Let's Stay Put

Literacy and Numeracy Pilot

31 March 2010 - Progress Report

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Contents

Section 1: Pilot Progress Summary

A general overview of the pilot's progress

> *A range of Indigenous population dynamics play out underneath the demographic picture that can be constructed from official statistics. **Primary among these are temporary mobility practices**. Although temporary movements are largely 'uncaptured' by conventional statistical measures, they are pervasive in public life and thought. (Prout, 2008; p i)*

The *'Let's Stay Put for Literacy and Numeracy Learning'* two year pilot aims to trial a 'systematic response' (Prout, 2008) to the reality of Indigenous temporary mobility practices across a range of Queensland school sites.

The *'Let's Stay Put for Literacy and Numeracy Learning'* project has a two pronged approach:
1. The professional development of teachers to understand student needs and intervention strategies – as they pertain to mobile students, mobile Indigenous students.
2. The case management of individual students – that is, mobile students, and in particular mobile Indigenous students.

The aims of the *'Let's Stay Put for Literacy and Numeracy Learning'* project will build an understanding of student mobility and its impact on learning, particularly in literacy and numeracy, through:
- Developing innovative student centred approaches and interventions to address issues of mobility.
- Lifting teacher capacity by building professional development networks and resources.
- Implementing whole-of-school strategies that can be used and applied across the school/s.
- Building the evidence-base on mobility and its impact on student learning.

Long-term objectives are to:
- Improve student literacy/numeracy data for mobile students.

- Increase teacher, school and system knowledge and skills of the needs of mobile students.
- Reduce rates of student mobility.

Research Questions

The research questions framing the *'Let's Stay Put for Literacy and Numeracy Learning'* project focus upon a two-pronged approach:

1. The professional development of teachers to build capacity to respond to the needs of mobile students.
2. To manage students' needs via an individualised approach.

Methodology

The research aspect of the project is being conducted within a collaborative action research framework. This method sees the JCU researchers consistently liaise and work in close collaboration with school staff and other key stakeholders. In doing so, the Action Research Teams work within the framework of the following sequence for planning inquiry in action:

1. Form an action group(s)
2. Review existing and required information
3. Gather and analyse evidence to identify needs
4. Propose ways of addressing identified needs
5. Consult with interested parties
6. Develop action plans
7. Plan for systematic implementation over a significant period of time
8. Plan the evaluation process
9. Implement the plan
10. Evaluate the program and reflect on results achieved

(Alloway, Dalley-Trim, Gilbert & Trist, 2006).

To inform the action research process and design appropriate interventions the methodological specifics of this research include:

Data Collection Tools

- Quantitative data in relation to student mobility extracted from SMS
- Documentation of action research cycle
- School based surveys of teachers
- Site visits and collation of relevant school documentation

- Interviews with school staff – teachers and administrators and Indigenous community members
- Analysis of other relevant material and documentation, including literacy and numeracy achievement data.
- Analysis of programs and strategies for literacy and numeracy development.

1.1.1 A cluster specific overview of the pilot

The four clusters – Cairns, Riverway, Central Queensland and Logan – involved in the *'Let's Stay Put for Literacy and Numeracy Learning'* project are markedly different in nature.

Table 1 summarises the school population data in 2008, 2009 and Term 1 2010 and notes the number of Indigenous (Aboriginal and/or Torres Strait Islander) and non Indigenous students enrolled at key census points.

Table 2 provides a summary of key characteristics of each school within the four clusters, noting student attendance (as reported in School Annual Reports), the Broad Socio-Economic Grouping (BSEG) of each school and whether or not the school has a Special Education Unit. Each of these features is indicative of the complexities within the school community. A final column in this table notes additional features of the school community.

Let's Stay Put Literacy and Numeracy Pilot

31 March 2010 - Progress Report

Table 1: Summary of school population for Queensland schools involved in *Let's Stay Put* project

Cluster	School	Population Size 2008			Population Size 2009			Population Size 2010		
		Total	Indigenous	Non-Indigenous	Total	Indigenous	Non-Indigenous	Total	Indigenous	Non-Indigenous
Cairns	Balaclava State School	267	158	109	250	160	90	208	132	76
Cairns	Cairns West State School	429$_c$	301$_c$	128	417	302$_c$	115	446	296	150
Cairns	Parramatta State School	305	178	127	325	197	128	356	214	142
Riverway	Kelso State School	449	76	373	424	85	339	401	78	323
Riverway	Rasmussen State School	409	141	268	408	167	241	390	156	234
Riverway	Weir State School	765	193	572	759	179	580	740	168	572
Central Queensland	Allenstown State School	424	53	371	388	40	348	350	42	308
Central Queensland	Crescent Lagoon State School	416$_4$	86$_c$	330	397	78	319	378	80	298
Logan	Marsden State School	766	65	701	795	59	736	881	68	813
Logan	Woodridge State School	507	58	449	527	65	462	518	53	465
Logan	Woodridge North State School	517	53	464	471	49	422	503	44	459

$_4$ denotes day 4 data
$_c$ denotes February census data

Let's Stay Put Literacy and Numeracy Pilot

31 March 2010 - Progress Report

Table 2: Characteristics of schools

Cluster	School	Attendance rate % (2009)	BSEG (2006)	ICESEA (2009)	Special Education Unit	Additional characteristics
Cairns	Balaclava State School	82	Low	729	X	Up to 60% Indigenous students with Torres Strait Islander students the largest group. Many students provided with meals within the school.
	Cairns West State School	87	Low	689	X	Up to 70% of school population are Indigenous students. Currently operating with a 'service agreement' in relation to attendance and stability of students.
	Parramatta State School	88	Low	765	X	Up to 60% of school population are Indigenous students.
Riverway	Kelso State School	90	Mid-Low	861		Rapidly changing housing in local area through significant suburban development.
	Rasmussen State School	86	Mid-Low	776	X	Up to 40% Indigenous students. Support services include Red Cross Peace Coach. Feeder suburb has very low housing tenure.
	Weir State School	90	Mid-Low	837	X	Large population of students with special needs. A 'positive learning centre' – a regional behaviour modification program – is also a feature of the school.
Central Queensland	Allenstown State School	93	Low	925	X	Ten percent of school population are Indigenous students. School recently renovated to cater for support staff and revised processes for administration.
	Crescent Lagoon State School	93	Mid Low	910		'Zoned' school. Capacity to enrol new students determined by zoning rules.
Logan	Marsden State School	91	Mid-Low	867	X	More than 36 cultural groups are represented in the school. Significant population of Pacifika students.
	Woodridge State School	90	Low	877	X	The school has an 'on arrival' ESL centre. Large number of refugee students from locations of trauma: Congo, Sudan, Cambodia.
	Woodridge North State School	91	Low	865	X	Many Pacifika students within population. In addition there are a significant number of students from Africa and Cambodia who are in the main, refugees. School buildings and gardens actively restored by teachers given poor state of repair.

Let's Stay Put Literacy and Numeracy Pilot
31 March 2010 - Progress Report

The Indigenous student population within each school is presented below in Figure 1, while Figure 2 presents the proportion of Indigenous students within each school mapped over a three year period. Four schools – Balaclava, Cairns West, Parramatta and Rasmussen – show a school population with consistently more than 35% Indigenous students.

Figure 1: Size of Indigenous populations
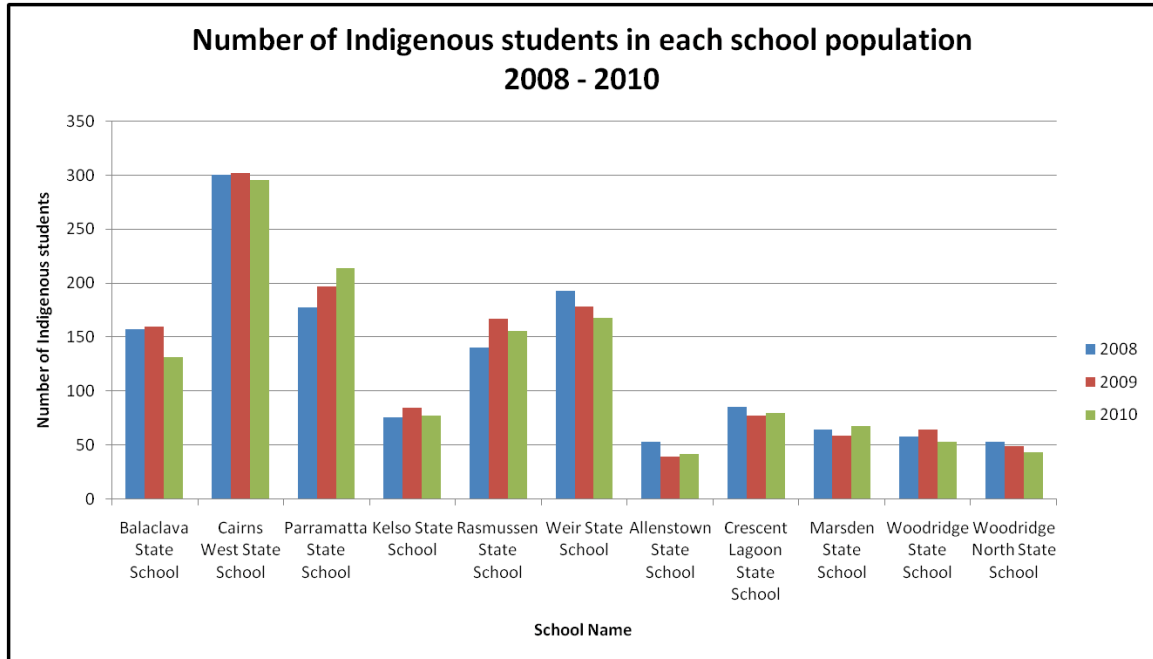
Figure 2: Proportion of Indigenous students in school population
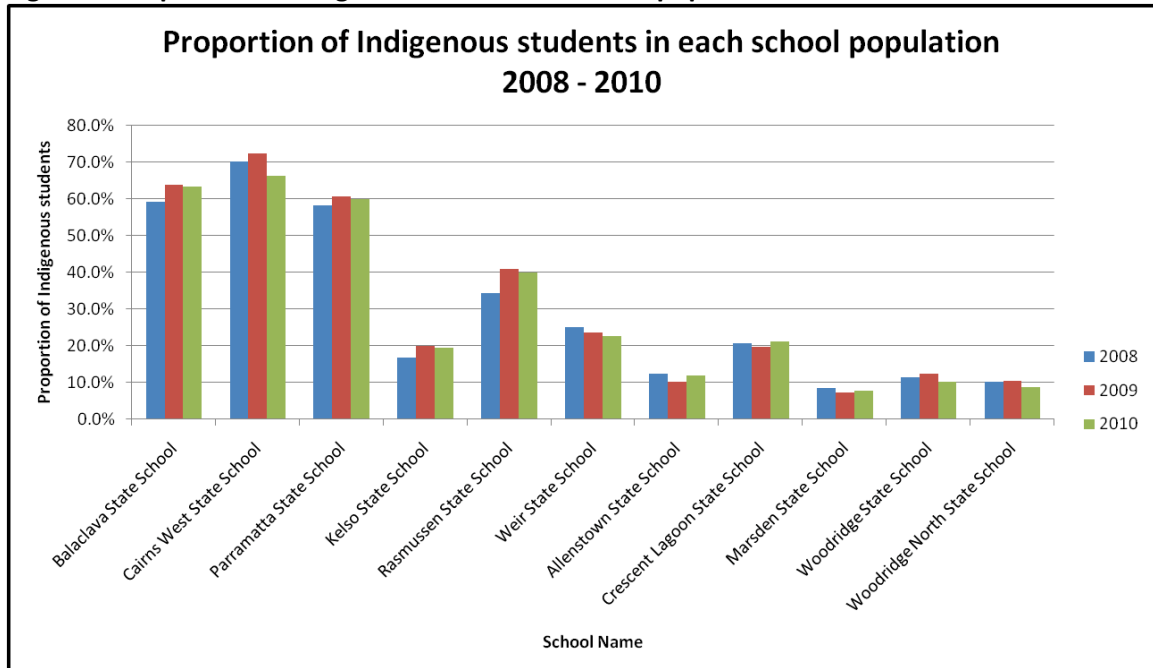
1.2 Cluster specific activities and progress to date (March 2010)

JCU researchers have facilitated a range of activities during 2009 and 2010.
An overview of the nature of these activities, and the participants involved in these
activities, is presented in the table following (see Table 3). See Appendix 1 for
presentations used in action research meetings.

Table 3: Cluster specific activities to date

Date	Event/activity	Attendees	Location
February - 2009			
17/18	Whole of project workshop	Principals, MSTs, ISSU managers, DET	Brisbane
March			
3	Action Research Meeting	Action research team	Cairns
	Consultation	MSTs	Cairns
6	Action Research Meeting	Action research team	Townsville (JCU)
	Staff briefing	ISSU Townsville	Townsville
18	Action Research Meeting	Action research team	Rockhampton
	Consultation MST	MST	Rockhampton
	Staff briefing	Full staff Central Queensland cluster	Rockhampton
19	Staff briefing	Full staff Marsden	Marsden
	Consultation MST	MST	Marsden
	Staff briefing	Full staff Woodridge Nth	Woodridge Nth
	Consultation MST	MST	Woodridge Nth
20	Staff briefing	Full staff Woodridge	Woodridge
	Staff briefing	Admin staff Woodridge	Woodridge
	Consultation MST	MST	Woodridge
	Action Research Meeting	Action research team	Logan
26	Consultation MST	Townsville clusters: MSTs	Townsville (JCU)
April			
8	Consultation	ISSU Townsville	Townsville
20	Staff briefing	Full staff Cairns cluster	Cairns
24	Term 1 data due		
27	Staff briefing	Full staff Vincent	Vincent
28	Staff briefing	Admin staff Townsville clusters	Townsville (JCU)
30	Consultation MST	Townsville clusters: MSTs	Townsville (JCU)
May			
5	Staff briefing	Full staff Heatley	Heatley
8	Action Research Meeting	Action research team	Cairns
11	Staff briefing	Full staff Kelso	Kelso
15	Action Research Meeting	Action research team	Townsville (JCU)
19	Action Research Meeting	Action research team	Rockhampton
20	Steering group meeting		Brisbane
21	Action Research Meeting	Action research team	Logan
June			
11	Consultation MST	Townsville Clusters: MSTs Fiona Navin & Gary Swayn	Townsville (JCU)
30	Consultation MST	Townsville Clusters: MSTs	Townsville (JCU)
August			

Let's Stay Put Literacy and Numeracy Pilot
31 March 2010 - Progress Report

	Interim Report 1 submitted		
7	Action Research Meeting	Action research team	Townsville (JCU)
13	Action Research Meeting	Action research team	Rockhampton
	Teacher Focus Group	Volunteer teachers, MST	Rockhampton
	Consultation MST	MST	Rockhampton
14	Action Research Meeting	Action research team	Logan
	Teacher Focus Group	Volunteer teachers, MSTs	Logan
	Consultation MST	MSTs	Logan
18	Action Research Meeting	Action research team	Cairns
	Teacher Focus Group	Volunteer teachers, MSTs	Cairns
	Consultation MST	MSTs	Cairns
20	Teacher Focus Group	Volunteer teachers, MSTs	Townsville (Riverway)
26	Teacher Focus Group	Volunteer teachers, MSTs	Townsville (Tsv West)
September			
17	Consultation MST	Townsville clusters: MSTs	Townsville (JCU)
24/25	Attend IEW Conference		Townsville
October			
15	Consultation MST	Townsville clusters: MSTs	Townsville (JCU)
30	Project consultation	MSTs, DET team, JCU team, School Leadership reps	Brisbane DET office
November			
13	Action Research Meeting	Action research team	Cairns
	Consultation	MSTs	Cairns
16	Action Research Meeting	Action research team	Rockhampton
	Consultation	MST	Rockhampton
	Teacher Survey	Crescent Lagoon SS Staff	Crescent Lagoon SS
17	Action Research Meeting	Action research team	Logan
	Indigenous stakeholders' meeting	DET and community members	Woodridge SS
	Consultation	MSTs	Logan
	Teacher Survey	Marsden SS staff	Marsden SS
	Teacher Survey	Woodridge Nth SS staff	Woodridge Nth SS
20	Action Research Meeting	Action research team	Townsville (JCU)
23	Teacher Survey	Rasmussen SS staff	Rasmussen SS
24	Teacher Survey	Balaclava SS staff	Balaclava SS
	Teacher Survey	Parramatta SS staff	Parramatta SS
	Teacher Survey	Allenstown SS staff	Allenstown SS
25	Teacher Survey	Woodridge SS Staff	Woodridge SS
26	Consultation MST	MSTs	Townsville (JCU)
27	Teacher Survey	Cairns West SS Staff	Cairns West SS
30	Teacher Survey	Weir SS Staff	Weir SS
December			
1	Teacher Survey	Currajong SS Staff	Currajong SS
7	Teacher Survey	Heatley SS Staff	Heatley SS
	Teacher Survey	Vincent SS Staff	Vincent SS
10	Teacher Survey	Kelso SS Staff	Kelso SS
February 2010			
22/23	Whole of project workshop	Principals, MSTs, ISSU managers, DET	Brisbane

1.3   An overview of strategies that are working to date

Strategies to ensure enactment of each of the project's aims are now well developed in each site.

Work of Mobility Support Teachers:

The Mobility Support Teachers (MSTs) focus in the following areas has continued.

- Developing innovative student centred approaches and interventions to address issues of mobility.
- Implementing whole-of-school strategies that can be used and applied across the school/s.

All schools in the project continue to work successfully with the employment of MST. Despite the appointment of a new Principal and MST at Rasmussen school at the start of 2010, the project has continued at the school in a seamless manner. A third MST in the Cairns cluster has also been integrated in the project successfully.

The MSTs continue to develop innovative student centred approaches to address issues of mobility. In mapping the tasks completed by the MST, it is increasingly possible to 'frame' the tasks completed to support Indigenous student in three domains:

1. Developing the 'readiness' of students to learn
2. Supporting engagement in learning, with a focus on literacy and numeracy learning
3. Improving learning achievement, with a focus on literacy and numeracy.

Readiness of students to learn

Recent studies highlight the importance of 'learning readiness', particularly for children living in poverty. The *Implications of Poverty on Children's Readiness to Learn Report* (2009) expands traditional definitions of learning readiness, beyond psychological indicators such as language and cognitive development, to broader based ecological and sociological factors. Drawing on the work of Kagan & Rigby (2003), the report promotes a revised understanding of learning readiness to embrace a broader range of factors that interact in complex ways that can shape a child's readiness to learn.

In the context of mobility, an expanded notion of 'readiness to learn' can include environmental factors such as housing, transport and stable family circumstances in addition to access to resources required for schooling – uniforms, materials etc. Health

status checks including hearing and vision checks, alongside accessing family support services are also critical 'readiness indicators'.

Engagement with learning

As outlined in the Department of Education and Training's document *Indigenous Education Strategic Directions 2008-2011*, ensuring active engagement with learning is a critical aspect of improving learning achievement. Without *engagement with learning*, improvements in *achievement* are unlikely. The MSTs are working systematically within the schools to improve mobile students' engagement with learning. In particular their focus is on:

- Ensuring regular attendance and participation

- Promoting active participation in school activities

- Supporting behaviour needs, including timely referral to support staff

- Ensuring personalised learning plans are developed for each student with a focus on literacy and numeracy learning needs.

Promoting learning achievement

The third key aspect of the MST's work is promoting learning achievement. The MST completes diagnostic testing and is able to measure progress in collaboration with the classroom teacher.

A sample of the indicative work of the MST in relation to the three domains above, appears in Table 4

Table 4: Indicative tasks of MST in three domains

Readiness to Learn	Engagement with Learning	Learning Achievement
• Determining support needs of child and family	• Providing overview of school's routines	• Completing diagnostic testing
• Assisting with referrals for housing, transport, medical needs	• Monitoring attendance systematically	• Analysing NAPLAN results
• Linking to key Indigenous community and staff members	• Updating parent/caregiver on child's attendance including positive reports on progress	• Assisting teachers to source appropriate teaching and learning resources
• Providing book/resource starter back	• Suggesting key components of personalised learning plan for classroom teacher	• Connecting teachers to specialist advisory services [e.g. ISSU]
• Providing school uniforms	• Supporting transition in classroom or playground	
• Reviewing schooling history and reports to determine learning and support needs	• Timely linking to student support professionals	
• Establishing relationships between classroom teacher	• In-class support for student	

and family • Inclusion in in-school supports e.g. Breakfast Club, Homework Club, social skills groups	and teacher for learning needs/transition • Supporting classroom teacher with behaviour issues/plans	

Raising of School Community Awareness

Schools continue to work in a range of ways to engage community members in the project and the importance of schooling stability. Table 5 describes key school communication initiatives while Appendix 2 provides examples of the materials used in each school site/cluster. Section 2.4 of this report details school specific strategies to engage Indigenous community members.

Table 5: Approaches to community awareness raising

School	Document and Website Information
Rasmussen State School	Annual School Report 2008 - Introduction Rasmussen State School has a proven record in adding value to the literacy, numeracy and social development of our students. While the school has a high percentage of mobile students, which is reflected in the key outcomes in the middle years, we are engaged in cutting-edge research into best-practice for timely intervention for these students. This is the Let's Stay Put campaign which is a collaborative project with James Cook University and Kelso and Weir State Schools. Our Mobility Support Teacher ensures that enrolling students settle quickly to become successful learners.
	Annual School Report 2008 - Future Outlook In the coming year, we expect to improve the monitoring of valued-addedness in literacy and numeracy of students who have been enrolled at our school for only a short time. We will have a strong emphasis on working collaboratively with James Cook University and three other school clusters in Cairns, Rockhampton and Logan as part of the federally funded Let's Stay Put for Literacy and Numeracy program.
	School Website Section for New Students which includes Information to Parents and Students, Bus Transport, Bikeways, School Hours, Parent Liaison Officers, Special Needs, Uniforms, Admission Policy and Stationery.
	Annual Operational Plan 2008 mentions MST and goals relating to mobility Student Services A case-managed approach to student services ensures individualized achievement and builds social capital • Focus on emotional literacy development and implementation of Circle Time in every classroom every week • Improve cluster model of 'Head of Student Services' role to ensure consistent service delivery across schools • Refine strategies to address mobility issues within cluster and extend to Bwgcolman
	School Statement on My School website

	Through our Mobility Project, we support new students enrolling in our school and promote the one child, one school, one year principle. Students are encouraged to attend school regularly as each day of schooling counts and assists students in developing the skills they need to become life long learners.
Kelso State School	Annual School Report 2008 - Introduction This is the third year for our involvement in the joint Mobility Project – Let's Stay Put – One child, one school, one year, with staff from James Cook University (JCU). The project is investigating the effect of mobility on student learning outcomes. School staff, including the Mobility Support Officer/MST who has been employed using funds from Education Queensland and Community Renewal, have worked closely with staff from JCU to continue gather data around school mobility trends and to plan interventions for school programs. The project was one the regional winners for Showcase 2008.
	School Website Lists MST in staff section. Provides general information on enrolment and provides necessary forms, booklists and uniforms.
Weir State School	Annual School Report 2008 - Social Climate Support programs include: School Chaplaincy, Mobility Support Officer/MST, Social Justice program, Student Council, Indigenous Aide Program, Positive Behaviour Support Program, and Breakfast Program.
	School Website has section on Enrolment which includes: Let's Stay Put Project : "Let's Stay Put - one child, one school, one year" After finding local children were changing schools regularly and struggling to settle in, the staff at Weir, Rasmussen and Kelso state schools put their heads together to develop the Let's Stay Put: One Child, One School, One Year program. Through grants, they employ mobility support officers for consistency and family support across all three schools. The program's success stories now include the North Queensland region Showcase Award for Excellence in Inclusive Education. Rasmussen State School principal Loretta Swayn said having stable schooling during the primary school years was important to children's learning. For further information go to the Education Queensland Notification of Showcase place winners notification. The Enrolment section provides documentation for parents to print, i.e. Student Enrolment Form, and outlines necessary documentation such as a birth certificate. This section of the website also provides information on the placement of new students and the process of student transfer. The website also provides the booklist and information on uniforms. In the Photo Gallery section there are two images of the Noticeboard displayed at the front of the school grounds. One displays 'Lets Stay Put Regional Showcase Winners' the other displays the message 'Lets Stay Put. One Child. One School. One Year.'
	Prospectus - available on school website Includes MST as Support Staff in Prospectus
Allenstown State School	School Website Has enrolment section which outlines to make appointment with MST.
Marsden State School	School Website Home page 'News flash' highlighting MST role/LSP. Another 'News flash' provides a link to the LSP website. MST is listed in Support section with info on LSP.

	The Support section has a page dedicated to Mobility Support. This page provides information on the Lets Stay Put project, outlines the expected outcomes and how these outcomes will be achieved. Information on uniforms and enrolment handbooks are also provided.
Woodridge North State School	School Website Lists MST in Administration Team. Also has MST listed in Support section. Mobility, MST and LSP discussed in the Four Year Action Plan 2009, available on school website.
Woodridge State School	School Website Mention of progress made by MST and the consideration for mobility in Four Year National Partnership documentation available on website.
	Secondary website Provides information on the Let's Stay Put project, the role of the MST, links to the 'every day counts' message, tips for moving and tips for 'staying put', community events and contacts, literacy and numeracy supports for students and parents. http://www.woodridgess.eq.edu.au/home/alync34/index.html

Staff Professional Development

JCU researchers conducted a number of Professional Development sessions during 2009. The focus in the second half of 2009 was the roll out of the MST database. Table 6 outlines the professional development provided to MSTs for this activity.

Table 6: Mobility Support Teacher Professional Development for use of database

Dates of Visits Regarding Database	School and Cluster
Roll Out (2009) Week 2 – Commencing 20th July	
Wednesday 22nd July	Rasmussen State School – Riverway
Wednesday 22nd July	Weir State School – Riverway
Wednesday 22nd July	Kelso State School – Riverway
Week 3 – Commencing 27th July	
Thursday 30th July	Allenstown State School – Central Queensland
Thursday 30th July	Crescent Lagoon State School – Central Queensland
Friday 31st July	Marsden State School – Logan
Monday 3rd August	Woodridge State School – Logan
Monday 3rd August	Woodridge North State School – Logan
Tuesday 4th August	Parramatta State School – Cairns
Tuesday 4th August	Cairns West State School – Cairns
Tuesday 4th August	Balaclava State School – Cairns
Trouble shooting, Finalising Data Collection and Report Preparation Week 8 – Commencing 23rd November	
Tuesday 24th November	Allenstown State School – Central Queensland
Tuesday 24th November	Crescent Lagoon State School – Central Queensland
Wednesday 25th November	Woodridge State School – Logan
Wednesday 25th November	Woodridge North State School – Logan
Wednesday 25th November	Marsden State School – Logan
Friday 27th November	Parramatta State School – Cairns
Friday 27th November	Cairns West State School – Cairns
Friday 27th November	Balaclava State School – Cairns

Overview of Database

The *Let's Stay Put* Database has been developed in Microsoft Access 2003 (Version No. 11), it will not operate using earlier versions of Microsoft Access and has not been tested in Microsoft Access 2007. See Appendix 3 for screen shots of the database. This database has been developed in a Windows XP Professional SP2 Operating System. It has not been tested in any other Windows Operating System. All Education Queensland machines operated using Windows XP Professional SP2 and had Microsoft Access 2003 installed. The only complication encountered throughout the database installation process was MST access to the folder containing the database.

A secure location for the database – ensuring privacy requirements – has been identified on each school's system. The placement of the database in a secure location on the school server and password protection of the database ensures student privacy is maintained.

The *Let's Stay Put* database is used mainly by MSTs, however, in some schools certain admin personnel assist in data entry. In most cases, the MST received formal training

from a JCU Research Team Member (see dates in Table 6) and were able to pass this knowledge on to relevant personnel.

Minimal training is required to use the database. Users do not require knowledge of Microsoft Access, however, it would be beneficial for users to understand how each section of data is linked. This knowledge would assist users in correcting errors in data entry that are displayed in the Data Integrity Report. For example, if an MST creates an Enrolment Interview Note a certain set of 'Enrolment Data' must also be entered. The Enrolment Data is linked to that particular Enrolment Interview Note. If the MST does not enter the required data a notification will appear on the Data Integrity Report. Prior to sending data to the JCU team for analysis, the MST must check that the Data Integrity Report is cleared of all notifications. Instructions are provided to MSTs on how to clear the Data Integrity Report, however, knowledge of how the sets of data link would assist MSTs in understanding why errors appear and how to independently resolve errors.

Each MST was provided with approximately ½ a day of training from a JCU Research Team Member and has been provided with ongoing support via resources prepared by the JCU team, phone calls, emails and follow-up visits (see Table 6). The initial training covered the structure of the database, data entry and editing, creating reports, configuring the database to suit the local context, suggesting improvements for the database, creating backup copies of the database, how to move the database and sending data to the JCU Team. During the training the MST was able to practice data entry/editing, asking the JCU Research Team Member for clarification on necessary aspects.

While the training that MSTs received was adequate initially, substantial support was later required. This was partly due to unforseen issues with data entry. Whilst the JCU team and EQ personnel endeavoured to provide schools with an accurate and failsafe database in a timely fashion, the unforseen errors required additional fixes to be applied to the database. These changes were minimal and the MSTs were able to add the fixes with support via email and phone. The database that is operating in schools now is much more stable and minimises the chance of mistakes during data entry.

Ideally, training in the database should be one - two days. This would allow more time for MSTs to gain knowledge of the structure of the database and explore the database in a safe environment, without the fear of losing their data.

1.4 Information on the next steps to deliver the pilot

A number of activities are planned for 2010. These are noted and discussed in detail below.

Action Research Meetings

Action Research Meetings with each cluster will continue during 2010 as detailed in Table 7 below.

Table 7: Schedule of planned Action Research meetings for 2010

Date(s) of Action Research Meeting	Cluster Involved in Meeting
Round Two	
28th May 2010	Riverway
31st May 2010	Logan
1st June 2010	Central Queensland
4th June 2010	Cairns
Round Three	
6th August 2010	Cairns
9th August	Central Queensland
10th August	Logan
13th August	Riverway
Round Four	
22nd October 2010	Cairns
25th October	Central Queensland
26th October	Logan
29th October	Riverway

Surveys

Teachers, principals and parent/carers will complete surveys in 2010.

Interviews

Interviews with Principals will be conducted as part of Round 3 action research meetings to review revised whole school strategies that enable more effective support for mobile students and to review the effectiveness of the MST role.

Interviews with key teachers will be completed in Round 4 action research meetings to review teacher practice and engagement with the project.

Focus groups interviews with parents will be held in collaboration with the Indigenous Schooling Support Unit in each cluster.

MST Database

Systematic reports will again be extracted from the MST database at the end of 2010.

Professional Development of teachers

Each cluster will prioritise actions to further the skills and knowledge of teachers in responding to the literacy and numeracy needs of students.

Community engagement

Work with the ISSU will focus on the implementation of appropriate engagement strategies and measuring their effectiveness by survey and focus groups. This will be a key aspect of the action research meeting agendas throughout 2010.

The *Let's Stay Put* Website will continue to expand and be utilised as a repository for community engagement materials.

1.5 Contact details for interested parties to contact you and obtain further information.

The *'Let's Stay Put for Literacy and Numeracy Learning'* project is supported by the following website: http://www.jcu.edu.au/letsstayput/
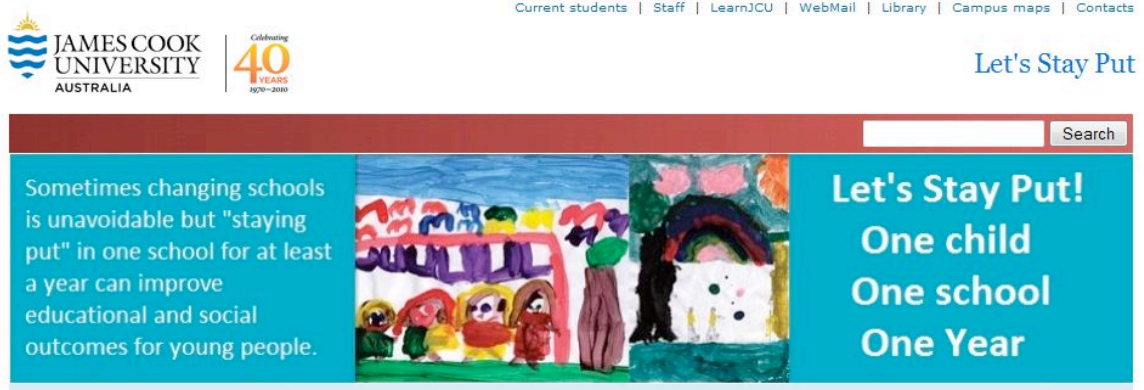
Section 2: Framework Data

Evidence is collected at key junctures of the project. Details are provided below.

2.1   Framework Data – Students

2.1.1 Outline the student baseline data collected in 2009, as agreed in your Evidence Framework

Quantitative data: Students

Measuring and Mapping Mobility

This project uses, for the first time in Australia, a micro level analysis of movement in and out of schools to measure and map student mobility. Using the *Joiners Plus Leavers (JPL)* formula (Dobson, Henthorne & Lynas, 2000), we measure the aggregate of individual movements after the first census date of the school year. In Queensland, and for our study, this date is referred to as the 'Day 8' census. This is the date that, traditionally, the school population is reported for the purposes of resource allocation – including teacher numbers.
The JPL formula is:

students joining the school (joiners) + students leaving the school (leavers) x 100

total school roll on the census date (DAY 8)

Using this formula, and benchmarking against the UK study, a mobility index of 20 is considered 'high' mobility, while an index of 35 is considered 'very high' mobility.

Table 8 summarises the mobility index for the school and clusters. The data presented includes 2008 enrolment data as well as 2009 data.

As noted in the last progress report, the 2008 mobility index data does not have high integrity – excepting the data from Riverway cluster, where the data was extracted under the supervision of the JCU research team at the end of 2008. This is due to the way the enrolment data is 'archived' at the end of each year. The Student Management System data is unable to record those students who are multiple movers – that is, those who move in and out of the school during a single year. Therefore, the 2008 mobility index presented in Table 8 **significantly under represents** the mobility within the schools, excepting the Riverway cluster.

Table 8: Mobility indices for schools – 2008 and 2009

Cluster	School	Mobility Index 2008			Mobility Index 2009		
		Indigenous 2008	Non-Indigenous 2008	Total 2008	Indigenous 2009	Non-Indigenous 2009	Total 2009
Cairns	Balaclava State School	59.5%	41.3%	52.1%	58.8%	43.3%	53.2%
	Cairns West State School	53.2%	42.2%	49.9%	65.2%	42.6%	59.0%
	Parramatta State School	56.7%	40.9%	50.2%	59.4%	40.6%	52.0%
Riverway	Kelso State School	46.1%	19.8%	24.3%	36.5%	20.9%	24.1%
	Rasmussen State School	88.7%	32.5%	51.8%	71.9%	20.7%	41.7%
	Weir State School	42.5%	24.3%	28.9%	41.9%	24.0%	28.2%
Central Queensland	Allenstown State School	41.5%	19.9%	22.6%	37.5%	15.2%	17.5%
	Crescent Lagoon State School	29.1%	14.5%	17.5%	16.7%	15.4%	15.6%
Logan	Marsden State School	49.2%	27.7%	29.5%	49.2%	28.9%	30.4%
	Woodridge State School	36.2%	35.4%	35.5%	47.7%	51.9%	51.4%
	Woodridge North State School	39.6%	20.9%	22.8%	36.7%	23.9%	25.3%

Noting the potential significant underrepresentation of the index in 2008, the 2009 data reveals that all clusters, excepting Central Queensland, have student populations with at least 'high' range levels of mobility. Indigenous mobility in each cluster however is above the 'very high' range except in Crescent Lagoon. As a zoned school, this school restricts movement and is operating under different parameters than all others in the project.

The Indigenous mobility index within all schools in the Cairns cluster and at Rasmussen school ranges between 58 and 72. These are **exceptionally high** levels of mobility. These indices will be updated each term in 2010.

Quantitative data: Literacy and numeracy performance

Literacy and numeracy performance as measured by achievement in the NAPLAN tests is increasingly noted as a problematic indicator of student improvement in the context of this project.

Two examples from the project that highlight the issues associated with referring to NAPLAN in the context of mobility are presented below – each highlighting the issue of 'traceability' of

students who are mobile, and the relevance (or more aptly put, lack of relevance) of 'whole school' approaches to improving NAPLAN results.

Example 1: Mobility within NAPLAN testing periods
In the Cairns cluster the MSTs noted the following student who moved while undertaking the NAPLAN test as follows.

- Day 1 NAPLAN – Hope Vale

- Day 2 NAPLAN – Hope Vale

- Day 3 NAPLAN – Cairns West

This example gives rise to consideration of the high levels of mobility experienced by this student and, obviously, undertaking the movement within the testing period is highly disruptive to the student and the school testing site.

Example 2: Traceability of students undertaking NAPLAN in each school site
Each year schools are asked to formulate plans to respond their school's NAPLAN performance. These plans are often developed for a particular cohort of students. In the context of the extraordinary levels of mobility identified in this project, it is increasingly apparent that 'whole school plans' are irrelevant as the cohort undertaking the NAPLAN test in Year 3 may well be a completely different group of students by the time Year 5 NAPLAN is undertaken. We refer to this issue as one of 'traceability'.

In 2009, JCU project team member Tanya Doyle completed a detailed analysis of the Riverway cluster, as part of an Honours thesis. Tanya used data collected from the Riverway cluster during 2008 – prior to this project's commencements – and undertook a detailed analysis of the link between NAPLAN performance and student mobility.

The methodology for this honours research project was replicated for the Cairns cluster including analysis of the mobility data collected from the Student Management System and the 2009 NAPLAN results. The methodology, as presented in Figure 3 highlights the difficulty in tracing student NAPLAN performance in the context of mobility.

Figure 3: The interaction between mobility and NAPLAN results in the Cairns cluster

NAPLAN results 2009
Source: PMR Corporate Data
n = 2350

Cairns Cluster "Mobility Data" 2009
Source: SMS
n = 548

This data set is filtered so that only results related to Cairns cluster remain

This data set is filtered so that only results for students in years 3, 5, & 7 remain

NAPLAN results for Cairns Cluster
n = 435

Joiners & Leavers in years 3, 5 & 7 in Cairns Cluster
n = 232

These 2 data sets are interrogated "How many of these joiners and leavers have NAPLAN results recorded in the Cairns Cluster? To answer the question, an access query sought to link the EQID's of students in both data sets.

NAPLAN results for all Joiners & Leavers in the Cairns Cluster
n = 106

This data set contained EQID's for multiple movers. As such, it was critical to ensure that each EQID was only counted once, further reducing the number of unique EQID with NAPLAN results in the Cairns West Cluster

NAPLAN results for each unique EQID found in the original "mobility data" set
n = 79

In summary, 205 of the unique EQID's in the Cairns Cluster "mobility data set" are missing NAPLAN results that are attached to the Cairns Cluster. This tells us, that if these students sat the NAPLAN, they did not sit it in the Cairns Cluster.

Figure 3 above presents the challenges, at school level, of implementing a response to NAPLAN results in the context of high levels of mobility. A whole school plan is clearly inappropriate in such contexts. Individualised case management of each student is more pertinent and indeed required, but is also more resource intensive.

Overall NAPLAN results

A comparison of 2008 and 2009 NAPLAN results for each of the NAPLAN strands is provided below. This comparison is of **limited use** given the issue of *traceability*, but serves to note the overall trends in the school.

Figure 4: 2008 and 2009 NAPLAN Results - Year 3 Reading
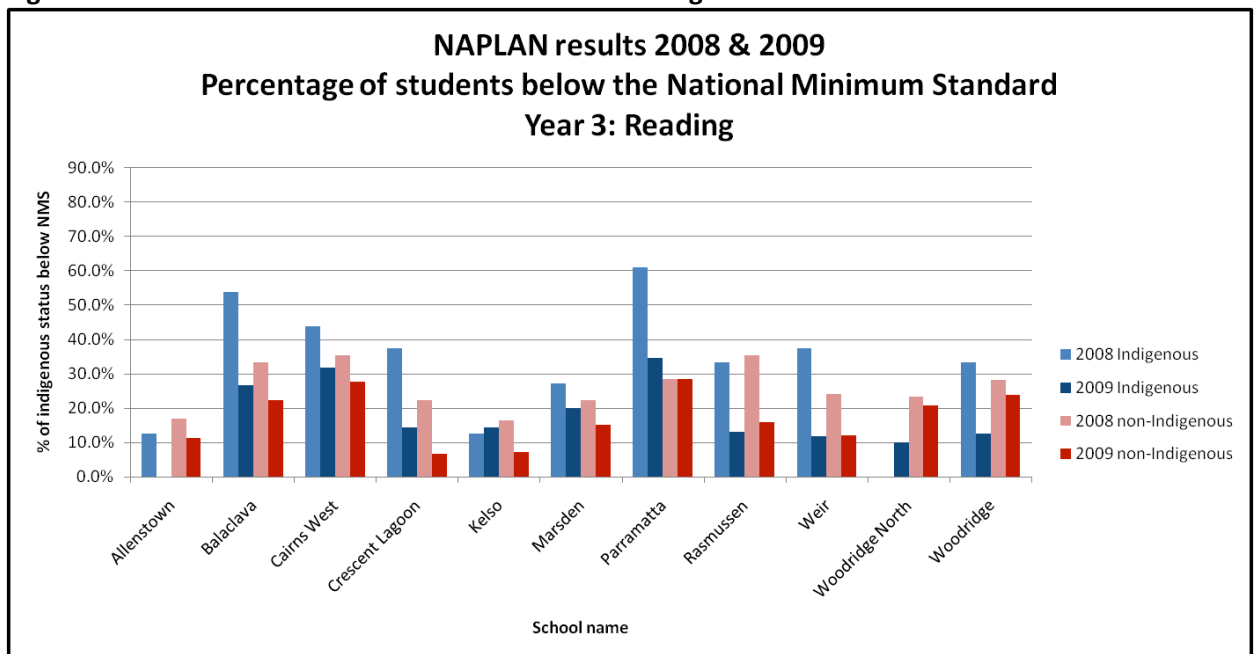
Figure 5: 2008 and 2009 NAPLAN Results - Year 5 Reading
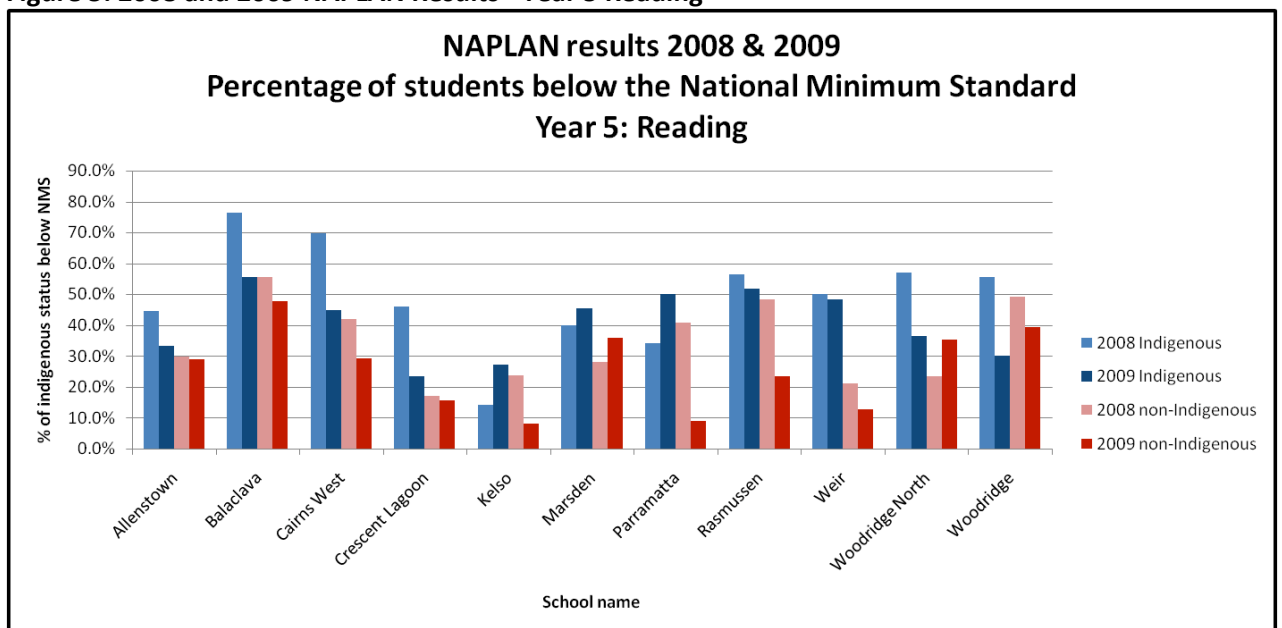
Figure 6: 2008 and 2009 NAPLAN Results - Year 7 Reading
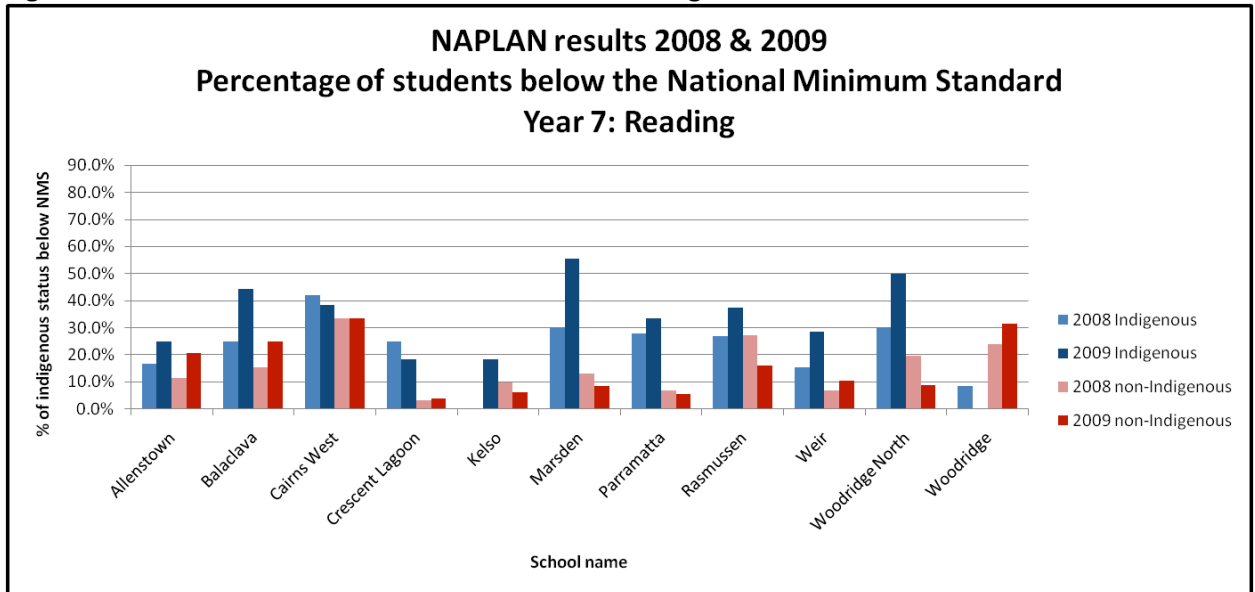
Figure 7: 2008 and 2009 NAPLAN Results - Year 3 Writing
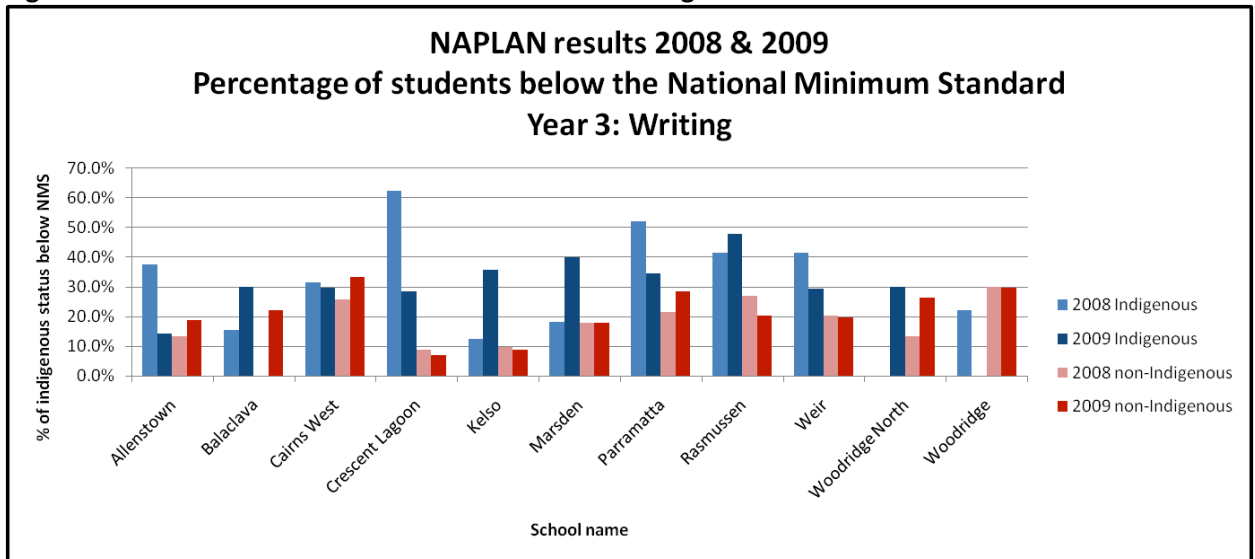
Figure 8: 2008 and 2009 NAPLAN Results - Year 5 Writing
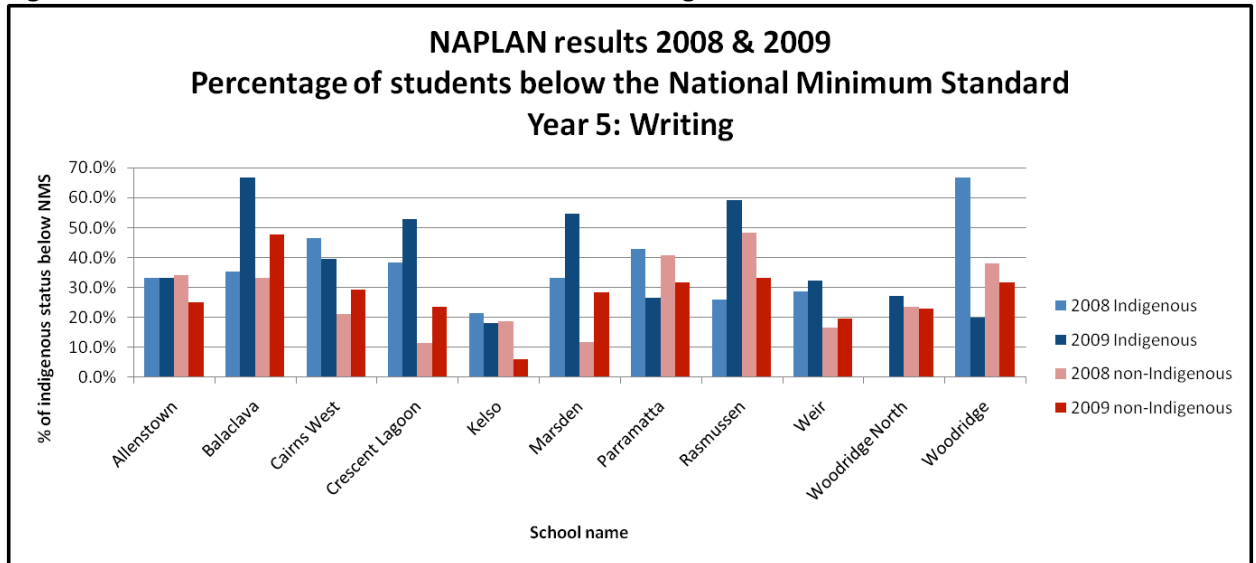
Figure 9: 2008 and 2009 NAPLAN Results - Year 7 Writing
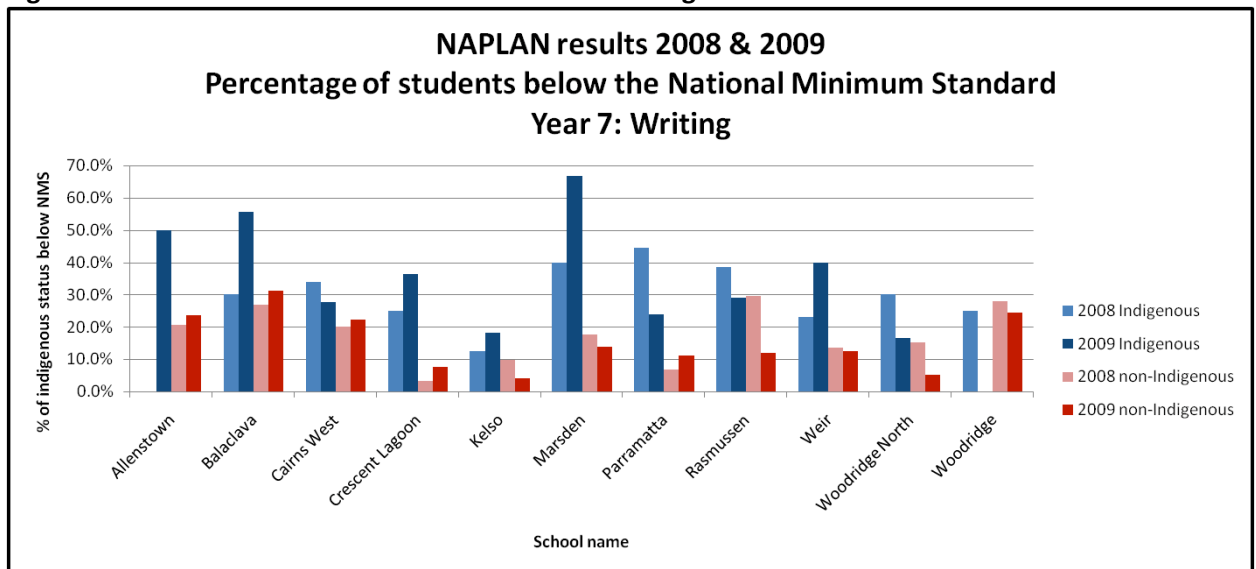
Figure 10: 2008 and 2009 NAPLAN Results - Year 3 Numeracy
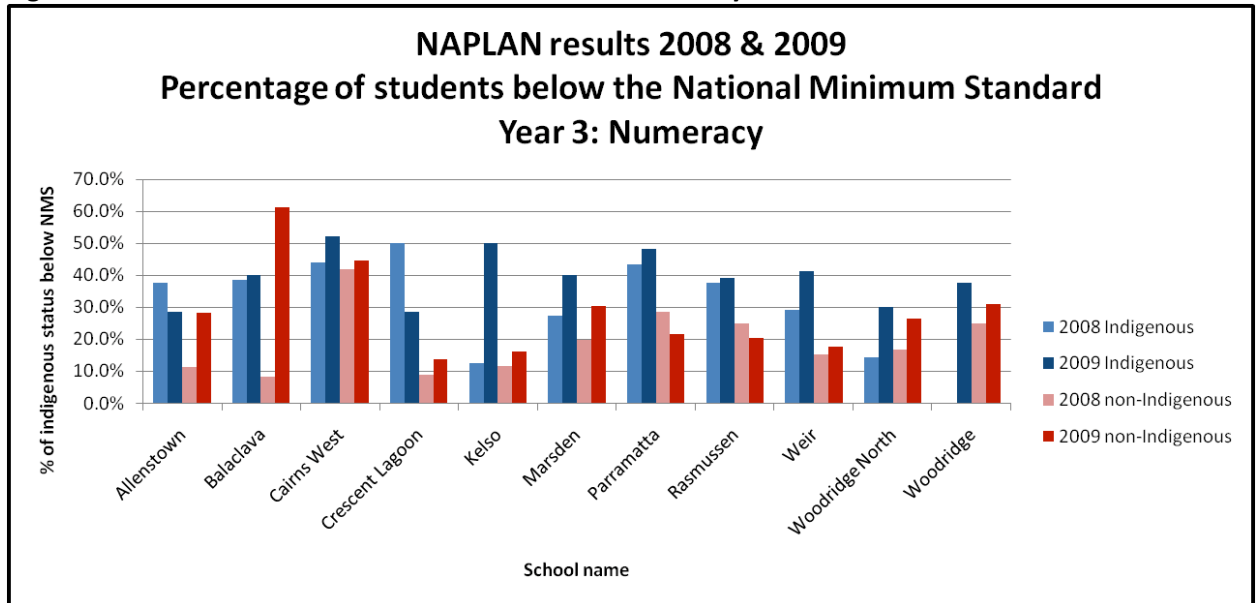
Figure 11: 2008 and 2009 NAPLAN Results - Year 5 Numeracy
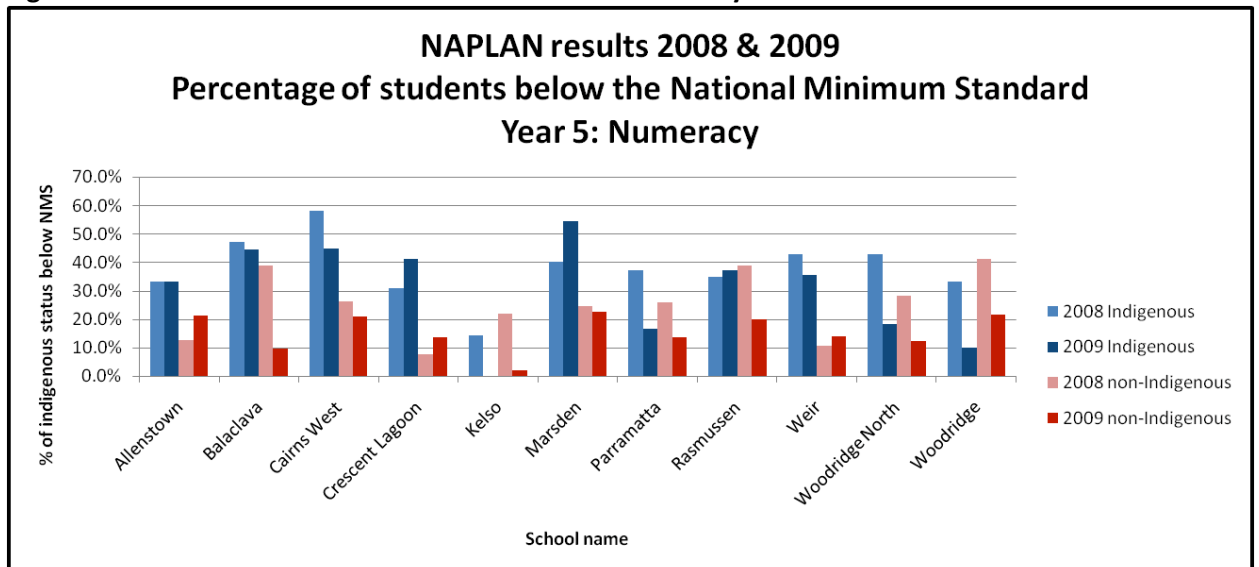
Figure 12: 2008 and 2009 NAPLAN Results - Year 7 Numeracy
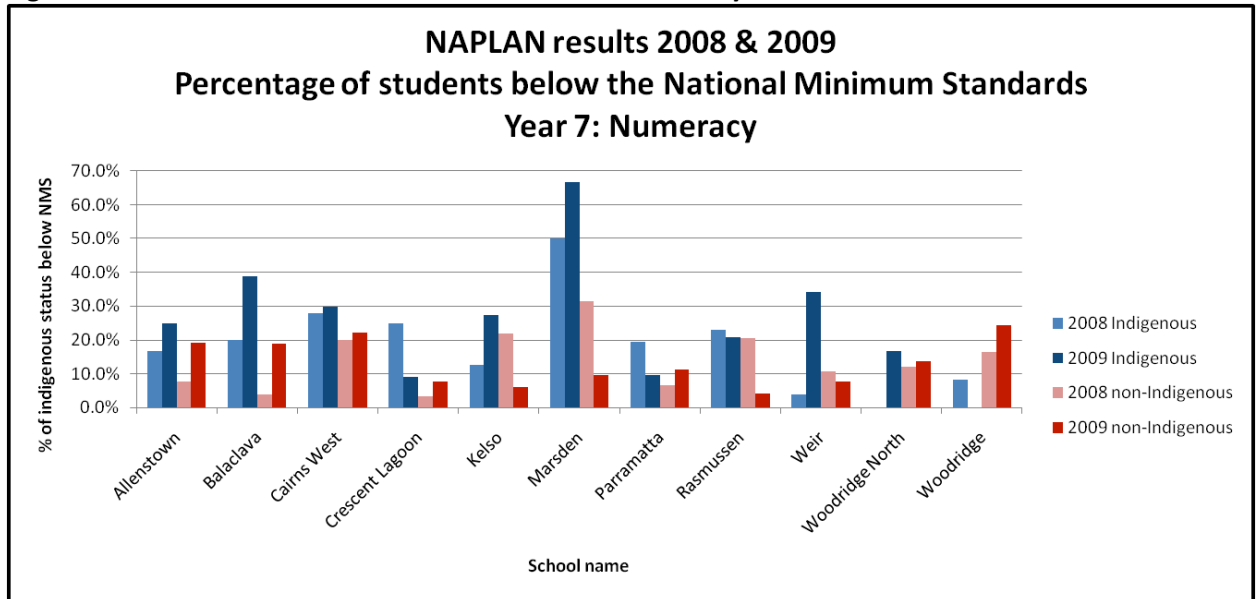
NAPLAN Results of Mobile students

An analysis of the 2009 NAPLAN results in Years 3, 5 and 7 for the Cairns cluster noting the results for those students who are mobile-joiners or leavers' presented alongside those who were not mobile in 2009 is presented in Figures 13, 14 and 15. Each figure demonstrates that significantly greater proportions of mobile students perform 'below' National Minimum Standard on the tests.

Figure 13: Cairns cluster 2009 NAPLAN Reading results for mobile and non-mobile students
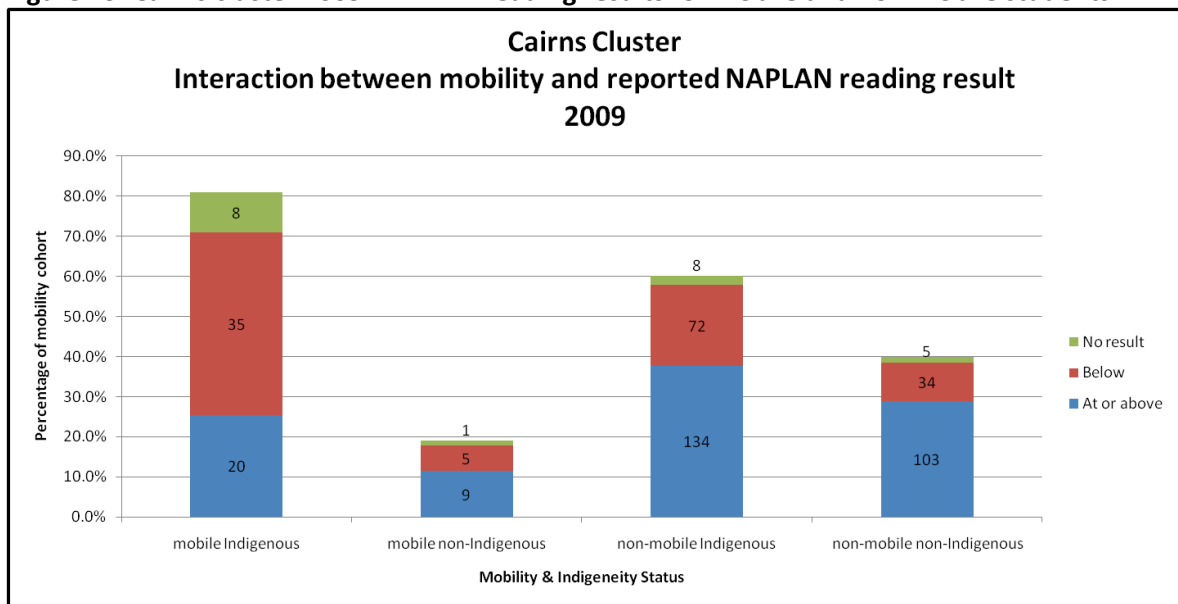
Figure 14: Cairns cluster 2009 NAPLAN writing results for mobile and non-mobile students
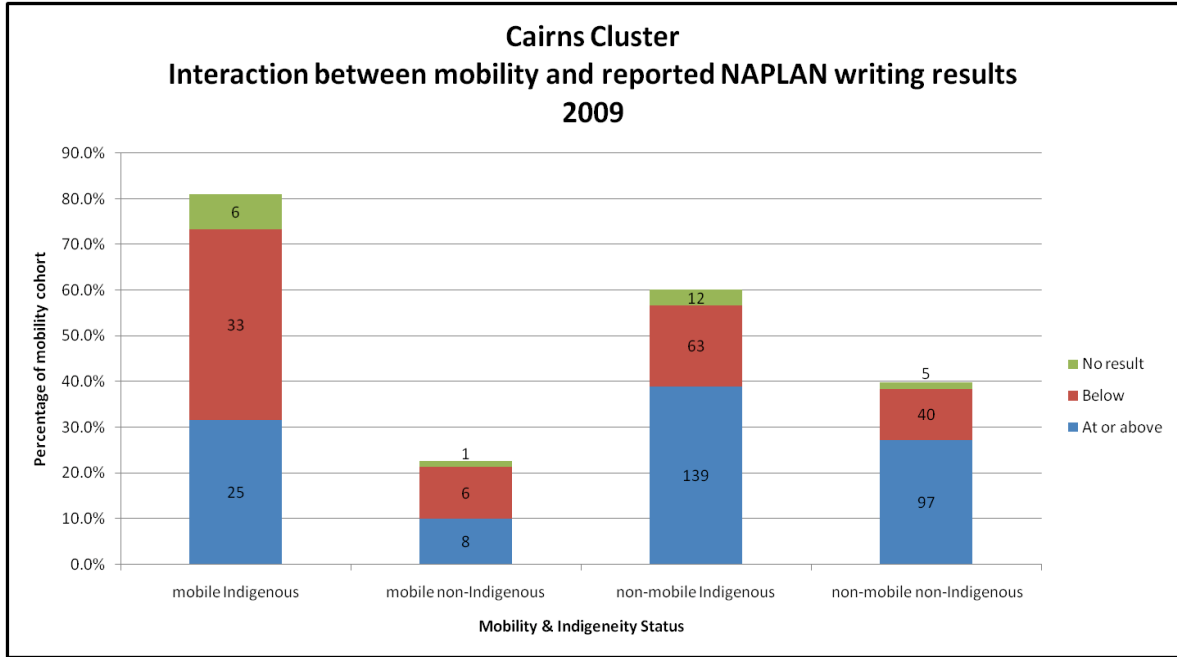
Figure 15: Cairns cluster 2009 NAPLAN Numeracy results for mobile and non-mobile students
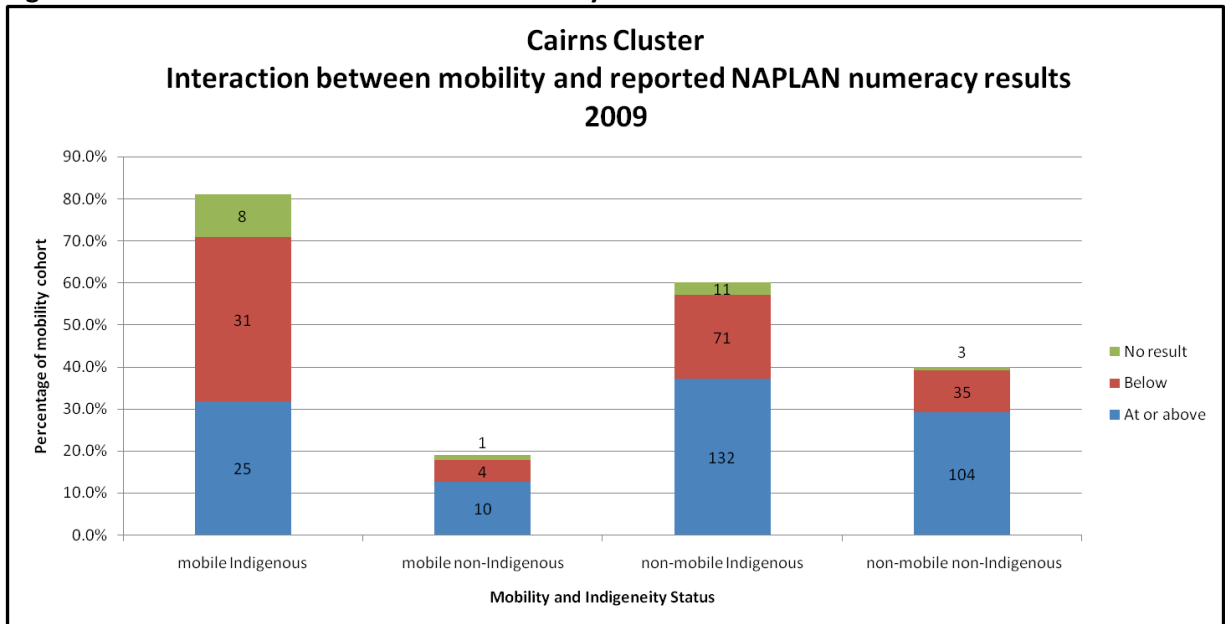
Quantitative data: Literacy and numeracy proficiency

While NAPLAN data outlines performance in one key achievement test, systematic mapping of mobile students' literacy and numeracy is also completed through the use of a range of diagnostic tests. The range and frequency of the main tests used by the MSTs are presented in Tables 9 and 10. Many of these provide a measure focussed on student performance against a standardised mean.

Table 9: Range and frequency of main literacy diagnostic instruments

Cluster	School name	Number of joiners	Number of students with initial assessment records	Number of initial assessment records	PM Benchmark 1	PM Benchmark 2	Waddington Diagnostic Reading Test 1	Waddington Diagnostic Spelling Test 2	PROBE (Prose, Reading Observation, Behaviour and Evaluation)	Letter Identification	South Australia Spelling Test (SAST) - A	South Australian Spelling Test (SAST) - B	Other - Standardised Literacy Assessment	Other - School Developed Literacy Assessment Instrument	School Entry Assessment (SEA)	Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction (4th Edition)	Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, (3rd Edition)
Cairns	Balaclava SS	50	39	114	24	16	1	1		10	9	2	12				
	Cairns West SS	136	132	433	131	2		2		36	7		97	1			
	Parramatta SS	90	73	170	76		4	2		7	10	1	25				
	Cairns Cluster	276	244	717	231	18	5	5		53	26	3	134	1			
Riverway	Kelso SS	52	34	62	37		1			2	7			9			
	Rasmussen SS	89	61	168	19		40	3			33	8					
	Weir SS	130	97	207	9	5	47	45	10		89				2		
	Riverway Cluster	271	192	437	65	5	88	48	10	2	129	8		9	2		
Central QLD	Allenstown SS	31	26	46	1		24	6			6			5			
	Crescent Lagoon SS	28	13	25	1		12	2			1		1	4			
	Central QLD Cluster	59	39	71	2		36	8			7		1	9			
Logan	Marsden SS	105	60	124	33					18	33						
	Woodridge SS	140	34	106	15				17	3					1	23	
	Woodridge North SS	64	55	132	11	1			33	20			1			9	2
	Logan Cluster	309	149	362	59	1			50	41	33		1		1	32	2

Table 10: Range and frequency of numeracy tests

Cluster	School name	Number of joiners	Number of students with initial assessment records	Number of initial assessment records	Diagnostic Mathematical Tasks	Kaufman Brief Intelligence Test, Second Edition (KBIT-2) - Math	Kaufman Test of Educational Achievement, Second Edition (KTEA-II) - Math	Progressive Attainment Test - Mathematics (PAT-M)	Year 2 Diagnostic Net - Numeracy	Number Development Continua: Phase A-E	Even Start Tuition Assessment	NAPLAN – Numeracy	Other - School Developed Numeracy Assessment Instrument	Other - Standardised Numeracy Assessment Instrument
Cairns	Balaclava SS	50	39	114						2			17	
	Cairns West SS	136	132	433					1	3			22	2
	Parramatta SS	90	73	170							1		17	1
	Cairns Cluster	276	244	717					1	5	1		56	3
Riverway	Kelso SS	52	34	62					1				5	
	Rasmussen SS	89	61	168	7				3			3		
	Weir SS	130	97	207										
	Riverway Cluster	271	192	437	7				4			3	5	
Central QLD	Allenstown SS	31	26	46	1								1	1
	Crescent Lagoon SS	28	13	25									4	
	Central QLD Cluster	59	39	71	1								5	1
Logan	Marsden SS	105	60	124	17									
	Woodridge SS	140	34	106	1	26				1			6	
	Woodridge North SS	64	55	132	12	22	2	1					10	
	Logan Cluster	309	149	362	30	48	2	1	1				16	

Figure 16 below shows the results of 336 PM Benchmark tests completed across all clusters, comparing Indigenous and non-Indigenous performance. As a testing instrument of reading,

> *The PM Benchmark Reading Assessment Resources have been designed to explicitly assess students' instructional and independent reading levels using unseen, meaningful texts. The PM Benchmark Reading Assessment Resources provide accurately levelled fiction and non-fiction texts ranging progressively from emergent levels to reading age 12. (Cengage Learning, 2010)*

Figure 16: PM Benchmark results for mobile students across the cluster
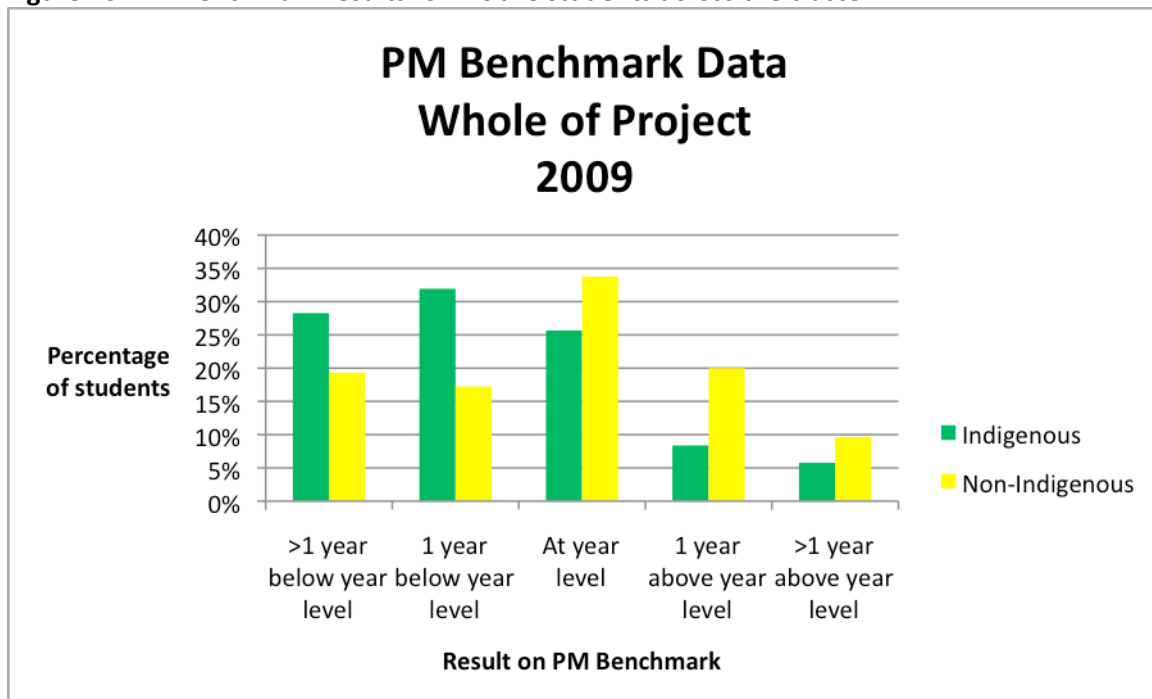
These results indicate that the majority of mobile Indigenous students are one or more years below the benchmark. These results shape the personalised learning plans that are developed by the MSTs in conjunction with the classroom teacher.

Qualitative data: Students

Mobility Support Teacher Database

The database developed for the project provides a rich source of data in relation to mobile students.

Qualitative data: student engagement/participation

As outlined previously, the MSTs work systematically to support the engagement of students in literacy and numeracy learning. The following case studies, developed by the MSTs in conjunction with JCU researchers highlight student progress.

Case Study 1: Cairns cluster

A picture of the student

Mikaela is a student currently in year 6 at Cairns West SS with a history of high mobility. Prior to her most recent enrolment here, she has attended numerous schools in the Cairns metropolitan and regional areas. Her enrolments are often for short periods and she has enrolled at some schools multiple times.

Developing student's 'readiness to learn'
A number of conversations with Mikaela's mother indicated that the family's mobility was linked to housing issues and they had moved to locations across North Queensland staying with various family members, returning often to the Cairns area to assist with the care of Mikaela's grandmother. Advice was provided to the family on housing possibilities in the region.

Over time, a trusting relationship has developed with Mikaela's mother and, as this has strengthened, more details have been revealed which enable the school to better support the family. For example, when Mikaela's mother confided that she was concerned about providing the material needs for Mikaela to return in 2010, we were able to provide a book pack that enabled her to return to school at the commencement of the 2010 school year. In previous years this had been a barrier to Mikaela attending school.

Through ongoing conversations with the MST and key school personnel, Mikaela's mother has a greater awareness of the benefits of school stability and is actively working with the school to achieve this. She has sought advice from the school about accessing public transport in the event of another short term move. Mikaela's mother now feels confident in approaching the school for support when it is needed.

Engaging student in learning
Tracing Mikaela's schooling history was a complex task involving many conversations with previous schools and her previous teachers as well as obtaining documents from a number of schools. The information the MSTs obtained eventually revealed that as well as periods where Mikaela was possibly not enrolled in a school, she had, in fact, skipped Year 3. Details of Mikalea's birth date were inconsistent and when her actual birth date was established it was clear that on a number of occasions she had been placed in classes beyond her chronological age.

In collaboration with the classroom teacher, a comprehensive assessment of Mikaela's learning needs was conducted. This information has resulted in age-appropriate class placement and a personalised learning plan, enabling improved social and academic outcomes for Mikaela. She has received intensive in-class support from the teacher and a teacher-aide to assist her to engage with the work at hand and to catch up with her peers.

Mikaela's attendance is carefully monitored and absences are openly discussed with her mother. Her attendance, while sometimes inconsistent, has improved greatly and continues to improve. Mikaela's teachers have also commented on a marked improvement to her self-confidence and she has successfully made meaningful relationships with both her peers and teachers.

Working towards 'learning achievement'

Mikaela has remained enrolled at Cairns West since August 2009. When compared to her previous enrolment history this is a significant improvement (in the first half of 2009 Mikaela had attended at least 4 schools that could be traced). On-arrival assessment of Mikaela's learning needs (conducted by the MST) showed that her achievement was well below that of her peers. Since her enrolment at Cairns West SS seven months ago, Mikaela's reading has increased by 10 levels (PM Benchmark) and her spelling by 13 months (Waddington Spelling Test).

Case Study 2: Logan cluster
A picture of the student

Benn is a student in year 5 who has been quite mobile over his schooling life. He is one of nine children, six of whom are attending Marsden State School. He lives with his mother and siblings. Their children's grandfather has recently provided them with a home in Marsden, hence their latest move.

Developing student's 'readiness to learn'
Prior to Benn's enrolment the MST contacted the Youth at Risk Alliance in Robina where Benn had been attending a program called 'DRASTIC." Benn was attending this program due to high absenteeism, defiant and violent behaviours at school and at home. Before the enrolment process his case manager and the MST discussed suitable options for Benn and what might be the most successful way for him to start at Marsden State School. The MST included the Behaviour Advisory teacher, the Guidance Officer and Deputy Principal in correspondence about Benn's possible enrolment and a collaboratively developed alternative program was prepared for Benn for the first few weeks of school. The goal was to reduce Benn's anxiety so that he felt that he could be successful at Marsden SS.

During the enrolment the guidance officer took five of the children to the playground so the MST could talk with mum with calmness and time. This was not something we had planned but it allowed Benn's mum to develop a relationship with us immediately because she felt cared for and listened to.

Engaging student in learning
Benn has now been with us for three weeks and although he is still on a modified program his class teacher reports that his behaviour has been very good. He has not displayed any violence and he has been in communication on the days he has been away. At enrolment, where the Guidance Officer and the Behaviour Advisory teacher were also present, a range of options and alternatives that would enable Benn to engage with learning and to feel successful were discussed. Mum was very happy with the modified program and has been fully informed and very supportive of the entire process.

Working towards 'learning achievement'
Although we do not have literacy outcomes to demonstrate improvement, we have definitely increased Benn's attendance and reduced his anxiety by helping him feel comfortable in his new school setting. I have spoken with him on the phone during one of his absent days and he was very happy to hear from us. He told me he would be back the following week and he was happy.

Case Study 3: Central Queensland cluster

A picture of the student
Tara is an Indigenous girl in year 3 and arrived at Crescent Lagoon SS in February, 2009. Tara had recently been placed in the care of a family that also had other students in care. They knew very little about Tara. Tara provided the name of her previous school.

Developing student's 'readiness to learn'
The MST had some concerns about Tara's health that were taken up with her carer. The MST supported the carer to organise hearing and vision tests for Tara. Dental care was also organised as many of Tara's teeth were in severe decay, and attending to this involved a stay in hospital for Tara. During this time the MST referred Tara to support services for SLI (Speech Language Impairment) and she is now receiving speech assistance twice a week.

Engaging student in learning
The MST contacted Tara's previous school and spoke to the Principal. He advised that Tara had not attended school regularly and there were extended periods for which they had no information about her. He also indicated that Tara demonstrated some challenging behaviours and that her achievements in literacy and numeracy were at least 2 years below what was expected of students in her year level. Tara had difficulty remaining focussed on tasks. While the previous school had tried to put programs in place to help Tara her frequent absences meant it was hard to implement them.

Initial learning assessments showed that Tara recognised only a few letters of the alphabet and only a couple of sounds. She was unable to read and could not write a sentence as there were only three words she was able to write on her own. Tara's numeracy was not strong, she could count to 10 but was not able to identify or represent all of the numbers to 10.

The MST provided a full report for Tara's teacher and they discussed ways in which they could collaboratively support Tara's engagement with learning in the classroom. The MST worked with Tara on Literacy and Numeracy activities both out of class and in-class support. This was followed up by a literacy and numeracy intervention program. Tara now has intervention classes 4 times a week and a 1 hour slot where she has one-on-one time with a teacher aide.

Tara has remained at Crescent Lagoon SS and unexplained absenteeism is no longer an issue as she regularly attends school unless she is ill. Tara's behaviour has also greatly improved. Tara appears to be happy and enjoying school.

Working towards 'learning achievement'
At the end of last year Tara was able to read a level 1 PM book and knew most of her letters. This year Tara is able to read a level 3 PM with support and can sequence all the letters of the alphabet. She is attempting to write sentences and is making some good approximations of words. Recently in one of her sentences she wrote the word pleckin (pelican).

Tara is now counting past 20 and recognising numbers, adding and subtracting simple maths problems and knows most of her shapes

Case Study 4: Riverway cluster

A picture of the student

Waia is in Year 2. He arrived at Weir State School in March 2009 with his two elder sisters. Waia had been to one previous school and this was his first time back for the new school year as he had been visiting relatives on Palm Island and had not attended school. He was very shy and unsure about moving to a new school environment.

Developing student's 'readiness to learn'

During the enrolment interview Waia's parent expressed some concerns about the difficulty of transporting the children to school. The MST assisted Waia's mother to obtain a bus pass. She introduced Waia's mother to the Indigenous Liaison Officer to whom she confided concerns about providing uniforms for Waia and his sisters. The ILO assisted Waia's mother to obtain uniforms through the second hand uniform scheme at the school and through her contacts in the Indigenous Education Support Group at school. The school supplied Waia with some basic stationery and the MST, in collaboration with the class teacher, arranged for him to be buddied with another Indigenous boy in his class.

Engaging student in learning

Following the enrolment interview the MST contacted Waia's previous school and spoke to the Deputy Principal to gain some background information. The information showed that Waia had some difficulty focusing on set tasks and was reluctant to participate if he conceived the task was too difficult for him. He also had frequent unexplained absences.

The MST worked with Waia in the classroom on a regular basis and was able to assist the teacher by accessing specific resources from the Indigenous School Support Unit (ISSU) to support his literacy and numeracy learning in the classroom. The MST collaborated with the teacher to quickly identify his learning needs and meet these with appropriate learning materials. Waia has gained confidence in attempting more challenging tasks.

Waia has been included in the lunch time social skills group conducted by the MST. His attendance was regularly monitored and absences followed up. Both the ILO and the MST kept in regular contact with the parent to identify and resolve any concerns promptly. Waia's self-esteem has improved, he wants to come to school each day which is reflected in a reduction in his absenteeism. On several occasions Waia's teacher has been released by the MST in class time to speak with Waia's mother. The MST and the ILO invited Waia's mum to participate in a number of school activities, an offer which she willingly took up on most occasions. By developing a positive relationship with Waia and his family, the MST has been able to offer support as issues have arisen.

Waia has expressed interest in performing an item with a group of Indigenous students at the school concert later this year. This is very special as he now feels part of the school community and it is something he would not have had the confidence to do when he initially arrived at the school.

Working towards 'learning achievement'

Waia and his sisters have remained at Weir State School. His reading level improved from a Level 1 (hard) on arrival to a Level 8 (instructional) at the end of the year. His numeracy level has also significantly improved and he is now performing at a sound level.

2.1.3 Provide information on any emerging issues or actions taken in response to the data analysis collected to date.

There are several key issues emerging from the student data collected.

- The mobility of Indigenous students in all Cairns schools is of an extraordinary range – as benchmarked internationally. Similarly, Rasmussen State School has equivalent high-level mobility within its Indigenous student population.

- The volume of transactions associated with mobility in other school sites – particularly Logan schools and Weir State School – create high workloads for the MSTs.

- The NAPLAN results are of limited use as indicators for mapping student achievement given the issues of traceability outlined above.

- As measured by the PM Benchmark test, many Indigenous students are arriving at schools in the pilot with below expected levels of literacy.

- The work of the MSTs with students profiles the high levels of work associated with developing 'readiness to learn' for mobile students. This work is highly intensive and time-consuming, but represents a vital precondition to engagement with learning and ultimately learning achievement.

2.2   Framework Data – Teachers

2.2.1 Provide information on data collected in 2009, as agreed in your Evidence Framework.

Quantitative Data: Teachers

Quantitative data: Teacher Capacity – improvement over time

Teacher Survey Data

Teacher capacity to respond to student mobility is being systematically addressed. More specifically, the role of the MST in enabling such teacher capacity is being monitored.   In view of this, Teacher Surveys were conducted in November and December of 2009 within

and across all clusters/schools involved in the project (see Table 3 for a summary of the clusters/schools and dates wherein the surveys were administered).

Having collected and collated the Teacher Survey data, the JCU research team provided all Principals and MSTs with a copy of the Teacher Survey results for their cluster and their specific school, for the purpose of reflection and their use as relevant to their sites, at the Project Forum held in Brisbane on February 22nd 2010. ISSU managers present at the Forum also received the cluster results of the survey at this time, while results were posted to those not present following the Forum. DET also received a copy of all cluster results at the Forum. Finally, it is to be noted that prior to the Project Forum, Teacher Survey results were provided, upon request, to the Logan cluster MSTs for use at their end of year Reflection Meeting held on December 10th 2009.

The key findings from the Teacher Survey instrument can be broadly classified under 6 key themes:

- Smooth transitions – that is, the MST works collaboratively with classroom teachers to ensure a smooth transition for new arrivals
- Release of teachers – that is, the MST is available to release classroom teachers to meet with parents/caregivers of enrolling students
- Assessment of students' learning needs – that is, the MST promptly assesses the learning needs of arriving students through a variety of tests
- Advice on the academic, social and emotional needs of students – that is, the MST advises classroom teachers on the academic, social and emotional needs of new arrivals
- Monitoring of progress of new students – that is, the MST monitors the academic and social progress of new arrivals ensuring on-going liaison with classroom teachers
- Promotion of the "Let's Stay Put" message – that is, the MST actively promotes the "Let's Stay Put" message within the school and the wider community.

It is also the case that respondents were provided with the opportunity to offer *"Other Comments"*. Please note that a representative sample of these – as per cluster – has been provided in the discussion below.

Overall, as evident below, data firmly suggests that the role of the MST is serving to enhance teacher capacity to respond to the needs of mobile students. In engaging with the data relating to specialist teachers' feedback, as provided below, it should be noted that these pertain to small numbers of teachers and furthermore that the access of these teachers to, and their level of interaction with, the MSTs differed across school sites.

Let's Stay Put Literacy and Numeracy Pilot
31 March 2010 - Progress Report

Cairns Cluster

Table 11: Cairns cluster: Teacher survey quantitative data

Smooth transitions	• 61.9% of classroom teachers found this aspect of the role extremely valuable. • 97.6% of classroom teachers felt positively about this aspect of the role. • 41.2% of specialist teachers found this aspect of the role extremely valuable. • 82.4% of specialist teachers felt positively about this aspect of the role.
Release of teachers	• 21.4% of classroom teachers found this aspect of the role extremely valuable. • 59.5% of classroom teachers felt positively about this aspect of the role. • 17.6% of specialist teachers found this aspect of the role extremely valuable. • 47.1% of specialist teachers felt positively about this aspect of the role.
Assessment of students' learning needs	• 57.1% of classroom teachers found this aspect of the role extremely valuable. • 95.2% of classroom teachers felt positively about this aspect of the role. • 35.3% of specialist teachers found this aspect of the role extremely valuable. • 47.1% of specialist teachers felt positively about this aspect of the role.
Advice on the academic, social and emotional needs of students	• 61.9% of classroom teachers found this aspect of the role extremely valuable. • 88.1% of classroom teachers felt positively about this aspect of the role. • 35.3% of specialist teachers found this aspect of the role extremely valuable. • 58.8% of specialist teachers felt positively about this aspect of the role.
Monitoring of progress of new students	• 61.9% of classroom teachers found this aspect of the role extremely valuable. • 61.9% of classroom teachers felt positively about this aspect of the role. • 17.6% of specialist teachers found this aspect of the role extremely valuable. • 29.4% of specialist teachers felt positively about this aspect of the role.
Promotion of the "Let's Stay Put" message	• 61.9% of classroom teachers found this aspect of the role extremely valuable. • 69% of classroom teachers felt positively about this aspect of the role. • 35.3% of specialist teachers found this aspect of the role extremely valuable. • 64.7% of specialist teachers felt positively about this aspect of the role.

Teachers within the Cairns cluster noted that the MST role was a "fantastic concept" that allowed for "smooth" transitions. In relation to their own work, teachers noted that the program allows them to "prepare and plan for new students", and that the "snapshot of the children's background and learning development" – as provided by the MST – "has been VERY beneficial" (original italics). One teacher commented that the "great data about

students" means that "all the work is done for me", while another similarly noted that the role is "great because they do the initial testing/evaluation". From the perspective of a Learning Support Teacher, it was stated: "As a learning support teacher it is invaluable to have prior knowledge of students arriving in classes where support will be required". In terms of the students, it was suggested that: "Instead of the new students arriving in a new class at beginning of the school day – they are settled with the MST first, teacher resources prepared, and then taken to class – a lot better for both student and teacher" and "children are welcomed and settled into the school routine easily and appropriately". In a similar vane, it was suggested that: "Having the MST in the school has had a positive effect. New students feel welcome and accepted at the school rather than 'the new kid'". So, too, it was suggested that the provision to entering students of "books, uniforms and equipment" – as organised by the MST – constituted "small things [that] help in the first day and getting the student started". In terms of the relationships established with students' parents/caregivers and the broader community, one teacher commented: "The MST gives 1 to 1 contact with family/community. They act as excellent mediators/ guides/ informers …". Similarly, a teacher noted that the MST allows for "teacher time to meet with parents on day of entry". In commenting on this issue while also making reference to teachers, another commented: "Parents and children are more confident and happier to come to a new class. Puts less emotional strain on class teacher".

The release of teachers by MSTs was seen to be a "wonderful idea" and an initiative which was key in "helping to build positive relationships between parents and class teacher", a "facility [which] is invaluable to the community/school relationship". In view of this, one teacher commented, "I have met parents who I may usually not", while another suggested, "Being able to make that first contact at the point of arrival is very valuable [and] in some cases it may be the only time you see the parent". Finally, teachers in the Cairns cluster noted both the value of release time and the importance of the MST being a qualified teacher – with one suggesting: "Extremely valuable time needed to consult with the parents and to know that another qualified teacher is present in the class".

The teachers in this cluster noted that the assessment of students' learning needs by the MST was highly valuable and of much assistance to them. Of this it was suggested: "I know where children are at the moment they start in the classroom and don't have to wait weeks for data from previous school", "[I am provided with] insight into how I can build rapport with my new student and program", "It takes so long to complete assessment yourself (classroom teacher) with so many jobs to do – it's so valuable to have information immediately". They

also noted the benefit of this from the student's perspective, stating that the testing by the MST was "carried out in relaxed atmosphere" and was, in this way, non- threatening.

The provision of advice in relation to students' needs by the MST to the classroom teacher was seen to be "most valuable". The teachers suggested that it "supports students and teachers". They noted that this initiative provided teachers with an "awareness of students' needs" which in turn served to "assist greatly with facilitating a positive and stress free transition". The timeliness of this information provision by the MST was seen as significant: "Usually teachers would have delve students file, take weeks to learn it from student/family etc. This way, the information readily available – provides [for] best possible curriculum/ care".

The role of the MST in monitoring the progress of new students was seen by teachers in the Cairns cluster to assist students in "the settling process". So, too, they suggested that this process – and the MST – was "highly valuable [with regard to] assisting with attendance issues etc", and also noted that this process ensured that "barriers to progress and learning [were] minimised". Finally, they identified that this process was indeed "necessary for some highly transient and greater needs students".

There was some disparity among the views of the teachers in the cluster in relation to the MSTs' promotion of the "Let's Stay Put" message. For some, they were aware of the work of the MST in regard to this: "To hear the message from another member (not classroom teacher) is very powerful, especially on communicating to family members directly", "I believe it is helping families think more about moving". For others, they were not so aware: "I haven't really seen evidence of this message being out there", "I have not seen much of this information". Furthermore, there was acknowledgement by some staff of the benefits of such a message: "We have seen statistical evidence that students that stay put do better academically", "Having students stay at one school reduces work load, more importantly, improves opportunities for continuity and academic and social success".

Finally, the following comments – *"Other Comments"* – are offered as representative samples of those collected and collated from the Teacher Survey conducted in the Cairns cluster. As evident in the comments, most teachers were highly praising of the role of the MST per se – and of the MST(s) operating in their particular school site – and strong in advocating for the continuation of the role beyond the pilot. It is also to be noted that they pressed for the position to be such that each of the three schools had a full time MST assigned – which has

been achieved through consultation between the JCU researchers and DET (such that has seen the subsequent appointment of a third MST to the cluster.)

- *There is definitely a feel around the school that this role is most valued.*
- *It is an imperative at such schools and should exist as a full-time position at all schools.*
- *Vital resource, thanks…*
- *Great. Fantastic. Keep it going…*
- *Needs to continue past trial to ensure effectiveness continues*
- *All aspects excellent, however we need a "FULLTIME" person at our school*
- *I would like to see the role as autonomous with admin, giving MST more access to data on individual students. Both MSTs in Cairns are highly professional and confidential when dealing with sensitive issues. One MST per site*
- *The effectiveness is essential to our school with its clientele and variety of issues. Please keep it going. Improvement – 1 MST full-time at our school*
- *I have found it extremely valuable and as learning support frequently catch up with our mobility officer. It is great to have a teacher testing, collecting data and supporting students who are both arriving and leaving school.*

Central Queensland Cluster

Table 12: Central Queensland cluster: Teacher survey quantitative data

Smooth transitions	• 13.8% of classroom teachers found this aspect of the role extremely valuable. • 75.9% of classroom teachers felt positively about this aspect of the role. • 0.0% of specialist teachers found this aspect of the role extremely valuable. • 62.5% of specialist teachers felt positively about this aspect of the role.
Release of teachers	• 10.3% of classroom teachers found this aspect of the role extremely valuable. • 55.2% of classroom teachers felt positively about this aspect of the role. • 0% of specialist teachers found this aspect of the role extremely valuable. • 50% of specialist teachers felt positively about this aspect of the role.
Assessment of students' learning needs	• 13.8% of classroom teachers found this aspect of the role extremely valuable. • 55.2% of classroom teachers felt positively about this aspect of the role. • 0% of specialist teachers found this aspect of the role extremely valuable. • 50% of specialist teachers felt positively about this aspect of the role.
Advice on the academic, social and emotional needs of students	• 17.2% of classroom teachers found this aspect of the role extremely valuable. • 65.5% of classroom teachers felt positively about this aspect of the role.

	• 12.5% of specialist teachers found this aspect of the role extremely valuable. • 50% of specialist teachers felt positively about this aspect of the role.
Monitoring of progress of new students	• 13.8% of classroom teachers found this aspect of the role extremely valuable. • 51.7% of classroom teachers felt positively about this aspect of the role. • 12.5% of specialist teachers found this aspect of the role extremely valuable. • 62.5% of specialist teachers felt positively about this aspect of the role.
Promotion of the "Let's Stay Put" message	• 13.8% of classroom teachers found this aspect of the role extremely valuable. • 75.9% of classroom teachers felt positively about this aspect of the role. • 0% of specialist teachers found this aspect of the role extremely valuable. • 50% of specialist teachers felt positively about this aspect of the role.

Staff surveyed within the Central Queensland cluster noted that the MST – and the MST's role in bringing about smooth transitions – was "highly valuable for the school and classroom teachers". They noted that the "information collected prior to [a] student start[ing] in class is valuable" and that "a summary of the child's ability and characteristics … have made it easy to fit the child into the classroom routines". In relation to the provision of advice on students' academic, social and emotional needs, the teachers indicated that they were provided with "good background information". They commented that the assessment of student learning needs by the MST served to "save time" for them while also giving them "an idea of the students in question".

With regard to the MST's release of teachers, they suggested that this, too, was most "valuable". One teacher commented: "I see the purpose and understand the relief provided to teachers and think it's a fantastic opportunity to provide support". Discussing this aspect of the role, another suggested that it "gave time [for teachers] to let the parents know the routines so they know what is expected of the child". The teachers in this cluster, in commenting on the MST's role in monitoring the progress of new students, suggested "any problems can be sorted out" and that the MST "assists in dealing with social problems". They also noted that the provision of this service was key – noting, this "continual support is important".

Further comments by the teachers indicated that the "Let's Stay Put" message – as it was promoted within their cluster – was evident in "brochures and [other] information".
The following comments are offered as representative samples of *"Other Comments"* as collected and collated from the Teacher Survey conducted in the Central Queensland cluster.

- *I think it's going well*
- *It is definitely a positive way to accept new students to the school and provide them and teacher with support*
- *The MST role has allowed smoother transition of children into class routine by having specific testing completed for reading groups etc.*

Finally, the following comment – 'storyline' – from one teacher typifies the work of the MST in this cluster:

"[The] MST has spoken to a family that was planning to leave and they chose to wait until Christmas. She has kept an eye on my 'new' students. She actively promotes the 'Let's stay put' message. She is approachable and wiling to help with smooth transitions in the room. She has been professional and another adult always improves the ratio. I think the programme is worthwhile ...".

Logan Cluster

Table 13: Logan cluster: Teacher survey quantitative data

Smooth transitions	• 39.2% of classroom teachers found this aspect of the role extremely valuable. • 93.2% of classroom teachers felt positively about this aspect of the role. • 36.4% of specialist teachers found this aspect of the role extremely valuable. • 72.7% of specialist teachers felt positively about this aspect of the role.
Release of teachers	• 18.9% of classroom teachers found this aspect of the role extremely valuable. • 59.5% of classroom teachers felt positively about this aspect of the role. • 6.1% of specialist teachers found this aspect of the role extremely valuable. • 21.2% of specialist teachers felt positively about this aspect of the role.
Assessment of students' learning needs	• 36.5% of classroom teachers found this aspect of the role extremely valuable. • 86.5% of classroom teachers felt positively about this aspect of the role. • 24.2% of specialist teachers found this aspect of the role extremely valuable. • 45.5% of specialist teachers felt positively about this aspect of the role.
Advice on the academic, social and emotional needs of students	• 36.5% of classroom teachers found this aspect of the role extremely valuable. • 83.8% of classroom teachers felt positively about this aspect of the role. • 30.3% of specialist teachers found this aspect of the role extremely valuable. • 48.5% of specialist teachers felt positively about this aspect of the role.
Monitoring of progress of new students	• 23% of classroom teachers found this aspect of the role extremely valuable. • 74.3% of classroom teachers felt positively about this aspect of the role.

	• 15.2% of specialist teachers found this aspect of the role extremely valuable. • 39.4% of specialist teachers felt positively about this aspect of the role.
Promotion of the "Let's Stay Put" message	• 39.2% of classroom teachers found this aspect of the role extremely valuable. • 91.9% of classroom teachers felt positively about this aspect of the role. • 36.4% of specialist teachers found this aspect of the role extremely valuable. • 81.8% of specialist teachers felt positively about this aspect of the role.

Teachers in the Logan cluster noted that the role of the MST – particularly in terms of the facilitation of student transitions – was "exceptionally valuable". They stated that the MSTs "provide a smooth transition to make the students feel welcome", to make students "feel valued". In relation to this, the teachers commented: "The MST has already got the necessary information required so we can make plans for a successful transition – re: equipment, desk, chair & learning needs", "It makes the new student adapt easier to a class teacher, new surroundings and new students". Further, the role of the MST as it pertains to students transitioning out of the school was also noted: "If students come to teachers and say 'I'm leaving' we can get straight onto it without delay". Teachers in this cluster also noted that, "having the MST to manage the enrolment process and support children and parents in this has been of great benefit". This supportive relationship with parents was also commented on in the following ways: "Parents seem more confident in the teacher and school. Relationships are strengthened much sooner", "Having a name and number of the MST to give to parents is valuable".

Of note, one teacher sung the praises of the MST in the following way, and in doing so, highlighted the range of ways in which the role facilitated effective student transitions: "… establishing positive relationships with parents. Monitoring mobility and ensuring info[rmation] flow. Monitoring attendance of Indigenous kids – contacting parents. Rigorous procedures – re: enrolment. … I could write a book".

Commenting on the MSTs role in facilitating smooth transitions, the teachers also noted that the MST provided invaluable assistance with – and importantly, timely provision of – student "entry data and assessment". For example, one teacher stated that the MST "gives me information immediately about the students and tests them – giving me academic info[rmation]". Such a view was further supported in teachers' comments as pertaining to survey questions around the MSTs role in assessing students' learning needs and the MSTs provision of advice on the academic, social and emotional needs of students. As one teacher commented: "I have found this to be very useful – knowing and expecting a new student

before they arrive at my door with parents". With regard to the assessment of student learning needs by the MSTs, the teachers noted that this is "greatly beneficial", "provides baseline data so appropriate special needs, learning support [can be] provided", "enables the teacher and school to properly accommodate students" and offers "valuable information for teachers to inform planning". In terms of providing advice on the academic, social and emotional needs of students – and correspondingly the MSTs role in doing so – the teachers suggested that "it's great having all [the] important info[rmation] first up", and that this allows for teachers to "address student needs immediately". One teacher noted of this: "In my opinion this is very important information that is much needed".

Teacher Survey data collected from the Logan cluster also indicated that they valued the process whereby MSTs monitored the progress of new students. With regard to this process, it was suggested: "It helps to have someone looking out for the student and being able to discuss any information or concerns with them", "[It] ensures the students are okay and that they know another teacher". Additionally, one teacher commented that the MST has "offered extra support with students needing additional assistance" and that "this has been great".

While a number of teachers stated that they had not made use (or had not been enabled to make use) of the MST to release them from their classroom, all acknowledged the value of such a service. These teachers noted: "This would be excellent", "I anticipate this would be highly valuable", "I will find this extremely valuable". Of those teachers who had accessed the MST to release them, their comments were highly positive – for example: "It's great to be able to have that one on one contact with the parents without having to worry about the class". These teachers noted that this service "helps to build relationships with students, parents – seems more professional" and that it worked such to ensure that "teachers feel valued and so do parents".

Teachers in this cluster were 'on song' with the "Let's Stay Put" message and where highly aware of the MSTs role in the promotion of it. They identified the range of ways and contexts in which this message was promoted, citing for example: 'Let's stay put' posters and resources; school parades, newsletter, emails, staff meetings; school fete; hats, shirts; staff shirts. Of this promotion, the teachers suggested, "it's a great concept", "it's well done", and "students and parents have noticed and become interested". More specifically, one teacher noted: "I think the school community recognised that the school are keen to communicate and there is a specific person to discuss things with".

Finally, the following comments – *"Other Comments"* – are offered as a representative sample of those collected and collated from the Teacher Survey conducted in the Logan cluster.

- *We need this role in our school – it is nice to have information about students before they start, rather than after, which was happening*
- *I think it is a great role to have in schools*
- *MST really assists smooth transition for students. Kids don't just show up at our door when they enrol*
- *Fantastic resource in our school that has made an impact to the community and school environment*
- *Excellent role; has promoted positive school and community relationships and rapport with parents*
- *The position has been extremely helpful for teachers in the school, taking the stress out of finding desks, completing initial assessment tasks and helping students settle in smoothly*
- *This role is vital within the school because it allows us as classroom teachers to have background knowledge and test results of students BEFORE they start at our school*
- *MST is invaluable. Families, students, teachers, class and specialists feel supported and informed. The role enables smooth transitions and positive settling of the student*
- *This role is a proactive method of trying to stabilise students exiting. It gives the school a chance to inform parents of the importance of keeping a child at the same school for as long as possible*
- *This is a valuable role in the school - please keep it!*

Riverway Cluster

Table 14: Riverway cluster: Teacher survey quantitative data

Smooth transitions	38.1% of classroom teachers found this aspect of the role extremely valuable. 92.1% of classroom teachers felt positively about this aspect of the role. 16.7% of specialist teachers found this aspect of the role extremely valuable. 61.1% of specialist teachers felt positively about this aspect of the role.
Release of teachers	19% of classroom teachers found this aspect of the role extremely valuable. 58.7% of classroom teachers felt positively about this aspect of the role. 5.6% of specialist teachers found this aspect of the role extremely valuable. 27.8% of specialist teachers felt positively about this aspect of the role.

Assessment of students' learning needs	• 28.6% of classroom teachers found this aspect of the role extremely valuable. • 81% of classroom teachers felt positively about this aspect of the role. • 11.1% of specialist teachers found this aspect of the role extremely valuable. • 50% of specialist teachers felt positively about this aspect of the role.
Advice on the academic, social and emotional needs of students	• 49.2% of classroom teachers found this aspect of the role extremely valuable. • 87.3% of classroom teachers felt positively about this aspect of the role. • 16.7% of specialist teachers found this aspect of the role extremely valuable. • 55.6% of specialist teachers felt positively about this aspect of the role.
Monitoring of progress of new students	• 31.7% of classroom teachers found this aspect of the role extremely valuable. • 81% of classroom teachers felt positively about this aspect of the role. • 5.6% of specialist teachers found this aspect of the role extremely valuable. • 38.9% of specialist teachers felt positively about this aspect of the role.
Promotion of the "Let's Stay Put" message	• 33.3% of classroom teachers found this aspect of the role extremely valuable. • 87.3% of classroom teachers felt positively about this aspect of the role. • 27.8% of specialist teachers found this aspect of the role extremely valuable. • 72.2% of specialist teachers felt positively about this aspect of the role.

In the Riverway cluster, teachers reported that the MSTs allowed for smooth student transitions – and that this was "wonderful". It was suggested, "there has been a noticeable difference in ease of gaining information on new students, forewarning of gaining students and therefore happy students, teachers and parents". So, too, it was noted that MSTs "worked hard to ascertain ability levels and interests of new students as well as organising furniture and resources". The teachers suggested that the "background information" provided by the MSTs was "always useful" and, in this way, they were able to "get [a] full picture of a child that enters the classroom – able to have discussions to best support child". In this vane, one teacher noted, "The MST passes on valuable information about the student prior to student starting – this gives insight and helps you understand child/circumstances better", while another stated, "I can [ ] help establish goals etc much more quickly and with confidence". Additionally, the teachers claimed that "time to meet with parents" and the opportunity to "spend some time with [a] new family" – as facilitated by the MSTs – "is good". Of this release of teachers, one suggested that it enabled teachers to "establish a beginning relationship with the child's family – hopefully ongoing!" Another suggested that it was "very valuable to be given [this] opportunity when needed".

In terms of the assessment of students' learning needs by the MST specifically, the teachers claimed that this offered up a "whole picture of the child" that was "essential to have". They noted that the "data gathered [is] valuable for school planning" and serves to ensure that "children are integrated into the programs immediately". This "valuable data" makes a "child's transition as smooth as possible". One teacher noted: "Students click into work groups faster, their learning needs can be scaffolded where necessary and conversations with parents can be focussed on student learning immediately" – thus the process is seen as beneficial. Further, in view of teachers' workloads, the MSTs' undertaking of assessment of students' learning needs reportedly "saved much time".

Advice on the academic, social and emotional needs of students, as provided to classroom teachers by the MST, allows for "referrals to be made early". This process and its outcome is seen to be "important for student well-being" and as enabling teachers to "best support" children – and to do so "promptly". As one teacher noted, "information provided before a student arrives is invaluable – it enables the teacher to establish relationships and be organised prior to arrival".

The teachers of the Riverway cluster also saw the role of the MST in monitoring the progress of new students to be of value. They noted that it was beneficial to both themselves and the students – claiming that it is "great to know that the MST is there to best support the students" and that "the students also felt valued when MST popped in to see them and have a chat".

With regard to the promotion of the "Let's Stay Put" message, teachers in this cluster acknowledged its significance, suggesting it was "very important." Furthermore, one teacher suggested: "This message in now embedded in the ethos of the school and is the responsibility of ALL staff" (original italics). Another told of the following: "It is my experience that a family has decided to 'stay put' after becoming aware of exit interview process".

Finally, the following are offered as representative samples of the *"Other Comments"* collected and collated from the Teacher Surveys conducted in the Riverway cluster.

- *Very effective role within the school. Has greatly helped with transitioning students – for the student, teachers, and other students in the class*
- *I am aware of the role of the MST at our school and that it is an extremely valuable resource*
- *A wonderful concept. Mobility Officer has worked very hard this year and been a great ambassador for the school plus a great go between*

- *It is a valuable resource in a school. It helps us know the background knowledge about students' academic and family history before they enter the classroom. Having furniture etc ready before they arrive also makes the student/family feel more welcome at our school. It also helps us get organised (re: reading groups, classroom resource sets) etc before the student arrives – less stress for teacher and student*

- *It makes it easier to ensure a smooth transition for both students arriving and leaving*

- *This position is very effective in our school, as in years gone by I had requested that the family be interviewed before entering the class to provide specialised information to help support the child's entry. However the 'manpower' wasn't available and was carried out by Admin/registrar. Placements weren't always the optimum place for the child. I really am very happy with how this position solves this problem for me*

- *Mobility support officer in this school should be a full time position. I believe that there are too many mobile students for the MST to not be fully effective as only a 0.5 position*

- *In a school of this size and transient nature of the population, we urgently need this to be a full-time position so that the MST can continue the follow-up that is often needed.*

Teacher Focus Group Interview Data

In addition to administering the Teacher Surveys, Focus Group Interviews were also conducted by the JCU research team as a means of systematically addressing teacher capacity to respond to mobility. The schedule for the undertaking of these interviews is provided in Table 3.

The major findings from the Focus Group Interviews can be located around 5 key themes:

- Readiness for learning – that is, the students' social-emotional and academic needs
- Benefits of the MST position
- Suggestions for evolving the MST role
- Strategies perceived to work to engage mobile students in learning
- Suggestions for articulating literacy/numeracy program(s) to parents/caregivers.

Please note that summaries of the data collected and collated from the Teacher Focus Interviews were provided to participants on the 12th October 2010 for their comments/ confirmation. No one requested any change or addition to the data presented.

<u>Cairns Cluster</u>

When asked at interview to discuss the ways in which the MST position supports teachers' work with regard to readiness for learning – namely students' social-emotional and academic

needs – the Cairns cluster teachers' comments indicate that they felt well-supported. They cited the MST as a key "emotional support person" for entering students. They noted the usefulness of the information they received from the MST about students and their families, suggesting this information allowed them to form immediate relationships with parent and students and assist students to settle in. In relation to this, they commented that knowledge of the student's language background is "very important" and "guides practice". They also suggested that the MST was able to inform them about behaviour needs – could give a 'heads up' on strategies needed to manage behaviour. The teachers suggested that the information received was also useful in supporting their "choice of buddies" for new students and that they were able to "appropriately place", immediately integrate, these students from the outset and thus allow for "success straight up". Similarly, they spoke of being able to maintain programs that were already in place in students' previous schools and thus provide "continuity" for students. They also noted the benefit for existing students, suggesting, information ensures that the class program is not unsettled by incoming students and also enables teachers to prepare continuing students for new entry – "they feel like they 'know them' [i.e., the new student]".

Furthermore, two key benefits of the MST position were offered – and are clearly aligned to student learning readiness. The first, acknowledged that teachers now have notice of new students arriving and sufficient information to plan ahead for entry to classroom and that this facilitates "smooth entry, improved transition". Secondly, teachers noted that with the MST in place, work on referrals etc is not lost when students change schools.

In making suggestions for the evolution of the MST role, teachers commented on their wish to have "attendance" included as part of the brief. So, too, they articulated interest in having the MST "map" students' strengths and gaps.

In discussing the strategies they perceived to work to engage mobile students in learning, teachers offered the following insights:
- Employ a Buddy System
- Plan as if they (i.e., the new students) are going to stay
- Determine initial groupings as soon as possible
- Provide explicit instruction in how the class works
- Ensure peer mentoring, peer teaching
- Plan and provide a structured program
- Use test data to inform programs
- Plan Shorter units – this way, short stayers actually get to complete work

- Model genres
- Engage students in ongoing reflection of 'What we have learned?'

Central Queensland Cluster

When interviewed, the teachers discussed the ways in which the MST position supports their work with regard to readiness for learning – namely students' social-emotional and academic needs. What became clear was that teachers in the Central Queensland cluster felt well situated by the MST in this regard. Specifically, they spoke of the ways in which the work of the MST "reduced pressure on entry to class" – as new students are positioned for success through appropriate ability grouping, and that through information on "interests and hobbies provided by the MST" they are able to "make [a] connection" with the student. Similarly, they noted, information from initial testing provides a "good starting point", such that enables them to "pitch at the right level" in terms of curriculum and the assessment schedule. Speaking about behaviour management, it was suggested that because information on existing programs and strategies is provided they are able to immediately deploy strategies to manage behaviour that were familiar to the student. Additionally, the teachers suggested, "class disruption is minimised" when new students enter because "everyone is prepared". They also spoke favourably of the relationships the MST fostered with parents/carers, noting, that parents/carers "build relationships with [the] MST" that enable conversations about what's going on in a student's life. It was also noted that the MST is able to follow up on attendance through connections to parents/carers and networks – something that the teachers saw to be important.

In discussing the benefits of MST position, the teachers indicated that they no longer have to "give up non-contact time" to undertake initial testing and that the current process(es) are "more professional" and allow for a smoother transition. In relation to the entry process(es), they felt that the time made available to "meet and greet" parents and students may result in them "feel(ing) they are being heard at an appropriate level instead of being brushed aside" on arrival.

In making suggestions for the evolution of the MST role, the teachers identified "attendance" – i.e., monitoring of student attendance – as a component to be included in the MST the brief. So, too, they suggested the facilitation of a process whereby current and previous teachers were enabled to talk about students' literacy/numeracy learning programs.

Finally, the teachers offered the following insights in relation to the strategies they perceived to work to engage mobile students in learning:

- Modelled writing
- Mapping via the diagnostic net
- School files.

<u>Logan Cluster</u>

In discussing the ways in which the MST position supports their work with regard to student readiness for learning, teachers in the Logan cluster made it apparent that they felt well supported. They noted feeling that they were able to relate to new students from the outset in light of the information with which the MST provided them. So, too, they suggested that the information provided was useful to support "choices for buddies". They expressed their view that new students were less stressed because "testing" occurred prior to their entry to the classroom and that the provision of desks, uniforms and materials enabled the establishment of a sense of belonging. The teachers also suggested that the processes in place – for example pre-entry testing – enables the appropriate "placement" of new students and thus positioned these students for immediate success while also circumventing possible behaviour problems. So, too, they saw these processes as enabling continuity of learning routines; the development and instigation of individualised learning programs, compensatory programs (for example, literacy and numeracy programs and individualised homework programs; and the fast tracking of references to LST and G&T. They noted benefits to continuing class members, suggesting that there was the provision of time for the class to adjust to a new entry and that, consequently, learning is not interrupted by the arrival of a new student. It was further noted that, in light of this preparation, the new student enters what is a "welcoming environment". Additionally, the teachers in the Logan cluster identified – and viewed favourably – the MST as someone for new students to relate to other than their classroom teacher. The teachers also made special mention of the importance of the MST role for Indigenous students – noting it facilitated their feeling of being settled in a safe environment. Furthermore, the teachers suggested that the message 'We Care' was "backed" by the actions of the MST – and cited, for example, that attendance was greatly improved as a result of MST follow up with parent/carer and network.

In discussing the benefits of the MST position, the teachers noted that the position and subsequent enacted processes are "caring and respectful", that the role and processes send a message to the community that the school/school staff value education because they can and do follow up, and that transition processes are now professional and thus foster learning. They suggested also that the MST provides a "comfortable fit" for those families that aren't comfortable talking to a teacher or member of Administration. Another benefit, as indicated by the teachers, was that they are seeing more of Indigenous parents/carers at the school.

Furthermore, they noted that teachers now have access to testing results and observation notes and files from other schools – which had not always been the case previously.

In making suggestions for the evolution of the MST role, the teachers identified the monitoring of student "attendance" as a duty to be included in the MST the position brief. Additionally, they suggested the MST assume the task of exploring gaps in students' understanding via structured contact with students' previous teacher/school.

The teachers, in discussing the strategies they perceived to work to engage mobile students in learning, offered the following insights:

- Development and implementation of individualised programs based on student interests
- Modelling approach (for example, of a genre)
- Use of scope and sequence chart – can be a useful tool to map gaps and determine prior knowledge
- Engaging in explicit and responsive teaching.

Finally, teachers interviewed in the Logan cluster offered the following suggestions/comments for articulating literacy/numeracy programs to parents/carers:

- It is important for teachers to explain to mobile kids/parents the spelling program, reading groups (structure), genre focus etc.
- Teachers to develop a 'New Student' letter that relates to their time of joining – Including: excursions, homework expectations etc
- Teachers to provide parents/carers with samples of work being done in class – for example, as associated with 'Words Their Way'.

Riverway Cluster

During the course of interview, teachers in the Riverway cluster discussed the ways in which the MST position supports their work with regard to student readiness for learning in such a way as to illuminate the value of the role. It became clear that they felt well placed in this regard. Specifically, they spoke of the ways in which the work of the MST facilitated the creation of a "welcoming atmosphere". So, too, they suggested that information provided by the MST enabled them to promptly proceed with student learning, to undertake individualised planning to meet learning needs, to connect quickly with new students and to do so in ways that addressed "gaps" in student knowledge/learning, and to swiftly access learning support services as required. The teachers also spoke of testing as undertaken by the MST, suggesting that it allowed for students to be appropriately placed in ability groupings and

thereby ensured students are able to be successful from the outset. The transition process was seen to allow for the forward, proactive planning of student learning needs as well as student behavioural needs. Teachers in the Riverway cluster also noted that the MST acted in a liaison role – for example, in cases of both formal and informal 'children in care' – and that such a role was thus "vital".

Teachers in this cluster identified a number of benefits of the MST position. They suggested that the role was instrumental in bringing the issue of mobility to the forefront for both schools and parents. In line with this, they noted that the consistency of procedures enacted by the MST sent "powerful messages" to parents. They also noted the MSTs assistance with attendance as a key benefit, with one teacher stating:

"… So instead of me having to chase up and find out why they're not attending school for such a long period, [the MST] does it for us – which makes our work a lot easier as well – we can focus on the classroom as opposed to what's happening outside of school as well." Further, the teachers noted that prior to the establishment of the MST role, teachers did not have contact with previous schools or information from previous schools – a problematic situation overcome with the MSTs introduction.

In making suggestions for the evolution of the MST role, the teachers identified the need for the role to be allocated according to numbers of movements – and in this way advocated the need for such a position to be full-time. They also identified the need for the role to be broadened so as to encompass student "attendance".

Finally, the teachers offered the following suggestions in relation to articulating literacy/ numeracy program(s) to parent/carers:

- Provision of an overview of the whole-of-school program and the particular class program
- Provision of specifics about the organisation of programs – For example, "We use *this* commercial program – it works this way, these are typical activities; we teach reading this way, because…; we teach writing this way because..., this class' current focus is …"
- Provision of a Philosophy on Literacy – For example, "In prep, oral language is the basis of developing literacy and literacy is a part of every teaching experience – not just reading a story on the carpet".

2.2.2 Provide your analysis of the data collected in 2009

The data collection and analyses undertaken by the JCU research team in 2009 focused upon the enhancement of teacher capacity to respond to issues of student mobility – and, more specifically, the role of the MST in enabling such teacher capacity. In view of the evidence cited above, it is apparent that the MSTs have been successful – while in varying degrees as one might expect – in facilitating teacher capacity to respond to mobile students' social-emotional and academic needs, and in this way, their readiness for learning. It is suggested that teachers have come some way to a desired outcome of the project, that being, as Henderson (n.d) notes: "Teachers need to know much more about educational mobility, how experiences of being educationally mobile differ, and what such experiences might mean for learning."

2.2.3 Provide information on any emerging issues or actions taken in response to the data analysis collected to date.

A number of critical issues emerge from the data above in relation to teachers' work and the work of the MST.

- Particularly in the school sites with very high levels of mobility, classroom teachers are strong advocates for the MST role and strong advocates for the continuation of the role beyond the pilot.

- The appointment of an additional MST in the Cairns cluster specifically has been very positively received. The 2009 mobility data is useful in noting the benchmark levels for employment of an MST: where there are 35% or more Indigenous students a full-time MST should be considered.

- The classroom teachers applaud both the 'readiness to learn' and 'learning engagement' strategies – including an increased focus on attendance strategies – of the MST role and note their importance as preconditions to learning achievement.

2.3   Framework Data – School Leaders

2.3.1 Provide information on data collected in 2009, as agreed in your Evidence Framework

Quantitative data: School leadership qualities

Overall, attendance and involvement in the project has been high by all school leaders – as has been evident, for example, at action research meetings as conducted within each cluster.

This is outlined in Section 1 of this report. Further reporting of this aspect of the evidence framework will be completed and presented in the final report.

Qualitative data: School leadership qualities

In the process of data collection and analysis, the JCU research team identified a number of leadership strategies that served to support the MST role; that promoted the work of the MST. These are as follows:

- Creating a visible presence in the leadership team through: positioning MST as part of the administration team, provision of space to undertake work, provision of resources e.g., AO time, adequate computing facilities, and unhampered access to student records
- Allowing autonomy in decision-making
- Ensuring all visiting staff are aware of MST role (e.g. GOs and AVTs)
- Supporting the work of MST – verbally and publicly within school – for example, quashing queries by staff who note they are wondering what MST does with time
- Providing flexible timetabling of/for MST – i.e., MST not restricted/made inflexible due to timetabling of other duties
- Following through with enrolment procedures.

The action research meeting sessions provide an insight into approaches taken by school leaders to work towards data-driven place based solutions. Examples of these solutions include:

- Rasmussen State School – On appointment, in January 2010, the new Principal immediately rolled-out cultural awareness training for all staff, including administration staff, to support more 'constructive talk' about students who are mobile.

- Cairns West State School – A sharp focus on utilising the data from the project alongside the school's other evidence collection processes to position the issue of mobility alongside of the school's 'service agreement' for students.

- Woodridge State School – Promoted a range of community functions to promote the "Let's Stay Put" message and actively engaged the elders in the school planning for the project.

- Parramatta State School – Planning a range of interagency collaborations to extend the impact of the project – for example, the Department of Housing. A strong focus on a 'cluster' approach to the project is evident from the leadership team.

- Balaclava State School – On appointment, in January 2010, the Principal immediately re-located MST to the administrative hub of the school to ensure high profile of position.

- Allenstown State School – Actively developed ways to incorporate mobility and enrolment data as central to the school's intranet.

2.3.2 Provide your analysis of the data collected in 2009

The approaches stated above are examples of ways in which leadership can strengthen the '*strategic alignment*' of messages to improve education outcomes for Indigenous students. As noted by Robinson and Timperley (2007), this alignment is particularly critical for initiatives that rely on project based funding.

School leaders have been highly responsive to the project within the constraints of their school environment and available resources. Significant leadership support has been evident – and indeed reported by MSTs. In all cases, the school leaders have collaborated with the researchers to ensure the smooth running and ongoing success of the project.

2.3.3 Provide information on any emerging issues or actions taken in response to the data analysis collected to date.

As school data emerges, school leaders are developing a range of responses. For example:
- The need for a designated space for the MST did, as flagged in the previous report, present some challenges. These, however, have been subsequently addressed and accommodated.

- Within the Cairns cluster, a nominated Deputy Principal has been actively involved in workshopping student mobility data with JCU research team members.

- Changes in leadership have occurred (Balaclava, Rasmussen) and further changes are projected to occur next term (Kelso). New Principals in the project have been, and will continue to be, provided with detailed information about the project's goals and operations.

- As MSTs report the need for additional support from their school leaders, the JCU researcher make every effort to ensure their voices are heard within the context of the action research process.

- Ongoing discussion about the work of the often-limited number and tenure of Indigenous Education Workers remains as a central concern for the school leaders generally.

- Principals seek to be informed by active engagement with the ISSU staff as facilitated by the action research process.

2.4   Framework Data – Parents/Community

2.4.1 Provide information on data collected in Terms 1 and 2, as agreed in your Evidence Framework

Quantitative data: Parent and community engagement and support of the school

The reasons for student mobility within each site are systematically collated and reported each semester as part of this project – as outlined in Table 15 below.

Table 15: Database classifications of reasons for mobility

Broad Mobility Reason	Narrow Mobility Reason
Family circumstances	Parent relationship changes
	Change in custody
	Kinship responsibilities i.e. funerals, birthdays
	Other (Identify in notes)
Housing	New rental accommodation
	Public housing
	Purchased home
	Emergency housing
	Staying with family
	Other (Identify in notes)
Seeking services/support	Child in care of state
	Medical
	Transport
	Refugee
	Migration (non-refugee)
	Other emergency (Identify in notes)
School choice	Seeking more appropriate learning
	Want improved facilities
	Specialist services within school
	Problems with staff at school
	Other (Identify in notes)
Social concerns	Exclusion from school
	Asked to leave school
	Peer problems at school. Specify i.e. behaviour
	Problems with family/community at school
Employment	New job
	Lost job
	Seeking employment
Cultural activities	Cultural event (non-sporting) i.e. NAIDOC week
	Cultural sporting event i.e. Rodeo
Unknown	Unknown

Reasons for movement

Figures 17- 20 present the reasons for movement apparent within the mobile cohort across all clusters. Without exception, changes in family circumstances and housing needs are the most significant reasons for mobility for Indigenous families.

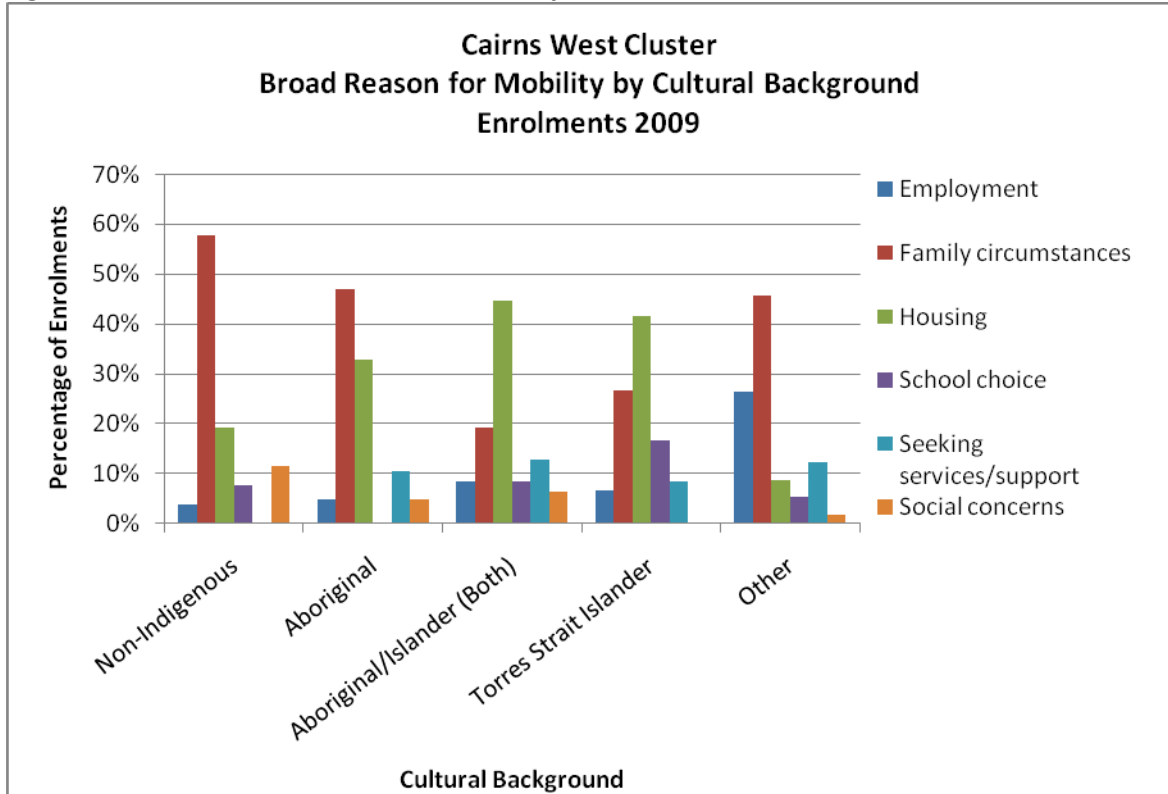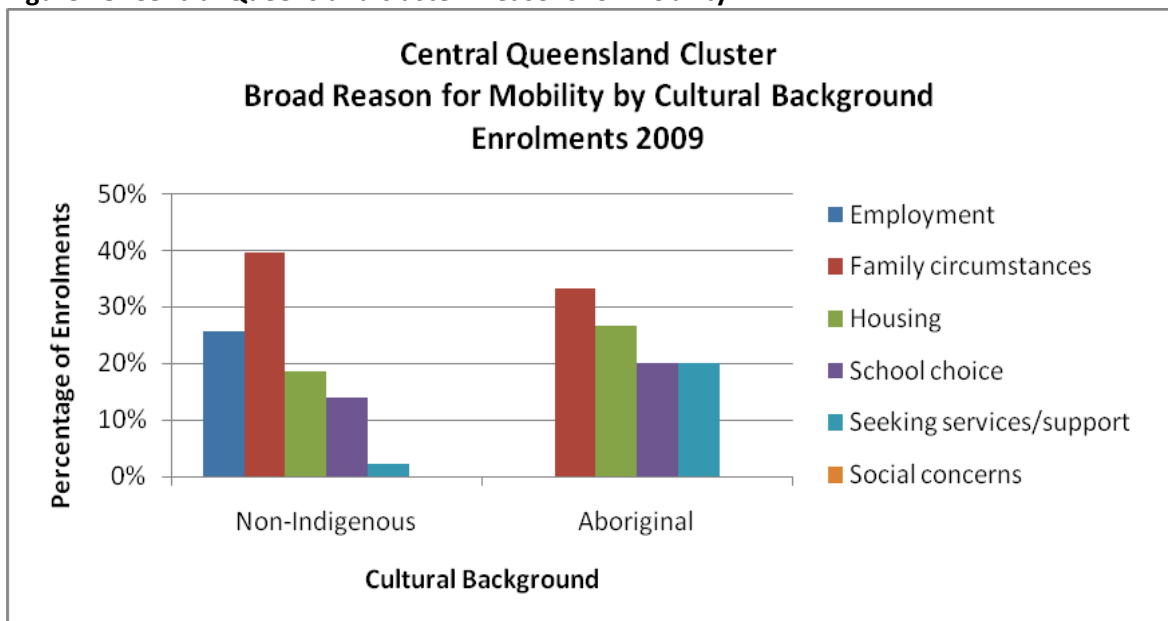**Figure 17: Cairns cluster - reasons for mobility**

Figure 18: Central Queensland cluster - reasons for mobility

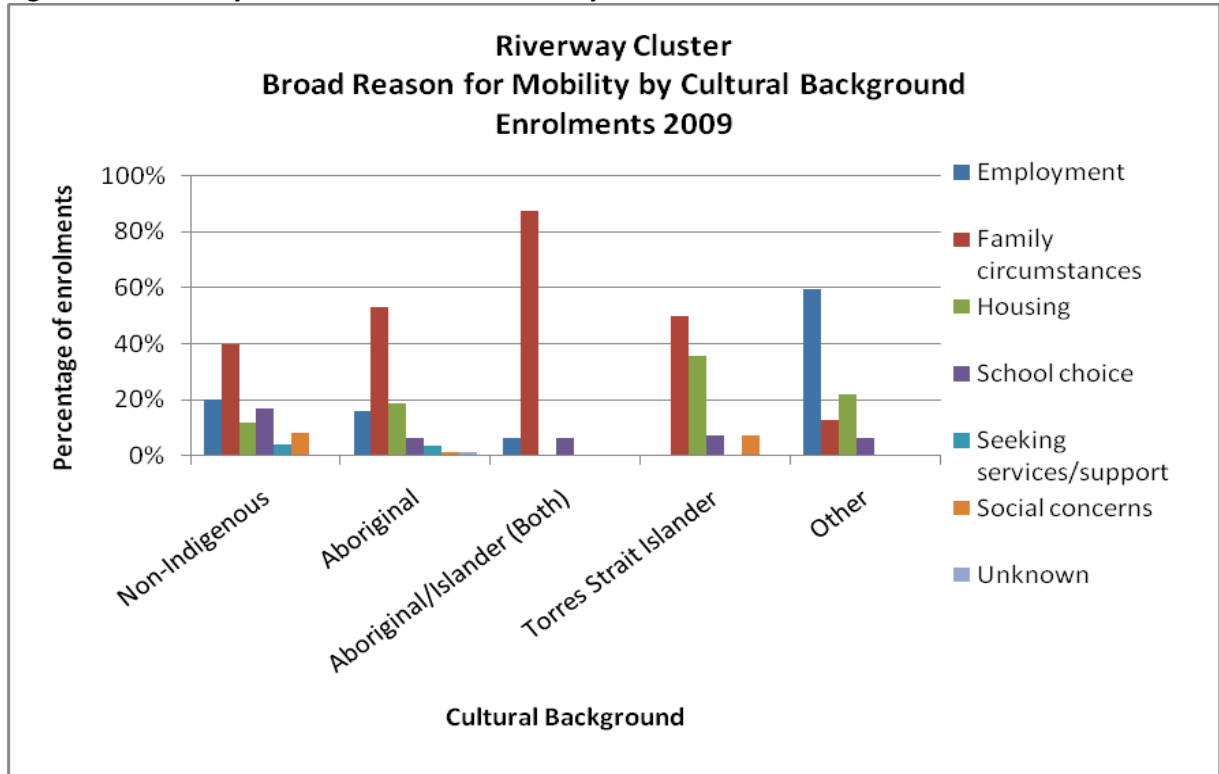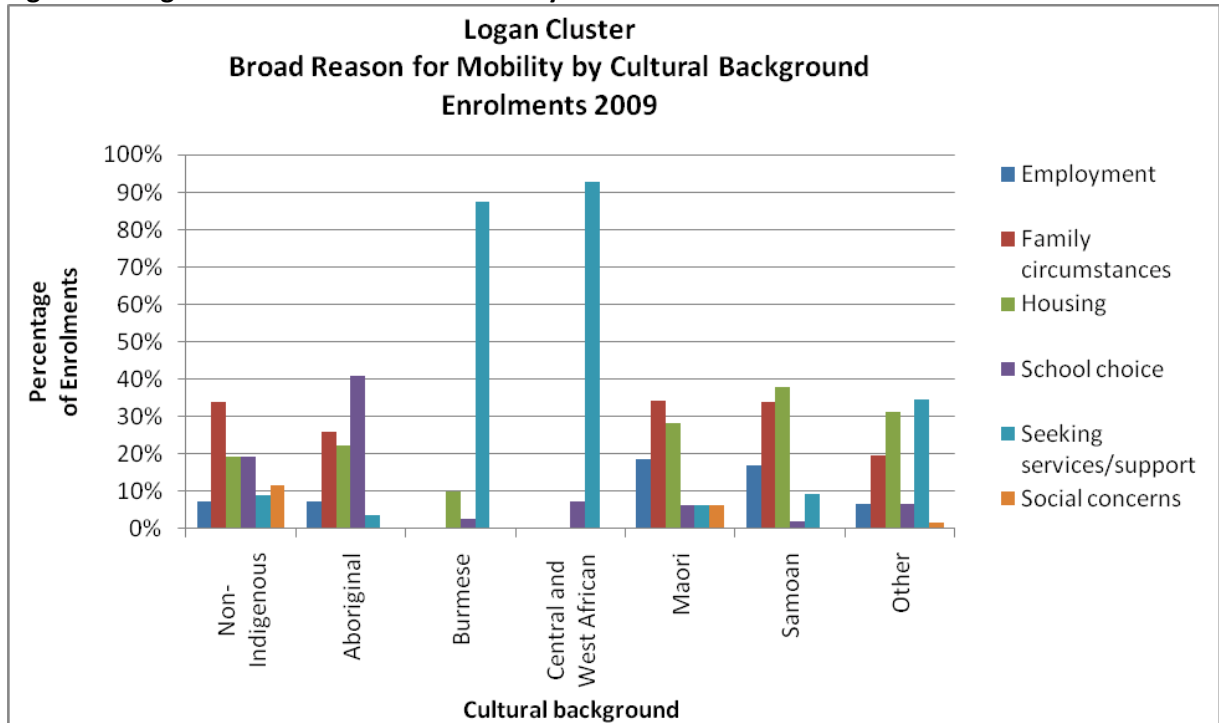**Figure 19: Riverway cluster - reasons for mobility**

Figure 20: Logan cluster - reasons for mobility

Let's Stay Put Literacy and Numeracy Pilot

31 March 2010 - Progress Report

Qualitative data: Parent and community engagement and support of the school

The following tables are indicative of what schools are doing to engage their communities.

Table 16: Weir State School engagement activities

Date	Event	Audience	Comments on how successful you think this was in engaging the audience and any supporting evidence.
25/6/09	NAIDOC DAY	Indigenous families	Spoke to number of Indigenous families. Endeavoured to send message about importance of attending every day. Had positive response.
18/8/09	Indigenous Parents Support Group meeting	Indigenous families	Spoke to families about assisting with reading at home. Explained homework policy. – Parents welcomed reading tips as many had difficulty getting their children to read at home.
17/11/09	Prep Information Night	All new Prep parents	Spoke about role. Spoke personally to a number of indigenous families – large number of indigenous families attended this event.
4/2/10	Meet the teacher night - bbq	All parents	Spoke to number of Indigenous parents – handed out contact details for myself and Indigenous Aide Worker
18/3/10	Hearing tests for indigenous students	Students, health workers	Spoke to health workers and students. Handed out 'Let's Stay Put' calendars to each person

Table 17: Rasmussen State School engagement activities

Date	Event	Audience	Comments on how successful you think this was in engaging the audience and any supporting evidence.
Daily	Welcoming at gate	All families	Very successful –It is a good chance to speak with most families and promote the positive partnership.
Daily	Home visits	Families new to the school and non attending families.	MST and Indigenous Liaison Office make regular home visits to promote the Lets Stay Put message and the Every Day Counts message.
29/3/10	Welcoming BBQ At Oral Reporting Night	Families in the school especially a chance for new families to meet	
	Radio Segment	Indigenous families	
	Under 8s Day morning tea	All families	
	NAIDOC Week Display		
Fortnightly	School Newsletter	All families	Parents have been responding to the messages.
	Sports Day Morning Tea Tent	All families	
	Prep Info Sessions	Prospective families	

Table 18: Cairns cluster engagement activities

Date	Event	Audience	Comments on how successful you think this was in engaging the audience and any supporting evidence.
19/03/10	Welcome morning tea	Families new to the school	P&C and MST hosted a morning tea to welcome new families to our school and share the LSP message. The event was attended by our principals, indigenous liaison officers, Indigenous and non-Indigenous families, P&C president & our PLO. A very successful in formal way to spread the LSP message to new families.
13/11/09	JCU Cairns Visit	JCU 4th year Education Students	A formal presentation presented by the Cairns MST's informing students of the Let's Stay Put project, issues surrounding mobility and how as beginning teachers they can prepare for this.
Semester one 2009	Mail out	All State school Principals in Cairns and Cape region	An introduction letter of the Let's Stay Put Project and MST roles as well as a Cairns Cluster Let's Stay Put poster.
22/06/09	Indigenous Education Conference	Principals and Indigenous Community Members	A formal presentation presented by the Cairns MSTs and principals to showcase Indigenous projects operating in the Cairns Cluster. The Let's Stay Put project was received well by the large audience and generated a lot of interest.
TBA	Let's Stay Put Launch	Cairns West State School community	
TBA	Let's Stay Put promotional materials	West Cairns Cluster community	
TBA	Indigenous Radio Station	Indigenous Community	
TBA	Festival Fair shopping centre stall	West Cairns Cluster community	
TBA	Let's Stay Put Stall at Cairns West, Balaclava and Parramatta School Fetes	West Cairns Cluster community	

Table 19: Woodridge North State School engagement activities

Date	Event	Audience	Comments on how successful you think this was in engaging the audience and any supporting evidence.
Once per term	Morning tea	Indigenous families	Each term the Indigenous Liaison Officer and MST hosted a morning tea (or lunch) for all Indigenous families. During this time 58 % of new Indigenous families to the school had their parents or caregiver attend one of these morning teas.
11/05/09	NAIDOC day	Indigenous parents	Many parents from this school and lots of others from the community. Not as successful as it could have been, parents focussed on day, dancing and activities. Not very visual.
12/06/09	Parent In Schools Partnership Meeting	IEW's from WNSS, ISSU, representative, DET representative, State Member for Woodridge, representative for Federal Member for Rankin, Local Elders,	Spoke on the role of Mobility Support Teachers. Our State Member for Woodridge was very interested and has spoken to me about this since.
13/05/09	South Coast Indigenous Workers Network Meeting	Indigenous Education Workers from our region	Very successful – many schools in the region had their IEW's at the meeting as well as related agencies.
05/07/09	Multi-cultural Day Show (presentation on parade)	All parents and lots of other families in the community	All teachers wearing Let's Stay Put shirts. Lots of parents talked about the project on the day and afterwards. More successful than I anticipated. Very Visual!
03/09/09	Prep Open Day	All families thinking of enrolling students in Prep 2010 including Burragah Kindy parents.	MST spoke to all parents at presentation about Let's Stay Put and Every Day Counts. IEW also spoke to all Indigenous parents individually. Brochure given to all parents.
02/12/09	Homework Centre	Indigenous students and some parents	End of year break-up of homework Centre and very first "Let's Stay Put" hats given out to students (as decided by IEW's and some parents) along with brochure. Very successful as parents made lots of comments about "Let's Stay Put" after this.
05/12/09	Ridgy Didge	0-5 children plus their parents	Some of these children are now attending prep and their parents are very aware of the message about staying at one school for one year and attending every day.
19/03/10	Punyahra Expo	Indigenous Community	Spoke to many community members. Queensland Health is going to work with the three Logan schools to help arrange a **Healthy, Indigenous Day** at a local sporting complex, Hopefully around September.
31/03/09	Morning tea	Indigenous parents, ISSU	

Table 20: Allenstown State School and Crescent Lagoon State School engagement activities

Date	Event	Audience	Comments on how successful you think this was in engaging the audience and any supporting evidence.
28/4/09	Attended some of the Dharumbal Language and Cultural lessons at Crescent Lagoon SS	Students and Nhaya Nyoka (Aunty Nikki) a Dharumbal Elder who teaches the classes.	This enabled me to begin to build a rapport with Nhaya Nyoka and the Indigenous students in the classes and enabled me to speak with Nhaya Nyoka about my role and ask about her teaching her classes at Allenstown SS. She was very keen to do so. I then looked to see how this could be funded.
15/05/09	Attended the first morning of Urra Murri (Little People) play group which I had negotiated with the principal of Crescent Lagoon SS to run there on Friday mornings in the multipurpose hall.	Indigenous mums and their little ones	Introduced myself and talked about my role. Built a rapport with these families.
22/05/09	Attended Urra Murri Playgroup	Indigenous mums and their little ones	Continuing to build rapport and friendship with the indigenous leaders and the families attending. We talked about inviting any new families to the school to bring their little ones to the playgroup whether they were indigenous or not. We talked about advertising the playgroup in the wider community as well.
19/10/09	Attended Prep open morning at Crescent Lagoon SS	New families and current families with a Prep enrolment for 2010	I explained my role and parents were able to ask questions. Most of our Indigenous families with a Prep for 2010 attended.
27/10/09	Attended Prep information night at Allenstown SS	New families and current families with a prep enrolment for 2010	I explained my role and parents were able to ask questions. We had three indigenous children enrolled for Prep and those three families have attended. One of those families has contacted me on a number of occasions to ask advice.
11/03/10 18/03/10	Attended Dharumbal Language and Cultural Program Lunch activities and class lessons	Many of Allenstown SS Indigenous students as well as some of our non-indigenous students.	Building rapport with Nhaya Nyoka and our indigenous students by participating in the activities and lessons and learning the Dharumbal language and some of their culture. Some of the students asked if they could call me Nhaya Donna (Aunty Donna). The children have continued to attend the lunch activities and ask many questions of Nhaya Nyoka. Class teachers are also asking questions and showing a lot of interest in the Dharumbal culture and language. I believe this is strengthening relationships between our indigenous families and the school.
Future Events			
31/03/10	Meet and Greet afternoon tea and	All Indigenous families in the Crescent Lagoon SS community	This is again to build rapport with the families and strengthen our relationship with the community. It is also to get the Let's Stay Put message across.

	barbeque for our Indigenous families at Crescent Lagoon SS in the new Hall	have been invited.	
TBA	Indigenous Leaders meeting	Local Indigenous leaders	I hope to work with them to find ways to further engage with our Indigenous community and get out the message of how important it is to Stay Put for Literacy and Numeracy and how everyday at school counts.
TBA	NAIDOC WEEK ACTIVITES	School families and the Indigenous Community	This is again to build rapport with the families and strengthen our relationship with the community. It is also to get the Let's Stay Put message across and how everyday counts at school.

2.4.2 Provide your analysis of the data collected in 2009

The schools are now strongly focussed on the engagement of Indigenous community members. Some ISSUs are actively pursuing partnerships to further this engagement. Coupled with the development of promotional materials, as evident in Appendix 2, this aspect of the project will be prioritised for the remainder of 2010.

2.4.3 Provide information on any emerging issues or actions taken in response to the data analysis collected to date.

Emerging issues related to parent and community engagement include:

- The need for a community education program that addresses appropriate protocols for leaving/exiting a school remains an ongoing issue.

- Further engagement and interactions between ISSU staff and school staff to develop the aspects of the training delivered in the Forum in February 2010. In Townsville, a follow up meeting with the ISSU manager has been scheduled.

- Given the reasons for mobility apparent in the data, interagency collaboration – particularly in the areas of housing and family support services – needs to be prioritised.

Note:

(i)   The completed Evidence Framework forms part of the Funding Agreement.

(ii)   Attachments may be provided to support any of the information you provide for the categories in *Section 2.* (Excel spreadsheets are the preferred format).

3.0   Delivery Summary

3.1   <u>Administrative issues encountered in the management of the pilot</u>

3.2   <u>Actions undertaken to address the above issues</u>

3.3   <u>Variations that have occurred to the delivery of the pilot from the delivery arrangements as specified in your Funding Agreement at Schedule 1 Item C, including any changes to the timeline</u>

3.4   Please provide an itemised Income and Expenditure statement against your Budget as specified at Attachment B of your Funding Agreement

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