

Department of Education
Strategic Plan

2001–2005

2001–2005

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Minister's foreword

It is my pleasure to endorse the Department of Education's Strategic Plan for 2001–2005.

Education is a vital part of the State's economic infrastructure. It also plays a major role in the development of our young people's self-esteem, relationship skills and values, and in supporting networks and social cohesion in our communities.

The Queensland Government is committed to providing a world-class education system that is the 'engine room' of a Smart State – an advanced technological and entrepreneurial economy with a highly skilled workforce. This system will reflect the values of our partners in the learning process – students, teachers and parents.

Schools and education systems need to change to keep up with what is happening in the world around us. In Queensland, the future of education will be about providing a curriculum for the future with a focus on improved outcomes and Year 12 completion rates. It will be about implementing strategies to unlock the skills of the workforce – skills in educational leadership and in teacher practice in teaching, learning, assessment and reporting. This will require new models for helping schools meet the needs of diverse communities, and working to ensure there is a focus on quality in all that we do.

The Department of Education's Strategic Plan presents the activities that will advance the implementation of Queensland State Education – 2010 and drive the development of the Smart State.



Anna Bligh MP
Minister for Education

Director-General's introduction

The Department of Education's Strategic Plan for 2001–2005 is based on Queensland State Education – 2010 (QSE-2010). It covers the department's responsibilities for state schools, non-state schools and higher education.

The vision for education in Queensland is for all students to be active citizens in a learning society – the Smart State. Our young people need to leave schools and other learning places with the skills and knowledge necessary for living in complex, multicultural, networked societies. This type of learning will equip them for actively participating in the social, cultural and political life of Queensland.

This Strategic Plan will direct the work of the state school system, known as Education Queensland. Each of the statutory authorities and non-state schools will be directed by their own strategic planning processes.

This Strategic Plan builds on the 2000–2004 Strategic Plan. This will provide consistency and give schools time to implement the strategies and achieve the objectives of QSE-2010. The plan emphasises that teacher practices are at the heart of educational renewal and reform.

I am confident that the implementation of the 2001–2005 Strategic Plan will continue the journey to re-invigorate state education. The education portfolio will provide quality educational experiences for all Queenslanders and achieve its vision for Queensland students to become active citizens in a learning society – the Smart State.



Jim Varghese
Director-General of Education

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The Queensland education portfolio

The Department of Education provides universal education for students from preschool to Year 12 through the state school system, known as Education Queensland.

Three statutory authorities responsible for curriculum development, reporting and assessment, and the management and monitoring of tertiary entrance processes support and contribute to this system. The department also provides financial support to non-state schools and kindergartens and administers grants to the higher education system.

These systems operate in concert to provide quality educational experiences for all Queenslanders. In doing so, each makes a significant contribution to the education portfolio. They will also play important roles in creating the Smart State and supporting the thrust of Queensland State Education – 2010 (QSE-2010). The future of statutory arrangements in Queensland will be determined through an extensive review due to Government in late 2001.

State education

Education Queensland operates a network of some 1300 schools attended by almost three-quarters of the State's student population – almost half a million students. Re-invigorating the public education system will be achieved through the implementation of QSE-2010.

Teacher-student relationships are the area where most can be achieved in terms of improving:

- learning and social outcomes for students;
- school-community relationships;
- perceptions of quality education.

To this end, Education Queensland is committed to focusing its energy and resources on the renewal and reform of teacher practice, including curriculum, pedagogy and assessment. The underlying intention of this focus is to better prepare young people for living in complex, multicultural, networked societies.

Non-state schools

The non-state sector provides for approximately 175 000 students in 434 schools. These schools operate as independent schools or Catholic systemic schools. The department administers grants and funding and provides policy advice to Government on non-state school matters to assist that sector achieve its goals.

Higher education

Responsibility for higher education is shared between the Commonwealth Government and State Governments. The Department of Education has legislative and operational responsibilities for higher education institutions in Queensland.

Queensland has nine universities teaching around 130 000 students (15 000 of whom are international) and employing 14 000 staff on 25 campuses. Public universities bring around \$1 billion into the State's economy from Commonwealth grants, student fees, and other earnings. There are a further 12 private providers of higher education, teaching a total of around 4200 students.

Growth is occurring in the international marketing and export of higher education and training services, and by 2006 this industry will be one of the top five export earners in Queensland. The department will play an important role in achieving this goal, particularly by diversifying activity into emerging markets in Europe, the Middle East and South America and by consolidating work in China.

Statutory authorities

Board of Senior Secondary School Studies

The Board of Senior Secondary School Studies (BSSSS) supports the Smart State through its commitment to creating and maintaining high standards in all aspects of senior secondary schooling. BSSSS is responsible for the successful conduct, in partnership with schools, of Queensland's system of externally moderated school-based assessment and cross-curriculum testing. This system ensures that students receive Senior Certificates of high quality and integrity. The system is intersystemic in nature, providing students with the best possible courses, assessment, standards and certificates.

BSSSS provides students with Senior Certificates and tertiary entrance ranks, and with tests and examinations. It sets, checks and refines the standards reported on its certificates. It provides schools with approved course documents (syllabuses for Board subjects, and Study Area Specifications for Board-registered subjects) and vocational education and training quality assurance.

Queensland School Curriculum Council

The Queensland School Curriculum Council (QSCC) contributes to the Smart State by designing and developing P–10 teaching and learning materials for use in state schools and for optional use in non-state schools. These include Years 1–10 syllabuses, sourcebooks and initial in-service materials; and curriculum guidelines for preschools. The materials encourage students to become lifelong learners and incorporate the cross-curricular priorities of literacy, numeracy, lifeskills and a futures perspective.

The work of QSCC reflects the Government's commitment to having all Queensland students master basic skills of literacy and numeracy. QSCC develops tests to assess student performance in aspects of literacy and numeracy in Years 3, 5 and 7. This testing program allows for reporting at the state and national levels against national literacy and numeracy benchmarks and to parents/caregivers on individual student results.

Tertiary Entrance Procedures Authority

The Tertiary Entrance Procedures Authority (TEPA) manages and monitors all aspects of the tertiary entrance process in Queensland. Student entry to tertiary education is facilitated through the Tertiary Entrance Statements issued by TEPA to eligible Year 12 students. TEPA contributes to the development of the Smart State by ensuring that all school-leavers and other tertiary applicants are aware of the range of immediate post-school pathways available to them and the possibilities for articulation and credit transfer throughout their lives.

TEPA plays a leading role in promoting equitable and active participation in education by coordinating initiatives such as statewide careers markets and university experience programs.

Board of Teacher Registration

The Board of Teacher Registration (BTR) is a self-funded statutory authority. It is responsible for registering Queensland's teachers and collaborating with the education and wider communities to approve teacher education programs for registration purposes.

The registration system operated by BTR is compulsory. This provides public assurance that teachers in Queensland schools possess appropriate qualifications and are of good character.

BTR is helping to contribute to Queensland's reputation as the Smart State through its legislated representation and responsibilities, and its acknowledged leadership in modelling and promoting teacher registration throughout Australia.

Achieving government outcomes and priorities

The Department of Education's Strategic Plan 2001–2005 has been developed in accordance with the integrated planning, budgeting and performance management framework, Managing for Outcomes. The Strategic Plan aligns with the Government's priorities and places great emphasis on providing a skilled and adaptable workforce that meets current and future needs. This means that efforts must be directed at raising general education standards, with a focus on whole-of-life skills. Success will be evident in the increased proportion of young people who complete 12 years of schooling and in the quality of their education experience.

The following table shows how departmental outputs and QSE–2010 objectives link with government outcomes and priorities.

Output name	QSE–2010 objectives	Whole-of-government outcomes	Whole-of-government priorities
Preschool Education Primary Education Secondary Education Students with Special Needs	Learning School Workforce	A highly skilled and adaptable workforce which meets current and future needs. General education standards raised, with a focus on whole-of-life skills.	Skilling Queensland – the Smart State
	Learning School Workforce	An internationally competitive economy. Business and industry assisted to create secure sustainable jobs.	More jobs for Queenslanders
	Schools School Services	Infrastructure and social services to support social and economic development. Services and facilities that promote equitable and active participation by all Queenslanders. Reconciliation with Indigenous Queenslanders is progressed.	Better quality of life
	School Services	Infrastructure to support regional economic and social development. Expanding export markets and value-adding industries.	Building Queensland's regions
	Schools	A community in which diversity is valued. Children protected from harm. Causes of crime addressed through targeted, coordinated and consultative initiatives.	Safer and more supportive communities
	Learning	Richness of the environment protected for the benefit of current and future generations.	Valuing the environment
Portfolio Services – Assistance to Non-State Education	Portfolio Relationships	General education standards raised, with a focus on whole-of-life skills. A highly skilled and adaptable workforce which meets current and future needs.	Skilling Queensland – the Smart State
Portfolio Services – Assistance to Tertiary Institutions	Portfolio Relationships	General education standards raised, with a focus on whole-of-life skills. A highly skilled and adaptable workforce which meets current and future needs.	Skilling Queensland – the Smart State
		Infrastructure to support regional economic and social development.	Building Queensland's regions

Output areas

The Department of Education contributes to the whole-of-government priorities through the output areas of:

- Preschool Education, Primary Education, Secondary Education – state schooling for students at different levels;
- Students with Special Needs – services for students with disabilities in state and non-state schools;
- Portfolio Services – Assistance to Non-State Education;
- Portfolio Services – Assistance to Tertiary Institutions.

Skilling Queensland – the Smart State

Achieving an increased proportion of young people who complete 12 years of schooling will ensure that Queensland has a well-qualified workforce capable of meeting the future needs of a knowledge economy. The development of New Basics and strategies for learning and school renewal will create a highly skilled and adaptable workforce that meets the economy's future needs and raises general educational standards with a focus on whole-of-life skills. The tertiary institutions' output supports improved access to higher education, internationalisation, and accreditation of the private higher education sector.

More jobs for Queenslanders

The department is the largest employer in the State. Increasing student enrolments support the employment of additional teachers and teacher aides, while the capital works program employs many construction workers. The Smart State strategies underpin the growth of the Queensland economy and the creation of future employment.

Better quality of life

School education plays a fundamental role in developing social cohesion by preparing young people to be active participants in community, economic and political life. Schools provide opportunities for a wide variety of people to participate in their local community and to value reconciliation with Indigenous Queenslanders.

Building Queensland's regions

University campuses in provincial cities and more than 700 schools in small rural and remote communities are key economic inputs to those areas.

Safer and more supportive communities

Strategies that link schools with their communities and families, and programs that value diversity and services for alternative education are critical to reducing a range of social problems encountered by youth, to reducing crime and youth suicide, and to improving social cohesion.

Valuing the environment

Schools play a major role in educating students about the need to protect and value the environment.

Education Queensland

Queensland State Education – 2010

In February 2000, the Government endorsed Queensland State Education – 2010 (QSE–2010), the blueprint for public education. QSE–2010 was developed through extensive community consultation and research into the future needs of public education in a Smart State.

QSE–2010 is about looking to the future and building on the achievements of state schools and those who work in them. In particular, it involves:

- developing a new model for supporting schools that will:
 - help them to meet the needs of students from a diversity of complex backgrounds;
 - enable all young people to achieve success at school;
- implementing strategies to unlock the skills of the workforce;
- providing a curriculum for the future with a focus on improved Year 12 completion rates;
- ensuring that there is a focus on quality.

Bringing QSE–2010 to reality requires the continued energy and commitment of the workforce and of school communities. It also relies on the productive relationships established with other government agencies and members of the education community.

The state education system must be based on principles of equity that ensure all students have opportunities to benefit from living in a Smart State. Students should have opportunities to achieve outcomes consistent with their potential. If not, disparities arising from wealth distribution, location, and cultural differences will widen.

Challenges

During the last 12 months, significant progress has been made in implementing QSE–2010 through the Strategic Plan and the School Planning and Accountability Framework. Broad enabling strategies were provided in the 2000–2004 Strategic Plan to guide and encourage innovation and responsiveness within schools and central and district offices. These strategies are continued in this year's Strategic Plan to ensure that the state schooling system continues to advance the implementation of QSE–2010.

In implementing QSE–2010, Education Queensland will focus on a number of multifaceted issues identified through a review of achievements in 2000–2001 and in two major reports, *Education Matters* and *Queensland School Reform Longitudinal Study*.

These issues are:

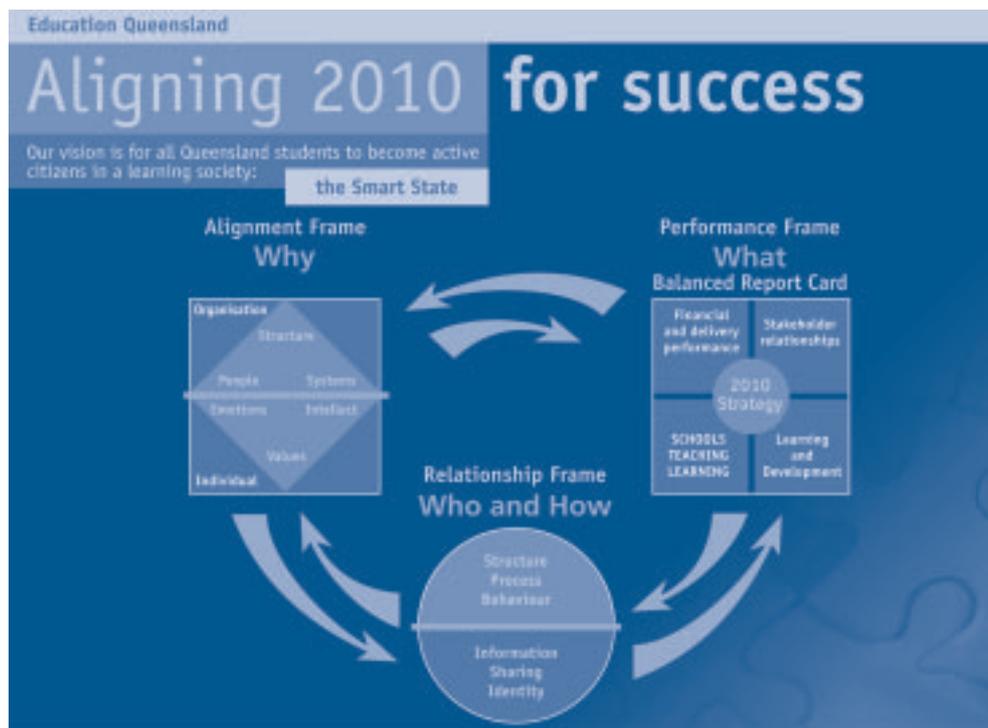
- **Investing in the workforce**
Central to improved learning outcomes and the quality of educational experience are:
 - teacher practice and educational leadership in areas of teaching and learning, assessment and reporting;
 - school–community relationships;
 - the management of people and resources.
- **Promoting our success**
Education Queensland's workforce needs to be committed to:
 - making the state school system one of quality, responsiveness and innovation;
 - improving school–community relationships.

- **Differentiation**
It is essential to:
 - accept the diversity of backgrounds and needs of children at different schools in different locations;
 - encourage flexibility and autonomy in the ways individual schools or clusters of schools arrange the learning process.
- **Improved performance and accountability**
A robust school performance and accountability framework is critical for community confidence in the state education system. This framework should:
 - promote continuous improvement;
 - provide parents and students with timely and useful information about school performance.
- **Integration of service delivery**
A closer integration of services across government is needed:
 - to improve student wellbeing and learning outcomes;
 - to reduce costs.

Aligning 2010 for success

Aligning 2010 for success, the management framework for achieving the objectives of QSE-2010, is based on three frames: alignment, performance and relationships.

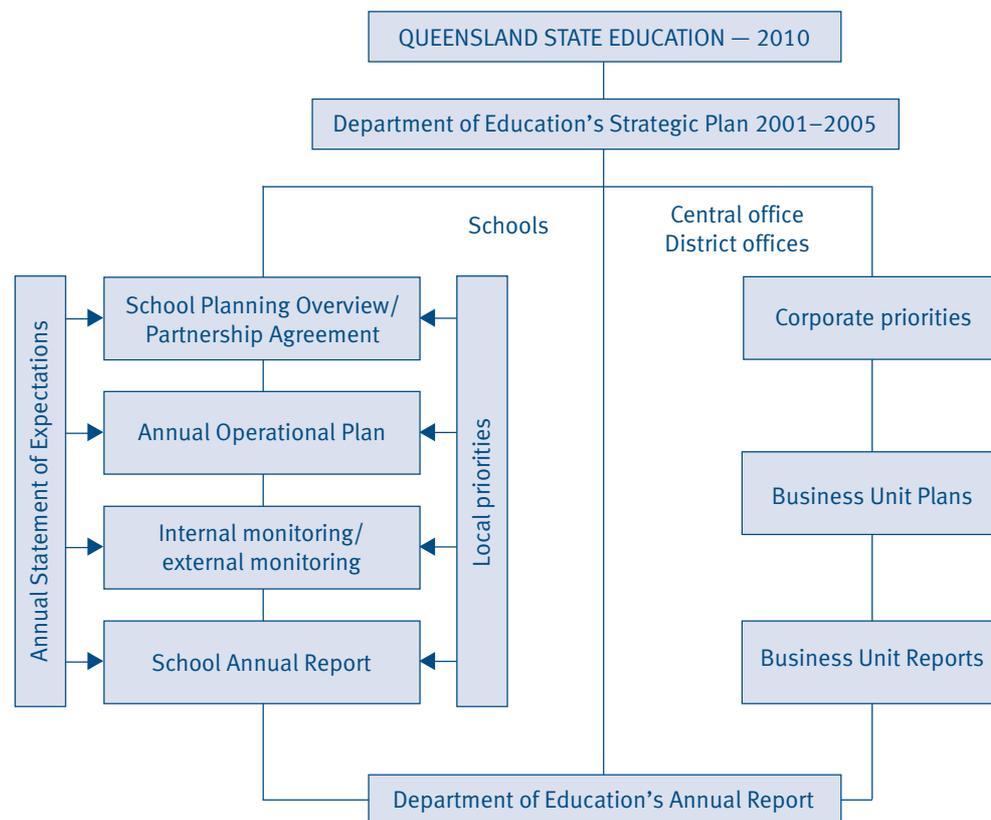
The three frames are interrelated through effective relationships driving superior performance across the four quadrants of the Balanced Report Card (financial and delivery performance; stakeholder relationships; schools, teaching and learning; and learning and development) as well as alignment of the organisation.



Scope

The objectives within the Strategic Plan align the work of Education Queensland with the purpose of education as articulated in QSE-2010. The strategies are continued from last year's plan and supplemented to continue the implementation of QSE-2010.

The following diagram shows the cascading of plans for state education:



The Strategic Plan is organised according to the five objectives of QSE-2010: Learning; Schools; School Workforce; School Services; and Portfolio Relationships. It identifies strategies and actions that are the first stage in achieving the 10-year vision for state school education in Queensland.

The activity in state schools directly relates to strategies under the objectives of Learning, Schools, and School Workforce. In addition, state schools should recognise the interrelationships that exist between these strategies and the broader responsibilities under the objectives of School Services and Portfolio Relationships. State schools should also note the broader portfolio responsibilities and interdependence between Education Queensland and other bodies both within the Department of Education portfolio and in other portfolios such as health, employment and training, and families.

The activity of district and central offices is directly related to strategies under the objectives of School Services and Portfolio Relationships. Through the services they provide to schools, district and central offices will also play key roles in supporting implementation of strategies under Learning, Schools, and School Workforce.

State school strategic planning

State schools will make their own sense of the road they need to travel to achieve the objectives and outcomes of QSE-2010. The School-Based Management Framework, the School Planning and Accountability Framework and departmental policy frameworks encourage schools to develop their own approaches to planning and selecting strategic organisers that reflect their needs and circumstances.

State school planning and accountability processes will reflect:

- objectives within QSE-2010;
- broad strategies within the Department of Education's Strategic Plan for 2001–2005;
- the School Planning and Accountability Framework (SPAF);

- more specific key activities and performance measures within the Annual Statement of Expectations for Schools (ASOE) and outlined in the School Planning Overview/ Partnership Agreement;
- special initiatives that attract targeted Commonwealth and state funding (e.g. Commonwealth Literacy Enhancement Grant).

Purpose and vision

The purpose of state education is to provide values and direction for state schools seeking to meet the needs of different students pursuing high levels of educational attainment.

This purpose will be achieved by:

- creating a safe, tolerant and disciplined environment for students;
- preparing young people to be active and reflective Australian citizens;
- developing the skills and desire for lifelong learning in our students;
- supporting students to become active in community, economic and political life;
- building students' confidence in their relationships with other cultures in Australia and abroad.

In all activities aimed at fulfilling this purpose, three key questions should be asked:

- Is what I am doing promoting the best interests of students?
- Is this the very best I can do?
- Am I prepared to accept personal accountability for this?

The vision for Education Queensland is for all Queensland students to become active citizens in a learning society – the Smart State.

Objectives and strategies

The overarching objectives for Education Queensland to achieve this purpose and vision are:

- to improve the quality of the education experience in state schools for all students through the implementation of QSE-2010;
- to increase the proportion of Queensland's young people who complete 12 years of schooling by age 24, to 88 per cent by 2010.

These overarching objectives will be pursued through the specific objectives of QSE-2010:

- Learning;
- Schools;
- School Workforce;
- School Services;
- Portfolio Relationships.

The strategies under each objective have been arranged according to headings used in QSE-2010.

Objective:

LEARNING

Central to learning is the relationship between students and teachers. The resources and services of Education Queensland must be focused to support this relationship. For students, schooling must be intellectually challenging so that they will develop the literacies, technical skills and motivation for learning needed for life in the information society. Students start from different points and will follow different pathways to different post-school destinations. All students must have the opportunity to access education that leads to learning outcomes consistent with their potential. They must be given the opportunity to achieve outcomes at key junctures in their development, particularly the completion of a recognised Year 12.

Strategies

- Develop and implement a school curriculum program that facilitates the school emerging as a learning organisation in a learning community. This program will combine relevant approaches to school organisation, curriculum, pedagogy, assessment and reporting. It will provide the scope for schools and their communities to respond in innovative ways to the needs of learners in the local community and, at the same time, engage with global realities.
- Develop and refine teaching and learning so that student engagement is maximised, student differences are recognised, and school programs demonstrate connectedness to the real world. This will contribute to the provision of innovative and intellectually challenging learning experiences and assessment strategies for all students.
- Implement the Literacy Strategy and specific recommendations of the Literacy Review for Queensland State Schools, to improve student literacy performance across Years 1–12.
- Extend the integration of information and communication technologies within learning frameworks using the established IM/IT infrastructure such as the Enterprise Network. This will ensure that students' work increasingly demonstrates competence in using, and confidence in the application of, technologies in learning.
- Develop, implement and evaluate the New Basics in trial schools as an integrated framework for curriculum, pedagogy and assessment. This will enable students to master practices needed for living in complex, multicultural, networked societies.
- Provide students with pathways through the senior secondary years to post-school destinations that are flexible and have parity with the current Senior Certificate. This will enable an increased number of students to complete 12 years of schooling.
- Strengthen early childhood programs and pedagogy, focusing on motivating young children to learn and teaching them how to learn. This will ensure that children are provided with the foundation for future success as lifelong learners.
- Support and implement reforms that will improve outcomes for pre-Year 1 students. These reforms will recognise the needs of young children and their families, and provide for a more flexible and integrated approach to early education and childcare services.
- Develop alternative education programs and facilitate access to alternative education sites to cater for the learning and behavioural needs of students whose behaviour makes it difficult for them to cope within existing programs and settings.
- Implement Partners for Success to promote genuine partnerships between schools and Indigenous communities. These partnerships will contribute to improving the learning outcomes and school completion rates of Aboriginal and Torres Strait Islander students.
- Provide an array of services and educational programs for students with disabilities and those with special needs. Improved coordination of services with other government departments, and a better sharing of resources, will lead to improved learning and individual outcomes.
- Implement the Framework for Students at Educational Risk. Appropriate assessment, support and intervention, and efficient tracking of student outcomes will improve students' capacity to access education and improve learning outcomes.

Curriculum for the future

The New Basics

New pathways

New foundations

New opportunities to learn

A new deal on equity

Objective:

SCHOOLS

The core business of schools is providing learning programs for students to achieve system-wide and school-based learning outcomes. Schools are the locus of learning expertise and the focal point of interactions between students, parents, the community and the state education system. Schools are valuable community assets central to community learning and development. How they go about responding to the opportunities and challenges presented in our diverse and changing communities need not be the same across the system. The system must, however, work to support schools to provide distinctive approaches to schooling.

Distinctive schools

- Continue to work with school communities to select and implement the most appropriate school-based management option for the school.
- Develop innovative, distinctive approaches to schooling within the School-Based Management Policy Framework. Distinctive approaches will demonstrate a clear educational rationale that reflects the needs of students, the community, and/or identified market segment to ensure schools are better able to meet the educational needs of their community.
- Improve the sequential relationship between stages of schooling, recognising that learning is a continuum from preschool to Year 12 (P-12) and that middle schooling is a vital stage in this continuum. This will be achieved by supporting the development of P-12 schools and through cooperative alliances between schools within districts.

Social outcomes for students

- Provide a safe, tolerant and disciplined environment that allows all students the opportunity to learn. Improved cooperation with other government agencies, new curriculum frameworks and expanded community partnerships will contribute to create this environment.
- Promote the successful progression, participation and attainment of students through 12 years of schooling and to post-school destinations. Implementing school, district and systemic initiatives will assist in addressing school enrolment and retention trends.

Building the capacity of the school community

- Support cross-government initiatives that improve student access to resources and services that will support their social needs and improve their capacity to complete 12 years of schooling.
- Develop the school as a community asset, which is a centre for learning and community development and is aligned with the characteristics of the community it serves.
- Develop and maintain strong relationships with industry to increase students' use of workplace and community organisation sites and to ensure that school programs are connected to the demands of a knowledge-based economy.
- Initiate and support networking strategies that encourage the school community to engage in professional dialogue. These strategies will enable schools to showcase best practice in pedagogy, curriculum and assessment and to share knowledge that will promote school improvement.

Ensuring school standards

- Improve the school's resource management and accountability practices using the School Planning and Accountability Framework. This will ensure that resources are used effectively to maximise student outcomes in a given year.

Objective:

SCHOOL WORKFORCE

The value of our state schools lies in our workforce and in our capacity to develop as a learning organisation. The relationship between our teachers and students and their families is the point at which we can make a real difference to students' learning and social development. Quality educational leaders and competent, dedicated teachers and specialist support staff are critical to the success of schools. Our workforce requires access to ongoing learning and development. The work of teachers has become more complex and so we must work towards providing a workforce characterised by a wider range of professionals and paraprofessionals. Leadership in our schools must be focused on promoting innovations in learning and working and in forming effective relationships between the school and its community. The leadership of our organisation must reflect the gender and cultural balance of our community.

Strategies

- Enrol in learning networks supported by Education Queensland's Learning and Development Foundation. The Foundation enables Education Queensland staff to unlock and enhance their knowledge, skills and professional behaviours through sustained professional learning experiences.
- Strengthen the workforce's skills in managing human resources, finance and assets. This will ensure that resources are managed effectively to achieve the objectives of QSE-2010 and meet the department's accountability requirements.
- Increase the breadth of knowledge and expertise available in schools to support teachers in undertaking the complex roles they play in the learning environment. By working in teams with other professionals, teachers will be better able to provide students with the specific support needed to achieve both social and learning outcomes.
- Implement school and systemic initiatives to enhance the role of significant adults in the learning environment. Paraprofessionals and volunteers working in schools provide role-models for students, support the achievement of social and academic outcomes and strengthen school-community relationships.
- Redevelop workforce planning, management and recruitment systems to meet the current and future workforce requirements of Education Queensland. These new systems will ensure that Education Queensland has a competent and flexible workforce, capable of achieving organisational objectives.
- Implement improved workplace health and safety practices and systems. This will contribute to the quality of working life for staff by improving morale and the organisational culture within schools.
- Implement programs to strengthen the quality of leadership in schools. These programs will focus on developing the skills, knowledge and professional behaviours for educational leadership and productive school-community relationships and thus ensure that the richest pool of future leaders is created and sustained.
- Implement principles of equity in employment practices so that all groups are encouraged to contribute to the organisation at a level commensurate with their skills, knowledge and professional behaviours. This will ensure that the gender and cultural balance in leadership positions reflects the workforce profile and the community.
- Provide learning and development opportunities to ensure the continuous growth of skills, knowledge and professional behaviours. These opportunities will reflect school priorities and include systemic priorities that focus the teaching workforce on best practice in pedagogy, assessment and reporting.

Learning and development

Developing pedagogy for the post-industrial environment

Quality leadership in schools

The professional status of teachers

Objective:

SCHOOL SERVICES

District and central offices will provide services that facilitate the work of schools and the learning relationship between significant adults, teachers and students. This support will provide the flexibility to enable schools to get on with their work in an environment characterised by innovation and differentiation. Services should be coordinated, consistent and designed to minimise the administrative load of schools.

Strategies

Corporate governance

- Provide quality human resources, legislative and executive services, finance and facilities, and policy and strategic planning functions to support the core business of schools. The standard and quality of service provision will be articulated in the Central Office Charter and comply with best practice in risk management.
- Align the operation and role of district offices to ensure that district services support and improve school capacity building and the implementation of QSE-2010.
- Review departmental outputs so that they are aligned with the objectives of QSE-2010. This process will form the basis for improving the department's frameworks for financial management, performance and accountability.

Information technology

- Create a learning community characterised by maximum access to information and communication technologies, enabling effective communication within Education Queensland and improving access to regional, national and global sources of information.
- Extend the subject choice available to senior secondary students in rural, remote and smaller schools through the Virtual Schooling Service.
- Maintain and enhance current communication and information technology infrastructure programs such as Enterprise Network and the School Local Area Network. This infrastructure will support the delivery of services such as the Curriculum Exchange, the Virtual Schooling Service and Foundation Online.

Facilities development

- Implement a capital works program that will significantly improve the quality and consistency of public education provision across the State. This infrastructure will support the delivery of contemporary curriculum, enable more effective community use of educational facilities, contribute to improved enrolment trends and support the development of distinctive schools.
- Implement the Secondary Renewal Program so that a number of secondary schools can undertake major upgrades of facilities. This upgrade will enable these schools to implement programs based on the education profile developed in consultation with the school community.

Marketing

- Develop and implement an integrated promotion and communication strategy that effectively promotes the value of state schools and the work of teachers. This strategy will ensure that education provision is better aligned with community perceptions and expectations by identifying key messages at the systemic, cluster and school levels.

Objective:

PORTFOLIO RELATIONSHIPS

Education Queensland will ensure that its relationships with other government departments and statutory authorities are focused to support the work of teachers and to benefit diverse student pathways. In particular, curriculum and assessment support and the registration of teachers provided through statutory authorities should assist state schools to deliver the quality of education required. Education Queensland will work to ensure that its responsibilities in relation to non-government schools and to higher education are based on productive partnerships.

Strategies

Curriculum support
for schools
Registration and
professional
development of teachers

Strategic alliances with
post-school educational
institutions

Cross-government
coordination
Relationships and roles

- Reconsider the functions and roles of the statutory arrangements for curriculum development, assessment, reporting and credentialling to identify ways statutory arrangements can help schools to deliver quality education experiences for all students.
- Strengthen relationships with pre-service education institutions and the teacher registration authority to ensure the adequate supply of teachers with the required knowledge, skills and professional behaviours.
- Improve the coordination of services with other government departments to maximise the effect of government resources in achieving improved academic and social outcomes for students and in strengthening Queensland's position as the Smart State.
- Ensure that school education is linked to broader government economic and social policy objectives.
- Expand the services of Education Queensland International to increase student enrolments, expand offshore programs and increase other business and consultancy opportunities. This will contribute to the Government's Export of Education Strategy and ensure that Queensland is positioned as a national leader in exporting education and education services.

Office of Non-State Schooling and Office of Higher Education

Specific aspects of the education portfolio's responsibilities are managed through the Office of Non-State Schooling and the Office of Higher Education.

Office of Non-State Schooling

The Office of Non-State Schooling will carry out the Minister's legislated responsibilities for non-state school education. It will ensure that appropriate and reliable systems of planning, approval and accountability are in operation and facilitate an efficient subsidy and grants administration process for the Assistance for Non-State Education Program. The Office of Non-State Schooling will also coordinate the department's interface with the non-state schooling sector and relevant government and non-government bodies at the state and national levels. This will assist the non-state sector to achieve its goals effectively and efficiently.

Strategies

- Implement improved accreditation and accountability requirements for the non-state schooling sector through the enactment of the Education (Accreditation of Non-State Schools) Bill 2001.
- Establish the Non-State Schools Accreditation Board to formulate systems and procedures to implement the Education (Accreditation of Non-State Schools) Bill 2001.
- Develop and implement a communication strategy to ensure that the non-state school community is aware of the new accreditation and accountability requirement under the Education (Accreditation of Non-State Schools) Bill 2001.
- Develop a comprehensive management information system that will assist the Non-State Schools Accreditation Board process and administer the provisions contained within the Education (Accreditation of Non-State Schools) Bill 2001.
- Continue to refine the model for recurrent funding to the non-state schooling sector by determining the most appropriate index for the needs-based component of recurrent funding.
- In consultation with relevant stakeholders, provide policy advice to government on non-state school matters to assist the non-state sector achieve its goals efficiently and effectively.

Office of Higher Education

The Office of Higher Education will manage the Minister's portfolio responsibility for higher education. This includes setting standards in legislation for institutions under the title 'university', accrediting university level awards offered by non-university providers and approving the operation of overseas higher education institutions in Queensland. State policy positions on major higher education issues will also be developed by the Office of Higher Education, and negotiated with universities through the Higher Education Forum. The Office of Higher Education will also administer state funding to assist people in regional and isolated communities to have access to higher education institutions through communications technologies. The coordination of marketing higher education and training internationally will be assisted through the Office of Higher Education.

Strategies

- Develop a new strategic plan for the State's role in higher education, which will identify priorities for system development and state funding.
- Enable Queensland universities to develop their sources of non-government funding by negotiating amendments to the authorising legislation.
- Contribute to the new state structure for promoting Queensland education and training internationally.
- Negotiate with the Commonwealth so that funding responds to the needs of Queensland's young and expanding population, and that growth in the higher education sector is directed to areas of greatest need within the State.
- Ensure that Queensland complies with the new national protocols for higher education approval processes. This will assure the quality of higher education provision in the State.
- Improve access to higher education for people living in rural and remote areas by securing continued government commitment to funding of the Learning Network Queensland.
- Support the research and innovation activities of Queensland universities in collaboration with relevant government departments and other agencies.

Promoting success through key performance measures

Key performance measures

Determining how well the objectives in this Strategic Plan are achieved requires effective monitoring over time. Education Queensland needs to know how well it is doing and how well it is likely to do in the future. The best way to do this is to focus attention on a small number of critical performance areas. These key performance measures can be used to evaluate the success.

There are four broad questions that are fundamental to success:

- How many students do we serve?
- How well do we serve those students?
- How many of our students benefit from the service we provide?
- How well do our students achieve?

Qualitative and quantitative data will be gathered from schools and across the organisation to answer these questions. The data will be used:

- to inform the conversations between schools and their communities;
- to form the basis on which decisions are made about how to improve the ways in which schools respond to student and community needs;
- by central office to meet its obligations for reporting to government.

A number of critical measures or key performance measures have been identified (see table below). Achievement or progress towards the objectives of QSE-2010 will be monitored through the implementation of the Strategic Plan for 2001–2005.

Key performance measures will help schools to identify and respond to the needs of their communities. They will provide the basis for dialogue and negotiation between teachers, parents and students about future directions and priorities for the school. Data collection processes will be transparent and as simple as possible so that schools are not distracted from their education purposes. The data gathered will provide useful diagnostic information for leaders at all levels of Education Queensland. Where necessary, the data will also be aggregated for systemic planning and accountability.

Key performance measures	Outcomes
<p>1. Enrolment trends <i>How many students do we enrol?</i></p>	<p>Increase in the number of students enrolled in state schools, including special schools and schools of distance education.</p>
<p>2. Learning framework <i>How well does our curriculum development and delivery meet student needs?</i></p>	<p>Students are engaged in intellectually challenging learning experiences, mastering practices needed for living in complex, multicultural networked societies.</p> <p>Students are engaged in early childhood programs that provide them with the foundations for success as lifelong learners.</p> <p>Teaching practices effectively engage all students and recognise student differences.</p> <p>The array of programs and services meet the needs of all students, including:</p> <ul style="list-style-type: none"> • Indigenous students; • students at educational risk; • students with disabilities; • students with learning difficulties or learning disabilities. <p>Student's work is increasingly demonstrating competence in using, and confidence in applying, technologies in learning.</p>

(continued)

Key performance measures	Outcomes
3. Learning environment <i>How well do our learning environments meet the diverse community and students they serve?</i>	<p>Schools provide safe, tolerant and disciplined learning environments that enable all students to achieve outcomes that extend their potential.</p> <p>Schools provide improved access to a wide range of resources and coordinated government services to support students' social and educational needs.</p> <p>Schools are strengthening their relationships with their community, with business and industry and with other government agencies.</p>
4. Workforce capability <i>How well do the characteristics of the actual workforce match the desired workforce characteristics?</i>	<p>Competent dedicated teachers, supported by an increased range of professionals and paraprofessionals are providing intellectually challenging learning experiences.</p> <p>Teachers are involved in learning and development opportunities to ensure continuous growth of skills, knowledge and professional behaviours necessary for contemporary best practice.</p> <p>Employment practices are equitable and ensure that an increased number of women and minority cultural groups are in promotional positions.</p> <p>The quality of educational leadership is improved, driving pedagogical reform, supporting productive school–community relationships and promoting innovation.</p> <p>The supply of teachers with the required skills, knowledge and professional behaviours is achieved through effective relationships with pre-service institutions and the teacher registration authority.</p>
5. School services <i>How well do district and central offices facilitate the work of schools?</i>	<p>Education Queensland has provided improved access to regional, national and global information sources and communication networks.</p> <p>Central office and district office deliver quality out-of-school services that support the core functions of schools and are aligned to the objectives of QSE–2010.</p> <p>School facilities support the delivery of contemporary curriculum; school differentiation; and improved enrolment trends.</p>
6. Student participation <i>How many students leave the system at key exit points of schooling?</i>	<p>School strategies address the factors identified as influencing the exit from and entry to school across P–12.</p> <p>Student attendance at school is improved through a range of school, district and systemic initiatives.</p>
7. Student completion of Year 12 <i>How many students complete Year 12 or its equivalent?</i>	<p>Increased number of students complete 12 years of schooling.</p> <p>Students are following a range of validated and flexible pathways through senior schooling.</p>

(continued)

Key performance measures	Outcomes
8. Student achievement <i>What percentage of students achieve agreed standards at the key junctures of schooling?</i>	Improved student learning outcomes in key learning areas. Increased percentage of students who achieve systemic benchmarks for literacy and numeracy on systemic and school level assessment. Improved performance on systemic and school level assessment for: <ul style="list-style-type: none">• Indigenous students;• students at educational risk;• students with disabilities;• students with learning difficulties or learning disabilities.
9. Student destination <i>What percentages of students successfully make the transition to employment, further education and training?</i>	Increased percentage of students successfully entering employment, training and further education.
10. Portfolio relationships	Access to higher education is improved for people living in rural and remote areas. Regulatory and planning arrangements maximise the capacity of the higher education sector to deliver the Government's Smart State agenda. Appropriate and reliable systems of planning, approval and accountability are in operation for the non-state schooling sector.
11. Resource management	Planning, management and allocation of human resources, assets and finances are achieving best practice in risk management and supporting the core functions of schools.
12. Continuous process improvement	Continuous process improvement is achieved with effective internal control and business systems.

Reporting success through the key performance measures within the Balanced Report Card

Education Queensland will track how well it is achieving the objectives in the Strategic Plan against the key performance measures outlined in QSE-2010. The key performance measures also form the bases of the Balanced Report Card.

The Report Card identifies four areas for monitoring and measuring both financial and non-financial performance. These are:

- **Financial and delivery performance:** sound fiscal management;
- **Stakeholder relationships:** the strength of the relationships developed with stakeholders by delivering key outcomes;
- **Schools, teaching and learning:** the delivery of services;
- **Learning and development:** continuous improvement, innovation and organisational growth; creating value and maintaining capacity.

In each area of the Report Card are the 12 key performance measures and their associated corporate reporting priorities. Reporting against progress on each of the key performance measures will provide useful diagnostic information for leaders at all levels of Education Queensland to support systemic planning and accountability. The corporate priorities identify the reporting priorities for 2001–2002.

Organisational reporting against the Balanced Report Card will enable Education Queensland to:

- understand performance expectations, accountabilities and milestones;
- monitor and measure actual performance against expected performance;
- identify consistent areas for performance management across Education Queensland;
- undertake effective performance planning;
- obtain meaningful information on actual performance;
- focus on continual organisational improvement in both financial and non-financial areas.

Education Queensland's Balanced Report Card

FINANCIAL AND DELIVERY PERFORMANCE	
Key performance measures	Corporate reporting priorities
#1 Enrolment trends	Increasing student enrolments
#6 Student participation	Increasing student participation
#10 Portfolio relationships	Capacity of higher education sector to meet community needs Accrediting non-state schools and private providers of higher education Leading Australia in international education
#11 Resource management	Improving resource planning and management of assets, finances and human resources Balancing the departmental budget Best practice in risk management

STAKEHOLDER RELATIONSHIPS	
Key performance measures	Corporate reporting priorities
#7 Student completion of Year 12	Improving Year 12 completion rates
#8 Student achievement	Improving student achievement in: <ul style="list-style-type: none"> • KLAS; • Literacy; • Numeracy; • VET.
#9 Student destination	Improving student transition to post-school destinations

SCHOOLS, TEACHING AND LEARNING	
Key performance measures	Corporate reporting priorities
#2 Learning framework	Improving student engagement in intellectually challenging tasks Improving integration of curriculum, pedagogy, assessment and reporting Providing appropriate programs which target the needs of students at educational risk Increasing integration of information and communication technologies in the classroom
#3 Learning environment	Improving school learning environments Increasing differentiation in approaches to schooling Providing access to appropriate resources and services Building positive relationships across schools and communities Improving student-teacher relationships Improving school decision-making processes Coordinating cross-government services
#5 School services	Delivering quality out-of-school services Improving the information, communication and technologies infrastructure and services Improving the corporate identity of Education Queensland

LEARNING AND DEVELOPMENT	
Key performance measures	Corporate reporting priorities
#4 Workforce capability	Greater workforce flexibility Continuous growth in workforce skill levels Developing the characteristics of a constructive organisational culture Developing the characteristics of a learning organisation Improving the capabilities of pre-service teachers
#12 Continuous process improvement	Development of internal control and business systems