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# Believe Achieve Succeed

2008–2011

Investing in school improvement





# Minister's foreword

Our Government wants every student, regardless of their background and circumstances, to have the best possible chance to achieve at school. For some children and young people, the barriers preventing success at school relate to issues beyond the school gate and the individual learner.

*Believe Achieve Succeed* is an innovative support strategy for schools, school leaders, teachers and other school staff to inspire students and maximise opportunities for success. Stronger partnerships with families, local businesses, community agencies and universities are essential as we focus on a holistic approach to improving student learning outcomes.

Parents and local communities working with our leadership and teaching teams in schools will help us to build high expectations, engage learners and focus teaching on delivering new dreams for our students and communities.

A white, cursive handwritten signature of Rod Welford on a teal background.

Rod Welford  
Minister for Education and Training  
Minister for the Arts



# Introduction

Education Queensland recognises the commitment and professionalism of school leaders, teachers and support staff currently working in complex state school environments. Our state school leaders and teachers are passionate about students at their schools and believe that they deserve the best quality education.

*Believe Achieve Succeed* is an evidence-based strategy informed through a series of consultation groups held throughout Queensland and research focused on local and international best practice.

## Purpose

There are many schools in communities with diverse and complex characteristics locally, nationally and internationally that are successful in accomplishing a high level of student participation in learning, positive behaviour and achievement. These schools expect the best from staff and students, and make connections in order to sustain and optimise educational outcomes.

The *Believe Achieve Succeed* strategy will:

- ensure education is the focal point for supporting all students
- promote high standards of achievement for all students, in all schools
- actively encourage and support school leaders and communities to implement solutions to local barriers affecting student learning and achievement
- facilitate flexible responses for staffing, education and family support services.

## Key priorities

The *Believe Achieve Succeed* strategy will implement actions through four interrelated key focus areas, drawn from current literature, for improving education outcomes for all students.

### Strong leadership

Strong, systemic leadership and targeted support will build the capacity of school leadership teams to manage change and sustain a whole-school approach that leads to improved outcomes for staff, students and school communities. Strategies proposed to support strong leadership include:

- introducing targeted recruitment processes for the appointment of the best principals and leadership teams
- investing in re-energised and refocused leadership development and change management skills by
  - running induction programs that highlight quality classroom learning as the key driver for student improvement and the role principals must take in this process
  - providing executive coaching and mentoring for principals
  - sponsoring school leaders and teachers to enrol in a Masters or Doctorate of Public Education through a partnership between Education Queensland's Professional Development Institute, the University of Queensland, Queensland University of Technology, James Cook University and Griffith University
- embedding systemic supports for the improved delivery of state schooling by
  - holding roundtables between school leadership teams and the Education Portfolio Group
  - prioritising access to system initiatives
  - fostering professional development communities that progress, share and sustain the implementation of best practice
  - introducing new performance monitoring and reporting processes, and management practices
- piloting innovative approaches to create more flexible resource allocation and improved business and administrative efficiencies.



## High-performing staff

Targeted strategies will ensure there are teachers, support staff and school administrators with the capability and flexibility to deliver high-quality education services. Targeted investment in schools will lead to improved outcomes for staff, students and school communities. Strategies proposed to support high-performing staff include:

- introducing reward-based recruitment strategies for both new and existing teachers such as
  - developing collaborative partnerships with universities to generate ‘best fit’ practicum placements and internships for pre-service students
  - providing paid internships for accomplished pre-service teachers and effective collegial mentoring to deliver a supported transition to the teaching profession
  - introducing priority transfer strategies
  - providing professional development incentives to newly appointed graduates and existing staff
- developing and piloting creative solutions to accommodate teacher absence and leave arrangements, while enhancing learning continuity for students
- delivering systemic induction programs to provide graduates and newly appointed teachers with a comprehensive introduction to teaching in a Believe Achieve Succeed school
- refocusing teaching effort on improvements in student learning by delivering comprehensive professional development in
  - literacy and numeracy
  - developing a classroom culture of high expectations
  - School Wide Positive Behaviour Support
  - embedding social and emotional learning programs into the curriculum
- creating a website and an online professional development community to develop networking and collaboration for staff.

## Successful students

Every student in every phase of learning needs a personalised approach to learning that responds to their individual needs and empowers them to contribute to their communities and continue to learn throughout their lives. Strategies proposed to support success for students include:

- inspiring student engagement and achievement through school sponsorship of local heroes and mentors
- expanding the provision of arts-based curriculum programs
- promoting student leadership models and opportunities for students within education and the broader community
- introducing enhanced processes and practices to effectively manage student attendance and achievement in an efficient manner
- establishing multidisciplinary teams to personalise and deliver productive student and family interventions
- implementing the Schoolwide Positive Behaviour Support Program to provide transparent and consistent student expectations

- engaging in public celebrations of student achievement and effort
- establishing an additional Positive Learning Centre in the Logan Albert–Beaudesert area to support the reintegration of targeted students into mainstream schooling or into more appropriate learning or vocational pathways.

## Engaged community

Nurturing and maintaining positive, effective relationships between school staff, students, their families and the broader community leads to improved learning experiences and educational outcomes for students. Local community capacity is strengthened when it is built on trust, respect for others, common goals and high expectations for students’ achievement. Strategies proposed to engage communities could include:

- providing parent and family support programs from the school to better meet the needs of students and their families through the introduction of multidisciplinary teams
- providing parenting programs that support those with children in the early and middle years of schooling and assist parents to access these programs when required
- piloting community liaison officers to assist schools in establishing closer partnerships with their local community through local initiatives such as homework programs, sporting clubs and play groups
- maximising government and community investment by strategic partnering with
  - major social enterprise organisations with programs focused on reducing the impact of socioeconomic disadvantage on young people and school clusters
  - other government departments on key cross-agency initiatives such as community renewal and the Logan Beenleigh Young Persons’ Project
  - universities which will provide access to academic support and expertise in designing, monitoring and evaluating key strategies.

