



Report on performance

Workforce

Key achievements in 2004-2005

- strengthened our commitment to maintaining a capable workforce by investing \$39.8 million in the professional development of teachers and school-based staff
- finalised Professional Standards for Teachers for implementation in 2005-06
- achieved one of the most balanced age profiles in a teaching workforce in Australia through a range of strategies including career change
- delivered a capable workforce in all school locations through highly developed transfer and appointment processes
- continued to meet the demand for quality teachers in the Torres Strait and Cape district
- initiated a workforce supply and demand project to identify risk areas where intervention is required
- achieved a positive response rate of over more than 70 per cent of school staff who identified as being satisfied with their access to professional development
- graduated the 100th teacher through the Remote Area Teacher Education Program (RATEP)
- effectively managed the incidence of manual handling injuries resulting in the reduction of the number of claims per 100 FTE from 3.0 in 2003-04 to 2.6 in 2004-05
- established a \$2.1 million plan for the professional development of principals, teachers and other school-based staff to deliver the new Prep Year in 2007.

Objective:

To build a capable workforce and to support people to deliver education reforms and high-quality education.

To foster organisational excellence through good governance practices.

This section reports against strategies relating to the workforce and organisational excellence contained in the Education and Arts Queensland Strategic Plans 2004–2008.

The Department's workforce is the largest in the Queensland Government and its composition is diverse.

The following report on performance details the range of work the Department has undertaken across the school workforce and departmental staff as well as employees who work in the arts and cultural sector.

Guiding the work of the Department is the Workforce Strategy 2004–08. This strategy has three key focus areas:

- Supporting and encouraging a highly skilled workforce
- Providing opportunities for professional development and training
- Strengthening the delivery and effectiveness of management and human resource services.

Strategy

- Ensure that workforce supply is well matched to current and future demand, and that workforce systems, policies and structures enable the capacity to meet organisational requirements.
- Assure the quality of our management systems, products and services.
- Maintain effective resource and financial management systems.

Building a workforce for the future

Fitting supply to demand is a fundamental feature of good human resource management. Managing a teaching workforce of approximately 36 000 FTE in 1280 schools across a geographical area as large as Queensland is a constant challenge for the Department. The Department commenced discussions with the relevant unions as a precursor to finalising industrial agreements due in 2005–06.

Teacher supply and demand

Ensuring that a teacher with appropriate skills is present in a classroom on any given day is the end result of significant human resource management processes. Sophisticated appointment, transfer, short-term relief or contract arrangements and many other support functions are coordinated by staff in schools, regions and central office to

ensure that the demand for teachers is met. The Department effected more than 2500 transfers in 2004–05 to ensure schools were staffed and that teachers who had performed service in rural and remote areas had an opportunity to apply for work in areas that they perceived as desirable. With more than 54 000 full-time equivalent (FTE) employees this is the single biggest challenge the Department faces in terms of managing its workforce. The Department recognises that attracting appropriately qualified people is essential to ensuring the learning outcomes of students.

In May 2005, the Department commenced the Teacher Supply and Demand Project. The project aims to provide the Department with the means to identify emerging supply and demand imbalances in the teaching workforce and to respond appropriately.

Outcomes will enable the adoption of agreed teaching credentials, in specific teaching disciplines by the Department's major external partners.

The Workforce Management Reporting Project was initiated in partnership with the Department of Industrial Relations. This project aims to in order to strengthen the data interrogation capability of regions and districts to provide consistent, reliable and accurate workforce information for decision making at the local level.

Teacher Relief and Contract Employment Register

Supply and demand is not just a long-term issue. Daily workforce demands can sometimes create the greatest challenges.

In 2004, work continued on the redevelopment of the existing Teacher Relief and Contract Employment Register (TRACER) to result in a highly responsive, contemporary and efficient web-enabled system. Previously, Principals spent a considerable amount of time seeking relief teachers and manually processing the associated administrative requirements. The redeveloped application aligns the needs of Principals, for immediate identification of a relief or temporary teacher, with those of the school community. It simultaneously interfaces with the Department's payroll system, thereby reducing manual payroll processing.

Following redevelopment of TRACER, the system has been incrementally implemented across the state as the preferred process of supply teacher placement. The benefits of TRACER have been realised by a further 48 schools subscribing in 2004, bringing the total of schools to 247.

Indigenous employment

The *Partners for Success Action Plan 2003–2005* illustrates the Department's commitment to improving outcomes for Aboriginal and Torres Strait Islander peoples. It seeks to create partnerships with Indigenous communities and strengthen services to them through the setting of Indigenous employment targets.

The Department targets increasing Indigenous employment rates through the *Aboriginal and Torres Strait Islander Peoples Strategy 2002–2005* and the *Partners for Success Implementation Plan*. Specifically, in 2004–05, the Department:

- sponsored 25 school students under the Aboriginal and Torres Strait Islander Education to Employment Scheme
- awarded Pearl Duncan Scholarships to 15 Indigenous Australians studying to be teachers
- participated in the Remote Area Teacher Education Program (RATEP) which delivers training to Indigenous employees in remote communities.

The Department, in partnership with line managers and Indigenous employees, has improved opportunities for Indigenous employment by:

- improving the Indigenous workforce participation rate from 1.8 to 1.84 per cent
- reviewing and, where appropriate, supporting requests for conversion of school-based Indigenous employees from temporary to permanent
- supporting the professional development of Indigenous employees via a combination of on-the-job experience and accredited training under the Wal Meta Career Advancement Program.

Promotion of a diverse workforce

The Department offers scholarships to attract and develop quality teacher graduates through two programs – the Pearl Duncan Teaching Scholarships and the Bid O'Sullivan Scholarships.

The purpose of the Pearl Duncan Teaching Scholarships program is to identify and provide financial assistance to people from Aboriginal and Torres Strait Islander backgrounds who want to study for four-year teaching degrees at Queensland universities and subsequently work for the Department. [www](#)

Fifteen Pearl Duncan scholarships were awarded in February 2005 to Year 12 graduates and departmental staff. Thirteen scholarship recipients have graduated from this program to date. Most now are teaching within the state education system throughout Queensland.

Bid O'Sullivan scholarships aim to increase the number of teachers from rural and remote areas in Queensland's education system. The scholarship program is named in honour of Bid O'Sullivan who was the first teacher of the School of the Air. The scholarships help to overcome financial considerations that may prevent many academically capable students from such locations from entering teacher preparation courses. [www](#)

Five Bid O'Sullivan Teaching Scholarships were awarded in February 2005 to Year 12 graduates. On completion of their teaching degrees these students will be employed as teachers with the Department in rural or remote locations in Queensland.

Fourteen students have now graduated through the Bid O'Sullivan program and are teaching in rural or remote locations throughout Queensland.

Pearl Duncan

When Pearl Duncan graduated in 1951, she made history by becoming the first qualified Aboriginal schoolteacher in Australia. The Department has recently recognised Pearl's achievements in education through the Pearl Duncan Teaching Scholarships, which support Indigenous students to further their studies.

Pearl has taught students from primary schools to university, contributed to research work in Aboriginal and Torres Strait Islander studies, and in 1977, was appointed to represent her community at the highest level on the National Aboriginal Education Committee.

Growing up in the 1940s, in a small country town was difficult for women, particularly Aboriginal women. Opportunities for pursuing a career or education were limited. 'Experience is a hard teacher, but I realised early that if I didn't pursue my goals that I could fall by the wayside,' she said.

Pearl was inspired by her mother who saw the value of a good education. From a young age, her mother instilled the idea that education is a right and not a privilege.

'This is a belief that has motivated me all these years in encouraging Indigenous participation in education. Without that encouragement I may never have completed my studies,' Pearl said.



Outlook 2005–06

The Department will:

- implement new statewide, regional and district level employment equity targets and supporting workforce plans
- complete the Teacher Supply and Demand Project, which will gather data to identify employee cohorts that are at risk of undersupply
- continue to promote the benefits of TRACER and encourage greater subscription to the system
- negotiate three enterprise bargaining agreements
- develop the Indigenous employment *Framework for Action*.

Strategy

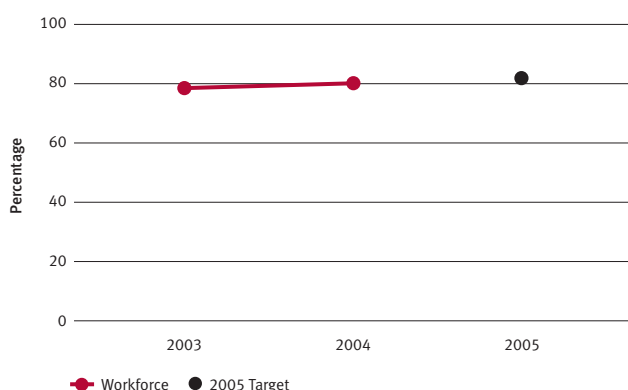
- Develop an agile workforce that is equipped with the knowledge and skills to meet current and changing demands.

Developing our people for the future

Investment in the professional development of employees and the attraction and retention of quality staff is critical to meet future educational and cultural service delivery demands. The Department delivers diverse programs tailored to the professional needs of the arts sector, teaching workforce, principals, managers and staff. This ensures that staff retain confidence that their professional development needs are supported and students receive contemporary teaching skills.

More than 80 per cent of the workforce is engaged in professional development (see Figure 45).

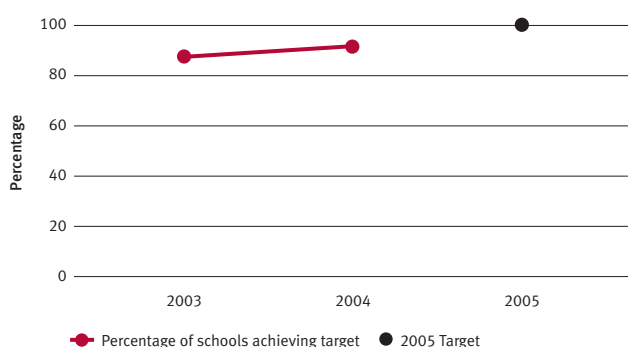
Figure 45: Percentage of workforce engaged in learning and development opportunities



Developing staff in schools

Ongoing learning and development is fundamental to the professional practice of our teachers, principals, registrars, teacher aides and public servants to ensure that students benefit from an expert, dynamic and future-oriented education profession. Accordingly, the Department invested \$39.8 million in 2004–05 to support the continuous professional development of the school workforce at all stages of the teaching life cycle. Schools are required to expend at least 10 per cent of their budgets on professional

Figure 46: Percentage of general component of school grant budget or equivalent where 10% or more is expended on learning and development for school staff



development however as Figure 46 indicates many opt to spend a greater amount.

A key focus was the Department's reform agenda, *Queensland State Education–2010* and *Education and Training Reforms for the Future*, which provide a foundation for a new era of educational and training excellence in the Smart State. The future will see a focus on:

- Preparing for school (Prep)
- Middle Phase of Learning (Years 4 to 9)
- Senior Phase of Learning.

Figure 47: Percentage of school workforce satisfied with their professional competencies and opportunities to engage in educational reforms



Schools are engaged in the delivery of these reforms and associated new curricula. In 2004–05, the professional development plan for the introduction of the Prep Year concentrated on the implementation of the new curriculum and the strategic challenges associated with a major reform. Figure 47 demonstrates that the majority of teachers are satisfied with their opportunities to engage in professional development related to the reform agenda. \$5.6 million of Curriculum Support and Australian Government Quality Teacher Program funds was distributed to support the priority areas of:

- KLA syllabus implementation – The Arts, Technology, Mathematics and English
- numeracy
- literacy – the teaching of reading
- teaching of science
- professional standards
- gifted and talented education
- the *National Safe Schools Framework*
- technology
- vocational education in schools.

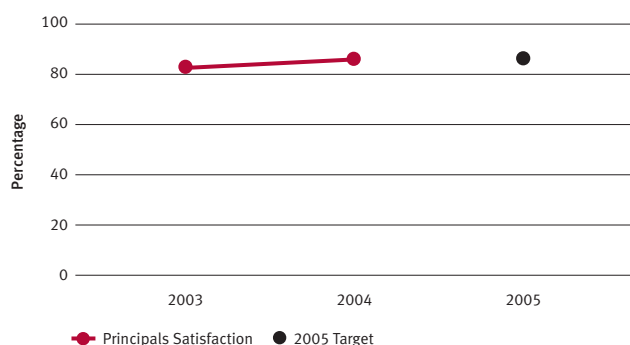
WWW

Did you know...

There are over 1400 school officers (grounds and facilities) in Queensland state schools

The funds enabled the teaching workforce to improve their knowledge, skills and understandings in curriculum, teaching methods and assessment practices. In addition teachers could reflect and observe the impact of their work on student learning outcomes. The positive impact of this investment is reflected in principals' satisfaction with the implementation of systemic initiatives (see Figure 48).

Figure 48: Percentage of principals satisfied that the workforce has the knowledge and skills to implement school and systemic initiatives.



Leaders in Primary Science

Leaders in Primary Science was a collaborative project funded through Australian Government Quality Teacher Program (AGQTP), involving University of Queensland (UQ), Queensland University of Technology (QUT), University of Southern Queensland (USQ) and Central Queensland University (CQU).

The project aims to provide teachers with learning opportunities that increase their confidence in teaching science and influencing their school community.

As part of the project, universities delivered practical workshops, face-to-face seminars and the development of sustainable, self-supporting online communities. UQ, USQ and CQU also guided the development of a suite of three professional development courses for science educators. Teachers used course content, supporting resources and materials provided by the universities, to develop courses suited to implementation via either online or blended mode.

The project also creates formal links between professional learning and postgraduate study for teachers. Assessment processes were built into the activities to enable participating teachers to seek academic credit towards postgraduate courses.

Professional standards

Coupled with the challenge of engaging with the reform agenda is the challenge for teaching staff to renew their teaching skills. The *Professional Standards for Teachers* (PST) describes the knowledge, skills and abilities that teachers demonstrate in providing relevant and worthwhile learning experiences for individuals and groups of students. This document acts as a guide for coaching and mentoring between administrators and teachers. [WWW](#)

Education Queensland initiatives are embedded within the PST framework and serve to empower teachers by providing a key reference point from which to identify and extend their own professional development. During the year, particular emphasis was placed on building capacity and ensuring availability of learning programs for teachers:

- 120 teachers selected across 22 districts were trained as facilitators and are now designing and leading learning programs for their peers using the PST framework
- an additional 500 teachers and administrators accessed school, cluster and district programs conducted by project staff.

A new approach to graduate teacher recruitment and selection that incorporates the PST was developed and piloted in 2004–05. It involved pre-service teachers from five universities and Education Queensland teachers and administrators. Outcomes will inform future decision making about selection processes for teacher employment.

The success of the PST has resulted in moves to develop a similar professional framework for public servants.

Building leadership capability

To support quality school leadership, a suite of ongoing leadership development programs was implemented ranging from a two-day induction for all principals on appointment to release of leaders for eight days to undertake intensive personal and professional development.

Both the Strategic Leaders and the Leadership Toolkit programs have continued to build the leadership capacity of school principals. The programs aim to best position them to lead the reform agenda of the Department in their schools and community, particularly the implementation of the Education and Training Reforms for the Future (ETRF) agenda.

The Principals Induction program supports 'new' principals to be successful in their role as school leaders in a performance-driven organisation. It emphasises the importance of accountability, governance and the role of continual learning for school leaders.

In 2004–05:

- 75 principals attended the Strategic Leaders Program
- 14 Leadership Toolkit programs were conducted across the Department at both a district and a school level
- 80 newly appointed principals attended the Principals Induction Program
- the Department established the Indigenous Education Leadership Institute for Aboriginal and Torres Strait



There are 15 state school teachers who are on teacher exchange either interstate or overseas

Islander Leadership to provide intensive support for Indigenous teachers and leaders. (Refer to ROP Education Queensland page 48 for additional information.)

Professional learning pathways

A strong and dynamic profession challenges, tests and further develops the knowledge and understanding on which its practice is based. Professional practice includes keeping up to date with research and developments in the work area, understanding responsibilities in relation to policies and practices, evaluating personal work practices and sharing a commitment to improvement and positive outcomes. The Department recognises the value of lifelong learning and promotes the attainment of postgraduate qualifications.

The Professional Learning Pathways Framework has been developed to assist teachers in Queensland state schools to plan their own pathway towards a postgraduate qualification at a selected participating university. The Department worked in partnership with eight Queensland universities to develop a statewide approach for the recognition of teachers' professional development by way of tertiary credit in postgraduate qualifications. This responds to the wishes of teachers and the Department to see greater engagement of state school teachers in formal postgraduate study. The Vice-Chancellors of Queensland Universities at the Higher Education Forum, chaired by the Minister in November 2004, supported this initiative.

Staff can gain up to half of a postgraduate level award following completion of an approved professional development program and assessment. The Queensland Education Recognition of Professional Learning Committee comprising departmental and university representation was created on 25 February 2005 to manage and implement the framework.

Remote Area Teacher Education Program

The Department continues to work in innovative ways to support the diverse training needs of staff. The Remote Area Teacher Education Program (RATEP) is a community-based Aboriginal and Torres Strait Islander teacher education program that creates pathways to portable qualifications and employment. It is a joint initiative between Education Queensland, Tropical North Queensland Institute of TAFE, James Cook University and Indigenous communities. Currently, 149 students are enrolled through the program at 16 sites throughout Queensland.

In 2005, RATEP celebrated its 104th graduate with a Bachelor of Education from James Cook University. Over 250 students have graduated from Tropical North Queensland Institute of TAFE with qualifications in Certificate III, IV or Diploma of Education.

In 2004–05, the Department undertook a review of RATEP to ensure that the program continues to be appropriate to the needs of its clients. The report supported expansion of the program and confirmed its strength in training local Indigenous people to fill local jobs in their communities.

The Department has also actively promoted this initiative across government. It responded to interest from other agencies in exploring the applicability of a RATEP-like model to meet their skilling needs. Queensland Health has subsequently used a similar model to commence a trial in Napranum, Weipa South for provision of nursing training.

Remote Area Teacher Education Program boasts its 100th student graduate

The Remote Area Teacher Education Program (RATEP) boasted its 100th student graduate with a Bachelor of Education in January 2005. RATEP is structured to allow participants to access training without leaving their home communities. The program is a unique incentive to train more Indigenous teachers, particularly those living in rural and remote communities. It also won the Premier's Awards for Excellence in public sector management this year.

Former Weipa North State School captain Yasmine Blanco celebrated achieving a Bachelor of Education with her proud parents at a graduation dinner. Yasmine, who completed her studies in August last year, is RATEP's 10th graduate from the Indigenous community of Napranum.

The program involves two years studying at TAFE for a Diploma in Education followed by a further three years of studies through James Cook University. This can vary according to the level of tertiary studies already completed.

Jasmine completed her degree while also raising two children and is the first member of the Blanco family to gain a university degree. She aims to teach part-time at Western Cape College in 2006.



There are 8 teachers (head count) at the School for Travelling Show Children

Professional development for staff working with Indigenous students

The *Partners for Success Action Plan* identifies building workforce capability as a key priority. The Indigenous Education and Training Alliance (IETA) has the responsibility to provide quality professional development and training programs for staff across Queensland working with Indigenous students. IETA has developed and delivered training programs in a range of programs. In 2004–05 IETA provided 211 workshops to 5870 staff members across a range of programs including cross-cultural awareness, English as a Second Language, managing student behaviour and the induction of all staff to remote community schools.

Middle management

A pilot program for 60 middle managers (AO6–AO8) across the Department entitled 'Implementing Business Change Through Project Management' was conducted in partnership with an industry-based private provider. Successful completion of the program entitled participants to direct credit towards a Master of Learning Management at Central Queensland University. The program has contributed to the project management skills of participants.

Organisational health

In its management of organisational health, the Department is governed by the provisions of the *Workers' Compensation and Rehabilitation Act 2003* and the *Workplace Health and Safety Act 1995*.

During 2004–05 the Department commenced a number of initiatives, which included the development, and implementation of a multimedia resource package. The *Manual Handling of Students Resource Package* was developed to provide all Education Queensland schools with simple information to equip them to manage risks related to manual handling of students. It relates particularly to those that occur when supporting students with disabilities. The package enabled schools to comply with the intent with Department of Industrial Relations Advisory Standard on manual handling and was based on a risk management approach.

The Organisational Health Unit developed the package in conjunction with schools, therapists and other expert groups. It includes a range of video presentations, checklists, templates, case studies and worked risk examples. Although designed specifically for manual handling of students, much of the information has been used to inform and educate all staff groups about manual handling risks and ways to prevent injury.

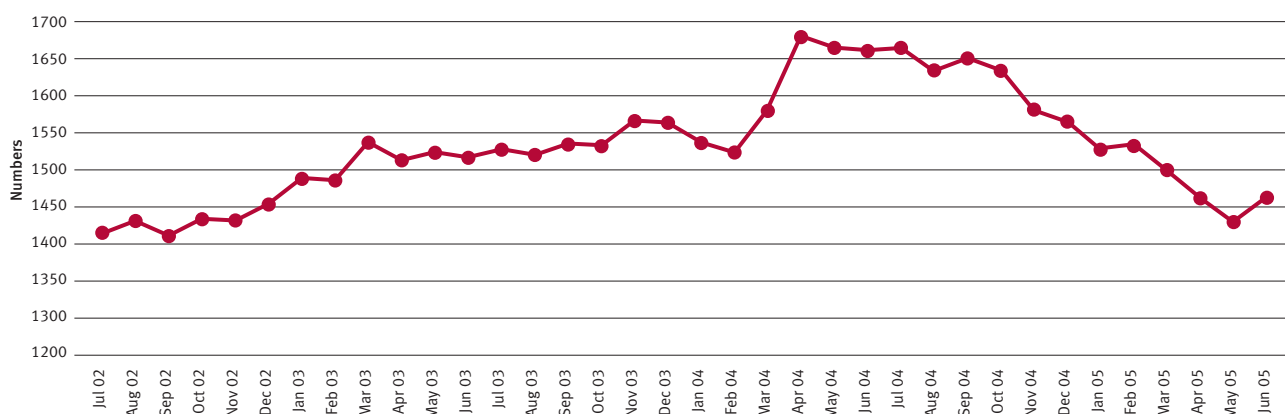
More than 1400 copies of the package were distributed in August 2004 to schools, including all special schools and schools with special education units. Health and Safety Advisers provided a number of information sessions to schools and health and safety networks. Since provision of the package, there has been a significant reduction in the number of claims (see Figure 49).

Outlook 2005–06

The Department will:

- invest \$40.5 million in the school workforce to provide professional development to implement new syllabuses and key initiatives, conduct whole-school capacity building and support leadership and induction programs for teaching and non-teaching staff
- build the professional capability of principals in Indigenous leadership through the newly established Indigenous Education Leadership Institute at Cherbourg
- pilot the Performance Development Scheme in the Emerald and Bundaberg districts and commence the implementation process to all work areas
- develop and deliver a professional framework for public servants to define the skills, knowledge and behaviours that leaders require to align with current and future organisational goals
- implement the Professional Standards for Teachers for planning learning and development programs statewide
- facilitate a three-year professional development program to support the introduction of the Preparatory Year
- confirm the Professional Learning Pathways to see greater engagement of state school teachers in formal postgraduate study options.

Figure 49: WorkCover claims lodged (Strain/sprain injuries only) July 2002 – June 2005



Indigenous employment

The *Partners for Success Action Plan 2003–2005* illustrates the Department's commitment to improving outcomes for Aboriginal and Torres Strait Islander peoples. It seeks to create partnerships with Indigenous communities and strengthen services to them through the setting of Indigenous employment targets.

The Department targets increasing Indigenous employment rates through the *Aboriginal and Torres Strait Islander Peoples Strategy 2002–2005* and the *Partners for Success Implementation Plan*. Specifically, in 2004–05, the Department:

- sponsored 25 school students under the Aboriginal and Torres Strait Islander Education to Employment Scheme
- awarded Pearl Duncan Scholarships to 15 Indigenous Australians studying to be teachers
- participated in the Remote Area Teacher Education Program (RATEP) which delivers training to Indigenous employees in remote communities.

The Department, in partnership with line managers and Indigenous employees, has improved opportunities for Indigenous employment by:

- improving the Indigenous workforce participation rate from 1.8 to 1.84 per cent
- reviewing and, where appropriate, supporting requests for conversion of school-based Indigenous employees from temporary to permanent
- supporting the professional development of Indigenous employees via a combination of on-the-job experience and accredited training under the Wal Meta Career Advancement Program.

Promotion of a diverse workforce

The Department offers scholarships to attract and develop quality teacher graduates through two programs – the Pearl Duncan Teaching Scholarships and the Bid O'Sullivan Scholarships.

The purpose of the Pearl Duncan Teaching Scholarships program is to identify and provide financial assistance to people from Aboriginal and Torres Strait Islander backgrounds who want to study for four-year teaching degrees at Queensland universities and subsequently work for the Department. [www](#)

Fifteen Pearl Duncan scholarships were awarded in February 2005 to Year 12 graduates and departmental staff. Thirteen scholarship recipients have graduated from this program to date. Most now are teaching within the state education system throughout Queensland.

Bid O'Sullivan scholarships aim to increase the number of teachers from rural and remote areas in Queensland's education system. The scholarship program is named in honour of Bid O'Sullivan who was the first teacher of the School of the Air. The scholarships help to overcome financial considerations that may prevent many academically capable students from such locations from entering teacher preparation courses. [www](#)

Five Bid O'Sullivan Teaching Scholarships were awarded in February 2005 to Year 12 graduates. On completion of their teaching degrees these students will be employed as teachers with the Department in rural or remote locations in Queensland.

Fourteen students have now graduated through the Bid O'Sullivan program and are teaching in rural or remote locations throughout Queensland.

Pearl Duncan

When Pearl Duncan graduated in 1951, she made history by becoming the first qualified Aboriginal schoolteacher in Australia. The Department has recently recognised Pearl's achievements in education through the Pearl Duncan Teaching Scholarships, which support Indigenous students to further their studies.

Pearl has taught students from primary schools to university, contributed to research work in Aboriginal and Torres Strait Islander studies, and in 1977, was appointed to represent her community at the highest level on the National Aboriginal Education Committee.

Growing up in the 1940s, in a small country town was difficult for women, particularly Aboriginal women. Opportunities for pursuing a career or education were limited. 'Experience is a hard teacher, but I realised early that if I didn't pursue my goals that I could fall by the wayside,' she said.

Pearl was inspired by her mother who saw the value of a good education. From a young age, her mother instilled the idea that education is a right and not a privilege.

'This is a belief that has motivated me all these years in encouraging Indigenous participation in education. Without that encouragement I may never have completed my studies,' Pearl said.



Outlook 2005–06

The Department will:

- implement new statewide, regional and district level employment equity targets and supporting workforce plans
- complete the Teacher Supply and Demand Project, which will gather data to identify employee cohorts that are at risk of undersupply
- continue to promote the benefits of TRACER and encourage greater subscription to the system
- negotiate three enterprise bargaining agreements
- develop the Indigenous employment *Framework for Action*.

Strategy

- Create a workplace that supports and encourages individuals and teams to achieve their best.
- Develop a culture of continuous improvement and innovation.

Leading continuous improvement

Strategic Leaders, Leadership Toolkit and Principals Induction constitute a suite of programs that enable principals to provide leadership to staff to create a high performance culture in schools. In a broader context the programs build the skills, knowledge and capability of both established and emerging leaders to deliver on the emerging departmental priorities both now and in the future.

New Professionalism

Recognising the contribution and achievement of Education Queensland staff is an important component in fostering an environment that allows individuals to excel. The Department, through the New Professionalism Program, has a suite of awards, grants and scholarships that recognises the exemplary work of teachers and teacher aides, enhance the status of the teaching profession and highlight innovative practices in state schools.

The Smart State's best teachers were recognised for their dedication and commitment to teaching, sharing in almost \$400 000 worth of scholarships and awards at the 2004 Teacher Excellence Awards in Brisbane. A further 44 Queensland teachers were presented with professional learning grants valued at up to \$1000 each at local ceremonies.

Premier's Smart State Teacher Excellence Scholarships

Five Premier's Smart State Teacher Excellence Scholarships were awarded to recognise Queensland state school teachers with 10 or more years of classroom teaching experience who demonstrate educational leadership and inspiration.

Each winner received a \$25 000 scholarship, to undertake up to three months of professional learning activities that will enhance learning outcomes for students and colleagues.

Westfield Premier's Educational Scholarships

The Westfield Premier's Educational Scholarships acknowledge the exemplary work of state and non-state secondary science teachers.

Five recipients from the secondary sciences area each received a \$24 000 scholarship. This enables them to undertake overseas study in their chosen field for up to three months. The five recipients were located at Biloela State High School, Brisbane Girls Grammar School, Gympie State High School, Stanthorpe State High School and Tannum Sands State High School.

Dr Peter Musk – recipient of one of five Westfield Premier's Educational Scholarship

In 2004, Dr Peter Musk, HOD of Science at Gympie State High School, was awarded a Westfield Premier's Educational Scholarship to enable him to undertake an overseas study tour in his field of science.

In March this year, Dr Musk went on a three months' study tour in the United Kingdom, Ireland, Germany, Singapore, Taiwan, Malaysia, Brazil and the USA to meet with other educators and attend three science conferences. While in the United Kingdom, Dr Musk undertook at Oxford University a short course in bioinformatics to study the application of ICTs in understanding genetic information.

It was a unique opportunity to learn what was happening in science education across the globe. Dr Musk said that 'Queensland's flexible science syllabus, which allows teachers to develop creative science programs, is well known and envied worldwide.'

He now uses this knowledge in his classes and looks forward to a time when his senior biology students might make new discoveries.



Continued Learning Scholarships

The Continued Learning Scholarships recognise outstanding practice by teachers with between three and 10 years classroom teaching experience. They enable each teacher to undertake tertiary study of their choice to further their knowledge and skills, and enhance students' learning outcomes. Ten awards of \$5000 each were made in 2004–05.

ICTs for Learning Teacher Awards

The ICTs for Learning Teacher Awards acknowledge excellence in the integration of information and communication technologies (ICTs) in the curriculum.

Twenty awards of \$5000 each were granted to recipients to:

- attend conferences or courses that extend their understanding in the application of ICTs in education
- undertake research projects including industry placement
- participate in teacher exchanges or research study
- purchase a laptop or other ICT device that can assist in their learning and development.

A further 44 teachers and 33 teacher aides from across the state were also presented with professional learning grants, up to the value of \$1000 each. These grants will enable each

Strategy

- Create a workplace that supports and encourages individuals and teams to achieve their best.
- Develop a culture of continuous improvement and innovation.

Leading continuous improvement

Strategic Leaders, Leadership Toolkit and Principals Induction constitute a suite of programs that enable principals to provide leadership to staff to create a high performance culture in schools. In a broader context the programs build the skills, knowledge and capability of both established and emerging leaders to deliver on the emerging departmental priorities both now and in the future.

New Professionalism

Recognising the contribution and achievement of Education Queensland staff is an important component in fostering an environment that allows individuals to excel. The Department, through the New Professionalism Program, has a suite of awards, grants and scholarships that recognises the exemplary work of teachers and teacher aides, enhance the status of the teaching profession and highlight innovative practices in state schools.

The Smart State's best teachers were recognised for their dedication and commitment to teaching, sharing in almost \$400 000 worth of scholarships and awards at the 2004 Teacher Excellence Awards in Brisbane. A further 44 Queensland teachers were presented with professional learning grants valued at up to \$1000 each at local ceremonies.

Premier's Smart State Teacher Excellence Scholarships

Five Premier's Smart State Teacher Excellence Scholarships were awarded to recognise Queensland state school teachers with 10 or more years of classroom teaching experience who demonstrate educational leadership and inspiration.

Each winner received a \$25 000 scholarship, to undertake up to three months of professional learning activities that will enhance learning outcomes for students and colleagues.

Westfield Premier's Educational Scholarships

The Westfield Premier's Educational Scholarships acknowledge the exemplary work of state and non-state secondary science teachers.

Five recipients from the secondary sciences area each received a \$24 000 scholarship. This enables them to undertake overseas study in their chosen field for up to three months. The five recipients were located at Biloela State High School, Brisbane Girls Grammar School, Gympie State High School, Stanthorpe State High School and Tannum Sands State High School.

Dr Peter Musk – recipient of one of five Westfield Premier's Educational Scholarship

In 2004, Dr Peter Musk, HOD of Science at Gympie State High School, was awarded a Westfield Premier's Educational Scholarship to enable him to undertake an overseas study tour in his field of science.

In March this year, Dr Musk went on a three months' study tour in the United Kingdom, Ireland, Germany, Singapore, Taiwan, Malaysia, Brazil and the USA to meet with other educators and attend three science conferences. While in the United Kingdom, Dr Musk undertook at Oxford University a short course in bioinformatics to study the application of ICTs in understanding genetic information.

It was a unique opportunity to learn what was happening in science education across the globe. Dr Musk said that 'Queensland's flexible science syllabus, which allows teachers to develop creative science programs, is well known and envied worldwide.'

He now uses this knowledge in his classes and looks forward to a time when his senior biology students might make new discoveries.



Continued Learning Scholarships

The Continued Learning Scholarships recognise outstanding practice by teachers with between three and 10 years classroom teaching experience. They enable each teacher to undertake tertiary study of their choice to further their knowledge and skills, and enhance students' learning outcomes. Ten awards of \$5000 each were made in 2004–05.

ICTs for Learning Teacher Awards

The ICTs for Learning Teacher Awards acknowledge excellence in the integration of information and communication technologies (ICTs) in the curriculum.

Twenty awards of \$5000 each were granted to recipients to:

- attend conferences or courses that extend their understanding in the application of ICTs in education
- undertake research projects including industry placement
- participate in teacher exchanges or research study
- purchase a laptop or other ICT device that can assist in their learning and development.

A further 44 teachers and 33 teacher aides from across the state were also presented with professional learning grants, up to the value of \$1000 each. These grants will enable each

to undertake professional development activities that will further their knowledge and skills.

In addition to the scholarships and grants, teachers who achieved their fifth, tenth or twentieth year of service during 2004 were acknowledged with a lapel pin on World Teachers' Day.

Teachers and non-teaching staff were recognised for exemplary service in excess of 25 years with a service medallion. Those retiring have been presented with retirement certificates. In 2004, some 900 medallions were presented to employees who had achieved 25 years or more service with the Department and 250 retirement certificates were issued.

Focus on inclusive education

Education Queensland is committed to a public schooling system that recognises the rights of all students to an inclusive education and values diversity in the community and in the classroom.

In 2004–05 the Department:

- coordinated, brokered and supported a number of professional development opportunities to support both systemic and local initiatives throughout the state
- arranged professional development opportunities such as conferences, interactive drama presentations and action/research projects for more than 3000 staff
- trained over 150 staff from 26 districts in the use of the Index for Inclusion that helps schools promote the inclusive education agenda in their reflection, planning, school improvement and review processes
- sponsored 20 staff from Cairns and Brisbane to complete a Certificate II Course in Auslan in support of the Deaf/Hearing Impaired Implementation Plan
- initially trained key personnel in the new Education Adjustment Program and supported the development of an online professional development package.

Did you know...

There are 8 state school teachers at the School for Travelling Show Children

Investing in professional development in Arts Queensland

In 2004–05, Arts Queensland staff members attended training programs that included:

- understanding yourself and those you work with
- business writing
- speech writing
- Parliamentary Education Services Seminar Program
- performance planning and evaluation
- online anti-discrimination training
- code of conduct refresher
- managing unsatisfactory work performance.

In 2004–05, Arts Queensland spent \$39 200 on training and professional development for staff.

Workforce diversity and equity

The Department recognises the need to maintain a competitive and dynamic workforce that is representative of local Queensland communities. Our inclusive practices coupled with projects, such as Supply and Demand, ensure the workforce is equipped to deal well with issues at the local level. [www](#)

In support of diversity

Initiatives in 2004–05 aimed to increase the representation of women in management, people from non-English-speaking background, Aboriginal and Torres Strait Islander peoples and people with a disability as a proportion of the workforce.

Educating staff on workforce diversity matters and reinforcing appropriate workforce behaviour and standards continues to be a priority. To support this, the *Valuing Diversity* training package was launched in districts and schools during 2004–05. Trained facilitators progressively delivered awareness training to all staff in their districts.

In addition to implementing the *Valuing Diversity* program, the Department improved local complaint and conflict management capability and capacity by establishing a statewide internal mediator network.

Another focus was the achievement of improved work-life balance for employees and improved access to flexible work options. This aim was supported by the development and implementation of policies that supported improved access to flexible career options for all employees, particularly for women in promotional teaching positions.

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

Retaining valued employees

Release of a part-time teaching policy provided further support for all employees, particularly women in promotional positions, to enhance their work-life balance and access flexible work options.

A policy on *Breastfeeding in the Workplace* also helps female employees return to work after maternity leave and supports the attraction and retention of valued employees.

The goal of increased representation of women in management was supported by work-shadowing opportunities and workshops to assist women in applying for promotions. There was an increase in the proportion of female applicants for Bands 8–11 positions from 45 per cent in 2003 to 48 per cent in 2004.

The *Herstories* event in Brisbane, coinciding with International Women's Day, celebrated the achievements of women and provided inspiring stories for other women in the Department.

The Department of Education and the Arts continued to respond to emerging human resource challenges, including management of the ageing workforce. It participated in a national *Lead Practice Group for Strategic Age Management*

and has conducted research on the age profile of the Department. This data will assist in making informed decisions about succession planning and workforce planning.

The Department, through the relevant shared service provider:

- participated in the whole-of-government Work-Life Balance Survey
- reviewed policies in line with whole-of-government changes to the Public Service Award.

Outlook 2005–06

The Department will:

- undertake a comprehensive review of the Standards Framework for Leaders to articulate the critical skills, knowledge and behaviours required of principals and school leaders
- implement the Enhancing Future Leaders Strategy to strengthen and broaden the pool of capable leaders ready to step into leadership roles
- coordinate a national conference to be held in August 2006 to build on the benefits and commitment demonstrated at the *Encouraging Diversity: Challenging the Concept of Difference* twilight sessions
- identify and address barriers to women's progress into promotional positions and explore flexibility in career pathways and work-life balance initiatives.

Figure 50: Women in Management 2002–05 (Agency staff only) compared to target

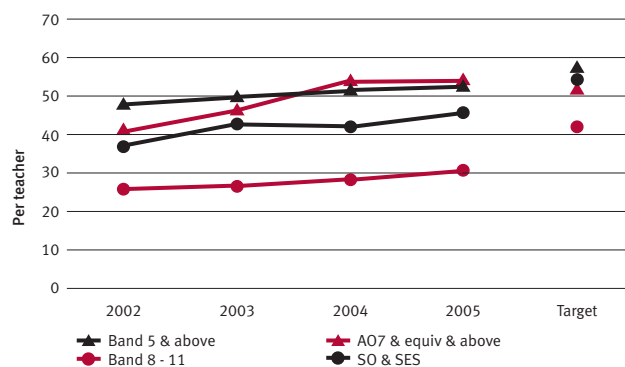


Figure 51: Proportion of staff by target groups 2004–05 – Department of Education and the Arts

| Target group | Second quarter 2004 | Second quarter 2005 | Target |
|---|-----------------------------------|-----------------------------------|--|
| Aboriginal and Torres Strait Islander Peoples | 1.8% | 1.84% | 2.4% of all employees at all salary levels by 2010 |
| People from a non-English-speaking background | 3.1% (NESB 1)* 8.8% (NESB 1&2) | 3.2% (NESB 1)* 9.1% (NESB 1&2) | 7.2% by 2005 (NESB 1) 13.5% by 2005 (NESB 1&2) |
| People with a disability | 8.2% | 8.1% | No government target set to date |
| Male teachers | 26.8% | 26.7% | 35% |

* NESB 1 – Migrants whose first language is a language other than English. NESB 2 – Children of NESB 1.

Figure 52: Shared service providers by workforce diversity groups 2004–05

| Target group | Quarter 2 – 2004 (SSP staff – CAPS & CAA) | Quarter 2 – 2005 (SSP staff – CAPS & CAA) | Target |
|---|--|--|--|
| Proportion of women in management positions | | | |
| Non-teaching – A07 and equivalent and above | 37.6% | 38.2% | 51.6% by 2005** |
| Non-teaching – SO and SES | 39.4% | 25.9% | 53.8% by 2005** |
| Proportion of staff by target groups | | | |
| Aboriginal and Torres Strait Islander Peoples | 1.0% | 0.9% | 2.4% of all employees at all salary levels by 2010 |
| People from a non-English-speaking background | 3.9% (NESB 1)* 10.9% (NESB 1&2) | 3.3% (NESB 1)* 9.3% (NESB 1&2) | 7.2% by 2005 (NESB 1) 13.5% by 2005 (NESB 1&2) |
| People with a disability | 9.0% | 8.6% | No government target set to date |

* NESB 1 – Migrants whose first language is a language other than English. NESB 2 – Children of NESB 1

** These targets are specific to Education and were negotiated with OPSME. They are higher than the Public Sector targets.