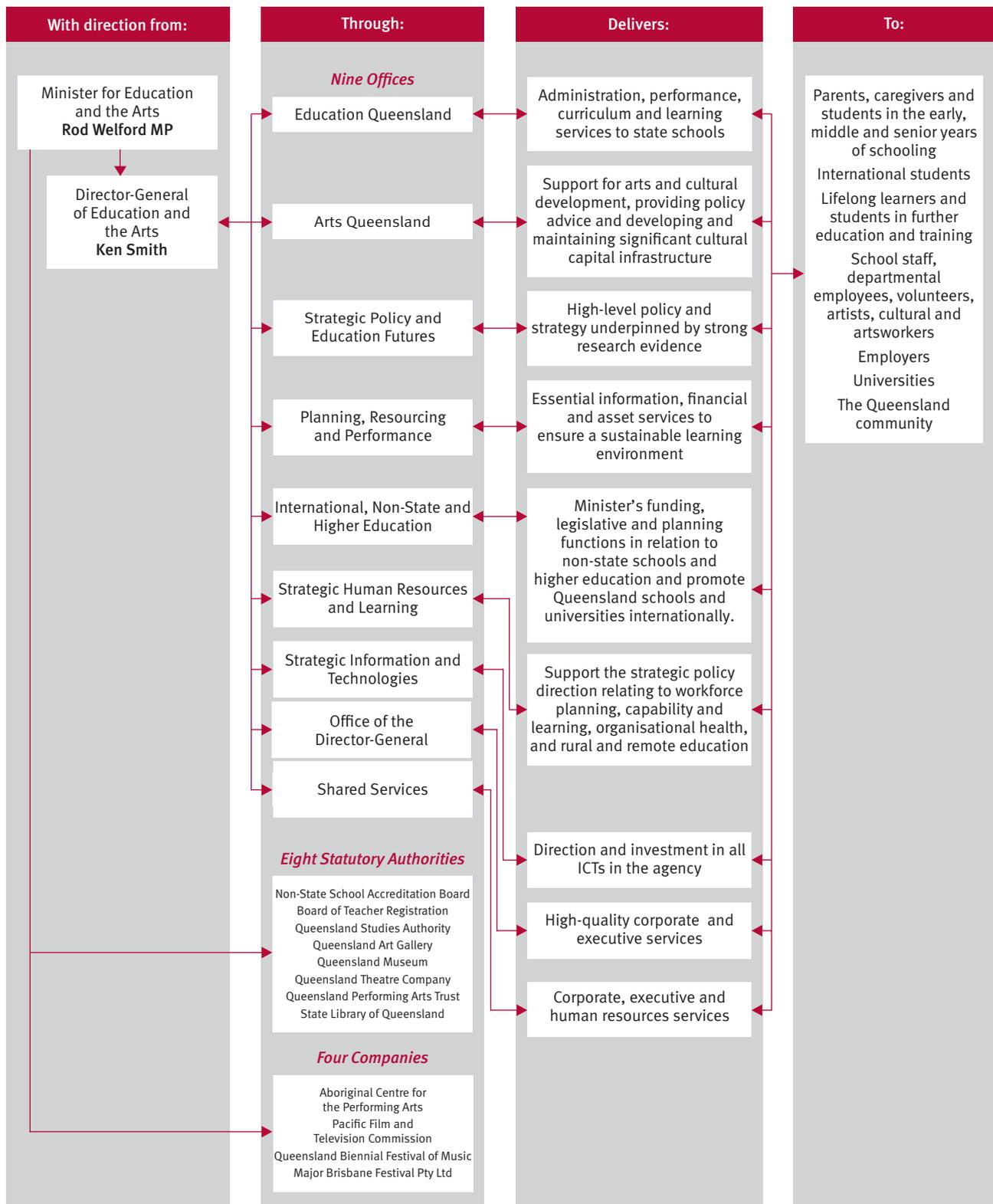


# Our Organisation - Department of Education and the Arts



## Strategic Management Teams

### Executive Management Team



**Ken Smith** *BSW(Hons), MSW*

**Director-General of Education and the Arts**  
Ken Smith was appointed Director-General of Education in December 2002 and assumed responsibility for Arts Queensland in February 2004.

Ken has previously served as Director-General of the Department of Employment and Training, the Departments of Families, Youth and Community Care, Disability Services Queensland and the Department of Housing, Local Government and Planning. Ken also has experience in the non-government sector and has served as chair and member of a number of boards and statutory authorities at state and national levels.



**Jenny Cranston** *BA, GradDipEd, MPubAdmin*

**Deputy Director-General  
Education Queensland**

Jenny Cranston was appointed Deputy Director-General, Education Queensland in October 2003. Jenny is responsible for the leadership,

management and monitoring of the performance of the state school system in Queensland, incorporating nearly 1300 state schools across 26 education districts in 10 regions.



**Leigh Tabrett** *PSM BA(Hons)*

**Deputy Director-General  
Arts Queensland**

In March 2005 Leigh Tabrett was appointed Deputy Director-General, Arts Queensland.

In this role, she is responsible for arts and cultural funding and capital programs, cultural policy and relationships with statutory bodies. Prior to taking up this role she was Assistant Director-General in Education with responsibility for international, non-state and higher education.



**Peter Bridgman** *BA(Hons), LLB(Hons)*

**Deputy Director-General**

**International, Non-State and Higher Education**  
Peter Bridgman was appointed Deputy Director-General, Arts in March 2004, and has since been appointed to Deputy Director-General

International, Non-State and Higher Education in April 2005. Peter is responsible for leadership, policy and management of programs and services covering non-state schools, higher education providers and international students.



**Zea Johnston** *BA, Grad Dip T, MAdmin*

**Assistant Director-General  
Strategic Policy and Education Futures**

Zea Johnston was appointed Assistant Director-General of Strategic Policy and Education

Futures in October 2003. Zea has a lead role in the developing long-term education strategy and with her team is committed to enhancing educational outcomes for all Queensland students.



**Bob McHugh** *BA, MBA*

**Assistant Director-General  
Planning, Resourcing and Performance**

Bob McHugh was appointed Assistant Director-General, Planning, Resourcing and Performance in February 2003. He oversees strategic

planning, implementation, facilities and the strategic resourcing of the Department through closely linked strategic planning, implementation and performance monitoring and reporting.



**Gary Barnes** *Dip T, BEd*

**Assistant Director-General  
Strategic Human Resources and Learning**

Gary Barnes was appointed as Assistant Director-General Strategic Human Resources and Learning in March 2005. Previously, he was

Assistant Director-General Learning and Acting Assistant Director-General Strategic Policy and Education Futures. Gary is currently leading strategic policy direction relating to workforce planning, workforce capability and learning, equity and diversity, organisational health and rural and remote education.



**Richard Eden** *BSurv (Hons), PhD*

**Acting Assistant Director-General  
Strategic Information and Technologies**

Richard Eden is currently acting in this position. Richard was the Department's first Chief Information Officer (CIO) appointed in

June 2002. The role has matured into the Assistant Director-General role with mainstream leadership responsibilities and accountabilities for the direction and investment in all ICT in the agency.



**Scott Kessell**

**Director, Office of the Director-General**

Scott Kessell was appointed Director of the Office of the Director-General in February

2003. He supports the Director-General through the provision of high-level strategic advice on policy and operational issues. He also coordinates information and advice between the Department and the Office of the Minister for Education and Minister for the Arts including Cabinet and legislative services.



**Stan Sielaff** *BEd, BBus, MEd Admin, MTech.Mgt*

**Assistant Director-General Shared Services**

Stan Sielaff has been acting in the position of Assistant Director-General Shared Services since June 2005 as part of the SES Mobility Program. Stan holds the position of Executive

Director Trade in the Department of the Premier and Cabinet and is currently leading two shared service providers, Corporate and Professional Services (CAPS) and Corporate Administration Agency (CAA).

## Education Queensland Strategic Management Team

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**Jenny Cranston** BA, GradDipEd, MPubAdmin  
Deputy Director-General, Education Queensland

**Lesley Englert** DipT, BA  
Assistant Director-General, Curriculum  
Lesley was appointed Assistant Director-General, Curriculum in June 2005. The division contributes to the Education and Training Reforms for the Future, and the blueprint for the future, Queensland State Education – 2010 by providing leadership, expertise, advice and support for curriculum, learning and teaching to maximise student engagement, retention and achievement across all three phases of learning.

**Terry Kearney** DipT, BEd  
Assistant Director-General  
Strategy and Performance  
Terry Kearney was appointed to Assistant Director-General, Strategy and Performance in July 2005, after holding the position of Assistant Director-General, School Administration since 2003.  
In Terry's new role, he takes on the critical role of monitoring and improving schools' performance. Terry also oversees Partners for Success, the organisation's key strategy for Indigenous education and employment, and leads strategic agendas including distance education, online learning, and forging productive partnerships between schools and industry.

**Ken Rogers** Cert T, BEd, MEd Admin  
Assistant Director-General, Student Services  
Ken Rogers was appointed Assistant Director-General, Student Services in July 2005. Ken's role includes providing a strategic and a whole-of-government coordinated approach to policy, service development and delivery across State Government agencies with respect to child safety, behaviour support and the provision of specialist services to students. Ken is leading a seamless and client focused service system that meets the needs of children and young people with a disability and those at educational and/or physical risk from harm, neglect or abuse.

**Julie Grantham** DipT, BA, MEd, BEd  
Assistant Director-General, School Resourcing and Administration  
Julie Grantham was appointed to this position on 1 July 2005 and leads the strategic and operational management of the resource and planning functions for state schooling. This portfolio also provides leadership in the delivery of advice and services across a diverse range of support functions to schools.

## Arts Queensland Strategic Management Team

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**Leigh Tabrett** PSM BA(Hons)  
Assistant Director-General, Arts Queensland

**Grazia Catalano** BA, DipEd, GradDipSocSci, MEd Admin, GradCert Interprof Leadership  
Executive Director, Programs  
Grazia Catalano was appointed to the position of Executive Director, Policy Planning and Programs in March 2003 and is responsible for reform of arts funding programs, implementation of cultural policy, and development of industry strategies.

**Michael Keily** BEcon  
Director Corporate Administration Agency  
Michael Keily has been Director, Corporate Administration Agency (CAA), a shared service provider, since July 2005. Mike is responsible for the provision of corporate support services to Arts Queensland, the Arts statutory bodies and number of other State Government agencies, in addition to providing facilities management services to the Queensland Cultural Centre and other Arts Queensland properties.

**Paul Willett** BBus, GradCert Public Sector Management  
Executive Manager, Business and Industry Development  
Paul Willett joined Arts Queensland in June 2001. His current role involves providing leadership in industry and export development, the management of Arts Queensland's budget and business resources and the management of corporate governance reporting requirements.

**Allan Welsh** BCom, MBA  
Executive Director, Capital Asset Management Unit  
Allan Welsh manages Arts Queensland's capital works program. His team supports communities as they develop and expand their arts and cultural facilities. Allan is responsible for the Millennium Arts Project, which includes a major expansion of the Queensland Cultural Centre through the construction of a Gallery of Modern Art and the re-development of the State Library, together with a number of regional projects.

**Bret Mannison** Dip Creative Arts, GradDipBus, GradDipEd, GradDip Professional Art Studies  
Executive Manager Policy  
Bret Mannison was appointed in March 2004 as Executive Manager Policy, Arts Queensland. He is responsible for providing strategic policy advice and coordination aimed at maximising the cultural development of Queensland and the coordination of policy advice across the Arts portfolio.

**Glen Fuller** BBus, CPM  
Manager, Communications and Marketing  
Glen Fuller joined Arts Queensland in August 2005 and is responsible for managing the communications function and leading the development of arts marketing programs. His team provides communications and marketing services, media and issues management and graphic design services.

## Meeting Government priorities

The Department of Education and the Arts plays a vital role in delivering on the Government's priorities by encouraging all Queenslanders to improve their levels of education and training and engagement in the arts. The Smart State priorities can only be built on leading edge skills, knowledge and creativity.

### Departmental outputs

The *Education and Training Reforms for the Future* and *Creative Queensland: the Queensland Government Cultural Policy 2002* are setting the direction to ensure that Queensland is positioned to meet future challenges. The Department has a primary role in supporting the whole-of-government outcomes of *A community of well-skilled and knowledgeable people* and *A fair, socially cohesive and culturally vibrant society* through the following outputs.

### State schooling

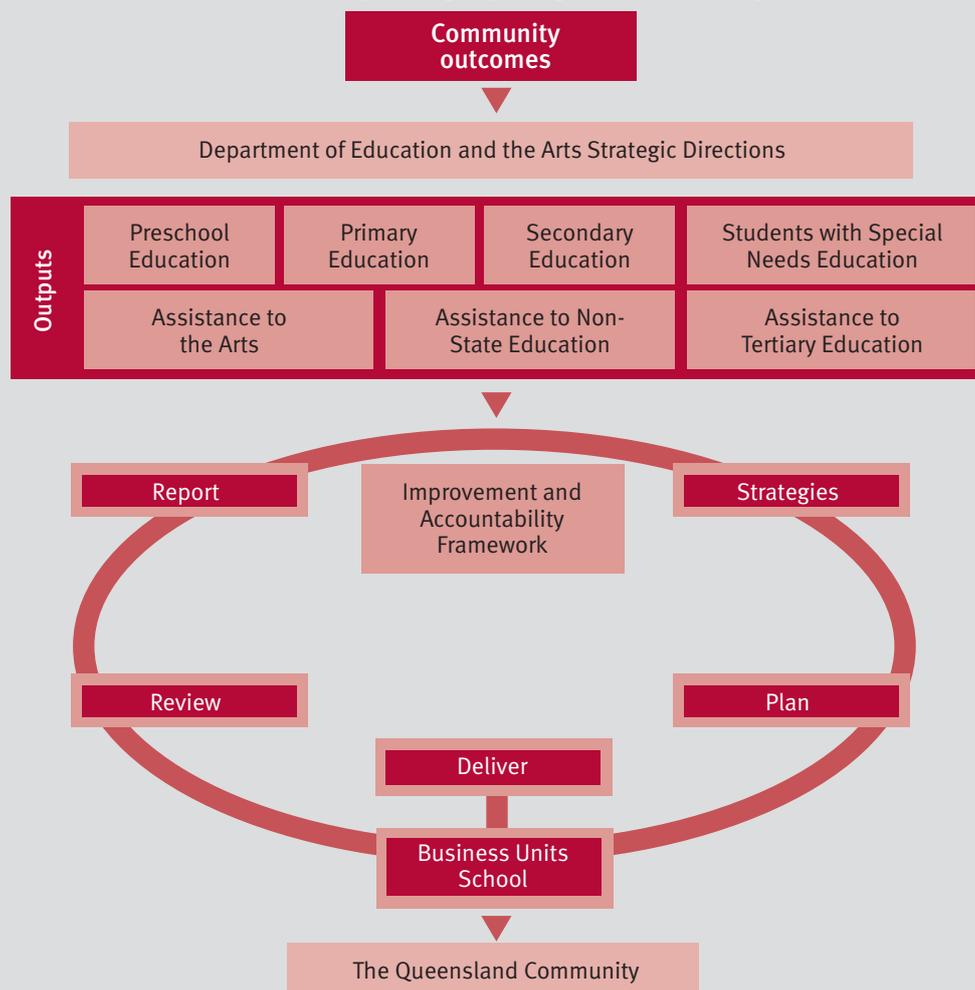
Education Queensland operates the state education sector which is committed to improving opportunities and pathways for all students. Four departmental outputs constitute state schooling: Preschool Education, Primary Education, Secondary Education, and Students with Special Needs.

### Preschool Education

The Preschool Education output reports on achievements in Preschool education as well as the phase-in of the Preparatory Year leading up to statewide implementation in 2007. A full-time Preparatory Year will replace the sessional Preschool and be available to all Queensland state school students.

Preschool education focuses on building strong educational foundations and supporting a successful transition to primary

Figure 1: Department of Education and the Arts planning, reporting and accountability framework.



school. Preschool services are provided for students with disabilities and in schools of distance education.

### **Primary Education**

The Primary Education output provides students in Years 1–7 with a comprehensive, general education and opportunities to move successfully into secondary education. Primary education is characterised by curriculum, teaching methodology and assessment designed to develop students' skills and knowledge relevant to their present and future needs. Primary education focuses on supporting the relevant intellectual, physical, emotional and social developmental needs of young people.

### **Secondary Education**

The Secondary Education output seeks to engage students in learning throughout Years 8–12 with a comprehensive education characterised by increasing levels of specialisation. Curriculum offerings support the development of knowledge, attitudes and skills that promote students' learning and development.

From 2006, under the State Government's 'learning or earning' reforms, it will be compulsory for young people in Year 10 to remain in education or training until they have achieved a Senior Certificate or Certificate III vocational qualification or turn 17 years of age, unless they are in full-time work.

### **Students with Special Needs**

The output Students with Special Needs incorporates two sub-outputs: Students with Disabilities and Distance Education.

#### **Students with Disabilities**

Students with disabilities have educational needs arising from hearing, vision, intellectual, physical or speech-language impairment, autistic spectrum disorder, or a combination of these. A broad range of educational programs and support services, including advisory visiting teachers, are available for students with disabilities in primary, secondary and special schools. Additional services associated with students with disabilities in mainstream classes in primary and secondary schools are included in this output.

#### **Distance Education**

Access to distance learning is primarily available to students who were unable to attend school due to geographic isolation, illness or other special circumstances. Distance education programs cover students learning in Preschool/ Preparatory Year to Year 12.

### **Assistance to the Arts**

Arts Queensland provides leadership and support in the arts and cultural sector that is committed to maximising quality creative outcomes for Queenslanders. Through the Assistance to the Arts output, the Department contributes to the whole-of-government outcome *A fair, socially cohesive and culturally vibrant society*.

### **Assistance to Non-State Education**

The Department supports and regulates non-state schools via the Assistance to Non-State Education output.

### **Assistance to Tertiary Institutions**

Regulatory and advocacy services are provided to higher education institutions through the output Assistance to Tertiary Institutions.

## Our people, our future

### Strong foundations

The ability of the Department to deliver its services is only as good as its people. Quality leaders and professionals and competent, dedicated support staff are critical to the success of the Department's educational, artistic and cultural pursuits. Attracting, developing, inspiring and retaining the most qualified people is an essential element in being a responsible employer.

The Department is keen to ensure that employees receive the support, training and environment they need to fully use their valuable experience and knowledge. This will best enable them to deliver services that meet the needs of students and strategically support arts and cultural activities.

### A large and diverse employer

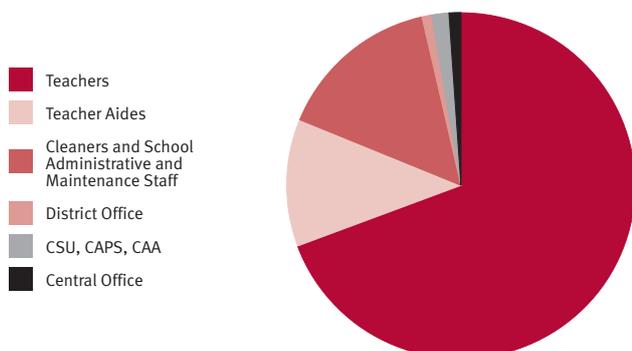
The Department is the largest employer in Queensland with more than 54 000 full-time equivalent (FTE) employees.

The bulk of the education workforce is teachers and teacher support staff in schools – see Figure 2. As at 30 June 2005, there were approximately 36 000 FTE teachers and 16 000 FTE teacher aides and support staff working with the Department. Approximately 320 additional FTE paraprofessional and support staff were employed in 2004–05 to further support students.

Corporate and Professional Services (CAPS) operates as a shared service provider within the Department. The 735 FTEs in CAPS employees provide support services including human resources, financial and technical capabilities to education.

Thousands of volunteers also support the delivery of education services in schools.

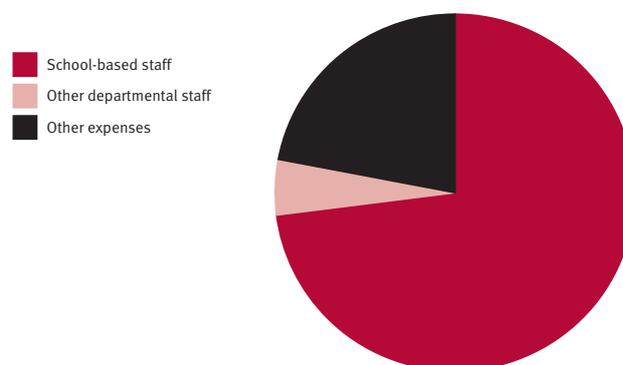
Figure 2: Workforce composition 2004–05



Notes:  
The composition is calculated on full-time equivalent

The staffing budget represented 78 per cent of the Department's total budget for education. Of this amount 73 per cent was spent on the schools' workforce – see Figure 3. Regional and central office staffing allocations make up the remainder of the education workforce.

Figure 3: The proportion of departmental budget allocated to staffing 2004–05



More than 140 FTEs work in Queensland's arts and cultural environment, including support services from approximately 86 FTEs in the Corporate Administration Agency.

### Supporting our people

Our commitment to work-life balance has resulted in a range of flexible employment options for staff. These initiatives assist individuals to meet family and life responsibilities while ensuring the Department delivers on its diverse service requirements.

The Department provided both professional and personal development opportunities to its people by:

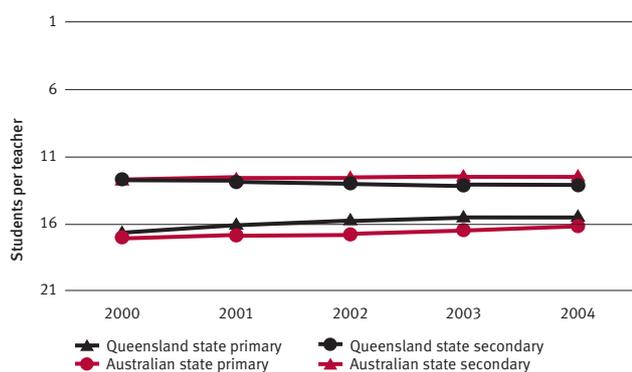
- fostering an environment that promotes best practice and continuous improvement through supporting growth of skills, knowledge and professional behaviours
- encouraging innovation and leadership through professional standards and the reform agenda
- supporting initiatives to create a workforce that is representative of the community for greater understanding of local needs and issues
- rewarding excellence.

### Increasing teacher numbers

From semester one 2005, the teaching workforce grew by more than 500 FTE to support enrolment growth, students with disabilities and to support class size reduction in Years 4–10. Queensland's school staffing allocation places

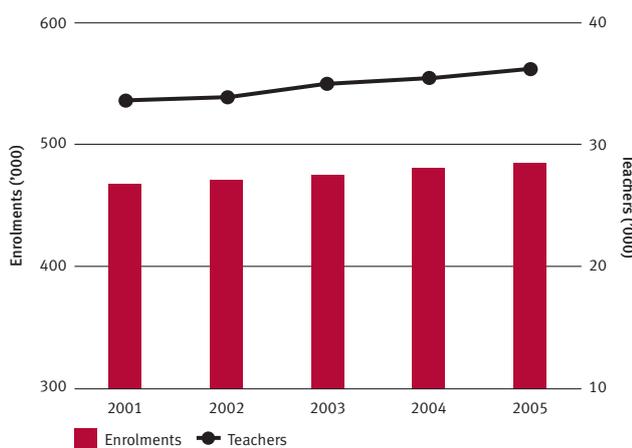
its student-teacher ratio at a level that compares favourably with Australia's ratio.

Figure 4: Queensland student-teacher ratio 2000-04



The Department's school workforce is continuing to steadily increase in line with predicted increases in student enrolments – see Figure 5. In 2004-05, more than 1900 teachers (FTE) were appointed to permanent teaching positions and more than 2500 teachers were transferred. As a result the Department has been able to provide teachers to schools in all areas of the state as well as place teachers in preferred locations.

Figure 5: Teaching workforce growth compared with enrolment growth 2000-05



## Developing careers

The Department is committed to advancing the careers of those who need to meet changing demands in knowledge and expertise. During 2004-05, more than 350 teaching personnel in schools gained promotion, including 200 classroom teachers (61 per cent female), 45 heads of department (33 per cent female), 51 deputy principals (57 per cent female) and 62 principals (42 per cent female).

As part of a workforce initiative commenced in 2003-04 long-term casual teacher aides were converted to permanent and temporary status. Altogether this program has improved employment security, workforce entitlements and career certainty for more than 3000 employees.

During 2004-05, 4.8 per cent of the workforce separated from the Department, mainly for resignation and retirement

<sup>1</sup> Ministerial Council on Education, Employment and Youth Affairs (MCEEYTA) 2005 Demand and Supply of Primary and Secondary School Teachers in Australia, Chapter Two, published at [www.mceetya.edu.au/public/demand.htm](http://www.mceetya.edu.au/public/demand.htm).

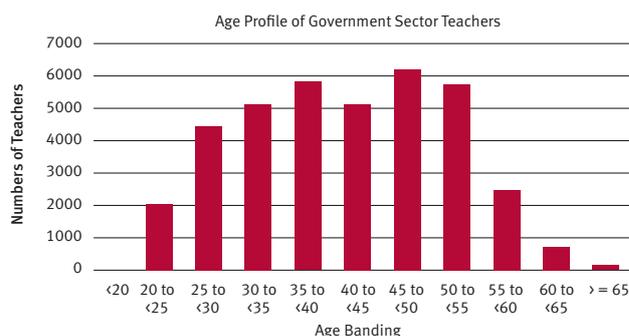
reasons. In addition to these normal separation processes, 466 teachers FTE chose to pursue alternative careers through participation in the Career Change Program.

## Age profile of the state teaching workforce

Queensland has a balanced and favourable teaching age demographic compared to other states. A 2005 report based on the latest available data indicated that Queensland had the lowest proportion of teachers in the 55-9 age bracket in Australia (6 per cent in primary and 7 per cent in secondary)<sup>1</sup>. Queensland also had the lowest proportion of secondary teachers in the 50-4 age bracket (16 per cent) and the second lowest proportion of primary teachers in the same age bracket (15 per cent).

The latest 2005 departmental data in Figure 6 shows that the age spread is broadly balanced. This suggests that the Department is well positioned to meet its future teacher workforce needs. The Department will continue to use such data together with community and government requirements and teacher life cycles to inform planning strategies for the future.

Figure 6: Age profile of Queensland state school teachers 2005



## Industrial relations

In 2004-05, the industrial relations focus was on implementation of the enterprise bargaining agreements negotiated in 2003-04 and preparation for three enterprise bargaining agreements scheduled for negotiation in 2005-06. This preparation included a more proactive approach whereby industrial relations input at internal management meetings around the state was increased through:

- specific activities including industrial relations staff
- attending district principal's meetings
- participating in senior management meetings either in person or via teleconference
- providing support and advice through district visits
- attending external stakeholder meetings.

In addition, consultative arrangements with unions were clarified and improved. The Department values its relationships with unions covering our workforce and strives to involve unions in the development of initiatives.

Industrial disputes were generally resolved in the workplace, although a small number of these matters were referred to independent industrial tribunals for conciliation or

arbitration. The Department continues to monitor these matters to improve employment practices.

The industrial instruments that cover departmental staff certified by the Queensland Industrial Relations Commission are outlined in Appendix 8.

### Organisational health

During 2004–05, the Department focused on workplace health and safety and health promotion and injury management interventions that encourage and support proactive strategies to improve organisational health within all Department workplaces.

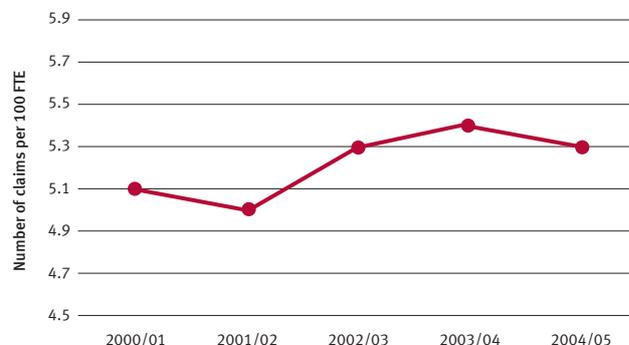
Workplace health and safety initiatives included the development and implementation of:

- a multimedia resource package to improve systems for the manual handling of students
- an internal workplace health and safety officers training course accredited by Workplace Health and Safety Queensland
- inoculation programs for influenza and Q Fever.

The Department in partnership with the Department of Industrial Relations (DIR) implemented a pilot training program to enhance the philosophies and concepts of supportive leadership principles amongst managers, with a view to creating positive working environments.

The Department's organisational health initiatives are designed to improve compliance with the *Workers' Compensation and Rehabilitation Act 2003*, and the *Workplace Health and Safety Act 1995*. They also seek to address other established government injury management strategies.

Figure 7: Workcover claims lodgement rate/100 FTE



Although overall workforce numbers increased in 2004–05, the number of workers' compensation claims lodged in the same period decreased slightly from 2003–04 as shown in Figure 7. The decrease can be attributed to the manual handling project and an overall greater focus on organisational health by the Department.



## Our Finances

Developing skills, knowledge and creativity is an investment in our citizens and society and their future. This investment is realised through the Department's efficient and effective delivery of services and initiatives.

In 2004–05 the Department managed operating outlays totalling \$4.1 billion. Despite the increasing demands on resources, the Department delivered its agreed outputs and achieved a marginal operating surplus of \$5.7 million.

Arts Queensland delivered a financial surplus of \$2.5 million, while the education portfolio produced a surplus of \$1.4 million, and Corporate and Professional Services and the Corporate Administration Agency produced a surplus of \$1.8 million.

A comprehensive set of financial statements covering all aspects of the Department's activities is provided on pages 125–157 of this report.

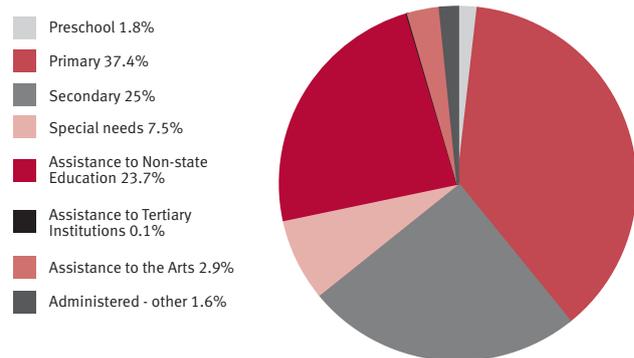
### How we are funded

Total revenue from ordinary activities for the Department was \$4.168 billion (education \$4.085 billion), an increase of \$314 million or 8.1 per cent on 2003–04 (excluding equity return funding). The Department receives 83 per cent of its revenue from the State Government. Increased revenue from both the State and Commonwealth Governments was provided to cover increases in student numbers and new project initiatives.

### How money was spent

The services provided by the Department of Education and the Arts are organised into seven outputs, and items administered on behalf of the State Government. The operating expenses for these services were \$4.162 billion (education \$4.083 billion), an increase of \$283 million or 7.3 per cent on the previous year (excluding equity return). The Department's outputs and the relative funding share for each are shown in Figure 8. More information on the Department's outputs can be found on page 11.

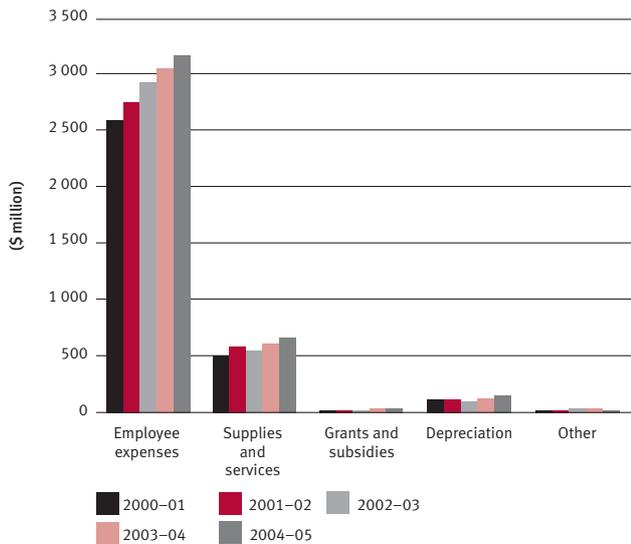
Figure 8: Operating expense by outputs (controlled and administered items)



The major contributor to the increase in operating expenses for ordinary activities (controlled expenses) was a rise in employee expenses of approximately \$172 million or 5.6 per cent due to higher award wages provided through enterprise bargaining arrangements and career change payments as well as the employment of additional staff to support the growth in student enrolments and the increased number of students ascertained with disabilities. Supplies and services expenses also increased by \$56 million due to a variety of factors including higher school-based expenditures, telecommunications costs and maintenance outlays.

The Department also acts as an agent for the State Government for revenue and expenditure associated with administered items. More information on administered items can be found in the notes to the financial statements.

**Figure 9: Controlled expenses by major type – five-year comparison (education only)**



### What we own

The value of property, plant and equipment at 30 June 2005 was \$11.062 billion (education \$10.470 billion), an increase of \$2.748 billion or 33.1 per cent from the previous year. A significant portion of this increase is due to the effects of asset revaluations and indexation adjustments conducted during the financial year.

The Department invested more than \$362 million (education \$297 million) in payments for property, plant and equipment and intangibles during the year. Major capital items included a new school and new classrooms, building improvements, Prep Year phase-in as well as installation of airconditioning and other measures under the Cooler Schools program and continuing construction on the Millennium Arts Project.

The Department's strong financial position is illustrated through liabilities representing less than 4 per cent of total assets.

### Five-year review 2000-05

Over the past five years the Department has improved its financial management practices to ensure the Department meets its service obligations in a changing operating environment and within budget. The changes to the operating environment include significantly increased enrolments in South-East Queensland, the need to improve facilities, information and communications technology infrastructure, and the requirements of new curriculum initiatives. A five-year financial statistics table is provided on page 7.

The increase in average cost of services per student in government schools reflects the increased levels of service provided.

### Financial performance

In the five-year period from 2000-01, employee costs have increased due to enterprise bargaining outcomes, the need for higher staff numbers due to increased enrolments, new

initiatives and programs, and career change payments.

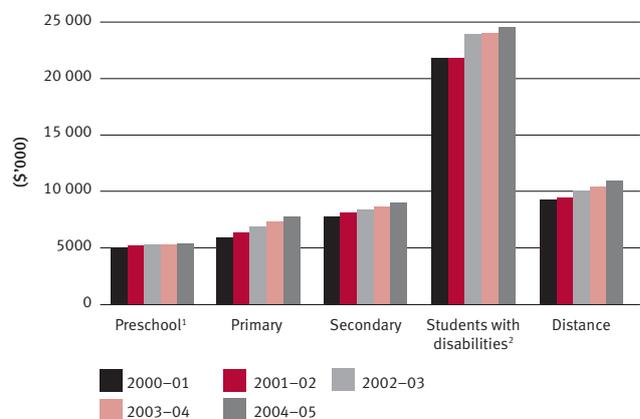
Relatively minor fluctuations in the operating result are a result of one-off events. The deficit in 2002-03 included the effect of teachers' career change payments of \$18 million that were funded by borrowings.

### Financial position

Assets have increased as a result of recent significant capital programs and the impact of revaluation of assets in 2000-01, 2003-04 and 2004-05. The higher asset values resulting from the revaluation also increased the value of equity through adding to the asset revaluation reserves.

In line with government policy, an increasing proportion of capital expenditure was funded through borrowings from the Queensland Treasury Corporation – this resulted in higher non-current interest bearing liabilities.

**Figure 10: Average cost per student – five-year comparison**



Notes:

1. Preschool - sessional enrolments equiv. 5 days per f/n
2. Students with disabilities - includes Special school enrolments and additional support for ascertained students in other facilities.

Equity return expense has been removed from comparative years

## Environment and sustainability

### Protecting the environment for a Sustainable Future

Protecting the environment for a sustainable future is an integral part of the operations of the Department. The Department fulfils the requirements of the State Government's environmental policy and in 2004–05 the following actions contributed to protecting the environment:

#### Education for sustainability – support for international policies

The Department is showing its support for international policies such as the 2004–2014 United Nations Decade on Education for Sustainable Development (UNDESD) through the progression of the Charter for Sustainability and implementation of the Queensland Environmentally Sustainable Schools Initiative. This UN-endorsed policy describes a vision of a world where everyone has the opportunity to benefit from education and learn the values, behaviour and lifestyle required for a sustainable future and for positive societal transformation.

#### Caring for our environment – Outdoor and environmental education centres

The Department has a network of 26 Outdoor and Environmental Education Centres (OEECs) that design and deliver quality environmental education programs and services [www](#). In 2004, these centres catered for 95 000 students through programs that range from conserving our natural resources to using renewable energy sources. Environmental education for sustainability and valuing biodiversity are key themes within these programs.

#### Queensland environmentally sustainable schools initiative (QESSI)

The Department has established a partnership with the Australian Government's Department of Environment and Heritage through the establishment of the QESSI Alliance Strategic Plan [www](#). Thirteen regional QESSI hubs have been established across Queensland and they will work with existing regional and local organisations and agencies to assist schools on their journey towards a more sustainable future. These hubs include primary and secondary schools from the state and non-state sectors, community groups and environmental education centres.

### Schools win environmental awards – Green and Healthy Schools Award

Dirranbandi P–10 State School was named Queensland's Greenest and Healthiest School for 2004. The western Queensland school out-performed 362 other contenders from around Queensland in the Keep Australia Beautiful Council (Qld) Inc's Comalco Green and Healthy Schools competition. Dirranbandi P–10 State School had delivered a strong performance over many years. The school has successfully adopted a green and healthy ethos that features in most aspects of everyday school life.

#### South East Queensland Healthy Waterways Schools Award

The 2005 SEQ Healthy Waterways Schools Award was won by the Cabbage Tree Creek Cluster of schools, which is a collaborative project involving students from primary, special education and high schools, with assistance from Bunyaville and Nudgee Beach Environmental Education Centres, QUT Carseldine campus and Brisbane North TAFE.

Aspley SHS obtained an Envirofund grant to plant native species in riparian areas of the creek which border on the high school and special school. A Congress based on 'Kids teaching Kids' was held for cluster schools to present projects and discuss catchment health. Also a mural was painted to summarise the involvement of students of all ages who worked on Cabbage Tree Creek during the year.

#### Reef Guardian Schools Program

Mount Larcom State School won first prize for outstanding excellence in this year's Reef Guardian Schools Program.

The school's projects focused on making a real difference in their community to help protect their local waterways and the Great Barrier Reef. These included a calico bag initiative, school clean-up days, energy police days, planting rainforest gardens and native plants, composting, recycling, drain stencilling, monitoring water quality in local waterways and a stormwater conservation program.

Figure 11: Estimated departmental energy consumption

Year	Energy GWh '000		Energy \$'000		CO <sub>2</sub> Kilotonnes	
	State schools	Central office	State schools	Central office	State schools	Central office
1999–00	105	N/A	13 097	N/A	106	N/A
2000–01	118	2.9	14 706	357	119	2.9
2001–02	129	1.8	16 770	228	130	1.8
2002–03	154	2.0	18 712	264	156	2.0
2003–04	185	1.6	20 628	202	187	1.6

Notes:

1. School energy costs derived from Education Queensland School Utilities Budget 1999–2004. Central Office energy costs derived from SAP data. 2001 and 2003 reduction in Central Office costs due to office downsizing. Data is unavailable for AccessEd and District Offices.
2. Energy use based on average cost of 12.5c per kWh to June 30, 2001 and 13.0c per kWh from July 2001. 2002–03 and 2003–04 school energy use derived from retailer electricity accounts.
3. Emissions based on a factor of 1.01kg CO<sub>2</sub> equivalent per kWh. The data source shown above does not include emissions resulting from transport or fuel consumption.

### Solar Schools

The Solar Schools program sponsored by Energex and Ergon Energy benefited 15 schools during 2004–05 bring the total 77 schools with solar power systems installed since the program commenced in 2001. Schools receive 2kW grid-connected, photovoltaic (PV) energy generation systems saving approximately \$500 per year in electricity costs. Nine remote and regional schools also received larger solar systems in the Solar Schools Goes Bush program sponsored by the EPA and the Australian Greenhouse Office. The program includes the integration of sustainable energy technologies into educational outcomes.

### Sustainable Water Use

Schools are encouraged to adopt water management practices to reduce water use with many schools incorporating 'Waterwise' education programs into their curriculum. A reduction in water use of more than 8 per cent occurred between 2002–03 and 2003–04 and is attributed to improved practices such as reducing unnecessary irrigation and the installation of water conservation devices.

### Green award for Dirranbandi

Dirranbandi State School's motto 'success follows effort' rings true after the school was recognised as Queensland's Greenest and Healthiest School in the 2004 Comalco Green and Healthy Schools program.

The school community was recognised for its commitment to adopting strategies that result in an environmentally friendly and healthy school environment.

The judges took into account the school's geographic, environmental and economic circumstances, and assessed how efficiently and effectively the school community used the resources available to it against a range of criteria.

One of Dirranbandi's reasons for success is the school's Green and Healthy committee. The students who make up the committee identify and implement plans to improve the local environment. They have been hard at work getting behind a number of projects such as the compost program, healthy eating challenge and clean up Dirran Day.

And the hard work has not stopped since the school received the award with a variety of projects being identified for future implementation, including a grey-water recycling program and an Aboriginal bush tucker garden.

More than 20 per cent of Queensland schools participate in the Comalco Green and Healthy Schools program which promotes the educational, personal and social benefits that come from caring for self, the community and the natural environment.



Students celebrate their success at Dirranbandi State School.