

Arts and learning are complementary and inextricably linked. The Department has showcased the talents of many students through maintaining support for the following arts/education programs:

- the Instrumental Music Program, which is the most extensive in Australia and one of the largest under a single authority in the world, services over 45 000 students in more than 780 primary and secondary schools. Currently, the Queensland Government employs over 300 full-time equivalent teachers in this program.
- MOST and Fanfare are flagship programs within the Education Queensland Instrumental Music Program that focus on quality music education and performance by extending and developing musically gifted and talented students from Queensland state high schools.
- The Education Minister's Awards for Excellence in Art selects approximately 40 students to attend a five-day residential program where they work with established and emerging artists. These works are exhibited initially at the Queensland Art Gallery followed by a Touring Exhibition to 10 major regional galleries over a 12-month period.
- The first *Creative Generation – State Schools Onstage* caused a standing ovation at the Concert Hall, QPAC, on 15 May. The stage show spectacular featured more than 500 student performers - including a 72-piece orchestra, 210-voice choir, 220-piece dance troupe and solo artists - as well as leading professional artists.
- the Queensland Dance School of Excellence is the result of a partnership with Queensland Ballet. Students attend Kelvin Grove State College and study a professional training course at the Queensland Ballet. Most students move into the dance industry through Queensland Ballet Professional Year Program or the Australian National Ballet School.

- KITE Theatre is Education Queensland's Early Childhood Theatre team that operates in a partnership with the Queensland Performing Arts Centre. KITE produces high-quality theatre for 4–8 year-olds to support and improve student outcomes in the curriculum and also tours into schools in all parts of Queensland as well as participating in children's theatre festivals such as Out of the Box.
- Muso Magic Pty Ltd provides students with an opportunity to learn about song writing, music production and performing while developing skills. Workshops are offered for students who are at risk of leaving school early and also those with distinctive musical talents.

Outlook 2005–06

The Department will:

- support the implementation of the Years 1 to 10 English syllabus developed by the Queensland Studies Authority
- continue implementation of the Years 1 to 10 Arts and Technology syllabuses and implement the Years 1 to 10 Mathematics syllabus over the period 2005–07
- develop a Literacy Strategy as a focused extension of Literate Futures to reflect priority needs that emerged during implementation of Literate Futures
- develop a complementary Numeracy framework
- develop a Languages Other Than English strategy to target agreed national priorities and issues relating to current LOTE delivery in Queensland schools
- consult with key stakeholders to develop an implementation strategy for the Healthy Food and Drink Supply Strategy
- support and promote the active involvement of Queensland students in World Shakespeare 2006 event.



Lieutenant Colonel Patrick Pickett and MOST 2005 students at the gala concert.

## Strategy

- Enhance the educational success of all students and embed inclusive education practices at all state schools.

## Inclusive Education

Schools with inclusive philosophies are effective in combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving improved educational outcomes for all. [www](#)

### Students with disabilities

In response to the final report of the *Ministerial Taskforce on Inclusive Education (Students with Disabilities)*, tabled in Parliament in June 2004, a new Ministerial 10 Point Plan was launched to boost inclusive education for students with disabilities in Queensland state schools.

In 2004–05, Education Queensland began implementation of the *10 Point Plan for Students with Disabilities* which included the establishment of a *Ministerial Advisory Committee – Students with Disabilities* to provide advice to the Minister on strategies to promote inclusive programs and curriculum for students with disabilities. The plan included the development of a draft Inclusive Education Statement and commenced the review of the policy: The Provision of Special Education Programs and Services to Students with Disabilities. As a result, Education Queensland was the first education sector in Australia to develop a policy to assist schools to satisfy State and Commonwealth anti-discrimination legislation in allowing the use of Assistance Animals by students with a disability.

Special education resources were boosted in 2004–05 by \$16.5 million in the third year of the four-year \$55 million funding package and by \$21.7 million in capital projects for special education facilities. The funding supported additional

specialist teachers and major works at Goodna Special School and Nambour Special School.

Over 12 000 students identified as needing specialist support are enrolled in primary and secondary schools and over 2700 in state special schools. A range of targeted programs and services are provided to meet their specific needs. The Department provides 477 special education units and classes within state primary and secondary schools and 47 state special schools.

In 2004, 485 Certificates of Post-Compulsory School Education (CPCSE) were issued on completion of Year 12 to students who have either an impairment or disability. This certificate records educational achievement in three areas: a statement of achievement, accredited vocational education and a statement of participation.

As part of the Deaf/Hearing Impaired Action Plan 2004–07, which commenced implementation in 2004–05, Individual Education Plans are prepared for deaf/hearing impaired students and include specific goals relating to some or all of the following areas:

- language development
- auditory skills development
- communication skills (spoken and signed)
- signed communication, if required
- Deaf Studies, where appropriate.

Education Queensland is part of an interdepartmental consultative group examining current services for children with hearing impairments and reviewing information and advice for parents/carers. The Staff College, Inclusive Education, has also coordinated the delivery of significant professional learning opportunities for teachers, in both Auslan and Auditory Verbal Therapy. Fourteen staff from Cairns and Brisbane completed an Education Queensland-sponsored Certificate II Course in Auslan.

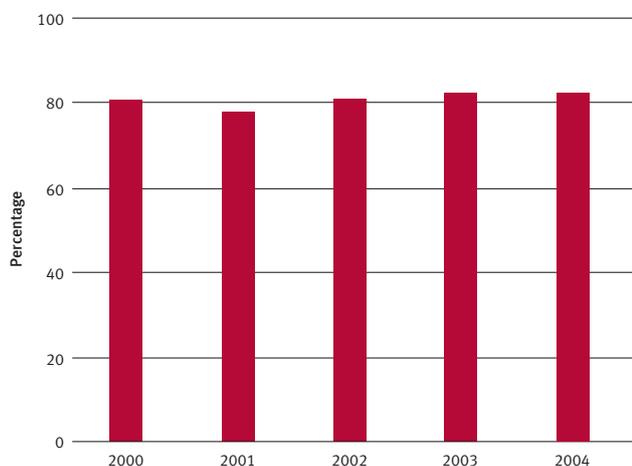
In late 2004, development, trials and evaluation of the Education Adjustment Program (EAP) occurred. EAP is the product of more than four years of research and debate. It is straightforward in application with school personnel focusing on recording the adjustments required to ensure that students can access the curriculum and participate in appropriate education programs. In Semester 1 2005, schools began the new process of recording the education adjustments being made to assist students with disabilities in accessing curriculum, achieving curriculum outcomes and participating in school life. Over 35 000 people have been involved with the range of training programs to support the implementation of EAP. There are 10 EAP Transition Coordinators based across the state to support the implementation of the EAP.

### Aboriginal and Torres Strait Islander education

The percentage of Year 3, 5 and 7 Queensland Indigenous students achieving the national benchmark in Reading has increased measurably in 2004 (see Figure 33).

The results also indicate that the percentage of Year 5 and Year 7 Queensland Indigenous students achieving the National Benchmark in Writing has measurably increased in

Figure 32: Parents of students in special schools satisfied or very satisfied that their child is getting a good education at school.



Notes: The percentage 'Satisfied' on the graph includes the proportion of those surveyed who indicated that they were either 'Satisfied' or 'Very satisfied'.

2004, also the percentage of Year 5 Queensland Indigenous students achieving the National Benchmark in Numeracy has measurably increased in 2004. However, the challenge of closing the gap between the average performance of Indigenous students and non-Indigenous students remains acute.

Significant progress was made during 2004–05 to implement *Partners for Success*, Education Queensland’s framework for driving improvement in educational outcomes for Queensland students who identify as Aboriginal or Torres Strait Islander. *Partners for Success* encourages schools and their communities to develop practical solutions that fit local circumstances, while working within a statewide monitoring framework that ensures accountability for outcomes. The four priority action areas in the *Partners for Success Action Plan 2003–2005* are: [www](#)

- attendance of Indigenous students at school – more students at school, more often
- retention of Indigenous students at school – from Year 7 to Year 8, from Year 8 to Year 10, and from Year 10 to Year 12 or its equivalent
- literacy attainment by Indigenous students – improved performance in literacy
- workforce and leadership in Indigenous culture – having more Indigenous employees and role models and strong leaders driving improved outcomes for Indigenous students.

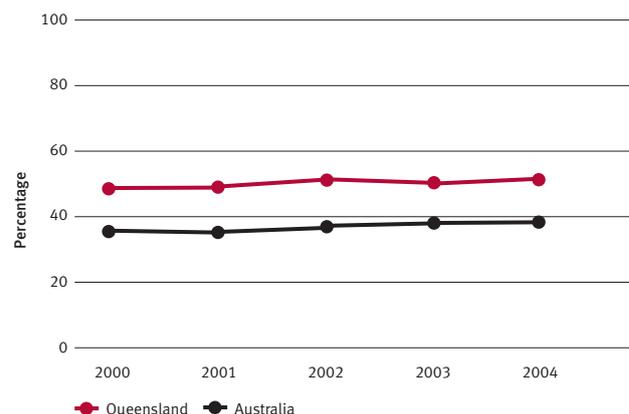
In 2004–05, specific initiatives under the *Partners for Success Action Plan* included assisting schools to analyse available performance data including school Indigenous Education Profiles and ensuring that strategies for improving Indigenous education performance are included in *School Annual Report and Operational Plans (SAROP)*.

In 2004–05, the Department’s partnerships with Aboriginal and Torres Strait Islander communities were strengthened with the formation of the Partners for Success Implementation Group. The group consists of representatives from all areas of the state, and includes persons from various roles and functions, to facilitate and disseminate information to schools/districts and to support the implementation of initiatives under Partners for Success.

Queenslander of the Year and former principal of Cherbourg State School Chris Sarra was appointed to head the new Indigenous Education Leadership Institute in 2004–05. The Institute is a Queensland first and is being developed in partnership between the Department and Queensland University of Technology. The Institute will deliver leadership programs to principals and teachers to improve the teaching of Indigenous students. It will equip school leaders with the skills they need to tackle a range of issues including high absenteeism and poor student performance. The Institute will also oversee Indigenous education research and liaise with universities to ensure Indigenous students have the necessary support services to help them undertake tertiary studies. The goal of the Institute’s work is to create better education, training and employment opportunities for Indigenous students.

A further four Partners for Success Centres of Excellence were established in 2004–05 in Durack State School, Cairns West State School, Mitchell State School and the Western Cape College, bringing the total number to seven. The centres are located across the state to showcase the practices that enabled schools to meet or exceed the targets in the four *Partners for Success* priority areas. Each of the seven centres has been involved in professional development and information sharing, including guest speaking, workshop facilitation, mentoring and other activities.

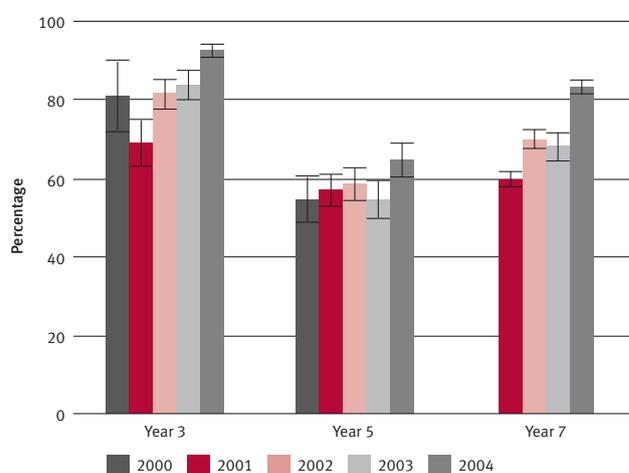
Figure 33: Apparent retention rates Years 8–12, State schools, Indigenous Students



\*Qld State School Indigenous students versus Australian State and Non-state Indigenous students.

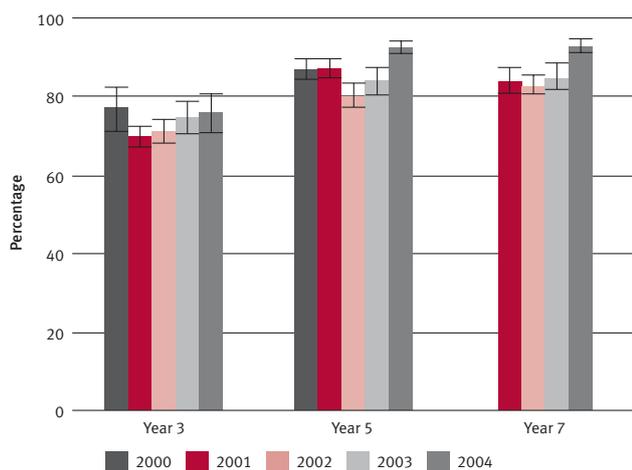
Source: Corporate Data Warehouse (CDW) and ABS unpublished data

Figure 34: Percentage of Queensland Indigenous students achieving the National Benchmark in Reading 2000–04



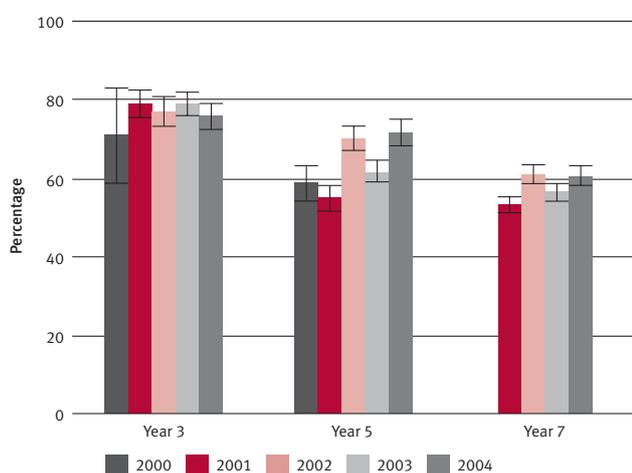
The Department is working to improve educational and employment outcomes for Aboriginal and Torres Strait Islander students.

Figure 35: Percentage of Queensland Indigenous students achieving the National Benchmark in Writing 2000–04



Source: Queensland Studies Authority 2000–04

Figure 36: Percentage of Queensland Indigenous students achieving the National Benchmark in Numeracy 2000–04



Source: Queensland Studies Authority 2000–04

Note: The achievement percentages include 95 per cent confidence intervals

In 2004–05, the *Partners for Success Gateway* [www](#) was established to provide online information for teachers that is specific for the teaching of Indigenous students, and also the teaching of Indigenous perspectives within all Key Learning Areas. It is envisaged that the information will be enhanced and developed over time to include content from all areas of the state, varying from rural Indigenous community schools to schools in urban areas with no Indigenous enrolments.

Improvement in Indigenous students' educational outcomes relies heavily on the work of Indigenous education workers. Teacher aides, truancy officers, community education counsellors, community partnership officers and other Indigenous staff members play a critical role in Queensland schools. These officers provide the vital links between their host schools/districts and the wider Indigenous community in which they reside, in order to ensure that community needs and perceptions are being catered for within everyday classroom practices.

### Gifted and talented

The *Framework for Gifted Education* was released in 2004–05 to provide schools with access to online resources to support the needs of the full range of students in classes. The framework includes *Guidelines for Acceleration within the Compulsory Years of Schooling*. The online Gifted and Talented Professional Learning Community and eight Learning and Development Centres (Gifted and Talented) also assist state schools to optimise every student's opportunity to achieve their potential. A review of the centres has been commissioned to identify the effective strategies currently employed and to inform future strategies regarding the operation of the centres.

The Australian Government Gifted Education Professional Learning Package was also released in 2004–05. This package helped strengthen the skills and understandings of the teaching profession in gifted education and provided help for teachers to implement the *Framework for Gifted Education*.

Figure 37: Partners for Success statewide targets in the priority areas

	2004 performance all	2004 performance ATSI	2008 stretch targets
<b>Literacy and numeracy</b>			
Percentage of students not requiring additional support for the Year 2 Net			
• Reading	75%	52%	58%
• Writing	85%	63%	68%
• Number	80%	54%	59%
Percentage of students achieving the national Year 5 reading benchmark <i>*(state school students only)</i>	81% ± 3%*	64% ± 5%*	65%
<b>Retention and completion</b>			
Year 7 to Year 8 transition	90%	88%	91%
Year 10 to Year 11 transition	87%	72%	79%
Year 8 to Year 12 apparent retention	75%	51%	57%

### 'Being Together' – A collaborative project between Cavendish Road State High School and Greenslopes State School.

Since 2003, Year 8 students at Cavendish Road State High School have taken part in a peer support community service project with the New Arrivals Refugee class at Greenslopes State School. The school chose the project because it felt it could help the newly arrived refugee children in this special class obtain basic school requirements.

School-related items, such as backpacks, exercise books, pencils etc. are gathered from the school community and presented to Greenslopes State School on behalf of Cavendish Road State High School. A day is also spent interacting with the class, reading, playing sport and doing craft activities, to foster understanding and goodwill. The project was continued this year with a new group of nine refugee children, most of whom came from Sudan. These students had arrived with few possessions and no toys or school materials at all.

Students from both schools benefit from the positive social experience and learn a lot from each other. Cavendish Road students also raise money, which has been variously used as a donation to the World Vision Food Relief program in Sudan and to provide sports equipment for Greenslopes State School.



*The Department values the multilingual background of students.*

### Cultural diversity [www](#)

The Department extended and strengthened the range and diversity of initiatives for Queensland students at educational risk. The range of initiatives aims to improve learning outcomes and the quality of participation of approximately 12 000 students, including almost 1700 refugee students through:

- additional support of \$895 000 for refugee students during Semester 1 2005
- professional development activities for English as a Second Language (ESL) teachers from five north and far north Queensland districts

- presentations by ESL teachers to Central Queensland University Bachelor of Education students on working with ESL students
- a collaborative project between Greenslopes State School new arrivals refugee class and Cavendish Road State High School to help newly arrived refugee students obtain basic school requirements
- establishing the 'English for lunch bunch' at Moura State High School to assist ESL students with writing tasks
- working with other agencies, including Multicultural Affairs Queensland, the Brisbane City Council and the Department of Immigration and Multicultural and Indigenous Affairs to deal with refugee issues
- funding community agencies, including the Queensland Program of Assistance to Survivors of Torture and Trauma, and Anglicare, to continue their support of refugee students.

### Milpera State High School celebrates 20 years of multicultural education

Recently Milpera State High School, an intensive language school, celebrated 20 years of inclusive education.

About 80 per cent of Milpera's students are refugees. Frequently, these students arrive in Australia with limited education, directly out of war or refugee camps. Many have suffered traumatic life experiences which affect their capacity to settle and learn.

'I think fundamentally [success for these students is] about good settlement because good settlement creates good citizens,' said Adele Rice, Milpera Principal.

The teachers, teaching staff and some forty volunteers at Milpera work hard to create a teaching environment where nurturing underpins everything. Shared outings and shared stories help build a sense of family within the classroom.

'At Milpera a number of refugee boys don't have a father at home. I have found when teachers show genuine compassion, the boys open up and start talking on a really personal level. When this occurs, it is easy to teach students and this makes for a great learning environment,' said Sai Ramineni, a teacher at Milpera.

Teacher Bianca Brookes adds, 'Most importantly we make the students feel valued, liked and respected.'

While Milpera reminds us of the difficulties faced by refugees, it also shows how we can help create brighter futures through education.



## International students [www](#)

Enriching the cultural diversity within schools helps prepare students to operate confidently in the global community and economy. The International Student Program is also a reflection of the quality of education available in Queensland state schools.

In 2004–05, the Department increased the number of full-fee-paying international students by 16.6 per cent from 720 to 840. A quality assurance framework has been established to ensure state schools operating the International Student Program maintain high standards for both Queensland and international students. The framework provides:

- a clear indication of the knowledge, skills and capacity schools require to be a part of the International Student Program
- a clear set of performance benchmarks that need to be met.

The quality assurance process will provide the foundations for future research into statewide quality assurance programs.



### Chia-Chuan (James)

James Lee commenced study at Craigslea State High School on 24 January 2005. He is in Year 10 and will finish Year 12 in 2007 in Queensland.

My name is James Lee and I am from Taipei. I came to Australia to study Year 10, 11 and 12. I chose Craigslea State High School because it was recommended to me by a family friend who lives in Brisbane.

I am extremely happy that I came to Craigslea because everyone is so friendly and helpful. I have wonderful friends here and they were a wonderful support for me when I first became homesick. I have a lot of ESL support here and my English has improved greatly. I have made many friends from other countries and have enjoyed learning about their cultures.

When I enrolled, I was surprised that I could choose my own six subjects. This was really great as there were as many as 23 subjects to choose from.

I am very happy with my chosen subjects and the support I received from teachers. Craigslea State High School is an excellent choice for me.

## Educational access for pregnant and parenting students

Supporting pregnant and parenting students helps them stay at school and complete their education. These students are encouraged to complete secondary schooling through flexibility in:

- curriculum design, teaching and learning strategies, and assessment
- classroom and school management
- uniform/dress codes
- temporary alterations in attendance patterns.

The *Advice and Strategies for the Retention and Support of Pregnant and Parenting Young People in Education* was completed as a resource to inform school and district plans. Most District Youth Achievement Plans (DYAPs) make reference to the need to have practices that support these young people to stay in education or training. Six schools have established targeted support programs. The Department provided support and advice to schools through the *Supporting Pregnant and Parenting Students* website.

## Education and training for rural and remote students [www](#)

Over half of all state schools in Queensland are located in rural and remote areas. Quality education services in the bush support the rural economy that depends on a vibrant, skilled workforce that embraces global trends. In 2004–05, the *Rural and Remote Education Framework for Action* improved education and training opportunities for students, teachers and schools in rural and remote Queensland by:

- extending the trial to coordinate the provision of Years 11 and 12 educational and training programs for home-based geographically isolated students from the Charters Towers School of Distance Education to include Cairns School of Distance Education. An interim review of the trial has indicated its effectiveness in retaining and/or re-engaging at-risk students. The trials enable the schools to provide greater continuity for students, improved pastoral care and better access to academic and vocational education programs that reflect student aspirations and regional employment opportunities.
- introducing a bypassing trial allowing students from remote communities with small secondary departments to access financial assistance from the Queensland and Commonwealth Governments to support them living away from home to study
- extending two subsidies to eligible Preparatory Year students enrolled in distance education. Students are provided an annual \$250 subsidy to assist with the purchase, upgrade and replacement of computers for use in the home classroom. In addition, these families are provided with free access to Microsoft software and an annual subsidy of \$500 to assist geographically isolated families with the costs associated with access to broadband Internet services.
- the development of new materials by the Distance Learning Unit to support curriculum delivery through the



There are seven schools of distance education in Queensland

Schools of Distance Education in the following areas:

- Senior Accounting
- Senior English
- Preparatory Year
- Interactive online digital learning resources to support science, information technology, study skills and writing.

### Ravenshoe State School – Dairying Project

Ravenshoe State School students are not fenced in by four walls. Their classroom is a 39 hectare property named 'Raschoda'. The property is helping local young people from preschool to Year 12, including students with special needs, to learn about farming, dairying, land care, animal husbandry, horticulture and environmental rehabilitation.

Students help run all aspects of the farm, which includes a beef stud and poultry area, while learning how everyday subjects like Maths and English relate in a practical sense. In partnership with local industry groups, participants are also gaining vocational training opportunities and working with the community in ventures such as the local show circuit.

The course is so popular that there is a waiting list of students wanting to study agriculture, and teachers are convinced the working farm has contributed significantly to a 26 per cent improvement in the retention rate between Years 10 and 11 over the last two years.

In addition, the Department allocated almost \$400 000 directly to schools and districts to implement the *National Safe Schools Framework* to minimise bullying, harassment and violence in the school environment, in addition to the provision of related professional development across the state.

Where students are identified as at risk of disengaging from learning, the Department has developed more flexible learning options for students. Over 84 flexible learning services are available as alternatives to schools. They are aimed at providing intensive support, tailored to the needs of the student, while still maintaining the student's links to their school setting and community.

Other initiatives to engage this priority group included a statewide mentoring program for young people. Job Futures (the organisation contracted to implement the statewide mentoring initiative) commenced their role in introducing and managing this ETRF initiative in January 2005. By May 2005, six trial areas had engaged in training around the resources developed for the program or were progressing further to enlist a local organisation to support the delivery of mentoring in the local area. Mentor recruitment and training is currently occurring to prepare mentors and young people to establish a mentoring relationship.

Overall the Department implemented programs and resources that total \$24.5 million investment in managing behaviour in Queensland schools.

## Behaviour management

The Department uses a balance of prevention and intervention strategies to promote student engagement in learning and minimise behaviour management issues in schools. [www](#) Support resources for schools was a focus in 2004–05, including:

- 300 full-time equivalent staff solely dedicated to behaviour support, concentrating on improving the educational outcomes of students through preventative problem-solving and intensive levels of support. These staff also help schools to develop behaviour management strategies
- access to over 500 other support staff to provide a range of guidance, counselling and community education services to develop stronger, supportive and engaging learning environments
- professional development to improve approaches to behaviour management and support undertaken by over 1200 staff in almost 400 Queensland schools.

Specific programs were also aimed at preventing behavioural issues, including the School-wide Positive Behaviour Support program implemented in 29 schools across Queensland.

In 2004, parent satisfaction with student behaviour at school remained at more than 50 per cent, with a slight increase of 0.2 per cent from 2003 figures – see Figure 38. Primary students' satisfaction grew from 38.8 per cent in 2003 to 39.9 per cent in 2004. Secondary students' satisfaction increased from 30.7 per cent in 2003 to 31.2 per cent in 2004.



*The Department works to provide safe and supportive environments for all students.*

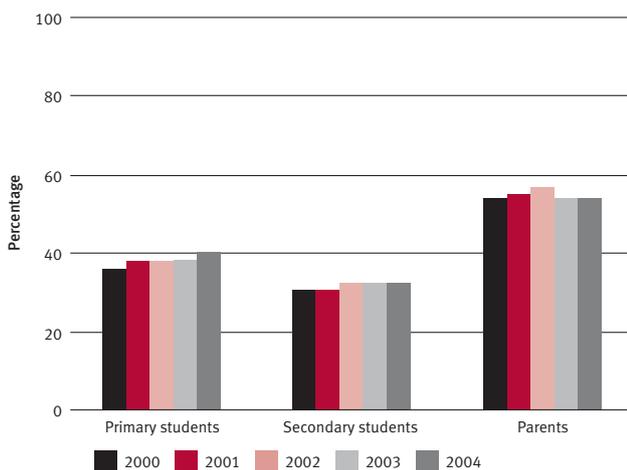
## Child safety

The Department has continued to support the education of vulnerable children with the implementation of Education Support Plans in state schools. These plans identify the goals and strategies for children and young people enrolled in state schools and who are subject to care and protection orders where guardianship or custody is granted to the Chief Executive Officer of the Department of Child Safety. [WWW](#) There were 2130 Education Support Plans in place at the time of the annual data collection on 1 August 2004.

*A Blueprint for implementing the recommendations of the January 2004 Crime and Misconduct Commission's (CMC) Inquiry Report* presents a plan of action for building a strong child protection system for Queensland. The Blueprint reinforces the Government's key priority of safety and security of vulnerable children and young people. The Department has responded by implementing a comprehensive range of measures to respond to child abuse and neglect issues including the:

- appointment of a Director, Child Safety
- promotion of an holistic multi-agency approach to child protection issues
- implementation of Education Support Plans for children and young people in the care of the state
- provision of additional education support services and programs to enhance the educational participation, achievement and retention of these students
- expansion of the level of participation in the Suspected Child Abuse and Neglect (SCAN) system to advance an effective and coordinated, multi-disciplinary response to notifications of suspected child abuse and neglect.

Figure 38: State school parents' and students' satisfaction with behaviour in school 2000-04



Note: The percentage 'Satisfied' on the graph includes the proportion of those surveyed who indicated that they were either 'Satisfied' or 'Very satisfied'.



The newest state school in Queensland is Narangba Valley state school opened 1 January 2005



### Outlook 2005-06

The Department will:

- continue implementation of the 10 Point Plan for Students with Disabilities
- provide an additional \$1.8 million in 2005-06 to support the specific needs of refugee students
- replace Coolangatta State Special School and relocate the special education unit at Kenmore South State School
- implement a new behaviour management package Better Behaviour, Better Learning
- develop an action plan to attract and retain principals and teachers at rural and remote schools
- commence the implementation of the Bound for Success strategy specifically for schools in the Cape and Torres Strait District
- continue to support schools and districts in implementing Partners for Success initiatives via the Learning and Engagement Centres
- implement the new learning pathways with \$6.9 million in funding for disengaged young people through the Central Purchasing Unit, mentoring activity and ETRF Access to Pathways programs
- partner with Griffith University to deliver a university-based, online and face-to-face three-semester course in Auslan at Norville State School in Bundaberg and at the ICT Learning Innovation Centre at University of the Sunshine Coast.
- establish two Smart Academies through an investment of \$46 million over four years, boosting opportunities for Queensland's brightest students
- allocate Child Safety funds to cater for the learning and development needs of school-aged children and young people subject to child protection orders through the development of individual Education Support Plans.

## Strategy

- Improve student and school performance through the development of effective reporting to parents and the community on student and school performance.

## Improved performance and effective reporting

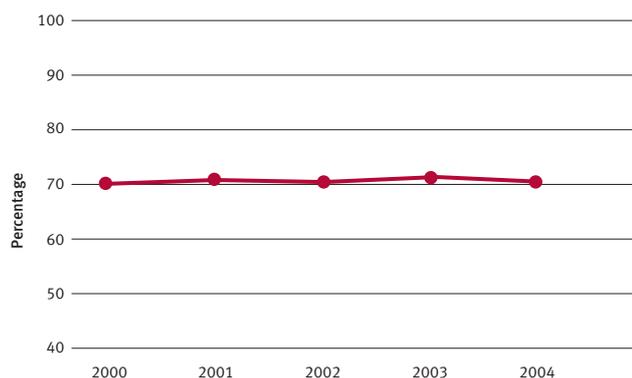
Queensland schools place a high value on open and transparent reporting to parents and school communities. To support continuous improvement and enhanced accountability, all schools provide information to their school communities, both through positive reporting relationships with parents on individual student achievement and through reporting on the performance of the school.

### Schools reporting

In October 2004, the Government announced the new *Changes to Schools Reporting*. It was the result of significant consultation with the community and with education stakeholders about the information parents and communities want, and how to improve schools reporting to meet these needs. [WWW](#)

In mid 2005, all state schools published information about the outcomes achieved for their students. This included contextual information such as the curriculum taught, extracurricular activities and opportunities for parental involvement, and outcomes data such as summary information on the literacy and numeracy tests and retention rates.

Figure 39: Parental satisfaction with school reporting 2000–04



Note: The percentage 'Satisfied' on the graph includes the proportion of those surveyed who indicated that they were either 'Satisfied' or 'Very satisfied'.

### School improvement and accountability

In 2004–05, the Department focused on reviewing its *School Improvement and Accountability Framework (SIAF)* [WWW](#) and the Action Plan for state schools, *Destination 2010*, [WWW](#) to capture the increased focus on school performance and the requirements for reporting to the community on student and school performance.

The School Improvement and Accountability Framework assists schools to monitor, review and report on student and school performance. This framework, through the *Destination 2010 Action Plan*, implements the outcomes established by *Queensland State Education – 2010* and the *Education and Training Reforms for the Future (ETRF)*.

The key performance measures and targets in the action plan, *Destination 2010*, were reviewed to ensure the strategic intent and performance measures were appropriate for schools, students and their communities beyond 2005. The revised *SIAF* and *Destination 2010* action plan will enable state schools to develop strategies and targets for the next planning cycle.

Schools maintain a strong focus on continuous quality improvement and clear accountability for outcomes. A three-year strategic planning and reviewing cycle, referred to as the Triennial School Review, allows the school community to review the school's achievements during the previous three-year period and plan how it will improve student outcomes over the next three years. The Department conducted Triennial School Reviews in 33 per cent of state schools in 2003 and 38 per cent of schools in 2004. It is anticipated that all state schools will have undertaken a Triennial School Review by the end of 2005.

The *SIAF* also identifies the Review by Exception process as another quality assurance tool that is used to assure and maintain public confidence and accountability in the state schooling system. This review process, which may be undertaken at any time, provides an avenue for improving performance or for acknowledging and disseminating information regarding outstanding performance. There have been reviews in 13 schools since 2003 as part of the Review by Exception process to either highlight exemplary performance and share best practice or to develop specific action plans to support schools in improving their performance.

## Outlook 2005–06

The Department will:

- continue to monitor progress and trends against the statewide *Destination 2010* targets to improve the performance of the state schooling system
- develop and implement a process to involve independent team members for selected school reviews to assure the Government and the parent community that the planning, reviewing and reporting cycles for Queensland state schools are valid, rigorous and contestable in terms of standards of quality
- publish annual reporting information about each state school and its outcomes on the school's website
- implement the provision of written student reports and offer teacher meetings twice a year in all state schools
- publish and distribute state and regional reports of the results of the annual statewide survey of the study, employment and other destinations of Year 12 students in the year after leaving school.

## Strategy

- Create sustainable learning environments through the delivery of effective and efficient enabling services.

### Improving learning environments

Education Queensland has engaged with the Shared Service Provider 'Corporate and Professional Services' to ensure that services delivered to schools contribute to the delivery of sustainable learning environments.

The planning and development of infrastructure requirements, facilities and workforce is necessary to ensure that state schools are prepared to deliver a contemporary curriculum and engage students with learning. Sustainable learning environments are created through the provision of quality staff (see page 76), effective planning for future facilities requirements and maintenance of current facilities and sustainable ICT infrastructure (see page 71).

### Investment in facilities

The physical environments at schools are critical to the learning process. In 2004–05 the Department has:

- commenced the 2005 school year with 604 state Preschool centres and 165 early education classes providing Preschool services. Enrolments at these centres included approximately 2900 Aboriginal and Torres Strait Islander students and 250 students in schools of distance education. More than 1950 Preschool children were enrolled at special education development units/centres and special education units/classes
- completed capital works at a cost of \$23.9 million including the commencement of a statewide facilities program to support the full introduction of the Preparatory Year and its phase-in process including the completion of new Prep buildings at Proserpine State School and Tullawong State School, as well as major works at the new Narangba Valley State School
- completed capital works at a cost of \$275.2 million including the new Narangba Valley State School and other major works in State Schools at Agnes Water, Annandale, Bald Hills, Clover Hill, Ferny Grove, Grand Avenue, Helensvale, Norman Park, Ormeau, Redland Bay and Tannum Sands and major works in colleges and high schools at Calamvale Community College, Chancellor State College, Earnshaw State College, Flagstone State Community College, Marsden State High School, North Lakes State College, Tannum Sands State High School, and Upper Coomera State College
- invested a total of \$19.7 million in capital works projects for special education facilities including \$11.9 million to improve special education facilities for the second year of the five-year \$50 million Building Inclusive Schools Program and completed major works at Goodna Special School and Nambour Special School.



*Schools provide safe, secure and welcoming environments for students.*

### Financial management capability

Financial management is critical to ensuring that schools have the capability to develop and deliver strategies that support learning outcomes for students. The Department continues to focus on building and improving financial management capability in schools by providing professional development training and support materials. Targeted areas have included developing budgets in accordance with *Destination 2010* objectives and monitoring financial reporting that facilitates the annual reporting requirements of the *School Improvement and Accountability Framework (SIAF)*.

During 2004–05 these programs were delivered to 258 school personnel. In addition 89 financial management certificates were issued to school personnel who had undertaken the online learning material on the Department's intranet. Face-to-face sessions were conducted to raise awareness of financial management and to clearly articulate to principals the Department's expectation of their position and the accountabilities for financial management of schools. The web-based component supported the program, including a competency assessment that is available to all staff on the Internet and on The Learning Place. Workshops aimed to develop the financial management capacity in schools, districts and central office.

Did you know...

The largest state school in Queensland is Varsity College Gold Coast

### Professional development priorities

Allocations to regions will be tied to specific priority areas. Grants to regions will include designated allocations, with specific system expectations and support, for the following:

- implementation of English and Mathematics syllabuses
- Preparatory Year
- Behaviour Management.

The Department will:

- consolidate regionalisation to ensure the delivery of effective, efficient and flexible enabling services.

