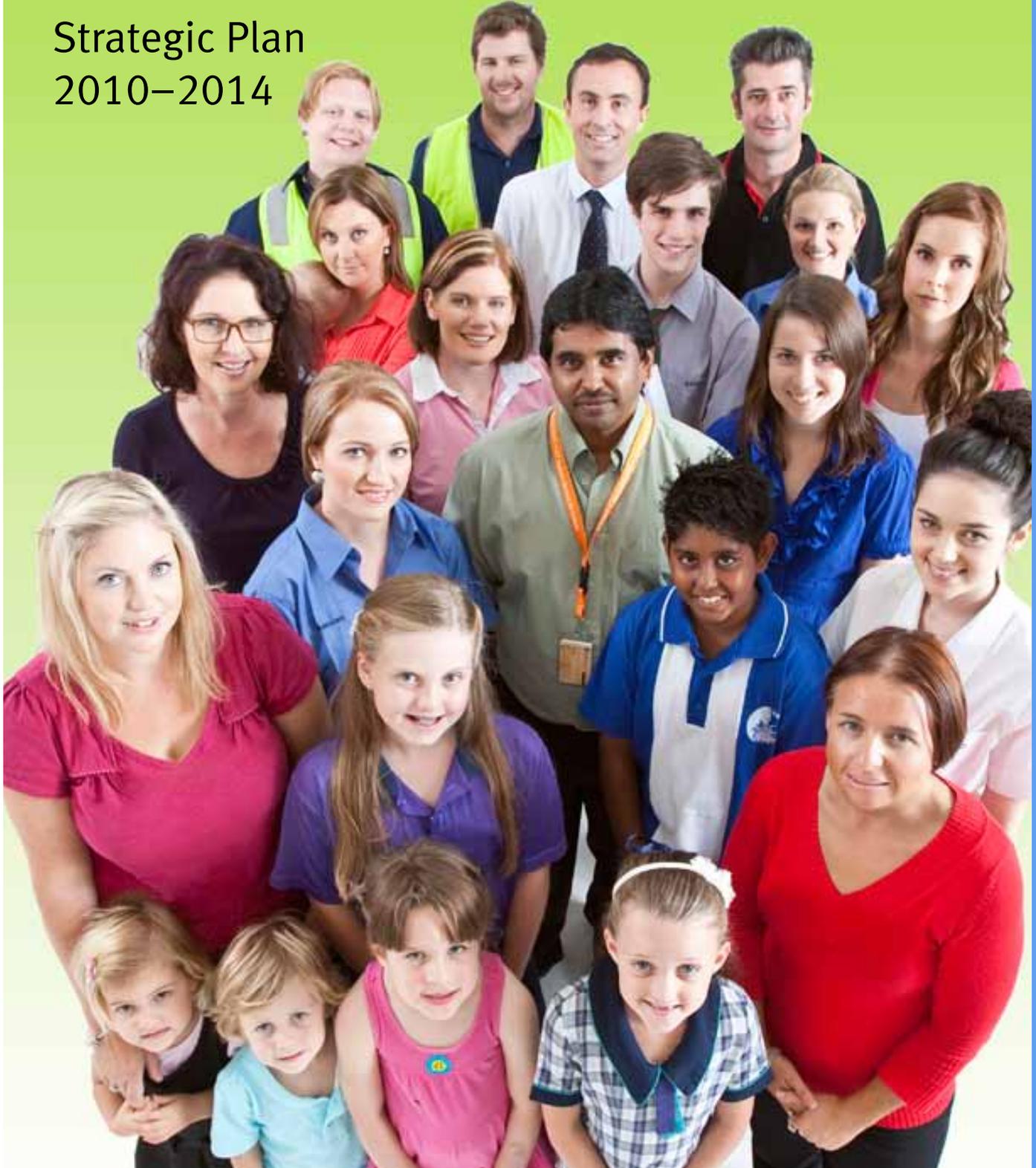


Department of Education and Training

Strategic Plan 2010–2014



Tomorrow's Queensland:
strong, green, smart, healthy and fair

Toward 
Tomorrow's Queensland



Queensland
Government

Our Vision

Clever, skilled and creative Queenslanders

Our Purpose

To provide Queenslanders with the knowledge, skills and confidence to maximise their potential, contribute productively to the economy and build a better Queensland.

Our Values

Respect

We respect each other and value our diversity.

Excellence

We have high expectations for all children and students and a commitment to high standards of service and performance.

Accountability

We are accountable for our actions, ensuring efficient and effective use of our resources.

Productive relationships

We achieve our objectives through productive partnerships with families, community, and industry and collaborative relationships in our workplaces, schools and TAFEs.

Healthy, safe and sustainable environments

Our practices focus on supporting the health and well-being of our staff and students and creating safe and environmentally sustainable work and learning environments.



Our Role

Through quality early childhood education and care and a dynamic education and training system the Department of Education and Training ensures that Queenslanders, regardless of their circumstances, have access to opportunities to enhance their personal, social and economic wellbeing and contribute to a vibrant, productive and cohesive Queensland.

The department leads the implementation of universal access to kindergarten, the delivery of integrated early childhood programs and services and has responsibility for licensing and regulating over 2600 early childhood education and care services, including long day care, kindergarten, family day care, limited hours and school-aged care

High-quality public education is delivered to more than 488 000 state school students in 1236 schools located

across remote, rural, provincial and urban centres. The department also provides financial assistance and regulatory support to 467 non-state schools that educate about 237 000 students.

Vocational education and training is provided to 234 000 students through 11 TAFE institutes and two statutory TAFE authorities delivering training from 97 locations across the State. The department regulates the activities of over 1400 registered training providers, administers and provides funding to both private and public training providers to support Queensland's apprenticeship and traineeship system and provides policy and regulatory assistance to the nine universities and other higher education providers in Queensland.

NOTE: Figures current for 2010 year.





Our Challenges

To achieve our purpose, the department must deliver on a number of significant initiatives:

- universal access to kindergarten in the year prior to school
- a new nationally consistent regulatory regime for all early childhood education and care services
- sustained improvements to student performance
- VET system reforms and ambitious targets to increase the number of Queenslanders who have trade, training and tertiary qualifications
- workforce reforms to better support teaching and learning and
- continued major infrastructure expansion and use of technology for learning.

The early years are where we can make the biggest difference to a child's future life chances. Accordingly, a key priority over the life of this plan is increased investment in the early years.

Currently only 32 per cent of Queensland children are accessing a quality kindergarten program in the year prior to commencing Prep. Providing up to 240 extra kindergarten services, integrating a kindergarten program within existing long day care services, introducing new service delivery models and ensuring access and participation by children with additional needs are key strategies over the life of this plan.

Queensland has a higher proportion of children who are developmentally vulnerable than most other states and territories. We will work with other agencies and the community to improve school readiness through a coordinated approach to early childhood development services for children and families and the implementation of initiatives aimed at encouraging parents and carers to read to their children.

Education changes lives. Schools play a vital role in students' current and future well-being and life outcomes. It is essential that student learning experiences are rich, engaging and relevant. The progressive implementation of the national curriculum over the life of this plan will support greater consistency in curriculum and assessment planning and practices across the state.

Lifting school literacy, numeracy and science performance and striving for improved academic outcomes for every child in every classroom remain key priorities. This is coupled with the need to ensure those children and young people who are most disadvantaged within our communities are also supported to achieve improved outcomes and



academic excellence. There is still a significant gap between the education and training outcomes for Aboriginal and Torres Strait Islander Queenslanders and other Queenslanders. Implementing agreed actions from the *Flying Start for Queensland Children* strategy, continued leadership development, supporting teaching and learning excellence and implementing 'closing the gap' strategies will be key foci for this plan.

We aim to increase retention and attainment rates for all students as they move through transitions from schooling to tertiary education. This will require us to continue to improve flexibility and increase pathways between school, training and higher education to keep students engaged in learning in the senior years and beyond. The schooling and training areas within the department work together in the development of initiatives that support integrated and streamlined transitions.

While the Queensland economy has not been immune from the impact of the global economic downturn, it



has performed relatively well over a period when most major developed economies experienced substantial recessions. A key challenge as the state's economy improves will be ensuring that the state's industry and businesses have the skilled workforce to take advantage of emerging opportunities and growth.

Strong partnerships with industry will be pivotal in ensuring appropriate demand driven skilling strategies are in place. To support this priority, the Australian and Queensland Governments have set ambitious targets to increase the number of people with trade, training or tertiary qualifications.

Continued rapid growth in Queensland's urban areas, the ageing population and smaller rural populations within a geographically dispersed state increase the cost of government service provision and require new thinking about reducing our environmental footprint, the uses of technology, future skill needs and the way that our services are organised and delivered.

The continuing growth in the utilisation of technology for learning, teaching and skilling brings with it investment challenges, not only to deliver and maintain the latest technology but also to ensure that teachers have the confidence and skills to use the technology effectively as a learning resource. In a climate of increasing accountability and focus on improving student performance, there is also a need to monitor the impact of eLearning on student outcomes.

Higher demands for infrastructure and staffing will occur throughout the state and will require a planned response to demand. Developing effective recruitment,



retention, relocation and selection processes to ensure that we are attracting and retaining high quality teachers to schools in all locations, and supporting the development of leadership qualities needed to drive improvement, continues to be a key area of focus.

The significant infrastructure program that continues across the state will put pressure on departmental resources to deliver outcomes efficiently and effectively within short timeframes. The growing size of the department's environmental footprint will bring increases in energy, water and waste generation. One of our key challenges will be to continue to balance this growth with practical actions that address principles of sustainability.

This plan highlights our key strategies over the next four years. It is not intended to include all our activities. Focusing resources, working innovatively and creatively across the department and with our stakeholders across government, industry and community will ensure we are able to address our challenges and deliver on our commitments for Queensland.





Our contribution to whole of government objectives

Under *Toward Q2: Tomorrow's Queensland*, the department has lead responsibility for the **SMART** – *delivering world-class education and training* ambition including the two 2020 targets:

- All children will have access to a quality early childhood education, so they are ready for school.
- Three out of four Queenslanders will hold trade, training or tertiary qualifications.

This plan outlines our strategies to support the achievement of these targets.

We also contribute to achieving the other Q2 ambitions:

- **STRONG** – *creating a diverse economy powered by bright ideas* through our investment in the skills development of Queenslanders and partnerships with researchers to ensure our work is informed by a strong evidence base.
- **GREEN** – *protecting our lifestyle and environment* by providing young Queenslanders with the knowledge and skills they need to reduce their carbon footprint, providing green industry skills, and adopting energy efficient practices at departmental sites.

- **HEALTHY** – *making Queenslanders Australia's healthiest people* by giving children the knowledge and skills to live healthy lifestyles, by skilling the health workforce, and through encouraging healthy workforce practices.
- **FAIR** – *supporting safe and caring communities* through supporting access to education and training for disadvantaged Queenslanders, providing our students with the knowledge and tools to be informed and fair citizens, providing training for unemployed Queenslanders including parents who need assistance to re-enter the paid workforce, and providing training to enhance the skills of volunteers.

National Partnerships

The department also works closely with the Australian Government and other States and Territories through the Council of Australian Governments (COAG) to achieve our objectives. We have strong partnerships in the areas of early childhood development and early childhood education and care, Indigenous participation, improving teacher quality, literacy and numeracy, better outcomes for schools in low socio-economic communities, school infrastructure, training system enhancements for skills and workforce development and improving youth attainment and transitions.



Clever, skilled and creative Queenslanders

Giving children a flying start	Laying strong educational foundations
Objectives	
Queensland children will have access to quality early childhood education and care	Every young Queenslander will be prepared with the educational foundations to support successful transitions to further education, training and work
Key Strategies	
<p>Integration of early years services</p> <ul style="list-style-type: none"> work in partnership with stakeholders to establish centres that integrate early years services <p>Universal access to kindergarten</p> <ul style="list-style-type: none"> establish up to 240 extra kindergarten services tailor implementation strategies to address disadvantage support services to provide a quality learning program and teaching resources ensure greater integration of service delivery responsive to community needs provide flexible delivery options for small or isolated communities support the Bound for Success and pre-Prep initiatives which provide access to early education in discrete Indigenous communities <p>School readiness</p> <ul style="list-style-type: none"> develop and implement a quality early years curriculum work with the early education and care sector to attract and retain a diverse and highly skilled early childhood workforce including qualified early childhood teachers assist parents and carers to gain skills that support early literacy and numeracy development <p>Quality standards</p> <ul style="list-style-type: none"> implement a national quality framework, including national standards, and streamline regulatory requirements and quality ratings for all early childhood education and care services provide parents and the community with information on quality and standards of care at child care facilities create better information management systems to monitor participation <p>Parent and community partnerships</p> <ul style="list-style-type: none"> establish formal mechanisms to support the engagement of parents and the community in the early years' agenda work with funded non-government early years services to provide parenting support and promote kindergarten participation 	<p>Seamless transitions</p> <ul style="list-style-type: none"> facilitate improved transitions between early years, primary and secondary school to ensure a seamless learning experience <p>School and student performance</p> <ul style="list-style-type: none"> develop and build upon existing school leadership to foster a culture of high expectations and boost school performance improve the quality of teaching across all schools at all stages of teachers' career cycle implement targeted initiatives to improve performance of all students in literacy, numeracy and science close the gap in educational outcomes for Indigenous students through a particular focus on achievement, attendance and retention improve students' educational outcomes across all schools including those in disadvantaged communities strengthen educational outcomes for students with a disability implement strategies aimed at improving student attendance rates to ensure all children are engaged in learning <p>Positive schools and students</p> <ul style="list-style-type: none"> implement focused strategies to support positive behaviour, counter bullying and teach social and emotional literacy support children's holistic wellbeing through fostering skills and attributes that encourage them to be healthy, green and fair citizens <p>Quality teaching and learning</p> <ul style="list-style-type: none"> support student engagement and learning through the provision of quality curriculum and rich learning experiences implement processes to ensure high standards for curriculum, teaching and assessment are set and monitored continue implementation of the Queensland Curriculum, Assessment and Reporting Framework implement the Australian curriculum <p>Parent and community partnerships</p> <ul style="list-style-type: none"> implement parent and community engagement strategies that support improved student outcomes educate and help parents and carers to become involved with their children's learning
Key Performance Indicators	
<p>Proportion of Queensland children enrolled in a quality kindergarten program</p> <p>Proportion of Indigenous children and children in disadvantaged communities enrolled in a quality kindergarten program</p>	<p>Proportion of students at or above the national minimum standard and in the upper two bands in reading, writing and numeracy</p> <p>Queensland's relative performance against other Australian jurisdictions in literacy, numeracy and science</p> <p>The gap between Indigenous and non-Indigenous reading and numeracy achievements</p> <p>The gap between Indigenous and non-Indigenous attendance</p>



Developing skills for the economy	Creating a capable, agile and sustainable organisation
Objectives	
Queenslanders will be skilled to maximise their opportunities and productively contribute to Queensland's economy	We will manage our resources effectively to strengthen service delivery
Key Strategies	
<p>Youth transitions and attainment</p> <ul style="list-style-type: none"> provide multiple pathways and diverse learning experiences to engage senior students and increase Year 12 attainment develop and support more effective pathways from school, between school and tertiary education and training institutions, and into work <p>Participation and improved outcomes</p> <ul style="list-style-type: none"> increase participation in Certificate III and above qualifications improve completion rates including through targeted apprenticeship monitoring and support strategies improve participation and qualification outcomes for Indigenous Queenslanders, focusing particularly on Certificate III and above qualifications Continue to build a robust and responsive training market that is able to respond to the state's dynamic workforce needs <p>TAFE capacity</p> <ul style="list-style-type: none"> continue to reform TAFE governance arrangements to better position Institutes to respond to the skilling needs of individuals and industry develop and implement new statewide policy on TAFE fees and reform TAFE funding arrangements to ensure support for non-commercial priorities <p>Quality standards</p> <ul style="list-style-type: none"> continue to improve Queensland's training system to ensure it remains first class lead the implementation of outcomes from national higher education and training reforms including the role of vocational education and training (VET) within a broader tertiary education sector and regulatory reform <p>Industry partnerships</p> <ul style="list-style-type: none"> establish the Queensland Skills Commission as a partnership between government and industry to drive training investment and skills reform enhance industry engagement strategies to better ensure that the state's workforce skill needs are demand driven increase innovation through enhanced networks and collaboration between industry, the training sector and the higher education sectors work with key industries to develop a workforce skilled for sustainability 	<p>Workforce reform</p> <ul style="list-style-type: none"> attract, retain and develop a high quality, skilled and professional workforce implement practices which provide safe, supportive and healthy work environments support teachers to transform teaching and learning practice to improve student learning outcomes through the use of rich digital learning environments <p>Performance enhancement</p> <ul style="list-style-type: none"> improve governance frameworks through stronger accountability, planning and project management throughout the organisation strengthen the collection, dissemination, use and understanding of performance data, research and evaluation to improve performance and the delivery of services utilise information management systems to monitor performance, inform decision-making, improve resource agility and productivity, support knowledge sharing and facilitate open and transparent communication <p>Infrastructure</p> <ul style="list-style-type: none"> deliver high quality, fit for purpose education and training infrastructure, within timeframes, through Building the Education Revolution and state infrastructure programs <p>Sustainability</p> <ul style="list-style-type: none"> deliver cost-efficient services ensure effective forward planning for resource allocation and future investment reduce the department's environmental footprint and build knowledge and commitment for a sustainable future <p>National and international partnerships</p> <ul style="list-style-type: none"> develop international partnerships and markets that support economic and social outcomes for Queensland work in partnership with the Australian and other governments to deliver increased learning and training opportunities to all Queenslanders
Key Performance Indicators	
<p>Proportion of 20–24 year olds having attained Year 12 or equivalent or Certificate II</p> <p>The gap between Indigenous and non-Indigenous Year 12 or equivalent attainment outcomes</p> <p>Proportion of students who, six months after completing Year 12 are participating in education, training or employment</p> <p>Proportion of 25–64 year olds with Certificate III or higher qualifications</p>	<p>Proportion of staff who are satisfied in their work</p> <p>A reduction in the rate of Work Cover claims</p> <p>The department's relative performance against the Queensland Public Service average for absenteeism rates</p> <p>Proportion of infrastructure project outcomes delivered on time, within budget and to endorsed quality standards</p>





Our Performance Indicators and Targets

We will measure our success in achieving our objectives and **long-term aspirational targets** by using the service standards in the Service Delivery Statement as lead indicators, and by monitoring progress against the following targets.

Objective	Performance Indicators	Progress Targets*	Long term targets
All children will be able to access quality early childhood education and care	Proportion of Queensland children enrolled in a quality kindergarten program	By mid 2013, 95% of eligible cohort enrolled in an approved program	By 2020 universal access to quality early childhood education
	Proportion of Indigenous children and children in disadvantaged communities enrolled in a quality kindergarten program	By mid 2013, 95% of eligible Indigenous children and children in disadvantaged communities enrolled in an approved program	
Every young person will be prepared with strong educational foundations to support successful transitions to further education, training and work	Proportion of students at or above the national minimum standard and in the upper two bands in reading, writing and numeracy	By 2011, 91% of Year 5 students at or above the National Minimum Standard in reading By 2011, 92% of Year 5 students at or above the National Minimum Standard in numeracy	Increase the proportion of students at or above the National Minimum Standard and achieving results in the upper two bands
	Queensland's relative performance against other Australian jurisdictions in literacy, numeracy and science	By 2012 Queensland will be among the higher performing States in literacy, numeracy and science	Queensland will be among the higher performing States in literacy, numeracy and science
	Gap between Indigenous and non-Indigenous attendance, reading and numeracy achievements	By 2013 close the gap in attendance By 2012 halve the gap between Indigenous and non-Indigenous student Year 3 reading and numeracy achievement	By 2018 halve the gap in reading, writing and numeracy achievements for Indigenous students



Objective	Performance Indicators	Progress Targets*	Long term targets
Queenslanders will be skilled to maximise their opportunities and productively contribute to Queensland's economy	Proportion of 20–24 year olds having attained Year 12 or equivalent or Certificate II	By 2015, 92.5% having achieved Year 12 or equivalent or Certificate II	By 2020, 90 per cent having achieved Year 12 or equivalent or Certificate III
	Gap between Indigenous and non-Indigenous Year 12 or equivalent attainment outcomes	By 2013 close the gap between Indigenous and non-Indigenous Year 12 student retention	By 2020 halve the gap between Indigenous and non-Indigenous Year 12 attainment rates
	Proportion of students who, six months after completing Year 12, are participating in education, training or employment	By 2011, 88% of students, six months after completing Year 12, are participating in education, training or employment	Maintain at least 90% of students, six months after completing Year 12, participating in education, training or employment
	Proportion of 25–64 year olds with Certificate III or higher qualifications	By 2013, 62% of Queenslanders (aged 25–64) hold trade, training or tertiary qualifications	By 2020 three out of four Queenslanders (aged 25–64) will hold trade, training or tertiary qualifications
We will manage our resources effectively to strengthen service delivery*	A reduction in the rate of Work Cover claims	In 2010/11 achieve a 3% reduction in Work Cover claims lodgement rate from 5.2 claims per 100 FTE in 2009–10 to 5.0 claims per 100 FTE	Sustain reductions in the Work Cover claims lodgement rates
	The department's relative performance against the Queensland Public Service average for absenteeism	Maintain absenteeism rates below Queensland Public Service Service-wide performance	Absenteeism rates below Queensland Public Service Service-wide performance
	Proportion of infrastructure project outcomes delivered on time, within budget and to endorsed quality standards	95% of infrastructure project outcomes delivered on time, within budget and to endorsed quality standards	Infrastructure project outcomes delivered on time, within budget and to endorsed quality standards

*Targets are not all for the same time period as existing targets have been used where possible. Targets will be monitored and updated over the life of the plan.

*Note: Work is currently underway to develop targets for staff satisfaction based on current school and TAFE employee surveys and a new Public Sector Commission survey of public servants.

Plan available at www.det.qld.gov.au

