Australian Government

QUEENSLAND

NATIONAL SMARTER SCHOOLS PARTNERSHIPS

IMPLEMENTATION PLAN

National Partnership for Literacy And Numeracy

Queensland Government

Independent Schools Queensland

QCEC

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The Smarter Schools National Partnership on Literacy and Numeracy is a joint initiative of the Australian Government and Education Queensland, Independent Schools Queensland and Queensland Catholic Education Commission.

INTRODUCTION

The Literacy and Numeracy National Partnership is a joint initiative between the Australian Government, Education Queensland, the Queensland Catholic Education Commission, and Independent Schools Queensland.

The Literacy and Numeracy National Partnership includes a long-term commitment to improving student literacy and numeracy achievements and supporting teachers to develop enhanced skills. Reforms will include a focus on curriculum leadership and engaging school communities in literacy and numeracy education, professional development for teachers and setting targets to monitor student progress.

Each schooling sector, in consultation with local communities, will determine which strategies best respond to local needs.

Purpose

Improving the literacy and numeracy achievements of all school students requires a considered and strategic approach. Queensland's Literacy and Numeracy Implementation Plan has been developed to support schools to improve literacy and numeracy outcomes for students.

It includes a range of strategies tailored to suit the diversity of schools in Queensland – from small rural and remote to large complex urban schools. Integral to the focus of the Literacy and Numeracy National Partnership is a state-wide commitment to strengthening accountability, curriculum leadership and quality teaching in every school, every classroom, every school day.

The Literacy and Numeracy National Partnership reforms focus on:

- Building strong leadership and effective teams to renew and refocus on curriculum, through principal forums and literacy leadership programs and training
- Engaging school communities in the literacy and numeracy education of their children by providing literacy and numeracy information to families and e-learning resources for schools
- Delivering professional development for teachers in the areas of literacy and numeracy by engaging literacy and numeracy coaches, providing all state school teachers in Years 4 to 7 with five days' literacy training and offering vacation-based professional development for teachers; and
- Achieving improved learning through assessment and monitoring of student progress in literacy and numeracy and intervention by providing increased resources to regions for local initiatives.

Implementation process

A total of 175 state schools, 36 Catholic schools and 28 Independent schools across Queensland have been selected to participate in the Literacy and Numeracy National Partnership. Summer school programs will be provided during the September and Christmas vacation periods from 2009 for students in state schools in Years 5, 6 and 7 that require additional support to improve their literacy and numeracy achievement. Other schools will benefit from state-wide strategies under the partnership.

CROSS-SECTOR INVOLVEMENT

The non-government sector in Queensland includes Catholic and Independent schools, represented by Queensland Catholic Education Commission (QCEC) and Independent Schools Queensland (ISQ).

QCEC and ISQ have been engaged as partners in the development of this Implementation Plan. Representatives from the sector have been integral to the development of the reform areas and specific actions contained in the Implementation Plan. The Implementation Plan has been endorsed by both QCEC and ISQ.

Governance during this development period has occurred through the Queensland Schooling Sector CEOs Committee, which is chaired by the Director-General of the Department of Education and Training and has as members the respective heads of the government, Catholic, and Independent schooling sectors. The Queensland Schooling Sector CEOs Committee will continue as the overarching governance forum between the schooling sectors for the life of this agreement. Queensland will continue to work collaboratively with the non-government sector, both systemically and with individual schools as required, in implementing reforms under this agreement.

The non-state sectors will report six-monthly to the Department of Education and Training (DET) on the progress of implementation, and provide data to inform full annual reporting to ensure payments from the Commonwealth are triggered in a timely manner.

REFORM INITIATIVES AND STRATEGIES

The Partnership Agreement provides an opportunity to build on existing strategies that are reflected in good practice, while also allowing for the introduction of new reforms. These reforms have been selected based on research reporting high quality results in developing strong school leadership, building teacher quality and maximising student achievement.

The Partnership Agreement will be linking to and strengthening literacy and numeracy professional development currently being delivered to teachers through the Literacy – the Key to Learning: Framework for Action and the First Steps in Mathematics programs.

Strong leadership – effective teams

Existing strategies:

- Refocus and renewal of curriculum leadership for senior leaders to strengthen capacity to improve literacy and numeracy outcomes. (State, Catholic)

New strategies:

- Develop and implement an accountability and school improvement framework and auditing tool to focus on quality curriculum, teaching and improved outcomes. (State)
- Build IT processes for collecting, using and monitoring data including NAPLAN, P – 9 Literacy and Numeracy Indicators, ESL Band scales. (State)
- Support partnership schools to use student achievement data to inform teaching and track student progress. (State, Catholic, Independent); and

- Develop materials and advice for schools to use to engage families and communities in literacy and numeracy education of their children (State, Catholic, Independent).

High expectations – focused teaching

Existing strategies:

- Conduct literacy and numeracy training for teachers Prep to Year 7 and early childhood teacher aides (State).

New strategies:

- Develop P – 9 Literacy and Numeracy Indicators, and monitoring tools to raise the bar and provide clarity to teachers about standards and expectations and measure the 'distance travelled' by students. (State, Independent)
- Engage and train coaches/mentors of literacy and numeracy to provide support to teachers in partnership schools. (State, Catholic, Independent)
- Design and develop e-learning resources to support implementation of Literacy and Numeracy Indicators. (State, Catholic, Independent); and
- Deliver vacation professional development for teachers (State).

Differentiated intervention – improved learning

Existing strategies:

- Support teacher attention to diversity of learning styles/needs of targeted groups including Indigenous (State, Independent).

New strategies:

- Implement P – 9 Literacy and Numeracy Indicators in Partnership schools. (State)
- Implement ESL Band scales for students with non-English speaking backgrounds in Partnership schools. (State, Catholic)
- Summer Schools for students with a focus on literacy and numeracy. (State)
- Engage and train teachers to provide intensive teaching support for students who are below literacy and numeracy national minimum standards in Years 3 and 5. (State); and
- Build teacher assessment literacy and use of student achievement data to drive improvement (State).

SCHOOL-LEVEL PLANS

Schools will address the key reform areas as part of their school planning documentation. Reforms will be actioned to meet the accountability requirements for the Literacy and Numeracy National Partnership.

Schools will publish their individual or cluster school plans on their school or sector websites.

The Annual School Action Plan will demonstrate scope and depth of reform as it aligns to the Literacy and Numeracy National Partnership. The School Action Plan will state the National Partnership investment and detail the Literacy and Numeracy National Partnership reforms being implemented.

PERFORMANCE INDICATORS

The Queensland Implementation Plan for Literacy and Numeracy has direct and complementary links to the plans proposed under the Low Socio-economic Status School Communities, Improving Teacher Quality, and Youth Attainment and Transitions National Partnerships. The plan builds teacher, school and broader community capacity to contribute towards improved student engagement and enhanced literacy and numeracy outcomes.

Performance indicators applicable to the Literacy and Numeracy Partnership schools cover two broad areas:

- NAPLAN (Yrs 3, 5 and 7) indicators of achievement; and
- Local indicators of achievement.

Each of these areas includes elements of whole of state and Indigenous focus. The spread of focus emphasises Queensland's continuing commitment to improving literacy and numeracy outcomes for all students as well as maintaining continued vigorous emphasis on the outcomes for Indigenous students.

NAPLAN indicators:

- Percent of students at or above national minimum standard in reading – Indigenous and non-Indigenous students
- Percent of students at or above national minimum standard in numeracy – Indigenous and non-Indigenous students
- Percent of students above national minimum standard in reading – Indigenous and non-Indigenous students
- Percent of students above national minimum standard in numeracy – Indigenous and non-Indigenous students
- Mean score in reading – Indigenous and non-Indigenous students

- Mean score in numeracy – Indigenous and non-Indigenous students
- Percent of students at or above national minimum standard in reading – Indigenous students; and
- Percent of students at or above national minimum standard in numeracy – Indigenous students.

Local indicators:

- Percentage of improvement using a recognised local diagnostic measure of reading tracked over 12 months – Indigenous and non-Indigenous students
- Percentage of improvement using a recognised local achievement measure of reading tracked over 12 months – Indigenous and non-Indigenous students; and
- Percent improvement using a recognised local diagnostic measure of reading (or equivalent) tracked over 12 months – Indigenous students.

TARGETS

The Partnership sets stringent targets for improved student performance in literacy and numeracy. Those targets have been framed in terms of two sets of measures. DEEWR proposed four sets of targets for reporting performance against National Assessment Program-Literacy and Numeracy (NAPLAN) measures. DET identified a set of local measures that complement those mandates. Both sets include targets specific to the performance of Indigenous students.

Achievement of these targets will trigger reward funding. In the first year of the Partnership the NAPLAN targets will account for 40% of the total reward funding, with the local measures weighted at 60%. For the payment in 2012, the NAPLAN targets will carry a 70% weighting with the influence of local measures reduced to 30%.

In Queensland, a very large sample of schools has been identified for inclusion in the Literacy and Numeracy plan.

Table 1: Number of schools in the Literacy and Numeracy National Partnership, by sector

EQ sample	QCEC sample	ISQ sample	Total number of QLD schools in sample
175	36	28	239

The nomination of 239 schools is an ambitious and significant commitment. Each school has been asked to nominate an area of special focus (literacy or numeracy). Schools selected for reporting will be allocated on the basis of that specialisation.

National Assessment Program – Literacy and Numeracy (NAPLAN) targets

NAPLAN data is available for Years 3, 5, 7 and 9 across a range of domains. To limit the total number of measures used to a manageable number, only the Reading and Numeracy domains will be used to comprise these targets.

In Queensland, reporting will be based on the performance of students in Years 3 and 5. This should not be interpreted as suggesting that work is not being conducted in later years but rather that early intervention is a key aspect of the Queensland focus. This early years focus is consistent with other strategies being initiated such as those relating to the Closing the Gap goals.

Within the selected domains and Year levels, targets have been agreed with respect to:

- percentage of students at or above national minimum standard
- percentage of students above national minimum standard
- Mean scale score targets; and
- Indigenous students at or above minimum standard.

In each category (for example, Year 3 Students above National Minimum Standards Reading) the target demands a 50% greater improvement than trends observed from testing data based upon the years 2006 – 09.

After the NAPLAN 2010 results become available, the results obtained by the target students will be compared to the targets category by category to determine the reward payments. No payment is made for any category in which less than half of the nominated improvement is achieved. Beyond that threshold, proportional payments are made reflecting the extent of the improvement.

Equally demanding targets have been nominated for 2011, subject to review when the data on performance in 2010 is available.

Local targets

Local measures provide more sensitive or relevant indicators of student improvement in literacy or numeracy in areas emphasised by different schools. These targets enable the use of instruments matched to the preferred philosophy or approach of schools operating in different contexts.

Two different measures of reading performance have been nominated. These are the Progressive Achievement Tests in Reading Comprehension (PAT-R) and the Developmental Reading Assessment (DRA-2). In each case, norms and scale score tables provided by the test developer have been used to identify an expected rate of progress and then to set a challenging (but achievable) target for students in partnership schools. Schools using each instrument will be kept in separate pools and appropriately sized samples drawn for reporting to avoid the difficulty of equating performance on different instruments.

The target for each category involving all students has been expressed as a specified improvement in the mean scale score achieved by students in those schools. In view of the historical under-performance of Indigenous students in the focus areas, the Indigenous local measures target requires

that the mean scale score of sampled Indigenous students is not less than that demonstrated by non-Indigenous students in the same schools.

All teachers using these instruments will have been given information on how to administer them prior to their initial use i.e. PAT R in Term 1, 2010 and DRA 2 pre test in term 4 2009.

After the re-administration of the instrument in Term 4, 2010, the results of the sample schools will be cumulated. The proportion of the available funding allocated will be based on the proportion of sample schools that have met their target. If students in 16 of 20 sample schools have met their targeted improvement then 80% of the nominated reward payment will flow. As is the case for NAPLAN targets, the 50% threshold applies.

Comparable local measures targets have been proposed for 2011, to be reviewed in the light of results actually achieved in 2010.

SCHOOL SELECTION

Queensland state schools

A total of 175 state schools across Queensland have been selected to participate in the 2008 – 10 Literacy and Numeracy National Partnership. The intent of this plan is to maximise student achievement through the allocation of dedicated resources and targeted strategies, grounded in research that will improve student learning.

A list of participating schools is available at:
http://www.deewr.gov.au/Schooling/Programs/SmarterSchools/Pages/default.aspx

The selection of schools was based on:

- Analysis of NAPLAN 2008 data where significant proportions of students were identified at/or below the national minimum standards.

One or more factors were considered in school selection:

- Percentage of Indigenous students
- Percentage of students eligible for ESL support
- A representation of schools from across the state that included rural, remote and urban; and
- Schools with small and large student enrolment.

Regional Executive Directors and Executive Directors (Schools) consulted directly with principals for inclusion in the Partnership Agreement.

There are 87,697 students enrolled in the state Literacy and Numeracy Partnership schools, of which 10,742 are Indigenous students (August 2009 Census).

Queensland Catholic schools

Thirty-six Catholic schools in Queensland will participate in the National Partnership Agreement on Literacy and Numeracy. These schools have been selected after extensive consultation with Dioceses and schools. The criteria for selecting the schools are:

- A significant number of students in Years 3, 5 and 7 were 'at or below' the national minimum standard in the 2008 NAPLAN results
- A representation of Indigenous students
- Mostly schools that were not identified in the list of participation in the National Partnership for Low SES communities

Queensland Independent schools

Twenty-eight Independent schools in Queensland will participate in the National Partnership Agreement on Literacy and Numeracy. Schools were selected from the Independent sector based on a number of factors including a proportion of students below the minimum standard, total number of Indigenous or ESL students and a low SES score. The schools represent the diversity of the Independent sector representing different religious affiliations, geographical locations and pedagogical philosophies.

SUPPORT FOR SPECIFIC STUDENT COHORTS

Contribution towards closing the gap for Indigenous students

This Partnership is committed to building the skills of teachers and school leadership teams to enhance Indigenous achievement in literacy and numeracy. It will build on current programs and services to schools and students to improve student achievement and ensure meaningful engagement with Indigenous communities and improve workforce capacity. Consultation with Aboriginal and Torres Strait Islander educators and community representatives throughout the development process of this plan, has ensured its appropriateness for Aboriginal and Torres Strait Islander standards of education, as required by the Partners for Success strategy.

Partners for Success is the Department's key strategy targeting the education and employment needs of Aboriginal and Torres Strait Islander students in Queensland. Its priority areas of attendance, retention, attainment and workforce capacity drive planning and are the basis for measuring performance.

Launched in 2000 in 38 trial schools and communities, mainly in rural and remote locations, Partners for Success was developed as a direct response to the Review of Education and Employment Programs for Aboriginal and Torres Strait Islander Peoples.

The Closing the Gap Education Strategy builds on and extends the Department's Partners for Success Indigenous education strategy, and is based on that strategy's priority areas of attendance, retention, attainment and workforce capacity.

The Department of Education and Training's Closing the Gap Education Strategy has three key targets: to halve the gap in Year 3 reading and numeracy by 2012 and to close the gap in student attendance by 2013 and in Year 12 retention by 2013.

The strategy delivers a targeted and decentralised approach to Indigenous education in Queensland and contains proactive interventions that will improve teaching and learning outcomes.

The Literacy and Numeracy National Partnership implementation plan will support the following initiatives contained in Closing the Gap strategy for state schooling:

- Indigenous students that have English as a second language – professional development for teachers
- Deadly Maths
- Let's Stay Put for literacy and numeracy
- School clusters/colleges
- Embedding Aboriginal and Torres Strait Islander Perspectives in Schools
- Programs for parents; and

- Linking Families and schools.[1]

The focus of Queensland reforms in this area will include:

Strong leadership

- Develop leadership capacity to pursue improved educational outcomes for Indigenous students; and
- Embedding Indigenous perspectives in professional development and initiatives.

Focused teaching – evidence-based teaching

- Quality professional development including follow-up coaching of teachers in cross-cultural pedagogical practices based on evidence of improved achievement for Indigenous students
- Professional development for teachers to use ESL Band scales to develop teaching strategies in the classroom. Specific literacy and numeracy strategies will be implemented appropriate to English language learners. Consideration will be given to differentiated strategies to accommodate points of differences in cohorts across the state; and
- Coaches working with teachers to inform and build teaching skills.

Improved learning – Using student achievement data to inform teaching and learning

- Provide additional resources to focus specifically on Indigenous students. Develop teachers' skills in interpreting student data to assist in clarifying gaps in student learning and teaching programs; and
- Create a culture of high expectations for all students to learn and succeed by building upon and setting goals for achievement based on data.

Students with disabilities and students with ESL backgrounds

Students with disabilities and students with ESL backgrounds will be supported in the NP through the following strategies:

- Principal curriculum leadership training in literacy and numeracy
- Literacy and numeracy professional development for teachers
- E-learning resources
- P – 9 Literacy and Numeracy Indicators; and
- Community engagement in literacy and numeracy.

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[1] Linking Families and School has been developed to promote and support positive relationships between Indigenous communities, students and school staff. An initiative of the Partners for Success Unit, the project aims to provide information to help Indigenous families and schools form partnerships to improve attendance, retention and learning outcomes for Indigenous students. A key focus of the project is to build productive and worthwhile relationships between parents, students and teachers.

MORE INFORMATION

Information about the Smarter Schools National Partnerships on the Australian Government Department of Education, Employment, and Workplace Relations website:

http://www.deewr.gov.au/Schooling/Programs/SmarterSchools/

Information about the Smarter Schools National Partnerships on the Queensland Department of Education and Training website:

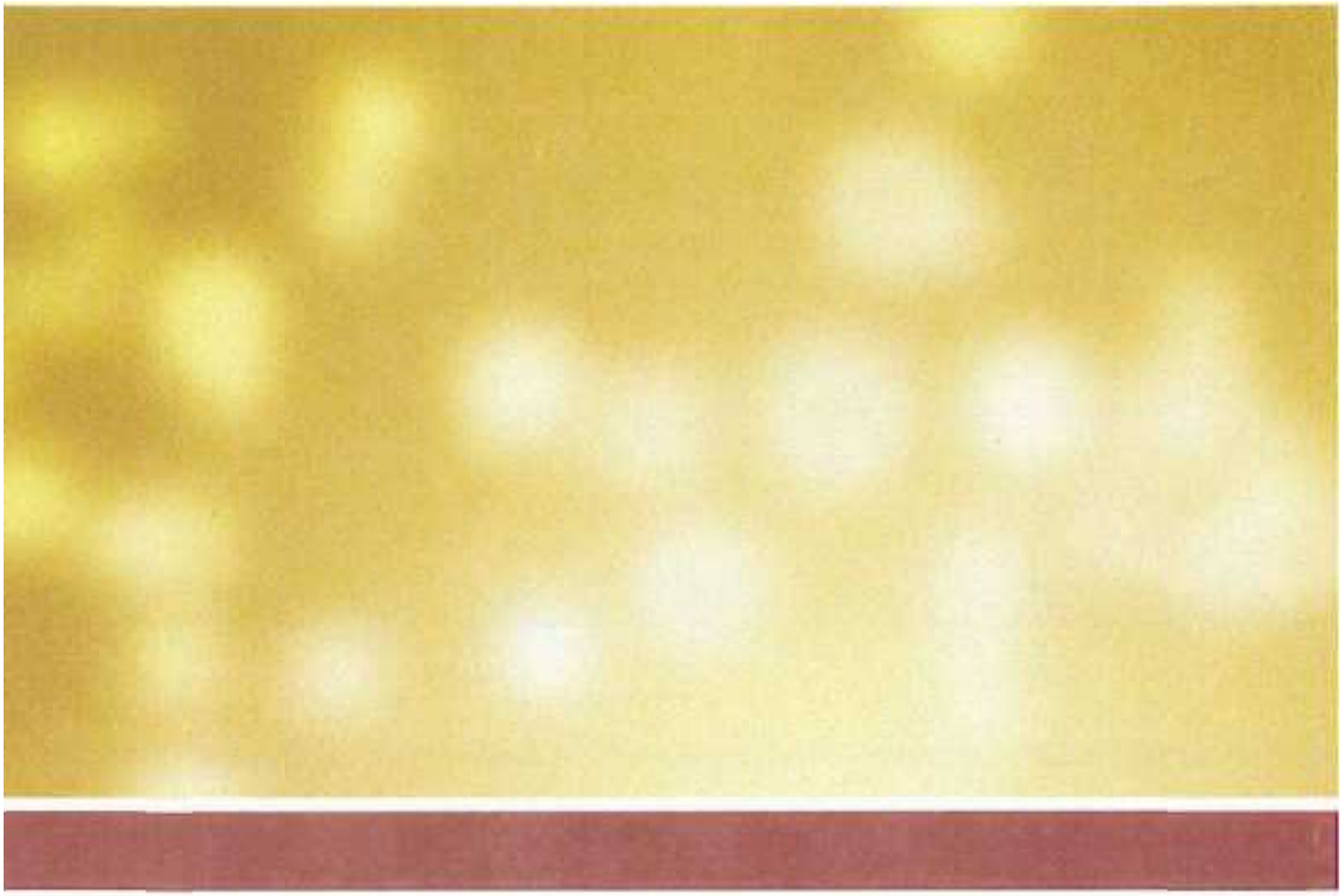
http://education.qld.gov.au/nationalpartnerships/

Information about the Smarter Schools National Partnerships on the Independent Schools Queensland website:

http://www.aisq.qld.edu.au/files/files/whatsnew/NP.pdf

Information about the Smarter Schools National Partnerships on the Queensland Catholic Education Commission website:

http://www.qcec.qld.catholic.edu.au/



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

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INTRODUCTION

The Improving Teacher Quality National Partnership is a joint initiative between the Australian Government, Education Queensland, the Queensland Catholic Education Commission and Independent Schools Queensland to drive a range of reforms that will strengthen teaching quality in all schools. The reforms are focused on:

1. attracting the best entrants to teaching, including mid-career entrants;
2. more effectively preparing teachers, school leaders and principals for their roles and the school environment;
3. placing teachers, school leaders and principals to minimise skill shortages and enhance retention;
4. developing teachers, school leaders and principals to enhance their skills and knowledge throughout their careers;
5. retaining and rewarding quality teachers, school leaders and principals in our schools; and
6. improving the quality and availability of workforce data.

Reform actions will be implemented in schools across Queensland. Each schooling sector, in consultation with local communities and in partnership with the Australian Government, will determine which strategies best respond to local needs.

Together, Queensland's reforms are designed to ensure we will have high-quality teachers who are well-equipped to lift student outcomes and meet the diverse learning needs of today's students.

CROSS-SECTOR INVOLVEMENT

The non-government sector in Queensland includes Catholic and Independent schools, represented by Queensland Catholic Education Commission (QCEC) and Independent Schools Queensland (ISQ).

QCEC and ISQ have been integral to the development of the reform areas and specific actions contained within this plan. The plan has been endorsed by both QCEC and ISQ.

The Queensland Schooling Sector CEOs Committee, which is chaired by the Director-General of the Department of Education and Training and has as members the respective heads of the government, Catholic and Independent schooling sectors, will provide the overarching governance forum between the schooling sectors for the duration of the national partnership. Queensland's three schooling sectors will work collaboratively, both systemically and with individual schools as required, in implementing the planned reforms.

The non-state sectors will report six-monthly to the Department of Education and Training (DET) on the progress of implementation, and provide data to inform full annual reporting to ensure payments from the Commonwealth are triggered in a timely manner.

NATIONAL REFORMS

The facilitation reform component of the Improving Teacher Quality National Partnership requires that all jurisdictions implement a range of national reforms that seek a coherent and consistent approach in particular areas of schooling. These national reform areas are:

- development of new and better pathways into teaching for high calibre non-teaching graduates, mid-career aspirants and Aboriginal and Torres Strait Islander people;
- improving the field experience (practicum) element of teacher education programs;
- developing a nationally-consistent approach to pre-service teacher education course accreditation;
- developing nationally-consistent processes for teacher registration across all jurisdictions;
- developing and implementing new national professional standards for teachers;
- establishing cross-sectoral processes for accrediting accomplished and leading teachers; and
- developing a national teaching workforce dataset to support workforce planning.

FACILITATION REFORMS

The following list provides an overview of the key reform initiatives to be driven by the *Improving Teacher Quality* National Partnership. Each schooling sector has developed reform initiatives best suited to their individual context. Where suitable, sectors have agreed to work collaboratively to implement particular initiatives.

Participating sectors are listed in brackets after each reform initiative. Catholic sector participation may be by individual or multiple dioceses. Independent sector participation means participation by one or more Independent schools.

In addition to the initiatives listed below, there are a number of reform initiatives identified in the other Smarter Schools National Partnerships, which will be reported on as part of the Improving Teacher Quality National Partnership.

Attract the best entrants to teaching, including mid-career entrants

1. Pilot New Pathways program to identify the success of the training provided and additional support necessary to ensure these individuals add value to the work of schools. (State)

2. Work with stakeholders, including the Queensland College of Teachers and Queensland Teachers' Union to identify and develop additional new pathways into teaching that maintain or raise the status of the profession. (State)

3. Pilot a Trades-to-Teaching initiative to support experienced tradespeople to undertake a formal study pathway and practical in-school experience while completing their studies. (State)

4. Step into Teaching scholarships will be offered annually to high-calibre applicants who possess a non-teaching undergraduate degree, providing significant support while they study to gain a teaching qualification. (State)

5. Expand the Remote Area Teaching Education Program (RATEP) community based teacher education program through:
   - geographical expansion
   - early childhood education studies
   - a postgraduate Indigenous leaders' program
   - Certificate III for Indigenous Years 11 and 12 schools students
   - working with other sectors, states and territories to share practices and expand model. (State)

6. Implement a QCEC Indigenous Pathway: diocese-directed programs to support the recruitment of indigenous and non-indigenous teachers and paraprofessionals (Catholic)

7. Implement and sustain a marketing campaign titled *Make a difference – Teach* that will promote the teaching profession, working in the state schooling sector and rural and remote locations as desirable teaching destinations. (State)

8. Collaborate with higher education to develop and implement programs, that enable identified high-calibre school students to begin studying for a teaching qualification while still at school. (State)

More effectively prepare teachers, school leaders and principals for their roles in the school environment

9. Implement several School Centres of Excellence models, including the establishment of five University Teaching Schools to provide high-quality field studies experiences for pre-service teachers and build a clinical approach to university teacher education programs. (State, Independent)
10. Provide experienced teachers with training to give pre-service teachers high-quality field studies experiences. (Catholic)

11. Improve teaching and classroom practice through mentor/reflector partner programs and "sister school" arrangements. (Catholic)

12. Develop school leaders through "online learning" modules, mentor and expert teacher panel programs. (Catholic)

13. Prepare pre-service teachers in the practical elements of their role through supported tutoring schemes and mentor training programs. (Catholic)

14. Establish partnerships with higher education providers to enable pre-service teachers to undertake field studies experiences in rural, remote and regional school locations through the Beyond the Range program. (State)

15. Provide advice, feedback and endorse national consistency in pre-service teacher education course accreditation. (State and Queensland College of Teachers to lead this reform in consultation with all sectors)

Place teachers and principals to minimise skill shortages and enhance retention

16. Provide advice, feedback and endorse nationally consistent processes for teacher registration. (State and Queensland College of Teachers to lead this reform in consultation with all sectors)

Develop teachers and school leaders to enhance their skills and knowledge throughout their careers

17. Manage the transition to the national professional standards for teachers. (State and Queensland College of Teachers to lead this reform in consultation with all sectors)
18. Enhance performance management and continuous improvement in schools in line with the national professional standards. (State)

19. Include regional and school staff performance and professional development strategies in school and personal performance planning. (State)

20. Embed performance development across all state schools, including using the National Professional Standards Framework as resources to guide performance conversations. (State)

21. Share practices, policies, tools and resources via the DET/QCEC/diocesan website. (State, Catholic)

22. Provide information for national performance management mapping. (State, Catholic, Independent)

23. Build mentoring capacity across schools to support performance management and continual improvement. (Catholic)

24. Support Queensland school leaders to participate in the national leadership programs through:
    - building capacity to take part in national programs
    - advertising national programs
    - aligning state leadership programs to national programs. (State, Independant)

25. Support school leaders and teachers to incorporate effective practices and address issues pertaining to whole-school approaches for effective literacy and numeracy instruction. (Catholic, Independent)

26. Implement the Pathway to Principalship program, providing aspiring principals with a supported career pathway including experience in small schools in rural and remote locations. This program will include annual professional development events, extended induction processes and an online support community. (State)

Retain and reward quality principals, teachers and school leaders

27. Provide advice, feedback and endorse Accomplished and Leading Teacher Accreditation. (State to lead this reform in consultation with all sectors)
28. Establish collaborative cross- sectoral processes that ensure a consistent approach to accreditation of accomplished and leading teachers. (State, Catholic, Independent)

Improve the quality and availability of teacher workforce data

29. Lead the TQSC National Workforce Dataset development through the Teacher Quality Research Subgroup to establish processes to enable the collation of an agreed national dataset and jurisdictional access to this dataset to support workforce planning. (State to lead this reform in consultation with all sectors)
30. Contribute workforce data to the development of a national dataset. (State, Independent).

31. Undertake a state-wide teaching workforce supply and demand analysis. (State)

REWARD REFORMS

Improved pay dispersion to reward quality teaching

1. Provide coaches to work with school teams to build capacity of individual teachers and embed professional development teams in schools. (State).

Improved reward structures for teachers and leaders who work in disadvantaged Indigenous, rural/remote and hard-to-staff schools

2. Introduce principal performance agreements, including incentive payments, to attract high-performing principals to schools in low SES communities. Principals for schools participating in the Low SES School Communities NP will undertake a differentiated recruitment and selection process that identifies the principal as an appropriate 'fit' for the driving improved performance in that school community. (State)
3. Through the Pathways to Principalship program, provide aspiring principals suited to placements in rural and remote locations with a scaffolded career pathway that will include:
    - targeted induction

- pre-placement professional development
- placement in a rural and remote location as a small school principal
- ongoing professional development and mentoring
- a career path to a school leadership position in a preferred location on completion of an agreed duration. (State)

4. Investigate and implement improvements to the Remote Area Incentive Scheme (RAIS) (State) / Career incentive packages (Catholic), by providing additional incentives for staff to work in rural and remote areas. (State, Catholic)

5. Through this National Partnership, trial successful reforms piloted in Low SES NP context more broadly. (State)

6. Review and enhance strategies to attract Aboriginal and Torres Strait Islander personnel to leadership and teaching using a number of strategies, including new models for formal leadership structures to incorporate community representation and improvements to cadetship models for developing Aboriginal and Torres Strait Islander teachers. (Catholic)

Improved in-school support for teachers and leaders, particularly in disadvantaged Indigenous, rural/remote and hard-to-staff schools

7. Use flexible staffing arrangements to provide additional support for schools. Townsville Diocese will establish a secondary staffing committee to set benchmarks to provide advice around sustainable and quality practices. (Catholic)
8. Create an extra 500 full-time equivalent teacher aide positions, providing an extra 15 000 hours of assistance every school week to all 1022 state P-7 schools. Schools will have discretion on how the extra hours will be used, however the additional teacher aide hours will especially support literacy and numeracy programs, Prep, and students with special needs. (State)

9. Provide literacy and numeracy teaching coaches to strengthen teaching performance in state schools. (State)

10. Place additional teachers in state primary schools to allow experienced science teachers to be released to assist their colleagues to work with students in science in Years 4-7. (State)

11. Resource additional science teachers to provide a comprehensive professional development program to primary schools to support the teaching of science. (State)

12. Develop boarding schools' transition programs and ongoing support. (Catholic)

13. Implement the Grey Nomads Employment Program, which enables itinerant teachers to undertake short-term placements in rural and remote locations. (State)

14. Employ additional specialist staff, such as specialist science teachers, to up-skill other staff and undertake whole-school curriculum planning and sequencing. The employment of specialist staff with appropriate skills and knowledge, as well as a passion for the subject, will have a significant impact on the quality of teaching in specialist areas such as science in primary schools. (State, Catholic)

15. Pilot a variety of cluster support services models to provide additional administrative and corporate services support for smaller schools. These new models of school business support will create greater efficiencies and promote innovative achievements. Small schools will partner to create improved business efficiencies in managing school administration, staff, facilities, budget and ICTs. (State, Catholic)

16. Implement the Grow Your Own Leaders program for aspiring Aboriginal and Torres Strait Islander leaders to gain one to two years' experience in metropolitan schools prior to returning to remote school. (State)

17. Support the recruitment and employment of Aboriginal and Torres Strait Islander teachers, teacher aides and school leaders. (Catholic)

18. Support schools to develop reconciliation plans and school community partnership agreements with local Aboriginal and Torres Strait Islander communities. (Catholic)

19. Expand opportunities for Aboriginal and Torres Strait Islander staff to gain AQF qualifications through the enhancement of the Remote Area Teacher Education Program (RATEP). RATEP will provide additional opportunities for Aboriginal and Torres Strait Islander education workers to gain qualifications at a Certificate III, IV and Diploma level. (State)

Increased school-based decision-making about recruitment, staffing mix and budget

20. Provide principals with the flexibility to plan their own staffing mix. In consultation with key stakeholders including the QTU, schools participating in the Low SES School Communities NP will use existing industrial instruments to allow principals to directly appoint up to 10% of their teaching staff. In consultation with regional staff new processes will be trialled to ensure the quality of teaching staff appointed is high. (State)
21. Provide principals with greater flexibility to maximise the use of their global budget. In consultation with key stakeholders including the QTU, schools participating in the Low SES School Communities NP will be able to access new financial management tools to assist principals in development and management of budget matters related to their four year School Strategic Plan. (State)

22. Design and develop the Enhancing our Leaders program, to support principals, particularly those working under performance agreements, who have increased accountability for student learning outcomes. (State)

23. Enhance governance options for schools with differential models of school autonomy and community accountability. (State)

Continual improvement program for all teachers

24. Expand the use of performance development processes in all schools by aligning performance development processes with the QCT CPD process to support teachers to meet CPD re-registration requirements, and designing and implementing induction support for beginning teachers. (State)
25. Conduct Teaching and Learning Audits, focusing on auditing key curriculum, teaching, learning and assessment practices to improve the educational outcomes of students in Queensland state schools. Following an audit, each school will be provided with a detailed report that highlights strengths, good professional practices and also areas for improvement against system expectations and accountabilities. The report will inform future developmental needs of each school and, importantly, where the system can better support schools. (State)

26. Work with the Queensland College of Teachers to develop options for tests of personal literacy, numeracy and science knowledge for pre-service teachers, and tests to confirm that aspiring primary teachers have the necessary knowledge of teaching techniques. (State, Catholic, Independent)

27. Establish the Queensland Education Leadership Institute (QELI) in partnership with the Catholic and Independent schooling sectors, universities and principals' associations. QELI will have a virtual and physical presence across the state with headquarters in a central Brisbane location. (State, Independent)

28. Establish teacher panels in Townsville Diocese to ensure appropriate professional development and on-location support to improve performance and develop learning cultures within our schools leading to improved student performance. (Catholic)

29. Provide access to online university courses for 'learning support' teachers and 'class' teachers. (Catholic)

30. Develop online modularisation of comprehensive aspects of professional learning, e.g. workplace health and safety; Student Protection. (Catholic)

31. Develop a framework for peer coaching/mentoring, review and development for schools. (Catholic)

32. Support teachers trained in improved and new coaching and mentoring strategies to provide ongoing professional development in literacy, numeracy and behaviour management for teacher assistants. (Catholic)

33. Expand the Flying Start Induction Strategy to improve regional induction programs for all beginning teachers to complement school-based induction. (State)

34. Reform regionalised and localised school induction programs for new and beginning teachers and principals. (Catholic)

35. Deliver induction programs to provide graduates and newly appointed teachers with a comprehensive induction to teaching. This could include a focus on teaching in a low-SES environment and identifying their PD needs. (Catholic, Independent)

36. Provide a mentoring and networking program for first and second-year teachers. (Catholic)

37. Implement the Succession Management Plan to target aspiring, existing and transitional leaders. (Catholic)

38. Provide targeted recruitment, selection and residential induction programs for teachers and school leader placements in Indigenous school communities. (State)

39. Through Pathways to Principalship, provide targeted induction for teachers and school leaders entering small rural and remote schools. (State)

40. Publish action research case studies from schools participating in the Low SES NP to support broader implementation of school reforms. (State)

41. Develop 'partner' or 'sister' school relationships between schools to provide mentoring opportunities for leaders, teachers; sharing of resources; professional development opportunities; and sustained relationships to be developed between teachers and leaders of participating schools and high-performing schools. (State, Catholic, Independent)

42. In consultation with stakeholders including the QTU, pilot the use of learning accounts for teachers at school Centres of Excellence. (State)

43. Improve access to quality professional development and learning opportunities for staff in remote communities through:
    - strategies and support materials will be available through The Learning Place website (State)
    - use of Literacy and Numeracy modules from the pilot project Sustainable Interventions in Literacy and Numeracy. (Independent)

44. Share practices, policies, tools and resources via the DET/ISQ/QCEC/diocesan websites (State, Catholic, Independent)

45. Implement online PD to improve access to professional development. Strategies and support materials will be available through the Learning Place website and shared nationally through networks and forums. (State)

46. Develop Leadership Modules for Beginning Leaders and Future Principals to begin the process of creating a larger pool of suitable candidates for school leadership. (Independent)

47. Introduce a dedicated leadership and professional development program for school leaders focused on building their capacity aligned to national leadership programs. (Independent)

48. Establish the Restart Teaching program for teachers who do not meet recency of practice requirements of the Queensland College of Teachers. (State)

49. Develop regionalised and localised school renewal/strategic planning programs to guide school improvement processes. (Catholic)

50. Through DET's Centres of Excellence models, support schools through the provision of seeding grants to build partnerships that link them with higher education providers and support the building of staff capability. (State)

51. Broaden the Professional Development Pathways initiative: a partnership between DET and nine higher education institutions to provide credit towards academic study from high-quality professional development, by working with the non-state sector, and sharing practices nationally via forums and web-based information. (State, Independent)

52. Support school leaders and teachers to incorporate effective practices and address issues pertaining to whole school approaches for effective literacy and numeracy instruction. (Independent)

53. In partnership with higher education institutions, provide Professional Development Scholarships to enable existing teachers to gain specific qualifications in targeted teaching areas, including Senior Maths, Physics, Chemistry and Industrial Technology and Design, including provision of hands-on workshop experiences. (State)

54. In partnership with science faculties of higher education institutions, provide Primary Science Scholarships to enable primary teachers to gain deep content knowledge and science pedagogical skills. (State)

55. Through DET's Centres of Excellence models, provide teachers in participating clusters with greater access to professional development programs delivered by higher education providers and linked to formal postgraduate qualifications. (State)

56. Design and develop the Mentor Training Program, by
    - identifying and training local and non-local personnel, accomplished and leading teachers, and Indigenous teachers to act as mentor trainers. (Catholic)
    - expanding curriculum leadership roles to include supporting early career teachers. (State)

57. Provide greater teacher access to flexible professional development opportunities, including vacation professional development to improve knowledge and skills around literacy and numeracy, curriculum planning, teaching and assessment. (State, Catholic)

Increase the number of Indigenous specialist teachers and school leaders

58. Expand the Remote Area Teaching Education Program (RATEP) community based teacher education program through:

- geographical expansion
- early childhood education studies
- a postgraduate Indigenous leaders' program
- working with other sectors, states and territories to share practices and expand model. (State)

59. Implement diocese-directed programs to support the recruitment of Indigenous and non-Indigenous teachers and paraprofessionals. (Catholic)

60. Build on the programs implemented through the Indigenous Education Leadership Institute (IELA) and the new Queensland Educational Leadership Institute (QELI) to support participation a range of quality leadership programs for school leaders to enhance the teaching of Indigenous school students and support the development of Indigenous leadership in communities. (State)

61. Through RATEP, provide additional opportunities for Aboriginal and Torres Strait Islander people to become teachers. (State)

62. All teachers will participate in performance development activities using the new national standards as the frame of reference. (State)

PERFORMANCE INDICATORS AND MEASURES

Table 1: Targets for reward reform area one: Improved pay dispersion to reward quality teaching

Milestone/target	February 2012 target	February 2013 target
Literacy and numeracy teaching coaches in state schools (State - annual)	80	80

Table 2: Targets for reward reform area two: Improved reward structures for teachers and leaders who work in disadvantaged Indigenous, rural/remote and hard-to-staff schools

Milestone/target	February 2012 target	February 2013 target
Principals in Phase 1 & 2 schools on performance-based contracts (State - annual)	65	131
Schools participating in the Low SES School Communities NP managed by a principal who is a signatory to a performance-based contract (State - annual)	65	131

Milestone/target	February 2012 target	February 2013 target
Participants in the Pathways to Principalship program (State - cumulative)	50	110
Recommendations from the RAIS Review and endorsed through steering group are prioritised (State)	✓	-
Teachers supported through RAIS (State - annual)	1600	2200
$ invested by Queensland Government to implement RAIS during 2010-11 (State - annual)	$9 million	$9.4 million
Schools participating in the Low SES Status Schools NP implementing incentive programs for teachers (State - annual)	20	80
15% increase in Indigenous teachers (Catholic - Townsville)	-	✓
Scholarships for Cairns (Catholic)	2	3
Two scholarships and cadetships (Catholic - Rockhampton)	✓	-

Table 3: Targets for reward reform area three: Improved in-school support for teachers and leaders, particularly in disadvantaged Indigenous, rural/remote and hard-to-staff schools

Milestone/target	February 2012 target	February 2013 target
Flexible staffing arrangements to provide additional support for schools piloted in schools (Catholic)	-	✓
Townsville Diocese established a secondary staffing committee (Catholic)	✓	-
Additional hours of support in Cairns (Catholic)	5	10
Additional hours of teacher aide assistance provided across all P-7 state schools (State - annual)	10 000	15 000
Workshops providing professional development in staff wellbeing (Independent - annual)	4	4
Literacy and numeracy teaching coaches in state schools (State - annual)	80	80
Additional teachers placed in primary schools to allow experienced science teachers to be released (State - annual)	100	-
Additional science teachers providing PD for primary schools (State - annual)	100	-
Boarding school transition programs (Catholic - Townsville)	-	2
Participants in the Grey Nomads Employment Program (State - annual)	10	20
Cluster support services pilots active (State - annual)	3	5

Milestone/target	February 2012 target	February 2013 target
Participants in the Grow Your Own Leaders program (State - annual)	8	8
15% increase in number of Indigenous teachers employed in remote schools in the Townsville Diocese (Catholic)	-	✓
Schools implementing general parenting programs (Independent - annual)	2	4
Schools with reconciliation plans and/or school community partnership agreements with local Indigenous communities (Catholic - annual)	5	30
Schools participating in Turnaround Team trials (State - annual)	15	100
Indigenous staff participating in programs through RATEP to gain AQF qualifications (State - annual)	20	24

Table 4: Targets for reward reform area four: Increased school-based decision-making about recruitment, staffing mix and budget

Milestone/target	February 2012 target	February 2013 target
Principals provided with greater flexibility to plan their own staffing mix through the Low SES School Communities NP (State - annual)	65	131
Principals provided with greater flexibility to maximise the use of their global budget through the Low SES School Communities NP (State - annual)	65	131
Participants in the Enhancing our Leaders program (State - cumulative)	25	60

Table 5: Targets for reward reform area five: Continual improvement program for all teachers

Milestone/target	February 2012 target	February 2013 target
Percent of state schools using performance development processes to drive high staff performance (State - annual)	40%	100%
Graduate testing established (State, Catholic, Independent)	-	✓
Schools conducting Teaching and Learning Audits (State)	131	-
Participants in QELI programs (State - annual)	100	150
Teacher panels operating in schools (Catholic - annual)	1	9
Online modules developed (Catholic -annual)	-	4
Peer coaches/mentors trained for schools (Catholic - annual)	-	50

Milestone/target	February 2012 target	February 2013 target
Flying Start induction processes provided for all beginning teachers in state schools (State)	✓	-
Beginning and future leaders' leadership professional development programs (Catholic)	-	60
Aspiring leaders (Catholic)	-	15 (QCEC Cairns)
	-	20 (QCEC Rockhampton)
	-	20 (QCEC Townsville)
Beginning teachers undertaking induction programs (Catholic – Rockhampton)	-	60
Participants in induction programs for graduates and newly appointed teachers (Independent - cumulative)	40	80
Participants in targeted induction programs for teachers entering state schools participating in the Low SES School Communities NP (State - annual)	40	60
Retention rate for teachers and school leader positions in Indigenous school communities (State - annual)	80%	85%
Participants in targeted induction for teachers and school leaders entering small rural and remote state schools (State)	20	40
School Centres of Excellence at which learning accounts are available for teachers (State - annual)	1	2
Workshops for using modules from Sustainable Interventions in Literacy and Numeracy (Independent - annual)	8	16
Professional development resources available on websites (State, Catholic, Independent)	✓	-
Participants in eLearning Programs (State - annual)	50	80
Participants in Mentoring programs for aspiring, new and experienced principals in schools (Independent)	40	80
Online PD operational (State)	✓	-
Hours of professional development provided through Online PD (State - annual)	100	200
Participants in dedicated leadership and professional development programs for school leaders focussed on building their capacity aligned to national leadership program (Independent - annual)	20	40
Schools involved in school improvement processes (Catholic - annual)	-	25 (QCEC Townsville)

Milestone/target	February 2012 target	February 2013 target
	-	10 (QCEC Rockhampton)
	-	✓ (QCEC Brisbane)
Partner or 'sister' school relationships operational (State, Catholic - annual)	-	20 (State)
	-	2 (QCEC)
	4	6 (ISQ)
Seeding grants provided to school clusters and higher education providers (State - cumulative)	10	15
Participants in Professional Development Pathways programs (State - annual)	30	60
School leaders and teachers supported to incorporate effective practices and address issues pertaining to whole-school approaches for effective literacy and numeracy instruction (Independent - annual)	20	40
Professional Development Scholarships recipients (State - annual)	30	30
Primary Science Scholarships recipients (State - annual)	10	10
Teachers at Centres of Excellence undertaking PD delivered by higher education (State - annual)	25	60
Teachers involved in mentoring program (Catholic)	-	100
Participants in RATEP programs (State - annual)	6	10
Percentage of Indigenous teachers in training supported through RATEP compared to 2009 (State)	5%	15%
Percentage of DET teachers reporting as Indigenous (State - annual)	1.2%	1.3%
Indigenous teachers and paraprofessionals in schools (Catholic - annual)	-	20

MORE INFORMATION

Information about the Smarter Schools National Partnerships on the Australian Government Department of Education, Employment, and Workplace Relations website:

http://www.deewr.gov.au/Schooling/Programs/SmarterSchools/

Information about the Smarter Schools National Partnerships on the Queensland Department of Education and Training website:

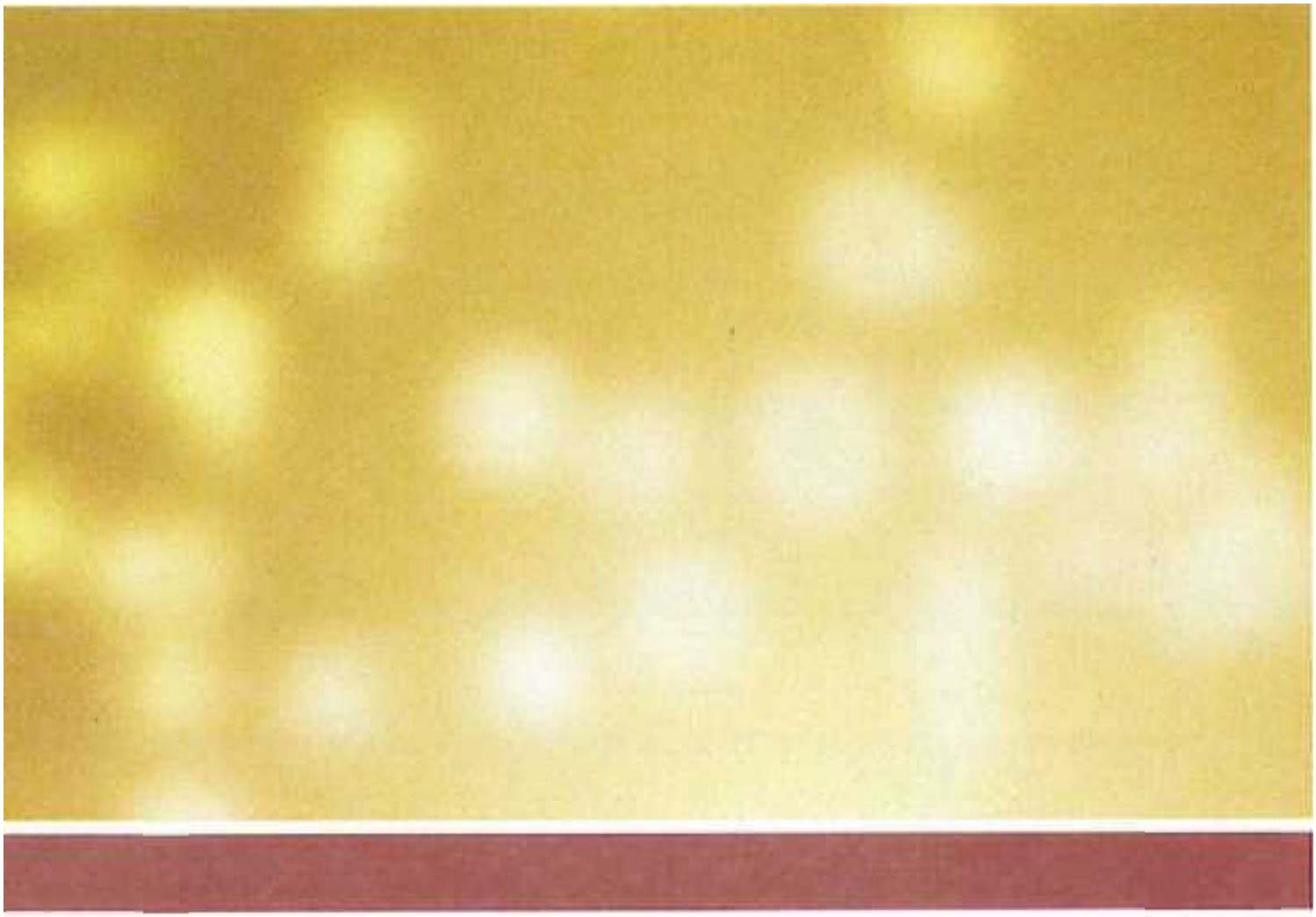
http://education.qld.gov.au/nationalpartnerships/

Information about the Smarter Schools National Partnerships on the Independent Schools Queensland website:

http://www.aisq.qld.edu.au/files/files/whatsnew/NP.pdf

Information about the Smarter Schools National Partnerships on the Queensland Catholic Education Commission website:

http://www.qcec.qld.catholic.edu.au/



Australian Government

QUEENSLAND

NATIONAL SMARTER SCHOOLS PARTNERSHIPS

IMPLEMENTATION PLAN

National Partnership for
Low Socio-Economic Status
School Communities

Queensland Government

Independent Schools Queensland

QCEC

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

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INTRODUCTION

The *Low Socio-economic Status School Communities National Partnership* is a joint initiative between the Australian Government, the Queensland Department of Education and Training (DET) and Catholic and Independent schooling sectors. State and non-state schools located in the most disadvantaged areas of Queensland will participate and work towards improved student learning outcomes through innovative approaches to leadership, school operations, teaching, student learning and parent community partnerships.

The Australian Government will contribute $231.75 million over seven years (2009 – 2015) to the National Partnership. State and non-state schools and systems will match this funding. The Partnership will be rolled out in 170 Queensland schools from 2009. This comprises progressive implementation in 131 state schools, 30 Catholic schools and 9 Independent schools.

Each schooling sector, in consultation with local communities, will determine which strategies best respond to local needs. In addition to a number of systemically driven strategies, the plan provides a bank of ideas that school principals can use as a starting point as they develop their own school plan in consultation with their local community.

The plan integrates six key reform areas aimed at improving student learning outcomes in participating schools. These reform areas are:

- Incentives to attract high-performing principals and teachers
- Adoption of best-practice performance management and staffing arrangements that articulate a clear role for principals
- School operational arrangements that encourage innovation and flexibility
- Provision of innovative and tailored learning opportunities
- Strengthened school accountability; and
- External partnerships with parents, other schools, businesses and communities and provision of access to extended services.

This plan provides an opportunity for schools to test new reforms in the way schooling is funded, structured and delivered in low socio-economic status communities which, if shown to be successful, could be developed into recommendations for system-wide change. Many of these strategies will also be tested in Phase 1 and 2 schools to determine if they should be continued or modified in future phases.

Each school sector will provide direct support to schools as they engage in the reforms. Sectors will provide on-going advice and professional development to school leaders responsible for developing school plans and implementing the reforms.

CROSS-SECTOR INVOLVEMENT

The non-government sector in Queensland includes Catholic and Independent schools, represented by Queensland Catholic Education Commission (QCEC) and Independent Schools Queensland (ISQ).

QCEC and ISQ have been engaged as partners in the development of this Implementation Plan. Representatives from the sector have been integral to the development of the reform areas and specific actions contained in the Implementation Plan. The Implementation Plan has been endorsed by both ISQ and QCEC.

Governance during this development period has occurred through the Queensland Schooling Sector Chief Executive Officers (CEOs) Committee, which is chaired by the Director-General of DET and has as members the respective heads of the government, Catholic, and Independent schooling sectors. The Queensland Schooling Sector CEOs Committee will continue as the overarching governance forum between the schooling sectors for the life of this Agreement. DET will continue to work collaboratively with the non-government sector, both systemically and with individual schools as required, in implementing reforms under this Agreement.

The non-state sectors will report six-monthly to DET on the progress of implementation, and provide data to inform full annual reporting to ensure payments from the Commonwealth are triggered in a timely manner.

ISQ will distribute Commonwealth facilitation funding directly to the targeted Independent schools. Schools will determine which reforms and strategies to implement. Systemically, ISQ has committed to strategies in the following areas:

- Leadership development / performance development for principals
- Teacher induction, recruitment, and professional development
- Support for rural and remote schools
- Effective use of student data; and
- Student wellbeing and engagement.

QCEC will distribute facilitation funding to the Dioceses, which will determine the expenditure of facilitation funding and co-investment on school or cluster reforms at a local level. QCEC have committed to implementing strategies in the following areas (these strategies will be implemented in one or more Dioceses):

- Principal and teacher incentives
- Leadership development / performance development for principals
- Workforce planning
- Teacher induction, recruitment, and professional development
- Effective use of student data
- Community engagement and reporting
- Student wellbeing and engagement; and
- Maintaining the QCEC funding distribution mechanism to help low socio-economic status school communities.

REFORM INITIATIVES AND STRATEGIES

Schools in the *Low Socio-economic Status School Communities National Partnership* will take part in reforms in each of the following areas:

- Introducing incentives to attract high-performing principals and teachers
- Adopting best practice performance management and staffing arrangements that articulate a clear role for principals
- Introducing school operational arrangements that encourage innovation and flexibility
- Providing innovative and tailored learning opportunities
- Strengthening school accountability; and
- Forming external partnerships with parents, other schools, businesses and communities and provision of access to extended services.

List of reforms and suggested strategies for schools

The following list of strategies includes both systemic reforms and strategies that individual schools may choose to implement. Not all of these reforms will be taken up by all sectors, or by all participating schools.

Incentives to attract high-performing principals and teachers

- Introduce principal performance agreements, including incentive payments, to attract high-performing principals to schools in low socio-economic status communities
- Introduce one term of paid leave for Bands 10 & 11 principals from their base school upon satisfactory completion of the full-term of their agreement
- Introduce new opportunities that encourage teacher workforce continuity
- Trial targeted teacher recruitment, development and support strategy
- Trial an incentive scheme for classified / promotional teacher positions
- Support principals and other school leaders to undertake professional exchanges and sabbaticals; and
- Introduce customised professional development for principals and aspiring principals.

Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals

- Introduce backfill arrangements for Band 7 teaching principals to provide them with time to implement National Partnership reforms
- Develop new systems that will allow principals to directly appoint up to 10 per cent of their teaching staff

- Provide principals with the flexibility to plan their own staffing mix
- Provide principals with greater flexibility to maximise the use of their global budget
- Enhance governance options for schools with differential models of school autonomy and community accountability
- Redesign processes for managing unsatisfactory performance
- Provide processes and resources to support a high staff performance culture in school
- Implement new and creative approaches to support staff wellbeing and resilience in an effort to enhance workforce continuity
- Deliver systemic induction programs to provide graduates and newly appointed teachers with a comprehensive induction to teaching in a low socio-economic status environment; and
- Provide greater teacher access to professional development.

School operational arrangements that encourage innovation and flexibility

- Implement school-wide approaches to increase positive behaviours, improve attendance, identify early intervention needs, improve transition between schools, and meet the social and emotional learning needs of students (School-Wide Positive Behaviour Support)
- Develop schools as community hubs (Principals, in consultation with their broader school community, will develop and implement new ways to engage parents and students after school hours to promote improved learning outcomes, such as: extended hours of library access over weekends and evenings, homework clubs, summer schools, extra tuition for students after school and on holiday and/or on weekends, parenting programs, adult learning programs. These opportunities may be delivered by a range of community-based providers)
- Provide support for schools in rural and remote locations
- Create a more flexible and tailored approach to managing teacher transfers, including more effective movement of teaching staff across schools to promote school improvement and innovation
- Employ additional specialist staff; and
- Pilot a variety of cluster support services models to provide additional administrative and corporate services support for smaller schools.

Providing innovative and tailored learning opportunities

- Introduce a personalised learning approach that supports teachers to focus on the individual learning needs of each student
- Engage local mentors (Schools will engage with previous students or other local celebrities to promote a positive approach to school attendance and effort)
- Introduce Deadly Maths (Program aimed at improving teacher understanding of the nature and pedagogy of mathematics, Aboriginal and Torres Strait Islander

knowledge, culture, language, and out-of-school life, and providing learning support to targeted students participating in school based apprenticeships and traineeships)

- Support traineeships and apprenticeships (The provision of support aimed at improving literacy and numeracy levels on completion of school and for employment opportunities post-school. The strategy will support young people until completion of their apprenticeship or traineeship, which may be beyond school completion. Additional traineeships will be available for school leavers. To promote an effective transition from school, additional traineeships will be provided as part of the Employment Support Package)
- Provide additional teacher aide support
- Introduce a tiered model of academic and social/emotional screening that will identify student needs, personalise intervention services and monitor progress over time
- Conduct school action research on cohort engagement and achievement (All state schools will undertake action research projects as outlined in their school plan that focus on improved engagement and outcomes of various student cohort groups such as students with disabilities, students with learning difficulties, Indigenous students, students with English as a second language, refugee students and homeless students)
- Enhance existing alternative education programs as well as design and establish new centres on school sites to provide young people that have disengaged from education or are at risk of disengaging with a place and an opportunity to engage in a suitable, flexible learning environment
- Support the transition between primary and secondary
- Embed Aboriginal and Torres Strait Islander perspectives across the four areas of school practice – personal and professional accountability, organisational environment, community partnerships and curriculum and pedagogy; and
- Provide professional development to assist teachers to explicitly include the teaching and learning of social and emotional learning programs within the Prep to Year 9 curriculum.

Strengthened school accountability

- Introduce Turnaround Teams of experienced school leaders and teachers that will work directly with school staff in implementing reform strategies
- Participate in the Teaching and Learning Audit
- Develop systemic capability for teachers to track student performance and intervene where redirection or further supports are required
- Develop and implement corporate systems to enable sophisticated use of and access by schools to data to improve decision-making
- Develop skills of teachers and school leaders in effective data analysis and development of appropriate interventions
- Increase commitment to community reporting and engagement; and
- Conduct evaluation and review.

External partnerships with parents, other schools, businesses and communities and the provision of

access to extended services (including through brokering arrangements)

- Engage in 'widening participation' work with students to improve transition of low socio-economic status students to further learning'
- Establish wellbeing centres and employ additional staff such as allied health professionals (e.g. therapists, nurses, psychologists) to support the wellbeing of students and better engage their parents
- Strengthen links with early childhood providers
- Form business partnerships
- Introduce a new event that celebrates effective parent, community and school partnerships
- Provide advice and support on improving responses to student wellbeing issues such as attendance, effort, behaviour and homework
- Provide advice to schools wishing to introduce parenting programs for families especially prior to Prep enrolment
- Support 'sister school' relationships to be developed between teachers and leaders of participating schools and high-performing schools; and
- Establish online forums and discussion groups to promote problem-solving and sharing of innovations across schools, particularly in rural and remote locations.

PERFORMANCE INDICATORS AND MEASURES

The following indicators will be reported against at a Queensland level as part of the *Low Socio-economic Status School Communities National Partnership* reporting process.

Table 1: State-level performance indicators

Outcomes	Performance indicators
All children are engaged in and benefiting from schooling.	The proportion of children enrolled in and attending school.
Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving.	Literacy and numeracy achievement of Years 3, 5, 7 and 9 students in national testing.
Schooling promotes the social inclusion and reduces the education disadvantage of children, especially Indigenous children.	The proportion of Indigenous and low socio-economic status children enrolled in and attending school. Literacy and numeracy achievement of Years 3, 5, 7 and 9 Indigenous and low socio-economic status students in national testing. 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. The proportion of Indigenous students completing Year 10.
Australian students excel by international standards.	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).
Young people make a successful transition from school to work and further study.	The proportion of the 19-year-old population having attained at least a Year 12 or equivalent or AQF Certificate II. The proportion of young people participating in post-school education or training six months after school. The proportion of 18 to 24-year-olds engaged in full-time employment, education or training at or above AQF Certificate III.

In addition to the above outcomes and indicators specified in the *Low Socio-economic Status School Communities National Partnership*, the following performance indicators will be used by sectors (state, Catholic, Independent) and schools to report on progress and outcomes achieved by participating schools over the four-year plan.

Table 2: Sector-level and school-level performance indicators

Outcomes	Performance indicators
Schooling promotes the social inclusion and reduces the education disadvantage of children, especially Indigenous children.	The percentage of Indigenous students completing Year 10. The proportion of young people participating in post-school education or training six months after leaving school.
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 (all students, Indigenous students and non-Indigenous students). Mean scale scores of Year 3, 5, 7 and 9 students for Reading and Numeracy (all students, Indigenous students and non-Indigenous students).
All students are successfully engaged in learning.	Average student attendance rate (all students, Indigenous students, non-Indigenous students). Apparent retention rates[1] for Years 8 -10 (all students, Indigenous students, non-Indigenous students). Apparent retention rates[1] for Years 10 – 12 (all students, Indigenous students and non-Indigenous students). Percentage of Year 12 students that are completing/completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification (all students, Indigenous students and non-Indigenous students). Level of student wellbeing at the school[2] (all students, Indigenous students and non-Indigenous students). 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.
Community confidence in the capability of schools	Level of satisfaction of parents and students.[3]

1 Apparent Retention Rate. Apparent Retention Rates are derived annually from aggregate enrolment data. The rate represents the proportion of full-time students in Year 12 divided by the same cohort's number of full-time students when in Year 10 (e.g. the number of full-time Year 12 students in 2008 divided by the number of full-time Year 10 students in 2006). Given that the rates are derived from enrolment totals, they are treated as indicative or apparent only.
Apparent retention rates are a broad indicator of young people's participation in secondary school education. However school retention is only one measure of positive engagement for young people who may choose to participate in a range of school, training or work options.

2 Student wellbeing at school. To inform this indicator two measures are derived, one from the student survey, the other from the parent survey.
Students. The related questions of the school opinion survey seeks responses to the level of student satisfaction with the following:
That teachers help you do your best? That you are treated fairly? That you are safe at school? That you are happy to go to school? (These questions may be different for school in the Independent and Catholic Sectors) Parents. The related questions of the school opinion survey seeks responses to the level of parent satisfaction with the following: With the encouragement given to your child? Your child is treated fairly at the school? Your child is safe at this school? Your child is happy to go to school? (These questions may be different for schools in the Independent and Catholic Sectors)

3 Satisfaction. Responses from the School Opinion Survey in relation to the following: Students. Percentage of students satisfied with the proposition, "getting a good education." Parent. Percentage of parents satisfied with the proposition, "that this is a good school." (These questions may be different for schools in the Independent and Catholic sectors)

SCHOOL SELECTION

Australian Bureau of Statistics Index of Relative Socio-economic Disadvantage (IRSED) identifies geographic areas that are relatively disadvantaged, based on a range of indicators relating to the economic and social resources of people and households within an area. Schools were identified as relatively disadvantaged based on the IRSED score of the addresses of the students or the location of the school. The Commonwealth provided Queensland with a list of schools that were classified as disadvantaged using this method. Each sector then selected schools that would be targeted in the *Low Socio-economic Status School Communities National Partnership*.

A list of participating schools is available at:
http://www.deewr.gov.au/Schooling/Programs/SmarterSchools/Pages/default.aspx

State schools

State schools were included based on IRSED scores, with the following adjustments:

- Preference was given to large state high schools in order to address the accumulative disadvantage evidenced in large high schools in particular
- Special schools and a detention centre school were excluded as they already have flexible staffing processes and additional funding to assist in improving student outcomes
- Small schools (Band 5 and 6) were excluded, as they will benefit more efficiently from cluster services; and
- Schools scheduled for closure as part of the *State Schools of Tomorrow* initiative were excluded.

Selected state schools represent a spread of schools across the state. The proportion of Indigenous students in the school and the proportion of students with a disability were contributing factors in selecting which schools would commence participation first.

Catholic schools

Catholic schools were chosen after consultation between QCEC and Diocesan and Edmund Rice Education Australia education officers to determine the schools that would benefit most from starting the program earliest. Principals of these schools were consulted in determining this list. All schools on the list provided by the Commonwealth were included.

Independent schools

Independent schools were selected from the list provided by the Commonwealth. The timing of the schools' involvement in the *Low Socio-economic Status School Communities National Partnership* has been the result of attempting to match the schools' enrolments with the approximate level of funding being received at that time through the National Partnership. For example, those schools with smaller enrolments have been included in the early phases where the proportion of funding is comparatively smaller.

SCHOOL-LEVEL PLANS

School plans will:

- Take state Implementation Plans as their starting point
- Be developed by principals in participating schools, education authorities and systems, ensuring that students, teachers, parents and communities (including representatives of groups of students at risk in the school and their parents such as Indigenous students, young parents, students with a disability, students with a language background other than English, homeless students) are properly consulted
- Identify and acknowledge student backgrounds, valuing student strengths and what they bring to the learning environment, through consultation with families and communities
- Draw on the suggested strategies for school plans to identify and assess the student and school needs and strategies
- Identify school national partnership funding and co-investment, and how this will be spent
- Identify the activities and strategies being implemented by the school, including those being implemented as part of the *Low Socio-economic Status School Communities National Partnership*
- List the systemic performance indicators that will form the basis for prioritising reform activities and the evidence that will be used by the school to demonstrate improvement
- Identify local stretch targets that will be used to measure and assess school progress including relevant 'Closing the Gap' targets for Indigenous students
- Include explicit strategies and targets aimed at:
    - closing the gap of achievement between Indigenous and non-Indigenous students
    - improving the literacy, numeracy and science performance of students
    - improving reporting and engagement of parents and the community
    - improving student wellbeing and engagement
    - improving student transition from school to work and further study
- Include strategies that focus on developing teacher incentive and workforce planning strategies
- Include an evidence-based action research project aimed at improving attendance, participation and learning outcomes for highly represented student cohorts such as those recognised as Indigenous, refugees, non English speaking background, learning difficulties, disabilities and homeless
- Take into account synergies between existing school plans and state reforms, identifying 'gaps' that might be successfully addressed for particular schools and their cohorts and limitations of any suggested reforms
- Outline how the school will re-allocate its own resources in support of the plan's reform strategies; and
- Develop a strategy to ensure sustainability of new practices and that new models are able to be delivered in the longer term, prior to the end of the four year funding round.

Templates have been developed to assist schools to focus their planning on the outcomes to be achieved and also monitor and report on actions and reforms.

Plans will be signed off by the principal and school parent organisation representative or school board member as appropriate and will be published on every school website. Published annual school reports will outline progress against targets and strategies referenced in the school strategic plan.

SUPPORT FOR SPECIFIC STUDENT COHORTS

All schools will undertake action research projects as outlined in their school plan that focus on improved engagement and learning outcomes of various student cohort groups, such as students with a disability, students with learning difficulties, Indigenous students, ESL students, refugee students and homeless students. The choice of cohort will vary depending on which groups are significantly represented at the participating school.

Each year, schools will be required to report on learning outcomes achieved across these cohorts. The findings of these projects will be published online and fed into the evaluation so all schools can benefit from the learning's.

Aboriginal and Torres Strait Islander students

The *Closing the Gap Education Strategy* outlines the Department's strategic direction for state schools and regions to close the gap in Indigenous education disadvantage.

The strategy aims to:

- Deliver clear, concise messages for regions and schools
- Specify a small number of targets based on the COAG and Toward Q2 outcomes; and
- Contain a small number of evidence-based service lines, priority areas and initiatives.

Each four-year school strategic plan will be required to include specific strategies designed to close the gap between achievement of Indigenous and non-Indigenous students. The Department has identified a small number of service lines to drive transformational improvement in outcomes to 'close the gap' in Indigenous student learning and life outcomes including foundation learning with a focus on literacy and numeracy. This service line is based on data and evidence-based research and recognises the critical importance of building the foundations for learning and preparing children to start school.

Other service lines are:

- Health and physical activity as a precondition to learning
- Participation to employment; and
- Culture and enterprise.

Two of the key underpinning principles for the strategy are:

- **Place based solutions with a whole of school approach to improving learning.** Place-based solutions are about recognising the need for services to take account of local circumstances and be informed by appropriate consultation and negotiation with local school communities. In addition to solutions being place-based, they must be built on whole-school approaches. The purpose of developing a whole-school approach is to establish a planned, systematic approach to teaching and learning in order to improve learning outcomes of Indigenous students.

- **Case-managed performance and accountability.** This principle recognises the importance of managing individual performance of students and being held to account for the outcomes.

The Regional Executive Directors and their Executive Directors of Schools have strong relationships with all of the schools in their region, and are best equipped to create the conditions for improving Indigenous student achievement. The *Closing the Gap Education Strategy* is therefore strongly regionally focused.

Each region has developed an Indigenous education regional plan, to document the strategies and actions the region will undertake to achieve negotiated targets. The *Closing the Gap Education Strategy* provides the guiding framework for these plans.

A key element of the strategy is the negotiation of differentiated targets with each region for improvement in Indigenous student achievement. These targets are documented in regional resource agreements through which funding is distributed to regions and schools to implement 'Closing the Gap' initiatives.

Under each service stream are priority areas and initiatives that evidence and experience indicate will improve attendance, retention and attainment outcomes for Indigenous students. They aim to enhance, complement and improve performance of mainstream education and training initiatives to meet the needs of Indigenous students.

The Department's *Closing the Gap Education Strategy* can be found at the following website http://education.qld.gov.au/schools/indigenous/pdfs/closing-gap.pdf

MORE INFORMATION

Information about the Smarter Schools National Partnerships on the Australian Government Department of Education, Employment, and Workplace Relations website:

http://www.deewr.gov.au/Schooling/Programs/SmarterSchools/

Information about the Smarter Schools National Partnerships on the Queensland Department of Education and Training website:

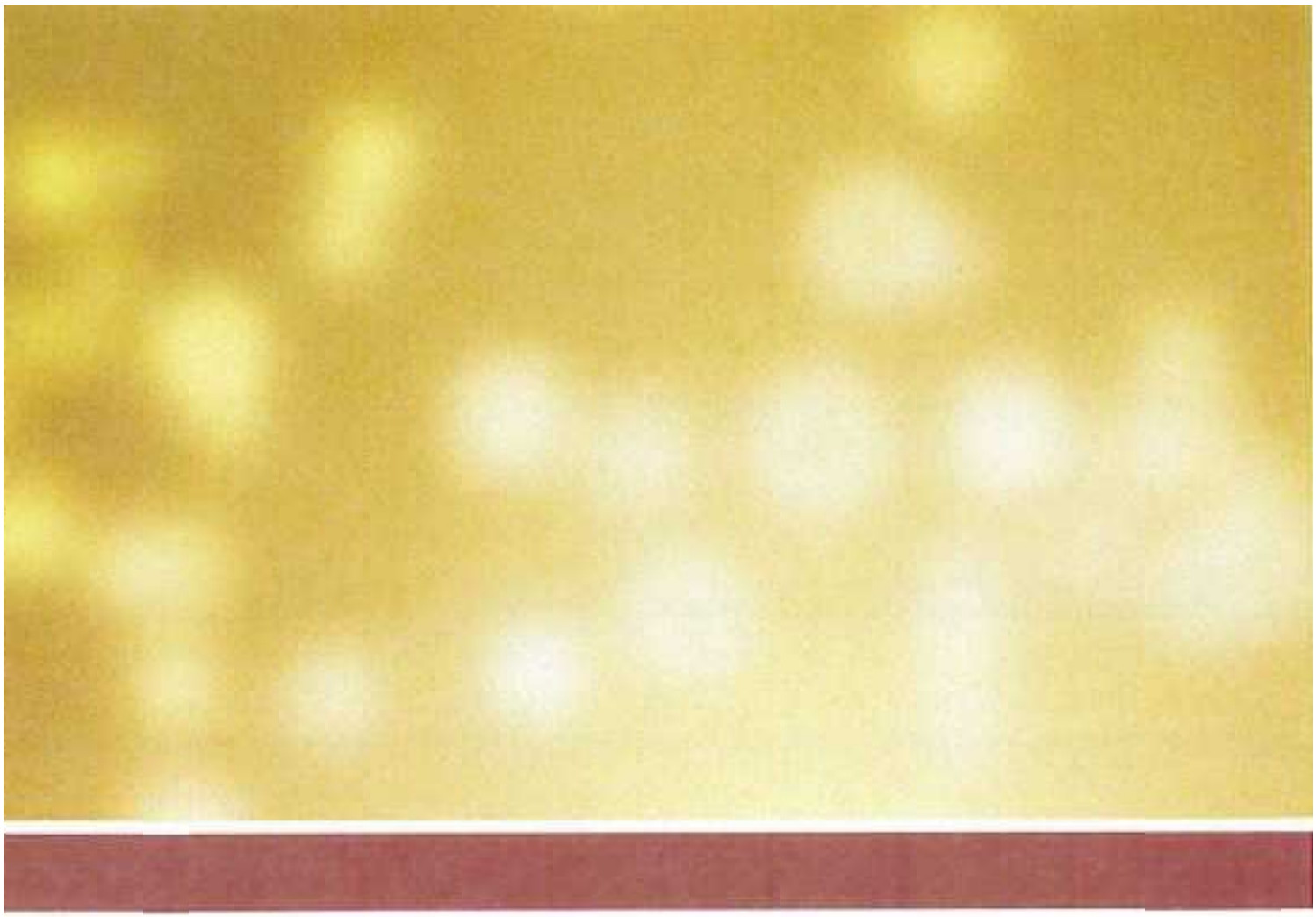
http://education.qld.gov.au/nationalpartnerships/

Information about the Smarter Schools National Partnerships on the Independent Schools Queensland website:

http://www.alsq.qld.edu.au/files/files/whatsnew/NP.pdf

Information about the Smarter Schools National Partnerships on the Queensland Catholic Education Commission website:

http://www.qcec.qld.catholic.edu.au/



Australian Government
Department of Education, Employment and Workplace Relations

Queensland—National Partnerships – List of QLD Schools

The schools listed below have been identified as participating in the Low-SES NP and/or the Literacy and Numeracy NP. The Teacher Quality NP does not identify individual participating schools as it targets all teachers with an emphasis on strategies to attract, train, place, develop and retain quality teachers and leaders.*

Key

LOW SES_NP	Low Socio-Economic Status School Communities National Partnership
LN_NP	Literacy and Numeracy National Partnership

Queensland—National Partnerships

Government

School	Suburb	Sector	Partnership Type
Acacia Ridge State School	Acacia Ridge	Government	LOW SES_NP
Aitkenvale State School	Aitkenvale	Government	LN_NP
Albert State School	Maryborough	Government	LOW SES_NP
Aldridge State High School	Maryborough	Government	LOW SES_NP
Alexandra Hills State School	Alexandra Hills	Government	LN_NP
Algester State School	Algester	Government	LN_NP
Allenstown State School	Rockhampton	Government	Both
Ashmore State School	Ashmore	Government	LN_NP
Atherton State School	Atherton	Government	LN_NP

Avoca State School	Bundaberg	Government	LN_NP
Ayr East State School	Ayr	Government	LN_NP
Ayr State School	Ayr	Government	LN_NP
Balaclava State School	Cairns	Government	LOW SES_NP
Beachmere State School	Beachmere	Government	LN_NP
Beaconsfield State School	Beaconsfield	Government	LN_NP
Beenleigh State High School	Beenleigh	Government	LOW SES_NP
Beenleigh State School	Beenleigh	Government	LOW SES_NP
Beerburrum State School	Beerburrum	Government	LN_NP
Beerwah State School	Beerwah	Government	LN_NP
Berrinba East State School	Berrinba	Government	LOW SES_NP
Berserker Street State School	Rockhampton	Government	LOW SES_NP
Biggenden State School	Biggenden	Government	LOW SES_NP
Blackall State School	Blackall	Government	LOW SES_NP
Blackbutt State School	Blackbutt	Government	LOW SES_NP
Blackwater North State School	Blackwater	Government	LN_NP
Boronia Heights State School	Boronia Heights	Government	LN_NP
Bowen State High School	Bowen	Government	LOW SES_NP
Bracken Ridge State School	Bracken Ridge	Government	LN_NP
Branyan Road State School	Bundaberg	Government	LN_NP
Brassall State School	Brassall	Government	LN_NP
Bribie Island State School	Bongaree	Government	LN_NP
Browns Plains State School	Browns Plains	Government	LN_NP
Bundaberg North State School	Bundaberg North	Government	LN_NP
Bundaberg South State School	Bundaberg South	Government	LOW SES_NP
Bundaberg State High School	Bundaberg	Government	LOW SES_NP
Bundaberg West State School	Bundaberg West	Government	LOW SES_NP
Bundamba State School	Bundamba	Government	Both
Bundamba State Secondary College	Bundamba	Government	LOW SES_NP
Burnett Heads State School	Burnett Heads	Government	LOW SES_NP
Burnett State College	Gayndah	Government	LOW SES_NP
Burnside State School	Nambour	Government	LN_NP
Burrowes State School	Marsden	Government	LOW SES_NP
Bwgcolman Community School	Palm Island	Government	LOW SES_NP
Caboolture East State School	Caboolture	Government	LOW SES_NP
Caboolture State School	Caboolture	Government	Both

Cairns West State School	Manunda Cairns	Government	LOW SES_NP
Caloundra State School	Caloundra	Government	LN_NP
Camp Hill State Infants and Primary School	Camp Hill	Government	LN_NP
Caningeraba State School	Burleigh Waters	Government	LN_NP
Cannon Hill State School	Cannon Hill	Government	LN_NP
Caravonica State School	Caravonica	Government	LN_NP
Carole Park State School	Carole Park	Government	LOW SES_NP
Charleville State School	Charleville	Government	LN_NP
Charters Towers Central State School	Charters Towers	Government	LOW SES_NP
Chatsworth State School	Chatsworth via Gympie	Government	LOW SES_NP
Cherbourg State School	Cherbourg	Government	Both
Chinchilla State School	Chinchilla	Government	LN_NP
Clinton State School	Gladstone	Government	LN_NP
Cloncurry State School	Cloncurry	Government	LN_NP
Clontarf Beach State School	Clontarf	Government	LN_NP
Collingwood Park State School	Collingwood Park	Government	LN_NP
Collinsville State High School	Collinsville	Government	LOW SES_NP
Conondale State School	Conondale	Government	LN_NP
Cooktown State School	Cooktown	Government	LOW SES_NP
Coopers Plains State School	Coopers Plains	Government	LN_NP
Cooran State School	Cooran	Government	LN_NP
Corinda State School	Corinda	Government	LN_NP
Crestmead State School	Crestmead	Government	Both
Cunnamulla State School	Cunnamulla	Government	LOW SES_NP
Dalby South State School	Dalby	Government	LN_NP
Dalby State School	Dalby	Government	LN_NP
Darra State School	Darra	Government	LOW SES_NP
Deception Bay North State School	Deception Bay	Government	LOW SES_NP
Deception Bay State High School	Deception Bay	Government	LOW SES_NP
Deception Bay State School	Deception Bay	Government	LOW SES_NP
Dirranbandi State School	Dirranbandi	Government	LOW SES_NP
Doomadgee State School	Doomadgee	Government	LOW SES_NP
Dunwich State School	Dunwich	Government	LOW SES_NP
Durack State School	Durack	Government	LOW SES_NP
Eagleby South State School	Eagleby	Government	LOW SES_NP
Eagleby State School	Eagleby	Government	LOW SES_NP
East Brisbane State School	East Brisbane	Government	LN_NP
Eight Mile Plains State School	Eight Mile Plains	Government	LN_NP
Eimeo Road State School	Rural View	Government	LN_NP
Everton Park State School	Everton Park	Government	LN_NP
Ferny Grove State School	Ferny Grove	Government	LN_NP
Ferny Hills State School	Ferny Hills	Government	LN_NP

Fitzgerald State School	Mackay North	Government	LN_NP
Garbutt State School	Garbutt	Government	Both
Gatton State School	Gatton	Government	LN_NP
Gayndah State School	Gayndah	Government	Both
Gin Gin State High School	Gin Gin	Government	LOW SES_NP
Gin Gin State School	Gin Gin	Government	LOW SES_NP
Glenala State High School	Durack	Government	LOW SES_NP
Glenmore State School	Rockhampton	Government	LN_NP
Glennie Heights State School	Glennie Heights	Government	LN_NP
Goodna State School	Goodna	Government	LOW SES_NP
Goomeri State School	Goomeri	Government	LOW SES_NP
Goondiwindi State School	Goondiwindi	Government	LN_NP
Gordonvale State School	Gordonvale	Government	LN_NP
Gracemere State School	Gracemere	Government	LN_NP
Granville State School	Granville	Government	Both
Gympie Central State School	Gympie	Government	LOW SES_NP
Gympie West State School	Gympie	Government	LN_NP
Hambledon State School	Edmonton	Government	LN_NP
Happy Valley State School	Mount Isa	Government	LN_NP
Harlaxton State School	Toowoomba	Government	LOW SES_NP
Harris Fields State School	Woodridge	Government	Both
Heatley State School	Heatley	Government	LN_NP
Helensvale State School	Helensvale	Government	LN_NP
Hemmant State School	Hemmant	Government	LN_NP
Herberton State School	Herberton	Government	LOW SES_NP
Hercules Road State School	Kippa-Ring	Government	LN_NP
Hopevale State School	Hopevale	Government	LOW SES_NP
Howard State School	Howard	Government	LOW SES_NP
Hughenden State School	Hughenden	Government	Both
Humpybong State School	Margate	Government	LN_NP
Inala State School	Durack	Government	LOW SES_NP
Inglewood State School	Inglewood	Government	LOW SES_NP
Innisfail East State School	Innisfail	Government	Both
Innisfail State School	Innisfail	Government	Both
Ipswich East State School	East Ipswich	Government	LN_NP
Ipswich North State School	North Ipswich	Government	LOW SES_NP
Ipswich West State School	Ipswich West	Government	LOW SES_NP
Isabella State School	Edmonton	Government	LN_NP
Isis District State High School	Childers	Government	LOW SES_NP
Jandowae State School	Jandowae	Government	LOW SES_NP
Jimboomba State School	Jimboomba	Government	LN_NP
Jones Hill State School	Jones Hill Gympie	Government	LN_NP

Kalkie State School	Bundaberg	Government	LN_NP
Kallangur State School	Kallangur	Government	LN_NP
Kawana Waters State College	Bokarina	Government	LN_NP
Kawungan State School	Kawungan	Government	LN_NP
Kilkivan State School	Kilkivan	Government	LOW SES_NP
Killarney State School	Killarney	Government	LOW SES_NP
Kingaroy State School	Kingaroy	Government	LN_NP
Kingston College	Kingston	Government	LOW SES_NP
Kingston State School	Kingston	Government	Both
Kippa-Ring State School	Kippa-Ring	Government	LN_NP
Kowanyama State School	Kowanyama	Government	Both
Lakes Creek State School	Lakes Creek	Government	LN_NP
Lawnton State School	Lawnton	Government	LN_NP
Leichhardt State School	Leichhardt	Government	LOW SES_NP
Lindum State School	Lindum	Government	LN_NP
Lockhart State School	Lockhart	Government	Both
Loganholme State School	Loganholme	Government	LN_NP
Loganlea State High School	Loganlea	Government	LOW SES_NP
Lota State School	Lota	Government	LN_NP
Mabel Park State High School	Slacks Creek	Government	LOW SES_NP
Mabel Park State School	Slacks Creek	Government	LOW SES_NP
Mackay West State School	Mackay West	Government	LN_NP
MacLeay Island State School	Macleay Island	Government	LOW SES_NP
Malanda State School	Malanda	Government	LN_NP
Manly West State School	Manly West	Government	LN_NP
Mareeba State High School	Mareeba	Government	LOW SES_NP
Mareeba State School	Mareeba	Government	LOW SES_NP
Maroochydore State School	Maroochydore	Government	LN_NP
Marsden State High School	Waterford West	Government	LOW SES_NP
Marsden State School	Marsden	Government	LOW SES_NP
Maryborough Central State School	Maryborough	Government	LOW SES_NP
Maryborough State High School	Maryborough	Government	LOW SES_NP
Maryborough West State School	Maryborough	Government	LN_NP
Merrimac State School	Merrimac	Government	LN_NP
Miles State School	Miles	Government	LN_NP
Millmerran State School	Millmerran	Government	LN_NP
Mitchell State School	Mitchell	Government	Both
Monto State High School	Monto	Government	LOW SES_NP
Moorooka State School	Moorooka	Government	LN_NP
Morayfield East State School	Morayfield	Government	LN_NP
Morayfield State School	Morayfield	Government	Both
Moreton Downs State School	Deception Bay	Government	LN_NP

Mornington Island State School	Mornington Island	Government	LOW SES_NP
Mount Archer State School	Rockhampton	Government	LN_NP
Mount Garnet State School	Mount Garnet	Government	LN_NP
Mount Isa Central State School	Mount Isa	Government	LN_NP
Mount Morgan Central State School	Mount Morgan	Government	Both
Mount Morgan State High School	Mount Morgan	Government	LOW SES_NP
Mundoo State School	Wangan	Government	LN_NP
Murgon State High School	Murgon	Government	LOW SES_NP
Murgon State School	Murgon	Government	LOW SES_NP
Nambour State School	Nambour	Government	LN_NP
Nanango State High School	Nanango	Government	LOW SES_NP
Nanango State School	Nanango	Government	Both
Nashville State School	Brighton	Government	LN_NP
Newtown State School	Toowoomba	Government	LN_NP
Normanton State School	Normanton	Government	LOW SES_NP
Norris Road State School	Bracken Ridge	Government	LN_NP
Northern Peninsula Area State College	Bamaga	Government	LOW SES_NP
Northgate State School	Nundah	Government	LN_NP
Norville State School	Bundaberg	Government	LN_NP
Nyanda State High School	Salisbury	Government	LOW SES_NP
Oakey State High School	Oakey	Government	LOW SES_NP
Oakey State School	Oakey	Government	LOW SES_NP
One Mile State School	Gympie	Government	LN_NP
Oxley State School	Oxley	Government	LN_NP
Pacific Pines State School	Pacific Pines	Government	LN_NP
Parramatta State School	Parramatta Park	Government	LOW SES_NP
Pittsworth State School	Pittsworth	Government	LN_NP
Proserpine State School	Proserpine	Government	LN_NP
Proston State School	Proston	Government	LN_NP
Raceview State School	Raceview	Government	LN_NP
Rasmussen State School	Rasmussen	Government	LN_NP
Ravenshoe State School	Ravenshoe	Government	Both
Redbank Plains State High School	Redbank Plains	Government	LOW SES_NP
Redbank Plains State School	Redbank Plains	Government	LN_NP
Redbank State School	Redbank	Government	LOW SES_NP
Regents Park State School	Regents Park	Government	LN_NP
Richlands East State School	Inala	Government	LOW SES_NP
Riverview State School	Riverview	Government	LOW SES_NP
Robina State School	Robina	Government	LN_NP
Rockville State School	Toowoomba	Government	LOW SES_NP
Roma State College Junior Campus	Roma	Government	LN_NP
Roma State College Senior Campus	Roma	Government	LN_NP

Rosedale State School	Rosedale	Government	LOW SES_NP
Rosewood State School	Rosewood	Government	LN_NP
Russell Island State School	Russell Island	Government	LOW SES_NP
Salisbury State School	Salisbury	Government	LN_NP
Sandgate State School	Sandgate	Government	LN_NP
Sandy Strait State School	Urangan	Government	LN_NP
Sarina State School	Sarina	Government	LN_NP
Scarborough State School	Scarborough	Government	LN_NP
Serviceton South State School	Inala	Government	LOW SES_NP
Shailer Park State School	Shailer Park	Government	LN_NP
Silkstone State School	Silkstone	Government	LN_NP
Slacks Creek State School	Slacks Creek	Government	LN_NP
Slade Point State School	Slade Point Mackay	Government	LN_NP
Southport State School	Southport	Government	LN_NP
Springwood Central State School	Springwood	Government	LN_NP
Springwood Road State School	Springwood	Government	LN_NP
St George State School	St George	Government	LN_NP
Stretton State College	Stretton	Government	LN_NP
Sunbury State School	Maryborough	Government	LOW SES_NP
Sunset State School	Sunset Mount Isa	Government	Both
Tagai State College	Torres Strait	Government	Both
Taigum State School	Taigum	Government	LN_NP
Tamborine Mountain State School	North Tamborine	Government	LN_NP
Tara Shire State College	Tara	Government	LOW SES_NP
Texas State School	Texas	Government	LOW SES_NP
Thabeban State School	Bundaberg	Government	LOW SES_NP
Tin Can Bay State School	Tin Can Bay	Government	Both
Tingalpa State School	Tingalpa	Government	LN_NP
Toogoolawah State High School	Toogoolawah	Government	LOW SES_NP
Toowoomba North State School	Toowoomba	Government	LN_NP
Toowoomba South State School	Toowoomba	Government	LN_NP
Torbanlea State School	Torbanlea	Government	LOW SES_NP
Townview State School	Mount Isa	Government	LN_NP
Tullawong State School	Caboolture	Government	LN_NP
Urangan Point State School	Urangan	Government	LOW SES_NP
Victoria Point State School	Victoria Point	Government	LN_NP
Vienna Woods State School	Alexandra Hills	Government	LN_NP
Vincent State School	Vincent	Government	Both
Walkervale State School	Bundaberg	Government	Both
Warwick Central State School	Warwick	Government	Both
Waterford State School	Waterford	Government	LN_NP
Waterford West State School	Waterford West	Government	LOW SES_NP

Watson Road State School	Acacia Ridge	Government	LOW SES_NP
Western Cape College	Aurukun	Government	LN_NP
White Rock State School	White Rock	Government	LN_NP
Whites Hill State College	Camp Hill	Government	LN_NP
Wilsonton State School	Toowoomba	Government	LN_NP
Winton State School	Winton	Government	LOW SES_NP
Wondai State School	Wondai	Government	Both
Wondall Heights State School	Manly West	Government	LN_NP
Woodcrest State College	Springfield	Government	LN_NP
Woodford State School	Woodford	Government	LN_NP
Woodridge North State School	Woodridge	Government	LOW SES_NP
Woodridge State High School	Logan Central	Government	LOW SES_NP
Woodridge State School	Logan Central	Government	LOW SES_NP
Woongarra State School	Bundaberg	Government	LN_NP
Woorabinda State School	Woorabinda	Government	LOW SES_NP
Woree State School	Woree	Government	LN_NP
Wynnum Central State School	Wynnum Central	Government	LN_NP
Wynnum North State School	Wynnum North	Government	LN_NP
Wynnum West State School	Wynnum West	Government	LN_NP
Yarrabah State School	Yarrabah	Government	LOW SES_NP
Yarraman State School	Yarraman	Government	LOW SES_NP
Yarrilee State School	Hervey Bay	Government	LN_NP
Yeronga State School	Yeronga	Government	LN_NP
Yungaburra State School	Yungaburra	Government	LN_NP

Queensland—National Partnerships

Catholic

School	Suburb	Sector	Partnership Type
Christ the King Catholic Primary School	Deception Bay	Catholic	LOW SES_NP
Columba Catholic College	Charters towers	Catholic	LN_NP
Columba Catholic College	Charters Towers	Catholic	LOW SES_NP
Emmaus College	Jimboomba	Catholic	LN_NP
Good Shepherd Catholic Community School	Rasmussen	Catholic	LN_NP
Holy Cross School	Smithfield	Catholic	LN_NP
Holy Rosary Primary School	Windsor	Catholic	LN_NP
Mary Immaculate Primary School	Annerley	Catholic	LN_NP
Mount St Bernard College	Herberton	Catholic	LOW SES_NP
Our Lady Help of Christians School	Earlville	Catholic	LN_NP
Our Lady of Fatima Primary School	Acacia Ridge	Catholic	LOW SES_NP
Our Lady of Good Counsel School	Gatton	Catholic	LN_NP
Our Lady of Lourdes Primary School	Toowoomba	Catholic	LN_NP

Our Lady of the Sacred Heart School	Thursday Island	Catholic	LOW SES_NP
Sacred Heart Parish School	Cunnamulla	Catholic	LOW SES_NP
Sacred Heart Primary School	Toowoomba	Catholic	LN_NP
South Burnett Catholic College	Kingaroy	Catholic	LOW SES_NP
St Anne's Catholic Primary School	Sarina	Catholic	LN_NP
St Anthony's Catholic College	Deeragun	Catholic	LN_NP
St Anthony's School	Dimbulah	Catholic	LOW SES_NP
St Augustine's College	Springfield	Catholic	LN_NP
St Brendan's Primary School	Moorooka	Catholic	LN_NP
St Brigid's Primary School	Rosewood	Catholic	LN_NP
St Colman's School	Home Hill	Catholic	LN_NP
St Francis College	Crestmead	Catholic	LN_NP
St Francis' School	Hughenden	Catholic	LOW SES_NP
St Francis Xavier's School	Goodna	Catholic	LN_NP
St John Bosco's School	Collinsville	Catholic	Both
St Joseph's Catholic Primary School	Mackay North	Catholic	LN_NP
St Joseph's Nudgee Junior College	Indooroopilly	Catholic	LN_NP
St Joseph's Primary School	Mount Isa	Catholic	LN_NP
St Joseph's School	Rockhampton	Catholic	LN_NP
St Joseph's School	Gayndah	Catholic	LOW SES_NP
St Joseph's School	Bundaberg	Catholic	LN_NP
St Joseph's School	Childers	Catholic	LOW SES_NP
St Joseph's School	Cloncurry	Catholic	LN_NP
St Joseph's School	Nundah	Catholic	LN_NP
St Joseph's School	Tara	Catholic	LOW SES_NP
St Joseph's School	Murgon	Catholic	LOW SES_NP
St Laurence's College	South Brisbane	Catholic	LN_NP
St Maria Goretti's School	Inglewood	Catholic	LOW SES_NP
St Mark's School	Inala	Catholic	LOW SES_NP
St Mary's Primary School	Maryborough	Catholic	LN_NP
St Mary's School	Laidley	Catholic	LOW SES_NP
St Mary's School	Bowen	Catholic	Both
St Mary's School	Goondiwindi	Catholic	LN_NP
St Michael's School	Palm Island	Catholic	Both
St Monica's School	Oakey	Catholic	LOW SES_NP
St Patrick's College	Townsville	Catholic	LOW SES_NP
St Patrick's College	Shorncliffe	Catholic	LN_NP
St Patrick's Parish Primary School	Mitchell	Catholic	LOW SES_NP
St Patrick's Primary School	Nanango	Catholic	LOW SES_NP
St Patrick's School	Winton	Catholic	LOW SES_NP
St Paul's Primary School	Woodridge	Catholic	LOW SES_NP
St Peter's Convent School	Halifax	Catholic	LOW SES_NP

St Pius' Primary School	Banyo	Catholic	LN_NP
St Rita's School	South Johnstone	Catholic	LN_NP
St Teresa's College	Abergowrie	Catholic	LOW SES_NP
St Teresa's School	Ravenshoe	Catholic	LOW SES_NP
St Therese's Catholic Primary School	Monto	Catholic	LOW SES_NP
Star of the Sea Primary School	Torquay	Catholic	LN_NP
The Centre Education Programme	Kingston	Catholic	LOW SES_NP
The Marian School	Curra ong	Catholic	LN_NP

Queensland—National Partnerships

Independent

School	Suburb	Sector	Partnership Type
Aboriginal and Islander Independent Community School	Acacia Ridge	Independent	LOW SES_NP
All Souls St Gabriels School	Charters Towers	Independent	LN_NP
Bethania Lutheran Primary School	Bethania	Independent	LN_NP
Blackall Range Independent School	Kureelpa	Independent	LN_NP
Bundaberg Christian College	Bundaberg	Independent	LN_NP
Cairns Adventist College	Manunda	Independent	Both
Caloundra Christian College	Caloundra	Independent	LN_NP
Coral Coast Christian School	North Bundaberg	Independent	LOW SES_NP
Dalby Christian School	Dalby	Independent	LN_NP
Darling Downs Christian School	Toowoomba	Independent	LN_NP
Djarragun College	Gordonvale	Independent	Both
Freshwater Christian College	Brinsmead	Independent	LN_NP
Glenlee Christian College	Glenlee	Independent	LOW SES_NP
Gold Coast Christian College	Reedy Creek	Independent	LN_NP
Grace Lutheran Primary School	Clontarf	Independent	LN_NP
Groves Christian College	Kingston	Independent	LN_NP
Gulf Christian College	Normanton	Independent	Both
Ipswich Adventist School	Brassall	Independent	LN_NP
Jubilee Christian College	Atherton	Independent	LN_NP
Lighthouse Christian School	Rockhampton	Independent	LN_NP
Mackay Christian College	Mackay North	Independent	LN_NP
Mueller College	Rothwell	Independent	LN_NP
Redeemer Lutheran Primary School	Biloela	Independent	LN_NP
Riverside Adventist Christian School	Aitkenvale	Independent	LN_NP
Riverside Christian College	Maryborough West	Independent	LN_NP
Shalom Christian College	Condon	Independent	Both
Southside Christian College	Salisbury	Independent	LN_NP
St Paul's Lutheran Primary School	Caboolture	Independent	LN_NP
St Stephens Lutheran College	Gladstone	Independent	LN_NP

Victory College	Gympie	Independent	LN_NP
Wadja Wadja High School	Woorabinda	Independent	LOW SES_NP
Wangetti Technical and Vocational Education College	Port Douglas	Independent	LOW SES_NP
Whitsunday Christian College	Cannonvale	Independent	LN_NP

Queensland total by National Partnership and Sector

Literacy/Numeracy NP	Sector	Schools
	Government	148
	Catholic	33
	Independent	24
	Total Literacy/Numeracy NP	205
Low-SES NP	**Sector**	**Schools**
	Government	104
	Catholic	27
	Independent	5
	Total Low SES NP	136
Both Low SES and Literacy and Numeracy National Partnership	**Sector**	**Schools**
	Government	27
	Catholic	3
	Independent	4
	Total Low SES and Literacy/Numeracy NP	34
	Total QLD NP Schools	375

The schools list is current at time of publishing and may be subject to change.

NATIONAL PARTNERSHIP AGREEMENTS FOR

• LOW SOCIO-ECONOMIC STATUS SCHOOL COMMUNITIES
• LITERACY AND NUMERACY
• IMPROVING TEACHER QUALITY

BILATERAL AGREEMENT BETWEEN
THE COMMONWEALTH OF AUSTRALIA AND
THE STATE OF QUEENSLAND

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Purpose

1. This Agreement articulates a shared commitment between the Commonwealth of Australia ("the Commonwealth") and the State of Queensland ("Queensland") to achieving high-level outcomes for schooling. It aims to give effect to the priorities agreed by all governments at the Council of Australian Governments (COAG) on 29 November 2008, as well as those expressed in the new National Declaration on Educational Goals for Young Australians launched in December 2008.

2. The objective of this Agreement is to set out Queensland's strategy in pursuit of the National Partnership Agreements for Low Socio-Economic Status School Communities, Literacy and Numeracy, and Improving Teacher Quality.

3. This Agreement outlines the reforms under each of the National Partnerships as detailed in preliminary implementation plans for Low Socio-Economic Status School Communities (Attachment 1), Literacy and Numeracy (Attachment 2), and Improving Teacher Quality (Attachment 3).

Key reform areas and indicative actions

4. Under the National Partnership Agreements for Low Socio-Economic Status School Communities, Literacy and Numeracy, and Improving Teacher Quality, this Agreement elaborates on Commonwealth and Queensland commitments in achieving the overarching COAG-agreed outcomes that:

   (a) all children are engaged in, and benefit from schooling

   (b) young people are meeting basic literacy and numeracy standards and that levels of achievement are improving

   (c) Australian students excel by international standards

   (d) schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children

   (e) young people make a successful transition from school to work and further study.

5. The attached Queensland Preliminary Implementation Plans detail the proposed reform areas and specific actions, as well as the schools that have been selected to participate in the reforms.

6. The roles and responsibilities of the Commonwealth and Queensland for the outcomes of this Agreement are outlined in the corresponding National Partnership Agreements.

Budget

7. The Commonwealth facilitation funding and Queensland's co-investment to be made in support of the reforms are specified in the tables below.

Table 1: Annual facilitation funding by sector for each National Partnership

Partnership	Sector	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	*Total*
Low Socio-Economic Status School Communities National Partnership Funding	EQ	$1 610 893	$21 677 688	$27 595 266	$49 693 424	$51 208 895	$34 572 850	$28 287 821	*$214 646 849*
	ISQ	$40 130	$546 260	$737 320	$1 349 944	$1 309 814	$803 684	$612 624	*$5 399 776*
	QCEC	$86 977	$1 183 964	$1 596 054	$2 925 844	$2 838 867	$1 741 890	$1 327 780	*$11 703 375*
	Total	$1 738 000	$23 407 912	$29 930 642	$53 969 212	$55 357 576	$37 118 424	$30 228 235	*$231 750 001*
Literacy and Numeracy National Partnership Funding	EQ	$16 039 147	$18 331 904	-	-	-	-	-	*$34 371 051*
	ISQ	$1 110 254	$1 268 862	-	-	-	-	-	*$2 379 116*
	QCEC	$2 258 599	$2 581 257	-	-	-	-	-	*$4 839 856*
	Total	$19 408 000	$22 182 023	-	-	-	-	-	*$41 590 023*
Improving Teacher Quality National Partnership Funding	EQ	$874 023	$1 707 321	$4 818 247	$5 570 269	-	-	-	*$12 770 860*
	ISQ	$176 061	$381 510	$997 795	$1 203 224	-	-	-	*$2 758 610*
	QCEC	$192 896	$417 942	$1 093 078	$1 316 124	-	-	-	*$3 022 041*
	Total	$1 243 000	$2 506 773	$6 710 122	$8 091 616	-	-	-	*$18 551 511*

EQ: Education Queensland
ISQ: Independent Schools Queensland
QCEC: Queensland Catholic Education Commission

Table 2: Total facilitation funding and co-investment by sector for each National Partnership

Partnership	Sector	Total Facilitation	Total Co-Investment
Low Socio-Economic Status School Communities National Partnership	EQ	$214 649 849	$296,366,642
	ISQ	$5 399 776	$5 399 776
	QCEC	$11 703 376	$13,229,000
	Total	**$231 750 001**	**$314 995 318**
Literacy and Numeracy National Partnership	EQ	$34 371 051	$55 613 514
	ISQ	$2 379 116	$2 380 000
	QCEC	$4 839 856	$4 830 000
	Total	**$41 590 023**	**$62 823 514**
Improving Teacher Quality National Partnership	EQ	$12 770 660	$18 640 000
	ISQ	$2 760 610	$870 000
	QCEC	$3 022 041	$950 000
	Total	**$18 551 611**	**$20 460 000**

Facilitation payments

8. The Commonwealth facilitation funding payments and the milestones triggering them are specified in the tables below.

Table 3: Facilitation payment dates for each National Partnership

Report due to DEEWR	Date of payment	Literacy and Numeracy	Improving Teacher Quality	Low SES School Communities	Total
May 2009[1]	26 June 2009	$19 430 000	$1 243 000	$1 736 000	$22 389 000
1 November 2009[2]	7 December 2009	$5 546 013	$1 223 956	$11 703 956	$18 473 925
1 February 2010	7 March 2010	$16 636 010	$1 282 817	$11 703 956	$29 622 783
1 August 2010	7 September 2010	-	$3 355 061	$14 966 321	$18 320 382
1 February 2011	7 March 2011	-	$3 355 061	$14 965 321	$18 320 382
1 August 2011	7 September 2011	-	$4 045 808	$26 984 606	$31 030 414
1 February 2012	7 March 2012	-	$4 045 808	$26 984 606	$31 030 414
1 August 2012	7 September 2012	-	-	$27 676 788	$27 676 788
1 February 2013	7 March 2013	-	-	$27 676 788	$27 676 788
1 August 2013	7 September 2013	-	-	$16 559 212	$16 559 212
1 February 2014	7 March 2014	-	-	$16 559 212	$16 559 212
1 August 2014	7 September 2014	-	-	$15 114 117	$15 114 117
1 February 2015	7 March 2015	-	-	$15 114 118	$15 114 118
1 August 2015	-	-	-	-	-
1 February 2016	-	-	-	-	-
Total		$41 590 023	$18 551 511	$231 760 001	$291 901 535

[1] Preliminary Implementation Plans and Bilateral Agreement

[2] Final Implementation Plans and Bilateral Agreement

DEEWR: Department of Education, Employment and Workplace Relations

Monitoring and reporting arrangements

9. Reporting under this National Partnership will comply with the requirements of Schedule C to the Intergovernmental Agreement on Federal Financial Relations.

10. Queensland will provide reports to the Commonwealth against the reform milestones and timelines specified previously in this Agreement. The reports will be provided to the Commonwealth within four months of the end of the relevant period, or as otherwise agreed by the Parties.

11. A website has been created education.qld.gov.au/nationalpartnerships/ [accessed 30 September 2009] that provides information on many major initiatives funded through the National Partnerships. In addition to summary progress reports, action research case studies will also be published on the website for everyone to access.

12. As specified in the National Partnership Agreements, the Commonwealth will provide funding to evaluate the progress of reforms through this Agreement. The evaluation will support program management and monitoring and continuous improvement efforts and will inform COAG on the success of the reforms and how best to sustain them.

13. Queensland and the Commonwealth will work together, in conjunction with relevant participating schools, to ensure that evaluation reports are accessible to non-participating schools.

14. In addition, Queensland will undertake its own evaluation across the education National Partnerships, 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.

15. There are major strategies within the Partnerships that require in-depth evaluation and research methods applied to ensure schools and sectors learn about:

    - Which strategies are most cost effective in bringing about measurable school improvement?
    - Which strategies can be effectively applied across a range of contexts?
    - What systemic and contextual factors create barriers to effective implementation?
    - What systemic and contextual factors support the success of strategies?

16. From 2011 annual evaluation reports will be published to inform schools and sectors of the learnings so far. Information collected directly from schools through their six-monthly reporting will be used as part of the evaluation process as well as data analysis of indicators outlined in the Partnership. Schools will also contribute to the evaluation through their own action research case studies undertaken at an individual or cluster level.

17. These reforms will be monitored by the COAG Reform Council and any other body the Parties agree to task with assessing the effectiveness of these reforms.

Table 4: Milestones and facilitation payments, Low Socio-Economic Status School Communities National Partnership

NB Strategies that are new or recent initiatives for low socio-economic status schools in each sector are identified by their sector code appearing in 'bold' font. Those that are an enhancement or extension of an established initiative that is already operating to some extent in one or more low socio-economic status schools are identified by their sector code appearing in 'regular' font.

Report due to DEEWR	Milestone	Facilitation payment	Date of payment
June 2009	• Signing of bilateral agreement and preliminary State implementation Plan for Phase 1	$1 738 000	26 June 2009
1 November 2009	• Submission of Final Implementation Plan *Milestones to be reported on in the February 2010 report:* • Completed school plans [26 State (S), 4 Independent (I), 1 Catholic (C)] • Principals recruited and appointed under Performance Agreement conditions [26 (S)] • Principals participated in professional development [26 (S), 4 (I), 10 (C)] • Schools receive funding [26 (S), 4 (I), 1 (C)] • Schools will have access to online forums and discussion groups [131 (S), 4 (I), 10 (C) principals] • All state school teachers accessing classroom-level National Assessment Plan – Literacy and Numeracy (NAPLAN) data electronically (S) • National Partnerships website launched (S) (I) (C)	$11 703 956	7 December 2009
1 February 2010	• 20 (S) additional principals recruited and appointed under Performance Agreement conditions • 20 (S) ≥ 10 (C) additional principals participated in tailored professional development • Teachers from 46 (S) and ≤ 10 (C) schools participate in teacher induction program • 20 (S), 9 (C) additional schools receive funding	$11 703 956	7 March 2010
1 August 2010	• 20 (S), 2 (I), 9 (C) additional completed school plans • 131 (S) schools participated in teaching and learning audit • Teachers from 10 (I) and 10 (C) schools participate in teacher induction program • Customised support for rural and remote schools in place (S) • Regional and School Action Research commenced (S) (I) (C) • Support for staff wellbeing and resilience developed(S) (I) • Social and Emotional Learning professional development (S) (I) (C) • Overview of evaluation strategy completed(S) (I) (C) • Event held to celebrate effective parent, community and school partnerships (S) (I) (C) • Turnaround Teams commence trial in 10 (S) schools • Item-level analysis of NAPLAN data by cohort available to all schools (S)	$14 965 321	7 September 2010

Report due to DEEWR	Milestone	Facilitation payment	Date of payment
1 February 2011	• 19 (S) additional principals recruited and appointed under Performance Agreement conditions • 19 (S), 2 (I), 7 (C) additional principals participated in tailored professional development • Teachers from 65 (S) schools participate in teacher induction program • 19 (S), 2 (I), 7 (C) additional schools receive funding • 46 (S), 4 (I), 10 (C) schools implementing parent and community engagement strategies • 46 (S), 2 (I), ≤ 10 (C) schools implementing teacher incentive and workforce planning strategies • 46 (S), 2 (I), 10 (C) schools implementing student wellbeing and engagement strategies • 12 (S) , 1 (I), 2 (C) schools implementing strategies to improve transition from school to work and further study • 46 (S), 4 (I), 10 (C) schools implementing strategies to improve literacy, numeracy and science performance • 46 (S), 4 (I), 10 (C) schools implementing strategies to Close the Gap between Indigenous and non Indigenous student achievement	$14 965 321	7 March 2011
1 August 2011	• 18 (S), 1 (I), 7(C) additional completed school plans • Event held to celebrate effective parent, community and school partnerships (S) (I) (C) • Regional and School Action Research published (S) (I) (C) • Customised support for rural and remote schools implemented (S) • Teachers from 20 (I) and 17 (C) schools participate in teacher induction program • Support for staff wellbeing and resilience implemented(S) (I) • Social and Emotional Learning professional development (S) (I) (C) • Social and Emotional Screening Tool development and professional development (S) (I) • Turnaround Teams in three Regions (S) • Corporate reporting enhancements to OneSchool system (S) • Interim evaluation report published (S) (I) (C)	$26 984 603	7 September 2011
1 February 2012	• 66 (S) additional principals recruited and appointed under Performance Agreement conditions • 66 (S), 3 (I), 13 (C) additional principals participated in tailored professional development • 66 (S), 3 (I), 13 (C) additional schools receive funding • Teachers from 131 (S) schools participate in teacher induction program • 65 (S), 3 (I), 17 (C) schools implementing parent and community engagement strategies • 66 (S), 2 (I), ≤ 17 (C) schools implementing teacher incentive and workforce planning strategies	$26 984 606	7 March 2012

Report due to DEEWR	Milestone	Facilitation payment	Date of payment
	• 65 (S), 5 (I), 17 (C) schools implementing student wellbeing and engagement strategies • 17 (S), 2 (I), ≤ 6 (C) schools implementing strategies to improve transition from school to work and further study • 65 (S), 7 (I), 17 (C) schools implementing strategies to improve literacy, numeracy and science performance • 65 (S), 7 (I), 17 (C) schools implementing strategies to Close the Gap between Indigenous and non Indigenous student achievement		
1 August 2012	• 66 (S), 13 (C) additional completed school plans • Event held to celebrate effective parent, community and school partnerships (S) (I) (C) • Regional and School Action Research published (S) (I) (C) • Customised support for rural and remote schools implemented (S) • Teachers from 20 (I) and 30 (C) schools participate in teacher induction program • Support for staff wellbeing and resilience implemented (S) (I) • Social and Emotional Screening Tool development and professional development (S) (I) • Interim evaluation report published (S) (I) (C) • OneSchool Business Intelligence pilot conducted and evaluated (S) • Turnaround Teams in five Regions (S)	$27 678 788	7 September 2012
1 February 2013	• Teachers from 131 (S) schools participate in teacher induction program • 131 (S), 30 (C) schools implementing parent and community engagement strategies • 131 (S), 2 (I), ≤ 30 (C) schools implementing teacher incentive and workforce planning strategies • 131 (S), 9 (I), 30 (C) schools implementing student wellbeing and engagement strategies • 30 (S), 3 (I), 6 (C) schools implementing strategies to improve transition from school to work and further study • 131 (S), 8 (I), 30 (C) schools implementing strategies to improve literacy, numeracy and science performance • 131 (S), 9 (I), 30 (C) schools implementing strategies to Close the Gap between Indigenous and non Indigenous student achievement	$27 678 788	7 March 2013
1 August 2013	• Event held to celebrate effective parent, community and school partnerships (S) (I) (C) • Regional and School Action Research published (S) (I) (C) • Customised support for rural and remote schools implemented (S) • Teachers from 20 (I) and 30 (C) schools participate in teacher induction program	$18 659 212	7 September 2013

Report due to DEEWR	Milestone	Facilitation payment	Date of payment
	• Turnaround Teams in five Regions (S) • Interim evaluation report published (S) (I) (C)		
1 February 2014	• Teachers from 85 (S) schools participate in teacher induction program • 131 (S), 2 (I), 30 (C) schools implementing parent and community engagement strategies • 131 (S), 2 (I), ≤ 30 (C) schools implementing teacher incentive and workforce planning strategies • 131 (S), 2 (I), 30 (C) schools implementing student wellbeing and engagement strategies • 30 (S), 6 (C) schools implementing strategies to improve transition from school to work and further study • 131 (S), 2 (I), 30 (C) schools implementing strategies to improve literacy, numeracy and science performance • 46 principals receive end-of-agreement final incentive payments (S) • Professional development incentive accessed by nine principals (S) • 131 (S), 9 (I), 30 (C) schools implementing strategies to Close the Gap between Indigenous and non Indigenous student achievement	$10 559 212	7 March 2014
1 August 2014	• Event held to celebrate effective parent, community and school partnerships (S) (I) (C) • Regional and School Action Research published (S) (I) (C) • Customised support for rural and remote schools implemented (S) • Teachers from 20 (I) and 30 (C) schools participate in teacher induction program • Turnaround Teams in four Regions (S) • Interim evaluation report published (S) (I) (C)	$15 114 117	7 September 2014
1 February 2015	• Teachers from 85 (S) schools participate in teacher induction program • 85 (S), 1 (I), 20 (C) schools implementing parent and community engagement strategies • 85 (S), 1 (I), ≤ 20 (C) schools implementing teacher incentive and workforce planning strategies • 85 (S), 2 (I), 20 (C) schools implementing student wellbeing and engagement strategies • 18 (S), 2 (I), 4 (C) schools implementing strategies to improve transition from school to work and further study • 85 (S), 2 (I), 20 (C) schools implementing strategies to improve literacy, numeracy and science performance • 85 (S), 2 (I), 20 (C) schools implementing strategies to Close the Gap between Indigenous and non Indigenous student achievement • 19 principals receive end-of-agreement final incentive payments (S)	$15 114 118	7 March 2015

Report due to DEEWR	Milestone	Facilitation payment	Date of payment
	• Professional development incentive accessed by four principals (S)		
1 August 2016	• Event held to celebrate effective parent, community and school partnerships (S) (I) (C)		
	• Regional and School Action Research published (S) (I) (C)		
	• Customised support for rural and remote schools implemented (S)		
	• Teachers from 20 (I) and 20 (C) schools participate in teacher induction program		
	• Turnaround Teams in three Regions (S)		
1 February 2016	• 13 (S), 2 (I), ≤ 4 (C) schools implementing strategies to improve transition from school to work and further study		
	• 66 (S), 2 (I), 13 (C) schools implementing strategies to improve literacy, numeracy and science performance		
	• 66 principals receive end-of-agreement final incentive payments (S)		
	• 66 (S), 2 (I), 13 (C) schools implementing strategies to Close the Gap between Indigenous and non Indigenous student achievement		
	• Professional development incentive accessed by four principals (S)		
	• Final evaluation report published (S) (I) (C)		

Table 5: Milestones and facilitation payments, Literacy and Numeracy National Partnership

Report due date	Milestone	Facilitation payment	Date of payment
May 2009	• Signing of bilateral agreement and preliminary State Implementation Plans	$19 408 000	26 June 2009
1 November 2009[2]	• Strong Leadership – Effective Teams • Materials and communications strategy developed (June 2009) • Development and approval of Business Requirement specification for information technology infrastructure (June 2009) • Forums for curriculum leaders in targeted schools implemented (Semester 2, 2009) • Principals as Literacy Leaders' programs (Semesters 1 and 2, 2009) • Appoint project officers to coordinate reforms (Semester 1, 2009) • Professional development and implementation strategies developed (Semester 2, 2009) • Develop plan based on needs of target schools (Semester 2, 2009) • Building and testing of school and systemic infrastructure complete (September 2009) High Expectations – Focussed Teaching • Literacy and numeracy training, Years 4-7 teachers and catch up for F-3 (Semester 2, 2009) • F-3 Literacy and Numeracy indicators completed (Semester 2 2009) • Literacy/Numeracy coaches selected (September 2009) • Develop a model for vacation professional development for teachers (July 2009) • Professional development and training of coaches (Semester 2 2009) • Commence professional development in targeted schools (Semester 2 2009) • Rolling schedule of developed resources (commencing November 2009) • Rollout of professional development to occur during spring and summer vacations (September 2009 and January 2010) Differentiated Intervention – Improved Learning • Engage additional teachers to support intensive literacy and numeracy programs for students (July 2009) • Commence implementation of literacy and numeracy indicators in targeted schools (Semester 2, 2009) • Support the use of English as a Second Language (ESL) Band scales in targeted schools (Semester 2, 2009) • Establish systems and school curriculum data teams	$5 646 013	7 December 2009

Report due date	Milestone	Facilitation payment	Date of payment
	(Semester 2, 2009) • Targeted intervention to support students (Semester 2, 2009) • Implement rollout of summer schools (September 2009 and January 2010)		
1 February 2010	**Strong Leadership – Effective Teams** • Development of teaching/learning audit tool (Semester 2, 2009) • Audit tool framework developed, trialled and implemented (Semester 1, 2010) **High Expectations – Focussed Teaching** • Rollout of teacher professional development to occur during spring and summer vacations (September 2009 and January 2010) • Assessments and annotated student samples completed (March, 2010) • Communication strategy detailing successful and existing good practice (March, 2010) **Differentiated Intervention – Improved Learning** • Project planning and scoping (Semester 2, 2009) • Targeted intervention to support students (Semester 1, 2010) • Implement rollout of summer schools (September 2009 and January 2010) • Expand initiatives to support targeted groups of students (March 2010)	$16 636 010	7 March 2010

Table 6: Milestones and facilitation payments, Improving Teacher Quality National Partnership

Report due date	Milestone	Facilitation payment	Date of payment
June 2009	• Signing of bilateral agreement and preliminary State Implementation Plan	$1 249 000	26 June 2009

Report due date	Milestone	Facilitation payment	Date of payment
1 November 2009	• Provision of Final Implementation Plan for approval	$1 223 956	7 December 2009
	Attract the best entrants to teaching		
	• Location of first new RATEP centre identified and announced		
	• Location of first Centre of Excellence identified and announced		
	More effectively prepare teachers, school leaders and principals		
	• 2009 data for practicum placements from all universities collected and aggregated		
1 February 2010	**Attract the best entrants to teaching**	$1 282 817	7 March 2010
	• New RATEP centre active		
	• Trades-to-Teaching initiative (Phase 1) pilot commenced		
	• QCEC Indigenous Pathways program active		
	• QCEC strategies, guidelines and policies developed		
	More effectively prepare teachers, school leaders and principals		
	• First Centre of Excellence active		
	• Targets for practicum placements released		
	• Field studies grants announced		
	• Supported tutoring scheme active (QCEC)		
	• Mentor Training program active (QCEC)		
	• Sister/partner school guidelines developed (QCEC)		
	Develop teachers and school leaders		
	• Phase 1 mentoring commences. Schools and teachers for program expansion are identified and the Professional Learning Communities researched and discussed by school leaders (QCEC)		
	• Pathways to Principalship program active:		
	o new recruitment and selection processes in pilot		
	o Leadership PD & Mentor program available		
	o Structured induction program in pilot		

Report due date	Milestone	Facilitation payment	Date of payment
1 August 2010	**Attract the best entrants to teaching** • 2011 Step Into Teaching scholarships launched • 2 new Remote Area Teaching Education Program (RATEP) centre locations identified and announced • Diocese directed programs advertised (QCEC) **More effectively prepare teachers, school leaders and principals** • Additional 4 locations for Centres of Excellence identified and announced • First Beyond the Range program completed • Expert Teacher Panels established (QCEC) • Sister/partner schools operationalised (QCEC) Induction PD (ISQ) **Develop teachers and school leaders** • Principals and School leaders professional development available in identified areas of need • Phase 1 mentoring commences and additional schools identified (QCEC) • Succession management programs active (QCEC) • Leadership Modules for Beginning Leaders and Future Principals available (ISQ) • Pathways to Principalship program continues: o new recruitment and selection processes in pilot o Beyond the Range program for principals active **Retain and reward quality principals, teachers and school leaders** • Statewide accreditation process for Accomplished/Leading Teachers agreed to across sectors • Review of current incentive programs completed (QCEC)	$3 356 061	7 September 2010

Report due date	Milestone	Facilitation payment	Date of payment
1 February 2011	**Attract the best entrants to teaching** • Teach for Australia pilot participants provided with initial training and placed in Queensland schools • 2011 Step into Teaching scholarship recipients begin studies • Trades-to-Teaching initiative (Phase 2) pilot commenced • 3 new RATEP centres active • QCEC Indigenous Pathways program active and expanded **More effectively prepare teachers, school leaders and principals** • 5 Centres of Excellence active • 2010 Field studies grants allocated • 2010 Beyond the Range program completed • 2010 data for practicum placements from all universities collected and aggregated • 2010 school mentoring awards provided • PD best practice policies, tools and resources are available via DET, ISQ and QCEC websites • Supported tutoring scheme continues (QCEC) **Develop teachers and school leaders** • Links to Queensland College of Teachers Continuing Professional Development Framework formalised • Pathways to Principalship program active: • 2011 structured induction program active • 2010 Internship program implemented • Phase 2 mentoring program commences. (QCEC) • School-based induction programs for beginning teachers active (QCEC) • Staff wellbeing PD (ISQ) • Literacy and Numeracy modules from the pilot project Sustainable Interventions in Literacy and Numeracy provided to schools (ISQ) **Retain and reward quality principals, teachers and school leaders** • Cross-sectoral accreditation process for accomplished and leading teachers in pilot **Improve the quality and availability of teacher workforce data** • Jurisdictional agreement regarding data requirements and collection processes	$3 355 061	7 March 2011

Report due date	Milestone	Facilitation payment	Date of payment
1 August 2011	**Attract the best entrants to teaching** • 2012 Step into Teaching scholarships launched **More effectively prepare teachers, school leaders and principals** • 2011 data for practicum placements from all universities collected and aggregated • Principals and School leaders professional development available in identified areas of need (ISQ) • Induction PD (ISQ) **Develop teachers and school leaders** • Pathways to Principalship program active: o 2011 structured induction program completed **Improve the quality and availability of teacher workforce data** • DET Teaching Workforce Supply and Demand Report revision completed	$4 045 808	7 September 2011

Report due date	Milestone	Facilitation payment	Date of payment
1 February 2012	**Attract the best entrants to teaching** • Teach for Australia participants commence second year of placement. • 2011 Step into Teaching scholarship participants placed in schools • 2012 Step into Teaching scholarship recipients begin studies **More effectively prepare teachers, school leaders and principals** • 2011 Field studies grants allocated • 2011 school mentoring awards provided • 2011 Beyond the Range program completed • Supported tutoring scheme continues (QCEC) **Develop teachers and school leaders** • Pathways to Principalship program active o 2011 Beyond the Range program for principals completed o 2012 structured induction program active o 2011 Internship program completed • Phase 3 mentoring program commences. Goals for schools as professional learning communities align with school renewal plans and are reviewed annually in BCEO diocese. (QCEC) • Staff well being PD (ISQ) • Literacy and Numeracy modules from the pilot project Sustainable interventions in Literacy and Numeracy provided to schools (ISQ) **Retain and reward quality principals, teachers and school leaders** • Cross-sectoral accreditation process for accomplished and leading teachers confirmed	$1 046 808	7 March 2012

Reward payments

18. The maximum allocation available to Queensland subject to the achievement of agreed reward milestones is provided below.

Table 7: Reward payment dates for each National Partnership

Report due to DEEWR	Date of payment	Literacy and Numeracy	Improving Teacher Quality	Total
1 February 2011	7 March 2011	$46 621 695		$46 621 695

1 February 2012	7 March 2012	$48 521 696	$34 537 387	$83 059 082
1 February 2013	7 March 2013		$34 537 387	$34 537 387
Total		$97 043 390	$69 074 774	$166 118 164

19. In order to achieve the objectives of the National Education Agreement and to sustain the significant national reforms under the schooling National Partnerships, Queensland agrees that reward funding will be used for education purposes and the distribution of reward funding will be agreed with the non-government sectors.

Reward payment milestones

Table 8: Milestones and reward payments, Literacy and Numeracy National Partnership

Report due to DEEWR	Milestone	Reward payment	Date of payment
1 February 2011	Phase 1 - A report of the performance of the sample of schools against the agreed Literacy and Numeracy targets. The performance against the targets is comprised of 40% for NAPLAN indicators and 60% for Local Measure indicators.	$48 521 695	7 March 2011
1 February 2012	Phase 2 - A report of the performance of the sample of schools against the agreed targets. The performance against the targets is comprised of 70% for NAPLAN indicators and 30% for Local Measure indicators.	$48 521 695	7 March 2012

Table 9: Milestones and reward payments, Improving Teacher Quality National Partnership

Report due to DEEWR	Milestone	Reward payment	Date of payment
1 February 2012	**Improved pay dispersion to reward quality teaching** • 65 Principals in Phase 1 & 2 schools on performance-based contracts (annual) • 80 FTE literacy and numeracy coaches supporting state schools (annual) **Improved reward structures for teachers and leaders who work in disadvantaged Indigenous, rural/remote and hard-to-staff schools** • 65 Schools participating in the Low SES School Communities NP managed by a principal who is a signatory to a performance-based contract (annual) • 60 Participants in the Pathways to Principalship program (cumulative) • Recommendations from the RAIS Review and endorsed through Steering Group are prioritised • 1600 Teachers supported through RAIS (annual) • $9 million invested by Queensland Government to implement RAIS (annual) • 20 Schools participating in the Low SES Status Schools NP implementing incentive programs for teachers (annual) • 16% increase in Indigenous teachers (QCEC Townsville) • 2 Scholarships for Cairns (QCEC) • 2 scholarships and cadetships (QCEC Rockhampton) **Improved in-school support for teachers and leaders, particularly in disadvantaged Indigenous, rural/remote and hard-to-staff schools**	$34 557 387	7 March 2012

Report due to DEEWR	Milestone	Reward payment	Date of payment
	• Townsville diocese established a secondary staffing committee (QCEC)		
	• 6 Additional hours of support in Cairns (QCEC)		
	• 10 000 Additional hours of teacher aide assistance provided across all P-7 state schools (annual)		
	• 4 Workshops providing professional development in staff well-being (I) (annual)		
	• 80 Literacy and numeracy teaching coaches in state schools (FTE) (annual)		
	• 100 Additional teachers placed in primary schools to allow experienced science teachers to be released (annual)		
	• 100 Additional science teachers providing PD for primary schools (annual)		
	• 10 Participants in the Grey Nomads Employment Program (annual)		
	• 3 Cluster support services pilots active (annual)		
	• 6 Participants in the Grow Your Own Leaders program (annual)		
	• 2 Schools implementing general parenting programs (I) (annual)		
	• 5 Schools with reconciliation plans and/or school community partnership agreements with local indigenous communities (QCEC) (annual)		
	• 15 Schools participating in Turnaround Team trials (annual)		
	• 20 Indigenous staff participating in programs through RATEP to gain AQF qualifications (annual)		
	Increased school-based decision-making about recruitment, staffing mix and budget		
	• 65 Principals provided with greater flexibility to plan their own staffing mix through the Low SES School Communities NP (annual)		
	• 65 Principals provided with greater flexibility to maximise the use of their global budget through the Low SES School Communities NP (annual)		
	• 25 Participants in the Enhancing our Leaders program (cumulative)		
	Continual improvement program for all teachers		
	• 40 % of state schools using performance developing processes to drive high staff performance (annual)		
	• 131 schools conducting Teaching and Learning Audits		
	• 100 participants in QELI programs (annual)		
	• One teacher panel operating in schools (QCEC) (annual)		
	• Flying Start Induction Processes provided for all beginning teachers in state schools		
	• 40 participants in induction programs for graduates and newly appointed ISQ teachers (cumulative)		
	• 40 participants in targeted induction programs for teachers		

Report due to DEEWR	Milestone	Reward payment	Date of payment
	entering state schools participating in the Low SES School Communities NP (annual) • 80% retention rate for teachers and school leader positions in Indigenous school communities (annual) • 20 participants in targeted induction for teachers and school leaders entering small rural and remote state schools • One School Centre of Excellence at which learning accounts are available for teachers (annual) • 8 workshops for using modules from Sustainable Interventions in Literacy and Numeracy (I) (annual) • Professional development resources available on DET, ISQ and QCEC websites • 60 participants in eLearning Principal Program (annual) • 40 participants in 1-1 Leading the way practicum program (annual) • 40 participants in eLearning Master Classes (annual) • 40 participants in Mentoring programs for aspiring, new and experienced principals in ISQ schools • Online PD operational • 100 hours of professional development provided through Online PD (annual) • 20 participants in dedicated leadership and professional development programs for school leaders focussed on building their capacity aligned to national leadership program (ISQ) (annual) • 4 partner' or 'sister' school relationships operational (ISQ) (annual) • 10 seeding grants provided to school clusters and higher education providers (cumulative) • 30 participants in Professional Development Pathways programs (annual) • 20 school leaders and teachers supported to incorporate effective practices and address issues pertaining to whole school approaches for effective literacy and numeracy instruction (I) (annual) • 30 Professional Development Scholarships recipients (annual) • 10 Primary Science Scholarships recipients (annual) • 25 teachers at Centres of Excellence undertaking PD delivered by higher education (annual) **Increase the number of Indigenous specialist teachers and school leaders** • 6 participants in RATEP programs (annual) • 5% of Indigenous teachers in training supported through RATEP compared to 2009 • 1.2% of DET teachers reporting as Indigenous (annual)		

Report due to DEEWR	Milestone	Reward payment	Date of payment
1 February 2013	**Improved pay dispersion to reward quality teaching** • 131 Principals in Phase 1 & 2 schools on performance-based contracts (annual) • 80 FTE literacy and numeracy coaches supporting state schools (annual) **Improved reward structures for teachers and leaders who work in disadvantaged Indigenous, rural/remote and hard-to-staff schools** • 131 Schools participating in the Low SES School Communities NP managed by a principal who is a signatory to a performance-based contract (annual) • 110 Participants in the Pathways to Principalship program (cumulative) • Recommendations from the RAIS Review and endorsed through Steering Group are prioritised • 2200 Teachers supported through RAIS (annual) • $9.4 million invested by Queensland Government to implement RAIS (annual) • 80 Schools participating in the Low SES Status Schools NP implementing incentive programs for teachers (annual) • 15% increase in Indigenous teachers (QCEC Townsville) • 3 Scholarships for Cairns (QCEC) **Improved in-school support for teachers and leaders, particularly in disadvantaged Indigenous, rural/remote and hard-to-staff schools** • Flexible staffing arrangements to provide additional support for schools piloted in schools (QCEC) • Townsville diocese established a secondary staffing committee (QCEC) • 10 Additional hours of support in Cairns (QCEC) • 15 000 Additional hours of teacher aide assistance provided across all P-7 state schools (annual) • 4 Workshops providing professional development in staff well-being (I) (annual) • 80 Literacy and numeracy teaching coaches in state schools (FTE) (annual) • 2 Boarding school transition programs (QCEC Townsville) • 20 Participants in the Grey Nomads Employment Program (annual) • 5 Cluster support services pilots active (annual) • 8 Participants in the Grow Your Own Leaders program (annual) • 15% increase in number of Indigenous teachers employed in remote schools in the QCEC Townsville Diocese • 4 Schools implementing general parenting programs (I) (annual) • 30 Schools with reconciliation plans and/or school	$34 537 387	7 March 2013

Report due to DEEWR	Milestone	Reward payment	Date of payment
	community partnership agreements with local Indigenous communities (QCEC) (annual)		
	• 100 Schools participating in Turnaround Team trials (annual)		
	• 24 Indigenous staff participating in programs through RATEP to gain AQF qualifications (annual)		
	Increased school-based decision-making about recruitment, staffing mix and budget		
	• 131 Principals provided with greater flexibility to plan their own staffing mix through the Low SES School Communities NP (annual)		
	• 131 Principals provided with greater flexibility to maximise the use of their global budget through the Low SES School Communities NP (annual)		
	• 60 Participants in the Enhancing our Leaders program (cumulative)		
	Continual improvement program for all teachers		
	• 100% of state schools using performance development processes to drive high staff performance (annual)		
	• Graduate testing established		
	• 150 participants in QELI programs (annual)		
	• 9 teacher panels operating in schools (QCEC) (annual)		
	• Flying Start Induction Processes provided for all beginning teachers in state schools		
	• 60 Beginning and future leaders' leadership professional development programs (QCEC)		
	• 15 Aspiring leaders (QCEC Cairns)		
	• 20 Aspiring leaders (QCEC Rockhampton)		
	• 20 Aspiring leaders (QCEC Townsville)		
	• 60 Beginning teachers undertaking induction programs (QCEC – Rockhampton)		
	• 80 participants in induction programs for graduates and newly appointed ISQ teachers (cumulative)		
	• 60 participants in targeted induction programs for teachers entering state schools participating in the Low SES School Communities NP (annual)		
	• 85% retention rate for teachers and school leader positions in Indigenous school communities (annual)		
	• 40 participants in targeted induction for teachers and school leaders entering small rural and remote state schools		
	• 2 School Centres of Excellence at which learning accounts are available for teachers (annual)		
	• 16 workshops for using modules from Sustainable Interventions in Literacy and Numeracy (I) (annual)		
	• Professional development resources available on DET, ISQ and QCEC websites		

Report due to DEEWR	Milestone	Reward payment	Date of payment
	• 60 participants in eLearning Principal Program (annual) • 60 participants in 1-1 Leading the way practicum program (annual) • 60 participants in eLearning Master Classes (annual) • 80 participants in Mentoring programs for aspiring, new and experienced principals in ISQ schools • Online PD operational • 200 hours of professional development provided through Online PD (annual) • 40 participants in dedicated leadership and professional development programs for school leaders focussed on building their capacity aligned to national leadership program (ISQ) (annual) • 8 partner' or 'sister' school relationships operational (ISQ) (annual) • 2 Partner' or 'sister' school relationships operational (QCEC) (annual) • 20 Partner' or 'sister' school relationships operational (S) (annual) • 15 seeding grants provided to school clusters and higher education providers (cumulative) • 60 participants in Professional Development Pathways programs (annual) • 40 school leaders and teachers supported to incorporate effective practices and address issues pertaining to whole school approaches for effective literacy and numeracy instruction (I) (annual) • 30 Professional Development Scholarships recipients (annual) • 10 Primary Science Scholarships recipients (annual) • 60 teachers at Centres of Excellence undertaking PD delivered by higher education (annual) • 100 Teachers involved in mentoring program (QCEC) **Increase the number of Indigenous specialist teachers and school leaders** • 10 participants in RATEP programs (annual) • 15% of Indigenous teachers in training supported through RATEP compared to 2009 • 1.3% of DET teachers reporting as Indigenous (annual) • 20 Indigenous teachers and paraprofessionals in schools (QCEC) (annual)		

Non-government schooling sector participation

20. Officers of the Queensland Catholic Education Commission and Independent Schools Queensland have been engaged through regular meetings and communications to develop this plan.

21. The non-government sector in Queensland includes Catholic and Independent schools, represented by Queensland Catholic Education Commission ("QCEC") and Independent Schools Queensland ("ISQ"). QCEC and ISQ have been engaged as partners in the development of this Agreement and the Queensland Implementation Plans. Representatives from the sector have been integral to the development of the reform areas and specific actions contained in the Implementation Plans. Governance during this development period has occurred through the Queensland Schooling Sector CEOs Committee, which is chaired by the Director-General of the Department of Education and Training and has as members the respective heads of the government, Catholic and Independent schooling sectors. The Queensland Schooling Sector CEOs Committee will continue as the overarching governance forum between the schooling sectors for the life of this Agreement.

22. The agreement of the non-government sector to this Agreement, the Implementation Plans and any other necessary governance arrangements will be achieved through an exchange of letters between the Queensland Minister for Education and Training and the respective heads of the QCEC and ISQ.

23. Queensland will continue to work collaboratively with the non-government sector, both systemically and with individual schools as required, in implementing reforms under this Agreement.

24. It has been agreed between Queensland and the non-government sector that Queensland will distribute facilitation funding provided by the Commonwealth to the non-government sector and/or directly to participating schools, as agreed in the exchange of letters between the sectors. Specific allocations of funding have been agreed. Any co-investment contributions and payments will be determined in agreement between Queensland and non-government sector or schools.

25. It has been agreed between Queensland and the non-government sector that Queensland will distribute reward funding provided by the Commonwealth to the non-government sector and/or directly to participating schools, as agreed in the exchange of letters between the sectors.

26. Additional details are articulated in the Queensland Implementation Plans which will be subject to periodic review as agreed by the Commonwealth and State.

Indicative actions and performance indicators

27. This Agreement will contribute to the outcomes which are set out in the National Education Agreement. Progress against these outcomes will be measured by the performance indicators as follows.

Table 10: Overarching outcomes and performance indicators

Outcomes	Performance indicators
All children are engaged in and benefiting from schooling.	The proportion of children enrolled in and attending school.

Outcomes	Performance Indicators
Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving.	Literacy and numeracy achievement of Year 3, 5, 7 and 9 students in national testing.
Schooling promotes the social inclusion and reduces the education disadvantage of children, especially indigenous children.	The proportion of indigenous and low socio-economic status children enrolled in and attending school. Literacy and numeracy achievement of Year 3, 5, 7 and 9 indigenous and low socio-economic status students in national testing. 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. The proportion of indigenous students completing Year 10.
Australian students excel by international standards.	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).
Young people make a successful transition from school to work and further study.	The proportion of the 19-year-old population having attained at least a Year 12 or equivalent or AQF Certificate II. The proportion of young people participating in post-school education or training six months after school. The proportion of 18-24 year olds engaged in full-time employment, education or training at or above AQF Certificate III.

28. In addition, each school participating in the Low Socio-Economic Status School Communities National Partnership will set local annual targets and develop a four year School Strategic Plan that identifies explicit strategies that will work towards the following additional performance indicators.

Table 11: Queensland Low Socio-Economic Status School Communities National Partnership Outcomes and Performance Indicators

Outcomes	Performance Indicators
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: • All students • Indigenous students • Non Indigenous students Mean scale scores of Year 3, 5, 7 and 9 students for Reading and Numeracy by: • All students • Indigenous students • Non Indigenous students
Schooling promotes the social inclusion and reduces the education disadvantage of children, especially indigenous children.	The percentage of indigenous students completing Year 10. The proportion of young people participating in post-school education or training six months after leaving school

All students are successfully engaged in learning.	Average student attendance rate • All students • Indigenous students • Non Indigenous students Apparent retention rates for Years 8 -10 [1] • All students • Indigenous students • Non Indigenous students Apparent retention rates for Year 10 – 12 [1] • All students • Indigenous students • Non Indigenous students Percentage of Year 12 students who are completing/completed a school based apprenticeship or traineeship (SAT) or were awarded one or more of the following: Queensland Certificate of Education (QCE), International Baccalaureate Diploma (IBD), Vocational Education and Training (VET) qualification. • All students • Indigenous students • Non Indigenous students Level of student wellbeing at the school [2] • All students • Indigenous students • Non Indigenous students 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.
Community confidence in the capability of schools	Level of satisfaction of parents and students [3] (see Note 3)

[1] Apparent Retention Rates are derived annually from aggregate enrolment data. The rate represents the proportion of full-time students in Year 12 divided by the same cohort's number of full time students when in Year 10 (e.g. the number of full-time Year 12 students in 2008 divided by the number of full-time Year 10 students in 2006). Given that the rates are derived from enrolment totals, they are treated as indicative or apparent only. Apparent retention rates are a broad indicator of young people's participation in secondary school education. However school retention is only one measure of positive engagement for young people who may choose to participate in a range of school, training or work options.

[2] *Student wellbeing at school:* This is a temporary solution that will be used until a national indicator is agreed to. To inform this indicator two measures are derived: one from the student survey the other from the parent survey.

Students: The related questions of the school opinion survey seeks responses to the level of student satisfaction with the following: "That teachers help you do your best?" "That you are treated fairly?" "That you are safe at school?" "That you are happy to go to school?" (These questions may be different for school in the Independent and Catholic sectors.)

Parents: The related questions of the school opinion survey seeks responses to the level of parent satisfaction with the following: "With the encouragement given to your child?" "Your child is treated fairly at this school?" "Your child is safe at this school?" "Your child is happy to go to school?" (These questions may be different for school in the Independent and Catholic sectors.)

[3] *Satisfaction:* Responses from the School Opinion Survey in relation to the following:

Students: Percentage of students satisfied with the proposition, "getting a good education."

Parents: Percentage parents satisfaction with the proposition, "that this is a good school."

(These questions may be different for schools in the Independent and Catholic Sectors)

Literacy and Numeracy National Partnership Performance Indicators

29. In addition to those indicators outlined in the Education Agreement, Queensland schools participating in the Literacy and Numeracy National Partnership will set targets and school plans that work towards the following national and Queensland indicators in an effort to access the total available reward funds for the Queensland Department of Education and Training.

Literacy and Numeracy National Partnership - NAPLAN measures

30. Four sets of targets were proposed by DEEWR for reporting performance against NAPLAN measures (% Students At or Above Minimum Standard, % Students Above Minimum Standard, Mean Scale Score and % Indigenous Students At or Above Minimum Standard). For each measure the comparisons will aggregate chronological data for schools participating in the Literacy and Numeracy National Partnership program. Improvement is calculated relative to the change projected for the state for the same period of time using 2008 and prior data.

31. Each of the sets of targets will comprise 10% of the total reward funding calculation (e.g., % Students At or Above Minimum Standard targets – 10%, % Students Above Minimum Standard targets – 10%, Mean Scale Score targets 10% and Indigenous Students At or Above Minimum Standard targets – 10%). NAPLAN targets will, therefore, account for 40% of the total reward funding.

32. To limit the total number of measures used to a manageable number, only the Reading and Numeracy domains will be used to comprise these targets. As part of school participation schools have been asked to nominate an area of special focus (reading or numeracy). Schools selected for reporting will be allocated based on their nominated area of specialisation.

Table 12: Number of schools involved in the Literacy and Numeracy National Partnership

EQ Sample	QCEC Sample	ISQ Sample	Total No. Qld Schools in Sample
175	36	28	239

33. In Queensland a very large sample of schools has been identified for inclusion in the Literacy and Numeracy plan. This is an ambitious and significant commitment that signals Queensland's commitment to the process. In total, 239 schools have been nominated. Currently Year 7 is not identified as an area of special focus. This does not suggest that work is not being conducted in this area but rather that early intervention is a key aspect of Queensland focus. This early years focus is consistent with other strategies being initiated in Queensland such as those relating to the Closing the Gap goals. Therefore reporting in Queensland will be conducted using Year 3 and 5 samples.

34. After the NAPLAN 2010 results become available, the results will be compared to the targets. Proportion of the funding allocated will be based on each year level and domain.

35. For example, the 10% allocated to NAPLAN mean scale score measures can be split into 5% for Reading and 5% Numeracy. Funding is then allocated based on the performance against the targets. The breakdown of weightings for NAPLAN targets along with the targets for schools are provided in the following table.

Table 13: National and Queensland Literacy and Numeracy National Partnership measures and targets: NAPLAN indicators

Local measures	2011 target methodology	Target group	Targets	% of reward funding to be paid under this target (January 2011 payment)
Students At or Above Minimum Standards (All) (Reading)	For target group, there is a 50 % greater improvement than trends observed from historical testing data. Historical data is based upon the years 2006-08	3	81.5% at or above NMS	3%
		5	77.6% at or above NMS	2%
		7	87.7% at or above NMS	-
Students At or Above Minimum Standards (All) (Numeracy)	For target group, there is a 50 % greater improvement than trends observed from historical testing data. Historical data is based upon the years 2006-08	3	85.9% at or above NMS	3%
		5	84.0% at or above NMS	2%
		7	91.8% at or above NMS	-
Students Above Minimum Standards (All) (Reading)	For target group, there is a 50 % greater improvement than trends observed from historical testing data. Historical data is based upon the years 2006-08	3	56.0% at or above NMS	3%
		5	59.6% at or above NMS	2%
		7	65.5% at or above NMS	-
Students Above Minimum Standards (All) (Numeracy)	For target group, there is a 50 % greater improvement than trends observed from historical testing data. Historical data is based upon the years 2006-08	3	66.5% at or above NMS	3%
		5	57.5% at or above NMS	2%
		7	68.7% at or above NMS	-
Mean Scale Score (All) (Reading)	For target group, there is a 50 % greater improvement than trends observed from historical testing data. Historical data is based upon the years 2006-08	3	mean scale score of 348.8	3%
		5	mean scale score of 445.8	2%
		7	mean scale score of 508.8	-
Mean Scale Score (All) (Numeracy)	For target group, there is a 50 % greater improvement than trends observed from historical testing data. Historical data is based upon the years 2006-08	3	mean scale score of 348.0	3%
		5	mean scale score of 439.0	2%
		7	mean scale score of 517.5	-
Students at or Above Minimum Standards (Indigenous - Reading)	For target group, there is a 50 % greater improvement than trends observed from historical testing data. Historical data is based upon the years 2006-08	3	67.2% Indigenous at/above NMS	3%
		5	58.2% Indigenous at/above NMS	2%
		7	73.5% Indigenous at/above NMS	-
Students at or Above Minimum Standards (Indigenous - Numeracy)	For target group, there is a 50 % greater improvement than trends observed from historical testing data. Historical data is based upon the years 2006-08	3	70.4% Indigenous at/above NMS	3%
		5	66.5% Indigenous at/above NMS	2%
		7	82.3% Indigenous at/above NMS	-
Total NAPLAN Measures				*40%*

Literacy and Numeracy National Partnership - local measures

36. The essential feature of the local measures is the ability to provide more sensitive indicators of student improvement in literacy or numeracy. It is also recognised that greater exposure to literacy and or numeracy is an important factor for students. Sectoral differences in testing have meant that appropriate aggregation methods will be required. To this end each school will be evaluated against the targets and then the proportion of schools achieving the targets will be reported. It has been agreed that, for each indicator, 20 schools across the sectors will be sampled.

37. Three sets of targets were proposed by DEEWR for reporting performance against local measures (Diagnostic, Achievement and Indigenous). Different schools in Queensland apply different local measures of Reading with three tests commonly used, namely, Progressive Achievement Tests in Reading Comprehension [PAT-R], Developmental Reading Assessment 2 [DRA 2], and First Steps in Reading [FS – R]. These tests will form the basis of local measure reporting. All teachers using these instruments will have been given training in how to administer them prior to use.

38. Each of the sets of targets will comprise 20% of the total reward funding calculation (e.g., Diagnostic targets – 20%, Achievement targets – 20%, and Indigenous targets – 20%). Local targets will, therefore, account for 60% of the total reward funding.

39. After the Term 4 2010 results become available, the results of the sample schools will be cumulated. Proportion of the funding allocated will be based on the proportion of sample schools that have met their target. For example, if 10 of 20 sample schools across the sectors have met their targeted proportions of students who have achieved an improvement using Measure 1. Then 50% of the target will have been deemed to have been achieved. Whilst this methodology is relatively simple there is a difficulty in combining results from different sectors using different tests in any other way.

40. The timing of Pre-Test and Post-Test occasions varies somewhat by school and will be at least Term 1 2010 – Term 4 2010, for a smaller proportion of schools is Term 4 2009 – Term 4 2010 (particularly with regard to DRA2).

Improving Teacher Quality National Partnership Performance Indicators

41. In addition to those indicators outlined in the Education Agreement, Queensland will work with the Department of Education, Employment and Workplace Relations (DEEWR) to finalise indicators for the Improving Teacher Quality National Partnership that will be used to secure reward payments for the Queensland Department of Education and Training.

Publications and communications

42. All publications, promotional and advertising materials, public announcements and activities, or any products processes or inventions developed as a result of the implementation of the Agreement should acknowledge this Agreement as a joint Commonwealth and Queensland initiative.

Audit arrangements

43. During the term of this Agreement, Queensland will, upon 7 days' notice from the Commonwealth during normal business hours or as otherwise agreed, permit and provide persons ("Auditors") nominated by Queensland supervised access to relevant information to verify compliance with the obligations under this Agreement. The Commonwealth is not entitled to use this right of access for purposes that are not related to this Agreement.

44. Audit arrangements may also be applied by Queensland to the non-government sector, as documented in separate agreements between Queensland and the participating sectors and schools.

Governance arrangements

45. A cross-sector governance committee, the Queensland Schooling Sector CEOs Committee, chaired by the Director-General, Department of Education and Training is the authorising environment for the final endorsed implementation plan. The membership of this committee includes the Executive Director, Queensland Catholic Education Commission (QCEC); the Executive Director, Independent Schools of Queensland; and the Deputy Director-General Education Queensland.

46. The CEO governance committee will play an ongoing role in monitoring the success of the National Partnerships and overseeing progress reports to DEEWR throughout the various stages of implementation. Ongoing improvements will be made in the planning and design of the strategies as we learn about what works from each phase. The committee will provide advice on future directions as each phase-in of schools commences.

47. In accordance with the corresponding National Partnership Agreements, the governance arrangements between the Commonwealth and Queensland are as follows.

Term of the Agreement

48. This Agreement continues to be of effect until the earlier of:
    (a) Termination of the Agreement in accordance with clause 32; or
    (b) One year after cessation of all National Partnership Agreements.

Dispute resolution

49. Any Party may give notice to other Parties of a dispute under this Agreement.

50. The relevant delegates will attempt to resolve any dispute in the first instance.

51. If a dispute cannot be resolved it may be escalated to COAG for consideration.

Variation of the Agreement

52. This Agreement may be amended at any time by agreement in writing by the Parties and under terms and conditions as agreed by the Parties.

53. A Party to the Agreement may terminate their participation in this Agreement by notifying the other Party in writing. To minimise disruption to participating schools, at least 12 months' notice should be given in these circumstances.

54. The termination of this Agreement, by either Party, will also terminate the Parties' involvement with each other in any agreements directly related to the provisions of this Agreement.

Review of the Agreement

55. The Parties recognise that the ambitious nature of the National Partnership reforms will require this Agreement and the Implementation Plans to be reviewed before its expiry. This review will assess progress in achieving these National Partnerships' objectives and outcomes and consider options for the future of the National Partnerships, including extension of their life or rolling a portion of the National Partnerships' facilitation funding into funding provided under the Specific Purpose Payment under the National Education Agreement. The review will draw on the findings from the independent evaluation of the reforms implemented under this National Partnership.

56. In the event of inconsistency between this Agreement and the Intergovernmental Agreement on Federal Financial Relations, the Intergovernmental Agreement on Federal Financial Relations will take precedence over any clauses contained in this Agreement.

Intellectual property

57. The parties agree that Queensland will retain its intellectual property rights (including copyright, trade mark, design, patent, trade, or other proprietary rights, or any to registration of such rights existing in Australia, or elsewhere) in all information and other material provided by Queensland to the Commonwealth under this Agreement.

58. Queensland consents to the use within Australia of that information and material by the Commonwealth and the Commonwealth's sharing with, and the use within Australia by, Australian states, territories and schools as part of the National Partnership program including where it is to facilitate the sharing of information regarding successful school reform interventions and best practice.

59. The Parties have executed this agreement as follows:

Signed for and on behalf of the Commonwealth of Australia by	Signed for and on behalf of the State of Queensland by
.....	.....
Title	Title Minister for Education and Training
Date 11/11/09	Date 30.10.09