James Cook University
Australia

Let's Stay Put
Literacy and Numeracy Pilot
February 2011 – Final Report

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Key Messages from Pilot

From my point of view it's one of the best projects I've seen on the ground for a long time, and it's making such a strong impact on the schools.

(Cairns Cluster Principal, June 2010).

The *Let's Stay Put for Literacy and Numeracy* project is the first systematic response to mobile Indigenous students in Queensland and Australia. It has had demonstrable impact on schools, communities, teachers, students and their families. As highlighted in the *Draft Indigenous Education Action Plan 2010-2014* (MCEECDYA, 2010), the project focuses on the priority issues of literacy and numeracy learning, but critically, the nexus between attendance, readiness for school and engagement of learners.

Unmasking the extent of student mobility

The project measures student mobility through the use of the *Joiners Plus Leavers (JPL)* (Dobson, Henthorne & Lynas, 2000) measure capturing every student movement (micro-level analysis) in and out of schools across the year. Data is extracted from the Student Management System to map every new enrolment and every exiting student across the year. This contrasts with Education Queensland's Corporate Data Warehouse *School Enrolment Continuity* data for each school. The *School Enrolment Continuity* data measures the proportion of students that either left a school, were new at a school, or were continuing students at a school, between two 'enrolment collections'. The collections are undertaken in February, July and November of each school year and identify students who are 'new at school' or 'left school'. The data collected in this project using the *Joiners Plus Leavers (JPL)* measure indicates that mobility, especially Indigenous student mobility, has been significantly underestimated, with the Department's measure only capturing approximately 60% of movement.

Role of Mobility Support Teacher (MST)

The MST has come to be identified as a key resource in the schools. As one Principal suggested: *"I would now say that it [the MST role] is one of the most key positions in the school".* The MSTs have worked – in ways that serve to benefit students, teachers, administrators and families alike – across a range of areas, specifically:

- Readiness to learn
- Engagement with learning
- Engagement with community.

The MSTs have, for example, provided teachers with data pertaining to newly arriving students' schooling history and undertaken assessment (specifically in relation to literacy and numeracy) of these students – which teachers suggests *"helps [ ] with catering for the*

needs of the student" from point of commencement. They have released teachers from their classrooms in order for teachers to meet with newly arriving families – a practice which serves to foster *"relationship(s) in a positive way"* (Deputy Principal) from the outset. MSTs have engaged in the crucial work of developing – in consultation with classroom teachers and other specialist teachers – personalised learning plans for mobile students. They have also facilitated action for students and their family both within and beyond the school gates and drawn upon a range of community agencies in doing so. In relation to this, one Principal suggests: *"We wouldn't have been able to survive [i.e., without the MST]. What's happening now is that the networks are joining, people come into the school to support … If we didn't have the MST we would be by-passing a lot of that and we'd be working at crisis".* So, too, they have actively engaged community with regard to the message of "Let's Stay Put".

Furthermore, the role of the MST is seen to improve the "organisational health" of the school – as one of the Principals noted:

> *A lot of the MST role is not only preparing the parent and the child, but the teacher. In our schools, that organisational health is so important. To go in, sit down with the teacher and outline it all, look at the support plans with the teacher so they are not feeling inundated and overwhelmed all the time is huge. I think this project is having an impact on the reduced amount of days off that staff are having at Balaclava. Reducing the stress, improving our organisational health, it's a big part of that. Rather than me turning up with a new student that day and here you go, it's creating that time and space so we get it right, that's what it does. It slows down the process, it does the testing, it prepares the families and the teachers – the whole transition is much smoother* (Cairns Cluster Principal, June 2010).

Student mobility and literacy/numeracy achievement

The project has identified a number of key factors in mapping the relationship between mobility and literacy/numeracy learning. Key findings include:

- PM Benchmark (1 and 2) diagnostic testing with those who joined the schools after Day 8 indicates that more than 55% of Indigenous students were below expected levels.

- Given the high levels of mobility, particularly in North and Far North Queensland, up to 35% of students undertaking NAPLaN in May will have changed schools by the time the results are available to the schools in September or shortly afterwards.

- Teacher awareness of the need to recognise the importance of English as a Second Language strategies, especially for students moving between communities and urban settings, is a key aspect of improving literacy and numeracy performance.

Teachers capacity to respond to mobility

Overall, the data, as presented in this report, firmly suggests that the role of the MST served to enhance teacher capacity to respond to the needs of mobile students. Teachers reported that they had, as a result of this role, a greater awareness of mobility and the needs of mobile students and their families. So, too, they had a better understanding of the reasons for mobility, while at the same time, became more cognisant of the importance of children staying at school – at the one school. Teachers noted that as a result of the data provided to them by the MST with regard new arrivals' schooling history, and academic and literacy needs more specifically, they felt better equipped – and importantly, better equipped from the outset – to work with these students. They indicated that the work of the MST had led to a shift in their approaches to planning, assessment and teaching. They noted, too, the value of the MST as a professional colleague – someone with whom they could engage in professional conversations about students. Teachers also welcomed the opportunities, as facilitated by the MST role, to support mobile students and their families in what they perceived to be a more professional manner. Finally, it was the case that when data was considered across all clusters involved in the pilot project there existed very high level awareness among teachers of both the MSTs' work in schools and their role in relation to teacher release provision.

School leadership and mobility

School leaders embraced this project. Seven of the 11 schools involved in the project have sustained the position of the MST into 2011. Six of these schools participate in the National Partnerships for Low SES program. School leadership qualities/characteristics that support the project included:

- Recruiting and selecting of MSTs who are respected in their school contexts and who can engage effectively with community members, parent/caregivers, teachers, external agencies and students.
- Ensuring high levels of whole staff engagement through active promotion of role across school and community including involvement of Indigenous Schooling Support Units.
- Sharing of action research data to provide improved understanding in relation to issues of mobility in context.

Community engagement

Schools worked in a range of ways to engage community members in the project and the importance of schooling stability. In doing so, MSTs worked actively with a range of external stakeholders – drawing upon these resources to support mobile students and their families. Across the clusters, for example, the MSTs worked with: Department of Housing, Kids Hope Australia, The Smith Family, Department of Child Safety, Salvation Army, Oz Care, PCYC

After School Care, Migrant Settlement Services, Youth and Family Services (YFS) and Relationships Australia. They made links to key Indigenous community and staff members, met with and provided support by way of home visits and assisted with referrals for housing, transport and medical needs. They also accessed specialists, for example, Speech Language Pathologists, Guidance Officers and Support Teachers – Learning Difficulties and Special Needs. The MSTs also worked to bring families into the school and to take the "Let's Stay Put" message out into the community, for example:

- Promoting active participation in school and out of school activities – such as Indigenous dancing, storytelling and games, art and craft; NAIDOC celebrations; Meet and Greets with Indigenous families; conducting workshops on literacy and numeracy for parents of new arrivals; holding events with the FOGS (Former Origin Greats).

- Disseminating information via a range of mediums, including: newsletters and website postings, "Let's Stay Put" calendars and postcards, holding stalls at shopping centres and at the town show. Additionally, participating in radio interviews and featuring in newspaper articles.

- Attendance and participation in school- and community-based committees – such as PACE, steering committees and QIECC forums.

The MSTs also attended and encouraged participation in Indigenous cultural carnivals and participated in meetings with local elders.

The identification of – and indeed a greater understanding of – the various reasons for mobility within and across school sites was also an outcome of this project. These reasons, as identified across the clusters, included: family circumstances, housing, seeking of services/support, employment, attendance at cultural activities, social concerns and school choice.

Next steps to support mobile students

As noted in this report, most of the schools in this pilot have sustained the position of the Mobility Support Teacher following the trial period. Further activities will include:

- Extending collaboration across cluster schools.
- Revising data collection within the limitations of One School (currently unable to extract micro level movement as has been extracted from Student Management System).
- Extending the work of the MST to include a focus on prep year and the importance of early stability.
- Deepening understanding about successful personalised learning plans (with a focus on literacy and numeracy) for mobile students.

Next steps for research

Sustained research in the area of student mobility is warranted and noted to have international relevance. Key areas of investigation could focus on the following:

- Effective personalised learning plans for mobile Indigenous students.
- The relationship between early literacy and numeracy learning and patterns of mobility in early years of schooling including a focus on 'readiness for school'.
- The relationship between health and wellbeing indicators, student mobility and education support requirements.
- Trial projects that focus concurrently on the relationship between attendance patterns and student mobility with a focus on community engagement around both issues.
- Longitudinal study of mobility patterns and support requirements in schools and communities.
- Trial projects to support engagement with key service providers in housing to support stability in early learning.

Section 1: Pilot Progress Summary

1.1 A general overview of the pilot

Issues of student mobility are increasingly in focus internationally with a recent report from the United States (Beesley, Moore, & Gopalani, 2010) highlighting links between mobility and indicators of poverty. This report, along with numerous other national and international research (Danahar, Moriarty, & Danaher, 2009; Dworsky, 2008; Lupton & Thrupp, 2007; Prout, 2009) calls for improved data collection, ongoing focussed research and sustained and localised responses for communities with high student mobility.

The *'Let's Stay Put for Literacy and Numeracy Learning'* two year pilot trialled the first 'systematic response' (Prout, 2008) to the reality of Indigenous temporary mobility practices in Queensland and Australia.

The *'Let's Stay Put for Literacy and Numeracy Learning'* project had 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 built on 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 were 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 that framed the *'Let's Stay Put for Literacy and Numeracy Learning'* project focussed 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 was conducted within a collaborative action research framework. This method saw researchers from the JCU School of Education consistently liaise and work in close collaboration with school staff and other key stakeholders. In doing so, the Action Research Teams worked 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 included:

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, Townsville (Riverway cluster), Rockhampton (Central Queensland cluster) 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 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.

Table 1: Summary of School Population for Queensland Schools Involved in Let's Stay Put for Literacy and Numeracy Learning

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 West State School	429$_c$	301$_c$	128	417	302$_c$	115	446	296	150
	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
	Rasmussen State School	409	141	268	408	167	241	390	156	234
	Weir State School	765	193	572	759	179	580	740	168	572
Central QLD	Allenstown State School	424	53	371	388	40	348	350	42	308
	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	813	68
	Woodridge State School	517	53	464	471	49	422	518	53	465
	Woodridge North State School	507	58	449	527	65	462	459	44	415

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

Table 2: Characteristics of Schools Involved in Let's Stay Put for Literacy and Numeracy Learning

Cluster	School	Attendance rate (%) (2009)	BSEG (2006)	ICESEA	National Partnership School	Special Education Unit	Additional characteristics
Cairns	Balaclava State School	82	Low	729	X	X	Up to 60% Indigenous students with Torres Strait Islander students the largest group. Many students provided with meals within the school. New Principal in 2010.
	Cairns West State School	87	Low	689	X	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	X	Up to 60% of school population are Indigenous students. New Principal in 2011.
Riverway	Kelso State School	90	Mid-Low	861			Rapidly changing housing in local area through significant suburban development. New Principal in 2010.
	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. Acting Principal in 2010, new Principal in 2011.
	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 QLD	Allenstown State School	93	Low	925	X	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	X	More than 36 cultural groups are represented in the school (representing nearly 50% of the student population). Significant population of Pacifika students.
	Woodridge State School	90	Low	877	X	X	The school has an 'on arrival' ESL centre. Large number of refugee students from locations of trauma: Congo, Sudan and Cambodia.
	Woodridge North State School	91	Low	865	X	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.

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
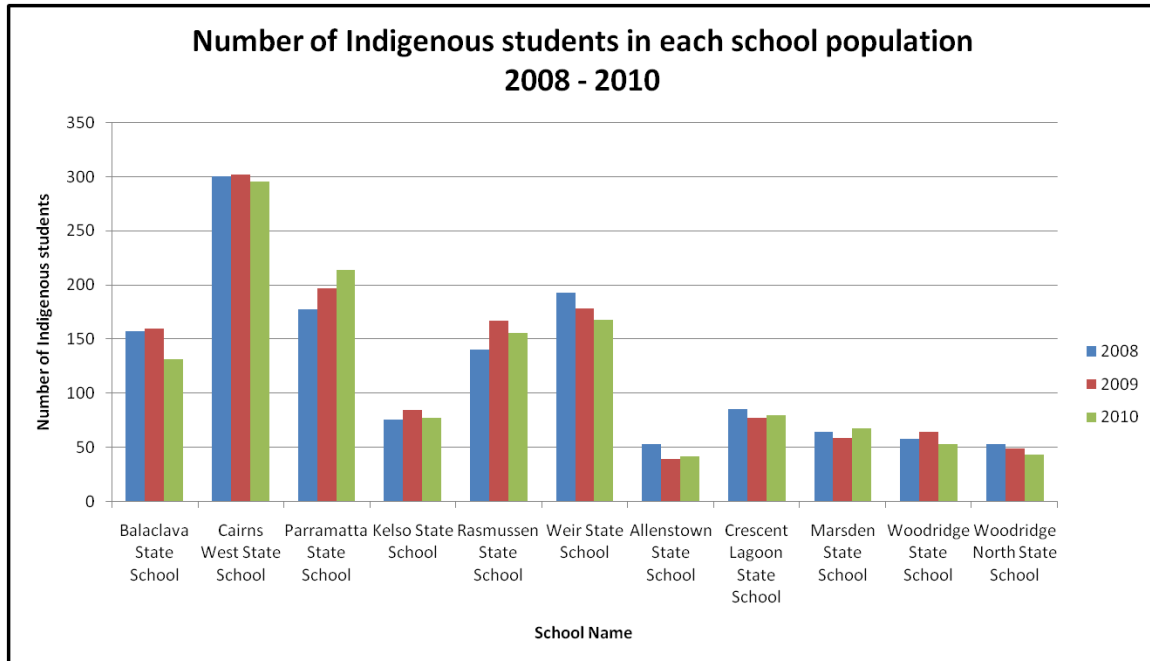
Figure 2: Proportion of Indigenous Students in School Population
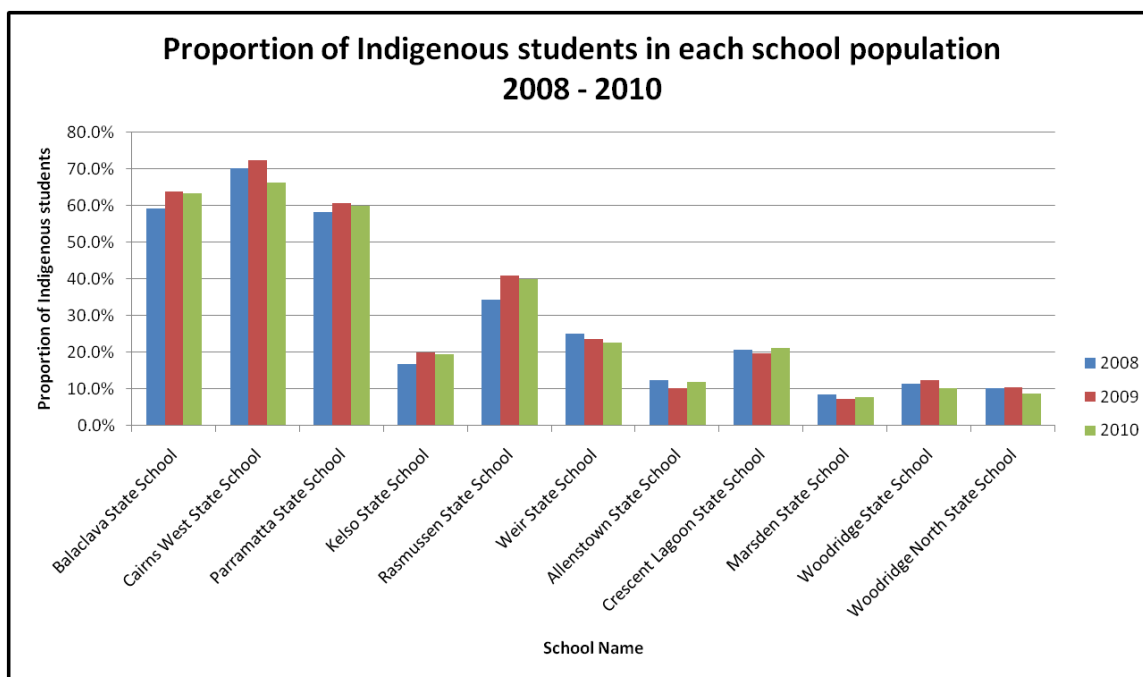
1.2 Cluster specific activities

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).

Table 3: Cluster Specific Activities

Date	Event/activity	Attendees	Location
2009			
February			
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)

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Date	Event/activity	Attendees	Location
18	Action Research Meeting	Action research team	Rockhampton
	Consultation MST	MST	Rockhampton
	Staff briefing	Full staff Rockhampton 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 Development of database	Townsville clusters: MSTs Fiona Navin Gary Swayn	Townsville (JCU)
30	Consultation MST	Townsville clusters: MSTs	Townsville
	Interim Report 1 Submitted		
August			
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)

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Date	Event/activity	Attendees	Location
September			
17	Consultation MST On arrival assessments	MSTs	Townsville (JCU)
24/25	Attend IEW Conference		Townsville
October			
15	Consultation MST	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
25	Teacher Survey	Allenstown SS staff	Allenstown SS
	Teacher Survey	Woodridge SS Staff	Woodridge 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
2010			
February			
22/23	Whole of project workshop and action research meeting	Principals, MSTs, ISSU managers, DET	Brisbane
March			
18	National Literacy and Numeracy Pilots Forum	Ms M Phingst (Principal, Rasmussen SS); Ms A Lynch (MST, Woodridge SS); Dr A Hill (Project manager, JCU); Ms F Hornung (Project manager, DET)	Canberra
31	**Progress Report 2 submitted**		

Date	Event/activity	Attendees	Location
May			
28	Action Research Meeting	Action research team	Townsville
	Consultation	MSTs	Townsville
31	Action Research Meeting	Action research team	Logan
	Consultation	MSTs	Logan
June			
1	Action Research Meeting	Action research team	Rockhampton
	Consultation	MSTs	Rockhampton
4	Action Research Meeting	Action research team	Cairns
	Consultation	MSTs	Cairns
August			
10	Action Research Meeting	Action research team	Logan
	Consultation	MSTs	Logan
11	Action Research Meeting	Action research team	Rockhampton
	Consultation	MSTs	Rockhampton
13	Action Research Meeting	Action research team	Townsville
	Consultation	MSTs	Townsville
17	Action Research Meeting	Action research team	Cairns
	Consultation	MSTs	Cairns
September			
13/14/15	Learn Earn Legend Forum Presentation	Ms M Phingst (Principal, Rasmussen SS); Mr C Law (Principal, Balaclava SS); Dr A Hill (Project manager, JCU); Dr L Dalley-Trim (JCU)	Brisbane
October			
22	Action Research Meeting	Action research team	Cairns
	Consultation	MSTs	Cairns
	Principals Focus Group	Principals	Cairns
	Teachers Focus Group	2 teachers from each school	Cairns
25	Action Research Meeting	Action research team	Rockhampton
	Consultation	MSTs	Rockhampton
	Principals Focus Group	Principals	Rockhampton
	Teachers Focus Group	2 teachers from each school	Rockhampton
26	Action Research Meeting	Action research team	Logan
	Consultation	MSTs	Logan
	Principals Focus Group	Principals	Logan
	Teachers Focus Group	2 teachers from each school	Logan
November			
	Parent Survey		All clusters
	Teacher Survey		All clusters
17	Action Research Meeting	Action research team	Townsville
	Consultation	MSTs	Townsville
	Principals Focus Group	Principals	Townsville
	Teachers Focus Group	2 teachers from each school	Townsville

1.3   An overview of the work of the Mobility Support Teacher

Strategies to ensure enactment of each of the project's aims were developed in each site. All schools in the project continued to work successfully with the employment of the MST. Despite the appointment of a new Principal and MST at Rasmussen school at the start of 2010, the project continued at the school in a seamless manner. A third MST in the Cairns cluster was also integrated in the project successfully.

Work of Mobility Support Teachers

The MSTs continued to develop innovative student centred approaches to address issues of mobility. The work of the Mobility Support Teachers (MSTs) was focused in the following areas:

- Developing innovative student centred approaches and interventions that addressed issues of mobility
- Implementing whole-of-school strategies that were be used across the school/s.

In mapping the tasks completed by the MST, it is increasingly possible to 'frame' the tasks completed to support Indigenous student in three domains:

- Readiness of students to learn
- Engagement with learning
- Promoting learning achievement.

And, these domains have clear alignment to the priority domains as specified in the *Indigenous Education Action Plan Draft (2010-2014)* (MCEECDYA, 2010), specifically: "Readiness for School", "Literacy and Numeracy", "Attendance", and "Engagement and Connections".

Readiness to Learn

While identifying the *Indigenous Education Action Plan Draft's* priority domain of "Readiness for School", this project has been informed by a more broad-based approach to the concept of readiness in view of recent studies that 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. In the context of

mobility, an expanded notion of 'readiness to learn' can include, for example, 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 continued working systematically within the schools to improve mobile students' engagement with learning. In particular their focus was on:

- Ensuring regular attendance and participation
- Promoting active participation in school activities
- Supporting behaviour needs, including timely referral to support staff.

Promoting learning achievement

The third key aspect of the MST's work was around promoting learning achievement – in the areas of literacy and numeracy specifically. The MST ensured personalised learning plans were developed for each student with a focus on literacy and numeracy learning needs. So, too, they completed diagnostic testing and were able to measure progress in collaboration with the classroom teacher.

A sample of the indicative work of the MST in relation to these three domains – and the link between these to those domains of the *Indigenous Education Action Plan Draft (2010-2014) (MCEECDYA, 2010)* – appears in Table 4 following.

Table 4: Indicative tasks of MST in three domains

READINESS TO LEARN	ENGAGEMENT WITH LEARNING	PROMOTING LEARNING ACHIEVEMENT
As linked to "Readiness for School" (Indigenous Education Action Plan Draft (2010-2014) (MCEECDYA, 2010)	*As linked to "Attendance" and "Engagement and Connections" (Indigenous Education Action Plan Draft (2010-2014) (MCEECDYA, 2010).*	*As linked to "Literacy and Numeracy" (Indigenous Education Action Plan Draft (2010-2014) (MCEECDYA, 2010).*
• Determining support needs of child and family • Assisting with referrals for housing, transport, medical needs • Linking to key Indigenous community and staff members • Providing book/resource starter back • Providing school uniforms • Reviewing schooling history and reports to determine learning and support needs • Establishing relationships between classroom teacher and family • Inclusion in in-school supports e.g. Breakfast Club, Homework Club, social skills groups	• Providing overview of school's routines • Monitoring attendance systematically • Updating parent/caregiver on child's attendance including positive reports on progress • Suggesting key components of personalised learning plan for classroom teacher • Supporting transition in classroom or playground • Timely linking to student support professionals • In-class support for student and teacher for learning needs/transition • Supporting classroom teacher with behaviour issues/plans • Connecting teachers to specialist advisory services [e.g. ISSU]	• Completing diagnostic testing • Analysing NAPLAN results • Assisting teachers to source appropriate teaching and learning resources • Connecting teachers to specialist advisory services [e.g. ISSU]

Additionally, quantitative data – as collected and collated by the JCU research team – offers further insight into the type of work or 'actions' undertaken by the MST. This is presented in Table 5 following. It is to be noted here that the quantitative data provided in this table is not indicative of all tasks that MSTs perform. Due to the labour intensive task of data entry MSTs were asked to provide an example of the work they have performed with a select number of students, not for all students.

Table 5: Overview of Actions Undertaken by the MST

Action	Cairns			Riverway			Central QLD		Logan		
	Balaclava SS	Cairns West SS	Parramatta SS	Rasmussen SS	Weir SS	Kelso SS	Allenstown SS	Crescent Lagoon SS	Marsden SS	Woodridge SS	Woodridge North SS
Gathering information on student (e.g. from previous school), informing next school of pending enrolment, confirming enrolment in next school or sending information to next school				135	158	6	53	37	2	24	27
Discussion/meeting with class teacher				28	49	23	18	10	12	39	9
Checking on student 'settling in' (with teacher, student or parent/carer)				23	138	10	92	44	19	114	20
Family orientation to school e.g. introduce to teacher and class, link with other staff members such as tuckshop, library				12			19	10	1	25	3
Additional diagnostic testing requested by teacher				1			16	20		28	1
Individually working with student (either in the classroom or another environment)				13	132	5	17	20	10		12
Meeting/speaking with/providing support to family and home visits	3			56	71	48	40	18	23	4	43
Linking with additional internal supports	18	74	51	27	102	56	13	5	19	216	130
Linking with additional external support	7	64	44	6	15	5	16	2	15	32	16
Teacher release				3	18	2	1	2	1	45	5
Total number of actions recorded	28	138	95	304	683	155	285	168	102	527	266
Number of students that actions relate to	20	63	44	78	170	26	56	36	70	138	60

Note: Teacher release time was not included in the Cairns database.

A key feature of the work undertaken by MSTs involved engagement with both internal and external agencies – work which can be read within the frame of the three domains discussed above (and indeed as evidence of community engagement as is discussed next). Table 6 following presents an overview of such work.

Table 6: Overview of MSTs Work with Internal and External Agencies

Cluster	School	Example of the internal and external agencies that MSTs work with	Example of programs that MSTs refer students and families to
Cairns	Balaclava State School	• English as Second Language Teacher • Speech Language Pathologist • School Based Chaplain • Behaviour Support Teacher • ACT for Kids • Advisory Visiting Teacher • Department of Child Safety • Guidance Officer • Indigenous Liaison Officer • Occupational Therapist • After School Care • Flexible Learning Centre • Positive Learning Centre • Private Health Professional • Support Teacher Learning Difficulties • Youth Support Co-ordinator • Department of Housing • Kids Hope Australia • The Smith Family	• Hungry Lunches Program
	Cairns West State School	• ACT for Kids • Department of Child Safety • English as Second Language Teacher • Guidance Officer • Head of Special Education Services • Hearing Assessment • Indigenous Liaison Officer • Occupational Therapist • Domestic Violence Support • Salvation Army • Loves Bus • Oz Care • PCYC After School Care • Community Liaison Officer • Mareeba Information Centre • Women's Support Services • SHAC Housing	

	Cairns West State School	• School Chaplain • HUB • Flexible Learning Centre • Migrant Settlement Services • Private Health Professional • Speech Language Pathologist • Support Teacher Learning Difficulties • Youth and Family Services (YFS)	
	Parramatta State School	• ACT for kids • Advisory Visiting Teacher (AVT) • Department of Child Safety • English as Second Language Teacher • Guidance Officer • Head of Special Education Services • Australian Hearing • Indigenous Liaison Officer • Flexible Learning Centre • SHAC Housing • Wu Chopperon Medical Centre • EVOLVE • Women's Shelter • Mutli-Cultural Development Association (branch of Department of Immigration) • Edmonton Community Health • Youth Empowered Towards Independence (YETI) • Positive Learning Centre (PLC) • Private Health Professional • Speech Language Pathologist • Support Teacher Learning Difficulties	• Extension program
Riverway	Kelso State School	• Support Teacher Learning Difficulties • Special Education Program • Behaviour Support Teacher • Outreach Nurse at TCLC	• Targeted Reading Support • Literacy Support Team • Learning Management Plan • Closing the Gap – Literacy • Support Plan • Numeracy and Literacy adjusted program
	Rasmussen State School	• Private Health Professional • Head of Special Education Services • Department of Child Safety • Behaviour Support Teacher	• Student Support Team • Special Education Program
	Weir State School	• Behaviour Support Teacher • English as Second Language Teacher • Guidance Officer • Head of Special Education Services • Hearing Assessment • Indigenous Liaison Officer • Occupational Therapist	• Individual support program provided by MST - 3 half hour lessons per week – focus on literacy and numeracy • Upper Primary Literacy Grant (UPLG) • English as a Second Language - New Arrivals (ESL-NA)

	Weir State School	• Lifeline • Frontier Services (counselling) • Relationships Australia • Aardvark (counselling) • Special Needs Reference Group • Teacher Aide • Positive Learning Centre (PLC) • Private Health Professional • School Based Chaplain • Special Education Program • Speech Language Pathologist • Speech Language Screen • Support Teacher Learning Difficulties • Vision Assessment	• Learning Support Program • Special Education Program • Support Plan
Central QLD	Allenstown State School	• Guidance Officer • Autism QLD • Special Education Program • Support Teacher Learning Difficulties • Behaviour Support Teacher	
	Crescent Lagoon SS	• Support Teacher Learning Difficulties • Department of Child Safety • School Based Chaplain	• Learning Support Program
Logan	Marsden State School	• Advisory Visiting Teacher • Behaviour Support Teacher • Child Youth and Mental Health (CYMH) • Department of Child Safety • English as a Second Language Teacher • Guidance Officer • Head of Special Education Services • Indigenous Liaison Officer • Indigenous Education Worker • Youth at Risk Alliance (Robina) • Every Child Counts Social worker and community engagement officer • Youth and Family Services • Lifeline (Logan Central) • Gallang Place Indigenous councillors (West End) • Logan Early Intervention Centre • Greenslopes Counselling • Lifeline Community care QLD - Information for Indigenous families • Logan PCYC – Running a program for Child Protection Week • Physiotherapist • Private Health Professional • Queensland Police	• Breakfast Club • English Second Language Indigenous Language Speaking Students (ESL-ILLS) • Indigenous Tutorial Assistance Scheme (ITAS) (SAW) • Special Education Program • Support Plan • SNAC Committee • Wave 3 Program (for literacy) • Equine Facilitated Program • Safe Boating and Fishing Program • Indigenous counselling services • Transition program (MST and IEW taking students to high school and introducing to CECs) • Scripture Union camps (through chaplain) • Transformers (focuses on school engagement and social and life skills) • Community Support for cheap groceries • Indigenous programs e.g. artist in school creating murals with students

Logan	Marsden State School	• School Based Chaplain • School Nurse • Special Education Program • SPOT for Kids	
	Woodridge State School	• Behaviour Support Teacher • Department of Child Safety • English as Second Language Teacher • FRIENDS for Life – FRIENDS for Children • FRIENDS for Life – FRIENDS for Youth • Functional Behaviour Assessment • Guidance Officer • Head of Special Education Services • Indigenous Liaison Officer • School Based Chaplain • Skills for Growing • Southern Aboriginal and Torres Strait Islander Ear Health Program • Special Education Program • You Can Do It! • Youth and Family Services (YFS) • Indigenous Counselling services • Housing and homelessness services • Sisters of Mercy • ACCESS • Mulitlilnk • Koping Adolescent Program (KAP) at Royal Children's Hospital	• Breakfast club • Education Support Plan • English as a Second Language - New Arrivals (ESL-NA) • Gifted and Talented Program • Learning Support Program • Attendance Plan • Behaviour Support Plan • Parent Schools in Partnership (Homework Centre) • Phonological Awareness in Literacy (PAL) • Special Education Program • Support Plan
	Woodridge North State School	• Behaviour Support Teacher • Guidance Officer • Head of Special Education Services • Indigenous Liaison Officer • Southern Aboriginal and Torres Strait Islander Ear Health Program • School Nurse • Special Education Program • Referral for Active Intervention (RAI) through Lifeline. Provides support to families for parenting issues, referrals to specialised services, behaviour modification, and concerns in regards to children's behaviours in the home or at school • Pacifca Education Worker • Behaviour Advisory Teacher • Every Child Counts Social Worker	• English as a Second Language – New Arrivals (ESL-NA) • Parent Schools in Partnership (Homework Centre) • Special Education Program • Support Plan • Behaviour Support Plan

Raising of School Community Awareness

Schools continued to work in a range of ways to engage community members in the project and the importance of schooling stability. Table 7 describes key school communication initiatives as recorded in school documentation and on websites. Data presented here is inclusive of School Annual Report's as of June 2009. (Note: 2010 School Annual Reports are due for release in June 2011).

Table 7: 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 2009 – Key Student Outcomes: Attendance** At Kelso, non-attendance is monitored by our Mobility Support Teacher and our Indigenous Community Worker. **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 2009 – Social Climate** Mentions the numerous supports available to students and families, including the Mobility Support Teacher. **Annual School Report 2009 – Involving parents in their child's education** Specialist staff support parental involvement in their child's education: Mobility Support Officer, Guidance Officer, Defence Teacher Aide, Indigenous Education Teacher Aide, Support teacher for Students in Care. **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** Includes MST as Support Staff in Prospectus.
Cairns West State School	**Annual School Report 2009 – Introduction** **Let's Stay Put Program** assists with enrolment into a new school, settling children into new classes, supporting learning needs and connecting families with community support agencies. 1 Child 1 School 1Year - promotes enhanced learning. **Annual School Report 2009 – Characteristics of the student body** Our demographic mix adds to the complex nature of the school as does the social and economic disadvantage faced by many of our students. For instance: •High transience – from mid term 1, 110 students left the school during 2009 but 136 students enrolled. JCU research indicates that a Mobility Index of 20 = high mobility and an index of 35 = Very high mobility. Cairns West Mobility Index for 2009 = 59.
Balaclava State School	**School Website** Has enrolment section: The Mobility Support Teacher is involved in the enrolment interview process along with the Principal and Deputy Principal. The primary role of the Mobility Support Teacher is to assess and capture an accurate picture of the new student by identifying learning strengths and needs. These results are then passed onto the class teacher and other relevant support staff (i.e. Learning Support, Guidance Officer) to ensure the student has a smooth transition into Balaclava State School. Once the enrolment and assessment process is completed you and your child will be shown to the classroom by the Mobility Support Teacher and introduced to your child's new teacher on the agreed commencement date. After approximately a fortnight at school, an appointment with the teacher to see how well your child is adjusting and settling in at Balaclava is encouraged. **Four Year School Strategic Plan – School Contextual Background** Balaclava SS has a high mobility rate of its students within a given year. In 2009 a total of 53.2% of our student body arrived, left, or returned into our school. Of these students 20% stayed three months or less. **Four Year School Strategic Plan - Key Priorities** Include: Halving the Gap – Development of capacity to track each individual student progress across the school (ISSU student data base, OneSchool, Sunlanda) to inform our teaching practice and a continual improvement across our NAPLAN results. Streamlined attendance strategy aligned with student engagement strategies to improve attendance and reduce Mobility (Lets Stay Put Trial) to meet Halving the Gap and School Improvement Targets. **Four Year School Strategic Plan** Strategy 2.2a Increase Engagement and attendance. Streamlined attendance policy to improve attendance and reduce mobility. Strategy 2.2c LETS STAY PUT Trial. Measures mobility data of individual and cluster schools to identify trends and develop practices to promote – One school One year.

Crescent Lagoon State School	**School Annual Report 2009 – School progress towards its goals in 2009** Let Stay Put Program In partnership with Allenstown State School the school has engaged in the Let Stay Put Program. Our Program has focused on supporting mobile students exit and entry in and out of our school with an emphasis in maintaining consistent enrolment where possible. Embedding strategies that support broad learning opportunities whilst preparing students for NAPLAN and QCATs. The school has supported teachers understanding and skills in preparing students for both NAPLAN and QCATs. **School Annual Report 2009 – Characteristics of the student body** Whilst the school is situated in an urban area, approximately 5% of students are drawn from rural areas. As there is a small degree of mobility the school is part of the 'Let's stay Put' Project to support students transition into our school and exit to a new school. **School Website** Our school presently caters for around four hundred and fifty students from Preparatory to Year Seven with a small degree of mobility.
Allenstown State School	**School Annual Report 2009 – School progress towards its goals in 2009** The Annual Operation Plan identified a number of priorities for the 2009 school year. These included: · "Let's Stay Put for Literacy and Numeracy" Project with Crescent Lagoon State School – focus on student mobility. Significant progress has been made with this project. Data shows significant results in reducing mobility and support provided for student, families and teachers in managing student transitions. **School Annual Report 2009 – Future Outlook** Emerging priorities identified in the Annual Operational Plan for 2010 are · Building the Education Revolution. · Let's Stay Put for Literacy and Numeracy (Mobility Project). · Literacy and Numeracy National Partnership. · Low SES National Partnership. **School Annual Report 2009 – Characteristics of the student body** During 2009 Allenstown formed a cluster with Crescent Lagoon State School as part of the "Let's Stay Put for Literacy and Numeracy" trial to address student mobility as a factor impacting on student learning outcomes. A Mobility Support Teacher is employed to support mobile students and their families and to promote "One child, one school, one year" to reduce the occurrence of mobility during the school year. **School Annual Report 2009 – Key Student Outcomes: Attendance** At Allenstown, student attendance is recorded on class rolls twice a day; in the morning and afternoon. Attendance data from the class rolls is transferred to the School Management System weekly. Where a student's absences are unexplained or a high level of non-attendance is evident the class teacher communicates with the Mobility Support Teacher, who in turn makes contact with parents. Where appropriate support services are provided for parents, follow up telephone contact and written communication about compulsory attendance is initiated. **School Website** Has enrolment section which outlines to make appointment with MST.

Marsden State School	**Four Year School Strategic Plan – School Contextual Background** Marsden is situated in the Logan area 30 kilometres from Brisbane. Current enrolments stand at 927 students. A significant number of our families are highly mobile and/or are exposed to a range of issues related to social and economic disadvantage. **Four Year School Strategic Plan – Key Priorities to be addressed** Student Wellbeing and Aspirations – Improving attendance/engagement and reducing mobility of students, - alternative programs to support school to vocational education and training, - monitoring of year level programs with mentoring to encourage a purposeful future focused curriculum, - providing additional support, experiences and extra curricular activities e.g. homework club, - education and assistance for families to improve access to support and to understand the effects of mobility and attendance on education. **Four Year School Strategic Plan – Community engagement and consultations process undertaken** Student Absentee Data and Mobility data form 'Lets Stay Put' Project. **Four Year School Strategic Plan – Strategies** 3.5. provide education and assistance for families to improve access to support, settling in to a new school/community and to understand the effects of mobility and attendance on education. 3.5.1. continue to provide a mobility support teacher to coordinate enrolments, transfers, education of families/community and promote 'One Child, One School, One Year'. **School Annual Report 2009 – Characteristics of the student body** A significant number of our families are highly mobile and/or are exposed to a range of issues related to social and economic disadvantage. **School Annual Report 2009 – Key outcomes: Attendance** The school employs a Mobility Support teacher, a 4 day per week Chaplain, a full time behaviour specialist and additional staff in the office who all have a roll along with teachers and the administration leadership team. In maximising attendance. The school is also a part of the SEAM trial in linking welfare payments to attendance. **School Website** Hope page has a 'Mobility Support' link (2010) Home page 'News flash' highlighting MST role/LSP (2009). 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. It also links to the LSP website. Information on uniforms and enrolment handbooks are also provided.

Woodridge North State School	**School Annual Report 2009 – Characteristics of the student body** Mobility is an on-going factor in this district and tracking of this indicates that 95% of exits from our school are because of housing and/or family relationship issues. Students are encouraged to stay in the one school for the school year where possible. The school has a Mobility Support Teacher who undertakes enrolments and monitors the attendance and engagement of students within the school context.
	School Annual Report 2009 – Involving parents in their child's education Parents are linked to internal and external service providers who can provide support where needed.
	The Mobility Support Teacher is also the enrolment officer and she provides parents of newly enrolled students with an overview of the school, how they can contribute to their child's education and the services that are available for both students and families.
	She also provides parents with a guided tour of the school and introduces them to the class teachers. She relieves the class teacher in some cases to allow the teacher time to discuss their child's education. This helps create positive relationships between home and school.
	The benefits of this early interaction can be seen in the level of trust that exists between home and school and the support most parents give to staff even in situations that require disciplinary action.
	School Annual Report 2009 – Key outcomes: Attendance Our Attendance Improvement Plan was developed in 2009. Rolls are marked twice daily and checked by administration officers. If students are absent without explanation, every effort is made to contact parents to determine why the student is not at school. Contact is sometimes difficult in this community. In addition, the school is participating in the SEAM project which is administered by CentreLink and ties parent payments to student attendance, within the specified sector of the community. However, this process is not able to be utilised until the child is 6 years of age. This eliminates some Year 1 children. Home visits are required quite regularly to establish with some parents/carers. In some cases CLOs, Indigenous staff, Pacifika staff and the Mobility Support Teacher assist with this. The importance of children arriving on time and every day is continuously stressed with parents/carers and students. Some students have a pattern of late arrivals. Class teachers also maintain links with families through communication books and information notices.
	Four Year School Strategic Plan – School contextual background Woodridge North is situated in a complex, low socio-economic, culturally diverse community. Students come from a wide variety of family structures, some of which are very complex. Several children are in the care of the state. Family mobility and regular attendance are significant issues for our students. To support this, the school is part of a state-wide trial to improve attendance and to reduce mobility, where possible, within any school year.
	Four Year School Strategic Plan – Strategies Outcome: Priority B Schooling promotes the social inclusion and reduces the education disadvantage of children, especially Indigenous children.

	Strategy B1.7 Externally funded Mobility Support for 2009/2010. Teacher tracks performance of Indigenous students, assists in supervision & data management of Indigenous programs, undertakes pose Day 8 enrolments and develops positive relationship with parents/carers on enrolment, encourages and monitors daily student attendance with AAEP support. **Four Year School Strategic Plan - Overview of Priority Area Teams** **Focus:** Community engagement & student attendance. Behaviour support teacher SWPBS Team & Coach RT Room & TA Mobility Support Teacher **Focus:** Indigenous & Polynesian programs to reduce performance gaps. ICIS & Mobility STs Indigenous & Pacifica TAs Indigenous EC teacher Play Groups, Parent & Community Partnerships **Four Year School Strategic Plan – Successful Stories** RAISING THE BAR ON ATTENDANCE The school has a dedicated mobility support teacher who greets parents of new enrolments and takes them through the expectations of the school including those relating to daily attendance, reporting of absences and turning up for school on time. HIGH PERFORMING STAFF We create opportunities for people to take on leadership roles across the school community. Dedicated 1.0 FTE (teacher) for Mobility Support. **School Website** Lists MST in Administration Team. Also has MST listed in Support Section.
Woodridge State School	**Four Year School Strategic Plan** Strategy 2.3 Develop comprehensive approaches to engaging Indigenous families in supporting student learning in partnership with local elders. Continue progress made by Mobility Support Teacher (Let's Stay Put Project (2010)). Enhance where possible (2011 –2013) with Liaison Officer. **School Improvement Targets** Students with Refugee and disability backgrounds and mobility issues may affect percentage increases. **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

1.4   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

2.1   Framework Data – Students

2.1.1 Outline the student baseline data collected in 2009 and 2010, 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:

$$\frac{\textbf{students joining the school (joiners) + students leaving the school (leavers)}}{\textbf{total school roll on the census date (DAY 8)}} \textbf{ x 100}$$

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 notes the mobility indices for the schools 2009-2010. Indigenous student mobility in 2010 ranges from 31% in Allenstown State School – where there are small numbers of Indigenous students – to 67% at Balaclava State School. Non-Indigenous student mobility ranges from 14% at Crescent Lagoon State School (a school with an Enrolment Management Plan) to 41% at Woodridge State School (a school with many new migrants and refugees). Benchmarked to international studies, the mobility measured across all clusters is 'high', but the Indigenous mobility is noted to be exceptionally high.

Table 8: Mobility indices for schools: 2009- 2010

Cluster	School	Mobility Index 2009			Mobility Index 2010		
		Indigenous 2009	Non-Indigenous 2009	Total 2009	Indigenous 2010	Non-Indigenous 2010	Total 2010
Cairns Cluster	Balaclava State School	58.8%	43.3%	53.2%	67.4%	39.5%	57.2%
	Cairns West State School	65.2%	42.6%	59.0%	54.7%	40.7%	50.0%
	Parramatta State School	59.4%	40.6%	52.0%	66.8%	33.8%	53.7%
Riverway Cluster	Kelso State School	36.5%	20.9%	24.1%	44.9%	20.4%	25.2%
	Rasmussen State School	71.9%	20.7%	41.7%	60.3%	24.8%	39.0%
	Weir State School	41.9%	24.0%	28.2%	42.3%	24.7%	28.6%
Central QLD Cluster	Allenstown State School	37.5%	15.2%	17.5%	31.0%	18.5%	20.0%
	Crescent Lagoon State School	16.7%	15.4%	15.6%	40.0%	14.4%	19.8%
Logan Cluster	Marsden State School	49.2%	28.9%	30.4%	54.4%	24.1%	26.4%
	Woodridge State School	47.7%	51.9%	51.4%	43.4%	41.5%	41.7%
	Woodridge North State School	36.7%	23.9%	25.3%	34.1%	23.6%	24.6%

Figure 3 below is included to demonstrate the change over time for one cluster of schools involved in student mobility initiatives prior to the project – the Riverway Cluster. In this school, in the third year of activities (2008) a significant decline in Indigenous student mobility as measured by the mobility index is noted.

Figure 3: Mobility Indices for Riverway Cluster 2006-2010

Riverway Cluster
Mobility Indices by Indigenous Status
2006 - 2010

	2006	2007	2008	2009	2010
Indigenous	62.1%	63.7%	59.0%	52.4%	49.8%
non-Indigenous	28.0%	26.1%	24.7%	22.4%	23.5%
Total	36.7%	34.8%	33.4%	30.5%	30.4%
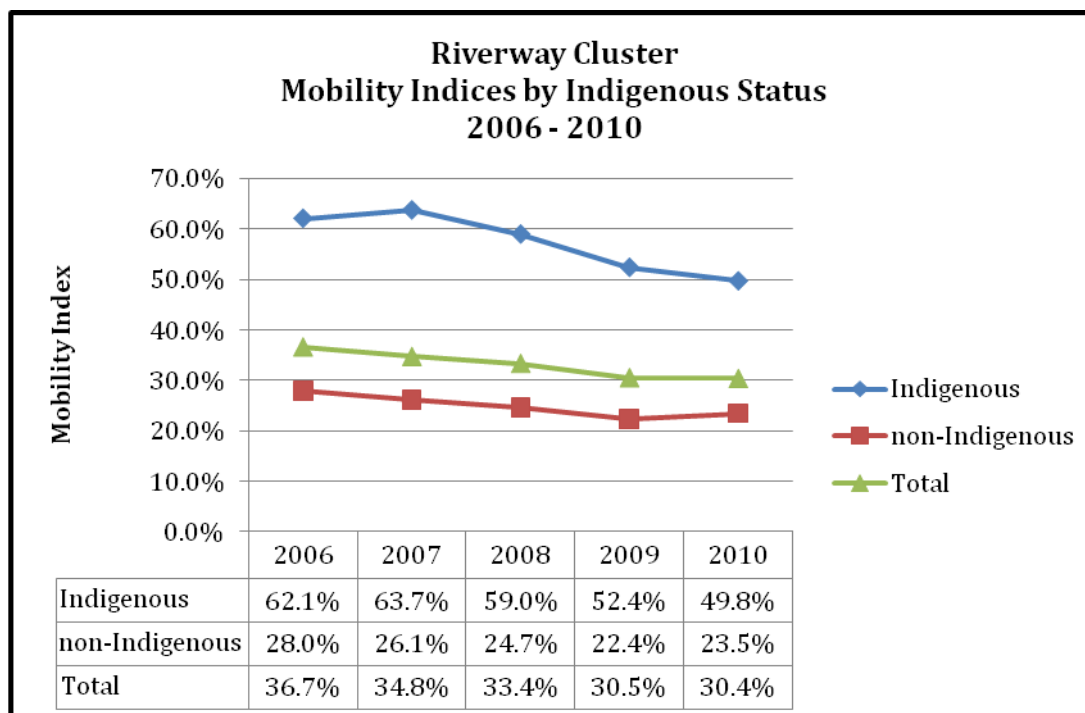
As discussed previously, Education Queensland's Corporate Data Warehouse prepares *School Enrolment Continuity* data for each school. The data measures the proportion of students that either left a school, were new at a school, or were continuing students at a school, between two 'enrolment collections'. The collections are undertaken in February, July and November of each school year and identify students who are 'new at school' or 'left school'.

As outlined in Section 1, this project measures mobility using the Joiners Plus Leavers (JPL) (Dobson, Henthorne & Lynas, 2000) measure, capturing every student movement (micro level analysis) in and out of schools across the year. Data is extracted from the *Student Management System* to map every new enrolment and every exiting student across the year.

Table 9 presents a comparison of the measures across the 11 school sites in 2009 as captured by the two measures, disaggregated by Indigenous status. The data presented here indicates that the School Enrolment Continuity measure captured, on average, only 70% of students who enrol during the year.

Table 9: Numbers of 'Joiners' (JPL) vs 'New at School' (School Enrolment Continuity)

	2009 JPL Joiners			2009 School Enrolment Continuity New at school		
School	**Indigenous**	**Non-Indigenous**	**Total**	**Indigenous**	**Non-Indigenous**	**Total**
Marsden SS	15	128	143	10	98	108
Woodridge SS	14	150	164	7	112	119
Woodridge North SS	10	62	72	5	49	54
Rasmussen SS	63	38	101	38	26	64
Weir SS	43	81	124	25	71	96
Kelso SS	20	45	65	14	38	52
Crescent Lagoon SS	13	23	36	3	11	14
Allenstown SS	5	31	36	2	21	23
Cairns West SS	133	53	186	91	44	135
Balaclava SS	36	24	60	20	13	33
Parramatta SS	89	66	155	59	58	117

Further analysis indicates that when examining the enrolment patterns of Indigenous students, the *School Enrolment Continuity* measure captures, on average, only 60% of the Indigenous new enrolees. An explanation for this underestimation of mobility relates to the patterns of enrolment we have mapped for many Indigenous students – that is, some Indigenous students will enrol at one school site, leave for a period and then return to the same site. This may occur several times during the year, possibly coinciding within the census collection points of the *School Enrolment Continuity* measure.

Table 10 presents a comparison of 'leavers' as measured by the JPL measure compared to those who have 'left the school' as captured by the *School Enrolment Continuity* measure. Again this measure is underestimating the number of students leaving a school site, capturing on average 67% of all students who exit a school site, but only 60% of Indigenous students who exit. Again, patterns of repeat enrolment at the same school and the length of stay explain these differences.

Table 10: Numbers of 'Leavers' (JPL) vs 'Left School' (School Enrolment Continuity)

School	2009 JPL Leavers			2009 School Enrolment Continuity Left the School		
	Indigenous	Non-Indigenous	Total	Indigenous	Non-Indigenous	Total
Marsden SS	19	109	128	5	79	84
Woodridge SS	23	116	139	16	82	98
Woodridge North SS	12	58	70	6	39	45
Rasmussen SS	74	28	102	51	30	81
Weir SS	42	70	112	25	49	74
Kelso SS	20	36	56	12	35	47
Crescent Lagoon SS	5	30	35	3	16	19
Allenstown SS	11	34	45	4	25	29
Cairns West SS	107	28	135	62	24	86
Balaclava SS	76	33	109	47	16	63
Parramatta SS	70	39	109	46	28	74

To illustrate the ways in which movement impacts on the different collection methods, two case studies are presented below.

Case study 1: Cairns Cluster

Student A had been enrolled at the school briefly in 2007, for 7 months in 2008, (exiting 19 August). In 2009 the student enrolled on January 27, exited on March 24, re-enrolled August 19, and was still enrolled in November, so, when matching enrolments in February and enrolments in November, this student would appear as a continuous enrolment in the School Enrolment Continuity measure. Student A's other movements are not known.

Case study 2: Riverway Cluster

 Student B enrolled at the school on March 13, and exited May 2, returned on September 9, and exited again October 24. This student was not present at any of the collection dates and his movements into and out of this school are unrecorded under the School Enrolment Continuity data collection system. Student B's other movements are not known.

In addition to collecting data about the extent of mobility, the project captured other key elements of student mobility. These include 'length of stay' for all those students who left the school during the years of the project. Previous research shows that shorter stays in the one school location impact school achievement. Figure 4 shows the numbers of students from the Cairns Cluster and their length of stay. Those staying less than 12 months are the focus of this study as are those with short stay patterns in the early years of schooling.

Figure 4: Leavers' Length of Stay: Cairns Cluster
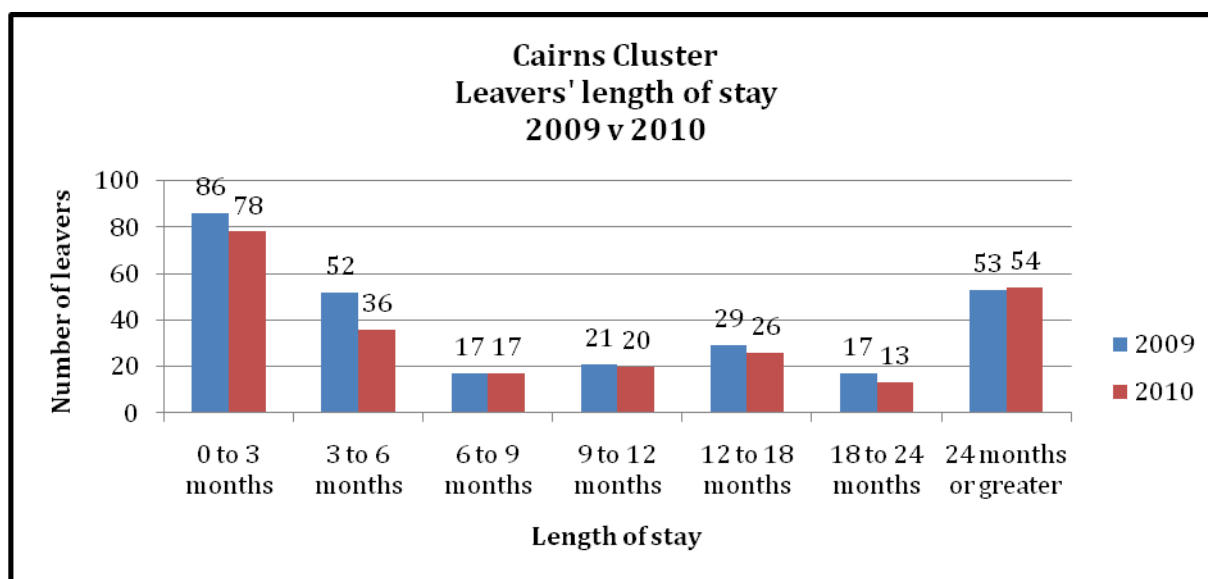
Further information about leavers from the Cairns Cluster during 2009 and 2010 are outlined in Tables 11 and 12 below.

Table 11: Length of Stay in the Cairns Cluster (2009)

Indigenous Status	Cohort	0 to 3 months	3 to 6 months	6 to 9 months	9 to 12 months	12 to 18 months	18 to 24 months	24 months or greater	Row total
Length of Stay in the Cairns Cluster 2009 (total number of leavers = 275)									
Aboriginal	Years 1 to 3	14	8	1	0	4	2	3	32
	Years 4 to 7	15	10	3	2	7	2	12	51
	Total	29	18	4	2	11	4	15	83
Aboriginal and Torres Strait Islander	Years 1 to 3	5	4	2	0	4	0	1	16
	Years 4 to 7	6	7	4	2	4	1	3	27
	Total	11	11	6	2	8	1	4	43
Torres Strait Islander	Years 1 to 3	13	7	1	7	2	3	3	36
	Years 4 to 7	16	5	1	6	3	4	13	48
	Total	29	12	2	13	5	7	16	84
Non-Indigenous	Years 1 to 3	9	5	2	2	2	2	3	25
	Years 4 to 7	8	6	3	2	3	3	15	40
	Total	17	11	5	4	5	5	18	65

Table 12: Length of Stay in the Cairns Cluster (2010)

Indigenous Status	Cohort	0 to 3 months	3 to 6 months	6 to 9 months	9 to 12 months	12 to 18 months	18 to 24 months	24 months or greater	Row total
Length of Stay in the Cairns Cluster 2010 (total number of leavers = 244)									
Aboriginal	Years 1 to 3	9	6	3	3	6	0	5	32
	Years 4 to 7	14	8	5	4	3	1	6	41
	Total	23	14	8	7	9	1	11	73
Aboriginal and Torres Strait Islander	Years 1 to 3	6	5	0	2	5	4	8	30
	Years 4 to 7	10	4	1	1	3	0	6	25
	Total	16	9	1	3	8	4	14	55
Torres Strait Islander	Years 1 to 3	8	5	1	1	1	2	3	21
	Years 4 to 7	5	2	3	3	1	3	10	27
	Total	13	7	4	4	2	5	13	48
Non-Indigenous	Years 1 to 3	14	3	2	3	6	1	6	35
	Years 4 to 7	12	3	2	3	1	2	10	33
	Total	26	6	4	6	7	3	16	68

A further area of investigation related to the timing of departures across the clusters. As Figures 5 – 8 indicate, departures occurred throughout the school year, but peaked before and after school holiday break. Records kept by MSTs in relation to the reasons for departure indicate that holiday periods often meant a change of location to a non-custodial parent, and this may precipitate further movement.

Figure 5: Leavers' Week of Departure – Cairns Cluster
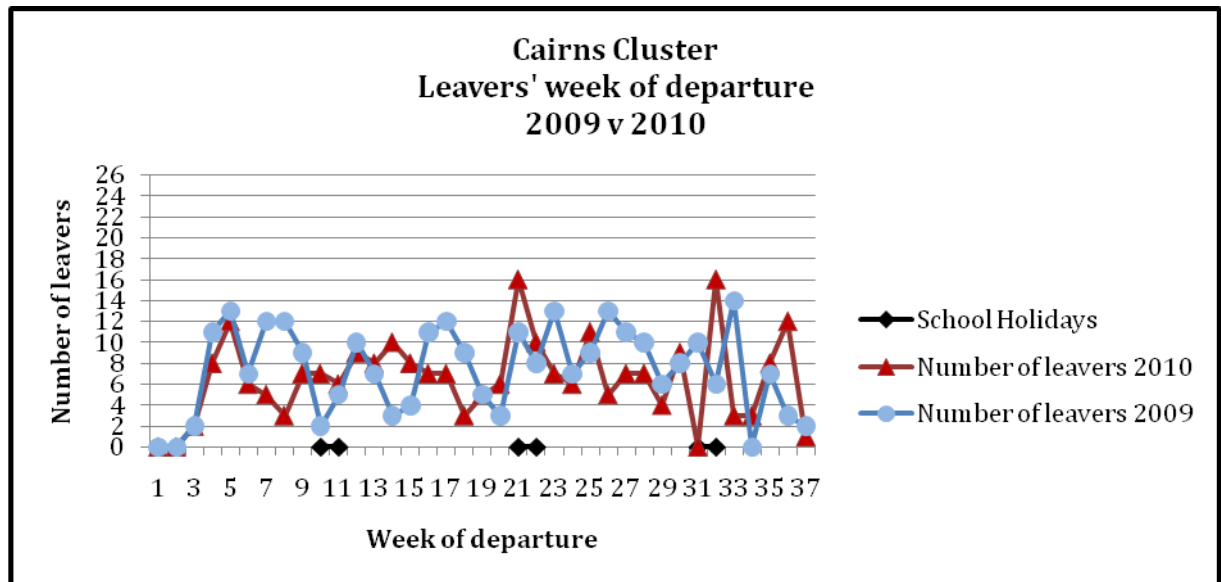
Figure 6: Leavers' Week of Departure – Riverway Cluster
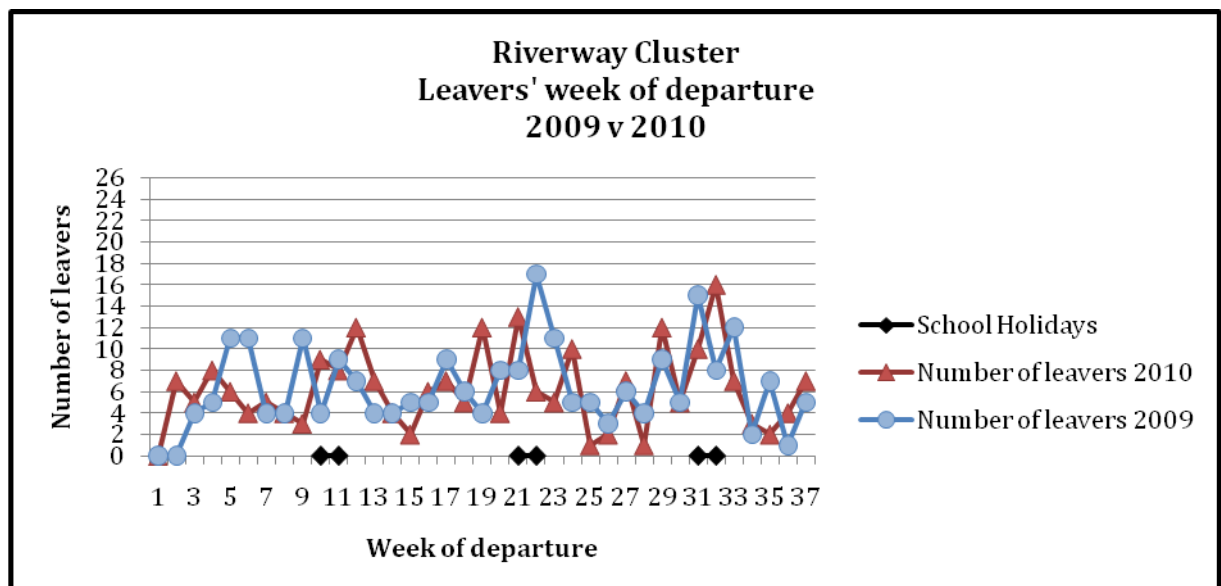
Figure 7: Leavers' Week of Departure – Logan Cluster
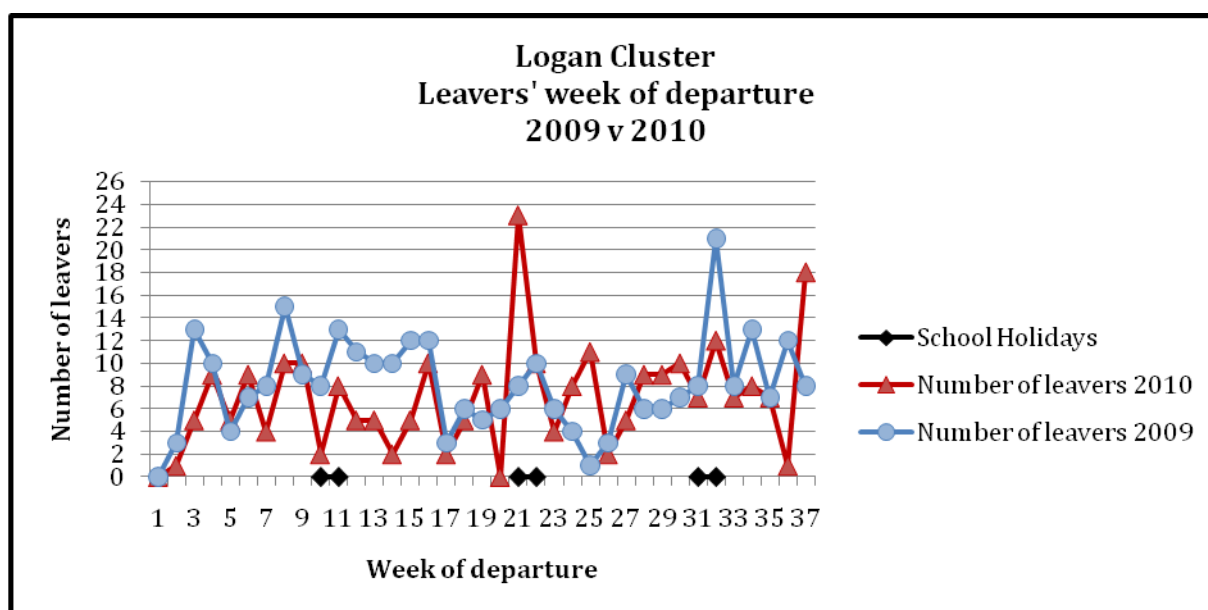
Figure 8: Leavers' Week of Departure – Central Queensland Cluster
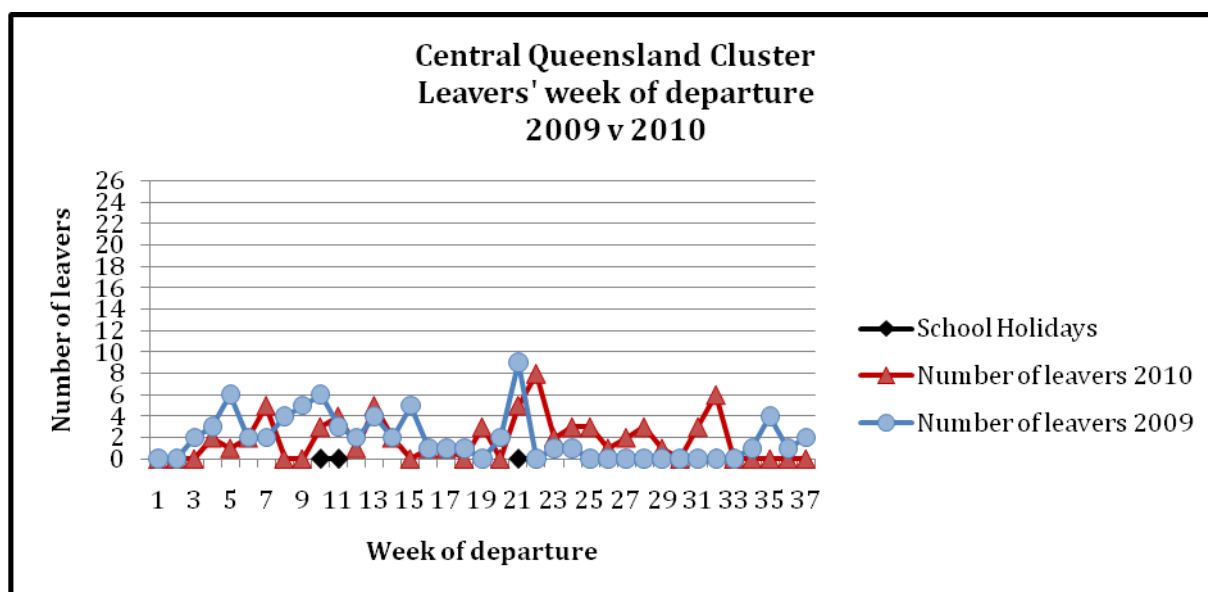
Quantitative data: Literacy and numeracy performance

NAPLaN data outlines performance overall in one key achievement test and has been reported in previous project reports. Diagnostic assessments undertaken at each school, most often by the MST, is another indicator of literacy and numeracy performance and Tables 13 and 14 provide a summary of the number of tests undertaken in each school site.

Table 13: Range and frequency of main literacy diagnostic Instruments used in 2010

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)	BURT Word Reading Test	Letter Identification	South Australia Spelling Test (SAST) - A	South Australian Spelling Test (SAST) - B	Other - Standardised Literacy Assessment	Other - School Developed Literacy Assessment Instrument	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)	Informal Prose Inventory
Cairns	Balaclava SS	77	74	237	9	52					17	16	35	2	1			
Cairns	Cairns West SS	126	120	468	140	10					28	4		5	99			
Cairns	Parramatta SS	109	104	292	104		1	2			22	32		8				
Cairns West Cluster		312	298	997	253	62	1	2			67	52	35	15	100			
Riverway	Kelso SS	66	39	90	28		6		7		5	19		5	11			
Riverway	Rasmussen SS	80	48	194	24		41	1		1	1	13		3	21			10
Riverway	Weir SS	107	100	341	46	2	95	2	34			77	18					
Riverway Cluster		253	187	625	98	2	142	3	41	1	6	109	18	8	32			10
Central QLD	Allenstown SS	43	25	64	5	1	10	4				14						
Central QLD	Crescent Lagoon SS	34	26	83	5	1	11	7				13			3			7
Central QLD Cluster		77	51	147	10	2	21	11				27			3			7
Logan	Marsden SS	109	54	159	24				10	29	2	12	1				30	
Logan	Woodridge SS	147	87	200					43		3				28	16	49	2
Logan	Woodridge North SS	52	50	159	4				7	36	9						29	
Logan Cluster		308	191	518	28				60	65	14	12	1		28	16	108	2

Table 14: Range and frequency of numeracy diagnostic instruments used in 2010

| Cluster	School name	Number of joiners	Number of students with initial assessment records	Number of initial assessment records	Diagnostic Mathematical Tasks	First Steps in Mathematics	Kaufman Brief Intelligence Tes, Second Edition (KBIT-2) - Math	Progressive Attainment Test - Mathematics (PAT-M)	Year 2 Diagnostic New – Numeracy	Number Development Continua: Phase A-E	NAPLAN – Year 3 Numeracy	NAPLAN – Year 5 Numeracy	NAPLAN – Year 7 Numeracy (No calculator)	Other - School Developed Numeracy Assessment Instrument	Other - Standardised Numeracy Assessment Instrument
Cairns	Balaclava SS	77	74	237	17					1				11	6
Cairns	Cairns West SS	126	120	468				6		3				61	1
Cairns	Parramatta SS	109	104	292	1					3				57	3
Cairns West Cluster		312	298	997	18			6		7				129	10
Riverway	Kelso SS	66	39	90		2								5	2
Riverway	Rasmussen SS	80	48	194	2					2				59	5
Riverway	Weir SS	107	100	341	9				8	26	9	10	3		
Riverway Cluster		253	187	625	11	2			8	28	9	10	3	64	7
Central QLD	Allenstown SS	43	25	64				5	2					14	
Central QLD	Crescent Lagoon SS	34	26	83										20	
Central QLD Cluster		77	51	147				5	2					34	
Logan	Marsden SS	109	54	159	50										1
Logan	Woodridge SS	147	87	200				33		3				2	15
Logan	Woodridge North SS	52	50	159			20	17						13	3
Logan Cluster		308	191	518	50		20	50		3				15	19

Figure 9 below shows the 2010 results of PM Benchmark tests for 386 students reported across all clusters (as drawn from 455 assessment records) 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. (http://primary.cengage.com.au/category/2650)*

The performance on these tests indicates that 55% of Indigenous students and 37% of non-Indigenous students arriving after Day 8 are one or more years below expected levels as measured by the diagnostic instrument. Figure 10 shows the performance in the PM Benchmarks conducted in 2009 and 2010 as part of the project. These results shape the personalised learning plans that are developed by the MSTs in conjunction with the classroom teacher.
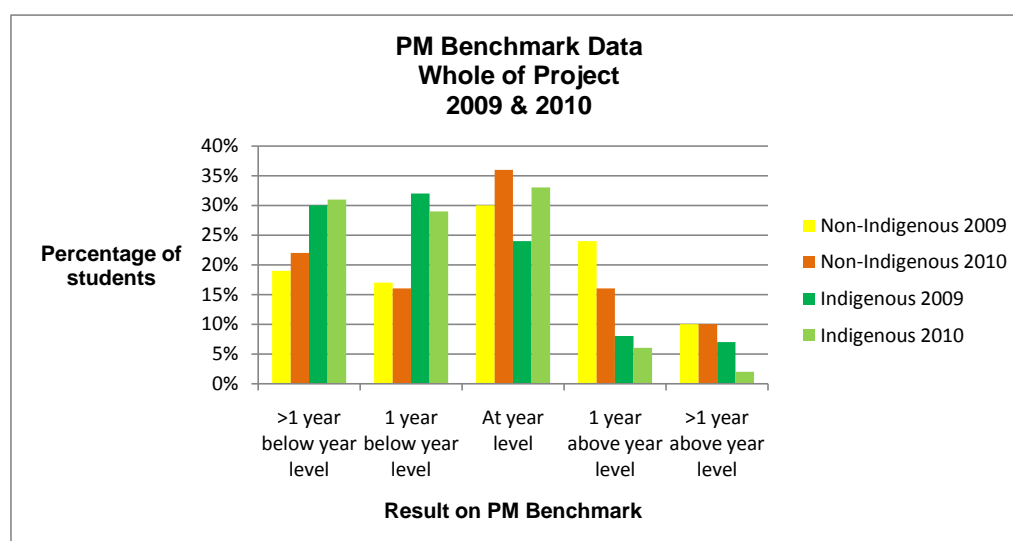
Figure 9: PM Benchmark Results for Mobile Students across the Cluster 2010
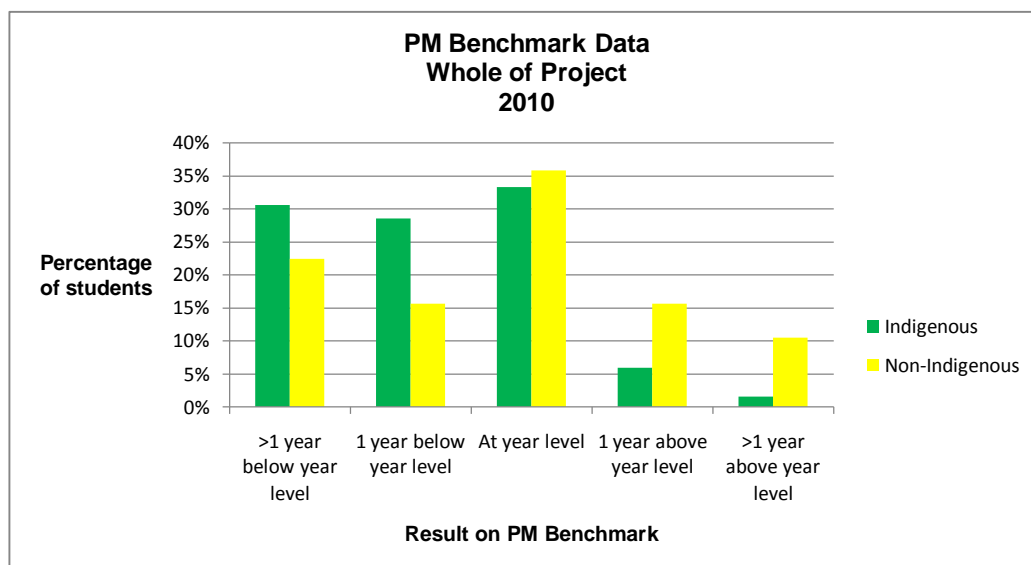
Figure 10: PM Benchmark Results for Mobile Students across the Cluster 2009 and 2010

Qualitative data: Students

The MSTs worked 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. While the quantitative data presented above indicates features of the mobile students, the case studies below indicate the range of support required to work effectively with each student – including the personalised learning plans for literacy and numeracy learning – and the importance of case management with other school professionals as well as external agencies.

Snapshot: Logan Cluster

Phillip is a student currently in Year 4 at Woodridge North SS with a history of high mobility – this is his ninth school. Phillip's schooling history is also characterised by periods of absence, a previous school noted that in the three months he was enrolled, Phillip was absent for a total of almost two months. Upon enrolling at Woodridge North SS, the MST linked the family with numerous supports such as the Indigenous Liaison Officer, Southern Aboriginal and Torres Strait Islander Ear Health Program, Parent Schools in Partnership Homework Centre.

In the first few weeks of his enrolment, Phillip experienced difficulty with settling in to the new school. Concerned with the behaviours he was displaying, Phillip's mother and father requested that he change class or school and the teacher contacted the MST.

The MST contacted Phillip's previous teachers and also requested support from the Behaviour Support Teacher, Behaviour Advisory Teacher and Guidance Officer. A Guidance File for Phillip was found at the school he attended in Year 1. The Guidance Officer at Woodridge North SS began re-testing Phillip.

During the process of re-testing Phillip, the family approached the MST due to housing issues. The family were looking for housing so that the students could remain in the same school. The MST wrote a letter to the Department of Housing asking for a house to be found for the family in the Woodridge North SS area, this letter was supported by the Principal. The family were provided with a house but were experiencing difficulties getting the children to school and again approached the MST. A number of agencies, such as Disability Services Queensland, Murri and Torres Strait Islander networks, were contacted by the MST, however, these services were unable to provide assistance. The MST organised Go cards for the family and spoke to the mother about a possibility of a sponsor to support the family to remain in the school.

Four months after enrolment, Phillip had been verified as Intellectually Impaired – three years after the process had begun. He is now receiving the support he requires to participate in classroom activities. Phillip's mother had also received Go cards at a free promotion to last until the end of the year. Phillip was able to remain at Woodridge North SS for at least a whole year, receiving individualised support, where previously his length of stays at school had rarely been six months and his intellectual impairment was unknown.

Snapshot: Central Queensland

Cameron enrolled in Crescent Lagoon SS as the family had moved rental accommodation and were finding it difficult to continue attending their pervious school. Cameron is in Year 1 and Crescent Lagoon is his second school.

Initial testing completed by the MST showed that Cameron was a little behind in literacy and required support with maths concepts. Over a period of two months, the MST provided in-class and one-on-one support multiple times a week to Cameron in both literacy and numeracy. A sample of the activities completed by the MST includes, support for diary writing, working on letter/sound combinations, rhyming words, counting, recognising, sequencing and representing numbers, phonics work and handwriting. The MST outlined that she provides, "one-on-one literacy and numeracy support…to help catch up and fill in the gaps where he is missing concepts" (MST, 16/07/10).

Cameron and his family faced an inevitable moved, however the work of the MST has minimised the impact of this move as well as providing support for Cameron in literacy and numeracy that he may not have received otherwise.

Snapshot: Riverway Cluster

Rochelle is in Year 2 and Weir SS was the fourth school she has attended. The family had moved from New South Wales to make a 'fresh start'. Initial testing completed by the MST showed that Rochelle was working below the expected level academically and required support in all areas. A previous school also indicated that Rochelle had been referred to the Guidance Officer but had left before testing could occur. Her files did not arrive at Weir SS until five weeks after she had enrolled.

Due to the MST contacting previous schools and requesting background information on the student, Rochelle was able to be provided with support as soon as she enrolled. Upon arriving at Weir SS, Rochelle was referred to the Guidance Officer and for inclusion to the Low Literacy Targeted Teaching Group. Rochelle completed the year at Weir SS, her longest stay at a school.

Snapshot: Cairns Cluster

Damien is a Year 5 student who enrolled at Cairns West SS when his family moved to Cairns so that his older brother could attend TAFE. Damien's schooling history is characterised by high absenteeism, often for long periods of time. His last date of attendance at his previous school as 16th March, he enrolled in Cairns West SS on the 13th October. During this time Damien did not attend any school. A PM Benchmark diagnostic test completed by the MST showed that Damien was working at a Year 3 level.

The MST linked the family with a number of support structures to assist the family in both settling and remaining at the school. Upon arrival, the MST contacted the school chaplain to provide the student with a second-hand uniform. External support agencies such as Oz Care and SHAC (Shelter Housing Action Cairns) to assist the family with housing. These connections have assisted the family is remaining at Cairns West SS for the remainder of the year.

2.2   Framework Data – Teachers

2.2.1 Provide information on data collected in 2009 and 2010, as agreed in your Evidence Framework.

Teacher capacity to respond to student mobility has been systematically addressed in 2009 and 2010 – more specifically, the role of the MST in enabling such teacher capacity has been monitored. It is the case that Teacher Surveys were conducted in November and December of 2009 and in November of 2010 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).

The key findings from the Teacher Survey instrument can be broadly summarised as follows:
- Smooth transitions – that is, the MST worked collaboratively with classroom teachers (and other key staff members and community providers) to ensure a smooth transition for new arrivals
- Release of teachers – that is, the MST was available to release classroom teachers to meet with parents/caregivers of enrolling students
- Assessment of students' learning needs – that is, the MST assessed the learning needs of arriving students through a variety of tests (specifically as pertaining to literacy and numeracy)
- Advice on the academic, social and emotional needs of students – that is, the MST advised classroom teachers on the academic, social and emotional needs of new arrivals
- Monitoring of progress of new students – that is, the MST monitored 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 promoted the "Let's Stay Put" message within the school and the wider community.

Overall, as evident below, data firmly suggests that the role of the MST served to enhance teacher capacity to respond to the needs of mobile students.

As apparent in Table 15 below, there was – when data was considered across all clusters involved in the pilot project – very high level awareness among teachers of both the MSTs' work in schools and their role in relation to teacher release provision.

Table 15: All Clusters: Teacher survey quantitative data

Aspect of role	Perceived awareness of role	Classroom Teacher n = 149 149			Specialist Teacher n = 41 41		
		Teacher Survey Results: All Let's Stay Put Clusters 2010					
Awareness of MST work in schools	Very aware	98.7%	112	75.2%	97.6%	29	70.7%
	Somewhat aware		35	23.5%		11	26.8%
	No response	1.3%	2	1.3%	2.4%	1	2.4%
Awareness of MST role in teacher release	Very aware	83.2%	113	75.8%	90.2%	32	78.0%
	Somewhat aware		11	7.4%		5	12.2%
	Not aware	16.8%	23	15.4%	9.8%	4	9.8%
	No response		2	1.3%		0	0%

Cairns Cluster

Within the Cairns cluster of schools, the teacher surveys indicated that teachers were very highly aware of the work of the MST in the schools and very highly aware of the role of the MST in providing teacher release. This data is captured in Table 16 following.

Table 16: Cairns Cluster: Teacher survey quantitative data

Aspect of role	Perceived awareness of role	Classroom Teacher n = 39 39			Specialist Teacher n = 15 15		
		Teacher Survey Results: Cairns Cluster 2010					
Awareness of MST work in school	Very aware	100.0%	35	89.7%	93.3%	8	53.3%
	Somewhat aware		4	10.3%		6	40.0%
	No response	0.0%	0	0.0%	6.7%	1	6.7%
Awareness of MST role in teacher release	Very aware	84.6%	28	71.8%	93.3%	12	80.0%
	Somewhat aware		5	12.8%		2	13.3%
	Not aware	15.4%	5	12.8%	6.7%	1	6.7%
	No response		1	2.6%		0	0%

Awareness of the role of the MST within the Cairns cluster was evident in the teachers' capacity to cite the range of duties associated with, and as undertaken in, the role. They noted that the MST assisted in *"the assessment, support and information collection on new students"* – including the provision of *"background info[rmation] and academic ability"* – which in turn helped teachers *"with catering to the needs"* of students; facilitated a "*smooth enrolment process*" and in this way ensured that *"parents have a good introduction to how the school operates"*. They noted, too, the work of the MST in *"welcoming families and settling new students into the school environment";* establishing and *"stabilising relationships"* between families and staff; and *"encourag[ing] families to stay at the one school when*

possible". The teachers also commented that the MSTs played a role in *"monitoring"* the settlement of new arrivals.

They also commented on the value of the MST role in the school in the following ways: *"It's very important and needs to stay!", "Very valuable [should be] ongoing", "Extremely valuable", "Incredibly valuable", "Excellent", "Vital",* and as *"A GODSEND!"* [original capitalisation]. They further commented on this value in terms of the duties that the MST undertook – duties that they clearly saw as beneficial to students, families and themselves. In view of this, the teachers suggested the following:

- *It has made me become aware of how important it is to welcome and help new students settle into a new school.*
- *[MST] provided excellent information on student needs and family information to assist my planning.*
- *[MST] has taken the stress out of gaining new students by finding all the info[rmation] out and making me aware before they arrive.*
- *Teachers know beforehand there is [a] new enrolment, and with new arrivals there is no waste of time, no disruption. We know exactly what [the] new student can do, if there are any concerns. [We are] ready to welcome them in class.*
- *It [the MST role] has made the inclusion of a new student easier as you have background info[rmation] before the student starts – this gives you something to talk about with the student and family.*
- *[Fosters] positive parent/teacher/student relationships.*
- *It is an invaluable role! This information and liaison done between home and school is vital.*

In undertaking this survey, the teachers were asked to respond to the question: *What aspects of the MST role would you like to see continue at your school in 2011 and beyond?* In doing so, the teachers commented in the following ways:

- *Everything. It is a vital role and it needs continued support for the next few years.*
- *All – MST in our school is an essential part of helping new students settle successfully and quickly.*
- *I would like all aspects of the role to continue in 2011, they have all been important and helpful.*
- *I believe what the MST is currently doing in our school is exactly what needs to be continued in the next few years. This gives us a chance to help and support our students and their families.*
- *All of it!! It is invaluable.*

Central Queensland (Rockhampton) Cluster

The teacher surveys, as conducted within the Central Queensland cluster, indicated that teachers were very highly aware of both the work of the MST in the schools and of the role the of the MST in providing teacher release – as evidenced in Table 17 following.

Table 17: Central Queensland (Rockhampton) Cluster: Teacher survey quantitative data

Aspect of role	Perceived awareness of role	Classroom Teacher n = 28 28			Specialist Teacher n = 2 2		
Awareness of MST work in school	Very aware	96.4%	15	53.6%	100.0%	2	100.0%
	Somewhat aware		12	42.9%		0	0.0%
	No response	3.6%	1	3.6%	0.0%	0	0.0%
Awareness of MST role in teacher release	Very aware	75.0%	21	75.0%	100.0%	2	100.0%
	Somewhat aware		0	0.0%		0	0.0%
	Not aware	25.0%	7	25.0%	0.0%	0	0.0%
	No response		0	0.0%		0	0%

Teachers in this cluster identified the duties of the MST as including: *"interviewing of parents and children", "enrolment of new students and testing", "contacting previous schools", "providing information to classroom teachers regarding new students", "following up on absenteeism"* and *"following up on new enrolments"*. They noted, too, that the MST was involved in *"accessing programs to enhance learning"* and facilitating the *"smooth transition of new students into school/class"*. In view of these duties, they noted that the MST *"help[ed] settle students to feel welcome, valued and settled in the new school environment"*. They also commented on the role played by the MST in *"keeping children at the same school rather than moving during the school year"*.

Teachers surveyed in the Central Queensland cluster noted the value of the MST role in the school in the following ways: *"very valuable", "good idea", "excellent"* and *"extremely valuable"*. The teachers perceived the value of the MST role to lie in her capacity to undertaking *"testing"* of and provide *"background information"* pertaining to, for example, new students' *"literacy and numeracy levels"* – thus enabling their own ability to subsequently *"slot"/"integrate"* students appropriately in the class. They also saw this value as being associated with professional collegiality and the opening up of professional conversations, citing for example: *"Just being able to discuss children with MST gives further insight of children", "another colleague with whom to share ideas"* and *"If I have had any queries about a new student, then I have had immediate access to the MST to have them answered"*. The teachers in this cluster also commented that they were "*much more relaxed about receiving [a] new student"* and found this experience *"less stressful"* as a result of having the MST in place.

In responding to the question: *What aspects of the MST role would you like to see continue at your school in 2011 and beyond?* teachers suggested:

- *Fulltime position is required. Our MST is entrenched in all areas of the school and is committed in her role 100% to connect families to schools – valuable resource; she has raised considerably attendance rates for students.*
- *All of them – I find this to be a valuable role, especially the follow up to ensure new students are settling in.*
- *I believe that all aspects of the MST role should continue in 2011 because not only does it save us valuable time and assist in the classroom, but [it] also fills in the gaps of student learning and enhances their transition experience.*
- *All of it.*
- *Would like to see it continue.*

Logan Cluster

Within the Logan cluster of schools, the teacher surveys indicated that teachers were very highly aware of the role of the MST in providing teacher release and of the work of the MST in the schools. This data is captured in Table 18 following.

Table 18: Logan Cluster: Teacher survey quantitative data

Aspect of role	Perceived awareness of role	Teacher Survey Results: Logan Cluster 2010					
		Classroom Teacher n = 45 45			Specialist Teacher n = 17 17		
Awareness of MST work in school	Very aware	97.8%	34	75.6%	100.0%	14	82.4%
	Somewhat aware		10	22.2%		3	17.6%
	No response	2.2%	1	2.2%	0.0%	0	0.0%
Awareness of MST role in teacher release	Very aware	91.1%	38	84.4%	94.1%	13	76.5%
	Somewhat aware		3	6.7%		3	17.6%
	Not aware	8.9%	3	6.7%	5.9%	1	5.9%
	No response		1	2.2%		0	0%

Teachers' awareness of the role of the MST within the Logan cluster was apparent in their detailing of the duties associated with it. They cited, for example, the following:

- *The MST has been a valuable asset in setting children up to succeed within a new school environment and providing teachers with vital information and support.*
- *To assist in the transition to a new school, access records, meet parents, complete diagnostic tests to assist teacher to meet student learning needs.*
- *Enrolling students, liaising with parents, teachers and administrators to ensure successful transition to a new school.*
- *Enrolments – collaborating with a variety of personnel e.g. GO, DP, CT, SEP to inform them of new students and exiting students and the needs associated for their students.*
- *Integrating and welcoming new students to the school; settling them in.*
- *Placing children in classes, providing support for those children and their families.*
- *Follow up regular attendance; follow up on long absence – especially my indigenous students.*

- *Works towards getting students to stay put; encouraging continuity of education at one school for full year.*
- *Developing a greater understanding by parents of their a) commitments, b) understanding of school procedures.*
- *Being a key contact person with the community.*

They also commented that the MST role was *"invaluable for everyone – student, parents, family and teacher"*; and that they perceived this to be an *"essential role"*, a *"fantastic role"* and one *"very valued by staff and students".* They suggested it was *"a great resource", "a valuable part of the school community",* and that *"it's valuable to have this option available".* They saw the role to be *"vital"* and described it as *"excellent", "awesome!!" and "fantastic".* So, too, the role was recognised as *"very valuable, especially in lower socio economic area schools where attendance is poor".*

Teachers in the Logan cluster highlighted a number of areas in which the work of the MST was seen to be highly valuable. For example:

- *Sourcing student data.*
- *Has allowed me to be better prepared and aware when a student starts in my class – this encompasses curriculum and behaviour.*
- *Able to individualise program for new student.*
- *Preparing teachers and rooms for new students – providing assessments, materials and equipment.*
- *Assisting with the settling in of new students and liaising with parents.*
- *The MST has become very knowledgeable about the services available to families and has communicated this knowledge to staff.*
- *The MST role has enhanced my practice by being an active member in embedding Aboriginal and Torres Strait Islander perspectives.*
- *Immediate flagging of students who have received SEP support at previous schools, and referral to Special Needs Committee of any students showing low levels.*
- *Allows teachers time to deal with matters outside of the classroom when needed [i.e., through provision of teacher release].*
- *Notification of Professional Development for staff.*
- *Improved communication between home and school.*
- *Helps alleviate any anxieties, concerns the new students/parents may have and [to] personalise the whole process.*

In responding to the question: *What aspects of the MST role would you like to see continue at your school in 2011 and beyond?* teachers within the Logan cluster suggested: *"Everything", "All of it, in every capacity", "Everything – all aspects – make it a permanent position".* Additionally, they commented: "*I would love to see this role continue full-time – all aspects of this role are invaluable", "I would love to continue in this role in all aspects. Our mobility support teacher has provided a wonderful service to our school and more importantly to our community"* and *"Simply having someone to focus on this is important".*

Riverway Cluster

Within the Riverway cluster of schools, the teacher surveys indicated that teachers were very highly aware of the work of the MST in the schools and highly aware of the role of the MST in providing teacher release. This data is represented in Table 19 following.

Table 19: Riverway Cluster: Teacher survey quantitative data

Aspect of role	Perceived awareness of role	Classroom Teacher n = 37 37			Specialist Teacher n = 7 7		
Awareness of MST work in school	Very aware	100.0%	28	75.7%	100.0%	5	71.4%
	Somewhat aware		9	24.3%		2	28.6%
	No response	0.0%	0	0.0%	0.0%	0	0.0%
Awareness of MST role in teacher release	Very aware	78.4%	26	70.3%	71.4%	5	71.4%
	Somewhat aware		3	8.1%		0	0.0%
	Not aware	21.6%	8	21.6%	28.6%	2	28.6%
	No response		0	0.0%		0	0%

Teachers in the Riverway cluster identified the duties of the MST to be inclusive of, for example:

- *Enrolment interviews.*
- *Liaison with new student[s], family and teacher.*
- *Keeping in touch with families and offer[ing] assistance where necessary.*
- *[Provision of] release time to meet with parents and for assessment, assessment help, follow up work and help with settling students and monitoring [of this].*
- *Following up on absenteeism. Providing information to classroom teachers regarding new students.*
- *Informing staff of new arrivals to and exits from school.*
- *Data collection (for example, reading and spelling tests of new students).*
- *Sharing of resources.*

The teachers perceived the MST to be a *"valuable asset", "extremely valuable"* and to be *"very valuable to the school".* This view of the MST was elaborated upon further, with teachers suggesting that they had *"received great assistance with … new students' transitions into [the] classroom"*, that they had found it *"very helpful [to] find out valuable information about the student before they begin",* and that they had *"found it great after a couple of weeks [to be able] to meet with the parents and discuss how the child had settled in"* – a luxury afforded them by the MSTs capacity to provide release time. They noted, too, that the work of the MST served to *"create a positive, welcoming and organised start to the year"*, with *"less interruptions for the class and [new] child".* Another teacher claimed: *"The role of the MST has been instrumental in reducing absenteeism – increasing Indigenous attendance rates".*

Teachers in the Riverway cluster typically recorded the following comments in responding to the question: *What aspects of the MST role would you like to see continue at your school in 2011 and beyond?*

- *All aspects of present role.*
- *All (as of the MST role now).*
- *Exactly as role has been in 2010. Needed in schools!*
- *For the position to be established permanently.*
- *The role needs to be full-time … .*
- *ALL OF IT! MSTs are essential! [original capitalisation]*
- *I see the current role undertaken by the MST as a vital cog in the school, parent, teacher wheel of education.*

Further to the qualitative data presented above which indicates teachers' awareness of the MST role in teacher release, Figure 11 following provides further insight – through the presentation of quantitative data – of the use of teacher release time as across all clusters involved in the project.

Figure 11: Use of Teacher Release Time
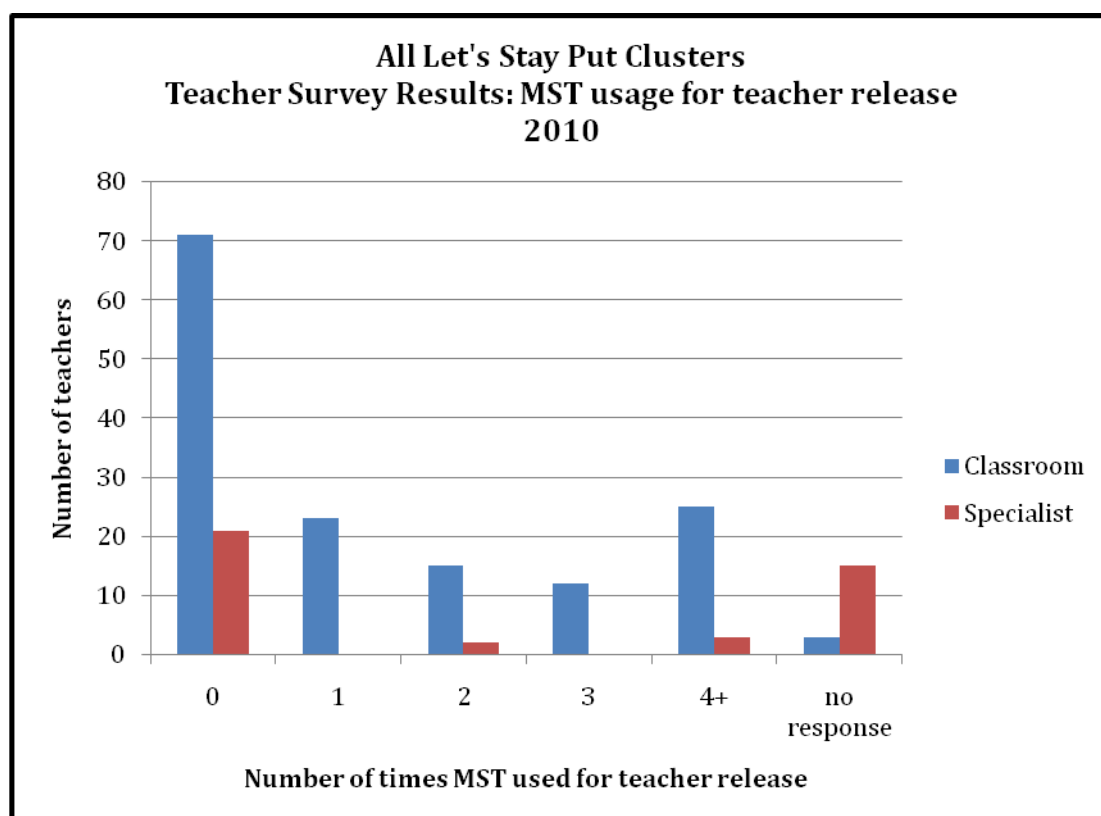
Teacher Focus Group Interview Data

In addition to administering the Teacher Surveys, Teacher Focus Group Interviews were also conducted by the JCU research team as a means of systematically addressing teacher capacity to respond to mobility. These were conducted in August of 2009 and in October and November in 2010. The schedule for the undertaking of these interviews is provided in Table 3.

Table 20 provides an overview of the two major themes, and exemplar quotations, to be drawn from these Focus Group Interviews as pertaining to all clusters. These themes focus around teacher responses to the following questions:

- *What do teachers understand to be the role of the MST?*
- *How do teachers perceive the role of the MST to have changed their practice?*

Table 20: Emergent Themes from Teacher Focus Groups Across All Clusters

Focus	Emergent Themes	Exemplar Quotations
What do teachers understand to be the role of the MST?	• Process new arrival enrolments • Conducts initial assessments/ testing • Monitors new arrivals • Provides support to families • Provides/shares resources • Facilitates meetings between classroom teacher and parents/caregivers • Provides teacher release • Accesses outside agencies and key specialist personnel within school • Follows up on attendance/absenteeism • Works with families to 'stay put' • Works with exiting students and families	*Keeps mobile students as high priority. 100% focus.* *[MSTs] coordinate and support teachers and coordinate between teachers, parents and students. I have a perfect example. I had two new children in the last two weeks and you think, 'Oh no, not more continua to do', but it's a big help because they [the MSTs] actually set the meeting up with you and the parent so you can actually find out a lot about the child in a very short time, and you can help them settle in a lot quicker. … And that's really good, especially when you have a high proportion of Indigenous children and that might be, really, the only time you actually get to see those parents yourself, face to face.* *It places value in it for the parent. We [the school] are taking an interest in their child.* *The MST will bring you the*

		student's files and your can start teaching straight away. Instead of just stabbing in the dark. That's very important to keep continuity… *It's like welcoming somebody into your home. 'Hello, welcome, here are the amenities, this is what we do'. You know what I mean? It's basic. I can't understand if they take that away [i.e., the MST role] then you have these teachers, we're already stressed, how can we fit that in?*
How do teachers perceive the role of the MST to have changed their practice?	• Now more relaxed about new enrolments; taken away teacher stress • Now more aware of the complexities around the issue of student mobility • Now have access to data and knowledge of entry of upcoming new arrivals which has allowed teachers to change practice; tailor it to the needs of the newly arrived students • MST has been the catalyst for ensuring that student work (and that of teachers) is 'valued' • Has led to a revision of unit planning and assessment • Teacher record keeping of student learning has improved	*Gives you better awareness.* *It definitely does change your teaching behaviours.* *You are ready for when the child comes, whereas before you could get a knock on the door when you're in the middle of anything.* *It does make me think, 'I've got these kids moving in and out of my classroom. I do have to change my teaching to accommodate these mobile students.* *[I work on] capturing smaller segments of units … milestones to make sure there is something [of the student's work] that can be moved on [i.e. to a new school]. … Snapshots; formative milestones ... a Lego approach.* *[New kids] are not in the specimen jar anymore.*

In concluding this section, the following comments – as obtained during the course of the Teacher Focus Group Interviews – are offered as testimonials to the value of the MST and indeed the need for the role of the MST to continue beyond the timeframe of the pilot project:

> *"There has to be an MST … It's part of the school culture now".*

> *"There was a need here for a long time, but no one could put their finger on it. Then when the MST role was taken on, it's like, it all fell into place".*

> *"We have these high mobility families. It needs to be recognised, that this does happen. People are moving where they need to find a job or they need to find housing or just where they can afford to live. In our areas where we have that high mobility, there is a need – just like the Defence Force role".*

> *"[The role] makes sense – don't get rid of it".*

> *"Keep paying them. You need to keep them going".*

2.2.2 Provide your analysis of the data collected in 2009 and 2010

The data collection and analyses undertaken by the JCU research team in 2009 and 2010 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 herein, 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 and engagement (their "readiness for school" – see *Indigenous Education Action Plan Draft)* (MCEECDYA, 2010).

It is the case, for example, that the classroom teachers applauded both the 'readiness to learn' and 'learning engagement' strategies – including an increased focus on attendance strategies – of the MST role and noted their importance as preconditions to learning achievement. So, too, it is clear that the work of the MST served to go some way in facilitating a 'shift' in teacher thinking about, and planning for, mobile students – as evidenced in the (previously cited) teacher comment: *"It does make me think, 'I've got these kids moving in and out of my classroom. I do have to change my teaching to accommodate these mobile students. … It definitely does change your teaching behaviours".*

The school Principals also noted the role of the MST as enhancing teacher capacity to work with mobile students, with one suggesting:

We see that the movement of children into the classroom is much more positive. Teachers aren't coming to us and saying, 'Can I have the history of this child?' They actually know the history, they know the background of the child academically – which means the child moves into the learning process a hell of a lot easier, there is no step back then, no catch up.

Another Principal, commenting on the MST role – and the wider project itself – stated that *"the impact this has had on teachers [ ] has been profound … best seen in years"*. Further, it was noted: *"There are conversations about mobility now, that we didn't have in 2008 – we have the data"*.

Furthermore, in discussing the role of the MST as enabling enhanced teacher capacity to respond to issues of student mobility, the MSTs themselves noted the benefits of a *"cluster approach"* as being preferable to working in a school in isolation. They suggested that the teamwork of MSTs within clusters (and indeed across the State) – such as they engaged in – served to enhance their capacity to work effectively with teachers in their individual schools. This team-based approach was also seen as a means of "*bringing the schools together*" within clusters and, in this way, of more effectively being able to promote the "Let's Stay Put" message across school, and broader, communities.

2.3   Framework Data – School Leaders

2.3.1 Provide information on data collected in 2009 and 2010, as agreed in your Evidence Framework

Quantitative data: School leadership qualities

Overall, Principals' participation in the project has been high. Cluster leaders were always actively engaged in supporting the project and participated in all activities. While individual schools used varied approaches to project implementation, all Principals promoted the dedicated use of the MST resource, building capacity of teachers and engaging parents and community members. Three changes in leadership at Rasmussen State School presented some challenges over the life of the project within the Riverway Cluster.

Qualitative data: School leadership qualities

There was a strong sense of collaboration across schools across in the Cairns, Logan and Rockhampton clusters. In the Cairns and Logan clusters the MSTs actively supported each other with weekly meetings to exchange approaches and develop community engagement

strategies. In Cairns, the cluster approach included MSTs working across school boundaries to respond to the volume of work, particularly at Cairns West State School. As one Principal noted, the consistent "*process or storyline*" for enrolments ensured that the MSTs could move between school sites and enact the same interview procedure, undertake initial assessment and provide the classroom teacher with background notes about literacy and numeracy learning needs.

The more formalised process conducted by the MST was in sharp contrast to the enrolment procedure enacted previously. As one Central Queensland Principal noted:

> *Admin will never be able to do the way that the MST can do it. It's not even in the realm. There is no realistic way that I, even between myself and the deputy, can spend that amount of time and provide the quality in terms of focus and attention to detail and follow-up that the MST does for the parent, the student, the teacher and the school (Central Queensland Cluster Principal, October 2010).*

For Indigenous students and their families, the MST role was seen as pivotal in reframing the ways in which students were welcomed to the school, ensuring the collaboration of Indigenous workers in the school and community. A Logan cluster Principal commented in relation to the positive impact this has had for transitions to the school as follows:

> [*The enrolment process] was reactionary […] but now MST and IEW co-ordinate a proper approach with supporting Indigenous kids. As soon as they arrive, we've got data and that data might be their reading levels and prior history of schooling (Logan Cluster Principal, October 2010).*

The Principals were unanimous in the need to recruit an experienced teacher to the MST role. They indicated that the careful selection of the MSTs had contributed to the success of the project. The ability to foster positive relationships, particularly with Indigenous community members and Indigenous staff in the school was seen as pivotal. As one Cairns cluster Principal summarised:

> *Particularly for Indigenous families it's about who they meet in the school and how good the relationship is, and the perception of levels of authority. So I think the position of MST breaks a lot of that down. They are not coming in to meet with the principal or deputy principal, they can feel much more relaxed when they come in for initial meetings and follow-ups, and they feel much more comfortable in coming back for feedback or to report an issue of concern (Cairns Cluster Principal, October 2010).*

In terms of evidence of project success, the Principals noted decreasing absenteeism and improvements in behaviour, including suspension rates, as linked to the MST role and improved student transitions. Other unanticipated indicators included improved image of the school in the wider community with a more focussed and improved enrolment process, and

comprehensive information presented to teachers to ensure a focussed transition for literacy and numeracy programs. As one Rockhampton Principal notes:

> *I believe that every school should have this position to some extent. It needs to be across the state. Look at every school in the state, have an absolute procedure for enrolments, it presents a professional image from the very beginning then there are all those other things that make a significant difference to students (Rockhampton Principal October 2010).*

In the final interviews and focus groups conducted in late 2010, Principals expressed their concern about the impending end of the project. Particular concern was expressed in relation to fulfilling enrolment duties in the professional and systemised manner developed over the life of the project. As a Principal in the Central Queensland Cluster noted:

> *I'm really concerned about how we'll do enrolments now because I've seen how well they can go. You can have a week where there are five enrolments and all we can do is basically tick a box and get them in a classroom. I think [MST], working in her role, gives us so much additional information on entry that we would never have collected previously. And if we had of collected it, it would have been hit and miss and certainly not timely in the way that she is able to get it and put it together for both admin and teachers (Central Queensland Cluster Principal, October 2010).*

Other Principals noted their inclination to sustain the program despite the end of funding – noting a preference to abandon other programs and re-direct funding to sustain the MST role. As a Cairns cluster Principal commented:

> *The message I said before about being willing to drop other programs in favour of this continuing […] The program that we're rounding up next week, we'd happily let that round up and donate the funds to the mobility (Cairns Cluster Principal, October 2010).*

In terms of future directions for the project, Principals noted the advantage of accessing comprehensive data in relation to student mobility to engage teachers in conversations about differentiated learning needs of mobile students. Additionally, the role of the MST was seen as critical to engaging teachers in the active reading of data – evidence to inform personalised learning plans. Principals gave examples of how the data from the project has shifted teacher attitudes to mobile students with the increased understanding of the reasons for mobility, assisting in a reframing of misconceptions about mobile students. Examples of the growing influence of the project over the two years is noted in the following comments:

> *Teachers now have far better professional conversations with those people (e.g. LST, GO) and there are pedagogy changes according to that. If a Year 6 fellow arrives from the Torres Strait with a reading age of 7.6 then they're (teacher) are straight with the Learning Support Teacher with that intervention group. What's disappeared is that 'Oh my god factor' from teachers because a student has a reading age of 7.6. It's now, 'Ok, I can deal with that. I'll just check with Learning Support and once I get the data from the MST then we'll know where to go to with this child The information that the MST provides is very powerful*

*and that then has flow-on effects to the teacher, teacher aide and
everyone else in the classroom (Cairns Cluster Principal, October 2010).*

A Logan cluster Principal noted the collaboration between the MST and other literacy support
staff ensured improved data flow to teachers and increased opportunities for personalised
learning as follows:

*[The] MST, classroom teachers and Support Teachers (Literacy and
Numeracy), they are more focussed on the data so we are getting more
rich data coming in, developing the data so that is informing the literacy
and numeracy teaching (Logan Cluster Principal, October 2010).*

2.3.2 Provide your analysis of the data collected in 2009 and 2010

The positive engagement of the Principals through their support of the MST as well as highly
visible endorsement of the program was pivotal to successful implementation. The alignment
of the project with other Departmental initiatives – including the *Draft Indigenous Education
Action Plan (2010)* – ensured the project developed momentum at the school level.
Additionally, the approach to 'case management' enacted by the MST to support mobile
Indigenous students allowed school leaders to focus on other strategically aligned activities –
linking attendance strategies and community engagement and developing a team based,
evidence led approach to improving literacy and numeracy outcomes.

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

Data: Parent and community engagement and support of the school

Parent Surveys were administered in November of 2010 in order to attain data about parent
and community engagement and the support of the school. Key findings that demonstrate
overall parental satisfaction with the work of the MSTs, in the form of representative
quotations extracted from this survey data, is presented in Table 21 following.

Table 21: Parent Survey Data – Qualitative

Cairns Cluster
I find that [MST] does 2 much to help and has a good heart and a wonderful helpful person hard to find in some school. A person like her. Thank you from me & my family
I found the experience I had of enrolling X at Y, the best experience compared to other schools, [MST] took the explaining things to me & took the time with X. I felt I could trust in the school with support staff like X.

I thought [MST] did a fantastic job explaining things to me. She was extremely helpful and sensitive to my litle sister's needs. THANKYOU [MST].
X has been a world of help, any problems I had or concerns X was assisting my daughter. I have done studies in community welfare, and I have seen and heard of the much needed work and full time commitment X has put forward to the Y State School and community I see her as a much needed asset to support the Y State School.
Very informative and supportive in the transition.
We found [MST] to be very helpful when X moved to Y. Also very supportive in the time X has been attending school.
It is great having someone like X whom you can contact if you have any queries. Her hospitality is very much appreciated & that of all other staff members.
Central Queensland Cluster
Very happy with the support given to our children and family from the support teacher.
I found the mobility support teacher to be very helpful in assisting our family to settle into the new school environment.
Very helpful, made the children feel welcome it helped them to settle into the school knowing someone was checking on them.
My daughters had problems that at times are beyond my understanding, yet the teachers and staff while communicating with me are making sure she receives the right consequences while still receiving the commitment and understanding to maintain her academic level and try and help her through this time with a caring, understanding professionalism.
Logan Cluster
[MST] made a big effort with X's reluctance to come to school.
Fantastic, very helpful and patient.
[MST] was very helpful and informative.
[MST] was 100% professional and very helpful.
[MST] was very helpful & helped the children settle in well.
Nothing was too much trouble for [MST].
Very happy with enrolment procedure.
Excellent job with enrolment. Kids happy here. Dad's happy.
Very impressed with Indigenous program, support & feedback.
Townsville Cluster
[MST] was a fantastic help to my husband & myself & our son when we moved to Y. When we moved our son was withdrawn as he had been bullied badly. [MST] went over the bullying policy with us as a family & then gave our son some great information about the school & how they don't tolerate bullies. [MST] continually followed up on X's progress at the school.
I found [MST] extremely helpful when we transferred our child. Our child has a range of problems and I believe [MST] made the transfer easier by setting up meetings with everyone and making sure our child was with the best possible class teacher. Our child is doing extremely well for the first time ever in a school environment.
The MST allowed my daughter to have a smooth transition into her new class. My daughter was made to feel very welcome and had a friendly face on her first day.
Have moved to & from school several times. Always made to feel my child is welcome.
The mobility teacher made our family feel very welcomed and we love the school.
X spoke limited English on arrival. MSO & teacher worked together to help settle and improve her English.

Additional quantitative data, as derived from the Parent Survey instrument is provided in the following table. Table 22 represents the percentage of surveyed parents who agreed that the MST had provided assistance to their family in a specific area that is related to the role of the MST. Those specific areas of assistance are listed in the table below. For example, 84.8% of the parents surveyed in the Cairns cluster agreed that the MST had taken steps to find out about the child's learning needs at the time of enrolment.

Table 22: Parent Survey Responses – Quantitative

Parent Survey Responses				
Area of assistance provided by the MST	Cairns	Riverway	Central QLD	Logan
Providing information about housing, transport or medical services	58.7%	38.1%	20.0%	75.9%
Meeting Indigenous community and staff members	60.9%	28.6%	25.0%	37.9%
Resources for school	87.0%	69.0%	85.0%	93.1%
School uniforms	89.1%	57.1%	80.0%	96.6%
Finding out about my child's learning needs	84.8%	76.2%	95.0%	87.9%
Introducing us to the classroom teacher	91.3%	83.3%	85.0%	100.0%
Telling us about school programs	73.9%	76.2%	55.0%	96.6%
Telling us about the school's routines	84.8%	85.7%	95.0%	96.6%
Letting me know what to do if my child is away	89.1%	88.1%	100.0%	93.1%
Telling me about my child's learning progress	76.1%	76.2%	80.0%	75.9%
Helping the teacher make a plan for my child's learning	73.9%	52.4%	75.0%	55.2%
Helping my child in the playground	47.8%	50.0%	55.0%	39.7%
Making sure my child gets the support they need at school	89.1%	73.8%	80.0%	81.0%
Telling us about the school's behaviour plan	80.4%	88.1%	100.0%	87.9%
Working with my child in the classroom	60.9%	57.1%	80.0%	55.2%

The MSTs worked to engage parents and the community in a range of ways. Table 23 indicates what schools are doing to engage their communities.

Table 23: 2010 School engagement activities

Cluster	Date	Activity/Event
Cairns	Term One	Welcome morning tea
	Term Two	Let's Stay Put promotional materials produced and distributed
	14th May 2010(Cairns West) 21st August 2010 (Parramatta) 29th October 2010 (Balaclava)	Let's Stay Put Stall at Cairns West, Balaclava and Parramatta School Fetes
	3rd and 4th November	Raintrees Shopping Centre Stall

	10th and 11th November	Earlville Shopping Centre Stall
	November 2010	Parramatta, Balaclava & Cairns West Prep Information Sessions
	1st December 2010	Stall at Mooroobool Community Centre
	2nd December 2010	Cairns Post Newspaper Article
	Ongoing throughout 2010	Weekly newsletter messages
Logan	February	Yonder Project Steering Committee (QPAC) • Community needs • Library and cultural services
	March	LSP Literacy and Numeracy forum Pilot Project forum in Canberra • Organisation, data, project aims
	March	Indigenous Health and Being Expo (Eagleby) • Inform community of project aims
	April	Elders Meeting (Yugambah Community Centre) • Feedback of term 1 LSP project • Data and notes from ARM • Community engagement projects • Ideas for future engagement projects
	April	LSP meeting (WNSS) • Department of Housing • QIECC member Mr Robert Ahwing • LSP project aims and awareness of the mobility issues in local community
	April	Newsletter item WSS community • Term 1 Data results of ARM
	June	Elders Meeting (Yugambah Community Centre) • Feedback of term 2 LSP project • Data and notes from ARM • Community engagement projects • Ideas for future engagement projects
	April	Newsletter item WSS community • Data results of ARM
	June	Indigenous Cultural Carnival (Mabel Park SHS) • Yrs 4-7 • Indigenous games • Indigenous performing arts students
	June	Yonder Project Steering Committee (Berrinba SS) • Community needs • Library and cultural services
	June	EATSIP- Celebration of 2009 (Logan) • LSP project aims and data
	June	NAIDOC celebrations (WSS) • LSP project aims and data • Community engagement • Parent/carers assisting classes with various items • Parent/ carers sharing knowledge and information
	June	NAIDOC celebration (Musgrave Park) • Community engagement • Networking

		• Information gathering (services)
	June	Newsletter item WSS community • Term 2 Data results of ARM
	August	Aboriginal and Torres Strait Islander Day (Logan) • Students yr Prep-3 • Indigenous art and craft activities • Storytelling • Indigenous dancing • Community Elders (students where photographed by Albert and Logan News)
	August	Elders Meeting (Yugambah Community Centre) • Feedback of term 3 LSP project • Data and notes from ARM • Community engagement projects • Ideas for future engagement projects
	August	Newsletter item WSS community • Term 3 Data results of ARM
	August	Meeting (WSS) School principals who have seen data and would like information on project aims and action plan implementation of LSP • North Coast Region (Caboolture SS and Deception Bay SS)
	September	FOGS (Footy Origin Greats) (Suncorp Centre) • Yr 7 students • Careers information • Life skills
	September	1st Anniversary of LSP (WSS) since launch in 2009 • Community engagement
	October	QIECC forum (Gold Coast) • Share results of LSP project aims and data • Networking • Elders sharing knowledge and information
	October	LSP Prep Open Day • Project aims and results shared with future parents
	October	Durathunga (means: to grow) meeting (Loganlea HS) • Leadership skills • Sharing ideas and information
	October	Elders Meeting (Yugambah Community Centre) • Feedback of term 4 LSP project • Data and notes from ARM • Community engagement projects • Ideas for future engagement projects
	October	Newsletter item WSS community • Term 4 Data results of ARM
	November	Yonder Project Steering Committee (WSS) • Community needs • Library and cultural services
	November	Book Giving Ceremony (WSS) • Elder of school community handed out books to students (role model) • Students took books, bookmarks with reading strategies and bags with the LSP message on

		them
		• Letter given to parents to invite them to the ceremony
		• Improve literacy skills, broaden life long learning opportunities and maintain a love of reading
		• Newspaper Albert and Logan Newspaper Dec 1 2010
Riverway	All year	Home Visits (re absences) and Weekly Newsletter articles
	April	Parent Meeting for NAIDOC (Distributed flyers for) Home Visits (Attendance)
	February	School Cross Country Meeting with parents and distributing Let's Stay Put calendars
	April	Parent Meeting for NAIDOC (Distributed flyers for) Home Visits (Attendance)
	May	2 Parent Meetings for NAIDOC (Distributed flyers for) Home Visits (Attendance) Requested funding from FACHSIA and promotional material for NAIDOC
	May	Vibe Alive Festival Meeting Townsville parents and promoting the Let's Stay Put Message Under 8s Day at Rasmussen State School Meeting parents, promoting and running an activity.
	June	Parent meeting NAIDOC (Distributed flyers for) Home Visits (Attendance) Met with Ada Boland at Thuringowa SHS for assistance with NAIDOC Celebrations Newsletter Article-Attendance and Everyday Counts Organised for IEW's to attend MST Meeting to network across the cluster
	June	Attendance and active involvement at the QIECC conference
	July	NAIDOC Day Thuringowa High School promotional activities Parent BBQ Welcoming new parents
	July	Co-ordinated all NAIDOC Week Celebrations Kelso SS-Liased with community members and indigenous artists
	August	Parent morning tea PACE Meetings Athletics Carnival Welcoming parents and promoting the Every Day Counts message
	August	Home Visits (Attendance) Organised Presentation Folders for School Enrolment Pack Newsletter Article-NAIDOC PACE Meeting at ISSU
	September	Attended NAIDOC Celebrations for Rasmussen SS Newsletter Article-Attendance and Everyday Counts
	September	Tree Of Life Festival Day at Garbutt State School Meeting parents and promoting Let's Stay Put message NAIDOC Week at Rasmussen State School Community meeting, Indigenous artists, liaising with community members Radio interview 4K1G; Liaising with the Cultural Centre; Black Ink Press; Thuringowa High School; Support Worker Rick Garcia; Parent BBQ

	Term 3	Workshops – Literacy and Numeracy for new parents Excursion – Putting Literacy and Numeracy in practice in the environment
	October	Conducted All interviews for Prep Enrolments Distributed flyers to all local Daycare Centres and local shops for Prep Enrolments and information Evening
	October /December	Prep Introductory Meetings and interviews.
	November	Continued to conduct all interviews for Prep Enrolments Helped organise and participated in Prep Open Day Sessions Distributed all Let's Stay Put Calendars and Postcards at events
Central QLD	February	Newsletter item Allenstown/Crescent Lagoon
	March	Indigenous Elders meeting and the beginning of the Dharumbal Language and Cultural Program at Allenstown SS Newsletter item Allenstown/Crescent Lagoon Meet and Greet afternoon tea for the indigenous families at Crescent Lagoon SS
	May	Newsletter item Allenstown/Crescent Lagoon
	June	Stall at the Rocky Show for 3 days Newsletter item Allenstown/Crescent Lagoon
	July	NAIDOC Parade – initial work with Indigenous and Torres Strait Islander groups/elders Start indigenous dance group – with elders to help.
	August	NAIDOC Display and Parade
	October	Full Page in the Morning Bulletin – 2 Saturdays in a row. Indigenous Awards night ABC Capricornia Radio interview Working with MILBI
	November	Letter box drop to all of South Rockhampton Article in Morning Bulletin Win News Let's Stay Put Signage for school fences – Introduce Binbi Bee (good bee)
	December	Newsletter item Allenstown/Crescent Lagoon

In addition to the broad range of ways in which MSTs worked to engage parents and community, they also worked at a more micro level to support parents/carers. Table 24 following showcases an exemplar of this micro level work – as drawn from the *Family Support Notes* from the database of two schools.

Table 24: MSTs Support of Parents/Carers: Examples from Database

School	Support Notes
Marsden SS	Mother came in to chat to MST re: her living circumstances. She is living in crisis housing in the city and Is finding it difficult to her to school on time. MST to arrange meeting with mother, chaplain and MST.
	Phone call home to mother re: absenteeism. Mum said they are still in emergency

	care in the city and it is difficult to get to school due to buses etc. On Monday she will come in and I will try to assist with housing documentation.
	MST contacted mum to inform her that I would like to refer student and the family to Every Child Counts. She was happy for me to do this and is looking forward to the extra support.
	MST invited the mum and dad to come along to the community expo we are having at our school. I let them know that we would be hosting an expo with many agencies from the community.
	MST passed on phone contacts to mother re: housing alternatives.
	MST spoke with carer and he requested some counselling for Les as he is the one most affected by the change of custody and the living arrangements.
	Maria came to see MST to let me know that the boys had no lunch. MST organised an emergency lunch from the tuckshop and also brain food from the Chaplain. I will refer her on to a community group that the chaplain has made connections with for cheap groceries.
Weir SS	Enrolment follow-up phone call - discussed student's progress and informed parent of student's inclusion in targeted teach group - literacy support.
	Follow-up re student's participation in swimming programme. Assisted parent to organise payment arrangement with office staff.
	Referral to Lifeline.
	Spoke with parent re student's transition. Parent distressed due to home situation. Concerned about how this was affecting the student.
	Spoke with parent re student bringing no lunches. Referral to Lifeline - voucher to purchase necessary grocery items.
	Advised parent of student's support program.
	Contacted parent re inclusion of student in Individual Support Program. - mobile students. Parent happy with this.
	Home visit with Indigenous Education Worker to discuss student's transition.
	Conversation with parent re lack of lunch. Explained about availability of social justice lunch. Also discussed concerns about absenteeism - students losing bus pass.
	Contacted Department of Housing to seek assistance for parent.
	Home visit - MST arranged with parents to transport student to Graduation dance.
	Spoke to parent re transition of student. Used phone interpreting service for support with meeting.

Reasons for movement

The project focussed on developing appropriate engagement strategies with a view to address student movement. The reasons for student mobility within each site have been systematically collated and reported each semester as part of this project and are outlined in Table 25 below.

Table 25: Database Classifications of Reasons for Mobility

Broad Mobility Reason	Narrow Mobility Reason	Example from database
Family circumstances		
	Parent relationship changes	Mum is currently in the process of going through the NSW legal system in regards to Domestic Violence with the girls father and custody issues.
	Change in custody	Has come to live with aunt/uncle. His mum is due to leave Pormpuraaw community and join student in Cairns in a few weeks time.

	Kinship responsibilities i.e. funerals, birthdays	Visited Cairns from Badu Island for Christmas and has not returned. Principal and CLO became aware of student not attending school via a family relative and arranged enrolment.
	Other (Identify in notes)	Moved suddenly due to family conflict in NSW.
Housing		
	New rental accommodation	The family moved from Northside to Southside and Mum could not continue with the cost of the bus fares for the children to go to Northside.
	Public housing	Student lives with his mother and siblings. His dad is violent and they have "been on the run from him".
	Purchased home	Grandfather purchased them a home as they were living in difficult situations.
	Emergency housing	Family had been residing with friends out at White Rock where student had been attending school last term. This arrangement fell through and student and her family were given emergency housing in Manunda for one month.
	Staying with family	Student and family left Poruma island due to family circumstances and since arriving in Cairns have been residing with a number of relatives and attending the nearest school to where they have been staying. Student left Parramatta as they moved to stay with relatives closer to Cairns West.
	Other (Identify in notes)	The family split up and both parents moved to Rockhampton. They tried to keep taking student to Taranganba SS at Taranganba (appox 30mins away). It is easier to get student to Crescent Lagoon SS they decided to move her.
Seeking services/support		
	Child in care of state	Student has been given another carer - his 5th in the last 12 months.
	Medical	Family moved closer for medical support for youngest child.
	Transport	The family car broke down and they could no longer get to Beenleigh S.S.
	Refugee	Refugees from Rwanda.
	Migration (non-refugee)	The family moved to Australia for a fresh start and new beginnings.
	Other emergency (Identify in notes)	Family appears to have had difficulties with housing. Have lived in a women's shelter and house was flooded.
School choice		
	Seeking more appropriate learning	Student's mum has sent student to Cairns to finish Year 7 at Cairns West as she was not happy with how he was supported at his previous school.
	Want improved facilities	Student attended our school before and was much happier with this school then at Coomera.
	Specialist services within school	Heard that Marsden SS had good management of behaviours.
	Problems with staff at school	A problem arose with class teacher. Parents worked with Principal after each suspension. At last re-entry family told Principal of school change.
	Other (Identify in notes)	Mother wanted student to attend a school with more indigenous children and a state school.
Social concerns		
	Exclusion from school	This student was excluded from Djarragun College. She was enrolled at Parramatta because this school is near her mother's workplace and other family members are enrolled here.
	Asked to leave school	Student was enrolled in a private school where he was

		experiencing problems with behaviour and had been suspended once already.
	Peer problems at school. Specify i.e. behaviour	This student moved from her previous school because her older brother re-enrolled at Parramatta because there were peer problems for him there.
	Problems with family/community at school	Mum expressed concerns with the town having a racist attitude so she decided to move them back to Cairns.
Employment		
	New job	Father had a new job and the family may not be staying long due to the father's employment.
	Lost job	Nil.
	Seeking employment	There were few employment opportunities in Bundaberg and that is why they have moved to Logan.
Cultural activities		
	Cultural event (non-sporting) i.e. NAIDOC week	Student is cared for by her grandmother. Her grandmother is attending religious conventions in the Torres Strait area. Short term enrolment 3-4 weeks.
	Cultural sporting event i.e. Rodeo	Student's carer has come to Cairns as she is travelling with the All Blacks football team and also attending a tombstone opening.
Unknown		
	Unknown	Nil.

Figures 12 – 15 following 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 12: Cairns Cluster – Reasons for Mobility

**Cairns West Cluster
Broad Reason for Mobility by Cultural Background
Enrolments 2010**
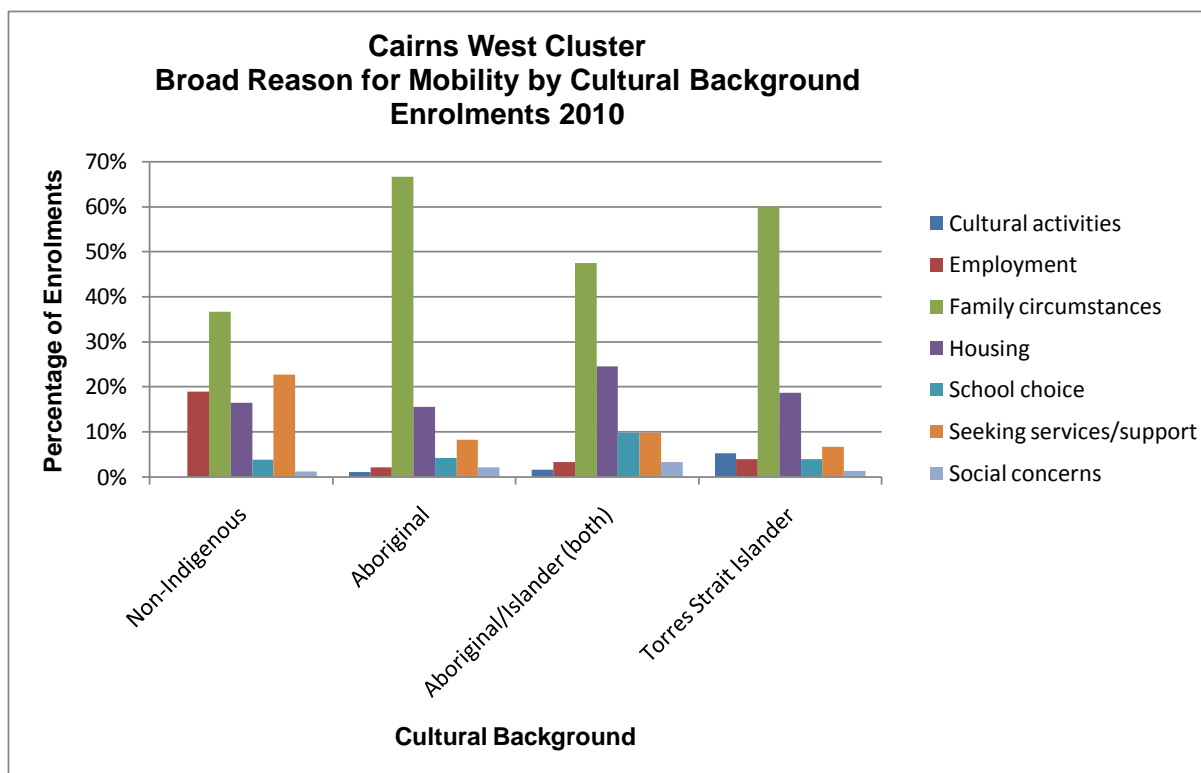
Figure 13: Central Queensland Cluster – Reasons for Mobility

**Central Queensland Cluster
Broad Reason for Mobility by Cultural Background
Enrolments 2010**
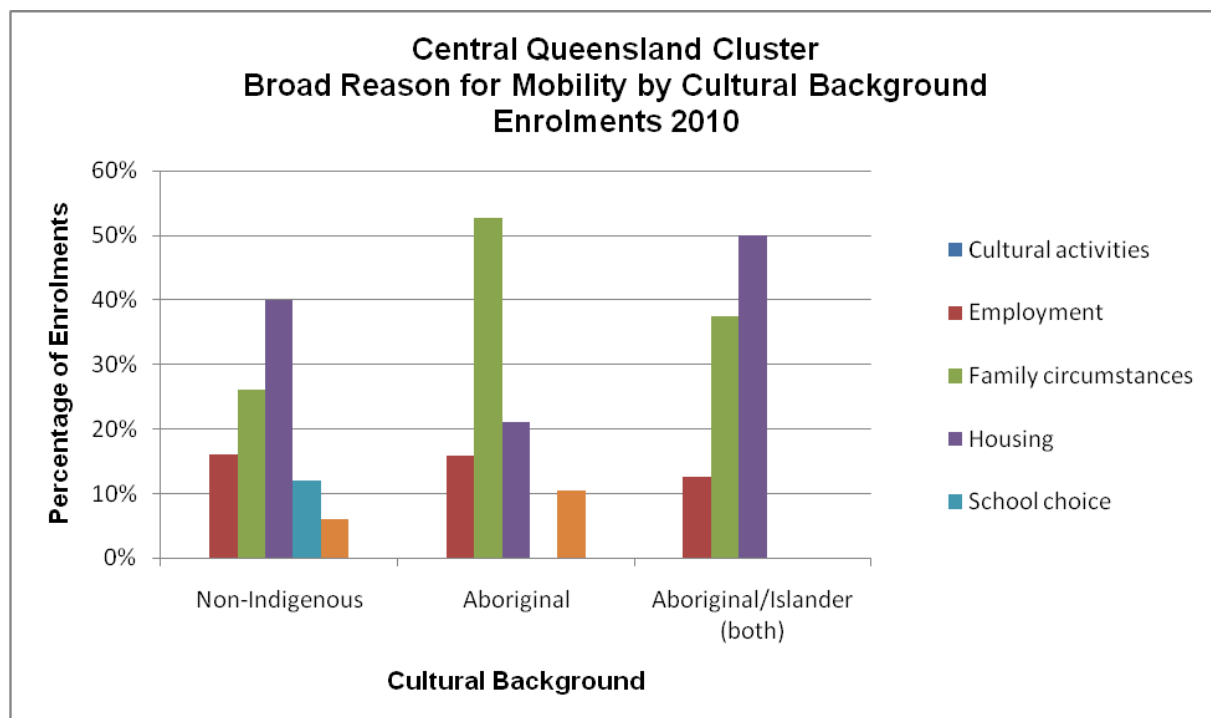
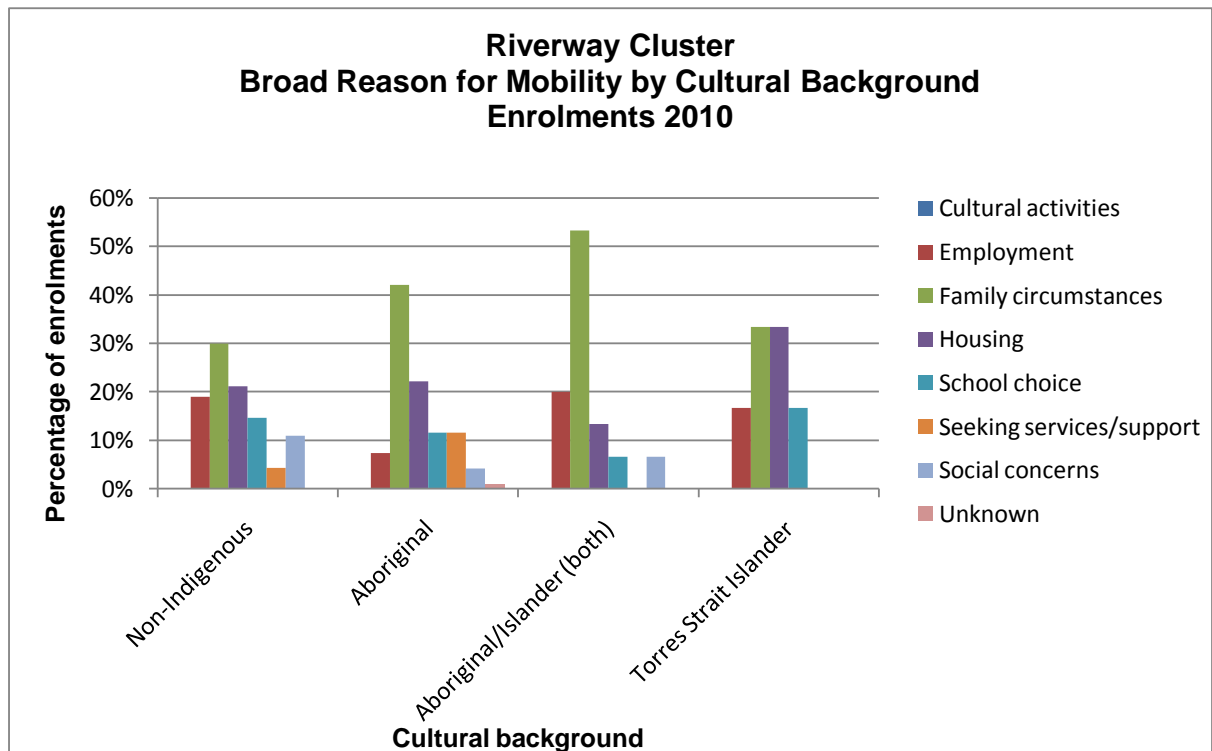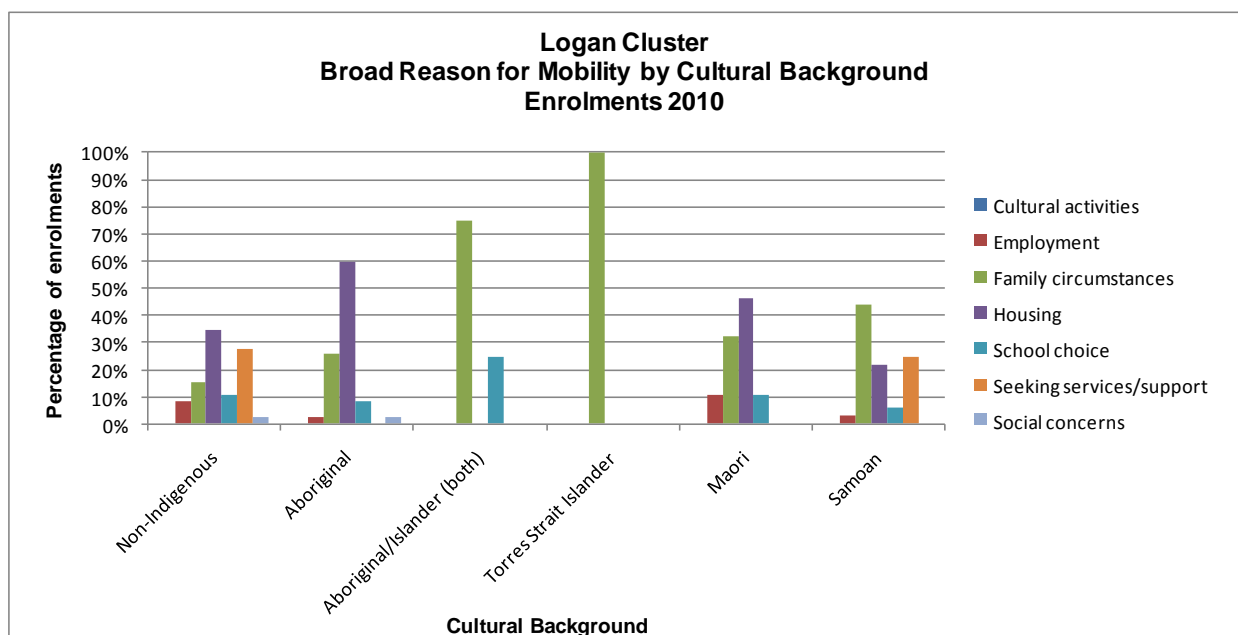**Figure 14: Riverway Cluster – Reasons for Mobility**

Figure 15: Logan Cluster – Reasons for Mobility

Note: Aboriginal/Islander (both) = 4 students; Torres Strait Islander = 1 student. Maori & Samoan included as represent 10% of enrolments.

3.0 Delivery Summary

3.1 Administrative issues encountered in the management of the pilot

3.2 Actions undertaken to address the above issues

3.3 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

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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