

# Education



# Strategic Plan

2004 – 2008



**Queensland  
Government**

Department of  
Education and the Arts

Queensland the Smart State

# Values

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## Values

The Department of Education and the Arts is committed to:

**Excellence** – setting standards and delivering high quality educational services.

**Inclusiveness** – recognising diversity and treating all people with respect and dignity.

**Participation** – encouraging community participation and involvement of parents/carers in partnership in schools and supporting young people's access to diverse learning pathways.

**Safety** – creating safe and tolerant learning environments for all students, teachers and staff.

**Accountability** – upholding the standards community, parents/carers and government set for effective performance of educational and professional services.

# Vision and Purpose

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## Vision and Purpose

We provide high quality education that assists all Queenslanders to love learning, develop judgment and a sense of responsibility, understand the past and prepare to embrace the future.

We equip young people for the future to enable them to contribute to a socially, economically and culturally vibrant society.



# Contents

<b>Ministerial endorsement</b>	<b>2</b>
<b>Director-General's Introduction</b>	<b>3</b>
<b>Our business</b>	<b>4</b>
State schools	4
Non-state schools	5
Higher Education	5
<b>Government Priorities</b>	<b>6</b>
<b>Education in the Smart State</b>	<b>7</b>
Increasing demand for education	7
Resourcing education	7
Improving access and participation	7
Responding to technological change	8
Developing skills for the global economy	8
Increasing competition in international education	8
Providing strong foundations for life	9
Promoting student wellbeing and development	9
Serving Queensland communities	9
<b>Objectives, Strategies / Key Actions and Performance Indicators</b>	<b>10</b>
Education Queensland	10
Non-State schooling	13
Higher Education	14
Workforce	15
Information, finance and asset management	17
<b>Glossary of Terms</b>	<b>19</b>



## Ministerial endorsement

Our young people are our future. Much has been written about the skills and attributes the leaders of tomorrow will need to live and work in an ever-changing job market and global economy. Preparing the State's young people to engage successfully in the future is a key priority of Government.

This Strategic Plan focuses on the Education area of the Department of Education and the Arts Portfolio.

Our investment in the State's education sector is wide-reaching. The Government is committed to ensuring provision of a world-class education sector that instils values such as lifelong learning and fosters attributes such as innovation and entrepreneurship.

Our Government's policy directions *Queensland the Smart State – Education and Training Reforms for the Future (ETRF)* and *Queensland State Education – 2010* are a blueprint for reshaping the education system in Queensland. They highlight the Government's responsibility to ensure all Queensland students have the opportunity to achieve desired educational outcomes. A major focus of the department over the next four years will be to drive the implementation and achieve the stated outcomes in *ETRF* and *Destination 2010*.

Central to the Government's priority for ensuring a full range of educational and vocational pathways are available for all the State's young people is a continued commitment to invest in our facilities, our workforce and in our partnerships with parents, employers and the community.

The department's Strategic Plan 2004-2008 has been developed in consultation with our partners from across the education sector and industry. The

Plan outlines the critical areas of departmental delivery over the next four years in order to improve educational outcomes for all students.

Key areas of focus for the department over the next four years include:

- Introduction of the Three Phases of Learning to:
  - Prepare young people for school through introduction of a full-time Preparatory Year
  - Engage, challenge and support students through the middle phase of learning
  - Expand senior schooling pathways that lead to further education, training and work
- Improving Student and School Performance Reporting Frameworks
- Upgrade Educational Facilities.

The reforms will ensure all young Queenslanders receive an excellent foundation for success by providing educational options that are responsive to gender, cultural identity, socioeconomic circumstances and locality.

I endorse the Strategic Plan 2004-2008 as a statement of this department's direction to support the Government's priorities in the education sector.

Anna Bligh MP

Minister for Education and  
Minister for the Arts



## Director-General's Introduction

Education is critical to Queensland's economic and social success. The knowledge-based economy of the 21<sup>st</sup> century has generated the need for a highly skilled, innovative workforce to drive the Smart State vision.

This Strategic Plan communicates the key educational outcomes the Department of Education and the Arts is committed to achieve and identifies the internal capabilities required to support these outcomes. The Arts Queensland Strategic Plan provides a framework to lead and develop support for culture and the arts. These plans state our intentions and commitment to encourage and engage all Queenslanders in educational, artistic and cultural pursuits.

The Education Strategic Plan 2004-2008 recognises our achievements and consolidates the department's focus on the policy agenda defined by *Queensland the Smart State – Education and Training Reforms for the Future (ETRF)*. It also provides future direction to ensure we provide an enhanced learning environment for our young people.

It is vital that a strategic plan reflects the experiences of all Queenslanders who engage with the system. Stakeholder consultation played an integral role in the development of this plan and highlighted the importance of developing strong dialogue and maintaining partnerships between schools, teachers, parents, students, industry and the community. We will continue to engage with our education and training system partners to ensure improved performance and educational response to all students' needs.

The Strategic Plan acknowledges the department's responsibilities for education in Queensland through the state schooling sector – Education Queensland, and the non-state and higher education sectors. Individual objectives and strategies for each sector highlight the diverse educational environment in which the department operates.

The Strategic Plan articulates the department's major focus on implementation and achievement of the

outcomes in *ETRF* and *Destination 2010*. The flexible and responsive learning pathways of *ETRF* will reshape the education and training opportunities from early childhood to the senior years.

Key areas of focus in this Strategic Plan include:

- The introduction of a universally available, full-time Preparatory Year in 2007 to enhance educational opportunities for young students
- Implementation of the *Middle Phase of Learning State School Action Plan* including curriculum changes supporting more in depth learning, improved literacy and numeracy intervention and reduced class sizes
- Trials of reforms to the Senior Phase of Learning to improve outcomes for all students and support young people at risk of leaving school early
- Enhanced engagement with departmental staff to ensure our workforce has the capability and flexibility to deliver education reforms and high quality education
- Upgrading of educational facilities to ensure all students thrive in quality learning environments that enhance participation and attainment.

The Strategic Plan, in conjunction with the targets, performance and accountabilities articulated in the department's Ministerial Portfolio Statement (MPS), provides a planning and accountability framework to achieve the challenges and fulfil the vision set by the Government for education and training.

The next twelve months will provide the department with an opportunity to consolidate the new direction for education and training by further embedding the *ETRF* reforms. We will continue to work with our partners to ensure we provide a world-class education system for all Queenslanders.

Ken Smith  
Director-General of Education and the Arts



## Our business

The Queensland Department of Education and the Arts sets the direction for education in Queensland, ensuring that Queensland's education system is well positioned to meet the challenges of the future. The department fulfils this responsibility by working with stakeholders to develop high-level policy and strategy underpinned by strong research evidence. By participating in key educational forums and building links with key partners, the department leads and influences the educational research and policy agenda nationally and advocates for future-oriented resourcing policies and strategies affecting education in Queensland.

The department is responsible for the direct delivery of state education across the three phases of learning to approximately 70 percent of Queensland's children and young people, including students enrolled in distance education and students with disabilities. The three phases of learning include the early phase (preschool to Year 3), middle phase (Year 4 to 9), and senior phase (Year 10 to 12). Significant changes in each phase are under way, driven by the *Education and Training Reforms for the Future*. These changes will ensure that young people develop the skills and knowledge they will need in the future, and that schools lay the foundations for lifelong learning. This includes pursuing and promoting academic excellence, preparing students for the world of work and supporting students' individual and special needs.

The department supports the education of all Queensland's children and young people by providing assistance to the state schooling, Catholic

and Independent schools and higher education sectors and through undertaking advisory, monitoring and regulatory functions that promote the quality of education in Queensland.

### State schools

The department operates the state education sector, known as Education Queensland. This comprises 1292 state schools attended by more than 480 000 young people under the guidance of over 35 000 teachers who are assisted by 16 600 support staff positions including over 7000 teacher aides.

Education Queensland is committed to improving opportunities and pathways for all students. It is guided by the vision and objectives of *Queensland State Education – 2010* (QSE-2010) and ETRF and supported by the *School Improvement and Accountability Framework* (SIAF). SIAF provides an integrated framework for Education Queensland schools to achieve and sustain the outcomes and targets of *Destination 2010*, the action plan to implement QSE-2010. The framework is designed to assist state schools contribute to the delivery of quality education services within the context of their local community and the Government's policy of strengthening communities.

Key achievements of Queensland's state schools include:

- Providing diverse curriculum offerings to support post-school pathways of young people including higher education, vocational education and training courses, and school-based apprenticeships and traineeships
- Extending the *Preparing for School* trial to a total of 52 state schools in 2004 and launching the *Middle Phase of Learning State School Action Plan*.
- Implementing the *ICTs for Learning Strategy* that has resulted in improved ICT services and support to schools. In 2004, the department exceeded the target ratio of one computer to five students in Years 3–12 with an overall ratio of 1: 4.5, and
- Advancing flexible learning options for students at risk, in remote locations and/or from low socioeconomic backgrounds through innovative curriculum and teaching methods.





## Our business

### Non-state schools

The non-state sector provides for approximately 189 000 students in 446 schools and employs some 12 000 teachers. These schools tend to operate as Catholic or Independent schools. They reflect considerable diversity in their educational philosophies and religious and other affiliations. Non-state schools are significant partners in the implementation of the ETRF reforms.

The department supports the Minister's portfolio responsibilities for non-state schools through areas such as:

- Administering grants and funding to the non-state education sector, and
- Supporting the system of planning and accountability for non-state education through the Non-State Schools Accreditation Board.

In 2004, the department, as part of the ETRF initiatives:

- Supported 14 non-state schools trialling a preparatory year through professional development activities, school visits and networking support, and

- Partnered with non-state schooling sites to improve opportunities for 15-17 year olds to achieve a Senior Certificate or vocational education qualifications.

### Higher Education

Queensland has nine universities teaching approximately 150 000 students – of whom 25 000 are international students.

The department supports the Minister for Education's portfolio responsibilities for higher education in Queensland. This role includes:

- Providing advice to the Minister about and planning the growth of the higher education sector in the State
- Performing regulatory functions in accordance with university authorising Acts and related legislation
- Assisting the Minister to accredit higher education, and
- Supporting the international work of higher education institutions.





## Government Priorities

The outputs for the Department of Education and the Arts are: Preschool Education, Primary Education, Secondary Education, Students with Special Needs, Assistance to the Arts, Assistance to Non-State Education and Assistance to Tertiary Institutions.

The department has a primary role in progressing the whole-of-government priority *Realising the Smart State through education, skills and innovation*. The department's most significant contributions to this priority are the *Education and Training Reforms for the Future* initiative.

To ensure all students in Queensland are provided with an opportunity to reach their potential and engage in learning opportunities within a safe environment, the department works with other agencies to deliver quality educational services.

Some of the ways in which the department works across government are:

- The department works closely with the Department of Employment and Training to drive the ETRF reforms. The ETRF Board with representatives from a number of government and non-government agencies to oversee the implementation of the ETRF reforms and contribute to the coordination of activities across agencies. At the local level, the agency works with a range of agencies including the Department of Employment and Training to develop local community partnerships between schools, employers, community service providers and vocational education institutions.
- The department is working collaboratively on the whole-of-government response to the Blueprint for implementing the recommendations of the (January 2004) Crime and Misconduct Commission report, *Protecting Children: An inquiry into the abuse of children in foster care*. The department works closely with Department of Child Safety, Department of Communities, Department of Housing, Queensland Health, Queensland Police Service and Disabilities Services Queensland to develop policy and deliver projects concerning children and young people in care of the State.
- Through the *Kids in Care* initiative the department works with the Department of Communities to support young children and people in the care of the State by developing

individual Education Support Plans for each student and contributing towards core education-related costs.

- The Queensland Health-Education Queensland *Joint Work Plan 2004-07*. The Plan is a suite of actions committed to in the *Safe and Healthy Schools* policy to ensure the health and welfare of students is supported through curriculum. The Plan also complements the implementation of the Safe and Healthy Schools Policy.
- Through the *Partners for Success Action Plan 2003-2005* the department works with the Department of Aboriginal and Torres Strait Islander Policy to strengthen partnerships with Indigenous communities thereby improving educational outcomes for Aboriginal and Torres Strait Islander peoples.

The department also contributes to the whole-of-government priorities detailed below.

- **Improving health care and strengthening services to the community.** The health and welfare of Queensland students is fundamental to the practices and curriculum of the department as evidenced by the department's commitment to the *Safe and Healthy Schools* policy.
- **Protecting our children and enhancing community safety.** Protecting our children is an integral part of school operations. Commitment to the National Safe Schools Framework and the implementation of new legislation will enhance the ability of principals to provide a safe environment within our schools. Formal representation on Suspected Child Abuse and Neglect (SCAN) teams demonstrates one component of the department's commitment to the *Blueprint for Protecting Children in Care*.
- **Managing urban growth and building Queensland's regions.** Major capital works, ICT infrastructure and provision of employment opportunities support economic development and cultural diversity. Regional capacity is enhanced through the delivery of education in 700 state schools and 18 higher education campuses in non-metropolitan locations, improvements through the infrastructure programs and the enhancement of technology used in delivering digital resources and telephone teaching to distance education students.



## Government Priorities

- **Protecting the environment for a sustainable future.** The department demonstrates its commitment to protecting the environment for a sustainable future through initiatives such as the *Environmental Sustainable Schools* program, curriculum-linked programs offered by its network of 25 outdoor and environmental education centres and the incorporation of energy-saving devices into new and refurbished facilities.
- **Growing a diverse economy and creating jobs.** Education is Queensland's fifth largest export. It stimulates economic growth and increasingly diverse employment opportunities. The multiple learning pathways such as apprenticeships and traineeships, higher education facilitated through the department contribute to maintaining the State's strong, diverse economy and subsequent jobs growth.
- **Delivering responsive government.** As partners in education, parents and the community have an active voice in the way the department provides its services. The release in 2004 of the consultation papers, *Reporting to Parents* and the *Certificate Project*, demonstrates the Government and department's commitment responding to the needs of the community.





## Education in the Smart State

Education positively influences the lives of Queensland's young people and is critical to the State's economic and social success and the realisation of the Smart State vision. Education remains one of the most powerful tools for reducing poverty and inequality and is essential in building a democratic society with a dynamic, globally competitive economy.

There are a number of key challenges in the department's operating environment. The department is striving to meet these challenges to improve the quality of education throughout the State. The following themes are the focus for this work and have informed the strategic directions of the department.

### Increasing demand for education

Projections indicate that Queensland will experience 46 percent of the 15–24 year population growth in Australia over the next decade (ABS, Population Projections Australia 2002-2101, 3222.0). The estimated increase in the numbers of young people in the Queensland population will result in the increased demand for places in state, Catholic and Independent schools and higher education institutions.

### Resourcing education

In Australia, public expenditure on education and training, health community services such as age, disability and childcare, public housing, justice and emergency services exceeded \$80 billion in 2002-03 – equivalent to 11 per cent of gross domestic product. Given this trend and the likely impact of an ageing population governments are needing to explore ways to improve the cost-effectiveness of funding and service delivery to meet the needs of all students.

### Improving access and participation

All Queenslanders deserve access to the best possible educational options. Development and maintenance of adaptable, supportive educational practices and programs provides students with access to high quality learning opportunities. Learning options that are responsive to gender, diverse cultural identities, socioeconomic circumstances and locality encourage all young Queenslanders to be motivated to engage and succeed. The department is committed to ensuring staff have the capability and flexibility to facilitate and deliver educational reforms that meet the educational needs of all students.





### Responding to technological change

The application of new technologies, particularly information communication technologies (ICTs), challenges concepts of school and education. Technology offers new approaches to facilitate learning and new challenges to ensure students have the technological literacy necessary to participate fully in modern society. The most immediate consequence for the learning environment is the need to ensure that infrastructure has the capacity to accommodate ICTs for learning. In the longer term, the application of technology is expected to create a new paradigm of learning.



### Developing skills for the global economy

The nature of work is changing. Traditional long-term careers in large organisations are diminishing and there is a trend towards part-time employment, contract employment, and frequent changes in career paths. Changes in the nature of work and the types of employment available mean that young people will need a set of core skills that will enable them to manage their own careers and learning. With advances in technology and changes in industries and jobs, Queenslanders will need to engage in lifelong learning to maintain their skills and employability.

A fundamental component of the Smart State economy is a competitive, dynamic workforce with a range of practical and technical skills, tertiary qualifications, experience and commitment. The *Education and Training Reforms for the Future* contributes to an innovative and flexible education and training system, which provides Queensland with a diverse and adaptable workforce with the skills and knowledge base to attract and support new and existing industries.

### Increasing competition in international education

Education and training is a growing contributor to state domestic product and is a priority sector in Queensland's trade export strategy. The department actively strives to increase the State's export earnings from education services. Growth in Queensland's offshore market is strong for both universities and schools. Overseas students are attracted by the high quality and range of education and training opportunities available and the State's unique physical, social and cultural environment.

The global number of students seeking education outside of their own country is projected to grow significantly over the next 10 years, providing further opportunities for Queensland. However, the number of countries positioned to provide international education services is also growing. Maintaining the success of Queensland's international education and training industry requires continued focus on attracting international students and planning to ensure quality standards are maintained and infrastructure keeps pace with growth.



### Providing strong foundations for life

Education systems must prepare students to compete in the knowledge economy. A system, which develops students' creativity, decision-making and problem-solving skills, and teaches them how to learn individually and collaboratively, is essential for success in the twenty-first century.

The flexible and responsive learning pathways provided by implementation of *Queensland the Smart State – Education and Training Reforms for the Future* will reshape the education and training opportunities for all Queenslanders from early childhood through to the senior years.

The introduction of a preparatory year of schooling throughout Queensland will improve children's access to high quality early childhood education, smooth their transition into Year 1 and provide the first step in the lifelong learning process.

### Promoting student wellbeing and development

Education and training providers must work in collaboration with parents, the community sector and other agencies to maximise the capacity of children and young people to learn, and to support their development as resilient, well-adjusted and healthy adults. Education empowers individuals to make better choices, seek a voice in society and enjoy a better quality of life.

The services and programs provided by the department through the *Education and Training Reforms for the Future* agenda include more options and flexibility for young Queenslanders, with particular emphasis on supporting young people at risk of disengaging from learning. Successful outcomes for at-risk students instil a sense of self-worth and personal accomplishment building firm foundations for future participation in a variety of learning options. Students are motivated to participate and achieve in a respectful, supportive, safe learning environment.

### Serving Queensland communities

Schools are integral to the social fabric of communities. The department recognises the value of strong local partnerships and community engagement in responding to the diverse needs of students and communities. Recognition of schools as learning, social and cultural hubs builds social cohesiveness in the local area. School initiatives link local community groups and students to foster understanding and appreciation of the local environment.





### Education Queensland

**Objective:** To provide a quality public education system that delivers excellence by enhancing educational opportunities for all.

#### Strategies

##### **Improve the learning engagement and achievement of students by reforming the early, middle and senior phases of learning.**

Engage staff through initiatives such as the *QSE 2010 Workshops*.

Collaborate with Queensland Studies Authority and Department of Employment and Training on the *Vocational Education and Training in Schools* policy and improved service delivery for vocational education and training in schools, career education, Year 10 as a transition year and the new Senior Certificate.

Develop links between schools and industry/employers to enhance employment opportunities for students.

Continue the implementation of the ETRF agenda in the senior phase through the development of relevant curriculum and pedagogy.

Engage staff in issues surrounding adolescent learning.

Develop thriving partnerships with external stakeholders across government agencies, community organisations, business and industry.

Develop transparent and open communication with parents that builds ownership of school directions and achievement.

##### **Provide coherent, cohesive learning experiences through the alignment of curriculum, teaching, and assessment.**

Implement a targeted strategy to support schools implementing new syllabi.

Improve teaching and learning in the middle phase of learning and analyse the findings of the *New Basics* research.

Improve participation in and teaching of science.

Improve strategies for teaching of reading including the role of all staff in achieving outcomes for students.

Refine assessment and reporting.

##### **Enhance the educational success of all students and embed inclusive education practices at all state schools.**

Implement effective practices targeting cultural linguistic diversity.

Improve service and program delivery for students with disabilities and trial more flexible approaches to resource allocation.

Optimise every student's opportunity to achieve their potential through implementing the *Framework for Gifted Education*.

##### **Improve student and school performance through the development of effective reporting to parents and the community on student and school performance.**

Continue to build comprehensive trend data on critical initiatives including *Destination 2010* and the *Partners for Success Action Plan*.

Report back to schools on the lessons from *Triennial School Reviews* and *Reviews by Exception*.



## Objectives, Strategies / Key Actions and Performance Indicators

### Strategies (continued)

#### Create sustainable learning environments through the delivery of effective and efficient enabling services.

- Engage with the Shared Services Provider (“Corporate and Professional Services”).
- Guide the planning and development of infrastructure investment.
- Negotiate appropriate financial reporting and management services.
- Build financial management capability in schools, districts and central office.

### Key Actions

- Implement the Early Years Curriculum and support the implementation of the preparatory year.
- Implement *Middle Phase of Learning State School Action Plan*.
- Develop a clear statement for schools on the role of Year 10 as a transition year.
- Develop an industry strategy and action plan for secondary schools.
- Develop a statement of curriculum expectation for state schools.
- Develop a moderated, standards based approach to assessment in Years 1–10.
- Evaluate all components of the literacy strategy in terms of appropriateness, efficiency and effectiveness.
- Implement the third phase of the *ICTs for Learning Strategy* to prepare students to live and work in a world where ICTs are integrated into every aspect of daily life.
- Improve the attendance, retention and achievement of Indigenous students through the implementation of the *Partners For Success Action Plan*.
- Maintain and improve the attendance, retention and achievement of students in rural and remote communities through the Rural and Remote Education Framework for Action.
- Implement the State Schools-Safe Schools Action Plan and Safe and Healthy Schools Action Plan to ensure safe, healthy and supportive learning environments.
- Develop a policy position on inclusive education.
- Action the outcomes of the consultation paper for reporting on student and school performance to parents and the community.
- State school planning and accountability procedures validated through an external quality assurance process.
- Processes established to accredit the performance of state schools involved in delivering education to international students.
- Introduction of robust *Education (General Provisions) Act* and Regulations.
- Develop and implement a leadership strategy for principals and aspiring principals.

### Performance Indicators

- Increased apparent retention rates of students from Year 8 to Year 12.
- Increased percentage of 15 to 19 year olds in full-time education or training, in full-time employment, or in part-time work and part-time education and training.
- Increased percentage of Year 12 students completing at least one science, maths or technology subject.



## Objectives, Strategies / Key Actions and Performance Indicators

### Performance Indicators (continued)

Increased performance of Years 3, 5, and 7 students in reading, writing and numeracy.

Increased percentage of students not requiring additional support for each area of the Year 2 Diagnostic Net: Reading, Writing and Number.

Increased performance of students at educational risk in the Year 3, 5 and 7 numeracy and literacy tests including:

- Indigenous students
- NESB students
- Boys and girls

Increased apparent retention rates of Aboriginal and Torres Strait Islander students from Year 8 to Year 12.

Increased percentage of Aboriginal and Torres Strait Islander students achieving Years 3, 5, and 7 national benchmarks in reading, writing and numeracy.

Improved parental satisfaction with school reporting.

Improved cost-effectiveness, quality and timeliness of shared services when benchmarked against other providers.



### Non-state Schooling

**Objective:** To support high quality education in Catholic and Independent schools to deliver diversity and choice.

#### Strategies

**Build partnership approaches to improve the quality of the education system as a whole.**

Support Non-state Schools Authorities Council to act as advisory body to the Minister.

Actively consult with Queensland Catholic Education Commission and Association of Independent Schools Queensland to develop a shared vision for education, key policies and cooperative approach for the delivery of state priorities.

Identify new avenues for cooperation between sectors in planning, professional development, and delivery of educational services.

**Ensure the regulatory framework supports effective and efficient operations.**

**Ensure transparent and effective funding framework.**

**Support a system of quality assurance and accreditation in new and existing schools.**

Actively support work of Non-State Schools Accreditation Board in accrediting new schools and reviewing compliance of existing schools.

Actively support grammar schools to meet obligations as statutory authorities.

#### Key Actions

Work with non-state schools authorities to deliver on key educational reforms including preparatory year, ICTs for learning and education and improved participation in the senior phase of learning and agreed approaches to assessment and reporting.

Review relevance and effectiveness of *Education (General Provisions) Act* and *Education (Accreditation of Non-State Schools) Act* to non-state schooling operations.

Complete review of recurrent grants and subsidy schemes.

Deliver on capital funding commitments to Catholic and Independent sectors.

Revise guidelines for capital assistance program.

Review standards for accreditation in the light of changing community expectations.

#### Performance Indicators

Satisfaction of Non-state Schools Authorities Council with support provided.

Satisfaction of Queensland Catholic Education Commission and Association of Independent Schools Queensland with the extent and timeliness of consultation on a shared vision for education, key policies and cooperative approaches for the delivery of state priorities.

Reviews of legislation, recurrent grants and subsidy schemes, capital assistance guidelines have been completed within agreed timelines.

Satisfaction of Non-State Schools Accreditation Board with support provided.



### Higher Education

**Objective:** To support the continuing development of high quality accessible higher education that meets the needs of the Queensland community, and contributes vigorously to the State's economic, social and cultural development.

#### Strategies

**Advocate for Queensland in national policy arena.**

Influence national agenda on key issues: university quality, funding and governance.  
Pursue appropriate share of higher education places for Queensland.

**Pursue state objectives for higher education.**

Build links and joint ventures with schools, especially Years 11 and 12 with a view to raising the profile of higher education among senior students.  
Develop capacity of system to provide educational research to meet department needs.

**Monitor institutional viability and higher education affordability.**

Monitor the viability and affordability of higher education institutions.  
Assess the impact of higher education costs on the participation rates of students.

**Foster the internationalisation of higher education.**

Build links and programs with strategically relevant international systems.

**Maintain quality of higher education system.**

Implement system to improve our quality assurance policies, systems and processes.

#### Key Actions

Develop a Ministerial Statement which guides state decision making for future higher education growth and directions, including participation patterns that meet state needs, particularly with respect to school leavers, and regional and Aboriginal and Torres Strait Islander peoples.

Monitor impact of funding, fee regimes and institutional financial arrangements on institutional viability and develop appropriate responses.

Work with Queensland universities to increase the number of international students to meet the Government priority for higher education.

Participate in national quality assurance regime.

Roll out new regulatory framework for higher education approval processes.

#### Performance Indicators

Share of Commonwealth supported higher education places remains at least at the national average per capita of eligible population.

Increased higher education participation rates for school leavers, regional and Aboriginal and Torres Strait Islander peoples.

Higher education community expresses satisfaction with and confidence in the monitoring and accreditation process administered by the Office of Higher Education.



### Workforce

**Objective:** To build a capable workforce and to support people to deliver education reforms and high quality education.

#### Strategies

**Ensure that workforce supply is well matched to current and future demand, and that workforce systems, policies and structures enable the capacity to meet organisational requirements.**

Monitor and evaluate Education and Training Reforms for the Future initiatives and collaborate on solutions to emerging workforce impacts.

Establish processes to identify workforce impacts of system reform at district and school levels.

Engage with the Shared Service Provider to determine existing barriers to implementing flexible workforce options.

Provide workforce data to all Districts, Corporate Service Units and central office work units that will support local planning and decision making.

**Develop an agile workforce that is equipped with the knowledge and skills to meet current and changing demands.**

Identify core skills and knowledge gaps for all employee groups and implement professional learning frameworks.

Build partnerships with universities that are productive and support the work of teachers.

Review the powers and functions of the Board of Teacher Registration.

**Create a workplace that supports and encourages individuals and teams to achieve their best.**

Establish and trial processes for recognising and rewarding professional achievement and excellence.

Promote Workforce Diversity and Equity concepts and strategies in all work units.

#### Key Actions

Develop and implement a new approach to graduate teacher recruitment.

Monitor and evaluate the implementation of Enterprise Agreements.

Develop a framework to ensure that professional development activities focus on current and emerging departmental priorities including syllabus implementation.

Implement the *Professional Standards for Teachers* as the professional learning framework for teachers.

Develop a suite of *Professional Standards for Public Servants* as a potential learning framework.

Complete the review report of the Board of Teacher Registration.

Establish and trial a performance management and development system for all employee groups.

Refine the arrangements between the agency and the Shared Services Provider to ensure the effective and efficient delivery of organisational health services.



## Objectives, Strategies / Key Actions and Performance Indicators

### Performance Indicators

Increase the percentage of principals satisfied that the workforce has the knowledge and skills to implement school and systemic initiatives.

Increase the percentage of Enterprise Bargaining initiatives completed within agreed timeframes.

Increase the percentage of general component of school grant budget or equivalent expended on learning and development for school staff.

Increase the percentage of school workforce satisfied with their professional competencies and opportunities to engage in educational reform.

Increase the percentage of workforce engaged in learning and development opportunities.

Achieve a 10 per cent per annum reduction in statutory cost of WorkCover claims, commencing in 2004/05 for two years.

Increase the percentage of workforce who are:

- Women in Bands 8-11 positions
- Women in Bands 5 and above positions
- Male teachers
- Aboriginal and Torres Strait Islander (ATSI) people
- People from non-English-speaking background (NESB)
- People with disability.



### Information, Finance and Asset Management

Objective: To provide essential information, financial and asset services to ensure a sustainable learning environment.

#### Strategies

##### **Manage resource acquisition, renewal and disposal.**

- Develop sustainable ICT infrastructure.
- Plan for future facilities requirements.
- Deliver capital program priorities.
- Disposing of assets surplus to requirements.

##### **Provide high quality and cost-effective service delivery.**

- Improve staff and student capacity to manage and learn through ICT.
- Deliver appropriate financial reporting and management services.
- Deliver high quality asset management services.

##### **Establish and maintain effective partnerships with schools and the community.**

- Manage strategic partnerships for knowledge sharing and value for money.
- Maintain strong working relationships with Queensland Treasury and Department of Premier and Cabinet.

##### **Build organisational capacity.**

- Enhance organisational responsiveness and agility through information and knowledge management.
- Develop contract management capability.
- Build financial management capability in schools, districts and central office.
- Ongoing implementation of the Shared Services initiative.

#### Key Actions

- Develop ICT asset management framework.
- Develop a long-term financial plan within known government appropriation.
- Deliver capital development for preparatory year.
- Undertake Asset usage analysis.
- Implement the *ICTs for Learning Strategy*.
- Enhanced industry understanding of departmental ICT needs and directions.
- Foster innovation through collaboration or sourcing.
- Develop and implement business transformational projects.



## Objectives, Strategies / Key Actions and Performance Indicators

### Performance Indicators

Strategically focused, fiscally sound balanced budget is achieved every financial year.

Monthly report completed within six working days of the end of the month (target is 100 percent).

Percentage of unqualified school audit reports (target is 90 percent).

Decrease in the proportional cost of providing corporate support to the department.

Increased client satisfaction with the quality of services provided by the Shared Services Provider.



## Glossary of Terms

<b>Best practice</b>	Exemplary methods that reflect a best-in-class approach.
<b>Destination 2010</b>	The action plan to implement QSE – 2010. It focuses on the outcomes, performance indicators and targets that will achieve the five QSE – 2010 objectives.
<b>Education and Training Reforms for the Future (ETRF)</b>	These reforms will prepare young people for school, engage, challenge and support students through the middle phase of learning, improve access to ICTs and ICT skills for students and teachers and expand senior schooling pathways that lead to further education, training and work.
<b>Higher education</b>	In Queensland this refers to a diverse range of universities and other accredited providers offering degree and postgraduate programs.
<b>ICTs</b>	Information and Communication Technologies.
<b>ICTs for Learning strategy</b>	This strategy assists Queensland state schools to integrate ICTs into teaching, learning and the curriculum.
<b>Key Performance Measures (KPMs)</b>	The critical set of measures that provide an indication of the extent to which an organisation is achieving its major objectives.
<b>Middle Phase of Learning State School Action Plan</b>	The plan provides reforms to improve learning and outcome achievements of Years 4 to 9 state school students.
<b>Objectives</b>	Something that is planned to do or achieve.
<b>Outcomes</b>	The results of a service, program or objective. Outcomes are measured by achievement or success.
<b>Partners for Success Action Plan</b>	The major framework to address the education needs of Aboriginal and Torres Strait Islander students in Queensland.
<b>Performance Indicator</b>	A description of what is measured to determine the extent to which objectives and outcomes have been achieved.
<b>Preparing for School Trial</b>	The trial will assess the best way to implement a full-time preparatory year of school in Queensland. Thirty-nine schools commenced the trial in January 2003 and an additional 27 in January 2004.
<b>Professional Standards for Teachers</b>	The Standards describe the knowledge, skills and abilities that teachers apply as they provide relevant and worthwhile learning experiences for individuals and groups of students in Queensland state schools. They support work in strengthening teacher professional learning and capability.
<b>Queensland State Education – 2010 (QSE – 2010)</b>	The guiding strategic document for Education Queensland and outlines the vision for state education.
<b>School Improvement and Accountability Framework (SIAF)</b>	An integrated approach for improvement and accountability in Queensland state schools that supports school-based management.
<b>Spotlight on Science</b>	The initiative aims to improve the scientific literacy of Queenslanders, encourage more young people to aspire to careers in science and improve the overall quality of science education in the Smart State.
<b>State Schools-Safe Schools Action Plan</b>	Promotes safety, physical activity and a healthier lifestyle in schools.