



Schooling

Our performance outcomes

Queenslanders prepared with the knowledge, skills and confidence to participate successfully in the community and the economy.

Early years

Schooling

CONTINUED IMPROVEMENT

MORE achieving Year 12 outcomes

✓ 2015 Year 12 outcomes for state schools

✓ Continued **improvement** in attendance rates for all Queensland state school students

✓ **BEST** ever NAPLAN results 2015

Queensland **outstripped** national improvement rates

Years 3 and 5 students recorded **HIGHEST** performance to date in many areas

93% MORE than 93 per cent of Years 3 and 5 achieved at or above the national standard in reading, spelling, grammar and punctuation, and numeracy

9/10 Queensland students achieved at or above the national standard

Parents **satisfied**

94.1% with their child's school

QCE/QCIA

96.7% awarded QCE or QCIA

SAT/QCE/IBD/VET

97.4% undertook SAT or awarded QCE, IBD or VET

Closing GAP

← **1.9% pts** ← gap between Indigenous and non-Indigenous student QCE or QCIA attainment

Training and skilling

Our key performance indicators

Service standards	Notes	2015–16 Target/Est.	2015–16 Actual
<i>Effectiveness measures</i>			
Year 3 Test - Proportion of students at or above the National Minimum Standard:			
All students:			
Reading		93%	92.4%
Writing		94%	94.3%
Numeracy	1,2,3	94%	93.0%
Indigenous students:			
Reading		85%	81.7%
Writing		84%	86.2%
Numeracy	1,2,3,4	86%	82.2%
Year 5 Test - Proportion of students at or above the National Minimum Standard:			
All students:			
Reading		95%	92.4%
Writing		90%	86.6%
Numeracy	1,2,3	93%	94.3%
Indigenous students:			
Reading		88%	80.4%
Writing		72%	68.2%
Numeracy	1,2,3,4	78%	83.6%
Year 7 Test - Proportion of students at or above the National Minimum Standard:			
All students:			
Reading		94%	94.3%
Writing		92%	81.6%
Numeracy	1,2,3	95%	95.3%
Indigenous students:			
Reading		85%	87.6%
Writing		78%	60.9%
Numeracy	1,2,3,4	86%	90.1%
Year 9 Test - Proportion of students at or above the National Minimum Standard:			
All students:			
Reading		90%	88.6%
Writing		86%	70.1%
Numeracy	1,2,3	94%	95.1%

Service standards	Notes	2015–16 Target/Est.	2015–16 Actual
Indigenous students:			
Reading		78%	75.2%
Writing		69%	47.5%
Numeracy	1,2,3,4	82%	90.0%
Proportion of Year 12 students awarded Certification			
	2,5	93%	96.7%
Proportion of Year 12 students who are completing or have completed a SAT or were awarded one or more of: QCE, IBD or VET qualification			
	2,6	96%	97.4%
Proportion of OP/IBD students who received an OP 1 to 15 or an IBD			
	2,6	76%	75.9%
Proportion of students who, six months after completing Year 12, are participating in education, training or employment			
	2,7	88%	83.1%
Proportion of parents satisfied with their child's school			
	2,8	94%	94.1%
<i>Efficiency measure</i>			
Average cost of service per student:			
Primary (Prep – Year 6)		\$12,420	\$12,111
Secondary (Year 7 – Year 12)		\$13,192	\$13,370
Students with Disabilities	2,9	\$27,777	\$27,920

Notes:

1. The National Assessment Program — Literacy and Numeracy (NAPLAN) tests are conducted in May each year. The 2015–16 actual reflects the 2015 NAPLAN outcomes.
2. These service standards relate to the state schooling sector only.
3. NAPLAN National Minimum Standard (NMS) targets represent the aspirational goals for achievement against these measures and should be read in conjunction with other NAPLAN data, which show broad improvements.
4. Indigenous: a person who identifies at enrolment to be of Aboriginal and/or Torres Strait Islander origin.
5. 'Proportion of Year 12 students awarded Certification' represents the number of students who were awarded either a Queensland Certificate of Education (QCE) or a Queensland Certificate of Individual Achievement (QCIA) as a proportion of the number of Year 12 completers.
6. Attainment outcomes acronyms: SAT — School-based Apprenticeship and Traineeship, IBD — International Baccalaureate Diploma, OP — Overall Position, QCE — Queensland Certificate of Education, and QCIA — Queensland Certificate of Individual Achievement.
7. 'Students' refers to Year 12 completers. Data is sourced from the *Next Step* Survey conducted by the Department of Education and Training each year. The 2015–16 actual reflects the 2015 *Next Step* Survey data.
8. The measure is the aggregation of positive responses, that is, 'Somewhat Agree', 'Agree', and 'Strongly Agree' to the parent/caregiver item S2035 'This is a good school' sourced from the *School Opinion* Survey. The 2015–16 actual reflects the 2015 *School Opinion* Survey data.
9. The 2015–16 actual reflects Primary consisting of Prep to Year 6 and Secondary consisting of Year 7 to Year 12.



Students engaged in learning, achieving and successfully transitioning to further education, training and work

The Queensland Government is determined that all Queensland children and young people benefit from the opportunities that a quality education brings. The department's world-class schooling system supports students to develop the knowledge, skills and qualities they need for the future.

In 2016, more than 533,000 Queensland children were enrolled in at least one of the department's 1236 state schools.

In particular, the 2015 Queensland state school Year 12 cohort set a new record for 'Certification', attaining either a Queensland Certificate of Education (QCE) or a Queensland Certificate of Individual Achievement (QCIA). Overall, 96.7 per cent of all state school students achieved Certification, while 94.9 per cent of Aboriginal and Torres Strait Islander students attained this important qualification.

In 2014, Aboriginal and Torres Strait Islander students had a Certification rate of 86.5 per cent, while their non-Indigenous peers achieved a rate of 93.3 per cent – a gap of 6.9 percentage points. In 2015, this gap was narrowed by five percentage points to 1.9 percentage points, its lowest level ever.

In NAPLAN, the 2015 Year 7 students achieved the best ever results for the National Minimum Standard in reading, spelling and numeracy, affirming the positive impact of our approaches to teaching and curriculum delivery during the primary schooling years. Further, the NAPLAN results placed Queensland's Year 5 students third in the nation in reading and numeracy, while Year 3 students ranked third nationally for grammar, punctuation and numeracy.

The 2015–16 State Budget invested a record amount of \$9 billion in education, including \$152 million over three years for more than 850 extra teachers to improve student outcomes.

For more information about our Schooling performance indicators, please refer to Appendix B.

Successful learners supported to achieve their learning goals

Students are successful when schools provide quality curriculum programs and teaching methods that engage them in learning and support them to transition to further education, training and employment.

Key achievements in 2015–16:

- releasing the *P–10 Literacy continuum* to support schools and teachers to track and monitor student progress in literacy across the years of schooling
- finalising the suite of *Early Start* literacy and numeracy monitoring materials for Prep to Year 2, which can be used in conjunction with the *P–10 Literacy continuum*
- continuing to develop and maintain *Curriculum into the Classroom (C2C)* resources to assist teachers to implement the Australian Curriculum
- providing resources and professional learning to deepen teacher knowledge and understanding of the Australian Curriculum, and to adopt and adapt the C2C materials to suit the school context

- releasing the *Respectful Relationships Education* program focused on influencing behavioural change to prevent undesirable social consequences such as domestic and family violence
- appointing a Student Protection Principal Advisor in each region and centrally as the key contact point for principals, other school leaders and regional staff seeking support and advice on student protection matters
- establishing eight mental health coach positions across Queensland to lead mental health and wellbeing initiatives, and enhance school responsiveness to student needs in this area
- providing additional funding of \$9 million to employ a further 45 full-time Guidance Officer positions, increasing counselling and career advice services for Queensland state high school students
- establishing autism coach positions in all regions across Queensland to support teachers and parents of students with autism
- providing a broad range of support services, including specialist teachers and teacher aides, guidance officers, therapy and nursing services, and student wellbeing support staff (chaplains and youth support coordinators)
- engaging inclusion coaches in each region to provide consistent, evidence-based, best practice, inclusive education programs and support to principals and teachers to improve educational outcomes
- funding state schools through the *Rural and Remote Education Access Program* to improve educational outcomes and opportunities for students disadvantaged by geographical isolation.



Autism Hub and Reading Centre

The Autism Hub helps to build the confidence and capability of school communities to improve educational outcomes for students with autism. Through partnering with a range of community stakeholders, the Autism Hub helps families and educators navigate and access the broad array of services available to support students with autism. The Autism Hub also delivers professional learning to support schools to successfully engage students with autism.

The Reading Centre provides specialist advice to parents and schools on how to teach reading and support readers, including strategies for students with dyslexia. The Reading Centre champions reading as an essential life skill and a rewarding pastime. Through statewide collaboration and sharing of effective practices, the Reading Centre supports parents, educators and local communities to inspire, encourage and teach young Queenslanders to read. Reading coaches provide information and training to educators through differentiated programs of professional learning and encourage parents to make reading a highlight of their children's lives.

Schools improving learning outcomes by focusing on the progress of every student

Schools are successful when staff members adopt an ongoing approach to lifting school performance using evidence-informed teaching practices and high-yield strategies.

Key achievements in 2015–16:

- setting Queensland state schools' highest mean scale score (MSS) results on record for reading in Years 3, 7 and 9, and for numeracy in Years 5 and 9

- setting Queensland state schools' highest percentage of students at or above the National Minimum Standard (NMS) for writing in Years 3 and 5, and for numeracy in Years 5, 7, and 9
- improving Queensland state schools' performance from 2014 for reading in all year levels; writing in Years 3 and 5; and numeracy in Years 5, 7 and 9 (NMS)
- improving Queensland state schools' Aboriginal and Torres Strait Islander students' performance from 2014 for reading and numeracy in all year levels; and writing in Years 3 and 5 (MSS)
- setting a new Year 12 Certification record for Queensland state school students graduating in 2015 with an attainment rate of 96.7 per cent – up 3.8 percentage points from 2014
- targeting the teaching of literacy and numeracy skills to meet the needs of individual students through the *Early Start* materials, to support teachers to monitor student progress across Prep to Year 2
- supporting teachers to improve student outcomes in literacy through the *P–10 Literacy continuum*, which provides a set of benchmarks to help them monitor student literacy development in the curriculum.



Year 12 outcomes

In 2015, Queensland state schools made significant progress in Closing the Gap in Year 12 outcomes. There was a 3.5 percentage point increase in Aboriginal and Torres Strait Islander students completing Year 12, of which 94.9 per cent achieved Certification. This reduced the Year 12 Certification gap between Aboriginal and Torres Strait Islander students and their non-Indigenous peers to 1.9 percentage points.

More than 21 per cent of Queensland students received a vocational education and training (VET) Certificate Level III or higher while completing their senior schooling.

Embedding digital literacy and innovating the teaching of science, technology, engineering and mathematics

The department is committed to inspiring a passion for science, technology, engineering and mathematics (STEM) subjects in state school students by strengthening implementation of the Australian Curriculum for Science, Technologies and Mathematics, and providing teachers with professional development in partnership with higher education institutions, industry, business and community.

Key achievements in 2015–16:

- fast-tracking the *Australian Curriculum for Digital Technologies* in state schools, including providing professional learning materials to strengthen teachers' knowledge, understanding and skills in programming and data
- establishing the *Queensland Coding Academy* — an online learning tool for teachers and students to develop their knowledge, understanding and skills in coding and computational thinking

- promoting girls' participation and high achievement in STEM subjects through the *STEM Girl Power Camp*
 - working with the Queensland Minerals and Energy Academy to establish the Centre for Excellence in Automation and Robotics
 - expanding scholarship programs to attract high-quality pre-service teachers in STEM subjects
 - partnering with Queensland universities to provide a suite of professional development opportunities (including online coaching modules) to increase the expertise of STEM teachers in state schools
 - appointing STEM champions in each region to lead professional development for teachers in STEM and work collaboratively with higher education institutions, industry and other partners
 - identifying and strengthening key partnerships with business, industry and universities to develop access to STEM expertise for each school.
- QUT, as well as international governments and partners in China, Japan, Taiwan, Indonesia, Italy, Switzerland and Germany
 - supporting the continuation and expansion of the *French–Australian Bilingual* program
 - developing curriculum materials and resources for teachers and students to support implementation of the Australian Curriculum for Japanese, French, Chinese and German
 - attracting 1742 school-aged international student visa holders to study at more than 75 Queensland state schools
 - supporting 1325 dependants of temporary residents in their English language requirements by providing \$1.2 million in funding to Queensland state schools
 - conducting study tours and professional visits for 12,000 international students and 2000 international educators.

Globally connected students through languages and cultural experiences

Queensland school communities recognise the importance of preparing every young person to benefit from the opportunities of a global economy and an interconnected world. Our plan to expand the study of languages and cultures from Prep to Year 12 in state schools, with a focus on Asian languages, will establish a global mindset and develop the skills to connect with other cultures.

Key achievements in 2015–16:

- exploring professional development opportunities for language teachers in conjunction with universities and language associations
- providing global opportunities for principals, school leaders, teachers and students through collaboration with AsiaLink Business and the Confucius Institute at



Centre of Excellence in Automation and Robotics

The Centre of Excellence in Automation and Robotics was launched at Alexandra Hills State High School in March 2016. The Centre is a joint initiative between the department and the Queensland Resources Council (QRC) which aims to provide access to coding, automation and robotics learning options for all Year 7 to 12 students at the school.

The Centre operates in consultation with industry partners, the Queensland University of Technology, teachers, staff, parents and students, and builds the relationship between the school and QRC's Queensland Minerals and Energy Academy.

Teachers using high-quality evidence-based teaching practices

An evidence-based approach to teaching and learning is crucial to improving outcomes for students. Supporting teachers to improve the quality of teaching based on real-time data about their students' progress is essential. Building and sharing an evidence base of effective practice and innovation supports informed collaboration and enhances the capabilities of teachers across the system.

Key achievements in 2015–16:

- building the School Improvement Hierarchy (SIH) around the nine domains of the *National School Improvement Tool*, and a SIH reflection tool to support schools in their improvement journey
- using the Standards of Evidence to build capability of school leaders, teachers and regional officers to draw on high-quality research, accurately measure outcomes and document their work to allow others to evaluate impact, cost-effectiveness and scalability across settings
- developing an online Evidence Hub for teachers and school leaders to access detailed information about what is working in other Queensland state schools — the Evidence Hub will also link to the new research database and provide resources designed to build capability and strengthen the quality of evidence being gathered in state schools
- releasing the final online coaching module — *Assessing learning and using evidence to differentiate* — to complete the suite of five professional development resources designed to build the capacity of all Queensland teachers
- establishing an online Mental Health Resource Hub to provide state school staff with evidence-based approaches to support student mental health and wellbeing

- supporting regions and schools to develop a deeper understanding of the Prep to Year 12 curriculum, assessment and reporting framework
- continuing to develop and maintain C2C resources to assist teachers to implement the Australian Curriculum
- embedding an Annual Performance Review process, using the Australian Professional Standards for Teachers to inform capability development.

Schools using local decision making to engage communities and deliver accountability

Schools, in collaboration with their communities, are well-placed to respond to the needs and aspirations of their students and take advantage of opportunities at the local level. An informed and engaged school community helps to achieve the best possible learning outcomes for students.

Key achievements in 2015–16:

- implementing the *Parent and Community Engagement Framework* to support schools at the local level by actively engaging with parents and community members to improve learning outcomes for students
- implementing school council training programs to support participation
- increasing the number of Independent Public Schools from 130 as at 1 July 2015 to 180 in 2016.

Independent reviews informing school improvement

The department's School Improvement Unit (SIU) began its program of school reviews, using the *National School Improvement Tool*, at the start of the 2015 school year. These reviews are tailored to the school's level of need and context. Those schools requiring greater assistance are provided with follow-up support for the year following their review.

Key achievements in 2015–16:

- completing 393 reviews in Queensland state schools, with the resulting reports published on school websites
- training 363 principals to be reviewers and providing 230 principals with the opportunity to review at least one school
- publishing interim findings from an analysis of the school review reports, culminating in the publication of a 2015 annual report.