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# Closing the Gap

## Education Strategy



Queensland Government

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## Introduction

Education is at point in time where all Australian education systems are being challenged to 'close the gap' between Indigenous and non-Indigenous student outcomes. The choice is to meet this challenge or to continue along a well-trodden path and in the main deliver 'more of the same'.

These challenges are coming from both governments and prominent Indigenous leaders and educators. In 2007, the Council of Australian Governments (COAG) committed to a national Indigenous reform agenda as part of overall COAG changes, and requested that all governments commit to meeting specific targets in Indigenous life expectancy, health, employment, education and early childhood.

The Queensland Government is committed to meeting these targets and there is widespread acceptance that government policies and practices have contributed to the current situation. In September 2008, the Queensland Government announced the introduction of *Toward Q2: Tomorrow's Queensland* which has five ambitions for Queensland in 2020: to be strong, green, smart, healthy and fair. *Toward Q2* does not have Indigenous-specific targets; rather the targets will have regard for outcomes for Indigenous Queenslanders.

Terry Moran, head of the Department of the Prime Minister and Cabinet and driver of the implementation of the Australian Government's reform agenda, argues that '*nothing shapes human capital more than education and training. Education drives prosperity and enables people to enjoy productive and rewarding working lives. Beyond economics, governments also have a responsibility to build, as much as possible, each individual's human capital*'.<sup>i</sup> The Organisation for Economic Co-operation and Development (OECD) defines human capital as '*the knowledge, skills, competencies and attributes embodied in individuals that facilitate the creation of personal, social and economic well-being*'.

The importance of education to human capital is supported by well-known Cape York Aboriginal leader Noel Pearson who believes '*educational underachievement is wastage of life and potential*'.<sup>ii</sup> It is by improving Indigenous students' education we can yield real improvements in their personal well-being as well as economic income. The OECD argues that some of the biggest benefits of improving human capital may be non-economic – '*these include improved health and longer life spans*' and '*that years of formal education are crucial to human capital formation*'.<sup>iii</sup>

A leading writer on innovation, Charles Leadbetter, argues that the current approach to educational reform is running out of steam. Improvements in results have reached a plateau and educational inequality remains stubbornly high.<sup>iv</sup>

The *Closing the Gap Indigenous Education Strategy* responds to these challenges. Just as Chris Sarra, Executive Director of the Indigenous Education Leadership Institute, confronts principals to increase Indigenous students' outcomes by taking risks through '*different, yet imaginative, approaches to schooling*', this strategy challenges the current approach to education for Indigenous students.

## Authorising environment

### COAG - National Indigenous Reform Agreement

The National Indigenous Reform Agreement (NIRA) signifies the importance all governments place on 'closing the gap' in Indigenous disadvantage. The NIRA is underpinned by five funded National Specific Purpose Payments in the areas of health, schools, skills and workforce development, housing and disabilities, and five Indigenous National Partnership Agreements in remote service delivery, economic participation, early childhood, health and housing. The NIRA captures the objectives, outcomes, outputs, performance measures and benchmarks that all governments have committed to achieving through the various National Agreements (NAs) and National Partnership (NP) Agreements to achieve the six Council of Australian Government (COAG) targets.

The six COAG Closing the Gap targets are to:

- close the gap in life expectancy within a generation
- halve the gap in mortality rates for Indigenous children under five within a decade
- ensure all Indigenous four-year-olds in remote communities have access to early childhood education within five years
- **halve the gap for Indigenous students in reading, writing and numeracy within a decade**
- **halve the gap for Indigenous students in Year 12 attainment or equivalent attainment by 2020**
- halve the gap in employment outcomes between Indigenous and non-Indigenous Australians within a decade.

### Toward Q2: Tomorrow's Queensland

The Queensland Government has framed its 2020 vision for Queensland around five ambitions that address current and future challenges:

- strong
- green
- smart
- healthy
- fair

Under the 'smart' banner, the Government aims to deliver world class education and training. Two targets have been set for 2020:

- All children have access to a quality early childhood education, so they are ready for school.
- Three out of four Queenslanders will hold trade, training or tertiary qualifications.

### Department of Education and Training key priorities

- Early childhood education
- Student and school performance
- Curriculum implementation (teaching and learning)
- Training and skilling Queensland
- Building the Education Revolution
- Workforce reform
- Policy development

## Purpose

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

The strategy aims to:

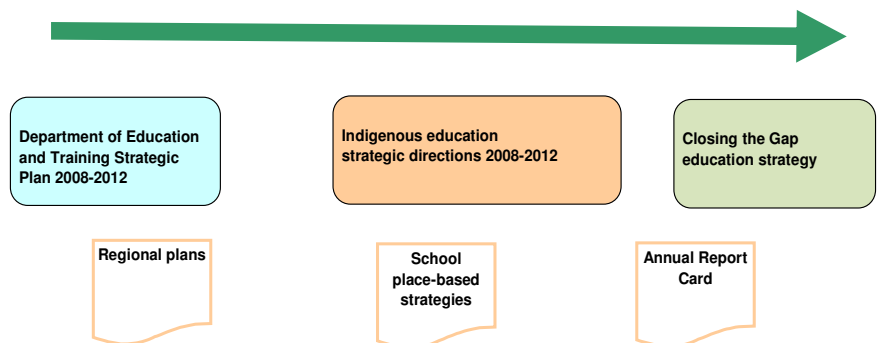
- deliver clear, concise messages for regions and schools
- specify a small number of targets based on the COAG and Toward Q2 outcomes
- contain a small number of evidence-based service lines, priority areas and initiatives designed for sustainability.

## Foundations for change

### Alignment – line of sight

The strategy is based on developing a clear line of sight from the Department's Strategic Plan 2008–2012 through the *Indigenous education strategic directions 2009–2012* to regional Indigenous education plans. Regions and schools will implement evidence-based localised initiatives. The effectiveness of this strategy will be evaluated annually, with the outcomes for schools, regions and central office being reported in an annual report card.

## Clear line of sight



## Strategic direction

The Department's priority in education for Indigenous students is:

- *Every day, in every classroom, every student is learning and achieving* with a focus on the outcomes of attendance, retention, achievement and workforce capacity

## Principles

The following principles underpin the *Closing the Gap Education Strategy*:

- data-driven planning and action
- place-based solutions with a whole-school approach to improving learning
- case-managed performance and accountability
- aligned systems to facilitate effective educational service provision.

## New paradigm

The Department of Education and Training commissioned the Eidos Institute to undertake research to test the validity of strategic planning based on the construct of 'lines of service'<sup>1</sup>. In addition the Department undertook its own research on evidence-based initiatives, drawing heavily on the *CAEPR Policy Research 1990–2007*, to form the priority areas under the service lines.

The Department has identified a small number of service lines to drive transformational improvement in outcomes to 'close the gap' in learning and life outcomes. These are:

- foundation learning with a focus on literacy and numeracy
- health and physical activity as a precondition to learning
- participation to employment
- culture and enterprise

In the effective delivery of these service lines, schools may require greater flexibility in expanding the school day or school year and in the role of the principal to facilitate the co-ordination of services delivered by other organisations such as sporting bodies to align with the school's curriculum.

## Preventive place-based priority areas and initiatives

The priority areas and initiatives are designed as *proactive interventions* – deliberately intervening in order to influence future attendance and retention, and prevent undesirable education outcomes. They identify what the system or whole school can do to maximise learning rather than concentrating on, or waiting for, poor education performance.

They are not designed to detract from intervention for those children who are currently underachieving. The intent clearly stresses the need for proactive strategies that enhance effective teaching and learning and improve student outcomes.

The Department will work with other agencies (Commonwealth and state) to develop place-based initiatives from birth to employment.

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<sup>1</sup> Eidos Institute: Setting them up for strong futures, March 2009. Report commissioned by the Department of Education and Training.

## Evidence

Research shows that the major influences on Indigenous student outcomes include<sup>vi</sup>:

- early years
- English as a second language
- socio-economic status
- stability, mobility and attendance
- quality school leadership
- quality teaching
- school, community and educational partnerships.

For a brief outline of research on the above areas see Attachment 1.

## Systemic strategies for change

### Schooling support

The Department has reconfigured schooling support to create three Indigenous Schooling Support Units (ISSUs) to improve the effectiveness of support to schools.

The aims of the ISSUs are to:

- provide quality professional development for teachers and school administration to build skills which enhance Indigenous achievement
- provide effective and coordinated programs and services to schools and students to improve student outcomes, ensure meaningful engagement with Indigenous communities, and improve workforce capacity
- establish links with external service providers
- link with central office to ensure practice informs policy and programs.

The three ISSUs will support the following regions.

<b>ISSU</b>	<b>Regions</b>
Far North Queensland	Far North Queensland
North Queensland	North Queensland Mackay–Whitsunday
Central Southern Queensland	Fitzroy–Central West Wide Bay–Burnett Moreton Sunshine Coast South Coast Darling Downs South West Queensland Greater Brisbane

## Community engagement

The Department has formed a strong partnership with the Queensland Indigenous Education Consultative Committee (QIECC). Its purpose is to consult with Indigenous communities and directly advise the Queensland Minister for Education and Training on issues concerning or related to Indigenous training, education and higher education.

The development of place-based strategies will require effective engagement with Aboriginal and Torres Strait Islander people at all levels. Regions and schools need to involve Aboriginal and Torres Strait Islander people in the design and delivery of strategies locally and regionally, and share responsibility for outcomes.

## Leveraging off systemic initiatives and resources

The provision of educational services to Indigenous students is core business for state schools. Therefore, this strategy will leverage off the following departmental initiatives and resources:

### P–12 curriculum framework

The P–12 curriculum framework provides the policy context for curriculum in schools. Policy statement 1 in the curriculum framework provides a mandate to schools to:

*... 'provide a curriculum to maximise the capacity of all students to achieve the QCARF Essential Learnings and Standards; to achieve Year 12 Certification, or a Certificate III vocational qualification (or higher); and to exit from schooling with the capabilities and values to be active and responsible citizens.'*

QCARF Essential Learnings and Standards ensure that all students have access to age-appropriate curriculum and a quality, challenging learning program. Schools are supported in this provision through a suite of guidelines that underpin the curriculum framework, including Guidelines for *whole-school approach for improving learning through intervention* and *Guidelines for ESL learners*.

### Every Day Counts

The *Every Day Counts* strategy is designed to improve attendance for all students.

### Aboriginal and Torres Strait Islander Employment Framework for Action 2007–2010

The workforce initiatives will continue to be influenced by the *Aboriginal and Torres Strait Islander Employment Framework for Action 2007–2010*, the Department's systemic workforce strategy that provides innovative and responsive programs for Aboriginal and Torres Strait Islander peoples in non-teaching, teaching and leadership roles. The National Partnership Agreement on Indigenous Economic Participation contains a range of workforce management elements.

### COAG National Partnership Agreements

The priority areas outlined in this paper will align with those being developed under the Literacy and Numeracy, Low Socio-Economic Status School Communities, Teacher Quality National Partnership Agreements, which all provide opportunities to improve Indigenous student outcomes. These agreements will have a strong focus on building teacher and staff capability and provide opportunities to provide greater flexibility in school operations.

### Early Childhood Education and Care

The Centre for Aboriginal and Economic Participation Research (CAEPR) case studies have demonstrated the need for strategies to increase Indigenous participation in pre-schooling and thereby increase school readiness for Indigenous children as they enter primary schooling.<sup>vii</sup>

The Office for Early Childhood Education and Care is responsible for a range of initiatives which will assist in developing children's readiness for school, improving their future educational outcomes, and engaging Indigenous parents in their children's early years of development. This includes governments' strategies for achieving universal access to a quality kindergarten program in the year prior to school for all children aged from three-and-a-half to four-and-a-half by 2014.

In addition, nine Indigenous Children and Family Centres are being rolled out across the state as part of the National Partnership Agreement on Indigenous Early Childhood Development. Within each of the nine locations, schools will be able to work with the providers to increase parental engagement in the early phases of learning. The centres will provide additional support to children and their families through the transition from early childhood education and care (ECEC) to school.

More broadly, the establishment of links between state schools and ECEC services, especially in relation to current and future co-location of ECEC services on school sites, will help encourage the attendance of Indigenous students in kindergarten, which will in turn aid in the transition from early childhood services to school. In locations where integrated early childhood services are provided, the development of partnerships for the delivery of additional support for targeted families during and after the transition to school may also be an option.

The menu of initiatives has been designed to complement and build on these initiatives.

## Priority areas

The Department is proposing a menu of a small number of priority areas that are likely to produce the greatest impact. These are aligned with the service lines.

Initiatives implemented under the priority areas are to be data-driven, place-based, and where appropriate, case-managed.

Lines of service	Priority areas <sup>*</sup>
<b>Foundation learning</b> with a focus on literacy and numeracy	<ul style="list-style-type: none"> <li>• Parental engagement in the early phase of learning</li> <li>• Indigenous students who have English as a second language</li> <li>• Whole-school approach for improving learning in literacy and numeracy</li> <li>• Numeracy intervention</li> <li>• Indigenous education support services</li> </ul>
<b>Health and physical activity</b> as a precondition to learning	<ul style="list-style-type: none"> <li>• Student health and wellbeing</li> </ul>
<b>Participation to employment</b>	<ul style="list-style-type: none"> <li>• Stability, mobility and attendance</li> <li>• Transition support services</li> <li>• High expectations and aspirations</li> <li>• Alternative pathways</li> <li>• Residential colleges</li> <li>• Leadership in education for Indigenous students</li> </ul>
<b>Culture and enterprise</b>	<ul style="list-style-type: none"> <li>• Cultural engagement</li> </ul>

<sup>\*</sup> Initiatives under the priority areas are outlined in more detail in the *Initiatives menu* section of the document.

Refer to Attachment 2 for a diagrammatical representation of the *Closing the Gap Education Strategy* and Attachment 3 for a regional planning schema.

## Indigenous education resourcing

Schools will use a range of funding to invest in their place-based Indigenous education strategies to 'close the gap'. The funding will include both Queensland and Commonwealth schooling funds – core school resourcing, supplementary Indigenous education specific resourcing (funded through the Special Purpose Payment funding) and the National Partnership Agreements funding.

The Indigenous education specific resources will fund:

- Closing the Gap – Indigenous Education Grants to invest in the identified strategies
- Closing the Gap – Indigenous schooling support
- Closing the Gap – partnerships to develop constructive relationships
- strategies – statewide initiatives
- services – administration support to manage policy, evaluation and reporting

Funding agreements between the provider of the funds and the recipient will identify the targeted priority areas and the planned outcomes.

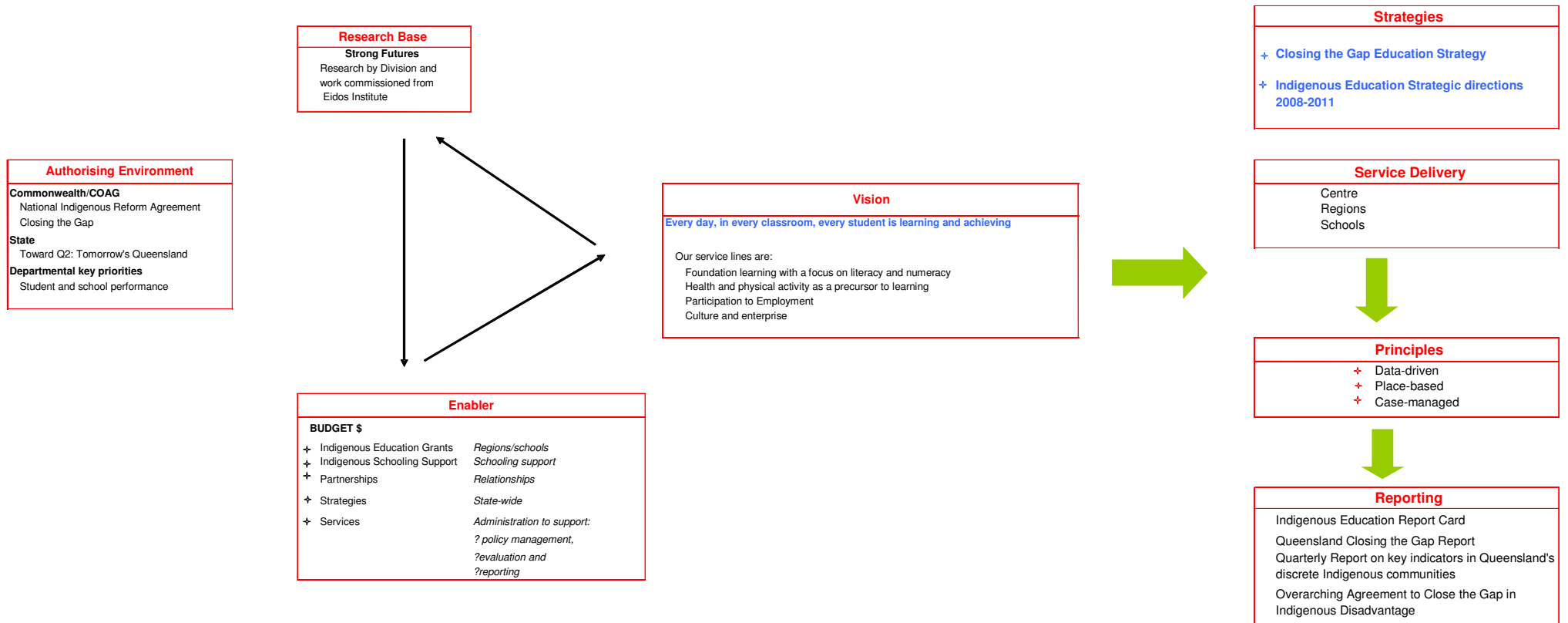
With respect to the *Closing the Gap – Indigenous Education Grants*, the management of these resources will be different to the past. A new resourcing model will allocate funds to regions to distribute to schools based on the proposed strategies the schools plan to implement.

Under *Closing the Gap – Indigenous Education Grants*:

- there will only be one source of funds
- there will be no IESIP-Supplementary Recurrent Assistance grants
- there will be no ITAS grants (i.e. no discrete tutorial program)
- ESL-ILSS funding will be embedded in the total funds
- Indigenous Education Grants provided to schools must be invested in the relevant priority areas and initiatives outlined above, based on appropriate year levels and student need
- there will be a strong investment in the early years including programs to support Indigenous English as a second language learners, literacy, numeracy and parental engagement
- funds will be targeted so it may be that some schools that have Indigenous students may not receive funding
- there will be alignment with the National Partnership Agreements which will have Indigenous specific strategies embedded in their programs.

Permanency of employment is supported; however, staff will need to have the skills and capabilities to be flexible so that they can support the place-based strategies which will change over time.

## INDIGENOUS EDUCATION CONCEPTUAL FRAMEWORK



The National Partnerships (NPs) for Improving Quality Teaching, Low Socio-Economic Status School Communities, and Literacy and Numeracy will have the capacity to impact on Indigenous student learning with aligned strategies at the centre, region and school level.

## Quantifying the gap and baseline data

The success of the initiatives will be measured against the COAG Closing the Gap and *Toward Q2: Tomorrow's Queensland* targets.

### Government targets

#### Indigenous specific:

##### COAG

- Halve the gap for Indigenous students in reading, writing and numeracy within a decade.
- At least halve the gap for Indigenous students in Year 12 or equivalent attainment rates by 2020.

#### General:

##### COAG

- Lift the overall Year 12 or equivalent attainment rate to 90 per cent by 2020.

#### Toward Q2: Tomorrow's Queensland

- Three out of four Queenslanders aged 25 to 64 will hold a trade, training or tertiary qualification at Certificate III level or above by 2020

This means that:

- by 2018 the Department needs to halve the gap in reading, writing and numeracy in Years 3, 5, 7 and 9
- by 2020 the Department needs to at least halve the gap in Year 12 attainment rates for Indigenous students while at the same time lifting the overall attainment rates to 90 per cent.

### Education Queensland targets

One of the advantages of the new COAG framework is that the Australian Government identified a small number of targeted outcomes. This framework enables the state governments to do the same thing. That is why in the *Closing the Gap Indigenous Education Strategy* only three targets have been set.

The proposed headline targets are to:

- halve the gap in Year 3 reading and numeracy by 2012.
- close the gap in student attendance by 2013.
- close the gap in Year 12 retention by 2013.

The aim is to create a sense of urgency and focus regions and schools on identifying and implementing targeted strategies.

The Department will be required to report on a range of performance measures with Year 5 reading, writing and numeracy being the headline indicators. If the numerous performance measures each have a target, there is the potential to dilute the effectiveness of the priority areas as schools try to address every performance measure with an initiative.

## Rationale for targets

### Achievement

To determine the targets for state schools as a whole, and also regions, it is necessary to convert the 10-year targets to the current student cohort and analyse the NAPLAN test data and previous Year 3, 5, 7 data.

### Student cohort

With respect to the student cohorts:

- the **2009 Prep** students will be in Year 9 in 2018.
- the **2009 Year 1** students will be in Year 12 in 2020.
- the **2009 Year 9** students will be 25 in 2020.

Attachment 4 provides a diagrammatical representation of the student cohorts moving through until 2020.

### Student achievement data

#### *Measurement of the gap*

The gap will be measured between Indigenous and non-Indigenous students' NAPLAN performance.

The Department proposes that the measurement of the gap will be in terms of the mean scale scores for reading (as a measure of literacy) and numeracy strands. The use of this measure and the graphical representation facilitates a discussion about the full cohort of students. The measure of at or above the national minimum standard (NMS) can result in concentrating only on the student tail.

The evidence shows that the whole cohort must be addressed to deliver lasting improvements. Therefore this proposal is consistent with, but not exactly the same as, the recommended national reporting. Current indications are that the Year 5 reading and numeracy strands will be used as headline indicators in measuring progress against the COAG targets with the proportion of students at or above the NMS. The mean score for reading, writing and numeracy will be used to support this measure.

There will also be a range of measures that will be reported nationally on student performance for monitoring and reporting progress against the COAG targets. The concept proposed in this paper will align with these reporting requirements which will be met centrally.

## NAPLAN 2008

The mean scale scores for Indigenous and non-Indigenous students for reading and numeracy 2008 NAPLAN are listed below.

Year level	Strand	Mean scale score		
		Indigenous	Non-Indigenous	Gap
Year 3	Reading	307.4	369.4	62.0
	Numeracy	312.9	366.7	53.8
Year 5	Reading	402.5	463.8	61.2
	Numeracy	405.5	456.8	51.3
Year 7	Reading	468.1	525.3	57.2
	Numeracy	479.7	536.6	56.9
Year 9	Reading	511.9	559.8	47.9
	Numeracy	513.9	562.6	48.7

An analysis of the 2008 NAPLAN data indicates that there is a gap at Year 3.

The gap for reading on average is 62 and for numeracy it is 54.

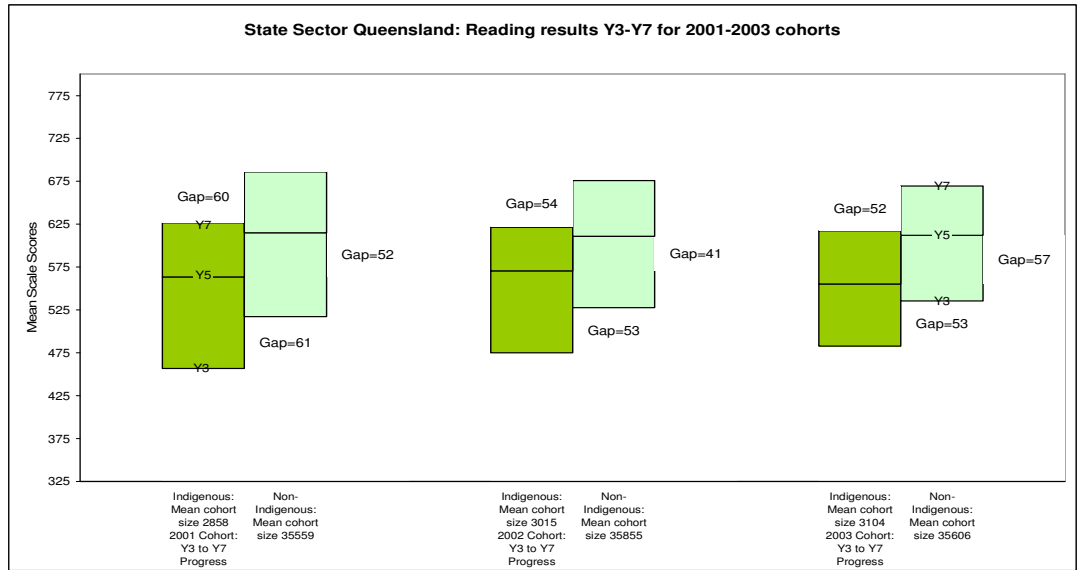
The gap persists through all year levels. For reading the gap remains at the same level in Year 5, declines slightly in Year 7 and then again in Year 9. For numeracy the gap remains at similar levels for Year 5 and Year 7 and reduces in Year 9 to a similar level as Year 9 literacy.

The difference in mean scale scores between Indigenous and non-Indigenous students approximates to two years of schooling for reading (Years 5 and 7; Years 7 and 9) and for numeracy (Years 7 and 9).

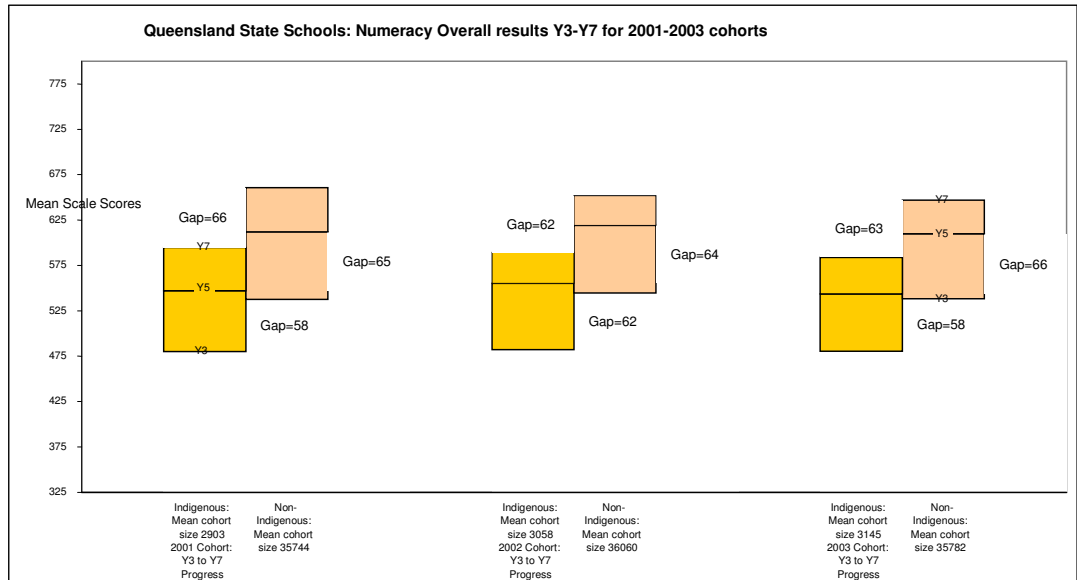
When interpreting this data, one needs to be aware that these are different student cohorts so there is no direct comparison. In addition the confidence intervals relevant to gap data are large, ranging on average from 9 to 14.

This picture is supported by historical cohort analysis of the previous Year 3, 5, 7 test data from 2001 to 2007. For reading, the cohort analysis (2001 Year 3 students to 2005 Year 7, 2002 Year 3 students to 2006 Year 7, and 2003 Year 3 students to 2007 Year 7) indicates that the gap remains consistent for the cohort. For numeracy, the gap increased for the 2001 and the 2003 cohort, and remained the same for the 2002 cohort. However, this data cannot be compared with the 2008 NAPLAN data, and no comparisons should be made. The inference from this data is that all students learn at the same rate. Refer to tables below.

*Closing the Gap Education Strategy*  
*Every day, in every classroom, every student is learning and achieving*

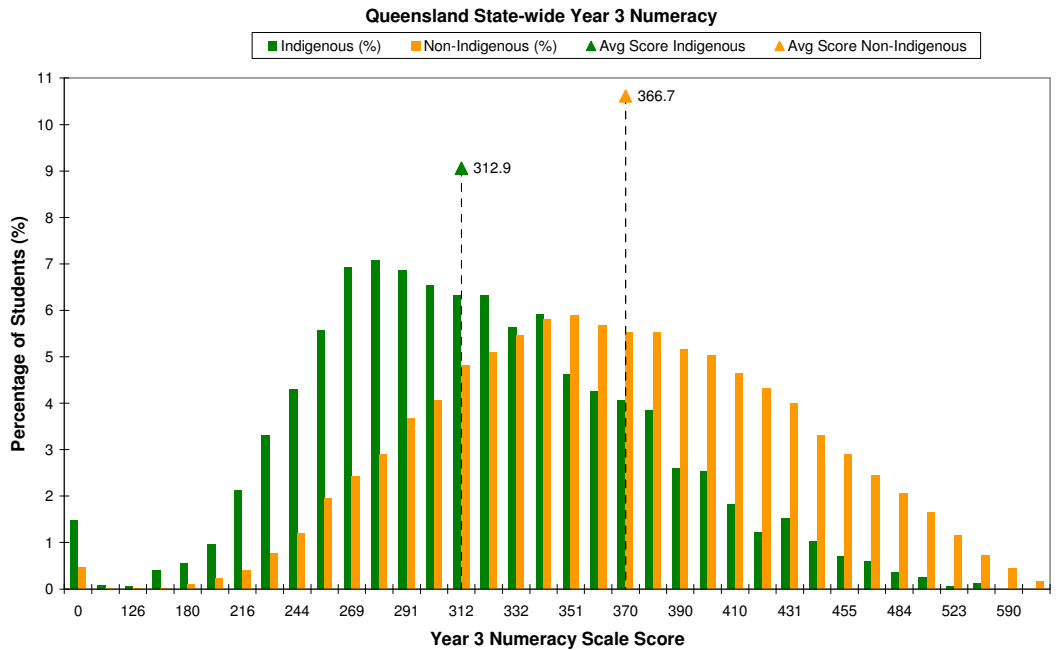
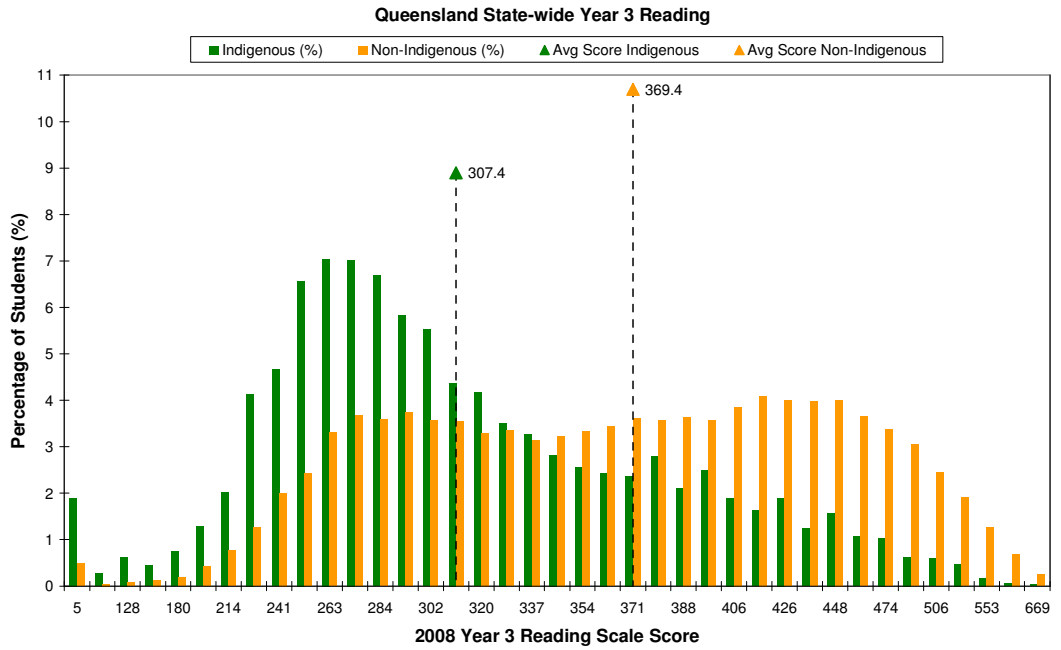


■ Non-Indigenous  
■ Indigenous



■ Non-Indigenous  
■ Indigenous

The gap between Indigenous and non-Indigenous students, and the overlap for Year 3 reading and writing is represented graphically below. To have no gap would mean that the Indigenous students' results would completely overlay the non-Indigenous students' results.



**What can be interpreted from this data?**

The first clear message is that there is a gap by Year 3 and this gap is not closed.

- To achieve a target of halving the gap, this gap needs to be halved by Year 3.

Taken in conjunction with the student cohort data, the Year 9 students in 2018 are the 2009 Prep year students.

- To achieve the target of halving the gap by 2018, the Year 3 gap will need to be halved by 2012.

## Targets – achievement

### Statewide target

The approach is to minimise the number of targets, ensure they relate specifically to the COAG and TQ2 targets, and are based on the relevant student cohorts.

It is proposed that there will be one initial target, which will then be extrapolated across the year levels as the cohort of students progresses through the schooling system.

The proposed target is to:

- **Halve the gap in Year 3 reading and numeracy by 2012.**

Having only one target within this timeline creates a sense of urgency and facilitates the planning and implementation of a small number of targeted initiatives.

The following two tables represent an indicative trajectory for both reading and numeracy for the reduction in the gap for the 3, 5, 7 and 9 Year levels as the students move through the schooling system to demonstrate the sequential nature of the gap closure. These trajectories are based on 2008 NAPLAN data and the actual quantum of the gap may vary in future years.

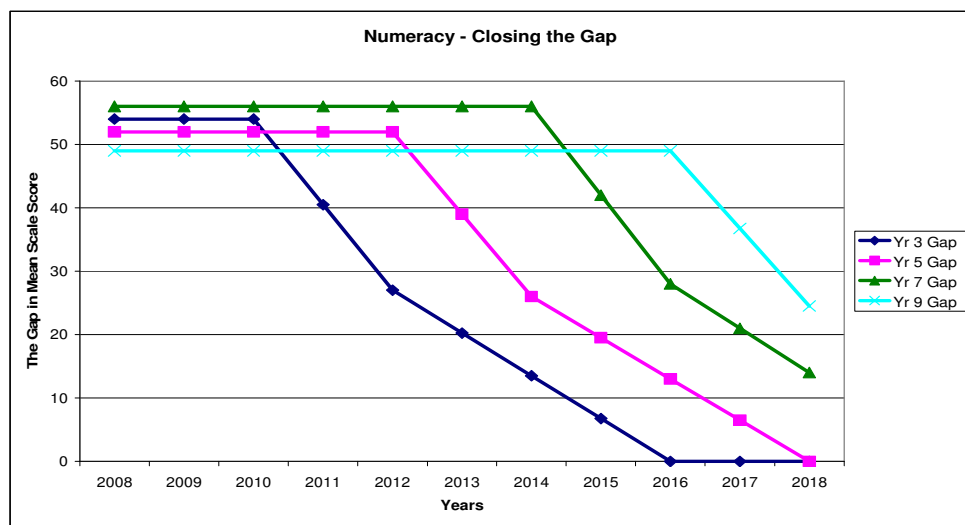
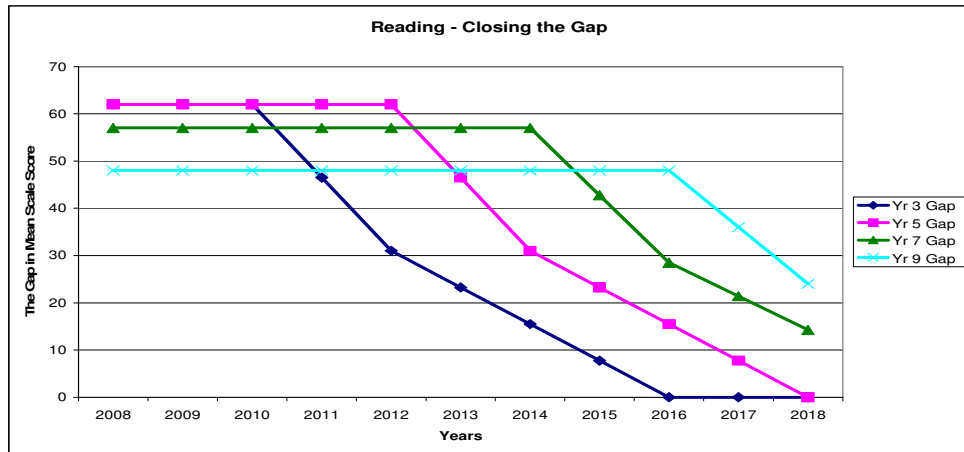
This trajectory of the reduction in the gap in the mean scale score is designed so that the following targets will be met.

The gap to be halved in:

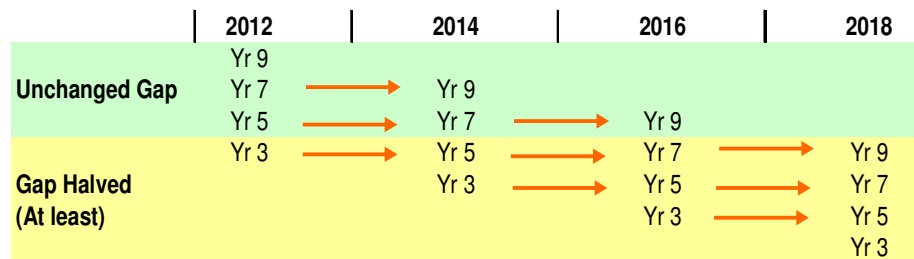
- Year 3 by 2012 (headline target)
- Year 5 by 2014
- Year 7 by 2016
- Year 9 by 2018.

The trajectory is based on the proposition that there will not be significant improvement in the Year 3 NAPLAN test results until the 2009 Prep students are in Year 3 in 2012. This cohort of students then moves through the schooling years and will be in Year 9 in 2018 – the timeline for halving the gap. As there is continued investment in the early years, it is also proposed that the Year 3 Indigenous student results will continue to improve such that the gap is closed in 2016.

It does not exclude the later years of schooling from closing the gap earlier than projected.



This trajectory can also be represented as follows. The diagram below illustrates that the current gap is projected to remain until 2012 for all year levels except Year 3 and then provides the years and school years when the gap is halved.



### Regional targets

It is planned to use three differential targets for the regions. By 2012 regions will have to meet the following targets for Year 3:

- Halve the Gap
- Close the Gap by 3/4
- Close the Gap

*Closing the Gap Education Strategy*  
*Every day, in every classroom, every student is learning and achieving*

The differential targets will be assigned based on the NAPLAN Year 3 reading and numeracy gaps. The table below provides the regions' Year 3 numeracy and reading gaps and their targets.

Year 3 Reading				Year 3 Numeracy			
Regions	Indigenous	Non-Indigenous	Gap	Regions	Indigenous	Non-Indigenous	Gap
Far North Queensland	282.3	360.3	78.0	Far North Queensland	292.0	358.9	67.0
North Queensland	289.8	359.5	69.7	North Queensland	292.2	358.8	66.7
Darling Downs-South West Queensland	314.3	368.8	54.5	Darling Downs-South West Queensland	316.0	367.4	51.4
Fitzroy-Central West Queensland	306.9	357.6	50.7	Greater Brisbane	338.7	382.1	43.4
Greater Brisbane	342.4	390.1	47.7	Fitzroy-Central West Queensland	316.5	357.9	41.3
Wide Bay-Burnett	317.3	358.1	40.8	Wide Bay-Burnett	327.4	360.6	33.2
Mackay-Whitsunday	324.5	361.0	36.5	Sunshine Coast	334.0	365.4	31.5
Sunshine Coast	331.5	367.9	36.4	Mackay-Whitsunday	331.3	360.7	29.4
Moreton	319.1	352.2	33.1	South Coast	337.8	363.7	26.0
South Coast	334.9	364.5	29.6	Moreton	324.6	350.5	25.9
State	307.4	369.4	62.0	State	312.9	366.7	53.8

The numeracy and literacy gaps for Years 3, 5, 7 and 9 reading and numeracy are detailed in Attachment 5. Also provided is data relating to at or above NMS.

The gap between Indigenous and non-Indigenous student results is dependent on both results so that the gap could be lower in one region compared to another because the non-Indigenous student results are lower. Regions need to be cognisant of their student results and what it means for them as a region.

Attachment 6 provides a regional breakdown of the Year 5 reading and numeracy NMS data for 2008.

### School targets

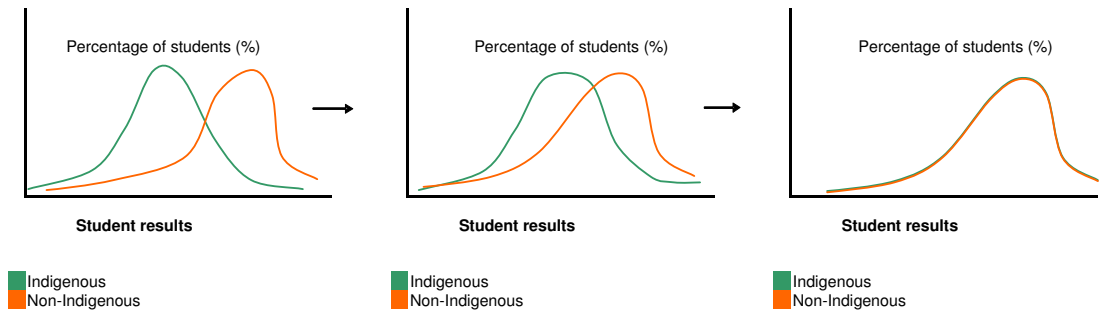
Schools and classroom teachers will measure the gap between Indigenous and non-Indigenous students across the full range of performance measures, including NAPLAN, semester reporting A to E and any other classroom assessments. It is expected that there would be congruence across these measures in relation to the gap.

The targets will be dependent on the region in which the school is located and the size of their existing gap. For example in the South Coast region the target will be 'no gap'. This means that the profile of students' assessments in the classroom would be the same irrespective of race. For schools in the other regions, the target will be closing the gap by either half or three-quarters.

For schools where close to 100 per cent of students are Indigenous, the gap will be determined by the difference between the school's and the region's student results.

Where there is no gap between Indigenous and non-Indigenous students' results in the classroom, then the classroom teacher and school needs to compare the school's results with the regional results to ensure they are commensurate.

The following is a graphical representation of closing of gap between Indigenous and non-Indigenous student results.



**What does this mean for schools?**

Closing the gap is about all students – not just those who are not meeting the national minimum standards.

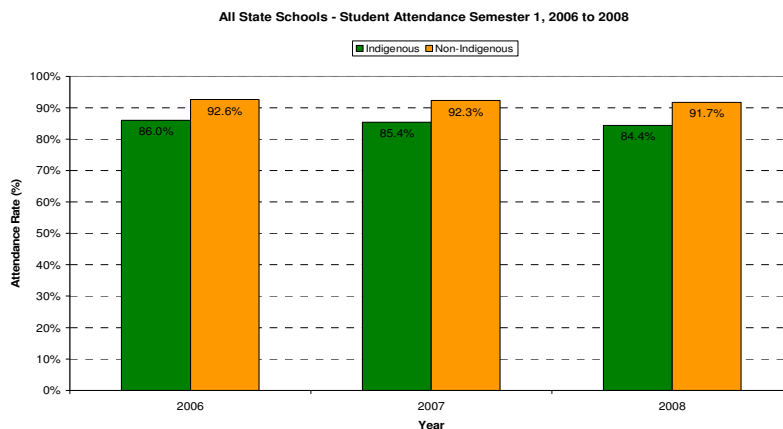
It is about incremental gains for all students – the student who received an OP5 who could have received an OP3; the B student who becomes an A student, the C student who becomes a B student, the D student who becomes a C student.

**Attendance**

If students do not attend school then their capacity to learn is diminished.

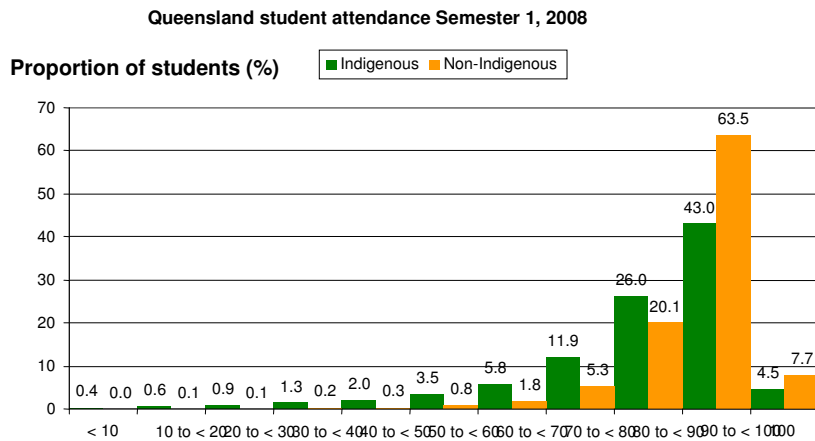
The trend in the attendance rate for Indigenous students is lower than for non-Indigenous students.

Since 2006, the trend in the attendance rate for Indigenous students has been approximately seven percentage points lower than for non-Indigenous students with the gap increasing slightly during this period of time.



In Semester 1 2008, the attendance rate for non-Indigenous students was 91.7 per cent compared with 84.4 per cent for Indigenous students. The table below presents this data against the attendance rate range which highlights the low percentage of Indigenous students (47.5 per cent) who attend 90–100 per cent of the school year compared with 71.2 per cent for non-Indigenous students.

For a breakdown of student attendance by region, please see Attachment 7.

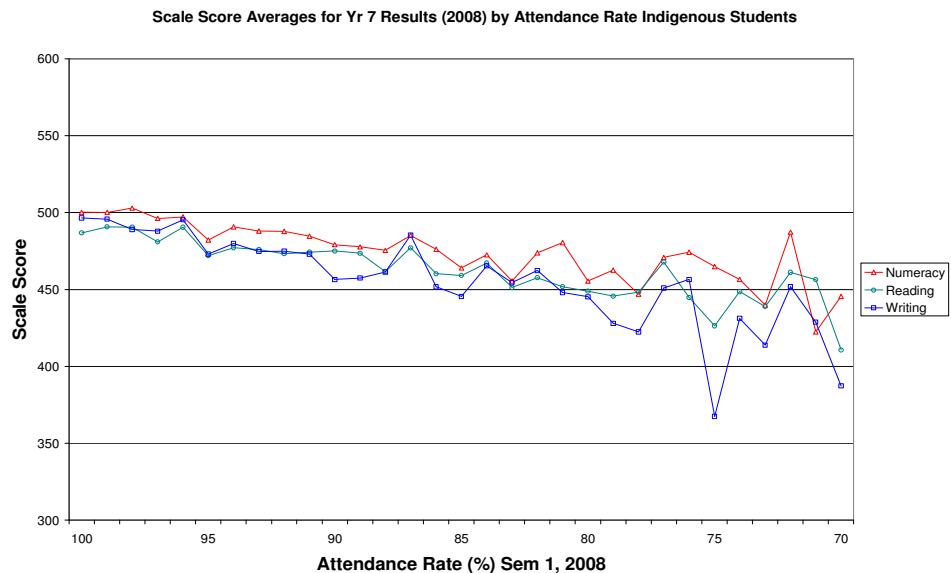


**Attendance rate range (%)**

Statewide average attendance rate (%)	Indigenous	Non-Indigenous
	84.4	91.7

The data clearly indicates that there is a substantial correlation between attendance and student results. The table below provides the relationship between Semester 1, 2008 attendance rates and the mean scale score for Year 7 Indigenous students.

Year 7 NAPLAN 2008 - average attendance rate Semester 1, 2008  
 versus mean scale score – Indigenous students – Queensland state schools

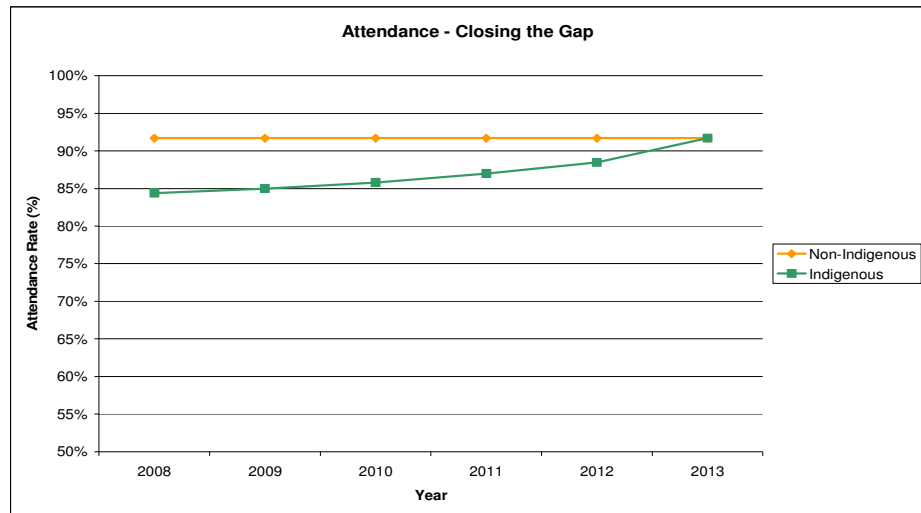


Therefore if the Department is to reach the student achievement and retention targets then the attendance rate for Indigenous students has to increase to at least the rate for the non-Indigenous students.

The proposed target is to: **close the gap in attendance by 2013.**

Based on 2008 data this translates to an attendance rate of 91.7 per cent.

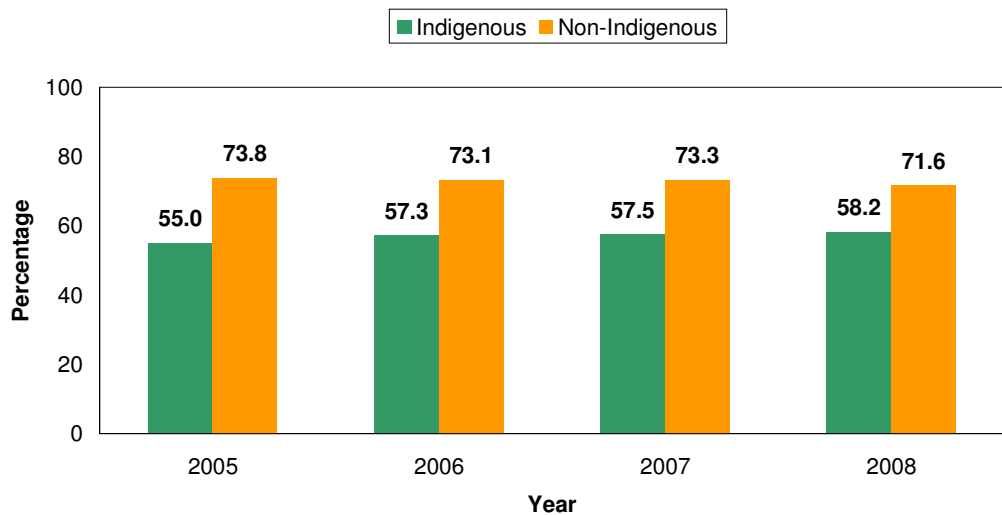
All regions will be expected to meet this target. The proposed trajectory assumes that as the schools develop their attendance strategies and continue to embed Aboriginal and Torres Strait Islander perspectives the improvement in attendance will gain momentum.



## Retention

The apparent retention rates in Years 10 to 12 for Indigenous students from 2005 to 2008 increased slightly from 55 to 58 per cent. This compares with the non-Indigenous student apparent retention rate, which reduced slightly from 73.8 to 71.6 per cent.

**Queensland State Schools apparent retention rates Years 10 to 12**



For a breakdown of student attendance by region please see Attachment 8.

**What can be interpreted from this data?**

*Statewide target – retention*

The apparent retention rates indicate a significant gap from 2005 to 2008. It has declined from 18.8 per cent in 2005 to 13.4 per cent in 2008, but appears to have plateaued.

By halving the Year 3 gap, and then the consequential targets, it is anticipated that there will be a ripple effect in improvement in retention. If this occurs, the full effect will not flow through until 2021.

There needs to be a target that relates to the current cohort. The 2009 Year 8 cohort will be in Year 12 in 2013 and will be 24 years old in 2020. To achieve the TQ2 target, change will have to impact on this cohort.

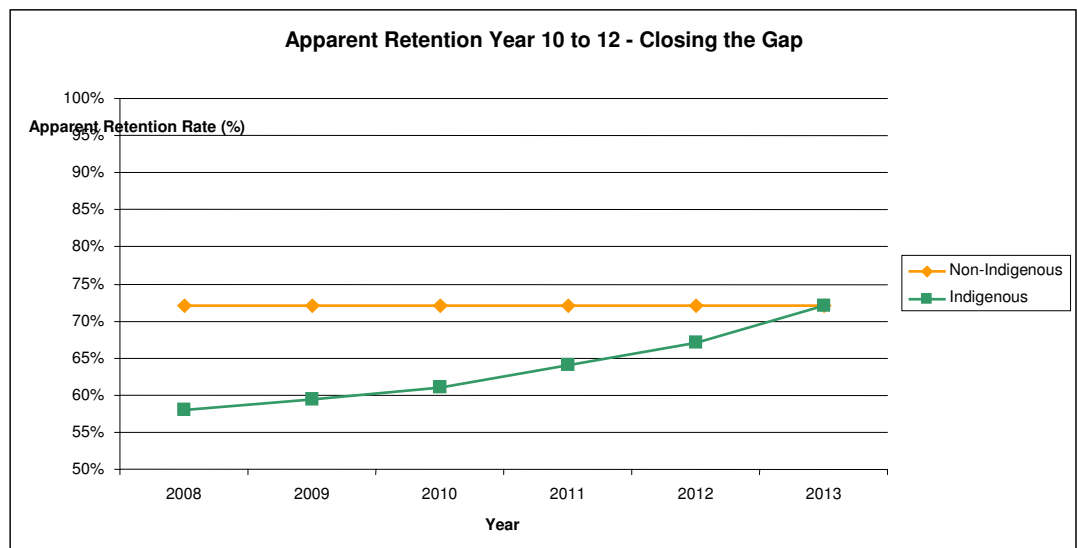
This target also needs to encompass the COAG target of increasing Year 12 attainment to 90 per cent.

Without Indigenous students remaining in schooling, the above targets will not be met.

The proposed target is: **close the gap in Year 12 retention by 2013.**

Based on 2008 data, this translates to an apparent retention rate of 72 per cent.

All regions will be expected to meet this target. The proposed trajectory assumes that as the schools develop their place-based strategies to provide programs to meet the needs of Indigenous students the improvement in apparent retention will gain momentum.



## Targets summary

### Achievement

State		Halve the gap in Year 3 reading and numeracy by 2012
Region	Far North, North Queensland	Halve the gap in Year 3 reading and numeracy by 2012
	Darling Downs South West, Fitzroy Central West, Greater Brisbane, Wide Bay Burnett, Sunshine Coast	Close the gap by three-quarters in reading and numeracy by 2012
	Mackay Whitsunday, Moreton	Close the gap by three-quarters in reading by 2012
	Mackay Whitsunday, Moreton	Close the gap in numeracy by 2012
	South Coast	Close the gap in reading and numeracy by 2012

### Retention

State/Region	Close the gap in Year 12 retention by 2013
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<b>Attendance</b>		
State/Region		Close the gap in attendance by 2013

## Initiatives menu

For any of the initiatives to be effective there are two essentials.

- **Students need to attend school to learn.**

If students attend for 60 per cent of the school year, it will be difficult for any student to demonstrate success in the Year 3 NAPLAN test having attended the equivalent of four out of six semesters.

- **Teachers need to understand their students' background and culture.**

If teachers do not understand how students learn, how can they teach their students effectively?

*Teachers who demonstrate cultural competence demonstrate behaviours and attitudes that engage, build and maintain relationships with Aboriginal and Torres Strait Islander peoples. They also show a willingness to critically reflect on their own position of privilege and power in relation to students and their families.*

*Don't assume anything but these three truths: (1) your students know a lot; (2) they are capable of learning a whole lot more in an environment where high expectations abound; (3) they bring a rich background and knowledge to the learning environment.*

A menu of initiatives has been developed that provide a small number of targeted initiatives for regions and schools to adopt and modify where necessary to meet their specific place-based needs.

These initiatives and associated priority areas are designed as **proactive interventions** (deliberately intervening in order to influence future retention and attendance and prevent undesirable education outcomes). They identify **what the system or whole school can do to maximise learning rather than concentrating on, or waiting for, poor education performance.**

A small number of initiatives were selected so that there would be concentrated effort and investment to avoid the pitfalls of previous approaches of large numbers of activities and projects, many with short timeframes.

These initiatives are designed for implementation over the long term.

It is intended that this is the definitive list of initiatives that schools will undertake using their core school funds, specific Indigenous education funds and the National Partnership Agreement funds.

The intent of the initiatives will not change. However at a school level the scope will vary depending on the school's unique circumstances and with that the level of investment.

The highest priority is the early years – literacy, numeracy, language and parental engagement. Without investment in this cohort, the Department's and other government targets will not be met.

Schools will determine the most appropriate strategies based on the characteristics of the students, such as ESL background, mobility and attendance, and the characteristics of the school such as curriculum offerings, expectations of students, and parental and community engagement.

*Closing the Gap Education Strategy*  
*Every day, in every classroom, every student is learning and achieving*

<b>LINES OF SERVICES, STRATEGIES AND YEAR LEVELS</b>																		
Lines of Service	Priority Areas	Birth (0-3.5)	Pre-Prep (3.5- 4.5)	Prep Year (4.5-5.5)	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Post-school	
Foundation learning with a focus on literacy and numeracy	Parental engagement in the early phase of learning	Parents as First Teachers program																
	English as a second language			PD program for teachers focussing on Indigenous students who have English as a second language														
	Literacy and Numeracy			Whole school approach for improving learning in literacy and														
				Deadly Maths														
				Indigenous Education Support Services														
Heath and physical activity as a precondition to learning	Student health and well-being		Deadly Ears															
Participation to employment	Stability, Mobility and Attendance			Let's Stay Put Mobility Program														
										Transition Support Services								
	High expectations & aspirations							Coolabah Dynamic	Strong students, strong results, strong futures									
	Alternative pathways													Wrap around support for Indigenous school-based apprenticeships and traineeships				
														Flexible alternative learning programs				
														Residential Colleges				
Leadership in education for Indigenous students				School Clusters														
				Indigenous Education Leadership Institute														
Culture and enterprise	Cultural engagement			Embedding Aboriginal and Torres Strait Islander Perspectives in Schooling														

<b>Service line</b>	<b>Foundation learning</b>
<b>Priority area</b>	Parental engagement in the early phase of learning
<b>Location</b>	School based
<b>Intent</b>	The aim of the parental engagement in the early phase of learning initiative is to build capacity in Indigenous communities by supporting parents to become engaged in their children's learning and to develop their own literacy and numeracy skills in order to support the literacy and numeracy development of their preschool and young school age children. The focus is to encourage and assist parents' development of literacy and numeracy in order to increase their participation in their children's early education.
<b>Key activities</b>	<ul style="list-style-type: none"> <li>- Support parents to assist children's literacy and numeracy skill acquisition.</li> <li>- Intervention with the children directly.</li> </ul>
<b>Support/resources</b>	Professional development support for parental engagement in the early phase of learning will be provided by the ISSUs. This would include training in Embedding Aboriginal and Torres Strait Islander Perspectives (EATSIP) and English Second Language – Indigenous Language Speaking Students (ESL-ILSS).

### **Parents as First Teacher Education**

The initiative has two points of delivery. The first point of delivery is to train parents in supporting children's literacy and numeracy skill acquisition. This support may take the form of material and resource creation, activities that they can use with children and strategies for working with children. The second point of delivery is to work with the children directly. Staff and volunteers use many of the activities and strategies used to engage young children in kindergartens, playgroups and pre-school settings. This initiative moves school beyond the traditional confines of the school fence and into the school community, operating in areas where the community feels comfortable.

The initiative is currently being run in Western Cape College - Napranum community and Kuranda, and tailored to each site. Programs with a similar intent are being run in different communities, for example Woodridge North State School.

Successful outcomes for this program at Kuranda State School include:

- 74 per cent reduction in Indigenous students' negative behaviour incidents 2004-2006.
- 337 per cent increase in Indigenous students' positive behaviour referrals 2004-2006.
- Decrease in the number of Indigenous families who had to be reminded that school had started from 15 in 2005 to three in 2006.
- Increase in Prep/Year 1 attendance from 50 per cent prior to program to 85 per cent since program commenced.

<b>Service line</b>	<b>Foundation learning</b>
<b>Priority area</b>	Indigenous students who have English as a second language
<b>Location</b>	Region/school based
<b>Intent</b>	The aim of professional development for teachers is to support teachers to use the bandscales to develop teaching strategies in the classroom; focusing on Indigenous students who have English as a second language (ESL) in the early years of pre-Prep – Year 3, thus ensuring ESL Indigenous students have a base level of English to continue their learning. It is expected that after the initial focus on the early years, the program will be expanded as the student cohort moves through the years of schooling until the gap is halved in 2018.
<b>Key activities</b>	<ul style="list-style-type: none"> <li>- Awareness seminars for principals, deputy principals and Heads of Curriculum (HOC) – one day.</li> <li>- Bandscales workshops for HOCs and teachers – four days.</li> <li>- Adopt a school – coaching and mentoring of teachers in schools for one day a week per term.</li> <li>- Support for parents to assist children’s literacy and numeracy skill acquisition.</li> <li>- Intervention with the children directly.</li> </ul>
<b>Support/resources</b>	Professional development support will be provided by the ISSUs. This would include training in Embedding Aboriginal and Torres Strait Islander Perspectives (EATSIP) and English Second Language – Indigenous Language Speaking Students (ESL-ILSS).

**Indigenous students who have English as a second language –  
professional development for teachers**

ESL learners are those learners who have Standard Australian English as their second language and hence are unable – to varying degrees – to access the curriculum in Queensland state schools where the language of instruction is English.

Teachers working with Indigenous students need to understand second language acquisition, as well as being aware of, acknowledging, accepting and valuing the use of home languages. Teachers need to be able to distinguish between second language issues, learning difficulty issues, behavioural issues etc. and implement appropriate learning and teaching strategies.

The ESL bandscales is a diagnostic tool specifically designed to assess the students’ ‘levels of access’ to the curriculum.

The Far North Queensland ISSU is the lead agency for this initiative.

Service line	Foundation learning
Priority area	Whole-school approach for improving learning in literacy and numeracy
Location	Region/school based
Intent	The aim of this initiative is to acknowledge that all children are different and that all children can learn, and focus on a school response that 'fits the child'. It is to provide for diverse learners, rather than approaches that expect the child to fit the approaches. It is to be data-driven and embedded within a school's structure and curriculum.
Key activities	- Indigenous students' issues to be embedded into whole school planning, structure and curriculum.
Support/resources	This initiative leverages off the department's <i>Guidelines for whole school approach for improving learning through intervention</i> .

**Support teacher available through the whole-school approach  
for improving learning through intervention**

There is an identified need to provide additional resources to focus specifically on all Indigenous students. These support teachers will work with schools to develop the teachers' skills in interpreting their students' data to assist in clarifying gaps in student learning, school program and pedagogy.

The focus would initially be on the early years of P-3 and expand as the student cohort moves through the years of schooling until the gap is halved in 2018.

These support teachers would access the professional development program provided through the whole-school intervention for improvement program.

<b>Service line</b>	<b>Foundation learning</b>
<b>Priority area</b>	Numeracy intervention
<b>Location</b>	School based
<b>Intent</b>	The aim of numeracy intervention programs is to assist the school to recognise Indigenous learning needs and raise numeracy education outcomes for Indigenous students.
<b>Key activities</b>	<ul style="list-style-type: none"> <li>- Whole school program</li> <li>- School and community partnerships</li> </ul>

<b>Deadly Maths</b>	
<p>The Deadly Maths initiative is a unique mathematics program for Aboriginal and Torres Strait Islander students. It is a philosophy centred on a whole-school change achieved through strong community–school partnerships, and development of positive Aboriginal and Torres Strait Islander identity within high expectations of attendance, behaviour and performance.</p> <p>The initiative is delivered through ongoing professional development, a suite of mathematics activities and diagnostic tools for all years pre-Prep to Year 10 and face-to-face support for teachers.</p> <p>Deadly Maths aims to improve teacher understanding of:</p> <ul style="list-style-type: none"> <li>• the nature and pedagogy of mathematics, particularly the role of symbols and the power of pattern generalisation</li> <li>• the nature and pedagogy of Aboriginal and Torres Strait Islander knowledge, culture, language, and out of school life.</li> </ul> <p>Deadly Maths is an initiative of the Deadly Maths Consortium of QUT, which is located within the Faculty of Education. The consortium will provide the initiative to the schools.</p>	
<b>Support/resources</b>	Funds are being provided through the specific Indigenous education resources and school-based resources. Central Southern ISSU is the lead agency for this initiative.

<b>Service line</b>	<b>Foundation learning</b>
<b>Priority area</b>	Indigenous education support services
<b>Location</b>	School based
<b>Intent</b>	To provide additional wraparound services so that the school engages with the students and their families to improve attendance and retention and to support classroom teachers to focus on the individual student's needs.
<b>Key activities</b>	<ul style="list-style-type: none"> <li>- Professional support for teachers</li> <li>- Case management</li> <li>- Community engagement</li> </ul>

### **Indigenous Education Support Structure**

The Indigenous Education Support Structure (IESS) initiative provides the following range of services to school clusters:

- Professional support for teachers

The professional support teacher (PST) provides professional development and pedagogical coaching to teachers in targeted feeder schools with high numbers of Indigenous students. This part of the initiative involves the PSTs working in classrooms with the classroom teachers, focusing on pedagogy to improve students' literacy and numeracy.

- Case management

A case manager and a learning support teacher work directly with targeted Indigenous students and their families. The focus of these team members is to support students through tutorial strategies and to work with the school and families to support the students to remain engaged effectively in their studies.

- Community engagement

Through their locally-developed action plans, clusters are able to link the implementation of IESS to existing local programs/projects and to community engagement strategies. The work of the case manager and learning support teacher feeds directly into strategies for strengthening the links between schools, families and the local community.

<b>Support/resources</b>	This program is currently being implemented in five sites across Queensland (Mount Isa, Cairns, Cunnamulla, Charleville, Townsville and Ipswich).
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<b>Service line</b>	<b>Health and physical activity</b>
Priority area	Student health and wellbeing
Location	School based
Intent	Schools are to take into account the health of their students and its impact on their capacity to learn and develop appropriate place-based strategies and collaborate with other government agencies and health providers as appropriate.
Key activities	<ul style="list-style-type: none"> <li>- Professional support for teachers</li> <li>- Case management</li> <li>- Community engagement</li> </ul>

<p><b>Deadly Ears, Deadly Kids, Deadly Communities initiative</b></p> <p><i>Otitis media</i> is a major health problem in Aboriginal and Torres Strait Islander children and young people in Australia. There is a need to ensure that learning needs are met for children with ear disease.</p> <p>Where there is a high prevalence of students with a fluctuating or permanent conductive hearing loss:</p> <ul style="list-style-type: none"> <li>• Install and maintain appropriate technology</li> <li>• make adjustments for students with permanent conductive hearing loss to enable them to access the curriculum, achieve curriculum outcomes and participate in the life of the school</li> <li>• ensure teachers have the capacity to provide for diverse learners.</li> </ul>	
Support/resources	Schools are to collaborate with communities, local health clinics, early educators and other health service providers to facilitate ear health screening as part of Queensland Health's proposed <i>Deadly Ears, Deadly Kids, Deadly Communities</i> initiative.

Service line	Participation to employment
Priority area	Stability, mobility and attendance
Location	Region/school based
Intent	The aim of stability, mobility and attendance initiatives are to encourage consistent school attendance for Indigenous students. Data indicate that there is a clear correlation between attendance and student results.
Key activities	<ul style="list-style-type: none"> <li>- Individual student support/case management</li> <li>- Parent and community engagement</li> <li>- Whole school strategies</li> </ul>

### **Let's Stay Put for literacy and numeracy**

The Let's Stay Put mobility initiative focuses on:

- developing student-centred approaches and interventions
- lifting teacher capacity by building professional development networks and resources
- implementing whole-school strategies which can be used and applied across the school/s
- building the evidence base on mobility and its impact on student learning.

Key aspects of the initiative are the employment of a mobility support teacher (MST) and an Indigenous communication campaign. The MST works primarily towards reducing the impacts of mobility for students among cluster schools. The MST supports the principals and deputy principals in the enrolment process; works collaboratively with classroom teachers to ensure a successful transition for mobile students; ensures enrolling students and their families are supported through the transition. The communication campaign is focused on the Indigenous community encouraging caregivers to maintain enrolment in one school for as long as possible, or if movement is required to leave at end of term/semester, if possible.

Outcomes achieved over 2006–2008 in the Townsville cluster (the first to implement the program) were:

- standardised enrolment and exit procedures implemented by the cluster
- school staff developed a high level of awareness of the needs of mobile students
- curriculum units developed to build a sense of belonging for staff and students
- unexplained absences tracked and followed up
- an increase in the immediate and sustained connections to families, ensuring an understanding of school requirements for information and procedures for resolving issues
- a decrease in disgruntled departures (parents and students) from schools within the cluster

Support/resources	This program is being piloted during 2009 and 2010 in four school clusters across Queensland (Cairns, Townsville, Rockhampton and Logan). The pilot clusters are receiving the following resources: MSTs; administration funding; support from research/project officers from James Cook University; professional development; and resources to develop a marketing campaign.
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Service line	Participation to employment
Priority area	Transition Support Services
Location	Region based
Intent	The aim of this initiative is to successfully transition young Indigenous people from remote communities to destination schools to allow them to continue their secondary education, which is critical for them to achieve quality education outcomes.
Key activities	<ul style="list-style-type: none"> <li>- Individual student support/case management</li> <li>- Parent and community engagement</li> <li>- Whole school strategies</li> </ul>

<p><b>Transition Support Service</b></p> <p>The Transition Support Service initiative consists of three components:</p> <ul style="list-style-type: none"> <li>• preparing young Indigenous people academically, socially and emotionally for the transition from primary to secondary schooling.</li> <li>• supporting parents and young people for the transition from their home and community life to living in a boarding situation in a large provincial or metropolitan centre</li> <li>• supporting young people to remain in touch with their parents while remaining in school for the full period of their secondary schooling.</li> </ul> <p>Community support officers based in communities provide support to students and their families in preparing for the transition from a remote community to a destination secondary school. Transition support officers provide direct support to students at the destination location. This support assists in maintaining student attendance at the destination schools. They also indirectly support students by offering a range of support options to destination schools.</p>	
Support/resources	<p>The Transition Support Service currently support students from Cape York and is expanding to support students from the Torres Strait Islands.</p> <p>The initiative should have the capacity to expand to support other Indigenous students from remote areas.</p> <p>Should regions identify remote Indigenous students who require this support they are to contact the ISSU for their region to discuss available options.</p>

Service line	Participation to employment
Priority area	High expectations and aspirations
Location	Region/school based
Intent	The aim of this initiative is to build the knowledge foundation of Aboriginal and Torres Strait Islander students to serve as a strong basis to shape and cast achievable aspirations.
Key activities	<ul style="list-style-type: none"> <li>- Individual student support/case management</li> <li>- Parent and community engagement</li> <li>- Whole school strategies</li> </ul>

<p><b>Coolabah Dynamic Assessment</b></p> <p>This initiative has a focus on identifying invisible underachievement of Aboriginal and Torres Strait Islander students in schools using the Coolabah Dynamic Assessment tool designed by Dr Graham Chaffey.</p> <p>The initiative identifies Indigenous students with high learning potential and then engages with these students in a program to facilitate optimal academic achievement in the areas of literacy, numeracy and information and communication technology. The program has been specifically designed to address the needs of involuntary minority and low socio-economic status backgrounds. The program concentrates on the top 10 per cent of Indigenous students.</p> <p>Once assessment is undertaken, facilitators and teachers are trained to develop programs that specifically meet the needs of the student. The intervention program concentrates on the student's social-emotional, academic and self-efficacy needs. Intervention involves the facilitator/teacher giving just enough scaffolding for the student to achieve independent use of meta-cognitive strategies.</p> <p>A three-year evaluation is currently being undertaken in Queensland. The program has been successful in New South Wales and is being implemented in Canada and New Zealand.</p>	
Support/resources	<p>The Department is currently trialling this program in the Sunshine Coast region.</p> <p>Regions are to determine if they wish to implement this initiative in their schools. Regions and schools will access their specific Indigenous education funds to invest in this program.</p> <p>Central Southern ISSU is the lead agency for this initiative.</p>

Service line	Participation to employment
Priority area	High expectations and aspirations
Location	Region/school based
Intent	The aim of this initiative is to build the knowledge foundation of Aboriginal and Torres Strait Islander students to serve as a strong basis to shape and cast achievable aspirations.
Key activities	<ul style="list-style-type: none"> <li>- Individual student support/case management</li> <li>- Parent and community engagement</li> <li>- Whole school strategies</li> </ul>

### **Strong students, strong results and strong futures**

This initiative will target Aboriginal and Torres Strait Islander students in the Middle Phase of Learning, specifically students in Years 6, 7, 8 and 9. This will lend practical support by helping students in the Middle Phase prepare for SET planning in Year 10; helping with subject selection for the Senior Phase; and facilitating smooth transitions across key transition points – from primary to secondary (Year 7 to Year 8) and from middle to senior phases (Year 9 to Year 10).

Three broad areas of development are targeted in this initiative:

Personal and cultural development  (Strong students)	Students have access to programs and activities which foster and enhance their personal and cultural identity; and optimise their resilience, academic self-concept, and determination to succeed and achieve their aspirations.
Academic development  (Strong results)	Students have access to programs and activities which develop their skills and learning strategies (for use in the classroom and independent learning) and enhance their academic self-concepts to ensure that they set and attain academic aspirations commensurate with non-Indigenous students.
Career and pathways development  (Strong futures)	Students have access to programs and activities which enhance their knowledge of post-schooling vocational pathways and encourage them to set and attain higher schooling, future education and employment aspirations, in particular, encouraging them to aspire, achieve entry and be positioned to successfully complete university.

Using a place-based, whole-school approach, these three development areas can be presented in many different ways; involve a range of activities and support personnel and complement a range of existing strategies, programs and initiatives.

A key element of this initiative is the development of strong partnerships between parents, family, community, school and the local economy, which all play an important role in shaping aspirations of young Indigenous people.

Service line	Participation to employment
Priority area	Alternative pathways
Location	School based
Intent	The aim of this initiative is to improve school to work transitions for Indigenous young people or to provide alternative learning strategies for Indigenous students who are at risk of disengaging from school.
Key activities	<ul style="list-style-type: none"> <li>- Individual student support/case management/mentoring</li> <li>- Parent and community engagement</li> <li>- Whole school strategies</li> </ul>

<p><b><i>DET: wraparound support for Indigenous school-based apprenticeships and traineeships</i></b></p> <p>The aim of this initiative is to improve school to work transitions for Indigenous young people through targeted learning support, literacy and numeracy assistance, and mentoring for those participating in school-based apprenticeships and traineeships (SATs).</p> <p>This support will assist them to successfully participate in and complete their SAT and make a successful transition to employment, further education or training. The initiative will also focus on supporting Indigenous students to undertake and complete higher level vocational qualifications.</p> <p>The provision of language, literacy and numeracy support is predicated on the view that addressing the low literacy and numeracy attainment in young people will positively impact on their literacy and numeracy levels on completion of school, and on their employment opportunities post school. The initiative would need to support young people until completion of their apprenticeship or traineeship, which may be beyond school completion.</p> <p>This initiative will provide case management for Indigenous SATs. This will include mentoring and access to language, literacy and numeracy support where required. This support can be provided on an individual basis or a group basis where a cohort of students is available, but should be based on best practice and look to embed literacy and numeracy training within the vocational training.</p>	
Support/resources	Regions and schools can access the Indigenous education specific funds to invest in this initiative.

Service line	Participation to employment
Priority area	Alternative pathways
Location	Region/school based
Intent	The aim of this initiative is to improve school to work transitions for Indigenous young people or to provide alternative learning strategies for Indigenous students who are at risk of disengaging from school.
Key activities	- Partner with community-based organisations to provide alternative programs.

<b><i>DET: flexible alternative learning program</i></b>	
<p>To provide alternative learning strategies for Indigenous students who are at risk of disengaging from school. These students may require educational intervention other than, or in addition to, existing programs offered in mainstream learning environments.</p> <p>These programs would provide a holistic approach to schooling that delivers a culturally and contextually relevant and capability appropriate curriculum that relates students' learning to their life experience. Such schooling approaches incorporate program elements that address the full range of student needs (including their basic material needs, travel to and from school, health and nutrition, personal and learning support requirements). They provide a highly supportive school environment and engage students' parents, family and community in the design and delivery of day-to-day schooling.</p> <p>These programs are designed to be in partnership with community-based organisations.</p>	
Support/resources	Business case would need to be developed and submitted for approval. The business case would need to include the program details and funding sources.

Service line	Participation to employment
Priority area	Residential colleges
Location	Region based
Intent	The aim of this initiative is to provide remote Indigenous students with high quality comprehensive secondary schooling options that also provide support services to ensure their retention in the school.
Key activities	- Establishment of residential colleges as part of or in partnership with state schools

<b><i>Residential colleges</i></b>	
<p>Residential colleges that use case management operations are likely to be needed at a number of sites across Queensland.</p> <p>Education Queensland established a residential college as part of Spinifex State College in Mount Isa to meet Indigenous students' needs. Residential colleges as part of state schooling are considered to be a valid initiative which could be applied in other areas of the state. For example, in Townsville a residential college could accommodate students from Palm Island, allowing students to participate in secondary education and maintain ongoing access to their communities for family and cultural events.</p> <p>The provision of 'out of community' schooling options include a matrix of low cost to high cost residential options ranging from share houses, dormitory accommodation, twin to single room accommodation, and low to high cost student support ranging from minimal support to the provision of house parents, case managers and tutorial support, and from hostels to educational residential accommodation.</p> <p>The options for governance of the provision of residential accommodation ranges from privately owned hostels with no formal governance arrangements with the local school, to hostels that have local school on the governing authority, to a residential college that is part of the school.</p>	
Support/resources	The proposal is to expand the number of residential colleges across the state.

Service line	Participation to employment
Priority area	Leadership in education for Indigenous students
Location	Region based
Intent	The aim of this initiative is the provision of experienced expert school leadership through the development of school clusters that may be formally amalgamated to become a college or remain in a cluster arrangement.
Key activities	- Establishment of school clusters which can formalise into a state college

### School clusters/colleges

The purpose of this arrangement is to:

- offer higher level educational leadership
- provide differentiated coaching with a particular focus on the craft of teaching (especially for teaching principals who are in the early phase of their career), best-practice multi-age teaching for Prep to Year 7 and curriculum leadership
- support an enhanced professional learning community which seeks to improve pedagogical practices through classroom observations and professional conversations with a visiting 'critical friend' or peer mentor
- support the consistency of curriculum and standards across schools in the cluster
- share data across sites and collaborate on strategies based on data
- coordinate professional development of teachers and other school support personnel, and aspirant leadership development
- provide principal succession planning
- improve transitions to secondary schooling
- develop meaningful engagement with community
- investigate and facilitate options for the more efficient and effective delivery of corporate services for schools in the cluster.

Examples of the above are the development of Tagai State College, which incorporates all schools in the Torres Strait, and Western Cape College in Cape York which has campuses at Aurukun, Mapoon and Weipa.

Service line	Participation to employment
Priority area	Leadership in education for Indigenous students
Location	Region based
Intent	The aim of this initiative is to develop school leadership in education for Indigenous students in partnership with the Indigenous Education Leadership Institute.
Key activities	- Professional development delivered by Indigenous Education Leadership Institute

<b><i>Indigenous Education Leadership Institute</i></b>	
<p>The Indigenous Education Leadership Institute (IELI) is the result of an innovative partnership between Education Queensland and the Queensland University of Technology. Its aim is to develop stronger, smarter Indigenous children through supporting more effective leadership, teaching and learning in schools to achieve higher academic learning outcomes.</p> <p>The IELI:</p> <ul style="list-style-type: none"> <li>▪ delivers quality leadership programs to principals and teachers to enhance the teaching of Indigenous school students.</li> <li>▪ develops, facilitates and supervises highly innovative Indigenous education research projects.</li> <li>▪ strengthens links with governments, schools and universities in other states facing Indigenous education challenges.</li> <li>▪ nurtures and develops stronger, smarter Indigenous leadership in communities.</li> </ul> <p><i>The Stronger, Smarter Principals Leadership Program</i> is an integral part of the Stronger, Smarter Realities Project. It has four key objectives:</p> <ul style="list-style-type: none"> <li>▪ building a critical mass of educational leaders creating positive changes in Indigenous education throughout Australia.</li> <li>▪ promoting improved student learning outcomes brought about by educational leaders and their schools.</li> <li>▪ creating a sustainable attitude and belief about the ability of Indigenous students, their teachers and communities to achieve outstanding results through quality education.</li> <li>▪ using technology for the dissemination of positive stories.</li> </ul> <p>The Stronger, Smarter Principals Leadership Program aims to:</p> <ul style="list-style-type: none"> <li>▪ develop leadership capacity to pursue improved educational outcomes for Indigenous students.</li> <li>▪ challenge assumptions about school practices that improve outcomes for Indigenous students.</li> <li>▪ support the process of school transformation to improve Indigenous student outcomes and engagement in action research.</li> <li>▪ build a critical mass of educational leaders creating positive changes in Indigenous education.</li> </ul>	
Support/resources	Schools to fund through their school grant.

Service line	Participation to employment
Priority area	Leadership in education for Indigenous students
Location	Region based
Intent	The intent of this initiative is to increase the pool of qualified Indigenous teachers and to improve access to higher education for Indigenous people in remote areas.
Key activities	<ul style="list-style-type: none"> <li>- Students enrolled in Remote Area Teacher Education Program access the teacher training course delivered via distance education.</li> <li>- Students attend block training when required.</li> </ul>

### **Remote Area Teacher Education Program**

The Remote Area Teacher Education Program (RATEP) is a joint initiative between Education Queensland, Tropical North Queensland TAFE (TNQTAFE), James Cook University and Indigenous communities.

The program delivers teacher education and training to Aboriginal and Torres Strait Islander students in urban, rural and remote centres throughout Queensland through a variety of delivery modes including using information communication technology and written genre supported by on-site teacher coordinators employed by Education Queensland.

The TAFE component of the course is open to Aboriginal and Torres Strait Islander people aged 18 or over who have completed Year 12 or an equivalent course of study. Applications are also considered where age, experience or other qualifications are indicative of success in the course.

To access the university component of the course, students must have completed the Diploma in Education (ATSI) through TNQTAFE or equivalent and be in a situation where their community or local school is willing and able to make a contribution towards the provision of certain material and human resources necessary for completion of the course objectives.

<b>Service line</b>	<b>Culture and enterprise</b>
Priority area	Cultural engagement
Location	Region/school based
Intent	The aim of the initiative is to embed Aboriginal and Torres Strait Islander perspectives across the four areas of school practice (personal and professional accountability; organisational environment; community partnerships; curriculum and pedagogy) in all state schools to promote a greater understanding of the histories, cultures, values, beliefs, languages, lifestyle and roles of Aboriginal and Torres Strait Islander peoples.
Key activities	<ul style="list-style-type: none"> <li>- Awareness seminars for principals, deputy principals and HOCs – half-day.</li> <li>- EATSIP workshops for HOCs and teachers – two days.</li> <li>- Adopt-a-school – coaching and mentoring of teachers in schools for one day a week per term.</li> </ul>

***Embedding Aboriginal and Torres Strait Islander Perspectives in Schools***

Embedding Aboriginal and Torres Strait Islander perspectives throughout schools enables Aboriginal and Torres Strait Islander students to develop their sense of identity and pride in their culture, and build knowledge and understanding of their cultural heritage, thus contributing to developing a positive self-concept.

There will be a staged professional development program over three years based on school clusters and the number of Indigenous students, with a balance between schools with larger percentage of Indigenous students and schools with a smaller number or no Indigenous students.

The Crossing Cultures initiative can be used to strengthen this initiative. Crossing Cultures is the Department's Indigenous cultural awareness package.

Support/resources	<p>Training in EATSIP is provided by the ISSUs.</p> <p>Crossing Cultures presentation and speaker notes can be found on the Department's intranet site. ISSUs can advise schools on facilitators for this package.</p>
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## Attachment 1 - Major influences on Indigenous student outcomes

### Early years

Parental school involvement is a significant factor for school success and successful transitions.<sup>viii</sup> Communication with teachers and coherence between home and school learning, mutual support and cooperative decision making between parents and teachers is associated with success in school.<sup>ix</sup> and provides a platform for readiness and transition processes to early education and early learning.<sup>x</sup> The Centre for Aboriginal Economic Policy Research (CAEPR) case studies demonstrated the need for strategies to increase Indigenous participation in pre-schooling and thereby increase school readiness for Indigenous children as they enter primary schooling.<sup>xi</sup>

### English as a second language

Many Indigenous students in Queensland state schools have English as a second language (ESL) or English as second dialect (ESD) learning needs. For many of these students, Aboriginal English, Torres Strait Creole or an Indigenous language is their first language. Many speak more than one of these languages or dialects before starting school. ESL and ESD students need to develop a high degree of competence in Standard Australian English to succeed in school.<sup>xii</sup> CAEPR research has identified that a priority for schools was the school readiness of Indigenous children, especially in regards to literacy.<sup>xiii</sup> Although CAEPR has not undertaken research on explicit teaching of English as second language, it found that on a general level, primary school teachers and senior staff comment that 'insufficient attention was being paid to the difficulties experienced by Indigenous students in "code switching" between Aboriginal English and Standard Australian English and for those where dialects were the family home-based language, this was all the more difficult'.<sup>xiv</sup>

### Socio-economic status

In 2006, the Programme for International Student Assessment (PISA) survey results found that students in the lowest socioeconomic quartile lagged those in the highest socioeconomic quartile by 2½ years.<sup>xv</sup> The CAEPR paper, *Ranking regions: Revisiting an index of relative Indigenous socioeconomic outcomes*, highlighted the low socio-economic ranking of Indigenous people across Australia.<sup>xvi</sup> In late-primary and early-secondary school, Indigenous students are approximately two years behind their non-Indigenous counterparts.<sup>xvii</sup> Moreover, evidence suggests that there has not been a significant improvement in levels of equity in Australia's education system over time. Literacy and numeracy data from the Longitudinal Surveys of Australian Youth indicate that differences in social background had as much impact on differences in educational achievement in 1998 as they did in 1975.<sup>xviii</sup> The growth of the Indigenous population in urban areas has not positively affected the economic status of Indigenous people. Indigenous people moving into capital cities tend to take up residency in areas of low socio-economic status.<sup>xix</sup>

### **Stability, mobility and attendance**

The impact of participation and attendance on educational outcomes is well known. Research shows that a 'significant proportion of young people leave school because they don't like schooling' and schools can play a major role in reducing school alienation and non-attendance.<sup>xx</sup> High levels of mobility compound other factors (such as social and emotional concerns or an existing learning difficulty) that have a negative impact on learning outcomes.<sup>xxi</sup> DET research shows that when analysing the socio-economic position/achievement relationship among Indigenous students, and combining factors such as the overall level of achievement of Indigenous students, low SES and mobility, that the mobile Indigenous cohort of students are at significant risk of performing well below benchmarks in student achievement. Research on mobility programs aimed at reducing mobility and those aimed at meeting the needs of mobile students have been successful in raising the attainment of mobile students, increasing rates of literacy and numeracy for mobile students and narrowing the attainment gap between the mobile and static populations.<sup>xxii</sup>

### **Quality school leadership and quality teaching**

Researchers stress the importance of quality teacher training, both pre-service and in-service, to give teachers the understanding, skills and confidence to teach across cultures in order to ensure teachers can adopt culturally inclusive, appropriate and effective approaches to teaching Indigenous students.<sup>xxiii</sup> Indigenous educator Dr Chris Sara stresses the importance of expelling the dominant ideology that accepts Aboriginal underachievement as normal; teachers need to scrutinise their own practice to contemplate what they could be doing to contribute to such drastic underachievement of Aboriginal students. He stresses that the role of principal is crucial to the extent that it can influence the whole culture of a school.<sup>xxiv</sup>

### **School community and educational partnerships**

The importance of school and community partnerships has been recognised for more than 30 years and was highlighted in CAEPR's 1995 review of 20 years of policy recommendations for Indigenous education, where the priorities of school and community communication, Indigenous representation and participation, and parental support for their children's education was highlighted.<sup>xxv</sup> Research has shown that direct school contact is of major significance to the success of the child's transition to school and education outcomes.<sup>xxvi</sup> Respectfully engaging with Indigenous parents empowers them and does lead to increased parental involvement.<sup>xxvii</sup> Australian Directions in Indigenous Education 2005 – 2008 states that, 'the development of genuine partnership, based on the principles of cross-cultural respect between the school and the Indigenous community, remains the primary platform to productive, stimulating and responsive highly effective schools serving Indigenous students'.<sup>xxviii</sup> The Queensland Indigenous Education Consultative Committee has called for increased school community and education partnerships and has requested that schools develop a school community engagement plan that encourages and enables Indigenous involvement.<sup>xxix</sup>

*Closing the Gap Education Strategy*  
*Every day, in every classroom, every student is learning and achieving*

Attachment 2

**CLOSING THE GAP EDUCATION STRATEGY**

Principles	Lines of Service	Priority Areas	Strategic Directions	Outcomes	Q2 & COAG Targets	Departmental Outcome Targets
<b>Data-driven</b> <b>Place-based</b> <b>Case-managed</b>	<b>Foundation learning with a focus on literacy and numeracy</b>	<ul style="list-style-type: none"> <li>+ Parental engagement in the early phase of learning</li> <li>+ Indigenous students who have English as a second language</li> <li>+ Whole school approach for improving learning in literacy &amp; numeracy</li> <li>+ Numeracy intervention</li> <li>+ Indigenous education support services</li> </ul>	Every day	Attendance		+ Close the gap in attendance by 2013
	<b>Health and physical activity as a precondition to learning</b>	<ul style="list-style-type: none"> <li>+ Student health &amp; wellbeing</li> </ul>	In every classroom	Retention	75% of Queenslanders, aged 25 to 64, with a trade, training or tertiary qualification at Certificate III level or above by 2020	+ Close the gap in Year 12 retention by 2013
	<b>Participation to employment</b>	<ul style="list-style-type: none"> <li>+ Stability, Mobility &amp; Attendance</li> <li>+ Transition support services</li> <li>+ High expectations &amp; aspirations</li> <li>+ Alternative pathways</li> <li>+ Residential colleges</li> <li>+ Leadership in education for Indigenous students</li> </ul>	Every student	Workforce capacity		
	<b>Culture and enterprise</b>	<ul style="list-style-type: none"> <li>+ Cultural engagement</li> </ul> <p><i>Preventive place-based strategies</i>  <i>Staged implementation based on what works</i>  <i>Leverage off systemic initiatives &amp; resources</i></p>	Is learning and achieving	Achievement	Halve the gap for Indigenous students in reading, writing and numeracy within a decade  At least halve the gap for Indigenous students in Year 12 attainment or equivalent attainment rates by 2020  Lift the Year 12 or equivalent attainment rate to 90% by 2020	+ Halve the gap in reading & numeracy by 2012
Points of Service	<ul style="list-style-type: none"> <li>+ Schools</li> <li>+ Indigenous Education Schooling Support</li> <li>+ Regions</li> </ul>					
Resources	<ul style="list-style-type: none"> <li>+ Core school funding</li> <li>+ Indigenous Education Projects funding - State</li> <li>+ Indigenous Education Support Services</li> <li>+ Transition Support Services</li> <li>+ Indigenous Education Services funding - SPP</li> <li>+ Literacy &amp; Numeracy in low socio-economic communities - MCEETYA</li> <li>+ Literacy &amp; Numeracy NP</li> <li>+ Low socio-economic NP</li> <li>+ Teacher Quality NP</li> </ul>					
	<p style="text-align: center;">Other systemic strategies e.g.</p> <ul style="list-style-type: none"> <li>+ QCAR - QCATs</li> <li>+ P-12 Curriculum Framework Guidelines for ESL Learners</li> <li>+ Curriculum Guidelines - Whole school approach for improving learning through intervention</li> <li>+ Every Day Counts</li> </ul>					
	<p style="text-align: center;">Continous improvement - implement, review, improve</p> <ul style="list-style-type: none"> <li>+ Indigenous Education Regional Plans</li> <li>+ Annual Indigenous Education Report Card</li> </ul>					

**Attachment 2- Closing the Gap Education Strategy Schema**

### Attachment 3 – Regional planning schema

- Regions identify a small number of initiatives for concerted effort and investment in order to avoid the pitfalls of previous approaches of a large number of activities.
- Align with Indigenous education service lines and priority areas.
- Base the choice for initiatives on data, place-based and case managed.
- Stage implementation of initiatives across schools.

<b>DATA-DRIVEN</b>	Are students learning what it is intended that they learn?
<b>PLACE-BASED</b>	Identify the schools to implement initiatives e.g. based on size of cohort of students and students' needs
<b>CASE-MANAGED</b>	What are the characteristics of students: <ul style="list-style-type: none"> <li>• language/ESL</li> <li>• mobility &amp; attendance</li> <li>• low socio-economic status</li> </ul> What are the characteristics of the school: <ul style="list-style-type: none"> <li>• parental/community engagement</li> <li>• Indigenous perspectives</li> <li>• expectations of students</li> <li>• curriculum offerings</li> </ul>

Lines of service	Strategies
<b>Foundation learning</b> with a focus on literacy and numeracy	<ul style="list-style-type: none"> <li>• Parental engagement in the early phase of learning</li> <li>• Indigenous students who have English as a second language</li> <li>• Whole school approach for improving learning in literacy and numeracy</li> <li>• Numeracy intervention</li> <li>• Indigenous education support services</li> </ul>
<b>Health and physical activity</b> as a precondition to learning	<ul style="list-style-type: none"> <li>• Student health and wellbeing</li> </ul>
<b>Participation to employment</b>	<ul style="list-style-type: none"> <li>• Stability, mobility and attendance</li> <li>• Transition Support Services</li> <li>• High expectations and aspirations</li> <li>• Alternative pathways</li> <li>• Residential colleges</li> <li>• Leadership in education for Indigenous students</li> </ul>
<b>Culture and enterprise</b>	<ul style="list-style-type: none"> <li>• Cultural engagement</li> </ul>



**DESIGN SCHOOL-BASED INTERVENTIONS**

- Refer strategies menu above



**DESIGN REGIONAL SUPPORT SERVICES**

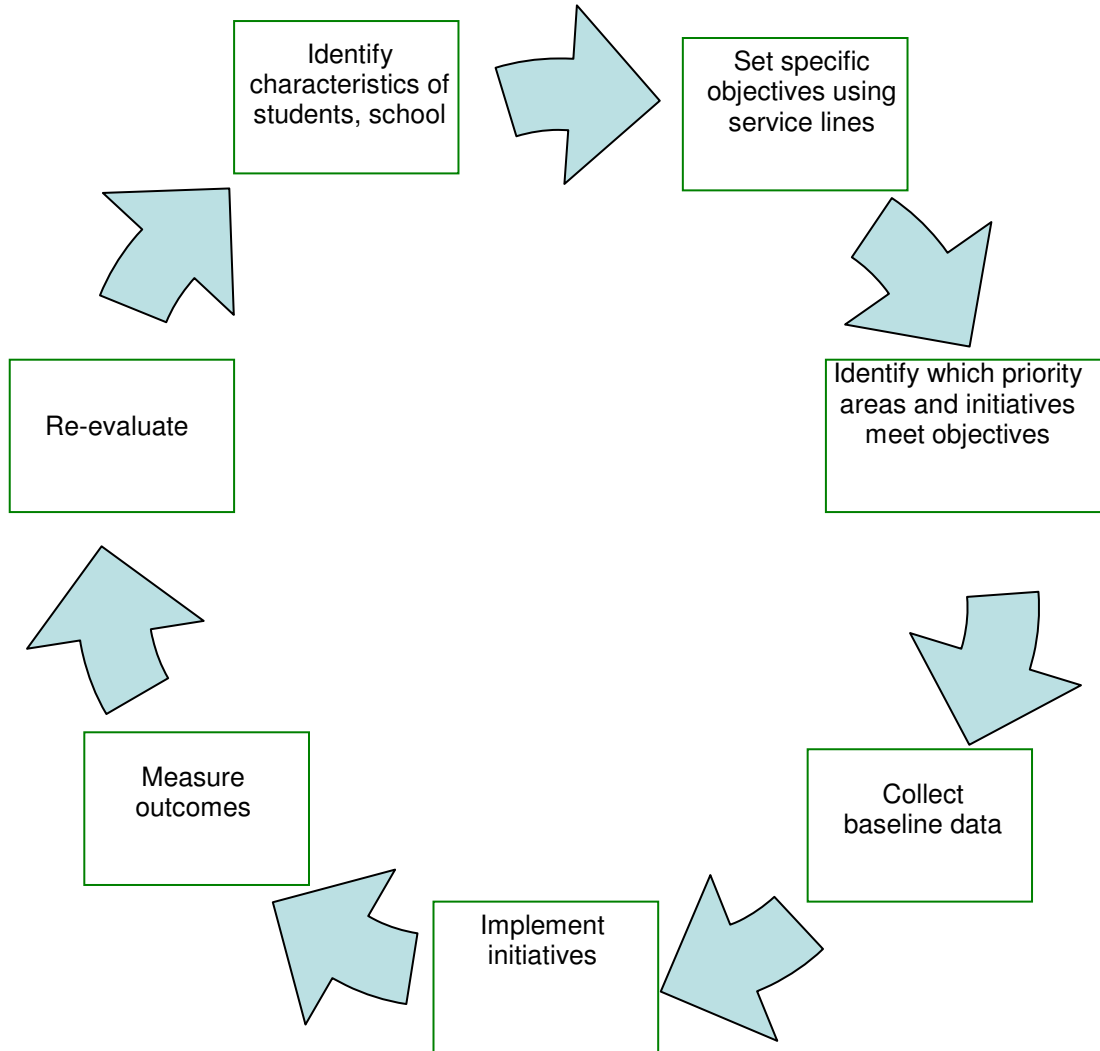
- What is the region to do to make this happen?
- What support can be provided by the Indigenous Schooling Support Units?
- Is there a staged implementation?
- Which schools will the region invest in to deliver planned outcomes?



**DESIGN EVALUATION FRAMEWORK**

- How to measure performance

## Assessment loop



**STUDENT COHORTS**

**COAG Target**

Halve the gap for Indigenous students in reading, writing and numeracy within a decade  
 At least halve the gap for Indigenous students in Year 12 or equivalent attainment rates by 2020.  
 Lift the Year 12 or equivalent attainment rate to 90% by 2020

2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12		
Prep	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	
ECEC	Prep	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12
ECEC	Pre-Prep	Prep	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
ECEC	ECEC	Pre-Prep	Prep	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10
ECEC	ECEC	ECEC	Pre-Prep	Prep	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9
ECEC	ECEC	ECEC	ECEC	Pre-Prep	Prep	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8
	ECEC	ECEC	ECEC	ECEC	Pre-Prep	Prep	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7
		ECEC	ECEC	ECEC	ECEC	Pre-Prep	Prep	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
			ECEC	ECEC	ECEC	ECEC	Pre-Prep	Prep	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
				ECEC	ECEC	ECEC	ECEC	Pre-Prep	Prep	Yr 1	Yr 2	Yr 3	Yr 4
					ECEC	ECEC	ECEC	Pre-Prep	Prep	Yr 1	Yr 2	Yr 3	Yr 4

**Q2 Target**

75% of Queenslanders, aged 25 to 64, with a trade, training or tertiary qualification at Certificated III level or above by 2020

2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	18 yrs	19 yrs	20 yrs	21 yrs	22 yrs	23 yrs	24 yrs		
	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	18 yrs	19 yrs	20 yrs	21 yrs	22 yrs	23 yrs	24 yrs	
		Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	18 yrs	19 yrs	20 yrs	21 yrs	22 yrs	23 yrs	24 yrs
			Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	18 yrs	19 yrs	20 yrs	21 yrs	22 yrs	23 yrs
				Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	18 yrs	19 yrs	20 yrs	21 yrs	22 yrs
					Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	18 yrs	19 yrs	20 yrs	21 yrs
						Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	18 yrs	19 yrs	20 yrs
							Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	18 yrs	19 yrs
								Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	18 yrs
									Yr 8	Yr 9	Yr 10	Yr 11	Yr 12

*Closing the Gap Education Strategy*

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**Attachment 5 – NAPLAN 2008 Queensland state school students – region and state wide**

Gap between Indigenous and non-Indigenous students –  
mean scale score – Years 3, 5, 7 and 9 – reading and numeracy  
Stage II 2008 NAPLAN

**Year 3 Reading**

Regions	Indigenous	Non-Indigenous	Gap
Far North Queensland	282.3	360.3	78.0
North Queensland	289.8	359.5	69.7
Darling Downs-South West	314.3	368.8	54.5
Fitzroy-Central West	306.9	357.6	50.7
Greater Brisbane	342.4	390.1	47.7
Wide Bay-Burnett	317.3	358.1	40.8
Mackay-Whitsunday	324.5	361.0	36.5
Sunshine Coast	331.5	367.9	36.4
Moreton	319.1	352.2	33.1
South Coast	334.9	364.5	29.6
State	307.4	369.4	62.0

**Year 3 Numeracy**

Regions	Indigenous	Non-Indigenous	Gap
Far North Queensland	292.0	358.9	67.0
North Queensland	292.2	358.8	66.7
Darling Downs-South West	316.0	367.4	51.4
Greater Brisbane	338.7	382.1	43.4
Fitzroy-Central West	316.5	357.9	41.3
Wide Bay-Burnett	327.4	360.6	33.2
Sunshine Coast	334.0	365.4	31.5
Mackay-Whitsunday	331.3	360.7	29.4
South Coast	337.8	363.7	26.0
Moreton	324.6	350.5	25.9
State	312.9	366.7	53.8

**Year 5 Reading**

Regions	Indigenous	Non-Indigenous	Gap
Far North Queensland	372.8	457.0	84.2
North Queensland	382.5	456.8	74.3
Darling Downs-South West	405.9	463.5	57.5
Fitzroy-Central West	404.7	458.4	53.7
Greater Brisbane	433.4	480.9	47.5
Moreton	406.4	451.2	44.9
Mackay-Whitsunday	420.9	463.0	42.0
Wide Bay-Burnett	414.6	452.8	38.2
South Coast	426.4	456.2	29.9
Sunshine Coast	440.3	461.8	21.5
State	402.5	463.8	61.2

**Year 5 Numeracy**

Regions	Indigenous	Non-Indigenous	Gap
Far North Queensland	383.8	451.7	67.9
North Queensland	391.0	450.0	59.0
Darling Downs-South West	407.1	456.3	49.1
Greater Brisbane	427.4	472.5	45.1
Fitzroy-Central West	406.9	451.7	44.8
Moreton	405.2	445.2	40.0
Mackay-Whitsunday	420.8	459.4	38.7
Wide Bay-Burnett	415.8	450.2	34.4
South Coast	422.3	449.5	27.2
Sunshine Coast	434.1	453.1	19.0
State	405.5	456.8	51.3

**Year 7 Reading**

Regions	Indigenous	Non-Indigenous	Gap
Far North Queensland	441.7	522.1	80.4
North Queensland	446.8	517.3	70.4
Darling Downs-South West	476.1	528.3	52.2
Greater Brisbane	493.9	541.3	47.4
Fitzroy-Central West	472.7	518.3	45.6
Wide Bay-Burnett	481.3	521.9	40.6
Mackay-Whitsunday	480.8	519.6	38.8
Moreton	480.4	516.1	35.7
South Coast	485.0	516.8	31.7
Sunshine Coast	496.2	522.3	26.0
State	468.1	525.3	57.2

**Year 7 Numeracy**

Regions	Indigenous	Non-Indigenous	Gap
Far North Queensland	454.3	530.9	76.6
North Queensland	463.2	525.8	62.6
Darling Downs-South West	482.5	539.8	57.3
Fitzroy-Central West	478.1	527.5	49.4
Greater Brisbane	504.9	553.0	48.2
Wide Bay-Burnett	494.3	532.9	38.7
Mackay-Whitsunday	494.8	533.3	38.5
Moreton	491.5	527.9	36.3
Sunshine Coast	501.9	532.5	30.5
South Coast	500.7	529.9	29.2
State	479.7	536.6	56.9

**Year 9 Reading**

Regions	Indigenous	Non-Indigenous	Gap
Far North Queensland	487.1	564.5	77.4
North Queensland	504.6	560.9	56.3
Wide Bay-Burnett	510.4	556.8	46.4
Darling Downs-South West	517.7	562.9	45.2
Moreton	503.6	543.5	39.9
Fitzroy-Central West	515.9	555.6	39.6
Greater Brisbane	536.4	570.2	33.8
Mackay-Whitsunday	521.8	555.3	33.5
Sunshine Coast	528.6	559.2	30.6
South Coast	523.1	552.5	29.4
State	511.9	559.8	47.9

**Year 9 Numeracy**

Regions	Indigenous	Non-Indigenous	Gap
Far North Queensland	491.8	562.5	70.7
North Queensland	509.0	557.0	48.0
Darling Downs-South West	517.2	563.2	46.0
Wide Bay-Burnett	513.3	558.6	45.3
Mackay-Whitsunday	511.9	554.3	42.3
Moreton	502.4	544.7	42.2
Greater Brisbane	535.0	576.6	41.6
Fitzroy-Central West	522.5	559.0	36.5
South Coast	526.7	558.2	31.5
Sunshine Coast	533.3	560.5	27.2
State	513.9	562.6	48.7

*Closing the Gap Education Strategy*

*Every day, in every classroom, every student is learning and achieving*

**NAPLAN 2008 – Queensland state school students - region and state wide**

Gap between Indigenous and non-Indigenous students –

percentage at or above NMS - Years 3, 5, 7 and 9 – reading and numeracy

**Year 3 % At or Above NMS - Reading**

Region	Indigenous	Non-Indigenous	Gap
Darling Downs-South West Queensland	70.7	85.5	14.8
Far North Queensland	58.5	85.8	27.2
Fitzroy-Central West Queensland	67.1	84.3	17.3
Greater Brisbane	80.1	90.0	9.9
Mackay-Whitsunday	74.1	86.2	12.1
Moreton	72.5	83.8	11.3
North Queensland	61.8	85.9	24.0
South Coast	79.2	85.9	6.7
Sunshine Coast	76.5	87.9	11.4
Wide Bay-Burnett	72.1	85.3	13.3
State Wide	68.0	86.9	18.9

**Year 3 % At or Above NMS - Numeracy**

Region	Indigenous	Non-Indigenous	Gap
Darling Downs-South West Queensland	75.0	89.2	14.2
Far North Queensland	60.3	89.8	29.5
Fitzroy-Central West Queensland	75.7	90.1	14.4
Greater Brisbane	82.3	92.8	10.5
Mackay-Whitsunday	79.9	90.8	10.9
Moreton	80.1	86.5	6.4
North Queensland	63.7	89.0	25.3
South Coast	84.6	89.5	4.9
Sunshine Coast	80.5	91.1	10.7
Wide Bay-Burnett	75.9	90.0	14.1
State Wide	71.8	90.5	18.7

**Year 5 % At or Above NMS - Reading**

Region	Indigenous	Non-Indigenous	Gap
Darling Downs-South West Queensland	59.6	82.2	22.6
Far North Queensland	42.7	83.0	40.3
Fitzroy-Central West Queensland	59.9	81.6	21.8
Greater Brisbane	72.2	88.7	16.6
Mackay-Whitsunday	72.3	83.6	11.3
Moreton	62.1	81.3	19.2
North Queensland	50.9	82.1	31.2
South Coast	68.6	82.0	13.5
Sunshine Coast	75.1	84.3	9.2
Wide Bay-Burnett	65.3	81.4	16.1
State Wide	58.6	84.1	25.5

**Year 5 % At or Above NMS - Numeracy**

Region	Indigenous	Non-Indigenous	Gap
Darling Downs-South West Queensland	70.8	88.5	17.8
Far North Queensland	56.8	89.9	33.1
Fitzroy-Central West Queensland	68.8	89.0	20.2
Greater Brisbane	82.7	92.4	9.7
Mackay-Whitsunday	79.5	90.9	11.4
Moreton	69.7	85.7	16.0
North Queensland	61.5	88.2	26.7
South Coast	75.5	87.3	11.8
Sunshine Coast	80.6	89.1	8.4
Wide Bay-Burnett	76.3	88.8	12.4
State Wide	69.0	89.4	20.4

**Year 7 % At or Above NMS - Reading**

Region	Indigenous	Non-Indigenous	Gap
Darling Downs-South West Queensland	78.9	92.4	13.5
Far North Queensland	62.6	92.4	29.8
Fitzroy-Central West Queensland	74.9	92.3	17.4
Greater Brisbane	83.8	94.7	10.8
Mackay-Whitsunday	86.3	92.6	6.3
Moreton	86.8	91.9	5.2
North Queensland	63.7	91.1	27.3
South Coast	84.5	90.9	6.3
Sunshine Coast	89.2	93.8	4.6
Wide Bay-Burnett	80.3	92.6	12.3
State Wide	75.2	92.8	17.7

**Year 7 % At or Above NMS - Numeracy**

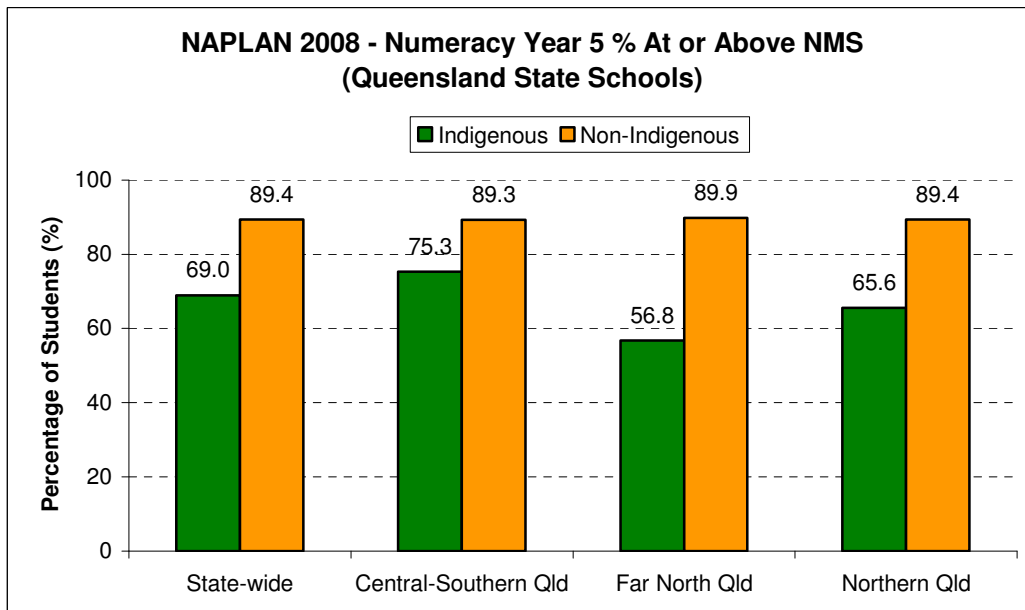
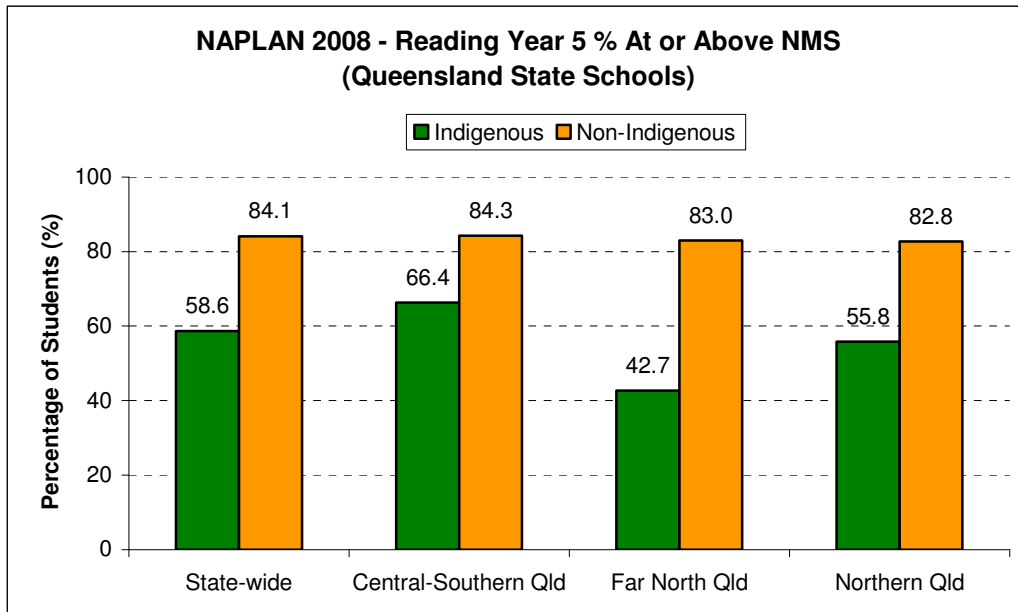
Region	Indigenous	Non-Indigenous	Gap
Darling Downs-South West Queensland	86.4	94.9	8.5
Far North Queensland	74.9	96.0	21.1
Fitzroy-Central West Queensland	82.8	95.2	12.4
Greater Brisbane	90.7	96.2	5.5
Mackay-Whitsunday	94.3	95.4	1.1
Moreton	87.7	94.1	6.5
North Queensland	78.3	94.2	15.9
South Coast	91.6	93.6	2.0
Sunshine Coast	91.2	96.0	4.8
Wide Bay-Burnett	85.8	95.5	9.7
State Wide	83.8	95.2	11.4

**Year 9 % At or Above NMS - Reading**

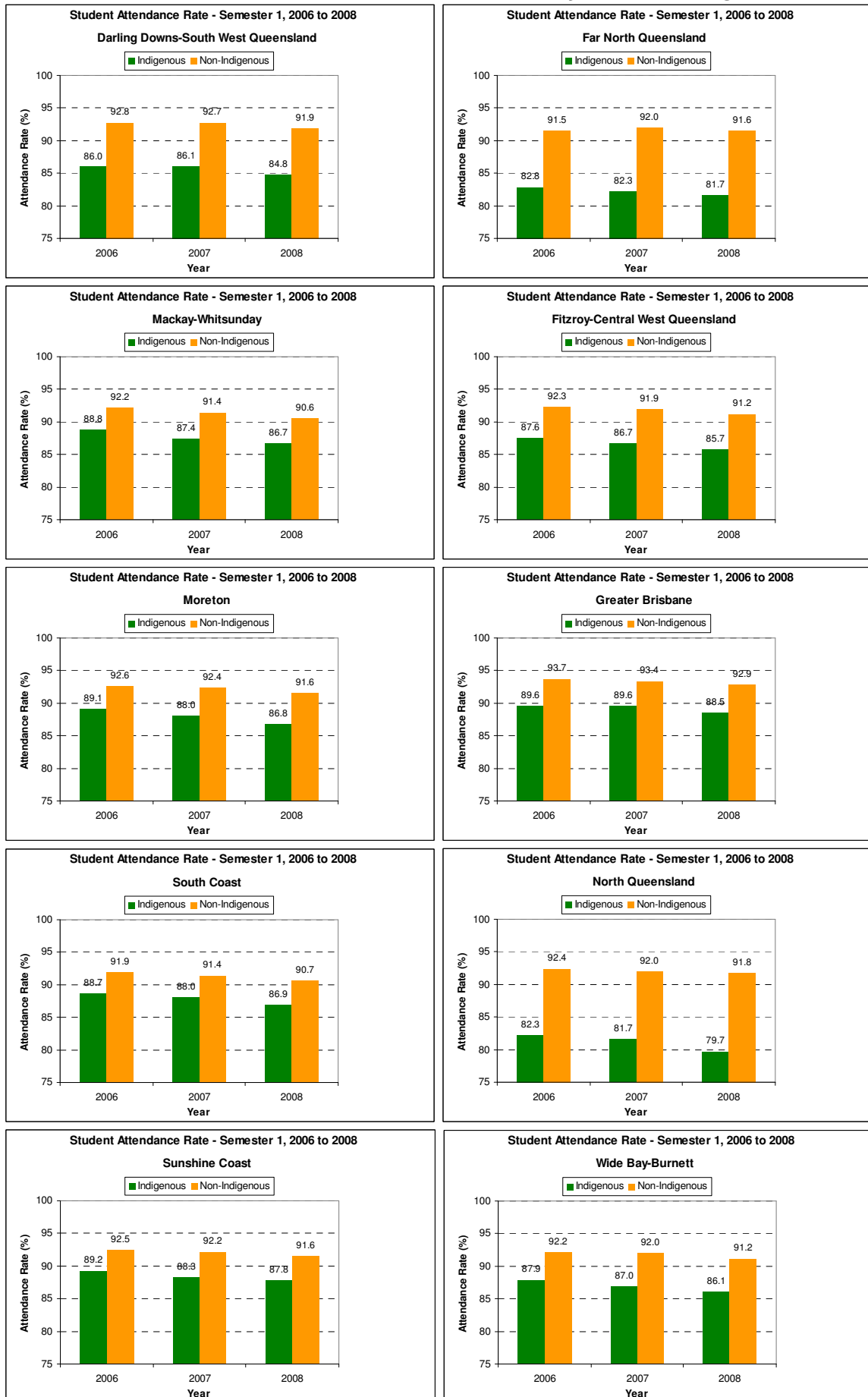
Region	Indigenous	Non-Indigenous	Gap
Darling Downs-South West Queensland	75.3	89.7	14.4
Far North Queensland	58.5	89.6	31.1
Fitzroy-Central West Queensland	74.9	87.8	12.9
Greater Brisbane	84.0	91.1	7.1
Mackay-Whitsunday	80.7	90.7	10.0
Moreton	68.8	84.2	15.4
North Queensland	65.0	89.6	24.6
South Coast	77.1	88.0	10.9
Sunshine Coast	76.7	89.9	13.2
Wide Bay-Burnett	69.8	88.2	18.5
State Wide	71.2	89.3	18.0

**Year 9 % At or Above NMS - Numeracy**

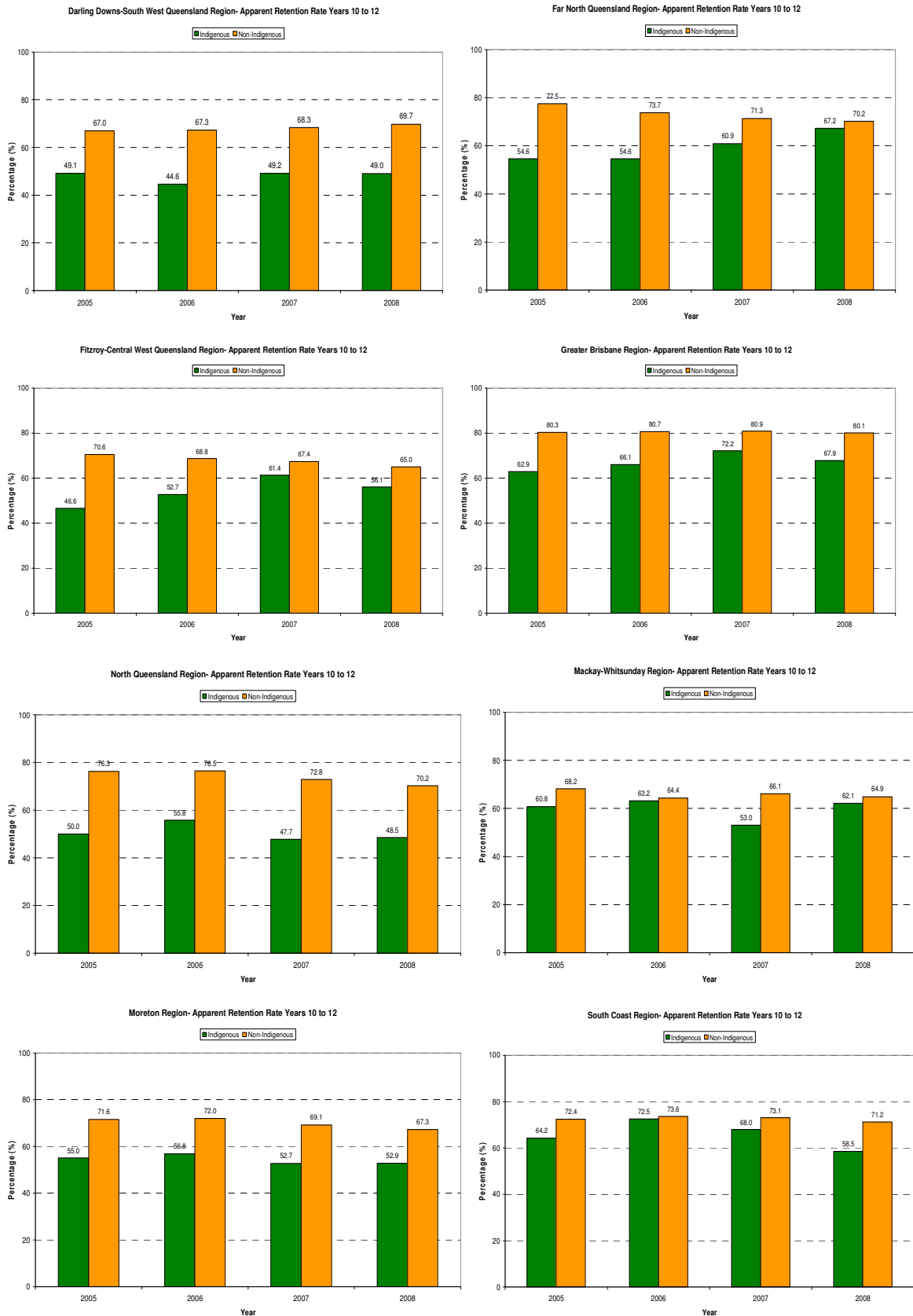
Region	Indigenous	Non-Indigenous	Gap
Darling Downs-South West Queensland	77.2	90.8	13.6
Far North Queensland	62.6	91.8	29.2
Fitzroy-Central West Queensland	77.0	90.5	13.5
Greater Brisbane	85.7	93.0	7.3
Mackay-Whitsunday	77.4	92.2	14.8
Moreton	70.8	85.6	14.9
North Queensland	69.9	91.4	21.5
South Coast	80.2	90.6	10.5
Sunshine Coast	82.8	92.4	9.5
Wide Bay-Burnett	74.2	90.5	16.3
State Wide	74.3	91.3	17.0



### Attachment 7 – Student attendance rate by Education region



## Attachment 8 – Apparent retention rate Years 10 to 12 by Education region



**End notes**

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