



Key achievements in 2004-2005

Report on performance

Non-state Schooling

- distribution of \$303.7 million in state funds to non-state schools in recurrent funding
- distribution of \$72.8 million in capital assistance to non-state schools including a single payment of \$28.0 million to assist in the introduction of the Preparatory Year of schooling
- streamlining of capital assistance to non-state schools following a review of the legislation and administrative framework
- amendments to the *Education (Accreditation of Non-State Schools) Act 2001* to ensure that government funding paid to non-state schools is used entirely for schools and students
- amendments to the *Education (General Provisions) Act 1989*, the *Education (Capital Assistance) Act 1993* and enactment of a new *Education (Capital Assistance) Regulation 2005* and *Grammar Schools Regulation 2004*
- approval of new Guidelines for Home Schooling Dispensation from 2005 and establishment of a Home Schooling Support Unit in South Brisbane to support parents who choose to home school their children
- provision of \$28.5 million in capital and recurrent funding to the community kindergarten sector
- distribution of \$958.6 million in Commonwealth funds to the non-state school sector.

Objective:

To support high-quality education in Catholic and Independent schools to deliver diversity and choice.

The Department works with the non-state schooling sector in a variety of ways to ensure consistent provision of high-quality education services and curriculum to all Queensland students in an environment of choice. The Department values and nurtures the relationships that have been developed with the Catholic and Independent schools authorities. These partnerships continue to ensure that quality student outcomes for all are a primary objective of the schools' sector.

This objective is delivered through strategies that focus on the building of partnerships, a solid legislative and regulatory foundation, transparent and effective funding, and sound systems for quality assurance and accreditation in schools.

Strategy

- Build partnership approaches to improve the quality of the education system as a whole.

Support Non-State School Authorities Council to act as an advisory body to the Minister

The Non-State School Authorities Council provides advice to the Minister on significant policy and resourcing issues affecting the operations and effectiveness of the non-state sector. The membership of the council consists of representatives of the Queensland Catholic Education Commission and the Association of Independent Schools of Queensland Inc. The Deputy Director-General of the Office of International, Non-State and Higher Education attends meetings as an observer.

Key issues on which the council provided significant advice, input and direction included the introduction of many of the Education and Training Reforms for the Future (ETRF), the review of the *Education (General Provisions) Act 1989*; schools reporting, student protection and the Queensland Certificate of Education. www.education.qld.gov.au

Education and Training Reforms for the Future

The Department continues to work with the state and non-state sectors to introduce its Education and Training Reforms for the Future (ETRF) initiative, which aims to provide the very best educational outcomes across the early, middle and senior phases of learning. In particular, the Prep Year phase-in has provided opportunity for cross-sectoral liaison.

In 2005, 19 non-state schools participated in the Prep Year phase-in including five participating for the first time. Professional development was provided for all participating principals, teachers and staff of phase-in schools to prepare them for the introduction of the Preparatory Year.

Since 2003, trials of the reforms to the senior phase of learning have also provided opportunities for cross-sectoral partnerships with non-state schools involved on a voluntary basis. The development of District Youth Achievement Plans (DYAP) offers an ideal opportunity for the state and non-state sectors to work together.

The DYAP is a locally developed action plan incorporating schools, TAFE institutes, training providers, community groups, parents and other ETRF stakeholders.

The DYAP outlines the goals and key priorities for local young people and the strategies and actions that will improve learning and employment opportunities.

The DYAP process has been integral in ensuring all schooling sectors are engaged in the ETRF senior phase trials.

As of 2006, the remaining sections of the *Youth Participation in Education and Training Act 2003* will come into effect, at which time all schooling sectors will be participating fully in the ETRF.

Queensland Curriculum, Assessment and Reporting Framework

The Queensland Curriculum, Assessment and Reporting (QCAR) Framework is a unique initiative involving the Department of Education and the Arts, Queensland Studies Authority and each of the schooling sectors in partnership.

The new framework announced in April 2005 will improve the quality of Queensland schooling and increase comparability of assessment and reporting of student achievement from the Preparatory Year to Year 10 by aligning curriculum, assessment and reporting in all Queensland schools.

The QCAR Framework will establish Statements of Learning as part of the Nationally Consistent Curriculum Outcomes project, and acknowledges the moves towards common national testing, standards and reporting in Years 3, 5, 7 and 9 for schools across the country.

Amendments to capital assistance

Following a review undertaken by the office, the legislative and administrative framework for the provision of capital assistance to non-state schools was rationalised across the four distinct programs of assistance – the Capital Assistance Scheme, the External Infrastructure Subsidy Scheme, the Cooler Schools Subsidy Program and the ICT Capital Assistance Scheme.

The changes were designed to increase the efficiency of these capital assistance schemes and ensure equitable support to non-state schools in undertaking capital projects. Amendments to the *Education (Capital Assistance) Act 1993* and a new Education (Capital Assistance) Regulation 2005 commenced on 11 February 2005. The aim of the changes to the legislation was to streamline the processes and provide a firmer legislative basis to the subsidy schemes. Ministerial guidelines for the four capital assistance schemes were also issued.

Assisi Catholic College – commitment to the environment

Assisi Catholic College, a state-of-the-art P–12 Catholic, co-educational college located at Upper Coomera, is Queensland’s first school that will have the ability to deliver recycled water to facilities blocks and for irrigation of the green areas of the campus.

Beginning in 2005 with Preparatory, Years 1–3 and Year 8, it will become a fully developed P–12 educational campus in 2009. Assisi College is administered by Brisbane Catholic Education and drawing on Franciscan values through the spiritualities of St Francis and St Clare of Assisi, all aspects of college life have a strong focus on social justice, peace and ecology issues.

The built environment of the college and unique engineering specifications reflect a commitment to environmental sustainability.

In recognition of the unique built environment delivered by Brisbane Catholic Education and Bertoldi Architects, the college’s Middle Years Technology Centre (MYTEC) has been awarded an international award, sponsored by DesignShare, for innovative educational architecture which improves connected curriculum in the Middle Years of schooling. Another special feature of the college is the widespread use of ICT from P–12 as an integral tool in the teaching and learning processes.

The Department will:

- work with the Queensland Studies Authority as well as Catholic and independent sectors to develop and trial the materials and tools that make up the new QCAR framework prior to full implementation in 2008
- continue to work with the non-state sector to ensure that the partnerships between it and the Department remain robust and strong.

Strategy

- Ensure the regulatory framework supports effective and efficient operations.

Legislative responsibilities

The Department has the responsibility for the administration of legislation pertaining to non-state schools and to grammar schools in Queensland. During 2004–05, the *Education (Accreditation of Non-State Schools) Act 2001*, the *Education (General Provisions) Act 1989* and the *Education (Capital Assistance) Act 1993* were amended. In addition, a new Grammar Schools Regulation 2004 was enacted in July 2004 and a new Education (Capital Assistance) Regulation 2005 commenced on 11 February 2005.

Amendments to the *Education (General Provisions) Act 1989* included new requirements on the governing bodies of non-state schools in receipt of subsidy to provide to the Minister certain financial data annually for the purpose of assessing the amount of allowances payable for students.

Following an extensive review by the office, the legislative and administrative framework for the provision of capital assistance to non-state schools was rationalised. Amendments were made to the *Education (Capital Assistance) Act 1993* and a new Education (Capital Assistance) Regulation 1994. This resulted in the development of new guidelines for the four capital assistance schemes. The changes increased the efficiency of the schemes and ensured maximum support is delivered to non-state schools undertaking capital projects.

Home schooling

In line with recommendations from a 2003 report, home schooling guidelines continue to be reviewed. Improvements to date include the abolition of the need for parents to obtain dispensation and the abolition of associated fees.

Feedback from an October 2004 consultation paper entitled *Education Laws for the Future* provided further information on home schooling proposals as part of the current review of the *Education (General Provisions) Act 1989*.

In December 2004, new *Guidelines for Home Schooling Dispensation* were approved for use in 2005, which resulted in two major changes to home schooling. Firstly, a parent who wishes to home school his or her child is not required to be a registered teacher. Secondly, a parent may now adopt a curriculum in whole or part developed either by themselves or by another person or entity.

As at 30 June 2005, 94 students (58 families) had been granted dispensation from attendance at a state or non-state school in order to be taught at home by their parents.

The Department has also established a Home Schooling Support Unit to help parents to access resources and services. The premises in South Brisbane provide a warm and supportive environment for families to visit or contact staff to assist them with their home schooling issues.

Strategy

- Ensure transparent and effective funding framework.

State recurrent funding is determined through an established budget mechanism known as the basket-nexus mechanism. The non-state school sector receives a fixed percentage of 21.21 per cent of the average recurrent allocation per state school student through this arrangement. Both the State Government and the non-state school sector have supported this mechanism for more than a decade.

The basket-nexus and disbursement model are reviewed every three or four years by a representative review committee comprising representatives of Association of Independent Schools of Queensland, the Queensland Catholic Education Commission, the Office of Non-State Education and Treasury and Premier and Cabinet departments. Both the budget mechanism and the disbursement model are open and transparent processes which are subject to scrutiny through participation of the non-state sector in these regular reviews. The last review was concluded in April 2004.

PREP AT DARRA-JINDALEE CATHOLIC SCHOOL

Darra-Jindalee Catholic School has been one of the first two Catholic schools in Brisbane to be part of the Prep trial. During the last two and half years teachers have worked together to develop an understanding of Prep and the Early Years' Curriculum as well as participating in Prep Networks working with Education Queensland trial schools, Catholic Education trial schools and attending Preschool Network meetings in the region.

Prep students at the school have 'hands-on' experiences with new technologies such as the Digital Blue Microscopes, digital cameras, graphic tablets and open-ended software. The confidence displayed by the students in their ability to use these technologies is amazing as observed by Principal Michael Kelleher during this, his first year at the school, 'The Prep trial class at Darra-Jindalee Catholic School experience a wide range of innovative activities. I was amazed when I observed students using microscopes and other technology as part of the negotiated curriculum.'

The trial of the Prep Year at Darra-Jindalee has been a success for the school and the wider community.

Prep Year teacher Ms Porteus said, 'The best part about Prep at our school is that it is not isolated from the rest of the school, it is very much part of the school. The Prep classroom is part of the Year One and Two block of classrooms. This term the Prep children will also be performing in the school musical which is to be held on two evenings in October.'

'The Prep children, even though they may be small, are active school community members and are here to be seen, to be heard and to stay.'



Prep Year students at Darra-Jindalee Catholic School

Assistance to non-state schools

The non-state school sector provides alternative schooling options for parents and their children. Non-state schools have received State Government assistance to help establish and fund schools in Queensland since the 1970s. Assistance is provided through the following programs.

Recurrent funding

In 2004-05, a total of \$303.7 million in state funding was distributed to non-state schools including \$3.8 million towards school transport services. \$299.7 million was distributed as general recurrent grants, of which \$286 million consisted of a combination of a per capita allocation (77.5 per cent) and a needs-based component (22.5 per cent). \$13.7 million was allocated specifically to support students with disabilities.

The needs-based component is currently based on the school's Commonwealth Education Resources Index; the Commonwealth socioeconomic status score; school isolation; the number of students with disabilities, or who have English as a second language or who are from Aboriginal and Torres Strait Islander backgrounds; and the number of students receiving boarding fee concessions.

Capital funding

In 2004-05, the State Government provided a total of \$72.8 million in capital assistance to non-state schools through the two capital assistance authorities – the Queensland Catholic Capital Assistance Authority and the Independent Schools of Queensland Block Grant Authority. Each capital assistance authority provides recommendations annually to the Minister on applications from schools for capital assistance.

The State Government provided \$44.8 million in capital funding for:

- the Capital Assistance Scheme (\$30.6 million)
- the External Infrastructure Subsidy Scheme (\$13.7 million)
- ICT Infrastructure (\$0.5 million).

In addition, the Government provided a single payment of \$28 million to support the introduction of the Preparatory Year in non-state schools. The funds for the introduction of the Preparatory Year will allow for the construction of new buildings and/or the refurbishment of existing facilities.

Caloundra City School

Caloundra City School, the only non-denominational, independent school on the Sunshine Coast opened its doors in January 2005 to its foundation students, ranging from Preschool to Year 4. The Caloundra City School Board, led by Mr Cec Munns (Foundation Principal of John Paul College), has established a vision to create one of the finest Independent Schools in Australia.

With an aim of blending tradition and technology, Caloundra City School embraces family values and encourages students to participate in an active, healthy and well-balanced lifestyle. Students have access to laptop computers as part of their school requirements from Year 5 with laptops featuring in all P-4 classrooms as standard in the Junior College.

The school is situated on 11 hectares in the Pelican Waters Estate at the Sunshine Coast and has a purpose built Early Learning Centre. The school will expand in 2006 and offer child care to Year 8 on the one site.

Students can do extracurricular activities on site such as dance, drama, soccer, golf, piano and choir and all are able to be undertaken before the students head for home each afternoon.



Accessing the world through technology at Caloundra City School

Other funding

The Department provides funding to external and community organisations to support educational initiatives and programs.

In 2004-05 the Department provided:

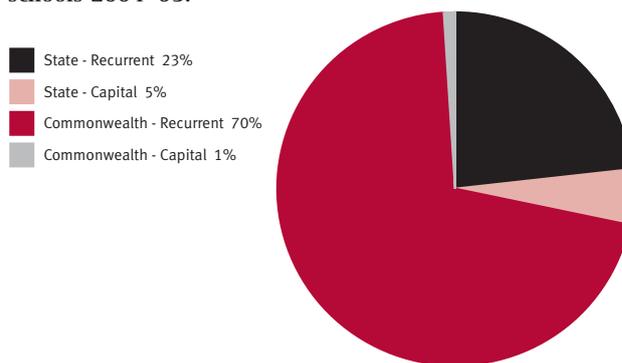
- \$28.5 million in administered capital and recurrent funding to the community kindergarten sector through the Creche and Kindergarten Association of Queensland
- \$3.5 million to support the following community organisations:
 - Autism Queensland
 - Centre Education Program
 - Association for Childhood Language and Related Disorders
 - Noah's Ark Resource Centre
 - Royal Queensland Bush Children's Health Scheme
 - Specific Education Learning Difficulties Queensland
 - Spina Bifida Hydrocephalus Queensland
 - Hear and Say Centre.

In addition to this the Department also provides assistance to:

- hostels for students living away from home
- living away from home allowances, such as remote area allowances
- living allowances, travel allowances and tuition allowances
- textbook and resource allowance for secondary students.

The Department also administered \$958.6 million in Commonwealth capital and recurrent funding to non-state schools in 2004-05. The relative percentages of Commonwealth and State Government funding provided to non-state schools in 2004-05 are indicated in Figure 40.

Figure 40: State and Commonwealth funding to non-state schools 2004-05.



Note: The main factors in the sustained level in State - Capital funding are a) the 2nd payment of additional Prep school capital funding of \$28m; and b) continuing capital payments to block grant authorities.

Outlook 2005-06

The Department will:

- develop a school resource index in conjunction with the University of Melbourne which can be applied to recurrent grants to provide an improved needs-based allocation to schools.

Strategy

- Support a system of quality assurance and accreditation in new and existing schools.

Non-state schools legislation

Only accredited non-state schools are eligible to receive government funding. The Department provides support to the Non-State Schools Accreditation Board to undertake ongoing accreditation and compliance activities.

In 2004–05, legislation was passed to ensure that public money going to non-state schools through government funding is used entirely for the benefit of the school and the effective delivery of education to their students. The relevant amendments to the *Education (Accreditation of Non-State Schools) Act 2001* became law on 31 May 2005.

The changes to the Act enhance the Non-State Schools Accreditation Board's ability to monitor and assess a governing body's suitability and eligibility for government funding. These changes are essential for maintaining the integrity of our schooling system and ensuring that all non-state schools continue to operate in the best interests of students.

The impact on existing governing bodies of non-state schools was minimised in the drafting of the legislation. The main amendments to the legislation are:

- to be eligible for government funding, the independent Non-State Schools Accreditation Board must now be satisfied that a governing body:
 - in relation to the operation of the school, deals with a for-profit entity on an arm's length basis
 - does not have a connection with a for-profit entity that could compromise its independence when making financial decisions
 - is not a company limited by shares.
- the Non-State Schools Accreditation Board may have regard to the following matters when assessing the suitability of a governing body:
 - the governing body's relationship with other entities
 - whether the governing body has appropriate guiding principles and procedures for identifying, declaring and dealing with any conflict of interest a director of a governing body may have relating to the operation of the school
 - the conduct of the governing body or its directors relevant to the operation of the school.

Office support for the Non-State Schools Accreditation Board

The Office of Non-State Education provides executive support for the Non-State Schools Accreditation Board, the statutory body responsible for implementing the regulatory framework for non-state schools introduced by the *Education (Accreditation of Non-State Schools) Act 2001*.

The board's functions include assessing applications for the accreditation of new non-state schools and approving changes in the accreditation status of existing non-

state schools, such as adding a new type of education or extending the years of schooling offered. In addition, the board monitors schools to ensure that they comply with the accreditation criteria and maintains the register of Queensland accredited non-state schools. The board met 11 times in 2004–05.

The Office also provides executive support for the Non-State Schools Eligibility for Government Funding Committee, a committee of the board primarily responsible for making recommendations to the Minister on the eligibility of schools' governing bodies for funding from the State Government. The funding committee met 10 times in the reporting period.



Members of the Non-State Accreditation Board at work. Chair of the Board, Professor Roy Webb said that the Board has 'appreciated the highly professional and dedicated work carried out in support of their activities by the Director and staff of the Office of Non-State Education'.

Outlook 2005–06

The Department will:

- continue to monitor the implementation of the new legislation to ensure that schools are compliant
- continue to support the work of the Non-State Accreditation Board and the Funding Committee.

Did you know...

The origins of secondary education date back to 1860 when Grammar Schools provided education beyond the elementary level in Queensland.