



Key achievements in 2005–06

- Released the *Bound for Success* strategy to improve outcomes for children and young people in Cape York and the Torres Strait.
- Released information on Year 12 outcomes for the first time as part of the *Changes to Schools Reporting*.
- Commissioned a large-scale longitudinal research project in state schools investigating the relationship between classroom practice and student outcomes in the middle years.
- Strengthened collaborative research relationships with key organisations.
- Completed evaluations of education policy and programs including Spotlight on Science, the Queensland Heritage Trails Network, Behaviour Support, the Beginning School Profile and the services assisting Indigenous students who need to leave their communities to complete school.
- Led national projects developing:
 - Statements of Learning to describe the essential skills, knowledge, understandings and capacities that all young Australians should have the opportunity to learn by the end of Years 3, 5, 7 and 9
 - processes for inter-jurisdictional exchange of criminal history information for persons seeking to work in educational settings.

Key Challenges for 2006–07

- Ensuring support for research in education that is aligned with the higher expectations of schooling by parents, students and the community.
- Ensuring access to high-quality, relevant research to inform policy development and best practice.
- Working effectively with jurisdictional counterparts through national forums to ensure positive outcomes from the national policy agenda.

Objective:

To position the education and arts sectors to meet current and emerging priorities.

The Department aims to provide flexible and innovative approaches to education and the arts to meet current and emerging priorities in Queensland. To achieve this, the Department is committed to best practice research so that its policy and operational decisions can deliver contemporary services.

Strategy

Ensure Queensland policies are informed by best practice and evidence-based research and policy advice in relation to education and arts.

Research strategy

The *Research Strategy 2005–2007* supports continuous improvement processes by ensuring rigorous evidence-based inquiry into the development of policy and programs. The key research activities outlined in the strategy are supported by best practice guidelines consistent with international standards.

During 2005–06, the Department commenced a number of major research initiatives aligned with the current reform agenda. These include:

- an independent investigation into the success of reforms in the senior phase of learning component of the *Education and Training Reforms for the Future*
- an evaluation of the potential impact of the QCAR framework with regards to student outcomes, teaching practices and overall client satisfaction for parents and the broader school community
- initiating a large-scale longitudinal research project into classroom practice and its relationship to student outcomes during the middle school years
- quantifying the characteristics of each artform sector as part of the process to develop a Queensland Arts Industry Sector Development Plan
- undertaking a national and international comparison of best practice grants management
- *Participation in the Arts Research*, a research project to determine barriers to involvement by people in the arts so that Arts Queensland programs can better target promotional strategies
- *Talking Theatre*, a research project with the Australian Research Council and a number of industry partners, aimed at building new audiences

for participating performing arts centres in regional Queensland and the Northern Territory.

Each of these research initiatives will identify the strengths and challenges of current activities of the Department and inform future evidence-based decision making. The Department's *Research Strategy 2005–2007* will be reviewed annually with the first review commencing in November 2006.

Improved linkage of research activities to strategic direction

SPPI

During 2005–06 the linkage of research activities to the Department's strategic direction was strengthened through:

- reviewing the Department's strategic direction and determining the research priorities required to inform future decision making. The 2006 priorities were published in March 2006.
- disseminating research priorities to external stakeholders and university researchers
- allocating of \$0.4 million for strategic research projects
- enhancing of partnerships with key organisations supporting the Department's strategic research
- releasing departmental research electronically, which has increased its usage by policy makers and external researchers.

Strategic research and policy partnerships

To improve policies and practices, the Department fosters research through its alliances and support to research agencies and committees.

In 2005–06, the Department continued to strengthen its strategic research partnerships by:

- establishing an alliance with the Cape York Institute for Policy and Leadership. The Institute is affiliated with Griffith University and has a focus on educational reform. The Institute is addressing the challenges faced by Cape York schools and communities in improving education outcomes for students. [WWW](#)
- establishing the Queensland Indigenous Education Consultative Committee (QIECC), which will strengthen statewide consultation with Indigenous

peoples and provide advice directly to the State and Federal Education Ministers on significant issues that affect Indigenous education (see Appendix 10 for achievements)

- supporting the Ministerial Advisory Committee for Educational Renewal (MACER) to provide independent advice to the Minister. (See Appendix 10 on page 116 for Key achievements).

In 2005–06, the Department also provided funding to support Eidos as an independent scientific entity. Eidos is a consortium of Queensland universities, government and non-government agencies committed to improving education and social research, policy and practice.

The Department participated in the 2006 Eidos Research Congress, which provided a unique opportunity for university-based researchers, senior departmental officers and other government officials to share knowledge and discuss aspirations and concerns specific to the education of Queenslanders. Congress planning sessions were aligned with current priorities for 2005–08 by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) and focused on building capacity over the next three years.

The Department also participated in The Eidos Data Sharing Workshop held in March 2006, aimed at increasing the capacity of academic researchers and government departments by developing a data sharing platform for policy and research. This platform will allow multiple researchers to access integrated research databases and facilitate a collaborative approach to research questions of relevance to educational policy.

SPPI

Timely identification of emerging issues and provision of high-quality policy advice

In 2005–06, the Department achieved timely identification of emerging issues and provided quality policy advice by:

- leading national forums on strategic issues including model uniform legislation and the performance monitoring and reporting agenda
- gaining Cabinet approval and support from key stakeholders for the *Bound for Success* education strategy [WWW](#)
- amending the draft Education (General Provisions) Bill 2006 in response to consultations with government and non-government stakeholders
- providing advice to government on major policy agendas and initiatives, including:
 - the Queensland Curriculum, Assessment and Reporting framework announced in July 2005

- the publication of Year 12 student outcomes in April 2006
- the Next Step Destination Survey data in August 2005
- release of the *Bound for Success* Indigenous education strategy in December 2005.

Outlook 2006–07

The Department will:

- review and publish the *Research Strategy 2005–2007* and 2007 research priorities
- develop a web-based register of research to enable policy makers and educators to draw on key research findings
- promote research findings and their implications for policy and practice through forums for departmental officers and the broader education and arts communities
- develop and implement quality standards for research conducted by the Department
- maintain partnerships with key and strategic bodies and institutions including Eidos, Cape York Institute for Policy and Leadership, National Centre for Culture and Recreation Statistics (NCCRS) and ministerial advisory bodies
- undertake research into Queensland’s natural and cultural heritage to inform policy development.

Strategy

Ensure policy and funding frameworks support improved outcomes for Queenslanders.

Evaluation and review

Evaluation is a proven and meaningful way to improve program effectiveness, efficiency and economy. Evaluations play a vital role in providing findings that can be used for decision making, process improvement and resource allocation. The Department improves outcomes for Queenslanders by regularly evaluating its programs. The Department’s governance processes (see page 16) involve the periodic review of policy and funding models to ensure continuous improvement.

During 2005–06 the Department:

- implemented an Evaluation Strategy to ensure clear, transparent, rigorous, timely and prioritised evaluations of departmental deliverables

- undertook a suite of major program evaluations, including those for Spotlight on Science, Behaviour Management, Beginning School Profile and the Queensland Heritage Trails Network
- completed evaluations of the Art Built-in program and the Regional Arts Development Fund program and initiated a review of the Signature Festivals to ensure a sound framework exists to guide government investment in the sector (see page 38).

Arts Queensland, in partnership with the Queensland Indigenous Arts Marketing and Export Agency, also completed the first stage of a research project designed to establish benchmarks and models to develop the continuity and quality of export standard Indigenous art in Queensland.

As well as undertaking reviews and research, providing information to the community helps ensure policy and funding frameworks improve community outcomes. For example, the new school outcomes reporting (see page 49) informs public debate on key issues of policy and funding.

Influencing the national policy agenda

The Department actively influences the national policy agenda through participation in portfolio forums, councils and related taskforces and working groups.

Queensland has chaired the Ministerial Council for Education, Employment, Training and Youth Affairs (MCEETYA) since the start of 2006. MCEETYA is responsible for the education, employment, training and youth affairs portfolios and is comprised of state, territory, Australian Government and New Zealand Ministers. Over the same period, Queensland has also chaired the Australian Education Standing Officials' Committee (AESOC). Both MCEETYA and AESOC drive key national strategic priorities such as: improving teacher and school leadership capacity; Indigenous education; nationally consistent curriculum outcomes; and pathways for post-compulsory education.

The Department has provided high level advice to the Minister for these forums and has also provided representation on a number of MCEETYA taskforces and working groups including:

- Chair – Performance Measurement and Reporting Taskforce (PMRT)
- Chair – Curriculum Corporation
- Chair – The Learning Federation (TLF) Steering Committee.

Queensland has taken the lead in projects developing:

- Statements of Learning in English, Mathematics, Science, Civics and Citizenship, and Information and Communication Technologies (ICT) under the Nationally Consistent Curriculum Outcomes initiative
- inter-jurisdictional exchange of criminal history information for persons seeking to work in educational settings. This initiative has now been progressed to the Council of Australian Governments (COAG) due to its social significance.

Outlook 2006–07

The Department will:

- evaluate the impact of major policy initiatives, including the Education to Employment Scholarship Program, Education Support Funding, Cape York Institute, *Bound for Success*, Queensland Curriculum, Assessment and Reporting (QCAR) framework and the Indigenous Regional Arts Development Fund program
- continue to provide high-quality strategic advice to the Minister and the Director-General on the impact of national policy issues on education and the arts in Queensland.

Strategy

Ensure regulatory frameworks can support contemporary educational, and arts and cultural services.

Schooling in Queensland is underpinned by the *Education (General Provisions) Act 1989*. Following the completion of a review considering the extent to which the Act reflected contemporary education practices, the Education (General Provisions) Bill 2006 was introduced into Parliament on 21 April 2006. Over 2200 submissions from the community informed the drafting of the new legislation.

Other legislation passed in 2005–06 to support contemporary educational, arts and cultural services includes:

- *Education (Queensland College of Teachers) Act 2005*
- *Youth Participation in Education and Training and Another Act Amendment Act 2005*
- Education (Queensland College of Teachers) Regulation 2005
- Youth Participation and Other Legislation Amendment Regulation 2005
- Education (General Provisions) Amendment Regulation 2005.

For further information regarding changes to legislation in 2005–06 see Appendix 7.

Outlook 2006–07

The Department will:

- prepare for commencement of the new *Education (General Provisions) Act 2006* by finalising the supporting regulation, policies, resources and communication tools and conducting staff training.

Strategy

Coordinate the implementation of major strategic policy initiatives that are cross-sectoral.

During 2005–06, the Department has contributed to meeting current and emerging priorities in Queensland by working within the state, national and international sectors to coordinate the implementation of major policy initiatives. As examples, the Department has:

- worked in conjunction with the Department of Child Safety to improve access to education and appropriate services for children and young people in the care of the state (see page 61) [WWW](#)
- worked with Queensland Health to address the nutritional value of food and drink supplied at school or school activities through the *Smart Choices: Healthy Food and Drink Supply Strategy for Queensland Schools* (see page 53) [WWW](#)
- supported implementation of the whole-of-government Suicide Prevention Strategy action plan [WWW](#)
- partnered with the Queensland Police Service to improve the overall health and wellbeing of the school community by increasing the number of school-based police officers from 27 to 35. These officers will provide a service to 47 state secondary schools [WWW](#)
- collaborate with Queensland Health to ensure that all secondary students in Queensland have access to a School Based Youth Health Nurse, including students enrolled in Schools of Distance Education [WWW](#)
- initiated development of a Queensland Cultural Tourism Strategy in collaboration with Tourism Queensland
- built stronger relationships with strategic international partners by hosting 47 delegations from relevant international educational systems

- reviewed and renewed Memoranda of Understanding on Education Cooperation with education partners in Asia, Europe and America.

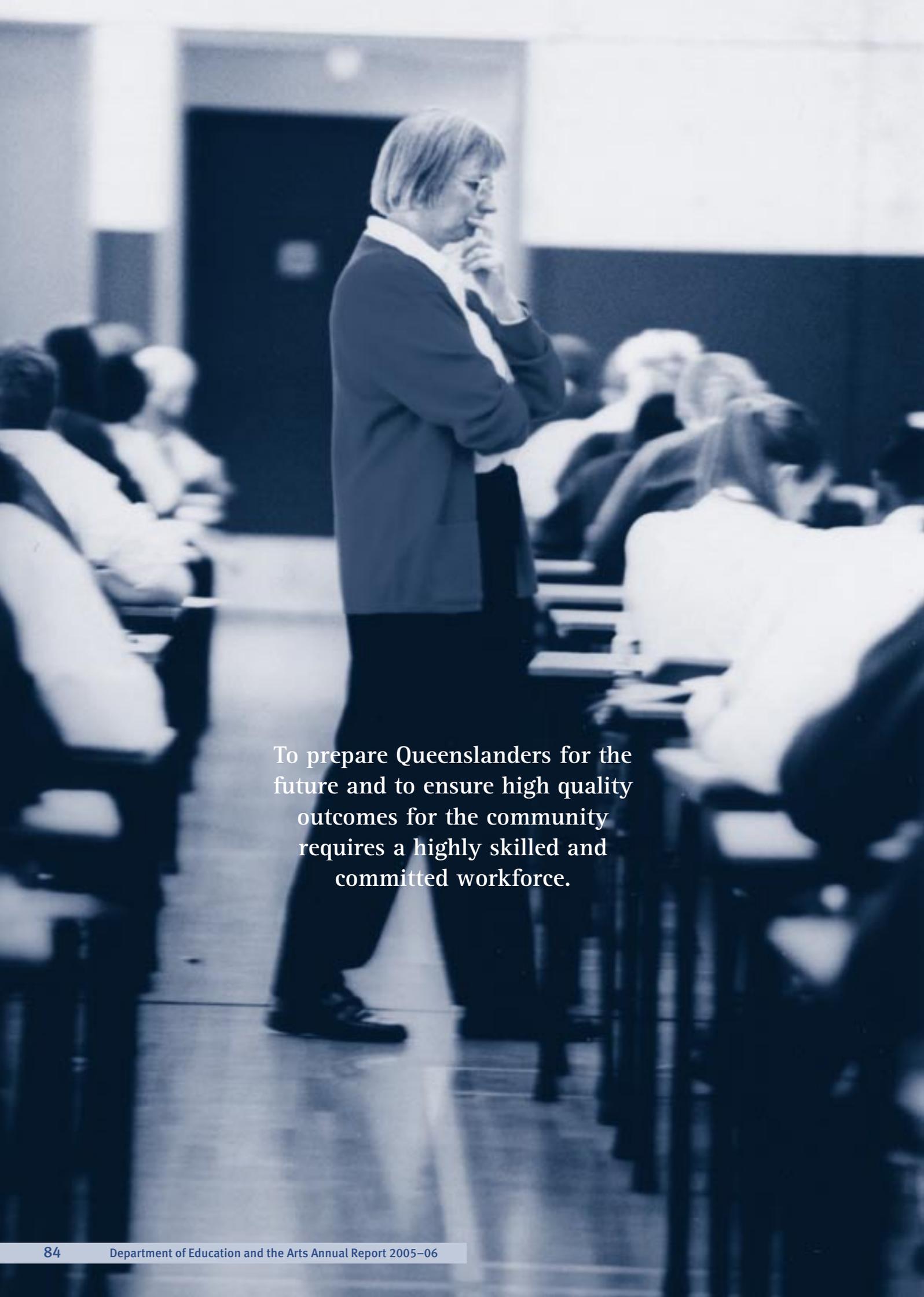
Outlook 2006–07

The Department will:

- complete the Queensland Cultural Tourism Strategy
- pursue the *Smart Choices: Healthy Food and Drink Supply Strategy for Queensland Schools*
- support implementation of the Suicide Prevention Strategy action plan
- support school community values development as part of the National Framework for Values Education in Australian Schools.



Negotiation, discussion and engagement are essential to establishing effective policy and facilitating operational implementation.



To prepare Queenslanders for the future and to ensure high quality outcomes for the community requires a highly skilled and committed workforce.