

REPORT ON PERFORMANCE

PORTFOLIO RELATIONSHIPS

The Minister for Education has responsibility for the education of all Queensland young people. The Department of Education maintains a relationship with all the bodies that assist the Minister to fulfil her obligation to students in state and non-state schools and higher education institutions. This includes working with key external stakeholders such as:

- education statutory authorities
- unions
- representative bodies of Catholic and independent schools
- parent representative bodies
- state and federal government agencies
- community organisations.

The department will ensure that its relationships with other government departments and statutory authorities are focused to support the work of teachers and to benefit diverse student pathways. In particular, curriculum and assessment support and the registration of teachers provided through statutory authorities should assist schools to deliver the quality of education required. The department will work to ensure that its responsibilities in relation to non-government schools and to higher education are based on productive partnerships.

Department of Education Strategic Plan 2001–2005, p. 16

Strong relationships across Government and the portfolio are essential to achieving the aims of the department. During 2001–2002 the department maintained a close involvement with State and Commonwealth Government agencies, education statutory authorities and key external stakeholders including:

- Queensland Council of Parents and Citizens' Association (QCPA)
- Queensland Secondary Principals Association
- Queensland Association of State School Principals
- Queensland State P–10/P–12 School Administrators Association
- Queensland Teachers' Union (QTU)
- administrators of schools of distance education
- Isolated Children's Parents' Association
- Creche and Kindergarten Association of Queensland
- Association of Special Education Administrators in Qld Inc.
- environmental and outdoor education centres
- Association of Independent Schools of Queensland
- Queensland Catholic Education Commission.

The department also engaged with the community and other organisations to enhance education and support for students with special needs — see appendix 11.

During 2001–2002 the Director-General of Education continued to strengthen the department's links with the international education community by taking part in study tours and hosting an international forum. The Director-General and QTU officials met with government, school and university representatives in the United States of America and Canada. The Director-General also accompanied the

Minister for Education, representatives from the QTU and QCPA, and senior department officers on a visit to the United Kingdom to study the implementation of public–private partnerships.

In May 2001, the Director-General hosted the inaugural International Regional Heads of Education Forum on the Gold Coast. The 2002 Learning Round Table of the International Heads of Education Forum will be hosted in September and invitations have been extended to senior education officials from 12 countries.

Linking to broader objectives

Strategy: Ensure that school education is linked to broader government economic and social policy objectives.

Strategy: Improve the coordination of services with other government departments to maximise the effect of government resources in achieving improved academic and social outcomes for students and in strengthening Queensland's position as the Smart State.

Department of Education Strategic Plan 2001–2005, p. 16

The Director-General and departmental officers engaged with State Government agencies, other state education agencies, and the Commonwealth Government to maximise the use of government resources and to meet broader economic and social policy objectives.

In March 2002 the Premier, the Minister for Education and the Minister for Employment and Training launched the Queensland the Smart State — Education and Training Reforms for the Future package — the most comprehensive government policy change in education for some decades. These reforms were the result of interdepartmental working parties that included representatives of the Departments of Education, the Premier and Cabinet, Employment and Training, and Queensland Treasury. The working parties provided a whole-of-government forum in which to rethink the purpose and organisation of schooling from beginning to end. [WWW](#)

Twenty-eight of a total of 39 community forums were conducted across Queensland between 26 March and 30 June 2002. Feedback from these forums will be considered in the development of a White Paper in the second half of 2002.

During 2001–2002 the department contributed to the following Queensland interdepartmental committees and initiatives.

Queensland Government committees:

- Aligning Services and Priorities Review of Strategic Information Management Steering Committee
- Chief Executive’s Managing for Outcomes Advisory Committee
- Cape York Justice Study’s People Educated and Trained for Life and Choices Working Party
- Cape York Partnerships CEOs Steering Committee
- CEOs Employment, Economic Development and Infrastructure Committee
- CEOs Forum
- CEOs Governance Committee
- CEOs Human Services Committee
- CEOs Human Services Growing the Smart State: PhD Research Funding Program Steering Committee
- Community Cabinet Meetings
- Interdepartmental Communication Heads Meeting
- Research and Development Strategy Working Group
- School Apprenticeship and Traineeships Advisory Committee
- Smart State Health 2020 Board

Queensland Government initiatives:

- Access Queensland — development of a whole-of-government Internet standard and the evaluation and selection of a content management system
- Ethnic Schools programs — in collaboration with Multicultural Affairs Queensland
- Framework for Events — a whole-of-government best practice framework for events developed in collaboration with the Department of the Premier and Cabinet
- Information Standard 25 review — a whole-of-government working party on public sector intellectual property policy
- Infrastructure and land use planning — in collaboration with the Department of Local Government and Planning
- OutbackNet — development of a national communications fund proposal and application in collaboration with the Departments of Health, and Innovation and Information Economy
- Queensland Government Cultural Policy — development of a new cross-government policy by the Cultural Policy Network and the Cultural Policy Steering Committee

- Queensland Parliament in North Queensland
- Queensland Government Youth Suicide Prevention Strategy — joint venture with the Departments of Health, Employment and Training, the Premier and Cabinet, and Aboriginal and Torres Strait Islander Policy
- Road planning studies — in collaboration with the Department of Main Roads
- SmartNet — appointing suppliers for data telecommunication carriage services for schools and all other department sites in collaboration with the Department of Innovation and Information Economy

The major cross-departmental programs for students are also discussed in the section on schools and school services — see pages 49–51.

National committees and federal forums

During 2001–2002, the department also engaged in a number of national committees and federal forums.

Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA)

Through its association with MCEETYA, the department participated in developing national strategic education policy and negotiating national agreements on shared objectives and interests — including the principles for Commonwealth–state relations.

Seven task forces, established around the National Goals for Schooling, supported the work of MCEETYA in 2001–2002 — see appendix 12. The department participated in all task forces and assumed responsibility for the Performance Measurement and Reporting Task Force, which focused on key performance measures, nationally consistent definitions, data collection, and consistency and reporting. In 2001 it developed key performance measures for national reporting.

The department was also instrumental in advancing the MCEETYA project Safe and Supportive School Environments: Finding Workable Solutions for Countering Bullying, Harassment and Violence in Schools. [WWW](#)

The department was also represented on a number of national bodies, including:

- Australian Education Systems Officials Committee (AESOC)
- AESOC Learning Federation Steering Group
- Australia National Schools Network
- Australian Association for Research in Education National Executive
- Australian Universities Quality Agency
- Curriculum Corporation Board
- International Colloquium for Inclusive Education

- Joint Committee on Higher Education
- National Key Learning Areas Forum
- Rural Education Forum of Australia

Working with the Commonwealth

Activities with the Commonwealth Government during 2001–2002 included collaborating with:

- the Australian National Training Authority (ANTA) and the Department of Employment and Training on the school-based apprenticeships and traineeships initiative
- ANTA on the Vocational Education and Training in Schools project
- the Department of Education, Science and Training (DEST) on:
 - Indigenous Education Agreement, Indigenous Education Strategic Initiatives Programme (IESIP)
 - National Indigenous English Literacy and Numeracy Strategy (NIELNS)
 - Aboriginal and Torres Strait Islander Career Aspirations Pathways Program (AICAPP)
 - pilot mentoring projects
 - Indigenous Education Consultative Body
 - the Real Game
 - national drug education
 - National Asian Languages and Studies in Australian Schools (NALSAS)
- DEST, the Association of Independent Schools of Queensland and the Queensland Catholic Education Commission on:
 - national literacy and numeracy week
 - national strategic numeracy research and development project
- DEST and the Curriculum Corporation on the Le@rning Federation — Studies of Australia
- DEST, the Curriculum Corporation and the National Centre for History Education on the national history project.

Working with statutory bodies

Strategy: Reconsider the functions and roles of the statutory arrangements for curriculum development, assessment, reporting and credentialling to identify ways statutory arrangements can help schools to deliver quality education experiences for all students.

Department of Education Strategic Plan 2001–2005, p. 16

The Minister's portfolio includes a number of education statutory authorities — see appendix 8. To ensure that all Queensland students receive a high quality education, the

department maintains a strong and active relationship with each of these bodies. The department's Director-General, Deputy Director-General, Assistant Directors-General and several school principals hold positions on the boards of these bodies.

During 2001–2002, the *Education (Queensland Studies Authority) Act 2002* was passed by Parliament. The new Queensland Studies Authority integrates the functions of the Queensland Board of Senior Secondary School Studies, the Queensland School Curriculum Council, and the Tertiary Entrance Procedures Authority. This amalgamation supports the State Government's commitment to a consistent approach from preschool to Year 12, and to intersectoral and cross-systemic cooperation.

A departmental secretariat has overseen the establishment of a new single authority. The role of the authority will include supporting all Queensland schools in syllabus development, syllabus accreditation, moderation, assessment, testing and certification. The Queensland Studies Authority will also be responsible for tertiary entrance procedures and will provide information to students to help them in their transition to post-school destinations.

Working with pre-service providers

Strategy: Strengthen relationships with pre-service education institutions and the teacher registration authority to ensure the adequate supply of teachers with the required knowledge, skills and professional behaviours.

Department of Education Strategic Plan 2001–2005, p. 16

The department continued to strengthen relationships with pre-service educational institutions during 2001–2002. A series of meetings with deans of education, practicum coordinators, career counsellors and university teacher induction representatives resulted in:

- the department funding seven university submissions for teacher induction
- an in-principle agreement to jointly research models that support practicum and internships within schools
- the provision of information to support the employment of quality teacher graduates
- the provision of programs to address teaching areas that are in high demand.

The Director-General or a nominee also represented the department on all university governing bodies in Queensland.

During 2001, the Board of Teacher Registration implemented its Fresh Look project to ensure that teacher education and registration keep pace with changes in education and society. The department participated in this project.

Early in 2002, two working parties were established to revise and develop standards and guidelines for pre-service teacher education. These guidelines will ensure that teacher education and teacher registration meet the expected needs of Queensland schools. The standards and guidelines incorporate graduate standards, programs and organisational guidelines, and guidelines for course consultation.

Exporting education

Strategy: Expand the services of Education Queensland International to increase student enrolments, expand offshore programs and increase other business and consultancy opportunities. This will contribute to the Government's Export of Education Strategy and ensure that Queensland is positioned as a national leader in exporting education and education services.

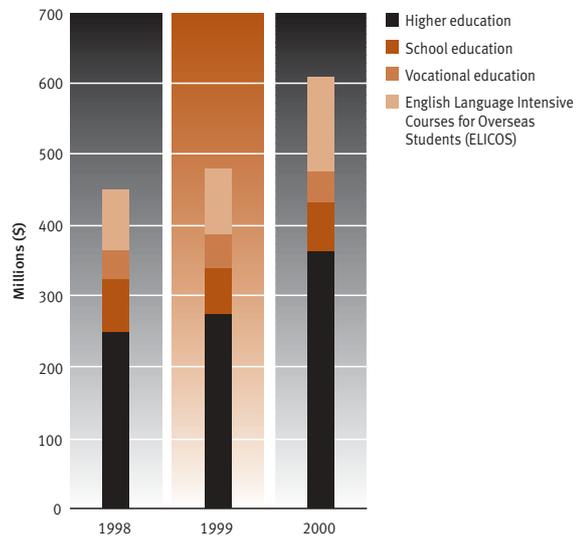
Department of Education Strategic Plan 2001–2005, p. 16

The export of Queensland education contributes significantly to the state's economic development. During 2001–2002, the number of international students in Queensland continued to grow, as did the number of students in other countries undertaking Queensland education programs.

The department's export of education activities contributed to the work of the Queensland Education and Training Export Strategy. Towards the end of 2001, the Education and Training Export Task Force commenced operation as Queensland Education and Training International (QETI). QETI's role is to double the export earnings from the Queensland education and training sector from \$500 million to \$1 billion in five years, and to develop by 2006 a strategically advanced and self-sustaining industry.

The work of the department through Education Queensland International and the Office of Higher Education's International Project is now complemented by QETI — see page 74. Figure 30 illustrates the growth in earnings from international students in Queensland over the past three years.

Figure 30: Growth in expenditure by international students in Queensland



Source: 1998 *Overseas Student Statistics 1999*, DETYA/AEI 2000.
 1999 *Overseas Student Statistics 2000*, DEST/AEI 2002, Table 40.
 2000 *Overseas Student Statistics 2000*, DEST/AEI 2002, Table 41.
 Note: 2000 data is the most current data published.

OUTLOOK 2002 – 2003

The department will:

- develop a White Paper to advance the Queensland the Smart State — Education and Training Reforms for the Future package
- enhance cross-sectoral partnerships with the Department of Employment and Training, universities and non-state schools
- continue to work with universities on educational reform
- provide leadership to the education export industry in Queensland
- develop new partnerships with local and international education providers
- support the Queensland Studies Authority to develop a curriculum for the new preparatory school year, and to develop new approaches to certification of senior schooling pathways.