

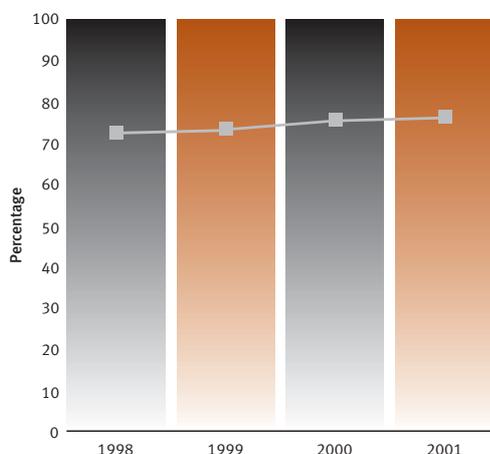
The core business of schools is providing learning outcomes for students to achieve system-wide and school-based learning outcomes. Schools are the locus of learning expertise and the focal point of interactions between students, parents, the community and the state education system. Schools are valuable community assets central to community learning and development. How they go about responding to the opportunities and challenges presented in our diverse and changing communities need not be the same across the system. The system must, however, work to support schools to provide distinctive approaches to schooling.

District and central offices will provide services that facilitate the work of schools and the learning relationship between significant adults, teachers and students. This support will provide the flexibility to enable schools to get on with their work in an environment characterised by innovation and differentiation. Services should be coordinated, consistent and designed to minimise the administrative loads of schools.

*Department of Education Strategic Plan 2001–2005, pp. 13 and 15*

During 2001–2002, the department maintained its focus on providing quality schooling for students. Figure 25 shows that student satisfaction increased from 73 per cent in 1998 to 76.4 per cent in 2001.

**Figure 25: The proportion of the student population satisfied that it is getting a good education at school**



Note: The percentage satisfied on the graph includes those who stated that they were either satisfied or very satisfied on the survey form. The percentage of students who were dissatisfied or had a neutral view is not represented on this graph.

The department is committed to ensuring that schooling is a rewarding experience for all students. Progress in each key outcome area for the objectives of schools and services to schools will enable the department to further enhance its performance.

## Distinctive schooling

**Strategy:** Continue to work with school communities to select and implement the most appropriate school-based management option for individual schools.

**Strategy:** Develop innovative, distinctive approaches to schooling within the School-Based Management Policy Framework. Distinctive approaches will demonstrate a clear educational rationale that reflects the need of students, the community and/or identified market segment to ensure schools are better able to meet the educational needs of their community.

*Department of Education Strategic Plan 2001–2005, p. 13*

## Responding to local needs

During 2001–2002, the department provided schools with increased administrative, educational and financial flexibility to accommodate distinctive community needs and efficiently achieve systemic objectives. In particular, a distinctive schooling framework is being developed for schools that includes standards, policies and guidelines in four strategic areas — local area education planning, school structures, educational partnerships, and specialisation.

In designing distinctive approaches, schools have modified management structures, specialised in curriculum and teaching styles, focused on market and service specialisation, and enhanced operating arrangements. While some schools have already successfully developed distinct, community-focused approaches, the department is committed to assisting all schools to respond to the distinctive needs of their communities.

## Examples of excellence

While all schools are working to respond to community needs, the following are examples of schools that have established outstanding specialised programs or facilities.

### *Mount Gravatt State High School — the Hi-tech High*

Mount Gravatt State High School — the Hi-tech High, has a distinctive and innovative information and communication technology (ICT) focus in curriculum delivery. This ensures students have the expertise to function as effective lifelong learners in a technological society. The school established a new benchmark for student access to modern hardware and software with a ratio of one computer for every two students.

### *Kelvin Grove State College*

Kelvin Grove State College is part of a unique educational precinct comprising the college, the Queensland University of Technology (QUT) and the developing Kelvin Grove Urban Village. The senior school offers a number of unique, high quality programs including:

- schools of excellence in dance, media, golf, tennis, soccer and aviation
- extension programs in English, music and drama
- a cyber school in multimedia developed in partnership with registered training provider QANTM and software and hardware supplier CORETEC.

### *Cavendish Road State High School*

Cavendish Road State High School is implementing a curriculum with a focus on sport (soccer), bio-technology, human movements and science. The school is providing a distinctive curriculum in partnership with universities that helps students make the transition to further study. For example, students attaining high or very high achievement in Science in Year 12 receive six months credit for university studies in bio-technology at Griffith University and in human movements at the University of Queensland.



### *Western Cape College*

Western Cape College was established to increase attendance and improve educational outcomes for students on the western cape of Far North Queensland. The college is an amalgamation of Aurukun P–10 school, Napranum State School, Mapoon State School and Weipa P–12 school. The college has introduced consistent curriculum, assessment and management processes across campuses to improve student transition to high school. Comalco Aluminium Ltd has committed to providing training and employment to all Indigenous students who complete Year 10.

### **Preschool–Year 12 (P–12) schools**

*Strategy: Improve sequential relationship between stages of schooling, recognising that learning is a continuum from preschool to Year 12 (P–12) and that middle schooling is a vital stage in this continuum. This will be achieved by supporting the development of P–12 schools and through cooperative alliances between schools within districts.*

*Strategy: Promote the successful progression, participation and attainment of students through 12 years of schooling and to post-school destinations. Implementing school, district and systemic initiatives will assist in addressing school enrolment and retention trends.*

### *Department of Education Strategic Plan 2001–2005, p. 13*

In order to improve the relationship between the stages of schooling, a number of P–12 schools have been established, including Bentley Park College, Woodcrest College, Varsity College, North Lakes State College and Calamvale Community College. In addition, Whites Hill State College began operation as a single entity in 2002, emerging from an amalgamation of Camp Hill State High School, Whites Hill State School and Xavier Special School. Kelvin Grove State College was established from the amalgamation of Kelvin Grove State High and Kelvin Grove State Schools.

During 2001–2002, the department began planning for the Earnshaw State College, which will be created by amalgamating Banyo State High and Nudgee State School. Earnshaw State College will open in 2003, as will a new P–12 campus at Coomera. Each of these schools will offer junior, middle and senior schooling to provide continuity in learning and curriculum from preschool to Year 12.

*Preschool to Year 12 schools are being established to help students make the transition between the stages of schooling.*

## Internationalising education

The presence of international students in schools increases cultural awareness and provides students with an appreciation of diversity. When international students return home they take with them knowledge of Queensland and networks that may lead to the development of business relationships in the future.

Twenty-seven state secondary schools offered formal programs to fee-paying students from other countries. Six of these schools linked with offshore programs that deliver the Queensland Year 10 curriculum in four sites in China.

Schools from the Boondall Wetlands area in Brisbane and Yatsu-Minami elementary school in Japan signed a Brisbane–Narashino memorandum of understanding on educational exchange. Student, family, local government and community groups are taking part in this project.

## OUTLOOK 2002–2003

The department will:

- continue to assist all schools to provide effective, distinctive schooling and support diversity
- develop, through Education Queensland International, agent networks to increase student participation rates, continue to expand offshore programs, and develop consultancy opportunities.

## Social outcomes for students

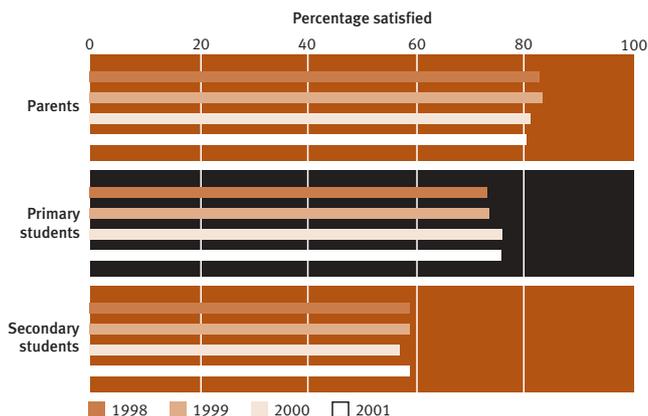
**Strategy:** Provide a safe, tolerant and disciplined environment that allows all students the opportunity to learn. Improved cooperation with other government agencies, new curriculum frameworks and expanded community partnerships will contribute to create this environment.

*Department of Education Strategic Plan 2001–2005, p. 13*

Schools, in partnership with parents, have a role in meeting the holistic needs of students. In 2001–2002, the department maintained its commitment to a safe, tolerant and disciplined environment that supports learning.

Parent and student satisfaction with school safety is a key measure of performance. As shown in figure 26, primary students' satisfaction with safety at school increased during the past four years from 73.2 per cent in 1998 to 75.7 per cent in 2001. In 2001, 59.1 per cent of secondary students felt safe at school, compared with 57 per cent in 2000 and 59 per cent in 1999 and 1998. Parents' satisfaction has remained above 80 per cent during the same period.

Figure 26: Parents and primary and secondary school students' satisfaction with safety at school

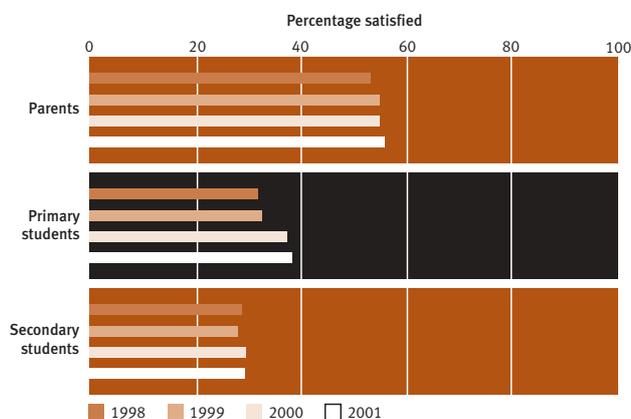


Note: The percentage satisfied on the graph includes the proportion of those surveyed who indicated that they were either satisfied or very satisfied. The percentage of parents and students who were dissatisfied or who had a neutral view is not represented on this graph.

## Behaviour in schools

Student behaviour in schools continues to present challenges, although satisfaction with the behaviour of students at school is improving. In 2001, 55.4 per cent of parents were satisfied with the behaviour of students at their child's school — see figure 27. Primary students' satisfaction increased marginally from 37.1 per cent in 2000 to 37.9 per cent in 2001. Secondary students' satisfaction was maintained at 29.6 per cent (29.5 per cent in 2000).

Figure 27: Parent and student satisfaction with behaviour in school



Note: The percentage satisfied on the graph includes the proportion of those surveyed who indicated that they were either satisfied or very satisfied. The percentage of parents and students who were dissatisfied or who had a neutral view is not represented on this graph.

This improvement is the result of:

- 300 behaviour management staff
- early intervention support for students
- classroom support for effective teaching and management strategies
- assistance with the development and review of school behaviour management plans
- professional development in behaviour management.

Our school is judged by the actions of our students. Good conduct at school, and on the way to and from school, is expected at all times. Cooperation, courtesy, common sense and consideration of others are guidelines for student behaviour. Our Behaviour Management Policy reflected the values, beliefs and opinions of our school community and aimed to provide support, a sense of belonging and a 'family' ethos for all our students. The Behaviour Management Plan was published in the student diary.

#### *Miles State High School*

#### **Bullying. No Way!** [WWW](#)

The department, on behalf of all Australian education sectors, developed the 'Bullying. No Way!' website during 2001–2002. The website allows information to be shared on a range of topics including developing positive school cultures and enhancing practices that address bullying and harassment. The aim of the initiative is to increase safety, personal wellbeing and supportive learning environments. The anti-bullying website was promoted to all schools throughout Australia.

#### **Social Outcomes Survey** [WWW](#)

Learning in schools leads not only to academic outcomes but also to social outcomes for students. Gaining a better understanding of the social outcomes being achieved will lead to an improvement in the quality of education for all students. In late 2001, the department released a Social Outcomes Survey and Administration Guide to help schools explore this aspect of student learning.

#### **Sporting outcomes for students**

Participating in sport provides opportunities for students to develop social skills. During 2001–2002, 1104 students represented the state in many events including golf, triathlon, surfing, orienteering, Australian football and water polo.

Once again, Queensland students dominated national sporting competitions. Forty-seven students represented Australia in international events or were selected for Australian teams. These results reflect the department's commitment to school sport and the positive influence of appropriate health and physical education programs in schools.

### **OUTLOOK 2002–2003**

The department will:

- continue behaviour management activities
- promote the 'Bullying. No Way!' website.

## **Building the capacity of the school community**

**Strategy:** Support cross-government initiatives that improve student access to resources and services that will support their social needs and improve their capacity to complete 12 years of schooling.

*Department of Education Strategic Plan 2001–2005, p. 13*

During 2001–2002, a number of cross-government initiatives in schools continued to benefit students, teachers, parents and the community. Programs included placing police and nurses in schools, and programs to prevent youth suicide and homelessness.

#### **School-based police**

The School-based Policing Program continued to have positive effects in schools. The program seeks to improve students' citizenship skills and their relationships with police. There were 17 officially gazetted police officers in 28 state high schools as at 30 June 2002. School-based police officers are an integral part of the current approach to policing, which places a greater emphasis on community involvement and on prevention. This practice has the potential to help provide a safe and supportive learning environment for all students.

#### **School-based nurses**

The School-based Youth Health Nurse Program is an interdepartmental initiative between Queensland Health and the Department of Education that seeks to enhance the health of young people. As at 30 June 2002, there were 119 school-based youth health nurses in 240 schools. The program provides young people with access to information, advice and support to deal with the changes and stresses of adolescence. School nurses also assist parents, school staff and the general community.

#### **Whole-of-government initiative to reduce youth suicide**

The department is a partner in the Queensland Government Youth Suicide Prevention Strategy (QGYSPS). This strategy is a whole-of-government initiative by the Departments of the Premier and Cabinet, Families, Health, Education, Employment and Training, and Aboriginal and Torres Strait Islander Policy. The goal of QGYSPS is to prevent self-harming behaviour, particularly youth suicide, and to reduce the effect of youth suicide on families and communities. To achieve this goal, QGYSPS has established local community networks to strengthen the capacity of families and communities to respond locally to the needs of young people.

Each education district has two designated contacts to support the implementation of the QGYSPS. The role of the contact is to distribute information about issues of self-harm and youth suicide prevention and represent the department on community networks.

### Responding to homelessness

In collaboration with the Department of Housing and the Department of Families, work continued on a coordinated Queensland Government response to homelessness.

Schools are considered best placed to identify homelessness among students and act as a referral point to other agencies. The Framework for Students at Educational Risk and the Partners for Success strategy help ensure that homeless students and those at risk of homelessness receive appropriate support to continue their education.

### New facilities

**Strategy: Develop the school as a community asset, which is a centre for learning and community development and is aligned with the characteristics of the community it serves.**

*Department of Education Strategic Plan 2001–2005, p. 13*

The department encouraged schools and their communities to become increasingly involved in the planning, design and delivery of new facilities. By participating, the community gains more benefit from the state's investment in facilities.

More than \$275 million was spent on the 2001–2002 Capital Works Program. This included six new schools, eight establishment stages and more than 115 classroom buildings — figure 28. The program addresses the needs of students with disabilities, and issues such as workplace health and safety, sustainable schools, minimum requirements for classrooms and amenities, and the delivery of a contemporary curriculum.

### Forging lasting partnerships

**Strategy: Develop and maintain strong relationships with industry to increase students' use of workplace and community organisation sites and to ensure that school programs are connected to the demands of a knowledge-based economy.**

*Department of Education Strategic Plan 2001–2005, p. 13*

Partnerships with community organisations and local industry enable schools to tailor offerings to meet the needs of their students — particularly those moving to further study and work. Outstanding results were achieved in 2001–2002 in the areas of vocational education and training (VET) in schools, localised solutions through community access schools, and innovative programs to support transitions through school to work or further study.

### Vocational education and training (VET) in schools

#### *Emerald State High School*

**Business, industry and community partnerships deliver success**

Emerald State High School won the Vocational Education and Training in Schools Excellence Award at the 2001 Queensland Training Awards. The school involved the whole town in its Work Placement — Linking Industry and Schools (WISE) program, which caters for students who want to gain experience during Years 11 and 12 through work placements and school-based apprenticeships and traineeships.

#### *Helensvale State High School*

**Taking a business approach to VET**

Helensvale State High School and the Riviera Group have a long and mutually beneficial association. In 1997, Helensvale entered into a partnership with the Riviera Group to train students. The partnership allowed four students to begin school-based apprenticeships while completing their

Figure 28: New schools, school stages and new and upgraded preschools (including relocations and upgrades) in 2001–2002

New schools	New school stages	New/upgraded preschools
Calamvale Community College (P–12)	Narangba Valley State High School	Aurukun State Preschool Centre
Oonoonba State School (P–7)	Forest Lake State High School	Calamvale Community College State Preschool Centre
Pacific Pines State School (P–7)	Northern Beaches State High School	North Lakes State Preschool Centre
North Lakes State College (P–3)	Tamborine Mountain State High School	Pacific Pines State Preschool Centre
Flagstone Community College (Year 8 in 2002)	Tannum Sands State High School	
Townsville (Learning community centre)	Woodcrest College	
	Varsity College — stage A and B	

Senior Certificate. The students are now fully qualified in Boat Building (Engineering) and are still employed by the Riviera Group.

### **Atherton State High School**

#### **Tailoring VET to student and business needs**

Atherton State High School prides itself on offering a VET program that is tailored to the needs of its students and those of local businesses. The school has a school-based apprenticeship and traineeship completion rate of 95 per cent and 75 per cent of these students are OP eligible.

#### **Community Access Schools (CAS)**

Through the CAS project, the department has documented effective practices that enable schools and their communities to help young people to achieve their potential. The pilot CAS project from 1998 to 2001 encouraged the development of school–community links and promoted schools as a community hub and centre for ongoing learning.

When the pilot finished in July 2001 there were 11 community access schools in Queensland. As a result of improved and integrated service delivery in the communities involved, there has been a significant improvement in the participation, retention and educational outcomes of students at educational risk.

Some CAS initiatives include:

- Kingston College's Centre for Continuing Secondary Education encourages community members to return to education through adult learning with accredited and short courses in literacy, numeracy and life skills.
- Garbutt State School secured a scholarship program offered by business to financially support Year 7 students throughout their high school careers with an apprenticeship or employment offered to scholarship students on completion of high school.
- Loganlea State High School provides pathways to work and training through school-based apprenticeships, traineeships and structured work placement. Flexible programs are offered during school hours and on weekends.

#### **School, industry and the community sharing the commitment**

Rockhampton State High School is a pilot school for the Beacon Foundation's No Dole program. The program is designed to remove the dole as an option for school-leavers. The school is committed to ensuring that students enter either further training or employment when they leave. In 2001, the program focused on Year 12 students but will include Years 10 and 11 students by 2003. As at 30 June 2002, 95.7 per cent of the Year 12 students who graduated

in 2001 were undertaking further study or work — only six of the 139 graduates were not studying or working and these graduates were being mentored and counselled.

The No Dole program includes a charter signing ceremony where students publicly reject the dole as an option. The program relies heavily on strong alliances with industry and training providers and has the support of the Rockhampton City Council and the Stanwell Corporation.

#### **Providing community access to ICT in schools**

A number of state schools were involved in a joint initiative with the Brisbane City Council to provide affordable community Internet training on school premises. The initiative seeks to strengthen school–community links and provide community members with the skills to access the increasing array of services available online. Initial trials in 2001–2002 were successful and the service will be expanded to an additional 37 state schools during 2002.

#### **Building learning networks**

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**Strategy: Initiate and support networking strategies that encourage the school community to engage in professional dialogue. These strategies will enable schools to showcase best practice in pedagogy, curriculum and assessment and to share knowledge that will promote school improvement.**

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*Department of Education Strategic Plan 2001–2005, p. 13*

Teachers had a number of opportunities to develop their skills by participating in programs such as the Commonwealth-funded Quality Teacher Program and the Innovative Designs for Enhancing Achievement in Schools program (IDEAS), many of which were offered through the department's e-learning platform, the Learning Place. For more information about the Quality Teacher Program and IDEAS, see the workforce section page 42; see pages 45 and 54 for more information about the Learning Place.

#### **Celebrating excellence in schools**

The achievements of students and staff across Queensland have been recognised through a number of programs and awards including:

##### **Showcase Awards for Excellence**

The annual Showcase Awards for Excellence recognise and reward excellent practice in state schools. In May 2002, 166 programs were showcased in their districts during State Education Week. Sixty-nine schools received district awards, which included a \$2000 development grant. Twelve finalists were selected from these schools. In August 2002,

six schools received state finalist highly commended awards with a \$10 000 development grant, and six received state awards with a \$30 000 development grant.

Recipients of state awards were:

**Bloomfield River State School, Cairns and Cape District**  
**Gold pass: From token to a culture of engagement**

Bloomfield River State School's gold pass program links important school activities such as sports days and excursions with the need to attend school on a regular basis. The incentive system applies to all students. When students achieve 85 per cent attendance at school, they receive a gold pass, which makes them eligible for activities such as public celebrations on parade and entry to a special activity room with computers, art and other activities. Students also need a gold pass to go on excursions. As well as helping to increase attendance rates, the gold pass contributed to improved reading-age levels through the accompanying literacy program, and increased parent, student and staff satisfaction.

**Bracken Ridge State High School, Geebung District**  
**Partnerships in career planning**

Through partnerships with Government and private training providers, this program enables students to develop their own individual career action plans. The school developed class timetables for Years 11 and 12 to fit all mainstream curriculum subjects into four days. Students use the fifth day to put their career plans into action. This can mean structured programs such as Certificate I in Work Education, TAFE or university links, work placement, and school-based apprenticeships and traineeships. With access to a range of resources, mentoring from teachers and contact with training providers, students are taking charge of their own futures.

**Bundamba Secondary College, Ipswich District**  
**Literacy enhancement action program (LEAP)**

LEAP is a whole-school program introduced as a direct response to declining literacy levels at the school. Academics from the University of Queensland helped to develop the program. Students receive an intensive 30-minute literacy lesson each day. These lessons are designed to help them interpret and decode information; research, select and use existing knowledge; discard irrelevant knowledge; and recognise patterns in information. As well as improving reading skills, LEAP equips disadvantaged students with skills useful in a workforce that increasingly demands independent learners with technology skills.

**Edens Landing State School, Gold Coast North District**  
**Constructing multimedia: An inclusive, whole-school approach to improving student outcomes**

Creating multimedia projects is now part of everyday life for students and teachers at Edens Landing State School. Both teachers and students participate in peer tutoring to increase their skills and knowledge in multimedia. This approach has meant that students and teachers are constantly challenged. Through the program, students have developed a high level of skill in problem solving, thinking and technology. They have used these skills to produce anti-bullying commercials and cartoon-style video clips to promote school rules. The project has been so successful that Edens Landing is now providing professional development days for teachers in neighbouring districts.

**Woodridge State High School, Logan-Beaudesert District**  
**Woodridge High — The enterprise school**

Enterprise education focuses on students becoming independent, creative, lifelong learners who show initiative, are team players and are comfortable with change. At Woodridge State High School, this philosophy has been embedded into everything students learn and experience. Across the curriculum, students learn to take an enterprise approach to problem solving. They learn to be flexible, creative and adaptable to changing social and economic environments. Through real-life enterprise activities — including running sports events at the primary school, promoting the school musical and producing and marketing postcards of Logan City — the students are emerging as confident young adults who have already started to shape their community.



*The Director-General of Education, Jim Varghese, announces the recipients of the 2002 Showcase Awards for Excellence.*



*Legacy in pieces by Amaya Danello, Ayr State High School — selected for the Minister's Awards for Excellence in Art in 2001.*

### Zillmere State School, Geebung District

#### Aim High

Aim High is the school song, and aim high is what students, teachers, families and friends of Zillmere State School did when they produced their own CD. Launched in 2001 at a school community multicultural day, the CD features the school song Aim High, written collaboratively and sung by all the students, and many parents and staff. The CD features a cultural medley that showcases the school's rich and diverse ethnic composition. The Aim High project was designed to develop students' pride in themselves, their school, their achievements and their backgrounds. It was also the platform for an even bigger project, the Zillmere and Taigum Child Care and Family Support Hub. The Hub, a partnership between the school and a number of State Government, local government and community agencies, offers families a wide range of support services.

#### *The Building Youth Technology Excellence Awards (BYTE)*

The BYTE Awards offered scholarships to 30 senior students who demonstrated outstanding achievement in the area of information technology and multimedia communication. The students were invited to Brisbane to attend an eight-day workshop program that included visits to leading organisations in information and communication technology. The awards culminated in a presentation officiated by the Minister for Education.

#### *Excellence in art*

The 2001–2002 Minister's Awards for Excellence in Art highlighted the selected artwork of 48 senior students in an exhibition at the Queensland Art Gallery and a touring exhibition to 10 regional centres. Seventy-five thousand people viewed the exhibition in Brisbane with an additional

40 000 visiting the touring exhibition. The 48 students came together for a five-day workshop program in October and were presented with certificates from the Minister for Education. A video of the workshops was produced by the Queensland Art Gallery and was distributed to schools on request.

#### *Fanfare*

Fanfare is the biennial statewide festival of bands and orchestras that fosters the development of school-based ensembles in the instrumental music program. More than 15 500 students and 560 ensembles from state schools performed in regional music festivals throughout the state as part of Fanfare 2002.

Eleven ensembles were selected to participate in the state festival in Brisbane where five were chosen to perform in the Grand Final Concert at the Queensland Performing Arts Centre in August 2002.

The 11 finalists were Benowa State High School Big Band, Blackwater State High School Symphonic Band, Brisbane State High School Percussion Ensemble, Cairns State High School Orchestra, Dakabin State High School Stage Band, Harristown State High School Stage Band, Kingaroy State High School Stage Band, MacGregor State High School Big Band, Mansfield State High School Concert Band, Pimlico State High School Chamber Strings, and Redbank Plains State High School Stage Band.

#### *Australian Business Week (ABW) program*

The number of schools offering an ABW program continues to increase each year. In 2001, 24 schools were involved in conducting programs, while in 2002 approximately 27 schools participated. ABW is a one-week program that allows students to learn about business by running their own computer-simulated company.

For the second year, Queensland state high schools outperformed a national field of state and non-state competitors to take out national honours in the 2001 ABW awards. Queensland schools were placed first, second and third in the Best Program Award and first and third in the Best Initial Program award.

## OUTLOOK 2002–2003

The department will:

- continue supporting cross-government initiatives to improve student access to resources and services
- continue to recognise and reward student achievement through existing and new awards and programs.

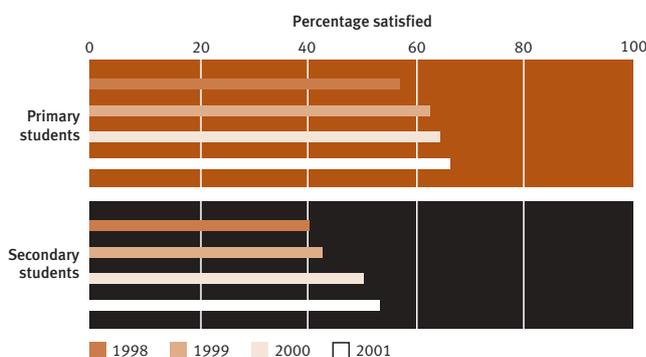
## Information technology

**Strategy:** Maintain and enhance current communication and information technology infrastructure programs such as Enterprise Network and the School Local Area Network. This infrastructure will support the delivery of services such as the Curriculum Exchange, the Virtual Schooling Services and Foundation Online\*.

*Department of Education Strategic Plan 2001–2005, p. 15*

In 2001, approximately 66.4 per cent of primary students and 53.1 per cent of secondary students indicated that they were satisfied with the way they used computers for learning at school. These satisfaction levels have increased since 1998 when approximately 57.1 per cent of primary students and 39.6 per cent of secondary students expressed such views.

**Figure 29: Students satisfied with their use of computers at school**



Note: The percentage satisfied includes the proportion of those surveyed who indicated that they were either satisfied or very satisfied. The percentage of parents and students who were dissatisfied or who had a neutral view is not represented on this graph.

### Networked Learning Communities

The \$40 million four-year Networked Learning Communities initiative continued during 2001–2002, with:

- \$8 million allocated to schools in October 2001 to enhance technical support in schools
- \$5 million provided to 593 primary schools to purchase additional computers for students, boosting the student-to-computer ratio
- \$2 million allocated for professional development and training for teachers using ICT to deliver the curriculum.

### Enterprise Network

During 2001–2002, 475 school networks were upgraded to broadband allowing them to download data at a faster rate.

The School Local Area Network Project completed the five-year task of cabling at least one administration block and one curriculum block in every school to provide Internet access for students. The cabling also enables Internet and intranet access for administration and teaching staff.

As part of the Queensland the Smart State — Education and Training Reforms for the Future package, local area networks in schools will connect another 1600 classrooms during the next two years.

### Developing an e-learning platform

The Learning Place, launched in 2002, is an e-learning platform that allows teachers to develop online learning packages for their peers and students. The Learning Place fosters networks and links teachers throughout the state. It also provides tools that allow members to plan and share professional development activities.

### Virtual Schooling Service

**Strategy:** Extend the subject choice available to senior secondary students in rural, remote and smaller schools through the Virtual Schooling Service.

*Department of Education Strategic Plan 2001–2005, p. 15*

The Virtual Schooling Service (VSS) is part of the department's Learning Place. VSS increased its subject offerings to six secondary subjects — Mathematics C, Economics, Senior Japanese, Information Processing and Technology, Modern History, and Physics — and one junior secondary subject — Japanese. Enrolments as at Term 1, 2002 increased to approximately 464 students in 63 schools throughout Queensland.

VSS has also attracted interest from educators across Australia and other countries, particularly South-East Asia. The International Association for the Evaluation of Educational Achievement selected VSS as an example of an innovative teaching practice using information communication technologies.

### Curriculum Standard Operating Environment

The Curriculum Standard Operating Environment (CSOE) was developed to help schools standardise their computer environments. This, in turn, will simplify support and ultimately lower the total cost to the organisation. The CSOE has been installed in approximately 90 sites, both primary and secondary schools, with a further 80 scheduled for installation in the near future.

\* Foundation Online is now called the Learning Place

### Corporate anti-virus implementation

During 2001–2002 the department's corporate anti-virus application, Norton AntiVirus, was provided to more than 1290 schools as well as to central and district offices.

### Information Security Policy

In April 2002, the Strategic Management Team (SMT) approved the department's Information Security Policy and accompanying guidelines. The new policy will ensure the availability, integrity and confidentiality of the department's information resources and protect the department's growing use of information and communication technologies.

### Digital Resource Centre

**Strategy: Create a learning community characterised by maximum access to information and communication technologies, enabling effective communication within Education Queensland and improving access to regional, national and global sources of information.**

*Department of Education Strategic Plan 2001–2005, p. 15*

The Digital Resource Centre is part of the department's e-learning platform and comprises the Curriculum Exchange and the Professional Exchange. The centre provides a gateway to quality and appropriate online teaching and learning resources and information for the classroom.

#### Curriculum Exchange [WWW](#)

The Curriculum Exchange is one of the most used online information tools on the department's website, with an average of 321 372 visits per month. EduList, which is a selection of reviewed Internet sites with curriculum-relevant content, provides links to more than 2000 websites evaluated by experienced teachers and teacher-librarians.

Four hundred people attended promotional sessions of the Curriculum Exchange during 2001–2002. In June 2002 subscription to the Curriculum Exchange newsletter, *Resource Finder*, totalled 1438 subscribers — the largest listserv on the department's website.

#### Professional Exchange [WWW](#)

This service provides texts and links to journal articles from Professional Exchange databases. Topics include:

- outcomes-based education
- school leadership
- behaviour management
- inclusive education
- information communication technology
- e-learning
- public–private partnerships
- preschool education.

## OUTLOOK 2002–2003

The department will:

- continue to implement the Queensland the Smart State — Education and Training Reforms for the Future package that will drive new capabilities in information and communication technologies (ICTs). Specific ICT initiatives over the next three years will include:
  - replacing 19 400 computers
  - providing schools with 3000 more computers
  - connecting 1600 classrooms to the Internet by extending local area networks
  - providing professional development for teachers using ICTs in the classroom
  - developing further the school-based delivery of online learning
- address the broader objectives of the ICT component of the Queensland the Smart State — Education and Training Reforms for the Future package by connecting computers within schools and enabling access to community, state, national and global information resources and sources.

### Facilities development

**Strategy: Implement a capital works program that will significantly improve the quality and consistency of public education provision across the state. This infrastructure will support the delivery of contemporary curriculum, enable more effective community use of educational facilities, contribute to improved enrolment trends and support the development of distinctive schools.**

*Department of Education Strategic Plan 2001–2005, p. 15*

#### Upgrading and maintaining facilities

The department has improved facilities by installing airconditioning, making modifications to schools, and implementing the Triple R maintenance program. In 2001–2002, \$50 million was allocated for the department's annual building maintenance program.

#### Cool/Cooler Schools programs

As at 30 June 2002, more than \$100 million had been spent through the Cool/Cooler Schools program since 1996 to improve state and non-state schools. The department has provided subsidised airconditioning to 359 state schools in the northern and central regions of the state and passive cooling measures for a further 22 schools.

During 2001–2002, more than \$12 million was spent on airconditioning in 112 state schools under the Cooler Schools program.

### Minor works

During 2001–2002, \$10 million was allocated to schools to make minor modifications to existing facilities.

### Triple R maintenance program

In order to create environments conducive to learning, \$50 million has been allocated over three years from 2001–2002 to 2003–2004 as part of the Triple R maintenance program to repaint schools, replace deteriorated roofing, and improve water reticulation systems. In 2001–2002, this assistance was provided to approximately 230 schools at a cost of more than \$15 million.

### School Security Strategy

The School Security Strategy seeks to reduce crime against schools by improving the standard of security management in schools. The number of reported break-and-enter incidents for 2001–2002 decreased by 9 per cent compared with 2000–2001. The total number of reported incidents, including break and enter, malicious damage and arson, remained the same, with the major contributing factor a spate of repeated arson attacks on a number of schools. The department has ensured that the effects of these incidents on students and teachers has been minimised.

The department has in place a process to replace razed facilities that includes the priority replacement of permanent classrooms. The department worked with Public Works and private providers to erect temporary classrooms to ensure students were not disadvantaged. In one instance, four temporary classrooms were provided within 24 hours and plans were made to have permanent replacement classrooms within 12 weeks of the incident.

### Secondary Schools Renewal (SSR) program

**Strategy:** Implement the Secondary Schools Renewal program so that a number of secondary schools can undertake major upgrades of facilities. This upgrade will enable these schools to implement programs based on the education profile developed in consultation with the school community.

*Department of Education Strategic Plan 2001–2005, p. 15*

Between 2000 and 2003, \$141 million will be spent as part of the SSR program to upgrade selected state secondary schools, primarily those established before 1975.



*The department's Triple R maintenance program focuses on repainting schools, replacing deteriorating roofing and improving water reticulation systems.*

The initial commitment of \$114 million over the three-year period was bolstered with an additional allocation of \$27 million from the Capital Works Program during 2001–2002, together with further funds to support an increase in the number of participating schools.

Work was completed or advanced at 48 state secondary schools through the SSR program in 2001–2002, and construction will commence on an additional 16 schools during 2002–2003. More than \$9 million of capital program funds have also been used for some of the SSR schools. Funds have been allocated in the following way: \$34 million to the end of 2001, \$78 million in 2001–2002, and an expected \$39.7 million in 2002–2003. Schools reported that SSR delivered far superior outcomes and much higher levels of satisfaction than previous capital works programs.

At schools renewed under the SSR program, total enrolments increased 2.6 per cent (799 students) between February 2001 and February 2002. Twenty of the 30 SSR schools, where work has been completed, reported increased enrolments.

## OUTLOOK 2002–2003

The department will:

- provide \$240.30 million for the Capital Works Program, including allocations for new schools at Upper Coomera and Bonogin near Reedy Creek
- provide an additional \$134 million for capital works funding over four years
- begin implementing a five-year facilities plan for students with disabilities
- provide the Cooler Schools program with approximately \$24.3 million
- provide \$16.7 million to renovate more than 300 schools as part of the Triple R maintenance program
- implement a Partnership Agreement with QBuild for cost-effective maintenance services and projects.

## School standards and corporate governance

**Strategy:** Improve school resource management and accountability practices using the School Planning and Accountability Framework (SPAF). This will ensure that resources are used effectively to maximise student outcomes in a given year.

*Department of Education Strategic Plan 2001–2005, p. 13*

The new Office of School Performance was established in January 2002 to improve the organisation's capacity by promoting a school culture of performance improvement. It supports enhanced learning, performance and accountability across the organisation, with a particular focus on schools and students. It also ensures that the State Government is getting the best result from the resources invested in schools.

During 2001–2002, three key documents were developed to support the implementation of QSE—2010:

- *Destination 2010*, which identifies outcomes, key performance measures and performance indicators, targets and data sources
- *School Improvement and Accountability Framework (SIAF)*, which is an integrated approach to quality improvement and enhanced accountability in state schools
- *QSE—2010 Index: An Optional Guide for Continuous Improvement for Schools*, which provides a set of reflective questions schools may use to review their practice.

SIAF guides planning and reporting in schools and replaces the School Planning and Accountability Framework. The framework encourages school communities to devise programs and solutions that respond to community needs and to focus on continuous improvement and on achieving the outcomes of Destination 2010.

### Realigning the department's structure

**Strategy:** Align the operation and role of district offices to ensure that district services support and improve school capacity building and the implementation of Queensland State Education — 2010.

*Department of Education Strategic Plan 2001–2005, p. 15*

A realignment of the department's structure occurred at the beginning of 2002. Offices for Curriculum, Assessment, Innovation and Inclusion; Resource Services; Strategic and Executive Services; Workforce Development, Learning and Performance; School Performance; and School Administration were created.

In addition, a review was undertaken to determine the best way to deliver services to schools. It was decided to adopt a model based on the existing district structure, and aggregate some of the core business services performed by central and district offices into seven corporate services units (CSU).

CSUs operate as business units through a system of service agreements with districts, or clusters of districts. The core business services provided by CSUs can be categorised into:

- support services — processing and transactions
- advisory services — consultancy and projects
- corporate information systems — data collection and reporting.

These services include resource management, corporate governance, financial administration, facilities management, information technology and human resource management.

CSUs will:

- free up district offices to focus on their core business of building school and workforce capacity
- address inefficiencies by aggregating services
- improve the quality of data collected for key information technology systems
- attract and retain an appropriate level of expertise by providing a workforce structure with clear career paths
- enhance service delivery to schools through clearly defined service arrangements, standards and accountabilities identified through service level agreements with districts.

## Managing resources

**Strategy:** Provide quality human resources, legislative and executive services, finance and facilities, and policy and strategic planning functions to support the core business of schools. The standard and quality of service provision will be articulated in the Central Office Charter and comply with best practice in risk management.

*Department of Education Strategic Plan 2001–2005, p. 15*

The department supported the core functions of schools through the effective planning, management and allocation of human resources, assets and finances.

A major restructure undertaken by the department during 2000–2001 was designed to improve the standard and quality of service provided to teachers and schools.

### Legislative and executive services

During 2001–2002 a systematic record keeping and retrieval system supported by an electronic document management framework was introduced. The system enabled the department to more comprehensively manage its knowledge and risk, and to improve the quality of decision making.

To support decision making in schools and district offices, the department offered a legal advisory service and introduced a professional skills program for school and district office staff.

Quality and efficiency improvements have resulted from an update of the quality assurance process used for Cabinet submissions by the department.

During 2001–2002, the department oversaw the largest and most significant legislative program in many years – see appendix 8 for details of new and amended legislation.

### Policy and strategic planning functions

During 2001–2002, the department completed the first stage of a process to improve the quality of policy development with an emphasis on supporting increased innovation in schools. In June 2002, the department endorsed a best practice guide to developing and implementing operational, curriculum and strategic policy across the portfolio.

The guide adapts the whole-of-government preferred policy model approved by the Department of the Premier and Cabinet. It provides assistance with all aspects of the policy process in addition to departmental contact and resource information.

During 2001–2002, the department commenced development of a system to refine its internal and external performance and budget reporting processes.

### Promoting schools and teaching

**Strategy: Develop and implement an integrated promotion and communication strategy that effectively promotes the value of state schools and the work of teachers. This strategy will ensure that education provision is better aligned with community perceptions and expectations by identifying key messages at the systemic, cluster and school levels.**

*Department of Education Strategic Plan 2001–2005, p. 15*

The department is committed to increasing client awareness and satisfaction with the services offered by state schools. The department developed and implemented integrated strategies that recognise, reward and promote excellence in state schools and teaching.



*School performances took centre-stage at the launch of State Education Week at South Bank in May 2002.*

The following projects demonstrate how the department is promoting schools and the achievements of teachers and students.

#### State Education Week

More than 1000 state schools opened their doors to engage with their communities in a range of activities and events to celebrate State Education Week in May. The week was launched at South Bank on 19 May 2002 with 37 schools and approximately 500 students involved in cultural performances and a showcase of school projects and curriculum innovation.

#### *schools+parents* magazine

The department published the first edition of the *schools+parents* magazine in April 2002. The magazine will be produced twice yearly and seeks specifically to develop, inform and maintain positive relationships with parents.

#### Education Views

In 2001–2002, the department published 22 issues of *Education Views*. The publication has a fortnightly print run of 54 500 copies, which equates to more than one million copies per year. *Education Views* was reviewed during the year resulting in a new format focused on recognising excellence in education and meeting the needs of its readership.

#### Showcase Awards for Excellence

See page 51.

### OUTLOOK 2002–2003

The department will:

- begin operating CSUs
- maintain risk management, ethics and performance auditing systems to ensure rigorous internal control, monitoring and review across the department
- continue to drive cultural and organisational changes to strengthen the department's capacity to deliver the State Government's Queensland the Smart State — Education and Training Reforms for the Future package and QSE—2010.