

appendixes



Appendix 1:	Summary of the operations of parents and citizens' associations	76
Appendix 2:	Payments to external consultants.....	76
Appendix 3:	Voluntary early retirement (VER), deployment and retrenchment activities.....	76
Appendix 4:	Compliance with government policy and legislation — <i>Whistleblowers Protection Act 1994</i>	77
Appendix 5:	Compliance with government policy and legislation — <i>Public Sector Ethics Act 1994</i>	77
Appendix 6:	Compliance with government policy and legislation — Implementing the Multicultural Queensland Policy.....	77
Appendix 7:	Summary of higher education approval activities	78
Appendix 8:	Legislation and statutory bodies within the portfolio of the Minister for Education.....	81
Appendix 9:	Compliance with government policy and legislation — Privacy policy.....	82
Appendix 10:	Home schooling.....	82
Appendix 11a:	Summary of Queensland state school disciplinary absences, term 4 2002 to term 2 2003.....	82
Appendix 11b:	Summary of Queensland state school disciplinary absences by absence reason, term 4 2002 to term 2 2003	83
Appendix 12:	Overseas travel by departmental officers.....	83
Appendix 13:	Education Queensland contact details	87

Appendix 1: Summary of the operations of parents and citizens’ associations

Regulatory framework

Parents and citizens’ associations (P&Cs) are vital and necessary partners in successful school communities. There are approximately 1290 individual P&C associations working with their respective state schools to:

- › foster community interest in education
- › promote cooperation between parents, the broader community, school staff and students
- › advise the principal on issues regarding students at the school, and on other general operational and management issues
- › provide resources and services for the benefit of students
- › assist preschools associated with the school
- › perform other functions, not inconsistent with the Act, as the Minister may from time to time determine.

These associations are governed by the legislative requirements specified under the *Education (General Provisions) Act 1989* and the Education (General Provisions) Regulation 2000, and operate under a constitutional model approved by the Director-General of Education in 2000. Financial practices and processes are informed by the official financial management practice manual, *Accounting for Parents and Citizens’ Associations*. A review of the manual, finalised in February 2003, successfully addressed issues such as:

- › the acceptance of standard reports provided by accounting software
- › reformatting the document into a more compact, logically sequenced web-based medium
- › the provision of self-assessment activities
- › extensive use of hyperlinks and downloadable templates for ease of use by P&Cs
- › more comprehensive GST information.

Overview of operations

The principal purpose of P&Cs is to offer parents and the community a forum to participate in shaping the school and its environment. This is achieved through:

- › regular meetings to enable parents and community members to raise issues and advocate improvements to the school
- › working bees for school improvements or maintenance
- › fundraising activities
- › community-oriented activities associated with significant school events such as ANZAC Day
- › subcommittees to establish preschools and to manage tuckshops and uniform or book shops.

Audit procedures for P&Cs

Under the Education (General Provisions) Regulation 2000, auditors examine the collections, payments, cashbooks, minutes of meetings and other records of a P&C, and verify with financial institutions the financial balances held or owing. This allows the auditor to certify whether:

- › the P&C’s financial statements are in agreement with the accounts and are in an acceptable format
- › the P&C has complied with account keeping requirements
- › the statements present a true and fair view — on a cash basis and within the requirements of *Accounting for Parents and Citizens’ Associations* — of the transactions for the financial year and the financial position at the close of the year.

P&Cs appoint an auditor to review their accounts. A departmental senior internal auditor then reviews the audited financial statements and reports any issues to the Director, Audit Operations, who then provides a report to the department’s Audit and Risk Committee and Strategic Management Team.

Appendix 2: Payments to external consultants

Category of consultant	2001–2002 (\$)	2002–2003 (\$)
Management — teaching, learning and curriculum projects	350 049	1 116 262*
Management — corporate management/facilities feasibility projects	421 784	456 136
Human resources	90 957	73 129
Information technology	57 644	174 724
Communications	81 673	–
Finance/Accounting	42 881	208 452
Professional technical	22 454	27 000
TOTAL	\$1 067 442	\$2 055 703

*Teaching, learning and curriculum projects include Commonwealth-funded projects amounting to 44.0 per cent or \$491 403 of this total.

Appendix 3: Voluntary early retirement (VER), deployment and retrenchment activities

	Number	\$
VERs accepted or redundancy packages paid	257	9 673 726

Note: During 2002–2003 VERs resulted from the Queensland Government’s Public Service Workforce Renewal Program that was announced in June 2002. This initiative included the offering of VER packages to permanent public service employees within the department. These amounts exclude accrued leave entitlements.

Appendix 4: Compliance with government policy and legislation — Whistleblowers Protection Act 1994

During 2002–2003, 67 public interest disclosures were made under this Act, all of which related to alleged official misconduct. Of these, 18 disclosures were totally substantiated, five partially substantiated, 11 were unfounded, and 33 had not been finalised as at 30 June 2003.

Appendix 5: Compliance with government policy and legislation — Public Sector Ethics Act 1994

New Code of Conduct

In December 2002, Cabinet approved a new Code of Conduct for the Department of Education, including a new definition of sexual misconduct, to become effective from 14 July 2003. The new code, in conjunction with the department’s new Student Protection Policy, provides clearer guidance about the standard of conduct expected from departmental staff. The new code was the subject of wide consultation with key stakeholders including other government agencies, employees, principals’ associations and unions.

The new definition of sexual misconduct broadens the existing prohibition on sexual relationships between employees and students attending the same school, to a prohibition on all sexual relationships between teachers and any Queensland state school student aged less than 18 years. Public consultation, which included the release of a discussion paper, showed widespread support for this change.

Education, training and access to the Code of Conduct

Employees have online access to the Code of Conduct and associated training materials. A copy of the department’s code can be provided to a member of the community upon request and is available on the Department of Education website at <http://education.qld.gov.au/corporate/doem/humanres/hr-07001/hr-07001.htm>

Training materials for the new code have been prepared with training for all departmental staff to be undertaken during 2003–2004. These materials focus on developing employees’ awareness of public sector ethics and developing ethical decision-making skills. Selected departmental staff will deliver this training to staff at work sites throughout Queensland.

During 2002–2003, the department established an Ethical Standards Unit to promote and support high standards of ethical conduct by staff, and coordinate departmental responses to breaches of the code.

The Ethical Standards Unit provides advice and support to employees who have questions about public sector ethics and the code.

Appendix 6: Compliance with government policy and legislation — Implementing the Multicultural Queensland Policy

Multicultural Affairs Queensland, which is part of the Department of the Premier and Cabinet, is responsible for coordinating the implementation of the Multicultural Queensland Policy across government.

Each year, Multicultural Affairs Queensland prepares a report for the Premier on the implementation of the policy. A number of key initiatives and activities undertaken by the Department of Education during 2002–2003 contributed to the implementation of this policy, including:

- › The Director-General of Education wrote to schools and school communities in response to concern about racism and intolerance following the Bali bombings. The Director-General stressed the important role schools play in promoting positive community relations, and advised that there were resources available to help schools with this important task.
- › A departmental reference group was established to progress departmental anti-racism initiatives and the implementation of the Multicultural Queensland Policy.
- › Support was provided to the Queensland Teachers’ Union to deliver professional development workshops using the Under the Skin package. These two-day workshops included principals, teachers and school staff at various locations across the state and explored racism and its effect on all Australians.
- › Development continued on Pathways to Success: Policy and Guidelines for Students Learning English as an Additional Language.
- › The English as a Second Language (ESL) Bandscales CD-ROM was developed to allow teachers to electronically record monitoring, assessment and reporting of the language and literacy development of ESL students. The CD-ROM replaces a paper-based system with new technology that allows information to be transferred easily when students move between schools.
- › Support, including funding, continued for the Queensland Program of Assistance to Survivors of Torture and Trauma, which assists refugee students in selected schools.
- › The Queensland Languages other than English (LOTE) Centre continued to support the teaching of languages other than English with learning and development programs and resources for Queensland teachers, including teachers in ethnic schools.
- › The Access Asia Schools Program supported schools to integrate studies of Asia across the curriculum and to raise awareness of the program. This included:
 - delivering workshops and short presentations for teachers on how to promote the inclusion of the studies of Asia into the key learning areas of the curriculum
 - distributing information about the Access Asia Schools Program to school sectors

- increasing membership of the Access Asia Schools Program
 - presenting an Asia film night for educators (academics, principals, education officers and teachers) which was attended by approximately 180 people.
- › Support continued for the internationalisation of education and the exchange of multicultural experiences for Queensland and international students. Activities in 2002–2003 included:
- delivering education, training and consulting services in more than nine countries
 - increasing the number of schools accredited to deliver the International Student Program from 26 to 29
 - providing a multicultural experience for more than 60 000 Queenslanders with 199 schools participating in inbound study tours and 75 schools hosting children from overseas
 - increasing the range of information available in languages other than English
 - making available, in several languages, new brochures and information packages for education agents and parents
 - providing intensive short courses in English to help a greater number of international students to study in Queensland
 - establishing Education Queensland International offices in Cairns and on the Gold Coast to better respond to the needs of regional communities
 - establishing a new International Relations Unit.
- › Evaluation commenced of a two-year trial to enhance literacy for Australian South Sea Islander students. A trial of the resource, *Australian South Sea Islander Stories and Activities*, was completed in December 2002 at schools in the Bowen, Mackay and Rockhampton areas.

The Education and Training Reforms for the Future initiative provides for more flexible learning options for the Senior Phase of Learning. These new options promote inclusive practices by schools, TAFE colleges and registered training authorities, and respond to identified local needs for young people most at risk of disengaging from learning. Where cultural issues affect students' ability to participate in education or training, additional support will be put in place to assist their ongoing participation in learning.

Appendix 7: Summary of higher education approval activities

This appendix summarises activities carried out under the Queensland *Higher Education (General Provisions) Act 1993* from 1 July 2002 to 30 June 2003. Under this Act, the Queensland Minister for Education is required to report on operations pertaining to the legislation during the year and table the report in the Legislative Assembly. The Minister's responsibilities under the Act include approving new universities, authorising overseas institutions to operate in Queensland, and accrediting higher education courses offered by private providers other than universities.

Higher education in Queensland

The higher education system in Queensland comprises a diverse range of universities and non-university institutions operating in communities across the state. The principal functions of these institutions encompass:

- › delivering programs and courses at degree level and above
- › promoting scholarship
- › engaging in various research and scholarly activities
- › engaging with communities and building community capacity.

Higher education in Queensland is delivered predominantly by eight public universities. The small but growing band of private providers includes one university and 16 colleges and institutes. In addition, three overseas providers are authorised to deliver 12 higher education programs in Queensland. Figure 38 lists the universities and private providers of higher education courses operating in Queensland.

Queensland's legislative framework for higher education

The Commonwealth and state governments share responsibility for higher education. Responsibility for exercising control over the use of the term 'university' and for protecting the capacity to confer higher education awards rests with state governments. Institutions established as universities in Queensland are authorised to use that title, and to accredit and confer protected awards, under their own Acts of Parliament.

In Queensland, the *Higher Education (General Provisions) Act 1993* (the Act) and its Regulation 1996:

- › protect the title 'university', and specify the arrangements by which bodies are authorised to operate in the state as universities
- › set conditions for authorising the operation of overseas higher education institutions in Queensland
- › protect the use of higher education award titles of associate degree, bachelor's degree, graduate certificate/ diploma, postgraduate certificate/diploma, master's degree, doctoral degree and the titles of diploma and advanced diploma, which are also protected under vocational education and training legislation
- › provide for the accreditation of higher education courses to be offered by private providers other than universities
- › set penalties for breaches of the Act.

The Queensland Minister for Education is the decision maker under the Act, assisted by the department's Office of Higher Education.

Purpose and nature of higher education approval activities

Queensland's higher education approval processes operate in the context of a national higher education quality framework comprising the National Protocols for Higher Education Approval Processes, the Australian Qualifications

<p>Framework (AQF) and the Australian Universities Quality Agency (AUQA). This framework aims to:</p> <ul style="list-style-type: none"> › protect the standing and quality of higher education in Queensland and Australia › ensure that higher education awards offered in our institutions are consistently of a high standard and are comparable to international standards. <p>Recognising private universities</p> <p>The Office of Higher Education provided secretariat support to an independent panel established by the Minister for Education to assess a proposal to establish a private university in Cairns. The office also liaised with other relevant state agencies and parties to support the work of the independent panel. During 2002–2003, the Office of Higher Education responded to four separate inquiries about the legislative requirements and processes for becoming a university in Queensland.</p> <p>Operation of overseas higher education institutions in Queensland</p> <p>Under the Act, overseas institutions may not operate in Queensland without the Minister’s approval. The Act contains broad criteria for granting this approval, the prime one being that the institution must be recognised in its country of origin by an appropriate authority. The national protocols detail further criteria including the requirement that courses are comparable in requirements and learning outcomes to courses at the same level in a similar field in Australia.</p> <p>Arrangements between overseas institutions and local providers or agents are also scrutinised to ensure relationships between agent and institution are bona fide and verified by the institution, and that the institution retains authority for quality assurance and issuing awards. Approval granted by the Minister does not certify that the courses are accredited in Queensland. In 2002–2003, one application for approval to operate in Queensland was received but was not finalised in the reporting period.</p>	<p>Accreditation of higher education courses offered by non-self-accrediting institutions</p> <p>The Office of Higher Education administers a rigorous process to assess and make recommendations to the Minister about applications for course accreditation submitted by non-university providers of higher education. This process comprises:</p> <ul style="list-style-type: none"> › establishing expert independent course assessment panels to assess applications and make recommendations › assessing each application for course accreditation in accordance with approved criteria › determining whether each course and the way it is delivered are appropriate to the level of award to be conferred › employing other review and evaluation mechanisms in making recommendations. <p>These processes are conducted according to ministerially approved <i>Procedures and Criteria for the Accreditation of Higher Education Courses Offered by Non-University Providers</i>. Under the Act and these procedures, accreditation includes reaccreditation.</p> <p>During 2002–2003, the Minister accredited or reaccredited 21 higher education courses offered by six private institutions — see Figure 39. Thirteen of these courses were approved through a nationally agreed concurrent process, which is applied when a private provider wants to deliver a higher education course in more than one state or territory. By 30 June 2003, applications had been lodged by seven providers for the reaccreditation of four courses, and accreditation of 14 new courses. The Office of Higher Education also responded to 21 general inquiries in relation to higher education approvals.</p> <p>As at 30 June 2003, a total of 16 non-university providers offered 87 approved higher education courses in Queensland.</p>
---	--

<p>Figure 38 Queensland universities and non-university providers of higher education courses 2002–2003</p>	
Universities	Non-university providers
<p>Australian Catholic University (Queensland)</p> <p>Central Queensland University</p> <p>Griffith University</p> <p>James Cook University</p> <p>Queensland University of Technology</p> <p>The University of Queensland</p> <p>University of Southern Queensland</p> <p>University of the Sunshine Coast</p> <p>Bond University (private)</p>	<p>Australian College of Applied Psychology</p> <p>Australian College of Natural Medicine</p> <p>Australian College of Theology</p> <p>Brisbane College of Theology</p> <p>Chartered Secretaries Australia</p> <p>Christian Heritage College</p> <p>Gestalt Therapy and Training Centre</p> <p>Institute of Chartered Accountants in Australia</p> <p>Nazarene Theological College</p> <p>Queensland Baptist College of Ministries</p> <p>Queensland Institute of Business and Technology</p> <p>Royal Australian College of General Practitioners</p> <p>Russo Institute of Technology</p> <p>Securities Institute Education</p> <p>Shafston Institute of Technology</p> <p>Sydney College of Divinity</p>

Compared with 1996, when there were five providers offering 18 accredited courses, this represents an increase of 220 per cent in the number of providers and a 383 per cent increase in the number of courses. As at 31 March 2003, enrolments in accredited courses offered by private non-university providers in Queensland totalled approximately 4400 students.

Protection of the title ‘university’ and higher education award titles

On behalf of the Minister for Education, the Office of Higher Education followed up four alleged breaches of the Act. Each of these involved advertisements or web-based information that indicated the apparent operation in Queensland of overseas universities without the permission of the Minister. Two of these breaches have been resolved and two have further action pending.

Review of the regulatory environment

A comprehensive review of the legislation underpinning the Government’s quality assurance and regulatory framework was undertaken during 2002–2003. The *Higher Education (General Provisions) Act 1993* was reviewed to comply with the National Protocols for Higher Education Approval Processes, and the recommendations arising from the audit of the department’s higher education accreditation

approval activities by the Australian Universities Quality Agency in 2001. The resultant Bill, the Higher Education (General Provisions) Bill 2003 was introduced to Parliament on 27 May 2003. The Bill provides for an improved quality assurance framework, with more detailed and transparent provisions regulating the operation of overseas and interstate institutions in Queensland, and the establishment of new universities.

Networking

In 2002–2003, the Office of Higher Education participated actively in a national network of higher education accreditation agencies that met three times to share best practice. Officers provided advice to other jurisdictions on their reviews of legislation and guidelines for approval processes.

On behalf of the Minister, the office provided accreditation information to a range of clients including Centrelink, the Queensland Tertiary Admissions Centre and individual university admission units, the Commonwealth Department of Education, Science and Training, and the Australian Qualifications Framework Advisory Board secretariat, as well as responding to individual inquiries. The office also liaised closely with the Department of Employment and Training on higher education and training matters.

Figure 39
Courses accredited by the Minister for Education 2002–2003

Institution	Accredited course name	Recent accreditation date
Australian College of Applied Psychology	Graduate Certificate in Counselling Skills	May 2003
	Graduate Diploma of Counselling	May 2003
Brisbane College of Theology	Bachelor of Theology	January 2003
Christian Heritage College	Graduate Certificate in Human Behaviour	December 2002
	Graduate Diploma in Counselling	December 2002
	Master of Counselling	December 2002
	Master of Counselling (Hons)	December 2002
	Master of Education	December 2002
Queensland Institute of Business and Technology	Diploma of Commerce	January 2003
	Diploma of Information Technology	January 2003
Securities Institute Education	Graduate Certificate of Applied Finance and Investment	January 2003
	Graduate Certificate of Financial Planning	January 2003
	Graduate Diploma of Applied Finance and Investment	January 2003
	Graduate Diploma of Financial Planning	January 2003
	Master of Applied Finance and Investment	January 2003
Sydney College of Divinity (SCD)	Advanced Diploma in Theology	December 2002
	Bachelor of Theology	December 2002
	Diploma in Theology	December 2002
	Graduate Certificate in Theological Studies	December 2002
	Graduate Diploma in Arts	December 2002
	Master of Arts	December 2002

Appendix 8: Legislation and statutory bodies within the portfolio of the Minister for Education

Primary and subordinate legislation administered by the Minister for Education

Primary legislation

- Bond University Act 1987
- Central Queensland University Act 1998
- Education (Accreditation of Non-State Schools) Act 2001
- Education (Capital Assistance) Act 1993
- Education (General Provisions) Act 1989
- Education (Overseas Students) Act 1996
- Education (Queensland Studies Authority) Act 2002
- Education (Teacher Registration) Act 1988
- Education (Work Experience) Act 1996
- Grammar Schools Act 1975
- Griffith University Act 1998
- Higher Education (General Provisions) Act 1993
- James Cook University Act 1997
- Queensland University of Technology Act 1998
- University of Queensland Act 1998
- University of Southern Queensland Act 1998
- University of the Sunshine Coast Act 1998

Subordinate legislation

- Education (Accreditation of Non-State Schools) Regulation 2001
- Education (Capital Assistance) Regulation 1994
- Education (General Provisions) Regulation 2000
- Education (Overseas Students) Regulation 1998
- Education (Queensland Studies Authority) Regulation 2002
- Education (Teacher Registration) By-law 1999
- Grammar Schools Regulation 1992
- Higher Education (General Provisions) Regulation 1996
- Statutes of:
 - Central Queensland University
 - James Cook University
 - Griffith University
 - Queensland University of Technology
 - University of Queensland
 - University of Southern Queensland

Primary legislation passed during 2002–2003 financial year

Education (Miscellaneous Amendments) Act 2002

The Education (Miscellaneous Amendments) Act 2002, which was assented to on 13 December 2002, included a number of amendments to a range of educational legislation.

The Act inserted new provisions into each university Act for filling casual vacancies on university governing bodies. The new provisions, whilst similar for each Act, were not identical since universities requested specific arrangements to suit their particular needs and circumstances. Generally, the amendments allow the university council to fill casual vacancies by appointing the candidate who came second in the most recent ballot for the vacant office.

The Act also amended the Griffith University Act 1998 to consolidate its identity by dissolving the colleges so that they operate as campuses of the university rather than having

separate identities as colleges. Students and staff of the colleges will no longer be excluded from voting in university council elections nor from standing for office.

The Education (Miscellaneous Amendments) Act 2002 also amended the Education (Overseas Students) Act 1996 to allow for the inspection of the premises of providers of education and training to overseas students and to allow for a fee to be charged for the inspection. This ensures that education and training services for overseas students are world class and protects the investment of overseas students pursuing Australian educational qualifications.

In addition, the Education (Miscellaneous Amendments) Act 2002 also amended the Education (Accreditation of Non-State Schools) Act 2001 to increase the effectiveness and responsiveness of the Non-State Schools Accreditation Board, which administers the Act. The amendments included changes to the public notification requirements, the processes to modify and cancel accreditations, and the assessment of sites added to a school.

Amendments to the Education (General Provisions) Act 1989 set out the conditions that must be met before the Governor in Council may grant approval for the operation of an international educational institution. In addition, the amendment stipulates that the Minister for Education must consider the financial viability of the international educational institution before recommending it to the Governor in Council for approval.

Subordinate legislation made during the 2002–2003 financial year

Education (Queensland Studies Authority) Amendment Regulation 2002

The Education (Queensland Studies Authority) Amendment Regulation (No. 1) 2002 was made on 13 December 2002 and commenced on 1 January 2003. The amendment regulation was timed to coincide with the commencement of section 9 of the Education (Queensland Studies Authority) Act 2002 which allows the Queensland Studies Authority (QSA) to accredit Years 1–12 syllabuses and preschool guidelines developed by entities other than the QSA. The amendment regulation established the processes and criteria by which these syllabuses and guidelines are evaluated for accreditation purposes.

Statutory bodies within the portfolio of the Minister for Education

- Board of Teacher Registration
- Queensland Studies Authority
- Non-State Schools Accreditation Board
- Board of the Trustees of the Brisbane Girls’ Grammar School
- Board of Trustees of the Brisbane Grammar School
- Board of Trustees of the Ipswich Girls’ Grammar School
- Board of Trustees of the Ipswich Grammar School
- Board of Trustees of the Rockhampton Girls’ Grammar School
- Board of Trustees of the Rockhampton Grammar School
- Board of Trustees of the Toowoomba Grammar School
- Board of Trustees of the Townsville Grammar School
- Central Queensland University

Griffith University
James Cook University
Queensland University of Technology
University of Queensland
University of Southern Queensland
University of the Sunshine Coast
Corporation of the Minister*
Parents and citizens’ associations*

*Parents and citizens’ associations and the Corporation of the Minister do not produce their own annual reports and are not listed separately on the Statutory Bodies Register maintained by the Department of the Premier and Cabinet.

Appendix 9: Compliance with government policy and legislation — Privacy policy

In December 2000 Queensland Cabinet agreed to develop and implement a privacy scheme for the Queensland public sector to effect, over time, the Commonwealth Government Information Privacy Principles (IPPs) contained in the *Privacy Act 1988* (Cth).

Queensland public sector agencies are conscious of the need to protect the personal information they collect and to deal with it in a fair, secure and ethical manner. The decision to implement a privacy scheme in the Queensland public sector is a direct response to:

- › public concern about the privacy and security of personal information
- › the extension of the *Privacy Act 1988* (Cth) to cover private organisations
- › similar moves in other Australian states
- › a general worldwide trend.

In September 2001, Cabinet approved Information Standard 42 — Information Privacy and associated guidelines as the means to implement a privacy scheme in the Queensland public sector.

Information Standard 42 (IS 42) sets out mandatory requirements for departments and agencies, which must:

- › nominate a privacy contact officer who will be the first point of contact for privacy issues within their own agencies
- › develop and publish their privacy plans on their website
- › implement the privacy plans according to a schedule developed in the plan, subject to any existing contractual obligations, licences, or other outsourcing arrangements
- › review and update privacy plans annually
- › develop and place on their website a privacy and security statement
- › be responsible for ensuring access to and correction of records using the freedom of information legislation
- › be responsible for a complaint handling mechanism.

In meeting the mandatory requirements, the department has:

- › nominated a privacy contact officer
- › developed and published its privacy plan on its website <http://education.qld.gov.au/information/privacy/plan/>
- › developed and placed on its website a privacy and security statement
- › published on its website the process for making a freedom of information application
- › established a complaints handling mechanism.

The Privacy Unit is implementing its privacy plan according to an implementation schedule.

Appendix 10: Home schooling

As at 30 June 2003, 1287 parents had applied successfully for dispensation from the compulsory attendance requirements of the *Education (General Provisions) Act 1989*, in order to educate their children at home.

Of these, 50 per cent were educated using programs from state schools of distance education, 42 per cent were taking programs from non-state schools offering approved programs of distance education, and 8 per cent had devised their own programs of education.

Appendix 11a: Summary of Queensland state school disciplinary absences, term 4 2002 to term 2 2003

Short suspension		Long suspension		Exclusion		Cancellation	
Total incidents for three terms	Average rate per 1000 students per term	Total incidents for three terms	Average rate per 1000 students per term	Total incidents for three terms	Average rate per 1000 students per term	Total incidents for three terms	Average rate per 1000 students per term
23 244	17.4	1 967	1.5	665	0.5	577	0.4

Notes:
School Disciplinary Absence (SDA) data has only been collected centrally from term 4 2002 with the introduction of the new School Disciplinary Absence Collection System. Therefore, only data for three terms is included in this appendix. The School Disciplinary Absence data presented comprises the total of short suspensions (1–5 days), long suspensions (6–20 days), suspensions with recommendation for exclusion, and cancellations of enrolment.
The information is displayed in terms of aggregate counts of incidents and the rate of SDAs per 1000 students. The data does not represent the outcomes of any related appeal decisions.
Incidents: Count of incidents of SDAs from term 4 2002 to term 2 2003.
Rate per 1000 students: An effective average number of SDA incidents per 1000 students per term for the reporting period.
The enrolments used to calculate the SDA rates for term 4 2002 are based on November 2002 enrolment data, terms 1 and 2 2003 are based on February 2003 enrolment data.

Appendix 11b: Summary of Queensland state school disciplinary absences by absence reason, term 4 2002 to term 2 2003

Reason	Short suspension		Long suspension		Exclusion		Cancellation	
	Total incidents for three terms	Average rate per 1000 students per term	Total incidents for three terms	Average rate per 1000 students per term	Total incidents for three terms	Average rate per 1000 students per term	Total incidents for three terms	Average rate per 1000 students per term
Absences	371	0.3	30	0.0	1	0.0	–	–
Other conduct prejudicial to the good order and management of the school (s28(c) of Act) (including serious conduct s 33(b))	1 901	1.4	169	0.1	102	0.1	–	–
Persistently disruptive behaviour adversely affecting others	3 392	2.5	351	0.3	109	0.1	185	0.1
Physical misconduct	7 283	5.5	560	0.4	194	0.1	–	–
Property misconduct	1 516	1.1	124	0.1	48	0.0	–	–
Refusal to participate in the program of instruction	1 890	1.4	168	0.1	46	0.0	392	0.3
Substance misconduct	1 919	1.4	198	0.1	96	0.1	–	–
Verbal or non-verbal misconduct	4 972	3.7	367	0.3	69	0.1	–	–
All reasons	23 244	17.4	1 967	1.5	665	0.5	577	0.4

Notes:
School Disciplinary Absence (SDA) data has only been collected centrally from term 4 2002 with the introduction of the new School Disciplinary Absence Collection System. Therefore, only data for three terms is included in the information presented in this appendix. The School Disciplinary Absence data presented comprises the total of short suspensions (1–5 days), long suspensions (6–20 days), suspensions with recommendation for exclusion, and cancellations of enrolment.
The information is displayed in terms of aggregate counts of incidents and the rate of SDAs per 1000 students. The data does not represent the outcomes of any related appeal decisions.
Incidents: Count of incidents of SDAs from term 4 2002 to term 2 2003.
Rate per 1000 students: An effective average number of SDA incidents per 1000 students per term for the reporting period.
The enrolments used to calculate the SDA rates for term 4 2002 are based on November 2002 enrolment data, terms 1 and 2 2003 are based on February 2003 enrolment data.

Appendix 12: Overseas travel by departmental officers*
Travel by departmental officers not based in schools

Purpose of visit	Country	Person	Agency cost (\$)	Other contributions (\$)
Conference attendance				
Presentation of papers — Management Information Systems Conference, Salt Lake City USA.	USA	Vicky Bell, Isis–Burnett District	5 347	0
Examine ways of attracting and retaining talented employees in government organisations	Singapore	Chris Gilson, Workforce Strategy	940	5 501
Conference — 28th Conference of the International Association for Educational Assessment	China	Gabrielle Matters, Assessment and New Basics Branch	7 209	0
World Class Arena Second International Seminar	Great Britain	Gabrielle Matters, Assessment and New Basics Branch	737	10 004
Renew focus on corporate governance and risk management — nominated by Institute of Internal auditors to represent Australia	USA	Neville Moo, Audit Operations	6 468	0
Attend the World Class Arena Second International Seminar. Visit the Assessment and Qualifications Alliance to examine the administration of the World Class Test	Great Britain	Madonna Morton, Assessment and New Basics Branch	1 096	3 194
Conference — International Association for Education Assessment (IAEA)	China	John Pitman, Senior Certificate Project	8 370	0
Attend the International Reading Recovery Trainer Organisation International Meetings, Australia–New Zealand Trainer Forum	United Kingdom	Mary Rosser, Reading Recovery, Curriculum Innovation Branch	10 878	0
External advisor to New Zealand Ministry of Education	New Zealand	Roger Slee, Office of the Deputy Director-General	650	2 800
Workshops — Productive Pedagogies and New Basics.	New Zealand	Roger Slee, Office of the Deputy Director-General	3 746	0
Conference/presentation of paper — International Conference — Computers in Education	New Zealand	Louise Smith, Virtual Schooling Service, AccessEd	2 301	689
Presentation — IDEAS 1999–2003	USA	Helen Starr, Staff College, Workforce Development, Learning and Performance	1 608	6 408
Thirteenth MCEETYA meeting	New Zealand	Brad Swan, Office of Strategic and Executive Services	2 800	0
Presentation of paper on performance management — Third Public Sector Innovation Summit	Singapore	Jim Varghese, Office of the Director-General	6 705	0

</					

Appendix 13: Education Queensland contact details

	Mailing address	Phone	Fax
District Offices			
Bayside	School Road, Capalaba 4157	3245 0222	3245 6741
Bundaberg	PO Box 3008, Bundaberg 4670	4154 0300	4153 1212
Cairns and Cape	PO Box 6094, Cairns 4870	4046 5222	4046 5200
Chinchilla	PO Box 493, Chinchilla 4413	4662 8600	4662 8624
Coopers Plains	PMB 250, Mansfield DC 4122	3422 8355	3422 8300
Corinda	PO Box 16, Sherwood 4075	3379 0500	3379 2882
Darling Downs	PO Box 38, Toowoomba 4350	4616 9111	4616 9100
Emerald	PO Box 576, Emerald 4720	4983 8600	4983 8623
Fraser–Cooloolo	PO Box 142, Maryborough 4650	4121 1633	4121 1645
Geebung	PO Box 3376, Stafford DC 4053	3350 7866	3350 7890
Gladstone	21 Dawson Highway, Gladstone 4680	4971 3600	4971 3699
Gold Coast North	PO Box 2818, Southport 4215	5583 6222	5531 4055
Gold Coast South	PO Box 557, ROBINA DC 4226	5562 4888	5562 4844
Ipswich	PMB 2, Ipswich 4305	3280 1773	3280 1048
Isis–Burnett	PO Box 142, Maryborough 4650	4121 1633	4121 1645
Logan–Beaudesert	PO Box 5009, Eagleby 4207	3804 9666	3807 4943
Longreach	PO Box 343, Longreach 4730	4658 4599	4658 4529
Mackay Hinterland and North	PO Box 760, Mackay 4740	4951 6900	4951 6924
Mooloolaba	PO Box 5058, Maroochydore BC 4558	5456 8777	5456 8700
Mount Gravatt	PMB 250, Mansfield DC 4122	3422 8333	3422 8300
Mount Isa	PO Box 1267, Mount Isa 4825	4744 8222	4744 8200
Murrumba	Ogg Road, Murrumba Downs 4503	3881 9600	3881 9630
Nambour	PO Box 745, Nambour 4560	5470 8900	5470 8909
Rockhampton	PO Box 138, Rockhampton 4700	4938 4661	4938 4921
Roma	PO Box 456, Roma 4455	4622 9711	4622 2559
South Burnett	PO Box 197, Kingaroy 4610	4162 9500	4162 9524
Stafford	PO Box 3376, Stafford DC 4053	3350 7866	3350 7890
Tablelands–Johnstone	PO Box 1366, Atherton 4883	4091 0800	4091 4957
Toowoomba	PO Box 38, Toowoomba 4350	4616 9111	4616 9100
Torres Strait Islands	PO Box 117, Thursday Island 4875	4069 1282	4069 1734
Townsville North & West	PO Box 5179 TMC, Townsville 4810	4726 3111	4726 3100
Warwick	Blaketon House, 24 Palmerin Street, Warwick 4370	4661 0500	4661 0525
West Moreton	PO Box 874, Ipswich 4305	3280 1666	3280 1199
Corporate Services Units (CSUs) incorporating Facility Service Centres			
Central CSU	PO Box 138, Rockhampton 4700	4938 4661	4938 4921
Far Northern CSU	PO Box 6094, Cairns 4870	4046 5210	4046 5200
Metropolitan North CSU	PO Box 3376, Stafford DC 4053	3350 7866	3359 4243
Metropolitan South CSU	Private Mail Bag 250, Mansfield DC 4122	3420 2555	3420 2500
Northern CSU (Facilities serviced by Far Northern CSU)	PO Box 5179, Townsville 4810	4726 3111	4726 3100
Outback CSU (Facilities serviced by Southern, Far Northern or Central CSUs)	PO Box 1267, Mount Isa 4825	4744 8210	4744 8200
Southern CSU	PO Box 38, Toowoomba 4350	4616 9111	4616 9100
Statewide services			
AccessEd	PO Box 1238, Coorparoo DC 4151	3421 6333	3421 6300
Disability Services Support Unit	141 Merton Road, Woolloongabba 4102	3240 9333	3240 9393

Index

Aboriginal and Torres Strait Islander students 4, 8, 27-28, 37, 41-42 (graph), 70

Accountability..... 58, 62, 64-65 (chart), 67-68

Accreditation 38

 – Higher education..... 25, 36, 78, 79, 80

 – Non-state 38-39

Achievement plans 4, 9, 22, 37, 40

Air-conditioning..... 25, 30, 31, 33, 35

Alternative education/schooling 4, 26, 27

Assessment and reporting 39

Assessment and Reporting Taskforce 21

Association of Independent Schools of Queensland (AISQ) 38

Audit and Risk Management Committee 63-64, 66

Australian Business Week Program 37, 41, 55

Australian Liquor, Hospitality and Miscellaneous Workers’ Union 70

Australian Universities Quality Agency 36, 79, 80

Awards

 – National 41, 51

 – State 10, 18, 21, 41, 54, 54-55

Balanced report card 6 (graph), 65

Behaviour management..... 4, 5, 26, 27, 69

Benchmarks

 – National 16-17 (graph, table)

Boys, Gender and Schooling Initiative 26

Bullying No Way 26

Bypassing Trial..... 33, 35

Cape York Justice Study (*Meeting challenges, Making choices*) 25, 27, 29

Cape York Strategic Leaders Program 4, 37, 44

Capital works..... 4, 25, 28, 29, 29-30 (table), 31, 32, 33

Centres of Excellence 5, 45, 47, 48, 53

Certificate III vocational qualification 2, 8, 22

Certificate of Post-compulsory School Education 25, 28

Child Care Consultative Committee 19

Children and young people in the care of the State..... 4, 25, 27, 29

Class size 3, 5, 69

Code of Conduct 64, 77

Committees 9, 19, 21, 32-33, 38, 39, 46, 63, 64

Commonwealth review of higher education 3, 4, 25, 35, 39

Community access to ICTs in schools..... 4, 42

Community Engagement Improvement Strategy..... 44

Community Kindergarten Assistance Scheme 19

Community partnerships..... 3, 4, 9, 10, 27, 42-44

Community training partnerships 41, 42

Computers 2, 4, 9, 10, 25, 30-31 (graph), 34, 35, 58

Consultants 76 (table)

Controlled expenses 71-73 (graph)

Cooler Schools Program 25, 30, 31, 33, 35

Copyright..... 60

Corporate Data Warehouse 3, 59

Corporate governance..... 3, 60, 61-67 (chart)

Corporate Governance Framework..... 62 (chart)

Corporate Services Units..... 87

Cost per student 6 (graph), 73 (graph)

Creche and Kindergarten Association of Queensland 19, 38

Cross-government initiatives..... 22, 26

Curriculum 4, 16, 20-21 (graph), 22, 39

Curriculum Exchange 22, 58

Curriculum frameworks 20, 21

Curriculum Online 22

Curriculum Plans..... 15, 20

Data services 31, 33

Destination 2010..... 1, 2, 58, 60, 65

Distance education..... 8, 34, 35, 47, 73 (graph), 82

District offices..... 87

District Youth Achievement Plans 4, 9, 22, 37, 40

Document management..... 59

Drug education 26

Early childhood education 2, 4, 8, 9, 15, 19-20, 31, 42, 73 (graph)

Early Childhood Reference Group 19

Early Years Curriculum Guidelines (draft)..... 9, 19

Early Years Learning and Development Framework (draft) 19

EdNet 31

Educating Children and Young People in the Care of the State..... 25, 27

Education (Accreditation of Non-State Schools) Act 2001..... 81

Education (General Provisions) Act 1989 76, 82

Education (Miscellaneous Amendments) Act 2002 81

Education (Overseas Students) Act 1996 81

Education (Queensland Studies Authority) Act 2002..... 81

Education (Queensland Studies Authority) Amended Regulation 2002..... 81

Education and Training Reforms for the Future (ETRF)

 1, 2, 4, 8-9, 15, 17, 21, 22-23, 26, 30, 31, 37, 40, 43-44, 78

Education Queensland International 5, 49, 50, 78

Educational outcomes 2, 15, 16-18 (graphs), 21, 22, 37-44, 65

Educational precincts 40, 41

Educational leadership 2, 5, 18, 52-53, 64, 68

EduList 58

Energy consumption 11 (table)

Enrolment trends..... 6 (graph), 49 (graph) 50 (graph), 69 (graph)

Enrolments

 – State 1, 6 (graph), 49, 59, 69 (graph)

 – Non-state 1, 31

 – Primary 6 (graph)

 – Secondary 6 (graph)

 – School-based apprenticeships and traineeships..... 22-23 (graph)

 – VET..... 22

 – International 49 (graph), 50 (graph)

 – Tertiary..... 1, 3, 34 (graph), 47 (graph), 49 (graph), 50 (graph)

Enterprise bargaining..... 70, 71

Enterprise education..... 4, 37, 41

Environment 10-11

Environmental education 10

Environmentally sustainable schools 10

Ethics 64, 77

Executive Directors (Schools) 5, 51, 53, 64

Expanding Possible Futures: A Review of Education Queensland’s Policy on the Education of Gifted Students in Queensland Schools (Freebody Report)..... 28, 29

Export of education..... 3, 4, 49-50 (graph), 78, 81

Facilities service centres 87

Financial management..... 6 (graph), 61, 63, 71-73 (graph, table), 91-118 (tables)

Flexible learning options..... 4, 26, 27, 78

Framework for Students at Educational Risk..... 26

Fraud 66, 67

Freebody Report (Expanding Possible Futures: A Review of Education Queensland’s Policy on the Education of Gifted Students in Queensland Schools) 28, 29

Freedom of information..... 67

Funding 1, 2, 27, 71-73 (graph, table), 91-118 (tables)

 – Commonwealth 1, 17, 32 (graph), 35, 51

 – State 2, 3, 4, 8, 9, 17, 18, 19, 20, 21, 22, 25, 26, 27, 28, 29, 30, 31-32 (graph), 33, 34, 35, 42, 49, 51, 52, 54, 56, 58, 59, 61, 70, 77

Gender equity in workforce 56, 57

Gifted and talented education/students 28

Girls and ICT 21, 59

Girls in maths and science..... 47

Grants 1, 4, 21, 22, 26, 27, 29, 42, 52, 54, 58, 59

Higher education

 1, 3, 4, 25, 34 (graph), 35-36, 39, 45, 46, 49-50 (graph), 78-80 (graph)

 – Funding..... 1, 34, 39

Higher Education (General Provisions) Act 1993..... 36, 78, 80

Higher Education (General Provisions) Bill 2003 36, 80

Higher Education (General Provisions) Act 2003..... 36

Home schooling..... 82

Homelessness 26

Human resource management 68-71 (graph)

ICT plans..... 4, 21

ICTs for learning 4, 5, 9, 21-22 (graph), 30, 32, 34, 51, 52, 58-59, 68

ICTs for Learning Teacher Awards..... 21

ICTs support trial..... 33

Inclusive education..... 28, 78

Inclusive workforce 56-58 (table)

Indigenous communities 4, 37, 41-42, 44

Indigenous education 41-42 (graph)

Indigenous Education and Training Alliance (IETA) 27-28

Indigenous Sports Development Program 28, 29

Indigenous students 4, 8, 27-28, 37, 41-42 (graph), 70

Industrial relations 70

Information & Communication Technologies (ICTs)

 2, 4, 5, 8, 9, 20, 21-22 (graph), 30-31, 32, 33, 58-59

Innovative Designs for Enhancing Achievement in Schools (IDEAS)..... 43, 53, 56

Inter-agency partnerships 3, 4, 10, 26, 27, 31, 38, 46, 50

Internal audit..... 63-64, 66-68 (graph)

International education 3, 4, 5, 49-50 (graph), 78, 81

International Regional Heads of Education Forum 5, 50

International students 1, 2, 5, 45, 49-50 (graph) , 78, 81(graph),

Internet access 30, 31, 32, 58

Joint Community Kindergarten Consultative Committee 19

Key Learning Areas..... 16

 – Health and Physical Education..... 20 (table)

 – Languages Other Than English..... 20 (table), 22

 – Science 20 (table), 22

 – Studies of Society and Environment..... 20 (table)

 – Technology 20 (table), 21

 – The Arts..... 20 (table)

Kindergartens 19-20

Knowledge assets 59-60

Leadership 2, 4, 5, 18, 51, 52-53, 63, 64, 68

Learning and development 7 (graph)

Learning and Development Centres..... 5, 53

 – Literacy 17

 – ICT 59

 – ICT – Students with disabilities..... 28, 59

 – Gifted and talented 28

Learning difficulties 28

Learning environment..... 4, 29-32

Le@ming Federation 22

Learning Network Queensland 35

Learning objects 22

Learning outcomes 2, 15, 16-18 (graphs), 21, 22, 37-44, 65

Learning Place 17, 45, 59

Learning support 28

Legislation 2, 4, 8, 9, 22, 23, 36, 63, 64, 76, 77, 78, 81, 82

Library services..... 59

Literacy..... 2, 4, 15, 16-17 (graph), 18, 20, 22

Literacy programs 2

Literate Futures 17

Local area networks 31

Male Teacher Education Support Program (MATES)..... 57

Male teachers 56, 57, 70 (graph)

Managed Internet services..... 31

Managing for Outcomes (MFO) framework..... 60

Management of Behaviour in a Supportive Environment policy..... 27

Maths education..... 4, 5, 47

Maths, Science and Technology Initiative..... 47

Mature age students..... 34

Meeting Challenges, Making Choices (Cape York Justice Study) 25, 27, 29

Mentoring..... 52, 53, 57, 64

Middle phase of learning 2, 4, 8, 9, 15, 17, 18, 44

Ministerial Advisory Committee for Educational Renewal (MACER) 17

Ministerial Advisory Committee on Educational Reform 9

Ministerial Council for Education, Employment, Training and Youth Affairs (MCEETYA) 39, 46, 52, 60

Ministerial Portfolio Statement..... 65, 67

Ministerial Taskforce on Inclusive Education (Students with Disabilities) 28

Multicultural Queensland Policy..... 77-78

National curriculum 39

National Protocols for Higher Education Approval Processes 36, 78

National testing and benchmarks..... 16-17 (graph)

New Basics 2, 4, 15, 20, 21, 46

New Professionalism 54

New schools

– State 29 (table), 32

Non-state education 1, 4, 19, 22, 31-32 (graph), 38, 82

– Accreditation 1, 38, 81

– Funding..... 1, 31-32 (graph), 33, 35, 38

Non-State Schools Accreditation Board 1, 38, 81

Non-university providers 36, 79

Numeracy 2, 4, 6 (graph), 15, 16-17 (graph), 18, 22, 41

Office of Higher Education 46, 49, 79, 80

Office of Non-State Education 38

Online learning..... 8, 22, 34, 45, 47, 59

Operating expenses..... 71-73 (graph)

Organisational Structure 12 (chart), 62

Outdoor and Environmental Education Centres 10

Overseas travel by staff..... 83-86

Parent satisfaction 7 (graph), 20 (graph), 21 (graph), 27 (graph), 30-31 (graph)

Parents & citizens' associations..... 3, 66, 67, 71, 76, 82

Partners for Success strategy 4, 27, 41-42

Partnerships 3, 4, 9, 28, 31, 37-44, 50

– community 3, 4, 9, 10, 27, 42-44,

– community training 41, 42

– business and industry..... 4, 41

– indigenous community 4, 41-42

– inter-agency 3, 4, 10, 26, 27, 31, 38, 40, 46, 50

Partnership Through Sport and Education Program 28

Pathways and transitions through school to work and further education 2, 4, 8, 22-23, 33, 40

Pathways to Success: Policy and Guidelines for Students Learning English as an Additional Language 77

Performance management 64

Performance Measurement and Reporting Taskforce 39

Planning, reporting and accountability framework..... 65 (chart)

Post-compulsory education

..... 4, 6, 8, 9, 15, 17 (graph), 22-23, 25, 31, 33, 37, 38, 40, 41, 44, 77

Pregnant and parenting students 4, 26

Pregnant and Parenting Students Initiative..... 26

Premier's Queensland Education and Training Initiative 49

Premier's Smart State Teacher Excellence Scholarships 3, 54

Preparing for School trial..... 2, 4, 8, 9, 15, 19, 31, 42, 69

Preparatory year 2, 4, 8, 9, 15, 19, 31, 42, 69

Preschool education 2, 4, 8, 9, 15, 19, 31, 42, 69, 73 (graph)

Pre-tertiary education 34, 35

Professional development

2, 3, 5, 7 (graph), 10, 17, 18, 21, 22, 27, 27-28, 28, 29, 51-54, 56, 59, 64, 67, 68, 71

Professional standards for teachers 3, 5, 51, 52, 53, 56

Public Sector Ethics Act 1994 64, 77

Public Service Workforce Renewal Program 76 (table)

Quality Teacher Program 43, 51, 52, 53

Queensland Board of Teacher Registration..... 39

Queensland Catholic Education Commission 38

Queensland Council of Parents and Citizens' Associations (QCPCA) 38

Queensland Government Suicide Prevention Strategy 26

Queensland Open Learning Network 35

Queensland Public Sector Union..... 70

Queensland School Drug Education Strategy..... 26

Queensland State Education – 2010 (QSE-2010)..... 1, 2, 20, 60, 65

Queensland Studies Authority (QSA)..... 19, 22, 38, 81

Queensland Teachers' Union..... 38, 70, 77

Queensland the Smart State – Education and Training Reforms for the Future (ETRF)

..... 1, 2, 4, 8-9, 15, 17, 21, 22-23, 26, 30, 31, 37, 40, 43-44, 78

Queensland the Smart State – Education and Training Reforms for the Future: White Paper 2, 17, 22, 26, 43

Racism 77

Reading 6 (graph), 17, 41

Reading recovery 2, 16 (graph), 17

Recruitment..... 5, 68

– Teachers..... 34, 56, 68, 70

Refugee Student Support Program 26

Refugee students..... 4, 26

Reporting and accountability 58, 60, 62, 64-65 (chart), 67-68

Research and innovation 4, 45-50 (graph)

Resource management

– Internal 68-73 (graph)

Resource Planning and Management Committee..... 3

Retention rates 4, 7 (graph), 15, 22, 37, 42 (graph)

Retired Teacher Mentoring Program..... 52

Rich tasks 20, 21

Risk management 63-64, 66

Rural and remote education..... 4, 8, 32-35, 70

Rural and Remote Education Standing Committee..... 4, 32-33

Rural and Remote Education Strategy..... 4, 32, 35

Scholarships..... 3, 34, 47, 54, 57, 70

School Annual Reports and Operational Plans (SAROPs) 58

School-based apprenticeships / traineeships 4, 6 (graph), 8, 15, 22-23

School commencement age 19

School–community links..... 9, 10, 42-43

School disciplinary absences..... 27, 82-83 (table)

School environment..... 4, 10-11, 30, 32, 33

School facilities 28, 29-30 (table)

School Improvement and Accountability Framework (SIAP) 1, 2, 58, 60, 65

School–industry links 41

School leaving age 2, 8

School maintenance 30

School safety 29

School security..... 29, 32

School workforce 1, 3, 5, 7 (graph), 17, 28, 51-54, 56-58 (table), 59, 68-71 (graph)

Schools 33

– Cluster 28

– Special..... 28

– State 1, 6-7, 32

– Non-state 1, 31-32

Schools of Distance Education 47, 82

Science education 4, 5, 47-48

Science State – Smart State initiative 5, 47, 48

Secondary Schools Renewal Program..... 30

Senior Certificate 2, 8, 22, 38

Senior Education and Training Plans 22

Senior phase of learning..... 4, 8, 9, 15, 22-23, 31, 33, 40, 44, 77

Senior phase of learning trials 4, 9, 15, 22, 23, 31, 37, 40, 44

Seven Point Plan a Better Deal for Students with Disabilities 28

Sexual misconduct 77

Shared Services initiative..... 5, 60, 62, 70

Showcase Awards for Excellence 54-55

Smart Schools Renewal Program 32

Smart State, The 1, 2, 8, 46, 65

Solar Schools Project 11

Special education facilities 28, 29

Sports partnerships 28

Staff Colleges..... 28, 52, 53

Staff satisfaction..... 7 (graph)

Stakeholder relationships 7 (graph), 9, 37-44

Statements of Learning 39

Statutory authorities 38-39, 81-82

Strategic Leaders Program 52

Strategic Management Team 3, 13-14, 60, 63, 64

Strategic Plan 2002–2006 2, 64-65

Student achievement..... 2, 4, 6 (graph), 15, 16-18 (graph, table)

Student allowances 32, 34

Student behaviour 4, 5, 26, 27, 69

Student exclusion 27, 82-83 (table)

Student Protection Policy..... 77

Student satisfaction..... 20 (graph), 21 (graph), 27 (graph), 29 (graph), 30-31 (graph)

Student suspension..... 27, 82-83 (table)

Student-teacher ratio 69 (graph)

Student-to-computer ratio..... 4, 25, 30, 31 (graph)

Students at educational risk 4, 8, 22, 26

Students in rural and remote areas 4, 8, 28, 32-35

Students in the care of the State 4, 25, 27, 29

Students with disabilities 3, 5, 28, 29, 31, 69, 73 (graph)

Students with English as a second or additional language 77

Students with special needs 25, 28

Subject choice 33

Suicide prevention..... 26

Syllabus 4, 20, 21, 38, 39, 81

TAFE institutes 4, 22, 40

Teacher accommodation 34, 35

Teacher aides 28, 52, 54, 56, 68, 70

Teacher Career Change Program..... 69, 71

Teacher excellence 21, 47, 53, 54, 68

Teacher registration 39

Teachers 1, 3, 5, 28, 51-54, 56-58 (table), 59, 68-70 (graph)

Teaching practices 7 (graph), 59

Teacher scholarships 3, 34, 47, 54, 57

Technology education 4, 5, 47

Triple R Maintenance program..... 30, 32

Universities 1, 3, 34 (graph), 45, 46, 49-50 (graph), 78-80 (table), 81

Virtual education 8, 33

Virtual Schooling Service 33

Vocational education and training (VET). 4, 6 (graph), 8, 15, 17 (graph), 22-23, 38, 41

Voluntary early retirement (VER)..... 76 (table)

Waste management 11

Westfield Premier's Educational Scholarships 3, 54

Whistleblowers Protection Act 1994 77

Whole-of-Government initiatives 28, 44, 60, 62,

Whole-of-Government priorities 1, 10, 62, 65, 67

Women in education 56, 57 (table), 69, 70 (graph)

Workforce 5, 51-54, 56-58 (table), 64, 68-71 (graph)

– School..... 1, 3, 5, 7 (graph), 17, 28, 51-54, 56-58 (table), 59, 68-71 (graph)

– University..... 1

Workforce capability 3, 5, 17, 51-54, 56-58, 63, 68, 71

Workforce diversity and equity 5, 51, 56-58 (table)

Workplace health and safety 5, 59, 70

Writing..... 6 (graph), 17

Year 2 Diagnostic Net 2, 17, 18

Year 3 Test results 2, 4, 6 (graph), 15, 16-17 (graph), 41

Year 5 Test results 2, 4, 15, 16-17 (graph), 41, 59

Year 7 Test results 2, 4, 15, 16 (graph), 59

Year 12 completion / qualifications 2, 17, 33

Years 1–10 Curriculum Framework for Education Queensland Schools 20, 21

Youth support coordinators..... 9