



Let's Stay Put
Literacy and Numeracy Pilot
31 July 2009 - Progress Report

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Let's Stay Put Literacy and Numeracy Pilot

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Section 1: Pilot Progress Summary

1.1 A general overview of the pilot

Background

The *'Let's Stay Put for Literacy and Numeracy Learning'* two year pilots have been funded under the Ministerial Council on Education, Employment, Youth and Training (MCEETYA) initiative focusing on literacy and numeracy in low socio-economic status communities. The project is based on the *'Let's Stay Put: One Child, One School, One Year'* initiative currently operating in Townsville, North Queensland, as led by Associate Professor Angela Hill from James Cook University.

The *'Let's Stay Put: One Child, One School, One Year'* program – which has been successful in developing individual student and whole-of-school approaches to better understand and respond to mobility and its impact on student learning – draws on a range of international literature in relation to student mobility, including the successful United Kingdom, *'Pupil Mobility'* project.

The *'Let's Stay Put for Literacy and Numeracy Learning'* project – which as noted above will operate for two years – has a two pronged approach:

1. The professional development of teachers to understand student needs and intervention strategies – as they pertain to mobile students, mobile Indigenous students.
2. The case management of individual students – that is, mobile students, and in particular mobile Indigenous students.

The program will assist schools to implement solution-focused strategies that respond to, and support, the education and social inclusion of mobile students. It focuses specifically – as signalled previously – on Indigenous students and includes a specific examination of mobile urban Indigenous students' literacy and numeracy skills.

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Aims

The '*Let's Stay Put for Literacy and Numeracy Learning*' project will build an understanding of student mobility and its impact on learning, particularly in literacy and numeracy, through:

- Developing innovative student centred approaches and interventions to address issues of mobility.
- Lifting teacher capacity by building professional development networks and resources.
- Implementing whole-of-school strategies that can be used and applied across the school/s.
- Building the evidence-base on mobility and its impact on student learning.

Long-term objectives are to:

- Improve student literacy/numeracy data for mobile students.
- Increase teacher, school and system knowledge and skills of the needs of mobile students.
- Reduce rates of student mobility.

Research Questions

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

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

Methodology

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

1. Form an action group(s)
2. Review existing and required information
3. Gather and analyse evidence to identify needs
4. Propose ways of addressing identified needs
5. Consult with interested parties
6. Develop action plans

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7. Plan for systematic implementation over a significant period of time
8. Plan the evaluation process
9. Implement the plan
10. Evaluate the program and reflect on results achieved

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

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

Data Collection Tools

- Quantitative data in relation to student mobility extracted from SMS
- Documentation of action research cycle
- School based surveys of teachers
- Site visits and collation of relevant school documentation
- Interviews with school staff – teachers and administrators and Indigenous community members
- Analysis of other relevant material and documentation, including literacy and numeracy achievement data.
- Analysis of programs and strategies for literacy and numeracy development.

Sample and Intended Target Participants

Interviews are conducted with the Principals of participating schools and up to ten teachers from each of the participating schools, including Mobility Teachers in order to inform the actions developed in each site.

Recruitment of Participants

Volunteers are recruited following a staff briefing at each school site. The project has received full Ethics Clearance from the James Cook University Human Research Ethics Committee (HREC) and Education Queensland.

Data Analysis

Interviews are summarised and analysed to identify major patterns of responses in regard to mobile students. Quantitative data on mobility are analysed and benchmarked. Achievement data is analysed and monitored. A collaborative action research cycle supports undertakings.

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Reporting of Study Outcomes/Results to Stakeholders and Participants

School Principals within each cluster are involved in the action research process and therefore included in the review and discussions of all relevant data. Briefings with all school staff are conducted in each school to discuss and review relevant data.

Finally, it is to be noted here that, in conducting this research, and in accordance with Education Queensland policy, a sharp focus is placed upon the NHMRC's (2003) principles pertaining to ethical matters in conducting research involving Aboriginal and Torres Strait Islander peoples – namely reciprocity, respect, equality, responsibility, survival and protection, and spirituality and integrity – and compliance with these principles assured.

1.1.1 A cluster specific overview of the pilot

While mobility has been recently recognised as an issue of significance in Australia (see Masters, 2009; Prout, 2008), it had previously been marked out as a 'patchy' one. The work by Masters (2009) has provided 'weight' to the issue – such that he states: "Family mobility is a major issue in some places" (p. 50) and "In some schools, student mobility is a very significant problem with large percentages of the student population moving between homes, family members, towns and schools each year" (p. 92). In addition to lending credence to the issue of mobility, Masters' (2009) work also serves to do so for the *'Let's Stay Put for Literacy and Numeracy Learning'* project itself. This report makes reference to this project and stated of it: "A stand-out program operating in one area draws on a local university and has in place a network of mobility liaison officers" (p. 56).

The four clusters – Cairns, Townsville, Rockhampton and Logan – involved in the *'Let's Stay Put for Literacy and Numeracy Learning'* project are markedly different in nature. And while the nature of student of mobility is recognised as an issue, it represents different issues for the various clusters and the schools that comprise them.

As a means of providing a contextual lens through which to view these school sites, and the issues they may come to face in relation to student mobility, a summary of the clusters is provided below.

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Table 1 summarises the school population data in 2008 and Term 1 2009 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 Project

Cluster	School	School Population 2008			School Population Term 1 2009		
		Total	Indigenous	Non-Indigenous	Total	Indigenous	Non-Indigenous
Cairns Cluster	Balaclava State School	267	158	109	250	160	90
	Cairns West State School	429 _c	301 _c	128	417	302 _c	115
	Parramatta State School	305	178	127	325	197	128
Townsville Cluster	Kelso State School	449	76	373	424	85	339
	Rasmussen State School	409	141	268	408	167	241
	Weir State School	765	193	572	759	179	580
Rockhampton Cluster	Allenstown State School	424	53 _c	371	388	40	348
	Crescent Lagoon State School	416 ₄	86 _c	330	397	78	319
Logan Cluster	Marsden State School	766	65	701	795	59	736
	Woodridge State School	507	58	449	527	65	462
	Woodridge North State School	517	53	464	471	49	422

₄ denotes day 4 data

_c denotes February census data

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Table 2: Characteristics of Schools

Cluster	School	Attendance rate % (2008)	BSEG 2006	Special Education Unit	Additional characteristics
Cairns Cluster	Balaclava State School	85	Low	X	Up to 60% Indigenous students with Torres Strait Islander students the largest group. Many students provided with meals within the school.
	Cairns West State School	86	Low	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	87	Low	X	Up to 60% of school population are Indigenous students.
Townsville Cluster	Kelso State School	90	Mid-Low		Rapidly changing housing in local area through significant suburban development.
	Rasmussen State School	86	Mid-Low	X	Up to 40% Indigenous students. Support services include Red Cross Peace Coach. Feeder suburb has very low housing tenure.
	Weir State School	91	Mid-Low	X	Large population of students with special needs. A 'positive learning centre' – a regional behaviour modification program – is also a feature of the school.
Rockhampton Cluster	Allenstown State School	92	Low	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	92	Mid Low		'Zoned' school. Capacity to enrol new students determined by zoning rules.
Logan Cluster	Marsden State School	91	Mid-Low	X	More than 36 cultural groups are represented in the school. Significant population of Pacifika students.
	Woodridge State School	91	Low	X	The school has an 'on arrival' ESL centre. Large number of refugee students from locations of trauma: Congo, Sudan, Cambodia.
	Woodridge North State School	91	Low	X	Many Pacifika students within population. In addition there are a significant number of students from Africa and Cambodia who are in the main, refugees. School buildings and gardens actively restored by teachers given poor state of repair.

In addition, it is important to note that only some of the schools (Cairns West, Balaclava, Parramatta, Crescent Lagoon, Woodridge) have a designated Indigenous Support Worker employed solely at the one school site. The Townsville cluster has an

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Indigenous Support Worker to work across the cluster. An Indigenous Support Worker is a critical support person for mobile students – ensuring connections are made to appropriate support networks, as well as culturally appropriate family engagement. In the sites where an Indigenous Support Worker is employed, the MST is working in close collaboration to ensure maximum support for transition. 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.

Figure 1: Size of Indigenous Populations

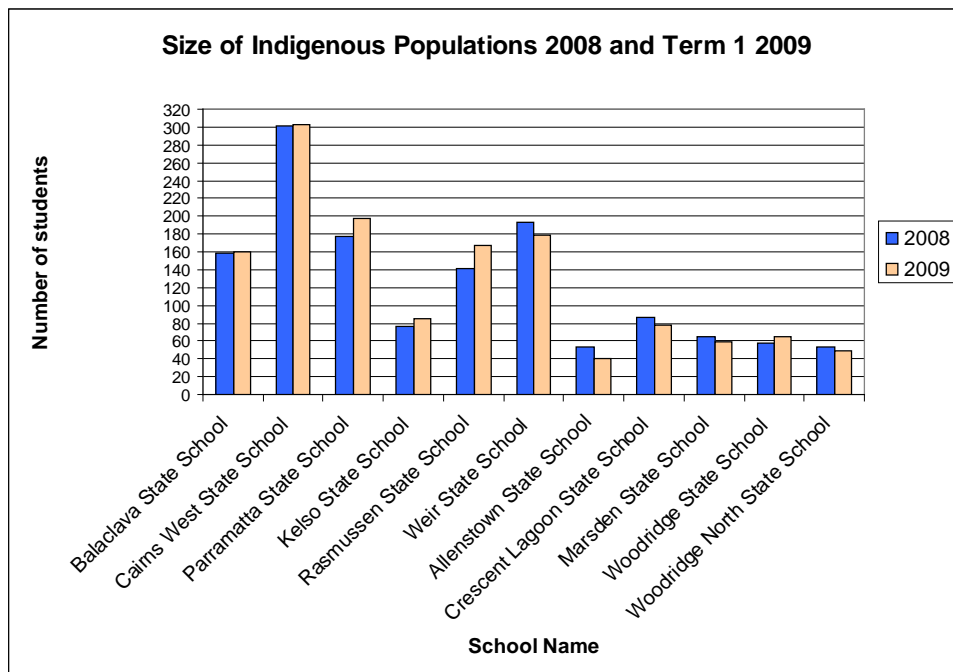
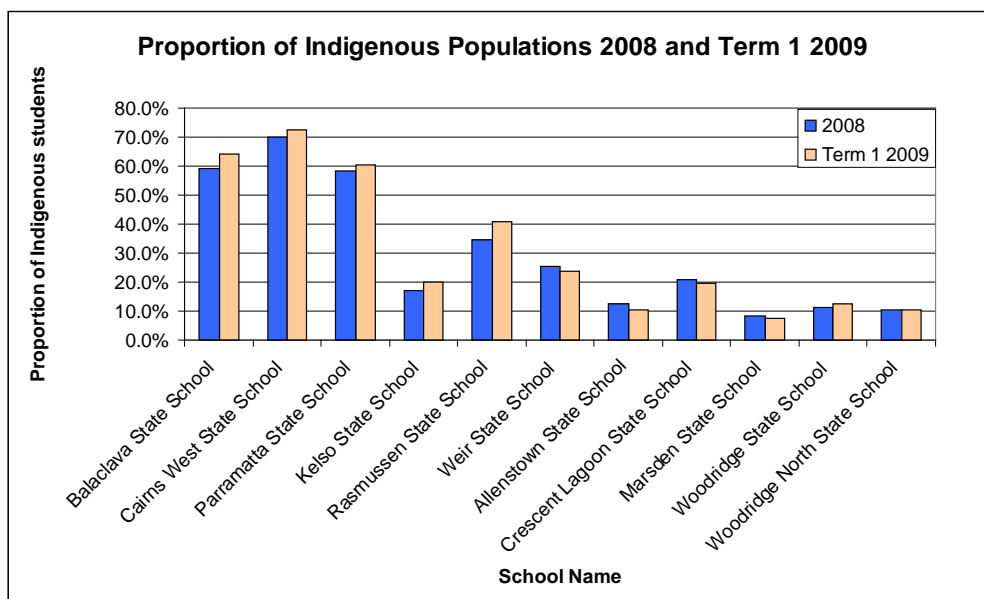


Figure 2: Proportion of Indigenous Students in School Population



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1.2 Cluster specific activities and progress to date (to the end of Term 2)

A number of activities have been facilitated by the JCU researchers and engaged in by a range of school staff and personnel from relevant organisations within and across the clusters/schools during Terms 1 and 2 of 2009.

An overview of the nature of these activities, the location and timeline of delivery, and the participants involved in these activities is presented in the table following (see Table 3).

Table 3: Cluster Specific Activities to date.

Date	Event/Activity	Attendees	Location
<i>January</i>	JCU researchers support the development of Program Guidelines for 'Let's Stay Put for Literacy and Numeracy Learning' Project (with EQ)		
<i>February</i>			
17 & 18	Whole of Project Workshop	Principals, Mobility Support Teachers, ISSU Managers, DET Staff (All Clusters)	Brisbane
<i>March</i>			
5	Action Research Meeting	Action Research Team Cairns Cluster	Cairns
5	Consultation	Mobility Support Teachers Cairns Cluster	Cairns
5	Staff Briefing	Office Administrative Staff Cairns Cluster	Cairns
6	Action Research Meeting	Action Research Team Townsville Cluster	Townsville
6	Workshop	Regional Community Education Counsellors and Indigenous Education Workers	Townsville
18	Action Research Meeting	Action Research Team Rockhampton Cluster	Rockhampton
18	Consultation	Mobility Support Teacher Rockhampton Cluster	Rockhampton
18	Staff Briefing	Full School Staff Rockhampton Cluster	Rockhampton
18	Staff Briefing	Office Administrative Staff Rockhampton Cluster	Rockhampton
19	Staff Briefing	Full School Staff Marsden State School	Marsden
19	Consultation	Mobility Support Teacher Marsden State School	Marsden
19	Staff Briefing	Office Administrative Staff Marsden State School	Marsden
19	Staff Briefing	Full School Staff Woodridge North State School	Woodridge North
19	Consultation	Mobility Support Teacher Woodridge North State School	Woodridge North

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20	Staff Briefing	Full School Staff Woodridge State School	Woodridge
20	Staff Briefing	Office Administrative Staff Woodridge State School	Woodridge
20	Consultation	Mobility Support Teacher Woodridge State School	Woodridge
20	Action Research Meeting	Action Research Team Logan Cluster	Logan
26	Consultation	Mobility Support Teachers Townsville Cluster	Townsville

<i>April</i>			
7	Presentation to <i>Masters Review</i>	<i>Masters Review</i> – Research Team	Townsville
8	Consultation	ISSU – Townsville	Townsville
20	Staff Briefing	Full School Staff Cairns Cluster	Cairns
24	<i>Term 1 Data Due</i>		
28	Staff Briefing	Office Administrative Staff Townsville Cluster	Townsville
30	Consultation	Mobility Support Teachers Townsville Cluster	Townsville
<i>May</i>			
8	Action Research Meeting	Action Research Team Cairns Cluster	Cairns
11	Staff Briefing	Full School Staff Kelso State School	Kelso
15	Action Research Meeting	Action Research Team Townsville Cluster	Townsville
19	Action Research Meeting	Action Research Team Rockhampton Cluster	Rockhampton
20	Steering Group Meeting	Commonwealth Government Department(s) Personnel (via teleconference link and in person), Education Queensland and other Queensland State Government Department(s) Personnel, Principals	Brisbane
21	Action Research Meeting	Action Research Team Logan Cluster	Logan
<i>June</i>			
11	Consultation	Mobility Support Teachers Townsville Cluster	Townsville
11	Consultative Meeting Re: Development of Database	Fiona Navin (JCU Research Team Member) Gary Swayn (EQ personnel)	Townsville

1.3 An overview of strategies that are working to date

A range of strategies were put in place and enacted during the course of Terms 1 and 2 this year. The key strategies – and the activities and resources that have both informed and resulted from them – are discussed below. Supporting evidence is also provided.

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Appointment of Mobility Support Teachers

All clusters/schools quickly appointed staff to the role of Mobility Support Teacher – as per the 'Position Description' (see Appendix 1 – as provided in separate document). And it is the case that the Mobility Support Teachers have been well received in all sites and are indeed “making a difference for the pilot participants” (Report Requirements – Let's Stay Put, 2009, p. 1).

Evidence of the positive impact of this strategy – namely the instigation of, and appointment to, the position of Mobility Support Teacher – is found in interview data collected by the JCU researchers. For example, during the course of interview, the various school Principals and Deputy Principals suggested that the Mobility Support Teachers were “readily accepted by staff” and that they “haven't seen a downside” to the appointment of a staff member in this role. They reported on receiving “no negative feedback at all” and expressed the view that they would “be surprised” if they were to receive feedback of a negative nature. It was suggested that, “across the board, people have been more than receptive” to the role. They noted that the Mobility Support Teachers were of “great value”, “enormous value”, that they “see value in it (i.e. the role) every day” and that the role “has made an enormous difference to the school(s)”. Overall, in terms of the value of the Mobility Support Teacher role and those persons appointed to the position, the Principals indicated that this related not only to their own role, but also to that of their Deputies, school office administrative staff, classroom teachers, and the students and their parents/carers.

The Principals spoke of the 'freeing up' of their own workload and that of their Deputies and school office administrative staff: “The office staff and the deputies love her (i.e., MST)”, “[The MST has made] a significant difference, I don't know how I coped without the MST before”. In relation to the nature and load of the work undertaken by these staff members prior to the appointment of the Mobility Support Teacher, the Principals spoke specifically about the enrolment process. In regard the Mobility Support Teacher role and the enrolment process, the Principals typically offered the following type of comments: “ A richer, more thorough process [is now in place]. ...The stuff the MST is doing is different [i.e. to administrator] and more important”, “What the MST is doing is better than what we did, by a long shot”. Furthermore, it was suggested that the introduction of the Mobility Support Teachers had allowed for “networking [...] between schools” – something missing in/across schools prior to the 'take up' of the role.

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In discussing the impact of the Mobility Support Teacher role upon the work and approach of classroom teachers, the Principals typically suggested the following to be the case: "From the classroom perspective it's been fantastic", "Teachers are more relaxed about getting new kids ... much happier". So, too, they noted that, "Teachers are very positive about having time to spend with families ... they don't have that now".

In relation to the students and their parents/carers, the Principals noted that the work undertaken by the Mobility Support Teachers served to provide "a smoother transition for students" when they arrived at the school and allowed for enhanced follow up of these students – that is, individual case management of students. So, too, they suggested that the role offered up the space to "build one-to-one relationships" with parents/carers – a space that had not been available, or so readily available, within schools previously. It was suggested that the role allowed for a "more personalised ... a lot more professional" approach to, and when, dealing with students and their parents/carers.

Further evidence of the positive impact of this strategy – i.e., the introduction of the Mobility Support Teacher role – is found in the 'voices' of the MSTs themselves, as collected in interview data by the JCU researchers. In discussing their role and its impact, they offered for example, the following range of comments:

"[It is] a lot easier for the classroom teachers, it's taken a load off them ... helped with the communities".

"You can really help parents a lot and I think they appreciate it. ... We think, how did these people (i.e., the parents) do this before?"

"A very positive role for students ... gives them a more positive experience ... really valuable for them".

Raising of School Community Awareness

A number of initiatives have been put in place to raise the various school community's awareness of the issue of mobility and its impact on student educational outcomes.

Evidence of community awareness raising by many schools – although not all schools involved in the project – can be found on their websites and in their various documents including, for example, the Annual Report and School Prospectus. An overview of the information provided via these medium for each of the schools who have enlisted these modes of community awareness raising is cited in the table following (see Table 4).

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Table 4: Approaches to Community Awareness Raising

School	Document and Website Information
Rasmussen State School	<p>Introduction – Annual School Report 2008 Rasmussen State School has a proven record in adding value to the literacy, numeracy and social development of our students.</p> <p>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.</p> <p>Future Outlook – Annual School Report 2008 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.</p>
Kelso State School	<p>Introduction – Annual School Report 2008 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.</p> <p>Website – Lists MST in staff section.</p>
Weir State School	<p>Social Climate – Annual School Report 2008 Support programs include: School Chaplaincy, Mobility Support Officer/MST, Social Justice program, Student Council, Indigenous Aide Program, Positive Behaviour Support Program, Breakfast Program.</p> <p>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/MSTs 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 Swain said having stable schooling during the primary school years was important</p>

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	to children's learning. For further information go to the Education Queensland Notification of Showcase place winners notification. Also includes MSO/MST as Support Staff in Prospectus.
Allenstown State School	Website – Has enrolment section which outlines to make appointment with MST.
Marsden State School	Website – Home page 'News flash' highlighting MST role/LSP. It also lists MST in Support section with info on LSP.
Woodridge North State School	Website – Lists MST in Administration Team. Also has MST listed in Support Section.
Woodridge State School	Secondary website with information on LSP http://www.woodridgess.eq.edu.au/home/alync34/index.html

Other evidence of such community awareness raising – again variable across school sites – is to be found in the following:

- Posters developed by the MSTs and placed on display in school offices and around the schools.
- Information pertaining to the 'Let's Stay Put for Literacy and Numeracy Learning' project, issues of mobility, and the role of the MST presented in School Newsletters and Letters to Parents.
- The allocation of timeslot to the Mobility Support Teacher for the provision of a briefing during school staff meetings.
- Invited Presentations/Presentations delivered by Mobility Support Teachers at conferences and seminars – for example, Townsville Cluster MST presented to Centrecare staff in Mount Isa; Cairns Cluster MSTs presented at the recently held Indigenous Education Conference in Cairns; MST from Logan Cluster presented to Indigenous Community members.
- Instigation of liaison between Cairns MSTs/School Principals with Principal from Torres Strait Islands School following the identification of a pattern of movement between the locations by mobile/Indigenous mobile students.
- The organisation of MST attendance, by EQ personnel, at Professional Development workshop addressing 'Indigenous Benchmarking'.
- The provision of 'space' for MSTs within the school to undertake their duties – i.e., an office/room space. (* It should be noted here that the absence of this 'space' presents as a major challenge for those MSTs who have not been afforded it – a 'space' vital to their role).

Staff Professional Development

The JCU researchers conducted a number of Professional Development sessions during Terms 1 and 2 of 2009 – sessions that were attended by a range of staff from both

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schools and other key stakeholders (see Appendix 2 – as provided in separate document – for Powerpoint Presentations delivered).

The details of these Professional Development sessions are documented in the table following (see Table 5).

Table 5: Staff Professional Development Sessions

Date	Professional Development	Attendees	Location
17 th & 18 th February 2009	Whole of Project Workshop	Principals, MSTs, ISSU Managers, DET Staff	Brisbane
18 th March 2009	Staff Briefing	Full School(s) Staff Rockhampton Cluster	Rockhampton
19 th March 2009	Staff Briefing	Full School Staff Marsden State School	Marsden
19 th March 2009	Staff Briefing	Full School Staff Woodridge North State School	Woodridge North
20 th March 2009	Staff Briefing	Full School Staff Woodridge State School	Woodridge
20 th March 2009	Staff Briefing	Office Administrative Staff Woodridge State School	Woodridge
20 th April 2009	Staff Briefing	Full School(s) Staff Cairns Cluster	Cairns
11 May 2009	Staff Briefing	Full School Staff Kelso State School	Kelso
25th May 2009	Staff Briefing	Full School Staff Weir State School	Weir

In addition to the Professional Development sessions noted above, the JCU researchers also worked closely with the Mobility Support Teachers during Terms 1 and 2 of 2009 in order to support them in their take-up of, and progress in, this role. The following table documents the occasions on which the JCU researchers consulted with the Mobility Support Teachers from within and across the various clusters/schools (see Table 6).

Table 6: Consultation Sessions with Mobility Support Teachers

Date	Professional Development	Attendees	Location
3rd March 2009	Consultation	MSTs – Cairns Cluster	Cairns
18th March 2009	Consultation	MST – Rockhampton Cluster	Rockhampton
19th March 2009	Consultation	MST – Marsden State School	Marsden
19th March 2009	Consultation	MST – Woodridge North State School	Woodridge North
20th March 2009	Consultation	MST – Woodridge State School	Woodridge
26th March 2009	Consultation	MSTs –Townsville Cluster	Townsville
30th April 2009	Consultation	MSTs –Townsville Cluster	Townsville
11th June 2009	Consultation	MSTs –Townsville Cluster	Townsville

Overall, both formal interview data and informal feedback from the Principals, school office administrative staff, school support staff, the Mobility Support Teachers and

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teachers serve as testament to the effectiveness of these Professional Development and Consultation sessions and the activities undertaken during the course of them. As one Principal stated, for example: "There is a lot coming from this project that are lessons for everyone right across the board".

Additionally, School Principals and Deputy Principals, the Mobility Support Teachers, Indigenous Support staff members, Learning Support Teachers, school office administrative staff members, other interested school staff members and key stakeholders, attended Action Research Meetings, facilitated by the JCU researchers (see Appendix 3 – as provided in separate document – for list of participants). These meetings have proven effective in promoting and maintaining the momentum of the 'Let's Stay Put for Literacy and Numeracy Learning' project and of ensuring that the aims of the project are addressed.

The agenda items for these meetings included, for example:

- Overview of Project Goals and Aims
- Overview of Action Research Process; Planning for Action/Next Steps
- Reporting Requirements
- Staff Awareness
- Review of Data: 2008; Term 1 2009
- Examining Student Mobility in Cluster
- Understanding and Addressing Issues of Mobility; Responding to Mobility in Schools
- Role and Work of MST & Cluster Collaboration
- Roll Out of MST Role; Review of MST Role as it Unfolds
- Enrolment Procedures; Evaluation of Enrolment Procedure for Indigenous Families
- Project Goals – Literacy and Numeracy
- Literacy and Numeracy Diagnostic Assessment Tools
- 'Heads up' Message
- Campaign Material
- Progress on Database
- Review of Action Research Process.

The schedule of these Action Research Meetings is provided in the table following (see Table 7). See also Appendix 2 for full details of data emerging from each school site.

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Table 7: Schedule of Action Research Meetings

Date(s) of Action Research Meeting	Cluster Involved in Meeting
Round One	
5th March 2009	Cairns
6th March 2009	Townsville
18th March 2009	Rockhampton
19th & 20th March 2009	Logan
Round Two	
8th May 2009	Cairns
15th May 2009	Townsville
19th May 2009	Rockhampton
20th & 21st May 2009	Logan

1.4 Information on the next steps to deliver the pilot

A number of activities are planned for Terms 3 and 4 of 2009. These are noted and discussed in detail below.

Action Research Meetings

A number of Action Research Meetings – to again be phased in 2 rounds – are planned for Terms 3 and 4 of 2009. These will once again be held within and across all four clusters involved in the *'Let's Stay Put for Literacy and Numeracy Learning'* project and engage with the range of participants detailed previously (see Section 1.3).

It is anticipated that these Action Research Meetings will serve to further foster – as is an intended aim of the project – the development and implementation of whole-of-school approaches to addressing the issue of student mobility and its impact upon student literacy and numeracy learning and outcomes.

The planned schedule of these Action Research Meetings is provided in the table following (see Table 8).

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Table 8: Schedule of Planned Action Research Meetings

Date(s) of Action Research Meeting	Cluster Involved in Meeting
<i>Round Three</i>	
7 th August 2009	Townsville
13 th August 2009	Rockhampton
14 th August 2009	Logan
18 th August 2009	Cairns
<i>Round Four</i>	
30 th October 2009	Townsville
Date to be confirmed	Rockhampton
Date to be confirmed	Logan
10 th November 2009	Cairns

Teacher Focus Group Sessions

At the time of facilitating the above detailed Action Research Meetings, the JCU researchers will also be conducting a number of Teacher Focus Group sessions. With the Mobility Support Teachers now well integrated into the workings of the clusters/schools and their role understood by teachers, these sessions will be marked by a shift in focus. These sessions will, as in line with the stated aims of the project, centre upon building teacher capacity to improve the literacy and numeracy learning experiences of, and outcomes for, mobile students. They will – as in line with the project brief – pay specific attention to building such capacity with a view to addressing the needs of mobile Indigenous students. These sessions will build on work already in progress – that is, the review and revision of diagnostic assessment tools with a move towards the incorporation of a socio-cultural perspective, and potentially more inclusive approach (see Section 2.1 for full list of current diagnostic tools used in the schools). It is further expected that these sessions will provide the impetus for teachers to collaborate professionally, and to develop (or continue to develop) innovative and student centred approaches, interventions and resources to address the needs of these students. It is in these ways that these Teacher Focus Group sessions will further the pilot objectives. Surveys of teacher practice and changes to same as a result of the project will also be completed during the next 6 months.

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Roll Out of MST Database

During the course of Terms 1 and 2 (2009), a database has been under development for use by the Mobility Support Teachers within each of the clusters involved in the *'Let's Stay Put for Literacy and Numeracy Learning'* project. With this database now finalised, its roll out will be undertaken in Term 3. In the case of this roll out, a JCU research team member will visit each school and induct relevant staff on the use of the database.

This initiative, the development and implementation of the MST database, serves to further the capacity to build an evidence-base on mobility and its impact on student learning – and in this way meets and furthers the aims of the *'Let's Stay Put for Literacy and Numeracy Learning'* project.

The following table details the scheduled roll out of the database to schools and their relevant cluster (see Table 9).

Table 9: Schedule for Roll Out of MST Database

Date of Visit for Roll Out (2009)	School and Cluster
Week 2 – Commencing 20th July	
Wednesday 22nd July	Parramatta State School – Cairns
Wednesday 22nd July	Cairns West State School – Cairns
Thursday 23rd July	Balaclava State School – Cairns
Friday 24th July	Allenstown State School – Rockhampton
Friday 24th July	Crescent Lagoon State School – Rockhampton
Date to be confirmed	Weir State School – Townsville
Date to be confirmed	Rasmussen State School – Townsville
Date to be confirmed	Kelso State School – Townsville
Week 3 – Commencing 27th July	
Monday 27th July	Woodridge State School – Logan
Monday 27th July	Woodridge North State School – Logan
Tuesday 28th July	Marsden State School – Logan

Roll Out of Campaign Materials

The *'Let's Stay Put for Literacy and Numeracy Learning'* campaign materials will be rolled out to schools for their use. The development and distribution of these materials constitutes and serves to enhance whole-of-school strategies and approaches to the issue(s) of mobility – and in this way, meets and furthers the project's stated objectives. In support of the roll out of campaign materials, focus groups are planned with Indigenous community members as supported by local Indigenous Schooling Support Units.

Data Collation, Analysis and Feedback

The JCU researchers will continue to collate and analyse data collected by the Mobility Support Teachers and school administrative staff more broadly. They will also continue

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to provide feedback in relation to this data to the clusters/schools. In doing this, the clusters/schools are enabled to build their evidence-base on mobility and to work towards developing appropriate resources, strategies and interventions to meet the needs of their mobile student cohort. So, too, in this way, does this activity meet and further the aims of the research project.

Dissemination of Relevant Materials

The JCU researchers will continue to support clusters/schools' staff via the dissemination of research literature and other relevant materials – thus continuing to lift teacher capacity by building professional development networks and resources.

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

The '*Let's Stay Put for Literacy and Numeracy Learning*' project is supported by the following website: http://cms.jcu.edu.au/education/JCUPRD_048040

This website provides the following information:

- Information about the researchers involved in the project and their contact details
- Background information about, and an overview of, the project
- Information about Mobility Support Officers/Teachers
- Resources for Schools and Teachers – including:
- Let's Stay Put Promotional Material
 - Brochure for Parents
 - Postcard
 - Poster
- Whole School Professional Development
 - Staff Professional Development Modules
 - Scenarios
 - Feedback
 - Class Resources
 - Pathways to Belonging Unit – Overview
 - Pathways to Belonging Unit – Activities
- Related Resources
- Articles and Reports
- Related Links.

Section 2: Framework Data

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

Measuring and Mapping Mobility

Throughout the research literature there are multiple ways of naming, defining and measuring mobility – all of which affect the way research can inform an understanding of the issue. In a major Australian study conducted in 2002 by the Commonwealth Department of Education, Science and Training and Department of Defence (DEST & DoD), the authors highlighted the complexity of reviewing research into student mobility when they wrote: “One of the difficulties associated with trying to gain a clearer understanding of research in this area is the problematic nature of the concept of mobility itself” (p. 2).

Different studies use different terms, including mobility, transience, itinerancy, turbulence and relocation, sometimes interchangeably, sometimes in particular ways. In addition to varied naming, student mobility has been examined in previous studies in differing ways. Some researchers have measured mobility as a characteristic of schools (Demie, Lewis & Taplin, 2005; Kerbow, Azcoitia & Buell, 2003), while others have examined mobility as a characteristic of students (DEST & DoD, 2002; Heinlein & Shinn, 2000). This is further complicated by varying conceptualisations of mobility with the inclusion of students transitioning to the next phase of learning in some research and only those making ‘non-promotional’ changes in others.

In Queensland, the Department of Education and Training monitors both school student mobility and school population mobility. The Department assigns each enrolling student a unique student identifier (USI) that enables the department to track each student individually. This tracking occurs at the three census points in the school year, in the months of February, July and November. This has been the case since 2001 – prior to this time enrolment collections were undertaken in February and July. While this tracking provides some indication of the movements and frequency of movements of students attending state schools, it gives no insight into movements that may occur between these collection points. For example, our data collection shows a student enrolling at one of the schools on March 13, 2008 and exiting May 2, 2008, returning on September 9, 2008 and exiting again October 24, 2008 – this student was not present at any of the collection dates and his movements are unrecorded under the Education Queensland data collection system. There are several similar examples each year in this school and others in the cluster. As Prout (2008) confirms,

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this lack of rigour around basic measures of such things “renders comparisons from school to school, system to system (state/private/independent), and jurisdiction to jurisdiction, [...] virtually baseless” (p. 26).

The Queensland Department also collates this data as a characteristic of schools and a measure of the school population's enrolment stability and mobility. The Department of Education and Training describes this as:

School Student Enrolment Stability and Mobility are characteristics of a school based on students individually. The data is point in time and measures how many changes of school a student has had (Student Enrolment Mobility Index) and how often a student has been enrolled at a particular school (Student Enrolment Stability Index) up until the point in time specified. These two measures are not directly comparable (G. Swain, personal communication, May 8, 2006).

Neither of these measures accurately account for the number of transactions through enrolments and exits in a school. We contest that it is the transactions associated with mobility that place considerable pressure on the time and resources of any school. Dobson, Henthorne and Lynas (2000) noted the pressure and significant consequences of high mobility for both material and human resources. Further, we suggest that the measures currently used may significantly underreport the level of mobility.

This research project has used school enrolment data to carefully map the movements of both joiners and leavers, thereby creating an accurate picture of mobility in terms of transactional pressure and school characteristics. We have chosen to quantify mobility through the *Joiners Plus Leavers (JPL)* formula (Dobson, Henthorne & Lynas, 2000). This formula has been used by the United Kingdom Department for Children, Schools and Families to establish a consistent measure for mobility across all schools. Our use of the JPL formula has been applied around a particular definition of mobility, that is, where students are making “non-promotional school changes” (Rumberger, 2003, p. 6) and are moving “into and out of schools at times other than the usual ones for joining and leaving” (McAndrew & Power, 2004, p. 3). It measures 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.

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The JPL formula is:

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

In an extensive research project conducted across Britain, Dobson, Henthorne and Lynas (2000) found that while mobility rates vary across a wide range, schools with a mobility rate above 20 are a minority and schools with a very high mobility rate, that is those above 30, are a small minority. Following this research report, the Office of Standards in Education declared that, "Using this calculation, high mobility is considered to be more than 20% whilst very high mobility is in excess of 35%" (United Kingdom Department for Education and Skills, 2003, p. 20).

In this project, student enrolment and exit data from the participating schools is used to identify rates of mobility. This is then benchmarked against the established indicators developed in the United Kingdom. As well, this data is used to profile mobile students and to identify patterns of movement. The analysis of the data enables a targeted intervention and the evaluation of the intervention over time. It is important to note that the JPL index is calculated for each school term and is a cumulative index. The data is collected in Week 1 of each term for the preceding 10-week period.

Mobility Support Teacher Database

To ensure accurate information in relation to mobile student learning needs, a comprehensive database has been developed with the support of the Townsville District Office of Education Queensland – the roll out of which has been signalled previously in Section 1.4. This database captures detailed information about mobile students; their schooling history, learning needs (in particular literacy and numeracy needs), support requirements, attendance patterns, and behavioural instances. In addition, the database captures the number of instances that mobile students are supported. Case notes are also kept within this database to ensure a comprehensive picture of learning needs is established. Data from this database is collected each semester.

Action Research Data

Qualitative data is collected at each Action Research Meeting. This data includes meeting recordings, individual interviews with key staff, focus groups and document analysis. In addition, surveys of students, staff and community members are prepared and disseminated as part of the action research cycle. This provides a rich record of the project against the evidence framework.

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NAPLAN data is also reviewed at each school – with particular attention paid to the performance of mobile students within these results. It is important to note that the NAPLAN results for mobile students are not easily tracked as they move from school to school. It is also the case that mobile students may not have completed national testing in their previous locations.

2.1 Framework Data – Students

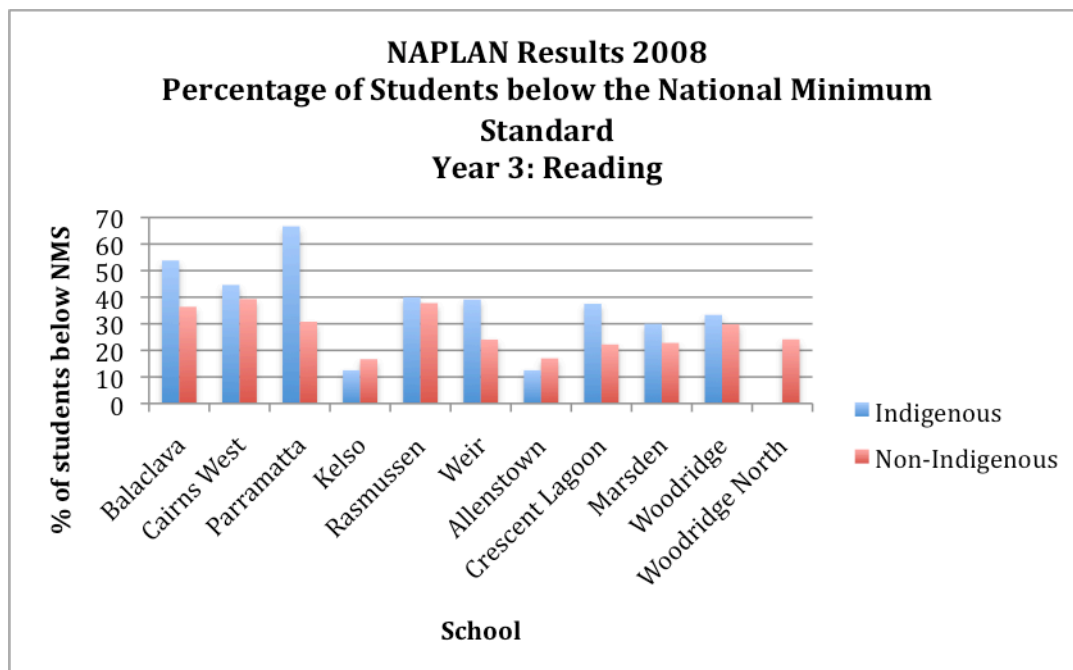
2.1.1 Outline the student baseline data collected in Terms 1 and 2, as agreed in your Evidence Framework

Quantitative data: Students

Quantitative data: Literacy and numeracy performance

A comparison of 2008 NAPLAN results for each of the NAPLAN strands is provided below.

Figure 3: 2008 NAPLAN Results- Year 3 Reading



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Figure 4: 2008 NAPLAN Results- Year 5 Reading

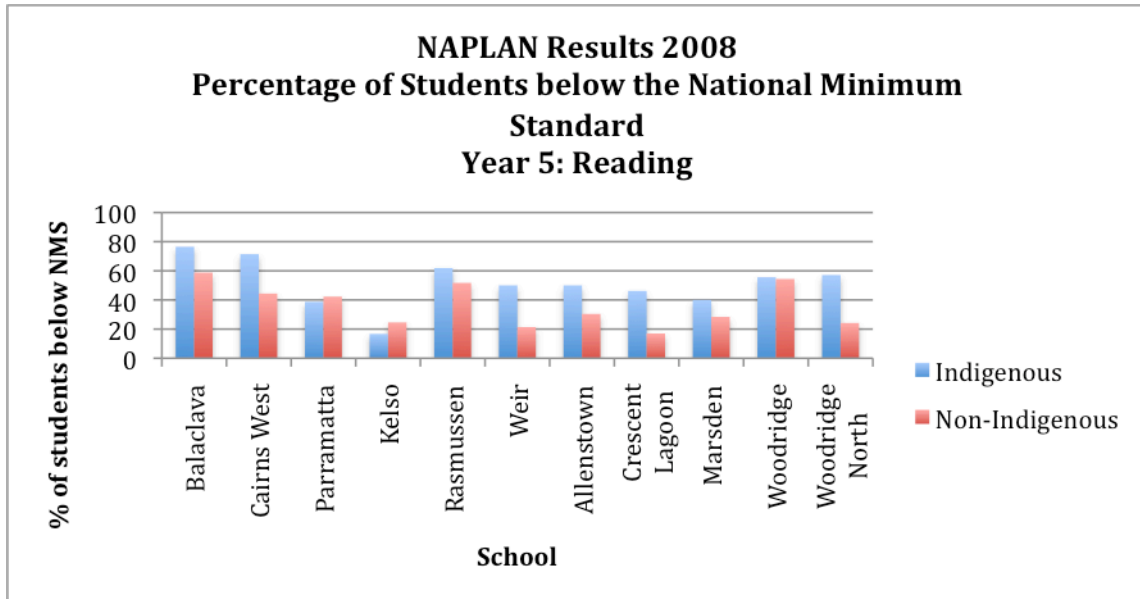
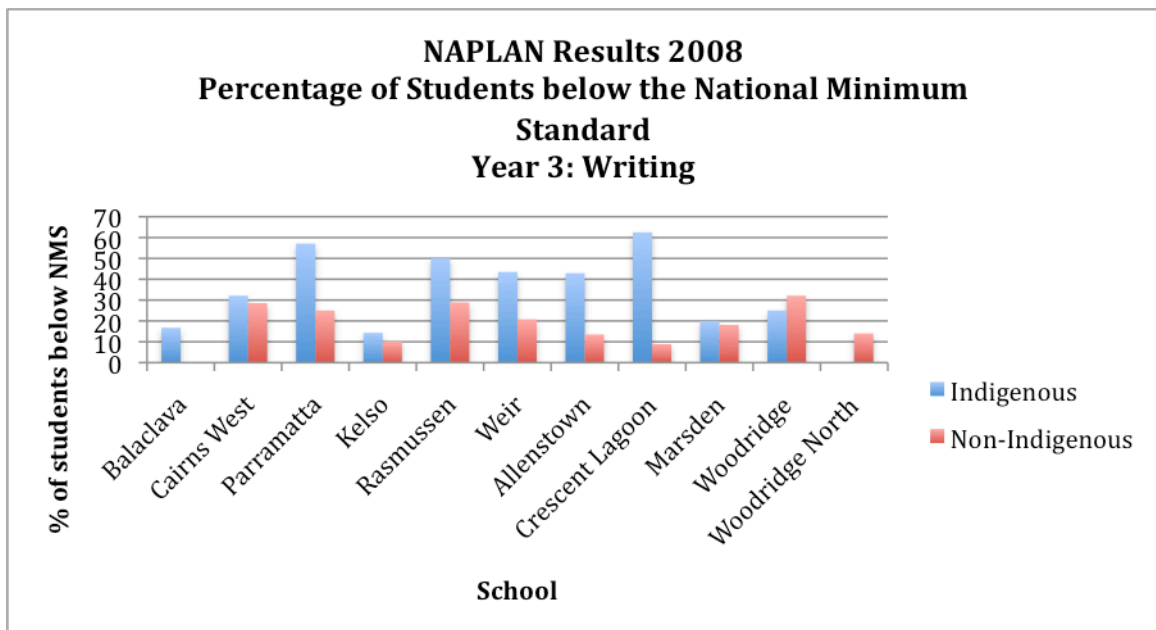


Figure 5: 2008 NAPLAN Results- Year 3 Writing



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Figure 6: 2008 NAPLAN Results- Year 5 Writing

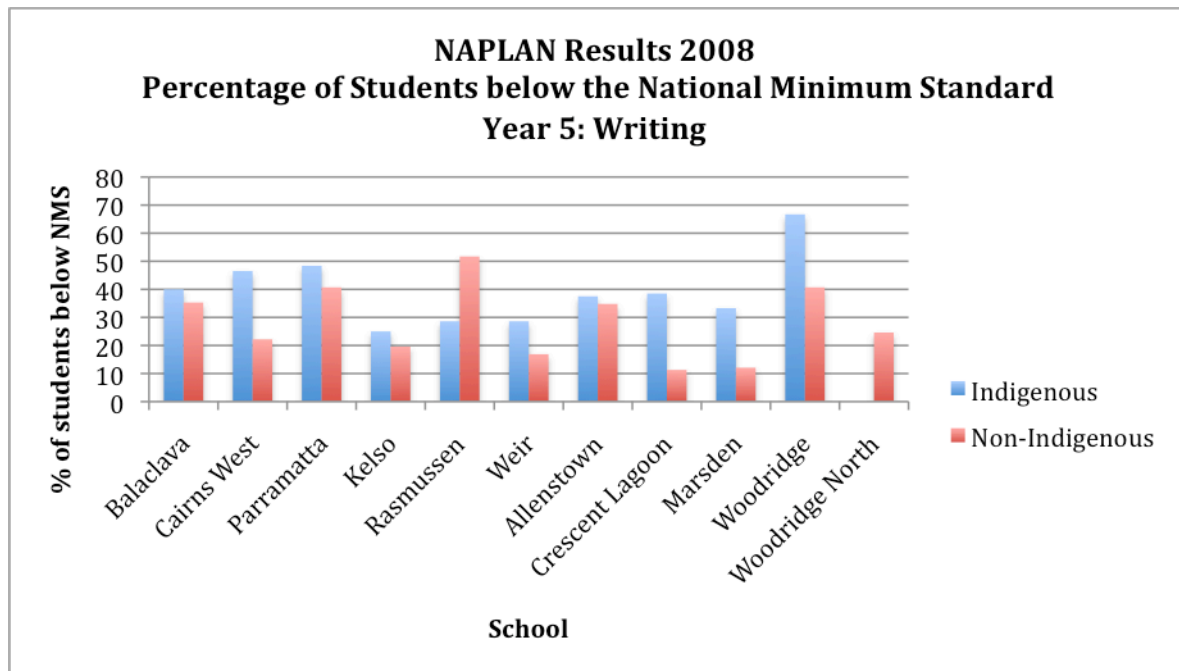
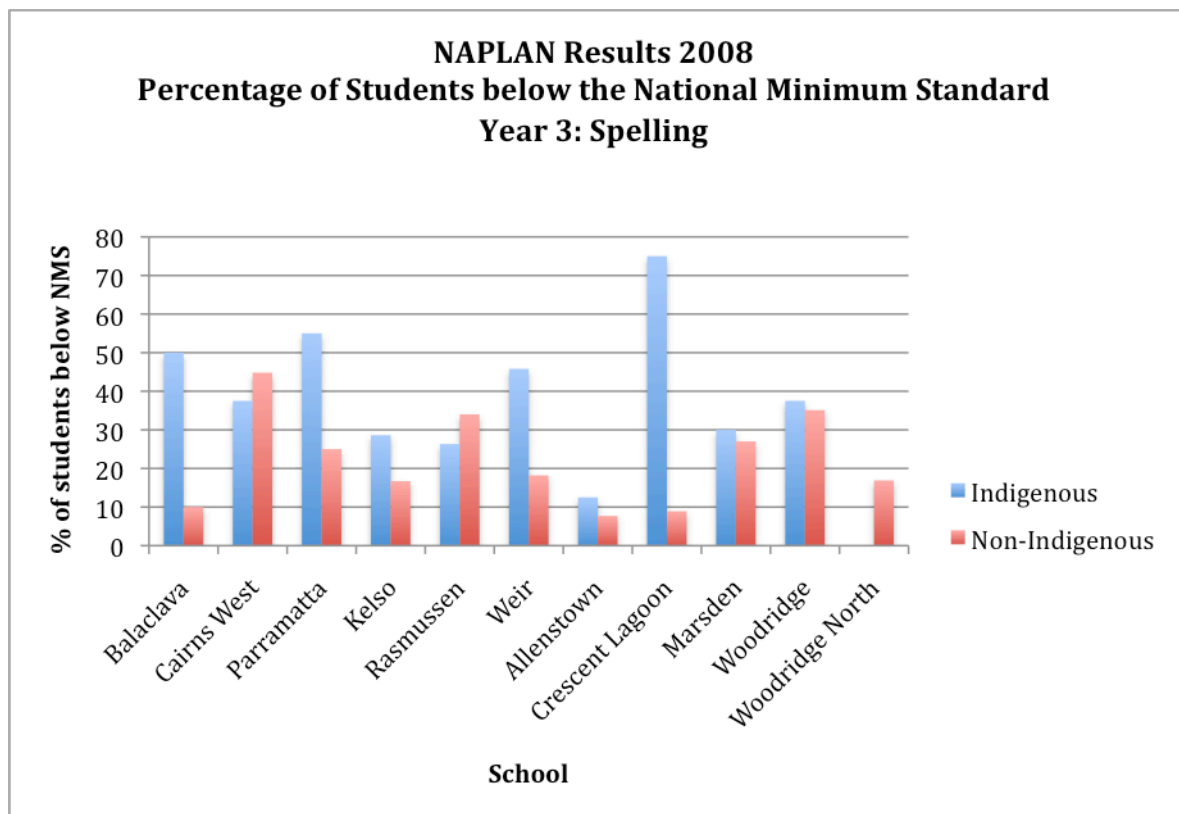


Figure 7: 2008 NAPLAN Results- Year 3 Spelling



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Figure 8: 2008 NAPLAN Results- Year 5 Spelling

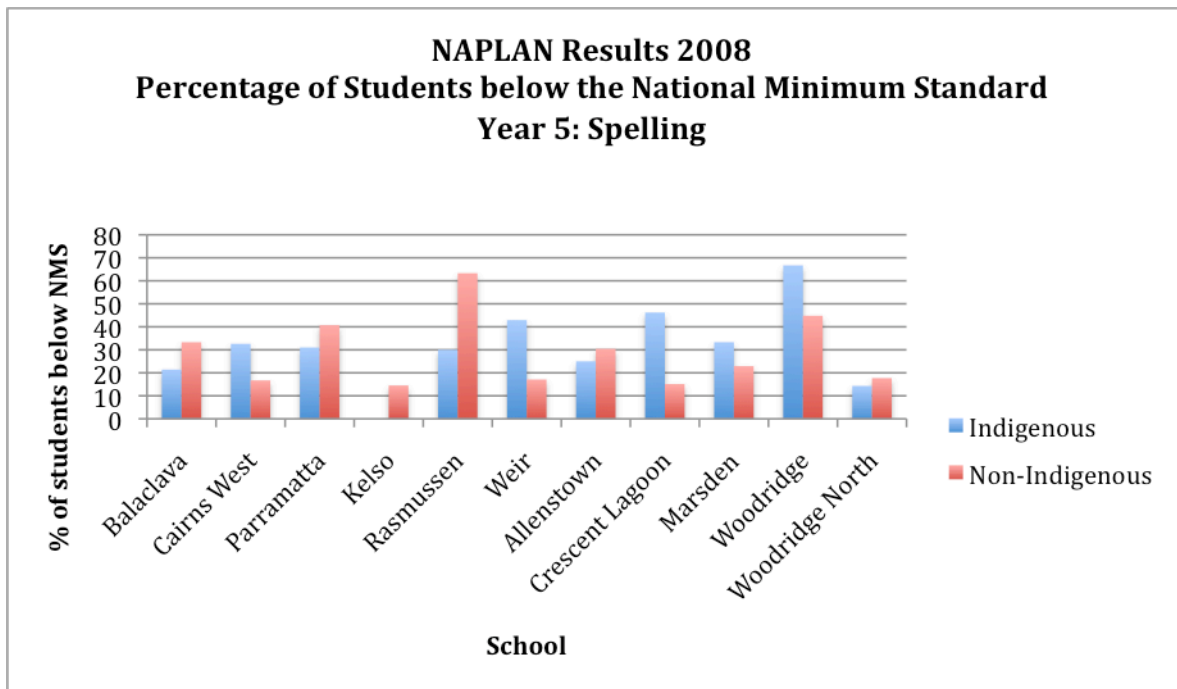
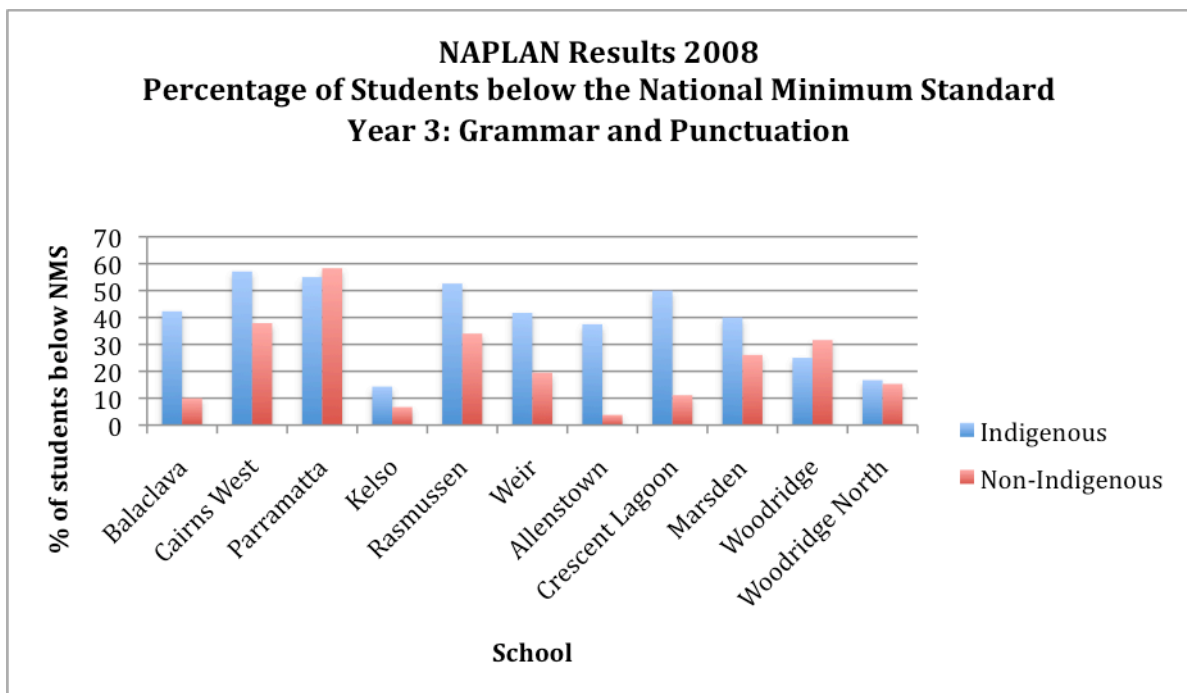


Figure 9: 2008 NAPLAN Results- Year 3 Grammar and Punctuation



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Figure 10: 2008 NAPLAN Results- Year 5 Grammar and Punctuation

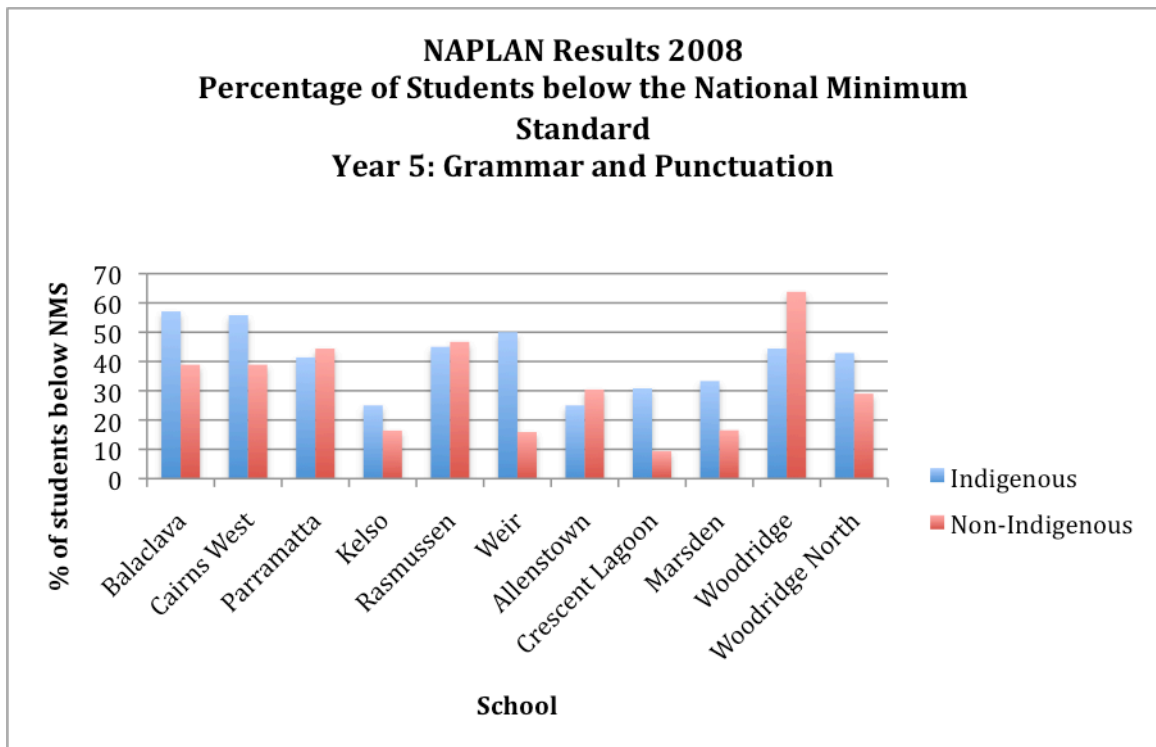
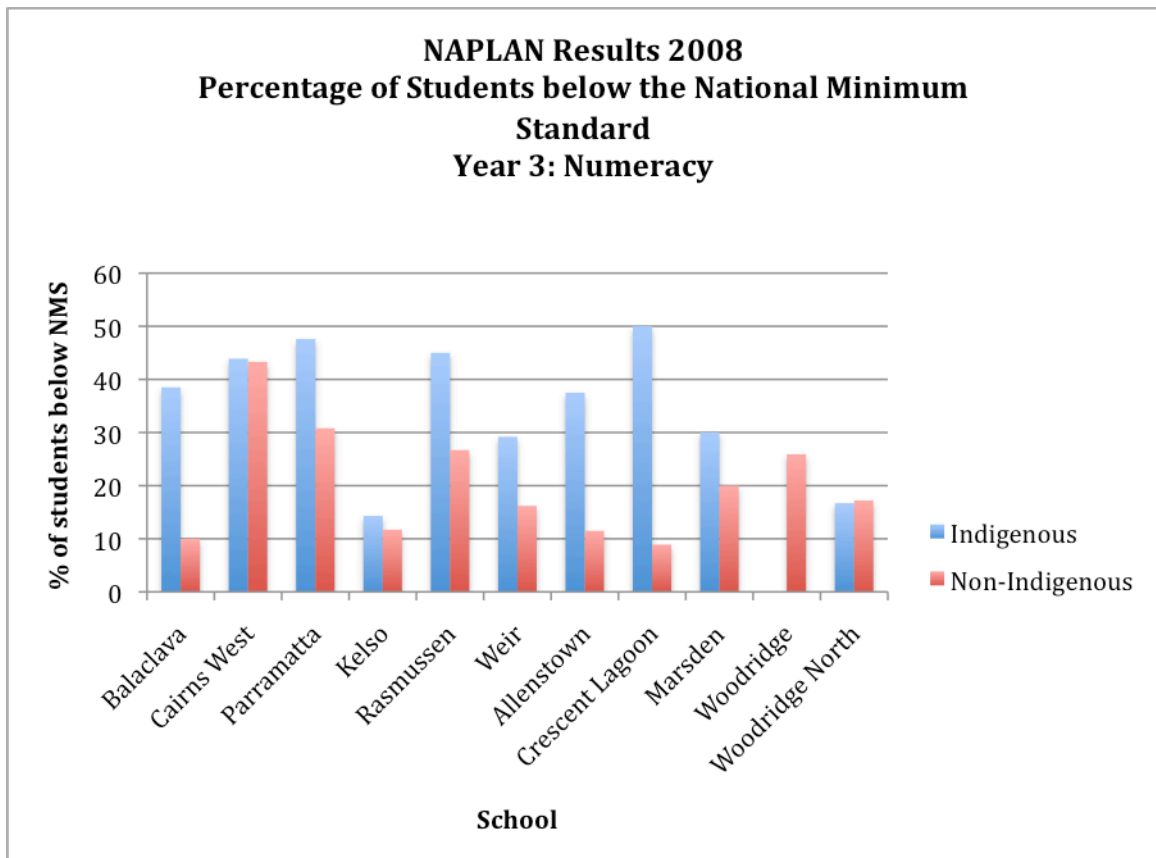


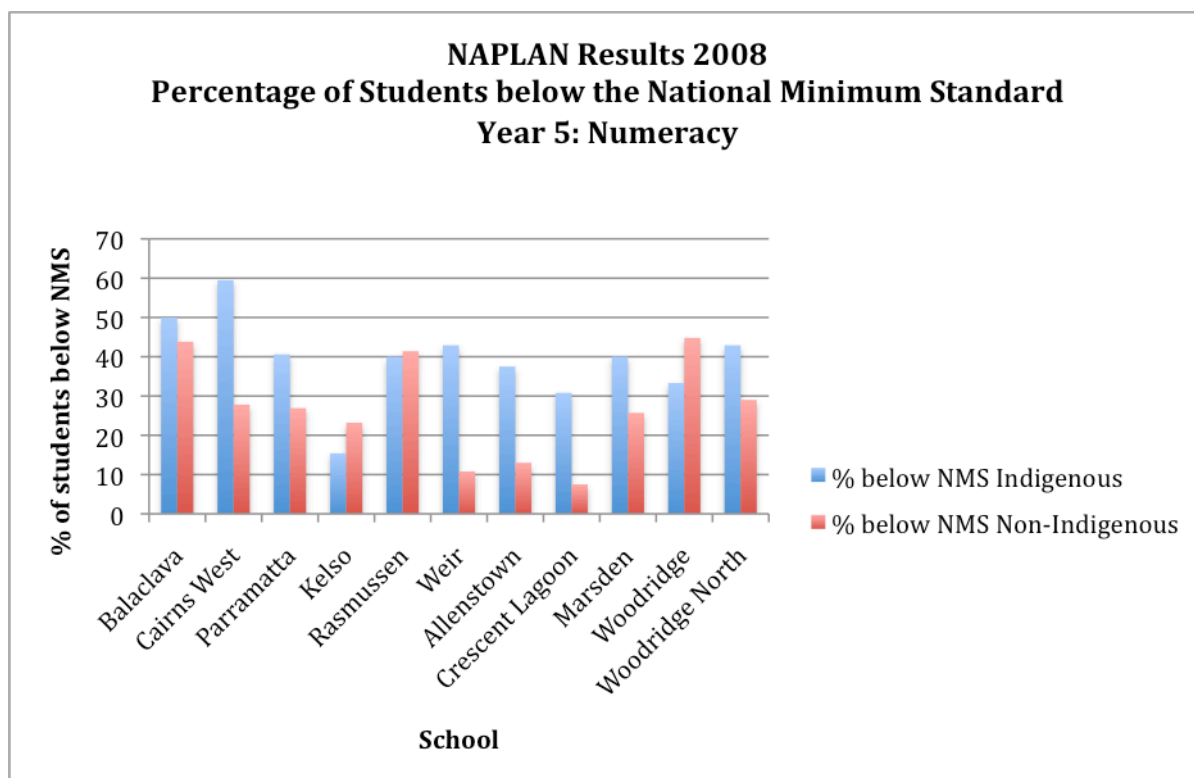
Figure 11: 2008 NAPLAN Results- Year 3 Numeracy



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Figure 12: 2008 NAPLAN Results- Year 5 Numeracy



In addition to reviewing the 2008 NAPLAN data as 'benchmark' data, analysis of mobile students' performance in the 2008 tests is underway. Each school is identifying students who, at the time of the 2008 NAPLAN test, had completed 12 months as a student in the school. Performance in these tests within the reading and numeracy strands is then examined. Schools identify students who, at the time of the 2008 NAPLAN test, had completed less than 12 months in the school prior to the test.

Initial data from this exercise is emerging. Example data from two schools is provided as indicative of the types of results that might reveal the relationship between mobility and student achievement.

Table 10: 2008 NAPLAN Results by length of stay

School	2008 NAPLAN RESULTS Students enrolled in school for minimum 12 months		2008 NAPLAN RESULTS Students enrolled in school for less than 12 months (mobile students)	
	Reading % of students below NSM	Numeracy % below NSM	Reading % below NSM	Numeracy % below NSM
Balaclava State School	39%	22%	63%	42%
Parramatta State School	30%	25%	36%	29%

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Case studies of individual mobile students also reveal the difficulties in planning successful learning programs to support learning. The following examples are indicative of the challenges teachers and schools face in working effectively with mobile students.

Case study 1: 'James'

James, a Year 5 student has recently arrived at Rasmussen State School, having previously attended the school in Year 3 and 4 for brief periods. James arrives with no recent school reports or information from National Testing. His school and mobility history is noted below.

Year	School	Length of stay
1	Glenmore State School	2 terms
1/2	Barkly Highway State School	1 year, 2 terms
3	Mt Archer State School	1 term
3	Weir State School	2 terms
3	Rasmussen State School	1 term
4	Rasmussen State School	1 term
4	Berserker State School	1 term
4	Rasmussen State School	2 terms
5	Park Avenue State School	Less than 1 term
5	Rasmussen State School	Current

Case study 2: 'Tristan'

Tristan, currently Year 7, while known to Rasmussen State School staff through multiple enrolments over the years, had not been a regular attendee with over 217 days absent during periods of enrolment at Rasmussen. His test results from Year 3 for Literacy and Numeracy testing are not available as he was absent for the test. Year 5 test reveal the following results:

- Spelling: Band 5
- Writing: Band 4
- Reading: Band 3
- Grammar and Punctuation: below Band 3
- Numeracy Below Band 3

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Tristan's schooling history and mobility are located below.

Year	School	Length of stay
1 (03)	Rasmussen State School	3 terms
1 (03)	Unknown	
2 (04)	Unknown	
3 (05)	Unknown	3 terms
3 (05)	Rasmussen State School	4 weeks
4 (06)	Rasmussen State School	2 terms
4 (06)	Yarrabah State School	2 weeks
4 (06)	Rasmussen State School	2 terms
5 (07)	Rasmussen State School	3 1/2 terms
5 (07)	Garbutt State School	1/2 term
6 (08)	Rasmussen State School	1 year

The relationship between length of stay, mobility and NAPLAN results is clearly an important one for this project and will be a focus for analysis later in the project.

Quantitative Data: Mobility Indices

As described earlier in this section, the Mobility Index is calculated for each school.

The mobility indices for the schools involved in the project is presented in Table 11 below.

This data shows the index ranging from a low of 17.5 at Crescent Lagoon State School to a high of 52.1 at Cairns West State School. When the index is examined for the cohort of Indigenous students within each school (that is the number of students who join and leave the school who identify as Aboriginal, Torres Strait Island or both Aboriginal and Torres Strait Islander x 100 divided by the census date population for Indigenous students) the index ranges from 29.1 at Crescent Lagoon State School to 88.7 at Rasmussen State School. It is important to note that indices of mobility above 35 are considered to be very high as benchmarked to international research. It is the case then, that Indigenous mobility within all schools exceeds this very high level.

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Table 11: Summary of 2008 Mobility Indices for Queensland Schools involved in Let's Stay Put Project

Cluster	School	Mobility Index 2008		
		Indigenous Students	Non-Indigenous Students	Total
Cairns Cluster	Balaclava State School*	59.5	41.3	52.1
	Cairns West State School*	53.2	42.2	49.9
	Parramatta State School*	56.7	40.9	50.2
Townsville Cluster	Kelso State School	46.1	19.8	24.3
	Rasmussen State School	88.7	32.5	51.8
	Weir State School	42.5	24.3	28.9
Rockhampton Cluster	Allenstown State School	41.5	19.9	22.6
	Crescent Lagoon State School	29.1	14.5	17.5
Logan Cluster	Marsden State School*	49.2	27.7	29.5
	Woodridge State School*	36.2	35.4	35.5
	Woodridge North State School*	39.6	20.9	22.8

*Data is under representing mobility, as multiple movers are not counted due to data collection date.

As noted in the table footnote, for a number of schools, the index is under representing the mobility within the school. This is due to the data system that records enrolments and exits within Education Queensland – SIMS – and how data is extracted. Multiple movers, that is students who join and leave the same school more than once within the school year, are not counted correctly. Multiple movers must be gauged prior to archiving of the system data, and in 6 of the 11 schools, this was not completed. Fundamentally, this means that the mobility index in these schools is significantly underestimated.

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Table 12: Summary of Term 1 2009 Mobility Indices for Queensland schools involved in Let's Stay Put Project

Cluster	School	Mobility Index Term 1 2009		
		Indigenous	Non-Indigenous	Total
Cairns Cluster	Balacclava State School	18.8	10	15.6
	Cairns West State School	17.9	3.5	13.9
	Parramatta State School	18.8	6.3	13.8
Townsville Cluster	Kelso State School	8.2	3.2	4.2
	Rasmussen State School	17.4	6.6	11
	Weir State School	12.8	4.5	6.5
Rockhampton Cluster	Allenstown State School	17.5	4.0	5.4
	Crescent Lagoon State School	6.4	3.1	3.8
Logan Cluster	Marsden State School	13.6	6.7	7.3
	Woodridge State School	12.3	15.6	15.2
	Woodridge North State School	12.2	5.0	5.7

The data collected in Term 1 2009 is considered to have much higher integrity than the 2008 data, with significant support for accurate collection provided by JCU researchers. As the mobility index is a cumulative one, it is clear that the Cairns Cluster mobility for Indigenous students is exceptionally high – with a projected annual mobility index of over 70 in each school site. Similarly, the index at Rasmussen and Weir indicate very high levels of mobility early in the year. This data provides ample evidence to support whole school engagement in the project. In addition, as detailed in Appendix 2, preliminary data on length of stay, exit times and cultural background of joiners and leavers has been provided to each school as part of the Action Research cycle. Following data analysis of semester 1, schools will have a range of evidence to inform actions to support their school response.

Quantitative data: Literacy and numeracy proficiency

As evidenced below, a wide range of literacy and numeracy diagnostic test instruments are used to assess the learning needs of mobile students within and across the various schools. Many of these provide a measure focussed on student performance against a standardised mean.

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Literacy Diagnostic Tests

- Bandscales for Aboriginal and Torres Strait Islander Learners - Junior Primary Reading and Viewing Bandscales
- Bandscales for Aboriginal and Torres Strait Islander Learners - Junior Primary Writing Bandscales
- Bandscales for Aboriginal and Torres Strait Islander Learners - Junior Primary Speaking Bandscales
- Bandscales for Aboriginal and Torres Strait Islander Learners - Junior Primary Listening Bandscales
- Bandscales for Aboriginal and Torres Strait Islander Learners - Middle Primary and Middle Schooling Reading Bandscales
- Bandscales for Aboriginal and Torres Strait Islander Learners - Middle Primary and Middle Schooling Writing Bandscales
- Bandscales for Aboriginal and Torres Strait Islander Learners - Middle Primary and Middle Schooling Speaking Bandscales
- Bandscales for Aboriginal and Torres Strait Islander Learners - Middle Primary and Middle Schooling Listening Bandscales
- Brigance Comprehensive Inventory of Basic Skills - Revised (CIBS-R)
- Brigance Diagnostic Inventory of Early Development II (IED-II)
- Brigance K & 1 Screen II (Pre-K)
- Brigance Early Preschool Screen-II
- Brigance Preschool Screen II (Pre-K)
- BURT Word Reading Test
- CARS (Comprehensive Assessment of Reading Strategies) and STARS (Strategies to Achieve Reading Success)
- Concepts About Print
- Dolch Basic Sight Words
- Even Start Tuition Assessment
- Even Start - Components of Reading Investigation: Additional Diagnostic Assessment
- First Steps 2nd Edition Reading Map of Development
- GAP Reading Comprehension Form B
- GAP Reading Comprehension Form R
- GAPADOL Reading Comprehension Form G
- GAPADOL Reading Comprehension Form Y
- Holborn Reading Scale
- Holdaway Sight Words
- Informal Prose Inventory
- Kaufman Test of Educational Achievement, Second Edition (KTEA-II) - Reading
- Kaufman Test of Educational Achievement, Second Edition (KTEA-II) - Written Language
- Kaufman Test of Educational Achievement, Second Edition (KTEA-II) - Oral Language
- Kaufman Brief Intelligence Test, Second Edition (KBIT-2) - Reading
- Kaufman Brief Intelligence Test, Second Edition (KBIT-2) - Written Language and Spelling
- Letter Identification
- Magic 100 Words - M100W
- Milton Spelling
- NAPLAN - Year 3 Language Conventions
- NAPLAN - Year 3 Reading
- NAPLAN - Year 3 Writing Prompt
- NAPLAN - Year 5 Language Conventions
- NAPLAN - Year 5 Reading
- NAPLAN - Year 5 Writing Prompt
- NAPLAN - Year 7 Language Conventions

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- NAPLAN - Year 7 Reading
- NAPLAN - Year 7 Writing Prompt
- Neale Analysis of Reading Ability - 3rd edition
- Progressive Attainment Test - Reading (PAT - R) - Comprehension
- Progressive Attainment Test - Reading (PAT - R) - Spelling
- Progressive Attainment Test - Reading (PAT - R) - Vocabulary
- Peabody Picture Vocabulary Test - Third Edition (PPVT-III)
- Peabody Picture Vocabulary Test - Fourth Edition (PPVT-4)
- PM Benchmark 1
- PM Benchmark 2
- PROBE (Prose, Reading Observation, Behaviour and Evaluation)
- Reading Development Continua: Phase A-E
- Schonell Reading
- Schonell Spelling
- School Developed Instrument
- School Entry Assessment (SEA)
- South Australia Spelling Test (SAST) - A
- South Australia Spelling Test (SAST) - B
- Sutherland Phonological Awareness Test-Revised (SPAT-R)
- TORCH (Tests of Reading Comprehension)
- Waddington Diagnostic Reading Test 1
- Waddington Diagnostic Spelling Test 2
- WINGS - Guided Reading Levels
- Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, (Third Edition)
- Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction (4th Edition)
- Writing Development Continua: Phase A-E

Mathematics Diagnostic Tests

- Year 2 Diagnostic Net - Literacy
- Diagnostic Mathematical Tasks
- Even Start Tuition Assessment
- First Steps in Mathematics
- Kaufman Brief Intelligence Test, Second Edition (KBIT-2) - Math
- Kaufman Test of Educational Achievement, Second Edition (KTEA-II) - Math
- NAPLAN - Year 3 Numeracy
- NAPLAN - Year 5 Numeracy
- NAPLAN - Year 7 Numeracy (Calculator)
- NAPLAN - Year 7 Numeracy (No-Calculator)
- Number Development Continua: Phase A-E
- Progressive Attainment Test - Mathematics (PAT-M)
- School Developed Instrument
- Year 2 Diagnostic Net - Numeracy

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Qualitative data: Students

Qualitative data: student engagement/participation

Student behaviour, engagement and participation, including attendance, will be systematically recorded in the MST database. This data is reported for each semester retrospectively. The following image provides an indication of how this will be recorded in the project.

Figure 13: MST database sample

The screenshot displays the 'Lets Stay Put - Student Data' interface. At the top, there is a 'Filter' dropdown menu and a 'Select the Student to edit' button. Below this, several tabs are visible: 'Baseline Data', 'Health Data', 'Previous Schooling History', 'Mobility History', 'Student Needs Assessment', and 'Administration Data'. The 'Previous Schooling History' tab is active, showing various data entry fields. On the left, there are radio button options for 'Previous Behaviour File available?*', 'Is the previous school Report available?*', 'Are NAPLAN Results available?*', 'Are previous Work Samples available?*', and 'Does the student have current referrals to External Agencies?*' (Yes, No, Unknown). On the right, there are similar options for 'Internal Agencies?*' and a 'Behaviour Notes' field. Below these are sections for 'External Support Agency' and 'Internal (EQ) Support Agency', each with a date, agency name, and a note field. A 'Delete Note' button is present for each note field. On the far right, there are navigation buttons: 'First Record', 'Next Record', 'Previous Record', 'Last Record', 'Enter New Record', 'Save New Record', and 'Refresh Data'. At the bottom right, there is a 'Go to Main Menu' button and a status bar showing 'Rec ID: UNKNOWN 04' and 'Total Records: 5'.

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

As indicated previously, a series of activities related to improving student learning will occur in Terms 3 and 4. The key focus areas will be:

- Development of diagnostic assessment that allows teachers to build on student strengths as well as learning needs
- Monitoring and supporting attendance and participation
- Developing case studies of students with successful transitions and improved stability.

An issue that is very apparent to the MSTs is that of 'missing' school data for mobile students. On arrival, many mobile students present with little information about their previous learning achievement, and often have no formal school report or test result. This places significant

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emphasis on the work of the MST to both quickly diagnose learning needs, and attempt to obtain formal schooling information and test results from previous schools. .

2.2 Framework Data - Teachers

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

Quantitative Data: Teachers

Quantitative data: Teacher Capacity – improvement over time

As detailed in Tables 3,5, 6 and 7 provided earlier in this report, teacher capacity to respond to mobility is being systematically addressed.

Qualitative data: Teacher Capacity – improvement over time

Surveys and teacher focus group sessions will provide data for this component of the evidence framework. This data is reported annually.

2.2.2 Provide your analysis of the data collected in Term 1 and 2

The JCU work with teachers to date provides further support for Henderson's (n.d) commentary on the need to, in the first instance, disrupt often very deficit views of mobile students and their capacity to achieve in schools. In this instance, in building teacher capacity, as Henderson (n.d) notes, "teachers need to know much more about educational mobility, how experiences of being educationally mobile differ, and what such experiences might mean for learning."

The project to date has focussed on compiling site specific data about the nature of mobility and embedding the MST role to ensure teachers are supported, and supportive, in working with mobile students.

As outlined in section 1.4, in the next phase of the project, to work to enhance teacher capacity, the action research process will focus participants on the following challenge:

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*The challenge is to be able to provide learning experiences for residentially-stable students who have been in the classroom since the beginning of the school year, yet to **cater simultaneously** for those who are newly arrived ...*

*In equity terms, it would **no longer seem appropriate to expect [mobile] students will simply 'fit in'** to the curriculum already on offer. Curriculum and pedagogy have to be designed with **all students** in mind (Henderson, nd).*

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

The initial phase of the project has provided ample evidence of the extent of student mobility, and as the MST role is now in place, teacher capacity can be the focus. The project does not include substantial teacher release for professional development activities; so much of the capacity building work will be completed in teachers' own time. School support for teacher engagement will be crucial in the next phase of the project.

2.3 Framework Data – School Leaders

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

Quantitative data: School leadership qualities

Attendance and involvement in the project has been consistently high by all school leaders. This is outlined in Sections 1.2 and 1.3 of this report. Further reporting of this aspect of the evidence framework will be completed annually.

Qualitative data: School leadership qualities

Response to the project thus far is outlined in Sections 1.2 and 1.3 of this report. More data will be collected through interview and surveys annually.

2.3.2 Provide your analysis of the data collected in Terms 1 and 2

As outlined in Section 1, school leaders have been highly responsive to the project within the constraints of their school environment and available resources. The need for a designated space for the MST has, as flagged earlier, presented some challenges. Revision of

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enrolment procedures has occurred in all sites to support a more positive transition for mobile students. This has required significant leadership support. In all cases the school leaders have collaborated with the researchers to ensure the success of the initial phase of the project.

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

As school data emerges, school leaders are developing a range of responses. The Cairns cluster, for example, are prioritising relationship building with the Torres Strait Island schools and the local Torres Strait Islander community as mobility within their schools demonstrates a strong pattern of movement from Torres Strait Islander Schools (see Appendix for details of early trends in data). In all schools, administration staff have been fully briefed on the project and the need to accurately record student entry and exit data for their schools.

2.4 Framework Data – Parents/Community

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

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

The reasons for student mobility within each site are systematically collated and reported each semester as part of this project. Some of the core reasons for mobility are noted below.

- Parent relationship changes
- Change in custody
- Kinship responsibilities i.e. funerals, birthdays
- Other (Identify in notes)
- New rental accommodation
- Public housing
- Purchased home
- Emergency housing
- Staying with family
- Other (Identify in notes)
- Child in care of state
- Medical
- Transport
- Other emergency (Identify in notes)
- Seeking more appropriate learning
- Want improved facilities

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- Specialist services within school
- Problems with staff at school
- Other (Identify in notes)
- Exclusion from school
- Asked to leave school
- Peer problems at school. Specify i.e. behaviour
- Problems with family/community at school
- New job
- Lost job
- Seeking employment
- Cultural event (non-sporting) i.e. NAIDOC week
- Cultural sporting event i.e. Rodeo
- Unknown
- Refugee
- Migration (non-refugee)

As is apparent from the list of reasons for mobility, the MST is required to work with many support agencies to facilitate a smooth transition for mobile students. The number of occasions the MST engages with families/parent and external agencies is systemically recorded in the MST database and reported each semester. Sample agencies are listed below.

- ACT for Kids
- Autism QLD
- Cerebral Palsy League
- Child and Youth Mental Health (CYMHS)
- Child Health
- Contact House
- Department of Child Safety
- Disability Services QLD (DSQ)
- Education Support Plan (kids in care)
- Hearing Assessment
- Occupational Therapist
- Physiotherapist
- Private Health Professional
- Queensland Police
- Red Cross
- Smart and Strong run by PCYC (SAS)
- Southern Aboriginal and Torres Strait Islander Ear Health Program
- Speech Language Pathologist
- Speech Language Screen

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- SPOT for Kids
- Stanton Lodge Secondary Special Education Unit
- Suspected Child Abuse and Neglect (SCAN)
- Vision Assessment
- Youth and Family Service (YFS)
- Youth Support Co-ordinator

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

Qualitative data in relation to parent and community engagement will be collected and collated annually. Data will include surveys completed by mobile families as distributed by MSTs and reviewed by JCU researchers. Focus groups will also be conducted where appropriate.

2.4.2 Provide your analysis of the data collected in Terms 1 and 2

The MSTs report needing to refer to a multitude of agencies and are developing site specific databases in relation to this. As indicated in Section 1.3 of the report, schools have already completed a range of activities to raise community awareness in relation to the project.

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

There is currently no requirement within the Queensland legislation for families to notify a school of their intention to move their child/student to a new school – a student can leave without providing any advice to a current school. As part of the work in this project, it is apparent that a supported transition is facilitated when schools can prepare in a timely fashion for an arriving student.

One emerging issue then is the need to promote a 'heads up' message around mobility. This would be a campaign to promote the need to advise of exit and intended new location. It is also the case that MSTs have reported that, in some instances, families who are highly mobile require assistance in identifying an appropriate new school. This issue will be further investigated as the project progresses.

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Note:

- (i) The completed Evidence Framework forms part of the Funding Agreement.
- (ii) Attachments may be provided to support any of the information you provide for the categories in *Section 2*. (Excel spreadsheets are the preferred format).

3.0 Delivery Summary

- 3.1 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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