

Minister's Office File Ref:	ET/10/4389
Department File Ref:	10/189649

Briefing Note

Principal Advisor

Office of the Minister for Education and Training

Requested by:
DDG Education Queensland

Date requested:
3/08/10

Action required by:
4/08/10

Action required

- For approval
 For meeting

- For information
 With correspondence
 With QON

Other attachments for Ministerial consideration

- Speaking points
 Draft media release
 Ministerial Statement
 QON

SUBJECT: Report on the Teaching and Learning Audits Semester 1 2010

Proposal

That the second interim report on the implementation of Teaching and Learning Audits during Semester 1, 2010, be noted.

Urgency

Routine — Teaching and Learning Audits will be conducted in all Queensland state schools in 2010 and this brief provides an interim report based on the audits conducted during Semester 1, 2010.

Fast Facts

- As at 28 July 2010, Teaching and Learning Audits have been conducted in 585 schools by a team of 23 Principals, working off-line as Auditors.
- Low Socioeconomic Status (SES) schools in all seven Regions were the focus during Term 1 and a cross-section of all other schools were audited during Term 2.
- In Term 2, priority was given to audits in schools where the principal had been working with the ADG, School Performance in his principal coaching role and those that were identified with apparent anomalies in the ACARA My School/NAPLAN similar schools data.
- Outstanding, High, Medium and Low audit ratings have been awarded in each of the eight Audit Instrument Domains and are contained in a report presented to each school.
- Medium ratings are predominant.

Background

- Teaching and Learning Audits are being conducted in all state schools in Queensland in 2010 based on the Teaching and Learning Audit Instrument developed by the Australian Council for Educational Research (ACER) in conjunction with the Department and a Key Stakeholder Reference Group.
- Audits are undertaken by one or two Auditors over one, two or three days, depending on the size and complexity of each school.
- A process has been established that requires supported action in each school in response to the audit findings.
- The Teaching and Learning Audit Instrument, Information Sheet and Frequently Asked Questions have been published on the Department's intranet — OnePortal.
- The Minister's Office noted a previous brief on 28 June 2010 regarding the results of the Term 1 Teaching and Learning Audit results (TRIM: 10/94237).
- A Ministerial Statement was emailed to the Minister's Office on 5 July 2010 (TRIM: 10/135316)

Key issues

- The findings from the audit reports will inform school, regional and systemic priorities for improving school performance as well as providing key data for the State Schooling Statement (all graphs are contained in ATTACHMENT 1).

Summary of ratings for Semester 1

s.47(3)(b) - Contrary to Public Interest

s.47(3)(b) - Contrary to Public Interest

Action Officer	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:
Louise Fletcher	<i>BOND PATEL</i>	CFO	LALB	Mark Campling	DDG	DG
Principal	<i>ALG FMR</i>			ADG School		
Advisor				Performance		
Tel:32370948	Tel:32245528	Tel:	Tel:	Tel: 3237 0121	Tel:	Tel:
	Mob:	Mob:	Mob:	M0429 125 272	Mob:	Mob:
Date:4/08/10	Date: 10.08.10	Date:	Date:	Date:22/04/10	Date:	Date:

Minister's Office File Ref:

s.47(3)(b) - Contrary to Public Interest

Action Officer Louise Fletcher Principal Advisor Tel:32370948 Date:4/08/10	Endorsed by: Tel: Mob: Date:	Endorsed by: CFO Tel: Mob: Date:	Endorsed by: LALB Tel: Mob: Date:	Endorsed by: Mark Campling ADG School Performance Tel: 3237 0121 M0429 125 272 Date:22/04/10	Endorsed by: DDG Tel: Mob: Date:	Endorsed by: DG Tel: Mob: Date:
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Minister's Office File Ref:

s.47(3)(b) - Contrary to Public Interest

Media Implications

43. Media implications have been addressed in part – Ref: 10/43285

Financial Implications

44. There are no financial implications.

Legal implications

45. There are no legal implications.

Attachments

46. Tables and Graphs of Semester 2010 Teaching and Learning Audit results.

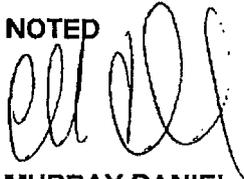
Right to information

47. I am of the view that the contents or attachments contained in this brief are not suitable for publication. The data contained in this brief will be used to inform the Cabinet Submission on the future directions of State schooling.

Recommendation

That the interim report on the implementation of Teaching and Learning Audits during Semester1, 2010, be noted.

NOTED

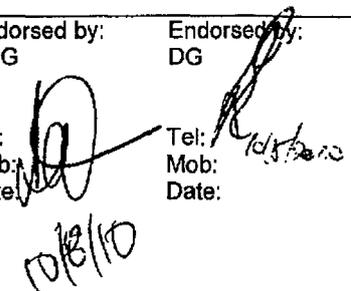


MURRAY DANIEL
Principal Advisor

1 / 2010

Advisor's comments

Action Officer Louise Fletcher Principal Advisor Tel:32370948 Date:4/08/10	Endorsed by: Tel: Mob: Date:	Endorsed by: CFO Tel: Mob: Date:	Endorsed by: LALB Tel: Mob: Date:	Endorsed by: Mark Campling ADG School Performance Tel: 3237 0121 M0429 125 272 Date:22/04/10	Endorsed by: DDG Tel: Mob: Date:	Endorsed by: DG Tel: Mob: Date:
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ATTACHMENT 1

TEACHING AND LEARNING AUDIT – SEMESTER 1

s.47(3)(b) - Contrary to Public Interest

Pages 6 through 21 redacted for the following reasons:

s.47(3)(b) - Contrary to Public Interest

Briefing Note

Chief of Staff

Office of the Minister for Education and Industrial Relations

**Requested by: Shauna
Dennett**

**Date requested:
28/04/2011**

**Action required by:
30/05/2011**

Action required

- For meeting With correspondence
 For information With Question on Notice

Other attachments for Ministerial consideration

- Speaking points Ministerial Statement
 Draft media release Question on Notice
 Cabinet related document

SUBJECT: MINISTER TO OFFICIALLY OPEN THE QASSP STATE CONFERENCE

Proposal

That the Chief of Staff:

Note the background information, attached speech notes and function proforma for the Queensland Association of State School Principals Annual State Conference to be held on 9 June, 2011 to inform the Minister for his opening 20-minute speech.

Urgency

1. Routine – Conference scheduled to occur 9 June 2011.

Background

2. The annual Queensland Association of State School Principals (QASSP) Conference is a state-wide conference drawing together school leaders (both principals and deputy principals) of state primary, special and P-10/12 schools.
3. QASSP is the professional association for state school principals drawing 80 per cent of its membership from Queensland primary schools.
4. The stated purpose of the function includes:
 - Challenging leaders to find the best pathway for their school and their students to succeed.
 - Giving courage to leaders to actively shape the future for their school and a vibrant public education system for citizens of the future.
 - Inspiring leaders at all levels to be at the forefront of the education reform agenda.
5. The QASSP Conference follows the first state-wide Principals' Conference *United in our pursuit of excellence*, which the Minister also opened in February, 2011. The findings include: 97 per cent agreed that the 2011 Principals' Conference was effective. Over 95 per cent agreed it was effective in further developing their understanding of the key reforms across Education Queensland.

Key issues

6. In opening and addressing the conference participants for approximately 20 minutes, the Minister may like to thank school leaders for their commitment to state education.
7. A number of current initiatives for school leaders may also be raised, including:

Minister's Office File Ref.	
Department File Ref.	11/118566

Improving student achievement

8. In 2010, Education Queensland (EQ) undertook a rigorous review of the international research on school system reform.
9. The review argued strongly for system-wide changes to the way state school principals are developed and supervised, noting that investment in school leadership is a powerful, effective and sustainable strategy.
10. This argument is supported by one of the strongest outcomes from the 2010 Teaching and Learning Audits – that a consistent approach to the supervision of our school principals is required.
11. At the February Principals' Conference a range of issues that relate to our system reform was discussed, including:
 - a. Principals' Capability and Leadership Framework
 - b. The role of the Assistant Regional Director (ARD) (School Performance) in developing and monitoring principal performance
 - c. Key aspects of teaching and learning including the Australian Curriculum.
12. A prominent educationalist, Professor Ben Levin from the University of Toronto participated as a keynote speaker and was later engaged to undertake a system review of EQ during the three days following the conference.
13. Professor Levin is currently finalising his report and EQ will develop a response to that report.

Principals' Supervision and Capability Development

14. From 1 January 2011, school principals are supervised by their Assistant Regional Director (School Performance). The recruitment process for the Assistant Regional Director positions took place in late 2010 as did a full three day training and induction program for them and their supervisors.
15. These positions were created to provide a more focused approach to individual school improvement agendas whereby the needs of each principal can be identified and specific, relevant support sought and provided through a differential approach.
16. The Assistant Regional Director (School Performance) now participates in regular moderation processes (once a term) that are aimed at promoting consistency of practice across the state when dealing with differential school needs as well as providing a forum for the sharing of good practice.

Principals' Capability and Leadership Framework (PCLF)

17. The PCLF is an innovative online resource that is a multilayered and self-reflective framework designed to assist principals to build the knowledge, skills and practices required to effectively lead the improvement agenda in their schools.
18. The PCLF is reflective of small, medium and large school contexts and was launched at the statewide Principals conference in March 2011.
19. The online Principals Performance and Development Plan (PPDP) offered through the MyHR site is explicitly linked to the PCLF.
20. The online PPDP is under extended trial for the length of the 2011 school year and will undergo a period of review and enhancement during this period prior to the mandated implementation in 2012.
21. It is proposed that support for the PCLF continue to be provided during 2011 for a further period of development, extension and tailored implementation to ensure a supported, differentially tailored implementation throughout the Regions across the state and an Executive Director, School Performance has been appointed for this purpose.
22. The Department of Education and Training (DET) has also contracted Dr Michael Fullan, another widely-published and well-respected international educationalist to facilitate a capacity-building workshop with principals in conjunction with the Queensland Educational Leadership Institute (QELI) in November of this year.

Teaching and Learning Audits

23. All 1,257 state schools received a Teaching and Learning Audit in 2010.
24. The vast majority of schools have shown improvement in their second teaching and learning audit.

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Department File Ref:	11/118566

s.47(3)(b) - Contrary to Public Interest

Curriculum into the Classroom

29. The Department has initiated the Curriculum into the Classroom project to support state school teachers in implementing the Australian Curriculum, commencing 2012. The project is an important part of our future focus — one vision, one curriculum, one platform, different ways.
30. For the Curriculum into the Classroom project the Department has used the Australian Curriculum written by the Australian Curriculum Assessment and Reporting Authority (ACARA) and the planning templates written by the Queensland Studies Authority (QSA) to develop practical exemplars of quality, aligned curriculum planning.
31. These exemplars are currently referred to as Scribbly Gum State School and provide the starting point for teachers to adapt and contextualise to meet their own class and student needs.
32. Whole school planning, year level planning and classroom planning exemplars are included in the Curriculum into the Classroom resources.
33. Teachers will be able to develop materials for the many possible combinations of year levels, including small schools and multi-age classrooms.
34. The lesson plans are provided as a resource and starting point for teachers to implement the Australian Curriculum. Teachers will decide whether to use them.
35. Without the Curriculum into the Classroom resources, 26,000 P–10 teachers in our 1237 State schools will duplicate significant effort in adjusting and rewriting current curriculum plans and programs.
36. The Department will consider how best to support the learning needs of students with significant educational support needs following advice from ACARA regarding additional curriculum content and achievement standards, expected in November 2011.
37. Sample draft materials are currently available online.
38. The Curriculum into the Classroom planning exemplars will be delivered through OneSchool and linked to quality-assured digital resources available online.

United in our Pursuit of Excellence

34. Education Queensland is committed to a world class education that provides for the full range of students. To create alignment and consistency across the whole system, Education Queensland will focus its combined efforts on a few key priorities.
35. 'United in our pursuit of excellence' identifies, for all state schools, these following critical priorities:
 - Consistent school curriculum;
 - Quality teaching practice;
 - Strong principal leadership and school capability; and
 - Productive school and community partnerships.
36. Strong principal leadership and high expectations drive the commitment to these priorities that are the cornerstones on which every state school will focus their improvement agenda. Whilst these priorities can be seen as distinctive elements, it is their interdependence that characterises a successful school and schooling system. This collective commitment to whole system alignment achieves excellence.
37. This document outlines for all state schools, Education Queensland's expectations and support under the four priority areas.

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Take the Lead

38. The Department's *Take the Lead* Project, developed in 2010, is an innovative strategy funded through the Improving Teacher Quality National Partnership agreement to initiate and implement a recruitment and development strategy for small school Teaching Principals across the state.
39. Teaching Principal schools make up almost 30 per cent of all state schools.
40. The *Take the Lead* program will provide high-performing teachers with access to a genuine career pathway through a structured program of support, development and accelerated progression to a senior leadership position, via the Band 5 and 6 teaching-principal path.
41. Entry into the *Take the Lead* program shall be through an expression of interest process.

Consultation

Not applicable

Media Implications

42. Speech and Media Brief being prepared by CCM.

Financial implications

43. Nil

Legal implications

44. Nil

Elected representative

45.

Remedial action

46. No remedial action required.

Attachments

47.

Right to Information

48. I am of the view that the contents or attachments contained in this brief are suitable for publication.

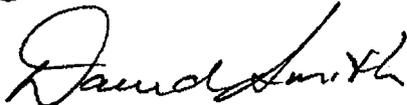
Minister's Office File Ref:	
Department File Ref.	11/118566

Recommendation

That the Chief of Staff:

Note the background information, attached speech notes and function proforma for the Queensland Association of State School Principals Annual State Conference to be held on 9 June, 2011 to inform the Minister for his opening 20-minute speech.

NOTED



DAVID SMITH
 Chief of Staff
 Office of the Hon Cameron Dick MP
 Minister for Education and Industrial Relations

916111

Chief of Staff's comments

Action Officer Louise Fletcher A/Principal Advisor School Performance Tel: 323 70948	Endorsed by: ED Tel: Mob: Date: / /	Endorsed by: CFO Tel: Mob: Date: / /	Endorsed by: LALB Tel: Mob: Date: / /	Endorsed by: ADG Mark Campling School Performance Tel: 323 70121 Mob: Date: / /	Endorsed by: DDG/CO/ASSDG Patrea Walton Education Queensland Tel: 323 70619 Mob: Date: 31/5/11	Endorsed by: DG/CO/ASSDG  Tel: Mob: Date: 1/6/11
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Minister's Office File Ref:	ET/11/0645
Department File Ref:	11/32594

Briefing Note

Chief of Staff

Office of the Minister for Education and Industrial Relations

Requested by: Julie Grantham, Director-General

Date requested: 15/02/2011

Action required by: 22/02/2011

Action required

- For meeting
 For information

- With correspondence
 With Question on Notice

Other attachments for Ministerial consideration

- Speaking points
 Draft media release
- Ministerial Statement
 Question on Notice
 Cabinet related document

SUBJECT: EDUCATION QUEENSLAND SYSTEM REVIEW - INTERVIEW REQUEST

Proposal

That the Chief of Staff note the invitation for the Minister to attend a meeting with Professor Ben Levin on Wednesday, 2 March 2011 from 12noon - 1pm as part of the Education Queensland (EQ) System Review.

Urgency

1. Urgent – Meeting is scheduled for Wednesday, 2 March 2011.

Fast Facts

- The Director-General has approved the System Review of Education Queensland which is to be undertaken by Professor Ben Levin.
- Professor Levin will be in Queensland on 28 February and 1 March, 2011 to make a presentation at the 2011 Principals' Conference, entitled: "World's best practices in education."
- System Review interviews will occur between 2 and 4 March 2011.

Background

2. Professor Ben Levin is the Canada Research Chair in Education Leadership and Policy at the Ontario Institute for Studies in Education, University of Toronto. He specialises in the identification of the characteristics of effective education systems that achieve sustained school improvement. His biography is provided (**Attachment 1**).

Key issues

3. Professor Levin will conduct an audit against the characteristics of effective education systems – providing a clear picture of how EQ compares against these characteristics, and providing key recommendations based on international best practice.
4. The Director-General has approved a list of senior officers, principals and stakeholders to be interviewed by Professor Levin over three days (2 – 4 March, 2011) to give a balanced view from all key sectors.
5. The Director-General has also invited the Minister to participate in an interview by Professor Levin. The interview will be connected to the characteristics of effective education systems (**Attachment 2**).

Minister's Office File Ref:	
Department File Ref:	11/32594

6. Other activities that will also form part of the System Review include:

- analysis of departmental documents on an ongoing basis
- four or more Video Conference meetings with senior leadership
- one day of on-site consultation in November
- two days of on-site capacity building workshops in November
- submission of a year-end audit report (due 31 December 2011) of up to 20 pages with advice for next steps for 2012.

Consultation

7. Relevant senior internal staff and key stakeholders –including the Queensland Teachers Union, Queensland Council of Parents and Citizens Associations, and State School Principal Association Presidents have been informed of the up-coming System Review .

Media Implications

8. There are no media implications at this time.

Financial implications

9. The System Review is estimated to amount to approximately \$80,000 using funds from Education Queensland's existing budget.

Legal implications

10. There are no legal implications.

Remedial action

11. No remedial action required.

Attachments

12. Attachment 1 - Professor Ben Levin's biography
13. Attachment 2 - Professor Ben Levin's 'Characteristics of effective national / state / provincial ministries / departments of education'.

Right to information

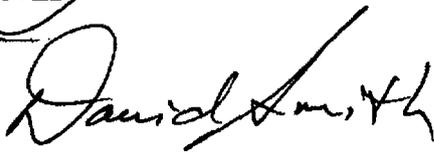
14. I am of the view that the contents or attachments contained in this brief are not suitable for publication.

Minister's Office File Ref:	
Department File Ref:	11/32594

Recommendation

That the Chief of Staff *note* the invitation for the Minister to attend a meeting with Professor Ben Levin on Wednesday, 2 March 2011 from 12noon - 1pm as part of the Education Queensland (EQ) System Review.

NOTED



DAVID SMITH
Chief of Staff

413111

Chief of Staff's comments

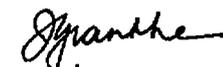
Action Officer
Louise Fletcher
A/Principal Advisor
School Performance
Tel: 70948

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ADG
Mark Campling
School Performance
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Mob: 0429 125 272
Date: / /

Endorsed by:
DDG/CO/ASSDG
Patrea Walton
Education Queensland
Tel: 323 70619
Mob:
Date: / /

Endorsed by:
DG
Julie Grantham

Tel:
Mob:
Date: 25/2/11



Attachment 1

Dr. Levin is a Professor and Canada Research Chair in Education Leadership and Policy at the Ontario Institute for Studies in Education (OISE), University of Toronto. He has just completed two and a half years as Deputy Minister of Education for the Province of Ontario. He is a native of the City of Winnipeg who holds a B.A. (Honours) from the University of Manitoba, an Ed. M. from Harvard University and a Ph.D. from OISE.

From 1999 until September, 2002, he was deputy Minister of Advanced Education and Deputy Minister of Education, Training and Youth for Manitoba, with responsibility for public policy in all areas of education and training. Dr. Levin is widely known for his work in educational reform, educational change, educational policy and politics. His work has been international in scope. His writings examine broad areas of education policy.

He is the author of "How to Change 5000 Schools".

Review: Not long ago, public education in Ontario, Canada, was in deep trouble. Student achievement was stagnating, labour disruptions were rampant, and public satisfaction with the schools was low. In 2003, a new provincial government initiated a series of reforms that embodied a positive, outcome-focused agenda for public education. Today, student outcomes have improved, labour disruption has vanished, and teacher morale is high. In this book, Ben Levin, former deputy minister of education for the province of Ontario, draws on his experience overseeing these and other major system wide education reforms in Canada and England to set forth a refreshingly positive, pragmatic, and optimistic approach to leading educational change at all levels.

For further information:

http://www.oise.utoronto.ca/tps/Programs/Educational_Administration_/Faculty_Staff_/Faculty/Ben_Levin.html

TRIM: 11/32620

Culture

11. There is open sharing of information, plans, priorities, activities across the organization.
12. There are ongoing opportunities for all staff to understand the strategies, and to be involved in examining progress on goals and next steps
13. There is active of collaboration across organizational boundaries within the Ministry.
14. Achieving goals and priorities is more important than meeting administrative requirements
15. The necessity of risk-taking and the reality that some things will not work as planned is understood and supported by leaders; there is a focus on learning and improving rather than avoiding mistakes.
16. The CEO models these practices and values

Resources

17. The organization has good (timely, reliable, valid) information on the current state of the system and on progress.
18. The budget allocates significant resources to main priorities

Plans

19. There is a brief and clear public document that declares priorities and strategies and that is regularly reviewed/updated.
20. The organization has active strategies for seeking and spreading effective practices across the education sector.

Stakeholders

21. Positive relationships with stakeholders are seen as an important adjunct to goal achievement
22. Regular open communication occurs with all major stakeholders both individually and collectively
23. Stakeholder views are taken seriously

Staffing

24. The organization has a critical mass of credible, experienced educators with recent system experience, including but not limited to its senior leadership.
25. The organization has a good mix of experienced and new people

Research

26. The organization supports, searches for and shares best available evidence related to its activities and priorities

V3 Feb2011

11/26833

Minister's Office File Ref:	ET/10/4757
Department File Ref:	10/210321

Briefing Note

Principal Advisor

Office of the Minister for Education and Training

Requested by: Lyn McKenzie

Date requested: 25/08/2010

Action required by: 25/08/2010

Action required

- For meeting With correspondence
 For information With Question on Notice

Other attachments for Ministerial consideration

- Speaking points Ministerial Statement
 Draft media release Question on Notice
 Cabinet related document

SUBJECT: SCHOOL IMPROVEMENT

Proposal

That the Principal Advisor:

Note the information in support of the media release addressing the following elements of improving school performance:

- Teaching and Learning Audits
- Literacy and Numeracy Coaches
- Turnaround Teams
- Summer Schools.

Urgency

1. Urgent – Background information required for the Minister's media release.

Fast Facts

- At the end of week 7, term 3, 750 Teaching and Learning Audits had been completed.
- By the end of the 2010 school year, all state schools in Queensland will have had a Teaching and Learning Audit.

Background

2. A Teaching and Learning Audit Instrument was developed based on the findings and recommendations from the 2009 Professor Geoff Masters Report by the Australian Council for Educational Research (ACER) in consultation with a Stakeholder Reference Group.
3. The Audit Instrument takes into account a wealth of international research and was guided by the Department's Roadmap for curriculum, teaching, assessment and reporting.
4. The Auditors use the Instrument to assess each school's teaching, learning and assessment practices against eight specific domains (Attachment 1).
5. The process was trialed successfully during term 1, 2009.
6. There are 23 Auditors – 22 of whom are high-performing principals working off-line as Auditors. The additional Auditor is the Assistant Director-General, School Performance, who also provides training and moderation. A list of the 22 current principal Auditors with their substantive schools is attached (Attachment 2).
7. Audits are undertaken by one or two Auditors over one, two or three days, depending on the size and complexity of each school.

Key issues

Teaching and Learning Audits

8. Following each audit, Outstanding, High, Medium and Low audit ratings are awarded in each of the eight Audit Instrument Domains and are contained in a report presented to each school.
9. The report also makes affirmations, commendations and recommendations.
10. With the support of the principals' supervisors, schools use the audit recommendations to develop strategies to further improve teaching and learning outcomes for every state school student.

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11. Principals work with their school communities to develop short and long-term strategies that have a focus on teaching and learning and improving school performance. These strategies are in response to the Audit reports.

Term 1

12. 131 Low Socioeconomic Status (SES) National Partnership schools in all seven Regions were audited during Term 1.

Term 2

13. In Term 2, priority was given to audits in schools where the principal had been working with the ADG, School Performance in his principal coaching role and those that were identified with apparent anomalies in the Australian Curriculum, Assessment and Reporting Authority My School NAPLAN similar schools data.

Term 3

14. Term 3 priority schools are Literacy and Numeracy National Partnership schools.

Term 4

15. All audits will be completed by the beginning of week 9.

Turnaround Teams

16. Ten teams of three experienced teachers with expertise in areas such as literacy and numeracy, data analysis and coaching, and social and emotional learning, are working with Low SES NP schools in all regions to lift student outcomes.

17. The first turnaround team began in term 1, 2010; the second team began in term 2 and the final eight teams have started working in term 3.

18. Teaching and Learning Audits are a point-in-time assessment and Turnaround Teams have been only involved a small number of schools since beginning of 2010. At this stage there is no systemic data available to demonstrate student improvement as a result of these interventions.

19. However, schools have embedded improvement strategies and the early signs are very positive. A progress review has been undertaken in four of the North Coast Region Low SES National Partnership schools that have worked with a Turnaround Team since the beginning of the year. Each of the school's has internal data showing improvements such as

- for Blackbutt State School - student attendance
- for Nanango State High School - a reduction in the number of students at high risk of not obtaining a Queensland Certificate of Education
- for Murgon State School - Year 7 numeracy improvement
- for Murgon State High School - improvement in Year 8 literacy results.

Literacy and Numeracy Coaches

20. More than 90 literacy and numeracy coaches are working in more than 175 schools across the state.

21. A further 16 coaches are supporting more than 35 state schools, funded through a Commonwealth partnership.

22. The coaches:

- work with teachers in classrooms to build teacher capacity in literacy and numeracy.
- assist teachers to transfer what they have learned through their literacy and numeracy professional development into daily teaching practice.

Summer Schools

23. The Summer Schools initiative is part of the Queensland Government's \$72.3million, three year, Literacy and Numeracy Action Plan which targets Years 5, 6 and 7 students who require additional literacy and numeracy support.

24. The purpose of Summer Schools is to provide 15 hours of intensive teaching to eligible students.

25. Summer Schools were provided during the 2009 spring vacation and in January 2010. Qualitative and quantitative data provided by teachers, parents and students indicated significant satisfaction with the program overall.

26. Summer Schools will again be held from 27 September to 1 October 2010.

Minister's Office File Ref:	
Department File Ref:	10/210321

27. Education Queensland is committed to this school improvement agenda and it is anticipated that the benefits to teaching and learning as well as student performance outcomes from these and other initiatives will become evident

Attachments

28. The eight domains of the Audit Instrument (Attachment 1).

29. List of the 22 current principal Auditors with their substantive schools is attached (Attachment 2).

Right to information

30. I am of the view that the contents or attachments contained in this brief are **suitable** for publication.

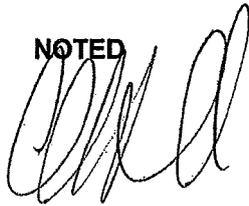
Minister's Office File Ref:	
Department File Ref:	10/210321

Recommendation

That the Principal Advisor

Note the information in support of the media release addressing the following elements of improving school performance:

- Teaching and Learning Audits
- Literacy and Numeracy Coaches
- Turnaround Teams
- Summer Schools.

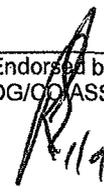
NOTED


MURRAY DANIEL
 Principal Advisor

16.9.10

Principal Advisor's comments

Action Officer	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:
Louise Fletcher	ED	CFO	LALB	ADG	DDG/CO/ASSDG	DG/CO/ASSDG
A/Principi				Mark Campling	Lyn McKenzie	
Advisor						
School				School	Education	
Performance				Performance	Queensland	
Tel: 70948	Tel:	Tel:	Tel:	Tel: 323 70121	Tel:	Tel:
	Mob:	Mob:	Mob:	Mob:	Mob:	Mob:


 16/9/2010

Date: / /

ATTACHMENT 1

Education Queensland Teaching and Learning Audit – Instrument Domains

1. An explicit improvement agenda

Evidence based, with explicit and clear school-wide targets for improvement.

2. Analysis and discussion of data

School-wide analysis and discussion of systemically collected data on student outcomes, including academic, attendance & behavioural outcomes.

3. A culture that promotes learning

School is driven by a deep belief that every student is capable of successful learning.

4. Targeted use of school resources

School applies its resources in a targeted manner to meet learning needs of all students.

5. An expert teaching team

Professional team of highly able teachers.

6. Systematic curriculum delivery

Ensures consistent teaching and learning expectations and clear reference to monitoring.

7. Differentiated classroom learning

Teachers identify and address learning needs of individual students.

8. Effective teaching practices

Research based teaching strategies in all classrooms.

Ref: 10/210548

ATTACHMENT 2**Current Teaching and Learning Auditors – Term 3, 2010**

	Auditor	Substantive School	Band
1	Kim Luck	Sandy Strait State School - NCR	10
2	Rod Mason	Patricks Road State School - MER	9
3	Barry Starkey	Ferny Grove State School – MER	10
4	Ian Hall	Graceville State School – MER	9
5	Lesley Pecchia	Mundingburra State School - NQR	9
6	Noel Seawright	Belmont State School - MER	10
7	Helen Kenworthy	Brookfield State School – MER	8
8	Trevor Walker	Samford State School - MER	10
9	Jo Turner	Mackay North State School - CQR	8
10	Geoff St Clair	Gatton State School – DD/SW	9
11	Andrew Helton	Greenlands State School – DD/SW	6
12	Liam Smith	Rochedale State School - MER	10
13	Leisa Neaton	Frenchville State School - CQR	10
14	Andrew Hawke	Clifford Park Special School – DD/SW	9
15	Sharyn Donald	Morayfield SHS - NCR	10
16	Peter Kelly	Caloundra SHS - NCR	11
17	David Morris	Northern Beaches SHS- NQR	9
18	Darrin Edwards	James Nash SHS - NCR	10
19	Valerie Hadgelias	Park Ridge SHS - MER	11
20	Christina Rogers	Toowoomba SHS – DD/SW	8
21	Alan Sampson	Cavendish Road SHS - MER	11
22	Trevor Gordon	Cairns SHS - FNQ	11

Ref: 10/210541

Briefing Note

The Honourable Geoff Wilson MP
Minister for Education and Training

Requested by: DDG, EQ

Date requested: 10/08/2010

Action required by: 12/08/2010

Action required

- For approval With correspondence
 For meeting With Question on Notice

Other attachments for Ministerial consideration

- Speaking points Ministerial Statement
 Draft media release Question on Notice
 Cabinet related document

SUBJECT: Principal Supervision and Capability Development model

Proposal

That the Minister:

Note the proposed Principal Supervision and Capability Development model for Education Queensland Principals.

Urgency

Urgent—A new model of principal supervision and development will be in place for the commencement of the 2011 school year.

Underpinning research

International and interstate empirical and experiential evidence indicates that education systems that focus on principal leadership and invest in principals' development are most conducive to achieving optimal student outcomes. Education Queensland acknowledges that the key to our system's strength, therefore, is in our school leaders.

The Department of Education and Training is committed to developing a model for 2011 which focuses on the monitoring and supervision of schools and principal leadership capability, incorporating a new model of supervision and principal development in consultation with all key stakeholders.

Key senior members of the Department of Education and Training have researched contemporary models of leadership development and supervision, including a site visit to observe and interrogate the model of principal supervision and development in place interstate, which is also informed by international best practice.

'Accountability must be a reciprocal process. For every increment of performance I demand from you, I have an equal responsibility to provide you with the capacity to meet that expectation. Likewise, for every investment you make in my skill and knowledge, I have a reciprocal responsibility to demonstrate some new increment in performance. This is the principle of "reciprocity for accountability for capacity"'. (Elmore, 2002)

Background

1. A review is being undertaken as to how the Department best supports the capability development and supervision of Education Queensland school principals.
2. Education Queensland will focus on:
 - a. providing principals with clear leadership expectations for them in their school context;
 - b. monitoring their school's performance against a clear set of criteria and benchmarks; and
 - c. investing in and facilitating principal capability development.

Minister's Office File Ref:	
Department File Ref:	10/192035

3. The current model whereby the two roles of supervision and capability development of principals are undertaken by Executive Directors (School Improvement) will cease and will be replaced by a model that separates the two functions.
4. The new model will capitalise on Queensland Government investment in and establishment of the Queensland Education Leadership Institute (QELI).
5. This work is being driven by the Deputy Director-General (Education Queensland) with the support of the Assistant Director General (School Performance), the Assistant Director General (Human Resources), and the Human Resources Workforce Futures branch.

Key issues

6. The proposed model has been informed by national and international research as well as the significant input by key stakeholders internal and external to the Department.
7. The model of supervision and building the capability of principals will be differential across the state.
8. A Project Plan (**Attachment 1**) and Communication Plan (**Attachment 2**) have been developed which outline the components of the model and includes timelines for development and implementation.
9. Currently there are 32 Executive Director (School Improvement) positions across the seven regions. The proposed model realigns this resource into two separate functions:
 - a. Supervisory function; and
 - b. Capability Development function for school principals.
10. The number of FTEs deployed to the supervisory roles will be determined by negotiation between the Deputy Director-General (Education Queensland) and the Regions on a formal proposal from each Regional Director.
11. Supervisors will be recruited in 2010 for the take up of duty for the commencement of 2011.

Consultation

12. Supervision and Development of Principals Reference Group:

- Chair - Deputy Director-General, Education Queensland (DDG)
- Assistant Directors-General:
 1. School Performance
 2. Student Services
 3. Teaching and Learning
 4. Indigenous, and
 5. Human Resources
- The Queensland Teachers' Union
- The Principals' Associations
 1. Queensland Secondary Principals' Association
 2. Queensland State School Principals' Association
 3. Association of Special Education Administrators of Queensland
 4. Queensland State P-10/12 School Administrators' Association
- Regional Directors
- The Queensland Parents and Citizens Association, and
- Executive Director, School Operations.

Minister's Office File Ref:	
Department File Ref:	10/192035

13. Stakeholders have advised that they are supportive of the new model.

Media Implications

14. There are no media implications.

Financial implications

15. The realignment of existing resources is implicit in the proposal. Additional targeted funding to support the development of teaching principals will be funded through a separate proposal for *National Partnerships Smarter Schools (Improving Teacher Quality)* resources through the *Take the Lead (Teaching Principals)* initiative currently underway.

Legal implications

16. There are no legal implications.

Elected representative

17. Local Members of Parliament and Local Council Elected Mayors will be advised of the new model by Regional Directors as part of the Communication plan.

Remedial action

18. No remedial action required.

Attachments

19. Attachment 1 – Project Plan

20. Attachment 2 – Communication Strategy

21. Attachment 3 – State-wide school bandings snapshot

Right to information

22. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	10/192035

Recommendation

That the Minister

Note the proposed Principal Supervision and Capability Development model for Education Queensland Principals.

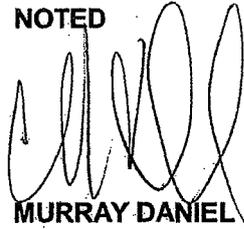
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GEOFF WILSON
Minister for Education and Training

16, 9, 10

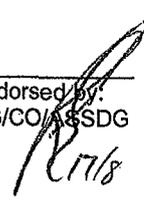
NOTED



MURRAY DANIEL
Principal Advisor

5, 9, 10

Minister's comments

Action Officer	Endorsed by: ED	Endorsed by: CFO	Endorsed by: LALB	Endorsed by: ADG	Endorsed by: DDG/CO/ASSDG Lyn McKenzie Education Queensland	Endorsed by: DG/CO/ASSDG 
Tel:	Tel: Mob:	Tel: Mob:	Tel: Mob:	Tel: Mob:	Tel: Mob:	Tel: Mob:

Date:

**Count of Queensland State Schools grouped by Region and Band
2010**

DET Region Code	DET Region name	BAND								Executive Principal (Band 11)	TOTAL
		05	06	07	08	09	10	11			
CQR	Central Queensland	68	17	29	45	20	8	2			189
DSR	Darling Downs South West	97	22	28	29	23	7	2	1		209
FNR	Far North Queensland	29	13	11	13	15	9	6	1		97
MER	Metropolitan	17	14	45	59	59	37	17	5		253
NCR	North Coast	25	27	23	45	43	28	20	2		213
NQR	North Queensland	31	15	14	21	21	7	2	1		112
SER	South East	11	8	13	20	51	39	15	5		162
All Queensland State Schools		278	116	163	232	232	135	64	15		1 235
Percentage		22.50%	9.40%	13.20%	18.80%	18.80%	10.90%	5.20%	1.20%		100%

Source: Centre Information System (CIS)

Caveats:

1. School Band information administered in CIS by Strategic HR
2. *Western Cape College - Weipa Campus* (1407) has an Executive Principal but is a campus of the greater *Western Cape College* (5399) so not included in the figures above.
3. *Western Cape College - Weipa Campus* (1407) is Band 08 while the host *Western Cape College* (5399) is band 11 but does not have an Executive Principal.
4. Schools operating across multiple campuses are counted once in the figures above.
5. Centres for Continuing Secondary Education (CCSEs) (4 in 2010) are no longer counted as schools for MPS purposes.
6. Outdoor and Environmental Education Centres and Special Education Programs are not included in school counts.

10/196618

CCM Ref: 10_160 School Principal Supervision and Development

Date: 7 September 2010



Basic communication plan

Project and client details

Project name: Strategy for the Supervision and Development of EQ School Principals	
Client name: Ken Collier and Cindy Hales	
Client's phone: 323 70936	Client's email: ken.collier@deta.qld.gov.au or cindy.hales@deta.qld.gov.au

CCM Consultant: Marnie Stitz
Consultant's phone number: 323 59965
Consultant's email address: marnie.stitz@deta.qld.gov.au

Key Messages

1. The department is reviewing its current models of school leadership, associated investment in building school leadership capability and existing supervisory processes for principals.
2. Opportunities for principals to develop their leadership knowledge, skills and behaviours are vital for schools to improve student outcomes.
3. Along with improving the developmental opportunities for principals, the review will set up a clear supervisory model that is underpinned by clear expectations, responsibilities and accountabilities.

Special Instructions

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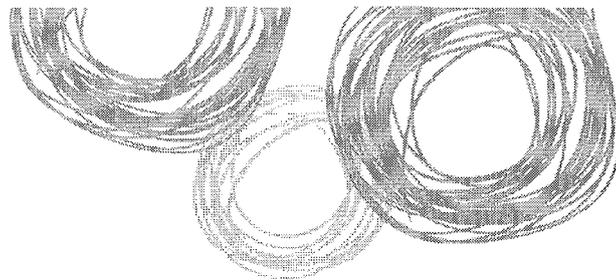
Communications Schedule

	Timing	Communication tool / activities	Target Audience	Responsible Officer/s	Status
1.	18 August	Letter to all state school principals explaining the review and new EQ Capability and Leadership Framework	Principals	DDG Education Queensland	
2.	9 September	Record Podcast of DDG Education Queensland outlining the components of the capability, development and supervision model	Principals	DDG Education Queensland and Workforce Modelling and Futures	
3.	19 October	Develop and send information package to key stakeholders – communiqué, PowerPoint presentation and project plan	Regional Directors, Executive Directors (School Improvement), principal associations, QTU, QCPCA	Workforce Modelling and Futures	
4.	19 October	Develop OnePortal page with information about the review, PowerPoint presentation	DET staff	Workforce Modelling and Futures	
5.	19 October	Develop fact sheet and FAQs for the OnePortal site and to be used as handouts by RDs when doing presentations	Regional Directors, Executive Directors (School Improvement), principals and teachers	Workforce Modelling and Futures/CCM	
6.	19 October	Develop defensive media lines about the review and the effect it will have on EDSI positions – i.e. no one will lose their job, benefits of restructure, etc.	Media	CCM/Workforce Modelling and Futures	
7.	19 October	Item in D-G's message explaining to staff the review and the framework	DET staff	CCM/Workforce Modelling and Futures	
8.	29 October	Develop EQ Capability and Leadership Framework publication	Principals and potential school leaders	CCM/Workforce Modelling and Futures	
9.	29 October	Develop four-page summary of the Framework	Principals and potential school leaders	CCM/Workforce Modelling and Futures	
10.	Mid-November	Ministerial media release on the new Framework	Media	CCM	
11.	Mid-November	Possible Ministerial Statement on the new Framework	MPs, media	CCM	
12.	Mid-November	Launch of Framework	Key stakeholders	CCM/Workforce Modelling and Futures	
13.	Mid-November	Update OnePortal page with new framework	DET staff	Workforce Modelling and Futures	
14.	Mid-November	Schools Update item on release of framework	School staff	CCM/Workforce Modelling and Futures	
15.	Mid-November	Story in Education Views	School staff	CCM/Workforce Modelling and Futures	

Communication plan review date: January 2011

Evaluation / Report

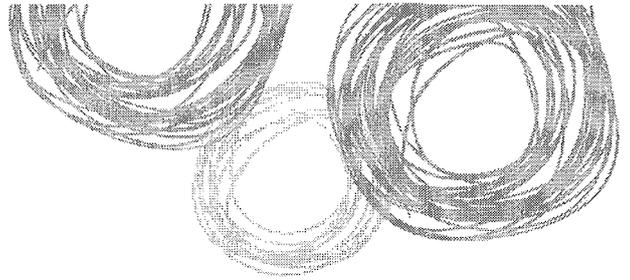
OnePortal traffic/downloads



PROJECT PLAN	THROUGH: Lyn McKenzie, Deputy Director-General, Education Queensland
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PROJECT TITLE	Strategy for the Supervision and Development of Education Queensland School Principals
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BACKGROUND	<p>International and interstate empirical and experiential evidence indicates that education systems that focus on principal leadership and invest in principals' development are most conducive to optimal student outcomes. Education Queensland acknowledges that the key to our system's strength, therefore, is in our school leaders.</p> <p>This department is committed to developing a model for 2011 which focuses on principal leadership incorporating a new model of supervision and principal development in consultation with all key stakeholders.</p> <p>Key, senior members of the Queensland Department of Education and Training have researched contemporary models of leadership development and supervision including a site visit to observe and interrogate the model of principal supervision and development in place interstate which is also informed by international best practice.</p> <p style="text-align: center;">'Accountability must be a reciprocal process. For every increment of performance I demand from you, I have an equal responsibility to provide you with the capacity to meet that expectation. Likewise, for every investment you make in my skill and knowledge, I have a reciprocal responsibility to demonstrate some new increment in performance. This is the principal of "reciprocity for accountability for capacity"'. (Elmore, 2002)</p>
IDENTIFICATION OF KEY STAKEHOLDERS & CLIENTS	<p>The Deputy Director-General, Education Queensland, supported by the Assistant Director-General, School Performance and the Human Resources Branch has developed a consultative strategy to reflect and honour the diverse regional contexts of leadership in Queensland state schools. A Stakeholder Reference Group has been established with membership listed below.</p>
PROJECT OBJECTIVES	<ol style="list-style-type: none"> 1. Develop a framework for the supervision of state school principals; 2. Establish an Education Queensland Principals' Capability and Leadership Framework (EQ PCLF) and implementation strategy, including <ul style="list-style-type: none"> • Developing and publishing a PCLF Document and online resource • Strategies aligned with the current Developing Performance Framework embedding documentation of training and development • Establish targets and benchmarks for improved school performance • A suite of developmental strategies including successful contemporary coaching / mentoring methodologies 3. Recruit and Select supervisors; 4. Develop an accountability framework that articulates the alignment the work of supervisors in principal supervision, monitoring and moderation; 5. Develop a comprehensive and supportive communication strategy; and 6. Develop a project evaluation framework.



**KEY ACTIVITIES
AND TIMELINES
SUMMARY**

1. Supervision of Principals

- DDG to finalise individual model for each Region
- Negotiation regarding input and support from Richard Elmore and Michael Fullan
- Determine Framework for Supervision practice including a School Leadership and Performance Accountability Framework (SLPAF) embedding moderation processes.
- Finalise Position Description
- Develop training package
- Recruitment and selection of Supervisors – augmented with the Principals' Recruitment and Selection process in August/September/October 2010 - Release of new appointments Friday 12 November 2010.
 - Regional Directors to meet with each current Executive Director (School Improvement) regarding their future employment options.
 - Principal capability panel to complete work by Friday 17 September (last day of term 3).
 - Principal fit panel to convene on Monday 18 October (over weeks 3, 4 and 5 of term 4).
 - Supervisor panel complete work by Friday 15 October to allow EDSIs to be considered by the fit panel to return to a school at their reversionary level.
- Training and on-going support and development strategy for supervisors
- Establish targets and benchmarks for improved school performance

2. Framework for building Education Queensland Principal leadership and capability

The development of Principal leadership capability will be a multi-layered approach based around the needs of the individual principal in their own school context. An 'in context' coaching methodology will accompany the Education Queensland Principal Capability and Leadership Framework (EQ PCLF) in order to grow skill sets with high-performing practicing principals from within school communities.

Opportunities will be explored with QELI (Queensland Educational Leadership Institute) to develop modules and models of professional development delivery (including online) focusing on the knowledge, skills and behaviours of high performing school leaders.

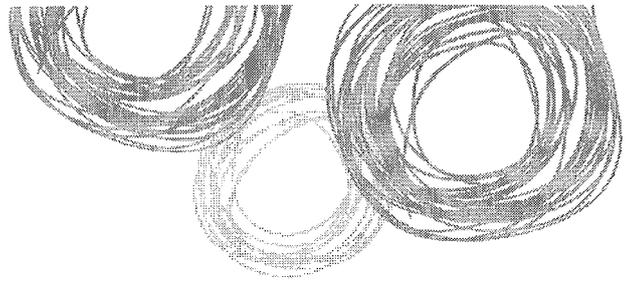
a) Coaching

Research into successful contemporary models of coaching and source accredited training providers

Develop state-wide needs basis funding allocation for coaching roles targeting SL1 and SL2 school leaders in Band 5 and Band 6 teaching principal locations utilising resource allocation for the SL1 & SL2 coaching roles from the Take the Lead Project funded through Improving Teacher Quality National Partnership initiative.

Develop and define:

- Suite of options relating to the development of principal capability
- Classification of Coaches
- Position Description/parameters of coaching role
- Selection process by expression of interest



- Required qualifications and experience
- Training access and delivery
- Accreditation process and maintenance of a register of quality assured coaches.
- On-going support and development

Train ADG, SP as a coach.

Establish pool of Coaches by the end of the 2010 school year.

Develop a train-the-trainer model of coaching training delivery including:

- Initial training session will be face-to-face.
- Re-connect training sessions and learning community to share best practice, maintaining and extending skills utilising both face-to-face and online learning opportunities.

b) EQ Principal Capability and Leadership Framework (EQ PCLF)

- Aligned to the QPS Capability and Leadership Framework (QPS CLF) in both intent and structure
- Consultation and development – 2 August to 3 September
- Writing & editing– 30 August to 24 September
- Approval of content through EQIT 28 Sept, DG/Minister – from 29 September to 13 October. Approval to Publish DG/Minister following design/layout 27 October to 3 November
- Publish (limited print run and online) – 3 November – 17 November
- Distribute via implementation strategy

3. Enlist support and partnership of Richard Ellmore and Michael Fullan

Negotiate with these international external consultants regarding:

- Their availability and potential for engagement with Education Queensland
- Fees and intellectual property agreements
- In-service/training delivery.

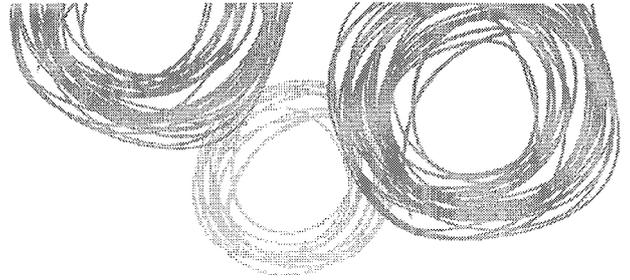
4. Develop and Implement Communication Plan

Develop a plan which engages CCM branch and includes:

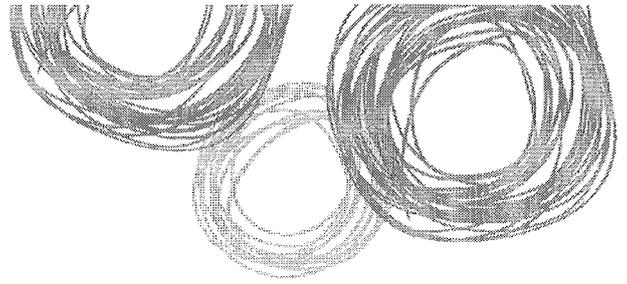
- Promotional material to launch the strategy and resources
- Development and publishing of documentation
- Information statement and FAQs regarding new model
- Planned staged state-wide launch of the model:
 - EQ November 2010 launch
 - March 2011 launch aligned with opportunities engage with leading international academics Richard Elmore and Michael Fullan on school improvement and leadership development strategies.

5. Develop an Evaluation Plan

- Utilising the established Departmental standard through Program Logic, a



	<p>detailed evaluation framework will be developed.</p> <p>6. Develop a School Leadership and Performance Accountability Framework The School Leadership and Performance Accountability Framework (SLPAF) will be developed that articulates the alignment of:</p> <ul style="list-style-type: none"> • the work of supervisors in principal supervision and monitoring, • expectations and performance through the Teaching and Learning Audits and; • school performance profiles, aligning with the work of Performance Measurement and Review Branch in the development of individual school performance profiles that chart the performance of the school, the level of achievement and distance travelled in the improvement of the school. • A process of moderation will be embedded within project activities to provide state-wide quality assurance and consistency of practice. <p>7. Brief the Minister for Education and Training</p>
<p>PROJECT DELIVERABLES</p>	<ol style="list-style-type: none"> 1. Supervisor roles are in place for the beginning of the 2011 school year. 2. Education Queensland Principal Capability and Leadership Framework (EQ PCLF) is published and in place for the beginning of the 2011 school year. 3. Pool of coaches are identified and provided with accredited training leading to enhanced school leadership. Targeted SL1 & SL2 teaching principal coaches are in place and released as determined by regional model through NP Improving Teacher Quality resources. 4. Multi-layered communication plan including opportunities to engage with leading international academics on school improvement and leadership development strategies. 5. A School Leadership and Performance Accountability Framework (SLPAF) will be developed and implemented for the beginning of the 2011 school year
<p>POLICY ALIGNMENT</p>	<p>Policy alignment:</p> <ul style="list-style-type: none"> ▪ DET - Workforce Strategic Plan 2009 – 2011 http://education.qld.gov.au/strategic/planning/pdfs/workforce-strat-plan-09-11.pdf ▪ Masters Report - A Shared Challenge Improving Literacy, Numeracy and Science Learning in Queensland Primary Schools. http://education.qld.gov.au/mastersreview/pdfs/final-report-masters.pdf ▪ QPS Capability and Leadership Framework ▪ Leadership Matters ▪ Teaching and Learning Audit



PROJECT BUDGET	<ul style="list-style-type: none"> a) Principal capability development and supervisory roles will be resourced through existing realigned Regional funds b) Improving Teacher Quality National Partnership resources through the Take the Lead (Teaching Principals) Project will resource roles and target capability development and coaching for teaching principals across the state.
PROJECT MANAGER	Ken Collier, Executive Director, School Improvement, Human Resources Branch.
SUPERVISOR	Mark Campling, Assistant Director-General, School Performance

CONSULTATION	<p>Key Stakeholders & Reference Group</p> <p>1. Supervision and Development of Principals Reference Group:</p> <ul style="list-style-type: none"> ▪ Chair - Deputy Director-General, Education Queensland (DDG); ▪ Assistant Directors-General: <ol style="list-style-type: none"> 1. School Performance; 2. Student Services; 3. Teaching and Learning; 4. Indigenous; and 5. Human Resources ▪ Human Resources Branch representatives ▪ The Queensland Teachers' Union; ▪ The Principals' Associations: <ol style="list-style-type: none"> 1. Queensland Secondary Principals' Association (QSPA); 2. Queensland Association of State School Principals' (QASSP) 3. Association of Special Education Administrators of Queensland (ASEAQ); 4. Distance Education School Principal representative 5. Queensland State P-10/12 School Administrators' Association; 6. Outdoor Environmental Education leader representative ▪ Regional Directors representative; ▪ The Queensland Parents' and Citizens' Association; ▪ Executive Director, School Operations.



	Develop training package in consultation with Ellmore and Fullan	ADG, SP and Ken Collier
17	Principals' Capability Panel in place/ Principal capability panel to complete work By 17 September	HR Branch
24	Complete writing of Principals' Capability and Leadership Framework	Ken Collier, Tony McGruther and Cindy Hales

October 2010		
4	Shortlist Supervisor applications	ADG's Panel
11 – 15	Interviews for Supervisor roles	ADG's Panel
	Supervisor panel complete work	ADG's Panel
25-29	Develop training package for supervisors	ADG, SP and Ken Collier

November 2010		
3	Completed approval to Publish process for Principals' Capability and Leadership Framework – go to print (2 week turnaround)	Ken Collier and Cindy Hales
5	Principal fit panel complete work	HR
10	Stakeholder Reference Group meeting	Mark Campling
12	Release of first round of new appointments	HR
	EQ Launch of Principal Capability Framework / Principals' Capability and Leadership Framework	ADG, SP and Ken Collier
22 Nov- 3 Dec	Proposed state-wide whole of Region Principals meetings to facilitate face-to-face introduction to the Principals Capability and Leadership Framework and development and supervision strategy	ADG, SP and Ken Collier

December 2010		
10	Second round of appointments released	HR

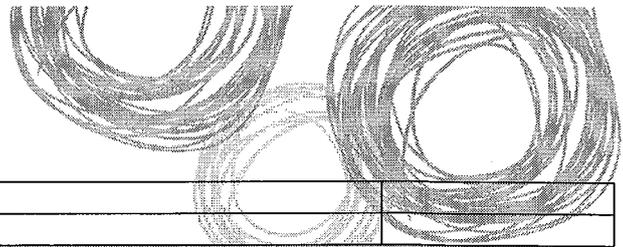
January 2011		
10-14	Training for Supervisors	ADG, SP
20 & 21	Training for Coaches including SL1 & SL2 (Band 5 & 6)	ADG, SP and Ken Collier and Cindy Hales

February 2011		

March 2011		
Early	State launch with Ellmore and Fullan	

April 2011		

May 2011		



June 2011		

PLANNER OF ACTIVITIES RELATED TO PROJECT PLAN 2010-2011

AUGUST 2010				
MON 2	TUE 3	WED 4	THU 5	FRI 6
Formal consultation commences for The Principals' Curriculum content				
MON 9	TUE 10	WED 11 <i>Show holiday</i>	THU 12	FRI 13
State-wide consultation for The Principals' Capability and Leadership Framework content				
MON 16	TUE 17	WED 18	THU 19	FRI 20
State-wide consultation for The Principals' Capability and Leadership Framework content Assess coaching methodologies and source accredited providers				
MON 23	TUE 24	WED 25	THU 26	FRI 27
State-wide consultation for The Principals' Capability and Leadership Framework content				
MON 30	TUE 31			
Principals' Capability and Leadership Framework content				

SEPTEMBER 2010				
		WED 1	THU 2	FRI 3
Principals' Capability and Leadership Framework content Writing and editing the Principals' Capability and Leadership Framework content				
MON 6	TUE 7	WED 8	THU 9	FRI 10
Principals' Capability and Leadership Framework content Writing and consultative editing of the Principals' Capability and Leadership Framework content				
MON 13	TUE 14	WED 15	THU 16	FRI 17
Supervisor Positions advertised Principals' Capability and Leadership Framework content				
MON 20	TUE 21	WED 22	THU 23	FRI 24
Editing and EQIT approval (28 Sept) of content for the Principals' Capability and Leadership Framework				
MON 27	TUE 28	WED 29	THU 30	
MBN to DG & Ministerial approval of content for Principals' Capability and Leadership Framework (29 Sept-13 Oct)				

OCTOBER 2010				
MON 4	TUE 5	WED 6	THU 7	FRI 8
Supervisor short-listing commences MBN to DG & Ministerial approval of content for Principals' Capability and Leadership Framework				
MON 11	TUE 12	WED 13	THU 14	FRI 15
Supervisor interviews Mon-Wed (unsuccessful applicants referred for Principal fit panel consideration)				
MON 18	TUE 19	WED 20	THU 21	FRI 22
Principals' Capability and Leadership Framework goes to CCM for layout and design				
MON 25	TUE 26	WED 27	THU 28	FRI 29
Principals' Capability and Leadership Framework goes to DG & Minister for Approval to Publish				

NOVEMBER 2010				
MON 1	TUE 2	WED 3	THU 4	FRI 5
Principals' Capability and Leadership Framework goes to print (2 week turnaround)				
MON 8	TUE 9	WED 10	THU 11	FRI 12
MON 15	TUE 16	WED 17	THU 18	FRI 19
MON 22	TUE 23	WED 24	THU 25	FRI 26
MON 29	TUE 30			

DECEMBER 2010				
		WED 1	THU 2	FRI 3 Last day of school for remote sch
MON 6	TUE 7	WED 8	THU 9	FRI 10 End of school year
JANUARY 2011				
MON 10	TUE 11	WED 12	THU 13	FRI 14
Training for Supervisor positions				
MON 17	TUE 18	WED 19	THU 20	FRI 21
Training for SL1 & SL2 (B5 & B6) coaching positions				
MON 24	TUE 25	WED 26 Australia Day	THU 27	FRI 28
SL1 & SL2 (B5 & B6) coaches in place for the start of the school year				

FEBRUARY 2011				
MON 31	TUE 1	WED 2	THU 3	FRI 4
MON 7	TUE 8	WED 9	THU 10	FRI 11
MON 14	TUE 15	WED 16	THU 17	FRI 18
MON 21	TUE 22	WED 23	THU 24	FRI 25
MON 28	TUE 1	WED 2	THU 3	FRI 4

Ref: 10/196611