

<u>Australian Education Act:</u> Objects	<u>Regulation</u>	QCEC Implementation Plan
<p>Section 3 (2) Implement the national plan for school improvement (set out in NERA)</p> <p>77 (d) the approved authority ensures that: (i) the authority has a school improvement framework in accordance with the regulations and (ii) each school develops, implements, publishes and reviews a school improvement plan in accordance with the regulations;</p> <p>99 Approved authority must have an implementation plan (1) An approved authority must have an implementation plan. (2) The implementation plan must do the following: (a) set out activities, programs and initiatives to be undertaken (to contribute to achieving the objects of the Act)</p>	<p>44 School improvement planning having regard to National School Improvement Tool or any equivalent document</p>	<p>Maintain continuous school improvement processes having regard to the National School Improvement Tool (NSIT) or its equivalent and requirements of Queensland Non-State School Accreditation Board (NSSAB) for cyclical school improvement planning and reporting processes in schools.</p>
<p>3 (3) Quality teaching All teachers will have the skills, and support they require, to improve their</p>	<p>Div 3 41 Enhancing principal and teacher performance and professional development:</p>	<p>Continue to work across education sectors and with Queensland College of Teachers in the development and implementation of high quality pre-service teacher education courses and induction</p>

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<p>performance over time and to deliver teaching of a high quality to all of their school students</p> <p>77 (a) the approved authority has in place processes and procedures for enhancing principal and teacher performance and professional development at the schools in accordance with the regulations;</p>	<p>(a) implement the Australian Teacher Performance and Development Framework;</p> <p>(b) provide access to ongoing professional development consistent with the Australian Charter for the Professional Learning of Teachers and School Leaders.</p> <p><i>(Explanatory Notes - The Framework and the Charter were endorsed by Education Ministers at the SCSEEC on 3 August 2012)</i></p>	<p>processes through the Queensland Fresh Start initiative. This aligns with AITSL standards.</p> <p>Align current practices for professional learning and performance feedback with the Australian Teacher Performance and Development Framework and the Australian Charter for the Professional Learning of Teachers.</p> <p>Promote excellence in teaching through Great Teachers = Great Results initiative in Catholic schools in Queensland.</p> <p>Further develop this implementation plan in relation to locally delivered initiatives that support quality teaching.</p>
<p>Quality learning</p> <p>(4) Australian schooling will provide a high quality educational experience with an environment and curriculum that supports all school students to reach their full potential.</p>	<p>42 Implementing a curriculum</p> <p>(1) must implement:</p> <p>(a) the Australian Curriculum that is authorised by the Ministerial Council from time to time; or</p> <p>(b) if ACARA assesses another curriculum as allowing comparable outcomes</p> <p>(2) An approved authority for a school must fully implement a curriculum, mentioned in subsection (1), in learning areas, and by the times, agreed by the Ministerial Council from time to time.</p> <p>(3) An approved authority for a school fully implements a curriculum at a</p>	<p>Continue to implement Australian curriculum phase 1 subjects: English, mathematics, science and history.</p> <p>Work with national and state entities in the development of the Australian Curriculum phase 2 and 3 learning areas.</p> <p>Work with other school education sectors and the state curriculum authority in the ongoing development of state implementation timelines for phase 2 and 3 learning areas.</p>

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77 (c) the approved authority ensures that the schools participate in the national assessment program in accordance with the regulations;	<p>school by teaching, assessing and reporting on student achievement using the content and achievement standards in the curriculum.</p> <p>(Explanatory notes - In December 2010 the Ministerial Council agreed that jurisdictions would achieve substantial implementation of Foundation to Year 10 Australian Curriculum in English, mathematics, science and history by the end of 2013.</p> <p>As each learning area is agreed by Ministers, it is expected that Ministers will also agree to an implementation timeframe for it.)</p> <p>43 Student assessments (1) an approved authority for a school ensures that the school participates in the National Assessment Program</p>	<p>Participate as per legislative requirements in the National Assessment program and engage with NAP deliberations and discussions.</p> <p>Further develop this implementation plan in relation to locally delivered initiatives that support quality learning.</p>
Empowered school leadership (5) Leaders in schools will have the resources, the skills, and greater power, to make decisions and implement strategies at the local level to obtain the		<p>Align the Australian Professional Standard for Principals to professional development and learning for school leaders.</p> <p>Provide access to professional learning opportunities for the development of aspiring leaders.</p>

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best outcomes for their schools and school students.		<p>Retain the principle of subsidiarity to provide the appropriate balance between principal autonomy and systemic school support.</p> <p>Investigate building stronger partnerships with parents and communities.</p> <p>Further develop this implementation plan in relation to locally delivered initiatives that support empowered school leadership, and parental and community engagement in schools.</p>
<p>Transparency and accountability (6) Support will be provided to schools to find ways to improve continuously by analysing and apply data</p> <p>77 (f) the approved authority provides information in accordance with the regulations.</p>	<p>49 information included in the school’s census return for a year: 55 – 57 information required 59 Student reports</p>	<p>Maintain current arrangements for reporting and provision of information.</p> <p>Contribute to discussions at the state and national level to review MySchool website.</p> <p>Work with the Australian Government to improve appropriate data collection and provision.</p> <p>Further develop this implementation plan in relation to locally delivered initiatives that support transparency and accountability.</p>
<p>Meeting student need (8) Australian schooling will place the highest priority on: (a) identifying and addressing the needs of school students, including barriers to learning and wellbeing; and (b) providing additional support to school students who require it.</p>		<p>Distribute funding using the agreed Queensland Catholic Education Commission group funding model</p> <p>Implement the 2005 Disability Standards for Education and provide reasonable adjustments for students with disability.</p> <p>Continue to develop and implement strategies to meet the diverse needs of all students.</p>

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77. (e) the approved authority complies, and ensures each school complies, with relevant disability discrimination laws of the Commonwealth, a State or a Territory;		<p>Work with the Australian Government to continue with the phased implementation of the Nationally Consistent Collection of Data on School Students with a disability.</p> <p>Further develop this implementation plan in relation to locally delivered initiatives that support meeting student need</p>