



Education  
Queensland



QUEENSLAND  
GOVERNMENT

**2010**

**Queensland State Education**

# Contents

The strategy is based on research undertaken in Education Queensland. It also reflects the views about the future expressed by people involved with public education in Queensland.

Different sections of the strategy are outlined here along with relevant research.

## A Future Strategy 2

### Forces for Change 4

### Purpose of State Education 11

### Objectives and Strategies 14

### Promoting Success 28

### Resources 30

## Relevant Research

The Role of Government: EQ

Education and the Labor Market: EQ

Equity: EQ

Participation and Attainment targets for Queensland Schools: Cullen, Cosier, Greco, Payne

The next decade: EQ

Learning to live with Complexity: Edgar

Report on Consultations: EQ

The Purposes of Education: Schofield 1, 2 and 3

The Role of Government: EQ

Report on Consultations: EQ

Report on Consultation: EQ

Summary of Submissions: EQ

THE RESEARCH PAPERS USED IN THE PREPARATION OF THE STRATEGY ARE SIMULTANEOUSLY PUBLISHED ON THE EQ HOME PAGE FOR THOSE WHO WANT TO EXPLORE THE ISSUES IN MORE DETAIL.

SOME OF THE PROPOSALS IN THE STRATEGY ARE FROM EXISTING PROJECTS BEING UNDERTAKEN IN EQ. FURTHER INFORMATION ON THESE CAN BE OBTAINED BY CONTACTING THE STRATEGIC POLICY BRANCH.

<http://education.qld.gov.au/corporate/qse2010>

# A FUTURE STRATEGY

## The contribution of state schools to the Smart State

Schools play a significant role in the lives of children as they grow and develop. With parents, families and other community and civic institutions, they share responsibility for what and how children learn through those years.

Schools also assist and enable young people to make the transition to an independent adult life.

Looking to the future is the logical way to work out how students can continue to have a positive experience from school — one that prepares them for the future they want.

With this in mind, in April last year, I launched a discussion paper that asked the questions:

- What do we want state schools to be like in 2010?
- What will teachers' work be like?
- How will learning occur?
- What support will state schools need from Education Queensland?

There are different views about what the answers are. But one message was crystal clear. If we in Queensland want access to the benefits of the knowledge economy of the future, we have to ensure the education levels and skills of our people are up with the best in the world. Students who complete year 12 or its equivalent have better life chances. Increasing the number of our young people who achieve this gives them a 'fair go' at life's opportunities and will improve our economic performance. It is the basis of a Smart State.

This strategy captures opinions, attitudes and contexts at a point in time — is not a static document. It is a broad description of the future for Education Queensland, not a detailed road map on how to get there.

It builds on the achievements of state schools and those who work in them. It builds on the role they have played until now in the development of Queensland. It provides an opportunity to renew the commitment to state schools from government, those who are in the state system and parents.

The world is changing rapidly. Teachers, parents and children face those changes in schools every day.

This strategy is the way to get the best from these changes that are reshaping the life chances and opportunities of young Queenslanders. It reflects the values of the partners in the learning process — students, teachers and parents. Through Queensland state schools, they can work with business and the community to build a future state education system — the smart option for our communities and our society.

We now need to give careful consideration to how we fund education in the future. It is an investment in Queensland and our young people. The ten-year time frame allows for flexibility in this.

I would like to thank the many thousands of parents, teachers, students and members of the Queensland community who took the time to think critically about the nature and purpose of education — to contribute to the development of this strategy. I hope we can work together just as diligently to bring the vision to life.



Peter Beattie  
Premier

# FORCES FOR CHANGE

## THE CHALLENGES FACED BY EDUCATION QUEENSLAND IN THE NEXT TEN YEARS THEY ALSO COME FROM THE CURRENT APPROACH TO LEARNING AND

TO DECIDE WHAT IS TO BE DONE OVER THE NEXT TEN YEARS TO DEVELOP NEW APPROACHES THAT SUIT THE EMERGING INFORMATION AGE, WE NEED TO LOOK AT BOTH.

## Forces for Change

Learning to live with complexity, uncertainty, and diversity

### Changes to families

The structure and character of the family is changing in ways that are unprecedented. With new patterns of employment and underemployment, greater mobility and new concentrations of poverty, families are shifting in configuration from nuclear families. Parents are older and working more. Children have fewer siblings in smaller families and they move more often. The nurturing family of recent decades, based on consensus that the Australian dream surrounded every child, has melted away.<sup>1</sup> Teachers see the signs of family disruption in students — anxiety, depression, lack of discipline, aggression, inadequate literacy outcomes and a greater need for adult role models, particularly male role models.

This places new pressures on schools and teachers to provide children with high levels of social support. It makes it more difficult for some parents to help their children achieve in school.

It creates the need for parenting education, the need for a safe, accepting and disciplined environment in schools and for new links with communities to rebuild a new consensus.

### A cultural melting pot

Students face a diversity of experience of different cultures — from the diverse ethnic groups in our society and from technologically and globally driven changes to our culture.

Their concept of identity has to deal with 'Australian multiculturalism — an attempt to avoid divisiveness, to stress inclusiveness and emphasise the things that unite us as people — our common membership of community, the benefits of diversity, a shared desire for social harmony and our evolving national character and identity.'<sup>2</sup> Knowing who we are will come through understanding our cultural origins, reconciliation with our past and drawing strength from our cultural diversity. This is a prerequisite for learning the communication and inter-cultural skills to work confidently in diverse cultural environments at home and abroad and to make discriminating choices about global culture.

<sup>1</sup> Edgar

<sup>2</sup> NMAC Report 1999 p7

# DECADES COME FROM A RAPIDLY CHANGING EXTERNAL ENVIRONMENT. MANAGEMENT OF SCHOOLS IN EDUCATION QUEENSLAND.

The principles of 'civic duty, cultural respect, social equity and productive diversity', drawn from multiculturalism, should inform the development of curriculum and be part of the purpose of schooling. Teaching English as a second language is important, particularly since English is the language of global communication. Learning other languages is part of a broad approach to inter-cultural communication.

## Economic change

The use of knowledge in the creation, production and the distribution of goods and services is increasing. So too is the global integration of economic processes. The speed and intensity of the change and their mutual interaction are of a new order. It means:

- Output and employment in new knowledge-based and person-based service industries are growing rapidly. They are supplanting manufactured goods industries that are growing slowly;
- The value of knowledge has increased dramatically. For many companies, the value of intangible assets is now a more important part of net worth than the value of physical assets;
- Rapid communications across cultures has become an essential component of media, business and everyday life.

These trends are driving a rapid transformation of the world of work. Jobs are shifting from traditional areas of employment like manufacturing, agriculture and resource development and other goods-based industries to communication, service and knowledge-based industries. There is an increase in the proportion of the labour force that is part-time or casual. There is a shift to employment in small and medium size enterprises and self-employment, increases in the proportion of professional and skilled jobs, a decrease in unskilled jobs and an increase in the level of qualification and skills needed to gain employment. The process of work is also changing with a decrease in repetitive and routine work and increased workplace reliance on skills, adaptability and problem-solving skills.

The norm will increasingly be 'portfolio' careers, with people changing career direction several times in their working life and moving between employment, self-employment and unemployment. Some commentators believe the concept of a job will disappear to be replaced by work. Access to work will depend for many on the individual's interpersonal skills — skill at networking and project management and the ability to organise a flexible life and career.

# Enroads for

Schools will need to help students develop the skills and knowledge for the knowledge economy, lay the foundations for lifelong learning and ensure that students reach their optimal potential. Initiative is a critical area of skill for the future.

Related to both the change in families and the changes in the economy is the increase in relative poverty. There are arguments about the extent of change in family income distribution. (QCOSS say 18 per cent of Queensland families are below the poverty line and that they account for 25 per cent of children attending schools). However, it is clear that poverty is closely related to both place and employment opportunities. It depends heavily on government income transfers and benefits seen as part of the 'social wage'. Government policies aimed at income redistribution are crucial.

Cooperation between departments with health, welfare and education responsibilities to integrate government service delivery to affected regions is essential. Schools where there are high proportions of students at risk will need special support.

## Information technology

Explosive growth in communication and information technologies means that the ability to record and transmit information in digital form makes video, graphics, sound and text interchangeable and accessible almost anywhere at any time. Information storage, retrieval and manipulation and the speed of transmission are reducing in cost and increasing in sophistication.

In schools, learning will be transformed. Teachers will no longer be the gatekeepers of knowledge in a teacher-centred classroom. Teachers need mastery of and access to information technology to manage the learning of their students. Virtual classrooms and the ready access to student support within the state system increase access to wider learning options for students. Information technology changes and simplifies administration for schools and communication within the school network.

Information technology is the technical construct of the knowledge economy. Students will need basic skills in information technology to transact business and to work in the future.

Global competition was always a threat to Australia's national integrity. Now information technology has put paid to the capacity of any government to protect its industries and economy from competition, or to control the flow of global capital into and out of the nation, or to limit the nature of the values children will learn.<sup>3</sup> The proliferation and untrustworthiness of a globalised information environment will require new skills of critical analysis for students to sharpen their awareness about new economies, other nations and cultures and to develop more cosmopolitan identities.

## A new role for government

The impact of globalisation on nation-states and their economies is not uniform. It may be felt through changes to the flow of capital, pressure on interest rates, pressure for changes to human rights or through the benefit that markets provide for strong trading economies. What is clear is that governments, particularly regional governments, have less control over their own economies.

<sup>3</sup> Edgar

# r r h a n n o

This is a powerful incentive to governments to conform to the prevailing approach of smaller government, privatisation, competition and the primacy of individual choice by consumers. Government's more traditional role to act in the public interest, promoting participatory citizenship, equity and community trust is continually challenged. When linked to a dogmatic view that government is 'only a purchaser of services' in open markets, the traditional value of public education is undermined and state schools are disadvantaged.

The difficulty that schools now have of mobilising family and community support exacerbates the problem. Students still have a need for security, consistency, inclusion, social recognition and a sense of belonging. But they face a world where private family background determines life chances, because of the values of competition, choice and the retreat by government from acting in the public interest.

Government can only achieve all its objectives for education through a strong state education system with clear purposes valuing a fair go. It has a responsibility to give the public education system the means to deliver the highest quality education. This includes facilitating cross-government coordination of services and building community trust and social capital.

## Workforce skills and competitiveness

Education has many benefits, some of them intangible and unquantifiable. The OECD says social cohesion rather than narrow economic gain is the greatest prize for societies in which all citizens, through learning, become more effective participants in democratic, civil and economic processes.<sup>4</sup> Rapid change puts stress on the social fabric of communities, creating the need for schools to promote social cohesion, harmony and sense of community.

Completing school or its equivalent adds value to the competitiveness of individuals and national and regional economies. Individuals who complete school are more likely to find employment than those who do not. Individuals seeking to gain post-school qualifications will increasingly require Year 12 to gain entry. Countries that achieve competitive levels of qualifications are more likely to develop competitive work skills and competitive industries than those that do not.

Increasing the proportion of the Queensland population that complete Year 12 and strengthening the coordination of school and post-school programs will add value to both the competitiveness of individuals and the overall State economy.

Queensland lags far behind the leading OECD countries and the gap is widening. In 1998, 68 per cent of the age cohort completed Year 12. The leading quartile of OECD countries all achieved 85 per cent or better, and all have positive educational, social and economic policies in place to improve that figure.

By 2010, the proportion of young persons in Queensland completing Year 12 in school or equivalent qualifications should match that projected for leading OECD countries.

For schools, this will mean increasing the completion rate for Year 12 from 68 per cent in 1998 to 88 per cent in 2010.

<sup>4</sup> Education Policy Analysis 1997 OECD, p. 5

# Enroads for

This will contribute to growth in school participation and participation in post-school VET. It is projected that secondary schools' enrolments in Queensland will need to increase by 23.5 per cent over the period to 2010 to accommodate projected population growth and to implement the above attainment objective. There would need to be a concomitant increase in VET enrolments.

To be fully effective, expanded participation and attainment need to be accompanied by other reforms. School curriculum needs to be developed to reflect the changing market for these qualifications, a more diverse student cohort and to provide expanded and relevant pathway options for students. The synergies between school and post-school study in VET and universities need further development.

## The challenge in summary

### The challenge in summary

Education needs something other than popular metaphors of decay, disaster and erosion as driving forces of change. Children are the starting point for a strategy about the future of schooling. A constructive and optimistic vision of their futures and needs should inform the structure and processes of education at every level in Education Queensland.

There is a challenge facing education in Queensland as we move into an era where knowledge supersedes information and technology transforms longstanding relationships of time and space. It is to become a learning society — the 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.

Because human and social capital develop within families and through wider networks, Queensland state schools should be re-conceptualised as part of that learning society and become embedded in communities — local and global — in new ways.

This will transform the means and ends of teaching and learning in schools — those involved, the way it occurs, and the principles on which the curriculum is constructed. It changes what teachers do from teacher-centred learning and gatekeepers of information to managers of the learning experiences of children.

Completion of school for the large majority is now more important than being there. Achievements of students along the path to completing school must ensure that they have the foundation for life after they leave school in the complex, diverse and uncertain economic and social environments described here. This outcome will be assisted if the emphasis is on achieving personal best rather than passing or failing.

The existing disparities in opportunity for students arising from the distribution of wealth, different cultures and location will get worse unless there is a dedication to an equity principle that gives everyone a chance at the same outcomes. This is an obligation for government.

Above all there is a need for a redefinition of the purpose of public education that meets the unique challenge posed by the transition to a globalised knowledge economy and society.

# r Channels

## Meeting the future schooling needs of Queensland

### A new model for helping schools

The diversity of communities in Queensland, already substantial, has increased with the impact of the external changes outlined above. There is a growing complexity in the background and circumstance of students coming to state schools from within those communities. Yet schools must work directly with this diversity and complexity to make sure all students have a successful experience of school. In short, the approach taken by different schools must match the characteristics of their communities, schools must be flexible enough to accommodate the individual learning needs of different students, and the curriculum must be sufficiently forward looking to anticipate their future life pathways and needs. Schools need to differentiate.

Central office and district staff are there to assist them to do this — to support innovation, responsiveness and flexibility. Schools have the primary role in developing appropriate learning programs and the primary responsibility for the relationship between schools and the community. This should determine the way central office allocates resources, develops policy, monitors performance and provides support. It needs new standards for communication with schools and for providing services to schools. Schools need their time to focus on the learning relationship between students and teachers.

### Unlocking the skills of the school workforce

Investment in the skill of the Education Queensland workforce is the key to providing students with the quality of education envisaged in this strategy. The workforce in Education Queensland has diversified in recent years. New tasks are continually required of teachers and their colleagues in schools and in non-school sites. Community expectation for learning that prepares students for the complexity of modern life means teachers must continually renew their pedagogy and skills. A new relationship between schools and non-school sites means new policy, management, communications and consultancy skills for non-school staff. A shift to a focus on learning outcomes for all students requires a new approach from both school and non-school staff.

Making full use of the talents of the workforce demands the removal of gender, and any form of cultural and generational, discrimination. Professional development must target the skills needed for change and to deliver quality outcomes. It should be provided in a way that suits the learning styles of the workforce in schools. Education Queensland needs to ensure that its future teachers have the range of skills and aptitudes for the challenges it faces.

Work practices in the system should be consistent with new styles of school organisation, new learning approaches and the concept of differentiated schools within School-Based Management.

## Curriculum for the future

Schools face the task of providing an integrated response to their students by combining relevant approaches to school organisation, pedagogy and curriculum within the context of School-Based Management and differentiation. The pressures from social and economic change and new knowledge and skill requirements are overcrowding the curriculum. If schools are to prepare students for:

- flexible and adaptable life pathways;
- work in sustainable and flexible knowledge and service-based economies; and
- participation in cohesive social communities,

they need a new and more flexible model for managing learning.

A framework is needed: one that coordinates curriculum, pedagogy and evaluation in providing an effective service to schools and teachers ... one that optimises students' opportunities for achievement of relevant and powerful skills and knowledge. Such a framework should provide an enabling environment for building teacher professional expertise and judgment. The framework should be based on the *New Basics* required for

work and social life of the future; recognise that P–12 is a continuum; that different imperatives affect primary, middle and upper secondary schooling; and that completing Year 12 at an internationally recognised standard is an aim for all students.

The bodies responsible for providing direction and support to state schools in curriculum matters need to find new ways of working together to provide an integrated service to schools. Education Queensland must ensure that this service is matched by innovative pre-service training that prepares teachers to teach in the new economic, social and cultural conditions described here. Teachers will need to respond to the new work and technological conditions in schools, and to engage with state-of-the-art pedagogy, curriculum and assessment. There also is a significant task ahead in aligning school facilities with the new learning approaches.

## A focus on quality

The strength of the state school system lies in the breadth and diversity of the educational experience it offers to students. This is bolstered by a level of enrolment share that encompasses students with a wide range of abilities and attributes. In the future, the enrolment share of state schools will depend on its ability to market its achievements, the values it stands for and its quality — the value it provides to individuals and to the Queensland community.

The quality of the system is found in the staff of the system — the educational leadership in schools and the continued excellent performance of teachers. It is found in the high standard of state schools throughout Queensland that can provide a guarantee of outcomes for students everywhere. Quality is based on schools' response to and relationship with parents and will be strengthened when they become leaders in innovation and the use of information technology.

Quality also stems from the characteristics needed by schools for the emerging information age: flexibility; the capacity to 'problem-solve'; to adapt to new demands, new markets, new information and new strategic goals. Quality schools will divest themselves of traditional industrial age and bureaucratic restraints to reinvent as dynamic 'learning organisations' in 'learning communities'. The prototypes already exist in Queensland schools.

# PURPOSE OF STATE EDUCATION

THE FORMULATION OF AIMS FOR PUBLIC EDUCATION SYSTEMS IS, THEREFORE, A VITAL TASK FOR ANY DEMOCRATIC SOCIETY, WHICH AIMS TO HAVE AN EFFECTIVE EDUCATION SYSTEM THAT COMMANDS THE CONFIDENCE OF ALL SECTIONS OF THE POPULATION.<sup>5</sup>

Defining the purpose of education connects a broad vision of social, cultural and economic futures with the actual practices and priorities of schools. Intelligent action is guided by aim.

As part of the foundation of a pluralist, healthy democracy, a purpose for publicly funded education accommodates different, legitimate views and interests in a negotiated and harmonious community settlement. Neglect of clear debate over aims leave education systems vulnerable to purpose by default.

Purpose makes it possible for schools to account to the public, communities, and parents for the education services they provide to students. It makes explicit what schools are funded to do and what standards can be expected. But the public system, through individual schools, responds to community expectations that are diverse, complex and often competing and conflicting. Schools must analyse, weigh and negotiate community needs. Accountability for schools, in a pluralist democracy, is negotiated with their communities. They should not be held accountable for systemic or social problems.

<sup>5</sup> Cited in Schofield

The debate about purpose is a debate about reaching a balance between what in education is intrinsically good, good for individuals or good for society. It cannot be settled for all time. The purpose agreed now must be relevant to our time and place. It should accommodate:

- *The consequences for education of the transition to a knowledge economy.* They include building the new skills needed for work and a social life in the information age, providing a foundation for lifelong learning in formal and informal settings, problem solving and critical thinking and developing the flexibility to manage change.
- *The educational response to the increased complexity of and change in socioeconomic circumstances of Queensland families and communities.* They create the need for schools to embed themselves in communities in new ways, to work with families, to balance the benefits for society and individuals from education and address the growing disparities in the distribution of wealth.
- *Fostering the development of an Australian identity in a multicultural society and world.* This is the most difficult factor. It includes recognising the contribution to the Australian identity of many people with their own cultures and customs. It includes reconciliation with our past. We should think about the character this gives us as a country, and the image it provides of us to the world, particularly in regional geopolitical, cultural and economic relationships. After all, learning means different things in different cultures, and as globalisation converges values and aims on a global scale, there is a consequent search for local cultural identity.

This suggests an appropriate purpose as:

**Over the next decade, the central purpose of schooling in Queensland should be to create a safe, tolerant and disciplined environment within which young people prepare to be active and reflective Australian citizens with a disposition to lifelong learning. They will be able to participate in and shape community, economic and political life in Queensland and the nation. They will be able to engage confidently with other cultures at home and abroad.**

Here, *citizenship* is the central organising idea — citizenship as part of a shared democratic culture, which emphasises participatory political involvement and which strives to avoid social disadvantage that denies individuals full participation in society. Education will lead the development of free, active and equal Australian citizens who have the capacities to choose their identities, entitlements and duties within the prevailing political and legal framework.

Preparing students as citizens to 'ride the rapids of change' means they should acquire the ability and motivation to participate in and shape:

- **Community life**, which values civil society — that network of relationships, neither government nor market, through which diverse groups interact on a basis of trust for the common good,

and social capital — the fuel of civil society. This is the basis for social cohesion and fairness.

- **Economic life** requiring a commitment to the *New Basics* and a broad approach to vocational learning.
- **Political life** embracing civic education for voice and choice.<sup>6</sup>

Schools will develop a commitment to and belief in *cultural identities* for young Australians that value the diversity of life experiences in Australia and our position in a globalising world. Schools present us with our best opportunity to preserve Australian culture and tradition in the face of growing global cultural hegemony.

They will develop an *ability and desire to learn based on critical thinking and independent action* — a foundation for lifelong learning in both formal and informal ways and the pursuit of aesthetic, artistic, scientific and social discovery.

They will seek to add value to individuals and to the common good by giving the *opportunity to all*, irrespective of background or circumstance, to reach the highest levels of schooling and attainment.

<sup>6</sup> Schofield

### State school education is central to achieving these purposes.

The Queensland Government provides resources to support all children through their education — through learning infrastructure and direct grants to schools. The primary means of achieving the purpose of education is through state-owned schools. However, all funding should be driven by equal opportunity for students to achieve the outcomes of which they are capable. It is an investment that precludes the need for higher expenditure on remedial welfare later. The role for government in an informed market is to maintain a strong state system, so that the value of choice really exists and:

- Public interest is protected building civic and social cohesion, trust and strong school–community and school–business partnerships.
- Inclusiveness — providing the opportunity for students, irrespective of their personal circumstances, background and starting-point, to participate fully in the education and social experiences offered by schools and achieve outcomes according to their potential — is guaranteed.
- The fundamentals of a fair society are met — that the opportunity is there for the least able and those adversely affected by social and economic change to be active in the life of the community.
- Education contributes to the foundations for a skilled workforce confident in its ability to compete in future global markets.
- A balanced approach to competing values is assured so that democratic and collaborative education is not dominated by the pressures to conform to market values.

### A strong and viable state system supported by government will have:

- Breadth and diversity, maintained through enrolment share and completion and participation rates that are consistent with State Government social and economic objectives, providing a richness of experience to students;
- Values and direction for public schools that meet the needs of different publics for high levels of educational attainment;
- Guarantees for individuals on learning outcomes built on the *New Basics* needed for community, economic, and political life in the future and on facilitating the personal development, health and well-being of young people;
- Resource allocation principles that ensure inclusiveness;
- New learning pathways that increase Year 12 completion rates from 68 per cent to 88 per cent and provide the foundation for all post-school learning;
- Close cooperation with other government agencies to provide integrated government services, particularly for regions in need;
- Schools that are dynamic learning organisations in networked learning communities, flexible, innovative and responsive, focused on student learning and that work closely with parents and business;
- Teachers with the right skills, leadership and support; and
- All underpinned by excellence in the use and application of information technology.

Such a purpose provides

## coherence and direction,

identifying the desirable educational

ends and the appropriate means

to those ends.

It articulates the values of the

## state system, giving a

means of evaluating practice and

## resolving tensions

between different values and between

purpose and practice.

# Objectives and Strategies

THE OBJECTIVES ARE DRAWN FROM THE PURPOSE OF EDUCATION AND SHAPED BY THE CHALLENGES OUTLINED EARLIER. THEY PROVIDE A FRAMEWORK THAT ANSWERS THE ORIGINAL QUESTIONS AND GIVES A MODEL FOR MANAGEMENT OF CHANGE.  
THE STRATEGIES DEFINE A RANGE OF PROJECTS DESIGNED TO IMPLEMENT THE OBJECTIVES OVER TIME.

Both the objectives and the strategies are driven by the fundamental aim to increase the proportion of the Queensland population that completes Year 12 and to strengthen the coordination of school and post-school programs.

Completing school or its equivalent adds value to the competitiveness of individuals and the Queensland economy. Individuals who complete school are more likely to find employment than those who do not. Individuals seeking to gain post-school qualifications will increasingly require Year 12 to gain entry. Queensland needs competitive levels of qualifications to develop a more skilled workforce and competitive industries.

By 2010, the proportion of young persons in Queensland completing Year 12 in school or equivalent qualifications should match that projected for leading OECD countries.

For schools, this will mean increasing the completion rate for Year 12 from 68 per cent in 1998 to 88 per cent in 2010.

This will contribute to growth in school participation and participation in post-school Vocational Education and Training (VET). Secondary school enrolments in Queensland will need to increase by 23.5 per cent over the period to 2010.

Central to **LEARNING** in Education Queensland is the relationship between students and teachers. Communication and information technology both changes and emphasises the relationship between teachers and students. The resources of the rest of the state system are allocated to maximise the value of that relationship to student outcomes.

Lifelong learning in formal and informal settings, problem solving and critical thinking are the critical characteristics of the knowledge economy and the information society. Schools provide students with multiple literacies, the technical skills and the motivation and desire for such learning. The earlier they do it the better. These attributes are also the foundation for further study and the basis for vocational learning for a competitive economy.

Different students learn in different ways. The pathways for students are different because of different starting-points and different destinations. Whatever the background or circumstance of students, learning in state schools should give them the opportunity to achieve outcomes at key junctures in their development, particularly the completion of a recognised Year 12.

## The New Basics

An integrated framework for curriculum, pedagogy and assessment that defines essential areas of learning, appropriate and effective approaches to teaching, affiliated modes of assessment and standards and assurances about student development at key points of schooling will be negotiated with teachers in schools.

The framework would prepare students for flexible and adaptable life pathways, for participation in the future economy and in cohesive social communities.

The *New Basics* can be understood as essential areas of learning — critical thinking, problem solving and lifelong learning across four new areas of interdisciplinary learning:

- Life pathways and social futures,
- Communications media,
- Critical citizenship, and
- Environment and technologies.

Schools would give assurances that all students complete specific outcome tasks in these areas at key points of schooling or participate in further intervention and assistance.

Teachers and schools will have wide scope to use productive pedagogies and to use diverse curriculum materials and learning strategies for students to achieve outcomes. The *New Basics* will be available to all schools and leave room in the curriculum for schools to include the learning needs of their communities.

The key points of schooling will be spaced to allow for systematic but flexible and locally varied patterns of curriculum development and learning and for students to progress at varied rates.

The framework lays the foundation for a senior schooling through Years 10 to 12 offering multiple pathways

for students to post-school destinations.

The framework will provide effective support and guidance for decisions on learning programs by teachers and schools.

A trial of the *New Basics* will be needed to work through implementation issues with teachers and parents in schools.

## New pathways

To achieve the completion targets, new pathways through the senior secondary years to post-school destinations should be further developed. They should meet the criteria of:

- parity of esteem with the current Senior Certificate to ensure that Year 12 completion continues to be at an equivalent level;
- acceptability to the post-school educational institutions and industries that use Year 12 completion;
- completion over a longer time frame to allow for the different circumstances of students;
- building on the *New Basics* developed through the curriculum framework;
- validating the increasing use of alternative pathways to tertiary study that students use;
- incorporating learning in a wider variety of formal and informal settings; and
- increased articulation with and collaboration with universities and Vocational Education and Training.

The existing pathway to tertiary entrance should be maintained. Additional pathways that meet the criteria could be VET-specific vocational, VET-general vocational, and Enrichment. Flexibility should be introduced into senior secondary schooling to allow students to mix and match components of pathways, attendance at different institutions and other learning environments. An increased effort in career guidance will be needed to support student choice.

## New foundations

To lay the appropriate foundation for success in school for all students:

- The preparation of Queensland children for school should be appropriate to the needs of children of that age, flexible in meeting the requirements of families (particularly families in which all caregivers work) and available where possible, in the local community. Education Queensland should work towards improving outcomes in pre-Year 1 education over the next ten years. Development of reforms in this area should be based on further quality research into the needs of pre-school children and recognise resourcing constraints.
- Education Queensland should work with Families, Youth and Community Care to develop flexible and integrated approaches to other pre-school and childcare services to complement the approach to reform.
- An increase in the ratio of significant adults to students, a focus on the motivation to learn, learning to learn and the *New Basics* as well as early intervention programs should be progressively implemented in Years 1–3 of primary school.

## New opportunities to learn

State schools should provide a safe, tolerant and disciplined environment that allows all students the opportunity to learn. This means:

- developing alternative education programs and settings for students who have difficulty in conventional school and disciplinary structures;
- providing special assistance and targeted programs to gifted and talented students;
- improving existing behaviour management programs through cooperation with the Departments of Families, Youth and Community Care and Health so that the education options are available to students who, for whatever reason, leave school early;
- limiting behaviour problems through early intervention programs, the new curriculum framework and community partnerships in VET and social services.

## A new deal on equity

Equity programs will focus on the right for all students to access education that leads to learning outcomes consistent with their potential. The following examine the immediate priorities:

Negotiate an agreement with **Aboriginal and Torres Strait Islander peoples** on the standard and nature of education to be provided by Education Queensland aimed at outcomes for indigenous people comparable to the outcomes achieved by other students. Given the different social and economic circumstances facing indigenous communities in different regions and the cultural diversity of indigenous communities, the agreement should provide for regional approaches. Within the School-Based Management model, indigenous people should have greater influence over delivery of education and direction setting by schools. Indigenous communities will need support for this to happen. The agreement should specify how education would be coordinated with other government and private community services at the local level and linked to community development. Regional approaches will be trialled in the Cape, Gulf and Torres Strait. General principles from these may apply in other indigenous communities.

The policy on Aboriginal and Torres Strait Islander education — *Partners for Success* — will cover these elements and deal with:

- standards of education
- educational outcomes [academic, social and cultural]
- employment and career development for staff
- community roles and responsibilities
- cultural and language diversity
- whole-of-government coordination of services.

The issue of equity in relation to **students with a disability** should be appropriately addressed in the State education system. Around two per cent of the population have a disability that requires specialist support. Around 9000 students receive support through our state schools with many other students with less severe conditions or learning difficulties also receiving additional support from teachers in regular classroom settings.

It is important for the school system to continue to focus on improving support for students with a disability. Schools must seek new and innovative means of supporting students, taking account of individual needs. Alternative staffing models should be examined to ensure the appropriate mix of teachers, teacher aides, therapists, nurses and other staff.

Schools must be provided with the flexibility to address the individual learning needs of students with a disability in different ways.

**Special education** should continue as a broad and diverse array of services to meet the educational needs of individual children. It should:

- provide and support quality services to students with low incidence disabilities; and
- provide support, advice, guidance and, where necessary, alternative programs for students with special needs.

The impact of *Queensland State Education 2010* on special education will be considered so that the needs of special education are included in:

- the development of the *New Basics*;
- the pre-service and professional development of teachers;
- guaranteeing outcomes for students with special needs in differentiated schools; and
- coordination of services with other government departments.

The allocation of resources between special schools and services for students within mainstream schools needs to be adjusted to reflect where students are and the services they are receiving. Better sharing of resources needs to occur.

The coordination of special education will have a higher profile within Education Queensland and processes to expedite client requests will be established.

A state school equity strategy for **at-risk groups** — particularly those who on the basis of culture, linguistic background, gender, location, or socioeconomic status have been disadvantaged — will offer a systematic approach towards assessment of the problems, appropriate school level support and intervention, and systematic tracking of outcomes. The aim will be improved outcomes for students from specific target groups. Specific support will be directed to schools that enrol larger than usual numbers of students at risk and schools that service communities facing economic and social dislocation with at-risk students. Schools will set targets for improved outcomes for those students and track and report on progress. A key part of this equity strategy is determining how the English as a Second Language (ESL) Program can continue to improve the educational opportunities and outcomes for students from a language background other than English.

# Objectives and Outcomes

## Strategic

**SCHOOLS** are the locus of expertise in learning. They are the focal point for interaction between the state system and parents, local business and communities (local, global and virtual). Their core business is providing a learning program for students to achieve system-wide and school-based learning outcomes. This expertise and these relationships combine so that the learning program for the students at the school is a locally negotiated response to the needs of students.

Living with the increasing complexity of society, rapid social and economic change and the diversity of the student population mean that schools have to be flexible in organising their learning programs. They need authority over their own affairs to have the flexibility to respond to the unique needs of their students.

Schools, in partnership with parents, have a social role that comes from the pursuit of the public interest, equity and their responsibility for the welfare of students.

Schools are community assets, central to community learning and development. This is a multi-faceted relationship — shared with parents and community, cooperative with business, coordinated with other government and community services.

Schools are now complex administrative units, with marketing, resource management, accountability and business functions to support their educational role. The competitive market they operate in requires professional skill in these functions. It also requires schools to ensure that the public interest is not overtaken by the operations of the market.

Small schools and isolated schools will solve these problems in different ways to larger metropolitan and regional schools.

## Distinctive schools

All schools should be able to develop distinctive approaches within the School-Based Management policy framework that are innovative responses to the identified needs of:

- their students,
- the local community,
- families, and/or
- an identified market segment.

Schools should demonstrate a clear educational rationale for the distinctive approach they wish to adopt.

Where schools can show that, in their approach, they:

- are meeting the needs of communities they are charged with serving and the needs of target groups;
- remain fully accountable for the achievement of system objectives; and
- are efficient managers of resources,

then Education Queensland is obligated to provide them with administrative, educational and financial flexibility to accommodate their distinctive approach.

## Social outcomes for students

Learning in schools leads to social outcomes for students. Some students need special support to achieve both social and learning outcomes. Social outcomes will be embedded in the curriculum framework so that they are explicit and schools are not asked to accept responsibility for social outcomes that are broader societal responsibilities. Promoting safe, accepting and disciplined environments in schools will reinforce the curriculum.

Education Queensland will increase the professionals and para-professionals working in schools with teachers over time and increase the family support and parenting education offered by schools.

Schools with a high proportion of students needing special support will be encouraged to develop as community hubs or full-service schools.

## Community partnerships

Schools will be supported to develop as community assets that are centres for learning communities and community development in partnerships with parents, business, other government agencies and their communities. In particular, partnerships with parents, through school councils and other models for involving parents, will be encouraged.

Appropriate models differ according to the nature of individual schools and the characteristics of the communities they serve. Models that are options for schools are:

- community hubs or full-service schools that, through links to other government and community services provide a focus for community service delivery and community development.
- vocational education and training clusters where groups of schools collaborate with employers, business and the community to promote school–industry links for the benefit of students undertaking vocational programs and making the transition to work.
- community schools that involve the community in the learning program of the school and utilise community resources for learning.
- schools that develop as centres for lifelong learning and centres for networked learning communities.

## Ensuring school standards

Processes for the accreditation of all schools based on core standards for the delivery of learning outcomes should be discussed with the relevant school authorities. ‘Independent’ recognition that schools meet quality criteria and are accountable for meeting the objectives associated with government funding are critical to public confidence in schools.

# Objectives and Strategies

The **SCHOOL WORKFORCE** is the essence of the value of state schools. Parents want educational leadership from principals and value competent and dedicated teachers. Business skills are needed in the workforce for schools to manage their affairs and marketing. Professionals are required to support their social role and be part of the learning program.

All should be committed to the values and directions of the state system, have a positive attitude to its role and its ability to achieve the best outcomes for students and be advocates for their schools. All should have the skills and professional capabilities to respond to the future learning needs of the community, to play their role in the social development of students and to move with the times.

Leadership is about promoting innovation and responding to community need. It is also about promoting learning and state education in the community. Principals, supported by teachers, have educational leadership as their primary role. Principals are also managers of schools but need business and administrative expertise to support them in this role.

Employment of a wider range of professionals in schools will increase the breadth of knowledge and expertise available to schools to undertake their social role. It will also increase the complexity of teachers' work and create the need to work in teams. Other professionals should be regarded as significant adults who are both role models for children and part of the learning environment.

Professional standards will be developed to describe the professional practice that should be exhibited by all teachers employed by Education Queensland. The standards would guide professional development for both beginning and advanced teachers. Teachers will be expected to maintain their professional standards over time.

Education Queensland will develop as a learning organisation so that the professional development of staff is an integral part of the management, leadership and networks of the organisation.

## Professional development

A Professional Standards Framework for all teachers in state schools which outlines the abilities they need to provide relevant and worthwhile learning experiences for students will guide professional development of teachers and entry into the teaching service. The framework will define the competencies and standards for recognition as teachers within public education and will be subject to regular review and renewal. Development of the framework will continue through consultation with all stakeholders.

The framework should be extended in the next two years to cover all people employed in schools who contribute to student learning — teacher aides, other professionals and administrators.

Education Queensland will ensure that initial teacher training is consistent with the professional standards framework and provides a basis for the future career development of teachers entering state schools.

A quality professional development program is central to human resource management and will be based on:

- providing the opportunity for all teachers to acquire minimum standards in priority areas;

- delivery methods that integrate professional development with school operations; and
- facilitating access for teachers through mentoring, on-site and action learning, work shadowing, just-in-time delivery and networking. Providing time for teachers to participate is critical.

## Communication between schools and teachers

Teachers and other staff employed in schools will be able to access information and communication technology to:

- enable effective communication within EQ and access to regional, national and global sources of information;
- access on-line curriculum materials to enhance learning practices and professional development; and
- develop and manage teaching and learning programs.

Districts will consider how additional support can be placed in schools to increase the time available to staff in schools to share knowledge and experience between schools.

## Developing pedagogy for the post-industrial environment

The *New Basics* and distinctive state school strategies will be matched by the development of productive pedagogies supported by the skills and knowledge outlined in the Professional Standards Framework. These reflect that teachers in state schools will increasingly be involved in:

- the design of relevant, inclusive, flexible, intellectually challenging and innovative learning experiences and assessment strategies;
- using information technology;
- fostering the social development and participation of young people;
- working across generations to share and develop new blends of skills and knowledge;
- working collaboratively in professional teams; and
- working with parents, community organisations and business.

Exploration and development of new pedagogies will be school based, supported by strategic alliances with Education Queensland and universities, and encourage innovation and systematic learning. School development processes will effectively align pedagogy, curriculum and organisational purpose and design.

Education Queensland and the Queensland Teachers' Union will review workplace reform, teacher education and registration and other mechanisms that affect work practices in schools to ensure that they support productive pedagogies.

## Quality leadership in schools

Education Queensland will help state school principals develop their abilities for and focus on educational leadership — articulating a vision for learning, establishing a supportive learning culture that responds to the learning needs of the community and working with parents, community and business.

They and their schools will need:

- clear policy and curriculum frameworks from central office;
- administrative support within the school to manage resources and accountability requirements effectively;
- support at the district level including increased cooperation between school leaders; and
- to work with central office in influencing the context in which the school operates.

Educational leadership also rests with experienced and leading teachers. They need similar development opportunities.

Education Queensland will support women and people of diverse cultural backgrounds seeking leadership positions in schools. This is a foundation for improving the gender and culture balance in leadership positions in the department generally.

## The professional status of teachers

Education Queensland will operate on the basis that the success of state schools in meeting the purpose of education is dependent on the quality of teachers. Teachers will have the opportunity to maintain their knowledge, skills and competences to keep their practice contemporary. The requirements for gaining standing as professionals in state schools should be consistent with the Professional Standards Framework.

Appropriate arrangements for teachers to maintain their professional standing will be developed in consultation with the Queensland Teachers' Union.

# Objectives and Strategic Objectives

Through its central office, Education Queensland will provide **SCHOOL SERVICES** that facilitate the work of state schools and the learning relationship between significant adults and students. It will ensure that the services are coordinated, consistent and designed to minimise the administrative load on schools.

Human resources, financial management and accountability, performance monitoring, policy advice and student support services should be designed to assist the core business of schools and their capability to respond to the needs of students and communities.

The central office of Education Queensland should move more quickly to a model which suits School-Based Management — one based on setting clear policy and accountability frameworks, providing guidance and support and effective client service. Specifically, central office should:

- be flexible to accommodate substantive educational differences in school approaches;
- recognise the diversity in schools and apply policy frameworks rather than enforce rules;
- provide better coordination between policy frameworks and between policy and operations;
- remedy the lack of applied knowledge of schools in central office;
- improve communication and organisational culture, particularly on roles and responsibilities within central office, with schools; and
- develop consistent accountability models for all government funding to schools.

## New standards for central office

The central office of Education Queensland will adopt a charter to govern the standard and quality of service it provides to teachers and schools. The central office will align its operation and processes with the charter. The charter will reflect:

- greater trust of and respect for teachers;
- the need for an organisational culture that values learning, creativity, innovation, qualitative and quantitative data in decision making, critique and dialogue;
- a recognition that the individual learning child is the key element in education, not the school as an organisation, and that the school is a more important component of education than the central bureaucracy;
- an acceptance of the diversity of backgrounds and needs of children at different schools in different localities and an encouragement of flexibility and autonomy in the way separate schools arrange the learning process;
- closer integration of services across government departments of health, education and human services to improve the wellbeing and learning outcomes of children and to reduce costs;
- an equitable provision of essential support services for schools, in particular workable computer networks to facilitate student learning, the sharing of best practice, and cross-referencing of community resources that could be drawn into the education process;
- a marked reduction in central bureaucratic demands on schools for reporting, accountability and student assessment;
- a clearer recognition of the differing purposes, needs and learning cultures of schools catering for early childhood, middle childhood and later adolescence and encouragement of their differentiation; and
- a determination to make the state school system one of quality and innovation.

## Information technology

Education Queensland will commit itself to developing a networked learning community, with effective support for schools, which:

- provides sufficient computers for students for access, skill development and critical engagement;
- provides sufficient computers to teachers to develop and manage teaching and learning programs;
- networks computers to enable effective communication within EQ and access to regional, national and global sources of information;
- provides a rich, teacher-driven range of on-line curriculum materials to enhance learning practices and to provide collegial professional development for staff;
- provides access through a 'virtual school' and flexible modes of delivery to a wider range of learning opportunities for all students; and
- maintains the initial quality of the investment in information technology.

Targets and operational practices based on world best practice benchmarks should be established in each of these areas.

## Marketing

Marketing for state schools should be based on market research that provides the base data for a marketing strategy to:

- increase Education Queensland's share of school enrolments;
- increase completion rates in schools;
- enhance the image of teaching and the public perception of teachers;
- promote schools as essential to communities and their development;
- ensure state school education is seen as meaningful, relevant to student needs and aligned to their future life choices;
- educate the public on the value of the *New Basics*;
- manage an overall strategy that both develops system-wide marketing and provides expertise for district and school-level marketing.

Qualitative and quantitative market research will be updated regularly to ensure that policy is based on a sound understanding of community perceptions, their expectations of public education and the reasons for choice. It will also allow Education Queensland to target a marketing strategy.

## Facilities development

Through its capital works program Education Queensland will seek to achieve:

- a significant improvement in the quality and consistency of public education provision in the State;
- a technology smart student population;
- the development of school infrastructure to support the delivery of education well into the 21<sup>st</sup> century;
- targets for completion of Year 12;
- an improvement in the capability of schools to support the delivery of contemporary curriculum;
- a dramatic reduction in the risk to users from the physical deterioration of school buildings;
- more effective use of educational facilities by the wider community and, where appropriate, use by other agencies;
- infrastructure capable of contributing to an increase in enrolment share;
- a capacity to meet the statutory requirements, particularly in the area of disability access to schools; and
- tangible support for regional Queensland.

# Objectives and Strategic Objectives

Education Queensland will develop **PORTFOLIO RELATIONSHIPS** that work to benefit diverse student pathways.

Education Queensland is a department of government. It provides advice to the Minister on all portfolio matters. It has responsibility for the outcomes achieved for students with State Government funding. This guides its relationships with the non-government school sector, statutory authorities, post-school educational institutions and other government departments.

Education Queensland supports the concept of statutory authorities covering curriculum, assessment and teacher registration that work for the benefit of government and non-government sectors. Education Queensland will ensure that the outcomes from those statutory authorities assist state schools to deliver the quality of education required.

## Curriculum support for schools

Curriculum and assessment guidance for state schools should provide for consistent development of student learning outcomes from P to 12 and for varied post-school destinations. They should reflect the purpose agreed for state education.

## Registration and professional development of teachers

Education Queensland will work to ensure that pre-service education and the registration of teachers combine to ensure an adequate supply of teachers with the right skills, knowledge and abilities for the diverse learning environments in Queensland state schools. Teachers within Education Queensland should be committed to the purpose and objectives for state education and should have the skills to continue to learn and develop through their careers.

## Strategic alliances with post-school educational institutions

Direct relationships between schools and post-school institutions will be encouraged to make better use of public education resources and to improve student pathways from school to further learning.

## Cross-government coordination

Coordination of services with other government departments with responsibilities in relation to children and further education is based on;

- recognition that place is a significant factor in life opportunities and that coordination of services and government income transfers are critical to overcoming disadvantage;
- recognition that good health and education achievement are closely linked;
- preventing the propensity for students at risk to slip between the responsibilities of different departments;
- promoting strategic alliances with post-school education institutions in the interests of student pathways;
- the need to maximise the effect of government resources, particularly in remote areas; and
- ensuring that school education is correctly linked to economic and social policy objectives.

## Relationships and roles

The implementation of these objectives and strategies is dependent on the ability of schools, district staff and central office to work together in new ways in the interests of students. This is only possible if there is a clear understanding of the roles of each and how the interaction between the two contributes to the common purpose.

- The role of central office is setting policy frameworks, resource allocation, providing school services that underpin the system

(marketing, communication, human resources, facilities management), providing a clearing house on appropriate educational resources, managing external relationships, monitoring progress toward agreed objectives and accountability to government and the public for all government funding.

- The role of schools is influenced by School-Based Management. This includes responsibility for the relationship with communities and their networks. District Offices and District Directors are unambiguously responsible for assisting schools and are accountable to schools for this assistance. Increasingly, resources at this level should move into schools.
- The relationship between schools and central office is defined by the new charter for central office.
- The role of EQ and its strategic alliances with portfolio bodies, post-school institutions and the Catholic and independent sectors is multi-faceted. It is shared between schools and central office and guided by the principle of building diverse student pathways and maximising learning outcomes for all.

# PROMOTING SUCCESS

Education Queensland will monitor the progress made over the next ten years towards realising the goals that are outlined here. We need to know that the strategies have been effective in achieving our objectives. To do this we need to understand how well we are performing now and how well we are likely to perform in the future.

The purposes for state education outline an agreed view of what we should pay attention to. From this we can identify a small set of critical measures or Key Performance Measures (KPMs) that can be used to evaluate the success of Education Queensland and the 2010 strategy.

Considering how KPMs are used is the initial step to defining them. There are four critical uses:

- Schools need to be accountable to parents, their students and their communities. As well as reporting on the progress of and learning outcomes for individual students, schools need to provide a picture of their performance and approach that parents understand. This is the information on which discussions can occur between teachers, parents and students about the future directions and priorities for the school.
- Education Queensland must satisfy the government of the day that the public interest is being met and that public funds are being allocated to the purpose for which they were appropriated.

Government will also want to know that they are getting value for taxpayers' money.

- Education Queensland has an obligation to provide information to the general community on the value the state system contributes to Queensland and to individuals.
- Leaders in schools and in central office need information on the performance of schools and the state system. This allows for analysis based on data to plan for the future and manage improvements.

KPMs rely on gathering data. The data will primarily be about what happens in schools and in the learning process. KPMs should be of maximum value to schools. Collecting data for KPMs must be simpler than it is now and not distract schools from their educational purpose. KPMs will:

- provide meaningful measures of performance for individual students, schools and for the system;
- ensure that data collected by schools gives them information they want as well as information for system level needs;
- ensure that data collection processes are transparent and as simple as possible, relying on information that is collected for the good administration of schools; and
- be useful to managers and leaders in schools, districts and central office as diagnostic tools.

The model of evaluating performance adopted by Education Queensland recognises that schools provide education to diverse and complex communities and to students from widely divergent backgrounds. Education is intended to change the behaviour, knowledge and skills of students. School education produces outcomes for young people as they become active and reflective citizens who are confident participants in the community, political and economic life of the State and nation.

This approach allows us to pose and answer some common sense questions about performance. There are four broad questions for Education Queensland, which are fundamental to our organisational success. They are:

- How many students do we provide a service to?
- How well do we serve those students?
- How many of our students benefit from the service we provide?
- How well do our students achieve?7

These questions and their answers are as important to schools as they are to the system and can guide the categorisation and selection of performance measures at the system, school and individual levels. The KPMs they help define are:

Key Questions	Key Performance Measures
1. How many students do we provide a service to?	<b>ENROLMENT TRENDS</b> How many students do we enrol?
2. How well do we serve those students?	<b>LEARNING FRAMEWORK</b> How well does our curriculum development and delivery meet student needs?  <b>LEARNING ENVIRONMENT</b> How well do our learning environments meet the diverse community and students they serve?  <b>WORKFORCE CAPABILITY</b> How well do the characteristics of the actual workforce match the desired workforce characteristics?  <b>SCHOOL SERVICES</b> How well do district and central offices facilitate the work of schools?
3. How many of our students benefit from the service we provide?	<b>STUDENT PARTICIPATION</b> How many students leave the system at the key exit points of schooling?  <b>STUDENT COMPLETION OF YEAR 12</b> How many students complete Year 12 or its equivalent?
4. How well do our students achieve?	<b>STUDENT ACHIEVEMENT</b> What percentage of students achieves agreed standards in the <i>New Basics</i> at the key junctures of schooling?  <b>STUDENT DESTINATION</b> What percentage of students successfully make the transition to employment, further education and training?

For the most part these KPMs for schools and the system can be developed from data collected in the normal course of events about individual students, the exception being the KPMs on services to schools. Some of the KPMs will be qualitative measures.

The KPMs on participation, completion, achievement and destination can be used for specified groups of students to evaluate achievement of equity objectives. Subsidiary measures appropriate to specified groups can be included in the KPMs related to service to students.

They are the means for schools to report to and negotiate with parents and school communities. KPMs also provide them with information that they can use to evaluate and improve how they respond to the needs of their students. Central office should monitor how schools undertake these tasks. Central office will also use the KPMs to report to government. Both schools and central office will use the KPMs to undertake the shared purpose of marketing the value of the system to the Queensland public.

<sup>7</sup> Adapted from Friedman 1997

# R E S O U R C E S

This strategy helps Education Queensland to contribute to the government objective to reinvent Queensland as the Smart State by:

- maximising the number of students who complete Year 12 with a foundation for later learning and the skills to be part of a competitive workforce in the knowledge economy;
- providing equal access to learning outcomes for students from all backgrounds; and
- helping revitalise communities disrupted and impoverished by social and economic change.

The key aspects which give effect to this are the rise in completion and participation rates, the guarantee of access to learning outcomes in the *New Basics* and the positioning of schools within strong learning community networks.

The professional development of teachers, the curriculum framework, new pathways for senior students and new foundations for learning established in the early years will enable these aspects to be achieved.

# RESOUR

Increasing enrolment share through effective marketing and the use of information technology in learning, delivery of programs, professional development and simplified administration of the system underpin the reforms.

The implementation of the strategy is an investment in the future envisaged by the government for Queensland. A ten-year time frame allows flexibility and considered development.

There are two broad issues in considering how this investment might be resourced:

- What are the options for funding and how much should government invest in the public interest and the future of the Smart State, and
- How should Education Queensland allocate resources to schools to achieve its objectives?

In considering how Education Queensland should allocate resources to schools, small schools and rural schools should be treated differentially and allowance made for their reduced capacity to benefit fully from School-Based Management. The public interest in and equity requirements on the state system must also be met.

A model for meeting these requirements would be based on the identification of expensive rural and isolated schools, special education and the social role of state schools as community service obligations and funding of all other educational delivery on the cost per student. The cost per student could be set by government on a methodology that identifies a benchmark considered to be the funding needed to achieve the learning outcomes identified in the curriculum framework. Other factors that would need to be considered in developing a benchmark are the minimum requirements set for the effective operation of schools and the comparability of state school funding

with that for non-government schools from all sources of funding. State schools should have access to the set benchmark to allow them to deliver quality education. The benchmark cost per student would be different for different stages of schooling. It would also include loadings to reflect the higher level of service and support for those students or groups of students who need special support. Since completion and participation are State as well as Education Queensland targets, the means used to allocate resources against enrolment would need to be fair.

Government will establish appropriate processes between the central government agencies, Education Queensland and other relevant departments to establish the means of funding *Queensland State Education 2010* over the next ten years and to agree on resource allocation processes for State expenditure on education.

# IRRES

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Published by the Office of Strategic Planning and Portfolio Services.

ISBN: 0 7345 1999 0

PIP 99252