

Expression of Interest – Independent Public School



Consultation process:

Parents: The Independent Public Schools initiative has been discussed at the last two Parents & Citizens meetings. At both meetings the P&C were supportive of the school proceeding further with an EOI.

Staff: The IPS agenda was first raised at the Term 2 LCC meeting. At this meeting it was agreed that the school would look to direct staff to the information provided by the various groups (ie: EQ – IPS Site & Powerpoint & QTU materials) and allow staff the courtesy of being able to form opinion on what they believed was in the school's best interest free from coercion or overt persuasion from those stakeholders with a vested interest.

Each staffroom was supplied with a copy of the materials from the One Portal site.

A discussion board item was created on the school's One Note Communication facility. The purpose of this was to allow staff to note issues they felt needed to be considered/addressed should the school become an Independent Public School. The few teachers who saw some potential issue were satisfied with the response provided regarding the issue noted.

Following a direct request from staff to specifically address some issues (ie: power to Principal's to hire and fire, key component of initiative was to shed older staff, explain the notion of a One Note budget) a joint presentation by Principal and QTU representatives was held on Monday 20 August.

Business & Industry Business & Industry have accessed information about this agenda through the general media, school newsletters, interaction with the School to Work Liaison Officer and through groups such as the Trade Training Centre Governance group.

School's Capacity to assume greater responsibility for their affairs

For the last three years, Aldridge has been a National Partnership Low-SES school.

A key part of this program was the setting, and monitoring, of explicit school performance targets. These performance targets aligned to the four year Strategic Plan that had been developed through consultation within the school and with the broader school community.

Aldridge's key performance markers (NAPLAN, Year 12 Outcomes, Student Attendance) remain above like schools in all areas.

In 2012 the school was also a part of a facilities trial where a number of select school were able to access planned maintenance money to self manage identified maintenance projects using tradespeople and contractors based on a school managed tendering process. During this trial Aldridge upgraded the floors and storage areas in two art rooms, all the vinyl floors in the Manual Arts building and a kitchen and dining room.

Both Financial and Teaching & Learning Audits support the school's assessment that the processes and protocols in place are of a high standard and that the school as an organisation reflects on feedback as a means to be a learning organisation (eg: T&L Audit 2010 – 8 Mediums; T&L Audit 2011 – 5 Highs & 3 Mediums).

All staff at this school have been engaged in the Developing Performance Framework for two years. It is accepted by most as a key platform to our continual improvement.

Potential Benefits for Students:

Aldridge is a major prac teacher placement school for USQ (as well as taking UQ, QUT & CQU students). The opportunity to assess pre-service teacher's fit for this school during their final practicum exposure & then being able to offer placements where vacancies exist would be of great benefit to students as it would ensure that they were being exposed to quality teachers.

Lower level facilities maintenance will be done more efficiently. Students do perform better in an environment that is well maintained and looks good.

Innovative Programs

Literacy and numeracy

- Engage & train teacher-aides for targeted reading program with Year 8 students
- Group classes in English & Maths based on Year 7 NAPLAN results & then ongoing performance in Year 8 & 9 (Reviewed each term)
- Create opportunities for collaborative planning amongst English & Maths staff
- Engagement of Year 12 Maths B & C students to tutor Year 8 & 9 Maths students (school service)
- Targeted literacy skills development
- Ensure all GLA's allow teachers to utilise ICT skills to engage/capture student interest

Improving science performance of students

- Classes grouped in Year 8 and 9 according to ability (NAPLAN & then school results)
- Create opportunities for students in Year 10 to concentrate studies in the Sciences (prep Physics, Chemistry & Biology)
- Directed Science staff PD to utilise ICT's, provide opportunity for collaborative planning using digital resources

Developing teachers capacity to teach Literacy, Numeracy and Science

- Identification of a literacy/numeracy mentor teacher to (i) work with English & Maths staff in Years 8 & 9 who do not have either as their primary teaching area (ii) work with feeder schools on National Curriculum to link Yr 7 curriculum to Yr 8
- Create links to key feeder schools through delivery of some programs by ASHS staff to Year 6 and 7 students. (Year 7 to 8 Transition program & Year 6 G&T program)

Developing staff capacity to understand & use data and personalise student learning

- Engagement/training of specialist teacher aides in Maths & English to assist in data analysis, identification of class specific learning needs

Closing the gap for Indigenous students and developing a culture of high expectations for all students

- Increasing on site time of Community Education Counsellor (Home Liaison Officer) to support & monitor indigenous students
- Individual Learning/Education plans developed for every indigenous student
- Regular monitor & updating of Individual Learning/Education plans

Enhancing students engagement with/attitude to school

- Peer mentor program (link Senior students/leaders with specific junior classes to act as role models/mediators)
- Publicise importance of attendance through newsletters, billboard & direct mailings home to students falling below school attendance targets
- Early application of warning phase for enrolment cancellation
- Recognition of students achieving 100% attendance each term.

Positive Behaviour Support - Reducing School Disciplinary Absences where behaviours issues are consistently high

- Key identified staff members (Case managers) to support/ follow up on student issues
- Rationale for Year 10:** Key transition time. Students need to be closely monitored for behaviour, academic engagement at this time
- Creation of a cross campus AEP program for students struggling with behavioural requirements at school.
 - Continuation of Meritorious Certificate process, Virtues Postcards recognising positive student behaviours

Student wellbeing and support

- Continue current GO, Chaplain, School Nurse & Year Level Co-ordinator structures
 - Structured student leadership program for each Year level
 - Creation of a school radio station
- Rationale:** Increase student involvement in school, enhance communication & decrease recess behaviour management issues.
- Casual employment of students at risk of missing opportunities (ie: employ students gifted in a sport but from a low income family to do work at school – groundscre – to pay for inclusion in representative teams – Wide Bay & Qld)
 - Week-end openings of the Library (every Sunday from 8.00am to 12.00)
 - Employment of a School to Work transition Officer with a brief on Work Experience, SAT's & Structured Work Placement – employed on a user pay basis

Partnerships with Higher Education, Training and Business that promote meaningful pathways

- Link with Beacon Foundation to enhance school – business links
- Creative writing program link with University of Sunshine Coast
- UQ Headstart programs
- Engagement with the Trade Training Centre both teacher & ancillary
- Link to University of Southern Queensland through programs such as Head Start & Nursing

Improving parent reporting – particularly around student wellbeing

- Increase contact with indigenous families through engagement of a Home Liaison Officer position
- Logistical support for indigenous parent meetings (administrative, catering)

Improving teacher quality and workforce planning

- Targeted PD especially in English, Maths & Science to allow for collaborative planning, production of widely accessible planning & assessment documents (digital) & to promote group analysis of subject linked/based data (NAPLAN, Levels of Achievement, UNSW, Behavioural referrals etc)
- Continue close links with USQ teacher practicum groups to identify & engage quality graduates
- Risk manage loss of very experienced English & Maths staff by engaging graduates/teachers early in careers in these departments to learn from experienced staff before they retire (promoting to experienced staff a gradual phase out – 0.8 FTE to 0.6 FTE then retire)
- Explicit directed PD aimed at enhancing ICT knowledge & use in a productive pedagogical sense

General

- Ensuring that the community's first impression of the school is a positive one by enhancing school appearance (ie: landscaping, gardens etc)

School Council Commitment

- From 1996 to the early 2000's this school had an operational School Advisory Council. Having been a Deputy at the school at that time with a significant brief in the development of this group I am more than happy to commit to the creation of a School Council.

Les G Higgins
7.9.12

Independent Public School Submission

ASHGROVE STATE SCHOOL

Objective

Being an Independent Public School will give Ashgrove State School the opportunity to be one of the leading primary education institutions in Australia.

These are the values that for Ashgrove will define our school as a leading primary education institute:-

- 1 Students are put first
- 2 Outstanding academic outcomes for students
- 3 Well rounded education
- 4 High levels of community support and engagement
- 5 Futures orientated curriculum
- 6 Professional staff
- 7 Innovation is a feature of the school
- 8 Alignment of Resources to student need

Background

The school is currently extremely successful with stable school leadership, a highly experienced and talented workforce and a fully engaged school community who are very supportive of the school, the staff and the student body. The school is ideally placed to be a first round independent public school due to this level of support from all sectors of the school community. The school has had a fully operational school council since 1998. The council represents the parent body, the staff, the P&C Association and Education Queensland. It meets a minimum of once a term and has had a key role of providing the strategic direction to the school and works as a board of review to ensure accountability and transparency at all levels. The school council consists of all cross sections of our school community and includes small business operators, law firm partners, teachers, school support staff and CEO's of multi-national companies.

The Independent Public School Submission for Ashgrove State School is based on the following attributes:-

1. Enrichment Programs for children in Reading, Writing and Number.

Realign staffing to provide Maths enrichment teaching from Years 1 to 7

Provide enrichment workshops in areas such as Reading and Writing. To be selected the school will chose students by using data or selection criteria for these programs.

The school to realign staffing to have a part time coach working in classes assisting teaching staff with the pedagogy of explicit instruction and gifted and talented education. The coach will also provide enrichment activities that assist with higher order thinking strategies and cater for the individual needs of learners.

The aim of these programs is to move students from highly capable to outstanding. The school already has excellent NAPLAN results, through these programs it is expected to further enhance the number of students in the top two bands of NAPLAN.

2. Introduction of a middle management program to the school in the form of year level co-ordinations. Provide each of the eight year level coordinators a professional learning grant plus additional non-contact time for this role.

Outcomes expected:-

Alignment of curriculum across year levels

Clear and explicit benchmarks for Ashgrove students

Horizontal progression of standards and benchmarks
Seamless transition for students when staff are absent
Enhanced communication in year levels
Mentoring of new staff
Monitoring of work standards
Consistent pedagogical framework throughout the school

Feedback and coaching to year level colleagues

Through this program it is expected that staff would have a consistency of practice in planning and delivering curriculum, thus enhancing student learning outcomes. Within this process staff will be coached to develop and enhance their personal leadership and thus enhance the leadership capacity of the school.

3. Create position of Data Coach whose role will be to:-

Analyse school data, identify trends, establish overall school targets with the Principal.

Work with year level coordinators to identify trends and develop year level action plans and targets.

Work with individual teachers to identify trends in data and assist in pedagogical adjustments.

Track the individual progress of every student in the school twice a term to ensure that every child's learning is improving in all curriculum areas.

4. Enhanced office capacity.

Redefine office to meet the demands of an Independent Public School and the associated accountabilities.

5. Changes to the school day.

Currently the children who can least afford to miss school are the ones who are often withdrawn from class the most. By conducting Learning Support classes, enrichment programs, instrumental music before or after school, this potentially reduces the amount of time children miss out on valuable learning instruction.

Teachers and support staff will have the opportunity to work alternate arrangements.

6. Tutorials

To advance student learning in key learning areas, the school will conduct student tutorials after school hours. Ashgrove parents play a crucial role in partnering the school in educating all of our students. It is crucial that the school conducts regular tutorials for parents in key learning areas. These could include how to help your child with:- reading, comprehending, mathematics, Pedagogical language (known as the 'Ashgrove Approach'), goal setting and achievement, developing effective study habits and getting the most out of homework. Teachers and other support staff have the opportunity to work alternate arrangements.

7. Maximise the use of School Facilities

Currently the school has buildings with the total asset value in excess of 25 million dollars. These buildings are in operation less than 50 % of the time. The school intends to open resources to the school and wider community during non-school hours for the benefit of students, school families and the local community. The school also proposes to operate a Homework Centre in Computer Laboratory and Resource Centre after school hours. Staff will be provided with the opportunity to work alternate arrangements to allow this to occur. The P&C will engage a facilities hire manager to allow enhanced community usage of buildings by community groups.

8. Human Resources

The school community welcomes the opportunity to shape and tailor the workforce to meet the needs of a future. The school has established a strong set of values and they are keen to invest and retain staff who share and demonstrate these values. The school, under the direction of the school council, have developed a workforce management plan which they would like the opportunity to implement to enhance student learning outcomes and provide the students of Ashgrove with a well-rounded education. By tailoring and shaping the workforce at the school level it allows for staffing to occur in a timely and effective manner to reflect that we are a highly organised and professional learning organisation.

9. Curriculum Leadership.

Provide Curriculum Team Leaders with additional non-contact time for these roles and additional Teacher Aide time to support the role. This will ensure that the curriculum of the school remains future focussed and that that resources align completely with the National curriculum. By enhancing the role of curriculum leader this will advance the leadership density of the school. This will be demonstrated by each Curriculum Leader developing a strong vision for their curriculum area, which aligns with the school vision. Horizontal progression of curriculum and curriculum resources will be a feature of all subject areas. Communication between year level co-ordinators and curriculum leaders will be enhanced for the benefit of student learning.

10. Links with local community

The school council, in partnership with the P&C, are keen to develop partnerships with businesses and the local community to further advance the school. In conjunction with the school, the school council and the P&C Association have established the Business Friends of Ashgrove concept and as a school community wishing for this to be developed fully under the Independent Public Schools model. The school has a rich tradition which dates back 135 years, the opportunity to develop a Former Students Group also provides the school with an exciting opportunity to advance the school.

Consultation

Ashgrove State School is the hub of a vibrant local community. The school enjoys strong support from its school community as is demonstrated by the high levels of parent involvement in the school. Parents are a feature of all classrooms and also work in a variety of capacities to help advance the school for the benefit of the students. This level of support is seen in the P&C which is a strong and dynamic body along with numerous very active sub-committees. The parents play a strong role in supporting fundraising initiatives with the annual school fete making a profit of over \$100, 000 which is a reflection of the spirit in the community and the commitment of the parents to enhance the school facilities.

The school initiated discussions around the potential benefits of being an Independent Public School from the May P&C meeting where our local Member and Premier, Campbell Newman, discussed the topic with the full meeting of the P&C. Since this time, all in the school community have had the opportunity to be involved in the discussion surrounding whether the school would nominate to be an Independent Public School.

The following bodies have been involved in the discussion on the school applying to be a round one Independent Public School and have assisted in formulating the proposal:-

The Ashgrove State School P&C Association (unanimous support)

The Ashgrove State School Council (5 parent reps, 5 staff reps, P&C President & Principal) (unanimous support).

The Ashgrove State School Teaching Staff (strong support for the proposal with the vast majority supporting, 3 abstaining and no staff opposed) QUTU secret ballot supported the application.

The Ashgrove State School Teacher Aides (unanimous support)

The Ashgrove State School cleaners and facilities officer (unanimous support)

The Ashgrove State School Office staff (unanimous Support)

The Ashgrove State School Parent Network (2 Parent Reps per 28 classes) (unanimous support)

The Local Consultative Committee (unanimous support)

The School Council Chair, P&C President, a Parent Representative and the Principal met with the local MLA for Ashgrove, Premier Campbell Newman. This meeting discussed the schools proposal to become an independent school and the proposed benefit to student learning. The school's application has the Premier's full support, as can be seen by attached endorsement.

Regards

Patrick Murphy

Principal

Ashgrove State School

We have an active P and C who take a keen interest in working with our school to support learning and teaching. We have a signed learning partnership through the local PACE program and work with local community group Kurbingi to engage parents of Indigenous children, in our school life. Increasingly, our parents are demonstrating the value the place on their child's education for example a 30% increase (from 2011-2012) in commitment to the Student Resource Scheme and 75% participation in the take home one to one laptop program. Given the socio-economic status of some of our families (School ICSEA of 955) this financial commitment is a sign of confidence and willingness to invest in their children's education.

2.3 Commitment to Establish a School Council

We are in a strong position to establish a School Council. We have links across industry, local business and community groups who are interested in the strategic direction of our school. I have chaired School Councils in two previous schools (one a Phase One leading school). I understand the obligations and responsibility of governance procedures. I am a Director on the Board of the Queensland Education and Leadership Institute and the Chair of its' Education Sub-Committee.

3. Potential benefits for students and the broader school community

3.1 Students and families

We have a diverse student group at Aspley (ICSEA 955; LBOTE – 12%; 9% Indigenous; 61 students enrolled in the SEP) and have established academic and vocational pathways with improving QCS means and increasing QCE completion rates. For many of our families, we are the "first in family" education experience for both graduating from high school and entry to university. The key for our students is to lift their literacy, numeracy and attendance to levels that ensure they remain engaged and are able to graduate with a valued and recognised qualification. The learning innovations listed in section 4 will enable us to be more responsive to these groups. With increased flexibility, Aspley High is well positioned to implement the after school programs, literacy, numeracy and reading innovations to respond to the high demands of these first in family students.

Our students express a strong desire to be proud of their school – its' programs, reputation and facilities. We want to take greater ownership and responsibility for the maintenance and upkeep of our campus. As a school about to turn 50 (in 2013) greater efficiencies in the maintenance of buildings and grounds will be very useful and provide better value for money for the tax payer. IPS status would provide us with the increased capacity to further develop partnerships and links with local community to enhance and maintain our facilities.

3.2 Broader school community

The economic advantages for those who complete year 12 and engage in further education is well researched and documented. Increasing the numbers of "first in family" to graduate will translate to real economic and social change in our local community. Engaging our students and families through extending the school day and senior mentoring programs will provide students with opportunity to participate in programs they are currently unable to access.

Our school is positioned close to one of the largest and most diverse industrial hubs in Queensland. Developing real partnerships and pathways including participation in our school governance process, will enhance the social capital of our local community and provide real economic benefits to those businesses.

4. Innovative educational programs and practices we will implement

These innovations have been designed by our staff to maximise the learning opportunities our students are able to access through their secondary schooling. As you can see, there are curriculum and structural reform ideas that are targeted at the disadvantage a large number of our students experience. However, we also understand the role effective teaching has in this improvement agenda. We acknowledge that we have a responsibility to improve our own learning to improve our teaching and our educative practices. This is why we are keen to explore the innovations in 4.3.

4.1 Student Learning innovations

4.1.1 Senior Schooling pathways renewal

Monitoring and mentoring:

Currently, we have a strong culture of monitoring student achievement and intervening at critical points. We are really keen to move to a supported mentoring program where each student has the additional support of an academic mentor or a vocational mentor. Currently, we have some of this in place and realise the high impact this has on our students. For many of them, the academic support is not available in the home. While parents are reasonably supportive of schooling, their own capacity to support at the senior secondary level is varied. We believe, with flexibility, we would be able to deliver that mentoring support at school.

Structure and timetabling:

We welcome the capacity to make local decisions around structure and timetabling to ensure senior pathways remain viable and responsive to the changing external environment our graduates are entering. Renewal of our vocational pathways has been started with our VET curriculum offerings of majors and minors (i.e. packaging high level certificates as majors with mentoring and work placement by teachers as case managers). This has been in response to the declining engagement of students in the vocational curriculum. Maintaining viable pathways and subject offerings for tertiary entrance is critical for the many "first in family" aspirational students we have. Opportunities to vary the mode of delivery to our students to include "lecture style" and most importantly, "tutorial style" and mentoring, while leveraging the "e-learning" possibilities is an area of interest to a number of faculties.

4.1.2 Junior Secondary Australian Curriculum delivery

Our school wants to be able to respond to time allocation recommendations for Junior Secondary Australian Curriculum with clarity and purpose. We believe that our students are entitled to strong programs of literacy and numeracy, delivered in allocations of time that allow them to develop strong learning routines. We want to be able to tailor our future workforce to reflect our students' needs in literacy and numeracy and to develop timetables that support this position. This includes structuring the Junior Secondary curriculum offerings to include minimum literacy/numeracy and reading competencies for each student before they are able to access electives.

4.2 Parent and community engagement and support

4.2.1 Extending our school day with enrichment and community based after school programs

In 2013 we are offering one extended school day to our year 8 students. This is in response to feedback from local primary parents and teaching staff. The extra lesson is literacy and numeracy, delivered by volunteer teachers using individual flexible arrangements. We are in discussions with local community groups to extend this to include active after school activities and enrichment. Increasing our autonomy in this area will allow us to develop a sustainable model that would give our students access to programs they would otherwise miss out on. We would like to be able to offer structured and supervised enrichment on four out of the five school days by engaging local community/industry groups and teaching staff in planning and delivery of the program. (e.g. creative industries enrichment; personal development programs; sport activities)

4.2.2 Support for at risk families

We have a number of families who experience difficulty modelling acceptable school attendance levels to their children. We work with our local primary schools in transition to identify those at risk. We have a range of engagement strategies in place to "hook" them into High School. Our school is keen to further the engagement of our local community groups in supporting these families and in ensuring their children are effectively engaged in school.

4.3 Teacher learning and performance development

Teaching staff are keen to investigate how flexibility in class allocations and delivery of senior subjects could provide more opportunities for professional learning communities and teacher learning and development. We would like to explore ways to embed professional learning more meaningfully in the daily practice of teachers. Currently, we use instructional rounds and observations in our developing performance agenda. We would like to investigate including scheduled immersion and mentoring practices that would be enabled by the flexibility in timetabling offerings listed in 4.1.

We hold a unique position as a school leading the learning in the Art and Science of Teaching in our region. Our school hosts many visits from our colleagues and work with a range of clusters in sharing the work we have undertaken in adopting this pedagogical framework. We have worked with our LCC in designing our DPF to align with the ASOT framework. Building strength and capacity in instructional leadership through sharing our model of implementation is something we wish to continue.



Banksia Beach State School - Independent Public School

Dream, Believe, Succeed

learning pathways can be maintained through flexible staffing utilized on a weekly basis rather than a semester allocation.

5. Increased financial flexibility will allow leadership team in conjunction with LCC and School Council to set and achieve short and long term priorities.

Outline the innovative educational programs or practices the school will implement.

Curriculum offerings – Centres of Excellence in Science, Music and Sport

Banksia Beach State School already has a well-deserved reputation for musical, science and sporting excellence. Becoming an independent public school would enable us to create centres of excellence through innovative timetable allocation and recruitment of a specialized team. Students accepted in to the music/sport/science centres of excellence would have their core subjects for three days a week and then complete all excellence commitments during their extension days. Flexible staffing will allow the excellence classes to operate as a separate identity, thus reducing interruption to other classes. We will form connections with Conservatorium of Music, Maryborough Music Conference, local members of established high performance sporting and musical groups, guest conductors, coaches, CSIRO, Australian Science Teachers Association, Department of Primary Industries and local Scientists including local expertise of Dr Ben Diggles. Excellence school days hours may vary depending on calendar of events and scheduled performances.

Students at Educational Risk

As an independent public school we will utilize the current vacancy in support teacher for literacy and numeracy to innovatively redefine the way we maximize student learning outcomes and ensure no child is at educational risk. We would follow the Ben Levin model of intervention and devise specific and explicit instruction for 5 week period setting SMART targets with detailed deliverable outcomes. Some examples of this would be:

- Preprep – Term 4. Those students who are identified as having no participation in C&K programs or equivalent will be able to participate in a 5 week preprep outreach program, running parallel to current programs.
- Prior to Prep Brigrance Test administered - Students identified as below age appropriate to participate in a 5 week intensive course in Term 1, concentrating on speaking and listening and early literacy. STLN time would be utilized to free identified high performing prep teacher to deliver program.
- Year 1 – PAT R administered mid Term 1 of Year 1 to identify bottom 20 scores. 5 week program in Term 2 9-11am and 11.45-1.15pm for intensive work in literacy.
- New Students in Years 2-7 – Screened at the end of Term 2. If not at Banksia Beach Benchmarks, then Maths and Literacy Intensive Program for 5 weeks each.

Infrastructure

As an independent public school we will look to upgrade facilities and resources through joint infrastructure projects. Discussions have already commenced with local builders, council and developers around joint science and sporting facilities. These facilities would benefit the entire community.

Banksia Beach State School is excited about the prospect of becoming an Independent Public School. Our improvement journey over the last six years has us well positioned to take advantage of the opportunities to unite with our local community and maximize student outcomes through innovation.



Belmont State School – IPS Application

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CURRENT LINKS WITH BUSINESS COMMUNITY

(selected, subject specific eg. Science)

- Queensland Academy of Sport (QAS)
- Chandler Sporting Complex
- Clem Jones Sports Centre
- Carina Rugby League
- Carindale Businesses
- Mt Gravatt Bus Company
- Brisbane City Council
- Salvation Army
- Bunnings
- Australian Rugby League
- Qld Junior Development Rugby League Squad
- Australian Football League
- RSPCA
- Various medical Practitioners

This is list not exhaustive.

INNOVATIVE EDUCATION PROGRAMS

As part of the consultation process, all parties were invited to submit ideas that would contribute to innovative educational programs to further develop potential student outcomes. The leadership team has considered suggestions and the following list provides an insight into our forward thinking.

- Use of technology to advance teaching and learning, e.g. robotics, laptop lab, ipad program.
- Artists in residence program
- Curriculum Co-ordinator position for each year level (P-7)
- School Liaison Officer
- Visual Arts Program
- Environmental group and SEMP
- Gifted Education consultation and implication processes.
- Continue to strengthen links with Qld Academy of Sport, eg. Diving and gymnastics program.
- Development of a "sister international school.
- Recycling program
- Build on current use of research to guide practice.
- Develop and support our own BSS Ready Readers Program (currently largest in state)
- Music Extension Program
- Japanese Cultural Tours

THE SCHOOLS' CAPACITY TO ASSUME GREATER RESPONSIBILITIES FOR THEIR AFFAIRS

- We have taken greater responsibility for the delivery of Teaching and Learning practices to benefit all children. This is evidenced by our Teaching & Learning Audit results of:
 - 2010 - 4 High, 4 Medium
 - 2011 - 3 Outstanding, 5 High
- Our leadership team over the last six years has been able to successfully consult and negotiate with regional HR to initially manage a very difficult staffing situation in the school to now having a learning environment which is conducive to high academic performance.
- As partners the P&C and school has an air conditioning program in place to air condition all classrooms on a 50/50 subsidy basis. This will be completed fully in 2013.
- As a leadership team and school staff we have demonstrated a very successful level of ability to manage and take greater responsibility for our affairs by; strategically managing our facilities by carefully choosing QBuild or contractors to meet budget, timelines and quality of product. Additionally we have worked with our P&C Association to harness additional funding to provide additional facilities. An example of this would be the 2008-2009 injection of \$300,000 to build a Multi Purpose Centre.
- On my arrival at Belmont in 2006, flooding of the school site was a major issue. Consultation with facilities and subsequently sub contractors saw a project in excess of \$1.5 million successfully rectify this situation.



Brightwater State School

Innovative Educational Programs and Practices:

The Brightwater State School strategic plan and school establishment process is founded upon the desire to deliver:

"21st century education integrating technologies and engaging students in ways not previously possible, creating new learning and teaching possibilities, enhancing achievement and extending interactions with local and global communities" (Contemporary Learning – MCEETYA 2005)

As a result, all that we do in terms of planning, leadership, systems, processes, financial management, staff capability building, resourcing, teaching and learning is focused on implementing 'authentic' 21st century teaching and learning experiences to improve student outcomes.

Our school has swiftly gained a reputation across the Sunshine Coast as a high quality state school delivering personalised learning for today's contemporary learners. Approximately 1/4 of our student population have come from the private school sector as parents recognise that our pedagogical approach is one that will well prepare their child for life beyond primary school.

In order to engage with our students, personalise their learning and improve student outcomes we have designed and implemented the following programs:

- iLearn 1:1 laptop program available to all students in Yr 4-7,
- Robotics program for students in Prep – Yr 7, focusing on higher order thinking, science and maths,
- Edstudios for every class; providing students and their families with online homework extension, revision and support tasks,
- iPad learning for Prep – 3 students focusing on literacy and numeracy skills,
- I-Team extension program for students wanting to learn the technical and programming aspects of ICTs,
- Enrichment programs delivered in 6-week modules in English and Maths for students achieving at a high level and requiring challenge and extension.
- Dance Excellence program for selected students in Yr 4-7.

The IPS initiative will allow us to build on our strong start in terms of student engagement, personalised learning and improved outcomes.

If successful with our submission we plan to:

- be a leading primary school in the teaching of Science, Technology, Engineering and Mathematics. Our belief is that primary schools need to ignite in young students a passion for these subject areas before they move on to secondary school. The social and economic demands of the 21st century provide a need for educators to ensure that students leave school equipped with the skills necessary to gain employment in a global and industrialised society;
- build on current workforce plan to recruit staff that have specialised capabilities in order to contribute to program development, staff capability building and curriculum delivery;
- increase student interest, understanding and outcomes in science by including science/engineering as part of our suite of specialist subjects. This program will be planned, delivered and assessed by a specialist science teacher using our purpose built learning space;
- increase student interest, understanding and outcomes in mathematics by creating a leading teacher position for Maths and Technology. This leading teacher will act as a coach working alongside teachers to improve pedagogy as well as providing enrichment programs for students achieving at a high level in this subject area;
- collaborate with Sunshine Coast University to enrich and support the learning of our students as well as providing opportunities for undergraduate students to extend their knowledge of ICTs, Science, Mathematics and teaching;
- coach/support primary educators from other schools in the implementation of these disciplines using 21st century pedagogy;
- explore the concept of implementing interschool enrichment opportunities for primary students in Science, Engineering and Mathematics similar to the interschool sports model that is currently run across the region;
- establish learning links with local secondary schools to foster a smooth transition from primary to high school;
- establish learning links with national and international schools/universities to enrich student learning;
- build upon the current partnership we currently have with Apple computers to enrich student learning and support other schools with the management and pedagogy required in 'Apple' schools.

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Email: admin@brightwaterss.eq.edu.au

4. Innovation

Innovation at State High is seen as opportunities that allow us to focus on our instruction core, to provide additional opportunities for students and provide system-wide benefits. A core value of the school has long been "we honour traditions and encourage innovation". We would like to establish a specific focus on innovation through the establishment of an innovation unit to develop:

1. Specialist Programs

We would like to explore the expansion of the range of specialist programs beyond those traditionally associated with State High. There has been a long term desire for a language immersion program but we also see possibilities in building on our strengths e.g. packaging programs to support large numbers of students who wish to pursue medicine or engineering. This would involve some specialist curriculum (eg. WA's anatomy syllabus, mentoring and work placement opportunities).

2. Professional Learning Community (PLC)

We would like to find ways of sustaining weekly PLCs for staff in pedagogy, data and facilities and align staff development and performance with these. This will require adjustments to the school day, support from designated coaches and the use of collaborative techniques.

3. Extra-curricula program

To sustain the current extra-curricula program a radical re-think of the current structures is needed. For example, we need to consider each sport as a separate sporting club with all the associated support structures. This is also true for the music program and other activities. Specialist trainers and development programs for athletes are part of this picture. Equally, harnessing the support of sponsors and alumni provide extra capacity to attract appropriately qualified volunteers and personnel as well as costly equipment. Considering the creation of different types of positions in coaching and coordination is needed. Staffing policy can be developed to support and sustain the efforts of our staff eg. Limited tenure.

4. Multi-campus

Increased flexibility assists the school should a multi-campus option be pursued.

5. Location

- Exploiting the location of the school by clever use of inner city space and sustained thoughtful access to local education and arts partners is an area of interest.
- Commercial, community use and joint use opportunities will be explored. Eg. Art Gallery space managed with a sustainable partnership.

6. 21st century skills

We want our students to develop skill sets that prepare them for now and the future:

- Collaboration with diversity (eg. By setting up MIT researched learning spaces in physics),
- Subject discipline expertise with a broad classical education (eg. Establish literary and philosophy circles), and a
- Focus on technology with strengths in data analysis (eg. Global collaborative projects).

7. Smart facilities management and development

We have a number of unique facilities issues and plans, across five sites. We're looking at long term, creative ways of maintaining and developing the existing sites.

8. System Benefits

We would like to establish a network of IPS schools (as it grows) and offer a program of walk throughs, professional learning opportunities and collaborations to continue the development of this work.

Independent Public School Application

1. Consultation (See Appendix 1 for Process of Consultation)

Summary of Outcomes of Consultation

Who	How	Summary Outcomes
P&C	Presentation and Q&A	Nomination endorsed by P&C
Parents	Newsletters Survey (on-line)	72% of respondents in support. Major concern expressed was that the cost of schooling would increase. Addressed this issue through newsletter.
Business Partners (BCCC, C&K, Calamvale Business Network)	Letter Survey (on-line)	Respondents supportive.
Staff	LCC Presentation (live) Presentation (live on i-connect and recorded for viewing anytime anywhere) Combined Unions meeting Feedback through on-line space Q&A meeting Paper and online survey	LCC endorsed process for consultation and Union Representatives engaged actively in the consultation process. Staff consultation supported the submission of the nomination.

2. The school's capacity to assume greater responsibility for their affairs

Calamvale Community College is a P-12 campus with an enrolment of 2200 students. It is a large vibrant community which has the capacity to self-manage many of the aspects highlighted by the IPS program.

The College is characterised by a comprehensive strategic, line management and operational leadership structure (See Appendix 2).

Leadership Density - Teaching

The leadership team of 22 (Futures Team) includes an Executive Principal, three Heads of School leading delivery to large sub-schools, an Associate Principal leading Whole College alignment, DPs, HOCs and HOSES. The Futures Team engages in the strategic direction setting of the College.

Leadership Density - Non-Teaching

The Business Services Manager (A08) and three A03s, Human Resources, Facilities and Finance lead a team of 63 non-teaching staff in the delivery of services to students, families and staff.

Current examples of operation which demonstrate the College's capacity to assume greater responsibility.

Area	Scope of Operation	Capacities demonstrated
BCCC	Shared facilities including the Sports Centre and ovals. These facilities are used extensively weeknights and on weekends by local sporting clubs : AFL, Soccer, Cricket and Basketball.	Joint Development Agreement (Ovals) Joint Development Agreement (Sports Hall) Stakeholders Management Committee
C&K Kindergarten	The CCC BER funded facility currently hosts a kindergarten program run by C&K. This includes a before and after school care program and was developed with the capacity to run a Family Day Care agency.	Facilities and service agreement Management Committee
Griffith University partnerships	A range of partnership programs: Research project reviewing CCC Middle School in terms of the Junior Secondary agenda. Griffith Connect partner school. In 2012 trialing with the University one on one interviews with all OP eligible students and families with GU admissions officer at the school site. Major sponsor of annual CCC Quality Teacher Awards.	Research agreement and reviewing practices in terms of external research Development of innovative partnership agreements Ongoing sponsorship agreement
Calamvale Business Network	CCC facilitates a local business network with approximately 115 members including, Local and State politicians, local services, industries and businesses.	Strategically facilitate a community organisation which represents the breadth of the local community. Extensive sponsorship arrangements
Service delivery to 2200 students and their families daily	Managing the educational, welfare, resource provision for students and their families from Prep to Year 12.	Effective and efficient management of a large and complex organisation.
Workforce Plan	Workforce planning developed collaboratively with relevant stakeholders to ensure transparent and accountable processes in the College.	Strategic workforce planning Collaborative and transparent Human Resource processes. Effective and active LCC Negotiated staffing arrangement already exists.
3 Trees Restaurant	Student run restaurant opened to the public weekly. Training facility for industry Certificates.	Current Liquor License holder.
Operational management of Regional Services	Alternative Centre of Education Speech Pathologists	Management of beyond College entities.

3. The innovative educational programs or practices the school will implement and the potential benefits for students and the broader school community.

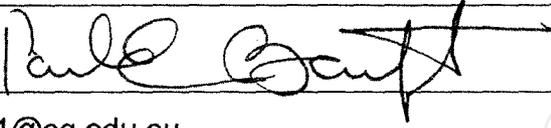
The development of a Calamvale Education Precinct has commenced with the agreement in 2012 of our Strategic Improvement Agenda to create alignment to optimise on the potential of 10,000 hours of schooling from Prep to Year 12

Golden Threads of Alignment P-12

1. Pedagogical Framework: the CCC Way
2. Coaching and Feedback: The Three Tier Model
3. E-Learning
4. Data Culture
5. Academic Excellence

Area	Current	Future Development	Outcomes for Students
0-4 years Hub	A Kindergarten managed by C&K currently operates on the CCC site.	<ul style="list-style-type: none"> • Identify local services for children and families in the 0-4yrs age range. • Use local demographics to craft nature and cultural consideration of services. • Facilitate a service hub which caters for this community. • CCC creche for staff. 	Facilitate the best start to schooling for children in our community.
Griffith University Partnership	Research on Junior Secondary. Trialling new facets of Griffith Connect program.	<ul style="list-style-type: none"> • Preferred site for preservice teacher observation and practicum in Junior Secondary. • Extension of entry pathways programs for Senior School students. 	A learning workforce knowledgeable in the teaching and learning characteristics of the Junior Secondary phase of schooling. Tailored entry pathways for university bound students.
Calamvale Business Network	CCC facilitates a local business network.	<ul style="list-style-type: none"> • Lead a community consultation - "A Better College through Public Engagement". • Including: visioning the preferred community and school, issues, mapping community and school assets, development needs. 	Student access to local employers and real life learning experiences An educational experience that aligns with the aspirations of the local community
Leader in e-Learning and Instructional Leadership P-12	Developing a P-12 continuum that underpins technology solutions as defined by developmentally appropriate pedagogy. Developing a business model to support access to Symphony of Teaching & Learning state-wide.	<ul style="list-style-type: none"> • Development of an Instructional Leaders Program for HODs (Symphony of Teaching & Learning Program 2). • Become a model site for embedded e-learning as a tool for instructional leadership P-12. • Implement a BYO device model in targeted sectors of the College. 	Teaching and learning practices and environment for creative citizens of the 21 st Century
Excellence Pathways – P-12	Development of an Academic Excellence Pathway P-12. Model differentiated at different junctures to reflect	<ul style="list-style-type: none"> • Develop excellence pathways P-12 in Arts, Sport and Vocational Education. • Develop partnership with external providers for after school tutorial 	Providing for achievement of all students

Expression of Interest (EOI) Form to become an *Independent Public School* in 2013

Name of school:	Cleveland District State High School
Principal: ¹	Paul Bancroft
Principal's signature:	
Contact email:	pbanc1@eq.edu.au

¹ Where there is an acting principal, the name and signature of the substantive principal must also be submitted.

Written application

In no more than three A4 pages demonstrate:

- broad consultation has occurred with:
 - staff, including the Local Consultative Committee
 - parents, including the Parents and Citizens' Association (P&C)
 - the wider community, including local businesses and industry
- the school's capacity to assume greater responsibility for their affairs
- the potential benefits for students and the broader school community
- outline the innovative educational programs or practices the school will implement.

For more information about the EOI process visit the Education Queensland website at www.education.qld.gov.au/schools/independent-public-schools/index.html

Application checklist

- ✓ • EOI form completed
- ✓ • school staff, parents and local community consultation completed
- ✓ • maximum three A4 pages written application attached
- commitment to establish the school council
- ✓ • school council already established
- ✓ • name and signature of substantive principal submitted (if applicable)
- ✓ • application submitted by 7 September 2012.

Submissions

Please send your EOI form and written application to IPS@dete.qld.gov.au by 7 September 2012 for consideration in the 2013 *Independent Public Schools* selection process

- Sustainable futures

Further development of the Community Language Centre to offer a wider range of languages to students and the school community – partnerships with Confucius Institute, AJWCF.

Cleveland Sports Precinct Cluster

The Cleveland sports precinct cluster was established in 2010 with the aims of growing the capacity of Cleveland District State High School and member sporting clubs to deliver high quality sporting opportunities in Cleveland. Since October 2011, a coordinator has been working with the Cluster as a Qld Government and Cleveland High sponsored Local Jobs Plan Coordinator to build a model of school and community sport that delivers improved outcomes for local participants, particularly those of high school age. Outcomes either in progress or expected over the next 12 months include

- 300 students accessing professional sports coaching in curriculum time.
- Creation of 250 hours paid employment for local community coaches.
- 100 hours access to specialist sporting facilities for students participating in school programs.
- Approx. \$11,000 cash and \$8,500 in-kind school facilities access for local community sports clubs.

Redevelop the Resource Centre - potential to engage in more community learning facilities/ opportunities and better use of resources, for senior students, parents and community groups.

The innovative educational programs or practices the school will implement.

- Languages** partnering with Confucius Institute and Hanban to promote mandarin Chinese across the Redlands – Bayside cluster of schools. Currently we are providing Mandarin as a second LOTE to four primary schools using Cleveland High funding. We are working with QUT and Hanban to financially support the Mandarin program in primary schools. Aim to move from zero Mandarin in the cluster in January 2010 to over 500 students in 2013. A new Sister School in China is being sought by Confucius Institute.
- Partnering with community organisations for development of the site of the previous Dunwich Secondary Department to ensure continuous usage as an educational facility by EQ.** Quandamooka Combined Aboriginal Organisations Forum (QCAOF), University of Queensland Marine Studies (Dunwich).
- Bayside Excellence in Teaching Alliance (BETA)** is operated by the school. BETA provides free professional development to teachers in the Redlands and often beyond. The school has a demonstrated leadership role in professional development around Dimension of Learning, Habits of Mind, ICT integration and global perspectives.
- Partnering with AJWCF** video conferencing with schools and wildlife organisation in Kobe City. Assist in development of Sister School and City relationship with RCC. Reciprocal visits.

Facilities:

Partnering with Redlands City Council to further develop school facilities as community resources.

- School/community hall**, constructed 1978, refurbishment. Hall is used extensively by school community groups mainly for arts productions. The venue is in the Redlands Show Grounds and is managed by the school. Council discussions to secure long term future of the venue for the school and community.
- Indoor sports hall** the school does not have any indoor sports facility nor ready access to one. Discussions with RCC to provide additional funding for another full size basketball court if we are successful in getting EQ assistance for the initial building. Preliminary needs analysis is under way.

Partnering with X- League to develop a substantial artificial sports facility on the main oval of the school. Submission sitting with EQ facilities for some time. Opportunity to progress this proposal now that the company has successfully complete two facilities in NSW and is beginning a third.

Partnering with SEQ Energy Pty Ltd to increase energy efficiencies by installing a full array of solar panels on the roof of the new Junior Secondary building. Development of new initiatives to become a green school.

A high proportion of the School's parents and business partners have expressed interest in nominating for positions on School Council as vacancies arise. These people demonstrate proven expertise in school governance through their professional lives and represent a wide professional cross-section. DPSS goes into the IPS program with strong backing, competence and capabilities demonstrated across the wider school community. Personnel with relevant expertise are committed to working with the School to prepare the business plan to underpin the proposed initiatives and confirm funding, management, and key performance indicators for each component.

The School has successfully completed various multi-million dollar projects including State Schools of Tomorrow, Building the Education Revolution, and Investing in our Schools. School Council and the Principal had key roles in design and construct, defects and rectification phases. Strategic planning, monitoring, and conflict resolution processes were required. The knowledge and skills of the Principal, Leadership Team, Council, and P and C Association were enhanced in project management, procurement, audit, legislative compliance, community consultation, conflict resolution, negotiation and conciliation, and industry partnerships.

The DPSS P. and C. Association achieved in 2009, three-year recurrent funding of \$600 000.00 for outside school hours care (OSHC) for children and teens with disabilities and their siblings. This school-managed project has enhanced the expertise of the Principal, Leadership team and P. and C. Executive in governance processes including complaints management, risk assessment and mitigation, compliance, recruitment and selection, marketing, financial accountability, audit, legislative interpretation including anti-discrimination, workplace health and safety, education general provision, and child care, at state and federal levels. Outcomes include significant increases in parent/carer employment, and child and teen educational and wellbeing outcomes. The success of this initiative, which is the only one of its kind in Australia, confirms the credibility and accountability of this school's leadership team and community.

The Principal with support from the Director-General has been able to foster the school community's vision of high quality outcomes for school leavers with disability and through approved international study leave has achieved two outcomes. The senior phase of the school is being re-invented to replicate a cutting edge American model and the school has started a pilot program for transition to work. A community employment project has a local industry partner, seed funding from Disability Services, Community Reference Group, business plan, pro bono provision of intellectual property and a bank of prospective employers. This example depicts the passion, knowledge, negotiation and analytical thinking skills of the School team, and exemplifies the capacity for greater responsibility for school affairs as a significant benefit.

This School has a strong history with university partners in research and pilot projects e.g. DPSS conducted a formal research project on the efficacy of positive-behaviour support at class and school level in 1997 and adopted PBS school-wide in 1998, long before any other Australian school. Similar partnerships and international Memoranda of Understanding since 1998 achieve international internships on campus, fostering a positive reputation and additional cost-neutral staffing in classes, supporting improved student outcomes. These partnerships indicate initiative, safe risk-taking, inter-agency partnering, strong capacity for intellectual rigor and focus on positive learning outcomes.

The School has embedded practices of data and statistical analysis, which since 1999 have mapped individual student outcomes for reporting via Goal Attainment Scaling, and school data, to inform strategic reviews, planning and reporting. Without additional funding, the School maintains Registered Training Organisation status, achieving industry, DETE and government compliance, and achieves student outcomes and post-school work and more funds would enable expansion of VET in the school.

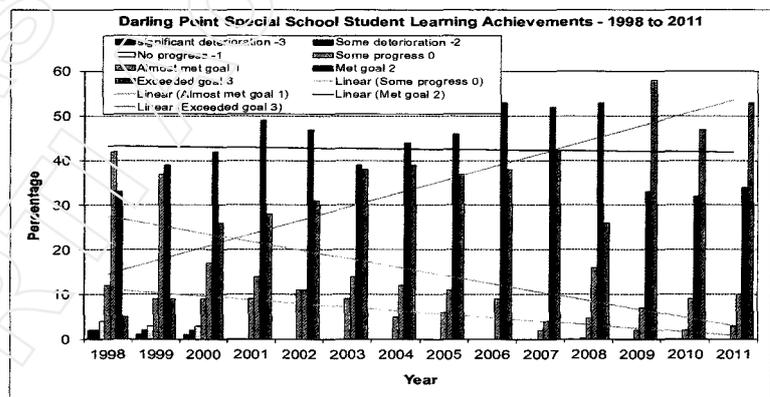


Figure 1: Darling Point Special School Student Learning Achievements – 1998 - 2011

The innovative educational programs or practices the school will implement

Curriculum, Teaching and Assessment: In partnership with Macquarie and Griffith Universities and the Institute of Applied Behaviour Analysis, the School has already commenced curriculum self-audit processes to address the findings and recommendations of the one Teaching and Learning audit undertaken to date. We look forward to showing these improvements at our next audit. We are focusing on systematic curriculum delivery aligned to Australian and Functional Curriculum (Wehman and Kregel, 2012) targets, and progress has been made. Particular attention to evidence-based teaching and assessment has engaged the School team in an explicit improvement agenda. The evidence-based 'Quality Practice Indicators in Special Education' that this School used to inform Strategic Planning as a Leading School, have been revisited and implemented. As an IPS, DPSS can make significantly more inroads through focused curriculum development and alignment of pedagogies across the school to maximise student learning.

Positive Behaviour Support and Staff Qualifications: This school has a strong reputation in Positive Behaviour Support. Our vision is to achieve recognition as the Queensland Special School with the most highly qualified and skilled practitioners in this methodology and to mentoring other schools. This year, the School commenced a Scholar-in-Residence project with Dr. Gary LaVigna (IABA), developing a school-based Generic Multi-element Plan to guide teaching, supports and learning. As an IPS, greater opportunities will be afforded for all staff to benefit from higher level study in positive behaviour support, functional behaviour analysis, adaptive and augmented communication, and disability-specific pedagogies. We aim to increase the proportion of teachers working towards post-graduate qualifications from 28% to 50% over the period of the initiative.

Wrap-Around Methodologies and Whole-of-Family Support: By extending the OSHC program and the school's curriculum development project, parents and family members will be offered training in supports and methods needed to improve student learning via consistent best practice implementation across school, home and other significant settings. Existing planning processes incorporate for some students, wrap-around methodologies that promote educational benefit through inter-agency collaborative planning. Through the IPS, this comprehensive planning approach can be offered to a greater number of students. Evidence confirms significant educational benefits result.

Social Educator Trial: In Denmark, social educators work in a transdisciplinary model with teachers. Having experienced the benefits of this model at DPSS, through internships in partnership with Danish universities, the School aims to trial a similar model with a social educator in partnership with teachers. Being an IPS gives the freedom for creative exploration of a new idea. The findings and recommendations would inform all special education programs in Australia.

Social Skills Programs: Through the IPS program, the School will have staffing flexibility to expand our existing social skills program to achieve relevant pedagogical practice and resources for teens with severe, multiple disabilities, and those in the middle and early phases. Evidence is clear – resilient and socially competent students with disabilities learn better and enjoy greater life quality. Partnership with local providers is currently being explored to deliver specialist programs to maximise safety and enhance wellbeing of children and young people with disabilities and to encourage them to reach their full potential. Such partnerships are more readily executed within the IPS initiative.

Vocational Education and Transition to Work: For Enterprise Programs, DPSS was the 2004 State Showcase Secondary Schools Winner. The prize money was used to establish additional programs. Earnings from those, three times over, started more initiatives, showing that the School can use funds, turn a profit, and continue to expand to benefit students. The funds have again been recouped and this together with IPS flexibility and funding will enable the School to expand vocational programs into the middle years. Students will progress to work readiness by the time they reach year eleven and be better prepared for RTO and/or VET programs. Also, existing VET programs will expand with industry links on and off campus. The team is keen to negotiate flexible school day arrangements so that full use can be made of the school's facilities on a small footprint and VET programs e.g. coffee shop, can operate authentically. Senior school times would be aligned to industry hours, a space would be reconfigured as an Independent Living Centre, and the needs of senior students in developing independence would be met. Flexible staffing including extra therapy time, teachers with specific skills, and industry operators will enable implementation of evidence-based practices.

Transition and Employment Project: Public-private partnerships through the IPS initiative will enable the school to more quickly progress the pilot Transition and Employment Project in partnership with HELP Enterprises and IABA, achieving greater rigor and more focused community involvement. Having analysed the statistics from the parent program – IABA STEP, we anticipate enhanced student learning, improved student and family life quality, increased inclusion of the School's graduates in work and community inclusion, and reduced reliance on disability funding.

The potential benefits for students and the broader school community

DPSS students typically achieve their individual goals at a high level. As shown in Figure 1 above, 87% of student goals in 2011, as defined within individual education plans, were achieved. However, work undertaken confirms the need to address more stringent curriculum components and aspects as outlined above. The potential benefits for DPSS students from the IPS will be improvements in literacy, communication, numeracy, vocational skills and transition to employment, self-management and self-determination. These will eventuate through flexible, systematic curriculum delivery, best practice teaching and responsive resourcing.

Student behaviour and social skills will be enhanced through the Scholar-in-Resident project and enhanced social skills programs. Student well-being, life quality and thus learning will be enhanced through extensions to the OSHC program, the trial social educator program, and the independent living centre. All student outcomes will be fostered through teacher post-graduate study, flexible staffing and outsourced providers. VET and flexible school day arrangements will accommodate student needs and foster work experience opportunities. The opportunity for public-private partnerships will enhance vocational training and expand the school's access to specialist resources and professional expertise. All students will benefit, state schooling as a system of excellence will be promoted, and the goals of state education will be met at the highest level.

THE POTENTIAL BENEFITS FOR STUDENTS AND THE BROADER SCHOOL COMMUNITY

Flexibility and choice in the curriculum are essential to meet the needs of all students and ensure personal potential is met. A 'one size fits all' model of education does not ensure quality student outcomes, and as such a model must be established which caters for the needs of the local community. The Kenmore community profile is primarily residential with some minor retail activity, although the school draws students from over 50 suburbs. Parents are generally involved in professional/managerial occupations and most are aspirational (19% above the national average of people in professional occupations). The community is well educated and values education, with 38% of residents holding a tertiary or higher degree (22% above state average). Significant parent support underpins a school of strong values and very high student achievement. 73.6% of exiting Yr 12 students progress to tertiary study.

To service this clientele, Kenmore offers a range of programs of academic rigor and nurtures strong tertiary links with the University of Queensland (the main tertiary destination for exiting students – 50% of tertiary bound students) and QUT. IPS status offers great potential to Kenmore SHS students and the broader community, in alignment with its context and the aspirations of community. The potential to increase flexibility in curriculum offerings would ultimately strengthen the quality, and outcomes, of Kenmore's signature programs and curriculum.

INNOVATIVE PROGRAMS OR PRACTICES THE SCHOOL WILL IMPLEMENT

Curriculum flexibility offers the greatest school potential when considering the specific requirements of their students, community and the expectations of all learners. IPS provides this potential, and is a means to further innovate Kenmore's signature programs, broaden quality curriculum offerings and further establish tertiary, community and industry partnerships.

Kenmore currently exemplifies innovative curriculum with signature programs in:

- **German Immersion** – a challenging language immersion program with a 20-year history of success. Students study Mathematics, Science, German, History and Physical Education completely in the German language across a three-year program (Yrs 8-10). The program has built strong partnerships with funding from the Goethe-Institut, Sister Schools in Germany and a strong and active parent support group.
- **ICE (Information Communication Education)** – a technology immersion program focused on growing independent learners with superb communication skills by undertaking open-ended activities and developing excellent multi-literacies. Students utilize cutting-edge technology to undertake and present multi-modal tasks. The program has harbored productive and lasting community links from feeder schools, the Pullenvale Environmental Education Centre and local professionals to provide extension opportunities, particularly in the environmental sciences.
- **Music Extension** – a program specifically designed to extend students who have already developed sound music reading and performing skills throughout the primary years of education. This exciting two-year program allows students to develop advanced skills, in a challenging atmosphere with other like-minded musicians. The program is delivered by performance specialists in a range of instruments, made possible due to flexible staffing arrangements.
- **Zenith** – a program designed for high performing academic students to support their intellectual development and to help them reach their full potential. The 3-year program (Years 8-10) fosters the academic, social and emotional growth of students in the critical middle phase of learning. The program has a strong focus on creativity and problem solving.

All of Kenmore's signature programs will require curriculum time to be adapted from the National Curriculum in order to offer these innovative programs. IPS status would provide the potential for greater flexibility to adapt and extend curriculum in these programs and harbor the strong external links, which these programs enjoy.

Further innovation possibilities have also been explored, and become far more feasible in implementation with IPS status.

- Kenmore SHS has previously explored, and gained pre-acceptance, to deliver the **International Baccalaureate program**. Although much planning has been undertaken to deliver the program (application process, staff nomination etc) the flexibility to resource and offer the program would be greatly benefitted as an IPS.
- Kenmore is currently exploring becoming a pilot school for the **Big History Project**. The project takes a broad and multi-disciplinary (physics, chemistry, biology and history) approach to history and is supported by the Gates Foundation, Macquarie and Michigan Universities. The program would be offered as a year-long intensive course to Yr 9 students by a multi-disciplinary teaching team. Due to the specialist nature of the course content, staffing flexibility would greatly benefit and support this innovative program.
- Kenmore SHS enjoys a wide variety of Tertiary links, ranging from University Mathematics Proportional Reasoning projects to courses of university credit in Chemistry. The possibility of developing further successful university ties (and courses of credit) has been explored in the range of disciplines from psychology to the social sciences.
- **Industry sponsorship** has been a focus of Kenmore SHS over recent years. We enjoy sponsorship success, funding and support from varied sources ranging from financial institution grants to technology companies. The flexibility to negotiate further sponsorship and partnerships would value-add to already innovative programs, and support new opportunities.

The flexibility offered by IPS to pursue creative partnerships, offer and shape curriculum offering and manage infrastructure would offer tremendous value to these undertakings.

4. POTENTIAL BENEFITS TO STUDENTS AND BROADER SCHOOL COMMUNITY

As an Independent Public School, the unique identity Kirwan has established in the community would be further developed and promoted. Our identity is based on the excellent opportunities provided to students and teachers and the productive partnerships forged with the wider community. These opportunities and supportive community partnerships are particularly important in a school like Kirwan with an IC – SEA value of 917, mobile defence families and a large Indigenous population. Socio economic background is a significant influence on achievement, but only as it relates to matters such as opportunity and advantage, foundation and support for learning, role modelling and encouragement. Our core belief is that all students can achieve at a high level. We are committed to ensuring that postcode does not define students or their future.

The research of Dinham demonstrates the major factors influencing improvement in schools and student learning are strong leadership, quality teachers and professional learning. The opportunities provided as an Independent Public School would significantly improve our capacity in these domains.

Leadership is central to delivering the improvement and performance required to ensure change happens within individual classrooms, getting the right workforce, developing teacher capacity, creating the conditions in which teachers can teach effectively and students can learn.

We demonstrate both initiative and leadership by recruiting approximately thirty new teachers each year through strong, direct links with the University of Queensland, James Cook University, Queensland University of Technology and Griffith University. Since this process commenced in 2009, we have taken deliberate steps to staff our school with a workforce tailored to local needs. The effect size improvement in reading, writing, spelling, grammar and punctuation and numeracy for NAPLAN during this time has been significant, ranging from 0.51 to 0.76. During the same time the effect size improvement for Indigenous students ranged from 0.64 to 1.42, thus demonstrating our ability to build the capacity of the workforce to improve student outcomes. Our capacity to streamline the process and tailor our workforce would be greatly enhanced by the ability to employ after recruitment.

The development of teacher potential is our major focus once the workforce is in place. This is achieved through an exceptional two year Beginning and Continuing Teachers Induction and Mentoring Program which involves teachers new to the profession in structured learning experiences, action research and mentoring by peers, master teachers and supervisors. The current uncertainty and red tape surrounding teacher appointments would be removed when we are able to make direct applications and appointments ourselves and our recruitment, employment and induction processes would be greatly enhanced.

Kirwan has pioneered the implementation of Marzano's Art and Science of Teaching in North Queensland. NAPLAN results and Year 12 outcomes demonstrate that the improvement of teaching practice through the use of this pedagogic framework has improved achievement and attendance data for all students and narrowed the gap for Indigenous students. As an Independent Public School, we plan to further develop this innovation by ensuring it continues to improve the capacity of all teachers, improves differentiation for every student and is sustainable. Quality teaching in every classroom to maximise learning for every student is our target.

School community partnerships are important to Kirwan High. We have developed strong links with wider educational, business and industry groups. We have a 25 year swimming pool lease agreement with the Townsville City Council. We have productive working relationships with Universities throughout Australia. Currently we are engaged in longitudinal educational research around students at risk with the University of Queensland. BHP Billiton provides equipment and work education opportunities for our Trade Training Centre students. After a successful Earn and Learn inspired twenty day challenge for Indigenous students, conducted in conjunction with North Queensland Cowboys, we are currently developing a Memorandum of Understanding with them. We are extending our range of parent support groups to include Music, Sport, Special Education, Indigenous Education and Science. Our authority and capacity to strengthen these community networks and work in new ways with local business, industry, school and community organizations will be strengthened by the autonomy provided as an Independent Public School.

Improved provisions for the local management of financial resources and the local development and implementation of a strategic infrastructure plan will provide opportunity and flexibility to ensure that available resource allocation and infrastructure planning is aligned with our student learning needs in targeted and purposeful ways that increase effectiveness and efficiency. This will be particularly important as we plan to cater for Year 7 students.

5. INNOVATIVE EDUCATIONAL PROGRAMS AND PRACTICES

For more than twenty years the Kirwan High Excellence Programs in Academics, Music and the Arts and Sport have been local, state and national benchmarks.

school's pioneering work in Intranet/Extranet solutions enabling students to interact with community organizations to solve real problems for real clients led directly to our system's development of OneSchool.

The innovative programs we conduct in Literacy and Numeracy, Science Education, Information and Communication Technology, Vocational Education and Asian Studies have been developed to meet the needs of our clientele and community.

Programs currently being developed which would be enhanced by strategic relationships developed by the new School Council as well as the additional autonomies to innovate and build partnerships with industry include:

- **Enhancing Our Professional Learning Community** – consolidate and develop strong links with a range of critical friends to build the capacity of teachers to deliver cutting edge, rigorous academic and wellbeing programs. These include academics, university researchers, authors, cultural groups and community organizations;
- **Microsoft Pathfinder Programs** – use Information and Communication Technology to engage students with innovative learning experiences and connect students to the wider world;
- **Remembering the Anzacs** – work with Queensland University of Technology on an ARC linkage program designed to engage young people in the process of memory making through Australian literary histories;
- **James Cook University Science and Mathematics Link Programs** – develop opportunities for students to study tertiary Science and Mathematics while at school;
- **Real World Science** – develop multiple partnerships with James Cook University to engage secondary school students in real world scientific research;
- **Scientific Engagement Through Story Writing** – work with James Cook University and Queensland University of Technology on a proposed ARC funded four year project to increase student engagement in socio-scientific issues;
- **Doorways to Success** – work directly with industry to design and implement rigorous Certificate III courses and structured work placements in Health, Fitness, Events and Children's Services to ensure all students transition into successful employment pathways;
- **North Queensland Minerals and Energy Trade Training Centre** – develop multiple pathways with BHP Cannington, Xstrata and the Queensland Minerals and Energy Academy to provide students with qualifications that matriculate directly into the Mining industry;
- **Cluster Anti-Bullying Strategy** – engage Primary Feeder Schools with Kirwan's anti-bullying program;
- **Community Attendance Improvement Strategy** – develop partnerships with local families, shopkeepers and businesses to support attendance;
- **Service Learning and International Mindfulness** – enhance students' appreciation of other groups and communities through service learning opportunities both locally (e.g. RSPCA, Head Space, St Vincent de Paul) and internationally (e.g. Youth With A Mission);
- **Power Up and Reach for the Stars Programs** – design to re-engage at risk young men and women with school and the community;
- **Stronger Smarter Hub** – develop networks with primary feeder schools to share best practice to improve outcomes for Aboriginal and Torres Strait Islander students;
- **Indigenous Mentoring Program** – work with industry partners such as James Cook University to recruit and train eighty community based mentors to work with current Year 10 Indigenous students through Years 11 and 12. The intended outcome is that all Aboriginal and Torres Strait Islander students who exit Year 12 transition to employment, higher education, vocational education or sustainable employment. Attendance of 90% will guarantee this outcome.

6. CONCLUSION

Kirwan has a history of innovation and high performance underpinned by strong leadership. Our consultation process has provided a mandate for this application. We are ideally positioned to take advantage of the opportunities afforded by the Independent Public Schools' proposal. A successful application will enhance our ability to reconceptualise and reconstruct our school into Junior and Senior Secondary to increase the engagement and achievement of all students. We are preparing for the future.

Capacity to assume greater responsibility

Mango Hill State School is a new school which opened this year to accommodate the rapidly growing Mango Hill area. From the Principal's appointment in July 2011, the policies and procedures of the school have been decided in consultation with staff and the community. In the initial stages, a governance group was formed and met weekly to ensure the vision of the school represented the community. This governance structure continued through to the building completion and successful school opening. There is now a very active P & C Committee focussed on working collaboratively with the Principal and staff to achieve quality outcomes for all students. Mango Hill State School is ideally placed to continue the collaboration of the past eighteen months to become an Independent Public School. A School Council will enable greater involvement of the school community, further strengthening collaborative local decision making.

As a new school, there were many decisions to be made – school name, hours of operation, values, uniform design, development of School Dress Code, Responsible Behaviour Plan, enrolment processes, purchase of furniture and resources, ICT vision, Curriculum Plan, staffing profile ... the list goes on. The Principal led processes and used well-developed interpersonal skills to collaborate with the community to reach consensus. School-wide policies, practices and programs have been developed through broad consultation that focus on building a positive school culture and addressing student needs to ensure quality outcomes. Through implementation of a range of flexible structures and processes, the school is well positioned to offer a quality educational program for all students.

Mango Hill State School has shown capacity to assume greater responsibility by working collaboratively to make the school operational and successful in its opening year. The initial budget was managed by the Principal, in consultation with staff and the community to ensure the choices of expenditure were in line with the vision for the school with a focus on the learning needs of students. The Principal worked directly with the building team to deliver a world-class facility based on quality educational research and reflecting the vision and values of the local community.

The high level of involvement from the community and other stakeholders over the past year positions us perfectly for the formation of a school council to increase our autonomy. This community has seen the benefits of collaborative decision-making leading to a high level of community satisfaction and improved student outcomes and fully embrace the Independent Public School initiative.

Advancing Innovation through P-CARE

Partnerships - Communities are resourcing excellence

The Four Cares

Mango Hill State School is focussed on delivering high-quality programs in all learning areas for all students to achieve excellent outcomes. Teachers place a high priority on addressing the learning needs of individual students and differentiating classroom learning particularly in the key learning areas of English, Maths and Science. By doing so, teachers are able to cater for students progressing at different rates, students with disabilities, students with diverse backgrounds and gifted and talented students. A large number of students have been identified who require an adjusted program or currently access support from allied health professionals to address their needs.

The delivery of high-quality programs is supported by the utilisation and implementation of the school values and the Four Cares – Care for self, Care for others, Care for learning and Care for school environment. While the Cares form the basis of the Responsible Behaviour Plan, they also have the potential to support a range of innovative practices.

Partnerships that care

As an Independent Public School, there is an opportunity to expand partnerships with local business and community organisations to care for and meet the needs of the vast range of students. We propose the teaching staff will work

P-CARE: Communities are resourcing excellence

in partnership with a range of DETE and private allied health professionals (including a psychologist, speech pathologist and occupational therapist) to develop expertise in identifying concerns and implementing strategies to meet student needs. This partnership and shared responsibility between the allied health professional, the parents/carers, the student and the school has the potential to significantly benefit the student. With the allied health workers developing partnerships with the school and working from the school site, there is the opportunity to work in harmony using the differing expertise of stakeholders to support the students' needs. The allied health professionals will work in partnership with the school Student Services team made up of the Principal, Guidance Officer, STLaN, Special Education Teacher and Curriculum leaders to wraparound service focussing on identifying and addressing the different areas which may be affecting a student's learning. Our community embraces the innovation of a wraparound model and the school has already made links to a number of local businesses who are keen to work in partnership with our school in 2013 to maximise student learning outcomes. In this way our partnerships will support the implementation of The Cares – caring for individual students which will allow our community to care for the learning of all students and our school as a whole.

Partnerships that achieve excellence

The Mango Hill community also has a number of local businesses and organisations interested in working in partnership with a range of extension and excellence programs. This year students have worked with Distance Education on a number of programs where students use web conferencing to work with staff from distance education and students across the state extending and enriching their learning. These excellence programs have focussed on English, Maths, Science, Design and Technology and utilized ICTs in innovative ways. There has also been partnerships with other organisations (such as local professionals in fields of science) to deliver extension and extra-curricular programs to students. A number of local businesses in the Mango Hill community have offered to sponsor further Excellence programs through financial aid to ensure continuous improvement and excellence. As an Independent Public School, this increased flexibility to shape the curriculum to suit the needs of students, is well supported by local business.

Other local businesses have approached Mango Hill State School to offer a broader range of possibilities to extend our gifted and talented students in a range of fields with a particular emphasis on Maths and Science. For example, a local company constructing a bridge as part of new rail network not far from the school have agreed to spend time with the students explaining the engineering involved in the bridge construction and work collaboratively with the school over the next six months. By working in partnership with local businesses and organisations, teachers have the opportunity to offer a rich curriculum and extend opportunities to drive improved outcomes for students.

Partnerships that provide extra resources

The Mango Hill community highly values extracurricular opportunities and excellence in academic, sporting and cultural pursuits. As an Independent Public School, the school will have the freedom to be responsive and open to the broader range of possibilities our community can offer. In 2012, the school has made connections with local sporting and cultural groups to offer a rich extra-curricular program including daily lunch time clubs and after school programs (including Robotics club, Claymation club, Arts and Craft groups, Active After School Community sports programs, music and dance groups, chess club, Optiminds etc). Many of these opportunities have been achieved by working in partnership with staff and local organisations. As an Independent Public School, we will continue to find exciting new ways to engage students in wide variety of extra-curricular options and opportunities to access a range of extra resources.

Caring with a locally-tailored workforce

As a new school in 2012, the principal had the freedom to determine a staffing profile and recruit teaching and non-teaching staff to meet the school's strategic direction. This resulted in the recruitment of high quality teachers and support staff with complementary skills and abilities united in the pursuit of excellence. As an Independent Public School, the school will consult to develop a workforce plan to meet the needs of students. With a large number of

vacancies to fill in a rapidly-growing school, the freedom to directly recruit staff to incorporate the right mix of people has the potential to impact on the culture, expertise and outcomes of the school.

This year in consultation with the Local Consultative Committee, the school implemented a range of initiatives including:

- appointing an e-Learning Coordinator to provide support for the integration of ICT within all learning areas
- appointing a Visual Arts Specialist teacher to enhance the delivery of a specialised arts program
- increasing learning support time to drive the improvement in literacy and numeracy through a range of intervention and support programs
- utilising staff with expertise to lead Excellence Programs in the key learning areas of English, Maths and Science.

These positions were created from within flexible staffing allocations and the school budget, to align with our vision. As an Independent Public School, the consultation with the staff and community to develop a workforce plan which aligns with the school priorities and vision will result in the recruitment of united teachers with the right mix to drive school improvement and achieve excellence.

Community Consultation

After broad consultation with staff and the community, it was agreed that the Independent Public School initiative has the potential to significantly benefit our students through direct response to local community needs and aspirations.

This consultation process included the following strategies – Independent Public School prospectus and materials made available to the staff and community, articles in newsletter, presentation at P & C Meeting, emails to parents, information sessions with staff, information session with the community, discussion with individual parents, staff, local businesses and the State Member. Staff met in their union groups to discuss and conduct a ballot. Parents and the community had the opportunity to vote on-line or attend an information session and vote in person.

There was overwhelming unanimous support from the staff and community in favour of the Independent Public School initiative. The Local Consultative Committee met to endorse the application as did the P & C Committee.

The Mango Hill State School community believe we are well positioned to become an Independent Public School and there will be many benefits for the students and our community. Most importantly, becoming an Independent Public School will allow us to implement **P-CARE** – an innovative concept which encompasses the school and wider community in a range of strategies to achieve excellence.

P-CARE: Partnerships - Communities are resourcing excellence will include:

- the creation of partnerships (as wraparound teams) to demonstrate our care for learning and care for individual students, further maximising student learning outcomes in all learning areas
- more autonomy to form partnerships with local businesses and organisations to resource a rich curriculum including excellence programs and extra-curricular options focussing on English, Maths and Science as well as sporting and cultural pursuits
- the freedom to directly recruit staff to build expert teaching teams from the workforce plan that are fit-for-purpose to drive innovation and continue to resource excellence throughout the school
- the autonomy to target resources and build flexible structures and processes to respond to student needs

These benefits will result in better learning outcomes for all students at Mango Hill State School, with our partnerships resulting in a strong cohesive community that achieves excellence.

P-CARE: Communities are resourcing excellence



McDOWALL STATE SCHOOL

1,018 Rode Road, McDowall. Q. 4053.

PO Box 493. Everton Park. Q. 4053.

Tel: 07 3872 5333 Fax: 07 3872 5300

Website: www.mcdowallss.eq.edu.au Email: the.principal@mcdowallss.eq.edu.au

EXPRESSION of INTEREST (FOI)

TO BECOME AN INDEPENDENT PUBLIC SCHOOL IN 2013

Name of School:	McDowall State School
Principal:	Bruce T. Fogarty
Principal's Signature:	<i>Bruce T. Fogarty</i>
Contact Email:	The.principal@mcdowallss.eq.edu.au

Written Submission and EOI Form forwarded to: IPS@dete.qld.gov.au

Date: 7th September, 2012.

Application Check List:

Yes	EOI Form completed.
Yes	School staff, parents and local community consultation completed.
Yes	Maximum three A4 pages written application attached.
N/A	Commitment to establish the School Council.
Yes	School Council already established.
Yes	Name and signature of substantive Principal submitted (if applicable)
Yes	Application submitted by 7 th September, 2012.

BROAD CONSULTATION:

- STAFF, INCLUDING LOCAL CONSULTATIVE COMMITTEE
- PARENTS, INCLUDING THE P. & C. ASSOCIATION
- THE WIDER COMMUNITY, INCLUDING LOCAL BUSINESS AND INDUSTRY

Teachers' Meeting: 10th, 18th, 24th July, 21st August, 2012. One Channel Broadcast: 11th July, 21st August, 2012.

Full Staff Invited Briefing and Workshop: 14th August, 3rd September, 2012.

Management Forum: 2nd August, 6th September, 2012.

Administration Staff Meeting: 27th July, 10th, 24th August, 2012.

Teacher-Aides Meeting: 26th July, 23rd August, 2012.

Local Consultative Council Meeting: 21st June, 5th September, 2012.

P&C Association Endorsement: 21st August, 2012.

School Advisory Council Endorsement: 28th August, 2012.

Staff Ballot: 4th September, 2012. 71 ballots issued. 53 ballots cast. 38 ballots Yes. 15 ballots No.

SCHOOL'S CAPACITY TO ASSUME GREATER RESPONSIBILITY FOR AFFAIRS.

Principal, 2 x Deputy Principals, Head of Curriculum, Business Services Manager AO4, 35 x Class Teachers FTE, Teacher Librarian, Music Teacher, PE Teacher, Japanese Teacher, NCT Teacher 0.6, Instrumental Music Teachers 0.8, Guidance Officer 0.5, Special Education Teachers 1.5, Administration Officer AO2, 2 x AAEP Officers (34hrs total), IT Technician (6hrs total), 13 x Teacher-Aides (303hrs total), 5 x Cleaners, 1 x Services Officer, 870 students.

POTENTIAL BENEFITS FOR STUDENTS AND BROADER SCHOOL COMMUNITY

Refer to submission.

INNOVATIVE EDUCATIONAL PROGRAMMES OR PRACTICES OUTLINE:

Critical Role of Executive Function Skills in the Acquisition of Literacy and Numeracy learning.

The state of scientific knowledge about Executive Function Skills is significantly mature to support a number of evidence based implications that have ramifications in State Primary Schools. Executive Function Skills are considered a common precursor and foundation for both learning and social interaction. Preparatory Year teachers are often the first to notice delays or deficits in the development of age-expected Executive Function Skills in children. For example children have difficulty in paying attention, remembering instructions, filtering distractions, controlling impulses, staying focused on tasks, being able to switch focus onto a different concept or application and in communicating their needs and wants verbally. When children have not developed these major determinants of success at school, it has a profound impact on classroom climate, student achievement and teacher burn-out. Contrary to popular belief, the mastery of Executive Function Skills in children does not happen automatically as children mature. Children who have difficulty in applying these skills will not necessarily grow out of dysfunctional learning behaviours. The gradual acquisition of Executive Function Skills corresponds closely to the extended development of the brain's prefrontal cortex regions from infancy through to late adolescence. The developing brain circuitry related to this kind of learning and skill mastery provides the common foundation on which learning and social skills are constructed. Children with compromised or delayed Executive Function skills can display very challenging behaviours due to protracted development of the prefrontal cortex region of the brain.

Executive Function Milestones

The building blocks of Executive Functioning are acquired during early childhood, however the full range of skills continues to develop into the adolescent years and early adulthood. Eg. The metaphor of an Air Traffic Controller is very useful in gaining an understanding of the highly complex way in which Executive Function Skills work together to produce competent executive functioning. The controller must manage the arrival and departure of dozens of aeroplanes on multiple runways. They direct traffic both on the ground and through controlled airspace. They separate aircraft, prevent collisions, organise and expedite traffic flow and provide information and support for pilots. The 'Air Traffic Control System' within our brain is called 'Executive Function'. Neuroscientists propose that Executive Function Skills are the biological foundation for school readiness, providing the basis on which children's abilities to learn, write and become numerate can be constructed. By the junctures of 3yrs, 5yrs and 7yrs, the foundation of Executive Function Skills relating to: (a) Working Memory (b) Inhibitory Control and (c) Mental Flexibility, need to be progressively well established for children to further develop, refine and apply these same skills more efficiently in adolescent and early adult years.

Recent American research demonstrated that five year old children who had a strong working memory, good self-control and good attention skills made larger gains on tests of early maths, language and literacy development than peers with weaker Executive Function Skills (Bierman et al., 2008; Blair & Razza, 2007; Espey et al., 2004; Fuchs et al., 2005; Gathercole et al., 2005; Howse et al., 2003; McCelland et al., 2007; Sektman et al., 2007).

It has also been revealed that the impact of economic disadvantage on the development of Executive Function Skills within economically disadvantaged children at the beginning of formal education adversely affects child achievement in both Reading and Maths, no matter the contribution of child ability. (Journal of Educational Psychology, 102 (1), 43-53). Similarly, children demonstrating academic engagement and regulated behaviour scored higher on tests of early reading and language skills in Year 1, compared with children who demonstrated less well developed Executive Function Skills (Bulotsky-Shearer et al., 2009).

To date, research evidence from randomised trials of interventions designed to foster the cluster Executive Function Skills indicates benefits in early literacy and maths achievement compared with children who were involved in only 'regular' classroom activities (Bierman et al. 2008; Raver et al. In Press). The acquisition of traditional academic skills depends on a child's capacity to follow and remember classroom rules, control emotions, focus attention, sit still and learn through listening, watching and application.

Enhancing the Development of Executive Function Skills

Schools need to establish programmes that foster emerging Executive Function Skills in students. The same neuroplasticity that leaves Executive Functioning skills vulnerable to genetic and environmental disruption also provides the possibility of actively promoting successful development of these skills.

- Teachers and parents need to significantly scaffold tasks for children by establishing routines, providing cues and dissecting large tasks into smaller tasks.
- Within a sensitive, responsive and individualised teaching context, children must be given multiple opportunities to direct their own activities and assume greater responsibility for their learning activities with over time, decreasing teacher / parent direct supervision.
- Children must be given time to routinely and repetitively practise their skills.
- Teachers and parents must provide a predictable environment in which the child is free from distraction, threat, disturbance, undue pressure and uncertainty to lay the foundation for the development of Executive Function Skills. Adverse environments resulting from neglect, abuse, exposure to violence etc can result in toxic stress, chronic fear and anxiety, impeding the engagement of executive abilities by children.
- Teachers and parents need to provide effective support of early emotional regulation by enabling children to routinely experience social interactions that provide opportunities that will make them more capable of resisting distractions, controlling their behaviour and emotions towards others, complying with adult requests and rules, and engaging in goal-directed behaviour.
- Specific teaching and training programmes aimed at helping children to develop, refine and master Executive Function Skills need to be drafted. These may strengthen the neural circuits that control specific Executive Function Skills through 'staircase' training by adjusting task difficulty as a child's performance improves.
- Drafted and established Executive Function Skills interventions by teachers and parents do not need to be implemented separately from that of instruction toward child achievement of literacy and numeracy abilities. The complex interactions that occur among executive functioning, social competence and academic skills in all classrooms underscore the value of blending interventions designed to strengthen working memory, inhibition and attention control with curricula focused on literacy and numeracy skills. While we cannot be certain that demonstrated improvements in children's abilities to direct their attention, control impulsive behaviour, and stay focused on their school work contributed to their academic gains, evidence is increasingly supporting this interpretation (Bierman et al. 2008; Bierman et al. 2008a; Duncan et al. 2007; Raver et al In Press; Welsh et al. 2010).

Adapted from a paper delivered at the National Scientific Council on Developing Child National Forum on Early Childhood Policy and Programmes. Working Paper 11 – Building the Brain's "Air Traffic Control" System: How Early Experiences Shape the Development of Executive Function. www.developingchild.harvard.edu Research undertaken by Dr Mary Cavanagh (McDowall State School).

School Strategies to Maximise Student Learning Outcomes

- ❖ Given the importance of young childrens' Executive Function Skills and the emerging evidence to support that these capacities can be improved through focused early and continuing intervention programmes, it makes sense for a school to support the design and implementation of such programmes to develop these skills in the early and primary years of learning. Executive Function Skills are to be developmentally sequenced P-1, Yrs 2-3 and Yrs 4-7 within the construct of a spiralling curriculum. They are to be aligned with the McDowall SS Student Responsibilities Levels Programme, Student Leadership Programme, You Can Do It Programme, Academic Excellence Programme and Curriculum Assessment Programme. School Curriculum Developmental Milestones are to be established and aligned with complementary minimal standards to be expected of all McDowall SS average students. Teacher and Teacher-Aide Intervention and Support Programmes are to be established around these milestones and standards.
- ❖ Teachers are to be trained and supported in effective classroom management strategies. This will involve refresher courses in established primary school curriculum and known effective primary school pedagogy. Teachers will be supported and assisted in both their self-reflection of professional competency against Professional Standards, the establishment of self-constructed meaningful class achievement targets and engagement within self-directed purposeful action research promoting best possible student learning outcomes. Eg. Initiative, innovation, new approaches. (Developing Performance Framework) Reference will be made to the research of Professor John Hattie. Teachers need also to be trained in being able to model and coach children as child socio-emotional skills are developing. Approaches will have a common focus on fostering and supporting self-control and effective goal-oriented approaches toward learning and social encounters. Teachers are to be better equipped to calibrate expectations, better understand and address behavioural and learning challenges in their classrooms by being provided professional training in, and learning to use the tools for the development of Executive Function Skills. This will involve teacher release for professional conversations (language), peer visitation, modelling of instruction and professional time. Dr Neil Carrington will be engaged to focus school instructional leadership, sustaining powerful, effective teams and to provide tutorage to teachers. Eg. "Who is leading the learning in every classroom?" "Providing professional feedback to a colleague." "Action Research Projects."
- ❖ Teacher-Aides are to be trained and supported in complementing and working as a critical member of the Class / Year Level / School Team in maximising student learning outcomes.
- ❖ Parents are critical partners within the teaching / learning programme. Early Years teachers need to be able to establish a strong relationship with parents and their child pre-Preparatory Year in (a) being better informed of the child and their capabilities (b) being able to guide, assist and advise parents in their preparation of their child for formal education. This focused initiative needs to be extended P-2. Parents are to be informed, trained and supported, being provided benefit through a greater access to tools and approaches that provide useful knowledge and ways of supporting the early and continued development of Executive Function Skills.
- ❖ An assessment of Executive Function Skills demonstrated by students will be added to the repertoire of evaluation tools used within primary school programming. This will provide important data for programme planning and encourage further skills development. The McDowall SS Assessment Programme will outline data capture requirements (when, how, tool, storage requirement, student profile transition) and be used to provide valuable information to (a) track and monitor student achievement P-7 (b) base informed, realistic class / student achievement targets for teacher / Year Level professional use. Developmentally appropriate, students will be increasingly engaged in self-reflection on their own learning achievements through target setting, interaction against a 'staircase' curriculum and both formal and informal assessment / reporting. Online systems support may be further required to establish these school operational systems, templates and databases.
- ❖ "Seed" Implementation Programmes, as evolve from the strategies outlined above will be supported. These initiatives may focus on specific Year Levels or classes. They will be developed and established by teachers and teacher-aides in trialling new, innovative approaches to removing learning barriers and achievement ceilings for students. A problem-solving approach will be adopted. Eg. Academic Extension "Boost" Programme for Preparatory, Year 2 and Year 4. Review, realignment of existing School Student Extension and Awards Programme.



financial roles. Claire is extremely proficient at OneSchool and works above level by attending to budget and financial management in her role as Administration Officer, in the absence of a BSM position. Claire also assists in the implementation of mobile device management procedures.

- Mrs Narelle Richards has worked at Miles State School since 1995 in the position of Teacher Aide and as Administration Officer since 2009. Narelle attends to all Human Resource matters including ancillary staff employment, inductions and payroll management. Her ability to successfully deal with and manage all members of the School Community is well regarded by all who come into contact with her.

Both Admin Officers also provide advice to other schools in the area of OneSchool and administration matters.

Literacy Coach – Mrs Tamara Carroll works part time, two days per week in the role of Literacy Coach. Tamara drives the performance development of teaching staff via the Miles State School Coaching Program. Through this program teachers are coached in the use of soft and hard data to drive pedagogical improvements in their explicit teaching lessons.

Potential benefits for students and the broader school community

3 It is the implicit vision of this school to become the stand out Rural Educational Site within the Surat Basin and to provide educational standards and opportunities that are equal to or beyond those available in urban areas. We wish to provide our students and our community with the necessary skills and educational opportunities they need to participate actively and successfully in society. Through the IPS initiative we will be able to provide support to our Cluster in Literacy and ICT enhancement and encourage the transient workforce to bring their families to live in the Miles area, extending access to cultural, business, arts and sports for all families. As a hub, the Beginning Principal support and Graduate/Beginning Teacher Programs already in place will also continue.

Innovative educational programs or practices the school will implement

4 The Miles State School Values of Building, Sharing, Creating and Caring are implicit in the school's culture and embedded through an explicit pedagogical framework and coaching model. The development of local ICT expertise and support and improving the local administrative capacity will provide the necessary support that the school and cluster need to enable teachers to extend and broaden their capacity to provide high quality learning experiences that meet their students' 21st Century learning styles through the Symphony of Teaching and Learning process.

Pedagogical Coaching – By utilising additional funding from the IPS scheme, we will be able to extend the current duties of our Principal and Literacy Coach to provide coaching and mentoring to beginning and experienced teachers at Miles State School and staff at local cluster schools. Through the use of unused FTE fractions from small schools within our Cluster, this coaching service can be outreached to support beginning Teachers and Principals in our area.

Localised ICT support – With the increased expectations around the integration of technology for all students, there is a distinct lack of readily available local information or systems in place, particularly for mobile devices, or the time for schools to utilise, maintain and manage these devices effectively within current staffing models. We propose to develop systems that are productive and usable within our school via the use of developing local, easily accessible technical expertise. With additional funding from the IPS, this expertise will be able to assist us in establishing and maintaining ICT systems in our school as well as that of smaller schools in our cluster and local community. Already we are a site that hosts School Based Trainees and provides Community Computer Lessons. With local expertise this can be extended.

Administrative Support – By becoming an IPS, we will have the autonomy to create a BSM position, which is currently not allocated for in our staffing model. This will enable the Principal, HOSES and curriculum leaders to focus on the priority of improving student outcomes with the BSM taking on management of the school's business, facilities and HR.

"Building, Sharing, Creating, Caring"

Expression of Interest (EOI) Form to become an *Independent Public School* in 2013



**Queensland
Government**

Name of school:	MOUNTAIN CREEK STATE HIGH SCHOOL
Principal: ¹	CHERYL MCMAHON
Principal's signature:	
Contact email:	Cmcm25@eq.edu.au

Application for Independent Public School in 2013

Background

Mountain Creek State High School has a history of autonomy in school operations and organization. The school enrolment has been in excess of 1900 for 10 years demonstrating the school's excellent reputation in the Sunshine Coast Education environment. The school is recognized for being a leader in change management. With the introduction of an innovative school timetable structure in 1997, Mountain Creek SHS was the first school in Queensland to use a split shift to make best use of limited resources. Mountain Creek SHS was the first government school to seek accreditation with an external organization (Council of International Schools - CIS), the first government school in Queensland to gain authorization from the International Baccalaureate Organization (IBO) to teach the International Baccalaureate Diploma, one of only two schools in Queensland to partner with TAFE to deliver a TAFE TECH program and the first school to be accredited with the Australian Schools' Accreditation Agency.

The school has supported an extensive workforce plan in excess of \$400,000 to support the innovative school structure that delivers significant benefits not only to the school but to the Department in facilities development savings.

- The school has established **partnerships with the University of the Sunshine Coast** to deliver **pre-service programs** using the school facilities and reciprocation of services to staff for PD courses at the university.
- **Community relations** are currently extensive – Sunshine Coast Regional Council support, partnerships with several RTOs - TAFE Sunshine Coast, My Other Mum and Binnacle; support services, sponsorships RSL, AFL, Leases, primary schools, university, TAFE, ISP program, QUILs. Binnacle has implemented a unique model deliver the school based traineeships in the school gym rather than outsource to an employer.

4. Innovative Programs or Practices the School with Implement

- To further enhance a business focus of marketing of public schools on the Sunshine Coast, Mountain Creek leadership team is currently working with the University of the Sunshine Coast Business School to develop models of marketing and to enhance faculty innovation and entrepreneurship.
- The school is currently in the planning phase with CORE architects in the development of a Master Plan to accommodate the 2000+ students in 2015. The Master Plan is result of consultation with the leadership team, the Parents and Citizens' Association and consultation with TAFE, University of the Sunshine Coast, and the Sunshine Coast University Hospital Project Management. The Health and Wellbeing focus will provide direct access for graduates of the school to the Health and Wellbeing Precinct on the Sunshine Coast due for completion in 2016. The significant facilities development in the Master Plan - second stadium, science laboratory refurbishment and lecture theatre will require financial support through partnerships and sponsorships.
- The Health and Well Being Precinct concept is supported in a curriculum focus on high level sciences in both QSA and IB, extensive links to the University of the Sunshine Coast, UQ and QUT and TAFE and provision of a range of Certificate III courses in Health and Fitness.
- The School will continue to implement the innovative school structure of a split shift and sub-schools to provide the optimal service to clients. An extensive Workforce Plan to support the extended school day 7.00 am to 4.30 pm and to support the pervasive Pastoral Care program through sub-schools (20 Heads of School in four sub-schools). This locally tailored Workforce Plan (in excess of \$400 000 per year) will be further extended in pastoral care provisions with the addition of approximately 250 students in Year 7, and a Junior Secondary concept in 2015 - the expected school size being in excess of 2000 students.
- The Junior Secondary concept will be a natural progression from the split shift timetable structure that accommodates a senior and middle school shift. The accommodation of middle school students in a distinct middle school focus for at least half of their school day is already established. Existing partnerships with our key primary feeder schools through the innovative Young Achievers and Young Scholars and year 6 and 7 programs occurring on the secondary campus, will continue to allow for effective transition of student to Junior Secondary.

Closing Comment:

The school has an established School Council, collaborative and consultative leadership, a functioning LCC and the management and unions work effectively within the school. The school is well placed to operate in an Independent Public School environment.

Cheryl McMahon

Executive Principal

07/09/12

- provided staff access to a range of forums including presentation, discussion, question and answer and confidential question and answer to identify any salient concerns and advantages or clarify points of uncertainty
- staff encouraged to participate in the scheduled web conferences to broaden knowledge base
- Invited North Brisbane Union Organiser to speak to staff regarding the IPS from the union perspective to identify pros and cons
- provided staff the opportunity to submit further questions for clarification and discussion
- presentations made to MSSC Parents and Citizens Association at the general meetings on June 12 and July 10, with invitations issued for further clarification meetings on request
- motion to support the MSSC application moved and unanimously carried at the August 14 P&C general meeting (see letter attached)
- formal ballot of QTU, Together and United union membership conducted 22/08 and 23/08, receiving extremely strong support to proceed with the application
- formal ballots and intention to apply for IPS status endorsed by the MSSC Local Consultative Committee meeting conducted on September 4

College's capacity to assume greater responsibility for their affairs

The unique status of Murrumba State Secondary College as a Public, Private Partnership (PPP) facilitates the mitigation of some of the perceived risk associated with implementing a one-line budget. Existing facilities are managed and maintained via a partnership with Leighton's Facilities Management, removing the bulk of the budgeting requirements around plant, equipment and facilities maintenance. Although this does also remove a modicum of flexibility and therefore advantage gained from a one-line budget approach, there remains sufficient flexibility to support innovation without the added risk of longer term facility decline due to an inefficient and costly maintenance regime.

The College is currently only in its initial year of operation and as such, is perfectly placed to gain maximum benefit from the Independent Public School status. Indeed, the established yet small status that we currently enjoy has positioned us such that we are able to rapidly engage with the human resource flexibilities afforded by the IPS agenda and readily tailor our workforce to optimise future performance. The timing of round one IPS offers Murrumba the opportunity to build upon the current "new school" status for recruitment and purpose-build a team to support current and future innovations. The outcomes of increased flexibility in this regard will most certainly include improved learning outcomes for students.

The Principal at Murrumba has demonstrated capacity to innovate and lead through the successful application to pilot The Flying Start initiative. This significant initiative was implemented alongside the process of establishing a new school, requiring not only the strategic foresight to engage support for an early pilot, but also the drive, commitment and passion to engender trust and engage all stakeholders within the community toward a common goal. The Junior Secondary model at Murrumba reflects faithfully, both community and systemic imperatives and is a powerful springboard for the subsequent larger scale Flying Start pilot.

The College has already established a number of strategic partnerships with local and multi-national businesses that present avenues for alternative sources of funding, particularly within the development our Engineering Excellence Program and our ICT resource development.

Murrumba State Secondary College is a member of the Australasian School Accreditation Agency (ASAA) and the accreditation tool, alongside the Teaching and Learning Audits will be utilised to quality assure our College operations.

Murrumba SSC enjoys the support of a vibrant and positive Parents and Citizens Association. Although no School Council currently exists, we are firmly committed to its establishment to support the IPS framework should the College's application be successful.

Innovative educational programs or practices

Although only in its fledgling state, Murrumba State Secondary College has already embarked upon significant educational innovation both in curriculum and in resource management. The Flying Start initiative has already been discussed but resonates very loudly within the innovative framework in addition to the following examples:

- The Engineering Excellence Program is scheduled to commence for Years 7-9 in 2013. In this innovative and exciting curriculum students will engage with extension work in science, mathematics and technology to include biomechanics, biotechnology, infomechatronics, robotics and chemistry. Access to this curriculum is via an entrance exam developed by the Australian Council of Educational Research. We have strategic partnerships with Aurecon Engineering, QUT Engineering Faculty, the UQ Engineering Faculty, Manufacturing Skills Queensland and Construction Skills Queensland to support this initiative. Students who choose to continue their engineering pathway through senior will have the opportunity to gain up to 2 years credit towards an engineering degree via the Diploma in Engineering (Technical).
- During the establishment phase the principal of Murrumba SSC worked closely with the two main primary feeder school principals and their communities to secure alignment between the LOTE programs. To further enhance the experience, the Undurba SS Year 6 cohort engages in their weekly LOTE lessons with Murrumba teachers in the Murrumba language labs. This is providing a very solid platform for our future language program development. We will be implementing initially a Spanish language acceleration program at MSSC from Year 7 and subsequent to this, an immersion program in Spanish.
- The current ICT resourcing model in place is very much dictated by elements such as the ICT Support Centre expertise, the NSSCF funding model and the philosophy of individual region ICT support and technical staff. Unfortunately there has developed a significant dependency on a federal funding model with at best, an uncertain future. The result is an enormous fleet of state owned ICT resources that require enormous budgeting allocations to support. At Murrumba we are moving to future proof our ICT resourcing model to place us in a position to move forward from a NCCSF dependency model to provide a low cost and efficient ICT resource for students. The central theme of the initiative is to make more effective use of the available community ICT resource via a Bring Your Own Device (BYOD) in combination with the potential of thin client technology. We have successfully tested a new Virtual Desktop Image (VDI) environment to ensure compatibility with existing infrastructure and network configuration. We are currently rolling out as part of stage 2, a full cohort trial in partnership with Dell, Intel and Citrix to further test and refine the solution. The principal has identified a three stage implementation plan that will (should we manage to successfully implement the final stage....remote access) ensure a cost efficient 24/7 solution to deliver a high performance ICT infrastructure that supports quality learning outcomes for all students.
- In 2016 we become eligible for candidacy as an International Baccalaureate World School. Murrumba is keenly pursuing this (iDP) as an alternative curriculum choice for students in the Murrumba Downs area.
- We are currently investigating options to support the development of our new and emerging trade focus. Murrumba will be seeking Round 5 Trade Training or alternatively, a partnership with industry to implement a Certificate III in Manufacturing Technology (Specialist stream CAD). This will supplement our Engineering Excellence Program and targets a significant future growth area that is currently not supported in the southeast corner.

Murrumba State Secondary College has already demonstrated a significant capacity and propensity to innovate self-manage and, due to its developmental status, is perfectly positioned to engage with and gain maximum benefit from an Independent Public School status. With the community very firmly behind our request, we are seeking the opportunity to further enhance our journey of *learning for life* as an Independent Public School.

Nambour State High School is recognised as a leading centre of public education on the Sunshine Coast and should become an Independent Public School in 2013 because of the following reasons.

While it maintains a clear benchmark of excellence and a base of traditional standards Nambour High is continuing to move forward as it meet the needs of the local community.

Widespread consultation about Independent Public Schools has occurred with all key stakeholder groups. Right from the beginning when the first ideas were provided to schools this community has shared ideas on IPS. On 23 July this year the whole idea of IPS was discussed at a key staff meeting. All key issues provided to schools were outlined and staff were asked to air any concerns. The overall concept was very well received and strongly supported. There were only some minor concerns expressed and these concerns have since been addressed to allay staff worries.

Our school's leadership committee (comprising HODs, Deputy Principals and Principal) has been well informed at all stages and the members are supportive of such a move as it fits with the school direction so well. This year Nambour High has commenced a visioning process that has established a desired future matching exactly with much of the IPS concept. The vision has been developed to ensure school success over the next five and then ten years as we work as a full community to ensure the most suitable and successful pathways for students. The school's LCC committee is well aware of all IPS issues expressing considerable concern about the vague position of many but were comfortable with the general concept.

Parents have been informed at all stages and widely consulted both in verbal discussions and in print technology through e-newsletters etc. A P&C meeting on 15 August addressed the issues in detail and there was a wide level of positive support for our school to move in this direction. There was not a single negative issue expressed about the proposals. Members of the local Nambour Alliance (the equivalent of the Chamber of Commerce) have been informed of the ideas and are supportive. Thus it can be seen that in all areas there has been widespread consultation with key stakeholders and widespread support for the concept of Nambour High as an Independent Public School.

Nambour High has a School Council and has done so for a number of years. This body sets the strategic direction in the school through a clearly articulated process in developing the school strategic plan. After that, annual reviews check on the school's progress against that plan with full reporting approaches developed and provided by the principal. Open accountability is the key to the success of these school approaches. The Nambour High P&C Association is a vibrant organisation. This group is highly effectively involved in all aspects of our school's life. It has leading input in to discussions about the school's curriculum and pedagogy as one aspect of its work. It is not just a fund raising group and it has members on all key school committees to ensure the best possible input from the wider community in school affairs. The P&C Association is very good with communication to the wider community as a member of the Nambour Alliance as well as providing the impetus for the school's emailed newsletter each fortnight for the best possible communication links.

Links have been enhanced over the last few years with Nambour State School. This is exemplified in the joint development of the pilot of year 7 in high school at Nambour High in 2013 as a leading school. Following on from that a combination of the two schools to develop a Nambour State College is being considered in depth as a key direction for education in the Nambour community. A key need for this move has been the decline in enrolment numbers at Nambour SS over the last five years with the flow on impact that has on Nambour High enrolment numbers. A new

direction of a Nambour State College is needed to stimulate state education in this community. This is significant for the whole of Nambour in providing a seamless pathway for students and a curriculum program that meets all students' needs. In addition this will be able to effectively address the competitive approaches of a number of local private schools that have developed a P-12 structure. The ideas embodied in the IPS framework would provide a wonderful opportunity for this concept to be developed.

In developing the new direction for the year 7 pilot Nambour High has already made some significant local decisions about the preferred direction for school structures. This will be further developed as the school moves into the Junior Secondary area involving years 7-9 and the senior secondary area involving years 10-12. This will mean changes in the structure for the administration team operation as well as for the rest of the leadership team as a first step. Nambour High is ready for some major changes in pedagogy (with moves already in place through the art and science of teaching) and the way that students are supported and this will be moved very effectively in the IPS conceptual framework.

Nambour High this year has been involved in the SMIP program as a way to more effectively address the facilities issues in the school. This has been very effective in moving away from traditional methods for facilities improvement to look at other contractors besides QBuild to provide the key work. This program has ensured that a large amount of work has been completed at a reasonable cost and under the proposed framework this would expand even further. This approach of localised decision making with direct links to Central Office is a model that our school wants to expand in future. The reality is that Nambour High School has ageing facilities and we need to develop such an approach to its fullest extent in order to meet the needs of our student body and the wider community. Nambour High needs to have state of the art facilities in all areas to address student needs and this will be most effectively possible under ideas developed through IPS methods. For this to occur Nambour High needs an Assets Plan for the whole site. This has previously been investigated a number of years ago when needs for such a plan were identified. However this has not been worked through up to this time due to financial constraints. For this school to meet the future pathways' needs for students a Strategic Infrastructure Plan is necessary. Without such a plan development could occur in an ad hoc fashion to address needs and not look to the long term needs of the school and move to the desired future structures to support learning effectively in the future. Capital works requests currently take too long to be actioned and under this new IPS model this school would be able to move much more effectively on those proposals.

Nambour High has a highly regarded agriculture section. It is one of the unique areas of our school. Through the farm we have developed very strong links with the community and the Parmalat milk company. A typical example of this was the provision of milking equipment to the school by local dairy farmers to support students' development at the highest level with the farmers and the milk company then seeing the benefits with high quality potential employees. As an IPS school these links would be further enhanced to see maximum connection with the community. Students would see clearer pathways to their futures as a result and would build on that as successful outcomes. Our school is a Gateway School for agriculture and the links with the community in providing education to meet local needs would be further developed. To ensure future success for the agriculture section community links need to be developed more strongly than at present and that will depend on the school structures to support these links which would be enhanced as an Independent Public School. Our school has the largest number of school based traineeships of any school in Queensland. We need to ensure that these

transfer in to effective future pathways for students. By enhancing links as an IPS these directions will be ensured.

Nambour High has a wide range of community groups using the school facilities out of school hours including the local air force cadet unit, drama group and sporting teams such as Futsal. However with an improved infrastructure this could be expanded even further with much better use of the facilities on a full daily basis. The local Sunshine Coast Regional Council has expressed interest in expanding current links in this area but the moves have not been successfully developed as yet. With the IPS infrastructure position fully enhanced this would be a key to this school working successfully in the local community.

Nambour High has increasing numbers of students in the special education unit and increasing numbers of students needing learning support. Amazing outcomes are achieved by staff working in the current staffing arrangements. However we need to try new ways of staffing these areas in order to better support students' learning. One of the key approaches will be staffing based on student needs and not on student enrolment numbers. As this school works increasingly closely with Nambour State School this becomes even more important and then it will be expanded to work with other feeder schools. The use of paraprofessionals would be invaluable in many areas of learning in our school as another option and this needs to be considered for the best possible school direction. Under current staffing arrangements such changes are not possible but under the IPS framework this school would be able to move effectively in its desired directions for students to obtain the best learning outcomes for their futures.

In addition plans are well advanced for the consideration of individual education plans (IEP) for all mainstream students. This will need changes in school structures such as the way individual classes are created to support the best learning experiences for all students. Some of the new school structures include the class structures based on learning needs not just year levels, the means to provide maximum e-learning and the effective use of specialists in key areas. Current systems are restricting this school in its desired direction. The IPS model of working to develop suitable staffing approaches and to be able to recruit in new ways would provide an excellent platform for this school. This fits in well with some of the work already done by the school for organising contract teachers.

Nambour High was one of the leading schools in the Sunshine Coast area to create the positions of heads of department social justice, senior schooling and middle schooling. This was completed to address emergent needs and has worked very successfully. These positions and others in the school structure need to be regularly reviewed to meet all current and future needs. A number of years ago the daily organisation for teacher internal relief was moved away from the school deputy principals to a teacher aide and this has proven to be very successful with other schools copying the model. Nambour High has a proven record of success in moving such proposals through the school LCC and other committees to reach a desired consensus for moving forward. It is this proven record that fits in well with the possible further directions for work as an IPS school and is a clear indicator of good possible successful outcomes. The school structures that have already been developed and would be developed further as an IPS are focused totally on creating the best learning environment for the best outcomes for students while ensuring that they are well catered for with respect to their health and well being needs. Systems are established with initial drafts of workforce plans created to support this desired direction which will be worked through the LCC and School Council.

As can be seen Nambour High is ready and able to move forward as an Independent Public School in leading education in Nambour.

THE SCHOOL'S CAPACITY TO ASSUME GREATER RESPONSIBILITY FOR THEIR AFFAIRS:

Narangba Valley State High School is a large school with an enrolment over 1800 students. There is a long and proven history of successfully managing a range of projects and initiatives to a very high level. NVSHS is one of the most highly performing schools academically in Queensland. It has an extensive administration and support staff with a large amount of experience and expertise.

Narangba Valley State High School is well positioned to assume and effectively manage the added responsibilities of becoming an Independent Public School.

THE POTENTIAL BENEFITS FOR STUDENTS AND THE BROADER SCHOOL COMMUNITY:

It is envisaged that given the flexibility and potential efficiencies created through being an Independent Public School Narangba Valley State High School that enhanced learning outcomes for all students will be realised. This will be enabled not only through the more effective utilisation of staff but through the creative use of human resources. The specific skills of staff required to deliver the curriculum in various areas will drive the selection allocation and use of teachers and support staff. The creation of new positions through the appropriate channels will also render improved leadership and services to students.

Efficiencies in regard to resource management including material and financial resources will also realise improved services to students and access to resources yielding improved learning outcomes. The community will be more directly involved in the school and have greater influence through the school council to guide the strategic direction of the school in response to local needs and issues.

Culturally it will enable our school to provide a substantial alternative to many schools located in the vicinity in the non-government sector. It will give parents and students a greater choice of quality institutions from which to choose for their education. Through enhanced competitiveness with non-government schools state education will retrieve some of the market share currently lost.

Creative curriculum constructs to make more effective use of our facilities and resources to serve the wider community and to complement/support other schools and institutions. This may entail for example creative constructs such as a "Twilight School" to enable older students and parents a chance to re-educate and credential themselves in new fields and endeavours.

INNOVATIVE EDUCATIONAL PROGRAMS OR PRACTICES THE SCHOOL WILL IMPLEMENT:

- A skills and human resources audit will be aligned with destination and aspirational data to inform a human resources plan to best and most effectively deliver the Australian Curriculum in both the junior secondary sector and eventually the senior sector.
- The needs of students will be prioritised to inform the creation of service to best meet their needs. This may include the creation of new positions with significantly different skills sets. Full time and part time services will respond to more creative ways of resourcing to enable more specialist services to address student needs. E.g. Paediatric services.
- Streamlined processes to target highly competent teachers will be implemented to reduce the drift of the most effective teachers to the non-government sector. Sister school arrangements may be employed to ensure tenure of quality teachers and to enable the staffing of schools in non-preferred areas.
- Alternative classified positions will be explored. For example in large subject areas such as English at NVSHS there is one HOD with over 1800 students and 48 teachers. Under the

Independent Public School concept Assistant HOD positions may be created to complement and support HODs of large and complex faculties.

- Behaviour support personnel will be employed specifically utilising the FTE allocation allotted to NVSHS by Education Queensland.
- Enhanced links with tertiary institutions to incorporate university staff with programs and projects around pedagogy and performance.
- Establish NVSHS as a lighthouse school for the promotion of pedagogical excellence through the expanded use of the "Success in Action" Viewing Room which enables staff both within the school and from other secondary and primary schools to share and model best practice.

CONCLUSION:

Narangba Valley High will continue to lead the way with regard to government and non-government schools in innovative and highly successful practices to optimise the potential of all students. With the opportunity provided in becoming an Independent Public School and the inherent improved efficiencies and scope for innovation, Narangba Valley State High School will be a lighthouse for public education.

Ross Mackay
Principal

05/09/2012

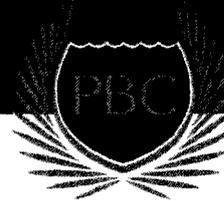
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Innovative Educational Programs and Practices

- eLearning – quality certification of students and teachers using internationally recognised programs, enrolment of teachers into research or course based Masters degrees at CQU (in principle agreement has been established), whole school staff Mentor program using Microsoft sponsored training (Mentor trainer has recently been trained through Learning Horizons “Peer Coaching” 3 day program in Brisbane), worldwide trial school for “Big History” project to be taught to year 10 students in 2013 as an elective trial, ongoing investigation of Virtual Library options (currently developed and operating within school) that engage with Equella, move towards eTextbooks in 2014, whole school 1:1 laptop program by 2014 (1200 students). Currently a “Horizon” school, involved in the development of effective eLearning curriculum with 19 other lead High Schools in Queensland.
- Engineering – design engineering project based around Formula One (soda powered cars) program to be extended to larger cohort of students in 2013 – currently 10 students. School has won State and National prizes in this competition over the last 8 years, and has productive partnerships with many local engineering companies. 3D digital design and printing opportunities for students, wind tunnel testing, professional presentation skills, etc
- JET gifted and talented program for year 6 and 7 students hosted at our two campuses to be extended to all feeder primary schools in 2013 and beyond
- Aviation – as a Gateway school, we will grow this curriculum opportunity in collaboration with the growth of the Sunshine Coast Airport corporation, one of our partners
- Enterprise Education – current exemplars include our annual Australian Business Week opportunity for all grade 11 students (over 200 took part in 2012), agricultural business activities, Hospitality catering restaurants monthly, Noosa Oscars (NOscars), etc. Further opportunities will be identified and nurtured to position the school as an “Enterprise School”.
- Creativity and Curiosity – these two major intrinsic educational motivators will be overtly recognised and encouraged as an underpinning fabric within the schools learning ethos – a strong performing arts, music, film and TV culture already exists, and this will be aligned and grown. Partnerships with 21st century media businesses will be grown to facilitate employment “guarantees” for our graduates.
- Diversity – the school has over 100 Students with Disabilities, who are mostly mainstreamed into the common curriculum and classes – special support programs such as SWAN (Students With Additional Needs), Duke of Edinburgh, Hard Yakka (partnership with Buntings), and a suite of self esteem oriented options are well regarded in the Region. This facet of the school will also be identified more overtly as an area of strength. Our motto is “Excellence Through Diversity”.
- The opportunity to grow an International Student program at the school will also be investigated and implemented over the medium term, capitalising on the unique charm and attractiveness of the Noosa Hinterland and easy access to the northern end of the Sunshine Coast. Development of partnerships with tourism operators will be part of this strategy.

Conclusion

- Noosa District State High School has many unique features – the potential of two campuses, the location in the Noosa Hinterland, the depth and breadth of skill amongst our experienced staff, the record of achievement academically, the current level of innovation within our program offerings – which coupled with a confidence to stand on our own feet and work in direct partnership with the Director General, strongly suggests that this is a school that will thrive as an Independent Public School.



5. Potential Benefits (cont.)

Staffing – Workforce Plan

3. Consolidate the newly established Middle School by recruiting staff whose philosophies align to the research-based practices recently adopted. This includes the identification of up to eleven (11) teachers in 2015 in relation to welcoming a Year 7 cohort to PBC.

Facilities

PBC has developed a Facilities Plan which prepares the school to welcome an additional 300 students over the next three years. The adoption of a school council and the ability to negotiate this plan directly with Central Office would ensure the best possible and most cost effective outcome for PBC.

Budgeting Simplification

As a large school IPS will present PBC with the opportunity to streamline some administrative practices and the adoption of a one line approach to funding will ensure that stakeholders will have a clearer understanding and more input into resource utilisation.

5. Innovative Programs and Practices

Implementing Junior Secondary

In 2011 PBC introduced Junior Secondary (Middle School) by comprehensively restructuring the workforce and implementing a research-based curriculum and pedagogy frameworks. IPS will ensure that this initiative will continue to evolve and achieve better outcomes for PBC students.

Cluster Charter

PBC is currently leading a process involving Eianora SHS, Tallbudgera State School, Currumbin State School, Currumbin Valley State School, Eianora State School, Coolangatta State School and Currumbin Special School to develop a charter for future collaboration. Acceptance into IPS will give PBC the staffing flexibility to lead the implementation of the charter to align practices amongst the member schools in the areas of Australian Curriculum, Pedagogical Frameworks, Literacy, One-to-one Device Programs, LOTE, Behaviour Management and Gifted Education.

Specialised Programs

Excellence Programs play an integral role in our success and have done so for over 15 years. If these programs are to continue to flourish they must continually evolve to reflect cutting edge practice. IPS will provide PBC with the resourcing and staffing flexibility to facilitate this endeavour.

Community Access

PBC currently provides extensive facility access to external organisations but has been limited. IPS will provide greater flexibility to negotiate long term and facilities development agreements with these partners.

Partnerships Expansions

PBC seeks to further evolve our partnerships with Griffith University, Titan's Rugby League Club and the Currumbin RSL. Acceptance into IPS will provide greater flexibility to initiate the following innovative projects:-

1. Griffith - Establish a joint Marine Centre on the PBC campus which includes the sharing of scientific equipment, resources and the development of a Tertiary Pathway Course for Marine Science.
2. Titans - Negotiate an agreement for training facility development that assists both organisations in the area of athlete development.
3. Currumbin RSL - Create and implement a long term agreement and business model for the RSL to use PBC as a pivotal training centre in the delivery of their services as an RTO.

6. Undertaking the School Council

The Principal has briefed all PBC stakeholders of the requirement to implement a school council under the IPS program and is committed to meeting all obligations in this regard.

Peregrin community. A locally tailored workforce that is governed by a specific workforce plan will enhance the programs and partnerships.

The development and implementation of a workforce plan combined with the delivery of the specific skills and abilities required throughout the school by having the ability to shape the workforce is essential to improving student outcomes in both academic and social areas. It ensures we continue to have the ability to implement the special programs we have built our reputation and unique brand on. It will also enable the continued development of the school's social capacity, i.e. the collective capacity of the whole group.

Community confidence in Peregrin Springs State School is very high. Parents are proud to send their children here and many have moved into our catchment to specifically be able to enrol. The workforce plan also has the potential to maintain and improve this community confidence and the school's reputation as an outstanding educational institution on the Sunshine Coast.

Our school's reputation in the community has raised the positive opinion of state schooling in this area, which has had flow on benefits for our two feeder state high schools. Implementing the *Independent Public School* proposal would continue to enhance that. In other words, in a community dominated by independent schools parents are indicating a willingness to consider the state system as a choice for secondary schooling.

Our school's reputation stems not only from the quality programs and practices in place, but more importantly from the **pattern of strong results** we are achieving in a relatively short amount of time. Enhanced local governance, financial flexibility and a locally tailored workforce will enable the staff to continue to advance innovation, improve teaching and learning practice and as result better learning and social outcomes for all students.

4. The innovative educational programs or practices the school will implement.

This newly formed governance structure as part of the operating environment of Peregrin Springs State School will facilitate greater localised decision-making and enable the development and operation of the following innovative programs:

- community partnerships creating localised access to health professionals, e.g. speech pathology, behaviour support;
- affiliation with the Peregrin Springs Golf Club with view to developing a centre of excellence in golf;
- partnership with the Peregrin Springs Recreation Club² and ovals operated by the Sunshine Coast Regional Council (located directly across the road and housing sporting facilities for the community);
- implementation of a one-to-one device program operating from Years 5-7 through creating partnerships with industry and local businesses (this strategy is already in place and would benefit from enhancement); and
- development of an after school sports program utilising the facilities of the school and the local community (i.e. Sunshine Coast ovals, Rec Club, Golf Club and the school's facilities)

The level of autonomy in decision-making afforded by the *Independent Public Schools* proposal will assist us to protect the brand that has been carefully crafted by the foundation staff of 2010 and developed further by staff who have joined the school since. Our brand is based on service delivery through quality care and academic achievement, the flavour of which flows through visual representations displayed throughout the school and in all communications, and more particularly, the unique and special ways in which all staff interact with students and their parents/caregivers. Our brand is a particularly important concept to maintain and develop further in a community where one, our reputation is a common topic of conversation; and two, we compete for enrolments with one of the most prestigious private schools on the Sunshine Coast. Our school is not short of enrolments but we want and need to be able to attract and retain enrolments across the whole spectrum of the community.

² The Peregrin Springs Recreation Club is strata titled and currently access is limited to certain sectors of the estate

Given the current age of the school, established 1983, facilities maintenance is a crucial issue. IPS will give more flexibility to this program.

Smithfield has differentiated itself through an academic alliance with James Cook University. This is already not only raising the school profile but is providing successful pathways and opportunities for students. The school now has app. 200 students (24%) enrolled in academy programs, supported by JCU with all having aspirations to study at university.

Having a School Council will assist in the public perception of professionalism and accountability for the school. The Northern beaches Communities of Cairns will greatly benefit by this raised profile. Smithfield is the local secondary school for these communities.

Smithfield has embarked on a vision for improving legitimate student voice across the school. The IPS program will give further assistance to this program also.

4. The innovative educational programs or practices the school will implement
Smithfield State High School has always had an innovative approach to education. Innovative programs and practices that will be implemented include;

- Northern Beaches Academic Alliance – this is the evolution of our Showcase Award Winning Partnership with James Cook University. We commenced this partnership in 2011 and it has now progressed to an alliance with both James Cook University and Trinity Beach State School. IPS program will allow us greater flexibility in enhancing this alliance. The involvement of JCU on the School Council will be pivotal. The extra flexibility to work more closely with Trinity Beach State School will also further boost State Education in this area. Principals of both schools are already meeting regularly considering many innovative possibilities from Junior Secondary planning through to shared staffing, professional development and governance. A General Briefing Note is currently with the Minister requesting that Smithfield State High be renamed and commence as a University State College in conjunction with JCU, from 2014.
- Teacher Excellence Program for JCU pre- service teachers, who can access both Smithfield and Trinity Beach schools.
- Centre of Excellence in Digital and Interactive Media – this program has already established a Community Reference Group. The possibility exists to create a shared learning facility for students and public, supporting locally agreed and significant jobs/careers.
- Establishment of a Music Academy, supported by the Morrison family , promoting Stage Band and Jazz/ Swing music
- Soccer Academy in partnership with Marlin Coast Soccer Club, Cairns' largest Junior club.

In closing, the leaders of the school are very confident we have both the capacity and community support to successfully undertake the responsibilities of an Independent Public School. The outcome will be enhanced State Education on the Northern Beaches area of Cairns.

4. An outline of the innovative educational program or practices the school will implement.

- As an IPS Southport SHS will be the first school in our region to offer the International Baccalaureate MYP (Middle Years Program). The IB MYP is for students aged 11 to 16, and provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers. Our innovation will be to combine the Australian Curriculum and the MYP, through a personalized learning program, so that our students will be offered a world-class curriculum that is tailor made to suit the individual needs of every student.
- Smart Minds. In conjunction with our Precinct Partner School, Queensland Academy of Health Science (QAHS) students from Year 5 & 6 will be given an opportunity to experience the full spectrum of learning opportunities that are available from primary school through to tertiary and beyond. As an IPS Southport SHS will be instrumental in providing peer support and instructional coaching in this program for both teachers and students.
- Gateway program for adult school community members. Literacy and numeracy short courses will be offered by Southport SHS to address the need to support parents in their role of assisting their children in the learning process. These courses will be available both in-person and on-line with supporting materials linked to the curriculum to maximize the impact of this initiative.
- ELM Project – Enhanced Learning Model for gifted and high potential students. The aim of this project is to broaden the focus of giftedness and shift the professional rhetoric from one solely concerning the intellectual domain. ELM is designed to focus on all areas of giftedness and provide identified students with specialized teachers as mentors within these fields. Students will have an opportunity to engage in high level projects within their field and work closely with their mentors in establishing goals, developing their social/emotional strength and monitoring their project goals.
- Project 600 – Curriculum Enhancement Projects. In conjunction with Brisbane School of Distance Education, our school is actively involved in both the delivery and participation of a number of Project 600 initiatives. Project 600 provides enhanced learning opportunities using a range of digital tools and spaces which have a high impact on student outcomes. It also provides opportunities to build teacher capacity in digital pedagogy so Southport SHS can share specialized knowledge with the broader school community. As an IPS we will create a series of our own Curriculum Enhancement Projects to be delivered to both teachers and students across the Learning Precinct which will be responsive the range of needs within our school community.

In conclusion I believe that we are ready and have the necessary infrastructure and support from our wider school community to become an Independent Public School.

- o Youth Attainment and Transitions.

The specific geographical location of the Torres Strait is recognised as a region striving for self-autonomy and government. Tagai State College is seen as an employer of choice by people identified as being of Aboriginal and Torres Strait Islander descent. The college operates a 'Grow Our Own' leadership model, supporting both Indigenous and non-Indigenous employees in leadership development. The college exceeds the Education Queensland's Indigenous Employment targets and proposes to create leadership positions that are identified/specified as recently advertised in Associate Principal Role.

Tagai State College has a MOU Agreement with the following Community & Government organisations:

- o EQ's MOU Agreement with TSIREC will create an environment for reform and adequately resourced consultative processes to engage parent and communities to work collaboratively to reduce disadvantage.
- o TNQ TAFE to work in partnership to increase Certificate II & III completion rates. The MOU Agreement governs the operations of Tagai TAFE services.
- o James Cook University MOU Agreement with the college aims to increase the pathways for university entrance as well as embedding tertiary aspirations in the middle years.
- o Montessori Children's Foundation MOU Agreement with the college aims to increase parental involvements together with early years student participation programs from 0-3; 3-6 and 6-9 years.

Tagai's endorsed organisational structure will drive greater accountability of specific roles, responsibilities and develop performance of all staff. This structure has established an Executive Team; Business & Finance Team; Curriculum & ICT Team; Language & Culture Team; Student Services Team to drive the service accountabilities to support the innovative strategies:

- o Recruitment Strategy is inclusive of internships; RATEP graduates; University & Regional Recruitment Roadshow
- o P4S Panel that support college teacher entry and exit recommendations
- o Induction Program in Brisbane; Cairns; Thursday Island & Outer island ongoing throughout the year especially about seasonal & communication protocols
- o Beginning Teachers Program that support graduates in the teacher networks
- o Aspiring Leaders Program targets Expert Teachers developing Individual PD Plans.
- o "Growing our own" strategy targeting Indigenous teachers
- o Senior/Super Senior Teacher Program targets experienced teachers to mentor beginning teachers.
- o Coaching Model that develops teachers from "Novice to Expert" standards
- o Staff Well Being Programs identified as a priority that needs innovative practice

Tagai State College Service Guarantee pathways provide greater opportunities for more tailored and flexible arrangements for designing innovative strategies aligned to achieve and complete benchmark standards. The current MOU partnership arrangements provide the flexible arrangements needed for the remote Indigenous context. The current organisational structure provides an inclusive wrap around model that services and supports teachers to improve literacy & numeracy outcomes. The confidence in public education has drastically grown as we developed partnership agreements that require specific planning and reporting schedules with parents and business community. This work will be enhanced by the flexibilities with Independent Public School.

Criteria 2: Demonstrate the potential benefits for students and the broader school community

Tagai State College believes that every young person will be well prepared for life success as documented in the "Yumi Education for Life" Strategy. This strategy describes how the Service Guarantee model has raised the standards of the delivery of teaching and learning based on yumi principles and ways of working. This strategy beyond driven by

- o A belief that every student will achieve to their learning potential.
- o That curriculum delivery is underpinned by Explicit Instruction Pedagogy.
- o A school learning culture founded upon Proud, Responsible, Respectful and Safe students.
- o A high level of community engagement and frequent parent/teacher conversations that support a child's learning progress;

- A high level of indigenous cultural respect and understanding that will support students to be proud of their cultural background;
- Teaching expectations (Novice to Expert Standards)

Early Childhood Education & Care Strategy

Tagai has developed the Early Years strategy that provides our remote children with access to quality early childhood education and care:

- 17 PrePrep programs operating successfully within the current P-7 school operations.
- Integration of early years services as launched at Tagai State College Iama Campus Sept 2012
- MOU arrangements with TSIREC & Montessori Children's Foundation to support 0-3 programs in 5 outer island communities.
- One School system to track enrolment, attendance and achievement data.
- Passport Program that enables Parent/Community to support "Attendance" strategy
- Malu Os Early Intervention system that identifies potential areas for student, campus & college planning. Malu Os is the Special Education Program that supports children with a disability aged between 0yrs to Year 12 in the Torres Strait Islands.

Potential Benefits

The Wrap around services that provide quality and consistent approach to the whole child health and wellbeing checks for the following areas:

- Full Time Speech Pathologist - Otitis Media & verified Hearing impairment data
- Paediatrician clinic consistently available and accessible with additional Language translators...
- Regular Physiotherapist and Occupational Therapists that work across agencies using a new referral system.

Junior Secondary Initiative

Tagai has a Junior Secondary Implementation Plan that aims to meet the Identity, staffing, curriculum, financial, technological, infrastructure needs of welcoming Year 7 from 15 outer islands campuses to the Secondary Campus on Thursday Island in 2015. The current plan is based on the projected enrolment number from each campus and the bed availability from both Boarding hostels.

Potential Benefits

- Flexible learning areas through refurbishment of existing facilities - parent/ community centres.
- Accessing contractors who are economically affordable, quality assured and reliable.
- Accessing private ICT Technical Support to manipulate technology to transform teaching and learning practice. Eg Indigenous Language virtual classrooms to Qld students
- Prioritise other facilities such as tuckshop amenities, SWD Access options that support life skills learning in existing learning area.
- Disability access and planning partnership opportunities & sponsorships
- MOU Partnership Agreement with current Boarding Facilities
- New Boarding Facility

Service Guarantee - VET Pathway

Currently, the School to Work Coordinator tracks and provides support to students at school and post school.

The 2012 Next Steps data has only managed 66% response rate when in the past STW Co-ordinator has directly managed this data collection process with >90% response rates.

- STW Co-ordinator has strengthened industry and stakeholder engagement across sectors to secure more traineeships & apprenticeships opportunities.
- Increased participation & completion in VET pathways at Certificate III.
- There is limited co-ordination of support services for young people when they leave school - agencies do not meet regularly and work in isolation of each other.

Year 10 (76)	Cert I	21
Year 11 (74)	Cert I	8
	Cert II	63
	Cert III	7 (subtotal 99)
Year 12 (65)	Cert I	13

	Cert II	59
	Cert III	10 (subtotal 82)
YR 11 & 12 (139)	VET Quals completed	181 (total)

Potential Benefits

- Wrap Around Model that should provide an integrated service for post school students to maximize their employment opportunity (participation) and successful outcomes (completion). The One Stop Shop model for delivery this service together with a quality and consistent approach based on the yumi principles and ways of working.
 - School to Work Coordinator; Centrelink; Vocational Partnership Group - VPG Officer; Skills 360; ITEC; Job Find; Community Enterprise Australia (CEA)
- The Wrap Around Service must be inclusive of post-school options for students with a disability and funding packages must be made readily available to students upon leaving school. Students post school options on the outer Islands must be better managed with strategic partnership arrangements with Torres Strait Islander Regional Council and other large employing authorities.

Inclusive Education

Tagai aims to deliver a high standard of special education support and we expect students with a disability to achieve their potential. The Team are currently using flexible and responsive strategies.

Potential Benefits

- Efficient & Reliable Respite Services: Students with disabilities in a Malu Os are often the only service that works with young people with a disability. Respite services must be regular and accessible to families on all outer islands.
- A Promotional and marketing campaign that highlights an inclusive approach to the "Yumi Education for Life" strategy ensuring all student, staff and parents/communities are "walking the talk" about inclusive practices for all. Success for All strategy used to highlight all students as contributing members of the whole community.

Commitment to establish the School Council

Tagai State College has a strong commitment to TSIREC - Torres Strait Islander Regional Education Council which was formed in 1981 as an educational advocacy body representing the interests and aspirations of each community within the Torres Strait Region. Tagai works in partnership with TSIREC and meets at least 2 times a year for planning and reporting requirements. We work closely with the 17 P&C Associations and support one P&C representative to be inclusive of the planning and reporting workshops with TSIREC. Together our collaborative planning & reporting workshop aims to promote 17 school leaders and 17 Parent & 17 Community Leaders working together across campuses to address the priority areas of:

- Attendance
- Literacy & Numeracy
- Transition
- Early Years/ Junior Secondary & Senior Pathways

Tagai State College was inspired by the success of the Passport Program being implemented at Neerigen Brook Primary School in Western Australia (Independent Public School) as a strategy for engaging parents in their children's education. The College would expect to work with the consultative bodies for customizing this program for 2013.

Expression of Interest (EOI) Form to become an *Independent Public School* in 2013

Name of school:	TALLEBUDGETA BEACH PS SCHOOL
Principal: ¹	ALLAN RAFTON
Principal's signature:	
Contact email:	arraft1@eq.edu.au

¹ Where there is an acting principal, the name and signature of the substantive principal must also be submitted.

Written application

In no more than three A4 pages demonstrate:

- broad consultation has occurred with:
 - staff, including the Local Consultative Committee
 - parents, including the Parents and Citizens' Association (P&C)
 - the wider community, including local businesses and industry
- the school's capacity to assume greater responsibility for their affairs
- the potential benefits for students and the broader school community
- outline the innovative educational programs or practices the school will implement.

For more information about the EOI process visit the Education Queensland website at www.education.qld.gov.au/schools/independent-public-schools/index.html

Application checklist

- EOI form completed
- school staff, parents and local community consultation completed
- maximum three A4 pages written application attached
- commitment to establish the school council
- school council already established
- name and signature of substantive principal submitted (if applicable)
- application submitted by 7 September 2012.

Submissions

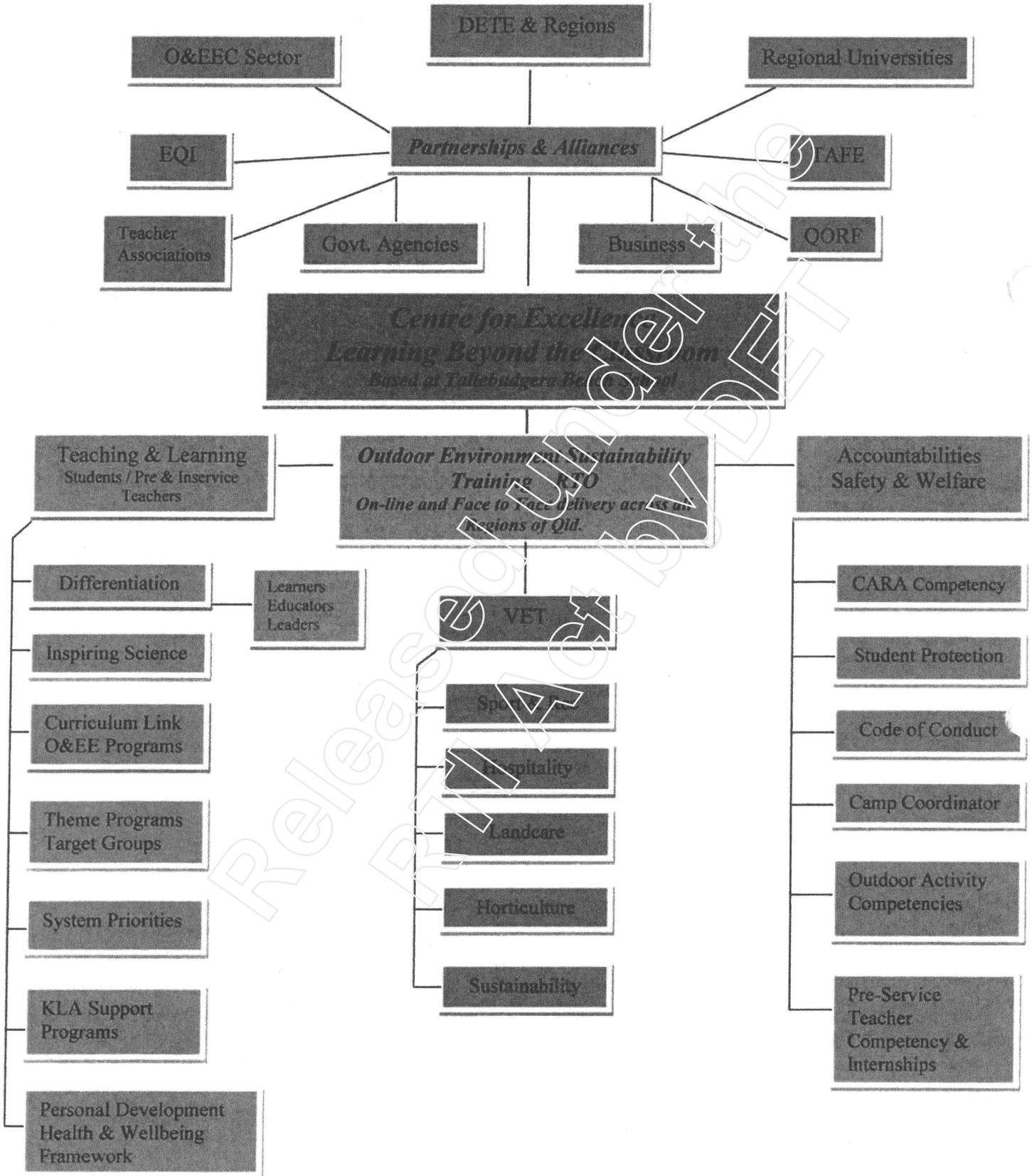
Please send your EOI form and written application to IPS@dete.qld.gov.au by 7 September 2012 for consideration in the 2013 *Independent Public Schools* selection process.



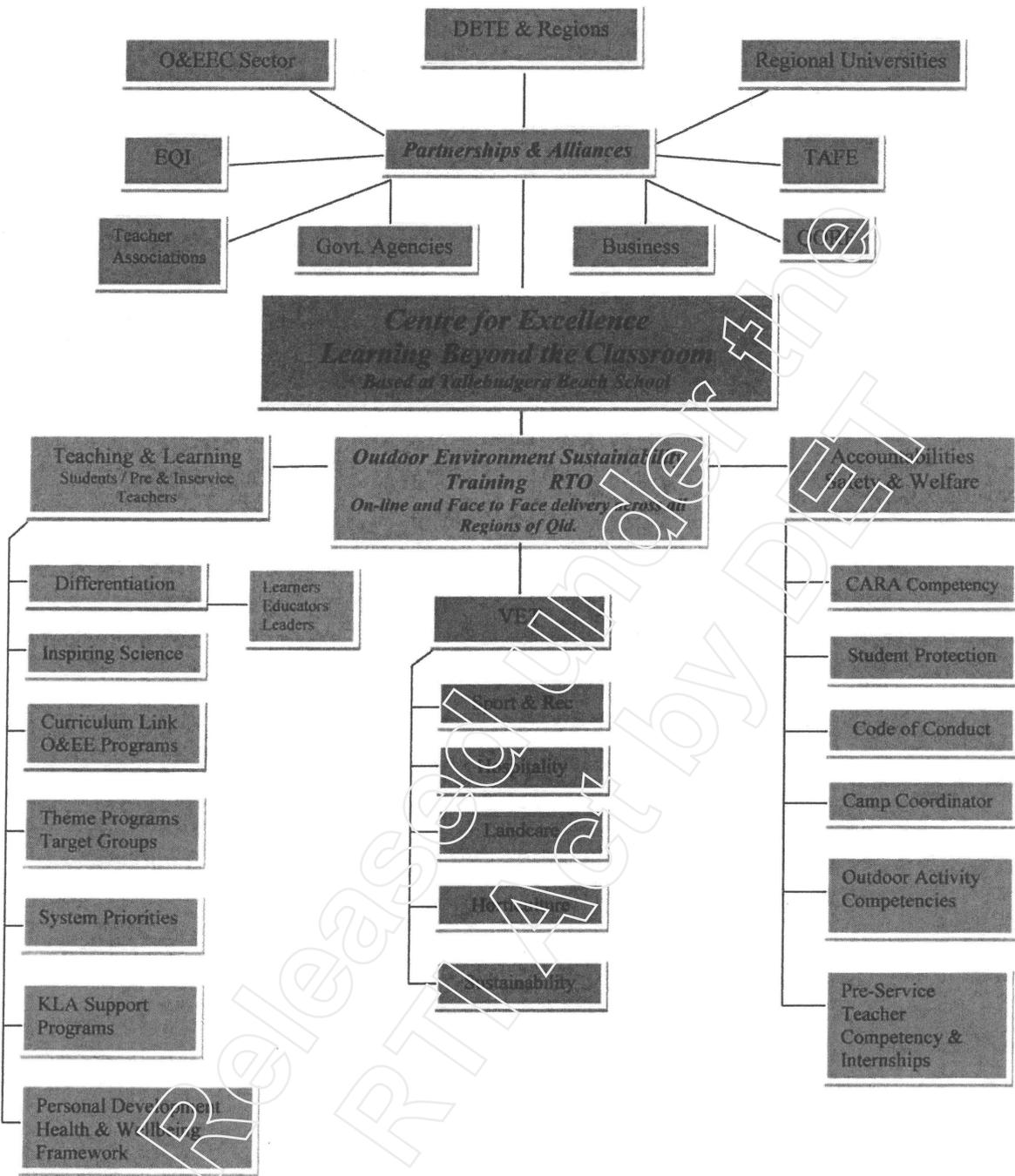
2

Innovative Programs and Practices

- include diagram.



Innovative Programs and Practices



Data

- N/A

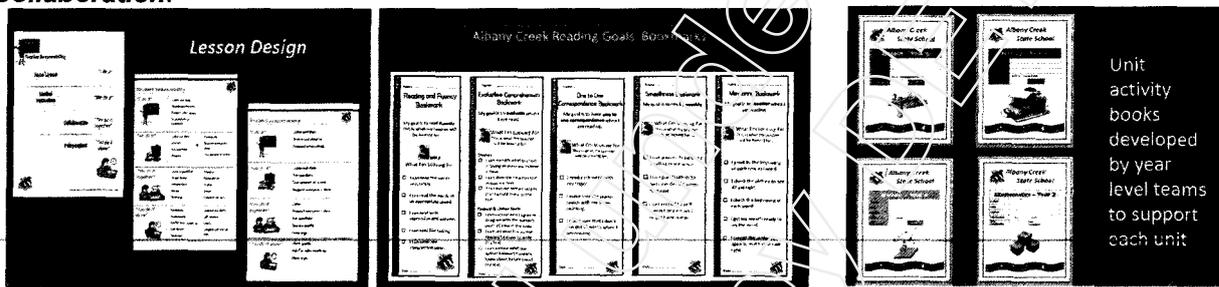
considered to be sound and true by ACSS Staff and community. The PowerPoint Presentation referred to earlier provides a succinct synopsis of the advantages envisaged and endorsed by the School Community.

4 Innovative Education Programs and practices to improve student performance:

Embedding our agreed pedagogical focus is our “innovative program and practice”. Having an agreed set of priorities empowers the Leadership Team and engages the staff to set and achieve higher expectations as we are working as one on an agreed shared plan to improve student performance.

We are refining our Curriculum Blueprint to inform our pedagogical framework. As evidenced by the “**key to success**” icon, we have and will continue to focus extensively on **Lesson Design** (Fisher and Frey *Gradual Release of Responsibility ... I Do, We Do, We Do it Together and You Do It* incorporating “warm-ups”, **WALT and WILF and TIB**), **Reading to Learn** (Professor David Rose-Sydney University), Embedding individual **Reading Goals** for each student (as presented at Regional Showcase Awards) and modelling exemplary use of **OneSchool** functionalities to refine **C2C Curriculum** elaborations (Initiatives presented at Principals’ Conference and being trialled for OneSchool – Weekly Planner).

Each of our four pillars is underpinned by **Cohesion, Consistency, Commitment and Collaboration**.



As an IPS school the role of a part time **strategic curriculum support officer** would be formalised and expanded considerably. Currently, the school dedicates funding to support this role for a limited number of hours each week. This officer’s responsibilities enhance significantly the capacity of the Leadership Team to be instructional leaders. Essential curriculum administrative roles can be delegated allowing each member of the Leadership Team more time to work in classrooms and to provide professional guidance and feedback to teachers.

ACSS has already implemented a number of quality practices to align teachers’ actions to enhance learning outcomes for all. These include collaborative development of **year level, unit specific resource books** aligned to C2C elaborations and the Australian Curriculum programs. These practices ensure consistency and cohesion in curriculum programming and provide a conduit for professional discussions and year level moderation. Scheduled OneSchool units of work and the recording of moderated summative assessment data in OneSchool enhances evidenced based decision making that de-privatises professional practice leading to improved student performance.

As an Independent Public School, these essential initiatives will be provided with additional structural support. This support will include greater assistance for **Year Level OneSchool Coordinators** who are scaffolding the scheduling of year level units of work and use of OneSchool Weekly Planner. These actions are leading to high quality sustainable pedagogical practices that are closely aligned to DETE’s “world class” - C2C and OneSchool programs and the adoption of Early Start options in 2014.

Reading to Learn (R2L) underpins teaching practices at ACSS. R2L training is comprehensive and valued. As an IP school, funding would be allocated to guarantee all teachers the opportunity to be trained in the R2L process. R2L is embedded in Lesson Design, Reading Goals and OneSchool C2C priorities. R2L is responsible for the consolidation of effective practices for the teaching of reading.

Other innovations include embedding existing Workplace Reforms and reforms discussed with senior HR officers to recognising the skills and to acknowledge the role the Schools Officer to provide support for “Direct to Market” initiatives and related facilities management practices.

also one of a small group of high schools to achieve an Outstanding in the last Teaching and Learning Audit which we undertook.

THE POTENTIAL BENEFITS FOR STUDENTS AND THE BROADER SCHOOL COMMUNITY

All students will benefit from our ability to engage in local decision making. This will ensure that the context of our local school community will be a key factor in all decisions that impact on teaching and learning at Alexandra Hills SHS – staffing, curriculum, finances.

There is evidence that strengthening links between schools and community can lead to clear educational outcomes. Through IPS there will be an increased sense that Alexandra Hills SHS, while being a part of the State system, will be accountable to our school community and, within legislative constraints, will deliver education that is responsive to the needs and aspirations of our community.

Furthermore, this enhanced partnership with our community can lead to mutual benefits such as the incorporation of community based projects. These projects can see students actively engaged in the local setting allowing learning to be more 'real life'. For the community/business, the outcome is the assistance which students can provide such as in the case of work placement in nursing homes.

While these benefits are quite tangible, the greatest enhancement to the community is the connection which can be formed between adults and young people. A cohesive community is one which will thrive and IPS is a key element in making this a reality at Alexandra Hills.

THE INNOVATIVE EDUCATIONAL PROGRAMS OR PRACTICES THAT THE SCHOOL WILL IMPLEMENT TO IMPROVE STUDENT PERFORMANCE

Focus on Pedagogy

It is evident that teachers are the key to improvement in student learning.

The flexibility of staffing will allow us to implement a whole school focus on teacher development.

As the Australian Professional Standards have been accepted as the basis for teacher learning and performance, we will use the **Australian Teacher Performance and Development Framework** devised by the Australian Institute for Teaching and School Leadership (AITSL) as the guide for our program aimed at providing every teacher with the opportunity to observe, reflect and practise to improve pedagogy in the context of the Australian Professional Standards.

While our school undertakes a program of professional development every year including a peer observation program, Professional Peers, there is general agreement that resources applied to a **mentor/coach** would allow teachers to work systematically with the coach to improve their pedagogy. With greater flexibility, teachers would be allocated time to facilitate participation in this voluntary program of development.

The establishment of a **Professional Dialogue Circle for Aspiring Leaders** will allow teachers to meet with like-minded colleagues to share professional reading, discussing contemporary issues and broadening their knowledge of leadership responses to challenges facing education.

Focus on Talent

Talented students must have the chance to develop their potential.

We will offer a range of opportunities:

- **Academy Class** (Years 8-10) for high achievers in Maths and Science offers a more challenging program in partnership with the QMEA. In Years 11 and 12, students join the **Honours Academy** with each student being voluntarily supported by a teacher mentor who implements a program at critical junctures to assist them through the Senior years.
- **Specialist Sport Classes, Dance Troupes, Music Ensembles, Drama Club, Public Speaking, Debating, Service Clubs** (Interact, Leos) and an extensive **Schoolwide Leadership Program**.

Focus on Quality (QA4US)

We will undertake a Quality Assurance process around our operations which support curriculum and teaching and learning.

Focus on Closing the Gap

As the number of Indigenous students in our school has more than doubled recently, we will enhance our partnerships to improve their retention and learning outcomes. Our plans include:

- Active promotion and facilitation of the Titans Sporting Chance Program for Girls and the Titans for Tomorrow Year 12 program.
- Collaboration with COOEE Elders in support of our students
- Partnership with Griffith University's Gumurri unit to enable mentoring relationships with Indigenous university students with our students
- Working with a range of partners including Stradbroke Island artists for cultural experiences, Yuli Burra Ba for health monitoring and promotion and Kuril Dargen at the State Library who will adopt our school to assist students and their families to pursue their heritage through genealogy workshops.

Focus on Sport

Despite the inherent organisational difficulties and, sometimes, student reluctance, Alexandra Hills SHS continues to offer weekly competitive sport for all students, Years 7-12. In addition, we offer a Sports Excellence class (Years 8-10) and a Rugby League Development Program (Year 8-12).

With greater autonomy, it will be easier to forge partnerships with sporting clubs with a view to sharing coaches while developing and sharing our facilities. While we are currently working with Wynnum Manly Rugby League who supply an expert coach and who are supporting us with the installation of lights on our oval, the possibilities to further develop our facilities by partnering with other clubs which already use our facilities, such as the Redlands Cricket Club, would be enhanced.

Potential benefits for students and the broader school community

Ascot State School's submission focuses on supporting increased decision making around three key areas:

Governance

Ascot State School has demonstrated a commitment to educational excellence and we continue as a school to strive for even greater achievements. To meet the challenge, a well-planned school improvement process will be undertaken. This rigorous quality assurance will maintain the trust and support of our community.

The school is already part of the Australasian Schools Accreditation Agency (ASAA) Schools to Excellence Program. The ASSA Accreditation process is designed for high performing schools and provides a rigorous school review process. School self-assessment complemented by an external audit leads to accreditation. The audit is centred around a comprehensive instrument based on up to date research focussing on school effectiveness.

Funding and infrastructure

Ascot State School and its P&C Association have worked collaboratively on budgets, school infrastructure, planning and maintenance projects. P&C projects have included playgrounds and fitted outs to the School Hall to support Performing Arts, in particular musical performances and Assemblies. Other planned initiatives include the strategic direction for the use of mobile devices for student use and parent communication and engagement. My firm belief is that flexibility of funding supports innovations.

Workforce

My ability to have more input and control of the staffing mix, recruitment and performance management of staff enables me to fulfil my commitment to ensure standards and achievements are met to the highest standard and to the expectations of the community. A high level of leadership capacity building is evident in the school with plans to expand roles and responsibilities to enact initiatives developed.

Innovative educational programs or practices to improve student performance.

Students' Academic Growth and Buoyancy: Evidence-based Approaches to Educational Practice

Based on a core goal of **'every student to experience success and to achieve'** over the last 12 months the school has researched how best to meet this goal and to develop a strategy which is a fit for our students' needs. Professor Andrew Martin, University of Sydney, is a leading researcher into motivation and children. His research focuses on motivation, engagement, and achievement as well as work into boys' and girls' education, gifted and talented, disengagement, academic buoyancy and courage, pedagogy, parenting, teacher-student relationships. His latest research is into academic resilience and the psychological factors which affect academic success at school and in later life.

His work proposes that the well-rounded student is one who is not only motivated and engaged but is able to bounce back when the going gets tough. Given this, it was decided, the concept of academic buoyancy and the key motivation factors predicting students' ability to bounce back is the fit for our students' learning needs at Ascot State School. The program outlines specific strategies that teachers can use to enhance students' academic buoyancy including building self-efficacy, reducing anxiety and fear of failure, boosting control, and enhancing persistence. It also addresses the issue of academic growth and ways to adopt motivational growth-oriented practices in the learning context through personal best (PB) goals, learning growth indicators and achievement growth mapping.

Links will be made with Professor Martin to establish our relationship and to assist in the training and skilling of teachers, and in particular, mentoring and coaching a Student Success Coach whose role is to work with staff, students and parents to implement the school's strategy. Other influences to this work come from Wilson McCaskill – Play is the Way and Dr Martin Seigman's work on strengths and flourishes. This strategy work aligns to the strategic work of implementing the Learning and Wellbeing Framework and the Parent and Community Engagement Framework.

Teachers as Researchers

The Grattan Institute Report, Catching up learning from the best school systems in East Asia, identified that teaching is seen as a research oriented profession. To develop the concept of teachers as researchers at Ascot State School and to expand the existing leadership building model, teachers will be able to apply for a Teacher as Researcher Grant. To improve the quality of their teaching, teachers will identify a particular aspect of learning; initially examine theory and evidence, then trial different teaching practices drawing on their findings. As the concept grows teachers will belong to research groups that continually develop and evaluate innovative teaching. The opportunity opens many pathways for university, community, collegial involvement and participation.

P&C Strategy

The P&C Strategy has been collaboratively devised with parent and staff input and it sits alongside the School's Strategic Plan. Key activities are:

- Developing further partnerships via P&C and school Sponsorship
- Establishing an Alumni Association
- Collecting and leveraging skills from the community and parent body
- Grant Submissions writing
- Project based innovations eg environmental studies, sustainability projects
- Asset planning for replacement/maintenance of assets
- IT Support

Under the five elements of parent and community engagement communications, learning partnerships, community collaboration, decision making, participation we believe we can strengthen our approach in learning partnerships and community collaboration. To support and progress the strategy a Community Engagement Officer will be employed to develop the networks and outreach to community services, businesses, interest groups with which the school can engage to support student learning. The aim is to have the school as the hub for community use, community learning and to broaden the relationships to support early childhood and care, primary and secondary school.

Build on Success

Ascot State School has developed teaching approaches which have been shown as highly successful as seen through the Teaching Learning Audit and being successful Showcase Regional winners and State finalist. The model developed in the teaching of Reading is:

- High expectations for all students were set.
- Learning Targets in Reading were introduced and are set individually for all students from Prep – Year 7
- Increased and deepened teachers' knowledge and understanding on the teaching of reading
- Coaching model to ensure quality teacher practice was implemented
- A targeted Professional Reading strategy was employed.

Students' results in P-3 Reading have improved significantly. We believe the model is transferable and want to develop this work further in areas such as the teaching of writing, spelling, number, problem solving. Our aim is to design and outline a framework for other teaching and context specific areas which requires teachers and their expertise to undertake this work

PROPOSAL SUMMARY		
Projects	Alignment	Time frame
Students' Academic Growth and Buoyancy	Student improvement	2 years
ASAA Schools to Excellence Accreditation process	School improvement	2 years
Teachers as Researchers	Teacher development Great Teachers=Great Results	1 -2 years
Expansion of Teacher Roles and Responsibilities	Teacher development Great Teachers=Great Results	1 year
Build on Success	Pedagogical improvement	1 year
P&C Strategy	Parent and Community Engagement	1-2 years

As outlined above the Ascot State School community supports the application for the school to become an Independent Public School. The community believes it is well positioned to undertake this responsibility with the proposed benefits to student learning.

Please find attached the letter of support provided by The Hon. Tim Nicholls, Member for Clayfield.

Yours sincerely



Jane Sedgman
Principal
Ascot State School

4. Innovative educational programs and practices we will implement

These innovations have been designed by our staff to maximize the learning opportunities our students are able to access through their local primary school. As you can see, there are some learning and structural reform ideas that are targeted at the distinctive characteristics of our school community. However, we also understand the role effective teaching has in the improvement agenda and place a priority on classroom support, classroom teacher support and development and student learning innovations that lead to strong foundations in literacy, numeracy and social skills. We will continue to develop ideas that strengthen this local school community in order to meet the challenge of significant demographic change and to strongly promote public schooling as a viable option that is characterised by excellence. Our innovative proposals include:

- Develop a **greatly enhanced partnership with Aspley State High School**, which is already an Independent Public School. This partnership will focus around shared activities, strategies and resourcing, to **create a quality public schooling precinct**, covering year levels P-12 with a seamless curriculum. The Principals of the two schools have discussed the development of programs focused on extension and enrichment for students performing in the upper levels of NAPLAN, commencing such programming from Year 4. This public schooling precinct will aim to demonstrate that the two schools are a highly competitive, quality and viable option for **local and external families** to consider when choosing between local, private and other public schools.
- Aspley East will **build on existing strengths in both ESL education and program delivery for Visually Impaired children** to develop the school as a centre of excellence in these fields, from which other schools can learn. As a centre of high quality and fully inclusive practices, Aspley East also hopes to set an example of how IPS can be successful in an environment of active consultation and shared decision-making with employee, school and wider community groups. We are more than willing to assist other schools in these endeavours, thus demonstrating that IPS can be greater than any individual school and can benefit public education.
- The school will use **increased flexibility in staffing** to allocate resources towards timetabling teachers to **work specifically on extension and enrichment** for high achievers (such as following the example of Ashgrove State School with a Director of Advancement position). With this flexibility we will also **support lead teachers (year coordinators)** more overtly to align year level teacher teams in a focused way around targeted teaching of specific skills gaps and identified extension needs for individual students.
- **Initiate and establish selected partnerships/sponsorships with commercial organisations, community groups and business interests** without the current level of red tape and approval by Education Queensland. The additional resources gained through this will be used to **provide high quality intervention programs for students in need**, that focus specifically on teaching skills gaps that have been identified through analysis of achievement data gained from credible standardised testing. These partnerships will also assist in raising the community profile of the school and creating opportunities for personnel from outside education to become more involved with the school program, especially for children at risk.
- **Use greater control over teacher staffing to achieve a workforce that better meets the school's identified workforce plan** and to have staff that fully **supports the inclusive agenda** and unique attributes that characterise this school. Given that all current research strongly supports the influence of the classroom teacher as the most powerful factor to improve student performance, the school needs every opportunity it can get to shape patterns of teacher staffing and staff turnover to suit the distinctive and diverse needs of this school community.
- **Implement targeted teacher professional development aimed at fine tuning literacy and numeracy teaching** in order to achieve basic proficiency for all students with the majority in NAPLAN's upper two bands. The school wants to explore ways to **embed professional learning more meaningfully in the daily practice of teachers**, through methods such as **coaching and mentoring**. Currently, we are beginning to utilise collegial feedback and observations in our developing performance agenda. We would like to investigate more sophisticated coaching and mentoring practices, including scheduled immersion that would be enabled by improved flexibility with school staffing or additional resourcing as it becomes available.
- **Provide a program of parent sessions and training**, focused around explicit support and skilling for our school programs and other various parenting programs, thus improving parent and carer engagement, student resilience and building a stronger partnership with our families.
- The community has expressed a desire to use enhanced flexibility and future resourcing increases to **develop projects that make the school an even greater community hub and a highly stimulating learning environment**. Ideas expressed have included a fuller development of our initial efforts with organic vegetable gardening, offering selected programs through after school initiatives in areas such as the Arts, foreign language studies and music, as determined by community preference

Aspley East State School has been looking for an opportunity to give us leverage around promoting our positive points of difference. IPS is just that opportunity. We see this as the beginning of an exciting journey which will develop over time and will present great opportunity as improved school funding and other education reforms currently proposed by both levels of government are negotiated and implemented. We want to ensure we are in the strongest position to take advantage of opportunities as they emerge in the years ahead.

- Our school literally runs 7 days a week with opportunities for our school community. As a school about to turn 125, we are excited about the opportunity to further develop partnerships and links with our local community to enhance and maintain our great facilities.

3.2 Broader School Community

- C&K already have their Central Office for home day care based at our School. We have several partnerships with many local and community organisations which utilise our facilities to offer services to our school community. We are keen to further enhance our school as a community organisation that not only offers a quality educational service but can offer so much more to the families in our local area.

4. Innovative educational programs and practices we will implement



4.1 A strong focus on upper primary years (i.e. 4-6)

- Our Staff are passionate about State Schooling and are eager to explore ways of promoting further the great opportunities available for students in the upper primary years of education. We believe that parents need a better understanding of the opportunities available for their children in state education and how we prepare their child for a prosperous future.
- Developing a parent learning community that engages parents and provides professional advice and professional development on school based and national curriculum initiatives. We are eager to investigate ways to assist parents help their children become lifelong learners.
- Learning 24/7 – Ipad classes are being piloted in Year 4 and 5 in 2014. Every child in each of these classes will have their own BYOD with teachers flipping the classroom to enhance learning. Teachers will be working with parents and students on 21st Century Learning Philosophies, Digital Citizenship and Personal Learning Productivity. We would like to explore this concept further so that all children over time can benefit from this type of learning and all staff and parents are confident in the delivery of digital pedagogies and be able to assist children manage the digital age more effectively.

4.2 Personalised Learning

- We are keen to further develop ways for teachers to receive relevant and timely feedback on student performance that doesn't detract from the core business of delivering quality individualised instruction. Data needs to be timely and triangulated to enable efficient and effective analysis to further student achievement.

4.3 Staff Performance Development

- We are eager to investigate ways to further enable teachers to work collaboratively, reflect on professional practice, engage in professional learning and mentor/coach others in best practice.

Consultation Group	Mechanism	Summary of Views
Staff	<ul style="list-style-type: none"> LCC group met to consider a consultation process that was subsequently endorsed by QTU members. QTU Union Organiser met with teaching staff. QTU members provided with a draft EOI. Teacher aides met with advice from their union to consider the IPS opportunity. Office clerical staff and scientific officers met with advice from their union to consider the IPS opportunity. Non-union staff given the opportunity to speak directly with the Principal. 	<ul style="list-style-type: none"> QTU members support the school's application to become an IPS school. United Voice union members support the school's application to become an IPS School. The Together Union members support the school's application to become an IPS school. No non-union staff member sought this opportunity.
P&C	<ul style="list-style-type: none"> IPS was placed on the August P&C meeting agenda and notice provided to all school families. Draft EOI was provided to the meeting and the IPS application was discussed. 	<ul style="list-style-type: none"> P&C supports the school's application to become an IPS school (letter attached).
Wider School Community	<ul style="list-style-type: none"> University Partners Local Community Forum Member of Parliament 	<ul style="list-style-type: none"> BTECE partner Griffith University supports the school's application to become an IPS school (letter attached). Meeting on 28/8/13 supported the school's application to become and IPS school Minister J.P. Langbroek supports the school's application to become an IPS (letter attached).

Benowa State High School has developed and implemented a school improvement agenda detailed through explicit action plans. The school has modelled strong community consultation in strategic planning frames and met accreditation through the Council of International Schools using these processes. The school's commitment to 'cycles of improvement' is embedded in school culture and this includes provision for all staff to provide feedback on school activity, especially through a range of digital forums. These mechanisms will be used to enable the school to assume greater responsibility for the affairs of the school and to support the school's transition to an Independent Public School (IPS).

Benowa State High School as an IPS school has the opportunity to establish a level of strategic target setting and monitoring that is core business to its School Council. Whilst the capacity to plan for the school long term and the setting/monitoring of targets is already well embedded in processes within the school, an extension to validation by a more community driven accountability level like School Council will increase local decision-making.

The school has developed a staffing matrix that includes a range of support staff roles that have increased accountability and increased the capacity of the school to grow with its population.

Enrolment growth has averaged 5% each year for the last five years with growth in academic, sport and cultural merit entry expected to grow exponentially within the school's new Enrolment Management Plan (EMP). As a large comprehensive secondary school, the flexibility of staffing provisions as an IPS school will allow Benowa State High school to self-select staff with a view to better meeting the needs of curriculum program delivery. The school has always welcomed staff through the state-wide transfer system and will maintain these links in the development of the staffing matrix.

Benowa State High School has sought to develop support staff roles that complement the school's ethos and improvement agendas. The development and appointment of HR, Finance and Facilities Managers has created a team of staff who together are able to respond to school needs in an agile and innovative manner. This team heads a successful investment in improved service delivery that is well recognised and acknowledged by the community. The ability of Benowa SHS to manage operational procedures and practices is demonstrated through the effective management of HR allocations (including effectively managing TRS without the need to access safety nets), facility maintenance allocations, and compliant financial audits.

Benowa SHS was invited to be part of the DETE SMIP (Smart Maintenance Incentive Program) in the 2011-2012 fiscal year and through this program the school was able to secure significant infrastructure work at rates more competitive than previously experienced. The BSM and Facilities Manager worked to source value for money procurement which from the school's estimates created a value-adding of some 35%. The school takes the SMIP experience to IPS as an indicator of the ability to plan, manage and implement facilities agendas.

The school builds and maintains relationships with a range of industry partners through which the focus is traineeships and apprenticeships. School performance data shows that the number of student traineeships doubled in the 2012 school year as a direct result of deliberate effort to secure more places for students in industry transition. By far the most significant and far reaching is the partnership with Griffith University in the Benowa Teacher Education Centre of Excellence. This program, now in its second year, secures outstanding Science, Technology, Engineering and Mathematics teachers for Queensland's public schools and is further described in more detail as a program of innovation later in this document.

At the centre of the Benowa State High School IPS, EOI, is flexibility. The IPS consultation process has revealed support for the school's ability to better determine direction through an increased level of autonomy. The additional IPS funding provided to the school will help to support the transition to greater autonomy by supplementing roles to deliver services.

The ability of the school to recruit staff will provide the opportunity to identify service gaps which can then be filled through selection. It is anticipated that additional teacher time will be identified as a significant input from selection as an IPS school and this time will have a direct flow-on through targeted interventions to student learning outcomes.

The Staff commitment to the school ethos and culture of Benowa State High School has seen most teaching and support staff enrol their own children to attend 'our' school. Staff are proud of the school's achievements and quick to recognise the role that teachers and support staff play in the school's successes. In meetings and forums, the consultation process for Benowa State High School to submit an EOI to become an IPS school has heard commentary that reinforces the strong education position the community feels that the school has developed.

The marketing strategies in place to promote Benowa State High School and to position the school as a value proposition alternative to local private schools will be enhanced by recognition of the school as an IPS. The updated collateral developed to market the school will feature the recognition of Benowa as an IPS school.

The significance of the Benowa SHS EMP with 30% in catchment and 70% out of catchment enrolment is the quality and attraction of the school's academic, sport and cultural excellence programs. Whilst these programs are not unique, they reflect a school wide commitment to quality teaching. It is this focus on quality teaching that led the school to an innovative national partnership with DETE and Griffith University which has an unrelenting focus on developing preservice teachers as quality teachers. The Benowa Teacher Education Centre of Excellence (BTECE) offers a unique opportunity for talented and experienced Science, Technology, Engineering and Mathematics (STEM) professionals to kick-start a teaching career with the Department of Education, Training and employment. Benowa was selected because of the school's reputation to deliver on key projects, the willingness of staff to contribute to innovative agendas and the trust the school has developed in the wider education community. Benowa is one of five Centres of Excellence established in Queensland state schools through the Improving Teacher Quality National Partnership, a joint partnership between the Queensland and Australian Governments which is driving reforms to improve the quality of teaching in all schools.

Professional development with a focus on quality of teaching is the most significant investment of professional development monies in the school to improve student learning outcomes. The top 10 of Hattie's (2009) definitive list of domains that most influence student learning is dominated by attributes of quality teachers that are at the cornerstone of the BTECE program. The BTECE clinical practice based teacher training model is now in its second year of preparing outstanding STEM graduates for Queensland schools. In 2014, BTECE is working with Griffith University to change the shape of all secondary maths/science teacher training to that of an evidence driven, clinical based model. BTECE graduates will enter their prospective schools with a confidence spawned by significant time in classroom practice matched to effective mentoring and a comprehensive induction to the profession. Each participant is supported throughout the program by a dedicated and trained teacher mentor who has been recognised as an expert in their field. The centre's Head of Mentoring provides ongoing support for preservice teachers and mentors. Working alongside Griffith University, the Head of Mentoring coordinates school-based experiences for preservice teachers which foster teaching and learning skills that will ensure student engagement and improved learning outcomes. The integration of 21st century e-learning in classroom environments is a key driver in this endeavour.

These high quality teachers with a strong focus on evidence driven practice enter the workforce prepared to personalise instruction and focus on individual learning plans through differentiation which is at the heart of improving student learning outcomes. As an IPS, the school will seek to expand the model to position Benowa SHS as a hub to which preservice teachers will link to other public schools and so expand the program to other geographical areas and so increase the number of clinical practice based classroom teachers working in Queensland schools. In time, extending the clinical based model to secondary teachers of all KLAs, will be our goal.



Mark Rickard
Executive Principal

28 August, 2013

4. Innovative educational programs or practices that the school will implement to improve student performance:

This year the school has explored a number of new programs and initiatives, all of which are in their infancy and under review. With the opportunity to transition to IPS, the school will be better positioned to expand these programs and increase the learning opportunities for students and professional development options for staff.

Excellence Programs:

Five Excellence Programs in music, art, academic, sport and Japanese have been introduced this year. These programs utilise staffing flexibility to offer a longer school day for selected students and a flexible working week for the coordinating staff. In the short time the excellence program has been operating clear benefits are evident with the school becoming District Athletics champion school for the first time and the Junior Choir overall Gold Coast Eisteddfod winner.

The Academic Excellence program has received strong parental inquiry and support, with an expectation it will cater for the academic needs of the 70 students, providing multiple pathways into Secondary School programs. To date four local Secondary Schools have partnered with us.

The Art Excellence Program involves a partnership with Griffith University and has resulted in a Cultural Mapping Exhibition at the Gold Coast Arts Centre. As an IPS, it will be possible to continue and expand these programs.

Broadbeach State School is one of the few schools teaching a second language (Japanese) P-7. Next year through a partnership with a local high school, Year 6 & 7 students will also have the option of Chinese. Intensive negotiations have commenced this year to form a Japanese Sister School in the Kansai Prefecture in 2014 and a Friendship Alliance with Lin Tam Methodist Primary School in Hong Kong. Broadbeach State School continues to offer a range of international study tours through Education Queensland International (EQI).

IT4IE:

The Information Technology for Individual Education (IT4IE) school policy has resulted in students and teachers utilising the latest education software to enhance teaching and learning. Students are able to access one on one maths tutoring through Maths Online, individualised spelling programs through Spelling City and create their own demonstration lessons using Community Clips to name just a few. Students in Year 4-7 have one to one access to computers.

Broaden Your Day Extra-Curricular Program:

The Broaden Your Day Extra-Curricular program was established in 2011 to involve the community with the school and provide extra opportunities to students at an affordable rate. Programs such as gymnastics, Spanish, French, Zumba, soccer coaching and cartooning are all examples of what has been offered. As an IPS the school will be well positioned to continue and enhance this program by establishing improved links with the local community.

Philosophy:

Students at Broadbeach State School are able to enrol in an Online Philosophy linked to studies in the Academic Academy. Participation in this course occurs out of school hours and is delivered by a teacher at another school. The teacher was at our school in 2012 delivering face to face philosophy lessons. In order to continue this offering to students the school entered into a partnership with his current school to deliver the course to students across the two schools.

LIFT:

This year the school has introduced an intensive reading program developed by a local leading academic. Although in its pilot stage the partnership is proving to be highly beneficial to the student involved and for the professional development in reading pedagogy. It would be hoped that this program could be expanded under IPS to include further partnerships with academics in the areas of Mathematics, Science and Sustainability.

5. Concluding Comment:

BSS is in the best location of any school in Queensland to capitalise on the benefits of IPS. In addition, this application has widespread and vigorous support. BSS has already demonstrated a multitude of innovative approaches and the excellence in outcomes that flow from these approaches. IPS will allow the speed and scope of innovation to be increased to enable even better outcomes to be achieved.

number of local businesses. The flexibility to establish future partnerships with other organisations in our community is an exciting prospect that will help to enhance and extend the learning outcomes of students at our school.

As an Independent Public School, Bulimba State School's Four Goals will continue to be:

1. Engaged and Empowered Learners
2. Next Practice Teaching
3. Engaged and Empowered Community
4. Future focused

These goals will be achieved through the following:

1. Innovative Educational Programs

Bulimba is currently known, across the state, Australia and internationally for innovative programs which develop high levels of student outcomes in literacy, numeracy, Science, higher order thinking and global citizenship. This is reflected in our NAPLAN, University partners, ICAS and whole school assessment data and collectively place Bulimba as one of the high performing schools in Queensland. Our goal is to make Bulimba one of the top performing schools in Australia.

At Bulimba our pedagogy is underpinned by research. Michael Fullan identified four broad phases involved in curriculum change, initiation, implementation, continuation and outcome of the educational change. This process will continue to drive our improvement agenda for student literacy and numeracy outcomes and ensure that our pedagogical framework reflects best practice.

The following innovative researched based programs and practices have enhanced the implementation of the National Curriculum for our students: A Culture of Thinking (Project Zero with Harvard University), Proportional Reasoning (Current project with Queensland University), SAKGP (Queensland Demonstration School), Kids Teaching Kids (Queensland Conference Coordinators), Reggio Inspired practices and a range of Sustainability initiatives. As an IPS we will have the opportunity to consolidate these initiatives and pursue a futures focused agenda. We aim to focus on creating Asia Literate students. This will involve reviewing our current Prep – Year 7 Italian LOTE program to possibly include an Asian language, connecting with QUT to develop a "Confucius Classroom" and providing opportunities for students with other students in an Asian context.

2. A Capable and Confident Workforce

Bulimba has demonstrated, through historical School Opinion Survey (SOS) Data and school curriculum audit data that staff are valued, respected, capable, engaged and supported, in fact the last SOS showed 100% staff satisfaction. The leadership team is fully committed to ensuring that all staff is provided with professional development that reflects individual, school and systemic priorities. To achieve this we will create a Deputy Principal Teaching Practice position. This position will provide coaching and mentoring for teachers and work closely with the Leadership Team to align teaching practice with our school Pedagogical Framework, assessment and data. In addition, our staff will be fully supported to enhance their current ICT skills to enable them to effectively deliver the ICT components of the National Curriculum. The use of mobile devices within the curriculum and teacher capabilities in this area will be part of our futures focus.

3. Highly Capable School Leaders

Bulimba will continue to focus on strong distributive leadership and using flexible staffing as an IPS we will establish:

- *Year Level Leaders.* This team will liaise with the Principal, Deputy Principals and HOC in order to progress school initiatives and priorities across their year levels. The focus for this group will also include the interrogation of year level data and facilitation of moderation processes. These leaders will be supported through the provision of coordination time and an allocation of a professional development grant that can be used to pursue learning opportunities to enhance their leadership capacity, pedagogy and data driven practices.
- *Innovation Leaders* to provide leadership for school based innovative programs eg Cultures of Thinking, ICTs, Proportional Reasoning, Kids Teaching Kids and Sustainability
- *A Global Education Mentor* who will focus on developing positive relationships, environmental awareness, student voice, positive behaviours and responsible sustainable practices. This teacher will work within a mentoring role supporting students and teachers.

The Bulimba State School Council would be established through a consultation process designed to provide the best strategic future focus team available. The engagement of current partners would be important in this process. In the formation of the school council there would be a focus to have members with experience in finance, legal issues, strategic planning and leadership coaching.

Student voice and leadership is a significant part of our school and the development of our young leaders and their role as global citizens is of prime importance to our community. Student Leadership will be further developed through our already established Student Council, Prep Buddies program, Senior Student Leadership Training program, Peer Support program, Kids Teaching Kids



CAMP HILL
STATE INFANT AND PRIMARY SCHOOL
INDEPENDENT PUBLIC SCHOOL
SUBMISSION

EXECUTIVE SUMMARY

The Camp Hill State Infants and Primary School (CHSIPS) community are confident that inclusion in the Independent Public Schools program will enable our school to continue many of its innovative and successful programs. Our significant gains in student learning outcomes, as well as staff confidence in their professional knowledge, are a testament to the success of these programs. This encourages community confidence in our school which provides exceptional learning opportunities for all students

The Camp Hill State Infants and Primary School community are committed to our school motto of 'Together We Achieve'. Our school vision, (*Ensuring high levels of learning for all students*), enables our learning community to focus on providing authentic, quality learning programs for every CHSIPS's student. Our common goal is to provide a place that creates the conditions, and processes, that lead to improved learning for students and staff.

To enable this to be achieved we have developed a raft of innovative learning programs that have rigor and cater for all students. These programs are values-driven and strive for aspirational learning goals. They are transparent, tracked and measured, thus empowering both the learner and the educator. Communication with all stakeholders is valued and buoyant.

Evidence of our capacity is demonstrated by: Teaching and Learning Audits (*Outstanding* in Setting an Improvement Agenda and *Highs* in all other categories); Regional Showcase winner (2012) for our Extension for All Program (Step Up-Literacy); Empowering Local Schools Network (2013); Early Start Prep Pilot (2013); participation in Metropolitan Numeracy Programs (Project 600-2012 and U2B-2013).

Concurrent to the implementation of these programs we have worked with our Literacy Coach to develop a culture of professional learning. This allows every teacher in the school to work with a Mentor on an area of professional interest (Mentor Tree). We also have targeted coaching for class teachers in the areas of literacy and ICT (2013). Our capacity to develop these programs in an ethical and accountable manner has been supported by our partnership with the community and the Local Consultative Council (LCC). In addition to this the recent EQ Financial Audit attested to our superior capacity to meet systemic accountability requirements.

As a member of the Independent Public Schools program we would:

- Continue to meet and extend our distinctive and varied curriculum that is founded on international and national research and recognized best practice.
- Have the autonomy and flexibility to continue to develop, and deliver, innovative educational programs that align with the CHSIPS profile.
- Use this increased autonomy for the management of human resources to develop responsive and innovative learning programs delivered by an empowered workforce (teaching and non-teaching). This includes:
 - Coaching
 - Stretch Programs (Step Up - Reading and IMPACT- Mathematics) for all students
 - Regional target programs (Top Tier Transitions, U2B etc.) – requiring tagged teacher engagement
 - Additional programs for students with high learning needs or requiring diverse pathways
- Continue to ensure effective and fiscally responsible delivery of facilities management and development.
- Ensure strong partnership with all members of the school community through an active School Council which facilitates transparent and accountable governance.

CHSIPS is in a strong position to meet the challenges and advantages of being an Independent Public School in 2014. It will enable our school to consolidate and extend our differentiated programs of educational excellence.

Deborah Driver (Principal)



**CAMP HILL
STATE INFANT AND PRIMARY SCHOOL
INDEPENDENT PUBLIC SCHOOL
SUBMISSION**

OBJECTIVE:

Becoming an Independent Public School would bring considerable opportunities for Camp Hill State Infants and Primary School (CHSIPS) to continue to develop and implement educational programs of excellence that are acknowledged in both the educational and local community.

At Camp Hill State Infants and Primary School we are proud of our school Values which have evolved since our merger in 2007. The school has a strong history of working closely with our community and this is reflected in our school motto of: *Together We Achieve*. We are strongly committed to:

- Providing aspirational educational programs, scaffolded for success, for every CHSIPS student
- Developing and consolidating strong partnerships with all stakeholders in our students education – collective responsibility and shared accountability is the basis of our learning programs
- Providing opportunities for all staff to develop their professional skills and knowledge to empower their teaching practices directed to increased student attainments
- Providing a safe and supportive learning environment where quality teaching and learning is encouraged and celebrated by all.
- Providing a raft of (differentiated) educational programs; music (Junior and Senior Choirs, concert band, strings, ukulele group, school Musical); sporting (interschool sports, individual sports programs, National Aerobics teams) and cultural (Asian Studies and Mandarin, Visual Arts, National Dance team, Celebration of the Arts program, Australian celebrations and Harmony Day).
- Working in close partnerships with our community. Our school has frequently been described as “a small country town in a large city” – a tribute to the connectedness of our community.

Camp Hill State Infants and Primary School – Contextualisation

Camp Hill State Infants and Primary School (CHSIPS) was established in 2007 after the merger of the previous Camp Hill State Primary School and Camp Hill Infants School. The school is located in the near city eastern suburb of Camp Hill. The school is set across two campuses – Junior (Prep to Year 2) and Senior (Year 3 – 7) on large grounds (7 hectares) with many facilities and resources. These include:- School of Arts Hall; Multipurpose Hall; cricket pitches; ovals; heated swimming pool; tennis courts; two libraries; Wonder Emporium (Junior campus Activity Centre); computer labs and speciality classes.

Subsequent to the merger school enrolments have increased consistently each year (from 700 in 2009 to 801 in 2013 and projected 830 in 2014). The enrolment growth pattern is a reflection of the high quality educational programs provided at CHSIPS.

The school has a long history of providing educational programs to students with disabilities, in particular students identified on the Autism spectrum. In 2013 the school has 58 students identified on campus. The school's reputation for providing programs for these students has resulted in a large number of applications for enrolment from students out of catchment – we do not enrol students who are not in the DETE catchment for students with disability.

In 2009 the school underwent a complete review of all programs and practices. The school reviewed, revised, rewrote and implemented a raft of core business practices, including a review of the School Learning Framework. The school was included in the National Literacy and Numeracy Coaching program with a focus on developing the upper two bands of Reading in students in Years 3, 5 and 7. A goal we have achieved each year since 2009.

Subsequently the school developed a number of innovative programs and practices that provide an authentic and challenging curriculum that values the learner as the core of all educational contexts. In 2012 the school revised our learning platform under the Marzano Art and Science of Teaching framework. This framework (in 2013) was extended to include a number of ideas from Jim Knight's High Impact Instruction Practices for Teaching and Learning (as detailed in our 2013 CHSIPS Pedagogical Framework).

The success of these program reforms have resulted in:

- DE TE Teaching and Learning Audit (2011): where we achieve exceptional results. These included an *Outstanding* in 'Setting an Improvement Agenda' domain and *Highs* for all other domains.
- Inclusion in DE TE professional development vignettes on Improving Educational Practice (2011 and 2012)
- Development of Understanding Asian Culture (Prep to Year 7) and Teaching of Mandarin (Years 1 to 7) program. The school has provided mentor support for professional colleagues in this area.
- Development of the innovative 'Step Up' Literacy program. This program was awarded a DE TE Metropolitan Region Showcase award (2012). The program provides direct Literacy intervention to every student in years 2 – 7 across 5 levels (the inherent goal is 'stretch' of attainments across all bases).
- The development in 2013 of the 'IMPACT Maths' based upon the Metropolitan Region Project 600 (2012) and U2B (2013) maths programs. The school participated in both programs and one teacher (2013) was seconded to be a Coach in the program. Every student in Years 3 – 7 participates in this program.
- Inclusion in several DE TE trial programs, including: Early Start; Read it Again and Extension Science (Scientist in Schools program), Empowering Local Schools National Partnership and the (recently released) Top Tier Transitions (Indigenous students).
- Significant growth in student data in all key learning areas across all cohorts. This was shared by the region as an exemplar of best practice. Our data analysis (Hatti) has indicated significant growth in Effect Size. NAPLAN data has indicated significant growth across year levels, cohorts and individual student's gains over time.
- The school developing a Coaching model that included Professional Learning Circles (Lead Teachers working with year level teams); individual coaching and year level mentoring. In 2013 this has expanded to include Lead Teachers coaching in the areas of Art and Science of Teaching (Goal setting and Feedback) and ICT in the Curriculum. Coaching includes videoing of best practice and a Mentor Tree for teachers. Feedback has been exceptional.
- CHSIPS continued close association with various Australian and international universities: Baylor University (Texas, USA) with annual shared research programs (peer reviewed and published) as well as post-graduate teacher placement; Griffith; University and QUT for pre-service teacher placements and occasional research partnerships.
- Close and positive relationships with our school community, including the P&C and its operations including Out of School Hours Care (180 students).
- Community partnerships that include (but not limited to) the annual Camp Hill community ANZAC day ceremony (over 1000 community members attend on ANZAC day in the school grounds. This was a commitment the school made to the (past) Camp Hill/Belmont RSL branch upon its dissolving). The role of the school in the community is very strong. Partnerships include: RSL; returned servicemen and woman; Scout and Guide groups; church groups (Creek Road Presbyterian Church and local Anglican churches); local C&K centres and Child Care centres and local businesses.

In 2013 the school is positioned to move to the next level of implementing innovative educational practices to enable our students to meet the demands of the 21st Century.

Demonstrated evidence:

- The school has developed, and implemented, a raft of innovative educational programs which have enabled our students to demonstrate gains in their attainments (data is both systemic and school based). These have been recognised by leading educational institutions and DE TE. We are a high performing school.
- The school has demonstrated capacity to meet systemic accountability processes: Teaching and Learning Audit, Financial Audits, acquittal of grants and specific programs (Commonwealth Coaching program, Empowering Local Schools National Partnerships etc.)
- School practice is aligned with international and national research and systemic requirements (including shared research projects with Baylor University that have been published and peer reviewed).
- Staff that have clearly demonstrated their commitment to engaging with new educational practices and are confident to challenge their professional practices (in particular this is found in the school commitment to the Marzano Art and Science of Teaching model and honest engagement with the school Coach) as adult learners.
- A school community that have high trust and confidence in the programs offered at school and in the futures directed approach to visioning. This is evidenced in school data and confidence.

Proposed programs:

1. Human Resources – noting that several of the current programs funding will cease at the end of 2013.

- Continue the Coaching and Mentor programs
- Continue to provide programs (teaching and non-teaching staff) of intervention (Reading teams, Read it Again, Launch into Literacy); Step Up Literacy and IMPACT Numeracy as well as extension programs (including Gifted and Talented) for students (Prep to Year 1)
- To explore the option of a Visual Arts extension program with an Artist in Residence (one month) for identified students
- Support teachers planning with increased partnerships with the Head of Curriculum (HOC)
- Provide additional Support Teacher Literacy and Numeracy teacher time to support identified students
- Provide support for educational programs for students with additional support needs

2. Professional development

- Expand the CHSIPS Coaching program to lead PD arising from both systemic/school based initiatives and staff identified areas of development
- Expand the non-teaching professional development program in the areas of early Literacy and Problem Solving/Higher Order thinking
- Continue to implement the Marzano Art and Science of Teaching program (identified in 2013 CHSIPS Pedagogical Framework)

3. Governance

- Develop a CHSIPS School Council with representation across the school community (guidelines and protocols available on DETE website)

4. Community building

- Develop a Strategic Infrastructure (Assets) Plan with Central Office
- Investigate joint facility agreements with outside agencies
- Develop and implement a 3 year maintenance and capital works program
- Develop partnership with Australian Army Air Cadets (to locate their program and assets on campus)

5. Academic – improvement and outcomes

- Provide intervention programs across all year levels as identified by individual student data analysis (7 weekly)
- Implement programs identified in Human Resources category
- Extend CHSIPS Gifted Educator Mentor program (all year levels)
- ICT programs and infrastructure to meet the needs of individual learners (iPads for students with additional learning support needs, individual devices for key learning areas and apps for identified programming); teachers (support to extend their skills and knowledge of embedding ICT across all learning areas) and non-teaching staff (in particular those working with students with additional learning challenges).

6. Student well-being

- Investigate an extension of the Guidance Officer program
- Continue the Habits of the Mind program (all year levels)

COMMUNITY CONSULTATION

Community consultation has included: presentations at staff meetings (all teaching staff); meetings with staff members in groups (Cleaners and Janitor Groundsmen and Teacher Aides and Administration staff) as well as combined union meetings; LCC meetings; open community meetings (after hours for ease of access); P&C meetings; through the school newsletter (prior to scheduled meetings as well as detailed documents, including this EOI); individual meetings with community members and emailing EOI documentation to entire school community (across the consultation journey).

A vote was conducted with the full school community: the teachers vote was undertaken by the QTU (documentation provided to QTU – 80% supportive); all families were offered an opportunity to vote (75% supportive); all non-teaching staff (95% supportive) and the P&C Executive supportive of application of EOI for consideration as well as our local State Members of Parliament (Steve Minnikin MP Member for Chatsworth and Ian Kaye MP Member for Greenslopes).

Deborah Driver

Principal

Innovative educational programs or practices that the school will implement to improve student performance

College community partnerships are important to Chancellor SC. We have developed strong links with wider educational, community, business and industry groups. We have productive working relationships with Universities throughout Queensland. Our authority and capacity to strengthen these community networks and work in new ways with local business, industry, college and community organisations will be strengthened by the autonomy provided as an Independent Public School. These partnerships add richness to the sample of innovations outlined that are possible in the Prep to PhD precinct:

• **Science and Engineering Education Centre (Chancellor SC, USC, Buderim Mountain SS):**

- ☑ Thinking Science Program – utilising the theories of Cognitive Acceleration in Science Education to enhance student, teacher and pre-service teacher knowledge, understanding and scientific process in our Primary Science education programs.
- ☑ Annual Sunshine Coast Science Education awards provide an avenue for Science students (Yr 7 – 12) across the Sunshine Coast to demonstrate higher order scientific process through links with industry partners and practicing research scientists. Local Industry interest to sponsor this program to ensure a sustainable future.
- ☑ Engineering the Future Program – pathways for students from Yr 5/6 into vocational (Cert I/II) and tertiary engineering studies whilst still at school. Students are instructed in two core 1st year Engineering subjects by CSC teachers in Yr 11. Autonomy will assist in taking up the offers from the University to expand this to Chemistry, Biology and Environmental / Marine Sciences. Acceleration of best minds into industry and teaching.
- ☑ NASA Space Camp – working with USC and NASA to plan and deliver teacher professional learning both in the USA and on the Sunshine Coast.
- ☑ Educational Facilities Development – Environmental Education Hub in partnership with USC, Council and Stockland Pty Ltd. Compensatory Habitat Research and Indigenous Cultural Learning resource. Fraser Island Marine and Environmental Science and Eco Tourism Educational Research facility.

• **Stronger Smarter Hub School:**

- ☑ Enhancing networks with primary feeder schools to share best practice to improve outcomes for Aboriginal and Torres Strait Islander students.
- ☑ Indigenous Mentoring Program – Academic Mentoring of Aboriginal and Torres Strait Islander Students. USC Students and Nambour Baptist Church Mentors trained by Community Solutions with the aim of supporting students individually with their academic learning from Yr 7 through to exit with either an OP of worth or a Certificate III. Partnering with James Cook University in a three year longitudinal study to identify best practice models that can be outsourced to other learning providers.
- ☑ Indigenous Reference Group – a new proposal to develop communication and community engagement processes. Aims are to deliver academic, cultural, community and social development for our students and families with the intention of maintaining attendance rates of greater than 90%. Professional learning support for teachers and support staff through links to local mobs.
- ☑ Curriculum enhancement, development and outsourcing – e.g. Yr 3 Gubbi Gubbi LOTE course; Junior Secondary HPE traditional Aboriginal games research programs – furthering the EATSIPS agenda.

• **An Enhanced and Empowered Sippy Downs Educational Precinct:**

- ☑ Consolidation and development of stronger links with USC Faculties for the capacity building of teachers to deliver cutting edge, rigorous academic and wellbeing programs to continue upwards trends in high stakes data.
- ☑ Enhancing pedagogical practice through linkage grant research with USC on the implementation of the Art and Science of Teaching with a key focus on how evidence based deliberate practice improves student outcomes.
- ☑ Refine and embed the *Pedagogical Practitioner Research Program* – further expand on Masters Research programs for teaching and leadership staff to enhance pedagogy, curriculum programs and networks with critical friends. Trial has seen development of a Health Promotion program for primary schools developed, implemented and published. The lead teacher has presented this model at international conferences and interest from local manufacturing business to develop the mobile kitchen resource for Primary Schools.
- ☑ Future Skills Centre - working directly with industry to design and implement rigorous Certificate III courses and structured work placements in Children's Services, Health, Fitness, Tourism, Marine Tourism, Creative Arts and Dance to ensure all students transition into successful employment pathways or further tertiary study.

• **Microsoft IT Academy Programs:**

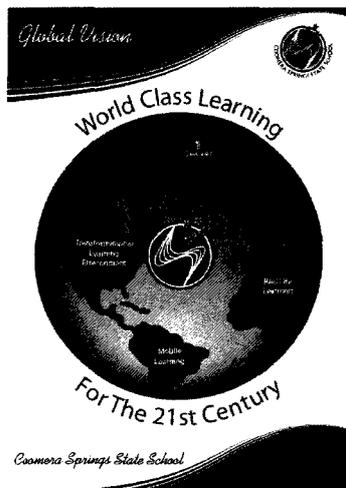
- ☑ Partnership with Microsoft and the Learning Technologies unit has been instrumental in developing the Digital Literacy Boot camp model as a way of introducing students and support staff to this entry level Microsoft curriculum. Expansion of this for the use of Information and Communication Technology to engage students and staff learners with innovative learning experiences in a connected wider world.

Conclusion

In a very short time, Chancellor SC has established a track record for innovation and high performance underpinned by strong leadership. Our placement in the Sippy Downs Educational Precinct sees us ideally positioned to take advantage of the opportunities afforded by the Independent Public Schools' proposal. Our consultation process has provided a mandate for this application. A successful application will enhance our ability to further our improvement agenda in partnership with our community delivering increased engagement and achievement of all students.

flexibility in staffing, enhancing the office capacity, increasing middle management and leadership density.

Innovative Educational Practices to Improve Student Performance

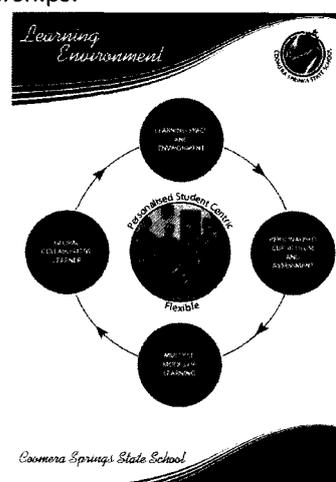


At Coomera Springs State School our school vision is **'World Class Learning for the 21st Century'**. We have developed and implemented a series of frameworks that are based strongly upon innovation in our practices and embrace our vision. Our global vision framework is centred around 4 focus areas, these are – **Mobile Learning, 1 Learner, Transformational Learning Environments and Real Life Learning.**

Mobile Learning: Mobile learning embraces and offers modern, mobile and exciting ways to support the learning process through the use of devices such as iPads, iPods, gaming devices, tablet computers etc. Mobile Learning is unique in that it completely stretches what has occurred in traditional learning and enables learning to become portable, personal, collaborative, interactive, instructive, differentiated, contextual and the most beneficial of all – learning can be delivered anywhere at anytime. This notion goes a long way in creating a much stronger nexus between school and home. Our mobile learning focus has resulted in the following programs – Out of the Box Gaming Program, BYOD Program, 1:1 Laptop Program. These innovations in a digital learning platform provide our students with a much sharper and more personalised learning framework.

1 Learner: Our framework is based upon 5 pillars of development to ensure that our students experience a curriculum that is balanced and enables growth and success in multiple areas. These pillars are – academic development, sporting development, cultural experiences, community leadership and digital citizenship. This is achieved through our curriculum delivery, pedagogical framework, extensive extra-curricular program and community partnerships.

Transformational Learning Environments: We have developed a schoolwide framework to support our philosophy and actions in our learning environment. Our framework is based upon students being central to our learning and it not simply being about the curriculum, assessment, resources etc. We focus on the following four areas within our framework: Learning Space and Environment, Personalised Curriculum and Assessment, Multiple Modes of Learning, Global Collaborative Learner.



Real Life Learning: Learning is all about moving learning away from being passive and theoretical and ensuring that learning is about engaging our students, and enabling learning activities that allow and encourage our students to use all of the information that they know in real life learning situations. The reason this is so important is that by focusing on real life learning, motivation is increased and learning is more effective. The teacher is not the 'sage on the stage' rather the 'guide on the side' as students work through a design learning framework.

As an Independent Public School, we will continue to develop our innovative frameworks and practices with a relentless focus on improving student performances.

The potential benefits for our school if it to become an Independent Public School is that it would enable us to further develop our partnerships with local organisations such as universities, industry, local sporting bodies and private providers to enhance and enrich our curriculum, extracurricular programs and development of excellence programs across the school.

The flexible staffing opportunities available through this would allow us to dedicate staff to innovative programs that would establish partnerships and enhance our offerings at a school level. This would position us as being more competitive with the elite private schools in our area.

The Innovative Educational Programs or Practices that the School will implement to improve student performance.

Acceptance as an Independent Public School would allow Corinda State High School to shape and tailor the workforce to best meet the needs of the staff, the students, and the community. With the introduction of Year 7 into high school, there is an opportunity for us to consider alternative roles within the school to support the Junior Secondary agenda – with a focus on student welfare, student academic success and curriculum alignment. The administration and staff of Corinda State High School has strong values, and allowing human resource flexibility, would allow the school to retain valued staff members in order to meet its strategic priority – “Exceptional Staff”.

Corinda State High School draws from a very diverse socio economic range. With this there is a broad range of educational needs. While there is a need to compete with the private sector and develop excellence programs, there is also a need to implement a strong intervention program to improve literacy and numeracy outcomes. In order to do this consideration needs to be given to flexible staffing and the structure of the school day. The school is committed to the education of all students and central to this belief is that all students can succeed. Academic Excellence will continue to be enhanced with specialised programs for high performing students, and a very thorough program of intervention and enrichment to ensure all students are provided with opportunities to meet minimum requirements and continue to ensure 100% of students exit with a Queensland Certificate of Education.

To further enhance the school's Science Programs work with outside agencies such as Symbio Alliance and Electra Group would allow us to enter new partnerships to offer enhanced Certificate Qualifications for students up to Certificate IV level.

The school intends to extend its extracurricular opportunities by exploring the potential of working with local Coaches to provide a Tennis Excellence Program, Vocalist Specialised Program and Swimming Excellence. Being an Independent Public School would present opportunities to develop students' talents in these areas and maximise the use of our valuable and extensive resources at Corinda State High School.

Re-Establishment of Corinda State High School Council

It is proposed that, in anticipation of being accepted as an IPS school, Corinda State High School re-establishes its School Council, through advertising for expressions of interest within the parent body and local community and industry partners. There is significant community involvement in this school as evidenced by the partnerships already established and this would be an extension of the work our school is doing with these key organisations. While interest in this group dropped off previously, I believe the current interest in the school, its successful reputation and acknowledgement in the community, there would be significant interest in participation on the School Council. Some people have already expressed interest in being on the School Council ie University Professor, Industry Representatives.


Helen Jamieson
Principal
20 August 2013

Accessing a direct allocation of human resources for student support including guidance, ESL, literacy and numeracy will enable a greater alignment of specialist personal, through a **tailored workforce**, to meet student needs at Craigslea. The school has a current negotiated reform using regionally allocated resources including **direct ESL allocation** (rather than a regional AVT) and additional Instrumental Music teaching funded from school resources. Direct allocation of the ESL allocation has meant that we have been able to **recruit a staff member** with ESL training to support both identified ESL students and students in the school's International Student Program. This allows for greater continuity of service for students and a whole-school approach to ESL support.

Direct allocation of human resources, including behavior, will provide Craigslea with the ability to **align FTE staff to targeted areas of student need**. The school will use some FTE for a 'school engagement' position which will target the reduction of 'school disciplinary absences' in junior secondary' and individual case-management of senior secondary students into appropriate transition training options. Financial flexibility will also allow the school to more effectively **target intervention for students with low literacy and numeracy** achieve through additional and re-aligned use of support staffing models.

Craigslea's ability to **recruiting staff** at any time has become an increasingly important function to ensure that students and the courses they study are taught by appropriately qualified and experienced staff. While the school has a low staff turn-over, it does have staff who leave to pursue leadership positions elsewhere, often leaving significant gaps in the academic staff profile e.g. in 2013 an experienced IPT teacher retired mid-year and could not be replaced through existing mechanisms.

Whilst recruiting staff directly has advantages in ensuring an appropriate academic mix, if selected to be an IPS, Craigslea would continue to access the state-wide transfer system. Staff feedback during the consultation process indicated strong support for the school to continue using the state-wide transfer system to fill some vacancies through priority placement of teachers requesting **transfer from rural and remote locations**.

Innovative educational programs and practices that the school will implement to improve student performance.

Craigslea takes its responsibility to help develop high quality teachers of the future seriously. As such the school has traditionally accepted relatively high numbers of undergraduate teachers for practicums and as interns. We believe that the school can implement processes to **develop high performing undergraduate and beginning teachers** and attract them to the state education service. As an IPS school Craigslea would develop a partnership with at least one university and Education Queensland to:

1. Formally identify high performing undergraduates in their final year of study through a university partnership
2. Formally train Craigslea teachers in quality mentoring practice
3. Place the undergraduates with mentor teachers during their final year practicums/ internships
4. Develop a MOU with Education Queensland to initially place graduate teachers (where vacancies exist) at Craigslea for a limited period e.g. one – two years
5. Develop a partnership with a number of country secondary schools to place the beginning teachers for 'country service' whilst maintaining a 'distance' mentoring relationship
6. Negotiate a return to the school (or other state secondary school) once the teacher's country service is completed

Craigslea aims to ensure that all students exit the school directly in to further study, training or employment. Approximately 8% of students in each cohort can be identified as at risk of not achieving appropriate outcomes. The school plans to use increased flexible HR allocations to design and implement programs of **direct support for students who are disengaged** from school, but should remain at school to ensure an appropriate pathway. The programs will focus on behavior and learning engagement for students in years 8 -10 and appropriate workplace training for senior students.

Families of the school have a high level of aspiration and have demonstrated their willingness to work closely with the school to promote and build the profile and capacity of the school. There are a significant number of opportunities to **extend the scope of current academic and extra-curricular innovation in learning** to meet the needs of students at Craigslea. Existing 'signature programs' in music and volleyball provide high quality 'extension' opportunities for students and attract enrolments from a wide area of north Brisbane. Craigslea aims to use increased flexibility to recruit staff to increase to range of staff with specific high level skills in volleyball coaching and music (especially vocal coaching).

The school is continually developing and refining a **range of distinctive extended academic learning programs** including unique field biology destinations with university partnerships. Associated with this the school is a Reef Guardian School, which allows students further emersion in their studies. Extra-curricular programs compliment and extend students' learning with overseas travel to Vanuatu for reef diving, a Japan study tour in 2013 and travel to Borneo with World Challenge. Craigslea aims to recruit staff, where vacancies exist, with specific skills, aptitude and desire (including field biology research areas) who can work with existing staff teams to extend the range and scope of extra-curricular programs.

The school is currently developing a project proposal and design brief for a **volleyball centre of excellence**. The project aims to create significant community partnerships to develop a major volleyball centre and joint facility. A project team of current and past parents, with industry experience, is developing an innovative local **'public private partnership' model** for construction and management of the centre. If construction can be achieved the proposal includes contract management of the facility to host local and international tournaments along with ongoing elite development programs. A key feature of the program vision is partnerships with Chinese and Japanese school districts to travel to Australia for tournaments. Craigslea has a long tradition of hosting overseas study tours and therefore has established partnerships with overseas schools. The school's ability to consult directly with central office to develop infrastructure plans and requests will significantly improve the development proposal of this project.

The school has an existing breadth of community and business partnerships which help provide **employment pathways for students**. Working directly with employers to target work readiness skills and pathways is especially important for target groups such as special education students. The school is currently working with some large employers in the local area to provide flexible school/ work programs in which teachers directly support special education students in the workplace to ensure a productive post-school pathway. With enhanced flexible options to target teaching and non-teaching staff resources to work directly with employers and parents, special education students will have the opportunity to access direct pathways to appropriate employment and training.

Craigslea has a tradition of close partnerships with local primary schools. Craigslea High School works with its four key partner primary schools to provide support and advice along with partnership programs in areas such as student assessment moderation. Specialist programs across a range of areas are conducted at the high school including after school science programs for high achieving year 6 students. We currently have a **combined campus Music program** with Craigslea primary school. This program has the same staff working on both campuses and combined campus music lessons, ensembles and public performances. An ability to utilize increased flexibility in **cross-campus staffing** (in all teaching and support areas) would provide opportunities to extend learning opportunities for students and maximize efficiencies of staffing.

The school currently uses the 'Direct to Market' maintenance model and has a **facilities planning, construction and maintenance team**. In partnership with the school P&C Lightbox architecture+interiors - a local architectural practice - were engaged in 2012 to develop a fresh **master plan for the school**. The principle objective of the master plan was to provide a clear and legible strategy for directing the schools future (built) development and provide a **cohesive project development schedule which can be used to efficiently target resources over time**. Lightbox conducted extensive consultation and research of the site prior to delivering the final plan and design concepts. With a very clear future direction planned for the school's built environment Craigslea will implement the plan through school-based tender and contract process.

Potential School and Community Benefits from IPS Program

INNOVATION

- Continue development of 21st Century Learning curriculum units contextualised for Far North Qld local issues e.g. Dengue prevention, sustainable housing design - supported by local community organisations such as the Regional Council, Queensland Health
- Pursue opportunities to develop innovative school programs through the Leading 21st Century Schools: Engage with Asia program
- Capacity to implement choice related to ICT technology for teachers to better support and enhance staff ICT pedagogical development - the right tools for the job not a one size fits all model

PARTNERSHIPS

- Enhanced *learning* partnerships with local businesses and organisations to support contextualised curriculum development drawing on community based expertise
- Ability to benefit from parents, community and businesses that wish to contribute more tangibly to the school through in kind or financial contributions
- Opportunities to enhance our 21st Century Learning focus through sponsorship by local business and organisations

TAILORED SCHOOL PROGRAMS

- Ability to recruit and develop staff with identified skills appropriate to our specific needs, determined through implementation of a workforce plan e.g. ESL trained staff to support an emerging cultural diversity and our international school program.
- Continued development of curricula programs that focus on identified school and community priorities including intercultural understanding, engagement with Asia and sustainability

Innovative Educational Programs and Practices to Improve Student Outcomes



Polishing (Helping our teachers shine)- continued evolution of our focussed approach to improving teacher pedagogy through targeted professional development, coaching & mentoring and implementation of an intentional pedagogical framework. Developing our staff to become experts rather than just experienced.



Continued focus on enhancing students' higher order thinking and reading comprehension outcomes through our signature approach of QAR, recognised as a model of best practice at a regional state and national level and involving partnerships with international experts and schools.



21st Century Learning Centre of Excellence- supported by a continuing partnership with Microsoft as an Innovative Pilot School progressing to a Lighthouse School and embedding 21st Century Learning design underpinned by Australian Curriculum.



International School Program - continue to grow and develop as a centre of excellence for programs and curriculum that develop intercultural understanding and global perspective through partnerships with organisations such as Asia Education Foundation.

PROPOSAL

Enoggera State School has clearly articulated principles of teaching and learning that operate within a framework of community values. This three-pronged approach consisting of teacher-student-parent underpins our proposal for educational reforms under the IPS initiative.

Teaching

- Redefine existing role of Support Teacher: Literacy and Numeracy
 - Create position of *Literacy Focus Teacher*
 - Case manager for students requiring significant differentiation in literacy
 - Coaching for teachers in literacy pedagogy and use of assessment
 - Access additional professional development to enhance skills
 - Develop curriculum leadership in Numeracy
 - Create position of *Numeracy Focus Teacher* (highly skilled classroom teacher)
 - Case manager for students requiring significant differentiation in numeracy
 - Coaching for teachers in numeracy pedagogy and use of assessment
 - Access additional professional development and non-contact time
 - Strengthen existing practices in teacher development
 - Mentoring for new teachers
 - Coaching of teachers to enhance pedagogical practices
 - Peer observation and feedback processes to aid reflective practice
- **Outcomes: Greater support for teachers in developing pedagogical knowledge and skills in order to better meet learning needs of individual students; Curriculum leadership processes are enhanced across the school.**

Learning

- Develop quality enrichment and intervention programs
 - Develop 'creative writing enrichment program' for selected students
 - Develop remedial programs, focussed on literacy and numeracy, for selected students
 - Decrease withdrawal time away from key learning experiences by offering intensive programs before/after school
 - Negotiate with key staff to modify start and finish times for work day
 - Continue to provide a range of curriculum offerings to our students through carefully considered human resource processes
 - For example: Offering Drama as a key learning area under our 'Arts' Program
 - Build upon existing extra-curricular opportunities with local organisations to ensure the depth and breadth of curriculum activities for students, and establishing our school as a 'one stop shop'
 - For example: Gymnastics – YMCA; Water polo – Healthstream; Tennis – Tennis Australia
- **Outcomes: Learning experiences are better tailored to meet the diverse needs of students; Community partnerships are nurtured to help provide a well-rounded schooling experience for all students.**

Community

- Expand upon our existing tutorial programs for parents, offering a range of information to support them in engaging with their child/ren
- Strengthen existing community partnerships, which support the learning and well-being of our students
 - For example: Kids Hope Mentors – Emmanuel Uniting Church; Reading Volunteers – John Wiley Publishing
- Explore opportunities to partner with neighbouring schools
 - For example: use of facilities; collaborative teacher professional development
- Establish a position that aims to create, maintain, support and recognise community partnerships

➤ **Outcomes: Enhanced parent and community engagement in student learning; Enhanced community partnerships aimed at supporting the teaching and learning at Enoggera State School.**

Administration

- Review Admin Officer role to ensure adequate administrative and operational processes exist in order to support teaching and learning functions.

➤ **Outcomes: Improved infrastructure to better meet operational needs of our school.**

CONSULTATION

Enoggera State School has achieved wide consultation across staff and the parent body, and has attained a high level of support regarding this EOI submission. The following key stages were undertaken:

July 17 -	initial staff meeting with teaching staff
July 23 -	initial P&C meeting (IPS was advertised as an agenda item; Premier Campbell Newman attended)
July 26 -	information letter and IPS fact sheet distributed to all families
July 31 -	QTU rep was invited to address staff
Aug 8 -	community forum was held for staff and parents, with IPS Principal, Pat Murphy, in attendance
Aug 13 -	staff meeting with non-teaching staff
Aug 21 -	follow-up staff meeting with teaching staff (included secret ballot)
Aug 27 -	follow-up P&C meeting (included motion to submit EOI)

Levels of support from the community can be seen below:

Teaching staff – unanimous support (secret ballot 100% YES)

Non-teaching staff – unanimous support from Teacher Aides, Cleaners, Admin Officer and Schools Officer

P&C Association members – motion was carried unanimously

the supervision of all with financial delegation. The Budget Committee includes staff and P&C representatives and plays an important role in monitoring the financial direction of the school each year.

HUMAN RESOURCES

Ferny Grove SHS has the capacity and capability to recruit staff to help deliver the strategic direction of the school. Given the importance of signature Instrumental Music (350 students) and German Immersion (80 students) programs, the ability to recruit staff with the necessary expertise, innovation and high-level commitment to excellence is paramount. As our Music program has grown in size and complexity we have recruited highly experienced staff to reach the standards of repertoire expected by our students and parents. Specialist German language staff have been sourced from interstate and overseas to ensure a high-quality program for students.

In recent years we have restructured our Senior Leadership Team through agreed Workplace Reform processes to ensure that our HOD structure enables and drives the strategic agenda of the school.

THE POTENTIAL BENEFITS FOR STUDENTS AND THE BROADER SCHOOL COMMUNITY

Ferny Grove SHS enjoys a valued reputation in the community. Parents place their trust in our school to deliver a world class education, providing diverse opportunities for students in what they learn, how they learn and where their learning will take them. The IPS initiative has captured the imagination of our community. Flexibility and community engagement and local decision-making are often quoted in IPS consultation.

Our community has confidence in our ability to become more self-managing, to take greater responsibility for decision-making and future direction. Ferny Grove SHS offers a range of programs and services that attract the majority of students from our feeder schools and beyond. Creating opportunities for greater partnerships across the community, education sectors and business and industry is a highly valued attribute of our school.

Our community is well-educated and aspirational. They see Ferny Grove as their school of choice and are keen to see our school take the opportunity to further enhance the quality of the educational service provided.

INNOVATIVE PROGRAMS/PRACTICES TO BE IMPLEMENTED AT FERNY GROVE SHS

Providing enhanced flexibility and local decision making will enable Ferny Grove SHS to respond to the needs of our students more readily. Opportunities to engage more fully with the broader community will allow us to seek out opportunities that will provide high-quality experiences and outcomes for our students.

As an Independent Public School we seek to enhance existing practice and seek out opportunities in the following areas.

- Expand the opportunities provided by our signature programs - eg Through flexible staffing allocation provide additional team teaching opportunities for German Immersion and subject specialist teachers in Mathematics, Science, Humanities and Health & Physical Education further strengthening the depth of curriculum understanding achieved through the Immersion program.
- Planning has commenced with Ferny Grove SS to investigate opportunities to enable staff to cross over, working and learning outside their sector. IPS flexibility in staffing will enable this in a more sustainable way. An exciting aspect has emerged to create a position for a Junior Secondary Coach utilising flexibility created through IPS.
- Initial discussions have occurred with tertiary language providers to examine ways that staff could work across these sectors to provide our students with greater language learning opportunities. Early discussions have identified Mathematics, Science and The Arts as areas for further exploration.
- Supporting students as they enter secondary school at Year 8 (and Year 7 from 2015) through the delivery of targeted literacy and numeracy programs designed to scaffold and/or extend.
- Improving our HR flexibility and supporting the state-wide transfer system through establishing partnerships with rural and remote schools to enable boomerang transfers. ie. Graduates complete two years at FGSHS, commit to 3 years in a partner rural/remote school with the opportunity to 'boomerang' back to FGSHS having met their state-wide commitment and developed as a teacher through their work in another location.
- A review of curriculum structures and timetables to drive this has identified efficiencies within our existing FTE. Coupled with IPS FTE flexibility opportunities exist to initiate a tutorial model for students in identified areas of need.
- In 2014 our Year 12 flexible timetable will be extended to Year 11. The model has students at school four day week with early starts with the fifth day being available to students for university or TAFE study, SATS/work placement, enrolment at other education providers, extension subjects additional to their timetabled subject load or tutorial assistance with specialist teachers. This approach would be strongly enabled through IPS staffing flexibility.
- Staffing flexibility would support further development of our professional learning community, enabling team – teaching, coaching and mentoring and action research projects.

- Increased rigour associated with the role of the School Council to ensure the long term strategic direction of the school is maintained over future years.
- Empowerment of staff and community to innovate based on the needs of our students.
- Improved flexibility to resource innovative programs and reforms adequately.

Planned innovative educational programs and practices to improve student performance.

- By the commencement of 2014 our school will have developed an innovative and unique School Wide Pedagogy (SWP) designed by our teachers and students. This is only part of the journey however. 2014 will involve implementation of the framework to ensure that what we say and what we do is in alignment. Our SWP leadership team involving six teachers, HOC and Principal will lead this implementation phase.
- Our school has a 4 year history of involvement in coaching for teachers. We seek to enhance this work by expanding our capacity to support staff at different career stages. We believe the professional needs of a beginning teacher are vastly different to those of a teacher of 20 years experience and that a 'one size fits all' model of professional learning is out-dated and largely ineffectual. Our plan is to design a differential program of professional learning that both acknowledges needs and extends the learning of each teacher using coaching, mentors, supervision and professional learning teams. To do this we require resource flexibility and enhancement. IPS will free us up to allow this to happen. In the end it is the capacity of our teachers to teach that will determine the degree of difference we can make to student learning.
- Teacher leadership is critical to the success of any reform. As a school, we would seek to identify, train and support teacher leaders through our existing year level coordinator process to make it possible for our teacher leaders to lead and coordinate as well as teach.
- Ferny Grove State School has begun to explore innovative ways of enhancing the partnerships between home, school and our community. We would look to build on the work of our Community Liaison Officer in the first 12 months by exploring and creating partnerships with local community groups and businesses. Our vision is all about making learning real for our students. We have a demonstrated commitment to community partnerships and believe these can only serve to enhance student learning in a real world context.
- We would also seek to enhance our partnership with Ferny Grove State High School as our Year 7 students move to High School. Our two schools are adjacent to each other and work closely together in a number of areas. Our capacity to enhance this relationship prior to, and following the transition of Year 7 to high school will be supported if we are both Independent Public Schools.

Capacity

- Golden Beach State School has a Band 9 Principal, 1 Band 7 Deputy Principal, 1 Band 5 HOSE, 1 Band 5 HOC, and 1 Business Service Manager as the leadership team.
- 90% of teachers are Senior Teachers who regularly lead development of programs within the school.
- The depth of knowledge and understanding of the Administrative Officers and Teacher Aide levels at the school are similarly extremely high, with extensive experience & expertise.
- The school has an established Student Council and active Parents' and Citizens Association.
- Partnerships exist with local community organisations such as: Golden Beach Progress Association, Night Eyes, Greg Singh Bursary and local businesses who have already come together regularly to support events.
- The level of experience at Golden Beach State School, its 30 year history, together with its already successful programs and partnerships confirms that it is very capable of taking on increased responsibility for the growth and future direction of the school.

Potential Benefits

For students and staff

- The opportunity for staff at the school to engage more extensively with the local community and business leaders will enable the development of more focused programs and thus providing an engaging curriculum opportunity more suited to our clientele.
- Partnerships with local bodies and industry will increase the potential for joint arrangements for program delivery, investment and sponsorship.

For the school community

By growing our community partnerships and opening our doors to opportunities we can utilise the schools facilities, programs and knowledge to improve community activities. e.g. The Stephanie Alexander Kitchen Garden program where community garden groups and cooking groups utilise our facilities to provide adult education classes. (*Cooking Pot* sponsored by Sunshine Coast Council). Our hall facilities are used by local dance schools which marry into our curriculum offerings and programs e.g. Golden Beach Dance School, Kids on Keyboard, Gymnastics, Karate.

Other benefits

By engaging a broader representation of interested community and business partners in the direct discussion and establishment of the future direction of the school we will develop more local ownership of the school as a key part of the social fabric of the communities we serve.

Innovative Educational Programs and Practices

Stephanie Alexander Kitchen Garden program

- building on the children's knowledge of gardening and healthy eating habits in a real-life environment and embedded in other curriculum areas
- Trained gardener and chef work with children from years 4-7 for 90 minutes a fortnight on the design, planting, maintaining and harvesting of a vegetable garden to engage in food preparation with healthy menus to promote healthy eating.
- Incorporate indigenous knowledge of bush-tucker into the garden program.
- connect with local industry and training organisations and enlist community volunteers to provide further training and expertise to expand the garden program

Music Programs

- Senior/Junior Choirs (Music Fest winner for 7 consecutive years) , Performance Team
- Instrumental and Strings Music
- School Musical, Music Night, Christmas Concert

Sporting programs take advantage of our environmental surroundings and location such as fishing, surfing, skateboarding as well as the skills of staff, community organisations and partnerships established within the local area can be strengthened and built upon utilising the expertise of trained personnel to help deliver.

Social skilling programs for identified students requiring additional support services are used to help engagement in learning activities. Connections with trained service providers within the local community will help deliver programs which develop children in a meaningful way. Links with community organisations will enable us to extend the activities which can be provided.

Partnerships with agencies designed to work within the community with families identified at risk can be strengthened. The school together with interagency support can identify and target students and or families where additional support structures can be built in to form a partnership.

Indigenous partnerships have been established with local community groups and organisations by promoting the indigenous culture through workshops, displays and the 'Deadly Homework Club'. Existing artists and indigenous workers are used to create stronger links and meaning for our students. Joint agreements for delivering educational outcomes for indigenous students are formed. Stronger links will enable this to be embedded in our school culture by providing greater access to support, health, cultural and educational agencies

OHSC (Out of Hours School Care) is established which strengthens the partnership and agreements with organisations who supply OHSC services.

Chaplaincy Service provides valuable support to students and their families and has extensive networks within the community.

Expression of interest to EQI to become an accredited study tour school for International students is currently underway.

Innovative programs is the way we do business at Helensvale SHS

Over 50% of our students come to our school from outside our enrolment boundary to access a range of innovative, high quality and successful excellence programs. Curriculum innovation is a tradition at our school and the IPS initiative will enable us to further shape curriculum offerings to suit the needs of our students. It will also open up new and exciting ways that we can engage with local business partners, industry and community organisations.

Existing Innovative Programs at Helensvale SHS

Helensvale SHS Snapshot

IPS: an opportunity to enhance our strong outcomes

NAPLAN above State & equal to National mean scale scores on all strands

77% OP 1 to 15
4 OP 1s
97% received a QCE or SAT

School Opinion Survey

95% students surveyed agree that 'they are getting a good education'

91% students 'like being at our school'

96% parents agree that 'their children feel safe at this school'

100% parents agree that 'this is a good school'

89% teachers agree with the overall school morale questions, indicating that the vast majority of teachers are happy to be at our school.

Helensvale EXCITE Academic Excellence Program
English, History, Maths, Science, Technology

Helensvale Specialist Excellence Programs

Sport: AFL, Football (Soccer), Netball, Rugby Union, Touch, Track and Field

The Arts: Dance, Drama, Art, Music

Languages: Japanese Excellence

Our future ideas for innovation

At Helensvale SHS we see the move to an IPS school as an exciting opportunity to implement innovative ideas, partnerships and programs to improve student performance.



'Education for Entrepreneurs' This innovative program aims to produce the next generation of entrepreneurs and prepare our students to take on the challenges of a post mining boom economy. Central to the program will be real world learning opportunities, mentoring and industry partnerships. The IPS initiative will provide us with the flexibility and autonomy needed to network, connect and gain sponsorship to support our students entrepreneurial projects and real world learning.

'Connecting Minds, Empowering Lives' This initiative will be a community based program based on world's best practice and designed to change the thinking and behavioural habits of our students at risk. We believe new thinking and new community partnerships are the way to improve retention, attainment and transition between the key phases of Primary to Junior School and Junior to Senior School. The program will involve community mentoring, alternate education programs, work placement and character building camps and experiences.

PROJECT

'VALL' We are excited to expand this trial project which presently involves a specialist Helensvale SHS mathematics teacher delivering extension mathematics programs each week online 'Elluminate' to groups of year 6 students in four of our partner primary schools. IPS will provide us with greater possibilities to expand this program and build learning links with our partner primary schools. Project Vale provides an opportunity to build teaching and learning capacity and collaboration across sectors in the key areas of literacy, numeracy and science.

'Digital Discovery' Our innovative 1 to 1 laptop program currently has over 95% of students from Years 9 to 12 with a state of the art take-home laptop. The IPS opportunity will allow us to seek new and exciting ways to continue 1 to 1 post NSSF. IPS will enhance our ability to fulfil our vision of all students from 7 to 12 with take-home devices and advance engagement, relevance and anywhere anytime learning opportunities.



Student Wellbeing eLearning Lounge We prioritise the wellbeing of each student as we believe that it is a prerequisite for learning. Central to this is the work we have commenced to turn our library into the SWELL space that will be a school and community hub for research, learning and student wellbeing. We have employed a Health Liaison Officer to lead this initiative and becoming an IPS will facilitate new ways to connect with the community to support to our students and families health and wellbeing through innovative education, support and service provision arrangements.



We lead the **Northern Collegiate** high school alliance which includes Helensvale SHS, Coombabah SHS, Pacific Pines SHS and Upper Coomera State College. Our plans are to lead the expansion of this alliance and create five pillars of collaboration – Student Leadership, Staff Professional Learning, Celebratory Events, Student Learning and Resource Leverage. The IPS initiative will enhance and facilitate this interschool collaboration and innovation.



Governance of a Board – Community Linkages to Match Unique Curriculum

We envisage our board would be made up of numerous experts from around the world. The use of Lync 2013 will allow experts such as Neil Mackay from England (Dyslexia) and Nasha Fitter (Microsoft) to work with our school; pending elections. For board membership, we will be looking for credentialed leaders that will assist our school with our explicit improvement agenda.

5. Innovative Programs and Practices

Sustainability

Our school values hands on authentic learning which include chickens, worms, Aquaponics, barramundi ponds, rainforest, windmill, and water harvesting. These projects are linked into C2C and were awarded a Finalist in the 2013 Premiers Awards. – Appendix Q.

Digital Learning

Hermit Park is recognised as a world leader in ICT being awarded Microsoft World Mentor Status in 2010 and now the only school represented on the World Microsoft Board. Hermit Park utilises a range of digital learning devices to enhance and deliver world leading connected learning – Appendix R.

Philanthropy Driving Student Achievement

We currently boast over 40 company relationships that provide us well over \$200,000 per year in direct money/ in kind donations. An example of this includes Acer donating 30xW150 Tablets and Xstrata providing 50,000 for construction of an Aridscapes.

Research Based Instruction

We are currently working on 'Putting Faces on the Data' project led by Sharratt (2012) and NQ District. Other examples include our Pedagogical Frame based upon Hattie/ Marzano/Flemming/POLT/DoTL and Differentiation based upon Maker.

Physically Separate Prep and Year 1 Campus from Remainder of School

To our knowledge, we are the only remaining school in Queensland still offering a physically separate Prep/ Year 1 campus. The campus situated on McKimmon St allows teachers to promote hands on learning approaches based upon Steiner and Montessori within C2C delivery. Our Prep cohort is oversubscribed by 60 students every year because parents appreciate the use of hands on play based pedagogy to implement the Australian Curriculum – Appendix S.

JCU Partnership – Faculty of Science

We partner with JCU for our Science/Sustainability programs and further study for our teachers. JCU also provides in-kind support for our digital learning program. As an IPS school, we would like a member of JCU on our school council to provide expert guidance about Science education to our teachers.

Wellbeing – Replaced Behaviour Management in 2011

Our school removed behaviour management in 2011 and replaced with a positive psychology based "Wellbeing" approach. The school has also hosted Lama Chodak (Australia's Highest Tibetan Monk) as part of this program and developed six values for learning and operating at school.

Media Partnerships – Confidence in Public Schools

Hermit Park maintains positive partnerships with the Townsville Bulletin, The Australian and Courier Mail. The school also maintains a Twitter feed with around 200 followers (@HermitPark). Hermit Park has won the Townsville Bulletin School of the year for the last 8 years – Appendix T. The media linkages advertise Hermit Park as a school of choice; not of location and promote confidence in State Education.

Collegial Coaching

We have employed a collegial coaching approach based upon Connectivism (2010), rather than an 'Expert Model'. This model promotes staff coaching of each other guided by the school pedagogical framework and school explicit improvement agenda.

Four School Collaboration/ Moderation

Our school links with three other schools once per term to moderate English units based upon GTMJ's. Teachers are required to develop an exemplar response and moderate common GTMJ's across the four schools. The four schools equate to over 120 teachers and promote professional practice as part of the developing performance framework. As part of the IPS process we would like to utilise Skype to begin moderating with Radford College in Canberra.

6. Undertaking the School Council

The Principal has briefed all stakeholders of the requirement to implement a school council under the IPS program and is committed to meeting all obligations in this regard.

7. Principal Demonstrated Capacity to Work With a School Council/ Board.

The school Principal has developed many leadership skills to harness the potential of a school board. Currently the Principal Chairs the International Microsoft Board as well as being a member of the Reef Guardian School Board, QASSP State ICT Board, QSITE State Board and is Chair of the Not for Profit - Joyful foundation. We will harness a strong relationship with a school board to provide professional leadership and input around our improvement agenda maximise learning outcomes. The board is also envisioned to be an outward display of confidence in public education in the school community. These linkages have resulted in the Principal/ School being awarded the 2009 Australian Principal of the Year, the 2012 Australian ICT Educator of the Year and 2013 JCU Outstanding Alumni – Appendix U.



Hon Andrew Powell MP
Minister for Environment and Heritage Protection

Appendix Q

Ref CTS 13942/13

24 JUN 2013

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400 George Street Brisbane 4000
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Queensland 4001 Australia
Telephone +61 7 3239 0844
Facsimile +61 7 3224 2496
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Mr Clayton Carnes
Principal
Hermit Park State School
Corner Surrey and Sussex Streets
HYDE PARK QLD 4812

Dear Mr Carnes

I would like to congratulate your school on being a finalist in the School Award category at the 2013 Premier's Sustainability Awards.

In recognition of your achievement in this award category, you have demonstrated your commitment to establishing and implementing sustainable and environmental business practices, which help to reduce the impact on our environment.

It is encouraging to see that Hermit Park State School fuses traditional learning with environmental activities and experiences, and that it has reduced its water and electricity use considerably over the last two years, and minimised waste output.

As the Minister for Environment and Heritage Protection, I am passionate about ensuring that our natural and built environment is protected for the future use and enjoyment of generations to come.

Once again, congratulations on winning this award, it is well deserved.

Yours sincerely

ANDREW POWELL MP
Minister for Environment and Heritage Protection

Sunday 28th August

Dear Clayton

I wanted to thank you for your presentation to our partners at the Microsoft Australia Partner Conference last week. I enjoyed hearing your story, and I got a lot of positive feedback from people lucky enough to be in the Audience.

Your story of school leadership will have provided a great insight into life at school as a Principal, which I hope will benefit our partners, and their customers.

I look forward to meeting with you again at many future educational events, and perhaps visiting your school in Townsville one day too!

Regards

Ray Fleming

Microsoft Australian



drums in their school rainforest setting as part of an award program. The kids love it. (front) Jai-Ann Eastaughffe, 12, with, from left, at rear Patrick Arrowsmith, 12, Earl Brycen Patron, 11, and Mikaela Partland, 12

Photo: SCOTT RADFORD CHISHOLM



HERMIT PARK GOES BONGO MAD

Incentive reaps rewards

STUDENTS at Hermit Park State School get to have some fun in their rainforest playing on the air djembes. The Year 7s have a behaviour management program where, if they show good behaviour, they receive a token. The students receive a token, a plastic spot, for such things as

helping out, doing a good deed and having neat work. Once students have collected five tokens, they then can trade them in to get free time playing the bongo drums in the rainforest. Year 7 student, Akari Fellows said; "Playing the bongo drums in the rainforest with friends is a really cool idea, as it helps us to calm down and gives us a break from all the hard work." Other awards the Year 7s can choose from include, free time on the iPad, learning how to make paper planes, popping some bubble wrap or if they

want students can get a pat on the back, which then puts them in a draw to win a prize on parade. "Popping bubble wrap is really awesome and we only have to trade in one spot, and it's totally worth the one spot," said Georgia Smith. The students are always eager to find out what prizes they can choose from, as they change weekly.

Jai-ann Eastaughffe,
Year 7,
Hermit Park State School

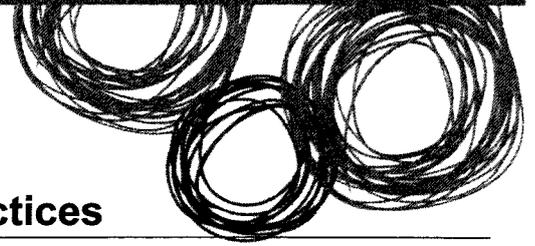
Appendix T

TEACHING AND LEARNING AUDIT

8 PAGE PROFILE – HERMIT PARK SS

DATE: 4-5 SEPTEMBER 2013

Effective Teaching Practices



The school principal and other school leaders recognise that highly effective teaching practices are the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods, including explicit instruction, to maximise student learning.

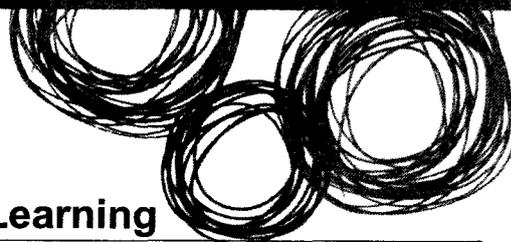
Outstanding	High	Medium	Low
<p>The principal and other school leaders have accepted personal responsibility for driving improvements in teaching throughout the school. They demonstrate a strong conviction that improved teaching is the key to improved student learning and have clear and well-known positions on the kinds of teaching that they wish to see occurring.</p> <p>All teachers and leaders are committed to identifying and implementing better teaching methods, and a high priority is given to evidence-based teaching strategies (strategies that have been demonstrated through research and practice to be highly effective).</p> <p>School leaders spend time working with teachers to improve their teaching practices, including modelling, evaluating and providing feedback on classroom teaching.</p>	<p>School leaders are committed to continuous improvement in teaching practices throughout the school and expect team leaders and teachers to identify ways of doing this, although the principal and other senior leaders may not themselves have clear positions on the kinds of teaching they wish to see occurring across the school or be 'hands on' in driving improved teaching practices.</p> <p>There is a particular focus on improved teaching methods in reading, writing, mathematics and science, and professional learning activities are focused on building teachers' understandings of highly effective teaching strategies in these areas.</p> <p>Clarity about what students are expected to learn and be able to do, high expectations of every student's learning, explicit teaching of skills and content, individualised attention as required, and timely feedback to guide student action are key elements of the school's push for improved teaching and learning.</p>	<p>School leaders are explicit about their desire to see effective teaching occurring throughout the school, but are less clear about what this might look like. They do not appear to be driving a strong agenda to improve and/or enhance teaching practices across the school, except perhaps indirectly through a focus on school results and targets. School leaders take a close interest in the school's literacy and numeracy results, but generally do not engage in discussions with staff about effective literacy and numeracy teaching strategies.</p> <p>Discussions of specific teaching practices are rare and generally occur only in the context of concerns about a teacher's performance.</p> <p>There is some clarity about what students are expected to learn, but a lack of balance in teaching methods (eg, over-reliance on whole-group teaching or very little explicit teaching).</p>	<p>School leaders do not appear to have strong views on the characteristics of highly effective teaching. There is little evidence that they are driving an agenda to change or enhance teaching practices across the school.</p> <p>The principal and other school leaders spend very little time on issues related to teaching. Questions of pedagogy appear to be viewed solely as the responsibility of teachers. There is little obvious school-wide discussion or consideration of highly effective teaching methods.</p> <p>There may be a lack of explicitness about what students are expected to know and be able to do as a result of classroom activities, very little explicit teaching, limited attention to individual learning needs, or low expectations on the part of teachers that all students in the room will master the content of lessons. Classroom activities frequently have the appearance of 'busy work'.</p>

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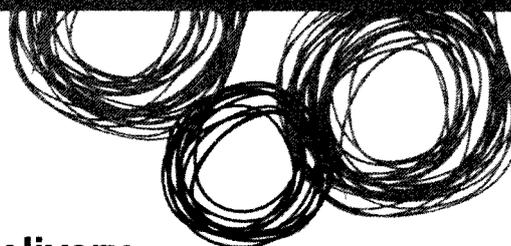
Differentiated Classroom Learning



In their day-to-day teaching, classroom teachers place a high priority on identifying and addressing the learning needs of individual students. Teachers closely monitor the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.

Outstanding	High	Medium	Low
<p>The principal and other school leaders actively promote the use of differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully. It is recognised throughout the school that some students require significant adjustments to their learning programs (eg, accelerated programs, special support) if they are to be optimally engaged and challenged, and individual learning plans have been developed for a least some students. Differentiation is a priority of the school and a feature of every teacher's practice.</p> <p>Regular data on the achievements, progress, strengths and weaknesses of individual students are used in all classrooms to make judgements about individual needs, to identify appropriate starting points for teaching and to personalise teaching and learning activities.</p>	<p>School leaders explicitly encourage teachers to tailor their teaching to student needs and readiness. This includes the systematic use of assessment instruments (standardised assessment tasks and teacher developed assessment tools) to establish where individuals are up to in their learning and to identify skill gaps and misunderstandings. Teachers also are encouraged to respond to differences in cultural knowledge and experiences and to cater for individual differences by offering multiple means of representation, engagement and expression.</p> <p>Planning shows how the different needs of students are addressed, and how multiple opportunities to learn are provided including multiple pathways for transition to external studies (eg, apprenticeships) for students in Years 10-12. Students' workbooks also illustrate differentiated tasks and feedback.</p> <p>Reports to parents show progress over time and include suggestions for ways in which parents can support their children's learning.</p>	<p>School leaders are committed to success for all, but do not drive a strong classroom agenda to assess and identify individual learning needs or to differentiate teaching according to students' needs.</p> <p>Some use is made of assessment instruments to identify individual strengths and weaknesses and starting points for teaching, but this appears to be at the initiative of individual teachers rather than a school-wide expectation.</p> <p>Some use is made of differentiated teaching (eg, differentiated reading groups in the early primary years), but in most classes teachers teach the same curriculum to all students with similar levels of individual support.</p> <p>Regular assessments of student learning are undertaken, but these often are summative and disconnected (eg, relating to different topics) rather than exploring progress in skill development and understanding over time.</p> <p>Reports to parents generally do not show progress over time or provide guidance to parents on actions they might take.</p>	<p>School leaders do not place a high priority on teachers identifying and addressing individual learning needs, but are more focused on ensuring that all teachers are teaching the core year level curriculum.</p> <p>Little or no classroom use is made of assessment instruments to establish starting points for teaching. Assessments tend to be used only to establish summatively how much of the taught content students have learnt.</p> <p>Teachers tend to teach to the middle of the class, with the expectation that some students will not master the content, and finding ways to occupy more able students who finish work early.</p> <p>Reports to parents tend to be summative reports of how students have performed, with little guidance on what parents might do to assist in their children's learning.</p>

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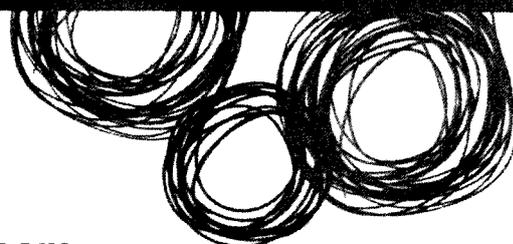
Systematic Curriculum Delivery

The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and caregivers.

Outstanding	High	Medium	Low
<p>The school has a clearly documented whole school plan for curriculum delivery. This plan is aligned with the Australian Curriculum and the Queensland Curriculum Assessment and Reporting (QCAR) framework and makes explicit what (and when) teachers should teach and students should learn. The curriculum delivery plan is being implemented throughout the school.</p> <p>A strong alignment has been achieved between the overall curriculum delivery plan, term and unit plans, classroom teaching and the regular assessment of student progress in relation to curriculum expectations.</p> <p>Considerable attention has been given to ensuring 'vertical' alignment of the curriculum so that there is continuity and progression of learning across the years of school, with teaching in each year building on to and extending learning in previous years.</p>	<p>The school's curriculum delivery plan identifies the curriculum, teaching and learning priorities and requirements set out in the P-12 Curriculum Framework. The curriculum delivery plan reflects a shared vision (principal, school leadership team, and teachers) for the school, and provides a context for delivering the required curriculum as detailed in the Australian Curriculum and the QCAR Framework.</p> <p>The school curriculum plan and curriculum delivery (including the time allocated to particular learning) balances the system requirements to address all KLAs in the QCAR Essential Learnings, to give priority to English, mathematics and science and to embed the fundamental skills of literacy, numeracy and higher order thinking within all KLAs.</p> <p>The school leadership team ensures that the enacted curriculum remains a focus for discussion among, and collaboration between, teachers and that the curriculum plan is the reference against which flexible delivery (to meet the needs of the range of students within each year level) is designed, assessment tasks are developed and student learning is reported.</p>	<p>The school has a documented plan for curriculum delivery that includes year level and term plans, as specified in the Department's 'Roadmap', but the progression of learning from year to year is not always obvious and the relationship between the pieces of the plan (the year, term and unit plans) would benefit from further clarification.</p> <p>School leaders talk about embedding the fundamental skills of literacy, numeracy and higher order thinking within all KLAs, but there is little evidence that school-wide strategies are in place to drive a consistent approach. Literacy tends to be seen as the responsibility of English teachers and numeracy the responsibility of mathematics teachers.</p> <p>Discussions about curriculum delivery tend to be sporadic and reactive with a year level focus rather than being driven by a leadership team with a whole school approach. The parameters detailed in the 'Roadmap' and the documents referred to in the 'Roadmap' are rarely mentioned.</p>	<p>School leaders and teachers do not appear to be familiar with the 'Roadmap' or the documents to which the 'Roadmap' refers.</p> <p>The school may have a documented plan for curriculum delivery but there is little evidence that the whole school plan drives the lesson plans of individual teachers.</p> <p>The enacted school curriculum is not seen as a central concern of all teachers (eg, it is not a regular topic of conversation, a focus for assessment design or a framework against which student learning is reported).</p>



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An Expert Teaching Team

The school has found ways to build a professional team of highly able teachers including teachers that take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.

Outstanding	High	Medium	Low
<p>The teaching staff of the school are experts in the subjects they teach and have very high levels of pedagogical knowledge and skill, including expert knowledge of evidence based teaching strategies.</p> <p>Teachers and school leaders take personal and collective responsibility for improving student learning, working as a team and learning from each other's practices. In team meetings there is an emphasis on the joint analysis of student work and on teaching strategies for improving student learning. Teachers collaboratively plan, deliver and review the effectiveness of lessons.</p> <p>School leaders place a very high priority on the ongoing professional learning of all staff and on the development of a school-wide, self-reflective culture focused on improving classroom teaching</p> <p>School leaders participate in professional learning activities, learning alongside teachers, and the school supports teachers to continue formal study and celebrates professional success.</p>	<p>There is evidence that the principal and other school leaders see the development of staff into an expert and coherent school-wide teaching team as central to improving outcomes for all students.</p> <p>There is a documented professional learning plan and the school has arrangements in place for mentoring and coaching (with teacher agreement). Teachers visit each other's classrooms and welcome opportunities to have principals and other school leaders observe and discuss their work with them.</p> <p>Attention is paid to strengths and weaknesses in the school-wide team, with strategies in place, in conjunction with Regional Office, to recruit staff with particular expertise, to train staff to address particular needs, and to support staff that find it difficult to commit to the school's improvement agenda.</p> <p>The school provides opportunities for teachers to take on leadership roles outside the classroom.</p>	<p>The school undertakes professional learning activities, although these may not always focus on the development of knowledge and skills required to improve student learning and there may not be a coherent, documented learning plan.</p> <p>The principal and leadership team are seen as supportive of, but not generally involved in, the day-to-day practice and learning of teachers.</p> <p>Teachers are open to constructive feedback and provide feedback to colleagues, although there may not be formal mentoring and coaching arrangements in place.</p> <p>The school is implementing the Department's Developing Performance Framework as the basis for professional discussions with staff.</p> <p>The school's professional learning agenda is made explicit to staff at induction, and in staff handbooks.</p> <p>Where a managing unsatisfactory performance process is required, it is performed professionally and effectively, and in accordance with the agreed Departmental guidelines.</p>	<p>The development of a professional school-wide team does not appear to be a driving consideration of the principal or other school leaders (eg, no reference is made to the Professional Standards for Teachers, there are no mentoring arrangements in place, teachers work largely in isolation from one another 'behind closed doors').</p> <p>There is little evidence that school leaders are proactive in the recruitment and retention of staff.</p> <p>There is little sense of a whole-school coordinated approach to professional learning and a low priority is given to the Department's Developing Performance Framework.</p>

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Targeted Use of School Resources

The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.

Outstanding	High	Medium	Low
<p>The principal and other school leaders have given a very high priority to understanding and addressing the learning needs of all students in the school. This is reflected in the implementation of systematic strategies for identifying student needs and the development of creative school-wide solutions for addressing those needs.</p> <p>A school-wide process has been established for identifying specific student learning needs. This process includes systematic testing to establish learning gaps and special needs. Records of individual student needs, achievements and progress are maintained centrally and shared across year levels.</p> <p>A range of initiatives (eg, across-class and across-grade groupings for literacy and numeracy; the sharing of specialist teachers with neighbouring schools) is being implemented to make more effective use of available resources to enhance teaching and learning. The school deploys staff in ways that make best use of their expertise (e.g., specialist reading/science teachers).</p>	<p>The principal and other school leaders have introduced programs and strategies to identify and address the needs of students in the school and are sourcing and applying available resources to meet those needs.</p> <p>The school has developed processes (eg, systematic testing) for identifying student learning needs, although there may not always be good central records of student achievement and progress.</p> <p>Programs to meet individual learning needs (eg, programs for gifted students, students with learning difficulties, students for whom English is a second language, Indigenous students, and refugees) are prioritised, where possible, in the school budget.</p> <p>Physical spaces and technology are used effectively to maximise student learning. Learning spaces are organised for whole group work, small group work and individual work.</p>	<p>The school uses its human and physical resources to address the needs of students, although this may not be preceded by a systematic analysis of those needs.</p> <p>Specialist diagnostic testing is organised for a small number of students with special needs, but teachers do not routinely administer tests to better understand specific learning difficulties (eg, problems in learning to read) or individual learning needs (eg, LBO/TE gifted).</p> <p>There are very few school-wide programs or policies designed to address the learning needs of particular student groups (eg, gifted students, students with disabilities, students for whom English is a second language). School leaders encourage teachers to address individual learning needs in classrooms, but there are very few agreed school wide strategies for doing this.</p> <p>Physical learning spaces are used creatively and technology is accessible to the majority of staff and students.</p>	<p>The improvement of student outcomes does not appear to be the driving consideration in the allocation of school resources (eg, the use of discretionary school funds).</p> <p>There is very little, if any, systematic testing of students to identify individual learning needs.</p> <p>The school does not always make best use of available staff expertise.</p> <p>School leaders have developed very few, if any, school-wide policies or programs to address individual needs, which are left to classroom teachers.</p> <p>School learning spaces tend to be used traditionally, with limited flexibility to support different kinds of learners and learning.</p>

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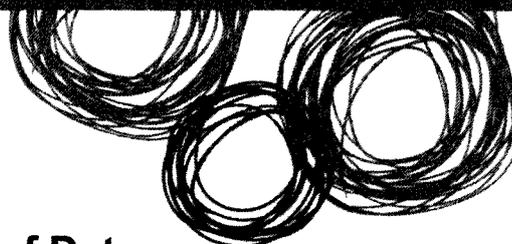
A Culture That Promotes Learning

The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

Outstanding	High	Medium	Low
<p>The school ethos is built around high expectations and a commitment to academic excellence. There is an expectation that every student will learn and achieve positive outcomes. Classrooms are calm but busy and interruptions to teaching time are kept to a minimum. There are no obvious behavioural problems and staff morale is high. There is a happy, optimistic feel to the school.</p> <p>High levels of trust are apparent across the school community. Interactions are focused on the learning and wellbeing of students and on continually improving the school's ability to meet the needs of all students. Parents, school leaders and teachers work together in a mutually supportive way and there is a strong sense of belonging and pride in the school.</p> <p>A strong collegial culture has been established. Teachers have an overt and shared commitment to the improvement of teaching, and openness to critique by colleagues. This is reflected in the fact that teachers regularly invite leaders and colleagues to visit their classrooms to observe their teaching.</p>	<p>The 'tone' of the school reflects a school-wide commitment to purposeful, successful learning. Classrooms are calm but busy and interruptions to teaching time are kept to a minimum. There are very few obvious behavioural problems and behaviour management takes up very little, if any, time of school leaders and classroom teachers.</p> <p>There is a strong focus on quality learning and on the creation of a culture in which all students are expected to learn successfully, in their own ways and at their own pace. Individual talents are valued. Class 'busy work' is kept to a minimum, and an attempt is made to ensure that all students are engaged in challenging, meaningful learning.</p> <p>Respectful and caring relationships are reflected in the ways in which staff, students and parents interact and in the language they use in both formal and informal settings.</p> <p>Parents are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children's learning. There are agreed guidelines on such matters as greeting visitors, taking messages, and responding to queries promptly and respectfully.</p> <p>Staff morale is generally high.</p>	<p>Classrooms are generally orderly, although some are more so than others. Nonattendance is an issue for a small minority of students. However, many other students appear to be minimally engaged in productive learning activities.</p> <p>The school effectively implements its Responsible Behaviour Plan for Students, for example, by ensuring that disruptive behaviour, bullying and harassment are dealt with promptly. The school has clear expectations for how students should behave and interact with one another, and in the main, relationships are caring and respectful. Some staff time is taken up dealing with behaviour problems.</p> <p>Most parents take an obvious interest in their children's learning. Engagement is primarily through regularly scheduled parent-teacher interviews.</p> <p>Staff morale is satisfactory.</p>	<p>Behavioural problems, disengagement and non-attendance are issues for a significant proportion of students. In a number of classrooms students are clearly not engaged in productive learning activities.</p> <p>The school may have a Responsible Behaviour Plan for Students but this appears to have had little impact on student behaviour. Much of the time of school leaders and teachers is taken up dealing with inappropriate behaviour. Interactions between parents, staff and students are not always productive and respectful.</p> <p>Some teachers appear to work in isolation from colleagues. Staff morale is low and staff turnover is high.</p>



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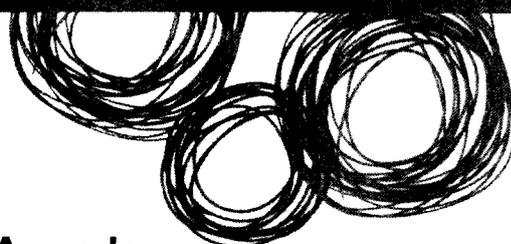


Analysis and Discussion of Data

A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes. Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/regression over time; performances in comparison with similar schools; and, in the case of data from tests such as NAPLAN, measures of growth across the years of school.

Outstanding	High	Medium	Low
<p>The principal and other school leaders clearly articulate their belief that reliable data on student outcomes are crucial to the school's improvement agenda. The school has established and is implementing a systematic plan for the collection, analysis and use of student achievement data. Test data in literacy, numeracy and science are key elements of this plan.</p> <p>Data are used throughout the school to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school. A high priority has been given to professional development aimed at building teachers' and leaders' data literacy skills. Staff conversations and language reflect a sophisticated understanding of data concepts (eg, value-added; growth; improvement; statistical significance).</p> <p>Teachers are given test data (including NAPLAN) for their classes electronically and are provided with, and use, software (eg, Excel) to analyse, display and communicate data on individual and class performances and progress, including comparisons of pre- and post-test results.</p> <p>Teachers routinely use objective data on student achievement as evidence of successful teaching.</p>	<p>There is evidence that the principal and other school leaders view reliable, timely student data as essential to their effective leadership of the school. There is a documented school plan and timetable for the annual collection of student outcome data.</p> <p>One or more members of staff have been assigned responsibility for implementing the annual plan, analysing the full range of school data, and summarising, displaying and communicating student outcome data for the school. The school has ensured that appropriate software is available and that the assigned staff have been trained to undertake data analyses (eg, training in the use of the Corporate Data Warehouse, OneSchool).</p> <p>Time is set aside (eg, on Pupil Free Days and in staff meetings) for the discussion of data and the implications of data for school policies and classroom practices. These discussions occur at whole-school and team levels. The school can illustrate through case studies, meeting minutes and project plans how data have been used to identify priorities, take action and monitor progress.</p>	<p>School leaders pay close attention to data provided to them about the performance of the school (eg, NAPLAN results; Year 12 results) and identify areas in which the school is performing relatively poorly or well.</p> <p>Tests (eg, commercially available reading tests) may be used by some teachers, but generally are not used as part of a whole-school assessment strategy.</p> <p>An ad hoc approach exists to building staff skills in the analysis, interpretation and use of classroom data.</p> <p>Software may be used for the analysis of school results, including the performances of priority groups, but analyses generally do not extend to studies of improvement or growth.</p> <p>School data are presented to staff in meetings, but presentations tend to be 'for information' rather than a trigger for in-depth discussions of teaching practices and school processes.</p> <p>Information about the school's performance is communicated to the school community, but may lack explanation or analysis.</p>	<p>There is very little evidence of school leaders' practical use of school-wide student outcome data. There is either no annual data collection plan for the school or the plan is being implemented in a minimalist fashion. The school makes little or no use of tests beyond those that the school is required to use.</p> <p>Teachers do not systematically analyse test and other data for their classes and teachers make little use of data to reflect on their teaching. The school is unable to demonstrate how data have been used in meetings to analyse and discuss current achievement levels and strategies for improvement.</p>

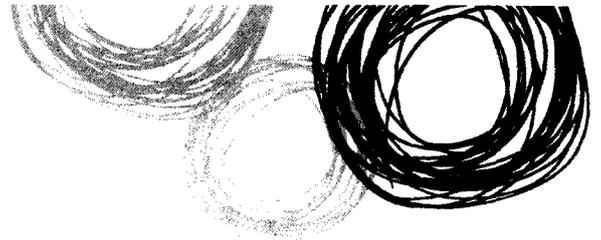
TEACHING AND LEARNING AUDIT
8 PAGE PROFILE – HERMIT PARK SS
DATE: 4-5 SEPTEMBER 2013



An Explicit Improvement Agenda

The school leadership team has established and is driving a strong improvement agenda for the school, grounded in evidence from research and practice, and couched in terms of improvements in measurable student outcomes, especially in literacy, numeracy and science. Explicit and clear school-wide targets for improvement have been set and communicated, with accompanying timelines.

Outstanding	High	Medium	Low
<p>The principal and other school leaders have developed and are driving an explicit and detailed local school improvement agenda. This agenda is couched in terms of specific improvements sought in student performances, is aligned with state-wide improvement priorities and includes clear targets with accompanying timelines, which are rigorously actioned.</p> <p>The school improvement agenda has been effective in focusing, and to some extent narrowing and sharpening, the whole school's attention on core learning priorities.</p> <p>There is a strong and optimistic commitment by all staff to the school improvement strategy and a clear belief that further improvement is possible. Teachers take responsibility for the changes in their practice required to achieve school targets and are using data on a regular basis to monitor the effectiveness of their own efforts to meet those targets.</p>	<p>The school has developed an agenda for improvement and school leaders can describe the improvements they wish to see in student behaviours and outcomes. This agenda is communicated in staff meetings, school newsletters, parent - teacher meetings and on the school website using a variety of formats to suit local needs.</p> <p>The principal and other school leaders have analysed school performance data over a number of years and are aware of trends in student achievement levels. Targets for improvement are clear and accompanied by timelines.</p> <p>The school leadership team is clearly committed to finding ways to improve on current student outcomes. This is reflected in an eagerness to learn from research evidence, international experience and from other schools that have achieved significant improvements.</p> <p>There is evidence of a school-wide commitment to every student's success and staff of the school tells stories of significant student improvement.</p>	<p>The principal and other school leaders articulate a shared commitment to improvement, but limited attention is given to specifying detail or to developing a school-wide approach (eg, plans for improvement may lack coherence, be short term or without a whole-school focus). Plans for improvement do not appear to have been clearly communicated, widely implemented or to have impacted significantly on teachers' day-to-day work. Targets for improvement are not specific (eg, not accompanied by timelines).</p> <p>The school's focus on data is driven more by external requirements (eg, National Assessment Program – Numeracy and Literacy (NAPLAN)) than by an internal desire for good information to guide school decision making and to monitor progress.</p> <p>Although there is an expressed commitment to improvement, this is not reflected in a high level of enthusiasm for personal change on the part of staff.</p> <p>The communication of performance data to the school community tends to be sporadic and/or is limited only to information that the school is required to report.</p>	<p>There is no obvious plan for improving on current achievement levels. The principal appears to be more focused on day-to-day operational matters than on analysing and understanding school data, setting targets for whole-school improvement or communicating an improvement agenda to the school community.</p> <p>Minimal attention is paid to data (eg, NAPLAN results) and there is very limited communication of school results or of intentions for improvement to the wider school community.</p> <p>Expectations for significant school improvement are low and staff tends to 'explain' current achievement levels in terms of students' socioeconomic backgrounds and/or geographical location. There is little evidence that the staff of the school has a shared commitment to improving outcomes for every student, and this appears to be contributing to a culture of underperformance.</p> <p>There is little evidence that the school is looking to external sources to identify evidence based strategies for improvement.</p>



Expression of Interest (EOI) form to become an *Independent Public School* in 2014

Name of school:	Highland Reserve Primary School
Principal: ¹	David Roach
Principal's signature:	
Contact email:	droac4@eq.edu.au

Written application

In no more than three A4 pages demonstrate:

- The consultation that has occurred across stakeholder groups, including a summary of their views
- The school's capacity to assume greater responsibility for their affairs
- The potential benefits for students and the broader school community
- The innovative educational programs or practices that the school will implement to improve student performance.

Application checklist

- EOI form completed
- school staff, parents and local community consultation completed
- maximum three A4 pages written application attached
- commitment to establish the school council
- school council already established
- name and signature of substantive principal submitted (if applicable)
- application submitted by 30 August 2013.

Submissions

Please send your EOI form and written application to IPS@dete.qld.gov.au by 30 August 2013 for consideration in the 2014 *Independent Public Schools* selection process.

¹ Where there is an acting principal, the name and signature of the substantive principal must also be submitted.

- Supporting an addition layer of educational leadership in the school to provide **feedback to teachers** to enhance their teaching effectiveness and align their teaching to the school's pedagogical framework.

Community support and strong educational partnerships

Increasing local governance through IPS at HRSS will enhance the scope and alignment of services the school is able to offer the students. This increased involvement will increase community ownership of the vision, support, learning outcomes and celebrate in the successes through:

- Strategically planning with the school to **access all resources** (financial, physical, human) available in the community to maximize learning outcomes.
- Providing specific school-based training activities involving parents to strengthen **school-home learning partnerships**.
- Developing **shared and published targets** with a whole community commitment to school improvement.

EDUCATIONAL PROGRAMS AND PRACTICES OUR SCHOOL WILL IMPLEMENT TO IMPROVE STUDENT PERFORMANCE

Through the flexibility and innovation made available through IPS, HRSS will implement a balanced range of initiatives to improve student performance.

Leading Learning @ HRSS

Throughout 2013 HRSS invested \$9 900 to develop 14 teachers to position them to 'Lead Learning @ HRSS' in 2014. Our inclusion as an IPS will allow them to:

- Design and refine feedback **rubrics** based on the HRSS Pedagogical Framework to form the basis of teacher self-reflection, teaching observations and feedback discussions.
- Visit other classrooms throughout the week to **conduct observations** and provide **feedback** based on the school developed rubrics.
- Work with teachers to enhance their **teaching practices** based on the feedback provided by the 'Leading Learning' staff.
- Negotiate individually with teachers through the **flexible arrangements** offered through IPS to support them in this work while minimizing the time they spend away from their own class.

U2B Project (Upper 2 Bands NAPLAN)

Throughout 2013 HRSS invested \$47 000 through the 'Empowering Local Schools' program to maximize learning outcomes for high performing and high potential students. While this has been a highly successful and well received program in our community our inclusion as an IPS will allow the school to establish sustainable practices supported by the broader school community to improve the performance of these students into the future. Through the:

- Employment of a **lead teacher** to coordinate the human resources, physical resources, events and data analysis associate with the program.
- **Shared ownership** with the broader school community to raise the awareness of the quality educational outcomes developed through the school council strategic planning and innovative community support opportunities offered through IPS.
- Agile curriculum programming and resourcing (physical and human) based on short (5 week), mid (term) and long term (semester) **data capture/analysis/support cycles**.

TEACH Initiative

HRSS has a comprehensive developing performance process including a range of feedback tools/measures, personal reflection processes, data reviews and personal conferencing to develop individual professional development plans and growth. As an IPS our school will expand this program to ensure the greatest influence on learning at school (the teacher) has maximum impact through:

- Negotiations with individual teachers, learning support teachers, specialist teachers and year level cohorts to **maximize their teaching time** with a focus on maximizing learning outcomes in prime teaching times.
- Support of **individual professional development plans** through personalized, flexible work and professional development arrangements.
- **Flexible timetabling and staffing** across the school to maximize learning in community established school priority areas.

INDEPENDENT PUBLIC SCHOOL-ENABLED EDUCATIONAL PROGRAMS & PRACTICES

- **Creation of Authentic Junior Secondary and Senior Secondary Phases of Learning**

With the intake of Year 7 students in 2015 the school is preparing for a clearer framework accommodating Year 7-9 and Year 10-12, resulting in a realignment of Junior programs and consequent impact on Senior programs. As an IPS, we will be better able to maximise staffing options to enhance flexibility in restructuring curriculum priorities.

- **Expanded Primary School Learning Links**

We have identified an opportunity to expand our current links to cater for the needs of gifted and talented students at primary schools who have been accelerated and have completed their primary studies in one or more subjects in Years 5 or 6. E-learning to support these students will be explored as a focus of development as an IPS, with part of the additional \$50,000 IPS funding enabling us to support a collaborative expansion of cross-sector learning opportunities.

- **Expansion of Business and Industry Partnerships**

Indooroopilly SHS will capitalise on the greater resourcing autonomy available as an IPS to build upon productive tertiary networks in developing enhanced curriculum and entrepreneurial strategic partnerships with business and industry organisations. Industry links are evolving in The Arts, Aerospace, Aviation and CISCO Networking but these are embryonic. Junior Robotics, Mechatronics and Maths & Engineering Acceleration programs articulate into Senior Engineering and we are exploring industry partners, such as Hanson Concrete, to provide external opportunities to gain up to 2 years credit towards an Engineering Degree via Diploma in Engineering (Technical). Increased autonomy will assist us to pursue a stronger trade focus in order to implement a Certificate III in Manufacturing Technology (Specialist stream CAD) to supplement our Junior and Senior Engineering programs, benefiting both our students and industry through addressing skill shortages. Part of the additional IPS funding could be used to employ a School/Business and Industry Links Coordinator to build partnerships and develop these pathways.

- **Internationalisation of the School Community**

Internationalism is firmly embedded in Indooroopilly SHS's culture through curricular and co-curricular activities, such as UN Day, cross-school curriculum emphasis, language programs, overseas study tours, bilingual staff and International Student Program. As an IPS, we will take our international focus to an even higher level, including innovative learning exchanges with our Mexican partner school, the Tec de Monterrey. Now that we have a full school 1:1 laptop facility for students, we wish to explore authentic learning opportunities with students and teachers across the world, building on experiences such as the Australia-Korea Bridge Program. The Principal's participation as a school leader in the Australia-wide Asia Literate School agenda that is both a National and State priority will enable expanded opportunities. As an International Baccalaureate World School, Indooroopilly SHS will also have the greater resource flexibility as an IPS to explore the introduction of a Middle Years IB Program.

- **Maintenance/Expansion of Special Programs through Targeted Staffing**

To maintain our special programs, Indooroopilly SHS invests significantly more than Education Queensland prescribed funds into professional development, including mandated interstate and overseas workshops and conferences for IB teachers. Being able to protect our PD investment through retention of such teachers is critical in enabling our students to continue to access these exceptional programs. Our school competes successfully for students in a highly competitive private and state school environment, with three of our closest state high schools able to support their special programs through selective staffing options. The increased staffing flexibility as an IPS would allow us to introduce further student enrichment programs with confidence as to their sustainability.

CONSULTATIVE PROCESSES UNDERTAKEN: School culture values staff, parent and student involvement in decision making. Members of our school community have contributed through the following consultative processes:

- Dissemination of key documents with invitations via newsletters to meetings to provide input.
- Provision of staff access to a range of forums, including teacher staff meetings on 6 June and 18 July, and teacher and support staff meetings on 19 and 21 August.
- Invitation to Queensland Teachers' Union Organiser to discuss the IPS agenda during a school visit.
- Encouragement of staff to attend a QTU after-school session about the IPS process, with eight members of the Indooroopilly Leadership Team and a QTU School Representative participating.
- Endorsement by the Local Consultative Committee to proceed with the consultation process.
- Meeting of the Parents & Citizens' Association President and Principal with local State Member of Parliament, Hon. Scott Emerson, to seek support (letter of support attached).
- Presentation to parents at July and August Parents & Citizens' Association meetings, with a motion to support the school's application being unanimously carried.
- Motion to support the school's application unanimously carried at August School Council meeting.
- Presentation to the August Student Representative Council meeting, with a motion to support the school's application being unanimously carried by student representatives from all year levels.
- Formal ballot of teaching and support staff conducted on 26 and 27 August, with overwhelming support (86% of teachers and 86% of support staff) to become an Independent Public School.
- Indooroopilly SHS's EOI to become an Independent Public School endorsed by LCC on 29 August.

Independent Public School Submission



History and Context

Ironsides State School has a rich history and tradition. It was opened on 10 October 1870. The school has always enjoyed a reputation for academic excellence and our students continue to excel academically, as evidenced by our results in national competitions and numeracy and literacy tests. With over 900 students, the school boasts a strong and experienced staff, a robust and supportive parent community, and a successful school leadership team. As a highly multicultural school, we are proud to have students representing over 40 nationalities. Approximately one third of our students were born outside Australia and our students grow up surrounded by a range of cultures, religious beliefs and languages. It is this environment that helps our students develop tolerance, understanding and an outward looking perspective on life. The school has a long association with school communities in Japan, beginning in 1981 when the first group of Ironsides students took part in a study tour to Japan. The school has an extensive proven record of innovation, being a Science School of Excellence, 1:2:1 laptops: Just In time learning lighthouse school and has close links with the University of Queensland and parent body.

The school also has an outstanding sporting program and music program including class music, the instrumental music program and choral program.

The Ironsides Way - Vision and Values

Our vision states that: Ironsides State School is a learner-centred community committed to excellence in education. At the core of Ironsides State School is a set of values, vision and teaching philosophy that underpins its outstanding academic outcomes. These include:

1. Every Student, Every Session, Every Day
2. Exceptional and committed staff
3. Outstanding educational opportunities and outcomes for all
4. Holistic education
5. Strong relationships within our diverse school culture and community
6. Local decisions in the best interests of our students, staff and community
7. Relationships; a team approach and high expectations
8. A disciplined respectful environment that focuses on valuing others
9. Goal focussed and consistent motivation.

Through the adoption of the Independent Public School framework and the innovation that this will support, Ironsides State School will be able to further this vision by enhancing its ability to offer outstanding education opportunities for all students.

Submission - School Context

The Independent Public School submission for Ironsides State School is distilled from the understanding that the best decisions for the school are made locally and will centre on the following pivotal elements.

1. Student Intervention

This element will involve the alignment of support provisions for all students including the establishment of sustainable enrichment programs across all curriculum areas. The intent is to

provide preferred learning pathways for all students and ensure academic growth at all levels, as evidenced through improvement in NAPLAN and other standardised testing. This will involve:

- Alignment of staffing to appoint a part-time enrichment coach to assist teachers with pedagogy for instruction of Gifted and Talented students
- Review and rationalisation of the vertical timetabling of staff
- Provision of enrichment workshops for students identified through diagnostic data
- Flexibility of resourcing and use of teacher aides in targeted intervention groups (ESL, STLAN, SWD and Gifted and Talented students)
- Tailoring resourcing to meet the individual needs of students
- Assisting with the tracking of students against desired outcomes.

2. Increased Staff Capacity and Leadership Density

This element will see a formal consolidation of middle management roles and structures to provide each year level coordinator with learning opportunities, external to the school, that support learning outcomes. Each coordinator will receive and manage extra non-contact time, professional development opportunities and a year level budget. The outcomes will include:

- Improved accountability for staff
- Continuous improvement loops focussed on feedback and benchmarking
- Explicit expectations and learning goals for all students
- Horizontal and vertical alignment of curriculum, resources and skills
- Enhanced communication across all year levels and school components
- Mentoring of new staff
- Feedback, coaching and consistency of practice.

3. Curriculum and Explicit Instruction Coach

Central to this element is the establishment of a part-time coaching position to work, in conjunction with the head of curriculum, across all year levels focussing on consistency of practice and outcomes. This will involve:

- Feedback and coaching
- Creation and mapping of instruction across terms
- Consistency of assessment
- Consistent Pedagogical framework across all classrooms.

4. Improved Office Efficiencies – Role Distribution

To meet the needs of an Independent Public School, the roles within the school office will be redefined to increase accountability and reflect a professional learning organisation.

5. Human Resources

Ironside State School has a strong set of values and beliefs and is keen to invest in staff who share and promote these beliefs. The school, under the direction of the school council, will develop a workforce management plan that enables the school to best meet identified local challenges and take advantage of opportunities. The school will also work with the existing model of regional transfer to tailor a local workforce that best suits and supports the school's direction. This will include:

- Strategic direction for recruitment
- Implementation of local workforce plans for long term school growth
- Direct recruitment from department and local applications for identified vacancies.

6. Centres of excellence innovation

In 2001, Ironside was selected as a Centre of Excellence in Maths, Science and Technology. For several years, the school received additional government funding to enable it to develop expertise in these subjects and share teaching and learning with other school communities throughout Queensland. While the government funding has ceased, we still pride ourselves on our commitment to excellence in maths, science and technology and continue to promote the quality teaching of these subjects within the wider community.

Opportunities with the University of Queensland to facilitate a school of excellence in the Masters of Teaching Course are scheduled for 2014. University students who have already completed an undergraduate degree will have the opportunity to visit the school and use the physical and intellectual resources available. We will also provide opportunities for our teaching staff to upgrade their qualifications by offering a Master of Education program supported by our Principal and UQ staff.

7. Use of facilities in community context

Before and after core school hours, many facilities remain underutilised. On becoming an Independent Public School, the school will aim to maximise use of school facilities after core hours for the benefit of the wider community. Through the school council, a business model will be developed that aims to capitalise on the use of facilities by the community. Opportunities may include:

- After hours school of languages to support our multicultural community
- Parent workshops
- Learn to swim classes for international families
- Computer lab access for community organisations.

8. Ironside Alumni

The history and success of Ironside State School provides the school with an opportunity to access many highly successful graduates who are proud of their association with Ironside State School. We will establish a register of people and invite them to contribute to school activities as they choose.

Consultation

Ironside State School is the centre of a robust and energetic community. This school has enjoyed strong support from the community over a long period of time as demonstrated by the high level of parent involvement in all facets of the school. The Parents and Citizens Association and its numerous sub-committees are highly active and work tirelessly to support the school and improve opportunities for all students. Fundraising activities have proven highly successful within the school.

Through this process we have consulted with the following groups:

Queensland teachers' Union members

United Voice union members

Queensland Public Sector Union members

Staff non-union members

Ironside State School P&C

Wider parent community

Mr Scott Emerson MP, Member for Indooroopilly (letter Attached)

EOI - Independent Public School 2014

Ithaca Creek State School is situated in the inner Brisbane suburb of Bardon and is adjacent to the suburbs of Red Hill and Ashgrove. The school has a number of facilities including a Teaching/Learning Centre (housing the school's library and a number of instructional spaces), a multi-purpose hall, heated swimming pool, tennis and basketball courts and an oval.

The school has a current enrolment of 514 students (in 21 classes) and has experienced constant enrolment growth over the last 5 years. Ithaca Creek is currently at capacity and is enrolment managed.

Classes from Yr 1- Yr 7 are composite in structure and but are taught using multi-age philosophy pedagogy. The Ithaca Creek community made an informed decision in 2009 to commit to this pedagogical structure and reviewed this in 2012.

Ithaca Creek State School consistently monitors the needs of our students and of our school community and adapts/modifies its programs accordingly. As a school community, we are comfortable with innovation and change. We are confident that we are able to support and encourage our students to become confident and successful people.

Ithaca Creek State School enjoys a close working partnership with the parent community and the wider local community to further its educational program. One example is our annual Mystery Festival – a tradition that is unique to our school. Mystery Festival involves the community in drama and science activities and engages the students in 'real world' science as they use scientific process to solve the mystery established in a play at the beginning of the day.

Our educational programs and policies are constructed to ensure all students are provided with an equitable opportunity to achieve success.

On this strong foundation, we are seeking selection as an Independent Public School.

Ithaca Creek State School has **capacity to assume greater responsibility** for their affairs as evidenced by the:

- Successful implementation of multi-age philosophy pedagogy
- Establishment of collaborative cohort planning to ensure consistency of teaching practice and share strategies
- Establishment of Peer Coaching and Peer Observation strategies to improve classroom practice
- Auditing of classroom practice against the Essential Classroom Management Skills and having staff members trained as Classroom Profilers
- Continuing to operate within its budget and incorporating environmentally responsible behaviours (paper recycling; ink cartridge recycling).
- seeking opportunities with local businesses to further educational outcomes
- The strong presence of the P&C at the school and active input into the school's strategic direction and operations
- Successful operation of the Swim Club, OSHC program and award-winning tuckshop by the P&C.

Consultation and conversations regarding the impact of IPS status on ICSS has been wide ranging:

Teaching Staff: 95% of teaching staff support the concept

Non-Teaching staff: expressed concerns about job security, but generally in favour of the concept

Parents and Citizens Association: discussion at general meeting in which there was support to investigate submission of

EOI; special meeting held in which there was support from the P&C to submit an Expression of Interest to become an Independent Public School

Wider school community: information forum held; discussion on the impact of establishing a school council, opportunities for innovation and benefits to students.



EOI - Independent Public School 2014

The benefits for students and the broader school community of Ithaca Creek SS becoming an Independent Public School will be the direct impact on student outcomes and teacher capacity with the confirmation and extension of our existing innovative practices.

As an IPS school, there is an increased ability to manage aspects of flexible staffing allocation. Current dependence on the annual Day 8 enrolment return that determines staffing allocations can mean student support programs or professional development programs are put on hold or not implemented.

In the past programs that have commenced or been planned for at Ithaca Creek SS have ceased due to the impact of Day 8 enrolment and this directly impacts student outcomes. Some of the vision we hope to achieve as an IPS is set out below.

1. Improving Student Outcomes

- Literacy and Numeracy programs
 - i. Identify students in Yrs 4 and 6 whose NAPLAN data places them in the lower 3 bands in their cohort. We would allocate budget to provide release time for the *classroom teacher* to work 1:1 with identified students. Teacher Aide time would be provided to reinforce/practice new skills.
 - ii. Identify students in Yr 5 whose Yr 3 NAPLAN performance indicates they are in the third top band. Provide extension activities and develop problem solving / higher order thinking skills to assist them progress to the Upper 2 Bands.
 - iii. Identify students who regularly achieve C / D achievement scales. Provide short term (4-5 weeks) intensive and focused instruction around areas of need
- NESB and TESOL students
Current student demographic includes 9 NESB cultures and languages. Current model does not provide sufficient support for our 14 eligible students and those students no longer eligible for ESL program assistance. All would benefit from a differently structured TESOL support program managed by Ithaca Creek SS.
- Expand 'Socialisation' skills club for those students who have difficulty relating to others. Equip students with strategies to cope with anxiety, develop resilience and confidence to join their peers.
- Early Intervention literacy/ phonics/numeracy programs in Prep and Year 1 to ensure a firm foundation for future learning. Potential to partner with relevant specialist organisations as required.
- Aligning Teacher Aide duties and responsibilities to individual students with learning needs (intervention or extension) will assist in the delivery of differentiated teaching/learning programs. This focussed assistance will assist the development of new skills.

2. Developing Great Teachers

- In-class Teacher Mentoring and programs to assist the deprivatisation of practice, utilising EQ's ***Essential Classroom Management Skills*** teachers are able to visit and observe other teachers at work.



EOI - Independent Public School 2014

- Identifying influences on student learning outcomes and teacher growth and effectiveness, by undertaking an action learning research project to develop a model of giving and receiving feedback based on:
 - The relationship between clear goals and effective feedback (Marzano, 2007).
 - The four levels of feedback (Hattie, 2012).
 - Growth vs fixed mindset (Dweck, 2006).
- Partner with the universities training teachers to provide student placement, research and program development opportunities.
- Partner with community members, local businesses and organisations in the technology space to create opportunities for teacher skills development and classroom application. Create and expand opportunities for student extension such as CoderDojo (Ithaca students have participated in 2013), robotics etc.

3. Pedagogical leadership

Ithaca Creek SS has the potential to impact our school, local cluster and region schools with further development of our unique approach to multi age pedagogy and curriculum implementation.

- Expand our vision for cohort leaders. These expert teachers will be provided with additional non-contact time in order to coordinate all cohort activities. They chair the regular cohort meetings where the teachers plan incursions, excursions, camps, homework, unit plans, Guides To Making Judgements / rubrics, differentiation and moderation.

These teachers will also assist the administration team in ensuring there is consistency of expectation and delivery of teaching/learning programs.

- ACARA Key Learning Area (KLA) leaders. These teachers will have expert knowledge in a specified area. They monitor the ACARA website for changes to the curriculum. These teachers will also mentor/coach classroom teachers in the finer points of the curriculum and assist in a moderated and informed implementation of curriculum priorities.
- Centralised Academic Tracking System administered and monitored by a small team of teachers and administrators will assist identifying learning patterns, curriculum 'blind spots', identifying students requiring additional assistance (intervention / extension) and teacher weaknesses and strengths. This data will help inform the constant refining of the Whole School Curriculum Framework and Pedagogical Framework.
- Partnering with local schools will allow staff to moderate activities and outcomes, share and observe best practice, develop professional networks for coaching/mentoring and the development of professional skills.

Ithaca Creek SS has already received interest from parents and teachers to form a school council. A working group is currently looking at shaping our vision and strategic direction to ensure the opportunities available as an IPS are maximised for our students and the community.

In closing, Ithaca Creek SS brings something unique to Independent Public Schools in Queensland as a multi-age, engaged, innovative community and we are excited about the potential to develop into a centre of excellence in science and technology.



Educational Excellence in James Nash SHS and he also was awarded, in 2012, an Honorary Senior Fellow to the University of the Sunshine Coast for his leadership of Junior Secondary Education in the Gympie Region.

Effective Teaching and Learning Audits and Discipline Audits conducted in 2013 demonstrated the school to be working at a high to outstanding level in all dimensions and School Opinion Survey data is well above like school means in most dimensions.

James Nash is already recognised as an accredited International School Program provider and the recognition of the school as an ISP will assist with the school's vision to Inspire Learning and to move the school closer to its goal of being a hub of educational excellence for all learners.

The school has had an active School Council for 10 of the past 11 years with membership still current for the 2013 School Council. There will be a requirement to re-invigorate the membership of the 2013 School Council.

The potential benefits for students and the broader school community.

The benefits for students and the broader school community will be the building of community confidence in the quality of education provision available in a community that is striving to build its reputation as a hub of educational excellence and for providing innovative learning pathways for the wider community. This strategy works against the demographic information that paints a less optimistic view of the strength of the community.

The innovative educational programs or practices that the school will implement to improve student performance.

James Nash has been leading the development of educational opportunity for regional students in the local and wider community. The school has played the lead role in the development of additional learning pathways in the community specifically with the development of a Trade Training Centre for Gympie and the establishment of the University of the Sunshine Coast's Gympie Campus. James Nash as an IPS will continue to be the link school for the interface between Primary, Secondary and Tertiary educational opportunities for the local community.

SCOPING DOCUMENT

Dated: 26/08/2013

Author: Darrin Edwards/Robert Doust/Bessie Nilon/Cheryl Greinke/Debbie Paige..

(i) What is the idea?

James Nash to nominate to become an Independent Public School in the next round of Expressions of Interest closing this week.

(ii) In what context did the idea come up?

See the attached Education Queensland publication: Independent Public Schools-Driving local decision making and innovation.

The Administration team have made the decision to ask for support to nominate James Nash SHS to become an Independent Public School in 2014.

(iii) How is it relevant to the 'big picture'?

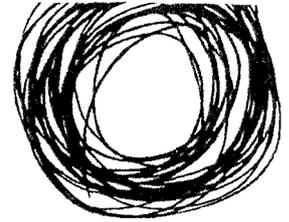
It is State Government Policy to move schools towards Independent Public School status.

(iv) What are its benefits and who benefits?

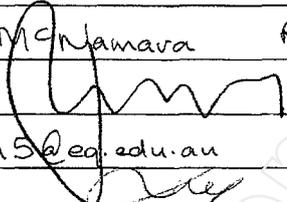
See the attached Education Queensland publication: Independent Public Schools-Driving local decision making and innovation.

Of particular interest to the leadership team is the section of this initiative titled- "Locally tailored workforce" and "Supporting our Independent Public Schools".

If IPS is inevitable then should we be seen to be leading the agenda instead of following it?



Expression of Interest (EOI) form to become an *Independent Public School* in 2014

Name of school:	Kelvin Grove State College
Principal: ¹	Kim McNamara Regan Neumann
Principal's signature:	
Contact email:	kmcna5@eq.edu.au Regan.Neumann@dete.qld.gov.au

Written application

In no more than **three A4 pages** demonstrate:

- The consultation that has occurred across stakeholder groups, including a summary of their views
- The school's capacity to assume greater responsibility for their affairs
- The potential benefits for students and the broader school community
- The innovative educational programs or practices that the school will implement to improve student performance.

Application checklist

- EOI form completed
- school staff, parents and local community consultation completed
- maximum three A4 pages written application attached
- commitment to establish the school council
- school council already established
- name and signature of substantive principal submitted (if applicable)
- application submitted by 30 August 2013.

Submissions

Please send your EOI form and written application to IPS@dete.qld.gov.au by 30 August 2013 for consideration in the 2014 *Independent Public Schools* selection process.

¹ Where there is an acting principal, the name and signature of the substantive principal must also be submitted.

- Sports Schools of Excellence – Soccer, Tennis, Golf
- Arts Schools of Excellence – Ballet, Dance, Visual Arts and Design
- Academic Excellence programs with QUT – Engineering, Education, Creative Industries, pre-service teaching
- Academic and High Achievers program
- Aviation
- Industry agreements with Parmelat, GJ Glass

Resource flexibility will enable these and other opportunities to develop in specialised pathways without reducing the importance of the fundamental core learning programs at the college. Being an IPS school provides the potential for KGSC to further innovate its signature programs, broaden learning opportunities, foster new boundaries in its relationship with QUT and build more partnerships beyond its existing framework. Enhanced management of local resources will create greater opportunity to support the priorities identified in the strategic direction of the college.

THE INNOVATIVE EDUCATIONAL PROGRAMS OR PRACTICES THAT THE SCHOOL WILL IMPLEMENT TO IMPROVE STUDENT PERFORMANCE

KGSC has a long history of creating innovative and creative pathways for students (as well as staff). Examples of this area listed above. Greater flexibility through IPS will allow the college to further extend its specialisation in learning programs in the schools of excellence with other organisations in staffing and partnerships in engineering, the arts. Greater opportunities across the college may be created through a stronger integration of primary and secondary allocative models in staffing and other regional resourcing.

Locally, the KGSC community value citizenship and as such a specialised core program has been introduced from Prep to Year 12. Additional flexibility to resource this program in HR and facilities will enable the program to be further enhanced.

An education research centre model with QUT has considerable potential to create a strong teaching school model between the schools and tertiary sectors. With greater flexibility in resource allocation, a research centre there could be mutual benefit for students, staff and the education system within each sector. An observation learning lab is already on site at KGSC in the lecture program at QUT and currently KGSC staff is involved in teaching two units of pre-service teacher education program to third and fourth year students. There is considerable opportunity to build on the many positive existing relationships across these sites in these programs and develop a stronger research culture.

Flexibility of an IPS structure will allow KGSC considerable opportunity to build on its existing programs and partnerships and create opportunities to curriculum, human resources, infrastructure and facilities with a greater holistic and meaningful purpose. Leadership density is also a recognised component of the infrastructure at KGSC. Strong focused leadership with flexibility in allocation of resources and decision making in an IPS structure will allow KGSC to maintain its competitive learning edge in the local and wider community.



Innovative Educational Programs and Practices to Improve Student Performance

Differentiation with Alignment to Student Readiness

- Further developing school programs in literacy and numeracy where students are recognised for current levels of achievement and then challenged to strive toward their personal best. Continue to develop the school culture that understands that readiness is not synonymous with ability and excellence is not defined only as the grade received, but rather as an achievement growth over time. This can be achieved strategically through the school council to align staffing and financial resources.
- Vertical timetabling across year level junctures enabling students to move fluidly across readiness levels rather than age or year level based groupings to support the continuous spectrum of achievement (from Students with Gifts and Talents and Students requiring Learning Support). This can be achieved strategically through the school council to align staffing and financial resources.

Extension Programs for students in Reading, Writing and Number

- Our program extension allows students to advance their skills, knowledge and processes to meet their potential for success and improved development. When can enhance this program through the school council to align staffing and financial resources.
- Link with Kenmore State High and the wider educational community for enrichment and acceleration program via digital communication. Being an IP school will benefit the students by fast tracking this process.

Development of Middle Management Structures and supporting teachers' professional growth

- Curriculum and Instructional Coaches.
- Embed both a horizontal and vertical approach to curriculum mapping, assisting each year level to add measurable value to the next year level.
- Continue to expect and increase clear and explicit benchmarks for all Kenmore South Students.
- Continue to expect consistency in the planning, development and delivery of curriculum leading to greater educational outcomes for all students.
- Liaison with Kenmore State High for extension and acceleration program
- Support, coach and mentor staff in the Explicit Instruction Model of teaching and reflective teaching practices

Establishment of Staff support through Coaching, Mentoring & Life Long Learning

- Identify and professional develop and allow for trained coaches within the teaching and non-teaching workforce.
- Set structures within the school to provide the opportunity for "Teachers to watch other Teachers teach".
- Link in with the University of Queensland to provide teachers with post graduate opportunities that are subsidized to continue professional learning within recognized research fields to build the lifelong learning culture.

Expertly Qualified Teacher Aides

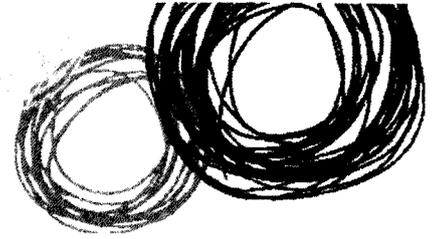
- Enhance the current 'Fly In Squad' model we have to affect a greater number of students over a longer time period.
- Provision to enhance weekly professional development meetings and strategic conversations with STLaN, GEM, SEP teacher and Administration.
- Link in with tertiary education facilitates to provide non-teaching staff with pre / post graduate or certificate opportunities that are subsidized to continue professional learning within recognized research fields to build the lifelong learning

Facilities & Resourcing

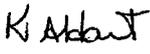
- Working with established communication, consultation and decision making process, our school will be able to hasten plans as identified through the school staff to ensure that our facilities and resources are meeting the expectations that our community expects of us.

Summation

Being an Independent Public School does not mean we do the same, with the same, achieving the same. Being an Independent Public School allows us many opportunities to innovate and enhance to achieve more for the good of our students, the Kenmore South community, and state education.



Expression of Interest (EOI) form to become an *Independent Public School* in 2014

Name of school:	MacGregor State High School
Principal: ¹	Karyn Hart
Principal's signature:	
Contact email:	khart10@eq.edu.au

Written application

In no more than three A4 pages demonstrate:

- The consultation that has occurred across stakeholder groups, including a summary of their views
- The school's capacity to assume greater responsibility for their affairs
- The potential benefits for students and the broader school community
- The innovative educational programs or practices that the school will implement to improve student performance.

Application checklist

- EOI form completed
- school staff, parents and local community consultation completed
- maximum three A4 pages written application attached
- commitment to establish the school council
- school council already established
- name and signature of substantive principal submitted (if applicable) application
- submitted by 30 August 2013.

Submissions

Please send your EOI form and written application to IPS@det.qld.gov.au by 30 August 2013 for consideration in the 2014 *Independent Public Schools* selection process.

¹ Where there is an acting principal, the name and signature of the substantive principal must also be submitted.

- A key goal of our school has to become a viable local alternative to more local students and their families who currently travel significant distances to attend other schools, both public and private. As an IPS school movement towards this goal will be enhanced.
 - Marketing of our development, successes and student outcome improvement through the employment of a school marketing officer.
 - Marketing of our key features such as our improved student outcomes, high expectation of maintaining standards, Dimensions of Learning, Learning Goals, Explicit Feedback Policy, Performing Arts excellence and expansive sport opportunities.
 - The flexibility to source community support to develop innovation in our key areas of Academic, Cultural and Sporting success. Some current relationships that could be enhanced are with Griffith University, the Sunnybank RSL sub branch and Harvest Rain Theatre Company.

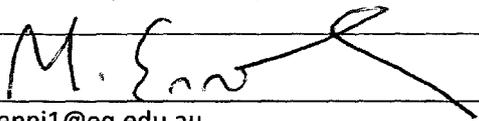
FUTURE INNOVATION IN PROGRAMS/PRACTICES TO IMPROVE STUDENT PERFORMANCE

- The school's current pedagogical framework is the Dimensions of Learning (Marzano) and this is regularly updated through new research in the Art and Science of Teaching (Marzano). All our efforts areas to improve student performance revolve around "teachers as learners" and the sharing of best practice.
 - All teachers in our school have trialled "learning goals" in at least one class. Our teacher engagement with this research driven priority of students having a clear understanding of what the goal of each lesson is has exceeded expectations to where the majority of classes have explicit learning goals.
 - In 2013 we have started trialling the use of "scaling" where teachers are given feedback on the effectiveness of their students reaching a "learning goal". We have also started videoing best practice to build a bank of teacher resources for using "learning goals".
 - The next step in our journey will be to introduce student "scaling" against their learning goals where they track their own learning progress.
- Current planning is investigating further work place reforms to create a "best for role" position to lead the Development of Junior Secondary and build on current planning progress.
 - Within the DoL framework this focussed leadership will expand current programs such as Readers, Writers, Thinkers and the school's revitalised student leadership model.
 - Our school is proud of our unique "elective" offerings for Years 8 and 9 that we now plan to build into Year 7. By choosing elective subjects across Years 7-9, students still "experience" most areas but by being with the teacher and class for a semester at a time instead of six to eight weeks they develop true academic capacity in all subjects through real engagement with their teachers.
 - Our school is proud of our innovative pre-senior Year 10 year program that has been established for eight years and future planning has started for an innovative and seamless transition across the new junior and senior phases of learning to cater for the needs of each individual student.

SUMMARY

- The consultation process to decide to express interest in becoming an IPS school has been thorough, transparent and utilised consultative practices involving the LCC that have been used in other areas in our school such as Work Place Reforms and the development of our agreed staff Performance Plan process.
- As a large metropolitan secondary school we have significant expertise in the areas of curriculum, pedagogy, facilities management and human resources to already have an established input into the management of the affairs of our school that will be enhanced as an IPS school.
- Our school has a passion for providing strong, quality public education in our local area and our increased autonomy as an IPS school will support our engagement with our local community in academic, cultural and sporting areas.
- Our student outcome data, while currently very strong, can be even better and our ability to continue to innovate and continue our journey from being a good school to a great school can only be enhanced with the increased flexibility offered by becoming an IPS school.

Expression of Interest (EOI) Form to become an *Independent Public School* in 2014

Name of School:	MacGregor State School
Principal:	Mike Ennis (Substantive)
Principal's Signature:	
Contact Email:	menni1@eq.edu.au

Submissions

Please send your EOI to IPS@dete.qld.gov.au by 30 August 2013 for consideration in the 2014 *Independent Public Schools* selection process.

Application Checklist

- School staff, parents and local community consultation completed: **Completed Tuesday 20 August 2013.**
- Maximum three A4 pages written application: **Attached.**
- Commitment to establish the school council: **Agreed.**
- Application submitted by 30 August 2013: **Done**

Released under the
RTI Act by DET

Our leadership team of 8 includes a Principal (Band 11), four (4) Deputy Principals each leading curriculum and pedagogy delivery to large sub-schools, a full time Head of Curriculum (HOC), a Head of Special Education Services (HOSES) and our Business Services Manager (BSM). This team engages in both the strategic direction and operational issues of our school.

Our Business Services Manager (A05) and Administration Officers lead a large team of non-teaching staff in the delivery of services to students, families and staff.

This table highlights some of our current operations which demonstrate our capacity to assume greater responsibility.

Area	Scope of Operation	Capacities Demonstrated
Facilities	Our facilities are used extensively by Short and Long Term Hirers.	Facility Hire Agreements. Positioning our school as a focal point for our community.
Out of School Hours Care	Our P+C operate a large and very successful MOSHC Program on our campus.	Facilities and Service Agreement. Management Committee.
Annual Mayfest Event	Our P+C hosts an annual multicultural community event where more than 10000 people attend; including Local, State and Federal politicians, local services, industries and businesses.	Positioning our school as a celebration point for the multicultural richness of our local community. Extensive sponsorship arrangements. Extensive planning and management.
Service delivery to 1275 students and their families daily	Managing the educational, welfare, resource provision for students and their families from Prep to Year 7.	Effective and efficient management of a large and complex organisation.
Workforce Plan	Workforce planning developed collaboratively with relevant stakeholders to ensure transparent and accountable processes.	Strategic workforce planning. Collaborative and transparent Human Resource processes. Effective LCC.

3. and 4. The innovative educational programs or practices that the school will implement to improve student performance (and the potential benefits for students and the broader school community).

Area	Current	Future Development Possibilities	Outcomes for Students
Children aged 0-4 years	Limited local services.	<ul style="list-style-type: none"> Identify existing local services for children (and families) in the 0-4 years age range. Use local demographics to identify cultural considerations of service. Facilitate a service point which caters for this section of our community. Creche for staff. 	Facilitate the best start to schooling for children in our community.
University Partnership	Host significant numbers of Pre-Service Teachers.	<ul style="list-style-type: none"> Preferred site for preservice teacher observation and practicum. 	A learning workforce knowledgeable in teaching and learning.
MacGregor Business Network	Facilitate a local business network through Mayfest.	<ul style="list-style-type: none"> Lead a community consultation: "A Great Public Education Through Greater Public Engagement". Visioning our preferred community and school, and collaboratively designing achievement actions. 	A high quality educational experience that aligns with the aspirations of our community.

Leader in e-Learning	Eight 1:1 classrooms Year 4-7. Developing cable and wireless network and increasing bandwidth/speed.	<ul style="list-style-type: none"> • Become a model site for embedded e-learning as a tool for instructional leadership. • Further implement 1:1 mobile device, 1:1 BYO device, and 1:3 school supported digital hardware model across whole school. 	Teaching and learning practices for creative global citizens of the 21 st Century.
Leader in Instructional Leadership	Building a culture of respect, transparency and accountability. Fully implemented Developing Performance Plans for all Staff.	<ul style="list-style-type: none"> • Further develop our Aspirant Leaders Program within school and across our cluster. • Develop our Coaching and Feedback Programs. 	Best quality leadership, curriculum and pedagogy.

Thank you for your consideration.

Released under the
RTI Act by DET

strongly in favour. As a result the School Council moved a motion to endorse the submission of an EOI to become an IPS school on the 28th August, 2013.

School Council

Mansfield State High School already has a highly functional and effective School Council with a constitution. School Council meet regularly and are both experienced and effective in working with the principal to set the strategic direction of the school, contribute to the development of and subsequent endorsement of school planning documents. Mansfield SHS has a long history of a powerful and effective School Council

The School's Capacity to Assume Greater Responsibility for their Affairs

- Mansfield State High School is a high achieving school academically, in the arts especially music and sport. The school has a history of managing its own affairs well and has a large number of high achieving students. The school was recently recognised as one of the nation's top public schools by the Australian newspaper. As an IPS school there would be the capacity perform even more highly.
- There is pre-existing culture in the school of independence and an enduring loyalty to the school by staff, parents and students.
- This is evidenced in our part ownership of Southside Sport which is an incorporated company limited by guarantee. We are used to dealing with related business issues, through the P&C, that few other schools in the state system would
- We are a high demand school with a large student enrolment which gives us economies of scale and demonstrates the public confidence in our school.
- Enrolment demand exceeds capacity by about 700 students per year.
- School has numerous long standing parent support groups, an active P&C Association, a highly functional School Council, standing positions on Southside Sport and Southside Sport – Bingo.
- The school has a number of significant partnerships with universities, local industry and community organisations as evidenced by a strategic alliance with the Queensland Education Leadership Institute
- The school has developed a Master Facilities Plan for the school campus which is currently being carried out. This includes our experience in managing large capital works and maintenance programs successfully.
- The school's audits including Teaching and Learning, Enrolment and Financial have strong results and improvement.
- The school has a developing alumni and a past students' association which is evidences in the past students tutoring program.
- We believe what we say about ourselves:

Quality Learning in a Caring Environment

Mansfield SHS is a culturally rich, inclusive and supportive learning environment built on mutual respect. A passionate commitment to high standards cultivates achievement and the development of individual talents for every student.

The Potential Benefits for Students and the Broader School Community including Opportunities for Innovation

School Council – Building upon the effectiveness of the School Council will bring together staff, students and parents for joint benefit rather than just being in separate representative groups. This strategic focus with all stakeholders represented and leading consultation within their respective groups. This will build local partnerships around the core work of the school and bring serious expertise to the strategic positioning of the school

Selecting Staff - It seems self-evident to say that selecting staff with "fit" in mind will bring benefits to students. Mansfield State High School is a unique school within the southern metropolitan region. With a variety of competing demands that a broad and equitable state-wide system is limited in the way it can provide the service really needed within the school site. It is imperative to be able to select staff that are able to deliver excellent teaching AND service the high demand of the extra-curricular programs of

the school. The school intends to work in the area of talent management to not only identify and grow the skills needed of staff and leaders in the school but to develop excess capacity for system benefit.

More Community Based Decision Making – With the shift towards school autonomy there will be powerful shift in how decisions are made and who makes them. With experience and increasing sophistication around collaborative and consultative decision making through the School Council there will be a significant shift in sharing of decision making and capacity building in key staff

Supporting Students' Learning - Increased flexibility and mindset of innovation can increase support for a variety of students. Some examples may be personalised learning where individual support and monitoring of our large cohorts with designated support teams, proper diagnostics, differentiated learning and a renewed alignment of school and regionally funded support services.

Other examples may be increased use of mentors and internships, looking at the time available to support lower performing students and the possibility of extending their school day. Looking at day structure to facilitate best access to specialist staff and facilities and finding ways to meet student demand for Tutorial and study groups. This could also be using a modest number of para-professionals to provide extra support. This could also be exploring the balance of teacher's work to trial some additional support provision and allow greater collaboration about pedagogy. This could also be an expansion of our students' horizons by simulating working globally to solve problems and collaborating with other students outside the school on common projects such as with our sister schools in France and Japan which form part of our high quality language program.

Submissions

Please send your EOI form and written application to IPS@dete.qld.gov.au by 30 August 2013 for consideration in the 2014 *Independent Public Schools* selection process.



James Sloman

Principal

Innovative Educational Programs and Practices

Meridan has already established a reputation as a high performing school with an emphasis on quality teaching and as a lighthouse school for the sharing of professional development. As an Independent Public School we would have enhanced opportunities and the freedom to further develop innovative programs and approaches primarily for the benefit of our own students but also to position our College to share professional expertise with teachers from across Queensland in a face to face or online environment.

Innovative programs would include:

- **Digital Learning Hub:** as an Independent Public School we would have the freedom and the resourcing to continue and extend the ground breaking work of this initiative. The Hub and its programs will continually evolve and respond to the needs of educators at our college and throughout the state. We have a commitment to excellence and each term we would provide a program of professional learning experiences that support educators to develop the knowledge, skills and confidence they need to use ICTs as part of teaching, learning, assessment and administration processes. The channels of communication already established by the Hub would be further developed to include a YouTube channel to facilitate greater engagement and involvement in our College by our parents and the broader community.
- **Flexible Learning model** is a key feature of Meridan's 'Jump Start into Junior Secondary' project and would be able to be extended and embedded under the IPS program. While still in its early stages, this innovative, student-directed teaching and learning approach, allows students to have opportunities to design and direct their own learning pathways during their flexi sessions, in response to individual learning styles and progression rates. Staff create collaborative and specialised learning environments, which cater for personalised choices and encourage student decision-making and higher-order thinking as they analyse their own learning needs, design their specific daily timetable, establish clear goals for themselves and evaluate their own learning journey.
- **Academically Talented Program - Science**
This is an extension and enrichment program planned for middle phase learners, which explores the aspects of scientific study and Science as a discipline. It provides students with opportunities to apply the scientific process to pose and solve scientific problems linked to real world concepts. It will be extended to include students from our neighbouring schools to increase the challenge of the program and to promote the transition of primary students to our secondary campus. Senior students will work in a mentoring role with the younger students to enable them to plan, test, analyse, share and publish their scientific work. Students will access the Junior Secondary science laboratories and an online learning environment.
- **Academically Talented Program - Maths Master Class**
This is a program planned and designed for students who are academically talented in the area of Mathematics. The program will target our own gifted students as well as those from neighbouring primary schools. The program design provides a fun and engaging format for more academically talented students to explore investigations, multiple step problem-solving and higher-order thinking skills in real world mathematical situations, to develop a richer and deeper understanding and connection of mathematical topics. Teams of students compete to complete the tasks and become Mathematics Masters!
- **English Creative Writing Lecture Series and Master Class**
The English Creative Writing Lecture Series and Master Class, is designed for students who are academically talented in the areas of English and creative writing. The program targets our students from Years 5 to 9 and is designed to provide extension for more academically talented students, allowing them to explore genre and authors' craft. Students will be invited to submit pieces of writing, after completing the lecture series and master classes, which will then be judged each term. The winning pieces will be published and the students will be honoured as English Creative Writing and/or Genre Masters!

curriculum in the school. They promote the subject and devise or source the appropriate professional development or required resources. The idea is that the curriculum is followed from C2C and the pedagogy is supported by those who have an interest. Each year level has at least one member and they canvas and gain input from the other teachers so that what they are presenting is on target. The meetings are conducted after school and minutes are circulated for the staff. A number of our engaged and passionate and engaged staff are keen to utilise their experience to mentor new teachers.

Potential Benefits for our Students and the Broader Community:

Our school has the smallest numbers and the largest land area in the Centenary Suburbs. We have stiff competition from schools who have large numbers of students. There is great potential for growth. We have given the school a facelift with upgrades to grounds and new paintwork. We have planned where new buildings would best be situated. Our Early Years have grown and the larger Prep population that we are now attracting will mean growth for our school even with the year seven transition to High School in 2015.

We have a very proactive Parents and Citizens group and staff and they have worked very hard to help us raise the profile of the school. Middle Park State School becoming an Independent Public School would raise the profile to a higher level. The school is now in a secure financial position. The annual grant would enhance our detailed plan to enhance curriculum/resource and facilities plan.

Innovative Educational Programs that the School Will Implement to Improve Performance:

Middle Park Literacy and Numeracy data is similar and above the nation.

Reading	96.4-100% of students are above the national minimum standard
Writing	93.8-97.6 % of students are above the national minimum standard
Numeracy	98.8-100% of students are above the national minimum standard

Close examination of our data suggest that our at risk students are being well catered for. Our next main objective is to effectively realise the learning potential of our high capacity students. We need to be looking at growth and development for all students not just those at the bottom of the distributions. The need is to make provision for those students achieving well above benchmark and we plan for additional support programs to be put into place which are designed to ensure that

these students have the opportunity to be fully extended in these areas. Our many wins and places at state level in Tom and Optiminds have been a credit to the students and teachers who competed. Our plan is widen the lens and make sure that our differentiation of learning ensures that distance travelled and learning goals are clear and every student and parent are clear as to what they are.

In consultation with the school council we would come up with strategies to create an environment where there could be various support staff and learner assistants who would work with students closely. With a differentiated workforce like that, teachers could allocate their time to give more attention to individual students, both those who could be taken on to advanced work and those who are struggling.

To enhance our strong curriculum focus we would:

Technology

Technology is a necessary tool for our students. We have integrated laptops into classrooms and they are being well used in the technology components of C2C. One direction that we would like to take is to set up some technology immersion classes. These could be in the form of Apple Classrooms. This is a path that our P&C group have expressed interest for the school to take. At present there are few teachers in our aging staff who have openly expressed an interest in taking such a class. Becoming an Independent Public School would allow for the school to recruit staff with the necessary skills.

Our focus would be that curriculum and technology are partnering our students for success. Technology would not be a stand alone subject. The technology component would be far reaching and go deeper than publishing, designing and posting. Our students will take part in learning experiences and virtual classrooms to raise awareness, start conversations, find answers, join partners, take action and drive change. Recruiting candidates to drive this is an essential component.

As previously mentioned we also have an ideal setting to explore various aspects of Environmental Education. We are well positioned to explore many different aspects but once again we need the perfect personnel to enlist the support of the whole school community.

We firmly believe in the saying that it takes a whole village to educate a child. At Middle Park we have worked with the whole school community to develop consultation and collaboration in order to form a positive transition from home to school and throughout the year level structure. We have established collaborative and respectful relationships. For families, this has provided the opportunity to build connections to the school and the personnel who will support their child in their learning journey. Our parent group has supported us physically, fiscally and in an advisory capacity. Becoming an Independent Public School is the next logical step.

MILTON STATE SCHOOL
INDEPENDENT PUBLIC SCHOOL APPLICATION 2014

A. The innovative educational programs or practices that the school will implement to improve student performance

Outlined below are the innovative practices that we as a school community will continue and grow as a part of our school improvement agenda. These have been framed within the school strategic framework, aligned with our key improvement drivers or 'Big Rocks'.

EDUCATIVE AND MORAL PURPOSE: At Milton State School we seek to prepare students for a future characterised by complexity and change. We aim for our students to be working in the 'Learning Zone'; constantly challenged and inspired. We focus on PRECISION, PERSONALISATION & PROFESSIONAL LEARNING

Our four "Big Rocks" are those things that are important to us as a school community and will enable us to achieve our educative/moral purpose. They describe the strategic focus that the school will take in an ongoing capacity to achieve the best possible outcomes for all students. Listed below are those innovative practices that we intend to continue and grow-

BIG ROCK ONE-

- **Child-Centred through Diversity and Differentiation**

Our school community always begins every action with the thought ... "how does this impact on our children and their learning." We recognise that our students come to school with unique talents, experiences and backgrounds and as such we provide opportunities to enhance their preferred modes of learning.

1. Enrichment Programs for students in Reading, Spelling and Number-

The strategic focus within our school is to ensure that we are increasing the percentage of students achieving in the upper two bands in the abovementioned curriculum areas. This will be achieved through enhancement of our-

Visible Learning Program- the inclusion of all aspects of intervention through to student extension with the combining of our Gifted Education Mentor and STL&N to create the position of Enrichment Teacher has allowed for a holistic approach to apportioning the necessary resources to the area of most need in student learning across the school.

Blended Learning Program- this will allow for our teachers to implement a flexible approach to the use of both digital/online resources through self paced and directed learning, along with direct instruction from the teacher.

Teaching and Learning Framework- using the IB learner profile to enhance the teaching of 21st century skills.

Outdoor Learnscapes- utilising the outdoor learning environment to enhance student engagement and interest.

2. Human Resources- Flexibility- increased choice relating to support services across the school. Having the ability to target the specific needs of our students in relation to academic, social and emotional support and the like will provide flexibility for programs to be delivered by the most appropriate professional. We would potentially enlist the services of a psychologist or trained counsellor to deal with anxiety related issues for children, which often exist over and above negative behaviour issues such as physical violence or bullying.

3. Ensuring that the innovative programs which already exist can continue with increased autonomy around the staffing requirements of the school- Currently we have a well-developed Arts Program with fully funded Music, Media, Drama, Dance teachers and a Visual Artist in Residence who has her own private studio based at the school, A Working Scientifically Program with qualified Science teachers, the teaching of Italian as our LOTE from Prep- Year 7, along with other specialist coaches and support teachers throughout the school. The offering of private tuition for a variety of extra curricular activities such as school choirs, chess, debating, swimming and other sporting/cultural pursuits also exists and could be expanded to include flexibility in delivering student learning support activities such as extension learning and homework club with current teaching staff working on a more flexible timetable. Having stability within these programs allows for continuity of learning and very positive outcomes.

4. Inclusion in Queensland Academy Partnership Schools Program- Currently we are already engaging with a select number of schools in the QAPS program, offering students from year 5-7 the opportunity to undertake external, extension, online and face to face learning through the Queensland Academies.

BIG ROCK TWO-

- **Innovative Teaching and Learning for the 21st Century in a Professional Learning Community**

We grow young minds in challenging ways, encouraging risk taking and accepting mistakes as opportunities for learning. We challenge and support each other as we continually enrich our repertoires of practice.

1. Enhance the coaching roles- literacy, numeracy, digital pedagogy and evidence based coach.

Currently within the school we have two learning coaches working in the areas of literacy and numeracy. The role of each coach is to work with individual and groups of teachers to model current practice and extend the pedagogical practice of teachers based on their own professional learning, school and system based needs. We have employed the expertise of a 'walk alongside' numeracy coach/consultant for the past six years and with increased resourcing, should be able to increase the knowledge of key teachers across the school to become the 'expert', whereby enhancing the current arrangement with the external coach. The literacy coach is a teacher from within the school and this role could be expanded with additional resourcing flexibility.

The introduction of an 'Evidence' Coach will strengthen our understanding of how to use student data to best inform our future practice in teaching and learning and to model what is excellent pedagogical practice in differentiation. It's about being 'Evidence Informed' and not 'Data Driven'.

The introduction of a Digital Pedagogy' Coach will serve to strengthen our embedding of digital technologies within the school curriculum, teaching and learning framework.

2. Introduction of a professional learning grant plus additional non-contact time for year level co-ordination and Strategic Advisory Group Chairs in focus areas.

The greatest gift a teacher can be given is that of time. Allowing for release of key teacher leaders across the school will serve to enhance the delivery of whole school programs, improve professional dialogue, develop teacher pedagogy and ensure that leadership across the school is sustainable.

3. Evidence Informed & Research Driven as an Education Hub:

The future of education rests with schools being the driver of research based institutions, the place where theory meets practice. Evidence informed professional enquiry, an overarching term, implies curiosity and actions that are directed to finding out about matters of one's own professional practice and it draws upon strategic, reflective and analytical thinking.

Partnering with Universities to undertake research driven and informed practice will promote and enhance teacher practice and learning outcomes which are informed by evidence.

Currently we are working on five projects:

QUT Business and Education Schools- Investigation of Single Gender Classes and the impact upon academic, social, and emotional learning outcomes for students in year 5-7- Professor Michael Kidd

QUT Creative Industries- Embedding the Arts Curriculum in Global Education- Professor Brad Haseman

UQ- Embedding Feedback and Learning Targets within Classroom Practice as a Schoolwide Approach- Doctoral Candidate

UQ- Professional Learning Communities- Dr Ian Hardy

UQ Robotics Research Project- using Lego Robotics to teach sustainability and programming- Dr Marie Boden.

We will expand this research notion with more teaching staff engaging in joint projects of an 'action research' basis, linked directly to their own needs as teacher leaders leading learning amongst their peers and the students. They will share such responsibility across year level cohorts and as Strategic Advisory Groups to ensure we are at the 'cutting edge' in terms of what not 'best' practice is, but what is 'next' practice.

BIG ROCK THREE-

- **An Emotionally, Socially & Physically Healthy Environment**

We are empowered to take risks, respond positively to challenges and value the contributions of all.

1. Autonomy- Similar to our main competitors in the independent school arena, there will be an increased ability and perception within the community that we have a status that makes us even more desirable as the choice of their child's primary school education provider.

2. Enhanced administration capacity-Ensuring that there are three full time administration support personnel in the school (Business Services Manager & two Client Services Officers) will increase efficiency in delivering the best services to the school community. With the increase in administration support, there will be a reduction in the need for teachers to undertake a number of operational tasks, allowing a greater focus on improving student learning outcomes.

3. Sustainability- Development of a sustainability team to develop increased links with external providers to undertake the creation of a sustainability program and community garden.

BIG ROCK FOUR-

- **Developing our Community through Active Citizenship**

Milton continues to be the hub of the community, encouraging parents and community members to be strong partners in the life of our school. We recognise the importance of skilling our children so that they contribute effectively to global society.

1. Links with Local Community and Businesses- greater opportunity to engage Sponsorship and Philanthropy- We seek to reinvent our school environment to mirror future workplaces rather than replicate an industrial revolution model of education through ventures such as: **Partnering with Brisbane Inner West Chamber of Commerce** - we continue to develop an important relationship with local businesses through the **BIWCC** of which we are a member. This important link will ensure that some of our school programs continue to be supported financially and in-kind. Extended community use of school facilities, being creative, making connections, collaborating- Qld Theatre Company/ QPAC/ Macquarie Bank/ Leighton/ Australian Tennis, QUT arts program, UQ Sport, local high schools, coaches outsourced to assist other schools.

2. Leading Learning in Education and Philanthropy – growing ideas in education for maximum impact. We believe that collaboration can be a powerful vehicle for change and support and encourage innovation, for example, students could potentially work with a mentor from the community on a meaningful project relevant to student's learning goals and connected to the curriculum via a learning plan. Students then exhibit the outcomes of this mentorship to a public audience. The partnership between school and community fosters innovation, learning and meaningful collaboration, connecting beyond the school gates.

3. Unleashing the Power of Coaching- collaborative learning via coaching with other schools, broadens and connects learning for others. Outsourcing and utilising the talents of our specialist teachers and coaches has the potential to support other schools within our community.

4. Creation of a Milton SS Alumni- to sustain valuable links and funding sources into the future.

B. The school's capacity to assume greater responsibility for their affairs

Milton is a rapidly growing school with double the school enrolment numbers since 2006. During this time we have developed and refined many whole of school processes and procedures, including the roles and responsibilities of all staff, particularly the

During August 2013 a number of votes were held with both teaching and non-teaching staff with 80% of teaching staff and 70% of non-teaching staff supporting the submission. At the August General meeting of the P&C a motion was carried supporting the submission of an EOI.

Concerns raised by the groups in supporting the EOI included the following:

- Lack of certainty around the teacher transfer system and the effect on teachers outside the south east corner of the state
- Concern about what happens with a change of Principal
- Perception of a tiered state schooling system
- Ongoing funding after the initial grant in first year of operation

CAPABILITY TO ASSUME GREATER RESPONSIBILITY

Over the last 4 years the school has shown significant improvement in a number of key measures including the Teaching & Learning Audit; School Financial Audit and NAPLAN results. Mitchelton State School has also participated in the Empowering Local Schools initiative through the Australian Government which has given the school great flexibility to tailor programs to meet our specific needs. Our school currently operated its facilities budget under the Direct to Market initiative and has successfully managed all tendering and procurement process under this initiative.

BENEFITS FOR STUDENTS AND BROADER COMMUNITY OF OUR INNOVATIVE EDUCATIONAL PROGRAMS & PRACTICES

Peer Coaching

Over the last 2 years our school has developed a peer coaching program which has had a direct and measureable improvement on student outcomes along with an improvement in teacher capability. As an independent public school we will utilise the staffing flexibility to further resource the coaching program. Specifically, we will employ a coach aligned with our HOC position to further develop the coaching framework within our school. The school community benefits in many ways from this program including: classrooms are opened up to encourage the sharing of practice, resources and ideas; collegial respect and support is fostered in a community of professional learners; there is a whole school focus on student improvement using data analysis to inform practice and collective, interconnected leadership is embedded; and, collaborative reflective practice and the giving and receiving of feedback are evident.

International Student Program & Study Tours

Mitchelton State School is a level 1 accredited International Program School with Education Queensland International (EQI). Our school enrolls international fee paying students and host both student and professional study tours. Currently our school has links with 2 schools in Taiwan and Japan who visit our school each year for student study tours. Through EQI we also host many professional study tours through ICTE at University of Queensland and also International House in Brisbane. In expanding our program we will look to form enhanced partnerships with these

groups in relation to international collaboration in regards to teaching English as a Second Language.

Science Education

Our school has been recognised for its innovation in the teaching of science with one of our staff awarded the prestigious Peter Doherty Award in 2013 from DETE. The school has established a vibrant science club and has recently implemented an astronomy club in conjunction with the CSIRO. The expertise within our school will be embedded across all year levels with the use of flexible staffing arrangements employed within the peer coaching program.

Teacher Training Program

We have a partnership with QUT in providing opportunities for pre-service teachers to participate in practicum and internship programs at our school. A number of our staff have completed professional development programs at QUT in supporting the development of our future teachers. In addition we have participated in the High Achieving Student Program at QUT which aims to place high achieving pre-service teachers in disadvantaged schools. As an independent public school we would seek to establish a formal partnership with QUT and develop a mentoring program closely linked to the coaching framework already in operation.

Special Education Program

Our school offers special education programs for students with a range of disabilities. We have established links with Mitchelton Special School to support integration of students between the two settings. Our school is highly regarded within the local area as being able to provide a high quality differentiated program for students within a mainstream school setting. As an independent public school we will continue to enhance these programs through peer coaching opportunities for our staff and providing innovative programs for our students. In addition we will continue to enhance the provision of quality professional development for our parent community in educating students with disabilities.

CONCLUSION

Mitchelton State School looks forward to the opportunity to participate in the IPS program and believes it has the potential to reap the many benefits available in being a part of the program. Our school community is overwhelmingly supportive of the initiative which gives us the opportunity to harness this enthusiasm and commitment to improve the outcomes of all the students in our school.

If successful, this initiative will allow Narangba State School increased flexibility to respond at a local level to community needs and aspirations and give us more opportunities to achieve the best possible outcomes for our students.

We will have the opportunity to embrace additional autonomy to enable increased innovation, stronger partnerships with industry and the wider community and further fine-tuning of our school programs to meet the needs of our students and local priorities.

The addition of a School Council will enable the involvement of the school and wider community to be directly involved with school direction setting, monitoring of performance and local decision making. It will complement the strong sense of community that already exists at Narangba State School.

The ability to have greater say in the engagement of new staff will be extremely beneficial to our school. The key to a great school is to have great staff. If we can select staff who really want to be here; that are willing to work closely and collaboratively with parents in a supportive way; and that are prepared to implement and complement our existing programs; then we will see some real benefits for our students and school community.

- **The innovative educational programs or practices that the school will implement to improve student performance.**

If Narangba State School is successful in its application to become an Independent Public School the innovation will not start and finish with what is written in this Expression of Interest. The formation of a School Council with the input of local business, the increased funding and the enhanced ability to respond to local needs and desires will mean that innovative ideas will be generated well into the future.

During 2013 Narangba State School has been working to strengthen its links with Dakabin State High School. For the last few years only small numbers of our students have moved on to Dakabin SHS despite living within their catchment. Both Narangba State School and Dakabin State High School are equipped with excellent ESL Programs and there is great potential for a cooperative approach to development in this area. Independent Public School status will only enhance our ability to achieve this outcome.

Narangba State School has another innovative program that is already well advanced through the planning stages and is actually already being discussed in the community. Narangba State School, along with several other local primary schools, collectively known as the Narangba Coalition, have been working closely with Narangba Valley State High School to develop a program to target our High Achievers in Science and Maths. Currently the vast majority of our students progress to the Award Winning NVSHS which is an existing Independent Public School, led by Principal Mr Ross Mackay.

The Science and Maths Academy program will identify high achievers from Grades 3-7 and offer an alternative extension program to extend and enrich these students. Students will attend Narangba Primary School nine days per fortnight and attend NVSHS once per fortnight to work with other high achieving students from the other Coalition Schools in the area, utilising the High School Science and Maths Academy facilities and resources. The aim is to have all students across the Coalition Schools completing the same units of work in Maths and Science enabling a collective approach to developing quality curriculum, pedagogy, moderation and assessment processes.

The aims of the program also include increasing the numbers of students in the Upper Two Bands for Maths in Naplan testing; improving overall student performance in Maths and Science; extending our high performing students; and improving the retention of students in State Education. There has been a loss of some Primary students from Grade 6 and 7 to local private schools. We plan to retain some of these students once they have seen how well the primary feeder schools work cooperatively with the High School, how well their children are performing and what great education can be provided at NVSHS once students are ready for this transition.

Partnerships and processes are already established that facilitate teacher observation and feedback across our Coalition campuses. The High School has a 'viewing room' where teachers may be observed from outside the classroom. Recently, the Coalition Schools completed an audit examining the teaching of reading in great detail across our schools. Results of this audit have been shared and discussed and best practice identified. The relationships and partnerships between Narangba State School and Narangba Valley State High School and the other Coalition primary Schools do not need to be built; they are already established.

If Narangba State School is successful in gaining Independent Public School status it will significantly enhance our ability to offer this Maths and Science Academy Program to our students and allow us the increased autonomy and resources to pursue this other innovations that will ultimately benefit our students.

- **Direct receipt of all school allocations** allowing the school to make local decisions enhancing and exploring different avenues and opportunities to better address concerns/issues/ plans /programs particular to our community
- Continue to seek **opportunities to support local community groups and families** via the use of our school facilities and personnel

Outline the innovative programs and practices the school will implement:

- Workplace reform a **Fulltime HOC position** via flexible staffing to ensure consistency and continuity of curriculum programs and to support teachers in developing appropriate and differentiated units of work. Working with teachers on the analysis of student data ensuring individual goal setting for students
- Support and periodically release our **4 trained coaches (Literacy and Numeracy)** to work with all staff in developing identified areas of professional development via their Developing Performance Plan
- Introduce a part/full time **Pedagogical Coach** to mentor, coach, and team teach with staff across the whole school specifically on annually identified improvement agendas
- Continue to develop our staff in the **implementation of ASoT (Art and Science of Teaching)** as per our Pedagogical Framework and 3 year plan. This Pedagogical Framework offers a common language and practice aligned to needs of the school, community and the local high school approach to pedagogy.
- Facilitate opportunities for upper primary and Junior Secondary teachers to visit each site observing practices and lessons to ensure a **smooth seamless progression** to "Getting Ready for Secondary"
- **Compliment the screening process of preparatory students** by providing immediate intervention in identified areas of concern e.g. Speech (Support a Talker), gross and fine motor, vocabulary development etc.
- Provide **intervention programs** in areas of need for all students identified through our rigorous data analysis
- Develop and enhance opportunities for **Academically Talented Students** by providing special programs in writing, maths, science and music
- Facilitate differentiated learning opportunities for our **extension classes** in years 1 to 6 and 7 in 2014
- Access **external expertise** in delivery of special activities e.g. storytelling, science, authors, music, sports and creative arts etc.
- Employ a **Science Laboratory Assistant** to work with teachers to help deliver a hands on activity based approach to science learning
- Convert our current science classroom facility into a **Junior Science Laboratory** enabling ease of delivery for science experiments
- Promote our **S.T.E.M. (Science Technology Engineering Maths) Academy**
 - Offering extension programs in Mathematics and Science for "Academically Talented" students in years 4 to 6 in the primary school and 7 to 10 in the high school
 - Enhancing the performance of students in the Upper 2 Bands
 - Minimising the drift of "Academically Talented" students to the private sector
 - Providing a seamless transition from Primary to Secondary to Tertiary Education with the view to offering Higher Education opportunities during their secondary experience
 - Enhancing the skills of both Primary and Secondary teachers through Professional Development and sharing of Best Practice
- Develop an **Early Childhood Transition Program** between local Kindergartens and the school. Organise network meetings with relevant teachers from all sites. Facilitate student visits from the kindergartens as well as the ECDP (Early Childhood Developmental Centres). Liaise around curriculum and expectations for student learning and development. Provide opportunities for parents to become involved in the transition of their children to primary school.

Benefits for College Community

The capacity to tailor a Workforce Plan would enable the college to expand its current middle phase program of providing specialist secondary teachers to Years 4-7 for dance, drama, visual art, food and materials technology, etc. This early exposure to specialist has shown early signs of raising the bar on outcomes in Years 8 and 9. With a locally tailored workforce there is potential to duplicate this sort of program in Prep- Year 3, perhaps expanding to a Science Coach model to build teacher capacity and confidence.

The College's priority to be the heart of our community is one of four of our strategic goals, we acknowledge the enhancement to learning outcomes that this engagement brings and believe that local governance and the accompanying flexibilities will expand this. Currently we offer a pre-prep type program one morning a week in partnership with a local church, providing the college with an early interaction with students needing extra support before starting school.

In our local context, many international families purposely choose to live and enrol at North Lakes State College; they are seeking a *one stop shop* to all their child's activities. While the college currently offers an array of extracurricular activities and an Outside School Hours Care program, flexible staffing could enable the development of a far more extensive program tailored to our community.

These and other benefits will enable our College to meet its strategic intent; taking our good school to a truly great school.

Current and Potential Innovation

Through a partnership with Co.As.it, students at North Lakes, study Italian from Prep to Year 12, this along with an extensive study tour program and an International Student Program contribute to a whole of college priority to internationalise our students and their learning. Flexibilities afforded through Independent Public School status will encourage the expansion of this priority.

Currently Italian Immersion and academic Honours Programs are offered in the upper Middle Phase, based on selective entry. These programs have proven successful in retaining students through to senior school and could be expanded with further flexibilities.

The College currently leases our swimming pool and Multi Sport Courts to private entities; reducing management costs, providing much needed community facilities, maximising the facility's use and providing an income stream to the College. Further expansion of these type of agreements could be facilitated more readily as an IPS.

Recently the College has partnered with the University of the Sunshine Coast to offer our community easy access, outside school hours, to university bridging programs. This is a relationship we would seek to expand.

The extensive consultation undertaken with all community stakeholders has provided the College with a clear mandate to seek Independent Public School status; to continue to deliver the strongest outcomes possible for our students and their community.

Active After School Communities:

In 2013, Ormiston State School has made a clear commitment to the "Active After School Communities" program, aligning with our "four pillars" of education beliefs and providing free access to a range of sports and activities for our students. So far, over two hundred students have been involved in before or after school sport across six different disciplines. Also, the program has been involved in the delivery of elements of our school-provided Physical Education lessons. However, our school is well placed to take advantage of these increased partnerships, with one logical "next step" being an excellence program in Athletics.

Supporting the diverse range of learners:

Just as our school's enrolment has increased, so too has the number of students identified with learning needs, both within our Special Education Program and in wider learning contexts, including dyslexia and giftedness. Both our reputation and our achievements speak to the successes of our current programs, but identified needs in both intervention and extension could be realised further, faster and more efficiently as an Independent Public School.

The innovative educational programs or practices the school will implement

Ormiston State School continues to use current research and educational trends to ensure best practice and effective teaching and, as such, is already delivering a range of programs and initiatives. As an Independent Public School, exciting opportunities exist for modifying current contexts and structures and exploring further possibilities.

Pedagogy:

Ormiston State School developed a "Pedagogy and Learning" Framework for all staff in 2012, blending Productive Pedagogies with Dimensions of Teaching and Learning. The framework also provides a different perspective for undertaking annual Developing Performance Framework conversations and plans. Recently, Symphony of Learning has been introduced to further support maximisation of teaching and learning opportunities. Flexible structures have been created within the school to facilitate collaboration and collegiality and these could be further enhanced and developed as an Independent Public School – including greater learning area specialisation.

Languages:

A partnership with Cleveland District State High School has seen the provision of two languages (Mandarin and French) being able to be offered at the school since 2012. The joint commitment to offering two languages will continue in 2014 and beyond, but will be further enhanced through the additional opportunities afforded through the Independent Public Schools initiative.

Instrumental Music:

Another partnership with Cleveland District State High School has seen Ormiston State School's instrumental music program be extended to include Year 4 students in 2013, in consideration of the impact of Junior Secondary and the move of Year 7 to High School. Ormiston has furthered resourced this program to ensure small class sizes, quality tuition and every opportunity to maximise student learning and achievement. This is another partnership that is planned to continue in 2014, but stands to benefit significantly from the flexibilities available as an Independent Public School.

Pre-Prep Programs:

The construction of a Reading community is the foundation of Ormiston State School's improvement agenda. Our school's "Readers' Club" program has seen significant focus on achievement and improvement in reading for students from the Prep Year to Year 7 and has been extended to include pre-Prep children at our school. Further, and in line with our reading focus, our school's teacher librarian works closely with surrounding kindergartens and child care centres to share in the gift that is reading. Visits occur at both our school and other centres, while interactions are supported and maximised through online opportunities. As an Independent Public School, the possibilities of these programs and their impact are further expanded and enhanced and will have a positive impact for young learners.

Personalisation of Learning:

Our school has a vision of true personalisation of learning for every student by 2016. A number of initiatives, including goal setting and various structures to give feedback to students, are already underway. However, this is an area where innovation and opportunity are limitless and our school is well placed to take the possibilities provided through Independent Public Schools to deliver on improved outcomes for all students.

Flexibility of Learning:

Ormiston State School has embraced online learning opportunities at both school (Elluminate, Mathletics, Reading Eggs) and regional (Project 600, BSDE) levels. Our school has worked to ensure our students and staff have access to all the tools required to further facilitate opportunities for "anywhere, anytime" learning. As an Independent Public School, even greater use will be able to be made of technologies to support and enhance student learning and staff development.

- With over 150 volunteers involved annually in our school we are proud of their efforts and our success in continuing their interest in our school and our various programs that assist our students.
- Of our 331 families, only one has not paid their SRS Voluntary Levy this year, demonstrating parental support of Palmwoods State School and their children.
- Palmwoods State School is well-known for developing the skills of those in education. Our steady stream of Trainee Teacher Aides (we have to have a waiting list for the past five years) as well as the number of Pre-service teachers we have, attests to this.

Potential Benefits

The enhanced autonomy and stronger partnerships we will be able to achieve as an Independent Public School will open up even more opportunities for our students. Some areas we have identified for this growth are:

- Further develop partnerships within the Palmwoods Business Community by having some of their representatives and entrepreneurial ideas on our soon to be formed School Council.
- Enhanced staffing flexibility from the Targeted Intervention Resource model being provided directly to our school will enable us to be proactive in establishing programs and assigning resources with greater flexibility to monitor specific needs and respond with tailored and specific programs and support.
- Greater engagement from our broader community for the benefit of our students and the community, particularly in the use of our school facilities. An example of this we are currently working on is having a Men's Shed Facility and Program operating on our school grounds. The benefits of this symbiotic relationship will be that it provides a venue and focus for the men of the Palmwoods area to address the wide national issue of Men's Health, and provides for our school a pool of possible mentors for many of our students who live in a single parent household without a father-figure, as well as providing a greater community presence.

Innovative Programs

We see the capacity to extend some of the programs listed earlier as well as:

- To employ a teacher/s as a Head/s of Curriculum in particular to further develop our teachers' expertise through expanding our coaching approach.
- To share some of the practices that have been successful at Palmwoods State School with others in Education Queensland. This is already occurring with the Learning Goals Workshop we have presented for other schools twice this year.
- Invest in identified staff members attending professional development based on the latest research. They will then develop quality in house professional development and innovative programs to challenge our more able students, focus the support provided to students with learning dysfunctions to strengthen their weak cognitive capacities and further inform our pedagogy.
- Investigate expansion of our LOTE Program to Years 1 -7, progressing to A LOTE School of Excellence. This will encourage students who want to gain high level skills in Japanese to attend Palmwoods State School. Currently our students compete in Japanese Speaking Competitions on the Sunshine Coast, gaining better results for the past 3 years than public and private schools far larger than ours.
- Further develop innovative practices utilising ICTs for learning for teachers and students, such as investigating the use of tablets to enhance learning outcomes. Provide every teacher with an iPad device, develop partnerships with local businesses and parents to facilitate a Bring Your Own Device arrangement to be integrated into learning and teaching at Palmwoods State School.

The school has a large, capable and stable **School Leadership Team** consisting of the Principal,

- 3 Deputy Principals,
- 13 Heads of Department,
- Guidance Officer and
- Business Services Manager

The school has effectively managed facilities maintenance through *Direct to Market* processes since July 2012 resulting in a significant improvement to school facilities. Prior to this the school successfully piloted the School Maintenance Investment Program (SMIP).

School staffing (recruitment, induction, performance management, professional learning and leave replacement) is already effectively managed by the school Executive Team and administrative officers. The principal has run a school based Leadership Capability Development program for the past 2 years with 21 participants to date. This has made a significant contribution to capacity development of staff.

The recently completed Internal Audit (August 2013) indicated an overall rating of EFFECTIVE. With the Auditor commenting that "I found all control systems to be very well managed".

The P&C is a very active body with a strong membership base. School strategic direction, as outlined in the School Strategic and Annual Implementation Plans, are presented to the P&C for further discussion and final endorsement. The high levels of parent engagement in the governing of the school indicate that the formation of a School Council, as a requirement of the IPS arrangements, would be well received by parents.

The potential benefits for students and the broader school community

- IPS status will enhance the school's already unique position as the public school of choice in the Townsville community.
- The flexibility offered by IPS arrangements will further support signature International (EQI and CIS), Instrumental Music, Academic Excellence and Athletics programs.
- Greater autonomy will enhance timeliness and flexibility of responses to emergent issues and community and educational needs, including the capacity to support the work of community coaches and mentors in school sporting, performing and visual arts, vocational and leadership programs.
- The establishment of a School Council will provide an additional opportunity to engage the wider local community, industry and business groups as well as parents. "Research tells us that the most meaningful partnerships are those where schools, parents, students and the community work together to focus on student learning. Parent and community engagement that is effectively focused on student learning can deliver powerful outcomes." *Parent and Community Engagement Framework, March 2013*. The school has a strong belief in such partnerships and the formation of a School Council will provide a more structured and formal approach to further developing such partnerships.

The innovative educational programs or practices that the school will implement to improve student performance.

- Pimlico State High School learning outcome data reflects the school's commitment to academic excellence. As an IPS the school would be in a position to implement strategies to:
 - improve student performance through enhanced intervention and extension programs. IPS staff flexibility will enhance our ability to offer a broader formal Gifted Education Program currently in the planning stage;
 - innovatively use ICTs in the Junior Secondary school as a new signature program in the school;
 - implement Community Outreach and Service Education models within the school's Performing Arts programs;
 - targeted staff professional learning including, but not limited to, the implementation of a coaching model to support improved literacy and numeracy pedagogy across the school
 - model and share best practice in education to other state schools

Expression of Interest (EOI) form to become an Independent Public School in 2014

Name of school: QUEENSLAND ACADEMIES – CREATIVE INDUSTRIES CAMPUS

Principal:	John Jose
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Principal's signature:



Contact email:	jjose14@eq.edu.au
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Written application

In no more than three A4 pages demonstrate:

- The consultation that has occurred across stakeholder groups, including a summary of their views
- The school's capacity to assume greater responsibility for their affairs
- The potential benefits for students and the broader school community
- The innovative educational programs or practices that the school will implement to improve student performance.

Application checklist

- ✓ EOI form completed
- ✓ school staff, parents and local community consultation completed
- ✓ maximum three A4 pages written application attached
- ✓ commitment to establish the school council
- X school council already established
- ✓ name and signature of substantive principal submitted (if applicable)
- ✓ application submitted by 30 August 2013.

Submissions

Please send your EOI form and written application to IPS@dete.qld.gov.au by 30 August 2013 for consideration in the 2014 Independent Public Schools selection process.

3. The innovative educational programs or practices the school will implement and the potential benefits for students and the broader school community.

The Queensland Academies' 2013-2017 Strategic Plan priorities are summarised as follows:

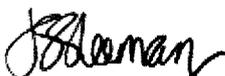
- Innovative Delivery of a World Class Curriculum
- Nurturing the Development of High Achieving Students
- High Performing Staff
- Unique Partnerships
- Selective Entry

Area	Current	Future Development	Outcomes for Students
Development of the International Baccalaureate Career Related Certificate	<ul style="list-style-type: none"> • Implementation of a pilot, world first program with the International Baccalaureate and Partner University QUT in Film. 	<ul style="list-style-type: none"> • Expansion of the program beyond Film and with two other universities across a range of creative industries. 	<ul style="list-style-type: none"> • Expanded specialised university recognised pathways.
QUT Partnership	<ul style="list-style-type: none"> • Focus on niche program offerings for Yr 11 & Yr 12 students. • Recognition and credit for HL Group 6 subjects. 	<ul style="list-style-type: none"> • Expansion of opportunities with QUT personnel within the new QUT Creative Industries precinct. • Explore further advance credit opportunities. 	<ul style="list-style-type: none"> • Expanded program and relationships. • Improved student learning outcomes.
UQ & Griffith University Partnership	<ul style="list-style-type: none"> • Focus on accelerated learning opportunities for students in the Creative Industries. 	<ul style="list-style-type: none"> • Grow EE mentorship opportunities. • Explore guaranteed entry and advance credit for course. 	<ul style="list-style-type: none"> • Expanded recognition. • Improved learning outcomes.
Vocational Qualifications	<ul style="list-style-type: none"> • All Yr 10 students undertake Certificate II Active Volunteering in parallel to the IB CAS program. 	<ul style="list-style-type: none"> • Investigation & expansion of vocational recognition for existing IB programs. 	<ul style="list-style-type: none"> • Maximisation of certification & recognition for students.
Real time learning and industry recognition	<ul style="list-style-type: none"> • A wide range of real time learning opportunities have been facilitated through strong Industry / Academy partnerships eg. <ul style="list-style-type: none"> ○ Carbon Copies – Film ○ Youth Music Industries – Music ○ MUSE Theatre festival – Theatre 	<ul style="list-style-type: none"> • Expansion of Industry / QACI relationships to enhance real time learning opportunities and QACI graduate credibility. 	<ul style="list-style-type: none"> • Advanced learning experiences. • Mutual and advanced use of QACI industry standard facilities.
International Mindedness & Intercultural Learning	<ul style="list-style-type: none"> • CRICOS International School Accreditation. • Enabling conditions for International Student Enrolment. 	<ul style="list-style-type: none"> • Provision of a sustainable International Student program. • Investigation and development of Yr 10 → University Degree International Student Program. 	<ul style="list-style-type: none"> • Increased International and Global Outlook for students.
Leader in coaching and Instructional Leadership	<ul style="list-style-type: none"> • Agreed practices of Instructional Leadership for improved teaching. • Students are coached in Academic Success. 	<ul style="list-style-type: none"> • Become a model site for coaching as a tool for instructional leadership both for staff and students. 	<ul style="list-style-type: none"> • Teaching and learning practices. • Student improved learning outcomes resulting from visible learning, coaching and goal setting. • System benefit.
Qld Academies Partner Schools Program	<ul style="list-style-type: none"> • Offer innovative and engaging extra-curricular program for G&T Queensland students. • Provide a suite of online offerings to partner schools. 	<ul style="list-style-type: none"> • Extend the number of partner schools and online modules. • Increase the staffing. • Offer face to face workshops. 	<ul style="list-style-type: none"> • QAPS provides systemic benefits of retaining highly capable students in state education. • Students engage in globally benchmarked learning.

Expression of Interest (EOI) form to become an Independent Public School in 2014

Name of school: QUEENSLAND ACADEMIES – HEALTH SCIENCES CAMPUS

Principal:	Jane Sleeman
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Principal's signature: 

Contact email:	Jslee1@eq.edu.au
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Written application

In no more than three A4 pages demonstrate:

- The consultation that has occurred across stakeholder groups, including a summary of their views
- The school's capacity to assume greater responsibility for their affairs
- The potential benefits for students and the broader school community
- The innovative educational programs or practices that the school will implement to improve student performance.

Application checklist

- ✓ EOI form completed
- ✓ school staff, parents and local community consultation completed
- ✓ maximum three A4 pages written application attached
commitment to establish the school council (N/A)
- ✓ school council already established
- ✓ name and signature of substantive principal submitted (if applicable)
- ✓ application submitted by 30 August 2013.

Submissions

Please send your EOI form and written application to IPS@dete.qld.gov.au by 30 August 2013 for consideration in the 2014 Independent Public Schools selection process.

3. The innovative educational programs or practices the school will implement and the potential benefits for students and the broader school community.

The Queensland Academies' 2013-2017 Strategic Plan priorities are summarised as follows:

- Innovative Delivery of a World Class Curriculum
- Nurturing the Development of High Achieving Students
- High Performing Staff
- Unique Partnerships
- Selective Entry

Area	Current	Future Development	Outcomes for Students
Broadening definition of "Health" - economic, political, social...	Perception that affects potential enrolments as QAHS viewed as all about medicine	<ul style="list-style-type: none"> • Review subject offerings and marketing strategies 	<ul style="list-style-type: none"> • Broader subject offerings • Increased enrolments
Griffith University Partnership	Focus on opportunities for students in Health	<ul style="list-style-type: none"> • Work with key GU personnel to replicate the Health model and partnership across other GU facilities • Explore further credits • Develop enhanced relationship with GU Honours College 	<ul style="list-style-type: none"> • Expanded program and relationships • Increased number of QAHS graduates involved in GU Honours College
QA Business & Industry Network	QAHS engages with local business and industry primarily through Australian Business Week (ABW) program.	<ul style="list-style-type: none"> • Broaden scope for industry opportunities through review of Career Development program and expanded Work Experience opportunities. • Invest in industry relationships to enhance student "beyond QAHS" experiences aligned with the curriculum and student interests, gifts and talents. 	<ul style="list-style-type: none"> • Student access to local employers and real life learning experiences aligned with their aspirations. • Industry provide support programs/scholarships
Industry Qualifications	All Year 10 students undertake either Certificate III in Laboratory Skills Certificate III Active Volunteering	<ul style="list-style-type: none"> • Review program to consider progression to Cert IV minimum and build relationships with local industry/business/organisations for enhanced experiences for students 	<ul style="list-style-type: none"> • Employability advantage • Leadership • Industry readiness • QCS points
Southport Education Precinct	Support IPS School Southport SHS towards authorisation to deliver the International Baccalaureate (IB) Middle Years Programme	<ul style="list-style-type: none"> • Establish IB schooling pathway from MYP to Diploma in Southport • Work with interested cluster primary school to consider the IB Primary Years Program • Raise bar with respect to student performance expectations to world class. 	<ul style="list-style-type: none"> • System benefit • Options for students • Unique program to compete with non-government sector
Leader in Symphony of Learning and Instructional Leadership	HoD Contemporary Learning and Teaching leading and supporting staff in SOL through coaching and provision of PD Agreed practices of Instructional Leadership for improved teaching	<ul style="list-style-type: none"> • Development of an Instructional Leaders Program for HODs and key leaders (Symphony of Teaching & Learning Program 2) • Become a model site for embedded e-learning as a tool for instructional leadership • Developing a business model to support access to Symphony of Teaching & Learning state-wide 	<ul style="list-style-type: none"> • Teaching and learning practices and environment for creative citizens of the 21st Century • QAHS is a showcase school for maximising digital learning and teaching • System benefit
Qld Academies Partner Schools Program	<ol style="list-style-type: none"> 1. Offer innovative and engaging extra-curricular program for G&T Queensland students 2. Provide a suite of online offerings to partner schools 	<ul style="list-style-type: none"> • Extend the number of partner schools and online modules • Increase the staffing • Offer face to face workshops 	<ul style="list-style-type: none"> • QAPS provides systemic benefits of retaining highly capable students in state education • Students engage in globally benchmarked learning

Expression of Interest (EOI) form to become an Independent Public School in 2014

Name of school: QUEENSLAND ACADEMIES - MATHEMATICS, SCIENCE AND TECHNOLOGY CAMPUS

Principal:	Kath Kayrooz
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Principal's signature:



Contact email:	kkayr2@eq.edu.au
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Written application

In no more than three A4 pages demonstrate:

- The consultation that has occurred across stakeholder groups, including a summary of their views
- The school's capacity to assume greater responsibility for their affairs
- The potential benefits for students and the broader school community
- The innovative educational programs or practices that the school will implement to improve student performance.

Application checklist

- ✓ EOI form completed
- ✓ school staff, parents and local community consultation completed
- ✓ maximum three A4 pages written application attached
- ✓ commitment to establish the school council
- X school council already established
- ✓ name and signature of substantive principal submitted (if applicable)
- ✓ application submitted by 30 August 2013.

Submissions

Please send your EOI form and written application to IPS@dete.qld.gov.au by 30 August 2013 for consideration in the 2014 Independent Public Schools selection process.

3. The innovative educational programs or practices the school will implement and the potential benefits for students and the broader school community.

The Queensland Academies' 2013-2017 Strategic Plan priorities are summarised as follows:

- Innovative Delivery of a World Class Curriculum
- Nurturing the Development of High Achieving Students
- High Performing Staff
- Unique Partnerships
- Selective Entry

Area	Current	Future Development	Outcomes for Students
UQ Partnership	<ol style="list-style-type: none"> 1. Focus on opportunities for students in science, business and engineering 2. Focus on Engagement activities 3. Offer niche UQ enhanced studies programs to year 11 students 4. Continue with UQ library and EE mentorship program 5. Continue with work experience 	<ul style="list-style-type: none"> • Work with key UQ personnel to extend opportunities for our students to undertake research with scientists and extend the EE mentoring program • Extend work experience program • Grow SparqEd program and develop online modules • Explore further credits 	<ul style="list-style-type: none"> • Expanded program and relationships • Improved student learning outcomes • Real research opportunities
QUT Partnership	<ol style="list-style-type: none"> 1. Focus on niche program offerings for year 11 students 2. Continue mapping of IB subjects 3. Continue to provide opportunities for students in the 'Cube' 4. Continue extending and refining EE mentorship 	<ul style="list-style-type: none"> • Work with key UQ personnel to extend opportunities for our students with the SEF • Grow EE mentorship program • Explore further credits and bridging courses • Promote QUT 	<ul style="list-style-type: none"> • Expanded program and relationships • Improved student learning outcomes
QA Business & Industry Network	QASMT engages with local business and industry primarily through Australian Business Week (ABW) program and Careers breakfast	<ul style="list-style-type: none"> • Broaden scope for industry opportunities through review of Career Development program and expanded Work Experience opportunities. • Invest in industry relationships to enhance student "beyond QASMT" experiences 	<ul style="list-style-type: none"> • Student access to local employers and real life learning experiences aligned with their aspirations. • Industry provide support programs/scholarships
Industry Qualifications	All Year 10 students undertake Certificate II Active Volunteering and/or Certificate III in Laboratory Skills	<ul style="list-style-type: none"> • Review program to consider progression to Cert IV minimum 	<ul style="list-style-type: none"> • Employability advantage • Leadership, Industry readiness • QCS points
QA Middle School	Investigate opportunities and interest in creating a QA Middle school to deliver the International Baccalaureate (IB) Middle Years Programme	<ul style="list-style-type: none"> • Progress Ministerial Briefing not to seek permission to consult • Build Community and cluster primary schools networks re IB Middle Years Program 	<ul style="list-style-type: none"> • System benefit • Options for students • Unique program • Raise bar for world class student outcomes.
Leader in coaching and Instructional Leadership	<ol style="list-style-type: none"> 1. Pedagogy coaches supporting staff in personalising learning 2. Agreed practices of Instructional Leadership for improved teaching 3. Students are coached in Academic Success 	<ul style="list-style-type: none"> • Become a model site for coaching as a tool for instructional leadership both for staff and students 	<ul style="list-style-type: none"> • Teaching and learning practices • Student improved learning outcomes resulting from visible learning, coaching and goal setting • System benefit
Qld Academies Partner Schools Program	<ol style="list-style-type: none"> 1. Offer innovative and engaging extra-curricular program for G&T Queensland students 2. Provide a suite of online offerings to partner schools 	<ul style="list-style-type: none"> • Extend the number of partner schools and online modules • Increase the staffing • Offer face to face workshops 	<ul style="list-style-type: none"> • QAPS provides systemic benefits of retaining highly capable students in state education • Students engage in globally benchmarked learning

- **Year level team leaders:** identified teachers with release time to coordinate year level teams to allow teachers uninterrupted teaching time with quality assessments for moderating.

Teacher aide resource room coordinator for Maths and Science:

- To support teachers in the delivery of high quality pedagogy for maths and science - resource ready class support for curriculum units.

Enhanced office support:

- Employ extra front office support: newsletter and public relations officer to give time to other skilled finance AO2s to help manage excursions, camps receipting and compliance requirement for teachers and classes.

INNOVATIVE EDUCATIONAL PROGRAMS

Robertson is well-placed to drive innovative educational programs which partner with local business, industry and universities. As a current Empowering Local School we have begun to roll out programs in some of the following areas and wish to further develop into an IPS to continue this exciting work.

Pre-prep socialisation groups: outlined above. We are currently seeking local business sponsorship from the multi-cultural businesses in the local community to support this program and it looks promising.

Digital pedagogy: the parent/teacher think tank group meets each term. The parents come from IT businesses or employment positions. The group provides the strategic direction for the school in technology. The aim is for "every child to have a digital tool to enhance learning". With flexibility of partnering that IPS are able to undertake, we can seek business sponsors. The school currently has four laptops classes and, under current Empowering School Funding, is introducing iPad technology in P-3. IPS will allow us the flexibility to continue the roll out of this program.

Gifted education: cutting edge research in teacher pedagogy for the best and brightest. Robertson currently runs accelerated maths programs in partnership with the School of Distance Education for students at year 8, 9 and 10 levels. It also accesses significant Unify programs for technology, leadership and creative writing. IPS will allow business sponsorship of these resource intensive programs so that they can be offered to the full range of students, including those from low socio-economic backgrounds, and expand the mix of online and direct teaching to advance this intellectual capital for the future.

Music: we currently have one of the best choral and instrumental programs in the state. IPS will allow for local business sponsorship and community partnerships with Sunnybank Brass Band and Griffith University to:

- enhance teacher skilling in choral and instrumental music
- provide additional teaching support to give access to students of all backgrounds with potential, love and passion for instrumental and choral music.

Gymnastics: we are currently in partnership with Splitz Gym providing the use of an Olympic standard facility which requires continual maintenance to allow state and national competitions to be undertaken. IPS will give flexibility in sponsorship, grant accessibility and writing expertise, to grow this shared student excellence development program.

Sport: we are currently partnering with Griffith University sport in swimming, with the potential to develop an excellence in tennis program. IPS will give the flexibility for shared campus uses for holiday tennis programs and school tennis programs, and to seek combined sponsorship arrangements to support these programs.

Robertson has a very high level of parent involvement in the school and to move from an Empowering Local School to an Independent Public School will allow the school to respond better student learning needs.



ROCHEDALE STATE SCHOOL

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INDEPENDENT PUBLIC SCHOOL APPLICATION

Objective:

As the sole State School in Queensland which is an accredited International Baccalaureate School, providing the Primary Years Program to its students, Rochedale State School wishes to further enhance its reputation and competence as one of the leading, innovative primary educational institutions in the state by becoming an Independent Public School. This independence will allow for the continuing evolution of the teaching-learning process at Rochedale State School, through the consistent implementation of innovative teaching and learning practices.

Background:

Rochedale State School enjoys a prestigious reputation within both the local and broader community as an educational institution catering for the academic, sporting and cultural needs of its clientele. This is evidenced by the fact that well over 90% of the student population of 940 come from outside the school's catchment area. Rochedale has achieved this enviable position within the community by having a strong and insightful school leadership team, a dedicated multi-skilled staff, a harmonious student body and a broader school community who are extremely supportive of the school and its aspirations.

Capacity To Assume Responsibility

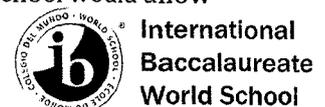
The community support for Rochedale State School was recognized by the Hon. I. B. Walker, Minister for Science, Information Technology, Innovation and the Arts, who, in talking about 'the tremendous schools within my electorate' stated that at Rochedale, 'It is an outstanding P&C.' (Hansard 6 August 2013) From 2009 to 2013, the Rochedale Parents and Citizens Association has injected the sum of \$1 290 764 into developing the school's educational programs and facilities. With grants that have been successfully applied for by the P&C, this figure rises to \$1 566 371.

Rochedale is ideally placed to become an Independent Public School as it has strong management structures in place and the ability to take greater responsibility for the development and enhancement of its educational practices, programs and facilities. This is evidenced by the recent completion of the new *Rochedale Out of School Hours Care* building at a cost of \$550 726. The construction was project managed solely by the school and completed on budget and within an acceptable time frame, with no use of Government funds. Currently, the school is project managing the \$370 000 transformation of its hall into the Rochedale Performing Arts Complex (RPAC). The school elected to become a *Direct to Market* school so as to have responsibility for the funding and management of its own maintenance. Furthermore, Rochedale State School has demonstrated its ability to self-manage and solve challenges it encounters as demonstrated by the rarity with which it relies on Regional Office to provide solutions to difficulties encountered by management. With a Master plan already in place, Rochedale is positioned to undertake greater self-governing responsibilities and is committed to the establishment of a School Council.

The achievements realized at Rochedale State School have been made possible by the robust management structures in place. Previously, as a leading school, Rochedale had a strong School Council which worked in well with the school and broader community. Currently, the school has an active and vibrant Student Council, a School Curriculum Council and a strong P & C Association which all meet on a monthly basis. To further maintain a shared focus for the school, the Administration team meets with the P & C President on a weekly basis. At the management level, there is a School Leadership Team consisting of the Administration team, the Business Services Manager and the AO2 which meets regularly. It is the harmonious working capacity of each of these groups which enables Rochedale to be recognized as a premier primary educational institution in Queensland.

What being an Independent Public School means for Rochedale State School

1. When the school community unanimously decided to embrace the Primary Years Program, Rochedale became the first and only Queensland State Primary School accredited as an International Baccalaureate (IB) School. Becoming an Independent Public School would allow Rochedale to improve student outcomes by:





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- Allowing for greater implementation of the IB Primary Years Program (PYP) to produce truly internationally-minded students by strategically aligned planning days with the School's PYP co-ordinator and purchase of resources
- Continuing to enhance teachers' skills by allowing them to attend interstate/ international professional development seminars so as to enable them to provide even more meaningful learning experiences for students
- Having a qualified PYP trainer so as to be able to induct new teachers to the IB program, ensuring delivery of quality IB Units of Inquiry to students
- Undertaking international school tours for students to experience other cultures, to further promote the students into becoming global-minded citizens

2. Improve children's numeracy skills by funding and expanding *Project Rochedale* - a school initiated on-line numeracy program where students just outside the top two Naplan bands are targeted and participate in a special 'participate anywhere-anytime' program using school laptops. The students complete an on-line program with one-on-one access to their mentor teacher who has created the lessons. The school will:

- Increase the number of students who can avail themselves of the course and so improve numeracy skills
- Purchase more laptops
- Allow for flexible staffing arrangements so as to allow mentor teachers time to plan more wide-ranging courses of instruction and activities to enhance student results

3. Improve the Literacy outcomes for students by employing a *Learning Concierge* who will:

- Work with the Administration team to develop and refine policies and procedures for the teaching of reading, writing and spelling
- Jointly work with Administration to analyse data and assist teachers to modify programs and pedagogical practices so as to achieve the best student outcomes
- Collaboratively work with year level co-ordinators to specifically target and meet the needs of individual classes and students
- Coach and mentor classroom teachers, undertaking demonstration lessons and model good practices to teachers
- Provide curriculum leadership in conjunction with Year Level Co-ordinators
- Provide 'executive summaries' on the latest research in regards to reading, writing and spelling within a Professional Development framework for teachers

4. With a comprehensive support structure and programs in place for students with special needs (SEP, LD, ESL) and students achieving in the lower bands, the school will focus on the needs of high achieving students by Enrichment and Support Programs by:

- As an IB school, strengthening our partnership with the Smart Academies and provide students, identified by data analysis, with a bursary enabling them to participate in Queensland Academies On-line Courses (QACE)
- Initiating thinking skills classes provided by the Special Teacher Literacy and Learning (STLAN), for children in the lower school identified as gifted/talented by data analysis
- Initiating teacher exchange with Rochedale State High School, a future IPS nominee, whereby teachers from the High School will provide extension programmes for students in Mathematics, Science and the Arts

5. Implement an innovative *Exceptional Teachers in Rural and Remote Schools* Program in conjunction with the Queensland University of Technology and the North Queensland Region. In the spirit of *Great Teachers=Great Results*, selected 4th year university students would be:



International
Baccalaureate
World School



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- Invited to an internship at Rochedale and one year tenure, after which they would serve two years in a remote school with the guarantee of placement at Rochedale State School at the conclusion of that period. Not only enhancing the skills and experience of beginning teachers and their ability to deliver quality programs, the program will assist in achieving good educational outcomes for students in remote communities and at Rochedale as a result of the broader educational experience of beginning teachers.

6. Further development of Rochedale State School as the community hub. Currently, school facilities are used by Swimming, Netball, Basketball and the Rochedale Ravens AFL Clubs under a shared facilities' agreement. The school has also forged close ties with Rochedale South Cricket Club whose teams avail themselves of the school's facilities as their home ground. Rochedale's status in the local area as the community hub will be heightened by:

- Approaching local amateur theatre/dance groups to use RPAC as their performance venue at a minimal expense in return for student scholarships and training
- Hosting *Harmonies on the Hill* musical evenings open to the public
- Producing a yearly school musical production to provide new cultural experiences to students
- Hosting an Art Gala as a regular feature on the community calendar
- Maintaining the close relationship with St Phillips Church and providing a venue for their *Kids Hope* Program assisting students identified as benefitting from one-on-one mentoring
- Planning and construction of an Aquatic Centre to service not only the school's needs but also the local community

Consultation:

Discussion as to the benefits of Rochedale State School becoming an Independent Public School were initiated in 2012 with discussion and debate on the matter occurring at Staff meetings, P & C Meetings the annual Parent Forum and meetings with all ancillary staff and Union representatives. In addition, information was regularly disseminated to the school community via the School Newsletter.

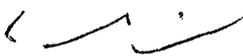
The consultative process undertaken by Rochedale State School has included meeting with the school's Union representatives in July, to outline the process that would take place in order to decide if Rochedale would pursue the option of becoming an Independent public School. At that month's P & C meeting a fact sheet and outline of the process to be undertaken was delivered. Briefings and the opportunities for discussion were also given to Teaching staff, Teacher Aides, Grounds staff, Cleaning Staff and Office Staff. The P & C President also approached the local member, Mr I. Walker, Minister for Science, Information Technology, Innovation and the Arts, who has strongly endorsed Rochedale State School's application to become an Independent Public School.

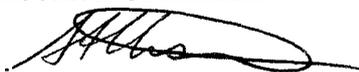
The following bodies have been involved in the discussion and ballot regarding this application and have assisted in the decision to make this application:

Rochedale State School P&C Association	Rochedale State School Curriculum Council
Rochedale State School Local Consultative Committee	Rochedale State School Annual Parent Forum
Rochedale State School Teaching Staff	Rochedale State School Teacher Aides
Rochedale State School Office Staff	Rochedale State School Cleaning Staff
Rochedale State School Grounds Staff	

Both the Parent Forum and the P & C Meeting voted unanimously (35-0, and 27-0 respectively) in support of the application to become an Independent Public School. The School Staff (Teachers, Teacher Aides, Office, Grounds and Cleaning Staff) voted overwhelmingly in a secret ballot to endorse Rochedale State School's application. (60-3)

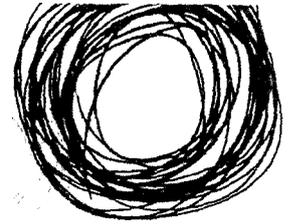
It is, therefore, with the overwhelming support of the total Rochedale State School community that this application to become an Independent Public School is submitted.


Dr Liam Smith
Principal


Mrs Sharon Allison
P & C President



International
Baccalaureate
World School



Expression of Interest (EOI) form to become an *Independent Public School* in 2014

Name of school:	Southport Special School
Principal: ¹	David Rogers
Principal's signature:	
Contact email:	droge1@eq.edu.au

Written application

In no more than **three A4 pages** demonstrate:

- The consultation that has occurred across stakeholder groups, including a summary of their views
- The school's capacity to assume greater responsibility for their affairs
- The potential benefits for students and the broader school community
- The innovative educational programs or practices that the school will implement to improve student performance.

Application checklist

- EOI form completed
- school staff, parents and local community consultation completed
- maximum three A4 pages written application attached
- commitment to establish the school council
- school council already established
- name and signature of substantive principal submitted (if applicable)
- application submitted by 30 August 2013.

Submissions

Please send your EOI form and written application to IPS@dete.qld.gov.au by 30 August 2013 for consideration in the 2014 *Independent Public Schools* selection process.

¹ Where there is an acting principal, the name and signature of the substantive principal must also be submitted.

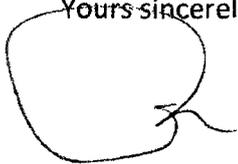
- Challenge performance data and moderate students against key competencies

Innovative Projects

- Further development of transition programs to enable young adults to progress towards work and life-skills opportunities.
- The expansion of a whole school communication strategy where staff and parents engage students in relevant practices according to ability and age.

Thank you for considering the application.

Yours sincerely



David Rogers
Principal

Released under the
RTI Act by DET

4. Innovation

Innovation at Springfield Central State High is seen as opportunities that allow us to focus on our instructional core, to provide additional opportunities for students, meaningful development for our staff and provide system-wide benefits. A core driver of the school is to 'deliver high quality futures for engaged learners and leaders'. This is most effectively achieved when schools are given the opportunity and latitude to establish a specific focus on innovative practices that grow opportunities.

1. Specialist Programs

- We would like to explore the expansion of the range of specialist programs beyond those traditionally associated with State High Schools. There is a strong desire for an International Student Program which would align with a language immersion program & a golf program that is seen as highly desirable by our staff and P&C. We have the opportunity to work with existing private International Schools/ Springfield Land Corporation and the University of Southern Queensland (all located within education city at Springfield). All of these organisations have demonstrated an interest and initial meetings have occurred.
- The recent announcement of a private hospital next door to the school, combined with the school's existing partnership with the West Moreton Health Alliance (Principal is a steering committee member) & the large range of health providers in the local area – provides the opportunities for a strong focus at the school around the Health Industry. Senior Work Programs have been developed with this in mind.
- We also see possibilities in building on our strong foundations around academic excellence and the arrival of a new train line directly into the city, to establish a partnership with either QUT or UQ around more direct pathways into law & Science. The school already has hugely popular Legal Studies & Science programs at the school taught by very experienced staff.

2. Professional Learning Community (PLC)

The school already has an established framework of teams (TISO – Teams Improving Student Outcomes) within the school which form the basis for Professional Learning Communities to grow and develop. We would find ways of sustaining weekly TISO Teams for staff in pedagogy, data, innovation & pathways and align staff development and performance with these, to build on the strong commitment that already exists within the staff to the school. This may require adjustments to the school day, support from designated coaches and the use of collaborative techniques.

3. Extra-curricular programs

To sustain & grow the current extra-curricular program in particular in the Performing Arts & Academic areas, a re-think of the current structures may be needed. Specialist teachers and development programs for musicians are part of this picture. Equally, harnessing the support of sponsors and community provides extra capacity to attract appropriately qualified volunteers and personnel as well as costly equipment. Considering the creation of different types of positions in teaching and coordination is needed. Staffing policy can be developed to support and sustain the efforts of our staff in their pursuit of providing additional and specialised opportunities for students.

4. Location

- As noted a number of times in this application, Springfield Central SHS is uniquely positioned not only physically in the heart of an education city concept, it is also positioned emotionally to the ideals promoted by this dream. We are still a new and growing community. We have a parent body that is committed to education and local school. We have a unique situation with the development of a strong health precinct right next door to the school, offering unique opportunities for our students. We have the home-stay and potential client base (and a world class golf course 5 minutes away) to build a very strong international student program that is unique.

5. 21st century skills

We want our students to develop skill sets that prepare them for now and the future:

- As a new school our technological capacity in terms of infrastructure and hardware is strong, in particular our network speed due to our direct fibre connection to the Polaris data centre. This infrastructure offers opportunities for local, national and international learning opportunities for our students.
- The 21st Century is often referred to as the Asian Century. Our innovative plans to harness a unique international student program will see our students engage in a meaningful way with our Asian neighbours. Subject discipline expertise based around a broad classical education and innovative opportunities is sought after by students and positions them powerfully for a 21st Century future.

6. Smart facilities management and development

The physical site of Springfield Central SHS has meant that buildings and facilities have been architecturally developed to suit the site and student needs. This does require effective facilities management and development to ensure we cater for growth. There has already been a requirement for innovative thinking on the site in terms of facilities management and development. The growth of our school, matched with the realities of our site will require further innovation and strong partnerships. We see limitless opportunities for these partnerships to be mutually beneficial with key stakeholders in our community and beyond.

7. System Benefits

We would like to link in with a network of IPS schools (as it grows) and offer a program of walk throughs, professional learning opportunities and collaborations to continue the development of this work. Being IPS is not an isolationist model, in fact it is the opposite. We recognize a responsibility to the broader system in terms of partnerships benefiting all students and teachers.

4. The innovative educational programs or practices that the school will implement to improve student performance.

Within Sunnybank Hills State School a culture of innovation is actively sought and developed. This is designed around constructively challenging our processes and encouraging initiative in others.

Three examples of innovation currently in place and with potential to develop further include:

LOTE redesign:

With over 300 Chinese speaking children in our school, our LOTE program was changed in 2012 from German to Chinese Mandarin. At the end of 2011, Chinese speaking children were assessed and awarded recognition of prior learning status that provided them with the opportunity to attend extension English classes.

Outcome: NESB children were provided with additional lessons in English vocabulary and sentence structure.

As an IPS, with more flexibility this can be extended to address the needs of Cantonese speaking children with an abbreviated program to achieve their RPL.

Coaching:

During 2011 & 2012 a reading coach was allocated 0.4 FTE to support consistent implementation of tracking reading development, using PM Benchmarks and Probe, through professional development and moderation.

Outcome: Improved use of data in tracking student progress and greater focus on diagnosing reading needs of children.

As an IPS, extend the coaching model to support the Fleming project of explicit instruction. This coaching role will focus exclusively on pedagogy and providing feedback to teachers.

Professional Development Plan:

Professional development is viewed as a key element in supporting improved learning outcomes for children. Reviewing our reading program was the identified focus for our school in 2011 and 2012. Sheena Cameron, author of *Teaching Reading Comprehension Strategies*, was presenting in Brisbane in 2011 and rather than have some staff attend her seminar, we contracted her to fly in from NZ for a full day presentation to all teachers and teacher aides.

Outcome: Development of a school wide foundation understanding on phonemic and phonic development and follow up PD with Emma Hartnell-Baker designer of *Speech Sound Pics*.

With Fleming providing a reference for our Pedagogical Framework, a group of six teachers attended his conference in Melbourne in February 2012. This was followed with his visits to our school one day per term. Subsequently another group of four teachers attended Haileybury College in Melbourne on a two day seminar to share explicit instruction strategies.

Outcome: Feedback from these resulted in modelling of lessons and teacher led PD on explicit instruction. Teachers are filming their lessons and sharing feedback and critique sessions. This has fostered a very professional, practical and collaborative approach to developing our pedagogical Framework.

As an IPS, extend the Professional Development opportunities to drive our explicit improvement agenda, through the highest quality external presenters together with and acknowledging our own staff presenters.

Expression of Interest (EOI) form to become an *Independent Public School* in 2014

Name of school:	Tallebudgera State School
Principal: ¹	Toni Robinson
Principal's signature:	TARobinson
Contact email:	trobi63@eq.edu.au

Written application

In no more than **three A4 pages** demonstrate:

- The consultation that has occurred across stakeholder groups, including a summary of their views
- The school's capacity to assume greater responsibility for their affairs
- The potential benefits for students and the broader school community
- The innovative educational programs or practices that the school will implement to improve student performance.

Application checklist

- EOI form completed
- school staff, parents and local community consultation completed
- maximum three A4 pages written application attached
- commitment to establish the school council
- school council already established
- name and signature of substantive principal submitted (if applicable)
- application submitted by 30 August 2013.

Submissions

Please send your EOI form and written application to IPS@dete.qld.gov.au by 30 August 2013 for consideration in the 2014 *Independent Public Schools* selection process.

¹ Where there is an acting principal, the name and signature of the substantive principal must also be submitted.

- The traditional values and community feel of the school being lost (parents, teacher aides)
- Experienced teachers being replaced by graduates to make budget savings (teachers)
- Parents making decisions about the operational aspects of school such as educational strategies (teachers)
- Loss of job security (teacher aides)
- Introduction of contract cleaners (cleaners, office staff)
- Role of the P&C changing as it is currently operating very well (parents)
- Partnerships with businesses which may lead to unwanted marketing to children (parents)

CAPACITY

- Tallebudgera is focused strongly on a school improvement journey
- The school has a highly engaged community and was recommended by Minister Langbroek as an example of best practice to be showcased on the Parents and Community Engagement Framework website
- The school was selected in the Empowering Local Schools partnership program
- The school has a stable leadership, staff, parents and community
- The P&C has an existing strategic plan and a strategic planning group
- The school has successfully managed the maintenance budget within the Direct to Market framework, delivering quality outcomes and excellent value for money
- A school council is currently being established. A draft constitution has been developed and will be voted on by the P&C and Staff in October.

BENEFITS

- Increased autonomy will support continued school improvement through increased opportunities for supporting best practice and increased student and parent engagement
- Building the staffing profile to extend current programs will relieve pressure on the individual teacher delivering each program, involve more students and allow the school to continue to offer programs when teachers with expertise leave or retire
- Build the school's capacity in areas of need such as ICT pedagogy
- Becoming an IPS in 2014 will fit well with the school review cycle as we will undertake a quadrennial school review in 2014. A new strategic plan will be developed in consultation with the staff, parents and community. The school Council will endorse this plan, then monitor the school's progress each term. The School Council will meet at least 6 times per year and provide strategic leadership on behalf of the school community. The P&C has already identified that the school council should have one invited community member on the school council to ensure a connection and an accountability to the wider community.

PROGRAMS TO IMPROVE PERFORMANCE

As an Independent Public School Tallebudgera's unique identity as a school of excellence will be consolidated and the capacity to improve student performance will be strengthened. The school will continue to focus on building students' confidence as learners by engaging students in taking learning risks, recognising their own talents and developing their potential in the areas of performing arts, academic excellence and sports. Teaching teams will continue to develop strategies to address each child's particular learning needs through targeted teaching groups. Enhancements to the way the school uses computer technology will provide more personalised learning and allow students to pursue learning opportunities more independently in the classroom and at home. Parent and community involvement in the school will be harnessed to maximise opportunities to support students and to ensure the school meets the current and future needs of the community.

The current extra curricula programs in performing arts and sports (Dance, Aerobics, Debating, Rock Band, Speechmakers and Running Club) would be further funded and staffed. Teachers with particular skills in teaching the performing arts would be recruited through the transfer system where possible to ensure that these programs are sustained over time. Staff who are committed to high standards in academic learning as well as values and character education will be actively recruited to sustain the outstanding outcomes achieved by the school in the areas of social and personal development.

The academic excellence program will be extended with further support for students to work on personalised programs. Academic excellence students will be able to link to the two local state high schools and access additional mentors and extension opportunities in their areas of strength.

Support for professional learning will be enhanced through extension of The Professional Exchange timetable which allows staff to share expertise. The school will investigate the creation of a Head of Curriculum position or a Coach position to support staff learning and refine school wide approaches.

The school will direct resources towards improving computer technology infrastructure. This includes significantly expanding the school's wireless capacity to enable more personal devices connected to the network. Staff will also be provided with professional development opportunities to incorporate the use of ICT into learning. Technical support staff hours would be increased to maintain the hardware, software and network to a higher standard. A tablet program will be introduced to allow each class greater access to portable electronic devices to enhance learning.

In 2013 the Empowering Local Schools initiative has allowed the school to employ a parent liaison officer. This ensures effective transition for students into the school and positive relationship building with families from enrolment onwards. The parent liaison officer will continue to build the parent representative network as a means to increase support for teachers in classrooms. Further training opportunities will be provided for parents to develop their skills in supporting literacy and numeracy. The school will continue to tap into the expertise of our community for programs such as the online student magazine, Totally Tally, the HTML Club and the after school Sports Club.

Parent Chat meetings will continue as a forum for parents to raise questions, provide feedback to the staff and share ideas for school improvement. The existing Bright Ideas Process will continue to allow parents to take leadership in areas of their expertise and work on projects to assist the school.

The P&C Association will continue to support the school through consultation on school policies and directions. The work currently undertaken by the P&C Strategic Planning Group will be taken over by the School Council. The parent representatives on the school Council will seek input from the P&C, the parent rep network and the whole parent body.

The staff will continue to work in year level teams and take leadership roles in the school in year level teams, curriculum teams, reference groups and extracurricula program teams. The staff representatives on the School Council will seek input from the LCC, year level teams, specialist teams, union representatives and the whole staff group.

Tallebudgera is a highly successful school community characterised by genuine and effective partnerships between staff, students and parents. This community is ready and able to take greater responsibility for self management to continue our school improvement journey.

Expression of Interest (EOI) form to become an Independent Public School in 2014

Name of school:	The Gap State High School
Principal: ¹	Russell Pollock
Principal's signature:	
Contact email:	the.principal@thegapshs.eq.edu.au

Written application

In no more than three A4 pages demonstrate:

- The consultation that has occurred across stakeholder groups, including a summary of their views
- The school's capacity to assume greater responsibility for their affairs
- The potential benefits for students and the broader school community
- The innovative educational programs or practices that the school will implement to improve student performance.

Application checklist

- Yes - EOI form completed
- Yes - school staff, parents and local community consultation completed
- Yes - maximum three A4 pages written application attached
- Yes - commitment to establish the school council
- No - school council already established
- Yes - name and signature of substantive principal submitted (if applicable)
- Yes - application submitted by 30 August 2013.

Submissions

Please send your EOI form and written application to IPS@dete.qld.gov.au by 30 August 2013 for consideration in the 2014 *Independent Public Schools* selection process.

Where there is an acting principal, the name and signature of the substantive principal must also be submitted.

EOI Application for an Independent Public School – 2014

Being an IPS school will significantly enhance the school's governance by involving a wider range of school community members to enhance an educational environment that meets and exceeds the needs and expectations of parents and students in our school community.

By creating the opportunity for local decision making, the school will be able to have more options in delivering programs appropriate to facility usage, and the flexibility of the school timetabling. e.g. Twilight swimming carnivals, early starts and late finishes for greater access to curriculum programs and flexible programs for vocational programs and parent engagement.

Staffing: The IPS governance will provide for more flexible staffing arrangements to meet existing and future educational requirements for mainstream and innovative curriculum delivery. The school intends to professionally develop and support all of its teachers enabling them to develop their skills and engage positively with students at all levels of development.

The innovative educational programs or practices that the school will implement to improve student performance.

Teacher Performance and Relationships:

The school will develop a comprehension Peer Coaching Program for Teachers. Peer coaching is a reciprocal process in which teachers discuss and share strategies, observe each other and provide professional insight. Teacher colleagues will reflect, actively examine their own pedagogical practices and identify targets, goals and outcomes to enthusiastically engage and increase students' participation in the learning process.

Curriculum:

The school will introduce a new subject into the Junior School to improve science and technology outcomes. STEM a multi-disciplinary subject will be offered to students in years 9 and 10 to develop skills in working scientifically and creatively across science, technology, engineering and mathematics to solve real world problems. The subject with focus on *experiential learning* and provide an interface for students to gain access to university programs, scientific and technological laboratories and equipment.

Building Wellbeing and Performance:

The school will also introduce in consultation with parents units of positive psychology into our GOALS program and indirectly across our curriculum. The units of work will assist all students and staff to further understand positive emotions, psychological strengths, and optimal human function. The use of this knowledge will assist students and staff in their quest for joy and fulfilment at school and in their personal lives. (Positive Psychology – Harvard Medical School Health Publication).

Areas of purpose include; Encouraging more students and staff to be engaged in their work. "*Getting into the Flow*" – meaning finding the balance between *High Skill and High Challenge equals Flow*. Flow can happen during any activity when the level of **challenge** matches the level of **skill**. Creating a growth mindset by assisting all students to believe they can achieve. Enabling staff and students to understand their character traits to gain more confidence in their daily work and routines.

Sport:

The school will provide additional sporting options for students outside of school hours. Currently no interschool sport is organised or played on a regular basis for students in year 11-12. The school has already consulted with close and nearby schools (government and independent) and they have indicated interest in being involved. Using a similar model to the Trade Training Centre school partnership arrangement (not necessarily the same schools), a after school term sporting competition will be introduced

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strategic advice that has guided the development and innovation of new programs, such as the Maths/Science Academy. The development of an elected representative school council would further establish the capacity of the administration to consult and collaborate more effectively with the local community. This would assist in the identification and development of innovative programs to further support the students and the community of this school.

Staffing – Workforce Plan – (see attachment 13)

Varsity College has developed a complex workforce planning document to better support the development of staff employed at this school. Each year there is significant change and the increased autonomy to support this workforce plan through the capacity to recruit staff for vacant positions will significantly enhance the capacity of this school to continue to deliver programs of excellence. Specific priorities for local selection include:

- Recruitment of highly trained staff to support the expected growth in the Maths/Science Academy
- Recruitment of highly trained staff to Chinese Immersion program
- Deployment and succession planning for the new leadership structure
- Consolidation and further enhancement of the staff working as part of the Flying Start program

Facilities

Varsity College has extensive facilities plan that includes the further addition of 2 major buildings in the next 2 years. These facilities will greatly add to the capacity of Varsity College to continue to grow and provide innovative programs to students from within our local community. The ability to further manage these facilities to ensure greater community access and the development of long term partnerships with local organisations for the use of these buildings will also enhance the capacity of the school to further develop learning programs for all students.

Finance

As an Independent Public School, the financial opportunities to streamline administrative practices and deliver better resource utilisation to stakeholders is clearly evident. The one line resource allocation will enable significant savings and efficiencies to be considered and to also ensure that further collaboration with stakeholders drives decision making through the implementation of budgeting improvements.

5. Innovative Programs and Practices

Varsity College has a history of significant innovative programs that have enhanced the learning of students at this school. As an Independent Public School it is envisioned that these programs will be enhanced and other programs will be developed to further develop student learning opportunities. These programs include:

Chinese Immersion Program

This is the only Chinese Immersion program in Australia. Currently over 200 students are part of this Regional program from years 6-10. As an IPS this program will continue to grow and provide unique and specialised Asian language learning for students throughout their Middle Years learning program. Currently Varsity College has 3 sister school partnerships with schools in Beijing. As an Independent Public School this program will become a significant driver for continued growth and improvement in student learning outcomes, including the development of further partnerships with sister schools to further the opportunities of students to become immersed in Chinese language and culture.

Digital Learning Platform

Varsity College has one of the largest and most innovative digital learning platforms in Queensland. All students from years 4-12 have access to their own digital learning device and the curriculum is now delivered substantially through the use of high level technology. Varsity College has a strong partnership with Microsoft, but it is hoped that other partnerships will be formed in the next few years with leading digital schools Internationally. As an Independent Public School, the College will seek to form these partnerships using digital collaboration & sharing practices to enhance learning for staff & students.

Flying Start

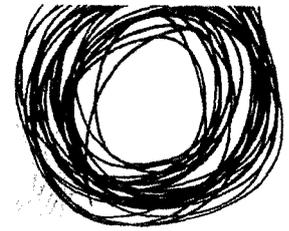
As a trial school for Flying Start, Varsity College is providing significant experience and training to other schools as they seek to establish their programs. As an Independent Public School, Varsity College will provide further support and mentor schools through their implementation of the Flying Start initiative.

Maths/Science Academy

Varsity College has established this program to ensure that Gifted and Talented students are identified early and remain in the Public School system rather than taking scholarships to Private Schools to finish their secondary education. This program has the potential to establish long term significant relationships with many tertiary providers. As an Independent Public School, Varsity College will establish these relationships and further develop the positive public perception of high level outcomes for students through their senior years of schooling.

6. Establishment of School Council

All Varsity College stakeholders have been briefed and are committed to the requirement to establish a school council as part of the IPS program. Planning for this changed has started with the current Strategic Directions Committee to act as the interim Varsity College School Council from the start of 2014 until the application is approved at public meeting.



Expression of Interest (EOI) form to become an *Independent Public School* in 2014

Name of school:	WAVELL STATE HIGH SCHOOL
Principal: ¹	JEFF MAJOR
Principal's signature:	
Contact email:	jmajor2@eq.edu.au

Written application

In no more than **three A4 pages** demonstrate:

- The consultation that has occurred across stakeholder groups, including a summary of their views
- The school's capacity to assume greater responsibility for their affairs
- The potential benefits for students and the broader school community
- The innovative educational programs or practices that the school will implement to improve student performance.

Application checklist

- EOI form completed
- school staff, parents and local community consultation completed
- maximum three A4 pages written application attached
- commitment to establish the school council - *CURRENTLY EXISTS*
- school council already established
- name and signature of substantive principal submitted (if applicable)
- application submitted by 30 August 2013.

Submissions

Please send your EOI form and written application to IPS@dete.qld.gov.au by 30 August 2013 for consideration in the 2014 *Independent Public Schools* selection process.

¹ Where there is an acting principal, the name and signature of the substantive principal must also be submitted.

Potential Benefits:

1.	Directly recruit staff particularly for signature programs in the Arts and in Sport as well as select and recruit key leaders and teachers for academic programs. Increased capacity to hold staff vital to programs particularly where these staff have had considerable school resources invested in their development. This is particularly relevant to VET programs and excellence programs developed by the school.
2.	Enable capacity to adjust staff mix to support students at risk with literacy and numeracy programs to build further on outcomes. Work better with groups not currently identified through EQ models such as Pacifica students.
3.	Enhance our training and coaching for the school wide pedagogical framework and roll out of the Art and Science of Teaching which was commended in the recent Teaching and Learning Audit of the school
4.	Increase staffing flexibility to engage with programs beyond the school – skills tech, QUT, UQ and as a QMEA school. Enable employment of workplace and apprenticeship co-ordinator.
5.	Enable direct transparent resourcing to school without Regional interference and priorities not linked to Wavell SHS.
6.	Allow the school to have more control over the future directions of facilities development through master planning for the introduction of Year 7 as part of Junior secondary. Build capacity for direct negotiation with EQ for school master planning for performing arts facilities linked to academy programs in drama, dance and music.
7.	Provide greater incentive to community and parents for engagement through school council and school governance.
8.	Recognition of school capacity and success which will continue to build confidence in Public Education at Wavell and enhance competitiveness with the many local non-government schools.
9.	Grow relationships with key partners in signature programs in the Arts, Sport and with the Queensland Minerals and Energy sector as a QMEA academy school.

Innovative Programs:

1.	Build on existing partnerships with Zen Zen Zo and Shake and Stir to provide pathways for students into the creative arts and build further our Dance extension and Music Extension programs to ensure pathways to success in the arts.
2.	Enhance partnership with AIME to ensure Indigenous students aspirations are reinforced and extended in partnership with UQ Also build on P-Plate program and mentoring with support from the BRONCOS.
3.	Develop stronger pathways for boys through the links with Norths-Broncos and NRL contracted players.
4.	Create networks with employers to support the 60 to 70 students engaged with school based apprenticeships.
5.	Build a Junior Secondary model of education unique to the needs and aspirations of Wavell students and parents.
6.	Enhance academic and enrichment programs to support students with a range of academic abilities and challenges to build further on high performance NAPLAN and school outcomes.
7.	Further develop our role as Queensland Minerals and Energy Academy school to enhance opportunities for students in the resource industry.

Mr J, Major
Principal

15 August 2013

Mr Greg Rodgers
P&C President

15 August 2013

Ms Melissa Neilson
QTU School Representative
On behalf of members.

15 August 2013

5. Targeted Professional Development for Teacher Aides

At Wellers Hill State School there is recognition that teacher aides play a vital role in the education of our students. As an IPS school teacher aides will be provided with targeted school specific professional development. They will also be funded to attend two professional development sessions per year in an area of personal interest, that are role specific.

6. PILA – The Foundation of Professional Growth and Personal Success

Research has shown that, “employees are motivated to perform better when they see that the rewards that they get for good performance are compatible with their personal goals and needs,” Stephen P. Robbins, Timothy A. Judge, 2012; *Organisational Behaviour*. To support teachers achieve organisational, professional and personal success, a *Personalised Individual Learning Account, known as a “PILA”*, will be established for permanent Wellers Hill teaching staff. A minimum of \$500 will be deposited in each teacher’s PILA annually, allowing them to access personalised professional development that is compatible to school improvement and personal goals. Teachers may choose to use their PILA annually, or allow it to grow, giving teachers access to professional development that would generally be beyond their grasp, i.e. attendance at local, interstate, or overseas conferences.

7. Parent & Community Professional Development

Staffing flexibility as an IPS school would allow for release of teachers to provide professional development and learning opportunities for parents and community members.

8. Human Resources

Acceptance as an IPS school would allow Wellers Hill to shape and tailor the workforce to best meet the needs of the staff, the students, and the community. The administration and staff of WHSS has strong values, and allowing human resource flexibility, would allow the school to retain valued staff members.

Flexibility based around HR also allows the school to meet specific staffing requirements based around the introduction of the Year 1 Japanese Immersion class, as well as around music based initiatives.

9. Community Links – Local and International

Wellers Hill maintains strong community links through the ANZAC Day Service, Grandparents Day, and other community activities. As an IPS school, Wellers Hill would have the capacity to change and modify the way staff operate, allowing them the flexibility to interact in a more meaningful way with community organisations.

Wellers Hill also maintains links with national organisations such as the Asia Education Foundation based at Melbourne University, and the Japan Foundation based in Sydney; as well as international links with the Yasugi International Exchange Association.

Wellers Hill State School Already Support Increased Innovation

One of the drivers of IPS is to allow schools the opportunity to pursue increased innovation.

Wellers Hill State School is already a leader in the field of educational and social innovation. Examples of innovation at WHSS are:

1. Year 1 Japanese Immersion Class

The most exciting innovation that Wellers Hill State School is currently exploring is the introduction of Year 1 Japanese Immersion in 2014. This proposal has strong support from the 2013 prep cohort of parents, and is backed by significant research. Wellers Hill State School is currently working closely with a Japanese Immersion school in Victoria to ensure the introduction of the immersion programme is successful. We believe that the introduction of Japanese Immersion at Wellers Hill State School will be the first time it has been done in a State Primary School.

Wellers Hill State School’s acceptance as an IPS school will significantly enhance the ability to operate an immersion class, and provide opportunities for ongoing support and enhancement.

2. Art Specialist Lessons

3. Internationally Acclaimed Choir Programme

4. Curriculum Coordination Teacher – implemented in 2003

Establishment of Wellers Hill State School Council

WHSS has a strong commitment to establish a School Council prior to the end of the 2013 school year.

Consultation Processes

WHSS is the focal point of a strong, values based community. The school provides opportunity for community involvement, and the strong parental participation in school activities demonstrates the high levels of commitment towards the school from parents and the wider community. **WHSS has demonstrated a strong desire to become an IPS, and we urge consideration for selection in 2014.**

Consultation was conducted across the following groups in relation to applying for IPS in 2014:

WHSS Teaching Staff	66% support applying	WHSS Administration Team	100% support applying
WHSS Teaching Staff QTU Members	55% support applying	WHSS P & C Association	Passed at July 2013 General Meeting.
WHSS Local Consultative Committee	100% support applying	WHSS Office Staff	100% support applying
WHSS Teacher Aides	62% support applying	WHSS Parent Representative Network	573 families were consulted. 40% responded to the vote, and 69% supported applying. This is an overwhelming positive response.
WHSS Cleaners & Facilities Officer	100% support applying		

West End State School Independent Public Schools Expression of Interest

Innovative educational programs/ practices implemented to improve student performance at West End are based on action research involving all staff.

1. West End SS is the only Qld primary school participating in the \$1.97 million ARC's Linkage Project in partnership with QUT/ QELi and six State High Schools to form a collaborative action research network conducting longitudinal research 2013-2015. The research project "*Ethical Leadership: A collaborative investigation of equity-driven evidence-based school reform*" is to find effective and equitable ways of improving the learning of all students using evidence based accountability to inform decision-making of school wide practices.

The purpose of this project is to establish partnerships with school leaders and teachers to develop inclusive and ethical curricular and pedagogic practice that will improve all students learning outcomes. This will be achieved by school and university research networks and school-school partnerships where knowledge will be generated and shared. It involves our Strategic School Plan Teams

- Analysing school data to identify areas for improvement
- Working in teacher action research teams to look at ways of improving their practices
- Presenting their work to others schools and teachers at two local conferences and one State-wide conference.
- Collaborating between teachers and university researchers
- Engaging in action research activities that involve planning, reflecting, observing, and acting.
- Collaborating with QUT researchers in interpreting practice.
- Working with colleagues to analyse data and modify curriculum materials and practice.

WESS 2013-2015 projects are –

- a) Grow our Own Coaches – Effectiveness of Coaching Guided Reading Strategies to improve school wide reading comprehension, with a separate PhD studying 3yr longitudinal on 20 Yr3 English as Additional Language (EAL), NAPLAN Upper 2 Bands –(U2B), G&T students.
- b) Feedback to fine-tune teacher performance - Design of Perceptions of Learning & Teaching (PoLT) survey tools for feedback to class teachers of self & students perceptions of effective learning and teaching aligned to 5 key Priorities of 2012-2015 School Strategic Plan, school wide strategies and pedagogical framework.
- c) Community Engagement – audit current effective strategies of multi-level community engagement with a focus on consolidating and extending to expand to formal philanthropy and partnerships.

2. A separate UQ PhD Collaborative Research Project is a 3 year longitudinal study (2013-2015) focussed on the effectiveness of feedback to achieve specific student goals. *Does student SMART goal setting with specific feedback improve student outcomes?* (SMART –Specific, Measureable, Attainable, Results-based, Time-bound)

- Validation Study of the SMART Goals framework that is being implemented school wide at West End SS in 2013. Quantitative methods to track student progress towards achieving their goals across the four terms of the year in English, Maths and personal.
- A meta-analysis of this data will be performed that draws conclusions about the impact of the implementation of the SMART Goals framework and the intervention of focussed feedback applied to the variable group.

3. Learning through Education and Philanthropy (LLEAP) Project (ACER). LLEAP is a three-year national project that investigates the impact of philanthropy in education. *Effective school-community relationships are an important tool for addressing locally identified learner needs.* Philanthropy is and continues to be part of this landscape. We will look at collaboration and engagement as vehicles for positive change across the education-philanthropic interface. We will focus on learners and learning and models of philanthropy in schooling showing as collaboration increases, so too does the level of engagement. Support beyond the financial is an untapped strength of philanthropy 'engagement' relationship to bringing about an improvement for a learner(s), irrespective of the longevity or nature of the engagement as demonstrated in our current partnerships with ABCN and Fuji Xerox. Collaborative processes help build individual and organisational capacity and create bridging social ties and synergies. Effective school-community relationships are an important tool for addressing locally identified learner needs. We will be implementing multiple-faceted connections (business, government, families and the wider community) and combinations that also specifically align with our 2012-2015 School Strategic Plan's key priorities and DETE's 2013-2017 Strategic Plan - Engaging minds. Empowering futures.

4. To consolidate governance and decision making processes to align community engagement and expectations with DETE, Local, State and Federal Gov't requirements, WESS School Council has commenced '**Visioning - The West End Way 2020**'. Externally facilitated Visioning Days held for Council, P&C Exec and staff to identify *The 'West End Way'*, which is a concept that is meant to encompass the spirit, community identity, legacy, roots, the essence or brand of West End. Outcome of Visioning Days is a 'Green Paper' covering a range of specific areas. Its purpose – *What is the essence of West End community and its school that is to be fostered, harvested and embedded into the future of the school's direction in circumstances of continued change and evolution? What is the role of Teaching Practice in the West End Way? How best do we cater for diverse needs, for differentiation, in our multi-cultural and creative community of students? What data sets are relevant to underpin this focus on catering for students with high diversity?*

As an IPS we can progress to the next stage of Visioning 2020 the West End Way with our community from 2014.

performance noted in Albany Hills State School data across all systemic curriculum priorities. Our NAPLAN results also consistently indicate students' performance is improving against like schools and the nation consistently each year.

Albany Hills State School has achieved consistently excellent School Opinion Survey data from both students and parents; a result of the dedication and cooperation of staff and the community.

The Albany Hills State School Pedagogical Framework defines the strategic direction through the collaborative work of staff and school community. This informs our commitment and future direction, which is achieved through setting high expectations, articulating school and year level specific curriculum programs, scaffolding and embedding behaviour management structures. In addition, we will provide access to meaningful professional development, quality resources and refined reporting, while celebrating success and honouring the values of the achievement culture of Albany Hills State School.

These capacities and achievements are substantiated through excellent results in successive Teaching and Learning Audits, Discipline Audit and effective Finance Audits.

Please detail the potential benefits for students and the broader school community.

As an Independent Public School, Albany Hills State School has the capacity to deepen our ties with the parents and the school community through the reintroduction of a school council. Amongst the school community we have a vast range of professionals, tradespeople, defence force personnel, law enforcement officers, and skilled workers who will provide our school council with the broad lens that will ensure strategic decisions are made for the betterment of our school community and learning outcomes of students.

For many years Albany Hills State School has maintained close ties with the three other primary schools in our cluster: McDowall State School, Albany Creek State School and Eatons Hill State School. Two of these schools attained independent status for 2014. The strength of this cluster could only grow if we all attain independent status, as our capacity for innovation would increase exponentially considering the diversity of innovative ideas our cooperative planning would generate. The strong ties between our schools would be reinforced through initiatives such as cluster-generated instructional rounds, watching each other work and capitalising on the expertise of the human resources available throughout the cluster. This will provide enrichment opportunities for all students, leadership development for our student leaders and economy of scale regarding financial resources.

Independent status will give us greater scope to drive our improvement agenda based on the priorities extrapolated from our student performance data. The data indicate interesting trends across numeracy and aspects of literacy that require development. The ability to make and fund decisions based on the learning needs of the students and the professional development needs of the staff will support us in driving this agenda.

Please detail the innovative educational programs or practices that the school will implement to improve student performance.

From 2003 to the present, Albany Hills' students and teachers have worked with a significant number of science related businesses, universities, institutes and individual scientists. These co-operative scientific projects provided astounding opportunities for our students' scientific development. (See appendix *Science Project's Industrial, University and Science Institute Collaboration from 2003*) Now we are looking to innovate further with established and new partners. We intend to extend students' science learning opportunities through both established and new community, business and university partnerships which will deepen students' knowledge, skills and understanding of "real" science, its creative applications and spin-off technologies. (See appendix *Showcase Win 2009*.) We have already begun discussions with two scientists, Associate Professor Greg Devine from Berghoffer QIMR Institute and Professor Tamara Davis, an astrophysicist from the University of Queensland, to provide enrichment opportunities for all students as well

as working with gifted students in science. Other scientists will be added as part of our partnership program for 2015 and into the future, including mathematicians.

Based on the feedback we received from the Teaching and Learning Audit in 2011, we began a review process of whole school practice that spanned 2012 to the present. The school leadership team spent considerable time in 2013 and 2014 planning and enhancing our pedagogical direction as a school. These key documents began with the **Albany Hills State School Pedagogical Framework**, developed collaboratively with the teaching staff throughout 2013. This framework is supported by contemporary literature (Dylan Wiliam; Doug Fisher and Nancy Frey; Anita Archer; Robert Marzano). From this key strategic document came **The Albany Hills Way of Teaching English, Mathematics, and Science**, for which we have engaged the services of renowned expert consultants (Cheryl Capra for science, Graham Meiklejohn for mathematics, QSA materials and key expert staff members informed English) in developing these materials. From **The Albany Hills Way of Teaching** came our **Model for Explicit Instruction** and our **Model for Lesson Design**, which are underpinned by contemporary research, particularly Anita Archer's *Explicit Instruction* and Fisher and Frey's *Gradual Release of Responsibility*. Throughout 2013 and 2014 we have been striving for whole school consistency in classroom practice which allows us to feel highly confident that, with current high achievement, we are ready to have even greater success as an independent public school.

Albany Hills State School's capacity to provide innovative education programs has been demonstrated over the past 15 years through the award winning science program we have implemented. Over the past decade, our students have won every possible state and national prize available to primary school entrants and a member of our teaching staff has been a Eureka award recipient for outstanding achievements in science education in Australia. The leader of our science program over this period won a Prime Minister's prize for Science Teaching in Primary Schools, which was presented by The Honourable Julie Bishop at Parliament House, Canberra, in 2007. Our staff and students have attracted well over \$100 000 in prize money for the school. Additionally, our school's entry won a State Showcase Award for Academic Excellence in 2009.

The **Innovative Education Program** that we plan to implement in 2015 is to engage the services of the same expert consultants to support our leadership team in providing extensive, whole school professional development on the theoretical underpinnings behind **The Albany Hills Way of Teaching**. This professional development will be delivered not just to the teaching staff but also to non-teaching staff who work in classrooms. We greatly value our teacher aides and the role they play in the learning cycle and ensuring that they share the same approach as the teachers is critical. We will use coaching to embed these philosophies into highly effective classroom practice that will enhance the already strong student learning outcomes at Albany Hills State School. The coach is an existing member of staff who has been coaching teachers in the early years throughout 2014 as an initiative supported by the **Great Results Guarantee** funding. Being an independent public school will enable us to sustain the important work the coach is doing in supporting pedagogical change in our school, thus ensuring the best possible learning outcomes for all students.

The professional development package to be implemented will be cyclical in nature, designed to provide short tutorials on key concepts, year level planning opportunities to put the new knowledge immediately into practice, as well as post-implementation reflection time to identify new areas for growth. **The Albany Hills Way of Teaching** is designed to promote teachers adapting C2C by providing lesson and unit design support in aligning their planning to the needs of the students, thus avoiding a "one size fits all" approach. The coach, in collaboration with the consultants, will work with teachers closely to ensure that the underpinning philosophies in **The Albany Hills Way of Teaching** are embedded in all classrooms. This will provide sustainability of these initiatives long term. With a stable teaching and support staff and a consistent approach throughout the school, the learning outcomes for students will continue to improve.

"This school now sets the benchmark for other schools in QLD. Thank you for the opportunity to visit. Others would benefit from such an experience." Mr Bevan Brennan 2014.

Community Partnerships. Ashmore State School enjoys a wide range of partnerships with local government, universities, international organisations, local business and the parent community.

Examples of such partnerships within and beyond the school community include the following:

- Partnership with the Gold Coast City Council for the shared use of school sporting facilities for community sporting events and training of 2018 Commonwealth Games competitors. This agreement has resulted in yearly grants of \$70000.
- Sponsorship of all sporting teams by local businesses resulting in the provision of sport uniforms of academic, sport and performing arts scholarships and provision of construction equipment for Boys Workshop programs.
- A preferred provider of professional development for Education QLD International (EQI) and UQ. The school has established an influential network of international educators and government ministry leaders.

Finance & Facilities: The school effectively prioritises building and maintenance projects resulting in a working environment that is safe, functional and aesthetically pleasing. The school independently raises significant funding through innovative partnerships and the P&C consistently raises in excess of \$80 000 per annum to support the school in the continual upgrade of facilities and teaching resources. In the recent 2014 The Financial Auditor commented: *"The school is highly organised and there is outstanding practice in all areas of office and school administration". Jan Scott 2014*

Potential benefits for students and the broader school community.

Ashmore State School will continue to invest in research-based training and professional development for the leadership team and teachers to ensure expert practices are occurring across the school which consequently will positively impact upon student achievement. Additionally by having the opportunity to select staff through merit processes and establish a workforce with the specific skills to meet the needs of our students the delivery of a comprehensive, high quality education program to our students will be enhanced. Robust protocols for evaluating staff performance will continue.

The benefits to the wider community include the opportunity to contribute to system-wide requirements, including policy, planning and development and the effective management and integration of the resources available to the school. The enhanced provision of extra-curricular activities will allow for the development of a culture that best aligns with our local community. We intend to expand our current community programs of Fitter Faster Stronger (student and community based fitness program), Baby Boomers (team of grandparents and special friends who work in classrooms and help maintain facilities), The Community Garden and Parent Education days (see attachment of current practice). The wider community will be encouraged to provide input and advice on the short and long term changing needs of our school community. The School Council will contribute to the strategic direction of the school providing informed external views regarding the good management of the school. Due to the excellent partnerships with the broader community it is envisaged that membership of the School Council will be much sought after. For business and the corporate community there is the potential for them to assist the school to enhance its efficiency and effectiveness to meet local and global needs.

Innovative educational programs or practices that the school will implement to improve student performance.

- The school's successful *Link It!* whole school intervention program will be expanded to ensure daily personalised small group instruction in Literacy and Numeracy for all students from SWD to Gifted and Talented.
- The Pre Prep program will expand from one morning per week to two mornings per week and commence earlier in the year to more readily prepare children for the first year of schooling.
- The Performing Arts program will be enhanced through the employment of a full time specialist Music teacher and Dance specialist.
- The school's ICT training program will be available to parents/ carers on a daily morning basis to up skill parents in the applications necessary for students to access on-line learning. Additionally the ICT technician will be appointed for 5 days per week to meet the demands of the school's expanding ICT program
- The HOC role will be increased from 0.5 to 1.00 FTE to provide additional time for curriculum/ pedagogical support to staff and a restructuring of the deputy principal's roles will occur.

- LOTE will be introduced from Prep-6 enabling early and continual immersion in learning a second language for students.
- The recently introduced Ashmore State School Literacy Development Centre will provide increased access for school and cluster professional development available to teachers, administration staff and parents, through the full time employment of the current Literacy Advisor.
- The school's daily before school *Fitter Faster Stronger* program that caters for students and their parents will be expanded to include advice and guidance from Gold Coast City Council specialised nutritionists.
- In collaboration with surrounding IPS secondary schools additional NCT time will be provided to teachers to engage in common assessment task design and moderation processes to enhance the transition to junior secondary.
- The Ashmore Community Garden initiative will be expanded to include training to the students and community in horticulture and the use of produce in healthy cooking utilising the schools' purpose built kitchens and science rooms.

Principal endorsement

Substantive principal name: **Margaret James**

Substantive principal signature: _____

Date: 4/9/14

Released under the
RTI Act by DET

past three years and has achieved many goals and targets, our capacity to assume greater responsibility for our affairs is a natural progression in our pursuit of quality outcomes.

The P&C Association plays a significant role, both in advising the leadership team within the school on setting the strategic direction and in coordinating fundraising and other school services. The P&C raises significant funds for the school each year donated toward curriculum related projects identified in our strategic plans which they endorse. Throughout each year we have 20 – 30 % of our parent and community volunteer to engage with the students in the school in learning programs, a testament to the involvement, engagement and investment that the community has in the future education of our children. The addition of a School Advisory Council will serve to strengthen the community involvement and collaboration which already exists within our school.

In almost all aspects of school operations (physical, human and financial), we are very autonomous and believe that the IPS status will afford us the ability to capitalise on such autonomy to deliver even greater student learning outcomes within our already highly engaged and active school community. This is already reflected in the very positive outcomes achieved in School Opinion Surveys, National Testing, Teaching and Learning Audits and a positive enrolment trend, including our enrolment stability in the upper school, within a highly competitive non-state school environment in our immediate local community.

As a Direct to Market school for the management of facilities, we have taken a step towards more autonomy currently available to all schools. Becoming an IPS is the next logical step.

Please detail the potential benefits for students and the broader school community.

Greater flexibility in the management of our allocation of human resources will result in a significant increase in efficiency, capacity for entrepreneurial endeavours, accountability for achievement of intended outcomes and provision of quality support when it is needed. The match of resources to programs, rather than programs to resources will lead to greater results for our students.

Appointing, developing, maintaining and retaining high quality staff is key to advancing our improvement agenda. As a non-IPS we have been hindered by 'red-tape' during our attempts to appoint quality staff to fill roles such as Coach, Head of Curriculum/Curriculum Coordinator and G & T Coordinator. The school does not have a Head of Curriculum, so requires the use of FTE and budget to offer the positions to achieve and exceed our high level of operation.

Being an IPS will enable us to more strategically and creatively model our staffing structure to meet student needs. Since resources will fit programs, students will benefit by a more intense focus on programs that are evidence-based to improve student learning outcomes.

Being an IPS school will increase our capacity to:

- forge school and community partnerships that enhance school operation, extend opportunities for students and enrich staff professional learning.
- provide academic and social learning programs that lead to knowledgeable, confident, successful and resilient students
- build leadership density and expertise within staff.
- provide differentiated classroom learning for all students with focus on high ability learners and closing the gap between Indigenous & non Indigenous students.
- collect, analyse and use of data to inform teaching practice.
- research, identify and implement evidence-based, high yield teaching strategies, improving teacher capacity and student outcomes. The school will also contribute to the development of the professional knowledge base through research.
- support for the explicit improvement agendas that maximise academic and social learning outcomes for every student through evidence-based decision-making
- strategically target school resources (human, financial and facilities), optimising the achievable outcomes.

Please detail the innovative educational programs or practices that the school will implement to improve student performance.

Quality School – Understanding behaviour, lead management, self –evaluation and quality outcomes: The school uses Choice Theory and Reality Therapy as espoused by Dr William Glasser. Further professional development for teachers and parents through training provided by the Glasser Institute would improve student performance.

Community Arts Excellence Hub - Currently we have a well-developed, highly successful Performing Arts Program with fully funded Music, Drama, Dance teachers. At this stage, we are known in our community for our signature programs in this area. Positive social and cross-curricular learning outcomes have been connected to this work. The vision is to expand this program to provide further enrichment and educational benefit to our students and community. This program can be extended through strategies such as attracting private providers, artists in residence, connections with local universities etc.

Above and Beyond: Extra-Curricular Opportunities - Partnerships that enhance current offerings such as private tuition for a variety of extra-curricular activities e.g. specialised school choirs, chess, debating, swimming and other sporting/cultural pursuits. Specialised programs will enhance the existing opportunities and cater for exceptional student talent and distinct areas of interest.

Explore, invite, negotiate and nurture philanthropic opportunities for community participation in areas that support the academic and social curriculum. Currently, we are limited in being able to pursue a higher level of community involvement as this requires time to seek, negotiate, develop and sustain.

Continued engagement of an expert in the teaching of mathematics, Dr Norton, Griffith University with program development, implementation, evaluation of effectiveness through interrogation of data sets lead by a Numeracy Coach

Develop and sustain an expert teaching team supported by professional development, training & induction. A significant amount of our staffing flexibility will be used to build capacity and competencies in the most influential effect on student achievement – the teacher. Our focus will be on the development of individual and collective competencies essential for

improvement through team collaboration in professional learning communities across the school and within year levels. Continuous and sustainable school improvement requires three ingredients: a shared language, an empowered leadership group, and time..... Professional learning communities provide a structure to support data gathering, goal setting, implementation strategies and monitoring and adjusting activities.

Support positions are currently funded through our flexible staffing; however, with increased autonomy we will be able to extend these roles through the greater flexibility of a single line budget and the targeting of resources which are currently allocated from the regional budget.

Develop & sustain the relationship with Benowa Early Learning Centre to create a definite link between the school's Early Phase of Learning program and the pre-prep program offered at the centre. It is envisaged that the relationship could include a sharing of staff, resources and programs and create opportunity for support for parents to develop literacy and numeracy capabilities from birth. This will impact significantly on student learning outcomes at Bellevue Park School. A letter of support is attached.

Develop Indigenous perspective through greater engagement of the Indigenous community possible made possible through the outdoor Leamsapes- The Yarning Circle - to enhance student engagement and interest. In the indigenous perspective and to connect with the school's community elders.

Support and Enrichment Programs for students in school priority areas- The strategic focus within our school is to ensure that we are increasing the percentage of students achieving in the upper two bands in the abovementioned curriculum areas. This will be achieved through explicit teaching of the whole school curriculum program and further access to speciality programs such as MiniLit, MultiLit to support learning. Learning support activities such as extension learning and homework club will be possible with current teaching staff working on a more flexible timetable.

Innovative Digital Learning Excellence - The existing, successful 1:1 program (i.e. select BYO ipad classes) and the use of digital pedagogy to engage students and improve learning outcomes will be grown. The school currently has 3 BYO iPad classes. This program will be extended and outside agencies will be sourced to support its growth such as connections to business. The introduction of a Digital Pedagogy coach will serve to strengthen our embedding of digital technologies within the school curriculum, teaching and learning framework.

Human Resources- Flexibility- Increased choice relating to support services across the school. Having the ability to target the specific needs of our students in relation to academic, social and emotional support and the like will provide flexibility for programs to be delivered by the most appropriate professional and at the most influential points in time. This would be reflected in academic and social-emotional programs

Centre of Professional Research and Capability Development - The future of education rests with schools being the driver of research based institutions, the place where theory meets practice. **Partnering with Universities** to undertake research driven and informed practice will promote and enhance teacher practice and learning outcomes which are informed by evidence. Having control over our resources will provide a greater capacity for such partnerships to be developed.

Principal endorsement

I endorse this application for Bellevue Park State School to become an Independent Public School. I believe that I have the capabilities required to lead a school with an increase in autonomy and am prepared to accept the higher level of expectation in my performance and accountability in the management of financial and human resources. The leadership team is highly supportive of assuming the responsibilities as per their roles and responsibilities, including an increase in engagement with the wider community.

The flexibility of human resource allocations will inspire me to be more entrepreneurial in vision, strategic plans, goal and target – setting and engagement of the wider community by seeking partnerships that will enhance the offering provided by the school in catering for each student. The current frustrations of going annually through a process of not knowing staffing and budget allocations, anticipation of unwanted changes in staffing and resource allocation and having to work within the confines of conditions attached to current resourcing policies and practices inhibits forward planning and the capacity to move forward towards achievement of the purposefully set high targets for student outcomes.

We want the opportunity to be more accountable for the quality of our service to students and having more control over our resources will place us in a position to make stronger commitments to intended outcomes.

The ability to promote our school as an Independent Public School will only serve to strengthen our already high standing in the community.

Substantive Principal Name: Janelle Gordon

Substantive Principal Signature: _____

Date: 05 September 2014.

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the Bramble Bay District Sport's Office (located on our premises), Qld Primary Schools Swimming and Qld Primary School Hockey. Thus along with the GRG funds, Focus Schools' money and numerous other grants over the past several years we have established clear and accountable processes and structures to work with and maintain the sizeable amount of money in our bank accounts. The school also works in close partnership with the P&C and sub committees by providing financial and administration management expertise and advice to the Executive on a daily basis.

A close working relationship with our Bramble Bay Cluster schools as well as our local high schools (which include Independent Public Schools - Wavell SHS and Aspley SHS - See attached endorsement from Wavell SHS Principal) ensure that the school has collegial support as we transition to IPS.

Please detail the potential benefits for students and the broader school community.

Boondall State School draws its enrolments from a wide range of families. With an ICSEA of 994, and a student population which comprises of over 7% Aboriginal and Torres Strait Islander and 21% EAL/D students, diverse learning programs and approaches to learning are necessary to set our students up for success. This leaves considerable demands on limited resources thus requiring innovation and creativity without compromising fairness and opportunity.

A higher level of flexibility and choice of resource allocation and decision making will enable our school to expand on our signature programs, **Rise to Success – A great start for BSS students** and **Focusing on Success - Making a difference to our Aboriginal and Torres Strait Islander students**. As a school community we have identified that a strong focus in the areas addressed in these programs will not only make the learning experience of our students more positive but also result in improved data in attendance, literacy and numeracy for all of our students. Additionally our focus on boys' literacy skills and engagement will result in an improvement in learning achievement across all subject areas.

Our broader school community will benefit from these programs as whilst both programs focus on the needs identified in our school data, they also remain areas of focus for the whole state (**Every student succeeding: State Schools Strategy 2014-2018**). Staffing flexibility will provide much needed personnel and time to ensure that the initiatives, professional knowledge and partnerships in these programs are optimised.

Being an IPS provides the potential for Boondall State School to further innovate our signature programs, broaden learning opportunities and foster new boundaries in our relationship with the local community, QUT and local secondary schools. Enhanced management of local resources will create greater opportunity to support the priorities identified in the strategic direction of the school.

Please detail the innovative educational programs or practices that the school will implement to improve student performance.

As mentioned in the previous section, a higher level of flexibility and choice of resource allocation and decision making will enable our school to expand and sustain on our signature programs



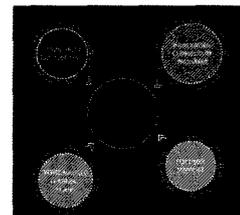
Our first signature program, **Rise to Success: A great start for BSS students**, focuses on a tiered intervention and transition program for our Early Years students which will create successful learners and set them up for the rest of their educational journey.

- **Transition to Prep** – Through a focused, collaborative approach with our pre-prep providers the local community and school families, we are working to make the transition to prep a positive one for our students.
- **Early Intervention** – Analysis of student data and desktop class data audits will be utilised to develop evidence based tiered intervention programs for our early year's students.
- **Social Skills Programs** – Due to the diversity of student experiences before the commencement of school, our data indicated that we need to develop and implement targeted social skills programs to support our early years students' social and emotional needs.

- **Engaging Boys in Literacy** – A targeted program which focuses on achieving success through the intentional teaching of boys in the area of literacy. We will utilise local community identities such as football players, local secondary students from WSHS and evidence based programs to support this initiative.

Our second signature program, ***Focus on success: Making a difference to our Aboriginal and Torres Strait Islander students** has the intended outcome of improving the educational, social and emotional outcomes for every Aboriginal and Torres Strait Islander student at BSS through:

- **Community Partnerships** – Through the development of partnerships within the school and local community, we aim to enhance indigenous perspectives in our school and to utilise programs and personnel to support our Aboriginal and Torres Strait Islander students.
- **Indigenous Curriculum Program** – We have developed a tailored curriculum program aligned with the Australian Curriculum and focused on Aboriginal and Torres Strait Islander perspectives. It will be delivered by a specialist teacher from the beginning of 2015.
- **Personalised Learning Plans (PLP)** – An initiative started when we were a *Focus School*, we have continued to develop PLPs for every Aboriginal and Torres Strait Islander student. These PLPs include learning goals, monitoring and feedback and are shared with the parents of these students.
- **Focused Support** – We hope to continue to employ a dedicated, trained teacher aide to ensure indigenous students have the support they need to engage and achieve at school.



**Details of these 2 signature programs are attached in the Appendices*

Whilst both programs are possible now, the increase in funds, flexibility and staffing available through becoming an IPS would result in them growing into lighthouse programs which push the boundaries of what is possible.

Staff flexibility through IPS would also allow the school's current position of **Head of Student Learning**, created through the GRG funds, to become an embedded role in our school. To date the role has had a significant impact on the professional learning of our staff. As this role is devoted to data and evidence based learning, the Head of Student Learning has had the opportunity to work with teachers to build their capacity to know and cater for their learners through data analysis processes and rich data conversations. As well as continuing to enhance our staff's professional knowledge, embedding this role will allow time for him to lead, work and most importantly sustain the signature programs ensuring we have data-informed links.

All three of these initiatives would greatly benefit from authentic partnerships. Flexibility through IPS would allow the school the time, personnel and funds to further explore future partnerships. Furthermore, being an IPS will provide BSS with the flexibility and autonomy to ensure the sustainability of all three of our key initiatives.

Principal endorsement

Substantive principal name: Kim McNamara

Substantive principal signature:

Date: 4/09/14

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As a young and rapidly growing school, the executive staff are very experienced in the Recruitment and Selection of staff and detailed processes exist to *recruit for culture and train for skill* whilst strictly adhering to the HR procedures and accountabilities. A comprehensive induction program exists.

BBSS is a school of choice, as evidenced by an increasing number of families who relocate to North Lakes and purchase a residence in the school equidistant catchment area of the school, so that their child may attend the school. In 2014 the school enrolled 273 new students.

The 2013 Parent Survey denotes that:

- 100% of parents say that their child's learning needs are being met at this school
- 100% of parents believe that my child is getting a good education at this school
- 100% of parents recommend this school to others
- 100% of parents say that this is a good school

These results are higher than the state and geographic, school group and like school group.

The 2013 Student Survey denotes that:

- 100% of children indicate that my teachers motivate me to learn
- 100% of students indicate that my teacher expects me to do my best.
- 100% of students indicate that my schoolwork challenges me to think.
- 99.2% of students agree that my school looks for ways to improve.

Potential benefits for students and the broader school community

The capacity to tailor a Workforce Plan to enable BBSS expand and deepen the current speciality learning programs including Performing Arts, BConnected and develop the International Baccalaureate Program in 2016 will be an enabler for student learning.

As an IPS, BBSS would continue to strengthen learning opportunities for students with other IPS schools in the geographic cluster, including the feeder school of North Lakes State College (NLSC), Mango Hill State School, and Murrumba Secondary College.

In 2014 a strong transition program for junior secondary students has been implemented with NLSC to aim to halt the drift from public education. BBSS has worked with Murrumba SC to develop consistent practice in teaching pedagogy using *The Art and Science of Teaching* as a pedagogical framework. Teachers from Bounty Boulevard SS moderate common assessment tasks for students from all year levels to maintain high reliability and a consistent approach to the assessment of the Australian Curriculum. This collaboration has seen a demonstrated consistency in teachers' pedagogical practice, consistency in teacher assessments, a feedback culture created, and teacher coaching with improved outcomes for students across 2013-2014. In 2013 BBSS NAPLAN results achieved a significant improvement with the apparent progression

Through Chaplaincy the school community has developed robust pastoral care links with community support agencies and the local churches who participate in school life and support the increased engagement of all students in learning. This is demonstrated by the strategies to engage migrant families in education and to transition to a new community. The P & C Association uses Parent Liaisons to welcome and engage parents in the school and this has supported an increase in student attendance in 2012-2013.

BBSS has developed a strong partnership with the Lions Club and local environmental groups and has participated in community programs demonstrating citizenship and community action.

Current and potential Programs to improve student performance.

Every Student Succeeding State School Strategy 2014-2018 drives the improvement agenda to lift performance to ensure that all students succeed at BBSS.

BConnected is where students (Prep to Year 7) use a BYO device of either an iPad or MacBook to use digital technologies which bridge learning from home to school. Students and parents enter into an agreement around how the device is used to support learning. Students use powerful technologies to support learning in new ways never before possible. The school has been awarded as an *Apple Distinguished School* in 2012 and 2013 and is well recognised for excellence in learning pedagogy. In 2013, 18 tours of educators were hosted and in 2014 the Principal published a professional journal article for the Principals' Association about the *BConnected* program. The Deputy Principal has been a guest presenter at a number of professional development sessions for educators. The

demonstrated learning outcomes for students in the *BConnected* Programs are significantly higher in reading, than those of their peers as evident the school 2014 NAPLAN data for U2B being:

- Year 3 Reading: 56% of *BConnected* children in U2B compared to 30% in other classes.
- Year 5 Reading: 41% of *BConnected* children in U2B compared to 28% in other classes.
- Year 7 Reading: 21% of *BConnected* children in U2B compared to 16% in other classes.

The use of digital technologies that may be an important attribute to the students' higher achievement in literacy. The *BConnected* program would be enhanced with the recruitment of teachers who have the knowledge, skills and understandings to maintain the *BConnected* program and the school *Vision for Learning*.

In 2014 BBSS has consolidated **EDGE** (Enrichment, Differentiation, Gifted Education) programs for identified, high achieving students, to extend their capabilities. With a focus on the differentiation of classroom instruction, teacher coaching and also supplementary participation in special projects such as: *Optiminds*, robotics, *Writing Warriors*, electronics and U2B Numeracy C, students have an avenue to apply high order thinking skills, problem solving and academic challenge in a supportive learning environment.

Great Results Guarantee has provided Bounty Boulevard State School with \$322 499 to support teacher coaching for high reliability, consistent curriculum, teaching pedagogy, and early intervention for early years students. Using the school data cohort teams plan for the needs of individual students to deliver a cycle of literacy support for every student and focused intervention strategies for identified students. Teachers use class and cohort profiles to track student achievement and enact adjustments so each child is progressing and achieving benchmarks for learning.

The BBSS school community has through the BBSS P&C Association approved that the school investigate the implement the **International Baccalaureate Program** for the *Primary Years Program*. Key staff have begun the professional development with a view to implement the program in 2016. School staff have conducted action research and visits to IB schools. With many international families, the IB program is strongly supported by parents and a number of children have attended IB schools prior to BBSS. As an IPS school, BBSS could attract and retain staff with IB teaching experiences to strengthen the workforce capability and improve student learning outcomes by implementing and inquiry approach to learning.

The 2013 Staff Survey denotes that:

- 100% of staff indicate that students are encouraged to their best.
- 99% are in total agreement that this school looks for ways to improve.
- 99% of staff believe this is a good school.
- 100% of teaching staff feel that they have the skills to do their job effectively.
- 100% of teaching staff they take responsibility for their work.
- 100% of teaching staff feel teaching at this school is rewarding.
- 100% of teaching staff feel confident to use assessment data to improve teaching at this school.
- 100% of teaching staff are confident to meet the needs of all my students at this school.
- 100% feel confident engaging all of my students in learning at this school.

Referrals to the Student Support Team indicate a strong need for social and emotional support for students in the school community. Students are currently supported through the Guidance Officer, Chaplain, Defence Force Teacher Aides and referrals to external agencies. The school and P & C Association support the employment of a social worker should funds for the future to support student engagement, attendance and learning achievement for target students.

Appendix 1 Letter of Support from BBSS P&C Association

Appendix 2 Achievement & Improvement Measures: Literacy and Numeracy 2013

Principal endorsement

Substantive principal name: Mrs Leann Griffith-Baker

Substantive principal signature: _____

Leann J Griffith-Baker

Date: 4 September 2014

Please upload your completed application to the Expression of Interest Form on the Independent Public School OnePortal page.

Community support and strong educational partnerships

Increasing local governance through IPS will enhance the scope and alignment of services the school is able to offer the students. This involvement will increase community ownership of the vision, support, learning outcomes and celebrate success through:

- Strategically planning to access all resources available in the community to maximise learning outcomes.
- Providing specific school-based training activities involving parents to strengthen **school-home learning partnerships**.
- Developing shared and published targets with whole community commitment to school improvement.

The school will establish philanthropic partnerships with local industries to ensure both cost effective processes are in place, as well as relational foundations to ensure what we do is for the benefit of our students. The school when establishing the School Council will seek to co-opt members who will bring the benefit of tertiary and industry experiences that will assist in guiding strategic decision making to influence the educational opportunities of the students who move through our school.

INNOVATIVE EDUCATIONAL PROGRAMS AND PRACTICES TO IMPROVE STUDENT PERFORMANCE

Through the flexibility and innovation made available through IPS, Boyne Island State School will implement a balanced range of initiatives to improve student performance

Collaboration

Throughout 2014, BISS invested in additional collegial learning to develop all teachers' capacity. Based on classroom profiling, collegial coaching practices and visits to other rooms, feedback was referenced to locally developed and researched Quality Standards and Explicit Instruction. Our inclusion as an IPS will allow:

- Work with teachers to further enhance their teaching practice based on the feedback and modelling provided by a rotation of **peer pedagogical coaches**.

Data

- Continue to expect and set **clear and explicit benchmarks** and **pedagogical expectations**.
- Flexible student groupings for literacy and numeracy focussing on instructional requirements.

Programs

Throughout 2014 BISS innovated the way the programs were delivered by the Support Teacher-Literacy and Numeracy and teacher aides to focus on differentiation in instruction through our pedagogical programs (Reading CAFÉ, Writing, Words Their Way, Vocabulary expansion through Frayer). While this has been a highly successful and well received change in instruction in our community our inclusion as an IPS will allow the school to establish sustainable practices.

- Re-defining the Special Needs teacher role and providing support for the **focussed teaching of numeracy**.
- **Flexible timetabling and staffing** across the school to maximise learning. Negotiations with individual teachers, learning support teachers, specialist teachers, teacher aides and year level cohorts to maximise teaching time
 - Reducing cognitive load for classroom teachers by having NCT delivery in specialist KLA area's.
 - Before school Intervention for students below National Minimum Standards.
 - Increase access to Music/Drama extension programs.
 - Screening of Prep students and parental training programs in the early years.
 - Enhance the current model of **highly skilled Teacher Aides** to affect a greater number of students over a focussed time period within 'teaching teams'.

Pedagogy

BISS has a comprehensive process to develop teaching capacity including a range of feedback tools, personal reflection processes, data reviews and personal conferencing to develop individual professional development plans and growth. As an IPS school we will expand this program to ensure the greatest influence on learning at school (the teacher) has the maximum impact through:

- Support, coach and mentor staff in the Explicit Instruction model of teaching and reflective teaching practices.
- 2015 improvement agenda to focus on feedback, high expectations and differentiation through the upper levels of Blooms taxonomy. Further developing school programs in literacy and numeracy where students are challenged to strive toward their personal best.

Supervision

- Corporate Services Officer, including developing community partnerships, to support Principal in core business of Instructional Leadership.

Please detail the potential benefits for students and the broader school community.

Brookfield SS is focused on improving student performance. The school's improvement agenda clearly articulates the evidence based strategies that inform the Pedagogical Framework and teaching and learning programs. These include: high expectations; literacy and numeracy goals for every student; explicit instruction; feedback; data analysis; differentiated teaching and learning; integration of ICTs; supportive school environment; and professional engagement.

Great Teachers = Great Results has renewed the focus on teaching pedagogy to improve learning outcomes for every student. With Great Results Guaranteed funding, Brookfield SS analyses the data on every student to consider strengths and areas for improvement with a plan to improve individual performance. Whether students require specific support or extension, emotional and social support, building resilience or teacher specific skills outlined in the school's improvement agenda guidelines, a culture of meaningful and successful learning exists and is supported by the school community. The increased level of autonomy that comes with being an IPS would further enhance teaching and learning opportunities and improve student learning outcomes.

Brookfield SS has a number of students that leave for the private schooling system as they enter middle school. NAPLAN results are published to compare with a number of these schools (St Peter's, BBC, BGS, Nudgee Junior etc) and clearly demonstrate that Brookfield frequently exceeds these schools' results, yet students still drift to this sector. There is clearly a cultural aspect to schooling that is of interest to parents.

Brookfield has a strong reputation in the district and is building a culture of 100% accountability, transparency, opportunity and high performance. This is based on: pride in everything we do; high expectations of achievement and behaviour; supportive, nurturing and inclusive school environment; well-maintained facilities and grounds; effective communication, wide range of extra-curricular opportunities; greater press exposure; and enhanced partnerships with local businesses and community groups. The increased flexibility that comes with being an IPS would provide further opportunities to promote Brookfield's culture within the broader community and utilise many of the gifted and high profile people who have expressed an interest in working in partnership with Brookfield SS to enable innovation that improves student performance and provides greater opportunities to engage all members of the community to participate more fully in local activities and life.

Please detail the innovate educational programs or practices that the school will implement to improve student performance.

To date, Brookfield's improvement and achievement has been without the services of a HOC or literacy/numeracy coaches.

Brookfield SS has a relentless focus on improving learning outcomes for every student through quality teaching and learning practices. Brookfield SS will adopt Robinson's principles of a student-centred school (Robinson, V 2011) to further enhance and innovate on current educational practices. The principles include: establish goals and expectations; collective vision; strategic resourcing; ensuring quality teaching; leading teaching learning and development; ensuring a safe and disciplined environment; engaging and working with the community; ethical leadership; and listening to student voice.

Specifically, Brookfield SS will engage a literacy/pedagogy coach (0.6) to embed the school's Literacy Framework. The coach would work with targeted teachers and strategic groups to explicitly address the teaching of reading, writing and spelling. Targets will be set, data will be analysed and weekly reflective meetings will ensure literacy standards continue to improve. Gains across these domains is evident, however, a coach would enable a more consistent and improved pedagogy for all staff.

The relative gain in NAPLAN data for Brookfield is promising and will be utilised to focus on every student's literacy and numeracy achievement. The Literacy/Pedagogy coach will meet regularly with the principal and deputy principal and look at all data sets to improve learning outcomes. Student folios, One School – Class Dashboard and Brookfield's current Class Data

Profiles will feature in these data conversations. GRG funding will supplement other school initiatives such as the reading squads under the direction of the STLaN to address the NMS and those students at risk.

Brookfield SS will increase the fraction of the Extension Teacher to 0.4 to cater for the increasing number of students in the U2B and work with other groups to target students falling short of these expectations. This position is a coaching/mentoring role to ensure teachers have the skills to differentiate for all students.

The Teacher Librarian's role will reflect an ICT approach to teaching and learning to enhance the school's eLearning environment. The Teacher librarian will plan collaboratively with teachers to ensure ICTs are integrated in teaching and learning with follow-up library lessons incorporating the ICT elements. The BYOD iPad classes will be expanded from the current three trial classes to 8 classes with further wi-fi infrastructure to be expanded throughout the school.

Brookfield SS has established a partnership with Toorak Primary in Melbourne and is sharing best practices across both campuses. The Netbook program at Toorak Primary is being explored at Brookfield to enable learners to access the curriculum from anywhere at anytime.

Partnerships with Fig Tree Pocket SS and Chapel Hill SS (high performing schools) also exist and will be expanded on to include sharing human resources, moderating on common English, Mathematics and Science assessment tasks, and hosting student competitions to raise the profile of literacy and numeracy within our schools.

With approximately 50% of our students attending Kenmore SHS, we will explore further opportunities to replicate their signature programs of ZENITH, ICE, German Immersion and Music Extension. This will involve careful consideration of forming specialist classes in 2015 in the upper grades.

A designated central Resource Room (English, Maths and Science) will be appointed and managed with TA hours. This will deliver the physical resources required to ensure high quality teaching and learning in every classroom.

Student well-being will be a renewed focus to further build social and emotional resilience. Student leaders will play an active role in this area to ensure a safe, inclusive, supportive and disciplined school environment exists.

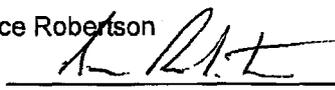
These programs and practices will be rolled out over 2015-2018 in line with Brookfield's Strategic Plan. The Brookfield community is fully supportive of these measures and has the resources and finances to see them become a reality.

Brookfield offers a wonderfully balanced education. Physical activity and sport, the Arts and music, intellectual stimulation through a rigorous and challenging curriculum, social and emotional development and a sense of belonging all feature in what Brookfield has to offer. The satisfaction with our programs is extremely high and valued by all members of the community.

This is an exciting opportunity to have increased independence and flexibility to meet the high demands and expectations of the local community. Brookfield SS is on a trajectory of improvement and the increased autonomy will ensure this course of improved teaching and learning continues.

Principal endorsement

Substantive principal name: Bruce Robertson

Substantive principal signature: 

Date: 05/09/14

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- Our new local high school opening in January 2015, and the nearby Narangba Valley SHS **are both IPS schools**. IPS would **enhance Burpengary State School's capacity to engage creatively and liaise with our secondary schools** to achieve improved outcomes for students. Such is the quality of our existing cluster partnerships, 96% of exiting Yr 7 students from Burpengary State School progressed to State education institutions in 2013, and the strong trend is continuing in 2014. Given that we are consistently striving as a school and a coalition cluster to improve our outcomes and service delivery for our students, the benefits for all students as well as **the retention of Academically Talented students in our State high schools**, will further **improve public confidence in State education**. This local coalition is already reversing the drift to private schools in this area by being the quality providers of P-12 education in the local community.
- The potential to **increase flexibility in curriculum offerings** would ultimately **strengthen innovation, quality and outcomes for Burpengary students**, with clear pathways directly from our Pre-Prep Centres, through P-6 and into our local high schools' signature and core curriculum programs.
- **Consolidating links with the Tertiary sector (esp. the local Caboolture QUT)** to advance the school mission. Indeed, the capacity of our school to work collaboratively, innovatively and flexibly with the new Burpengary State Secondary College opening in 2015 (an automatic IPS institution) and compete head on with the private sector (P-12 St Eugene's College), **would be seriously diminished** if Burpengary State School was not an IPS in 2015.

INNOVATIVE PROGRAMS OR PRACTICES THE SCHOOL WILL IMPLEMENT

- Develop Workplace Reforms to provide:
 - Literacy and Numeracy coaches to **build capacity of our work force** in core learning areas;
 - Full-time HOC in a role to ensure **curriculum quality, and classroom consistency and standards** across cohorts and between cohorts;
 - Enhanced flexibility by phasing in **clustering models for specialist teachers** that will minimise "unfocused time" associated with non-specialised non-contact-time.
- Enhance the school's student-centred learning by **purposeful, data-driven teaching and learning** that:
 - Screens from Prep and identifies areas of concern such as **oral language, gross and fine motor skills**;
 - Provides timely interventions such as **Oral Language Program, and Speech Language Pathology support**;
 - **Differentiates** for Academically Talented students, extension studies, intervention programs and learning gaps identified through the **Learning Engagement Program**;
 - Innovates with classroom-based interactive wireless technology – "**any time/any place**" capability with laptops, iPads, digital microphones/microscopes, and scientific data readers facilitating higher order thinking & analysis.
- The new Burpengary State Secondary College **partnerships** will enhance:
 - **Academic extension** to retain academically talented students in public schools; incl Science and Technology;
 - **Culture and Internationalism** – Accredited International Schools, combined Japanese Study Tour;
 - **Citizenship, Leadership & community** – seamless transitions, BSSC staff & student engagement at BSS.
- Narangba Valley SHS **partnerships**
 - The future **Science and Maths Academy** opening in 2015 currently engages 22 Burpengary State School students who qualified from our current Academically Talented Programs in the trial program this year.
- To support the development and refining of teacher capability through **purposeful peer mentoring and coaching**, we are renovating an A Block room to create a **new purpose-built teacher coaching facility**.
- The **Coalition Literacy Forum** is a current working partnership with our cluster schools and QUT to design a Literacy Roadmap to guide Literacy best-practice. The project was initiated and led by Burpengary SS. This project continues to grow and value-add to student learning outcomes across the entire coalition of schools, and will make an agreed shift to a future Writing Roadmap in 2015. **This is innovative leadership and partnership in action**, and the cluster will continue to work this way.
- **Develop an Early Childhood Transition Program** – we foresee an expansion into staff development and education programs for Kindergarten teachers and parents to enhance smooth transitions to Prep; and early identification and intervention of pre-school age children in our local centres who will be supported in a formal pre-Prep transition program before entering Prep at Burpengary.
- Expand our already successful **parent education programs** addressing reading and autism, into mathematics, assessment and other topics, including parenting.
- The refurbishment of our second library into a **21st Century Science and Technology Laboratory** space.

Medium to long term plans include:

- The Lifeskills Program vision is to expand beyond the Kitchen/Garden into practical project based opportunities, **including small engines**, to enhance co-curricular learning, and stimulate engagement of reluctant learners.
- **Build a Community Sports Hall** – a substantial capital investment in concept plans has already been made by the school for this anticipated \$7M project and these plans will underpin persuasive partnership conversations with businesses, all tiers of government, and multi-departments within each. IPS provides the flexibility to negotiate with Central Office, business and government directly, which will further enhance the likelihood of success.
- **Create a community hub** where the school becomes the focal point for education, recreation, health and family services by businesses, government and not-for-profit organizations to service the Burpengary community.

Burpengary State School has already demonstrated a significant capacity and natural drive to innovate and self-manage. Throughout its long and proud history, it has proven excellence, accountability, creativity and resilience, and is well-positioned to engage with and gain maximum benefit from greater autonomy and enhanced flexibility. With universal support for our application, we view the opportunity of becoming an Independent Public School as a vital next step in taking this thriving learning community to the next level of high performance.

- Cairns State High School will enhance its links for the teaching and learning of Italian through partnerships with James Cook University and Convitto Nazionale Paolo Diacono, Cividale, Italy to facilitate teacher exchanges for professional development and enhancement of outcomes for students.
- We will be able to explore mutual cooperation between Cairns State High School and Central Queensland University which is to be established in the Cairns city centre in close proximity to the school.
- School Council will continue to assist in the public perception of professionalism and accountability for the school. This will contribute to the public profile of the school in our community.

Please detail the innovative educational programs or practices that the school will implement to improve student performance.

The innovative educational programs and practices outlined below will complement Cairns State High School's motto - 'valued traditions and latest innovations'. They have formed the basis for the establishment and evolution of a number of innovative and successful Excellence Programs. These programs are well-known and have given Cairns SHS a very high profile and an excellent reputation in our community. We will continue to:

- Explore productive partnerships, sponsorship and joint ventures to enhance, expand and improve our facilities. In particular, we will work with local sporting organisations, government, community organisations and local business to fund the expansion of our sports facilities to enable a world-class venue to be developed (Sports Performance Centre). This will enable the school, local sporting groups and community groups to access these facilities on a shared basis. We will also explore the possibility of Cairns State High School providing these facilities as a training venue for national and international sporting teams, given the international advantages that our city has to offer. This will not only benefit our students by providing world-class facilities but will also provide an income stream that will assist in further enhancing facilities and resources for our students.
- Pursue the development of additional Programs of Excellence and Enrichment. In particular, we will facilitate innovation in the areas of Languages, Indigenous, and Gifted and Talented Education, with the establishment of additional Programs of Excellence for our students. We will expand our IB program into the junior school and partner with Edge Hill State School, for IB Primary Years Program.
- Enrich the Programs of Excellence programs that already exist, including Music, Dance, Drama, Art, Sport, and Academic programs such as the International Baccalaureate Program. This will involve the development of even closer relationships and partnerships with local Cairns businesses, industry and organisations to expand Masterclass offerings, sporting clinics and academic enrichment programs to enhance student skills and outcomes.
- Develop the Confucius Class through the Confucius Institute. This will enhance understanding and friendship between the young people of China and Australia by promoting teaching and learning of the Chinese language and culture. This will be supported by the Chinese Association of Cairns.
- To further develop our University Partnerships to include a 'Researcher in Residence'. The role of the 'Researcher in Residence' would be to undertake collaborative research projects to further develop teacher pedagogical and curriculum expertise, school wide professional learning processes and their impact on student learning. Such a role would ensure that Cairns SHS was at the leading edge of educational theory and practice.

In closing, the school leaders are very committed, experienced and capable. We are confident that we have both the capacity and the unilateral community support to successfully undertake the responsibilities of an Independent Public School. The main outcome will be taking Cairns State High School to the next level of its continued evolution as a dynamic, responsive and highly regarded public school. We are willing to take on the challenges of competing with the private sector to produce the best possible educational outcomes for our students. This is the 'logical next step' for Cairns State High School.

Principal endorsement

Substantive principal name: Angela Toppin

Substantive principal signature: _____

Date: 05/09/14

Please upload your completed application to the Expression of Interest Form on the Independent Public School [OnePortal](#) page.

- f. Bunnings provides resources to enhance our school vegetable garden, while the P&C engages the gardening teacher, to deliver a program to all year levels and forms the basis for the emphasis on healthy cooking/eating.

Student support services at the school are bolstered by close partnerships with:

- a. Sunshine Coast University Occupational Therapy faculty who work with our students 2 terms each year;
- b. the Caloundra Community Centre and Salvation Army for student welfare and family support;
- c. CYMHS provides mental health support for students and parents through Student Support committee;
- d. the Uniting Church provides mentors through the Kids Hope program to children from disadvantaged homes;
- e. Kuwnakan Palan family support services provides cultural and financial support with cost of education for Indigenous families.

Please detail the innovate educational programs or practices that the school will implement to improve student performance.

Educational excellence is central to all operations at Caloundra State School. The community agrees that involvement in the Independent Public School program will provide many opportunities to enhance the programs that we already have in place as well as enable innovation when planning for the future. We acknowledge the following:

- Committed and supportive workforce, P&C, community, and local and state politicians;
- Significant improvement in NAPLAN since 2012 due to judicious resource allocation;
- ICSEA rating of 1000;
- A growing number of students and families requiring social/emotional support;
- Strong competition for enrolments from local state and non-state schools;
- A strong, results-focussed Great Results Guarantee (GRG) action plan that is focussed on Reading, Writing and Number improvement in P-2 and Yrs 4 and 6, as well as a NAPLAN Action Plan that develops deep understanding in literacy and numeracy in Yrs3, 5 & 7, resulting in excellent improvement this year.

Year Level	N	2014 (2013)										2014 (2013)														
		LL	Mean	UL	90%	80%	70%	60%	50%	40%	30%	20%	10%	LL	Mean	UL	90%	80%	70%	60%	50%	40%	30%	20%	10%	
Reading	40	382	430	475	520	565	610	655	700	745	790	835	880	925	970	1015	1060	1105	1150	1195	1240	1285	1330	1375	1420	1465
	41	469	528	587	646	705	764	823	882	941	1000	1059	1118	1177	1236	1295	1354	1413	1472	1531	1590	1649	1708	1767	1826	1885
	66	512	543	574	605	636	667	698	729	760	791	822	853	884	915	946	977	1008	1039	1070	1101	1132	1163	1194	1225	1256
Writing	40	380	423	466	509	552	595	638	681	724	767	810	853	896	939	982	1025	1068	1111	1154	1197	1240	1283	1326	1369	1412
	41	412	467	522	577	632	687	742	797	852	907	962	1017	1072	1127	1182	1237	1292	1347	1402	1457	1512	1567	1622	1677	1732
	66	493	522	551	580	609	638	667	696	725	754	783	812	841	870	899	928	957	986	1015	1044	1073	1102	1131	1160	1189
Language	40	358	411	464	517	570	623	676	729	782	835	888	941	994	1047	1100	1153	1206	1259	1312	1365	1418	1471	1524	1577	1630
	41	447	499	551	603	655	707	759	811	863	915	967	1019	1071	1123	1175	1227	1279	1331	1383	1435	1487	1539	1591	1643	1695
	66	510	549	588	627	666	705	744	783	822	861	900	939	978	1017	1056	1095	1134	1173	1212	1251	1290	1329	1368	1407	1446
Mathematics	40	382	437	492	547	602	657	712	767	822	877	932	987	1042	1097	1152	1207	1262	1317	1372	1427	1482	1537	1592	1647	1702
	41	451	503	555	607	659	711	763	815	867	919	971	1023	1075	1127	1179	1231	1283	1335	1387	1439	1491	1543	1595	1647	1699
	66	504	545	586	627	668	709	750	791	832	873	914	955	996	1037	1078	1119	1160	1201	1242	1283	1324	1365	1406	1447	1488
Numeracy	40	360	398	436	474	512	550	588	626	664	702	740	778	816	854	892	930	968	1006	1044	1082	1120	1158	1196	1234	1272
	41	447	497	547	597	647	697	747	797	847	897	947	997	1047	1097	1147	1197	1247	1297	1347	1397	1447	1497	1547	1597	1647
	65	513	544	575	606	637	668	699	730	761	792	823	854	885	916	947	978	1009	1040	1071	1102	1133	1164	1195	1226	1257

The following opportunities have been discussed to further improve student academic and social performance. Some of these activities or positions have been created already through the Great Results Guarantee funds (\$110000).

- 2. Create the Head of Learning position:
 - a. Use the flexible school staffing allocation and GRG funds to create a leadership role incorporating curriculum development; modelling effective teaching practices based on research through Marzano's The Art and Science of Teaching framework; coaching; structured observation and feedback cycle; and data analysis;
 - b. Work with teachers to analyse class data and provide advice to promote individual student improvement.
 - c. Enhance differentiation so that there is continuous identified support for the range of students from G&T to low achieving students to ensure maximum improvement can be achieved through teacher expertise, pedagogy and planning;
 - d. Review and continue to engage expert dance and visual arts teachers to deliver the Arts curriculum;

- e. Coordinate the continuation of the U2B online project in maths and problem solving through a private provider then initiate the transfer of high order thinking skills into classroom practice through modelling and sharing.
- f. Further develop the Caloundra Enrichment and Enhancement Program (CEEP) for high achieving students in literacy, numeracy and science;
- g. Continue the professional learning and modelling around differentiation so that all teachers understand the identification process and management of high achieving students.

Benefits: Strong curriculum leadership based in evidence; improvement of all students, particularly in the Upper 2 Bands; a workforce that has a consistent approach to teaching and enrichment of the curriculum.

3. Enhance student support services:

- a. Continue the \$5000 commitment to the Gateways Program through the Salvation Army, Caloundra, to develop effective links between home and school to support family issues impacting student achievement;
- b. Increase time allocated to the Chaplain to manage and resource the Parent Room as a meeting place and a centre for parenting/educational information and act as Parent Liaison with school activities;
- c. Continue relationship with CYMHS to support their attendance at Student Support committee meetings, addressing mental health issues of students and parents;
- d. Involve the Adopt-a-cop in program of Youth Justice to provide proactive support for students and families;
- e. Continue to employ specialist teacher aide to deliver the Perceptual Motor Program to develop student confidence, resilience and physical development essential for effective cognitive functioning;
- f. Learning Support teachers continue to engage parents/community members in educational courses to enable them to assist in classrooms more ably and confidently as well as support their own child's learning at home;
- g. Use the expertise of a senior teacher with Speech and Drama to provide support and tuition for students who have oral language difficulties; to develop a program of support to raise the profile of public speaking in the school; and develop an oral language program for screening prep students, incorporating early identification and support.

Benefits: Strong partnerships between parents and school to support improvement in student learning.

4. Diverse workforce plan:

- a. Additional teacher aide time is allocated to Prep and Yr1 to support the development of foundation speaking, reading, writing and numeracy skills.
- b. Engage an additional 0.5 STLN to extend students in Yr3,5 & 6 U2B in reading and writing using Enrich-a-matics, iConnect and internal enrichment and extension program (CEEP) and support those at or below NMS in reading and writing by using SAT, SAW, SAR, SAN strategies in small groups based on student needs identified from PAT-R, NAPLAN and running records;
- c. Provide intensive training to Teacher Aides in reading and writing strategies (QAR, 7 Steps to Writing Success) who then provide additional literacy support for identified Prep to Yr 2 and Yr3,5,6 students (1:1 and small group). Time allocated to Prep and Yr1 supports the development of foundation speaking, reading, writing and numeracy skills
- d. Provide intensive training to teachers in reading (QAR), writing and spelling (Word Their Way) strategies. Train a trainer in 7 Steps to Writing to coach and deliver program;
- e. Intensive focus on ASOT Design Questions 1-5 followed by sharing of best practice, peer observation and observational feedback with links to teacher DPF and AITSL framework.

Benefits: a flexible workforce that meets the needs of the students' current needs.

Principal endorsement

Substantive principal name: Stephen Logan

Substantive principal signature: _____



Date: 5 September 2014

Please detail the innovative educational programs or practices that the school will implement to improve student performance.

Learning Development Centre Literacy and Numeracy (LDCLN)

Improving student outcomes in the areas of reading and numeracy is a key priority within our Strategic Plan 2014 -2017. Our long term goals are to embed a consistent and explicit school wide approach to how we teach reading and mathematics and to provide a learning scaffold to enhance student learning outcomes. Caningeraba over the past two years has developed a comprehensive reading framework founded on the language to literacy model and more recently our *Striving to Achieve Reading Success* (STARS) Program. The evidence based STARS Program has a direct focus on providing teachers and students with a consistent language and explicit decoding and comprehension strategies through a guided reading framework which is differentiated across Prep to Year 7. The GRG initiative in 2014 has accelerated our capacity to facilitate an intensive whole school coaching framework in the teaching of reading to embed the STARS Program. Caningeraba has embraced an innovative approach by recruiting and training four Caningeraba teachers (0.8 FTE) as Reading Revolutionaries who are each deployed off class one day a week to coach in P-7 classrooms. This strategy has been highly successful in building teacher confidence and school capacity through a team approach and hence ensuring sustainability beyond the cessation of GRG funding.

Similarly this year, our school has recruited and deployed two SMARTmaths Mentors (0.4 FTE) based on the same coaching model. SMARTmaths, premised on Natural Maths theory, has evolved out of our National Partnership Numeracy Coach program which ceased in 2013, necessitating a well considered response to sustain continuity in 2014. The SMARTmaths program is focused on developing students as creative mathematical thinkers using explicit fluency and problem solving strategies. SMARTmaths was showcased at the Regional SLIM conference in 2013 and was shared by popular demand with SER Principals, NP Coaches and teachers in a one day professional development workshop hosted by Caningeraba to include classroom visits and observations of SMARTmaths in practice. In August this year, our school was selected to showcase teacher best practice for the statewide online DETE How to Teach Mathematics module resources currently being developed.

Caningeraba as an IPS school in 2015 is therefore well positioned to leverage additional resourcing to establish a **Learning and Development Centre Literacy and Numeracy (LDCLN)**. The LDCLN will be aimed at leading and coordinating onsite professional development and coaching programs for teachers both in-house and across our community of schools, specifically in the areas of the teaching of reading and mathematics. Caningeraba will leverage its past successes as a site of excellence through the proven Learning and Development Centre Literacy (LDC) which operated until the early 2000's. As a school, we believe we now have the right "know how", the right "strategies" and the right "can do" attitude to make this happen. The LDCLN will target a range of stakeholders with whom we have working partnerships including teachers from local primary schools, early childcare providers, university preservice teachers and, importantly, teachers of junior secondary where there is a strong emerging need for professional development in the teaching of reading. Importantly, the LDCLN will provide invaluable opportunities for these stakeholders to visit classrooms and observe Caningeraba teachers showcasing the STARS program and SMARTmaths strategies in context. A LDCLN Coordinator will be appointed to lead our capacity to establish, support and manage effective networks while sustaining and building on our own literacy and numeracy student outcomes.

Upper Two Bands Intraschool Project 600 Reading and Numeracy

Since 2012, Caningeraba has demonstrated a strong rate of improvement across 15 NAPLAN domains evidenced by being statistically equal to or above the National Mean in 4, 8 and 9 of the 15 strands in 2012, 2013 and 2014 respectively. Our 4 year 2014-2017 target is to be equal to or above Nation on 15 of the 15 strands. Increasing the number of students in the Upper 2 Bands has been a key part of an overall strategy with now only Year 3 Writing below Nation in 2014. In 2014, and in addition to GRG resourcing, we have utilized Day 8 flexible staffing to recruit a teacher offline to work with Year 2 students on increasing the U2B of Year 3 Numeracy as a long term strategy. This was a high yield targeted intervention in response to Caningeraba's 2013 NAPLAN U2B Year 3 Numeracy achieving 27% in Band 5 and 4.8% in Band 6 compared with Nation 20.6% in Band 5 and 11% in Band 6.

Further, Caningeraba has embraced Project 600 and UNIFY as key strategies for improving U2B and is a "go to" school having released two teachers to moderate and teach the online Project 600 semester course. We have negotiated with Glen Watt, Manager of Project 600, to access BSED curriculum programs so that we can harness existing expertise to operate a within school Project 600 model to enhance student performance in the U2B in response to school data sets. Additionally this year we have professionally developed 8 classroom teachers in IMPACT, the basis upon which Project 600 lessons are designed. This builds our capacity to write our own U2B style curriculum for the lower years which are currently not catered for in Project 600. As an IPS school, it is envisaged that additional flexibility and increased resourcing will enable us to facilitate a coordinated intraschool Project 600 style online learning program for a targeted range of students to increase U2B performance in reading and numeracy. This in-house Project 600 model will leverage our capacity to access more students and scale up our explicit intervention program.

Commitment to establishment of school council

All stakeholders at Caningeraba State School are committed to the establishment of a School Council to support strategic planning as an Independent Public School.

2015 INDEPENDENT PUBLIC SCHOOL EXPRESSION OF INTEREST

School Name:	Capricornia School of Distance Education (Emerald and Rockhampton Campus)
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Please demonstrate that consultation has occurred across stakeholder groups, including a summary of their views.

24 July 2013 – email from Principal to staff to commence IPS consultation
20 August 2013 – Principal's Diary (CSDE will not proceed with IPS submission in 2013)
29 July 2014 – whole school meeting in Emerald consultation for 2014 commences
1 August 2014 – staff emailed with IPS information
13 August – Parent Teleconference (Mini-school week)
14 August - QTU IPS meeting (Emerald Campus) Barry Thompson and QTU members
18 August - QTU IPS meeting (Rockhampton Campus) Kevin Bates, Barry Thompson & QTU members
19th August P & C Meeting IPS Information sent to whole school community
21st August 1:30pm Whole school community IPS teleconference
21st August 2:30pm Whole school staff IPS teleconference with Mr Paul White - Principal Policy Advisor - School Autonomy and Improvement, Independent Public Schools (DETE)
22nd August 2:30pm Whole school information session with Mr Adam Myers - Principal Miles State School to discuss journey of an IPS
22nd August 2014 survey opens for whole school community / separate survey for staff
25th – 28th August 2014 – Administration staff available for IPS enquiries
29th August 2014 – survey results tallied. School community advised via email that we will proceed with an IPS submission - 72% of whole school in favour (58.18% staff support, 86.84% school community support)
1st September 2014 – QTU secret ballot - 16 QTU members chose to vote no
4th September 2014 – LCC Meeting to endorse IPS submission

Please demonstrate the school's capacity to assume greater responsibility for its affairs.

Capricornia School of Distance Education is a unique school which offers Distance Education programs from eKindy to Year 12. Our school is located across two campuses, in Emerald and Rockhampton, with a combined enrolment of 307 students. The school has a catchment area twice the size of the state of Victoria.

We have evolved largely independent of mainstream schooling and have experienced strong operational success in a rapidly changing environment. As a school we have expanded our service delivery to include demand driven interventions for improvement. We have implemented a pedagogical coaching program within our school to develop the skills of staff and home tutors with an emphasis on continued improvement. We have a cohesive strategic plan which has positioned us at the forefront of distance and digital learning. We are empowered by our strong record of success and are now being recognised by other schools as a leader in our field. Our attention to equity, access, efficiency and excellence is demonstrated in our audit reports and shows a strong capacity to actively assume an even greater responsibility for school affairs.

Our school leadership team has been recognised in our recent Discipline Audit "as pursuing an agenda of excellence in distance education service delivery which places client success and satisfaction to the forefront of our efforts. The leadership team have achieved these results by building strong partnerships with parents, staff members and students. All of whom report an open two way communication partnership which ensures all issues, events and concerns are dealt with promptly and respectfully". Our School Opinion Surveys for 2012 and 2013 also demonstrate the community has a high level of confidence in our school leadership team.

"Staff members at both sites display a strong collegial spirit and speak of the high professional standard set by the team which is supported by parents and students. Our school maintains a comprehensive overview of student performance data across subject areas. School planning and resource allocations are regularly adjusted to meet the emerging needs of individuals and cohorts".

Our 2013 Teaching and Learning Audit results demonstrate that our team has the skills to lead our school into the future with results being awarded in the outstanding and high categories across all indicators. These results are once again demonstrative of the school's leadership capacity to progress and successfully implement our strategic agenda.

The 2012 – DETE Internal Audit findings assessed that risk at our school is being managed satisfactorily, and that the overall level of internal control was assessed as satisfactory. The effectiveness and efficiency of operations, compliance with applicable laws and regulations, proper supervision and compliance with policies and procedures was also considered to be satisfactory.

Please detail the potential benefits for students and the broader school community.

We believe our school's motto "Be Different – Make a Difference" resonates with the ethos of the Independent Public Schools initiative. Being selected as the first school of Distance Education in Queensland to become an Independent Public School will allow us to directly respond to the local community needs and aspirations. Our mode of delivery and requirements of our school community necessitates a different approach to that of mainstream. The strengthening of participation in the local governance of our school and our commitment to the formation of a school council will ensure that all local decision making will continue to be in the best interests of and in line with, the strategic direction of the school.

The transformation to an Independent Public School guarantees we will have the latitude required to respond to the individual needs of our students and families in more creative, resourceful and progressive ways. As an Independent Public School we commit to the continued advancement in innovation in the distance education environment. Our goal is to connect isolated students in a digital learning environment which supports them with an education that is not only challenging, satisfying and exciting, but world class at the same time. In turn, we will ensure an unrelenting focus on creating educational experiences which move beyond the classroom and use technology to enhance the relationship between the school, its families and communities.

The additional autonomy and greater flexibility for staffing options is a benefit for our school. Having a choice of using the department applicant pools, teacher transfer system or direct recruitment to shape our staffing profile will ensure we continue to build a strong and skilled team of employees that deliver quality education outcomes.

A one-line grant budget will provide maximum financial flexibility which is needed to respond to the complex requirements of a twin campus school. Our school will be better positioned to direct resources to areas of need, to obtain the most educational value.

Our students and the broader school community will benefit from the freedom to shape our strategic direction and make decisions to directly benefit our unique cohort of students. The reduction of red tape and an assurance that our school has capacity to be responsive to the individual needs of our school community will be of great benefit.

Please detail the innovative educational programs or practices that the school will implement to improve student performance.

Distance Education is fast becoming an alternative to mainstream schooling. Many of our students no longer fit the current mainstream schooling model. Geographical isolation is no longer the sole reason students enrol in our school. Fifty three percent of our students now come to us with medical problems such as anxiety, depression and other mental health issues. A large number also have disabilities defined under the Disability Act. Furthermore we are experiencing an increase in enrolments from disengaged students due to our mode of delivery.

Alternative Learning Spaces

Our school has a strong agenda and strategic direction in connecting communities, supporting vulnerable children and addressing curriculum delivery to students with the goal of improving attendance, retention, achievement and workforce capacity. Alternative Learning Spaces (ALS) work towards reengaging students back into learning and have been set up in partnership with community organisations to facilitate effective educational services to meet the growing needs of disengaged students. Our motivation for students is on improving levels of literacy and numeracy, their participation in society and their personal wellbeing. These spaces have been guided by research which shows that reengagement of students and the successful completion of schooling creates healthy, productive and fulfilling life opportunities for young people into adulthood.

Our school now has strong partnerships with the Emerald District & Social Development Association Inc., Zero Harm Safety and Training and the Australian Agricultural College (Emerald Campus). A Community Learning Program funding grant has been used to assist with the delivery of flexible learning programs to disadvantaged/disengaged students. In Rockhampton, a partnership has been formed with the Rockhampton PCYC, Youth Connections, Youth Invest and CQ TAFE and in Yeppoon we are expanding the service with partnership agreements with Rockhampton PCYC and the Livingstone Shire Council. Expansion of the ALS initiative is planned for other local communities where there is an identified need. Future sites being investigated are Monto, Moura, and Mt Morgan.

overseas travel. We have a strong and growing interface with a number of schools across Asia. Being badged as IPS would assist Centenary SHS in growing our market and in relationship building, providing our students with more extensive global learning opportunities. Flexibility in staffing would be conducive to the provision of such activities, both within and outside of normal school hours.

We wish to engage our parent community more authentically as learning partners which, in part, requires the school to develop further as a community learning hub. The foundations for this development are already in place through our primary school links and existing services and practices. External education providers use the school facilities extensively in this regard. One off events, such as our Science Extravaganza, brought parents into the school as co learners. Over the last 12 months, we have improved our use of technology, to share student and school information with parents. Our challenge is to imbed in daily routine, communication links with parents to support student learning. Our current work in the establishment of our Junior Secondary School, is acting as a catalyst to a more authentic and rigorous parent role in student learning with a focus on core literacy and numeracy. The flexible application of resources, would allow the school to more comprehensively target the school home partnership.

Please detail the innovative educational programs or practices that the school will implement to improve student performance.

Centenary SHS provides our students with multiple programs of excellence utilising innovative approaches. IPS would allow the school to recruit specialist personnel which would enhance our targeted academic club culture and to utilise school resources to enhance these programs.

QPASE: The school has long held an enviable reputation in the Performing Arts with a broad range of opportunities and programs on offer, through which many students proceed to a post school pathway in this area. [This weekend, for example, we are the only public school in Australia to participate in the national final of the Vocal Australia A Cappella Championship.] The school currently has an agreement with the Queensland Theatre Company and the Raw Dance Company for a program of excellence, with instruction provided by our professional partners. A proposal has been drafted and further partners sought to develop this program as a School of Excellence.

Science – Centenary has developed the Science Faculty as a learning hub for the local community. A rich range of quality learning activities are provided to the local primary schools and parents, utilising links such as the Transitional Research Institute. The Program of Excellence, introduced this year has been an outstanding success and is valued highly by our key stakeholders. Proximity to the University of Queensland and QUT has assisted in the provision of a challenging course focused upon problem solving utilising the cutting edge technology of these institutes.

Diverse Learning Department: This innovative Learning Department provides specialist support for a broad range of learners, with diverse learning needs. Each student has a case manager and elects to receive a level of support that best suits their individual needs. The centre utilises extensive community links to provide students with the skills, knowledge and the self-advocacy to transition with confidence into the wider community. The "Pathways to Success" program prepares students, over 5 years, to be active participants in either further study, employment or community programs. The DLC is highly regarded as a leader in its field, in both community and education spheres.

Business Department: Working with their students, the Business staff actively use the principles of their academic area to forward plan for relevant, innovative and challenging learning opportunities. Staff have built productive relationships with local businesses, leading to the sponsorship of virtual learning packages and to employment and training opportunities for students. Partnerships with Griffith University and Careers Australia have realised accredited course provision including full diploma and university study that articulate to university guaranteed entry and credit. At the forefront of the school analysis of outcomes, the Business Department consistently sets goals and achieves them, but would flourish further in an IPS culture, delivering more specialised programs.

- Through access to additional fiscal resources and the careful management of these funds, the school will be able to continue the professional growth of teacher pedagogical practice in a planned and deliberate way and aligned to priorities.
- The school would be able to tailor staffing to meet the needs of the students with a balance of expertise, age and cultural background to continue to ensure inclusivity and advocacy.
- Students who are highly transient would be provided with opportunities to be literate and numerate at an age appropriate level.
- Opportunities for those students who could potentially perform in the upper bands in English and Maths would continue to be provided.
- The school will be able to continue to creatively support Indigenous families through the involvement of Indigenous families in cultural and academic areas that require focus.
- Facilities maintenance will be able to be done even more efficiently as students perform better in an environment that is well maintained. There would be further opportunities to ensure that maintenance of facilities is enhanced through community involvement and a sense of ownership.

Please detail the innovate educational programs or practices that the school will implement to improve student performance.

- The continued implementation of the Gradual Release Model with emphasis on Writing and Spelling driven through the Art and Science of Teaching.
- The development and delivery of an Excellence in Education program to foster talent in Cultural, Sporting and Academic areas.
- The extension and delivery of programming for students in the Upper Two Bands of performance in Literacy and Numeracy through the allocation of fiscal and human resources.
- The implementation of a Pre Prep Program to fast track students who are presenting at Prep without the foundation skills of Literacy and Numeracy.
- The creation of a programme to fast track students who are highly transient and presenting without year level standard Literacy and Numeracy.
- Regular and planned cultural experiences that support Indigenous students and the wider community to understand Indigenous perspectives.
- The delivery of a social skilling programme to ensure that students have the requisite skills to engage positively in a school setting.

Childers State School is already on a journey of an explicit improvement agenda based on a sound pedagogical framework and supported by a positive school culture. Over the past years results have improved as a direct response to targeted initiatives, accountable practices and a genuine care for our students. This school has a very strong commitment to continued improvement and it is the view of the community that becoming an Independent School would provide greatly enhanced opportunities to progress this improvement agenda.

Principal endorsement

Substantive principal name: RH Philipott

Substantive principal signature:



Date: 4/09/2014

Please upload your completed application to the Expression of Interest Form on the Independent Public School OnePortal page.

- Students take IT for granted as they design and create solutions to problems, and share and explain their learning.
- **Students and staff have influenced the design** of on-line programs through direct consultation with the product designers of Mathletics & Literacy Planet. This will lead to a better product and higher student engagement levels.
- Web-conferencing extension programs for students. Coomera Rivers participates in and **leads courses**.
- Preparation for a **seamless transition to our feeder high school** where design is valued.
- Continued expansion of our locally designed programs to cater for our students' needs.

Improvements in teacher capacity

- **Alliances** with other very high performing schools provide professional opportunity for improvement.
- Collegial coaching through the implementation of a **Professional Learning Coordinator** will build workforce capacity.
- Involvement in cluster and local school assessment moderation will **quality assure** teacher judgements.

Benefits to broader community

- Coordination of a **volunteer workforce** in terms of induction, training and deployment to respond to needs.
- Strong links within the **education community** from child care providers to other schools to high school to TAFE.
- **Our school contributes back to the region** by facilitating online web conferences and Days of Excellence.
- Educating parents, community groups and childcare staff to **promote early years learning** before school, within the home and in the classroom.

Innovative educational practices that the school will implement to improve student performance

Innovation 1 **myLearn** *(Expansion of the current program)*

Coomera Rivers State School currently has 80% of its students provide a personal device (iPad or MacBook as we use an exclusively Apple platform) for their everyday learning activities. The community already recognises the value and advantage in using technology in learning and has invested with the school in the *myLearn* program. This is the local name for our BYO device program.

Local autonomy to **tailor a workforce** to maintain & re-define our vision is imperative. Teaching in an authentically digital school such as Coomera Rivers requires all staff to move from a digital second language capability to one of a bi-lingual status. Learning and communication with students is different. Being able to maintain a workforce profile to respond to **next practice** is imperative in the achievement of our long-term vision for outstanding performance.

Innovation 2 **Create an Arts program with a Design - Create - Share platform** *(New program)*

We aim to introduce a program of study where creativity and thinking are the driving force. A program that incorporates **higher order thinking skills** into media and technology tasks that will empower students to consider vast amounts of information, design a perspective, create a response and share it simply with those concerned. We acknowledge that the teacher's preference for teaching needs to be put aside and the learning styles of students needs to be primary pedagogical focus. We aim to create students who are capable of doing new things, not merely repeating what other generations have done. This specialist teacher will focus on sourcing the latest technology and programs and in turn, be able to share these with staff members. The Design Arts program teacher will become a mentor in using the Design - Create - Share platform that will then feed into other subject areas. It will also compliment our current performing arts and visual arts programs.

Innovation 3 **Professional Learning Coordinator** *(New program)*

To continue to strengthen our determination to improve teaching quality, some of the funding, combined with flexible FTE would be used to allow for a professional learning coordinator to support and drive an improvement agenda. Evidence of instructional improvement will be matched to student performance data. This analysis can be used as a tool to measure success in achieving Developing Performance Plan goals. The vision for the PLC role is to eventually build capacity within the entire teaching team to support and enhance classroom management, specific instructional practices, and assessment of colleagues. The focus on developing pedagogy is aimed squarely at closing the learning gaps and improving general student learning performance. The growth and development of staff is the highest calling of leadership (Harvey Fireston).

Innovation 4 **Volunteer Coordinator** *(Extension & refinement of current role)*

We understand and value the role that parents play in the education of their children and those of other families. This volunteer base, when managed and nurtured, is **aimed at ensuring that no child falls below school expectations by the end of Year 2**. It is our aim to continue to educate these volunteers to implement supportive intervention roles within the classroom. The volunteers will be assigned as dedicated support for students in early literacy goal achievement. They will share with the STLaN and class teacher the improvement focus for the students. Some of the additional funding will be allocated towards a coordinator for volunteers to match people to roles. This will further extend to matching volunteer skill development to induction programs. Another part of the role will be to build this base across the school.

This structure allows for governance at all levels which ensures **compliance, fair and ethical decision-making and alignment** to the college's four year plan.

Please detail the potential benefits for students and the broader school community.

Earnshaw State College recognises that **quality teachers make the greatest difference** (Hattie 2003) in **empowering students to achieve beyond their expectations** and become global citizens.

Our aim is to **lead and develop the teaching and learning community** as they journey towards developing 'classrooms without walls'. As we "*put instruction and skilled, motivated teachers and student in the lead*" (Fullan 2011), we will leverage technology to develop global classrooms. Through continuing to imbed our **culture of collective capacity, responsibility and learning**, we will implement **innovative pedagogies**, through local and international connections, in the context of an **engaging, adaptive, interdisciplinary curriculum**. We aim to position the college to meet the needs of a changing world and to be the school of choice for this community.

This journey will deliver our college mission, "*nurturing competence and confidence*" and "*strong self-belief and a life long pursuit of learning*" for our students. We want students who reach out globally and say "Yes I can".

As an IPS college, we aim to expand the existing pedagogies of our team with 21st century teaching competencies, through "relentless development of capacity building (as) the main agenda" (Fullan). Our mantra is: **we need to understand how students learn in order to understand how to teach them.**

We want to develop in our students the capacity to think and act creatively and critically, to collaborate in local and world contexts, communicating effectively across multiple media in order to address issues of:

- environmental sustainability
- population growth
- economic development
- global conflict and cooperation
- health and human development
- human rights
- cultural identity and diversity.

With strong foundations in **literacy, numeracy and the sciences**, students will investigate beyond their immediate environment, recognise other perspectives, communicate their ideas effectively with diverse audiences and translate their ideas and findings into real-world solutions.

Earnshaw students must emerge from our college, **prepared for higher education or work pathways**, globally competent, prepared to **compete, connect, cooperate and collaborate** with their generation around the world.

Please detail the innovate educational programs or practices that the school will implement to improve student performance.

To shape a new future for our students we need to shape a new education at Earnshaw. The **focus needs to be "on learning rather than teaching"** where staff "**work collaboratively** and hold (ourselves) accountable for results (DuFour, R 2004).

We will lead teachers in a process of learning, to develop their capacity to collaborate, focus on results and deliver learning experiences that improve learning for all. We will do this through targeted, integrated and immersive professional learning, achieved via:

- Ongoing, intensive teacher mentoring and coaching
- Action research groups to analyse and trial practices to improve teaching and learning
- Continuing to build the college as a collaborative professional learning community, focused on "ensuring students learn" (DuFour 2004)
- Building a culture of informed risk-taking
- Collaborative planning, with a focus on student achievement
- *interconnected focus on building capacity and group development.* (Robinson, J 2014)

Action research within our professional learning community will be framed within the four areas of **Professional Practice** in our *Pedagogical Framework*:

- **effective classroom management**
- **effective instructional design**
- **effective instructional strategy**
- **effective assessment.**

The innovative educational programs and practices, implemented by Earnshaw to improve student performance, will be evidenced through:

Effective Classroom management

- Classroom observation and feedback
- Contemporary, flexible physical and digital spaces
- Gender-based learning
- Collaborative learning structures
- Multi-directional learning
- Flexible timetabling and delivery: lectures, workshops, on-demand online learning
- Teacher as learner

Effective instructional design

- Learning experiences that require multimodality, creativity, technological and technical complexity, based on neuroscience research into human learning
- Authentic, real-world, connected learning
- Problem and project based design
- Negotiated learning pathways and multi-path progression
- Cross-curriculum, interdisciplinary design
- Collaborative design and delivery (with local Tertiary institutions)

Effective Instructional Strategy

- Learning experiences that foster “critical thinking and problem-solving, creativity, curiosity and collaborative approaches” (Harild, G. & Sharratt, L.. 2014)
- Multi-platform delivery
- Contemporary collaboration across local and global networks
- Contemporary differentiation of learning pathways
- Teaching and communication strategies that reflect the preferred learning and communication styles of the ‘net’ generation.
- Content creation
- Authentic, real-world, connected learning
- Problem and project based design

Effective Assessment

- Negotiated assessment
- Formative assessment focus
- Multi-level feedback culture

Our pedagogical shift will be underpinned by contemporary research that challenges the Earnshaw community to **evaluate and analyse professional practice** and its capacity to deliver real learning to all students of today.

Our challenge is to take the community on a journey where informed risk-taking is nurtured, targeted data analysis shapes pedagogical reform and **school improvement is the standard.**

Principal endorsement

Substantive principal name: David Bosworth

Substantive principal signature:

David Bosworth

Date: 29/8/14

Please upload your completed application to the Expression of Interest Form on the Independent Public School [OnePortal](#) page.

- **Sports Program**
 Eatons Hill SS has made a strong commitment to support sports development across all year levels. We have a high number of students participating in a variety of sports at regional, state and national levels. Our ethos is that opportunity to participate in sports programs encourages student attendance and motivates students to achieve academically to the best of their ability. We have two PE teachers and several staff members who lead sports programs. Programs include:
 - Soccer Excellence Program
 - Rugby League, Softball and Volleyball Programs
 - Fitness club

- **Arts Programs – Music and Dance**
 Our extensive arts program caters for students in Prep – Year 7. We have two classroom music teachers and a classroom dance teacher. A quality Arts program enhances student engagement with literacy and numeracy and motivates students to learn to the best of their ability. Programs include:
 - Junior and Senior Concert Band
 - Junior and Senior Strings Ensemble
 - Junior, Intermediate and Senior choir
 - Auditioned Vocal Group
 - Years 4 and 5 Extension Dance Group
 - Years 3, 4, 5 and 6 Dance Club

- **Values Education**
 Our school embeds our Responsible Behaviour Plan and sets high expectations for student behaviour. In addition to our school rules, we teach the values of Respect, Courage, Compassion and Responsibility.

Please detail the potential benefits for students and the broader school community.

Eatons Hill State School is committed to supporting improved student outcomes in all areas of education, including academic, sporting and the arts and has been pro-active in providing leadership and professional development opportunities for all teaching staff.

As an Independent Public School, Eatons Hill State School will have the opportunity to expand and strengthen our existing initiatives which support teachers to develop high quality teaching and learning programs and position our school as a leader in the provision of innovative education for primary school aged students in Queensland and Australia.

As an Independent Public School, we will ensure our school community continues to develop a culture with high levels of accountability. This accountability, together with the autonomy afforded as an IPS, will provide Eatons Hill State School with the opportunity to position our school as a great school of the future. Embracing a strategy that empowers the Eatons Hill State School community to contribute to and make decisions about matters that directly affect them will ensure an ongoing, long-term commitment to the provision of a rigorous and balanced education for our students.

Please detail the innovate educational programs or practices that the school will implement to improve student performance.

As an Independent Public School, Eatons Hill SS will propose the implementation and enhancement of the following innovations and programs:

1. *Increase provision of Teaching and Learning Development for all staff*
 Reorganise the provision of curriculum, teaching and learning support currently provided by our two Curriculum, Teaching and Learning Co-ordinators into a newly appointed Head of Curriculum (1.0). The HoC will work with Teaching and Learning Coaches, providing support for year level

teams from Prep – Year 6 in planning and classroom practice. These roles will also provide Eatons Hill SS flexibility to deliver professional development for new, existing and returning staff in the application of the Reading to Learn pedagogy throughout our Teaching and Learning cycles.

2. *Continuation of Early Years Coach / Support Teacher*

In 2014 Eatons Hill introduced 2 new support roles to work with Early Years teachers and students, specifically focused on improving literacy and numeracy outcomes for students in Prep – Year 2 (using Great Results Guaranteed funding). As an IPS, Eatons Hill SS proposes further development of these roles to include a data analysis component where the Early Years Coach / Support Teacher works with teachers to analyse student data and develop programs to address areas of need. Eatons Hill SS has funded Level 1 Coaching Professional Development for one of our Early Years Coach / Support teachers.

Targeted use of the Support Services Team will also continue to be addressed. The creation of a HOSES position in Semester 2, 2014 has enabled us to further restructure our support team roles to meet the needs of our students. As an IPS we would be afforded the flexibility to restructure the delivery of support services with our additional Support Teacher employed at 0.5 to work with students in years 3-6 on a needs basis.

3. *Development of BYOD iPad classes*

In 2015 Eatons Hill SS will offer our school community the opportunity to trial BYOD iPad classes. There has been expression of interest from teachers who are keen to develop their teaching skills and student engagement with learning through the use of technology. This innovation will increase teacher capability and provide teachers with access to professional development opportunities. BYOD iPad teachers will have a level of responsibility to share their learning with Eatons Hill SS staff. As an IPS Eatons Hill SS will ensure that the necessary infrastructure is in place and supports the successful implementation of this program.

4. *Targeted Professional Development for Teacher Aides*

Our teacher aides are recognised for the importance of their role for improving the education provided for our students. As part of the IPS initiative Eatons Hill will utilise the flexibility of the roles of our HoC, Teaching and Learning Coaches and Support Services teachers to provide targeted, school specific professional development for our teacher aides. PD will be offered each term and will focus on literacy and numeracy, behaviour management and working with students with learning needs.

5. *Community Liaison*

Pre Prep Co-ordinator role

In 2014, Eatons Hill SS implemented this role which involves an experienced Prep Teacher liaising with local childcare centres one day per week over a 10 week period. In 2015, Eatons Hill will expand this role through the IPS initiative to create a targeted position for the year. One of our experienced Prep Teachers will build outreach programs with Pre-Prep providers and local centres to ensure community relationships and greater preparation for students entering our Prep Program.

6. *Sports and Arts Programs*

As an IPS, Eatons Hill will further develop partnerships with community arts and sporting bodies as well as neighbouring primary and high schools to expand the offerings of our Sports and Arts programs. As an IPS, Eatons Hill SS will investigate the process required to develop and offer Sports and Arts Excellence Programs for our students.

Principal endorsement

Substantive principal name: Clyde Campbell

Substantive principal signature: 

Date: 01.09.2014

and we employ a full time **Student Welfare Teacher** to work with the GO and the school Chaplain to respond to the emotional and social needs of our students and to support parents.

Science Program - Our school is a leader in Primary Science within the cluster and District. Science is a signature program at our school. We employ **Specialist Science Co-ordinators** - allowing students to learn in a 'lab type' environment and further stimulate learning through a focus on inquiry skills. We provide innovative extra-curricular activities including the **Elanora SS Kids' Science Conference** and **Science Showcase**. We focus on **assessment and tracking** and have led Regional testing trials which have identified that the school showed significantly higher achievement levels and growth than other schools in the cluster. We have a passion for sustainability, presently have a four star rating and are working toward our aim of **Elanora - Clean and Green - a Rubbish-free school in 2015!** We actively support and are supported by local environmental organisations such as the Gold Coast City Council and Currumbin Sanctuary.

HPE Program: Elanora Primary School takes great pride in the sporting programs offered through the school. Over the past 3 years Elanora has produced 61 District Sport representatives, 25 Regional representatives, 13 State representatives and 3 National representatives. In 2014 we had 80% of our Year 5-7 students involved in interschool sport.

Coaching Program: We have a successful teacher coaching program operating at our school, which develops teacher pedagogy in Reading and Maths, leading to enhanced student learning outcomes.

Facilities: Elanora was one of the first schools on the Gold Coast to choose **Direct to Market**. Our school facilities have benefited from the autonomy we have in using local tradesmen and we have formed alliances with other schools to capitalise on our contracting pricing and timelines. We have been successful in accessing support from local business and have organised significant fund-raising activities to enhance our school facilities.

Parent Involvement: To further increase the involvement of parents in our school, we introduced a **Parent-Rep Program** in 2013. Currently, all 48 classes have a parent representative, who support the classroom teachers, meet regularly with the school principal and provide an effective forum for parent input about school activities. We regularly run parent workshops relating to Early Language, Literacy, Maths and Parenting.

Student Leadership Program: We have substantially changed our Student Leadership Model to include a variety of school leadership roles. Our criteria for selection has been changed to incorporate a greater focus on skills and values such as creativity, entrepreneurship, community involvement and assertiveness. Already, our senior students show greater confidence and demonstrate skills to question, challenge and create and to exercise greater student voice and ownership of our school and community.

LOTE Program: A **Japan Study** exchange program has been operating successfully for ten years and this year we have introduced **Spanish into Prep**, which will continue into Year One. Under the guidance of our LOTE teacher, our students work with local businesses creating fun competitions and sponsorship.

Please detail the potential benefits for students and the broader school community.

IPS - Potential Benefits to our School

Elanora State School is well positioned to make the most of the IPS initiative. The school is highly regarded within the community, has been successful in developing innovative programs and introducing a range of initiatives to enhance student learning. We have a highly motivated and skilled staff as well as involved and supportive parents. We are excited about the autonomy given to IPS to recruit staff with specific skill-sets, cut red tape and challenge traditional models of primary education. We already work closely with local Independent Public Schools and look forward to further enhancing these partnerships to provide the best education possible for our students and be accountable to our own school community.

Please detail the innovative educational programs or practices that the school will implement to improve student performance.

Future Innovation: Creating an Early Childhood Hub and Outreach Program.

We already work closely with our local kindergartens and child-care centres to improve transition for students and provide consistency of practice in terms of early maths and reading development. If we were to be successful in our application to become an IPS, our plan would be to:

Employ an Early Years liaison officer to lead the development of our school as a **Hub for Early Childhood in Gold Coast South.**

Strategies would include:

- Further strengthen our partnership with the Early Education faculty of Griffith University – (Associate Professor Bev Fluckiger)
- Regularly meet with directors and teachers of local kindys and child care centres to develop shared practices, establish common diagnostic tools and data sharing e.g. Transition Statements
- Provide information sessions to up-skill parents in supporting students with early literacy and numeracy activities and social/emotional issues
- Provide information about and liaise with local government agencies such as Community Health and Indigenous Support Groups to support young children and their families.
- Maximise Prep orientation meetings and school "Walk Arounds" to develop parents' knowledge of school and community programs – e.g. Support a Talker
- Develop a Cluster Information Brochure for parents such as "Step Into Prep".
- Organise specialist health and educational specialists to address parents e.g. speech language pathologist, school nurse, occupational therapist, Guidance officers and psychologist
- Establish positive relations and strong lines of communication with parents who chose to keep their children at home rather than attend child care centres.
- Develop regular professional development sessions, mentoring and networking opportunities for Early Childhood teachers and teacher aides from the range of local settings
- Organise Early Childhood teachers to visit centres and school classrooms and share strategies, transitions and curriculum alignment
- Establish common behaviour values and language within the cluster
- Share and develop consistency of practice in routines, transitions, observations and recording of developmental growth
- Work with parents to organise the screening of all students using the PEDS checklist (Parent Evaluation of Developmental Status) or Brigance Test. Early Years Numeracy and Literacy screening would also be conducted with students prior to their enrolment in Prep.
- Share information and practices with Early Childhood teachers within the local schools in cluster
- Develop a cluster program of Pre-Prep Intervention and Support
- Liaise with the OSHC services based at the local cluster schools to promote specialist Early Childhood programs, and provide parents with information.
- Organise with ECTA to host an Early Childhood Conference on the Gold Coast –highlighting evidence-based best practice.

Principal endorsement

Substantive principal name: Tricia Neate

Substantive principal signature: _____

T. Neate

Date: 5 September 2014

Please upload your completed application to the Expression of Interest Form on the Independent Public School [OnePortal](#) page.

Enhancing Numeracy

The development of a partnership with CSIRO through its 'mathematicians in schools' program and the recruitment of a numeracy coach are expected to help teachers and teacher aides improve student engagement and learning in Mathematics.

Early Years Transition

DETE's Strategic Plan 2014-18 acknowledges the importance of the 'early years' in shaping Queensland's future. Strengthening our relationship with pre-prep providers and improving our transition program is expected to enhance the readiness of pre-prep students for their first year of formal education.

Community Building

Hilder Road's 'fishcreek4061.com.au' website which was launched in April 2014 was created through the volunteering efforts of HRSS parents who passionately believe in supporting the local community and environment in which we live, learn, work and play. Website resources and activities help to engage and empower children in learning about the environment whilst simultaneously providing a practical means to support teachers. This website has the potential to enrich student learning and deepen connections with a wide range of stakeholders including local indigenous, environmental and historical groups. Recently, the school and 'fishcreek4061' won the 'community action and partnership award' in the Keep Queensland Beautiful Competition.

Please detail the innovative educational programs or practices that the school will implement to improve student performance.

Positive Education

Mental health conditions have a negative impact on student attendance, engagement, behaviour and achievement. In line with the school's vision of 'success embedded in a culture of care', we are committed to building a 'positive education' culture throughout the school to support students, families and staff. We will review our social skills/personal development, parent education and professional development programs to better promote wellbeing, optimism and mental health. In addition, we will: (1) recruit a social/emotional specialist to support students, parents and staff in achieving our goal of creating a school wide, 'positive education' culture; (2) strengthen partnerships with The Gap SHS and other Mount Coot-tha Cluster schools to promote a 'positive education' ethos across our school communities; and (3) develop and implement a 'Creativity and The Arts' aligned student wellbeing program to enhance the welfare and mental health of students and their families. Additional funding to support the implementation of this program will be sought from the *Financial Markets Foundation for Children*, whose purpose is to promote the health and welfare of Australian children.

Digital Learning

Currently, teachers and students have ready access to interactive whiteboards, laptops and other computers as well as a class set of iPads to enrich teaching and learning. In the future, students will benefit from having their own devices to: gain easier access to online instructional materials; allow for 24/7/365 access; provide opportunities for greater choice and more independence; supplement school resources and equipment; and smooth the transition between home and school.

Data collected via a recent parent survey concerning BYO iPads show that 65% of Year 1 parents and 84% of Year 3 parents support the introduction of a BYO iPad Program. Therefore in 2015, we are planning to implement a BYO iPad Program in 2 classes; one in Year 2 and the other in Year 4.

Enhancing Numeracy

A program of peer coaching and classroom profiling has been operating at Hilder Road since 2013. This program was strengthened in 2014 with the engagement of a 'pedagogy coach' to specifically work with 'early years' teachers to enhance student performance in literacy. To enhance student achievement in numeracy, we will build school wide capability in the teaching of problem solving in mathematics by engaging a numeracy coach to work with teachers and teacher aides. This strategy will complement initiatives aligned with CSIRO's 'Mathematicians in Schools' program which commenced at Hilder Road in July, 2014.

Early Years Transition

DETE is committed to working with the early years and schooling sectors to improve children's outcomes, including transitions to school. To support the implementation of this strategy, we will strengthen our 'Get Ready for Prep' program and establish partnerships with local C&Ks and other early learning providers to enhance the preparation of children for Prep. In addition, we will investigate the feasibility of establishing a C&K facility on the school campus. Preliminary discussions with C&K CEO, Michael Tizard, have been very positive with 'in principle' support for both of these initiatives given during a meeting at the school on 18 August.

Parent/Community Engagement

To action key elements of Parent/Community Engagement Framework, we will strengthen our parent and community engagement by:

- refining the school's existing communication strategy;
- reviewing the role of class parent representatives; and
- further promoting community interaction with the 'fishcreek4061.com.au' website.

Principal endorsement

Substantive principal name: John Collins

Substantive principal signature: _____

Date: 2/9/14

Research indicates the following characteristics of a contemporary learner:



Our innovative school approach to curriculum, pedagogy and technology will build staff capacity to achieve a learning community that helps students become high achieving contemporary effective learners.

Please detail the innovative educational programs or practices that the school will implement to improve student performance.

The curriculum renewal program and embedding of BYOD into the Pedagogical and Curriculum framework for the whole school will make the following improvements:

- Access for the diverse range of students within Jindalee State School to the array of educational resources and digital devices that deliver:
 - Personalised learning
 - Learning outcomes particularly for students performing above and below the class average
 - Improved collaboration
 - Give students' greater choice and more independence
- It creates a model for lifelong learning
- Smooth transition between home and school
- Allows for 24/7/365 access
- Provides easier student access to online instructional materials
- Supplements school resources and equipment
- Normalisation of technology

Consideration will be given to the use of clean feed internet opportunities, self-filtering and platforms such as Eliminate and Skype for delivering faster and more interactive, real world learning opportunities for students. Our local data shows that through the use of individual devices, students who struggle to meet success criteria become more engaged resulting in improved learning outcomes. Through greater innovation and further personalisation of learning opportunities, data suggests students will continue to achieve improved results.

As an IPS we will establish a dedicated eLearning position that becomes partly self-funded through the provision of professional development, collegial support, professional visits and coaching for other schools. Our school will share learnings from experiences at state, national and international levels.

Through the increased use of technology we will have improved capacity to develop learning programs that support visiting students and professionals from our Korean partner schools and strengthen our Asian Language Program.

We will establish links with local universities that support our research base and ongoing innovation and professional development.

Please find attached the school's present involvement in research and programming in this area as a basis of proven ability to innovate. <https://byox.eq.edu.au/school-journeys/Jindalee/Pages/JindaleeStateSchool.aspx>

Principal endorsement

Substantive principal name: Principal Retired Position Vacant - A Principal / William Carey

Substantive principal signature: _____

Date: 5-9-14

Please upload your completed application to the Expression of Interest Form on the Independent Public School [OnePortal page](#).

The ability to have greater say in the engagement of new staff will be extremely beneficial to our school. **A key to our great school is our great staff.** If we can select staff who have a strong desire to join our professional learning community; that are willing to work closely and collaboratively with our parents; and are prepared to implement and complement our existing programs; then we will see further improvements to our students' performance.

Please detail the innovative educational programs or practices that the school will implement to improve student performance.

Jinibara enjoys the rewards of a very successful cultural change process that began with the appointment of the current Principal and continues with some exciting innovations;

- a school initiated and developed Early Years Development Centre
- a recently opened Mathematics and Science Academy (MSA) facility in partnership with Narangba Valley SHS for Academically Talented students
- Maternal Health and Midwifery Practice in partnership with Queensland Health catering for birth to 4months
- playgroups and parenting programs catering for birth to kindergarten
- two new onsite kindergartens developed with and operated by C&K
- P&C established and operated Outside School Hours Care for primary aged students.

These initiatives have helped lead to a growth in lower school numbers, significant and sustained improvement in early year's academic results, and exceptional levels of staff, student and parent satisfaction. They have also contributed to the attraction of future students, the retention of current students, the performance of the Narangba-Burpengary Coalition of local state schools and strong local public confidence in State Education.

New initiatives for Jinibara, our local state school partners and allied services includes;

- Coalition Literacy Roadmap **Oracy-Reading** bringing evidence-"proven" literacy practice to each school's improvement agenda (concluding Term 3, 2014)
- Coalition Literacy Roadmap **Writing** (commencing Term 4, 2014)
- Performing Arts Academy (trailing Term 4, 2014)
- Paediatric Therapy services to support our growing need to support vulnerable children and their families in our community before they enter formal schooling (establishing and operating 2015)

Jinibara has become a powerful, responsible and energetic professional learning community that will benefit from greater autonomy as an Independent Public School.

Principal endorsement

Substantive principal name: Dr. Ray Bloxham

Substantive principal signature: _____

Date: 22.07.2014

Please upload your completed application to the Expression of Interest Form on the Independent Public School [OnePortal](#) page.

The current school population is 232 with 9 classes.

The P and C Association are supportive of the school's direction and leadership. It has 21 members in 2014.

The school has consistently achieved strong School Opinion Survey results. Highlights from 2013-2014 School Annual Report are below.

	2012	2013
their child is getting a good education at school (S2016)	97%	97%
their child likes being at this school* (S2001)	92%	97%
their child's learning needs are being met at this school* (S2003)	100%	97%

Other Audit Outcomes include:

Financial Audit 2014 – SOUND

Behaviour Audit 2014 – 50% HIGH 50% OUTSTANDING

Teaching and Learning Audit 2012– 80% HIGH 20% MEDIUM

NAPLAN results in 2014 indicate the Kalbar achieves results within the National Average in all areas with one area exceeding the National Average. This in turn places Kalbar significantly above "similar schools" in all areas. The school sits in the 6th achievement decile for 2014.

Please detail the potential benefits for students and the broader school community.

Expectations of students and teachers at Kalbar State School are already high. With the added impetus of IPS, administration and staff believe that the bar can be raised significantly. The strong focus already on Literacy and Numeracy can be increased further through:

- before and after school classes;
- improving the prep entry level by improving relationships with local kindergartens;
- reducing class sizes and
- adding a teacher coach to the teaching team.

The staff have a view to broaden student learning by:

- enhancing the arts program;
- extending a program of Intrapersonal development;
- working with the High School to accommodate learning for boys in agriculture and manual arts from year 5 and
- developing a robotics program to enhance motivation and develop Gifted and Talented students.

Please detail the innovative educational programs or practices that the school will implement to improve student performance.

1. Improving school to kindergarten relationships.

A teacher employed as 0.1 would have responsibility for liaising with Kindergartens, inviting kindergarten teachers into school classrooms, working with kindergarten to deconstruct curriculum and align it with prep expectations, develop transition programs and run a "Koala" program at Kalbar for toddlers.

The school will organise an annual conference for cluster around developing toddler's literacy, with a strong focus on oral language and numeracy, and readiness for school. This focus is based on research showing that a child's level of oral language when they enter school is the best indicator of reading success.

The Fassifern Cluster, made up of 9 local schools in the scenic rim, has begun work in this area and has made links with the kindergarten, which are now ready to commence such work.

2. Extra Tuition before and after school

Plans to extend Kalbar's existing Homework Club, which is run after school, would allow for teaching of content to extend students as well as providing assistance to students in completing homework. This program would be facilitated by a teacher.

3. Develop Links with High School to create an Agricultural and Manual Arts component.

A term about program would be offered to upper level students to work with a high school teacher in agriculture or Manual Arts. Kalbar School would pay for the Boonah High School teacher to implement the program.

4. Develop Agricultural Program through a Partnership with a local farming/production company

Kalbar School would enhance the current gardening program significantly by increasing resources needed for agriculture and seeking a partnership with local farming and production company "Kalfresh." The school would support a teacher presently employed by extending employment. This teacher has expertise in the area. Volunteers from the local gardening club would assist while local produce shops, Elders and Farmcraft would be invited to assist and sponsor the program.

5. Develop an Intrapersonal Development Program

Kalbar teachers presently profile students using "AusIdentities". We aim to further profile students with a goal to assist students understand themselves better which will lead to better learning. This information will assist teachers as they differentiate for students. The program would incorporate a team building; leadership and personal development courses run at the local Outdoor Education Centre at Maroon Dam (MOEC) and capture skills and resources at *The Outlook Education Centre* in Boonah which works with children at risk.

6. Strengthen the existing Arts Program

Staff at Kalbar have researched the need for Music, Dance and Visual Arts for brain development and the development of the whole child. We aim to employ a teacher 0.2 to develop an Arts program across the school. The teacher would assist in the development of the currently running choir with choirs and organise exhibitions and performances, which would promote Kalbar throughout the community.

7. Use technology and ICTs to motivate students and provide opportunities for the Gifted and Talented

Physical and human resources would be purchased to implement a robotics program. This program would operate predominantly out of school hours. Students requiring greater motivation would be targeted along with identified Gifted and Talented students.

Principal endorsement

Substantive principal name: Chris Muir

Substantive principal signature:



Date: 03/09/14

Please upload your completed application to the Expression of Interest Form on the Independent Public School OnePortal page.

2015 INDEPENDENT PUBLIC SCHOOL EXPRESSION OF INTEREST

School Name:	Kenmore State School
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Please detail the innovative educational programs or practices that the school will implement to improve student performance.

Expert, High Quality Teachers and teaching support staff:

- Build teacher capacity and expertise through collegial coaching /mentoring partnerships within the school and cluster and through tailored, strategic professional development and skill building opportunities.
- Employ curriculum and pedagogical coaches and extension of middle management structures to support teachers' professional and reflective growth and to maintain the high quality consistent curriculum mapping across and through years
- Employ subject area specialists to enable class teachers to maintain focus on literacy and numeracy and quality instruction
- Maintain school pedagogical focus on Explicit Instruction. Professional development and school collaborations in the cluster and interstate. Leading school in cluster.
- Build data literacy to enable teachers to respond to data effectively and implement evidence based, decisive curriculum guaranteeing individual results for students P-6 in reading.

Building International Partnerships to promote State School education:

- Build on established reputation attracting International families to our school and community KSS is well placed to be recognised as an International School.
- Develop a "sister school" partnership with a Korean school enhancing our reputation as a school of choice for EALD families
- Further develop EALD teaching team and educational program, building on the expertise and skills of experienced teachers and aides

Leading school in Differentiation and Maximising Student Achievement:

- Continue implementing high quality support program for SWD through Special Education Program and extension programs
- Continue implementation of effective Differentiation practices across whole school and develop teacher capacity through collaboration and teaching partnerships
- Provide professional development, seminars and workshops to local schools and community
- Continue to develop the Honours Program in collaboration with local secondary schools and science facilities (CSIRO and USQ) and other community groups

Kenmore State School and Community Literacy and Numeracy Foundation:

- Establish a committee of school, cluster and community representatives to promote literacy and numeracy across the community
- Utilise in school and external professionals offering professional development to teaching and support staff, and further develop existing parent and community education programs
- Further develop community links with preschool facilities and organisations to ensure that students come to school with pre-requisite, developmentally appropriate literacy and numeracy foundation skills. Development of a school transition curriculum program
- Develop with community partnerships literacy and numeracy awareness events

Reading to Learn Master School:

- A whole school approach to teaching, assessing and moderating reading and writing
- Continued implementation of the Reading to Learn pedagogy as a whole school initiative
- Continue to work with R2L project officers to develop our school as a Master School offering professional development, workshops and seminars as a means of improving student outcomes in reading and writing
- Develop an in-principle agreement with the University of Sydney to provide their under graduate education students access to teaching and learning resources developed by our school through the Reading to Learn program.

Centre of Excellence for Autism

- Kenmore boasts a SWD population ranging between 20 – 25% of the student population. Our school would offer programs for other schools in the broader Western Suburbs areas to enhance their SWD programs, building SWD programs in other schools to support SWD growth & development

Connective Kenmore

- Develop an ICT based curriculum program connecting students to external educational facilities
- Introduction of alternative language study programs – early implementation of language program utilising external educational facilities including Kenmore State High School

A centre of Life Long Learning and a community of thinkers:

- Cementing links with local secondary schools and developing educational programs that offer seamless transition to high school programs (German immersion, ICT, academic programs)
- Adult community education program extended to offer programs to students
- Re-establish partnership with CSIRO and UQ to promote science and agricultural science skills and knowledge
- Extension of mathematics competition developed in collaboration with local schools

Please demonstrate the school's capacity to assume greater responsibility for its affairs.

Kenmore State School is a highly regarded primary school with a strong, historical connection with the Kenmore community. Proudly recognised as the first state school in the Kenmore district our school was established in 1900 to cater for the growing number of local children in the surrounding rural farming community. Our strong academic focus, combined with our commitment to providing a safe, supportive learning environment for our students, and our convenient, central location in the Kenmore business district has earned us the reputation as the "heart" in the heart of Kenmore.

- **Strong leadership team, a highly experienced, skilful workforce** and active and engaged wider **school community** who are very supportive of the school, staff and student body.
- Established **sub-committees** manage and maintain programs, resources and budgets
- Whole school **procedures and operational policies** manage and respond to school business consistently and strategically ensuring that decisions are made effectively at school level.
- Creative management of **teaching budgets and allocations** to engage a staffing model that reflects the unique nature of our school and to ensure that resources and facilities are used to maximise student achievement.
- A highly successful **Parents and Citizens Association**. This successful operation is very capable of managing and maintaining strong financial growth managing solid budgets with accountability, strategy and integrity. The P and C operate five businesses.
- A well-established, highly successful **Community Education Program** makes use of the school's wide range of resources, running an extensive range of Community Education services open to the Kenmore community and beyond. This program generates considerable funding to our school (annually around \$100 000) and firmly cements the school's profile as a centre of lifelong learning in the community.
- Exceptional **school facilities** are well utilised by ourselves, and leased to local schools, community and private organisations. We offer a swimming complex from which school and a community swim schools operate, as well as lighted tennis courts, two large activity halls one with cooking and serving facilities, large oval and undercover areas.

Please detail the potential benefits for students and the broader school community.

As an Independent Public School, Kenmore State School would ensure that through increased autonomy and flexibility we could continue to grow as a centre of lifelong learning. Our school has a unique school community, with our students reflecting the diversity of cultural and socio-economic groups within our local community; a diversity that our school actively celebrates and embraces and showcases at our annual Multicultural Celebration, a community event.

Our students and community would benefit from:

- **Rigorous educational innovations.** Our commitment to continually striving to improve student outcomes is evidenced by our effective, consistent whole school programs and pedagogies. With increased flexibility to manage our curriculum offerings, combined with expertise and capabilities of our leadership and teaching staff, we could ensure that the demands of the Australian Curriculum are met while ensuring our students are provided with a quality, rigorous curriculum developed to *reflect the changing needs of our local, regional and global communities* through the flexible allocation of funding and resources.

2015 INDEPENDENT PUBLIC SCHOOL EXPRESSION OF INTEREST

School Name:	Kin Kin State School
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Please demonstrate that consultation has occurred across stakeholder groups, including a summary of their views.

Considering this expression of interest to become an Independent Public School (IPS) is our third consecutive submission, our consultation process has been long-term, consistently widespread and consolidating our strong desire to become an IPS with three consecutive years gaining 100% support from staff, P&C and the local community. All three groups have a strong desire to establish a heightened level of autonomy towards ensuring longevity in current innovations that replicate the local community and engage our students in learning leading to continual improvements in organisational outcomes, especially student learning. A letter of support is attached from all stakeholder groups.

The process has also incurred three consecutive years of our local councillor and state member recognising the relevance and importance in KKSS becoming an IPS. Both acknowledge the school's capacity to sustain localised governance and how this has significant potential to improve student learning. The acknowledgement stems from first hand knowledge of evidence-based innovative educational programs and practices already improving student learning. Thus, influencing their confidence in future actions to sustain a desired level of organisational performance. A letter of support from both is also attached.

Please demonstrate the school's capacity to assume greater responsibility for its affairs.

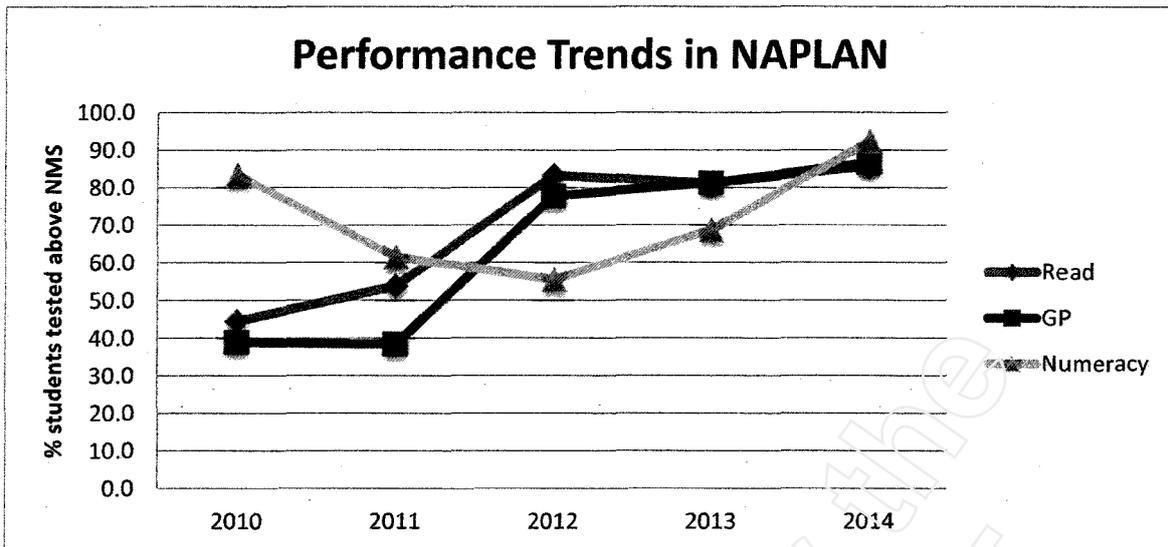
Strong school-parent relationships and school-community partnerships have already established a sense of localised governance. The current approach to school governance heavily relies on vital input from significant stakeholders in providing substance to the decision-making process leading to establishing an outcome or action that aligns strategically and ultimately improves student outcomes. The approach resonates practices associated with the School Council model though at this stage its establishment has not been completed. However, upon becoming an IPS the KKSS School Council will be promptly operational. Fortunately, this level of ethical decision-making is afforded from the standard of personal internally and externally driving our organisation.

The collective staff members have a wealth of knowledge and experience across all aspects and functions of schooling leading to successfully operating as a Direct to Market School and an Empowering Local Schools project participant. Integral to this success is the Principal's adaptations of learning while completing a Master's of Business Administration, which will be completed early 2015. Meanwhile, the parent body and local community members commonly create and sustain self-employment based on innovative practices in their chosen industry. Thus, conjointly the group ensures innovative programs and practices are embedded in the best interest of student learning and the longevity of the local community. Fortunately, the collective have long-term intentions to maintain significant involvement in future directions of the school, as commonly experienced in this united and focused small community.

Please detail the potential benefits for students and the broader school community.

Since establishing our strong sense of localised governance in 2010 to address the urgency in student academic performance, as depicted by being a National Literacy Partnership School, innovative programs and practices have improved student learning. Along with a strong united focus on continual improvement fuelled by best practice and evidenced-based research, the current programs and practices are empowered to achieve 80% of students tested in NAPLAN performing above the NMS. This high expectation agenda influences the school having a high standard of educational programs, appropriate intervention and successful inclusive practices towards creating a productive and supportive learning environment for all students. The following

graph displays the tremendous improvement trend towards reaching this target of explicit improvement agenda focuses, resulting from effective localised governance practices.



Outside the NAPLAN realm, the school is also improving student learning in other academic areas from the current innovative programs and practices. Like, the school's continued involvement in the Australia Post National Kids Teaching Kids Program. For the last three years our students have conducted workshops based on their environmental issues learning at the Sunshine Coast featured event for around 300 middle schooling peers. In fact, Richard Wood (the founder of the program) was thoroughly impressed by our student's workshops this year that he will be using them to inform and inspire other workshop presenters towards a desired standard.

Alongside the broader school community assisting the improvement in student learning the current innovative educational programs and practices also benefit the broader school community. Our collective actions have resulted in the school acclaiming the 2013 Sunshine Coast Regional Council Living Smart Edible Landscape Award (Professional Category) for the school's operations and functioning being of a high standard in sustainable living practices. These practices also afforded the school becoming a partner, in the same year, with Noosa Biosphere Limited (NBL), the governing body managing the UNESCO recognised Noosa Biosphere Reserve. Moreover, the Principal is the Chair of the Education, Research and Development Sector Board for the said NBL that provides advise to Council and NBL and all matters pertaining to its charter. Both accomplishments, and the significant role, compliment the broader local community's appeal to visitors and potential residents. Thus impacting on the self-reliance longevity of this small community. In other words, we are creating successful learners and citizens while also supporting the local community - its economy, environment and culture, today and tomorrow.

Please detail the innovate educational programs or practices that the school will implement to improve student performance.

Since 2010 we have focused on implementing, embedding and enhancing our kitchen garden and sustainable living programs as our innovative educational programs and practices. In our previous two IPS EOI submissions we have presented how we can enhance these programs leading to potential benefits for the students and the broader local community. Like establishing a cooking school that entails a chef working with our students, enhancing the operational efficiency of the kitchen garden program and promoting our school beyond our broader local community. Significantly, the cooking school has benefits also for student learning especially in the field of financial maths. If we become an IPS we will still endeavour to pursue these potential benefits however this year we are presenting a different educational innovative practice.

The practice has been influenced from learning achievement incumbent in the aforementioned programs with sound connection to evidence-based best practise to deliver a guaranteed and

viable curriculum, that being a long-term focus on a learning outcome with multiple opportunities for students to demonstrate attainment of a desired knowledge and skill. Thus, we propose an innovative approach to how we deliver and assess our entire curriculum. A curriculum aligning with the intention of the National Curriculum and will improve student learning.

In this approach, we will deliver the entire curriculum throughout the year in a manner that provides all students an opportunity to progress their learning development towards attaining the year level standard. For instance, each student will experience learning opportunities in biology each term, not just in one, to provide them an opportunity to demonstrate their knowledge at the end of the year. As intended by the developers of the National Curriculum. Importantly in this approach, a set of critical inputs will be established based on student performance trends. Achievement of these critical inputs will be our major focus, and thus our starting point, with the remaining areas introduced and consolidated accordingly throughout the year. This approach is supported by Marzano's notion of schools providing a guaranteed and viable curriculum leading to being of high reliability at improving student learning.

To compliment the proposed curriculum delivery method a different assessment approach is also purposed. It is influenced by Marzano's notion of having an assessment framework that informs student learning and enables all students the opportunity to adequately present their knowledge and skill. That is, the assessment tool should not attempt to assess multiply knowledge's and skills at once. Furthermore, the framework should provide opportunities for the student to become familiar with the assessment tool prior to the tool being implemented to assess a given knowledge or skill. The framework should also provide multiple opportunities for the student to present their level of attainment for any give knowledge and skill throughout the year. That is, the framework should implement multiple formative assessment items to progress learning leading to identifying a summative score based on the student's learning development throughout the year. Much like a yearly learning goal with significant junctures to present learning growth leading to a recognisable summative assessment of the student's learning achievement.

Relevant information surrounding the abovementioned model has been interrogated along with implications for change been considered by the school's Professional Learning Community. We concluded the proposed model is preferred leading to meeting prescribed curriculum and assessment requirements while maximising opportunity for success in student learning. The findings were disseminated to the parent body with preference for the proposed model being received. A sound level of trust has been acquired from stakeholders groups following prior successful ventures in innovative educational programs and practices. During which the concept development phase incurred the same level openness and well-informed steps leading to more stakeholders having ownership of practices and more impact on potential benefits. This shared responsibility is vital to experienced success and is evident in another innovative educational practice not yet discussed though integral to our current organisational performance trend, that being our inclusive practices.

In 2011 the school was remarkably inundated with a range of diverse learners throughout all year levels. This occurrence dramatically impacted on our school's function and operations. The school had previously experienced a level of diversity in learners though not to the extent presented in that said year. Initially our inclusive practices were guided by common best practice evident in other learning communities however it quickly became apparent that these practices did not match our learning community. Of significance, was the lacking efficiency of the support network based on all learners impacted by its low level of consistency and continuity of targeted human resources. Furthermore, the fact that within all stakeholder and student groups there were misconceptions of individual's responsibilities towards achieving inclusive practices for the benefit of all students.

Hence, our current innovative practices demand ownership amongst all stakeholders and students of our inclusive practices so that all our learners experience a consistent, continual and appropriate level of support all day every day. In other words, we have created a learning culture and have creatively managed human and financial resources so that our learners are always well supported. This reduces anxiety and subsequently reduces disruptive behaviours leading to a highly productive and supportive learning environment for all students, without the need to utilise part-time specialists to manage learning programs or participation for specific learners.

In conclusion, this innovative educational practice was developed from our strong sense of localised governance and its success provides evidence of our capacity to be an IPS.

- Instrumental Music Program. Kirwan State School currently offers places to students in Year 4. As an Independent Public School Kirwan will increase the footprint of the Instrumental music program to include Years 2 and 3.

Please detail the innovative educational programs or practices that the school will implement to improve student performance.

Kirwan State School is the pioneer school in Townsville for the highly successful LEM phonics program and also for the introduction of Inquiry Cycles using the research of Helen Timperly. This body of work, now in its third year, has been the object of study of the University of Queensland research team and has been presented at international conferences by Doctor Ian Hardy. This innovative and highly acclaimed professional learning builds on Richard Elmore's Instructional Core and Helen Timperly's Cycles of Inquiry where staff cohorts are provided with challenging and engaging professional development which examines microscopically their teaching, the curriculum and standard and their beliefs about students. Pedagogical reform is key to the process with all members of the administration team providing a coaching/mentoring framework linked to each teachers performance frame. This practice has already seen great movement of student data particularly lifting numbers out of the lower two bands in NAPLAN.

As an Independent Public School, Kirwan will continue to grow this work using flexible staffing options to ensure the delivery of the professional development at least one day each term for each teacher.

Kirwan State School also hosts regular Author in Residence workshops with children's authors such as Boori Pryor, Sally Murphy and Kim Michelle Toft. These programs, currently delivered through a cluster/gifted and talented program will be extended to include more schools in the cluster. As an Independent Public School Kirwan will have the opportunity to further engage a variety of authors from C2C texts and deliver action research projects which measure children's engagement with author craft using Levels of Achievement Data in English as a measure of growth.

Kirwan State School already provides quality extra programs outside the scope of the "norm". These include the provision of a whole school dance program which is built into our existing flexible staffing, a full time science specialist who currently delivers all Science curriculum to 3 year levels in the school – also within the boundaries of flexible staffing, two intensive reading focus teachers who are funded through Greater Results Guarantee funding. These teachers, experts in the delivery of quality reading lessons through discrete and focussed pedagogy coach and model in lower school classes

The school produces a high quality musical every two years, the only state primary school in the Townsville region to produce a musical of "professional" quality which is performed at the Townsville Civic Theatre and runs over three sessions open to the public. We already offer Instrumental Music from Year 4 upwards.

As an Independent Public School, Kirwan State School would look to further enhance and cultivate growth in the critical/creative endeavours and The Arts. Furthermore, the school would be free to develop business relationships with bodies such as Regional Arts Development, Moving Opera, Townsville Repertory Society and the Townsville Civic Theatre itself.

The school would also look to expand the existing Science Specialist delivery with another 1.0FTE Science teacher and science lab fit out.

Principal endorsement

Substantive principal name: Melissa Jackson

Substantive principal signature: _____

Date: 3 September 2014

Please upload your completed application to the Expression of Interest Form on the Independent Public School OnePortal page.

Please detail the potential benefits for students and the broader school community.

It is the implicit vision of the school to become the standout Rural Educational site within the Lockyer Valley and to provide educational standards and opportunities that are equal to or beyond those available in urban areas. We wish to provide our students and our community with the necessary skills and educational opportunities they need to participate actively and successfully in society. Through the IPS initiative we will be able to provide support to our Cluster in Learning Support and ICT enhancement and encourage the transient workforce to bring their families to live in the Gatton area, extending access to cultural, business, arts and sports for all families.

Please detail the innovate educational programs or practices that the school will implement to improve student performance.

The Lake Clarendon State School Values of Celebrate, Learning, Excellence, Attitude and Respect are implicit in the school's culture and embedded through an explicit pedagogical framework and coaching model. The development of local ICT expertise and support and improving the local administrative capacity will provide the necessary support that the school and the cluster need to enable teachers to extend and broaden their capacity to provide high quality learning experiences that meet their students' 21st Century learning styles through the Symphony of Teaching and Learning process.

Excellence Research – By utilising additional funding from the IPS scheme, we will be able to release teachers to undertake a Project for Excellence to support innovation and action research which will enhance our Literacy Teaching and ensure we continue to reach our outstanding School Performance Standards. The learnings gained from these projects will then be extended to include professional development to all other schools in the Cluster forming a Professional Learning Community aimed at identifying and managing 'Hot Spots' in data.

Localised ICT support – With the increased expectations around the integration of technology for all students, there is a distinct lack of readily available local information or systems in place, particularly mobile devices, or the time for schools to utilise, maintain and manage these devices effectively within the current staffing models. We propose to develop systems that are productive and usable within our school via the use of developing local, easily accessible technical expertise. With additional funding from the IPS, this expertise will be able to assist us in establishing and maintaining ICT systems in our school as well as that of smaller schools in our cluster and local community. We also aim to be a site to host School Based Trainees and provide much needed Community Computer Lessons.

Administrative Support – By becoming an IPS, we will have the autonomy to create a BSM position, which is currently not allocated for in our staffing model. This will enable the current AO2 to work closely with Guidance Officers, STLaN, Speech Therapists and SEP teachers to complete all necessary paperwork, filing and contact with parents whose children require support. This in turn will provide more time for these specialists to focus on the priority of improving student outcomes in all small schools in our Cluster. The new BSM will be employed under a Business Model managing this school's business, finance, facilities and HR and outreaching to other Band 5 and 6 schools in the Cluster to complete the same requirements. This Business Model will streamline funding in smaller schools, allowing these schools to use their limited budgets to directly improve their student outcomes.

2015 INDEPENDENT PUBLIC SCHOOL EXPRESSION OF INTEREST

School Name:	Mackay District Special School
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- Please answer each section below.
- Your response to the criteria below must be limited to three A4 pages.

Please demonstrate that consultation has occurred across stakeholder groups, including a summary of their views.

The school community has unequivocally supported the aspiration to become an IPS as evidenced in the responses elicited from the consultation processes.

Mackay District Special School (MDSS) engaged a broad range of stakeholders through the use of focused consultation groups. These included:

P&C Association, parent body and community via school newsletter, staff meetings, teaching and non-teaching and the Local Consultative Committee.

A two-step process was used to:

1. Stimulate thoughts about our readiness to become an IPS, and
2. Capture answers to specific questions.

The overall view from these consultations about becoming an IPS was that MDSS community would have:

- "more control and ability to respond to our student's specific needs and would enable us to build the school's capacity to deliver better student outcomes"
- "greater ability to connect and encourage community involvement tapping into diversity of thinking and problem solving"
- "increased flexibility to implement modified programs /independent living centers for students to become better prepared for life after school"
- "focused capacity to build strong partnerships with post school service providers in preparing our families for the National Disability Insurance Scheme roll out"

Please demonstrate the school's capacity to assume greater responsibility for its affairs.

Leadership:

A key aspect of MDSS's school improvement agenda over the past 4 years has been the development of systems and frameworks to build capability and capacity and most importantly sustainability across the following key areas:

- Setting targets to focus attention- 90% of students have made gains in every area of English and Maths in every reporting period since 2012. These gains have levelled to 0.3 and 1.1 of a stage per semester

- Increased focused response in decision making directly related to set targets and budgets that impact across the school as through the toolkits
- Clearly defined direction to support personalised learning and transition pathways
- Stronger community partnerships in the development of post school opportunities
- More control and ability to respond to our student's specific needs particularly in the area of eye-gaze technology especially as 80% of our students have been identified as requiring alternative communication strategies and/or devices to facilitate effective communication

Please detail the innovate educational programs or practices that the school will implement to improve student performance.

MDSS has a reputation within its community of being a high performing special school that embraces innovative practices leading to significant improved student outcomes as evidenced in T&L Audits, School Opinion Surveys and internal monitoring data. The school has been able to influence at state level the introduction of activity-based curriculum resources which provide real-life context to promote the development of personal, social, independent, ICT and work-related skills. The school has effectively embraced the Australian Curriculum and has presented at a number of State Conferences best practices in the delivery of personalised programs.

Opportunities to improve student performance will be explored around the following:

- Developing teacher capacity and leading innovation in assistive and adaptive technologies including eye-gaze technology. Students with physical impairments will have increased prospects to communicate
- Using an Integrated Service model approach to structure educational, medical, paramedical and mental health services maximising available resources and student outcomes
- Creating a Training Center for Non Government Organisations (NGOs) to enhance positive transitioning for our students. NGOs experience great difficulty in sourcing trained support workers. Building partnerships and providing training through our Training and Development Unit will support student transition to respite care and post school programs and build knowledge and skills within the community. Train NGOs in the delivery of ASDAN to enhance lifelong learning for adults with disabilities
- Establishing a Foundation to raise funds and help to procure the donation of services, goods, and materials which can be used in progressing the integrated services approach, the provision of medical, dental, and occupational therapy materials and facilities for students. Constructing Visual and Performing Arts Center incorporating music, art and drama therapy
- Building an Independent Living Center focusing on preparing our students for the future. This will include developing partnerships with service providers enabling and supporting students in using the center

members have resulted in significant achievements (Harris et al., 2009). Therefore, the level of accountability that a School Council can provide will have a positive impact on our school improvement agenda. In short, by working together and communicating better with each other, within a focus of performance review, our School Council will significantly enable our school to further develop into a national leader in rural secondary education.

2. **The autonomy associated with being able to tailor our own staffing profile** will reinforce our drive to ensure that all our staff employ high quality, evidenced based teaching practices focussed on success for every student. This will expand opportunities for students to reach their full potential across the full range of abilities whilst at our school.
3. **Value for money utilisation of resources** will be improved by our increased capacity to target the individual learning needs of students in our more autonomous budgeting processes, rather than relying on external models. This would be particularly evident in:
 - o Considering our geographical location, the way school facilities are maintained; and
 - o The engagement with other service providers to investigate new and innovative ways to support student needs – for example the Youth Support Worker program.

The students and broader community of Malanda SHS are well positioned to benefit from the IPS initiative.

Please detail the innovative educational programs or practices that the school will implement to improve student performance.

Greater local decision making will enable our school to further develop strong, innovative and sustainable partnerships and programs that support student learning. These will include:

'A state school of first choice' - Malanda High's strategic planning is very much focussed on this concept. With determination, our school over time now has pitched itself within the construct of being the best rural high school in Australia, and we have recognised that to become such a school we require both quality systems and processes in place, as well as documented quality student outcomes. Further, we recognise that as a school of 'first choice' we need to have high credibility with all local parents so that choices are not made that would see students bypass our school for other educational options. To this extent we are presently relatively unique as a state high school – we are not residualised, in fact less than 5% of local students bypass our school, yet over 10% of our students come from beyond our catchment area – ensuring that our student enrolments are higher than they would normally be. At the core of this 'first choice' concept is the need to have high quality teachers operating in ways that ensure that they are seen as high quality professionals in the broader community, as well as being capable of enabling high quality student learning outcomes. Our 'Teaching System' is the process that ensures this, and it is constructed around providing explicit clarity to teachers as to the standards of professional practice that are required.

With greater autonomy, **further development to our organisational effectiveness strategy** will ensure a stronger sense of clarity in relation to our school's purpose, and the consequent capacity to further operationalize high quality systems to achieve student learning targets.

'Empowering futures' student program that provides individual case management and support of students in terms of their social, emotional and academic needs. This program will continue to be aimed at improving the likelihood of students succeeding in their career path after school

Student extension programs that provide challenging learning experiences that further develop student capability across curriculum areas (For example Adventure Writing Camp, and the Young Diplomats program).

The Australian Tropical Agriculture Precinct, Malanda Demonstration Site. This initiative, in conjunction with the Malanda Chamber of Commerce, will ensure that young people from our local area will have access to state of the art life-long learning facilities which are presently unavailable due to infrastructure restrictions that are common in rural areas.

Ongoing development of Beef Industry partnerships. Reflecting the changing nature of our local primary industry, our school has partnered with a number of beef industry groups to ensure that facilities and programs exist at a local level to promote and train for careers in this critical primary industry. To this extent, we have established a Trade Training Centre on site at our school that is increasingly utilised by a range of industry partners to deliver programs and courses for our students.

Into the future, Malanda SHS will continue to strive to develop programs and systems that will improve the learning outcomes of all students.

students. As an Independent Public School, we plan to further develop this innovation by ensuring it continues to enhance the capacity of all teachers, improves differentiation for every student and is sustainable. High quality teaching, every day, in every classroom, to maximise learning for every student is our target.

Please detail the innovative educational programs or practices that the school will implement to improve student performance.

School and community partnerships are important to Maroochydore SHS. We have developed strong links with wider educational, community, business and industry groups. We have productive working relationships with Universities throughout Queensland. Our authority and capacity to strengthen these community networks and work in new ways with local business, industry, school and community organisations will be strengthened by the autonomy provided as an Independent Public School. These partnerships add richness to the sample of innovations outlined that are possible for the new Maroochydore city centre.

An Enhanced and Empowered Maroochydore Educational Community:

Future Skills Centre - working directly with industry (VERG) to design and implement rigorous Certificate courses and structured work placements in Kitchen Operations, Hospitality, Allied Health, Justice Studies, Business, Information Technology, Children's Services, Fitness, Tourism, Engineering and Construction to ensure all students transition into successful employment pathways or further tertiary study. Direct alignment - Sunshine Coast Council Economic Strategy.

Refine and embed the Pedagogical Practitioner Research Program - further expand on Masters Research programs for teaching and leadership staff to enhance pedagogy, curriculum programs and networks with critical friends. The trial has seen development of a Numeracy / Estimation program for Junior Secondary Students developed, implemented and reviewed. The lead HOD has presented this model at mathematics conferences and the findings, whilst still in draft thesis mode, are informing professional development processes in a number of schools in the North Coast Region. Our school NAPLAN numeracy data has shown clear improvement in the first year of this action research implementation. Key components of this program are being manipulated to develop strategy and explicitly address the significant literacy needs of incoming students from our feeder schools.

Educational Facilities Development - Environmental Education Hub in partnership with USC and their partners. Compensatory Habitat Research and Indigenous Cultural Learning Resource Centre. USC has engaged with the Maroochydore Schools Cluster to inform the development of the resource to meet curriculum needs for Primary and Secondary schools.

Cookery Industry Awards - In partnership with the Queensland College of Wine Tourism, and the Australian Defence Force, we are developing an Industry based experience and competition for students undertaking Cookery in schools.

Indigenous Reference Group - a new proposal to develop communication and community engagement processes. Aims are to deliver academic, cultural, community and social development for our students and families with the intention of maintaining attendance rates of greater than 90%. Professional learning support for teachers and support staff through links to the local groups. Build on the links established with AIME (USC) and QATSIF.

Bright Minds' project - an extension transition program designed to challenge talented, high achieving Year 5 and 6 students from feeder primary schools. Government STEM agendas are progressed through the exploration of Engineering and Bio-Technology programs.

Conclusion:

As we celebrate our Golden Jubilee, Maroochydore SHS has demonstrated an established track record for innovation and high performance underpinned by strong leadership. Our location, adjacent to the emerging redevelopment of the Maroochydore City Centre, sees us ideally positioned to take advantage of the opportunities afforded by the Independent Public Schools' proposal. Our consultation process has provided a mandate for this application. A successful application will enhance our ability to further our continual improvement agenda in partnership with our community, delivering increased engagement and achievement of all students.

2015 INDEPENDENT PUBLIC SCHOOL EXPRESSION OF INTEREST

School Name:	Merrimac State School
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Please demonstrate that consultation has occurred across stakeholder groups, including a summary of their views.

Merrimac State School applied to be an Independent Public School in 2013. Our whole school community was extremely disappointed when we missed out on becoming an IPS for this year. Official feedback received on our application, indicated that our school had only just missed out on being successful. We believe strongly that our school has all the necessary foundations to be a very effective Independent Public School. Being an IPS will allow Merrimac State School to further develop into a leading educational institution.

Consultation with all school and community stakeholder groups has occurred over the last two years. In 2013 there was strong support from the school community for our IPS application. This year that support has continued to grow.

Throughout 2013 and 2014, the Principal has shared information and raised discussions around the topic at many school forums and in various school publications. Information and question and answer sessions have been held with the School Council, P and C Association and the school staff. All stakeholder groups have been given the opportunity to be involved in the consultation process. All parents were made aware of P and C meetings when the topic was a main agenda item for discussion.

The following bodies have been involved in the discussion on the school applying to be considered as an Independent Public School:

The Merrimac State School P and C Association fully supported the decision (unanimous support)

The Merrimac State School, School Council fully endorsed the decision (full consensus)

The Merrimac State School teaching staff has voted by a large majority (98%) to apply to be an Independent Public School. (The only issue of concern raised from the discussions regarding Independent Public Schools was for the future of the State Transfer System and how this would affect those teachers in more rural and remote schools).

The Merrimac State School Non-Teaching Staff have endorsed the decision to apply to be an Independent Public School.

The State Member for Mudgeeraba, Mrs Ros Bates has provided her full support and recommendation that Merrimac State School become an Independent Public School (see attached endorsement).

Please demonstrate the school's capacity to assume greater responsibility for its affairs.

Merrimac State School has a very good reputation within the Gold Coast. The school performs strongly across academic, sporting and cultural areas. The school leadership team is very stable and experienced. The Principal has been at the school for 20 years and has taken it from a Band 8 to Band 10 school. The staff are very professional and dedicated and strongly supportive of change to improve teaching and learning practices. Parent support at Merrimac is high with a very active P and C and School Council. As a joint P and C and school initiative, all classrooms are now air conditioned and all have IWBs and data projectors. The School Council has been in place since 1999. The Principal completed his Doctorate of Education in 2005 focusing on School Based Management and School Leadership and Effective School Councils.

Merrimac State School demonstrates strong achievement data in all areas. The school has a very strong improvement agenda and are well on target to meet its goal of achieving at or above the national average in all NAPLAN areas. This agenda has resulted in sustained growth in student learning outcomes.

The following statements of data demonstrate our ability to assume greater responsibility:

Achieved One Outstanding, Four Highs and Three Mediums in our most recent Teaching and Learning Audit. Received an 'Effective' in our most recent Financial Audit (2014). Our previous Audit (2011) also achieved an 'Effective' rating. Achieved a 'Level One' Accreditation as an International School Program

(ISP) to cater for overseas fee paying international students. School Opinion Data is consistently high and above state averages. Have had sustained enrolment growth over a number of years.

Please detail the potential benefits for students and the broader school community.

The ongoing operations of the School Council will ensure key stakeholder input into the setting of the school's strategic direction and enhance the accountability against the school's direction and priorities.

As an Independent Public School, it will provide our school with opportunities to further excel in the areas of Academic, Sport and Music Excellence, as well as enhance our school's International Program profile. These will be able to be marketed to ensure our enrolments continue to increase and overcome any 'drift' to private schools. Currently, over half of our school's enrolments come from outside our school's identified catchment boundary. Many of our parents chose to bring their students to Merrimac State School. Being an Independent Public School will allow greater flexibility in staffing to meet the needs of the school and its community. Such identified needs as the employment of a full time or part time behaviour coach, differentiation mentor teacher, literacy and numeracy coach, increased Japanese teacher time and expanded Head of Curriculum role would all enhance the learning opportunities at Merrimac State School. This flexibility in tailoring the workforce at a local level would allow identified and prioritised needs to be addressed.

The additional funding as an Independent Public School would help support the extra demands that could occur on the school's Administration Office time. The employment of additional Admin Officer time would assist school based management operational issues so as not to detract from the school leaders' instructional leadership roles within the school. The focus at our school will continue to be improving student learning outcomes.

The increased financial flexibility will also allow the school to set and achieve school priorities and projects especially in the area of 21st Century Learning (utilising our school's recently installed wireless infrastructure). The support of businesses and industry links will greatly assist in the management and enhancement of school facilities. The partnerships with the Gold Coast City Council and neighbouring businesses will be enhanced (eg completing the installation of our recycled water project with a direct link to the Water Treatment Plant which would be a first for any Gold Coast City Council state school).

Please detail the innovate educational programs or practices that the school will implement to improve student performance.

1. Continued focus on improving Teacher Pedagogy by enhancing the Coaching Role within the school in both Literacy and Numeracy. To employ a Numeracy Coach and a Literacy Coach to work closely with teachers to improve pedagogical practices to enhance student learning outcomes.

2. The school currently has a Differentiation Mentor who has completed her training. The enhanced staffing flexibility will allow us to expand this role by releasing the teacher for two days a week to work with teachers to focus on differentiation and catering for students' needs and improving student learning outcomes including growing our school's Gifted and Talented Program as well as increasing the number of students in the top two bands of NAPLAN.

3. Our school has a Head of Curriculum which is a valuable role within the school. As an Independent Public School we will have the flexibility to expand this role as a curriculum leader and data coach on a full time basis.

4. Our school has a strong focus on 21st Century Learning. As an Independent Public School we would introduce an ICT Mentor position to enhance teacher ICT skills and school ICT priorities. The increased financial flexibility would help to fast track our planned Lap Top and I Pad programs within the school. Thanks to the combined efforts of our P and C and the school, all classrooms are now fully wirelessed. It is proposed to have all classes with Ed Studios to allow student access to learning 24/7.

5. Enhance Administration Office support and redefine the office operations to meet the demands of an Independent Public School and associated accountabilities.

6. Introduce a program of Parent Education and Support in key learning areas. Expose parents to the 'Merrimac Way' of teaching Literacy and Numeracy (key school strategies such as Reciprocal Reading, Guided Reading, Reading Fluency, Seven Steps to Writing, Mental Maths and Problem Solving). The P and C to employ an Operations Manager to help oversee and improve the operations of the P and C and also to improve parent/school links.

7. Maximise the use of school facilities. The suburb of Merrimac does not have a central community hub or well established clubs or sporting venues. Our school and its ample physical resources need to be fully utilised by the school community and therefore enhancing school community links. As an IPS, greater school/community support and links can be developed. The school has two halls – a Multi-Purpose Centre and a Performing Arts Centre. The P and C to employ a person to manage the hiring and use of these facilities to maximise the income source and best utilisation and management of our facilities.

8. The School Council in partnership with the P and C are keen to develop stronger links with businesses and the local school community to further advance the school. To explore greater community partnerships with the Gold Coast City Council and neighbouring golf club to assist with the implementation of the Water Recycling Project (a direct line from the nearby Water Treatment Plant to the school). The school already has the internal infrastructure for this project through a Federal Grant. To work with the Gold Coast City Council and develop a shared partnership agreement re the use of a neighbouring parkland for school and community use.

9. Our school is now in the second year of the School Wide Positive Behaviour Support program (SWPBS), and there is an identified need to introduce a Behaviour Coach position to assist with the development and implementation of our SWPBS program and to also assist with behaviour management on a whole of school level. This would help to 'free up' valuable Administration time which can then be directed to working with teachers on improving teaching and learning.

10. To explore sponsorship possibilities with businesses to help fund identified enhancements to sporting and musical programs. This would include appropriate sponsorship of uniforms.

11. Further enhance the school's International Program by increasing our level of accreditation to Level Two allowing for a greater number of international fee paying students to attend Merrimac State School. This will increase our international profile and supplement our school's financial position. To also enhance our current Sister School Program and the teaching of Japanese within the school. This would allow us to expand our Japanese curriculum offerings from Years 3 to 6. The enhancement of our Japanese Program will include the use of Video Conferencing facilities which are established at our school.

In Summary:

As an Independent Public School Merrimac's unique identity as a school of choice and excellence will be consolidated and the capacity to improve student performance will be strengthened. Increased autonomy will support continued improvement through increased opportunities for supporting best practices and increased student and parent engagement. Becoming an IPS in 2015 will fit well with the school's review cycle as we will undertake a QSR in Term Four 2014. A new strategic plan will be developed in consultation with the staff, parents and community. The new four year plan will be endorsed by our School Council which oversees and monitors the strategic direction of our school.



Independent Public School

Expression of Interest – 2015

Name of school:	Miami State High School
Principal:	Jim Baker
Principal's signature:	
Date:	5 September 2014
Contact email:	jbake57@eq.edu.au

Evidence of Community Consultation

There is strong support for Miami State High School to become an independent Public School in 2015 based on the consultation process, ballot and feedback, as follows:

- 11/06/2014 Article in the School Newsletter seeking consultation from the broader school community. Open invitation to provide feedback to the P&C Secretary online or to attend the July P&C Meeting.
- 17/06/2014 Discussion about IPS Program at June P&C meeting.
P&C unanimously endorsed motion for Miami SHS to apply. Members saw the flexibility of tailoring the school's workforce as a significant advantage and the possibility of administration support with P&C financial management. They are very supportive and passed a motion to create a School Council if we are successful.
- 16/07/2014 Principal addressed Teachers' meeting and outlined process of consultation.
- 16/07/2014 Email to all staff outlining the use of Survey Monkey to seek staff vote and related links to seek additional information.
- 29/07/2014 Principal and members of the Leadership Team attended Web Conference on IPS.
- 11 - 20/08/2014 Survey Monkey open to all staff.
- 13/08/2014 and 18/08/2014 Principal held Information Sessions for teachers to address questions and answers.
- 18/08/2014 Principal held Information Session for non-teaching staff to address questions and answers.
- 28/08/2014 LCC Meeting held and attended by all 8 members
- School Survey Results collected via Survey Monkey were tabled as follows;
 - Teaching staff 61 % (34 votes) in favour, 39% (22 votes) against.
 - Non - Teaching staff 78% (21votes) in favour, 22% (6 votes) against.
 - The motion to endorse the school's application to join phase 3 of the IPS Program was carried 5 for and 3 against.

Innovative Education Programs or Practices the School will implement.

Our school is futures orientated and will continue to review and develop practices and programs that enhance learning outcomes for student in other schools.

Area	Current	Planned	Benefit to Student Outcomes
Create a 'Miami Learning Precinct'	Strong KLA links with local primary schools - Broadbeach, Miami, Caningeraba and Broadbeach Ss. 86% year 8 enrolment from local primary schools. Strong and active membership. Adopted a team teaching and planning trial.	Use additional funding and flexible HR benefit through IPS to create and share a teacher position to develop a cluster numeracy and reading program. The position will develop consistency of work programs and common teaching approaches to planning, assessment and behaviour management. Coordinate and create teacher exchanges to develop cluster programs for Instrumental Music, Dance, Science and U2B programs.	More consistent and aligned teaching and learning practices across schools. Improvement in NAPLAN performance of Miami SHS and cluster primary schools. More permeable teacher movement across primary and secondary. Focus on critical analysis of cross curricular topics. More seamless transition for primary teachers and students.
Innovation in eLearning	Lap-top devices allocated through the school's 'take home' laptop program.	Accepted as a trial school for BYOD in 2015. Our trial will: <ul style="list-style-type: none"> Develop specifications for student devices across upper primary to year 12. Align common teaching and learning approaches to eLearning 	Allow for seamless movement for students between school, work, home and play. Enable other high and cluster primary schools to learn from and develop a more smoother transition into the BYOD program. Enable all current and future parents certainty of choice in purchasing future devices for their students. Enable students to learn and study in their preferred eLearning mode. No longer a 'one size fits all' approach.
Gifted and Talented	Currently accelerate gifted and talented students. The school has classes of excellence in the areas of Academia, Physical Education and Dance.	Use flexible staffing benefits to create a Cluster Gifted and Talented Co-Ordinator to oversee the learning opportunities for gifted and talented students to create the 'Minds of Miami' program.	Enhance the learning experiences and opportunities of gifted and talented students within the cluster. Build upon the creativity and thinking skills of our gifted and talented students through shared resources and teacher expertise across the cluster. Improved U2B performance of students across the cluster.

Please detail the innovative educational programs or practices that the school will implement to improve student performance.

Mountain Creek will use the Independent Public School model to enhance local innovations to support its pedagogical framework. The Art and Science of Teaching (ASoT) has been a common framework to grow student outcomes and teacher quality over many years. It is intended to use greater autonomy to allow the creation of ASoT coaches (internal master teacher concept) and Professional Learning Teams focussing on agreed priorities including use of funding and accountability for intervention outcomes. Also, a partnership with the Australian Marzano Institute is developing to build leadership potential and staff development.

To support these practices, the school intends to strengthen facilities through redeveloping its library to become an innovative hub for Technology and Innovation. Also, a Teacher Professional Learning Centre (with video conferencing potential) is planned with enhanced ICT resources to support innovative teaching practice for improved student outcomes.

The school has already moved towards these directions, but the Independent Public School model will remove barriers limiting innovation. Staff recruitment for future vacancies will help to build a staff profile with specific skills in new directions. Such innovations as being part of a teacher in-service program with the Southern University of New York, linking with the newly established Australian-based Marzano Institute for consultancy purposes and working with an interstate school to build professional learning teams are all examples of broader community links. These practices have begun as the school moves towards greater autonomy.

Student outcomes will grow more rapidly as the school will be able to directly address impediments to progress and identify solutions or personnel to move to a preferred future. At present the school has used research based evidence to identify preferred intervention programs such as Cogmed, MiniLit and MultiLit. Using innovation will help match programs with skilled staff to extend student achievement even higher. Improvements in NAPLAN and general learning are evidence that a strong focus on a pedagogical framework and research based intervention models work best for Mountain Creek State School.

Mountain Creek will also benefit through its capacity to develop leadership and support services to link to its wellbeing and community engagement frameworks. With the allocation of Whole School Support – Student Learning Resources (WSS-SLR) to schools, it is imperative that new roles and strategies are devised to meet student needs that once were managed regionally. Mountain Creek State School will use the Independent Public School model to define innovative and responsive roles to be used directly within the school. Potentially, this will see staff devise modified role statements before positions are filled. Given that Mountain Creek has a large Special Education Unit, it is vital that the school has flexible practice to meet the needs of many students and families.

Principal Endorsement

Substantive Principal Name: Rob Van den Heuvel

Substantive Principal Signature:



Date: 3 September 2014

Please upload your completed application to the Expression of Interest Form on the Independent Public School [OnePortal page](#).

and her background in leadership and administration allows for very effective and efficient management of the school's educational quality. Kerry works as the school's STLaN, using her knowledge of diagnostic testing to allow for quality program development, intervention and differentiation across the whole school.

Please detail the potential benefits for students and the broader school community.

Our school staff and community are constantly striving to become a stand out band 5 school in the state. We continually focus on student achievement, mapped against DDSW benchmarks. Students and parents work with staff, are aware of the targets set and are constantly striving to exceed expectations.

With a successful IPS application, Nobby SS would have greater ability to support the Clifton Cluster, through expert teaching and support staff. Nobby SS would have greater ability to address community needs, by providing expert support in the areas of arts, through expert instrumental music teaching, and ICT through education of community members in identified areas of ICT need.

The sole goal is to improve student outcomes. Our school currently has very good performance data, including:-

- Student Relative Gain NAPLAN- 8/15 areas from 2012-14 show greater than average higher gains than State School peers. Notable result in year 3- 2008-2013 data
- Naplan- ach %ile above ICSEA %ile in 9/15 areas
- An increase in 95-100% attendance rates from 2009-2014
- A decrease in 0-85% attendance rates since 2009
- Positive enrolment trend since 2009
- Parent satisfaction is greater than like state schools in Queensland and comparable to State primary average; although NSS ICSEA is 17th %ile.

Please detail the innovative educational programs or practices that the school will implement to improve student performance.

Literacy and Numeracy Coach- As an Independent Public School, Nobby would have the ability to devote more funds towards an expert literacy and numeracy coach to support the Clifton Cluster. This coach would be able to work with staff in the Clifton Cluster to analyse and devise plans to improve literacy and numeracy results for all students. This staff member could work alongside the pedagogy coach, and allow for the best possible approach to achieve student outcomes, through pedagogy, coaching and feedback and purposeful use of data.

The literacy and numeracy coach, based at Nobby State School, would have the ability to develop strong leadership skills, which can then be transferred through a shared learning approach to all Clifton Cluster schools, therefore building pedagogical capacity among teachers and leaders throughout the cluster.

Building a Professional and Innovative Learning Community- I envision Nobby State School becoming a central location/hub for building capacity of band 5 school principals. This would allow the Nobby SS principal to be released to build capacity of new/aspiring principals in other band 5 schools. This would lead to greater academic outcomes for students through the development of educational leadership in all band 5 schools associated with the professional learning community.

Instrumental Music Program- Operating as an independent public school would give Nobby SS the opportunity to begin an instrumental music program. New Australian research has revealed that school children who play music are better learners. The research shows learning an instrument by 12 years of age makes the left side of the brain bigger, which has been linked to improved vocal, vocabulary and memory skills by the time children become adults.

"Worldwide, the research is unmistakable and unrelenting that participation in music education improves outcomes in all sorts of other areas of schooling," former Dean of Education at Melbourne university Professor Brian Caldwell said.

Instrumental music provides an exciting and valuable learning experience for students and would be available to all students in the senior classroom. The program would also be extended to younger students and community members outside school hours. The program would allow students to access and participate in local performance opportunities (Cambooya Eisteddfod, Toowoomba Eisteddfod, Tyme Festival) and experience important life skills associated with performance and competition.

We are currently using our strong community partnerships to plan a new Multi-Purpose building, which would facilitate the instrumental music program, as well as Arts, Drama, technology and ICT. This area would also serve the community by providing for outside community providers a place to conduct meetings, performances, community learning classes and music and art lessons.

Strengthening STLaN position- This position would be enhanced by increasing the allocated FTE, to allow the school and cluster greater ability to analyse data and create, plan and implement programs that respond to individual needs of students. The STLaN position would also help to build capacity of teachers in our cluster, therefore increasing outcomes for students in the whole Clifton Cluster.

Afterschool homework club and tutoring- If Nobby were to be successful in becoming an IPS, we would have the opportunity to provide this service to our students and families. This would serve many purposes, including greater attendance, improved homework and behaviour levels, improved basic academic autonomy, improved diagnostic results, improved A-E results, as well as providing support to families during the busy after school period.

A successful IPS for Nobby State School would increase the number of families moving to Nobby, allowing for more business and employment opportunities.

Nobby State School currently differentiates for students across most learning areas (for most students).

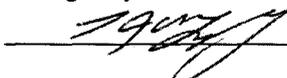
Spelling: - Our whole school completes 30 minute spelling lessons daily at the same time. All students, including preps, are involved in this daily lesson. Students are working at their spelling ability level. We are currently able to have 2 'A' classes running simultaneously, one that started at the start of the year and a second that has just begun (preps students included).

Reading: - Our school teaches specific differentiated reading classes across all year levels at the same time each day. Students have been assessed and placed in groups matching their reading ability. Groups have adult supervision to ensure appropriate reading practises are being followed and developed. The program is research based around Anita Archer's Explicit Instruction.

Maths: - consultation with Nobby SS staff members throughout the year lead to the development of a specialised Mathematics program. Staff at Nobby used C2C resources and ACARA standards to develop a program specifically suited to our multi-age classrooms and providing opportunities to teach children at their individually assessed ability level and allow them to achieve greater results. This maths program is currently being transitioned to the Clifton Cluster of Schools maths program- therefore sharing best practice through collaboration and consultation, using knowledge of staff and pedagogy coaches.

Principal endorsement

Substantive principal name: Tim Youngberry

Substantive principal signature: 

Date: 05.09.14

excellence in the coming years, but will thrive with the opportunities delivered through greater autonomy to manage our own affairs and innovation, realised through increased community engagement.

Our focus on learning outcomes is the driver for the delivery of a high-quality education program at Norman Park State School, as evidenced by the following:

1. *Student centred focus – High expectations*
2. *Outstanding academic outcomes* for students over many years in strong NAPLAN and ICAS results.
3. *Outstanding targeted, data driven, educational extension programs for all students*
4. *Resources aligned to student needs* inclusive of Human, Physical and Financial Resources
5. *Full curriculum provision for students – Academic, Physical, Social, Emotional and Cultural* and integration with the community through business, industry and non-profit organisations
6. *A focussed Principal and Leadership Team* to create a collaborative environment for the staff to learn, achieve and deliver excellent results
7. *Professional staff collaboratively committed to student needs*
8. *Excellent student, staff and community support, engagement and relationships* reflected in the Very High ratings in the Teaching and Learning (2012) and Discipline Audits (2013)
9. *High level of community engagement* of parents, cluster and regional schools, business, community & tertiary institutions.

Norman Park State School is extremely proud of its 2013 & 2014 NAPLAN/SOS Results (see School Profile and Reports) since implementing our targeted, data-based *Extension Programs and Putting Faces to the Data Individual Student Tracking Records*.

The potential benefits for our students, staff and the members of our community lies in our ability to:-

- *Target the selection (upon vacancies) and retainment (retention) of teachers* where a vacancy exists ensuring autonomy to select candidates to work alongside an already motivated teaching staff to accelerate our progress.

- *Prioritise professional development, coaching and mentoring opportunities* to up skill teachers through accessible networks as an Independent Public School.

- *Access staffing to support a multi-agency approach*, funded immediately to cater for specific student needs

- *Reduce the administrative burden* to provide a greater focus on using available resources to improve the delivery of successful learning outcomes through a higher quality of trained and coached staff.

- *Adjust curriculum implementation* whilst maintaining the intent and assessment focus of ACARA to challenge and extend statistically proven, highly capable learners.

- *Collaboratively seek feedback* regarding adjustments to reporting processes to ensure time efficient, informative parent-friendly reporting.

- *Encourage increased community ownership of learning outcomes* by encouraging the community to be more involved in the direction and identification of how they can help to deliver support and expectations.

- *Use staff expertise to provide modelling to other schools* of 'best practice' in Writing at NPSS as evidenced in the 2014 NAPLAN Writing results compared to State and Nation.

- *Pursue innovative partnerships* that increase access to corporations outside the school to support learning outcomes, opportunities not likely as a non-IPS.

As an IPS, Norman Park State School has the access to more efficiently pursue our focus on our Pedagogical Framework to ensure teachers employing high quality, evidence-based teaching practices focused on success for every student. (Every student succeeding State Schools Strategy 2014–2018 DETE)

Please detail the innovative educational programs or practices that the school will implement to improve student performance.

The Independent Public School Application for Norman Park State School is based on the following research and school needs-based frameworks and practices that are encapsulated in our collaboratively developed 2014 Pedagogical Framework.

1. **Explicit Teaching Model** – John Fleming (DP Haileybury Melbourne & Deputy Chair of AITSL)
2. **Proportional Reasoning** – Dr Geoffrey Hilton & Dr Annette Hilton (University of QLD)
3. **Culture of Thinking (Visible Thinking Routines)** – R. Richhart & M Church (Harvard)

4. School Wide Positive Behaviour Support Framework – Education Queensland

Further develop evidence based strategies in Reading, Writing, Spelling and Numeracy

- **Explicit teaching of Reading, Writing and Spelling** - John Fleming's Explicit Teaching Model, espoused as an effective and proven improvement agenda. We are well placed to continue this journey with many staff now trained and passionate about the short term results in our data as well as their ability to share practices and resources with other staff and parents.
- **Explicit teaching of Proportional Reasoning Strategies** Alongside Dr Hilton we aim to give clearer guidance in the teaching and learning of Proportional Reasoning, through a focus on conceptual development, thus enhancing the teaching and learning of numeracy and other curriculum areas.
- **Explicit teaching of Visible Thinking Routines** to promote higher order thinking skills and engagement of all students in discussions and differentiated learning strategies with 'goal setting, planning and self-evaluation'. (Free Schools; Gillespie, D; 2014:166) Our Scope & Sequence Chart indicates introductory and consolidation phases to build a 'common language for thinking' and a set of strategies.
- **Explicit teaching of School Wide Positive Behaviour Support Strategies** to progress collaborative processes, goals, languages and practices towards a whole school safe and supportive environment.

As an IPS Norman Park State School plans to incorporate additional programs:

Students Matter

- Advance strategic staff release to continue training in the ascertainment of specific, student learning gaps eg NAPLAN Item Analysis Data, whilst monitoring the implementation and effectiveness of data-based, explicit teaching practices.
- Improved access to online learning for students of 'drill and practice programs and self-paced learning'. (Free Schools; Gillespie, D; 2014: 182 & 183)
- Evaluate the implementation of OneSchool Report Cards and modify according to outcomes from consultation with DETE, staff and community.
- Create sustainable practices through student access to quality, educationally sound programs focussed on exploratory, outdoor learning environment activities.

Teachers Matter

- Seek the advice of the NPSS School Council and staff to develop and implement a Workforce Management Plan with the aim of providing well-rounded professional development to support learning adjustments, attainment and transitions for students.
- Select and retain a group of committed teaching professionals who invest in the NPSS ethos and deliver learning outcomes based on high expectations.
- Continue to build staff capacity to implement innovative programs through direct interventions, by employing an educational coach, releasing exemplary staff to share, observe and critique lessons, discuss data and support staff Annual Teacher Performance Review plans.
- Access professional development with guests from high performing countries and international schools to share and embed proven, effective practices and learnings to improve student learning outcomes.

Parent and Community Engagement Matters

- Contribute to Regional Staff Programs as a Corporate Entity eg Behaviour Support Services and Advisory Visiting Teacher
- Further engagement with the community to identify more opportunities for our students' cultural, social, academic and physical Extension Programs which as an IPS we have a better mandate to achieve at NPSS.
- Seek more explicit engagement with business and industry to enhance offerings in Buzykids Enterprise & SmartStuff Weeks to widen students, perceptions of career path choices.
- Increase ongoing community communication through the employment of a school liaison officer to deliver information, organise community events and manage corporate affairs.
- Increase parent and community access to presentations on curriculum and assessment, aligned to our Pedagogical Framework focus areas, by more informed and confident staff.

Please detail the innovative educational programs or practices that the school will implement to improve student performance.

Since 2010 Ormeau State School has delivered **Science** through NCT using specialist Science teachers. This NCT model has allowed us to deliver Science at the forefront of educational thinking and practice. Currently, Science is delivered in Years 2-5 only, via specialist teachers. Other year levels are taught by general teachers.

The proposed innovative model allows Science to be delivered as a specialist key learning area across ALL year levels, Prep to Year 6 and in an interactive, state-of-the art facility.

Through the BER program of 2009 Ormeau State School commissioned a Science Activity Centre to be constructed as part of a renewal in the teaching of Science in a modern primary school. This was prior to the Australian Curriculum: Science program. We have been proud of the achievements to date, but now wish to invest further through this initiative and enhance the facility along with its delivery of instruction. Our proposed model of delivery is as follows:

Prep	1 hour per week
Year 1	1 hour per week
Year 2	1 hour per week
Year 3	1.75 hours per week
Year 4	1.75 hours per week
Year 5	1.75 hours per week
Year 6	2 hours per week

We currently have 2 part-time specialist teachers delivering Science to Years 2-5. We will advertise the position to teachers with Science credentials and interest in the wider community through an EOI.

We intend to provide a Teacher Aide support, with Science background, who can support the model by preparation of materials/activities and conducting small groups and clubs. We have already sought interest from three (3) teacher aides who wish to pursue this learning. In addition, Ormeau has delivered a **Celebrating Science Day** every two years to showcase this learning area, whereby all year levels open their doors to the community and demonstrate the scientific expertise that is evident in our school. This day is again on offer on **Wednesday 17 September 2014** with a range of Science activities, along with a range of invited guests and programs to profile the world of Science. Please see attachment.

We also wish to convert a room, adjacent to our Science Activity Centre, into an extension facility to allow for two classes and teachers to operate at the same time and access the equipment and facility.

We have offered the UNSW Science assessment to students in Years 3-7 for many years and have received strong accolades. Data sourced from PAT-Science, coupled with our own school-based data, will be used to assess the success of our innovation.

In 2014 our Year 6 teachers have been involved with a research project from the University of Queensland to test the Science pedagogy. Our teachers undertook one day of professional development in inquiry-based learning. Teachers then planned a unit of work from the Australian Curriculum. Lessons were filmed, with staff from UQ evaluating the lessons and providing feedback to confirm or alter our current practices in the teaching of Science.

Our last School Council meeting highlighted several local places of interest for Science excursions, viz, Holcim Quarry, Stocklands, Landcare, Prawn Farm and Rocky Point Sugar Mill, where students can gain exposure to future employment prospects. These sites already have partnerships with Ormeau State School.

Thank you for your consideration.

Principal endorsement

Substantive principal name:

Heather ANDREW



Substantive Principal signature:

Date:

5 September 2014

Please upload your completed application to the Expression of Interest Form on the Independent Public School [OnePortal](#) page.

Please detail the potential benefits for students and the broader school community.

Students: Research indicates that students exhibit improved performance when teachers monitor learning and provide feedback (Hattie 2012). As an IPS, we will direct our funding to develop a feedback culture that directly links teachers, students, parents and school leaders. We will be leaders in demonstrating effective feedback practices that move student learning forward. We will use Information Technology to enhance our communication system to allow parents 24 hour access to class programs, student progress and parent support documents, and timely responses to parent questions and ideas.

IPS will allow us to increase the level of resourcing and directly match resources to student needs. E.g. Currently, EAL/D students make up 25% of our school population. IPS will benefit our students through greater flexibility allowing the staff and parents to target the use of financial and human resources to further develop a proactive communication strategy that supports regular communication between teachers and parents of our EAL/D students.

Staff:- As an IPS Oxley State School will utilise the flexibility to timetable professional development including weekly peer to peer feedback conversations for every staff member. This will promote the value of personal and professional development leading to increased work satisfaction. Oxley staff will lead and share innovative practices- with more flexibility to pursue interests and create collegial collaborative and networked teams both at an intra and interschool level. IPS will allow the school to extend opportunities for shared leadership.

Community:-Oxley has a 144 year history of providing education to its local community. Becoming an IPS would be further recognition that the school has a strong community basis embracing change to ensure the best outcomes for its students in 2015 and beyond. IPS would be used to open the doors of the school to the community and beyond. Through direct and technology assisted links the school will be seen as a leading agent of change in the local community and eventually further afield. There will be the potential to develop and extend the present partnerships with local community businesses and organisations ie Oxley Men's Shed, Inala PCYC, Foodworks and other local small businesses – Oxley Station precinct. We will extend partnerships with other educational organisations e.g. University Southern Queensland, Step Up Program. The lessons learned in forming these partnerships will be used to build further partnerships with the wider community beyond the local area.

Please detail the innovate educational programs or practices that the school will implement to improve student performance.

Feedback to Feed Forward

Specifically as an IPS Oxley State School will focus on developing a culture of feedback. A visitor to our school will observe a community where each member seeks, receives and provides feedback on their performance. Every member of the school community will articulate an informed response to each of the following questions:

1. **Where am I going?**
2. **How am I going?**
3. **Where to next?**

The school will focus on implementing programs in three broad areas:-

1. **Using teacher feedback to improve pedagogy**
2. **Utilising technology to deliver, monitor and respond to feedback**
3. **Engaging and enabling community feedback to improve our school**

USING TEACHER FEEDBACK TO IMPROVE PEDAGOGY

- Engage teacher coaches who will coach teachers on the art of feedback to improve student learning. Coaches will train teachers to become experts in explicit teaching, including individual goal setting, monitoring and the use of feedback to move students forward.
- Develop, trial and implement a suite of tools that can be used to give, receive and respond to feedback. We will identify one or more teachers to research models of feedback and to trial these models with teaching colleagues.

UTILISING TECHNOLOGY TO DELIVER, MONITOR AND RESPOND TO FEEDBACK

- Open the Oxley Classroom doors to other school communities by live streaming and recording of classroom lessons that demonstrate the use of explicit teaching and feedback to improving student learning.
- Create an interactive program that tracks student learning goals and measures student progress in reaching these goals. This program would be accessed online by teachers, parents and students.
- Provide the professional learning to enable all classroom teachers to establish home-school links through the use of interactive technology – thus providing immediate feedback for all parents on individual classroom programs.
- Gifted students will have opportunities to extend their learning by video link to a secondary classrooms at Corinda State High School with secondary teachers providing immediate feedback. This will extend on the present G&T program established with Corinda, Indooroopilly and Queensland Academy of maths Science and Technology.

ENGAGING AND ENABLING COMMUNITY FEEDBACK TO IMPROVE OUR SCHOOL

- Introduce potential new families to our feedback culture by engaging a Prep Transition Officer. The Prep Transition Officer will build direct links with parents through all local pre-prep childcare service in the Oxley area. The role of this officer will be to provide support, inform, and gain feedback from parents to ensure their child has a successful transition to the Prep year. The transition officer will assist parents in emphasising the importance of and providing pre literacy and numeracy experiences for their children.
- As an IPS school Oxley would expand the role of its present Homework Centre to become a “one stop shop” for providing information on supporting student learning. The centre would allow parents to seek and receive feedback about their child’s learning on a one to one basis either in person or on line. We will explore flexible working hours where necessary to allow a teacher and/or parent liaison officer to be engaged to provide on line advice to parents after regular school hours ie between 5.00pm and 7.00pm. This innovation will be designed to engage parents who work full time beyond school hours.
- We will establish a Community Volunteer Centre within the school where members of the local community can enlist to provide voluntary assistance to our students in the classroom. We will provide an induction and training program to ensure quality assistance is available to students and teachers. In return we will offer training to the volunteers eg personal development courses, ICT training, and general interest education.
- We will open the classroom doors by inviting our local secondary school teachers to visit and observe our teachers and provide feedback on preparing students for secondary school. We will actively develop closer partnerships with local high schools to extend the present short term teacher visits to longer term interchanges allowing teachers from each sector to experience an extended period of time in the other school.
- Oxley School will actively invite teachers, administrators and parents from local, interstate and overseas to visit our school. We will develop 1/2day and full day programs [eventually extending to visits of more than one day.] The tours will incorporate visits to classrooms, presentations and feedback. At the same time Oxley teachers, administrators and parents would seek to learn from visitors. Time would be programmed to allow visitors to tell their stories of excellence. While our school considers direct visits to be the most productive form of learning we will engage expertise to develop virtual tours of our school.

Principal endorsement

Substantive principal name: Errol Slingsby

Substantive principal signature: _____

Date: 5/09/2014

Please upload your completed application to the Expression of Interest Form on the Independent Public School [OnePortal](#) page.

The following 2012-2013 School Opinion Survey data indicates the very high levels of community satisfaction with the current state of the school following on from the formation of the SPG.

Staff	This		Parent	This	
	% Agreement			% Agreement	
Item Description	2012	2013	Item Description	2012	2013
S2108 This is a good school		100.0	S2035 This is a good school	100.0	100.0
S2107 I would recommend this school to others		100.0	S2034 I would recommend this school to others	95.7	100.0
S2122 I feel that students receive a good education at this school		100.0	S2016 My child is getting a good education at this school	91.3	100.0

Student	This	
	% Agreement	
Item Description	2012	2013
S2068 This is a good school	94.3	95.8
S2067 I would recommend my school to others	89.3	96.8
S2048 I am getting a good education at my school	94.7	97.0

Please detail the potential benefits for students and the broader school community.

Through the analysis of both student achievement data and interpretation of annual school-generated surveys, the school has demonstrated capacity in responding to student needs and community wishes. Previous initiatives have included the appointment of a specialist Dance and Drama teacher, offering of Japanese Language from Prep to Year 7 and the appointment of a specialist reading teacher (2012 & 2014).

Benefits to students: Creativity and autonomy over staffing allocation as an IPS school will give the school greater capacity to respond to individual student learning needs. In recent years the school has implemented programmes (see below) which have resulted in a sharp improvement in student performance. The IPS model will allow the school to embed these important initiatives, as opposed to the present staffing model that relies so heavily on unused flexible staffing.

Benefits to broader school community: "Our school community highly values the opportunity to create a unique identity for itself. Through school-generated annual surveys we have a good understanding of how the community sees itself, and what areas of school life the community would like to see enhanced. Our school personality will develop further over time, influenced by external and internal factors, and IPS status will allow us to shape our identity to meet the needs of our evolving community."

Our community members invest a great deal of time and energy into our school. A shared Pullenvale State School vision and planning process, developed with the community and responsive to community feedback, will enhance our ability to meet the needs of our students and families. We are part of a school community, rather than a school within a community, and we are outward-looking, seeking to develop relationships with the broader community.

As an IPS school we will be better placed to forge strong ties with local businesses, high school and community groups."

Pam Mabin (SPG Chair)

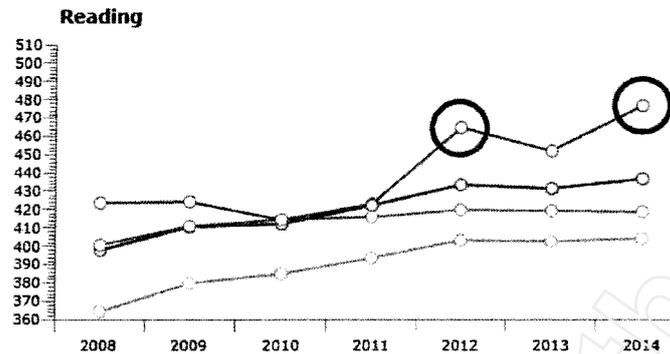
Please detail the innovative educational programs or practices that the school will implement to improve student performance.

When given the opportunity to direct funds to identified areas of need, sharp improvements in Reading and Numeracy results (identified as current regional priority areas) have been recorded. With increased autonomy as an IPS, the school will continue to strengthen its ability to respond to regional, community and individual student areas of need. Unfortunately, traditional models of governance have previously meant that innovation is dependent on fluctuating staffing allocation and point in time funding*.

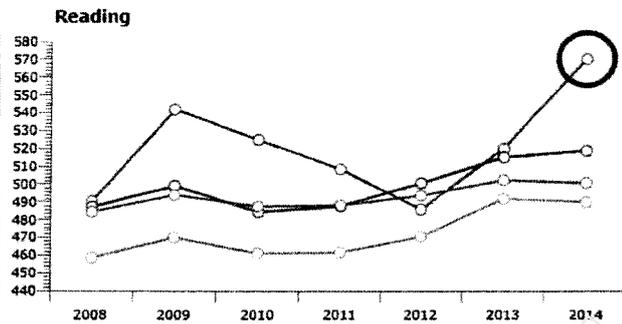
Reading Teacher: In 2012 (Year 3) and 2014 (Years 3, 5, 7) flexible staffing was utilised in response to Reading results identified as being below targets set for NAPLAN assessment. An identified 'contract' teacher was recruited. Her role was to work with existing staff (Principal, Deputy Principal, ST:L&N and classroom teachers) and students to enhance the school reading program (please consider the following data taken from the One School Dashboard).

*In 2013 the identified staff member could not be engaged at Pullenvale as there was insufficient flexible staffing and funding. Thankfully her professional capabilities were recognised by another local school. The school was supremely fortunate that her passion for the program and subsequent success experienced at Pullenvale meant she was eager to return when staffing and funding became available in 2014.

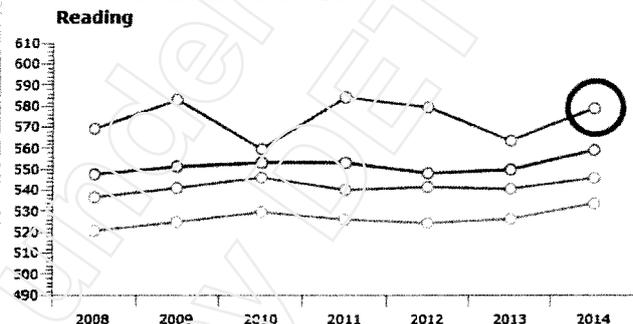
Mean Scale Scores by Strand 2008 2014 Year 3 All Students
 Chart Table Student Distribution National Comp.



Mean Scale Scores by Strand 2008 2014 Year 5 All Students
 Chart Table Student Distribution National Comp.



Mean Scale Scores by Strand 2008 2014 Year 7 All Students
 Chart Table Student Distribution National Comp.



Numeracy and Literacy Coaches: In 2014 a combination of GT=GR funding and flexible staffing was utilised to create two positions to assist classroom teachers with Literacy and Numeracy differentiation in the classroom. The subsequent differentiation led to the school's best ever results in terms of Upper Two Bands and National Minimum Standards (*please refer to the attached*).

Professional Development Release: From Term 2, 2014 identified contract staff were engaged to allow permanent staff to be part of the professional development release program. The model allows teachers to share and model best practice, identified in the teacher-created, *Pullenvale State School, Effective Teaching and Learning Rubric*. Further, staff were released to work with the identified Numeracy and Literacy Coaches.

The initiative was developed after staff indicated (via the annual School Opinion Survey) that they were seeking enhanced professional development. This model could not be enacted on a full year basis due to insufficient staffing allocation and funding. With IPS status, the school will continue to extend and develop access to identified, quality professional development.

Consistency: The autonomy provided by the IPS model will allow the school to embed those practices that are known to benefit staff development and student outcomes and have been well received by the broader school community. IPS flexibility and funding coupled with point in time funding including GT=GR will allow the school to plan for and deliver best practice on an ongoing and sustainable basis. This will remain Pullenvale's commitment though the ongoing cycle of review and renewal.

Principal endorsement

Substantive principal name: Evan Willis

Substantive principal signature: 

Date: 03-09-14 Please upload your completed application to the Expression of Interest Form on the Independent Public School OnePortal page.

Enrichment activities and a variety of networking opportunities for staff, students and parents. This too requires a significant degree of autonomy to drive the programs and network affiliation forward.

The P&C Association plays a significant role, both in advising the leadership team within the school on setting the strategic direction and in coordinating fundraising and other school services through a highly effective P&C structure. The Rainworth P&C has a President, 4 Vice Presidents (VP Student Support, VP Services, VP Capital Works & Grounds and VP Fundraising) and a Treasurer. The P&C raises significant funds for the school each year, donating over \$80000 p.a. toward curriculum related and capital works projects. Throughout each year we have a very large number of parent and community volunteers engaging with students in various learning programs, a testament to the involvement, engagement and investment that the community has in the future education of our children. We are very fortunate to have a parent group that have professional occupations and links to the wider community to assist with making our school the success that it is. These skills will be an asset in establishing a School Council. Already I have been approached by a large number of parents who are very eager to be considered for a place on a Rainworth School Council. Many have experience on secondary school School Councils.

Presently in almost all aspects of school operations (physical, human and financial), we are very autonomous and believe that the IPS status will afford us the ability to capitalize on such autonomy to deliver even greater student learning outcomes within our already highly engaged and active school community. This is already reflected in the very positive outcomes achieved in School Opinion Surveys, National Testing, Headline Indicators, Teaching and Learning & Behaviour Audits and a positive enrolment trend, including our enrolment stability in the upper school, within a highly competitive non-state school environment in our immediate local community.

The ability to promote our school as an Independent Public School will only serve to strengthen our already high standing in the community with 85% of those students of primary school age within our catchment area already attending Rainworth as the school of choice. We are also located in a very competitive school market place with numerous independent and catholic schools in the surrounding area. Such autonomy gives the school a very positive standing within our particular demographic.

Please detail the potential benefits for students and the broader school community.

The further development of Rainworth State School as a community educational facility will only provide greater opportunities for the community to access the school facilities, more flexibility in the delivery of educational programs and learning opportunities through creativity, connections and collaboration. We believe that this application provides clear, concise and very positive benefits for the school and wider community.

We also see IPS as an opportunity to share our innovations and best practice with the wider state schooling system. As a school that achieves outstanding results, we have much to offer. Our innovations have been designed to be replicated not only at Rainworth, but also at other educational settings across the state. We know that quality teaching, quality curriculum, quality leadership and quality partnerships do make a real difference. Rainworth SS has demonstrated this over many years and see IPS as an opportunity to continue our journey towards international best practice and strengthen what we currently do so as to achieve the best possible educational outcomes for all students.

Please detail the innovate educational programs or practices that the school will implement to improve student performance.

Building Better Links To Support Future Prep Students

Getting to know our learners is a priority at Rainworth SS. A major challenge we currently have is knowing our future Prep students so that their transition from an Early Years provider or the home environment is a seamless one. As an IPS, Rainworth will partner with the P&C Association to establish a Getting to Know You program for our future in-catchment Prep students. In catchment Pre Prep students would participate in a formalised program that would focus on socialisation, gross and fine motor development, pre literacy and numeracy activities and personal development. Parent information sessions would also form part of the program where our skilled early years teaching staff, speech pathologist, guidance officer etc will share knowledge appropriate to assisting their child's development and readiness for the Prep year. Rainworth is also very fortunate to have a number of skilled parents (eg Paediatricians, Occupational Therapists) and QUT – School of Early Childhood wishing to partner with us in this initiative. The program will be extended to all pre prep students for the following year once out of catchment places have been confirmed. Through this program we will see a much improved transition to school where students' needs are identified and supported from the first day of Prep.

Positive Education – Partnership with Institute of Positive Education Geelong Grammar

Research is now beginning to show that Positive Education programmes decrease stress and anxiety as well as increase self-efficacy, self-esteem and optimism. At Rainworth State School the aim will be to embed Positive Education to teach students valuable life skills with which they can increase their learning capacity and build resilience when learning. Anecdotal evidence and student diagnosis at Rainworth in recent years have resulted in a greater number of students displaying anxiety related behaviours. It is anticipated that Positive Education will have long term benefits for our students in assisting to successfully transition through the stages of their schooling and into further education, training and employment. Positive Education will replace our current You Can Do It social skilling program.

A Focus on Boys in Education – School to become a Boys Forward Accredited School (Dr Ian Lillico)

At Rainworth State School we have a slight, but noticeable, drop in the enrolment of boys at the completion of Year 4. Some families choose to send their boys to a private all-boys school. The main reason given is due to an all-boys school being able to

cater much better for their needs. As an IPS, Rainworth will work towards becoming a Boys Forward Accredited School to ensure that we are catering for gender specific learning styles and have a curriculum that is engaging and relevant to all learners. This will maximise academic achievement, increase engagement and ensure that Rainworth SS is well placed to compete with the vast number of private schools competing for our students.

Pedagogical Coaches P-3 & 4-7

Rainworth State School is currently utilising flexible staffing to employ a Pedagogical Coach 1 day per week in P-3. As an IPS, the school would expand the coaching role to have a dedicated P-3 Pedagogical Coach and Year 4-6 Pedagogical Coach. This will ensure that all staff receive frequent, ongoing feedback to help them to understand their practice and keep abreast of evidence based best practice. The positive pedagogical gains observed in P-3 over the last 2 years of coaching have been outstanding. This has resulted in very positive learning outcomes for our early years learners. It is anticipated that this model will be replicated in Year 4-6. The work of the coaches will complement the classroom observations currently undertaken by the school administration in our pursuit of school wide consistent pedagogical practice.

Creation of Year Level Curriculum Leaders

Year level curriculum leaders will be introduced. The year level curriculum leaders will be provided with additional non-contact time to work with the school administration, curriculum co-ordinator and teachers in their year level teaching team. Through this process it is expected that staff will have a consistency of practice in planning and delivering curriculum, thus enhancing student learning outcomes. Rainworth's curriculum is always futures focussed and is constantly being reshaped to meet the needs of our unique learners and school community. Staff taking on this role will be coached to develop and enhance their personal leadership and thus expand and enhance the leadership of the school.

Data Experts – Partnership with Australian Council of Education Resource (PAT Resource Centre)

Year Level Co-ordinators will also be trained as Data Experts. Year level teaching teams will have direct access to skilled staff who are able to coach and help interrogate individual, cohort and school wide data. This will assist with monitoring trends, develop action plans, realignment of resources to maximise learning and to make necessary pedagogical adjustments. Teachers will be more skilled in 'knowing their students' at their twice yearly review of individual student progress meetings. Central to this will be developing best practice in the use of OneSchool's Classroom Dashboard and continuing our relationship with the Australian Council of Education Research (ACER) – PAT Resource Centre.

Learning Enhancement Co-Ordinator

Rainworth SS is very successful with providing targeted intervention for identified students. We currently have a number of intervention and extension programs occurring across our early, middle and upper primary years. These students are identified by our School Wide Assessment Data and NAPLAN results. As an IPS we would provide our SLtLN with additional time to continue to manage the various learning enhancement opportunities and assist teachers with making the necessary adjustments to their individual learning plans. This would also allow the Learning Enhancement Co-ordinator to provide appropriate training to our non-teaching staff while not taking away the time that the SLtLN would have working with students.

Additional Enrichment Program for Students (Literacy, Numeracy & High Order Thinking Focus)

Rainworth SS has excellent NAPLAN Data with a very large percentage of our students achieving in the upper 2 bands. IPS will allow us to build upon our current practices by realigning our staffing and maximising the allocation that we currently give our Gifted Education Mentor. Currently we have many children who would benefit from participating in our enrichment programs. Unfortunately we are unable to increase the number of students accessing the high successful enrichment programs due to staffing constraints. The expanded role of the GEM would allow for a balance between working with students in small groups, co-ordinating enrichment programs and developing links with other education providers (eg Queensland Academy Partnership Schools, BSDE, John Joseph,) while still being able to support classroom teachers. The aim of the enrichment programs would be to move more students from highly capable to outstanding. It would be expected that increasing the access to these programs would further enhance the number of students in the top 2 bands of NAPLAN.

Maximise the Learning Time for Students

Many of our current support and intervention activities are completed during school time. Not all students can afford to be removed from their classroom environment to complete intervention activities. As a result teachers and support staff will have the opportunity to work alternative arrangements so that students receive their intervention without interruptions to their everyday learning.

Human Resources

The school community welcomes the opportunity to shape and tailor the workforce to meet the needs of the future. The school has established a strong set of values and effective pedagogical practice. As a school community we are keen to invest and retain staff who share and demonstrate these values. The school has developed a workforce management plan which would allow us the opportunity to implement enhancing student learning outcomes and provide the students of Rainworth with a well-rounded education. There are many programs unique to Rainworth (Italian P-7, Dance, Drama, Bardon Young Writers, Choir, Robotics, Young Scholars, Brainways, Debating etc) that do require skilled, motivated and committed staff. Without skilled staff, the programs and extra curricula activities on offer at our school will not achieve the desired outcomes or at worst not be sustainable into the future. By tailoring and shaping the workforce at the school level, it allows for staffing to occur in a timely and effective manner to reflect that we are a highly organised and professional learning organisation.

Leadership: Investment of time, money and knowledge has been planned and targeted to maximize learning. Embedding 'The Art and Science of Teaching' into every classroom and providing timetabled time for focused fortnightly pedagogical discussion for all teaching staff ensures that professional practice is focused on improving student outcomes, as evidenced through weekly 'walkthroughs'.

Redcliffe SHS was approached by the Australasian Schools Accreditation Agency to undertake accreditation because we are seen as a high performing school, the school has used this framework for the past 2 years but are now aligned to the Marzano 'High Reliability Schools' accreditation. These plans have been validated through consultation within the school and with the wider community.

Professional Learning Community: Highly visible alignment between whole school, faculty and staff priorities has been achieved through the refinement of strategic planning and the introduction of Faculty Professional Learning Teams. Each faculty has 30 minutes timetabled time each week, plus 2.5 hours planning time per term to run their professional learning team. This compliments the pedagogical PLTs (TASTBuds) that have been in operation for the past 3 years, they meet fortnightly in timetabled time.

Please detail the potential benefits for students and the broader school community.

Student Wellbeing – Our school has a significant level of mental health and student protection issues. With resources coming direct to our school our ability to identify the early warning indicators, including attendance and students at risk of disengaging will improve. We will be able to apply resources direct to targeted intervention strategies to enhance student engagement in learning. We will be able to extend our partnerships and expand our current welfare staffing options, further maximizing student learning outcomes in all learning areas.

Facilities and finance management – The Independent Schools program represents an opportunity for greater collaboration between the public and private sectors, business and industry. Stronger partnerships will enable the school to leverage funding independently from the state system by encouraging private sector investment alongside school financial strategies. Building autonomy by strengthening engagement with the school community will expand partnerships with local businesses and organisations to improve local decision making, resource development and supporting student needs. By generating increased resources from external sources we are able to have greater autonomy targeting strategies so students achieve at the highest level. A more business focused approach to operations will result in the cross pollination of school and industry/business resources; for example, the ability of the school to lease space (auditorium and hospitality facilities) for a return on investment without impacting on the school core business.

Staffing – the ability to directly recruit staff will ensure that we lift the quality of instruction as we select teachers who are the right fit for our expert teaching teams. Our expert teaching teams are work in two PLT networks within the school, based upon the ASoT pedagogy and faculty curriculum. The ability to develop our workforce plan based around our classroom teaching and learning practices enables us to select staff who can drive the improvement of teaching practices throughout all classrooms consistently across the school. Direct recruitment of specialist staff will also impact positively on the delivery and outcomes of our approved Programs of Excellence.

Student Transitions - Greater flexibility in resourcing allows the school to direct funding to transition students through all phases of the school as well as targeting their academic transition as learners in literacy, numeracy and science intervention programs.

Public Confidence – Our school has seen an increase in student numbers over the last 10 years, despite that its locale is saturated with private schools. Increased autonomy provides the opportunity to empower our community to have greater access to information about our school. We are perfectly positioned to do this as our reputation within the community is very strong.

High Reliability School – Involvement in the ASAA improvement process over the past 2 years provided us with a robust and well researched reflection framework. This review combined with excellent Teaching and Learning/Discipline Audit results has provided us with the confidence to begin certification with the Marzano Institute to become a 'High Reliability School'. IPS is seen as a vehicle to continue the HRS external review process to support the intervention required to continuously lift performance and focus on learning outcomes.

Please detail the innovate educational programs or practices that the school will implement to improve student performance.

Our culture is already strongly focused upon our vision 'Soaring Above and Beyond Expectations' (SABER). SABER is embedded within all aspects of our school – it's message for students, parents and teachers is that we 'do our best'.

Pedagogy – To promote a high performance culture, retain and develop a quality, skilled and professional workforce we will focus on the development of our pedagogy. We will lift the quality of pedagogical instruction by supporting teachers to understand and continuously improve their practice through professional feedback (Walkthroughs/TASTBud PLTs/Coaching), rewarding high performance (Marzano Money, SABER lunches and DPF planning) and encouraging collaboration (Curriculum based Faculty PLT/TASTBuds). The pedagogical journey began in 2011 and has continued with strong professional development, this will continue into the future with the pedagogical PLT – TASTBuds being refined to improve the functioning of all teams.

Differentiated Coaching – We have been using the 'Proficiency' level of the AITSL standards as our benchmark for teacher performance over the last two cycles of DPF (Building Capacity process). In the future we will drive improved performance and build teaching capability through benchmarking performance based on all of the AITSL Career Stages and providing differentiated coaching and feedback to teachers based upon their career stage. HODs and Admin will implement a differentiated observation, monitoring and support program based on the agreed upon AITSL career stage the teacher has achieved. We will also develop the Building Capacity process (DPF) around the AITSL standards and the use of 'The Art and Science of Teaching strategies.

Literacy and Numeracy – We promoted evidence informed innovative practices when we implemented our comprehensive Literacy and Numeracy plan this year. It reforms how teachers clearly align their content to the development and tracking of literacy and numeracy achievement in all subject areas. The development of a school-wide reading strategy was the focus for 2014, early NAPLAN results suggest this was a successful strategy. The development of school-wide strategies for vocabulary, spelling, numeracy and Grammar and Punctuation have begun this year but will take shape in 2015. The GRG Learning Improvement strategies foster this collaborative work across the school, aligning faculty content and practices to our Literacy and Numeracy improvement agenda. In 2015, each Yr 7 student will be provided with a school developed Vocabulary workbook to assist in their development, this resource is currently being developed with input from all faculties.

Attendance – Attendance has been a focus for our school in the past year but without a dedicated person to monitor individual attendance we have had a piecemeal approach with limited success. We will utilize flexibility in staffing to proactively case manage students with poor attendance, establishing new ways of working with families and individual students to achieve our targets.

Faculty Professional Learning Teams – We will introduce the Marzano concepts of Learning Goals and Proficiency Scales into the PLT planning cycle. The PLT will continue to develop a consistent curriculum and analysis of data through formative testing, collection of short cycle data and the development of intervention strategies to bring about improvement. Professional development for teachers in developing Proficiency Scales and creating and implementing Intervention Strategies will be a priority. As a High Reliability School (HRS) member, we will receive support from the Marzano Institute to develop these aspects of our PLTs. The use of our critical friend will continue to support the implementation of PLT's into our timetabled time for teachers.

Monitoring and Feedback – In line with Hattie recommendations, the development of a whole school monitoring and feedback policy with strategies across all faculties and year levels will improve educational outcomes of students. The powerful influence on learning and achievement of providing purposeful feedback has been demonstrated by trials throughout the school and we envisage this being extended and fully implemented school wide from 2015.

Financial Sustainability – We will be working effectively to ensure accountability in managing and generating finances, improve systems, service delivery and infrastructure in response to our greater autonomy. We have already seen the introduction of very successful Business breakfasts and Market Stalls that bring the community and our school together to develop strong partnerships. A range of avenues to increase financial support of the school have been developed, including taking on the ownership of the school Tuckshop and Western Campus canteen with P&C approval.

Marketing State Education – We will continue to recognise and cultivate inspiring messages about opportunities offered in our school that are responsive to future needs and government initiatives. We will maintain current strategies and create positive experiences that develop excitement, trust and respect from students, families, community, business and industry through our current initiatives such as business breakfasts and the introduction of fundraising gala nights and Reddi for Dinner evenings.

Shuttleworth who attended this community consultation has written a letter of support for our application. (see attached)

Please demonstrate the school's capacity to assume greater responsibility for its affairs.

The school already has well-established, effective feedback mechanisms, consultation processes and decision-making procedures in place. The most recent internal audit received feedback that the current systems in place are highly effective.

As a school with 830 students we have a robust leadership structure including a Principal, two Deputy Principals, a Head of Curriculum, a Pedagogy Coach, a Gifted Education Mentor and staff members who are all represented on various school committees. All of these key staff members contribute to the planning and implementation of the 'whole school' improvement agenda.

- At a school staff level there is a Management Committee, with representation from all staff members who make decisions about the day-to-day running of the school.
- The school Local Consultative Committee (LCC) meets at least once a term to provide direction on the strategic operations. It also has representation from all staff within the school.
- Within the broader school community there is a highly effective School Council, currently comprised of parents and community members, which focuses on providing feedback and input into the Whole School Improvement Agenda.
- The P&C is also very proactive and has been effective in aligning spending to whole school priorities. Samford State School already has a strong shared culture of transparency, consultation and collaboration between, staff, parents and community. For example, in the school, there are many different and varied groups charged with progressing specific aspects of the whole school improvement agenda. These include the Dyslexia Support Group, the Out of Hours School Care (OSHC) Strategic Planning Committee and the Early Phase Committee, all of which have representation from teachers, administration, parents and community groups.

As an IPS school these partnerships would be even stronger with an explicit focus on the achievement of our school priorities: responding to local community needs, aspirations and driving innovation.

Please detail the potential benefits for students and the broader school community.

The cornerstone of our IPS proposal is to develop Professional Learning Communities where parents, staff and the school community are engaged in research partnerships with the school. As outlined in Education Queensland's *Parents and Community Engagement Framework*, parents and the broader community play a vital role in supporting successful learning outcomes for our children. The most meaningful partnerships are those where schools, parents, students and the community work together to focus on student learning. Parent and community engagement that is effectively focused on student learning can deliver powerful outcomes (DETE, 2013). This proposal includes expanding the role of our current Community Engagement Officer (CEO) to develop and enhance community engagement and communication.

Increased input into the staffing of the school will not only enable the school to proactively manage the workforce, but also ensure that core priorities are not diluted over time. The most effective way to improve learning outcomes is to improve pedagogy and instruction. Fullan (2011) in his paper on *Learning is the Work* would argue that sustained whole school improvement takes years not months. Staff renewal plays a vital role in continual improvement and innovation of the teaching staff but managed at a school level ensures that years of professional learning within the context of the school are not lost.

Greater autonomy is also a key ingredient in our approach to being creative, innovative and able to quickly respond to student learning needs. Teaching and learning is not a formula and one size does not fit all students. Our staff will benefit from the flexibility to deploy a range of research-based, high impact strategies to ensure our students are able to work beyond their potential. This approach will lead to more engaged and successful learners and allow teachers to be the central decision-makers shaping individual learning pathways.

Please detail the innovate educational programs or practices that the school will implement to improve student performance.

This application makes the assumption that student achievement cannot outperform the quality of the teachers, highlighting the importance of enhancing the capacity of teachers. As Samford State School is a consistently high-achieving school (see attached 2014 NAPLAN results) with effective practitioners, the school needs to adopt strategies that cater for highly skilled teachers and very capable learners. According to Harris (2009) the most effective school improvement programs focus on collaborative patterns of staff development that enable teachers to enquire into their own practice.

Our proposal capitalises on the concept of Professional Learning Communities (PLC) incorporating our staff, parents and educational networks. There is extensive research and evidence that this approach is an extremely effective mechanism to improve achievement and raise performance (Goldenberg, 2004; Saunders and Goldberg, 2005; Stoll and Seashore Louis, 2007; Verscio et al, 2008; Harris and Jones, 2009).

Improvement through PLCs means focusing on improving learning outcomes. Fullan (2009) outlines the importance of creating 'cultures for learning': people learning from each other and being collectively committed to improvement. This culture is already present in the Samford School community, promoting a seamless implementation to IPS.

At Samford, we would develop learning communities that tap into the wealth of our parents' skill sets, the expertise that exists in our school and the support that resides within local educational centres such as the cluster schools and universities. This approach aligns with one of the central tenets of IPS: our school works collaboratively with the community and we are responsible for, and take ownership of, our own outcomes.

Our staff and school community are united in our vision of nurturing students who are creative, curious and clever. Our improvement agenda maps out a clear evidence-based plan for our whole school approaches, in the context of an education system. The learning for teachers will be developing their ability of knowing when to be innovative and knowing when to implement an agreed upon whole school approach consistently. Professional Learning Communities are not about teachers choosing their own individual pathway; instead PLCs provide a high degree of quality assurance without sacrificing innovation.

Our approach would focus on:

- Building and maintaining a highly skilled staff who are scholars of their own practice. This way they are encouraged to be innovative, creative and able to shape learning experiences and to be highly responsive to individual student needs and interests.
- Being better connected and forming professional partnerships with our parents in a shared, high accountability, no-blame approach to improving student learning outcomes for all students.
- The above two points will provide our students with an engaging curriculum but not at the cost of quality or integrity. Staff will be empowered to shape learning pathways that put students at the centre of all decision-making processes rather than following a pre-determined fixed track.
- A more responsive curriculum enables the school to nurture students who are curious, creative and clever. It allows for students to have a voice in their own education and to develop a passion for life-long learning.
- Broadening our staff professional development opportunities to enable valued contributions to our professional learning communities. This is not about focusing on making every teacher or learning experience identical; instead it rewards innovation, self-reflection and collaboration. The focus is not just on individual teachers' learning but on professional learning within the context of the school.
- Learning from other schools and systems as to the best approaches that leverage student performance would feature within the PLC. This will ensure traits of those highly performing schools are in place within our school community.
- Professional development would focus on high impact pedagogical strategies and refining teacher research skills and self-reflexive practice. This includes encouraging and supporting teachers to engage in further study to achieve higher formal qualifications.
- However, the action-based inquiry approach requires more than collaboration and reflection. Teachers need to be continually implementing, trialing and refining instruction and implementation. Our school has already trialed selected innovative intervention approaches through the 'Great Results Guarantee' agreement, demonstrating the necessary skill set and desire to continue with PLCs.

Seven Hills has demonstrated through historical School Opinion Survey data (SOS) and school curriculum audit data that staff are highly valued, respected, capable, engaged and supported, with the latest SOS showed 100% staff satisfaction. The leadership team is fully committed to ensuring that all staff are provided with professional development that reflects individual, school and systemic priorities. SOS Data foregrounds parental satisfaction with 100% of our parent community believing that Seven Hills is a good school, one that encourages parents to participate in school decision making and take an active role in their child's education.

We have proven ability to assume greater autonomy through our successful participation in the following innovative, research based projects and practices that have led to enhanced implementation of the National Curriculum and improved student numeracy and literacy outcomes:

- A Culture of Thinking (Project Zero, Harvard University)
- Proportional Reasoning (Current project with University of Queensland)
- Reggio inspired practices

and a range of Sustainability initiatives:

- Adopt-a-farmer, Land for Wildlife, Boeing Education Partnership

Seven Hills SS will continue to be part of a successful cluster based project managed Direct to Market Maintenance Program that has been acknowledged by Metropolitan Region as an exemplar model for other schools to follow.

Please detail the potential benefits for students and the broader school community.

At Seven Hills our pedagogy is underpinned by research with our goal being "to work together to ensure that every day, in every classroom, every student is learning and achieving". As an IPS students will benefit by the development and implementation of creative and innovative programs that focus on improving students' literacy and numeracy outcomes across all curriculum areas. Localised decision making will enable the school to directly respond to local community needs and aspirations. The establishment of The Seven Hills SS School Council would benefit the community by strengthening collaborative local decision making, and involve consultation processes designed to provide the best strategic, future focused team.

Extra flexibility and funding as an IPS will create opportunities to consolidate our current innovative programs and develop additional programs that will further enhance the learning outcomes of our students. The school already has many well established reciprocal partnerships to build on as a potential IPS. SHSS is a founding member of Gateway Learning Community (GLC), one of the longest established learning communities in Qld schools. The Principal of Seven Hills has taken additional responsibilities in this learning community by championing Early Years Education and Gifted and Talented Education. As part of this community, strong partnerships have been built with Metroplex on Gateway, The University of QLD School of Education, The Port of Brisbane, and a large number of local businesses. The flexibility to establish future partnerships with other organisations within our community is an exciting prospect that will help to enhance and extend the learning outcomes of students at our school.

Please detail the innovative educational programs or practices that the school will implement to improve student performance.

Seven Hills State School is currently recognised for its innovative multi-age approach to education. This is reflected in our consistently high NAPLAN results across years 3, 5 and 7, University partnerships, ICAS and whole school assessment data, which collectively place Seven Hills as one of the highest performing schools in Queensland. We, along with Dr Zhao (2014), believe that the children of today will need to be creative to solve the problems of

tomorrow. Consequently the Seven Hills State School learning community has collaboratively developed four domains to guide our Innovative Educational Programs:

1. Develop 21st Century Critical and Creative Thinkers

Our commitment to developing 21st century critical and creative thinkers will provide a community minded environment that ignites wonder, participation and enthusiasm for learning. This will be achieved by:

- Building on our multi-age approach to provide further opportunities for divergent creative pathways and project based learning targeting student interest, and higher order thinking skills.
- Providing unique and tailor made learning opportunities that are responsive to local priorities, national curriculum expectations, and our explicit improvement agenda.
- Extending our proportional reasoning initiative to years 3 and 4.

2. Innovate Responsive Pedagogies

At Seven Hills our child centred pedagogy is underpinned by the research of *Dimensions of Teaching and Learning*, and John Hattie's *Visible Teaching and Learning*. We search for opportunities by looking outward and looking for "what's new, what's next and what's better?" We challenge the idea of "business as usual" by:

- Re-imagining physical and virtual learning spaces by improving connectivity and updating ICT resources to support new pedagogies, children's existing ICT knowledge and future development.
- Creating a pedagogy leadership position to coach and mentor teachers and work with the leadership team to align teaching practice with our explicit improvement agenda.
- Building on from current research based practice, Cultures of Thinking (Harvard University, Project Zero) to incorporate philosophy.

3. Cultivate Productive Partnerships

One of Seven Hills's greatest strengths lies in its sense of community empowerment, engagement and partnerships. As an IPS we will:

- Use additional funding to employ a part-time community liaison officer as a conduit between home and school, promoting parental engagement in their children's education.
- Continue to support our Community Care Representatives to enable the school to maintain open communication through class meetings, parent education programs and community forums.
- Build new and extend existing partnerships with local business to enhance current and new innovations.

4. Sustain a Futures Focus

Sustainable innovation becomes possible when innovation shifts from isolated examples to embedded practice in the learning culture and core values of the school. As an IPS we will achieve this by:

- Establishing a Citizenship Mentor position. The focus will be on teaching our students the skills to become reliable, flexible and resilient problem solvers, who think for themselves, act ethically, consider and respect the environment, to enable them to adapt and cope in a rapidly changing world.
- Developing a fully connected school through LAN and wireless network and providing appropriate devices to enhance flexible learning opportunities for students, staff and community.
- Maintaining a campus designed by and for students and their families, providing opportunities for the staff and wider community to come together to invest their time, share their passions, expertise and interests. Our goal is to develop citizens who act locally while thinking globally.

Seven Hills looks forward to the opportunity to work as an Independent Public School and to continue our pursuit of excellence in education. Our participation will enable our school to meet the local needs of our community and share our innovation with others to cultivate a public education system that is world class.

INNOVATION

SIGNATURE PROGRAMS

The school boasts state of the art technology, a fully integrated wireless network and 100% connectivity. We have access to very high speed broadband, unprecedented within the Department of Education and Training. Due to our proximity to the Queensland Government's data centre 'Polaris', we are directly connected with a very high speed fibre optic link to the data centre. This enables us to explore the teaching and learning benefits offered via the internet, along with improved access to the latest digital learning devices and content. We are branded a Technology and Thinking school and as an IPS we plan to amplify the learning opportunities and maximise student achievement by:

- ☛ Expanding and embedding our offerings of signature programmes in Technology and Thinking.
- ☛ Intensify our school based robotics programme and build partnerships with experts in the robotics field. e.g. 'Domabotic'
- ☛ Alignment of robotics and technology skills matrix with SCSHS robotics programme.
- ☛ Hosting robotic and thinking challenges, competitions and professional development opportunities.
- ☛ Inaugurating partnerships with existing external professional robotic bodies at a local, regional and state level.
- ☛ Magnifying our TNT (technology 'n' thinking) extracurricular clubs.
- ☛ Explore industry partnerships and potential sponsorships with global Lego and robotic companies.

REDESIGN CURRICULUM DELIVERY IN MIDDLE SCHOOL

- ☛ Employ specialist 'expert' middle school teachers in English & Humanities / Maths & Science in alignment with Year 7 Flying Start Curriculum model at SCSHS.
- ☛ Explore and offer further elective learning choices for middle school students.
- ☛ Expand the arts curriculum offerings beyond music to dance, media and visual arts with specialist teachers in the arts.
- ☛ Negotiate capital works responsive to innovative curriculum offerings and design.

UNIVERSITY PARTNERSHIPS

- ☛ Collaborate with local university to engage education students in paid support and intervention roles.
- ☛ Exploring development of formal associate teachers in partnership with USQ Springfield with reciprocal benefits.

BUILDING CAPACITY

- ☛ Refine Peer Mentor and Peer Coaching Framework for SCSS, aligned with innovations in curriculum design and delivery.
- ☛ Explore cross campus employment of specialist teaching staff (SC State High & SC State School).
- ☛ Opportunities for staff to be trained as licenced instructors in school networked thinking software. (e.g. Buzan's iMindmapping)
- ☛ Support staff towards attaining Master Teacher status.

The Executive General Manager (Education and Health) of Springfield Land Corporation offered the strongest possible support for our application as an IPS (refer to appendix). Terry Kearney wrote 'such recognition would create the necessary synergy with Springfield Central State High School to ensure both short and long term goals'. He believes 'our community deserves to see the resultant innovation for both schools.' Springfield Central State School, in a short period has authenticated itself as a legitimate contributor to the Greater Springfield Education City. As an independent public school, we commit to an innovative approach to maximise student outcomes.

Principal endorsement

Substantive principal name: Angela Goolay

Substantive principal signature:



Date: September 9th 2014

Please upload your completed application to the Expression of Interest Form on the Independent Public School [OnePortal](#) page.

St Helens State School already invests heavily in a leadership structure that is designed to facilitate great teaching and learning. This investment is visible through a strong leadership team that consists of a fulltime Head of Curriculum, Behaviour Support Coach, BSM and Principal. This leadership team meets on a weekly basis to ensure that decision making and practice aligns with the strategic direction of the school. Supporting this team are classroom teachers who have taken on leadership roles within our PLCs.

This very effective structure is testimony to a well-managed, strategically driven budget and is reflective of a philosophy that values leadership density.

Please detail the potential benefits for students and the broader school community

There is a positive school culture in addition to the well balanced leadership structure that exists within St Helens State School. The greatest benefit that IPS will provide for our school is in enabling us to proactively build upon this existing culture to deliver an approach to education that is truly engaging for all members of our school community and offers the very best opportunities for our students.

The potential benefits of becoming an Independent Public School are:

Engaged Students through:

- customised learning pathways responsive to identified individual needs
- provision of extension opportunities
- participation in a positive school culture that focuses on their holistic development
- exposure to a consistent whole of school approach to curriculum, behaviour and student development

Engaged Community through:

- increased opportunities for families to access the school for support / guidance
- increased opportunity for community members to contribute to the strategic direction of the school
- greater opportunity for parents to engage with community groups and experts
- greater support structure for teachers to facilitate effective teaching
- greater alignment between home and school
- increased capacity for professional learning opportunities
- opportunity for community groups to engage in a meaningful manner with the St Helens State School community

Please detail the innovative education programs or practices that the school will implement to improve student performance

A successful IPS application will enable us to delve even more deeply into the fore mentioned programs and structures that already exist within the school and that we know work.

Four exciting initiatives that Independent Public School status will enable us to expand / Introduce include:

1. **Art and Science of Teaching Pedagogical Framework**

The **Marzano Framework (A/SOT)** underpins our pedagogical framework. Greater resourcing will enable us to;

- enrich the professional dialogue and up skilling of all staff through the increased practise of **Instructional Rounds** as a key avenue for professional learning. This has the exciting potential of further enhancing our already effective and embedded **Professional Learning Communities**
- allocate each class 1 hour per week to be dedicated to individual conferencing with students around **learning goals**, aligned to school targets and priorities

2. **Enriched Learning Pathways**

We are excited by the possibility of being able to create **enriched learning pathways** for all of our students through;

- the establishment of a **creative industries avenue** for students with particular strengths in the creative arts, performing arts and science
- extension opportunities for our upper 2 bands students through additional exposure to expert teachers (already existing on staff) and professionals from the Maryborough professional and educational community

3. Engaging Hearts, Souls and Minds – Enhancement Programs for At Risk Students

In 2015 we will be implementing programs that align with our already embedded school values of respect, integrity and commitment to engage our at risk students, particularly boys. The intention is to;

- utilise already existing relationships with community groups such as Rotary and APEX to provide community work experience and mentoring opportunities to occur
- use funds to purchase outside providers to facilitate a regular, before school, physical exercise program that aligns with the notion of healthy mind, healthy body, healthy soul
- source professional development to up skill all our staff to enable them to see beyond simplistic reasoning for dysfunctional / inappropriate behaviour and create opportunities for our at risk students that truly address the function of their behaviour

4. A Learning Community for Parents

The potential exists for the school to be a **learning hub** for our parents and carers. We envisage being able to facilitate the delivery of critical subject matter relating to the social, emotional and academic development of children to support parents and carers of our students.

This is a pro-active and much needed support mechanism that we can provide to our local community that will better enable them to support their children through the various stages of their schooling journey.

Thank you for taking the time to read this application.

It is hoped that the attached appendices provide further insight into the work being undertaken at St Helens State School and shed further light on the potential that exists at our school to embrace independent Public School status.

Principal endorsement

Substantive principal name: Mark Jones

Substantive principal signature: _____



Date: 5-9-2014

3. The innovative educational programs or practices the school will implement and the potential benefits for students and the broader school community.

The development of a Learning Community based on our 5 Pillars of Excellence – Academic, Cultural, Sporting, Student Leadership and Community Confidence, commenced with the agreement in 2012 of our Strategic Improvement Agenda to create alignment to optimise on the potential of 10,000 hours of schooling from Prep to Year 12

The College-Wide Strategic Priorities remain:

1. Strengthening Foundations
2. Futures oriented Pedagogy
3. Student Engagement and Wellbeing
4. Building Capacity
5. Excellence in Resource Management

Area	Current	Future Development	Outcomes for Students
USQ partnerships	Create innovative, unique non-OP pathways with direct entry to USQ courses. A business school has been created in partnership with USQ. Students study Maths, English and various certificates. Successful graduates will have direct entry to USQ courses.	<ul style="list-style-type: none"> • In 2015 a Sport academy will mirror this program. Successful completion of this course will provide direct entry to multiple USQ degree courses. • USQ will provide gym facilities for students to access to complete Cert III Fitness 	Students can pursue a Senior course of study following their interests and take advantage of a unique pathway to University.
UQ Partnerships	Various levels of engagement with UQ including all links most schools enjoy plus financial and in kind support of the High Achievers' program and Queensland schools' first TEDx event, mentoring by PHD students	<ul style="list-style-type: none"> • Continued expansion of programs available to students at all levels • Development of a critical thinking course to supplement the Lighthouse extension program Years 5 to 9 	Extension opportunities for all students, particularly Upper 2 band and high level academic students Increased University aspirations across the Stretton community resulting from increased exposure to University staff and students.
Mighty Minds	Our partnership with Mighty Minds has created improved outcomes for students. Classroom practices have evolved. Mighty Minds has supported the High Achievers' program financially and in kind to benefit students across seven schools.	<ul style="list-style-type: none"> • Continued professional development for teachers to assist our consistent development of the Stretton Pedagogy framework. • Reflective partner for development of responses to whole College and NAPLAN data. 	Students will have access to tailored programs to assist them to achieve improved outcomes.

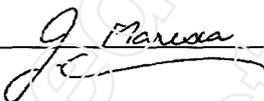
Griffith University Partnership	Trialling new facets of Griffith Connect program.	<ul style="list-style-type: none"> • Extension of entry pathways programs for Senior School students. 	Tailored entry pathways for university bound students.
High Achievers	Create, lead and deliver an academic extension program for Year 6 students across seven schools. Deliver a QLD school first event, TEDxStrettonStateCollege In a world class venue, streamed live to the world	<ul style="list-style-type: none"> • Refine, expand and lead the High Achievers' and TEDxStrettonStateCollege program to deliver an increased breadth of programs across various school sites 	Increased confidence in State school education, high achieving students remain enrolled in State schools including Stretton SC
Excellence Pathways – P-12/ Further development of our Lighthouse Curriculum Yr 5-9 (Academic Excellence)	Development of an Academic Excellence Pathway P-12. Model differentiated at different junctures to reflect developmental needs.	<ul style="list-style-type: none"> • Develop excellence pathways P-12 in Academic, Arts, Sport and Vocational Education. • Further develop partnership with external providers for after school tutorial assistance. (already in existence) 	Providing for achievement of all students
Leader in Digital pedagogy and Instructional Leadership P-12	Developing a P-12 continuum that underpins technology solutions as defined by developmentally appropriate pedagogy.	<ul style="list-style-type: none"> • Development of an Instructional Leaders Program for HODs using ASQT framework/Developing staff capacity through embedded Instructional Rounds. • Embedding e-learning as a tool for instructional leadership P-12. • Implement a BYO device model in targeted sectors of the College commencing 2015 	Teaching and learning environment for creative citizens of the 21 st Century
Sporting Partnerships e.g. Football Academy	The academy caters for students from Years 4 to 12 with skills and interest in Football. A partnership agreement with Souths United Football Club exists	<ul style="list-style-type: none"> • The students will utilise the sports academy pathway to access University, overseas scholarships and employment • Links with Busy @ Work will create post school options 	Increased opportunities and playing pathways. Students exhibit high levels of behaviour, attendance and engagement.

Stretton Business Network	SSC plans to develop a local business network.	<ul style="list-style-type: none"> • Create higher levels of community engagement through higher levels of business/industry involvement. Strong interest has been expressed by many of our partners • Including: visioning issues, mapping community and school assets, development needs. 	<p>Student access to local employers and real life learning experiences</p> <p>An educational experience that aligns with the aspirations of the local community.</p>
0-4 years sector	A Kindergarten managed by C&K currently operates on the SSC site.	<ul style="list-style-type: none"> • Identify local services for children and families in the 0-4yrs age range. • Use knowledge of local demographics to craft, nurture and provide services. • Facilitate SSC links to incorporate/develop this community. • Initiate a Pre-Prep program 	Facilitate the best start to schooling for children in our community.

Principal endorsement

Substantive principal name: Jan Maresca

Substantive principal signature: _____



Date: 5/09/14

- Improved learning outcomes through targeted allocation of resources to meet individual student needs and school priorities. This potential has been demonstrated by results achieved through Great Results Guarantee expenditure where significant improvement in Year 1 reading has been achieved.
- Better learning outcomes for students moving from The Gap State School to The Gap State High School, through ensuring continuity of curriculum, pedagogy, teaching strategies, assessment practices and social and emotional learning .
- Greater flexibility in allocation and deployment of financial, physical and human resources to meet local needs.

Potential Benefits for the Broader School Community:

- Engagement of parents and community in the life of the school and in school decision-making to stimulate innovation and the strategic direction of the school.
- Developing partnerships and strategic alliances with parents and community organisations to improve student learning.
- The school community commits to establishing The Gap State School, School Council.

Please detail the innovative educational programs or practices that the school will implement to improve student performance.

The school already implements a number of innovative programs and sets high expectations for student performance:

- The school is recognised as a school of excellence in music with Instrumental, Choral and classroom music programs.
- Science is promoted through the annual Science Expo, which is strongly supported by children, parents, the scientific community and local community organisation.
- A transition program for pre-Prep children into the Preparatory Year is highly regarded by parents and results in engagement of Prep children in learning and classroom routines from Day 1.
- Great Results Guarantee has supported significant improvements in children's learning through finely targeted programs tailored to children's learning needs in literacy.

Building a Learning Pathway from Primary School to High School

- The Gap State School has close connections with The Gap State High School (which is already an IPS). This currently includes: High percentage (over 80%) of students from The Gap SS attend The Gap SHS; participation in extension programs for Year 7 students in Art and Mathematics at TGSHS; professional development in integrating iPads into classroom pedagogy as part of Mt Coot-tha Cluster of schools; integration of enrolment procedure of students transitioning to the High School; communication of student data (academic and social and emotional) to support transition of children; communication between Administration teams, Year 7 teachers and Junior High School staff; well-articulated transition plan for Student With Disabilities.
- A strong connection between the Chaplains and Chaplaincy Program in both schools.
- The Chaplain (male) at The Gap SHS participates in the "Boys Business" transition to high school program at The Gap SS, for Year 6/7 boys.
- These already strong connections, both formal and informal, can be strengthened to further leverage student learning outcomes for students transitioning from The State School to The High School. The school-wide pedagogy of both schools is based on Marzano's Art and Science of Teaching. This provides the opportunity to develop a common language around the 10 Design Questions of ASOT: consistent and developmental practices in the teaching of reading, writing and numeracy; consistent assessment practices, a common language of assessment and consistent protocols around feedback to students. This can be achieved through sharing teacher practice across both campuses: instructional rounds focussed on key priorities eg, the teaching of reading; clearly articulating practices to establish learning intent; curriculum and assessment alignment.
- Both The Gap SS and The Gap SHS are implementing Classroom Profiling based on the 10 Essential Skills for Classroom Management, which presents the opportunity for profiling of classroom practice across the 2 schools and embedding continuity in ESCM.
- A common LOTE (Mandarin Chinese) offers the opportunity to develop pathways in foreign language acquisition from Year 5.
- TGSS and TGSHS both have outdoor education programs to develop leadership and social and emotional learning. There is potential to leverage student performance in this area through more closely integrating these programs.
- There is a commitment across both schools to the social and emotional development of children as the foundation for a student's sense of well-being and academic learning.
- The Principal of The Gap State High School strongly supports the implementation of the strategies mentioned above (see attachment).

Association, staff, students and wider community have had a key role in providing the strategic direction to the school and ensuring accountability and transparency as evident in the excellent Showcase data over the past six years.

Upper Mt Gravatt has an innovative and engaging P&C Executive and associated Departments that have a future's focussed business and community vision. IMPACTS: (Involving Members of the Parents and Citizens Think Space) uses its brand to include, involve and create many business links with the local community.

The School in partnership with the P&C would like to build on our current relationships with:

Department of Community Services, P&C Departments, Crossroads Church, Uniting Church, OPSO older People Speaking Out, Kids Hope World Vision, Be Happy in Life – Life Coaching, Core Self – Disability Services, Macgregor Lions, Kidsmatter, Musically Speaking, YMCA – Before and After School Care, Upper Mount Gravatt Kindergarten and UMG Feeder Prep – Prep Providers, Coles Upper Mt Gravatt Village, Smith Family and Griffith University -- Dr Stephen Norton

We will undertake a workplace reform to create an A04 Business Service Manager to oversee the increasing community business projects working closely with the wider community to maximise the use of facilities and opportunities for brokerage.

Please detail the potential benefits for students and the wider school community.

As an Independent Public School, Upper Mt Gravatt will have the independence and flexibility to source partnerships and sponsorship. This includes partnering with nearby Griffith University in an Action Research Project with Dr Stephen Norton focussing on a whole school approach to teaching mathematics.

Use Community Business, State and Local Government partnerships to create a Community Adventure Based Learning Centre on campus offering High and Low Ropes learning for local schools, businesses and sporting organisations.

Extend our current partnership with Upper Mt Gravatt C&K Kindergarten to all of our Pre-Prep Providers. The current role of Early Years Liaison Officer will continue to be funded and developed.

Please detail the innovate educational programs or practices that the school will implement to improve student performance.

IMPROVING LITERACY AND NUMERACY

In 2015 we will extend and expand our current Literacy and Numeracy Projects. Using flexible staffing, Greater Results Guarantee Funding and IPS funding we will employ:

- Full time Literacy Coach
- Full time Numeracy Coach
- 0.6 NAPLAN Support Teacher (Yrs 2, 3, 4 and 5)
- 0.4 Intensive Early Years Reading Teacher (P-2)

The Literacy Coach will oversee Intensive Reading Teacher, NAPLAN Support Teacher, support the whole school Reading to Learn approach, Special Needs Team and manage the planning and pedagogical process in literacy.

The Numeracy Coach will oversee the Numeracy elements of the NAPLAN Support Teacher, planning and pedagogical process in numeracy, and work closely with Dr Stephen Norton from Griffith University.

Both coaches will work closely with Brisbane Distance Education creating a range of pathways for students to engage in digital learning.

INNOVATIVE EDUCATIONAL PROGRAMS

IN 2015 we will extend and add value to our current innovative literacy and numeracy programs with the focus on improvement of NAPLAN results in years 3 and 5. These programs are:

a) Fantastic Fours and Terrific Twos post NAPLAN (May 2014). Children are selected to work before school two days a week in both literacy and numeracy to increase the number of students in the top two bands.

These programs are extended in the following year to include year's three and five. The cycle is then repeated.

b) Before School Reading and Tuition (P-4)

Students in early years are targeted and invited to reading sessions before school using Administration, teachers and teacher aides

c) Intense Reading Support (all years)

All support staff, including Principal and Deputy, work with students in selected year levels using R2L strategy and Close Reading. Every class has intense support in literacy.

d) NAPLAN Support Teaching

Students are identified in year two and year four and intensive support in literacy and numeracy is provided during school time. In 2015 the NAPLAN Support Teacher follows these children into years three and five.

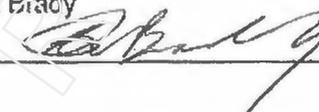
e) P-2 Intense Reading Program

All students in P-2 have a personalised multi-lit reading folder. Each child has personalised reading support twice a week.

The intense support that is being offered to our students is paramount to our excellent results and required to achieve our high performance targets.

Principal endorsement

Substantive principal name: Derek Brady

Substantive principal signature: 

Date: 12/8/14

Please upload your completed application to the Expression of Interest Form on the Independent Public School [OnePortal page](#).

initiatives and the development of a positive school culture. With a turnover over approximately \$100,000 per year, the P & C supports the school facilities, teaching resources and promotes teacher professionalism. Very active sub-committees support the music program, facilities development, swim club, and retailing outlets – uniform shop, tuck-shop.

Windsor State School is a member of the City Cluster of Schools, 15 high performing schools that work together to enhance student learning outcomes and teacher performance. The Cluster funds are managed through WSS bank accounts requiring outstanding management structure and communication channels.

Each year the school hosts the Cluster Conference for over 400 teachers. While this is a cluster initiative it demonstrates outstanding organisational and management skills on behalf of the School's support staff. It also demonstrates the School's commitment to the professional development of all teachers and our collegial attitude towards enhancing teacher professionalism.

The school has many programs and initiatives around at enhancing the quality and breadth of learning experiences for our students. These require enhanced financial management, human resources and general management structures. The school's already autonomous approach to management issues will enable us to capitalise on our current practices.

In 2015, WSS will celebrate 150 years of quality education to the students of Brisbane's inner north. The status of WSS as an Independent Public School will enable the school to strengthen its resolve to be the school of choice in an area that has a very large and competitive private school market.

Please detail the potential benefits for students and the broader school community.

Windsor State School has a very long history of educating the children of the local area. There is immense pride and ownership of the school by the children, parents and local community. The School's values, adhered to by Parents Staff and Students alike, of Respect for Self, Others and our School will be the foundation block on which to build a more accountable School structure that is responsive to community needs and expectations.

The enhanced accountability to the local community will strengthen the bonds to the school. It will also enhance the opportunity to seek out new partnership to support new plans and strategies that improve the learning experiences for our children.

The Independent Public Schools initiative will be an extra tool to ensure Windsor State School continues and enhances its fine reputation for the residents of the local area.

Please detail the innovative educational programs or practices that the school will implement to improve student performance.

Windsor State School's Strategic Plan 2012–2015 states the School purpose as "providing our students with an inclusive and caring learning environment that enables all students to develop socially, emotionally, academically and to achieve individual success". The school data profile illustrates that current school practices have ensured these goals have become reality for our students.

Whilst proud of our achievements the school is totally committed to continual improvement and achieving higher levels of success for our children.

Our innovative educational programs or practices will be based on our agreed purpose of social, emotional and academic success.

ACADEMIC SUCCESS

High quality literacy and numeracy skills are crucial to ongoing academic success for students. Our teachers continually seek out strategies that will improve the foundations for learning. The flexibility the Independent Public Schools initiative provides will enable some of our more innovative programs to be implemented without impacting on the core curriculum provided in the focussed lessons of the school day.

The school intends to offer individualised instruction to develop or extend the essential literacy skills needed to progress reading and writing to achieve higher learning outcomes.

These programs, based on the Boushey & Moser model of reading instruction for our intervention strategies and for our enrichment and extension strategies, Q & A Reading, our work with Gerard Ballard and ITC Publications.

Similar support and extension programs in Numeracy will also be developed. The school is pursuing links with the University of New England and Queensland University of Technology to identify high impact programs that are based on current research and methodology.

Teacher methodology will be enhanced by continuing our relationship with the University of Queensland and research being undertaken by Cam Brooks on Feedback for Learning. The study aims to improve student learning by coaching of staff on an evidence based teaching and learning model centred on the use of targeted feedback.

SOCIAL AND EMOTIONAL SUCCESS

The school has excellent programs in place that support behaviour and the social and emotional development of our students. Our opinion survey data and behavioural records as well as our school reputation attest to the success and value of our programs.

The school wishes to pursue strategies that build on the high level of emotional wellbeing and self-talk generated by our school programs to develop a program that will transfer from high levels of behaviour to students who achieve success at a higher level as a result of strong intrinsic motivation.

The school is pursuing links with Positive Pieces and the work being undertaken by Australian Committee for Children. An anticipated outcome will be a deferral program of instruction for teachers to ensure consistency of language and strategies.

HOW DOES INDEPENDENT PUBLIC SCHOOL SUPPORT THESE INITIATIVE?

The school's current intervention and extension strategies rely on the limited support of flexible staffing and the individual efforts of staff. There is limited capacity to support and recognise staff and build capacity. The Independent Public Schools initiative will provide the school with the opportunity to authenticate the roles of teachers as leaders and target resources to enhance school programs, improve professional dialogue and teachers pedagogical practices. School Leadership density and sustainability will be added outcomes of programs and practices.

HOW DO THESE INITIATIVES SUPPORT STATE EDUCATION IN GENERAL?

Windsor state School has strong links in our cluster, through professional organisations and a long history of being an outstanding supporter of public education and DETE initiatives and corporate business. As our school improves through our networks with universities, outside organisations and school initiatives, our ability to share knowledge and practices with other school will be enhanced. Windsor State School as an Independent Public School will still be proud of our belonging to and supporting the State School System.

Principal endorsement

Substantive principal name: Stephen O'Kane

Substantive principal signature: _____

Date: September 3, 2014

Please upload your completed application to the Expression of Interest Form on the Independent Public School OnePortal page.

Expression of Interest to become an Independent Public School – in 2015

Yeronga State High School

In the last few years, Yeronga SHS has experienced a renaissance that has transformed a previously underperforming and low-morale school with falling enrolments, into a school that is now achieving outcomes comparable to the best in Queensland. A surge in confidence and a specialty in English as an Additional Language/Dialect (EALD) education, as well as our innovative flexible curriculum offering individually tailored “Quality Pathways for students”, has enabled the school to grow from 476 students in 2006 to our present enrolment of 640 students and an expected 670 students in 2015.

Having a large EALD population, Yeronga SHS is regarded as the “lighthouse EALD School in the state”. There has been an increasing enrolment trend from local aspirational families who now see their local high school as a top quality preference to the private sector schools and the larger adjacent Brisbane State High (all of which in the past attracted a significant number of our local students).

Yeronga SHS has developed a reputation with international education visitors for innovative Teaching and Learning programs in the context of a harmonious and successful multicultural learning community. The school won the prestigious “Showcase Excellence in Senior Schooling Award” in 2013.

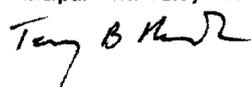
With ‘students’ and ‘social justice’ at its core, Yeronga SHS will continue to have a large intake of EALD and disadvantaged students from refugee-like backgrounds from all over Brisbane - and combined with an astute local population, the school will continue to provide a very high quality education with a global perspective. Our goal is to be regarded in the local and public domain as a **‘Very High Equity – Very High Quality IPS School’**.

Consultative processes undertaken

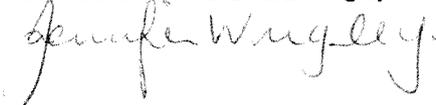
	Group	Processes and Outcomes
1	Students	<ul style="list-style-type: none"> • Information and presentations on formal school assemblies (2013 and 2014) • Feedback elicited from Student Council (SRC) – all positive • Feedback sought from year level groups via assemblies and form classes – all positive • Lunchtime discussions involving the School Executive Team (SET) and the student leadership group • Students are excited about the move to IPS. A common mantra from students: “IPS will assist us to be the best school in the Universe”. Student Opinion Survey satisfaction levels – 97% in 2013 • No students have expressed negative views
2	Parents and Community	<ul style="list-style-type: none"> • Email, website and newsletter used to inform all parents and connected community members including potential future enrolments • Feedback requested and invitations extended to discuss and clarify issues at P&C meetings and through formal and informal discussions • Discussion and information sessions held at P&C meetings during 2013 and 2014 • The P&C unanimously voted in 2013 and in 2014 to support the school in moving to be an IPS (2 members abstained on philosophical grounds but also expressed that they had absolute faith that the School Executive Team would make decisions which were in the best interest of the school). YSHS’s IPS application for 2014 was withdrawn as our ICSEA value was significantly misaligned to the reality of our students, their families and their backgrounds: previously 997 → currently 880 • Discussion with Local Chaplaincy Committee (LCC) – all positive • Discussion with subcommittees (Uniform, Tuckshop) – all positive • Local primary school Principals invited to meeting RE “IPS” for discussion – positive e-mails and endorsements from Primary Affiliate Principals
3	Staff	<ul style="list-style-type: none"> • Ongoing information provided to all staff during 2013 and 2014 – via staff meetings, weekly principal updates and briefings and formal IPS topic discussions • Consultation through Local Consultancy Committee (LCC), Yeronga Leadership Team (YLT), School Executive Team (SET) groups • Staffroom led discussions via Heads of Department and Business Services Manager • Staff support via Secret ballot process – 2013: 70%, 2014: 74%
4	Broader Community	<p>The following organisations / groups have been consulted resulting in positive support:</p> <ul style="list-style-type: none"> • KPMG, School Community Industry Partnership Service (SCIPS), Australia Business Community Network (ABCN), Multicultural Development Association (MDA) • ARD - Richard English, Affiliate schools, Queensland University of Technology (QUT), Griffith University • Local MLA and Local Councillor – (Carl Judge and Nicole Johnson)

Endorsement (29/08/14)

Principal – Mr Terry Heath



P&C President – Mrs Jennifer Wrigley



QTU Rep – Ms Liz Stewart



	<p>basketball, yoga</p> <ul style="list-style-type: none"> • Yeronga Park Fitness Centre is now operating out of our gymnasium – 7 days a week • Arts organisations regularly use our Auditorium for rehearsals in exchange for educational opportunities for our students
4	<p>School Governance</p> <ul style="list-style-type: none"> • Scheduled Weekly SET and YLT meetings – strategic and operational agenda items • SET works very closely with the P&C – strategic matters regularly brought to P&C meetings for discussion • The P&C very strongly supports IPS and the establishment of the School Council • School has long term / established “Junior Secondary” and “Senior Secondary” identities (DPs & HOD structures embedded) • Junior Secondary Deputy Principal and HOSSES works very closely with many of our Affiliated Primary Schools and Milpera SHS offering an Exceptional Learners Program, Secondary School Inductions and Open Day Programs • Regularly scheduled YLT, staff and faculty meetings: minutes shared with all staff – open transparency with decisions • A Workplace Health & Safety committee is well attended and embedded in practice • Student Council meets monthly. Student Leaders meet with the Principal and Year co-ordinators fortnightly • ICT committee meets regularly and is embedded in the school – supporting an innovative school-wide 1:1 laptop program • School facilitates term meetings with external agencies & non-government organisations: MDA, Police, Red Cross, Mercy Community Services, QPASTT, Career Employment Australia, Centrelink, Regional Communities Liaison Officers, Milpera SHS

Potential benefits for students and the broader school community

1	Directly recruit staff particularly for specialised programs. Increased capacity to retain staff vital to programs, especially where the school has invested heavily in their professional development. This is pertinent to EALD, specialised sporting & performing arts programs, special needs and VET programs.
2	Enhanced capacity to adjust staff mix to support the student population, including students with numeracy, literacy and social development program needs. The changing demographics of EALD / refugees requires the flexibility to manage the recruitment of teachers and teacher aides with appropriate bilingual and English language skills.
3	Increase staffing flexibility to engage with Programs beyond the school – Career Employment Australia, SCIPS, QUT, Griffith Uni-Reach, private RTOs, TAFE, ABCN Programs (including GOALS, Aspirations and FOCUS Student Leadership Programs)
4	Enable transparent resourcing to Yeronga SHS that is directly linked to the school’s priorities
5	Allow the school to act strategically in future directions involving school facilities
6	Enhancement of training and coaching for the school-wide pedagogical framework and delivery of <i>Teaching ESL Students in Mainstream Classrooms</i> PD to all teachers
7	Provide greater incentive to community and parents for engagement through School Council and school governance
8	The decommissioning of the adjacent TAFE site provides exciting possible future training and employment opportunities for students, including Trade Training Centre: Link with community through Community Garden / Men’s shed / Work experience

Innovative educational programs

1	Lighthouse “best practice” EALD & Refugee support and education programs and strong links with multiple support agencies
2	2013 Showcase Award winning “Senior Pathways Program” is embedded in practice
3	Ongoing strong relationship with SCIPS supporting 60 – 70 students engaged in school based apprenticeships and traineeships
4	Future direction: develop and implement an innovative 5 period day structure in 2015 that is more flexible to meet the needs of VET, Griffith Uni-Reach, QUT, Distance Education, TAFE programs, Work Placements and Year 7s into high school.
5	Continue to strengthen the school’s link with ABCN, and in particular KPMG, whose relationship with the school provides considerable opportunities and benefits for our students to build on social, cultural and leadership opportunities
6	Enhance existing Literacy and Numeracy support programs that have been created through GRG funds
7	Extend partnerships with Griffith Drama Department as well leveraging from on-site Regional numeracy & literacy personnel
8	Consolidate our <i>Teaching ESL Students in Mainstream Classrooms</i> Pedagogical approach – yielding great student outcomes
9	Introduction of “YCare” & “YLead” into the Junior Secondary curriculum in 2015: student welfare and leadership program
10	2015 Confucius Classroom: promoting the teaching and learning of Chinese language and Asia perspective – becoming a Southside lighthouse school and a link / support for community and primary school
11	Asia Literacy – continue to host International Educators via EQI. Further planned staff PD to Vietnam and Korea in 2015 to further embed “Asia Awareness” and engage in reciprocal professional visits

Principal
Phone

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29/8/14

Evaluation of Independent Public Schools in Queensland: Phase 1 Interim Report

1. Executive Summary

This report provides information on the first of four phases that will track the implementation of the Independent Public Schools (IPS) from 2013 – 2016. The evaluation is both formative, informing the effective roll-out of the initiative, and summative, providing insights into the implementation of future initiatives in state schooling in Queensland. The evaluation will provide the Queensland Government with important information to support the goal of *Great Teachers = Great Results*¹ to strengthen autonomy across all Queensland state schools that demonstrate readiness to be autonomous.

While the evaluation examines the question, “To what extent (if any) has the Independent Public Schools initiative supported school improvement?” the evaluation will not examine quantitative data such as National Assessment Program- Literacy and Numeracy (NAPLAN), school attendance, or Year 12 Outcomes. These performance indicators are out-of-scope based on the conclusion that it will not be possible to isolate variables in order to measure the impact of IPS on school improvement over this period of time². The literature also points to the complexity of evaluating the impact of school autonomy, given that the implementation of autonomy is often dependent on context in which it is enacted³.

¹ Queensland Department of Education, Training and Employment (2013) *Great teachers = Great results*, p. 10

² This may be the subject of a subsequent evaluation of IPS, which could commence in 2016, and provide more in-depth information about the impact of the four year period implementation of IPS.

³ See for example, Melbourne Graduate School of Education (2013) *Evaluation of the Independent Public Schools Initiative*.

This evaluation concerns itself with the antecedents of school improvement by examining the ways in which the autonomy, afforded through the IPS initiative, supports new ways of doing business.

The first phase of the evaluation consisted of a desk-top analysis of: Expressions of Interest (EOIs) for the first round of IPS; school profiles of IPS; websites of all IPS; Annual Implementation Plans (AIPs) of all IPS; Annual Reports; the mailbox that was established to answer questions posed by any school interested in the IPS initiative, and IPS after they were selected; and case studies volunteered by three IPS.

The first phase of the evaluation was deliberately unobtrusive, leaving IPS to focus on implementation. The next phase of the evaluation will include data collected through: interviews with stakeholders in IPS, including principals, teachers, parents and students; case studies and observations.

Phase 1 of the evaluation revealed some early insights into the progress of the implementation of the IPS initiative from January 2013. Some early findings include the following:

Early finding 1: Even though it is in the early phase, the IPS initiative has set the scene for new ways of doing business:

Through their EOIs and AIPs:

- IPS defined the benefits of being an IPS as increased flexibility and autonomy to:
 - develop programs and service delivery; have a direct line of communication to central office; build capability to improve outcomes for students

- restructure their middle management
- improve outcomes through mentoring and coaching, professional learning teams and other structures that would support staff learning
- employ specialist staff such as pedagogy or data coaches, behaviour management staff or speech therapists
- build new kinds of partnerships in the community
- build partnerships with other schools to strengthen alignment of curriculum and pedagogy, including extra-curricula activities
- build programs that focus on curriculum excellence, including academic or sporting excellence.

Early finding 2: There are early signs of progress in some schools in taking up the new autonomy afforded by the IPS initiative:

An analysis of the data collected thus far reveals that:

- some schools have already made progress in appointing new staff and/or restructuring their management teams
- there is some early activity in building new kinds of partnerships with universities, other schools or non-government organisations, and in building partnerships across schools
- there is some early progress in work to build curriculum excellence.

While many innovations being planned or implemented such as new kinds of partnerships and curriculum excellence are available to all schools, IPS principals report that the IPS initiative has provided the impetus and climate for reform.

Early finding 3: Clear communication and frameworks are essential

An analysis of the mailbox for queries revealed that schools were seeking clarity on the application process for IPS prior to the second round, as well as more detail

of what the initiative will afford. There were also queries from schools selected to be IPS seeking further clarification about processes and responsibilities, including issues related to staffing, facilities expenditure, budgeting and reporting. There is a strong base of factsheets, guidelines and resources to build on and these will be further refined and developed as the initiative evolves. The revised 2013 IPS Prospectus is an example of the department already responding to this recommendation and the increased interest in the 2013 EOI is a reflection on this.

Implications

The initial analysis points to the potential for the IPS to drive a sense of renewal and positive reform across state schools. It also points to some considerations for future implementation of the IPS initiative. The Department has already responded to requests for clarity of information. The new prospectus for 2014 IPS is an example of this responsiveness. However, as an expanding number of schools move towards increased autonomy with a direct line of communication to Central Office, systems will need to be in place to provide clear and timely information. This includes work being undertaken under *Great Teachers = Great Results*. In particular, Action 13, which aims to develop schools and school leaders' ability to assume increased autonomy will play an important role in building school readiness for autonomy.

2. Introduction

2.1 Background to the *Independent Public Schools* initiative

The *Independent Public Schools* (IPS) initiative delivers on the Queensland Government's election commitment to give Queensland principals, teachers, parents and local communities greater control and ownership of their schools as well as greater input into decisions that affect them.

The Queensland Government has committed to giving 120 state schools additional autonomy through the IPS initiative over a four year period from 2013-2016. From 2014, 80 Queensland schools will operate as IPS.

The Government has further committed to the IPS initiative through the *Great Teachers = Great Results* action plan released in April 2013. This action plan articulates the government's commitment to the school improvement agenda by boosting school autonomy; empowering and enabling school leaders and teachers to drive outcomes for students. All schools will have the opportunity to become independent in 2016 and the school autonomy expansion program will develop school capacity to achieve independence over time.

The *Independent Public Schools* prospectus⁴ states that the initiative is designed to reduce red tape, giving schools more opportunities to achieve the best possible outcome for their students and local communities. This is enabled by:

- enhanced local governance;
- advancing innovation;
- locally tailored workforce;
- increased financial flexibility;
- building for the future; and
- public accountability and transparency.

IPS schools receive a one-off \$50,000 grant to assist the transition to IPS status, the grant is to assist schools establish an effective school council. Schools are eligible to receive a further \$50,000 in funding for administrative purposes following an annual performance review process.

2.2 Purpose of the evaluation

⁴ Queensland Department of Education, Training and Employment (2012) *Independent Public Schools Driving local decision-making and innovation*

This evaluation is designed to examine how Queensland schools have responded to the IPS initiative in terms of their operations and aspirations. The evaluation is formative and summative and it will inform the ongoing implementation of IPS to 2016. The IPS initiative is an ongoing and evolving systemic response to improving school outcomes; the evaluation was designed to reflect this.

The evaluation plan is provided at Attachment 1. The evaluation examines the following core questions:

1. What are the defining characteristics of Independent Public Schools in Queensland?
2. What evidence is there that autonomy, afforded through the Independent Public Schools initiative supports new ways of doing business? Including (but not confined to):
 - Parent and community engagement
 - Curriculum
 - Teaching practice
 - School leadership and capability
3. What are stakeholder perceptions (may include, principal, teacher, student, parent, community members, senior decision makers) of the specific initiatives that have been implemented in the school as part of the Independent Public Schools initiative?
4. To what extent (if any) has the Independent Public Schools supported school improvement?
5. What are the barriers experienced by Independent Public Schools?
6. What are the learnings from Independent Public Schools?
7. What are the implications for all state schools in Queensland?

Out of scope for this evaluation is the impact of the Independent Public Schools initiative on academic outcomes.

3. Methodology

This evaluation was designed in four phases to be conducted over four years with an increasing number of schools relative to the number operating as IPS.

The scope of evidence in this first phase of the evaluation is limited by the short implementation time. The IPS initiative in Queensland was conceptualised in 2012 and the current 26 schools commenced operation as IPS in January 2013.

The implementation of this initiative is still in the foundation stage. As such, the evaluation would not expect to see improvements in school effectiveness or other measures of increased performance until the initiative is well embedded systemically and operationally.

It is anticipated that by 2016 the initiative would be embedded to allow an examination of the effectiveness of the IPS in improving student outcomes. By 2016, the first 26 IPS schools will have been operating for three years and potentially entering a refinement phase of implementation thus providing the opportunity to measure effect size with respect to student outcomes.

Given the early stage of its implementation, this first phase of the evaluation was deliberately unobtrusive, leaving IPS Principals undistracted to focus on implementation. The data for the first phase was drawn from a desktop analysis of:

- Expressions of Interest for the first round of IPS

- Public websites of all IPS
- Annual Implementation Plans of all IPS
- Annual Reports of all IPS
- the mailbox that was established to answer questions posed by any school interested in the IPS initiative, and IPS after they were selected
- case studies volunteered by three IPS.

The next phase of the evaluation will include data collected through: interviews with stakeholders in IPS, including principals, teachers, parents and students; case studies and observations. This will provide a qualitative insight into how schools are using the autonomy afforded through the IPS initiative.

3.1 Limitations to the methodology

Inevitably, there are limitations to any evaluation. This evaluation program seeks to mitigate against this by collecting and analysing multiple sets of data from which to draw reliable and valid conclusions.

It should also be noted that the current IPS model is opt in, with high performing schools with strong school community buy-in selected to participate in the first tranches. Therefore, caution is needed when drawing conclusions about the implementation of IPS.

General trends, barriers and key characteristics of the IPS experience in Queensland will become increasingly evident as greater numbers of schools participate in the initiative. Any generalisations need to recognise the small sample set, the conditions of implementation and the complexity of Queensland's geographic, political and demographic landscape.

The planned case studies will allow a further in-depth analysis of the characteristics of IPS in Queensland, it is anticipated like any reform this will evolve and mature over time. As collaboration across IPS increases and the program is consolidated the evaluation would find a rich story of what defines IPS in Queensland.

Finally, there are limitations in the evaluation due to the infancy of the IPS initiative in Queensland. Impacts of the initiative on school outcomes and other key deliverables will not be measured in the 2013 evaluation as there has not been sufficient time for the initiative to take effect.

IPS in Queensland is still operating at the foundation level and may continue to do so for the next few years. The evaluation would expect to see a better indication of the effect of the initiative on Queensland school outcomes further into the consolidation phase of the initiative.

4. Findings and results of the evaluation

4.1 Defining Characteristics

IPS in Queensland is still in its infancy; as such caution is required when making generalisations about defining characteristics. Schools are still conceptualising what and how IPS will be articulated in their local contexts. Many schools are still in the planning stages, setting the foundations for implementation under IPS. It is expected that implementation of new initiatives as a result of IPS will increase momentum during 2014.

From an examination of the EOIs and school profiles all 26 IPS demonstrate the following characteristics:

- good attendance often meeting or exceeding state averages
- engaged communities
- active governance arrangements
- leaders who set a strong vision for their service delivery.

This is to be expected given the requirements for IPS selection outlined through the EOI process. It is worth noting these characteristics are not unique to the IPS context and many schools across Queensland also demonstrate these features.

Profiles of IPS reveal that 16 of the 26 IPS mention the IPS initiative and what it means for the school and community. Two of these 16 schools had a specific section of their websites dedicated to communicating information about the IPS. Schools' definitions of being an IPS included key capabilities such as; increased flexibility to develop programs and service delivery, direct line of communication to central office and improving outcomes for students.

4.2 Autonomy

Queensland's IPS initiative was designed to support autonomy at different levels across each aspect of decision-making as outlined in the *IPS Prospectus*.

There are a number of key themes identified across the IPS mailbox, EOIs and AIPs that demonstrate how schools are using or planning to use autonomy afforded by the IPS initiative.

The EOIs showed that seven schools were planning on using the IPS autonomy to enhance programs currently in development. Further the school profiles show that four schools intended to use the IPS autonomy to refine service delivery and develop new programs. Interestingly only two schools mentioned the importance of school based-decision making as part of the autonomy afforded through the IPS.

The evaluation has found schools outlined aspirations and activities in the following decision-making areas:

Operations

- Eight schools outlined a workforce plan that saw a restructuring of their middle management. These schools reported through the EOIs the benefits as being improved opportunities for mentoring and coaching, professional learning teams, or other structures that would support staff learning. For example, pedagogy or data coaches. They also reported that they would like the ability to employ specialist professionals to assist in targeted areas like behaviour management or speech therapy.
- School profiles and case studies reveal three schools have either appointed new staff or established new positions to meet local needs for example data coaches to assist with student under performance.
- The school profiles found 15 schools openly reported the establishment of a School Council as part of the transition to IPS this was either through school websites or Annual Reports.

Strategic Directions

- *Partnerships with industry, business, community organisations and tertiary institutions*
 - 16 schools identified partnership aspirations with business, industry, community or tertiary institutions in the EOIs. Schools believed that joint arrangements would offer community access to facilities with the expectation of revenue raising or acquiring the use of external facilities with the view to capitalize on opportunities for students to use and train in those facilities.
 - The school profiles show four IPS have already brokered partnerships and of the three voluntary case studies principals submitted to the evaluation, two discussed entering a number of partnerships at each site. Examples include partnerships with universities, other schools and non-government organisations to explore service and program delivery possibilities. While these initiatives may have proceeded regardless of IPS, the case studies and profiles attribute these activities to the IPS.

IPS is supporting these aspirations to some degree. I am not sure that these wouldn't have happened whether we were IPS or not. Having said that having access through [central office] has meant some aspects of IPS that we more about process have been facilitated in a timely manner.

Case Study Principal Reflection

- *Cluster models*
 - Five EOIs proposed opportunities for schools in close proximity to work together in an alignment of curriculum and pedagogy. One school proposed a 'Precinct' consisting of 8 schools working collegially on sustainable, transferable and measurable education priorities. The model is intended to develop best practice in pedagogy, a flexible curriculum and extra-curricular programs that support the individual needs of students.
 - One case study revealed that the secondary school is looking at redefining school structures for the community by partnering with feeder primary schools to present a continuous Prep to Year 12 pathway for their community.
- *Curriculum excellence*
 - 12 schools believed that they would offer programs of either academic or sporting excellence. These were usually in partnership with external providers like International Baccalaureate or Universities. An exception was one school proposing to build-in excellence for all students through their staffing, structures and curriculum. Schools also proposed extra-curricular tutorial programs that would be conducted outside of traditional school hours.

It should be considered that examples of how IPS schools are using, or planning to use autonomy are also evident in other Queensland state schools. However, as demonstrated by the anecdotes of three principals' case studies, the IPS may have provided the 26 schools with the motivation to use autonomy to deliver innovations that they either didn't consider or have the capacity or confidence to deliver before IPS.

"[W]e have found that the direct line to Central office has helped us to advance a number of key agendas that have the potential to greatly improve our desired outcomes. Moreover, we have experienced a refreshingly welcoming approach to such ideas, and a genuine desire to remove barriers and facilitate solutions."

Case Study Principal Reflection

Analysis of the IPS mailbox shows that schools are in various phases of transition and the key themes in relation to autonomy are particularly related to administrative aspects.

The desktop analysis of school websites and Annual Reports revealed that 18 schools are not yet reporting their IPS activity in their AIPs and indeed there appears to be some differences between the aspirations set by some schools through the EOI process and their AIPs. It is also unclear from this analysis whether 11 of the IPS have successfully established School Councils. Two schools that provided a case study reported the transition to IPS status through the establishment of a School Council was taking longer than expected.

Analysis of the IPS mailbox also shows that schools are still unsure of the level of autonomy afforded in relation operational aspects such as funding, facilities, reporting and human resources with a total of 56 inquiries from both IPS schools and schools interested in gaining IPS status.

Further analysis in 2014, and more in-depth collection of data may reveal a deeper perspective on these findings.

4.3 Stakeholder Perceptions

The evaluation has considered a number of internal and external communications, including media statements and incoming inquiries to Education Queensland and departmental documents to begin to analyse stakeholder perceptions.

One year since the announcement of the Queensland IPS initiative the incoming inquiries to the IPS mailbox show schools sought more clarity and information. Analysis of the IPS mailbox examined incoming inquiries between 21 June 2012 and 7 July 2013. In this time a total of 27 inquiries were received regarding the nomination process and timelines and an additional 17 were seeking more general information about the initiative. Information was most regularly sought by schools interested in the initiative and IPS schools seeking further clarification of responsibilities and processes. This reflects the feedback and evaluation of the WA experience where schools and principals also reported wanting more information and feedback. This finding is also supported anecdotally through inquiries received to the department's implementation team.

The prospectus for the 2014⁵ EOI intake was amended to reflect anecdotal feedback from principals, mailbox inquiries and incoming calls. Feedback was also considered from senior departmental personal. This has resulted in the department further defining what characterises the initiative. The revised EOI provides more clarity about IPS capacity in key administrative decision-making areas such as facilities, budget and human resources. The document also appears to shift the emphasis of language to highlight the original drivers for IPS as an election commitment to 'cut the red tape' and support improved performance.

The interest in the next round of EOI demonstrated by incoming inquiries to the department through the mailbox show a positive reception by stakeholders to the provision of additional

⁵ Education Queensland (2013) *Independent Public Schools: Driving local decision-making and innovation*

information during this phase of IPS. The implementation team also report that the incoming inquiries regarding the 2014 EOI process has changed in nature. Questions are shorter and directed at a particular area of concern rather than long open-ended questions. Anecdotally there are reports that principals are approaching IPS principals directly to discuss the initiative and gather information about implementation and benefits. Over 100 schools submitted EOIs for the 2014 phase of IPS highlighting the impact of refined communications from the department and the importance of learning from the experiences of the first 26 schools.

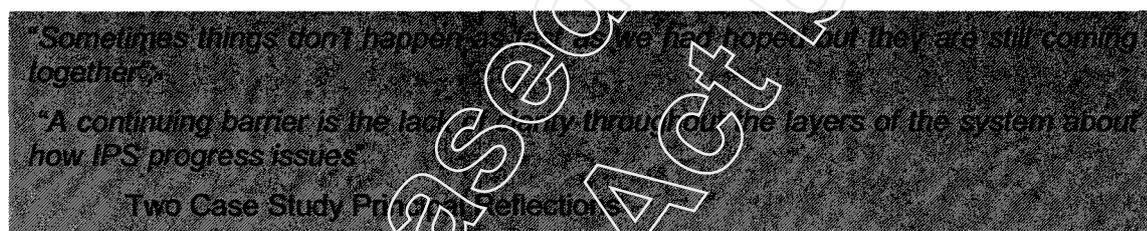
4.4 School Improvement

An analysis of the media statements issued by the Minister and the refinement of departmental documents highlight the intent of IPS in Queensland and the connection made between school accountability and autonomy to improving school outcomes.

There is a perception reported by IPS Principals in the three case studies that improvement will come over time. How improvement in school outcomes is articulated in Queensland through the IPS initiative is something for future evaluations to consider. Additionally, the *Great Teachers = Great Results* action plan is focused on promoting and improving high performing teachers, the cumulative effect of this focus in IPS should be considered when drawing conclusions about the impact of IPS on student outcomes.

4.5 Learnings, barriers, and implications

Through two of the three case studies provided it is evident that one key barrier experienced by IPS schools is the infancy of the initiative. As a developing process the systemic complexities of moving to autonomy and decentralised processes means that there is a level of confusion regarding reporting and operational expectations.



During the analysis of the mailbox there were 56 inquiries demonstrating schools were unsure of process and expectations for areas that included staffing, facilities expenditure, budgeting and reporting. Whilst it is expected that in these initial stages there will be 'teething' issues as schools begin to operate independently, if this process is not managed, it could in fact increase the amount of work and 'red tape' schools face. One school has reported an increase in workload for the Business Services Manager and Principal since transferring to IPS due to the process of transitioning to a new way of operating.

The experiences of the first group of IPS will inform future phases of the initiative, presenting a more mature system of processes and expectations for future IPS. The 2014 evaluation will reveal if the new IPS principals report experiencing similar barriers and if the first group of IPS find this barrier is less and less of an issue over time.

The current implications for all state schools as evidenced in the research and data are organised in three key areas for consideration in future implementation and evaluation:

- *Human Resources:*

- The implications of the capacity of IPS principals to fill teaching positions outside of the transfer system are still in formative phases. There is a theme of concern highlighted by 12 incoming inquiries to the mailbox regarding what operating outside of the transfer system may mean for those teachers completing non-preferential service, those who are yet to complete this service and the long term implications on the dynamic of the workforce within schools and systemically.
- The additional administration of relocating opt out teachers is a broader systemic implication that requires further consideration as the initiative begins to operate on a larger scale. During the first round of IPS the mailbox found 23 staff opt-outs, this provides some indication of the potential scale for relocation as the initiative broadens.
- *Frameworks*
 - The implementation of this new initiative has had implications on how IPS schools interact directly with central office and regional office.
 - The school profiles found two schools actively promoted to school communities the direct line to central office as one of the key features of IPS and two principals report using this function of the IPS to increase efficiency of operations through the case studies. The capacity to tap into an informative source centrally was highlighted as a major benefit of the IPS by these Principals.
 - Guiding frameworks to support the interactions between schools and the department may need to become more prescribed as more schools become independent. The report of increased workload from one principal may be the result of increased autonomy operating within a soft framework of expectations and processes. The way IPS schools do business is changing and evolving over time. The transition needs ongoing support systemically to ensure ongoing success of the initiative to build a high performing IPS model that meets the intended aims of the reform agenda. This is highlighted as a key consideration of the Evaluation into Western Australia's IPS program.

5. Recommendations

It is recommended that the findings of the evaluation be taken into account as the department enters the second phase of implementation.

Increased information about the IPS initiative, what it involves and what it means would promote greater awareness and reduce incoming general inquiries. The initial analysis highlighted:

- The importance of timely information about the nomination process and associated timelines.
- The value of feedback to schools unsuccessful in their EOI application. Feedback could also consider providing advice for school communities to manage stakeholder perceptions and maintain strong community engagement.
- The role that ongoing support and information for schools about IPS will play as autonomy grows and is refined. Currently, the department has a number of factsheets and an IPS prospectus. These are being further refined and developed as

the initiative evolves. The revised 2013 IPS Prospectus is an example of the department already responding to this recommendation and the increased interest in the 2013 EOI is a reflection of this. This work will need to continue in order to provide clarity and ensure consistent and smooth processes.

- The essential function that Action 13 of *Great teachers = Great results* will play in supporting the roll out of the initiative. This will be an important initiative, particularly in supporting small, rural and remote schools that aim to be IPS.

6. Conclusion

At this early stage of implementation, the initial analysis points to the potential for the IPS initiative to drive a sense of renewal and positive reform across state schools. Even though it is in the early phase, the IPS initiative has set the scene for new ways of doing business, and there are early signs of progress in some schools in taking up the new autonomy afforded by the IPS initiative.

The evaluation also points to some considerations for future implementation. Consistent and timely communication has emerged as a consideration for the future evaluation. The existing bank of materials is currently being further refined and developed as the initiative evolves. The revised 2013 IPS Prospectus is an example of the department already improving clarity of communication, and the increased interest in the 2013 EOI is a positive reflection on this. Timely feedback to school communities unsuccessful in their EOI application is also another issue for future consideration. Ongoing support and information for schools about IPS will be vital, and Action 13 of *Great teachers = Great results* will play an important role in supporting the roll out of the initiative.

The next phases of this evaluation will have increased scope to explore the initiative as it matures over time providing an increasing level of analysis and understanding about the IPS experience for Queensland schools.