
- **School and community partnerships – “the who”**
  High levels of student, parent, staff and broader school community confidence in the school’s performance and achievement

- **School curriculum – “the what”**
  Consistent curriculum, planning and implementation to improve learning

- **Teaching practice – “the how”**
  High quality teaching focused on the achievement of every student

- **Closing the Gap**
  To deliver improved levels of achievements and respect for cultural diversity for all students in rural and remote schools

- **Principal Leadership and School Capability – “the capacity”**
  Instructional leadership, with an unrelenting focus on improvement.
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A message from the Director-General

The Queensland Government strives to ensure that all young people, no matter where they live, can pursue the educational pathways necessary to foster lifelong learning and realise their aspirations.

Given Queensland's diversity, many young people reside in rural and remote areas. Approximately half of our state schools teaching approximately a quarter of our state school students are in rural and remote areas of Queensland. The department recognises that a high quality education system that meets the needs of these Queenslanders is vital for the state's future prosperity and community wellbeing.

I am therefore pleased to introduce the Action Plan for Rural and Remote Education, 2011-2015. This plan has been developed in partnership with stakeholders to describe how we are responding to the unique challenges of rural and remote areas, and outlines existing programs and new initiatives that will support young people living in rural towns and remote locations.

These initiatives align with the strategies outlined in the Blueprint for the Bush: a ten year whole-of-government strategy for building a sustainable, liveable and prosperous future for rural communities in Queensland.

I commend the dedication of Queensland state schools to quality teaching and learning, and I look forward to continued improvements in student performance supported through implementation of the Action Plan for Rural and Remote Education, 2011-2015.

JULIE GRANTHAM
Director-General, Department of Education and Training

Introduction: Our Commitment to Quality Rural and Remote Education

The Department of Education and Training provides services for Queenslanders across the entire continuum of formative learning: kindergarten, schooling, and vocational education and training. Access to a world class education contributes positively to the knowledge, skill and qualifications of Queenslanders, thereby developing sustainable economic prosperity, innovation and community participation and wellbeing.

More than half of Queensland's state schools are located in remote and rural areas. At the start of the 2011 school year nearly one quarter of all state school students are attending schools outside metropolitan and provincial centres. The Department is committed to ensuring that all students, no matter where they live, have access to a range of high quality education and training programs delivered by a well-prepared and professional teaching workforce.

The Action Plan for Rural and Remote Education 2011- 2015 sets the direction and commits sustained systemic support to work towards the Department's key objectives, and drive excellence and improvement in rural and remote schools. The Action Plan builds on the foundations laid and achievements delivered by previous frameworks for rural and remote education. Its approach to addressing the challenges for delivering high quality education and training in rural and remote areas of Queensland is shaped by the Closing the Gap Strategy and the Department's core priorities for state schooling, as outlined in United in our pursuit of excellence:

- Reading
- Writing, including spelling, grammar and punctuation
- Numeracy
- Science
- Retention, attainment and transition of students at key junctures of schooling

- Closing the Gap between the attendance and outcomes of Indigenous and non-Indigenous students.

The Action Plan aligns with whole-of-government and systemic reforms and programs, including the Blueprint for the Bush, the Flying Start for Queensland Children, the Australian Curriculum, the Queensland Curriculum, Assessment and Reporting Framework, Bound for Success, Partners for Success, and the Smart Classrooms strategy.

Although listed under individual categories, many strategies address multiple priority areas. For example, ICT and technology is critical to the effective implementation of statewide strategies in rural and remote settings. Digital learning materials, the Curriculum into the classroom project and Smart Classrooms all support schools to implement broader strategies that aim to drive excellence and improvement in rural and remote schools.

The Action Plan for Rural and Remote Education 2011 – 2015 acknowledges statewide programs that are being implemented in all schools, and describes key actions underway to ensure rural and remote schools benefit from these. It also includes targeted policies, programs and projects which have a specific focus on students, staff and schools in rural and remote Queensland. Strategies within the plan are therefore identified as either Rural and Remote or Statewide.

The Rural and Remote Education Reference Group has played an important role in providing feedback on the development of the Action Plan, as well as the implementation of the previous Framework. Through the Reference Group, the Department will continue to consult with parent bodies, principals’ and educators’ associations, local government and the training and non-state schooling sectors on strategic initiatives and issues that have an impact on rural and remote education in Queensland.
## Summary of Actions

### School and community partnerships – ‘the who’

<table>
<thead>
<tr>
<th>Rural and Remote</th>
<th>Statewide</th>
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<tbody>
<tr>
<td>Living Away from Home Allowance Scheme (LAFHAS)</td>
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<td>Parentline</td>
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<td>Subsidies for distance education students (including IT hardware subsidy and broadband access subsidy)</td>
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<td>ICT training for home tutors</td>
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<td>Chaplaincy and Pastoral Care Funding Program</td>
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<tr>
<td>Youth Support Coordinator Initiative</td>
<td>✓</td>
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<tr>
<td>Induction package for refugee and migrant families</td>
<td>✓</td>
</tr>
</tbody>
</table>

### School curriculum – ‘the what’

<table>
<thead>
<tr>
<th>Rural and Remote</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Curriculum into the classroom materials and resources for Success curriculum projects</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>Priority Country Area Program (PCAP) to become Rural and Remote Education Assistance Program (RREAP)</td>
<td>✓</td>
</tr>
<tr>
<td>Smart Classrooms Digitisation materials</td>
<td>✓</td>
</tr>
<tr>
<td>Smart Classrooms Student ICT Expectations</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>Smart Classrooms Learning Place</td>
<td>✓</td>
</tr>
<tr>
<td>Teaching and Learning Audits</td>
<td>✓</td>
</tr>
<tr>
<td>Embedding Indigenous perspectives in the curriculum</td>
<td>✓</td>
</tr>
<tr>
<td>Promoting Positive Behaviour</td>
<td>✓</td>
</tr>
<tr>
<td>Senior phase of learning initiatives</td>
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<tr>
<td>Curriculum into the Classroom</td>
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### Closing the Gap

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<thead>
<tr>
<th>Rural and Remote</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Bound for Success Education Strategies in Torres Strait and Cape York</td>
<td>✓</td>
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<tr>
<td>Regional action plans for Partners for Success</td>
<td>✓</td>
</tr>
<tr>
<td>Statement of Intent</td>
<td>✓</td>
</tr>
<tr>
<td>Pre-Prep in Indigenous communities program</td>
<td>✓</td>
</tr>
<tr>
<td>Leadership in Language, ESL EsSentiLaS workshops and Adopt-a-School</td>
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</tr>
<tr>
<td>Transition Support Services</td>
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</tr>
<tr>
<td>Cape York Aboriginal Australian Academy</td>
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<tr>
<td>P-12 college structures</td>
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</tr>
<tr>
<td>Secondary Schooling Options – Student Residential Accommodation Initiative</td>
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<tr>
<td>Spinifex State College Residential Campus</td>
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<tr>
<td>Weipa Student Hostel</td>
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<tr>
<td>Senior Schooling Service Guarantee</td>
<td>✓</td>
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<tr>
<td>Access to Other Support Services - Health Careers in the Bush (HCB)</td>
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<tr>
<td>Deadly Ears, Deadly Kids, Deadly Communities</td>
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<tr>
<td>Crossing Cultures cultural awareness training</td>
<td>✓</td>
</tr>
<tr>
<td>Stronger Smarter Institute</td>
<td>✓</td>
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<tr>
<td>Workforce Diversity and Equity Framework for Action</td>
<td>✓</td>
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<tr>
<td>Embedding Aboriginal and Torres Strait Islander Perspectives in Schools</td>
<td>✓</td>
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<tr>
<td>Indigenous Economic Participation National Partnership</td>
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<tr>
<td>Teaching of Indigenous Languages and Cultures</td>
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<tr>
<td>National Partnership on Low SES School Communities</td>
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### Teaching practice – ‘the how’

<table>
<thead>
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<th>Rural and Remote</th>
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<tbody>
<tr>
<td>Curriculum into the classroom materials and resources</td>
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</tr>
<tr>
<td>Remote Areas Incentive Scheme (RAIS)</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>Beyond the Range – Supported practicums</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>Continued delivery of regular scheduled lessons via telephone and data conferencing</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>Outback Advantage</td>
<td>✓</td>
</tr>
<tr>
<td>Minimum Teaching Times</td>
<td>✓</td>
</tr>
<tr>
<td>Mental Health and Wellbeing</td>
<td>✓</td>
</tr>
<tr>
<td>Flying Start Induction Toolkit for Beginning Teachers</td>
<td>✓</td>
</tr>
<tr>
<td>Literacy and Numeracy Coaches</td>
<td>✓</td>
</tr>
<tr>
<td>Smart Classrooms Strategy</td>
<td>✓</td>
</tr>
<tr>
<td>Smart Classrooms Professional Development Framework</td>
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<td>Smart Classrooms - OneSchool</td>
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<tr>
<td>Smart Classrooms - OneChannel</td>
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<td>Smart Classrooms School eLearning Index</td>
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<tr>
<td>Smart Classrooms - Computers for Teachers</td>
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</tr>
<tr>
<td>Smart Classrooms School ICT eLearning Plans</td>
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</tr>
<tr>
<td>Smart Classrooms Learning Innovation Centre Practicums</td>
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<tr>
<td>Orientation programs for specialist support personnel</td>
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<tr>
<td>Improved In-School Support</td>
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<td>Bid O’Sullivan Teaching Scholarships</td>
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<td>Pearl Duncan Teaching Scholarships</td>
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<tr>
<td>Graduate Employment (Rural, Remote and Regional) Scholarships</td>
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<tr>
<td>Make a Difference – Teach</td>
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</tr>
<tr>
<td>Make a Difference – Take the Lead</td>
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### Principal Leadership and School Capability – ‘the capacity’

<table>
<thead>
<tr>
<th>Rural and Remote</th>
<th>Statewide</th>
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</thead>
<tbody>
<tr>
<td>Teacher Education Centres of Excellence</td>
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<tr>
<td>Remote Area Teacher Education Program (RATEP)</td>
<td>✓</td>
</tr>
<tr>
<td>Partners for Success (P4S)</td>
<td>✓</td>
</tr>
<tr>
<td>Principal Capability and Leadership</td>
<td>✓</td>
</tr>
<tr>
<td>Smart Classrooms eLearning Principal’s Program and Smart Classrooms eLearning Leaders Framework</td>
<td>✓</td>
</tr>
<tr>
<td>Induction for new principals, including the Principals’ Induction Website</td>
<td>✓</td>
</tr>
<tr>
<td>Induction into small rural and remote schools</td>
<td>✓</td>
</tr>
<tr>
<td>Developing Performance Framework</td>
<td>✓</td>
</tr>
<tr>
<td>Planning to consider rural and remote contexts</td>
<td>✓</td>
</tr>
</tbody>
</table>

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**Actions to Meet the Challenges and Deliver Results**

The following section details the actions to be undertaken to address key challenges for rural and remote students, educators, schools and their communities.

### School and community partnerships – ‘the who’

High levels of student, parent, staff and broader school community confidence in the school’s performance and achievement

Schools will develop productive partnerships with students, staff, parents and their communities to support improved student learning opportunities to deliver high achievement, and promote community confidence and pride in the school’s ability to meet the needs of all students and enhance performance. The Department recognises the challenges faced in engaging students in rural and remote locations, and has developed targeted strategies such as Priority Country Area Program (PCAP) (to become Rural and Remote Education Assistance Program – RREAP - in 2012) and Living Away from Home Allowances Scheme (LAFHAS) to help support these schools and students.

<table>
<thead>
<tr>
<th>Living Away from Home Allowance Scheme (LAFHAS)</th>
<th>The Department will continue to provide a range of assistance under LAFHAS for students who are geographically-isolated from the nearest required year level.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Support for non-government school-term hostels</strong></td>
<td>The Department will continue to provide financial assistance to school-term hostels via the School Hostel Support Scheme. These hostels provide accommodation to geographically-isolated primary and secondary students who are required to live away from home to attend local state and non-state schools.</td>
</tr>
<tr>
<td><strong>The Queensland Academies Isolated Student (QAIS) Bursary</strong></td>
<td>The Queensland Academies Isolated Student (QAIS) Bursary is a new program based on the Living Away From Home Allowance Scheme, designed to provide financial assistance to rural and remote students who are accepted into one of the three Queensland Academies, and who are geographically-isolated from the Academy in which they have been accepted. Students eligible for support through the new bursary scheme will be able to access a travel allowance and an additional subsidy for Homestay. The three Queensland Academies – Creative Industries; Maths, Science and Technology; and Health Sciences - invite high-achieving students from across Queensland to undergo a competitive entry process to enrol from Year 10 onwards. The Academies accelerate learning opportunities for students through the International Baccalaureate Program.</td>
</tr>
<tr>
<td><strong>Parentline</strong></td>
<td>Parentline provides parents with education and support services focusing on Aboriginal and Torres Strait Islander families, families with a child with a disability and also families in rural and remote areas. Counsellors provide advice on a range of issues including parenting strategies for challenging behaviours, parent-child relationships, custody and access, and the emotional well-being of children and young people.</td>
</tr>
<tr>
<td><strong>Subsidies for distance education students (including IT hardware subsidy and broadband access subsidy)</strong></td>
<td>The Department will continue to provide annual subsidies to assist geographically-isolated distance education families with the costs of computer hardware and Broadband Internet in the home classroom.</td>
</tr>
<tr>
<td><strong>ICT and tutor training for home tutors</strong></td>
<td>In recognition of parents’ commitment to and key role as home tutors in educating their children via distance education, state Schools of Distance Education (SDEs) will continue to deliver an ICT and tutor training program for parents/home tutors. By building the skills, ‘know-how’ and confidence of home tutors in using ICT and home learning strategies, the training program allows home tutors to provide greater support to their children in using digital curriculum materials. Components of the ICT training can be used as recognition of prior learning for the Certificate III, IV or Diploma in Education Support.</td>
</tr>
</tbody>
</table>
### School and community partnerships – ‘the who’

<table>
<thead>
<tr>
<th>Program</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chaplaincy and Pastoral Care Funding Program</strong>&lt;br&gt;Statewide</td>
<td>The Chaplaincy and Pastoral Care Funding Program supports schools to engage, through a community organisation, the services of a chaplain, secular pastoral care coordinator, youth worker or other type of support worker, to provide support to students. Grants provided under this program are targeted to identified schools that have enrolments of 100 or more students from areas of socio-economic disadvantage. Funding for this program will continue until 2013.</td>
</tr>
<tr>
<td><strong>Youth Support Coordinator Initiative</strong>&lt;br&gt;Statewide</td>
<td>The Youth Support Coordinator Initiative recognises that many young people in the compulsory phase of education face difficulties in staying at school or making a transition to further education, training and/or employment. The Youth Support Coordinator Initiative is funded by the Department of Education and Training and the Department of Communities, with $13.6 million invested annually until the end of 2013. The initiative is delivered by funded community-based organisations across Queensland.</td>
</tr>
<tr>
<td><strong>Induction package for refugee and migrant families</strong>&lt;br&gt;Statewide</td>
<td>The Department will continue to publish an induction package to provide information about the Queensland education system and the available education support services for refugees and skilled migrant workers, including those in rural and remote areas. The package will also provide school staff with information about teaching refugee and migrant students and address issues for teaching English as a Second Language.</td>
</tr>
</tbody>
</table>
**School curriculum – ‘the what’**

Consistent curriculum, planning and implementation to improve learning

Through quality teaching and curriculum, schools create and maintain a culture of high expectations and continual improvement. Effective school leaders and teachers have a good knowledge and understanding of curriculum, teaching and learning. Students from all state and non-state schools across Australia take part in National Assessment Program – Literacy and Numeracy (NAPLAN). The national tests assess the skills of all students in Years 3, 5, 7 and 9 in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. Queensland has made a commitment to improve the performance of students in literacy, numeracy and science, with significant efforts already underway. The strategies listed below show how Queensland is implementing targeted strategies to help improve the performance of all students, and how these strategies are occurring in rural and remote locations.

**Bound for Success curriculum projects**

*Rural and Remote*

The Department will provide a set of curriculum, assessment and monitoring tools for use in every state school in the Torres Strait and Cape York. These tools will assist teachers to monitor more closely the progress of students from Prep onwards, particularly in relation to the development of literacy and numeracy skills, and to target their teaching to support ongoing progress for each student, and intervention where and when they are most needed.

**Priority Country Area Program (PCAP) to become Rural and Remote Education Assistance Program (RREAP)**

*Rural and Remote*

The Priority Country Area Program (PCAP) aims to improve the educational opportunities, participation, learning outcomes and personal development of rural and isolated school students in both state and non-state schools. PCAP is community-based and jointly administered by The Department and the Queensland Catholic Education Commission. In 2012 PCAP will become the Rural and Remote Education Assistance Program (RREAP).

**Curriculum into the Classroom project**

*Statewide*

The Curriculum into the classroom (C2C) materials and resources will provide guidance on the implementation of the Australian Curriculum: English, mathematics and science and will be progressively released from October 2011. The C2C whole school plans, unit plans and unit overviews are based on the Australian Curriculum planning documents written by the Queensland Studies Authority (QSA). The C2C materials will provide schools with flexibility and choice to adopt or adapt the materials to suit the learning needs of students and contexts of schools.

**Smart Classrooms Digitisation materials**

*Statewide*

The Department will continue to provide digital learning materials for state distance education in the early, middle and senior years for specific Key Learning Areas.

**Smart Classrooms Student ICT Expectations**

*Statewide*

The Student ICT Expectations identify the ICT knowledge, understanding, ways of working and skills that students in Queensland state schools should have the opportunity to develop from Prep to Year 10. ICT is articulated in the Australian Curriculum as a General Capability. The Student ICT Expectations will support teachers to embed this capability within their curriculum planning.

The Student ICT Expectations are accompanied by explicit curriculum examples representative of all KLAs.

**Smart Classrooms The Learning Place**

*Statewide*

The new Learning Place provides all state school staff and students 24/7 safe and secure access to a innovative range of digital tools, resources and spaces for teaching and learning, collaboration and networking.

Customised resource collections/packages called Learning Pathways are available across a range of current curriculum areas and topics to support student learning and the implementation of the Australian Curriculum. In addition, staff can ask questions, share their ideas and network with colleagues from across Queensland through blogs and professional learning communities.

The eCurriculum collection is part of the Department’s digital resource collection that provides state school staff and students access to more than 23,000 quality assured digital resources to support teaching and learning.
### School curriculum – ‘the what’

#### Teaching and Learning Audits
**Statewide**
The Teaching and Learning Audit Program focuses on auditing key curriculum, teaching, learning and assessment practices in state schools. Highly successful school principals audit a school’s teaching and learning practices and produce a report for each school with feedback against eight specific domains of the Audit Instrument. The audit is informed by Education Queensland’s *Roadmap for Curriculum, Teaching, Assessment and Reporting* and is based on international best practice.

#### Embedding Indigenous perspectives in the curriculum
**Statewide**
The Department has developed the *Embedding Aboriginal and Torres Strait Islander Perspectives in Schools* resource as a practical guide for Queensland state schools from Prep to Year 12. It offers administrators and teachers suggested strategies to embed Aboriginal perspectives and Torres Strait Islander perspectives across all areas of school practices, giving all students access to a balanced educational curriculum.

It provides a framework for appropriate inclusion of Indigenous perspectives within the whole school environment. Many rural and remote schools have significant Indigenous enrolments, and face challenges in accessing materials to support development of curriculum resources. This initiative is an important addition to the tool kit of schools.

#### Promoting Positive Behaviour
**Statewide**
The Department will continue to expand the evidence based School-wide Positive Behaviour Support (SWPBS) program which focuses on the explicit teaching of behaviour expectations and the development of consistent, positive learning environments for students in all state schools.

#### Senior phase of learning initiatives
**Statewide**
The Department will continue to implement a range of initiatives for the senior phase of learning including:

- Providing locally hosted senior distance education at identified remote P–10 schools for Year 11 and 12 students to complete their senior studies while remaining in their home community.
- Partnering with TAFE, business and industry to expand vocational education and training (VET) pathways and provide meaningful work experience placements for students.
- Providing VET Coordination and Career Enhancement funds for additional support services including career guidance and counselling for young people in the senior phase of learning.
- Providing Youth Pathways funding to Departmental regions to purchase education and training services to facilitate the re-engagement of disengaged 15 to 17 year olds including in rural and remote regions.
- Providing funding under the National Partnership on Youth Attainment and Transitions to Departmental regions to support strategies and services aimed at supporting young Queenslanders to achieve a qualification while at school and make a successful transition to employment or further education.
- Providing facilitated online professional development for teachers to improve transition from school to post-school for students with disabilities.
**Teaching practice – ‘the how’**

High quality teaching focused on the achievement of every student

The Department has put strategies in place to maximise the engagement, attainment and successful transitions of all students, in particular those at-risk young people who struggle to engage with education. An extensive range of online professional development is available to staff in rural and remote locations, including induction programs. During 2011, Queensland schools will become familiar with the Australian Curriculum by planning and preparing for implementation of English, mathematics and science from 2012 onwards and history from 2013.

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**Remote Areas Incentive Scheme (RAIS)**

**Rural and Remote**

The Department will continue to provide the Remote Area Incentive Scheme, with a range of improved incentives from 2011 to attract and retain a high quality teaching workforce in rural and remote locations.

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**Beyond the Range – Supported practicum placements**

**Rural and Remote**

Beyond the Range aims to attract high-calibre pre-service teachers to undertake placements in rural and remote locations. Selected high-achieving pre-service teachers receive financial assistance and a structured pre-placement program to enable them to undertake a field experience in a rural or remote Queensland state school and gain a broader understanding of the benefits of service in these locations.

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**Continued delivery of regular scheduled lessons via telephone and data conferencing**

**Rural and Remote**

The introduction of regular scheduled lessons via telephone and the data conferencing application *Elluminate* in state Schools of Distance Education is delivering improved audio quality, clearer reception and more reliable transmission and enabling greater interaction between distance education teachers and students. As online and digital technologies continue to evolve, the Department will continue to investigate options for models of interactive distance learning.

Online and digital technologies will be incorporated into all distance learning models to ensure students have access to experts, high quality resources and learning networks.

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**Outback Advantage**

**Rural and Remote**

Outback Advantage is a group of fourteen small schools working together to create unified and innovative learning programs for the Band 5 schools in Longreach District. It has collaborated to develop training and induction processes for new personnel to assist them in dealing with the challenges of working in a remote school.

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**Minimum Teaching Times**

**Statewide**

Mandated minimum time allocations for Years 1 to 7 for English, mathematics and science:

- Literacy 7 hours/wk Years 1 to 3, 6 hours/wk Years 4 to 7
- Numeracy 5 hrs/wk Years 1 to 3, 5 hrs/wk Years 4 to 7
- Science 1 hr/wk Years 1 to 3, 1-2 hrs/wk Years 4 to 7.
### Teaching practice – ‘the how’

#### Mental Health and Wellbeing

**Statewide**

The Department promotes the mental health and wellbeing of state school students and staff across the state by:

- supporting the implementation of a range of targeted, evidence-based mental health promotion, prevention and early intervention initiatives in schools;
- building staff capacity to improve mental health literacy and reduce stigma through programs like ASIST and safeTALK (suicide prevention) and Mental Health First Aid;
- improving capacity to build resilience in students through the *Guide to Social and Emotional Learning in Queensland State Schools*;
- supporting students with complex mental health difficulties in collaboration with Queensland Health’s EdLinQ program.

The Department will continue to facilitate state-wide professional development opportunities via a range of face to face and web-based formats to support the mental health and wellbeing of children and young people.

#### Flying Start Induction Toolkit for Beginning Teachers

**Statewide**

The updated *Flying Start Induction Toolkit* is a resource available online for all beginning teachers, and includes specific information regarding working in rural and remote locations.

#### Literacy and Numeracy Coaches

**Statewide**

Literacy and Numeracy Coaches across the state work with teachers in classrooms to build teacher capacity in literacy and numeracy. The Coaches assist teachers to transfer what they have learned through their literacy and numeracy professional development into daily teaching practice.

#### Smart Classrooms Strategy

**Statewide**

The Department will continue to implement the *Smart Classrooms* strategy, which aims to make ICT integral to learning by providing a suite of professional development and targeted innovation opportunities for schools, teachers and students. It also delivers better network infrastructure, eLearning environments, digital content and ICT support services for schools. The strategy has four components with supporting projects and initiatives:

- **Working Digitally** is a reflection of how schools use digital technology as a way of moving from traditional to transformational ways of working.
- **Developing Professionals** articulates expectations regarding teacher and leader capabilities necessary to deliver quality teaching and learning in a contemporary learning environment.
- **Enabling Learners** focuses on establishing effective learning environments necessary to address the needs of learners in a complex changing world.
- **Harnessing the Enterprise Platform** focuses on the processes, systems and practices necessary to develop and maintain effective learning and business productivity. This is particularly beneficial to remote schools, where local technical support is often not available and district-based technical support officers have significant challenges of distance.

#### Smart Classrooms - ICT Learning Innovation Centre Practicums

**Statewide**

The ICT Learning Innovation Centre provides an innovative range of learning and professional development services. Based on the Sunshine Coast, the centre delivers more than 250 professional development events and conferences every year to engage teachers, including early phase and senior phase conferences, digital pedagogy master classes and eLearning Explorations. The centre is also leading the way with online digital delivery of professional development via web conferencing.

The centre is the Department’s test environment for research into new and emerging learning technologies including digital and mobile technologies, digital pedagogy, digital content and eLearning spaces.
Teaching practice – ‘the how’

**The Smart Classrooms School ICT eLearning Index**

The Smart Classrooms School ICT eLearning Index provides schools with ICT benchmarks and acknowledgement for those schools providing ICT leadership. Through the Index, rural and remote schools are able to monitor, plan and keep pace with trends in eLearning and the Smart Classrooms Strategy.

It focuses on the 4 key drivers of the Index and Smart Classrooms Strategy, which are:

- Working Digitally (digital practice)
- Developing Professionals
- Engaging Learners, and
- Harnessing the Enterprise Platform.

**Smart Classrooms Professional Development Framework**

The Smart Classrooms Professional Development Framework is a professional learning guide that helps teachers embrace digital pedagogy. This Framework augments other support programs in place for rural and remote teachers, many of whom are beginning teachers, through indicators that articulate pedagogical choices that will help them meet the needs of today’s students.

**Smart Classrooms - Computers for Teachers**

The provision of centrally funded laptops for teachers and relevant training ensures that teachers and schools in rural and remote areas are equipped to access professional development, eLearning environments and relevant resources to meet the contemporary needs of their learners.

**Smart Classrooms - School ICT eLearning Plans**

Ongoing School ICT eLearning Plans are integral to each school’s annual planning process. They outline the strategies and resources to be used in progressing to improve ICT benchmarks within their setting.

**Smart Classrooms - OneChannel**

OneChannel provides easy online access to live and on demand professional development programs for departmental staff, located anywhere across the state, allowing them to personalise their learning. It provides schools with greater access to opportunities to tailor programs to individual contexts.

**Smart Classrooms - OneSchool**

The Department will continue to support teachers and school administrators to transform the way they work through One School, which provides school staff with improved access to information to better manage student movement and enrolment growth, administer grants, undertake statistical analysis, and report school and student performance.

**Orientation programs for specialist support personnel**

The Department will continue to conduct orientation programs for newly-appointed occupational therapists, physiotherapists, speech-language pathologists and nurses. These programs are coordinated by Student Services and are supported by regions.

**Improved In-School Support**

The Department will continue to provide improved in-school support for teachers and leaders in Indigenous, rural/remote and hard to staff schools, including:

- An extra 500 full time equivalent teacher aide positions, providing a further 15,000 hours of assistance every school week to all state P-7 schools in 2011. (10,000 additional hours of teacher aide assistance in 2012 and 15,000 additional hours in 2013).
- Pilot a variety of cluster support services models to provide additional administrative and corporate services for smaller schools. 3 cluster support services pilots in 2012 and 5 in 2013.

**Bid O’Sullivan Teaching Scholarships**

The Bid O’Sullivan Teaching Scholarships support Rural and Remote Year 12 graduates to undertake a pre-service teaching education program. On successful completion of the qualification, and meeting the Department’s employment requirements for teaching, successful recipients employed with the Department for up to four years in a rural/remote location.
Teaching practice – ‘the how’

Pearl Duncan Teaching Scholarships
The Pearl Duncan Teaching Scholarships are offered annually to support Aboriginal and Torres Strait Islander students to undertake a pre-service teacher education program. On successful completion of degree, and meeting the Department’s employment requirements for teachers, recipients will be employed with DET.

Graduate Employment (Rural, Remote and Regional) Scholarships
Graduate Employment Scholarships support high-achieving pre-service teachers with financial incentives and permanent employment after graduation. Scholarships are awarded annually in high-demand, specialist curriculum areas to undergraduate pre-service teachers.

Make a Difference – Teach
The Make a Difference – Teach teacher recruitment and marketing strategy promotes:
- teaching as a career
- Education Queensland as the employer of choice for high quality teaching graduates and
- the benefits of teaching service in a rural, remote or regional location

Make a Difference – Take the Lead
The Make a Difference – Take the Lead initiative seeks to grow the pool of high-calibre aspiring school leaders seeking a placement in a small school. The initiative includes a new recruitment approach for small schools, improved induction for newly-appointed small school principals, additional and on-going professional experiences for small school leaders, exploration of new models for reducing the administrative burden for small school principals.

The program provides aspiring principals suited to placements in rural and remote locations with a scaffolded career pathway that will include targeted induction, pre-placement professional development, placement in a rural and remote location as a small school principal, on-going professional development and mentoring, and a career path to a school leadership position in a preferred, location on completion of an agreed duration.

Small schools with teaching principals make up nearly 30 per cent of Queensland’s state schools. To help these principals overcome the challenges, and reap the rewards, of working in small rural and remote communities the department has developed Take the Lead - A Guide for Teaching Principals. The guide is a joint initiative of the Queensland and Northern Territory education departments and forms part of the Department’s Take the Lead strategy to recruit and support high quality teaching principals.

Curriculum into the classroom project
As part of the C2C project we are also developing comprehensive packages of Foundation (Prep-10) lesson plans for the Australian Curriculum English, mathematics and science. These lesson plans provide support for the ‘how’ of delivery, providing advice and models of teaching strategies and classroom practice.
**Closing the Gap**

To deliver improved levels of achievements and respect for cultural diversity for all students in rural and remote schools

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

*Closing the Gap* has three key targets: to halve the gap in Year 3 reading and numeracy by 2012 and to close the gap in student attendance by 2013 and in Year 12 retention by 2013.

### Bound for Success Education Strategies in Torres Strait and Cape York

The Department will continue to implement discrete education strategies as part of *Bound for Success* that address the education needs of students in Cape York and Torres Strait Islands. The *Bound for Success* education strategies for the Cape and Torres Strait aim to ensure that:

- Participation by Indigenous students in early education and progression to the Prep Year and Year 1 is maximised;
- All students receive a grounding in the basics so as many students as possible go on, first to secondary schooling, and then to senior study; and
- Students complete Year 12 or its equivalent and then successfully take up opportunities for further education and training or employment.

### Regional action plans for Partners for Success

To address the lower levels of education outcomes for many, but certainly not all, Indigenous students in rural and remote Queensland, each region will continue to develop and implement action plans that include local initiatives and solutions to meet the education needs of local Indigenous students.

### Statement of Intent

A Statement of Intent (SOI) to be co-signed by the Minister and the Mayors of 15 Indigenous Shire Councils is being developed. Individual community-school education plans will be linked to the SOI.

### Pre-Prep in Indigenous communities program

Under the Pre-Prep in Indigenous communities program, young Indigenous children aged 3 ½ to 4 ½ are given an extra year of education, giving them a head start in lifelong learning. It builds children's early language skills, improves family participation in early learning and enables smoother transitions into the school.

### Leadership in Language, ESL EsSentiAIs workshops and Adopt-a-School

Leadership in Language, ESL EsSentiAIs workshops and Adopt-a-School are professional development initiatives delivered to teachers of Indigenous ESL/ESD students in remote schools through the Indigenous Schooling Support Units in far north Queensland and central southern Queensland.

### Transition Support Services

Transition Support Services is provided to young people from Cape York, Torres Strait and Palm Island to ensure they make a smooth transition from their primary phase of schooling in their home communities to secondary schooling in urban areas.

### Cape York Aboriginal Australian Academy

The Cape York Aboriginal Australian Academy is a unique partnership between Cape York Partnerships and DET to improve the educational outcomes of Indigenous students in Cape York that includes three distinct learning domains: Class, Club and Culture.

### P-12 college structures

P-12 college structures in combination with their feeder schools provide real opportunities for students in remote Cape York and Torres Strait communities to access quality secondary education and remain within the region to complete Year 12.
Secondary Schooling Options – Student Residential Accommodation Initiative
Rural and Remote

The Secondary Schooling Options – Student Residential Accommodation Initiative supports partnering across education and training, and the industry and business sectors to explore and provide new models and opportunities in secondary education and training for young people from rural and regional Queensland, with a focus on the provision of local residential accommodation.

Spinifex State College Residential Campus
Rural and Remote

Spinifex State College Residential Campus is a state-run residential boarding facility that provides students, particularly Indigenous students, from rural and remote areas of north-west Queensland with access to quality education at Spinifex State College in Mt Isa.

Weipa Student Hostel
Rural and Remote

Weipa Student Hostel is a new 120 bed secondary school student hostel in Weipa that will replace the existing 20-bed hostel and allow more students to access the educational opportunities offered by the Western Cape College – Weipa Campus.

Senior Schooling Service Guarantee
Rural and Remote

The Senior Schooling Service Guarantee is being implemented at Western Cape College and Tagai State College and stipulates that 100 per cent of Year 12 graduates will receive an OP, articulated VET pathway or paid employment.

Access to Other Support Services - Health Careers in the Bush (HCB)
Rural and Remote

Access to Other Support Services - Health Careers in the Bush (HCB) is a state-wide program that aims to increase the number of rural and remote school students in Queensland choosing to pursue a career in the health industry.

The HCB program provides rural and remote school students, their families, teachers and career advisors with the information and support required to make an informed decision about their future career pathway. Through the implementation of workshops, school visits and the distribution of culturally-appropriate resources, students are given hands-on experience and information about university entrance requirements, job prospects, salaries and a range of job descriptions for work they may previously not have known existed.

They are also taken on tours of hospitals, ambulance stations and clinics and witness first-hand the life of a rural clinician.

Deadly Ears, Deadly Kids, Deadly Communities 2009-13
Statewide

Deadly Ears, Deadly Kids, Deadly Communities 2009-13 is a strategic interagency framework for action to improve ear health for Aboriginal and Torres Strait Islander children. Online facilitated professional development modules, with a focus on the early years of schooling, have been developed to highlight the educational implications of ear health, in particular the impact of Otitis Media on student engagement and learning, and associated best practice in whole-school and classroom management.

Crossing Cultures cultural awareness training
Statewide

The Department will continue to deliver training about Aboriginal and Torres Strait Islander cultures and perspectives to all state school staff as well as district and central office staff. This training aims to create learning and working environments in which Indigenous identities, cultures and knowledge are understood, respected and celebrated.

Stronger Smarter Institute
Statewide

The programs implemented through the Indigenous Education Leadership Institute and the new Queensland Educational Leadership Institute will support participation a range of quality leadership programs for school leaders to enhance the teaching of students in rural and remote Queensland, including Indigenous school students, and support the development of Indigenous leadership in communities.

The Institute will continue to play a key role in the identification and professional development of leaders and aspiring leaders in Indigenous education and communities as well as developing succession management programs for Partners for Success and Bound for Success schools in rural and remote areas.
### Closing the Gap

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<tr>
<th>Workforce Diversity and Equity Framework for Action Statewide</th>
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<tr>
<td>The Framework articulates the Department's commitment to maintain a dynamic workforce that is representative of local Queensland communities and to building inclusive work environments that are free from all forms of unlawful discrimination and where people are valued for their diverse culture, experiences, knowledge and abilities. It includes a range of employment initiatives to enhance the attraction, retention and career development of Aboriginal and Torres Strait Islander people, people with a disability, people from a non-English speaking background and women in management. Regions and districts also design local strategies to plan for and achieve improved outcomes for workforce diversity.</td>
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<th>Embedding Aboriginal and Torres Strait Islander Perspectives in Schools Statewide</th>
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<td>Embedding Aboriginal and Torres Strait Islander Perspectives in Schools involves a whole-of-school approach working in partnership with local communities to incorporate Aboriginal and Torres Strait Islander perspectives in all aspects of the schooling practice and process, through a focus on personal and professional accountabilities; organisational environment; community partnerships; and curriculum and pedagogy.</td>
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<th>Indigenous Economic Participation National Partnership Statewide</th>
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<td>The Increasing the Participation of Indigenous Specialist Teachers and School Leaders Indigenous Economic Participation National Partnership includes strategies specifically designed to increase opportunities for the employment of Indigenous teachers and school leaders.</td>
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<tr>
<th>Teaching of Indigenous Languages and Cultures Statewide</th>
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<tr>
<td>The Queensland Syllabus for Aboriginal and Torres Strait Islander Languages will be available for implementation in state schools in 2011.</td>
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<th>National Partnership on Low SES School Communities Statewide</th>
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<td>National Partnership on Low SES School Communities is an initiative involving the Department, the Australian Government, and the Catholic and Independent schooling sectors that aims to improve student outcomes in schools located in the most disadvantaged areas of the state through the implementation of four year School Strategic Plans (SSPs). The SSPs include innovative approaches to school leadership, school operations, teaching, student learning and parent community relationships. State schools located across Queensland in rural, remote and urban communities are participating in the National Partnership are.</td>
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Principal Leadership and School Capability – “the capacity”

Instructional leadership, with an unrelenting focus on improvement

All schools implement processes to support continuous improvement in student outcomes and enhanced accountability. All schools are expected to undertake a four year planning and review cycle, and to develop their Strategic Plan, aligning with Departmental targets and key priorities.

Of particular significance, schools and school principals use Teaching and Learning Audit recommendations to improve teaching and learning outcomes for every state school student by working with the school community to formulate local responses and identify the next steps required in order to improve performance. In 2010 Teaching and Learning Auditors visited every school in the state, including rural and remote schools, and will continue to do so during each school’s quadrennial review process.

Centres of Excellence in Pre-Service Teacher Education
Rural and Remote

The Department will pilot new ways of preparing graduate teachers for working in contemporary school environments through a range of programs implemented at five School Centres of Excellence in Pre-Service Teacher Education. The Centres will also provide opportunities for paid internships for high-performing pre-service teachers to undertake placements in a rural or remote state school as part of their final year of study. The program aims to provide participants with a rewarding professional experience and promote career pathways in rural and remote education.

Remote Area Teacher Education Program (RATEP)
Rural and Remote

The Department will continue to implement RATEP in partnership with TAFE, universities and local Indigenous communities to provide geographically-isolated communities with supported access to teacher education courses and will identify opportunities to expand the RATEP model to new sites.

Partners for Success (P4S)
Rural and Remote

Partners for Success strategy targets teachers who have expertise, enthusiasm and the capacity to teach in challenging remote Indigenous contexts. Eligible teachers receive:

- a cultural awareness induction program;
- professional development from the Indigenous Schooling Support Unit (ISSU) including cross cultural awareness, second language pedagogy and behaviour management;
- opportunities for interaction with Indigenous communities; access to relevant teaching resources;
- involvement in learning communities;
- incentives under the Remote Area Incentives Scheme;
- pre-service, in-service and post-service professional development.

The Indigenous Education Training Alliance conducts annual information workshops for teachers newly appointed or transferred to schools in rural and remote Aboriginal and Torres Strait Islander communities. The workshops focus on aspects of life in an Indigenous community, teaching students with English as a second language, logistical issues around travel to and accommodation in these remote areas, raising cross-cultural awareness, meeting the Elders and members of the local Indigenous community as well as learning about specific community protocols and expectations.
Principal Leadership and School Capability – “the capacity”

**Education Queensland Principals' Capability and Leadership Framework**

Strong school leadership is a key to improving learning outcomes across the school. The Education Queensland Principals' Capability and Leadership Framework (EQ PCLF) has a multi-layered approach that focuses on building collective organisational capacity. The framework is based on Leadership Matters, Education Queensland’s five priorities outlined in the Roadmap and school leader expectations relating to the Teaching and Learning Audit domains. The EQ PCLF provides a consistent professional language and clear and transparent expectations of the leadership knowledge, skills and behaviours of principal leadership as a key instrument in the improvement agenda.

The EQ PCLF is comprised of five interdependent and interrelated educational leadership capabilities, and cover small, medium and large school contexts:

- educational leadership capability
- relational leadership capability
- personal leadership capability
- intellectual leadership capability
- organisational leadership capability.

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**The Smart Classrooms eLearning Principal's Program and the Smart Classrooms eLearning Leaders Framework Statewide**

The *Smart Classroom eLearning Principal's Program* is designed to support Band 7 to 11 non-teaching principals and Band 5 to 6 teaching principals in delivering eLearning opportunities for their students. The *Smart Classrooms eLearning Leaders Framework* provides an online pathway for rural and remote school leadership teams to engage with eLearning and the creation of an eLearning culture. This is supported with a five-part OneChannel leadership series.

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**Induction for new principals, including the Principals' Induction Website Statewide**

The Department will continue to conduct induction programs for newly appointed principals. To provide practical support materials for school leaders in small schools, the Department is republishing an updated edition of the Teaching Principals' Guide.

Additionally, the new Principals' Induction Website is a portal for regional executives, new, acting and experienced principals, aspiring principals and deputy principals to access key information in regard to principals’ responsibilities.

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**Induction into small rural and remote schools Rural and Remote**

The Department will continue to conduct targeted induction programs for teachers and school leaders entering small rural and remote schools.

The program aims to achieve 85% retention rate for teachers and school leader positions in Indigenous school communities by February 2013.

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**Developing Performance Framework Statewide**

The Department is committed to fostering a workplace culture where our employees understand what their key activities and tasks are, feel supported by their supervisors and colleagues, have open discussions about professional practice and aspire to keep learning and getting better at what they do. The *Developing Performance Framework* is a process supported by tools and resources that assists all employees to develop their performance.

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**Planning to consider rural and remote contexts Rural and Remote**

All senior officers in the Department are responsible for ensuring that the planning, development and implementation of systemic reforms, policies and programs takes account of the key challenges and contexts for rural and remote schools.