

QUEENSLAND IMPLEMENTATION PLAN

National Partnership Agreement on Improving Literacy and Numeracy

PART 1: PRELIMINARIES

1. This Implementation Plan is a schedule to the National Partnership Agreement on Improving Literacy and Numeracy (ILN NP) and should be read in conjunction with that Agreement. The objective in the National Partnership is to improve the performance of students who are falling behind in literacy and/or numeracy, including targeted groups such as students from disadvantaged backgrounds and Aboriginal and Torres Strait Islander students in participating schools. The National Partnership will contribute to the effective use of evidence-based approaches in participating schools to lift the performance of these students.
2. The Implementation Plan will facilitate the identification of those approaches that have proven successful and support the wider implementation of those approaches in schools to lift the performance of students, maximising the possible impact on student literacy and numeracy outcomes.

PART 2: TERMS OF THIS IMPLEMENTATION PLAN

3. This Implementation Plan will commence as soon as it is agreed between the Commonwealth of Australia, represented by the Minister for School Education and Early Childhood and Queensland, represented by the Minister for Education, Training and Employment.
4. Activity under the Implementation Plan must commence by no later than the beginning of Term 2 of the 2013 school year.
5. As a schedule to the National Partnership Agreement on Improving Literacy and Numeracy, the purpose of this Implementation Plan is to provide the public with an indication of how the National Partnership is intended to be delivered and demonstrate Queensland's capacity to achieve the outcomes of the National Partnership.
6. This Implementation Plan will cease on completion or termination of the National Partnership, including the acceptance of final performance reporting and processing of final payments against performance benchmarks or milestones.
7. This Implementation Plan may be varied by written agreement between the Commonwealth and State Ministers responsible for it under the overarching National Partnership.
8. The Parties to this Implementation Plan do not intend any of the provisions to be legally enforceable. However, that does not lessen the Parties' commitment to the plan and its full implementation.

PART 3: STRATEGY FOR QUEENSLAND IMPLEMENTATION

Project information

9. This Implementation Plan describes how Queensland will implement activity across school sectors/systems to ensure that the outputs and outcomes for lifting the performance of students who are falling behind in literacy and/or numeracy are met.
10. A complete list of participating schools is provided at Attachment A. These are subject to change as participation in ILN NP is subject to principal discretion.
11. Queensland is committed to improving the literacy and numeracy achievements for all students in all schools. This requires a strategic approach and a commitment to ongoing implementation of successful strategies and reforms. Queensland acknowledges the crucial role of teachers in the literacy and numeracy outcomes of students and will continue to focus on longer term sustainable improvement by ensuring that teachers and their schools have the knowledge, skills, leadership and support to deliver effective literacy and numeracy teaching.
12. Across the three schooling sectors, Queensland aims to achieve the objectives of the ILN NP by building on the significant improvements brought about by the expiring Literacy and Numeracy National Partnership (LN NP). Expansion and enhancement includes:
 - a. extending and consolidating strategies from the expiring LN NP;
 - b. broadening the coaching focus to include literacy and numeracy teaching pedagogy; and
 - c. a sharper focus on evidence based decision making to ensure deeper understanding and appropriate actions.
13. Implementation will be tailored for the diversity of state and non-state schools in Queensland. Localised implementation will:
 - a. support the diverse range of school contexts
 - b. allow schools and regions to design program delivery within local regions/school contexts
 - c. build capacity for future growth
 - d. allow for allocation of resources to to address local needs and contexts.
14. For the state sector, this represents a shift from systemic support to increased regional support and services.
15. Queensland's Implementation Plan consists of two key elements:
 - a. Coaching and mentoring: professional development and practice; and
 - b. In school data-informed practice.
16. Elements are listed in Table 1. Table 3 provides more detail regarding the delivery of these elements in each schooling sector.

Table 1: Project elements - Literacy and Numeracy approaches endorsed by the Expert Reference Group

No.	Title (Approach)	Short description	Year level(s) targeted	Domain(s) targeted	Dependent on projects*	DEEWR school ID(s) using the approach	Does the approach specifically target Aboriginal and Torres Strait Islander students?
1	Coaching and mentoring: professional development and practice	Coaches and mentors in participating schools across the Queensland schooling sectors will impart their skills and expertise to other teachers regarding effective pedagogical practices in literacy and numeracy. Queensland schooling sectors will expand and/or develop professional development, in a variety of forms, for selected teachers from participating schools, focussed on building effective pedagogy, data-informed decision-making -making and literacy and numeracy knowledge and content.	Varies across sectors and schools	Varies across sectors and schools	Coach training/ professional development required	See Attachment A	No. However, a high proportion of ATSI students will be targeted through schools selected (see Attachment A).
2	In school data-informed practice	Coaches, across the sectors, will work to build the capabilities of teachers (including beginning teachers) to reflect and change instructional practices to use data to identify where support is needed and improvement has occurred.	Varies across sectors and schools	Varies across sectors and schools	See para. 21-23 below.	See Attachment A	No. However, a high proportion of ATSI students will be targeted through schools selected (see Attachment A).

NOTE: These approaches have been published on *Teach Learn Share* or have been endorsed by the Expert Reference Group pending publication
*please indicate NA if this does not apply

Coaching and data-informed practice

15. Element one of the Queensland strategy is coaching and mentoring school teachers to build their capabilities to develop student literacy and numeracy. Falling under this, there will be a focus on specialised professional development and data-informed practice and support in schools.
16. The coaching strategy is designed to build capacity in teachers, resulting in highly effective schools.
17. The coaching concept has been successfully implemented nationally and internationally and there is a wide-range of research available indicating the positive impact that such an initiative can have on improving student outcomes (Biancarosa 2010; Garet et. al. 2008; Lockwood et. al. 2010).
18. Role-defined, school-based coaches ensure the sustainability of the ongoing focus on school improvement. Such an approach to professional learning is situated in cognitive coaching, peer coaching, and mentoring (L'Allier, Elish-Piper & Bean, 2010).
19. Coaching provides ongoing professional learning for teachers (International Reading Association, 2004). Studies show that professional learning is an important factor in improving teaching practice and therefore an important factor in predicting higher student achievement (Wenglinsky, 2000). Content-focused, teacher professional learning that is sustained over multiple years through coaching support has been found to produce increasingly greater improvements in teachers' performance and students' reading skills (Atteberry&Bryk, 2010).
20. In a synthesis of research spanning many years and many studies Cornett and Knight (2009) found the following key benefits of coaching:
 - a. Increases in teacher efficacy;
 - b. Improvements in teacher practices that increase student achievement;
 - c. Increases in implementation rates and skill transfer; and
 - d. Improvements in teachers' job satisfaction.
21. A number of the evidence-based strategies on the *Teach, Learn Share* website outline a coaching model to improve student outcomes, including:
 - a. Proserpine State School, *Creating a reading culture in a school community*;
 - b. Moana Primary School, *Coaching and whole-school commitment improve Numeracy outcomes*;
 - c. Allendale East, *Creating Change as a Literacy Coach*;
 - d. Two Wells Primary School, *Making a positive difference in numeracy*; and
 - e. Darlington Primary School, *Literacy coaching – reading comprehension*.
22. Analysis and use of data was demonstrated in the above examples, and is also a key component of the following strategies outlined on the *Teach, Learn, Share* website:
 - a. Rosemeadow, *Linking school targets to classroom practice*; and
 - b. *The Hume region numeracy strategy at Seymour College*.
23. Queensland's proposed elements - coaching and data-informed practice - demonstrate direct alignment with these examples on the *Teach, Learn, Share* website, specifically:
 - a. shared objectives of developing effective, evidence-based teaching, strong school leadership and whole school engagement;
 - b. the role of the coach, planning and sharing pedagogy, modelling lessons, observing and supporting classroom practice;
 - c. a focus on data analysis and data-informed decision making and differentiated teaching; and
 - d. provision of extensive professional learning for the coach/mentor, leadership teams and teaching staff.

School selection

24. Queensland's ILP NP strategy supports targeted schools and particular student cohorts: students at or below the National Minimum Standard (NMS) in numeracy and reading as demonstrated in NAPLAN, including Indigenous students and students from low socio-economic school communities.
25. The majority of State, Catholic and Independent schools that participated in the expiring LNNP will continue to participate in the new ILN NP.
26. The State, Catholic and Independent sectors have identified additional schools with sufficient need in terms of literacy and numeracy achievement for inclusion. The following factors have been taken into account in identifying additional schools:
 - a. inclusion of schools with a high number of students (relative to state and sector) in the bottom two bands of NAPLAN;
 - b. non-inclusion of those schools participating in the Low SES National Partnership due to the continuation of funding until the end of 2013;
 - c. proportion of students as per the Australian National Audit Office report; and
 - d. non-inclusion of the funded Queensland Indigenous Focus Schools.
27. A complete list of participating schools is provided at Attachment A.

Estimated costs

28. The maximum financial contribution to be provided by the Commonwealth for the project to the jurisdiction is \$60,578,179, payable in accordance with performance milestones set out in Part 5 of the National Partnership. All payments are exclusive of GST.
29. The overall budget (exclusive of GST) is set out as estimated financial contributions in Table 2. The budget is indicative only and Queensland retains the flexibility to move funds between components and/or years, as long as outcomes are not affected. The Commonwealth contribution can only be moved between years with the agreement of the Commonwealth.

Table 2: Estimated financial contributions

(\$ million)	*2012/13	*2013/14	Total
State			
Development team	1,068,366	794,972	1,863,338
Coaches	31,403,739	15,476,131	46,879,870
	\$32,472,105	\$16,271,103	
Non-state			
OCEC – coaches and mentors	5,366,127	2,688,855	8,054,982
ISQ – coaches and mentors	2,518,179	1,261,807	3,779,986
Total estimated budget			60,578,179
<i>less estimated Commonwealth contribution equals estimated balance of non-Commonwealth contributions</i>			
Total Commonwealth contribution			60,578,179

Program logic

30. The way in which these project elements will achieve the outcomes and objectives stated in the National Partnership is detailed in Table 3 below.
31. Output 12(b) of the National Partnership will be achieved through the sharing of effective evidence-based teaching approaches across schools and jurisdictions and the publication of Queensland strategies and approaches published on *Teach Learn Share*.

Risk management

[Note: the purpose of this component is to demonstrate that a risk assessment has been undertaken, any identified risks considered and a risk management plan has been developed].

32. The management of risks and issues associated with this project will be managed in accordance with the Department of Education, Training and Employment's Risk Management Procedure.
33. The following risks have been actively identified, entered into a risk log and categorised in terms of impact and likelihood:
 - a. There will be an inability to recruit staff with suitable skill sets within the appropriate timeframe.
 - b. The knowledge and resources developed through the project will not be sustainable once the funding for this initiative is depleted.

Relevant State or Territory Context

[Note: This section should provide a brief statement on the particular state or territory's unique circumstances as context for the approach taken to deliver on the National Partnership's outcomes and objectives.]

34. In developing this Implementation Plan consideration has been given to Queensland's relevant context. Key factors that have influenced the proposed direction are set out below (or in Table 4):
 - a. the continuation of the current coaching reform
 - b. the initiation and development of online modes of delivery to address the challenge to delivering PD in rural and remote areas of Queensland.
35. Queensland's Implementation Plan does not specifically target Indigenous students. The coaching strategy seeks to drive improvement to the quality of teaching in all participating schools in order to lead to long-term benefits for all students. Queensland is committed to responding to Indigenous disadvantage, and the high proportion of Indigenous students across the selected schools ensures that students from Aboriginal or Torres Strait Islander backgrounds will benefit from strategies being implemented.
36. In particular, Indigenous students in ILN NP state schools will benefit through:
 - a. coaches with particular expertise in culturally appropriate pedagogy
 - b. coaches and school leadership teams inclusive rather than exclusive methods to support the Indigenous students in Queensland's urban schools
 - c. coach support and school leadership teams ongoing implementation of the *Embedding Aboriginal and Torres Strait Islander Perspectives in Schools* (EATSIPS) initiative
 - d. school leadership teams increased participation, collaboration and engagement with the local community through the *Parent and community engagement framework*.
37. Queensland's attention is also on sustainable practices through the state sector's consideration of an Indigenous focus in components of the Early start assessment tools, a suite of trial materials which schools can use to track progress across Prep to Year 2.

Table 4: Links with existing reforms or projects [*example*]

Proposed Elements/Approaches (as identified in Table 1)	Existing reforms or projects	Complementary nature of activities
Coaching	Pedagogical Framework	Development of materials and resources designed to support schools in their work around pedagogy and high quality teaching practice.

PART 4 PERFORMANCE AND REPORTING ARRANGEMENTS

Milestones

38. Performance milestones and associated payments are outlined in Table 2 of the Agreement.

Performance indicators and measures

39. Queensland agrees to meet the performance measures and reporting arrangements outlined in Part 4 of the Agreement. Details of historical NAPLAN data commencing with 2008 for the schools that previously participated in the Literacy and Numeracy National Partnership Schools to achieve the outcomes and outputs of the Agreement are at Attachment B. Details of state and sector specific local measures for all schools (for the 2013 school year) to achieve the outcomes and outputs of the Agreement are outlined in Tables 5.

Table 5: Local measures

PERFORMANCE INDICATOR	AGREED LOCAL MEASURE	STATE SPECIFIC MEASURE	DATA SOURCE	BASELINE YEAR
Improvement* in literacy and/or numeracy results for targeted student group including Aboriginal and Torres-Strait Islander students	Local school level data demonstrating change in literacy and/or numeracy performance for the targeted student group compared with other children at the same grade ³ in reading and numeracy for the 2013 school year. At the states discretion, local school level data demonstrating change in literacy and/or numeracy performance for the targeted student group compared with a like cohort group.	<i>Govt:</i>	PAT-M PAT-R	2013
		<i>Catholic:</i>	PAT-M PAT-R DRA	2013
		<i>Independent:</i>	DRA II CDAT (Cognitive Developmental Assessment Tasks)	2013
	Local school level data demonstrating change in literacy and/or numeracy performance for Aboriginal and Torres Strait Islander students falling behind compared with other children at the same grade in reading and numeracy for the 2013 school year	<i>Govt:</i>	PAT-M PAT-R	2013
		<i>Catholic:</i>	PAT-M PAT-R DRA	2013
		<i>Independent</i>	DRA II CDAT (Cognitive Developmental Assessment Tasks)	2013

³ In Queensland, reporting on the first performance indicator will vary across sectors. The Queensland Catholic education sector will provide comparative data on the improvement of students in the bottom two bands compared to students' whole class improvement rates over the 2013 school year based on PAT-M and PAT-R, or DRA II. Queensland independent schools will provide measures of student improvement against DRA II and/or CDAT (Cognitive Developmental Assessment Tasks), including reporting on the performance of students in the bottom two bands over the 2013 school year. Education Queensland will measure the 2013 school year improvement of students in the bottom two bands in participating schools against PAT-M and PAT-R, compared to an average improvement rate from a random, comparative sample of children from the same grade. These variances account for the differences in data collection methodology across the sectors, and data availability to provide reliable and valid comparisons of student improvement.

PERFORMANCE INDICATOR	AGREED LOCAL MEASURE	STATE SPECIFIC MEASURE	DATA SOURCE	BASELINE YEAR
Education systems and participating schools conducting effective data collection and assessment to inform best practice literacy and numeracy teaching	Description of local school level data collection measures used and how these measures are used to assess literacy and numeracy performance over the school year.	<i>Govt:</i>	Coaches building teacher capacity in analysing and investigating data. Teachers using data to inform planning, teaching, and assessment of learning. Development of school pedagogical framework	
		<i>Catholic:</i>	Data analysis teams to build teacher capacity in analysing and investigating data. Teachers using data to inform planning, teaching (classroom interventions), and assessment of learning.	2013
Staff in participating schools engaged in professional learning in literacy and/or numeracy	Approaches used to improve capability and effectiveness of literacy and/or numeracy teaching	<i>Independent</i>	Collation of all student reading and numeracy levels Creation of Data Walls (reading) Team meetings to discuss data Instruction linked to assessment	2013
		<i>Govt:</i>	Coach surveys	
		<i>Catholic:</i>	Regional professional learning data Action learning processes.	2013
		<i>Independent</i>	Staff and coach surveys	
			Records of coaching sessions Staff and coach surveys	2013
			Provision of information of measures used from State schools and regional office to central coordinating office	
Feedback from staff demonstrating improvement in capability and effectiveness of literacy and numeracy teaching		<i>Govt:</i>	Action learning processes. Staff and coach surveys	2013
		<i>Catholic:</i>	Staff and coach surveys	
		<i>Independent:</i>	Staff and coach surveys	2013

* For local measures, improvement is considered to be any increase (reported in the final report) above the baseline data obtained at the beginning of the 2013 school year.

Sign off

The Parties have confirmed their commitment to this agreement as follows:

Signature John Paul Langford Date 13.9.13
[By state/territory Minister]

Signature [Signature] Date 26.8.13
[By Commonwealth Minister]