younger than average teaching workforce.

In Queensland, implementation of this Agreement is well underway and is proceeding substantially on schedule. All milestones scheduled for 2009 have been substantially achieved. Given that this has occurred during the advanced stages of negotiation for renewed industrial agreements to define working conditions for teachers in both the Queensland State and Catholic schooling systems, it is a significant achievement.

Milestones and Performance Indicators

Milestone	Details of Achievement
Provision of Final Implementation Plan for approval	<ul style="list-style-type: none"> The Final Implementation Plan was provided for approval by the agreed upon date of 30th November 2009.
Attract the best entrants to teaching - Location of first new RATEP centre identified and announced	<ul style="list-style-type: none"> The Queensland Remote Area Teaching Education Program (RATEP) is a community based teacher education program that provides an alternative pathway into teaching, particularly for Aboriginal and Torres Strait Islander people living in remote, rural and identified urban areas who are wishing to study to become teachers. This program will be progressively expanded throughout the life of this National Partnership Agreement with the aim of increasing the number of Indigenous teachers in Queensland schools. The location of a new RATEP site has been identified and preparations are substantially completed for the new site to be announced and operational early in 2010 as agreed. The announcement of the new RATEP centre has been held over until early 2010 to allow time for the completion of local community consultation. The Queensland Department of Education and Training has conducted a local consultation program and negotiation process with the respective local schools, school communities and regional officers to guide the operationalisation of the new RATEP centre. This initiative is included in the Queensland Enterprise Bargaining process for the state school system, and as such, implementation must necessarily coincide with these processes and ultimately, be endorsed by the Queensland Teachers Union in a Memorandum of Agreement. Finalisation of this Memorandum of Agreement is

	pending.
<p>Attract the best entrants to teaching - Location of first Centre of Excellence identified and announced</p>	<ul style="list-style-type: none"> Centres of Excellence are a partnership program in Queensland between identified schools in both the state and non-state systems and partnering universities. Each schooling system is progressing different models for these centres, however each will focus on providing pre-service teachers with high quality field study experiences, and to build the capacity of existing teachers to provide high-quality mentoring to pre-service teachers. Within the state school system, these Centres will utilise a sister-school arrangement to gradually improve teaching and classroom practice, as well as aligning teacher education with a clinical model of delivery. The location of the first Centre of Excellence has been identified and preparations are substantially completed for the new Centre to be announced and operational. It is intended that this first Centre will be fully operational by mid 2010 as planned. The Queensland Department of Education and Training has conducted a local consultation program and negotiation process with the respective local schools, school communities and regional officers to guide the operationalisation of the new Centre of Excellence. This initiative is specifically referred to within the recently negotiated certified agreement for state school teachers. Within the agreement, the Department is required to enter into a Memorandum of Agreement with the Queensland Teachers' Union to define the working conditions for teachers in the Centres. The announcement of the first Centre of Excellence has been held over to ensure this agreement is signed by all parties. Negotiations to progress this outcome are nearing completion.
<p>More effectively prepare teachers, school leaders and principals - 2009 data for practicum placements from all universities collected and aggregated</p>	<ul style="list-style-type: none"> The Queensland Department of Education and Training has completed the collection and aggregation of 2009 data for practicum placements from all universities. In addition, data has been collected from higher education providers and collated for sharing with stakeholders in 2010. Following analysis of the data from 2009 for practicum placements from universities, draft benchmark targets were established for consultation with schools, regional officers and other stakeholders. These draft targets identify expected numbers of pre-service teacher placements for schools of varying sizes and locations, and were released in early 2010. Two new grants have also been developed and announced, namely Field Study grants and Practicum Innovation grants. The QCEC has been working to ensure that pre-service teachers are prepared in the practical elements of their role through supported tutoring schemes and mentor training programs. This aim is to facilitate the choice by new teachers of working in schools in rural, remote and regional locations. QCEC has created a supported tutoring scheme in partnership with the Australian Catholic University, for commencement in early 2010. Selection of the first group of pre-services teachers for this program has commenced. In addition, work on aligning orientation and induction processes has also commenced. QCEC has operationalised a mentor training program, with the initial cluster in Brisbane between Padua College, Mt Alvernia College, Mary MacKillop College and St Rita's College.
<p>Implementation or impact issues</p> <p>Apart from the need to complete negotiations with the Queensland Teachers' Union to develop a Memoranda of Agreement for particular programs such as the Centres of Excellence, there are no implementation issues. It is also too early in the implementation stage to identify any impact issues.</p>	

Activities supporting Indigenous students and/or teachers

Many reform activities are supporting Indigenous students and teachers (including beginning teachers) and Indigenous Education Workers. In future reports, further details of the achievement of these reforms will be provided once implementation of the various initiatives in this National Partnership Agreement have proceeded further.

For this initial annual report on the implementation of the *National Partnership Agreement on Improving Teacher Quality*, the Queensland RATEP program is highlighted and its significant achievements are detailed in the following section.

Good practice

RATEP is an innovative program that provides alternative pathways for Indigenous people in remote, rural and identified urban areas to become teachers, and has been yielding successful results in Queensland. A significant milestone for this reporting period is the creation of a new RATEP centre.

The Queensland Department of Education and Training has instigated, planned and supported, over a significant period of time, various programs to enable Aboriginal and Torres Strait Islander people to become trained and qualified teachers.

However, for those Aboriginal and Torres Strait Islander people living in remote, rural and identified urban areas who had to relocate to a centralised educational facility for long periods of study, the entrance rate and subsequent success rate to full teacher qualification has been, historically, very limited. In particular, the entrance and success rate for Aboriginal and Torres Strait Islander people from remote areas has been extremely low.

The resultant RATEP began as a joint initiative between the then Peninsula Regional Office of the Department, the Tropical North Queensland Institute of Technical and Further Education (TNQTAFE), James Cook University of North Queensland (JCU), the Queensland Aboriginal and Torres Strait Islander Educational Consultative Committee (QATSIECC), the Torres Strait Islands Regional Education Committee (TSIREC), the Office of Higher Education, the Queensland Open Learning Network (QOLN) and a variety of Aboriginal and Torres Strait Islander community councils.

The program aims to deliver teacher education courses to Aboriginal and Torres Strait Islander students through a variety of unique features and educational innovations, which include:

- basing tertiary education facilities in remote Aboriginal and Torres Strait Islander communities;
- using computer technology to present courseware on CD-ROM and online as a method of course delivery;
- using a diverse range of technology (computers, television, videos, facsimile, telephones and electronic mail) and written media (texts, workbooks, teacher coordinator guides and study guides) as integrated components of the course materials;
- using course content which is designed to be culturally appropriate; and
- using on site teacher coordinators (who are qualified teachers) as a means of providing academic and administrative support for students.

It is intended that graduates of the program will bring with them to the schools an in-depth knowledge of the cultural, linguistic and family backgrounds of the children they and their colleagues will be teaching.

Since the commencement of RATEP in 1990, there have been 127 graduates with teachers placed throughout Queensland. As of late 2009 there were 35 students studying towards their Bachelor of Education at JCU and 72 students enrolled through TNQTAFE, totalling 107 students. There are currently 20 RATEP sites operating across Queensland. Most are located in schools.

The Queensland Department of Education and Training has established the next new RATEP centre in Innisfail, which is a township in North Queensland with a significant Aboriginal and Torres Strait Islander population. It is also progressing plans for a series of new centres in the Torres Strait to support Aboriginal and Torres Strait Islander Queenslanders in these isolated island communities and provide pathways to qualification and employment.

Section 3 – Low SES School Communities

Progress statement

The *National Partnership Agreement on Low Socio-economic Status School Communities* demonstrates the commitment of the Queensland Government to addressing the issue of social inclusion, including responding to Indigenous disadvantage. Achieving sustained improvement in educational outcomes within participating schools is critical if Queensland is to raise its overall educational performance.

This agreement will also contribute to the achievement of the objectives and outcomes in the *National Indigenous Reform Agreement*.

Through this agreement, funding will be provided for a range of local initiatives delivered within schools as well as broader reforms, including:

- incentives to attract high quality teachers and principals to participating schools;
- greater principal flexibility over staffing, management arrangements and school budgets;
- more flexible school operational arrangements;
- provision of innovative and tailored learning opportunities;
- strengthened school accountability;
- improved external partnerships with parents, other schools, businesses and communities; and
- access to a range of extended services.

The schools implementing these reforms in Queensland will be better equipped to address the complex and interconnected challenges facing students in disadvantaged communities.

This National Partnership Agreement provides an opportunity for schools to trial new reforms in the way schooling is funded, structured and delivered in low socio-economic status school communities, which, if shown to be successful, could be developed into recommendations for system wide transformational change. Many of these strategies are being trialled in Phase 1 and 2 schools in Queensland to determine if they should be continued or modified in future phases.

The Queensland reforms will stimulate improved student outcomes across six priority reform areas (as detailed in the implementation plan) in the 170 schools in this agreement.

A number of working groups were formed to guide and oversee the development and early implementation of the suite of strategies in this National Partnership Agreement. These working groups were established to align with the six priority reform areas. They were chaired by, and had membership from, principals and regional executives from the state schools involved. This process provided invaluable local and school expertise to guide implementation.

In Queensland, implementation of this Agreement is well underway and is proceeding on schedule. All milestones scheduled for 2009 have been achieved, as detailed in the *Bilateral Agreement* for the three *Smarter Schools National Partnership Agreements*.

Milestones and Measures

Milestone	Details of Achievement
Provision of Final Implementation Plan for approval	<ul style="list-style-type: none"> • The Final Implementation Plan was provided for approval by the agreed upon date of 30th November 2009.
Completed schools plans [26 State, 4 Independent and 1	<ul style="list-style-type: none"> • All 26 state, 1 Catholic and 4 Independent schools have completed their school plans, detailing the local school based initiatives that will be funded to provide extra support and learning outcomes for students from schools in low socio-economic school

Catholic school]	<p>communities.</p> <ul style="list-style-type: none"> • Of the 26 state schools, the five phase -1 schools, and 21 phase -2 schools have completed specialised School Strategic Plans, which have been published on their school websites. These plans detail the requirements as set out in this National Partnership Agreement. • Please refer to Attachment A for the list of schools and their website addresses. • The next round of 20 state schools will also shortly publish their School Strategic Plans, which will be implemented from early 2010.
Principals recruited and appointed under Performance Agreement conditions [26 State schools]	<ul style="list-style-type: none"> • All state school principals appointed to the 131 state schools included in this National Partnership Agreement will be recruited and appointed under Performance Agreement conditions. • During 2009, 26 state school Principals were been appointed to five phase-1 schools, and 21 phase-2 schools under Performance Agreement conditions. In addition, Principals were also appointed under Performance Agreement conditions to the next round of 20 state schools, further details of which will be included in the subsequent <i>Smarter Schools National Partnership Agreements: Queensland Progress Report 2010</i>.
Principals participated in professional development [26 State, 4 Independent and 1 Catholic school]	<ul style="list-style-type: none"> • A suite of customised professional development opportunities have been created, targeting school leaders and teachers in schools in low socio-economic school communities. • All schooling sectors have placed importance on the development of customised professional development opportunities and will continue to do so throughout the term of this National Partnership Agreement. • Feedback of school principals, school leaders and teachers in the schools nominated for inclusion in this National Partnership Agreement regarding their future/expected areas of interest will be incorporated into the program as it proceeds. • In 2009, all 46 state school principals attended a customised induction program shortly after their appointment (namely the first group of 26 and the subsequent group of 20). • In addition, on 16-17 January 2010 in Brisbane there was a two day workshop <i>Optimising Capacity</i>, which focused on implementation of this National Partnership Agreement. It included sessions on the suite of strategies being utilised by principals in their School Strategic Plans as well as activities in their district and regional school clusters. This workshop was attended by school principals and deputy principals from the 46 state schools. • For teachers, the Queensland Department of Education and Training also provided three days of dedicated teacher induction for 134 teachers (comprising graduate teachers, newly appointed teachers and transferred teachers) who will be working in schools in this National Partnership Agreement in 2010 and onwards. Those teachers who are working in Indigenous communities attended a specialised remote area induction program held in Cairns and Mount Isa.
Schools receive funding [26 State, 4 Independent and 1 Catholic school]	<ul style="list-style-type: none"> • The agreed upon funding has been provided to schools. • For state schools this occurred in the first grant payment of 2010, which aligned with the normal financial arrangements for schools in Queensland.
Schools will have access to online forums and discussion groups [131 State, 4 Independent and 10 Catholic school Principals]	<ul style="list-style-type: none"> • Schools have access to online forums and discussion groups for each schooling sectors. For state schools this includes a dedicated one-portal web facility.
All state school teachers accessing classroom-level NAPLAN data	<ul style="list-style-type: none"> • The Queensland Department of Education and Training has created a performance reporting dataset in OneSchool, so that the data of individual students, classroom level data and school level data can be analysed to determine the most appropriate

electronically [S]	<p>teaching practices for students, classes and schools.</p> <p>In addition, the Teaching and Learning Auditors are utilising this school performance profile as an important part of the assessment of a school's performance. This is reflected in the audit domains against which auditors are making their assessment. All schools in this National Partnership Agreement are being audited in Term 1 2010. Further detailed information on this program will be included in the subsequent <i>Smarter Schools National Partnership Agreements: Queensland Progress Report 2010</i>.</p>
National Partnership website launched	<ul style="list-style-type: none"> • A National Partnerships website has been launched. During 2010 it will be upgraded and a new edition released.

There are additional matters that will be reported against in detail each year, in the subsequent Annual Reports, namely for the *Smarter Schools National Partnership Agreements: Queensland Annual Report 2010* and onwards. A brief update against these items is included in this *Smarter Schools National Partnership Agreements: Queensland Annual Report 2009*, in order to provide a fuller picture of the implementation activity undertaken in Queensland.

Achievements from participating schools including:

- *parent and community engagement strategies*
- *teacher incentive and workforce planning strategies*
- *student well being and engagement strategies*
- *strategies to improve transition from school to work and further study*
- *strategies to improve literacy, numeracy and science performance.*

Each School Principal in this National Partnership Agreement has identified a suite of initiatives suitable to their local school community which will improve the learning outcomes of their students, and these are detailed in each School Strategic Plan. As mentioned above, all School Strategic Plans are published on school websites.

The Queensland Department of Education and Training has established a six-monthly reporting process with the schools in this National Partnership Agreement to report against these five key strategies, in terms of how the local initiatives for each school in this National Partnership Agreement are achieving the identified outcomes.

For instance, some schools are establishing Wellbeing Centres in or adjacent to school grounds in order to provide a location for students to receive extra support and assistance, and to gain additional skills. Other schools have expanded the opening hours of their libraries, so that students have a location suitable for them to complete their homework and undertake additional studies outside of school hours. Some schools with large numbers of Aboriginal or Torres Strait Islander students or students from an identified cultural background are employing additional teacher aides to provide tutoring sessions so that these students receive extra assistance.

Systemic data reports for outcomes reporting based on agreed performance indicators.

The Queensland Department of Education and Training has established the systems and processes to ensure that it will be reporting against a range of performance indicators, which will be used to determine the state's progress against the agreed outcomes in the *National Education Agreement*, as well as the progress of individual schools and school sectors.

There are two sets of indicators, namely state - level indicators and then sector and school - level. These indicators are listed in the Implementation Plan for the *National Partnership Agreement on Low Socio-economic Status School Communities* at page 10-11, which is available at <http://www.deewr.gov.au/Schooling/Programs/SmarterSchools/Pages/state.aspx>.

Other relevant systemic data (such as workforce data) to demonstrate progress against reform initiatives

As other relevant systemic data becomes available it will be included in the *Smarter Schools National Partnership Agreements: Queensland Annual Report 2010* and onwards. This includes performance against NAPLAN targets as identified in School Action Plans, year 12 outcomes (where appropriate), attendance and retention targets as well as student, parent and workforce satisfaction measures.

The Queensland Department of Education and Training is working towards embedding data collection and analysis into the decision-making of School Principals and the teaching practices of Queensland teachers.

Action research case studies highlighting relevant student cohorts (Indigenous, students with disabilities, ESL students, refugee students, students with additional learning needs, students at risk including homeless students) achievements.

Each school in this National Partnership Agreement is required to undertake evidence-based action research into the initiatives employed locally to improve student performance for highly represented student cohorts such as Aboriginal and Torres Strait Islander students, refugee students, students from a non-English speaking background, those with learning difficulties, students with disabilities and also students who are homeless.

Individual School Strategic Plans will detail which highly represented student cohorts have been identified and the strategies being utilised to improve their student outcomes. The results of the action research case studies will be published on school websites and form part of future Annual Reports, once implementation of the various initiatives has proceeded further.

Implementation or impact issues

There are no implementation issues. It is also too early in the implementation stage to identify any impact issues.

Activities supporting Indigenous students

Many reform activities are supporting Indigenous students, teachers and school leaders. In future reports, further details of the achievement of these reforms will be provided once implementation of the various initiatives in this National Partnership Agreement have proceeded further.

For this initial annual report on the implementation of the *National Partnership Agreement on Low Socio-economic Status School Communities*, the early success of the Queensland Turnaround Teams is highlighted and its achievements are detailed in the following section.

Good practice

The Queensland Department of Education and Training is committed to improving student outcomes in all Queensland schools and Turnaround Teams is one of the broader reforms which will help achieve this result.

Turnaround Teams provide targeted specialist advice to school leaders, teachers, other staff, students and parents to ensure whole school, innovative and flexible approaches to address issues such as literacy and numeracy, student wellbeing and data analysis.

Each team includes experienced teachers with expertise in areas such as curriculum planning and implementation, literacy and numeracy teaching, assessment, student wellbeing and data analysis and will be led by an Executive Director – School Improvement.

After significant planning and consultation in late 2009, the first turnaround team of four specialist teachers began work in term 1, 2010 in the Wide Bay area. Anecdotal evidence from principals and teachers indicates the team is directly helping improve school performance. The outcomes of the evaluation of this team will be available at the end of 2010 and will be included in the *Smarter Schools National Partnership Agreements: Queensland Annual Report 2010*.

A second Turnaround Team has commenced working with 12 schools from the beginning of term 2, 2010 in the Darling Downs South West Region to help lift student performance.

Furthermore, in July 2010 another eight teams will begin working with schools making a total of ten teams across the State. This amounts to at least one team in each of the seven state education regions.

Section 4 – Literacy and Numeracy

Progress statement

The *National Partnership Agreement on Literacy and Numeracy* supports ambitious, nationally significant reforms which aim to improve the literacy and numeracy outcomes of all students, particularly those most in need. A suite of literacy and numeracy strategies will be implemented to improve literacy and numeracy outcomes for targeted schools, school communities and students.

A key outcome of this National Partnership Agreement will be to build a national understanding of what works, and a shared accountability for the literacy and numeracy achievement of Queensland students.

Queensland is committed to improving the literacy and numeracy achievements for all students in all schools. This requires a considered and strategic approach, a commitment to ongoing implementation of long-term educational reform and the refinement of policies and strategies to improve every student's achievement as well as closing the gap for those students below the national minimum standard.

Queensland's National Partnership Agreement has been developed to support a targeted cohort of schools, the majority of which have a high proportion of students at or below the national minimal standard of achievement (NAPLAN, 2008).

While it should be acknowledged that student achievement is influenced by a range of factors, both within and beyond the school's control, this National Partnership Agreement focuses predominately on school factors. Integral to this, is a systemic commitment to strengthening accountability, curriculum leadership and quality teaching in every school, every classroom, every school day.

In Queensland, implementation of this Agreement is well underway and is proceeding on schedule. All milestones scheduled for 2009 have been achieved, as detailed in the *Bilateral Agreement* for the three *Smarter Schools National Partnership Agreements*.

For this Annual Report data is not available on the achievement of targets against the agreed upon measures (as the necessary testing in 2010 has not occurred, namely NAPLAN and other local testing). This information will be provided in detail in the subsequent *Smarter Schools National Partnership Agreements: Queensland Annual Report 2010*.

Milestones and Measures

Milestone	Details of Achievement
Provision of Final Implementation Plan for approval	<ul style="list-style-type: none"> The Final Implementation Plan was provided for approval by the agreed upon date of 30th November 2009.
Building and testing of school and systemic infrastructure complete (September, 2009)	<ul style="list-style-type: none"> Building and testing of school and systemic infrastructure has been completed. Trialling has been undertaken of data analysis tools (vSTARs) to track and monitor student and school performance. School and system leadership teams have also attended workshops on the application of SunLANDA (QSA). Further work on this infrastructure will be undertaken in 2010.
Principals as Literacy Leaders' programs (Semesters 1 & 2, 2009)	<ul style="list-style-type: none"> This National Partnership Agreement has brought a refocus and renewal of curriculum leadership for senior leaders to strengthen capacity to improve literacy and numeracy outcomes in Queensland. The Principals as Literacy Leaders training was provided to all primary school

	principals across Queensland. The goal of the training was to broaden and deepen the knowledge of principals around literacy leadership in schools.
Appoint project officers to coordinate reforms (Semester 1, 2009)	<ul style="list-style-type: none"> Completed appointment of project officers to coordinate reforms and to develop and manage a range of initiatives in English and Maths.
Professional development and implementation strategies developed (Semester 2, 2009)	<ul style="list-style-type: none"> So as to further support these National Partnership schools to use student achievement data to inform teaching and track student progress, the Department of Education and Training has created a performance reporting dataset in its OneSchool information technology system. This provides schools with the data of individual students, classroom level data and school level data so that it can be analysed to determine the most appropriate teaching practices for students, classes and schools. In addition throughout 2010, the Teaching and Learning Auditors are utilising this school performance profile as an important part of the assessment of a school's performance. This is reflected in the audit domains against which auditors are making their assessment. Further and detailed information on this program will be included in the subsequent <i>Smarter Schools National Partnership Agreements: Queensland Annual Report 2010</i>.
Develop plan based on needs of target schools (Semester 2, 2009)	<ul style="list-style-type: none"> Completed development of plan based on needs of target schools.
Development and approval of Business Requirement specification for information technology infrastructure (June, 2009)	<ul style="list-style-type: none"> The development and approval of business requirement specifications for information technology infrastructure has been completed. This milestone is an integral step in the facilitation of data driven decision making in schools. The Queensland Department of Education and Training is building the information technology processes to inform teaching and to track student progress. The infrastructure will be used for collecting, using and monitoring data including NAPLAN and P-9 Literacy and Numeracy Indicators.
Literacy and numeracy training, Years 4-7 teachers and catch up for P-3 (Semester 2, 2009)	<ul style="list-style-type: none"> Literacy training for years 4 to 7 teachers and catch up training for prep to year 3 teachers has been completed. Numeracy training in First Steps in Maths (FSiM) was completed in 2009.
Materials and communication strategy developed (June, 2009)	<ul style="list-style-type: none"> The Queensland Department of Education and Training has developed a communication strategy utilising a community engagement model. A cluster of schools and community groups were nominated and selected to develop a communication strategy focused on parent and family engagement strategies. The outcomes of this work, including communication materials and strategies, will be shared with the other schools in this National Partnership Agreement so that schools can use these materials to improve engagement of families and school communities in the literacy and numeracy education of students.
Literacy / Numeracy coaches selected (September, 2009)	<ul style="list-style-type: none"> For all of the schools in this National Partnership Agreement, Literacy and Numeracy Coaches have been recruited through a merit selection process. Appointments are in place, and in most schools, from as early as Term 4, 2009. Coaches work alongside teachers in planning and assessment and work directly in classrooms with teachers on improving student achievement. The Literacy and Numeracy Coaches have been well received in Queensland schools and by school communities.

<p>Develop a model for vacation professional development for teachers (July, 2009)</p>	<ul style="list-style-type: none"> • A model for vacation professional development for teachers was conceptualised and developed to target professional development activities that focus on literacy, numeracy and science. • Utilising this model, a successful and well received program of vacation professional development was provided for teachers across all of Queensland's regions during the Spring 2009 and Summer 2010 vacation periods. • 325 teachers across nine regions attended the Spring 2009 Vacation Professional Development program. The program ranged from one to five day sessions and focused on professional development for teaching Literacy, Numeracy Science and developing higher order thinking skills. The following topics were covered: <ul style="list-style-type: none"> ○ Language and Literacy – Classroom Applications of Functional Grammar ○ First Steps in Mathematics (Number) ○ First Steps in Mathematics (Measurement) ○ Literacy – Using the P-3 Numeracy Indicators ○ Higher Order Thinking Skills (Internet) ○ Scientists in the Classroom • Furthermore, this model will be utilised throughout the term of this National Partnership Agreement to ensure a co-ordinated and systemic approach to professional development across these National Partnership schools.
<p>Professional development and training of coaches (Semester 2, 2009)</p>	<ul style="list-style-type: none"> • An ongoing program of professional development and training of the Literacy and Numeracy Coaches has been developed, including a three day conference which was conducted in Semester 2, 2009. • This professional development program will continue to be delivered throughout 2010. • In addition, local Coach Networks are being established in regions across the Queensland. They are providing an informal local means for sharing best practice strategies. Further and detailed information on the success of this program will be included in the subsequent <i>Smarter Schools National Partnership Agreements: Queensland Annual Report 2010</i>.
<p>Commence professional development in targeted schools (Semester, 2009)</p>	<ul style="list-style-type: none"> • Teachers in the schools in this National Partnership Agreement have completed literacy and numeracy professional development sessions in: <ul style="list-style-type: none"> ○ Reading to Learn ○ The English Guru ○ First Steps in Mathematics
<p>Rolling schedule of developed resources (commencing November, 2009)</p>	<ul style="list-style-type: none"> • A rolling schedule of professional development resources have been developed and will continue to evolve throughout 2010 and the subsequent years of this National Partnership Agreement. • The Department has also developed online literacy and numeracy resources to ensure that teachers have access to additional classroom support materials. These resources are located on the Department's intranet.
<p>Support the use of English as a Second Language (ESL) Band scales in targeted schools (Semester 2, 2009)</p>	<ul style="list-style-type: none"> • The <i>Teaching English as a Second Language Learners in the Classroom</i> project commenced in Semester 2, 2009 and initial results have been positive. Implementation in 2010 will roll out in selected schools in this National Partnership Agreement.
<p>Engage additional teachers to support intensive literacy and numeracy programs for students (July, 2009)</p>	<ul style="list-style-type: none"> • The Queensland Department of Education and Training has engaged additional teachers to provide between 10 and 20 hours of intensive teaching each year for years 3 and 5 students not meeting standards in literacy and numeracy. • The expansion of this <i>Years 3 and 5 Intensive Teaching Initiative</i> is underway for 2010.

<p>Forums for curriculum leaders in targeted schools implemented (Semester 2, 2009)</p>	<ul style="list-style-type: none"> • This National Partnership Agreement has brought a refocus and renewal of curriculum leadership for senior leaders to strengthen capacity to improve literacy and numeracy outcomes in Queensland. • Throughout 2009 a series of successful forums for principals was conducted across Queensland, with a focus on enhancing curriculum leadership and improving student achievement in literacy and numeracy. • Additional forums will be held throughout 2010, with a further focus on curriculum leadership and school improvement.
<p>Commence implementation of literacy and numeracy indicators in targeted schools (Semester 2, 2009)</p>	<ul style="list-style-type: none"> • The development of P-9 Literacy and Numeracy Indicators has been completed and is available to all Queensland schools. These Indicators were developed by the Queensland Studies Authority in collaboration with Education Queensland and ISQ. • Literacy and Numeracy Indicators describe expected learning in literacy and numeracy for students from Prep to year 3 and from years 4 to 9. They provide teachers with a resource to support planning for teaching, learning, assessment and monitoring across all key learning areas. Literacy and Numeracy Indicators help teachers focus their teaching and determine where children require additional support. • A variety of assessment resources are being developed to support the use of the P-9 Literacy and Numeracy indicators. • Further information on the P-9 Literacy and Numeracy indicators is available from http://www.qsa.qld.edu.au/p-9/9321.html
<p>Implement rollout of summer schools (September 2009 and January 2010)</p>	<ul style="list-style-type: none"> • The Queensland Summer Schools program was conceptualised and developed to provide 15 hours of intensive literacy and numeracy teaching to eligible students. • Summer Schools are specifically designed for Years 5, 6 and 7 students who have been identified as requiring additional help in the areas of literacy and numeracy. Students attending Summer Schools are given the opportunity to improve their literacy and numeracy skills in a unique learning environment. • Each class at the Summer School has a registered, experienced teacher. A coordinator is appointed to each Summer School to ensure it runs smoothly. The coordinator is the first point of contact for parents. • 72 Summer Schools were conducted across all regions in Queensland during the Spring (September) 2009 school holidays. • In January, 2010 Summer Schools were conducted at 62 sites across all regions. An additional 10 sites, in Far North and North Queensland regions, will offer Summer Schools during terms one and two in rural and remote Indigenous communities. • Qualitative and quantitative data provided by teachers, parents and students indicates significant satisfaction with Summer Schools overall.
<p>Targeted intervention to support students (Semester 2, 2009)</p>	<ul style="list-style-type: none"> • To support early student intervention, the Department of Education and Training is developing year 1 Literacy and Numeracy Checkpoints. These will be trialled in 2010 and throughout 2011. • Further resources and assessments have subsequently been developed to inform the identification of students who require intervention.
<p>Establish systems and school curriculum data teams (Semester 2, 2009)</p>	<ul style="list-style-type: none"> • System and school data teams were established in Semester 2, 2009. The teams attended professional development sessions to identify areas for improvement to inform: <ul style="list-style-type: none"> ○ focussed teaching ○ delivery of professional development ○ school action plans based on data analysis • The Department has engaged and trained Queensland Curriculum and Reporting Project Officers (QCAR) in English and Mathematics. These officers are based in regions and work directly with school teams or clusters of schools.

Project planning and scoping (Semester 2, 2009)	<ul style="list-style-type: none"> Project planning and scoping for implementation of the strategies in this National Partnership Agreement has been completed.
P-9 Literacy and Numeracy indicators completed (Semester 2, 2009)	<ul style="list-style-type: none"> Please refer to the relevant milestone on page 18 above regarding the status of the Queensland Literacy and Numeracy Indicators.
Targeted intervention to support students (Semester 1, 2009)	<ul style="list-style-type: none"> As mentioned, P-9 Literacy and Numeracy Indicators have been developed for implementation in Semester 2, 2009.
Rollout of professional development to occur during spring and summer vacations (September, 2009 and January, 2010)	<ul style="list-style-type: none"> Utilising the model developed above, a successful and well received program of vacation professional development was provided for teachers across all of Queensland's regions during the spring vacation period. The Queensland Department of Education and Training has completed the rollout of vacation professional development for teachers during the spring vacation (January 2010). The second program of vacation professional development for teachers was provided during the summer vacation period. This program included a range of quality assured professional development activities focusing on literacy, numeracy and science.

Implementation or impact issues

There are no implementation issues. It is also too early in the implementation stage to identify any impact issues.

Activities supporting Indigenous students

Many reform activities are supporting Indigenous students and teachers. In future reports, further details of the achievement of these reforms will be provided once implementation of the various initiatives in this National Partnership Agreement have proceeded further.

For this initial annual report on the implementation of the *National Partnership Agreement on Literacy and Numeracy*, the Queensland Teaching and Learning Audit is highlighted below.

Good practice

All Queensland state schools will undergo a Teaching and Learning Audit in 2010. This is a new and comprehensive audit requirement for all state schools in the area of teaching and learning. It is a leading and innovative program that is driving improvements in school performance across the State for both primary and secondary schools.

This program was developed in Semester 2, 2009 and successfully piloted in a number of state schools in Term 4, 2009, so that the full Teaching and Learning Audit program could roll out in 2010.

The Queensland Department of Education and Training has appointed a small number of highly successful School Principals to work offline for 2010 to undertake audits of all state schools. The audit utilises a unique audit instrument, developed by the Australian Council for Educational Research in consultation with a Stakeholder Reference Group. The development of the instrument was based on international research and the Department's Roadmap for Curriculum, Teaching, Assessment and Reporting.

The Teaching and Learning Audit Instrument utilises eight domains against which a school's operations are assessed, namely:

1. Explicit improvement agenda
2. Analysis and discussion of data
3. Culture that promotes learning
4. Targeted use of school resources
5. Expert teaching team
6. Systemic curriculum delivery
7. Tailored classroom learning
8. Evidence-based teaching

An audit report is produced for each school, which includes recommendations for further improvements in school performance. School Principals are reporting high or very high levels of satisfaction with the audit process, and there is anecdotal evidence that school performance will be improved.

Additional information will be provided in subsequent *Smarter Schools National Partnership Agreements: Queensland Annual Report 2010* as this program will proceed throughout 2010.

Section 5 – Other evidence

Part A: Evaluation, scoping, research and case studies

It is too early in the implementation stage for the State and National level evaluation programs to identify outcomes.

The Queensland Department of Education and Training will undertake its own evaluation across the three *Smarter Schools National Partnership Agreements*, particularly focusing on initiatives that are being implemented for the first time in Queensland, such as Literacy and Numeracy Coaches, Summer Schools, Performance Agreements with principals tied to incentive payments, Turnaround Teams and Teaching and Learning Audits.

This recognises that there are major strategies within the three *Smarter Schools National Partnership Agreements* that require in-depth evaluation.

Part B: Data

It is too early in the implementation stage to provide data that measures outcomes from the initiatives. The subsequent *Smarter Schools National Partnership Agreements: Queensland Annual Report 2010* and onwards will include detailed data and associated analysis.

Attachment A – Website Addresses for Schools in the *National Partnership Agreement for Low Socio-economic Status Schools Communities* in 2009

State Schools	Website Address
Berrinba East SS	www.berreastss.eq.edu.au
Berserker Street SS	www.berstress.eq.edu.au
Bundaberg South SS	www.bundsoutss.eq.edu.au
Durack SS	www.durackss.eq.edu.au
Eagleby South SS	www.eaglebysouthss.eq.edu.au
Eagleby SS	www.eaglebyss.eq.edu.au
Gin Gin SHS	www.ginginshs.eq.edu.au
Gin Gin SS	www.ginginss.eq.edu.au
Goodna SS	www.goodnass.eq.edu.au
Harris Fields SS	www.harrfielss.eq.edu.au
Inala SS	www.inalass.eq.edu.au
Kingston College	www.kingstonshs.eq.edu.au
Leichhardt SS	www.leichharss.eq.edu.au
Mabel Park SHS	www.mabelparkshs.eq.edu.au
Marsden SHS	www.marsdenshs.edu.au
Murgon SS	www.murgonss.eq.edu.au
Nanango SHS	www.nanangoshs.eq.edu.au
Normanton SS	www.normantoss.eq.edu.au
Northern Peninsula Area State College	www.northernpeninsulasc.eq.edu.au
Oakey SS	www.oakeyss.eq.edu.au
Oakey SHS	www.oakeyshs.eq.edu.au
Waterford West SS	www.watewestss.eq.edu.au
Woodridge North SS	www.woodnortss.eq.edu.au
Woodridge SHS	www.woodridgeshs.eq.edu.au
Woodridge SS	www.woodridgess.eq.edu.au
Woorabinda SS	www.woorabinss.eq.edu.au

<i>Independent Schools</i>	
Cairns Adventist College	www.cas.qld.edu.au
Coral Coast Christian School	www.cccs.qld.edu.au
Gulf Christian College	www.gulfchristiancollege.com
Shalom Christian College	www.shalomcollege.com.au
<i>Catholic Schools</i>	
The Centre Education Programme	www.learningplace.com.au/favicon.ico