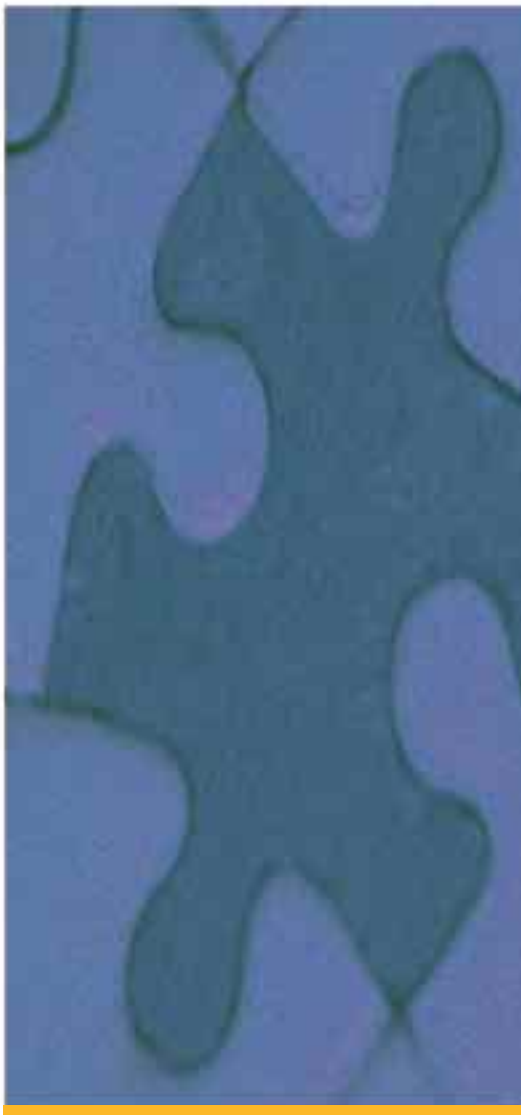
2010
Queensland State Education

Education Queensland

Strategic Plan

2000–2004



Queensland Government
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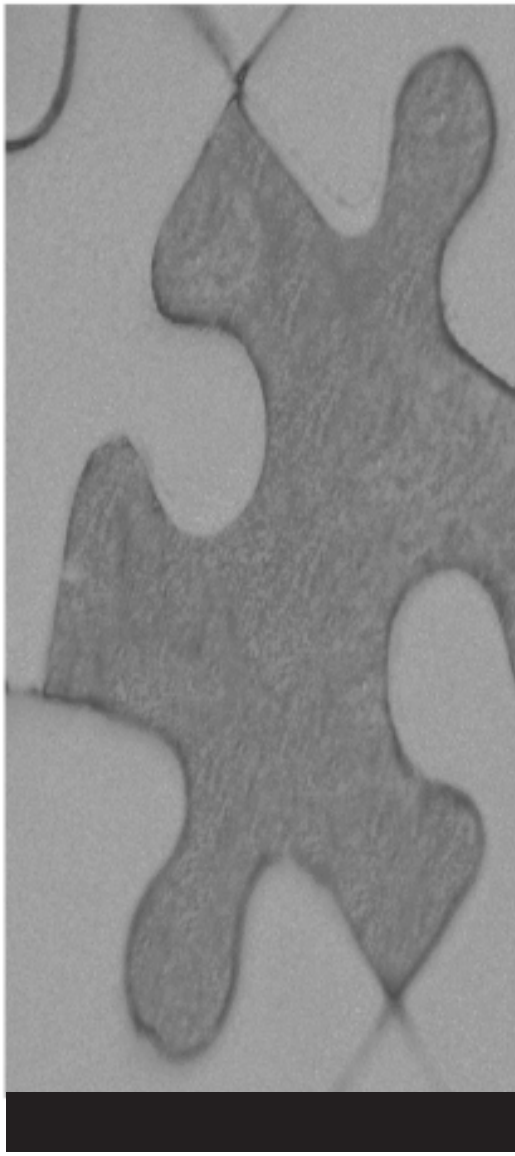

Queensland
Government
Education Queensland

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Minister's foreword

It is my pleasure to endorse Education Queensland's Strategic Plan 2000–2004, which covers this department's responsibilities for state schools, non-state schools and higher education.

Education is one of the most powerful ways in which we shape our future society and economy. Education Queensland will make a significant contribution to the achievement of the Government's priorities. It places great emphasis on developing a skilled and adaptable workforce that will meet the current and future needs of Queensland and in raising educational standards for all students. It places equal emphasis on ensuring that all children irrespective of background or circumstance can reach the highest standards. Education in this State is poised and prepared to become the key to the development of the Smart State.

Thousands of educators and community members across this State have worked together to create a positive and constructive vision for the future of education in Queensland — particularly state education. This vision is embodied in *Queensland State Education — 2010* (QSE–2010). At the heart of QSE–2010 is this Government's commitment to raising the proportion of our young people who complete Year 12 or its equivalent from the current 68 per cent to 88 per cent by 2010.

Education Queensland's Strategic Plan 2000–2004 presents the activities that will be the focus of our work over the next four years as we begin the journey that will reinvigorate education in Queensland and support the development of the Smart State.

DEAN WELLS

Minister for Education

Director-General's introduction

This is Education Queensland's first strategic plan based on *Queensland State Education — 2010.* It covers the department's responsibilities for state schools, non-state schools and higher education.

During the last twelve months, thousands of educators and community members have worked together to build a constructive, optimistic and practical vision for the future of public education in Queensland. Our challenge is now to bring that vision to reality.

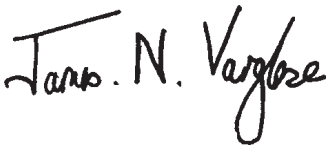
The changing world demands a changing public education system if Queenslanders are to benefit from living in the Smart State. However, the changes will not all happen at once. This strategic plan represents the first instalment of strategies that we will work together to implement over the next four years.

My vision for Education Queensland is that it will enable all Queensland students to become active citizens in a learning society — the Smart State.

To drive the major improvements highlighted in this strategic plan, Aligning 2010 for success — a conceptual framework based on the Three Frames — will be a very effective tool. Put simply, effective relationships are fundamental to the alignment of our structures and systems with our vision, and to ensuring that our performance is balanced. The benefits from this approach will be a common focus, a common language, and far better access to information across the organisation.

In my first few months with Education Queensland, I visited a number of schools and found that many principals are already reviewing their school's performance against the balanced report card. This is very encouraging, and I believe that the Aligning 2010 for success framework will allow schools to build on their existing work and to achieve excellent results and outcomes for their students.

I am confident that the implementation of this strategic plan will not only allow us to build on our past successes, but also provide a challenge for schools, district offices and central office to better align and sharpen their strategies. This clear focus will ensure that we achieve our vision — that Queensland students become active citizens in a learning society.



JIM VARGHESE

Director-General of Education

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Challenges for education

As we move into an era where knowledge supersedes information, and technology transforms longstanding relationships of time and space, education in Queensland is faced with a challenge.

That challenge is to ensure that our society becomes a learning society — a Smart State — in which global forces favour the adaptable and the key resources will be human and social capital rather than just physical and material resources.

Queensland's schools need to be re-conceptualised as part of a learning society — embedded in their local and global communities in new ways. The teaching and learning in our schools and the principles on which curriculum is constructed must change to enable teachers to work with the community as managers of children's learning experiences.

Attaining a Year 12 completion or its equivalent is important for the majority of students. They need a foundation for life after leaving school, one that adequately prepares them for living in a complex, networked, multicultural society.

Education must also be based on principles of equity that ensure all students are given the opportunity to benefit from living in a Smart State. Students should have the opportunity to achieve outcomes consistent with their potential. If not, disparities arising from the distribution of wealth, location and different cultures will become worse.

The purpose of education, articulated in *Queensland State Education — 2010*, provides the values and directions for state schools faced with the challenges posed by the transition to a globalised knowledge economy and society.

To meet the future schooling needs of Queensland, a number of key issues need to be addressed.

A new model for helping schools

There is growing complexity in the background and circumstances of students coming to state schools. Yet schools are required to work directly with this diversity and complexity to make sure all students have a successful schooling experience. Success lies in their ability to implement different approaches that match the characteristics of their communities, to be flexible to accommodate the individual learner's needs, and to provide a curriculum that is sufficiently forward-looking to anticipate future life pathways. Non-school staff must support the learning relationship in schools through innovation, responsiveness and flexibility.

Unlocking the skills of the workforce

Investing in the skills of Education Queensland's workforce holds the key to providing the quality of education demanded for a Smart State. A shift to a focus on learning outcomes requires a new approach from both school and non-school staff. Leadership capacity must be enriched to drive the necessary reforms in teaching and learning and support new styles of school organisation.

Curriculum of the future

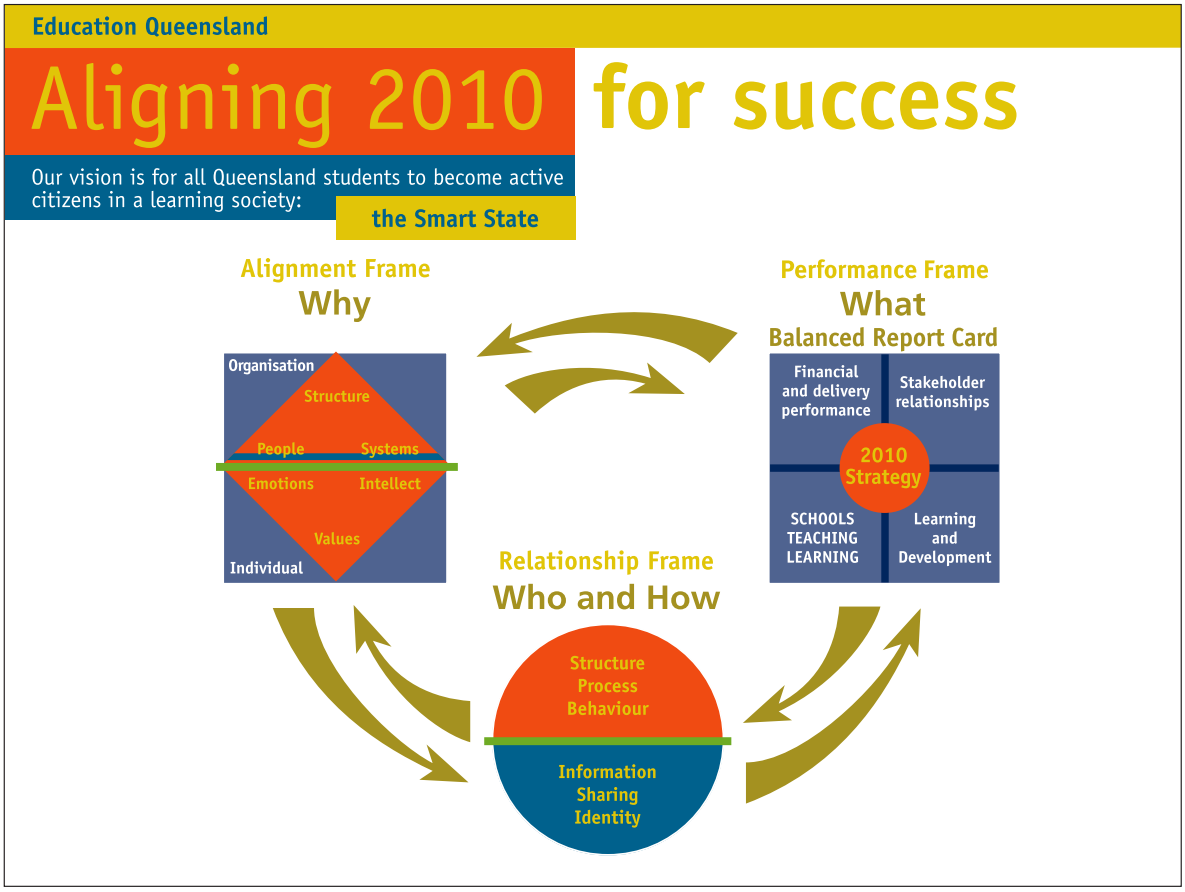
A framework is needed that coordinates curriculum, pedagogy and evaluation in providing an effective service to schools and teachers and optimises students' opportunities to learn and achieve. The framework should be based on the New Basics required for work and life in the future, recognise that P–12 is a continuum, and acknowledge that completing Year 12 at an internationally recognised standard is the aim for all students.

A focus on quality

The strength of the state school system lies in the breadth and depth of the educational experience it offers to students. In the future, enrolment trends will depend on the ability of state schools to promote their achievements, the values they stand for and the quality or value provided to individuals and the community. The quality of the state school system will continue to be found in its workforce, in educational leadership, in the continued excellence of its teachers, and in the high standard of schools. This will ensure that quality outcomes are guaranteed for all students throughout the State. It will be further enriched through a school's response to, and relationships with, its community. These relationships will also be strengthened as schools become leaders in innovation, and in the use of information and communication technologies.

Aligning 2010 for success

Aligning 2010 for success is a conceptual framework and management process for schools to achieve the objectives of QSE–2010 and to meet the challenges facing education in Queensland. It is based on three interactive frames: alignment, relationships and balanced performance.



The Alignment Frame provides a clearer focus on accountability, more fairly distributed workloads, a reduction of internal competitive behaviour and an improvement of general morale.

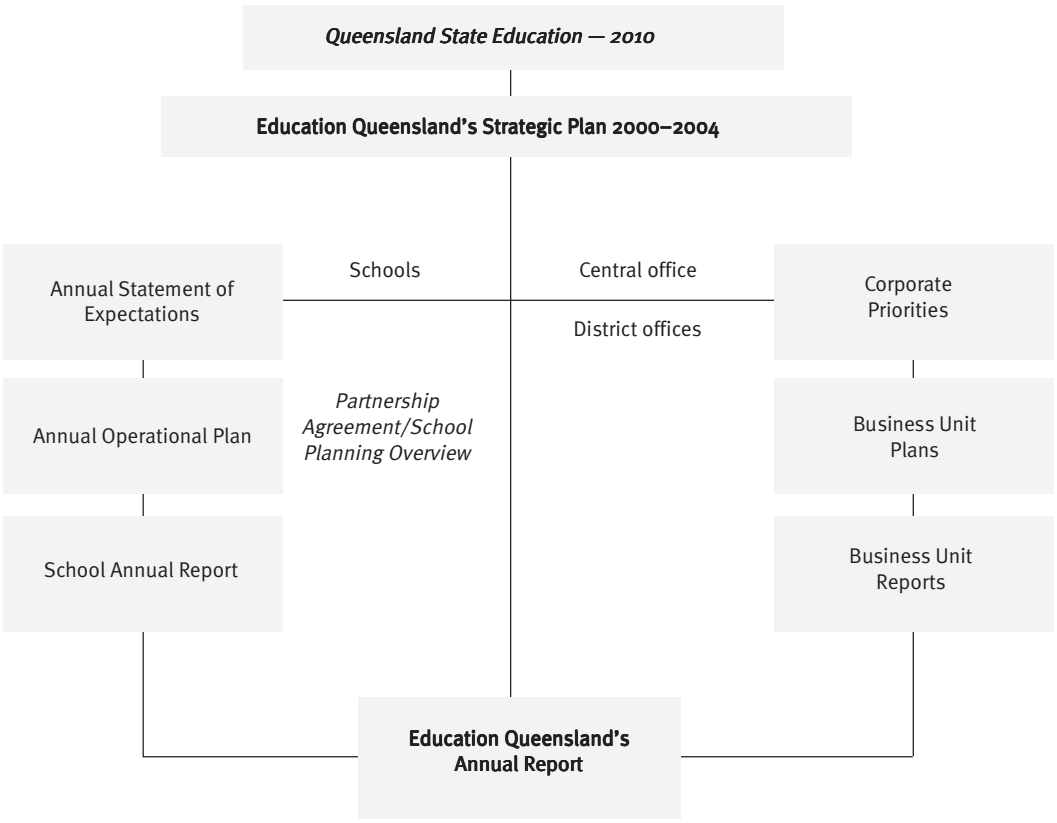
The Relationship Frame addresses the 'human' elements of the department by creating an environment founded on effective internal and external relationships. This environment requires that we work together in sharing our knowledge and further developing our skills to become a 'learning society'.

The Performance Frame ensures the department's superior performance in four areas: good financial delivery, excellent teaching and learning outcomes, good relationships with stakeholders and a strong commitment to learning and development.

The Three Frames are interrelated so that effective relationships drive the balanced report card and the alignment of Education Queensland.

Scope

Education Queensland's Strategic Plan 2000–2004 reflects *Queensland State Education — 2010*. The objectives within the strategic plan align the work of the department with the purpose of education as articulated in QSE–2010.



The Annual Statement of Expectations for Schools is the mechanism for aligning schools with QSE–2010. The Corporate Priorities outline how central office and district offices will support schools in achieving the strategic objectives and how Education Queensland will fulfil its portfolio responsibilities for the non-government schooling sector and higher education. School Operational Plans and Business Unit Plans are developed to guide implementation. Internal reports provide information on the extent to which the objectives have been achieved, and these then feed into the Annual Report to meet government accountability requirements.

Education Queensland's Strategic Plan 2000–2004 is organised according to the five objectives of *Queensland State Education — 2010*: Learning, Schools, School Workforce, School Services and Portfolio Relationships. It identifies strategies and actions that are the first stage towards achieving the ten-year vision for education in Queensland.

The activity in state schools will relate directly to the strategies under the objectives of Learning, Schools and School Workforce. State schools should also recognise the interrelationship that exists between these strategies and the broader portfolio responsibilities under the objectives of School Services and Portfolio Relationships.

Purpose and vision

The purpose of education provides values and direction for 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 life-long learning in our students;
- supporting students to become active citizens in community, economic and political life;
- building students' confidence in their relationships with other cultures in Australia and abroad.

In achieving this purpose, people in Education Queensland should ask three key questions:

Students

Is what I am doing promoting the best interests of students?

Quality

Is this the very best I can do?

Accountability

Am I prepared to accept personal accountability for this?

Therefore, 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.
- Increase the proportion of Queensland's young people who complete twelve years of schooling by age 24, to 88 per cent by 2010.

These overarching objectives will be pursued through five more specific objectives:

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

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 an 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 provides a comprehensive plan of the school's curriculum, pedagogy, assessment and reporting for core curriculum. It will support teachers in making the transition to an outcomes-based approach to education and to implementing progressively the new Key Learning Area Syllabuses, Years 1–10.
- 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 the practices needed for living in complex, multicultural, networked societies.
- Develop and refine productive pedagogies so that student engagement is maximised, student differences are recognised and that 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.
- Implement Partners for Success to promote genuine partnerships between schools and Indigenous communities. These partnerships will contribute to improving learning outcomes and school completion rates for Aboriginal and Torres Strait Islander students.
- 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 applying, technologies in learning.
- Provide an array of services and educational programs for students with a disability 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.
- Develop alternative education programs and facilitate access to alternative education sites to address the learning and behavioural needs of students whose behaviour makes it difficult for them to cope within existing programs and settings.
- Implement an equity strategy for students at risk of not completing schooling. Appropriate assessment, support and intervention, and efficient tracking of student outcomes will improve students' capacity to access education and improve learning outcomes.
- 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 twelve 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 life-long 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.

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. However, the system must work to support schools to provide distinctive approaches to schooling.

Strategies

- 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 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.
- Improve the sequential relationship between stages of schooling, recognising that learning is a continuum from 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.
- Support cross-government initiatives that improve student access to a range of resources and services that will support their social needs and improve their capacity to complete twelve years of schooling.
- Develop the school as a community asset that is a centre for learning and 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 organisations and ensure that school programs are connected to the demands of a knowledge-based economy.
- Promote the successful progression, participation and attainment of students through twelve years of schooling and to post-school destinations. Implementing school, district and systemic initiatives will assist in addressing school enrolment and retention trends.
- Initiate and support networking strategies that will 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.
- Provide a safe, tolerant and disciplined environment that allows all students to learn. Improved cooperation with other government agencies, new curriculum frameworks and expanded community partnerships will contribute to create this environment.

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 professional development and learning. 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 para-professionals. 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 diversity of our community.

Strategies

- Provide learning and development opportunities to ensure the continuous growth of skills, knowledge and professional behaviours necessary for contemporary best practice. These opportunities will reflect school priorities and include systemic priorities.
- Strengthen financial and asset management skills across the workforce. This will ensure that finances and departmental assets are managed effectively to achieve the objectives of *Queensland State Education — 2010* and the department's accountability requirements.
- Utilise the services of Education Queensland's Learning and Development Foundation. The Foundation will broker, facilitate and maximise the provision of learning and development opportunities for school and public service staff in a coordinated and conscious manner.
- 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 to 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.
- 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. Para-professionals 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 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 of staff by improving moral and the organisational culture within schools.

Objective:

School Services

Central and district 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

- Develop and implement a central office charter. This charter will articulate the standard and quality of service provision that teachers, schools and the community can expect from central office to support their work.
- Provide quality human resources, legislative and executive services, finance and facilities, and policy and strategic planning functions to support the core business of schools.
- Align the operation and role of district offices to ensure that district services support and improve Education Queensland's capacity to implement QSE–2010.
- Create a learning community characterised by greater 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.
- 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.
- Maintain and enhance current communication and information technology infrastructure programs such as the 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.
- Implement the Secondary Renewal Program so that a number of secondary schools can undertake major upgrades of facilities. This upgrade will enable schools to implement programs based on the education profile developed in consultation with the community.
- 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

- Review departmental outputs so that they are aligned with the objectives of *Queensland State Education — 2010*. This process will form the basis for improving the department's financial management, performance and accountability frameworks.
- Develop a State strategic plan for higher education that identifies priorities for system development and State funding. This strategy will facilitate the more efficient and effective use of education resources and will improve student pathways to further learning.
- 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.
- Implement a system of accreditation and accountability arrangements for non-state schools based on the achievement of minimum standards across a range of measures. A number of options will be considered with the intention of improving the current non-state school approval process.
- In cooperation with the relevant stakeholders, provide financial assistance to the non-state school sector and provide policy advice to government on non-state school matters to assist that sector to achieve its goals efficiently and effectively.
- Reconsider the functions and roles of the statutory arrangements for curriculum development, assessment, reporting and credentialling to identify ways statutory arrangements can assist schools to deliver quality education experiences for all students.
- 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 the Government's broader economic and social policy objectives.
- Contribute to the development and implementation of the Government's Export of Education Strategy to ensure that Queensland is positioned as a national leader in exporting education and education services.

Promoting success through Key Performance Measures

Key Performance Measures

Determining how well we have achieved the objectives in this strategic plan requires effective monitoring over time. We need to know how well we are doing and how well we are likely to do in the future. The best way to do this is to focus attention on a small number of critical areas of performance. These Key Performance Measures can be used to evaluate the successes of Education Queensland.

There are four broad questions that are fundamental to our 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?

To answer these questions, data is needed that will tell us what is happening in schools and across our organisation. This data must be both qualitative and quantitative.

The data that is gathered will be used:

- to inform the dialogue 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 Key Performance Measures have been identified. Achievement or progress towards the achievement of the objectives of *Queensland State Education — 2010* will be monitored through the implementation of Education Queensland's Strategic Plan 2000–2004.

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 the future directions and priorities for schools. Data collection processes will be transparent and as simple as possible so that schools are not distracted from their educational purposes. The data gathered will provide useful diagnostic information for leaders at all levels of Education Queensland. It will also be aggregated for systemic planning and accountability where needed.

Key Performance Measures	Outcomes
Enrolment trends *How many students do we enrol?*	Increase in the number of students enrolled in state schools, including special schools and schools of distance education
Learning framework: *How well does our curriculum development and delivery meet student needs?*	Students are engaged in intellectually challenging learning experiences, mastering practices needed for living in complex, multicultural, networked societies Teaching practices effectively engage all students and recognise student differences The array of programs and services meet the needs of all students, including: • Indigenous students • students at educational risk • students with a disability • students with a learning difficulty or a learning disability Students' work is increasingly demonstrating competence in using, and confidence in applying, technologies in learning

Key Performance Measures	Outcomes
Learning environment *How well do our learning environments meet the diverse communities and students they serve?*	Schools provide safe, tolerant and disciplined learning environments that enable all students to achieve outcomes that extend their potential Schools provide improved access to a wide range of resources and coordinated government services to support students' social and educational needs Schools are strengthening their relationships with their community, business and industry
Workforce capability *How well do the characteristics of the actual workforce match the desired workforce characteristics?*	Competent dedicated teachers, supported by an increased range of professionals and para-professionals, are providing intellectually challenging learning experiences Teachers are involved in learning and development opportunities to ensure continuous growth of skills, knowledge and professional behaviours necessary for contemporary best practice Employment practices are equitable and ensure that an increased number of women and people from minority cultural groups are promoted The quality of educational leadership is improved to support productive school–community relationships and to promote innovation
School services *How well do central and district offices facilitate the work of schools?*	Education Queensland has provided improved access to regional, national and global information sources and communication networks Central and district office services support schools to implement distinctive approaches, to deliver contemporary curriculum and to achieve improved enrolment trends Central and district office service delivery is aligned to the objectives of QSE–2010 The central office charter governs the standard and quality of services provided to schools and districts School facilities support the delivery of contemporary curriculum, school differentiation and improved enrolment trends
Student participation *How many students leave the system at key exit points of schooling?*	School strategies address the factors identified as influencing the exit from and entry to school across P–12 Student attendance at school is improved through a range of school, district and systemic initiatives
Student completion of Year 12 *How many students complete Year 12 or its equivalent?*	Increased numbers of students completing twelve years of schooling Students are following a range of validated and flexible pathways through senior secondary schooling
Student achievement *What percentage of students achieves agreed standards at the key junctures of schooling?*	Improved student learning outcomes in key learning areas Improved 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: • Indigenous students • students at educational risk • students with a disability • students with a learning difficulty or a learning disability
Student destination *What percentages of students successfully make the transition to employment, further education and training?*	Increased percentage of students successfully entering employment, training and further education

School strategic planning

Schools will determine how best to achieve the objectives and outcomes of *Queensland State Education — 2010*. School-Based Management, the School Planning and Accountability Framework, and other departmental policy frameworks encourage schools to develop their own approaches to planning and to selecting strategic organisers that reflect their needs and circumstances.

School planning and accountability processes will reflect:

1. objectives within *Queensland State Education — 2010*;
2. broad strategies within Education Queensland's Strategic Plan 2000–2004;
3. the School Planning and Accountability Framework (SPAF);
4. more specific key activities and performance measures within the Annual Statement of Expectations for Schools (ASOE) and outlined in the School Planning Overview or the Partnership Agreement;
5. special initiatives which attract targeted Commonwealth and State funding — for example, Commonwealth Literacy Enhancement Grant.

Achieving government outcomes

Education Queensland's Strategic Plan 2000–2004 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 a great emphasis on providing a skilled and adaptable workforce that meets current and future needs. This means that our efforts must be directed at raising the general education standard with a focus on whole-of-life skills. Our success will be evident in the increased proportion of young people who complete twelve years of schooling.

Education Queensland's strategies contribute to the delivery of the whole-of-government priorities of:

- More jobs for Queenslanders
- Building Queensland's regions
- Skilling Queensland — the Smart State
- Safer and more supportive communities
- Better quality of life
- Valuing the environment

Education Queensland's contribution to the whole-of-government priorities will be through the output areas of pre-school education, primary education, secondary education, special education, assistance to non-state schooling and assistance to tertiary education. Education Queensland will work over the next twelve months to align the objectives in this strategy with these output areas to improve accountability to government in line with Managing for Outcomes.

Attachment A outlines how Education Queensland will contribute to the whole-of-government priorities and outcomes.

Attachment A

Government priorities and outcomes

Government priorities and outcomes	How Education Queensland will contribute to these priorities and outcomes
More jobs for Queenslanders • Business and industry assisted to create secure sustainable jobs • An internationally competitive economy	• Curriculum reform and strategies to increase completion and participation rates underpin the thrust for an internationally competitive economy and the growth of a knowledge-intensive industry base.
Building Queensland's regions • Infrastructure to support regional economic and social development • Expanding export markets and value-adding industries	• School-Based Management, the requirement for schools to increase their responsiveness to community need, the increased focus on school–community relationships and the support for schools in low socio economic areas are premised on supporting regional development. More than 700 schools in small rural and remote communities are key economic inputs to those areas. • Implementing the Export of Education Strategy will ensure that Queensland is positioned as a leader in exporting education and education services.
Skilling Queensland – the Smart State • A highly skilled and adaptable workforce that meets current and future needs • General educational standards raised, with a focus on whole-of-life skills • Innovation and flexibility by industry and government to strengthen Queensland's position in the information age	• Achieving an increased portion of young people who complete twelve 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 the New Basics and the broad strategies for learning and school renewal are specifically directed at developing a highly skilled and adaptable workforce that meets future needs and raising general educational standards with a focus on whole-of-life skills. The focus on export education and commercialisation of applied research supports innovation and flexibility for industry and government in the information age.
Safer and more supportive communities • A community in which diversity is valued • Children protected from harm	• Adopting strategies to link schools with their communities and families in new ways, and the commitment to valuing diversity and new opportunities for at-risk students through alternative education programs and settings, are critical to reducing a range of social problems encountered by youth, reducing crime and youth suicide and improving social cohesion.
Better quality of life • Infrastructure and social services to support social and economic development	• Education is a fundamental part of the social and economic development of communities. The strategies now being pursued both redefine quality for all students and assert the fundamental right of access to education that leads to the best outcomes for individuals.
Valuing the environment • Richness of the environment protected for the benefit of current and future generations	• Schools play a major role in educating students about the need to protect and value our environmental assets and ecosystems. There are many school programs in place which provide opportunities for the sharing of community and cultural perspectives on environmental issues, as well as engaging students in activities that explore how these local issues fit within the global environment.