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Communications objective

This report aims to inform a wide variety of readers of the activities and achievements of the Department between 1 July 1999 and 30 June 2000, and its directions for the future. It is also a source of ideas for schools in preparing their annual reports.

This report will be of interest to Members of Parliament, parents, overseas parents of prospective students, members of school councils, school staff and other departmental employees, students, unions, interest groups, teacher education faculties, employers, related government organisations, researchers, and interested members of the wider community.

The Queensland Department of Education is referred to as 'Education Queensland' or 'the Department' throughout the report.

Quotes from schools are taken from school annual reports for 1999, and have been edited.

Further information

A companion volume of appendixes to this report (volume 2) is available on request.

This report and the companion volume are available on the Education Queensland website at: <http://education.qld.gov.au>

Readers are invited to provide feedback on this report, either by writing to the address below or by completing the questionnaire available with the report on the Education Queensland website.

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It is my pleasure to introduce the 1999–2000 Education Queensland *Annual Report*.

Before I make any comment on the past year I'd like to acknowledge the contribution of my predecessor Terry Moran, who handed over to me in June 2000. This report deals with a year that set the strategic direction for Education Queensland for the next decade, introduced many exciting initiatives and laid the foundation for great future achievements.

The Honourable Minister for Education Dean Wells and Terry Moran together created a vision for Education Queensland, expressed in *Queensland State Education — 2010*. It is now my task to carry through the implementation of that vision. I feel greatly privileged to return to the education field at such an exciting time for Education Queensland.

The importance of education

I have a passionate belief in the importance of education. In his *Outline of History*, HG Wells wrote: 'Human history becomes more and more a race between education and catastrophe' — a prophetic statement given force by the global economic, social and environmental change we witness daily.

As the Minister wrote in his foreword to Education Queensland's *Strategic Plan 2000–04*:

EDUCATION IS ONE OF THE MOST POWERFUL WAYS IN WHICH WE SHAPE OUR FUTURE SOCIETY AND ECONOMY. EDUCATION QUEENSLAND WILL MAKE A SIGNIFICANT CONTRIBUTION TO THE ACHIEVEMENT OF THE GOVERNMENT'S PRIORITIES. IT PLACES GREAT EMPHASIS ON DEVELOPING A SKILLED AND ADAPTABLE WORKFORCE THAT WILL MEET THE CURRENT AND FUTURE NEEDS OF QUEENSLAND AND IN RAISING EDUCATIONAL STANDARDS FOR ALL STUDENTS. IT PLACES EQUAL EMPHASIS ON ENSURING THAT ALL CHILDREN IRRESPECTIVE OF BACKGROUND OR CIRCUMSTANCE CAN REACH THE HIGHEST STANDARDS. EDUCATION IN THIS

STATE IS POISED AND PREPARED TO
BECOME THE KEY TO THE
DEVELOPMENT OF THE SMART STATE.

Highlights of 1999–2000

I said earlier that this was a year of many exciting initiatives and you will find them described in detail elsewhere in the report. The highlights that stand out for me were:

- the publication in April 2000 of *Queensland State Education – 2010*, the framework for our future;
- the commencement of the \$114 million Secondary Schools Renewal Program, which will revitalise our older secondary schools;
- the improvement in year 3 literacy by 3 per cent and numeracy by 4 per cent;
- Professor Allan Luke’s conceptualisation of the New Basics Framework for learning, teaching and assessment;
- the Partners for Success strategy to improve learning outcomes and year 12 completion rates for Indigenous students;
- the new emphasis on expanding vocational education and training (VET) in schools.

My vision for the Department

My vision for Education Queensland is that it will enable all Queensland students to become active citizens in a learning society: the Smart State.

We must re-conceptualise our schools as part of a learning society, embedded in their local and global communities in new ways.

We must change our approaches to teaching and learning and the principles on which curriculum is constructed, so that our teachers can work with the community as managers of the learning experiences of children.

We must improve the rate of completion of year 12 or its equivalent. For most students this is a critical foundation for their lives after school in a complex, networked, multicultural society.

We must invest in the skills of the Education Queensland workforce, who are the key to providing quality education. The focus on learning outcomes requires a new approach from both school and non-school staff. And we must enrich leadership capacity to drive the necessary reforms in teaching and learning and support new styles of school organisation.

To drive our organisation in the direction set by *Queensland State Education – 2010*, I am introducing the Three Frames. This is a learning framework and management process, based on three interactive frames:

The Relationship Frame

The Relationship Frame supports our staff by establishing a safe environment founded on effective internal and external relationships.

The Performance Frame: The Balanced Report Card

The Balanced Report Card ensures our Department’s superior performance in four areas — good financial delivery, excellent teaching and learning outcomes, good relationships with stakeholders and a strong commitment to learning and development.

The Alignment Frame

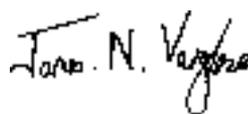
The Alignment Frame identifies the blockages to success and assists us to transform them into opportunities to deliver excellent performance on a sustainable basis.

In closing, let me acknowledge again the work of my predecessor Terry Moran and the Minister for Education Dean Wells. I am proud to build on their legacy, *Queensland State Education – 2010*.

I’d like to express my gratitude for the outstanding support I have received from staff at all levels who have welcomed me, both in central office and as I travelled around the State. I am pleased to have also established positive working relationships with staff industrial representatives.

The achievements of the past year would not have been possible without the skill and commitment of staff and volunteers throughout our schools. I’d like to thank community members who volunteered thousands of hours of unpaid labour to schools, a fine example of community service that is of vital benefit to our students.

I congratulate staff and volunteers on their contributions. I ask them to join me on this exciting journey to ensure that Queensland students become active citizens in a learning society.



Jim Varghese
Director-General of Education

Whole-of-government priorities

Education Queensland plays a key role in supporting the State Government's priorities of:

- skilling Queensland — the Smart State;
- safer and more supportive communities;
- better quality of life;
- building Queensland's regions;
- more jobs for Queenslanders;
- valuing the environment.

Purpose

During the year, Education Queensland launched *Queensland State Education — 2010*, a strategy for the achievement

of improved education outcomes to the year 2010. From the strategy comes Education Queensland's redefined purpose:

To create a safe, tolerant and disciplined environment within which young people prepare to be active and reflective Australian citizens with a disposition to lifelong learning. They will be able to participate in and shape community, economic and political life in Queensland and the nation. They will be able to engage confidently with other cultures at home and abroad.

The vision for Education Queensland is, therefore:

For all Queensland students to become active citizens in a learning society: the Smart State.

In achieving this purpose, Education Queensland staff ask themselves three key questions:

- Is what I am doing promoting the best interests of students?
- Is this the very best I can do?
- Am I prepared to accept personal accountability for this?

Each school adds its own statement of values that incorporates community views and common values such as equity.

The Department also supports non-state schools and the higher education sector.

Objectives and strategies

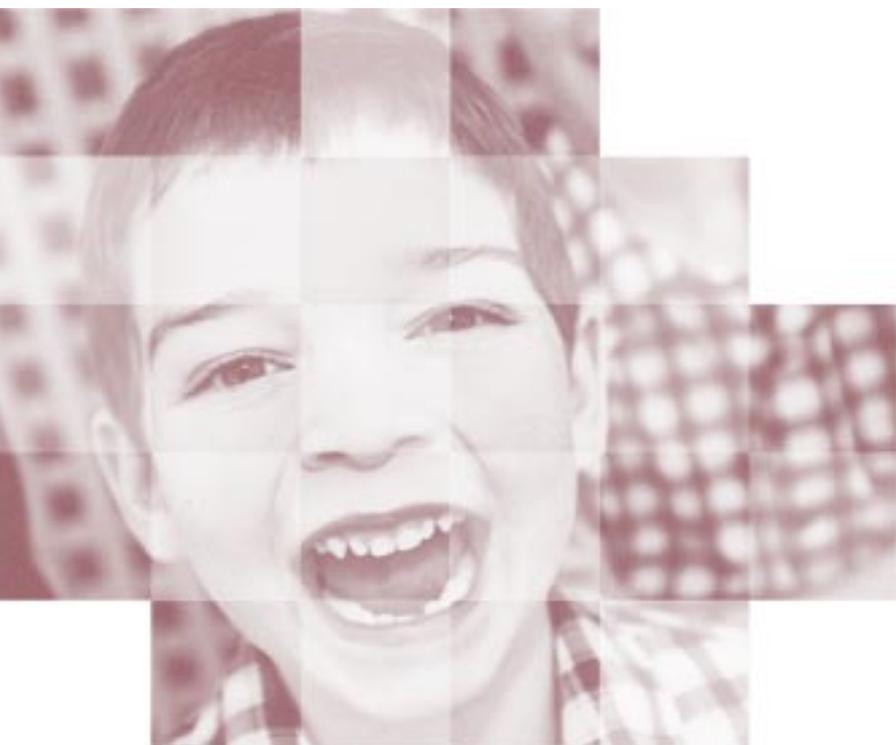
In achieving this purpose and vision, Education Queensland aims to:

- improve the quality of the educational experience in state schools for all students, through the implementation of *Queensland State Education — 2010*;
- increase the proportion of Queensland's young people who complete 12 years of schooling or its equivalent by age 24, to 88 per cent by the year 2010.

Education Queensland will pursue these aims through five key objectives:

- Learning
- Schools
- School workforce
- School services
- Portfolio relationships

This report is organised around the five key objectives and demonstrates how they were achieved in the 1999–2000 financial year.



Overview

The Department was established in 1860, the year after the creation of the State of Queensland.

Education Queensland provides instruction to all students in years 1 to 12 who attend Queensland government schools. School attendance is compulsory from ages six to 15, and 72 per cent of secondary students continue until the age of 17 (year 12).

There are 1305 government schools in Queensland, all of which enrol boys and girls.

Most students attend a school in their local area, but parents may send their children to a school outside their area, if places are available. Most schools are either primary (years 1 to 7) or secondary (years 8 to 12) schools. Some country schools and a growing number of city schools teach from the primary up to the middle or senior secondary levels.

Most primary schools also run preschool sessions for four- and five-year-olds. About half of these now offer full-day preschool programs. Forty-nine special schools cater for students with severe disabilities.

Seven schools of distance education provide teaching for isolated students and students in other special circumstances, from the preschool to secondary levels. Distance education also allows students enrolled at other schools to supplement their selection of subjects.

The number of students at each school varies across the State, from a few to just over 2000 students. The average number of students in a state primary school is 260; the average number in a state secondary school is 800. While smaller schools provide a more intimate environment, larger schools can offer a wider variety of curriculum and extracurricular activities.

The number of students in a class is usually less than 25 in years 1 to 3, 30 in years 4 to 10 and 25 in years 11 and 12.

Location

Education Queensland serves students throughout Queensland's 1.7 million square kilometres. Most schools are located close to public transport. In many parts of the State, Education Queensland is the only provider of schooling.

Facilities

Schools provide classrooms, resource centres, laboratories, assembly halls, tuckshops, playgrounds, and music and sporting facilities. Many have swimming pools. All schools in northern and north-central Queensland have some airconditioned rooms.

Twenty-two environmental education centres and four outdoor education centres provide opportunities for students to study environmental and outdoor education topics in depth.

Year level	Average age	School level
P	5	Preschool
1	6	Primary
2	7	
3	8	
4	9	
5	10	
6	11	
7	12	
8	13	Secondary
9	14	
10	15	
11	16	
12	17	

Hours

Most schools schedule classes from 9.00 a.m. to 3.00 p.m. (9.30 a.m. to 3.30 p.m. in some secondary schools). A small number of schools are trialling different hours.

Students attend school for approximately 200 days each year, beginning in the last week of January and finishing in early December (late November for students in years 11 and 12). The school year is divided into two semesters, each comprising two terms.

Organisation

Each school is led by a principal, who is assisted by one or more deputy principals in larger schools, as well as by heads of department in secondary schools. Some schools have established school councils, which involve parents in establishing their school's strategic direction, and most have a parents and citizens' association. Neighbouring schools share specialist services.

Schools are supported by 35 district offices, which provide curriculum and administrative support and quality assurance services. The Department's central office manages school funding, statewide teacher transfer, payroll, accounting and computer network services and provides educational leadership.

Students

There are 471 000 students enrolled in government schools. About 29 000 (6 per cent) of school students are

Aboriginal or Torres Strait Islanders, of whom 60 per cent live in the north of the State.

Approximately 10 000 students (2 per cent) have a physical, intellectual, hearing or visual disability and require special support. Of these, 2400 attend special schools, while the others attend primary or secondary schools, studying alongside other children. Building modifications and specialist staff enable these students to succeed in mainstream schools.

Six per cent of students live in families in which a language other than English is spoken at home. The most commonly spoken languages other than English are Torres Strait Creole, Vietnamese, Samoan, an Aboriginal English, Cantonese and Mandarin.

Three hundred and eighty-six fee-paying students from overseas, mostly from Taiwan, the People's Republic of China, Germany, South America and Scandinavia, attended selected secondary schools. Another 5200 overseas students, mostly from Japan, visit schools each year on one-week to four-week study tours.

Curriculum

Students in each primary school study a common curriculum adapted to local needs. Most students in years 6 and 7 study a language other than English. Instrumental music is taught in all schools with more than 200 students, and in many smaller schools as well.

Being part of a large system, schools are able to share resource materials and the latest information about

teaching practices. Some schools specialise in particular subjects or sports, such as instrumental music, computerised design, or gymnastics. Some offer an immersion program, in which students can take most of their lessons in a language other than English.

In year 9, the second year of secondary school, students start to choose which subjects they will study. Most students in years 11 and 12 study six subjects from the range of subjects offered by their school.

Teaching

Primary students usually have the same teacher for most subjects, with specialist teachers for music, instrumental music, languages other than English, and health and physical education. Most schools group students in classes according to year level, although some prefer multi-age classes. In secondary schools, students have different teachers for most subjects.

Students are encouraged to think creatively, to ask questions, and to work with other students. Excursions and camps are a regular part of school life.

Assessment

Parents receive regular reports on their children's progress. Statewide assessments are made in years 2, 3, 5, 7 and 12. Extra support is provided to students identified as requiring assistance. Year 10 Certificates are awarded at the end of year 10.

Schools assess their year 11 and 12 students throughout the two years, with the results reviewed by statewide panels. These results are recorded on the Senior Certificate, which shows levels of achievement as well as any vocational education results. A Tertiary Entrance Statement (used for selection for university) provides an overall position (OP) for each eligible student.

Support services

Specialist visiting teachers for students with disabilities, behaviour management advisers, physiotherapists, occupational therapists, speech-language pathologists, guidance officers, psychologists, parent liaison officers, police in schools and school nurses provide support to school students.

After-school (as well as school holiday) child-care programs at many primary schools provide supervised activities for children and support for working parents.

Student conduct

Students are expected to behave responsibly, in accordance with their school's code of conduct. If a student's behaviour is disruptive, they may be counselled, reprimanded, suspended, or placed in an alternative learning program. As a last resort, students may be excluded or, if over the age of fifteen, have their enrolment cancelled.

Each school has its own dress standards for students and most schools expect students to wear uniforms.

Portfolio services

The Department regulates and administers grants to non-state schools. The Department also administers some grants to universities and supports the development of this sector.

What related organisations do

Technical and further education institutes (TAFE) provide vocational subjects for school students and others.

The Queensland School Curriculum Council develops syllabuses and coordinates approved statewide assessment of students from preschool to year 10. The Queensland Board of Senior Secondary School Studies fulfils a similar function and also certification for students in years 11 and 12.

The Tertiary Entrance Procedures Authority issues Tertiary Entrance Statements which contain students' overall positions.

The Queensland Tertiary Admissions Centre coordinates the selection of students into Queensland universities and technical and further education institutes.

The Board of Teacher Registration registers teachers to teach in Queensland.

Queensland Health provides nurses in selected secondary schools and dentists and doctors who visit primary schools.

The Queensland Police Service provides police in some secondary schools to promote a positive relationship between police and the school community.

Queensland Transport manages subsidies to railway, boat and private bus operators who transport students to and from school, and special provisions for eligible students with disabilities.



The Executive Management Group decides major strategic issues for the Department.

It sets statewide parameters for a large, devolved organisation of 1305 schools, 35 district offices, four facilities service centres and various other units. At the local level, school principals play a vital role in leading their schools, in consultation with their local community.



Terry Moran

*BA (Hons)
Former Director-General of Education*

Terry Moran was Director-General from August 1998 to June 2000. Among his key priorities was the development of *Queensland State Education – 2010*, which was launched by the Minister for Education in April 2000.

Terry left Queensland in July 2000 to become Secretary, Department of Premier and Cabinet in Victoria.

Jim Varghese

*BA (Hons), BDiv, DipEd, MBA
Director-General of Education*

Jim Varghese became Director-General of Education in June 2000 after serving as Director-General, Department of Main Roads. He has also held senior positions in the Victorian education sector.

His key priority is to implement *Queensland State Education – 2010*, the strategy that establishes Education Queensland's direction over the next decade.

Allan Luke

*BA (Hons), ProfCert, MA, PhD
Deputy Director-General of Education*

Professor Allan Luke was seconded to Education Queensland for nine months as Deputy Director-General, playing a leading role in developing *Queensland State Education – 2010* and the New Basics program.

He is Head and Dean of the University of Queensland's Graduate School of Education and Chief Educational Adviser to the Minister and the Director-General of Education Queensland.

Susan Rankin

*BComm, DipEd
Assistant Director-General (Resource Services)*

Susan Rankin took up her current appointment in 1997, after holding the positions of Executive Director (Corporate) in Queensland Health and Deputy Director-General (Corporate) in the Administrative Services Department.

Under Susan's leadership, the Office of Resource Services provides Education Queensland with staff, buildings and technology and their maintenance, and budget and financial management services.

Kim Bannikoff

*BA, DipEd
Assistant Director-General (Strategic Planning and Portfolio Services)*

After leading the development of *Queensland State Education – 2010*, Kim Bannikoff took up his present position in January 2000.

Through his leadership of the Office of Strategic Planning and Portfolio Services, Kim directs the formulation, articulation and support of strategic directions and the development of key change management, policy and resource allocation processes across Education Queensland.



Frank Rockett

BEd, DipT
Assistant Director-General
— Schools (North-Western)

After periods as Acting Executive Director of North-Western Region and Executive Director South-Western Region, Frank was appointed Assistant Director-General (Operations) in 1998.

Frank's current responsibilities include leadership of district directors in the north-western area. He is the Chair of the Queensland School Sports Council and other projects include overseeing implementation of the Partners for Success strategy and aligning service delivery with need.

Debbie Best

BA, DipEd, BEdStud,
MEdAdmin
Assistant Director-General
— Schools (Metropolitan)

After periods as Executive Director of Wide Bay Region and then District Director, Fraser-Cooloola District, Debbie was appointed Assistant Director-General (Schools) in October 1999.

Debbie's current responsibilities include leadership of district directors in the metropolitan area. Specific project responsibilities include overseeing implementation of the Secondary Schools Renewal Program, the Preschool to Year 12 framework, new schools, teachers in non-school locations and strategic initiatives.

Ken Rogers

BEdStud, CertTeaching,
MEdAdmin
Assistant Director-General
— Schools (Central-Southern)

After periods as Executive Director of North-Western and Darling Downs regions, Ken Rogers was appointed Assistant Director-General (Operations) in July 1997.

Ken's current responsibilities include leadership of district directors in the central-southern area. Specific project responsibilities include overseeing implementation of alternative education sites, out-of-school services and the career guidance trial/pilot.

Bob McHugh

BA, DipEd, MBA
Assistant Director-General
(Education Services)

Bob McHugh has held his current position since May 1999. He has spent his career in the Department as a high school teacher, principal, regional and district director, and Executive Director of Schools.

Bob is responsible for leading curriculum implementation, teaching practices and student support services.

Brian Rout

BSc, DipEd, BEd, MEdStud,
MACE
Assistant Director-General
(Portfolio Programs)

Brian Rout became Assistant Director-General (Education Services) in 1997 and in May 1999 moved into the newly created position of Assistant Director-General (Portfolio Programs).

The Office of Portfolio Programs incorporates the Office of Higher Education and the Office of Non-State Schooling and operates in close collaboration with the four independent statutory authorities within the education portfolio.



New developments during the year are described below.

Economic

Employment prospects for school-leavers improved, with a 1.1 per cent decline in the youth unemployment rate for Queensland (to 16.3 per cent). It fell by another 0.7 per cent in July 2000. The disadvantage of this trend is that it may encourage some students to leave school before completing year 12.

The relocation of a number of major employers to Queensland will expand school-leavers' employment opportunities.

Government support for the biotechnology sector will create a demand for students who have studied relevant subjects.

Demographic

The demand for school places will continue to increase as a result of Queensland's high population growth rate, which tapered but remained the highest in the country, at 1.6 per cent. Net interstate migration increased by 10 per cent during 1999, reversing a decline started in 1993.

Technological

Home access to computers continued to increase, with 75 per cent of Australian households with children under 18 now having a computer and 46 per cent of these having Internet access. This trend helps to develop students' skills, and also places higher expectations on schools. However, differences in access to technology are creating a new knowledge divide.

New hardware and software came on the market, benefiting students and requiring additional investment by schools.

Social

Latest figures showed a slight increase in the marriage rate and a decline in the divorce rate. These trends, if they continue for a number of years, may have an impact on schoolchildren's family life.

There was growing public debate about social capital — the way that skills and social relationships such as networks contribute to economic performance as well as to a healthy society. Education is being seen as the most important driver of social capital. The debate may increase awareness of the economic value of education and increase expectations that schools should develop students' social skills and contribute to local communities.

Financial

The introduction of the Goods and Services Tax (GST) required substantial implementation costs and will reduce the funds available to the State Government in the short term.

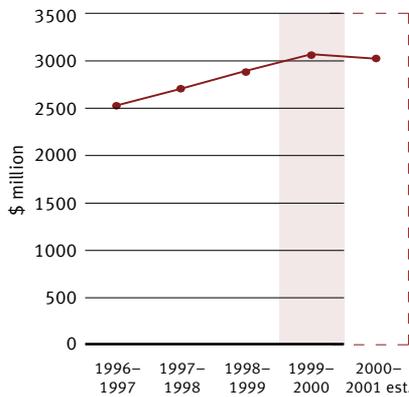
Increases in Commonwealth funding of non-state schools may be greater than originally announced. Draft Commonwealth legislation provides substantially more funding than announced in the Budget. This will increase the competitive pressure on state schools. In addition, the Commonwealth will reduce funding for state schools by a projected \$7.7 million in 2000–01 under its Enrolment Benchmark Adjustment arrangements.



The following statistics provide an overview of the organisation and its performance, with five-year trends where this information is available. The statistics are organised in the four areas of the Balanced Report Card, which is being introduced as a framework for departmental planning and accountability. The years on each graph refer to the calendar year in which data was collected.

Financial

Figure 1: Operating expenses (controlled, excluding equity return) (see p. 54 for more information)



Schools, teaching, learning

Figure 2: Student enrolments, state schools (Feb, FTE) (see p. 41 for more information)

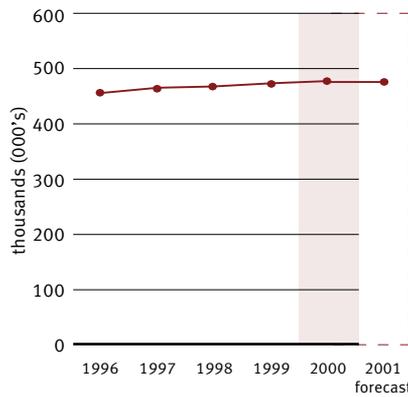


Figure 3: Employees, state schools (see p. 44 for more information)

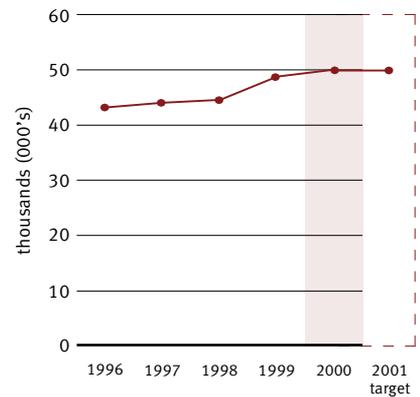


Figure 4: Students per computer (see p. 31 for more information)

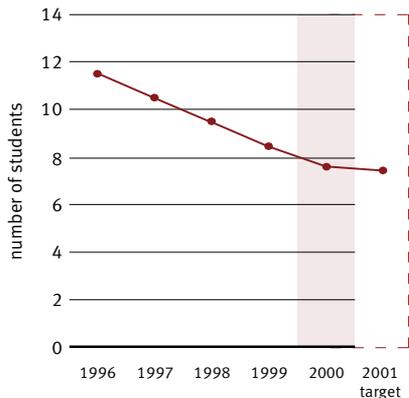


Figure 5: Apparent retention rate to year 12 (see p. 23 for more information)

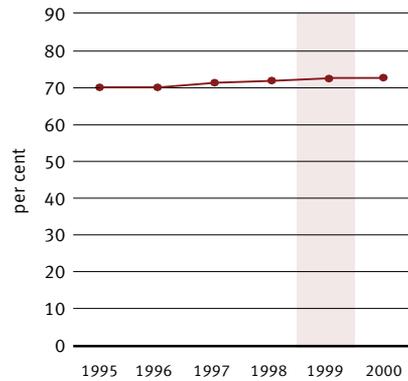
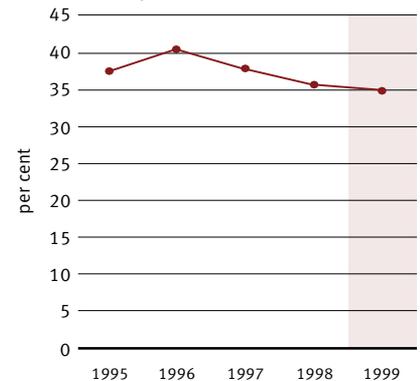
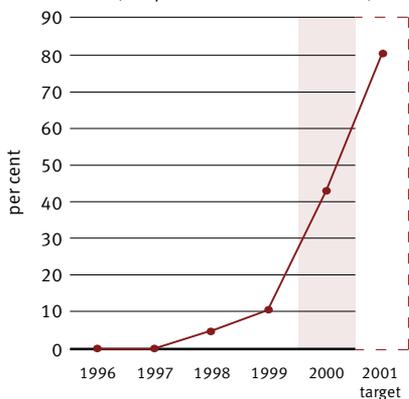


Figure 6: Year 12 students going direct to tertiary education (see p. 25 for more information)



Learning and development

Figure 7: Teachers with information technology accreditation (see p. 31 for more information)



Stakeholders

Figure 8: Parent and student satisfaction with their school (see p. 39 for more information)

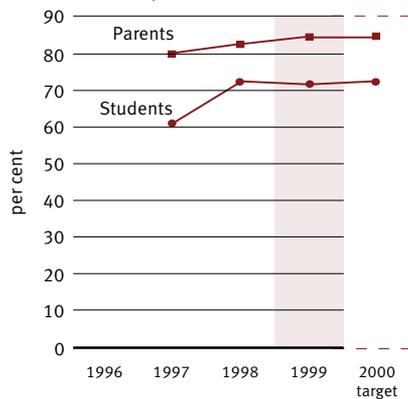
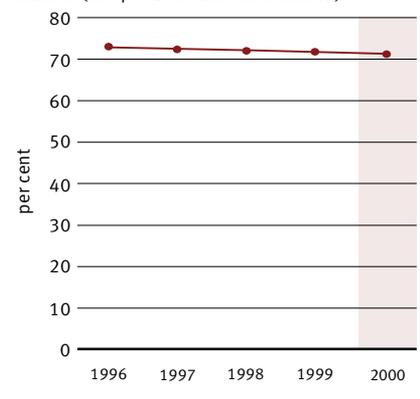


Figure 9: Queensland students attending state schools (see p. 41 for more information)



What we set out to do	What we achieved	What we will do
Organisational objective: Learning		
<ul style="list-style-type: none"> • Spend \$114 million on literacy and numeracy • Introduce a virtual schooling service • Implement new syllabuses • Expand school apprenticeships and traineeships • Increase the number of computers and local area networks in schools • Commence the Year 7 Test 	<ul style="list-style-type: none"> • Spent \$114 million on literacy and numeracy. • A virtual schooling service commenced. • New syllabuses for years 1 to 10 for Science, Health and Physical Education, and Languages other than English began to be implemented. • School apprenticeships and traineeships almost doubled. • Local area networks extended to 74 per cent of schools. • The inaugural Year 7 Test was held. • Thirty-eight schools began a trial of the New Basics, an innovative framework for curriculum, teaching and assessment. • The proportion of year 12 students studying vocational subjects increased to 61 per cent. • Numeracy in year 3 improved by 4 per cent. • Literacy in years 3 and 5 improved by 3 per cent. • Retention rates for Indigenous students improved by 3 per cent. • The Reading Recovery program improved the literacy of more than 5000 students. • A major review of literacy was conducted. • Five new alternative education sites commenced. • Three hundred extra staff were employed to support students with disabilities in mainstream schools. 	<ul style="list-style-type: none"> • Begin to implement the new syllabus Studies of Society and Environment for years 1 to 10 • Extend local area networks to all schools • Begin to introduce international Advanced Extension Awards • Implement a five-year literacy strategy • Increase school completion rates • Establish a Council for Educational Renewal • Produce a new strategy to improve learning outcomes for students at educational risk • Provide \$1.3 million for alternative education sites

Organisational objective: Schools		
<ul style="list-style-type: none"> • Implement a new strategy for Indigenous education • Commit \$14 million to upgrade existing school facilities, mainly secondary schools 	<ul style="list-style-type: none"> • Partners for Success was launched. This comprehensive strategy to improve educational outcomes for Indigenous students includes compacts with local communities. • The Secondary Schools Renewal Program began. \$0.7 million was spent on educational planning. • Eighty-four per cent of parents rated their child's school as a good school, a 2 per cent increase on the previous year. • Eight new schools opened. • Student numbers increased by almost 4000. The enrolment share of state schools declined slightly to 72 per cent. 	<ul style="list-style-type: none"> • Spend \$114 million on renewal of 30 secondary schools over three years • Build four new schools, with emphasis on schools that teach preschool to year 12 • Aim to further improve parent satisfaction

What we set out to do	What we achieved	What we will do
Organisational objective: School workforce		
<ul style="list-style-type: none"> Issue Professional Standards for Teachers Expand teachers' skills in working with computers Increase the representation of women in senior positions 	<ul style="list-style-type: none"> Draft Professional Standards for Teachers were issued. The number of teachers trained to use computers in teaching quadrupled to 43 per cent. The proportion of women in senior teaching positions increased from 18 to 20 per cent, but in administrative positions the proportion declined from 25 to 21 per cent. A new Learning and Development Foundation was established. The inaugural Showcase Awards for Excellence commenced, to recognise best practice in schools. 	<ul style="list-style-type: none"> Implement the Professional Standards for Teachers Train all teachers to use computers in teaching by the end of 2001 Employ an additional 800 teachers over four years, in addition to those required to service increases in student numbers Review the employment culture and status of women and minority groups Establish, with the Queensland Teachers' Union, taskforces on student behaviour and class sizes, and professional development and recognition
Organisational objective: School services		
<ul style="list-style-type: none"> Develop a <i>Queensland State Education — 2010</i> strategy Spend \$24.5 million to aircondition schools Conduct market research into factors influencing parental choice of school Publish key performance measures 	<ul style="list-style-type: none"> <i>Queensland State Education — 2010</i> strategy was endorsed by State Cabinet and published. Spent \$28 million on airconditioning schools through the Cooler Schools program. Market research consultancy completed. The development of performance measures progressed significantly. The implementation of the GST was supported, at a cost of \$5 million. 	<ul style="list-style-type: none"> Implement <i>Queensland State Education — 2010</i> Publish the market research and act on its findings Publish the <i>Strategic Plan 2000–04</i> and apply the Three Frames concepts to planning, monitoring and evaluation Expand export education
Organisational objective: Portfolio relationships		
<ul style="list-style-type: none"> Establish the Non-State Schools Authorities Council Review accreditation and accountability requirements for non-state schools Develop new vocational education options for students Work closely with curriculum development authorities to achieve high quality curriculum that schools can implement readily 	<ul style="list-style-type: none"> The Non-State Schools Authorities Council met. The Webb Review reported on accreditation and accountability requirements for non-state schools. Joint work with the Queensland Board of Senior Secondary School Studies led to two new vocational education subjects for students with disabilities. A consultancy on expenditure on curriculum development and assessment of student performance was completed. A discussion paper on higher education planning for Queensland was circulated. National protocols for accrediting higher degree courses and recognising new universities were drafted. 	<ul style="list-style-type: none"> Develop a new model for accreditation and accountability of non-state schools Complete the higher education strategy Work more closely with university education faculties Conduct analysis of new Commonwealth legislation on school funding Distribute a discussion paper on the creation of a single authority responsible for curriculum development, assessment and certification

On 4 April 2000 the Minister for Education launched *Queensland State Education — 2010*.

A 10-year strategy

Queensland State Education — 2010 is the statement of policy and strategic directions for public education over the next 10 years.

Queensland State Education — 2010 sets out a view of the environment in which state schools operate, the future Education Queensland wants for state schools and the directions to be pursued in order to achieve that vision over the next 10 years.

The strategy defines a purpose of education that connects the broad vision of social, economic and cultural futures with the actual practices and priorities of schools. The purpose provides the values and directions for state schools seeking to meet the needs of different students pursuing high levels of educational achievement.

Queensland State Education — 2010 is about revitalising the public education system in this State.

Extensive consultation

To develop the strategy, the Department conducted the most extensive consultation with parents, teachers and students in its history.

A team of seconded principals chaired meetings involving approximately 10 000 parents, teachers, other staff and students in schools across the State and in each of the 35 district

offices. These were conducted after the release of a discussion paper in early 1999, and again after a draft strategy was released in November 1999. The second round ensured that the draft strategy addressed the issues and practices which people in schools believed need to be resolved to move the Department into the future. More than 250 groups and individuals also made written submissions.

The draft document was received positively and feedback was considered when writing the final document for Cabinet approval.

The strategy was also informed by research into a number of broader issues impacting on the future of public education, such as the changing nature of work.

Findings

Two important themes stood out in the consultation:

- A one-size-fits-all system of public education no longer works.
- Teachers and principals want greater flexibility, particularly with curriculum, to respond to the diverse needs of students.

The main objectives of the strategy are to:

- increase the proportion of Queensland's young people who complete 12 years of schooling or its equivalent from 68 per cent to 88 per cent by 2010;
- improve the quality of education experience in state schools for all students.

The Government has committed to support a 23.5 per cent growth in the number of senior secondary students to achieve this target. By 2010 this will cost up to \$150 million each year.

The strategy details a number of actions and projects to be implemented over time. These are organised according to five key objectives: learning, schools, school workforce, school services and portfolio relationships.

More detailed information on *Queensland State Education — 2010*, including the full strategy, research reports and reports on the consultations can be found at: <http://education.qld.gov.au/corporate/qse2010/>

First-stage initiatives

The strategy is a 10-year view of state education. Not everything will happen at once. However, the key directions are evident in a number of first-stage initiatives under way:

- The Secondary Schools Renewal Program commenced this year as part of the move towards establishing distinctive state schools.
- The New Basics, an approach to teaching and learning that focuses on essential areas of learning needed for flexible and adaptable pathways, is being trialled in a number of schools across the State.
- The Learning and Development Foundation has been established to manage Education Queensland's commitment to ongoing professional development for staff.

- Five alternative education sites that provide for different student needs have opened.
- An enhanced vocational education and training (VET) in schools program is providing a broader curriculum for secondary school students.
- The services of AccessEd, the Department's outlet for the production and sale of educational resources, have been developed to provide teachers with easy access to a wide range of print and electronic teaching materials.
- A comprehensive review of literacy teaching in Queensland state schools is being concluded. It complements and builds on the already significant achievements of schools in improving literacy standards.

Long-term initiatives

At the same time there are a number of long-term initiatives under way that require further research and community consultation. These include:

- development of new pathways for students to move to tertiary education and employment;
- examination of options to improve educational outcomes for children before compulsory schooling;

- review of the funding arrangements between the Department and State Treasury for core educational services;
- development of a promotion and communication strategy;
- development of a policy to better support students at risk of leaving school early or with limited achievement.

More detail on many of these initiatives is provided in later sections of this report.



In 2000, the Department introduced the Showcase Awards for Excellence to recognise, celebrate and reward excellent practice in state schools. They are intended to foster a learning culture that supports sharing of best practice.

Schools across Queensland were invited to nominate excellent programs or practices that made a major contribution to improving student educational outcomes.

More than 500 entries were presented at district showcases where 67 district awards, each worth \$2000, were presented.

The Showcase Board, comprising high-profile business, community and education identities, selected 12 State finalists, six of whom were proclaimed State winners and awarded with \$40 000 each for the development of their initiatives. The six winning schools are profiled below.

Inala Special School

Going from school to work is never easy, but the Inala Special School has found an innovative way to make the transition less difficult for its students.

Using sound human development and teaching and learning theory, Inala Special School's Inala Work Experience Program (INWEP) helps students acquire the attributes they need to succeed at work, including personal presentation, following directions, asking for assistance, understanding workplace procedures, and getting on with people.

INWEP gives students a range of living and work skills that translate into jobs and work experience with hospitality, car detailing, horticulture and other businesses.

The proof of INWEP's success is in people like Betty, who obtained supported employment with a major retailer, and Shane, whose interest in gardening led to a part-time job.



Mountain Creek State High School

Just as teaching is not a '9 to 3' profession, nor is learning at Mountain Creek State High School a rigidly scheduled affair.

The school's timetable is arranged so that senior students attend between 7.30 a.m. and 12.50 p.m., while junior students commence at 10.25 a.m. and finish at 4.15 p.m. This gives both students and teachers more useful blocks of time for other activities without missing out on teaching or learning time. The flexible timetable also allows students and teachers to build closer, more effective relationships, resulting in a better pastoral environment.

A strong focus on information and communication technology, with all buildings linked through fibre-optic cabling, has led to a wider range of subject and co-curricular choice, better vocational education, and 85 per cent of students qualifying for tertiary study.

Goondiwindi State High School

In rural areas, silos are familiar landmarks, and Goondiwindi State High School's SILO project has a similar profile in the local community.

School Industry Links Outreach (SILO) began in 1999 between Goondiwindi State High School, local rural industry and the Federal Government, after the school saw insufficient school-leavers entering local rural industries. SILO helps meet local employment and training demands by offering students rural work placements and traineeships in a program fully incorporated into the curriculum.

Since it began, SILO has seen numbers of year 11 students in rural work placements grow from 2.5 per cent to around 50 per cent.

With funding from the Australian Student Traineeship Foundation, Goondiwindi State High School is helping to maintain a skilled local workforce, and students are realising the exciting career opportunities on offer in the rural sector.





Mansfield State High School

Mansfield State High School's instrumental, choral and classroom music program rightly claims part of Queensland state schools' reputation for music excellence. Since 1993, the number of students in the program has quadrupled and the number of ensembles has grown from four to fifteen.

At Mansfield, it is 'all about making music', and making all students musically literate. Through continued professional development for staff, active involvement in tertiary studies, networking, music camps, and relationships with prestigious institutions and external educators, Mansfield State High School offers all students the chance to make music part of their lives.

Such a formula inevitably draws out the gifted and talented. Of the seven students who applied for tertiary music places at the end of 1999, six were accepted at either the Queensland University of Technology, the Queensland Conservatorium Griffith University or the University of Queensland.

Mornington Island State School

Learning should be fun at any age, and Mornington Island State School has achieved this with Kendabal, a teaching space which has become a 'dreamland' of exciting, focused, educational experiences.

Kendabal was born in 1997, when teachers, administrators and community members got together to achieve better results for the students in their care. It encompasses all curriculum areas and English as a second language, with a clear focus on literacy and numeracy. Kendabal also covers important health issues such as nutrition, tropical health concerns and otitis media, a hearing impediment.

The focus is on allowing children to learn at rates that suit their individual needs, so they face the later years of schooling confident in literacy and numeracy, but most importantly, confident in themselves.

As one teacher says: 'Kendabal is lots of fun. Kids love coming to school and every day is a celebration of success'.



Mackay West State School

The issue of boys and literacy was very much on the national agenda during the year, and Mackay West State School community developed its own tailor-made response with the award-winning Boys in Literacy program.

The school's aim was simple: to improve the literacy levels of boys at the school and to get more boys involved in reading. Boys in Literacy approached its namesake issue on three fronts: in the classroom, in the library/resource centre and out in the community.

Some of the more popular strategies included involving boys in the selection of books for purchase, buying specific fiction titles with 'boy appeal', providing magazines, and making the library more user-friendly for boys. Boys were encouraged to help out in the library, where their work was displayed regularly, and recommended reading lists were published to help boys and their families choose suitable and interesting titles.

The following sections show what Education Queensland has achieved over the 12-month period to 30 June 2000.

The performance report is organised around the five organisational objectives defined in *Queensland State Education – 2010*, namely:

- Learning
- Schools
- School workforce
- School services
- Portfolio relationships

Within these sections, information is grouped under Education Queensland’s seven organisational goals: improved

learning outcomes for all students; quality curriculum programs for all students; effective teaching; adoption of technology to enhance teaching; a safe, supportive and productive learning environment; a skilled, confident and responsible workforce; and confidence in public education.

The report is organised around objectives and goals rather than business units.

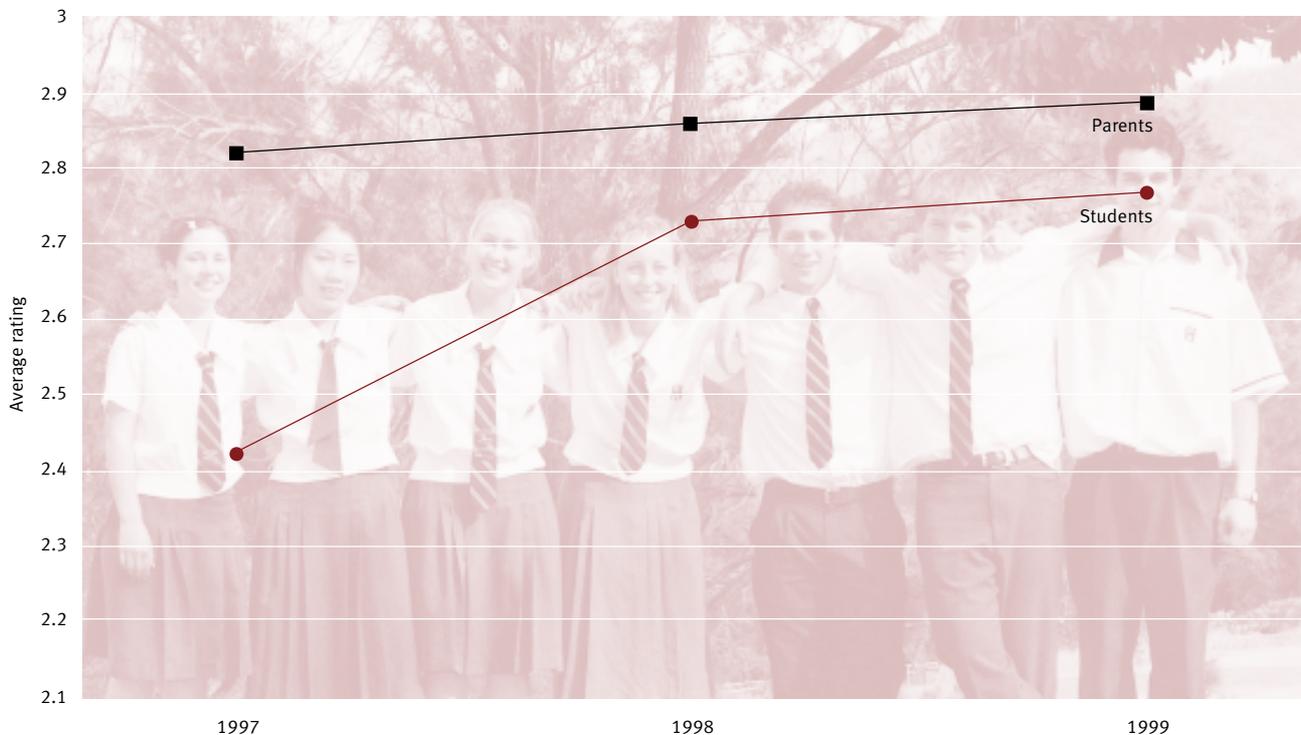
Each section includes an Outlook box, which contains information on the next financial year (2000–01) unless otherwise noted.

The performance information is drawn from statistical collections, published and internal documents, a sample of school annual reports, and surveys of parents, students and staff.

These surveys have been conducted annually since 1997. Each year, more than 36 000 parents and almost 83 000 students, including a sample from every state school, completed questionnaires about their satisfaction with their schools.

Overall, as figure 10 below shows, parents’ and students’ satisfaction levels have increased each year.

Figure 10: Overall satisfaction with schools



Note: Ratings are based on a scale from 1 (very dissatisfied) to 5 (very satisfied). Ratings within the range of 2.41 to 3.20 indicate satisfaction. In 1997, students in years 7, 9 and 11 were surveyed. In later years, students in year 5 were also surveyed.