

FORCES OF CHANGE

The world that year 1 students are preparing for will not be the same as the world facing today's year 12 students. Economic, social and technological changes are transforming every aspect of the world, and the society in which they will live.



Force of change

The labour market is being transformed through increases in women in the workforce, part-time and casual work, employment in small and medium sized enterprises, self-employment, service industries, professional and skilled jobs and a decrease in unskilled jobs and in primary and manufacturing employment.

Information technology understanding and skills are the issue most certain to be of significance to students in the future.

Twenty per cent of school students now live in one-parent families. An increasing number of teenagers live apart from their parents. Just over 67 per cent of the mothers of school-age children are now in the workforce.

Changes in family structures and society are affecting the behaviour and social needs of students, and affecting public expectations of schools. Schools are being asked to take broader responsibility for the social upbringing of children, for example, in drug education and suicide prevention.

The proportion of students completing year 12 declined by 13 per cent between 1992 and 1996 (but recovered slightly in 1997 and 1998).

The population of Queensland is growing faster than that of any other State.

The enrolment share of state schools has declined gradually since 1979. New Commonwealth policy to expand funds to non-state schools will increase competition for enrolment share.

National agreements with other States and the Commonwealth commit Education Queensland to further report on student benchmark performance in literacy and numeracy, and later to report on aspects of science, information technology and vocational education and training.

The Board of Senior Secondary School Studies and Queensland School Curriculum Council are developing a series of new and modified curricula.

Implications for the system

System's achievements

These changes make year 12 qualifications almost essential.

Changes in technology and the labour market are altering the skills expected of students entering the workforce, such as requirements for higher skills in information technology, creativity, teamwork, interpersonal skills and the ability to organise a flexible career.

This increases the need for high standards in literacy and introduces the need for high standards in problem solving and critical literacy.

There is greater need for before and after school care. Behaviour problems are more varied and it is harder to analyse the reasons. A greater variety of backgrounds, starting points and expected destinations all highlight the need for diversity in school offerings for students. Schools need to balance the social and academic development of students.

This decline needs to be arrested if students are to succeed in their lives after school.

Demand is created for new schools and additional student places, particularly in the south-east of the State. Increased need to maximise the efficiency of the capital works program results.

The social mix of students in state schools may reduce, which could in future years reduce the general population's understanding of people from different circumstances.

Schools or systems will collect data on their students to satisfy these requirements. The increasing amount of data on the performance of students will assist judgments about student progress and school priorities.

The department teaches the new curricula in its schools. Departmental staff are heavily involved in the design of the new curricula.

The *Queensland State Education 2010* project is examining this in depth. A project is currently working to define the basic skills that all students will need in the future.

Teaching practices put emphasis on these competencies.

Guidance services advise students to prepare for flexible careers.

The *Schooling 2001* project is spending \$30.3 million in 1998–99 to upgrade school computer facilities and the IT skills of teachers.

Ninety-three per cent of year 7 and 10 students have the basic computer skills and 23 per cent have all of thirteen advanced skills.

\$108 million was spent in 1998–99 on literacy and numeracy initiatives.

Schools include human relationships issues in their curricula.

Nurses are located in 149 high schools with secondary students.

Special services are available for at-risk students, including alternative schools.

School facilities at 274 schools are made available for out-of-school hours care services.

Increase numbers of guidance officers and behaviour management staff employed.

Increasing time devoted by classroom teachers and school administrators to student welfare issues.

Major expansion in vocational education and training, which provides alternatives for students not heading for university.

Flexible school hours in some schools, to facilitate students combining study with part-time work.

Literacy and numeracy initiatives will give students the foundation skills to be successful in high school and therefore more likely to continue at school.

Expenditure on new schools in 1998–99 was \$52 million.

260 additional classrooms at eighty-one schools were built in 1998–99, at a cost of \$22.9 million.

Awareness of this issue was raised among state schools through the *Queensland State Education 2010* project in 1999.

Research is being undertaken.

Students are currently assessed across the State at years 2, 5, 7, 10 and 12.

Each state school publishes information on measures at these year levels in its annual report to its local community.

Almost all preschool teachers have been trained in the new Preschool Curriculum Guidelines.

Teaching materials have been prepared, and additional advisory staff appointed, to assist teachers with the new curricula.

Many high schools have replaced locally developed subjects in senior school with new Board-developed subjects.