

Schools partner with the IMPACT Centre to turn potential into performance.

- Our online programs improve student achievement ([see DET Statement](#)).
- Our professional learning programs enhance teacher and school leader capability.
- Our expert team and network of university and industry partners connect with your students, staff and school community regardless of location.
- Together, we make an **IMPACT!**

## HOW IT WORKS

- All Queensland state primary and secondary schools can take part.
- You can target elements of your improvement agenda via our programs.
- Work through Steps 1-5 below to determine your options for 2017.

## STEP 1 – IDENTIFY PROGRAMS AND PATHWAYS

- **Booster Series – U2B/U3B for Reading, Writing and Numeracy**
  - ✓ Boosting student achievement towards the Upper 2-3 Bands.
  - ✓ Reading, writing and numeracy for Years 2-3 and Years 4-5.
  - ✓ *Reading, Writing and Numeracy Squads* for your staff.
  - ✓ Create strategic pathways e.g. Year 3 and Year 5 in Round 1 and Year 2 and Year 4 in Rounds 2-3 leading into next year (see step 2).
- **UNIFY Series**
  - ✓ UNIFY stands for University, Neuroscience and Industry for You.
  - ✓ Higher-order thinking extension for mid-to-high achieving students.
  - ✓ Critical thinking, creative writing and STEM for Years 3-6.
  - ✓ Collaboration with like-minded students and community experts.
  - ✓ *STEM Squad* and *HOT Squad* for your staff.
- **IMPACT UNITED**
  - ✓ Network with leaders, coaches and teachers across Queensland.
  - ✓ Lead the IMPACT Learning Framework in your school – laptop classes, innovation teams, year level teams or a whole school focus.
- [View the Primary School Program Guide – 2017](#) (one page).
- [Download the Full Primary School Pack](#), i.e. all documents.

## WHY IT WORKS



*'When compared with national and international online learning initiatives for school-aged students, this is one of the most innovative, well-conceptualized initiatives in the world.'*

*The projects build capability at scale in high priority areas of study such as literacy, numeracy, critical thinking and STEM.*

*Expert online teachers collaborate directly with students and educators from all seven Department of Education regions.*

*University and industry experts work with the online teaching teams to advise on content and assessment, and are directly accessible to participating school communities via special online events and workshop days.*

*The end result is more capable and connected educators and highly engaged and successful students.'*

**Professor Glenn Finger**  
School of Education  
Griffith University

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## STEP 2 – CREATE STRATEGIC PATHWAYS

Most schools create strategic pathways across the year. Examples are shown below.

ROUND 1 30 January – 5 May Term 1 Wk 2 – Term 2 Wk 3	ROUND 2 15 May – 18 August Term 2 Wk 5 - Term 3 Wk 6	ROUND 3 21 August – 24 Nov Term 3 Wk 7 - Term 4 Wk 8
<b>Reading, writing or numeracy across 3 rounds</b>		
Year 5 →	Year 4 →	Year 4
Year 3 →	Year 2 →	Year 2
<b>UNIFY Series – example pathways across 3 rounds</b>		
Critical Thinking →	STEM – Danger Zone →	STEM – Green Zone
STEM – Code Breaker →	STEM – Design IT →	STEM – Shape Up
Critical Thinking →	Creative Writing →	STEM – Code Breaker

## DID YOU KNOW?



**8500 STUDENTS FROM 280 SCHOOLS** right across Queensland participated in IMPACT Centre programs in 2016.

Hundreds of teachers and school leaders increased their knowledge and skills alongside their students.

The Booster Series was the most popular choice with approximately 5000 students taking part.

Many schools adopted the pathway approach and this will be even more popular in 2017. Year 3 and Year 5 students are gearing up for Round 1, followed by Year 2 and Year 4 students in Rounds 2-3.

The UNIFY Series was also very popular in 2016 with over 3000 students involved.

Schools like to create their own pathways across the year, aligning them with their improvement agenda. 2017 provides you with more options than ever!

PROGRAM AVAILABILITY IN 2017			
PROGRAM NAME	ROUND 1	ROUND 2	ROUND 3
<b>Mind Reader</b>			
Booster Reading - Years 2-3	✓	✓	✓
Booster Reading - Years 4-5	✓	✓	✓
<b>Just Write</b>			
Booster Writing - Years 2-3	✓	✓	✓
Booster Writing - Years 4-5	✓	✓	✓
<b>Solve IT</b>			
Booster Numeracy - Years 2-3	✓	✓	✓
Booster Numeracy - Years 4-5	✓	✓	✓
<b>Critical Thinking</b> - UNIFY Years 4-6	✓	✓	✓
<b>Creative Writing</b> - UNIFY Years 5-6		✓	✓
<b>Code Breaker</b> - UNIFY STEM Years 3-4			✓
<b>Code Breaker</b> - UNIFY STEM Years 5-6	✓	✓	✓
<b>Design IT</b> - UNIFY STEM Years 3-4		✓	
<b>Design IT</b> - UNIFY STEM Years 5-6		✓	
<b>Shape Up</b> - UNIFY STEM Years 5-6			✓
<b>Danger Zone</b> - UNIFY STEM Years 4-6		✓	
<b>Green Zone</b> - UNIFY STEM Years 4-6			✓

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## STEP 3 – DETERMINE YOUR BUDGET

The IMPACT Centre is fully-funded by investing schools. Participation costs cover the salaries of IMPACT Centre staff who are employed by the Department of Education and Training (DET) and general operational costs.

- *Investing for Success (I4S)*, general school budgets and FTE staffing allocations provide opportunities for innovation and investment.
- You can invest cash or a small fraction of FTE to join the IMPACT Centre programs in 2017.

[View the Participation Costs for Primary Schools in 2017.](#)

## STEP 4 – UNDERSTAND THE LOGISTICS

### GENERAL FACTS

- Each round extends across 12 school weeks.
- Schools select students according to the selection criteria – see individual project outlines for details.
- A group is made up of 12-14 students – with students coming from the same school or from a combination of schools.
- Schools can enrol one or more groups in a round.
- The cost of a group is fixed - there is no reduction in cost if you do not fill the group.
- Schools can enrol a half group if desired i.e. 6-7 students.
- Band 5-8 schools can enrol one or more individual students.
- Students take part in web conferences and eLearn activities.

### WEB CONFERENCES

- A group of 12-14 students logs in to a weekly web conference lesson with an IMPACT Centre online teacher.
- The lesson occurs **once per week** for 60-70 minutes in a negotiated, regular timeslot.
- Schools nominate three possible lesson times for each group and we can generally accommodate one of these.
- Schools enrolling half groups or individual students will need to be more flexible with their timetable requests so we can match you with other schools.
- Each student works at their own computer with internet access – you may need to book a suitable venue.
- Students **must** wear a *headset with microphone*. You **must** purchase this equipment if it is not already available.

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## VALUE FOR MONEY



*'At a school level, it would be very costly and time-consuming to create such high quality programs that incorporate expert input and research-based excursions. Given the outcomes and experiences on offer for staff and students, this is very good value for money.'*

**Mike Ennis - Principal**  
MacGregor SS - Metro - Band 11



*'We've found a brilliant partner in the IMPACT Centre. Our students have built literacy, numeracy and peer learning skills. The option to include one or more students in a program is a fantastic opportunity for small schools.'*

**Louella Lodewyk - Principal**  
Julia Creek SS - North Qld - Band 6

## eLEARN

- Students, nominated staff and parents can access additional project activities at any time with internet access via [www.elearn.eq.edu.au](http://www.elearn.eq.edu.au).
- Involvement in these additional activities is not compulsory, but is highly recommended as they help your students get even more out of the course.
- Some schools devote class time to the eLearn activities.
- Some schools create a project club before school or at lunchtime and encourage the students to access the internet and complete the activities.
- Some schools ask each student to access the activities at home with parent support (if internet access is available).

## STAFF INVOLVEMENT

### 1 - Web Conference Supervisor

- Schools must provide a Web Conference Supervisor – class teacher, librarian, coach, STLaN, HOC, Principal, Teacher-Aide etc.
- The Web Conference Supervisor must be supportive of the program, keen to develop their skills and be capable of managing the behavior of the group.
- We request that your Web Conference Supervisor logs in to the session to support the students and online teacher.
- Your Web Conference Supervisor will develop their knowledge and skills and is welcome to engage in co-teaching with our online teacher.
- This is an excellent opportunity to build staff capability at your school.
- You can appoint one person to this role or share the opportunity amongst a small number of staff across the round or the year.

### 2 - Project Coordinator

- Your school also needs to appoint a Project Coordinator.
- Your coordinator organises your school's participation. The coordinator leads student selection; nominates your preferred lesson times; and provides our team with student and staff details.
- Your Project Coordinator and Web Conference Supervisor can be the same person if required.

## STEP 5 – REGISTER

- **Early-bird registrations** for Rounds 2-3 are due by **21 April, 2017**
- General registrations for Rounds 2-3 are due by **27 April, 2017**.
- Use the red button below to register online.
- Our team will be in touch to provide further information and assistance.
- Contact us by phone on (07) 3727 2888 or email [admin@impact.eq.edu.au](mailto:admin@impact.eq.edu.au)

## UQ'S LARGEST PARTNER



*'The IMPACT Centre is University of Queensland's largest community partner in terms of scale. The IMPACT Centre plays a critical role in the social inclusion agenda of the University through their on-campus workshops and online interviews with our academics and researchers. The centre is a core enabler of our mission "to positively influence society".*

*In addition, the IMPACT Centre has developed a pedagogical approach that takes training in critical thinking for school students to a new level of rigour.*

*Students learn to explicitly articulate complex concepts associated with deductive and inductive forms of reasoning at a surprisingly young age and to transfer those skills to tasks across the curriculum.'*

**Assoc. Professor Deb Brown**  
University of Queensland

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