



Key achievements in 2005–06

- Built key foundations to complete the Education and Training Reforms for the Future (ETRF) in 2007 by:
 - undertaking extensive preparations for the universal introduction of the Preparatory Year in 2007
 - reducing class sizes to meet the target of 28 students in the middle years (Years 4 to 10) in 2007
 - completing the three year trial of the senior phase of the ETRF.
- Partnered with Indigenous communities to improve the Literacy and Numeracy achievement of students in the early phase of learning through the *Bound for Success – Education Strategy for Torres Strait*.
- Expanded the range of education and training options available for students in the senior years of schooling and strengthened school and industry partnerships to increase learning and working pathways for students.
- Collaborated with the Queensland Studies Authority to develop the Queensland Curriculum, Assessment and Reporting (QCAR) framework.
- Developed the *Literacy – the Key to Learning: Framework for Action 2006–2008* for Queensland state schools, to improve student achievement across all phases of learning.
- Finalised planning and consultation on the *Smart Choices: Healthy Food and Drink Supply Strategy for Queensland Schools*.
- Developed and implemented the Education Adjustment Program Beginning School profile to identify the educational adjustments for students with disabilities in the year prior to their first year of compulsory schooling.
- Invested \$28 million in better behaviour initiatives to enhance student learning.

Key Challenges for 2006–07

- Positioning state schools to further deliver quality education for all children.
- Establishing the Queensland Academies (Science, Maths and Technology, and Creative Industries) as flagships for innovative service delivery for state school children and their families.
- Training our workforce so as to improve student Literacy outcomes.
- Improving education support for children and young people in care.
- Achieving better social and educational outcomes for refugee students and their families.
- Refining behaviour support processes to optimise outcomes for students and teachers.

Objective:

To provide a quality public education system that delivers opportunities for all students to achieve learning outcomes and reach their potential.



The Early Years Curriculum Guidelines support learning through active inquiry and play.

Making a difference ... through play-based curriculum at Edge Hill State School

Forming close partnerships with parents and carers is an integral component of the Edge Hill (Cairns) Prep program. This partnership creates a positive learning dynamic where learning is relevant and children develop their individual identities.

“Through implementing the *Early Years Curriculum Guidelines* and the underlying philosophy, our children are motivated and confident to suggest and try new ideas, take risks, solve problems and reflect as we plan and investigate,” commented school Prep teacher Ms April Schipke.

In this community, parents and children provide ideas, props and books as a result of discussion, viewing the daily slideshow and reading the daily diary.

Ms Schipke said, “We realise that deep and meaningful learning is occurring when we hear such comments as ‘we need to make a plan’ or ‘we need to work as a team’. Play is a wonderful medium for encouraging deeper learnings.”

Strategy

Improve the learning engagement and achievement of students by embedding the early, middle and senior phases of learning.

A strong foundation in the early years (Prep to Year 3)

The Department recognises the first years of schooling are critical in providing children with strong foundations for learning. State schools provide these strong foundations through the early phase of learning for students in Preparatory (Prep) Year to Year 3.

Get set for Prep

Queensland’s education system is undergoing one of the biggest changes in recent history with the introduction of the new, universally available Prep Year in 2007.

The new Prep Year in 2007 will give all young Queenslanders the very best start to education by stimulating their learning skills, helping them make a smooth transition to Year 1 and setting them on the path to lifelong learning.

With the new Prep Year, Queensland children will have access to 13 years of full-time schooling in line with most other states. Part-time Preschool will cease at the end of 2006.

The universal introduction of the Prep Year in 2007 also accompanies changes in the school age in 2008. From 2008, students will be eligible to enrol in Year 1 if they are six years old by 30 June in the proposed year of attendance. [www](#)

In preparation for the implementation of Prep, the Department has undertaken a number of critical activities to have everything ready for 2007. These include:

- undertaking an extensive advertising and awareness campaign to alert parents and other stakeholders to the universal introduction of the full-time, non-compulsory Prep Year in all state primary schools. This campaign was launched in late February and will continue throughout 2006.
- providing schools with flexibility to meet local requirements for curriculum resources such as books, art and craft and indoor

play equipment. In 2006, state primary school budgets increased by \$10.6 million to support the introduction of the new Prep Year and the Early Years Curriculum, with a further \$5.2 million allocated for 2007–08.

- negotiating an agreement with the Crèche and Kindergarten Association on pre-Preparatory service delivery. The Crèche and Kindergarten Association will offer a foundation play-based educational program that complements entry into the Prep Year from 2007.
- collaborating with the Queensland Studies Authority (QSA), to provide extensive professional development for teachers and other school staff to effectively implement the Prep Year. Research evidence indicates that teachers make the biggest difference to the learning outcomes of students¹. More information is provided on page 90.
- providing and improving Prep Year facilities throughout schools. More information is on page 103.

Figure 22: Number of state schools offering Prep Year

Year	Number of Schools	Number of Students
2003	30	563
2004	52	1005
2005	77	1590
2006	96	2143

Continuous learning through the early years

In consultation with the Early Years Reference Group the Department developed the Early Phase of Learning Action Plan to ensure a continuity of learning in state schools from Prep to Year 3.

In the first Term of 2005, the *Early Years Curriculum Guidelines* were developed by the Queensland Studies Authority (QSA). The Guidelines support active learning for children through real-life situations, investigation and play. They are designed to help teachers and parents to monitor children’s progress and preparedness for Year 1.

The Department has also developed flexible distance education learning materials that align with the *Early*



Years Curriculum Guidelines for use in small schools and schools of distance education.



Queensland’s new Prep Year will give all young Queenslanders the very best start to school by helping them make a smooth transition to Year 1 and setting them on the path to lifelong learning.

Strong engagement in the middle years (Years 4 to 9)

The Department recognises that a distinctive period of dynamic growth and change occurs in a young person’s life as they move into and through early adolescence. This period coincides with their Years 4 to 9 education, the Middle Phase of Learning. Recent studies have shown that this is a time when many students lose their enthusiasm for learning and disengage from classroom activities.

Through the *Middle Phase of Learning State School Action Plan*, the Department aims to ensure that these young people keep learning and have a smooth transition to the senior years of schooling. The key objectives of the plan are:

- engaging students in meaningful learning across Years 4 to 9, including ongoing development in Literacy and Numeracy
- increasing access to extracurricular activities and opportunities for student achievement
- providing teacher professional development
- ensuring effective parent and community involvement in the Middle Phase of Learning. [www](#)

During 2005–06, the Department continued implementing the Action Plan by:

- providing teachers with access to online information and resources via the Professional Learning Community, discussion lists and online courses
- dedicating an existing student-free day for teachers to focus on professional development and effective practice in the middle years
- providing professional development for teachers through a statewide project focused on improving Literacy and Numeracy in the middle years

¹ Source: *Queensland School Reform Longitudinal Study* (2001) University of Queensland

Making a difference ... a new approach to Science in the Middle Phase of Learning for schools in the Blackwater area

Four schools in the Blackwater cluster of schools have applied a new approach to Science teaching and learning in the Middle Phase of Learning. This has produced positive learning experiences for students.

The Blackwater cluster organised professional development days at Blackwater State High School and three local primary schools to plan and implement scientific reporting units across Years 6 to 8. According to Stacey Wilmore, Blackwater State High School's Acting Head of Department Science/Health, the students were enthusiastic about the hands-on inquiry work. Projects about worm farming, energy, composting and Antarctica inspired an interest in Science in the participating schools.

"All the teachers noticed that student literacy levels have improved already. Students are achieving more thanks to the scaffolding we've built into our teaching and learning," Ms Wilmore said. She added that professional partnerships across the schools have become very strong as a result of the project, which has required intensive inter-school collaboration over the past three months. More information about the Middle Phase of Learning Cluster Project is available on the Professional Learning Community.

[www](#)

- providing resources for schools to develop a Middle Phase of Learning School Profile that will strengthen their planning and reporting
- informing school communities of current research, stories of success and professional development opportunities by introducing a regular Principals' newsletter.

Another strategy in enhancing learning outcomes for students in the Middle Phase of Learning years is the reduction of the Years 4 to 10 class size target from 30 to 28 from the start of the 2007 school year. In 2005, Education Queensland allocated 150 additional teachers as part of the first tranche towards the reduction in the class size target in Years 4 to 10. From the start of 2007, an additional 150 teachers will be allocated to schools to further support the reduction of the Years 4 to 10 class size target to 28.

School clusters and local support networks have proven to be very beneficial for teachers in the Middle Phase of Learning. Teachers involved in current statewide initiatives such as the Middle Phase of Learning Cluster project have reported improvements in student learning as a result of implementing enhanced Literacy, Numeracy and assessment practices. [www](#). For more information on the Department's Literacy and Numeracy initiatives, see page 50.

To help embed the middle phase reform at the local level, the Department conducted a successful statewide conference in 2005–06 for 400 middle phase school leaders, "champions" and teachers to plan future strategies and share effective teaching practices.

Flexible pathways for learning in the senior years (Years 10 to 11 and 12)

National and international research shows that completing Year 12 or its equivalent gives young people greater opportunities in further education and employment². The Department's services in the Senior Phase of Learning focus on providing students with relevant and flexible knowledge and skills, so they can succeed in their futures.

Education reforms in the senior years

In 2005–06, the Department completed the three-year trial of the senior phase as part of the ETRF. The senior phase-in is now implemented statewide. This significant achievement completes a key element of Queensland's education reforms.

Queensland has one of the most flexible education and training systems in Australia through its reforms to senior schooling.

Through Queensland's Senior Phase of Learning reforms, students can combine learning in school, TAFE, on-the-job training or at university to achieve their learning goals. [www](#)

An overview of the Department's progress towards implementing reforms in the Senior Phase of Learning in recent years is shown in Figure 23.

² See for example: *Drivers of Economic Growth in the Smart State* (2003) Queensland Treasury



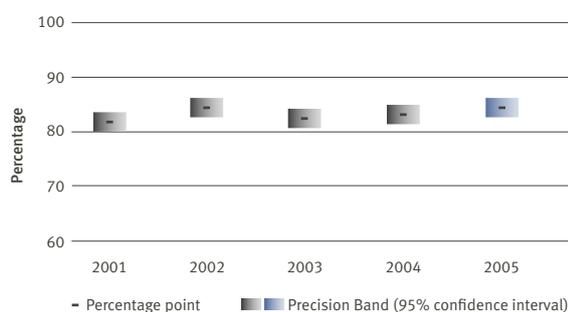
Industry-based projects are providing students with opportunities and experience for future careers.



Figure 23: Progress towards the Senior Phase of Learning in recent years

2002	
November	<i>Education and Training Reforms for the Future: a White Paper</i> was launched.
2003	
March	ETRF Taskforce established and seven trial areas announced.
April – October	Employment of an additional 21 Youth Support Coordinators, bringing the total to 34.
October	<i>Youth Participation in Education and Training Act 2003</i> passed by State Parliament.
2004	
January	Extension of trials of the Senior Phase of the ETRF to all state and non-state schools, including funding allocations for innovative programs and services.
April	Skills for the Future course offered by seven institutes of TAFE.
May	Review of the Senior Certificate begins.
July	Guides to the Senior Education and Training Plan released. Get Set for Work program trialled across Queensland.
September	District Youth Achievement Plans in place across all trial areas throughout Queensland.
December	Statewide mentoring initiative announced for young people at risk of leaving school early.
2005	
April	<i>The Queensland Certificate of Education: Expert Success</i> the technical paper outlining the new Senior Qualification for Queensland released.
June	Continued rollout of the Youth Support Coordinator Initiative, bringing the total of Youth Support Coordinators to 113 across Queensland.
November	Changes to the <i>Youth Participation in Education and Training Act 2003</i> passed by Parliament.
2006	
January	First cohort of young people affected by the <i>Youth Participation in Education and Training Act 2003</i> begin Year 10. Schools begin registering young people on the Registration of Young People System. Senior Education and Training Plans being developed across Queensland to support Year 10 students and their parents.
February	Get Set for Work program expanded.
April	The Department of Education and the Arts and the Department of Employment and Training develop a resourcing framework for expanding vocational education and training pathways for young people in the Senior Phase of Learning.

Figure 24: Percentage of 15–19 year olds in full-time work, full-time study, or combinations of both 2001 to 2005



Source: Australian Bureau of Statistics, Survey of Education and Work (unpublished data) various years.

The percentage of 15 to 19 year olds learning and earning continues to be over 80%.

The Department's key achievements in 2005–06 towards improving the Senior Phase of Learning are outlined below. The Senior Phase of Learning reforms were implemented for all schools across Queensland.

New laws

In January 2006, key elements of the *Youth Participation in Education and Training Act 2003* (YPET) came into effect. This new legislation raises the compulsory school leaving age to ensure more students complete Year 10 and requires young people to participate in further education, training or work for two years once they have finished Year 10. [WWW](#)

To track the progress of students through the Senior Phase of Learning, the Act:

- requires schools to register young people with the Queensland Studies Authority (starting from 2006) during Year 10 or in the year prior to the young person turning 16 years of age (whichever comes first). This registration will establish an individual student achievement account for each young person. This account will record the young person's participation in eligible education and training options as they progress in the Senior Phase of Learning.
- requires learning providers (that is, state and non-state schools, TAFE, Registered Training Organisations, universities) to provide results information to the Queensland Studies Authority for banking into a young person's student achievement account
- allows information to be collected to assist the Department in planning and re-engagement activities for young people who have disengaged from education or training.

The Department is committed to finding new ways to ensure education and training pathways meet the needs of 15–17 year olds.

Year 10 as a transition year

A key feature of the ETRF is for all young people to complete Year 10 and to have a solid foundation for the Senior Phase of Learning. To support this, all Year 10 students in Queensland have the opportunity to plan their Senior Phase of Learning by developing an individual Senior Education and Training (SET) Plan with their schools and parents. The Plan lays out the subjects and courses that a student needs to take to achieve his or her personal goals. It also provides information on time management, study options, and back-up plans. [WWW](#)

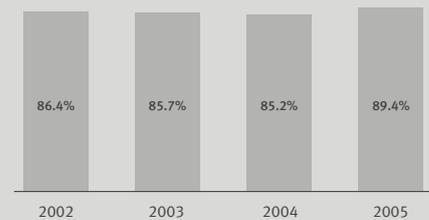
In 2005–06, the Department trialled and implemented several initiatives to support this commitment, including:

- *Locally designed and delivered programs and services:* The Department supported local initiatives that are aimed at re-engaging young people, retaining students at risk of disengaging from the education system, and assisting young people to attain education and training qualifications. This included the *Access to Pathways Program*, which saw 161 initiatives throughout the state deliver innovative local solutions; and the *Queensland Community Mentoring Program*, which has provided young people at risk of disengaging throughout Queensland with support and guidance to help them remain successfully engaged in education and training.
- *School-based apprenticeships and traineeships (SATs):* Schools across Queensland have continued to lead the nation in the uptake of SATs, accounting for 39.5% of all commencements in Australia for the quarter ending 30 December 2005.
- *P–10 schools locally hosted senior distance education option:* This enhanced distance education model allows eligible remote P–10 schools to host students studying Years 11 and 12. In 2006, 23 students have used the locally hosted distance education option across eight schools enabling students to remain in their local communities.
- *Central Purchasing Trial:* The Department invested \$0.82 million in the third year of a \$3.3 million trial to provide flexible approaches to re-engage 15 to 17 year old disengaged young people. As part of this program, the majority of participants

completed a SET Plan, identifying suitable learning options. The majority of participants were able to achieve their learning objectives identified through the program. The Department has committed ongoing funds to continue these flexible education programs.

SPPI

Figure 25: Percentage of students who are OP eligible and/or have VET qualifications 2002 to 2005



The percentage of students with OP and/or VET qualifications increased in 2005.

More support for young people

The Senior Phase trial has various support mechanisms to improve young people's transition to the Senior Phase of Learning, including:

- *Youth Support Coordinators:* In 2005 the rollout of 100 additional Youth Support Coordinators was completed, with 113 coordinators established throughout Queensland, including remote and isolated areas such as Thursday Island, Winton, Cooktown and Charleville.
- *Mentoring:* Under the Queensland Community Mentoring Program people from the community with local knowledge, expertise and standing, volunteer to work with young people. Appropriate partner agencies are being identified to play a leadership role in coordinating mentoring projects at a local level. In 2005–06, 270 mentors were trained and 158 mentor relationships had been established across 24 sites throughout Queensland.

District Youth Achievement Planning

A key success of the Senior Phase trials has been the formation of local management committees to develop District Youth Achievement Plans (DYAPs). These plans identify local priorities and solutions to assist young people. The final evaluation of the trials found key stakeholders voiced strong support for the role DYAP committees play in meeting the needs of young people in Queensland.

Making a difference ... local business moves earth to help students

When employers join forces with schools, they can move mountains, as a Darling Downs program has proven.

Mini-digger manufacturer Dingo Australia has provided an earthmoving machine for use in 11 Darling Downs schools, to teach students how to operate earthmoving equipment, as well as engine and hydraulics technology, machine maintenance and safety. Dingo Diggers also provides a training day for supervisory staff from each school taking part in the program.

The program gives students the opportunity to acquire valuable vocational skills, and is helping address the skills shortage in the earthmoving, plant and transport industries. It has proved hugely successful with a great response from students, school staff and P&C groups.



Students in Darling Downs schools are gaining valuable vocational skills. Operating a Dingo K9-4.

Schools connect with industry to make path from learning to earning

In 2005–06, the Industry School Engagement Strategy continued to bring schools and industry closer together to provide opportunities for students to experience direct pathways from learning to earning.

The Aerospace Project trialled the new Aerospace Studies subject in 2005–06. The trial occurred in nine schools, involving nearly 200 Year 11 students. The Project also welcomed Brisbane Airport Corporation, Smiths Aerospace and Australian Aerospace, who join Boeing Australia and Aviation Australia as the key industry partners for the initiative.

The Queensland College of Wine Tourism in Stanthorpe is a unique initiative jointly funded by state, local and Commonwealth governments and industry partners. On completion of Stage 1, a teaching winery, vineyard, cellar door and café area were established and the College opened its doors to the first intake of students in April 2006. Once further stages are completed, the \$6.3 million facility will function as a wine tourism industry training centre, including a commercial vineyard, winery, tourist centre, seminar and function facility that supports the wine industry in Queensland.

The Queensland Minerals and Energy Academy (QMEA) was officially launched on 23 November 2005. QMEA is a joint initiative of the Queensland Government (led by the Department of Education and the Arts), industry through the Queensland Resources Council and education and training providers. QMEA was established to create pathways for students to enter into careers in the minerals and energy industry sectors. Nineteen schools across Queensland are involved with three coordinating hubs based at Mount Isa, Moranbah and Gladstone. The first of these hubs was launched in Mount Isa on 16 March 2006.

The Department has formed a strategic partnership with the Australian Information Industry Association and Microsoft Australia titled the “ICT Industry Project”. This project will result in more career choices/pathways for young people directly into information and communication technology-related work placements, traineeships, cadetships, scholarships and jobs for life in the Smart State.

The project specifically targets school students in Years 10, 11 and 12. The major objectives of the project are aligning school ICT curriculum to industry standards and building teachers’ knowledge and skills related to ICT industries.

Six Queensland schools are to be involved in the initial phase of the ICT Industry Gateway Schools Project. Phase two of the project will see the model expand to other schools throughout the state.

Destinations of Year 12 students

As an element of the Schools Reporting initiatives, the *Next Step* Report 2006 documents the results of the second statewide survey of the destinations of students who completed Year 12 in state and non-state schools across Queensland in 2005. [www](#)

The *Next Step* survey enables parents and the wider public to know the achievements of students and to appreciate the range of options available to students. It also helps schools and other education and training institutions to review and plan their services, and assists with review of education policies.

Making a difference ... through the Online Literature Festival

In 2001 the Ipswich Children’s Literature Festival was a face-to-face event with Australian authors meeting students from local schools.

By 2003, the Learning Place introduced an online component and 800 students from around the state chatted online with 27 authors.

In 2005, the Online Literature Festival was a huge success with 94 authors and illustrators from around the world and 5595 students participating in book launches, writing workshops, critical discussions and online debates.

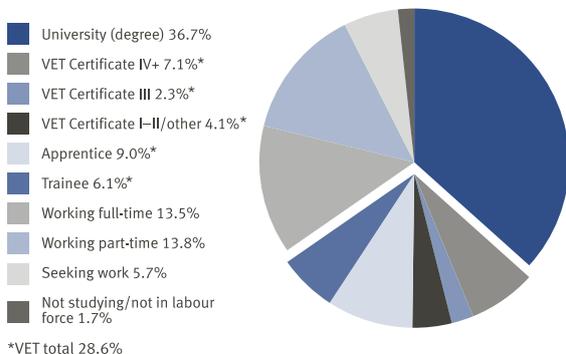
Students asked informed questions and held meaningful conversations with authors and illustrators about their work, their thinking and their lives – often with tremendous impact.

“Because of my physical disability, I have never been able to discuss my work with the primary target, children. This was an empowering life changing event for me. I conversed, debated, explained and was able to finally share my thinking behind the stories.” (email citation from a participating author, 10.11.2005)

The Festival partnered with National Literacy Week, the State Library of Queensland and public libraries.

The main destinations of Year 12 completers are detailed in Figure 26.

Figure 26: Main destinations of Year 12 completers, Queensland 2006



Outlook 2006-07

The Department will:

- implement the Preparatory Year in all Queensland state schools
- commence implementation of the *Early Phase of Learning Action Plan* in state schools
- continue to work towards the reduction of class size targets in Years 4-10 from 30 to 28 in 2007
- continue to implement the *Middle Phase of Learning State School Action Plan's* key strategies
- continue to expand future learning options, for students in the senior years
- begin to measure the success of the reforms in improving retention, participation and achievement using the data collected through the Registration of Young People system.

Strategy

Provide coherent, cohesive learning experiences through the alignment of quality curriculum, teaching, assessment and reporting.

Responsive and relevant curriculum

The Department continues to refine its curriculum to meet the needs of today's and tomorrow's students.

The Department and the Queensland Studies Authority (QSA) are defining the essential learnings that must be taught in Queensland schools for all students from Prep to Year 10 as part of the Queensland Curriculum, Assessment and Reporting (QCAR) framework.

The QCAR framework will help schools deliver more cohesive learning programs. It will also provide parents and students greater consistency and comparability of assessment and reporting across schools. [WWW](#)

Improved performance and effective reporting

To support continuous improvement and enhanced accountability, all state schools improved reporting to parents, about the achievement of individual students, and to the school community, about the overall performance of the school.

Schools reporting

In 2005-06, every state school published a School Annual Report to their community. These reports include contextual information such as the curriculum, opportunities for parental involvement and extracurricular activities. They also contain student outcomes data such as summary information on the Years 3, 5 and 7 Literacy and Numeracy tests as well as Year 12 outcomes data and student retention rates.

On 3 April 2006, the *Year 12 School Outcomes Report* was published for the first time in metropolitan and regional newspapers. This report provided an alphabetical list of all Queensland schools with Year 12 students and provided a range of information about the achievement of Year 12 students from 2005. Information in this report included the programs that schools offer, the diverse pathways that students take through school, and the academic and vocational achievements students were gaining at the end of Year 12.

The new Queensland school-leaver post-Year 12 destination survey – *Next Step* – collects important information from Year 12 students once they have left the school system. The results of this survey show the initial study and work destinations of young people after leaving Year 12. This information will be used to review and plan services for students. The 2005-06 results are available on the Department's website. Future surveys will be conducted and the results published annually. [WWW](#)

Student reporting

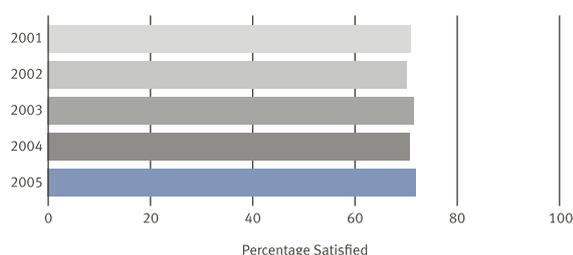
All state schools provide parents with at least two written reports each year, outlining their child's achievements to that point in time. The reports can be hard copy or online.

On 26 April 2006, the State Government announced the introduction of a new report card for state school students in Years 1-10. The reports will detail the areas of learning a student is studying and their results, as well as behaviour and effort rated against a five-

point scale. These student reports will be completed using plain English and parents will be able to request information about their child's achievement in comparison to the child's peer group.

For students in Years 11 and 12, reporting using existing frameworks will continue. For Preparatory students, teachers will complete each child's Early Years Record and use this record and other information gathered when reporting twice yearly to parents.

Figure 27: Percentage of parents/caregivers who are satisfied that they are well informed about their child's progress 2001 to 2005



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

Over 70% of parents are satisfied that they are well informed about their child's progress.

School improvement and accountability

The *School Improvement and Accountability Framework* (SIAF) helps schools and their communities to plan, review and report their progress and to effectively manage financial resources.

The Triennial School Review ensures that the planning and review strategies of state schools are contestable in terms of quality, rigour and validity.

Reviews by exception are an essential element of the Department's school governance framework. Schools which have been identified with outstanding achievement or uncertain direction are considered for review. The review by exception process identifies successful strategies or facilitates the development of action plans to support school improvement. In 2005–06, two reviews were completed.

Destination 2010 is Education Queensland's action plan for implementing key initiatives through the inclusion of strategies and performance indicators for school planning and review processes. A major revision of *Destination 2010* was completed and the revised *Destination 2010 – Action Plan (2006–2008)* was released to schools in November 2005.

Improved student Literacy and Numeracy outcomes

It is essential that all students from Prep to Year 12 have the best chance to master Literacy so they can meet the challenges of living in the 21st century.

The key challenges for the Department in improving Literacy outcomes for all students are:

- increasing professional knowledge and skills in teaching Literacy
- assessing, tracking and improving Literacy learning outcomes for all students in the context of diverse backgrounds and abilities
- improving Literacy capabilities for learning in all areas of the curriculum
- enhancing curriculum leadership.

Literacy – the Key to Learning: Framework for Action 2006–2008 has been developed to respond to each of these four identified challenges. It also responds to the findings of the National Inquiry into the Teaching of Literacy, in particular that quality teaching makes the most difference to student outcomes.

The *Framework* focuses on four main elements:

- teacher professional development
- literacy in the curriculum
- literacy leadership
- student learning.

The *Framework* redefines current Literacy intervention strategies and the associated professional development program ensures that every teacher from Prep to Year 9 and all teacher aides in the early phase of learning have training in the teaching of reading.

[www](#)

A complementary Numeracy Strategy has been developed to improve Numeracy and Mathematics outcomes for all students.

Learning languages

Learning languages other than English (LOTE) provides opportunities for students to improve their Literacy skills. Through studying another language, students can gain an understanding and knowledge of language structures and relationships.

A renewed commitment to LOTE education in state schools is being phased in, beginning with Moreton Region trialling a new regional process in Semester 2, 2006.

Moreton Region will trial the development of a Regional LOTE Plan, which will identify more flexible models of LOTE delivery that suit local needs. The goal is to improve retention in languages to Year 12. Pending the outcomes of the trial, other regions will be able to develop regional plans.

New syllabuses for The Arts, Technology, and English on trial

In 2005–06, professional development activities supported the implementation of the Years 1–10 syllabuses for The Arts, Technology, Mathematics, and English trial. For more information, see page 91.

Recognising excellence in Science

In 2005–06, more opportunities for students and teachers to participate in real-life Science experiences were provided. This was part of the *Spotlight on Science* initiative.

Achievements of excellence in science and science education were recognised through the presentation of Peter Doherty Awards, totalling \$84 000, to seven schools and 14 teachers as part of *Spotlight on Science*. The Awards were named after Nobel Prize winner, scientist and previous Indooroopilly State High School student, Peter Doherty.

Following an external review of *Spotlight on Science*, the Department has committed \$8.6 million over the next three years to build additional capacity in Science education. This will involve targeted professional development in Science and partnerships between schools and universities to provide innovative Science activities. The percentage of state school students participating in Senior Chemistry and Physics has remained stable in recent years. (See Figure 28.)

Figure 28: Percentage of Year 12 state school students participating in Senior Physics and Chemistry 2001 to 2005

Year	Subject	Number of Senior Students participating in Senior Physics and Chemistry	Percentage of Total Senior Students (%)
2001	Physics	3547	15.3
2002	Physics	3504	14.8
2003	Physics	3436	14.7
2004	Physics	3618	15.6
2005	Physics	3452	14.9
2001	Chemistry	4180	18.1
2002	Chemistry	4306	18.1
2003	Chemistry	4128	17.7
2004	Chemistry	4303	18.6
2005	Chemistry	4391	19.0

Queensland’s new Academies

In 2005–06, the Department commenced the development of two Queensland Academies (see page 103). The Queensland Academies will accelerate learning opportunities for Queensland’s best and brightest students and provide a pathway for their future careers. Both Queensland Academies will commence Years 10 and 11 in 2007, expanding to include Year 12 in 2008. A commitment of \$45.8 million (including \$40 million in capital costs) over four years has been made to establish the Academies.

The Queensland Academies represent a new era in public education, providing a way for the state’s best and brightest students to fast-track school studies, study university subjects and work with industry to combine career-based and university level studies.

The curriculum for the Academies will be the International Baccalaureate Diploma, which has become a leading, internationally recognised pre-university qualification.

The Science, Maths and Technology Academy will be located on the redeveloped Toowong State College site and will have links with the University of Queensland.



Reforms in science education aim to improve the scientific literacy of Queenslanders and encourage more young people to aspire to careers in science.

The Creative Industries Academy will be located within the Kelvin Grove Urban Village and developed in partnership with the Queensland University of Technology. Griffith University will also be working with the Academies to offer students opportunities within specialist programs.

Quality music education

Fanfare is the statewide festival for state school bands and orchestras showcasing the exciting music making of school ensembles across the state that has developed through the instrumental music program.

The 2006 Fanfare heats attracted the greatest number of entries in its history, with more than 15 000 students participating in 615 ensembles from 316 schools.

The number of teachers providing the Instrumental Music program in state schools expanded in 2005–06 by six full-time equivalents (FTEs) bringing the total to 311 FTEs.

Did you know ?

The Department's Instrumental Music program is the most extensive music program in Australia and one of the largest under a single authority in the world, with services to over 45 000 students in 780 primary and secondary schools.

The arts and learning – a powerful connection

Through the Artist in Residence Program, schools and their communities benefit from the interaction of creative thought, new technology and traditional art practice to create a better, more enjoyable and responsive learning environment. Artists develop unique, site-specific artwork that has meaning for the school and its community.

In 2005–06, 12 state schools employed a professional artist to work within the school community to develop and install a public art project. For each project a professional artist/designer works with students and teachers, enhancing curriculum outcomes and trans-disciplinary opportunities for learning.

Homework guidelines recommend balance for students

Outlining levels of student homework emphasises a need for balance between family life and consolidating classroom learning.

Following concerns from families that students were expected to do too much or too little homework, the Department initiated a review of homework for Queensland students.



New Homework Guidelines recognise the importance of a balanced lifestyle.