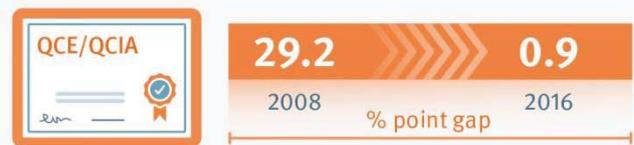


Schooling

Day 8 enrolments 2017*



Closing the gap in Aboriginal and Torres Strait Islander attainment*



Best results ever*

	All students		Aboriginal and Torres Strait Islander students	
	2016	Improvement since 2015 (% points)	2016	Improvement since 2015 (% points)
QCE	95.1%	0.7	92.6%	1.8
QCE or QCIA	97.8%	1.0	97.0%	1.9
OP 1-15	77.2%	1.6	62.8%	8.2
Cert II+	63.0%	3.3	74.9%	7.1

Parent satisfaction*



*Queensland state schools

Best results ever NAPLAN 2016



Queensland NMS results compared nationally

Year 3



Year 7 – Indigenous students



Year 5



Year 9 – Indigenous students



Our key performance indicators

Service standards	Notes	2016–17 Target/Est.	2016–17 Actual
Effectiveness measures			
Year 3 Test—Proportion of students at or above the National Minimum Standard:			
All students:			
Reading		93%	94.2%
Writing		95%	95.5%
Numeracy	1,2,3	94%	94.4%
Indigenous students:			
Reading		85%	86.3%
Writing		87%	89.4%
Numeracy	1,2,3,4	86%	85.4%
Year 5 Test—Proportion of students at or above the National Minimum Standard:			
All students:			
Reading		95%	90.7%
Writing		90%	89.4%
Numeracy	1,2,3	95%	92.8%
Indigenous students:			
Reading		88%	76.0%
Writing		72%	76.5%
Numeracy	1,2,3,4	84%	80.0%
Year 7 Test—Proportion of students at or above the National Minimum Standard:			
All students:			
Reading		95%	91.6%
Writing		92%	84.6%
Numeracy	1,2,3	96%	93.5%
Indigenous students:			
Reading		88%	79.4%
Writing		78%	66.7%
Numeracy	1,2,3,4	91%	82.0%
Year 9 Test—Proportion of students at or above the National Minimum Standard:			
All students:			
Reading		90%	89.6%
Writing		86%	73.6%
Numeracy	1,2,3	96%	94.1%

Service standards	Notes	2016–17 Target/Est.	2016–17 Actual
Indigenous students:			
Reading		78%	77.0%
Writing		69%	52.4%
Numeracy	1,2,3,4	91%	86.6%
Proportion of Year 12 students awarded Certification i.e. QCE or QCIA	1,5	97%	97.8%
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	1,5	98%	97.6%
Proportion of OP/IBD students who received an OP 1 to 15 or an IBD	1,5	76%	77.7%
Proportion of students who, six months after completing Year 12, are participating in education, training or employment	1,6	88%	82.9%
Proportion of parents satisfied with their child's school	1,7	94%	94.1%
Efficiency measure			
Average cost of service per student:			
Primary (Prep–Year 6)		\$12,606	\$12,672
Secondary (Year 7–Year 12)		\$13,598	\$13,599
Students with disability	1	\$27,944	\$28,723

Notes:

1. These service standards relate to the state schooling sector only.
2. The National Assessment Program—Literacy and Numeracy (NAPLAN) tests are conducted in May each year.
3. NAPLAN National Minimum Standard 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. Data for 2016 graduates was provided by the Queensland Curriculum and Assessment Authority as at February 2017.
6. 'Students' refers to Year 12 completers. Data is sourced from the *Next Step* survey conducted by the department each year.
7. The measure is the aggregation of positive responses, that is, 'Somewhat Agree', 'Agree', and 'Strongly Agree', to the parent/caregiver item 'This is a good school' sourced from the *School Opinion Survey*.

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

Queensland state schools are supporting students to develop the knowledge, skills and qualities they need for the future.

The *State Schools Strategy* outlines the plan to lift achievement and ensure every state school student is succeeding. In 2016 Queensland was one of the most improved states since NAPLAN was introduced in 2008, with our strongest results in Years 3 and 5. This resulted in some of the highest national rankings ever for Queensland against the National Minimum Standard (NMS). Rankings included first in Year 3 grammar and punctuation, second in Year 3 numeracy and third in Year 5 numeracy.

Queensland Aboriginal and Torres Strait Islander students recorded some of their highest scores since NAPLAN testing began, with strong performance in Years 3 and 5. Queensland Aboriginal and Torres Strait Islander students outperformed Indigenous students across the nation in all test areas in Mean Scale Score and NMS and in 12 test areas in the upper two bands. The largest improvement of Queensland Aboriginal and Torres Strait Islander students relative to the national results was in Year 5.

Queensland has achieved the national *Closing the Gap* target in Year 3 reading for the second year in a row and continues to work on *Closing the Gap*.

The percentage of state school students completing school with a QCE or QCIA increased to 97.8 per cent in 2016. The percentage of Aboriginal and Torres Strait Islander students completing school with a QCE or QCIA increased to 97.0 per cent in 2016, reducing the gap in Year 12 certification between Aboriginal and Torres Strait Islander students and their non-Indigenous peers to just 0.86 of a percentage point.

The *Queensland Disability Review* recognised the great work our principals, teachers and school staff do every day to support students with disability. The department's strategy to address the recommendations of the review renews our focus on continuous improvement in education outcomes for all students with disability.

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

Successful learners supported to achieve their learning goals

Quality curriculum programs and teaching methods are essential for engaging students in learning and supporting them to transition to further education, training and employment.

Key achievements in 2016–17:

- delivered a new model for direct-to-school resourcing to support students with English as an Additional Language or Dialect
- aligned *Curriculum into the Classroom (C2C)*: Prep to Year 10 (P–10) materials to version 8 of the Australian Curriculum to support schools to develop quality curriculum programs
- invested \$3.5 million over three years for the *Be Well Learn Well* initiative, integrating education and health methods to support Aboriginal and Torres Strait Islander student developmental needs in remote schools
- held Science, Technology, Engineering and Mathematics (STEM) Girl Power Camp, attended by 60 Year 10 girls from Queensland state schools.

Spotlight—Every Student with Disability Succeeding

Every student with disability succeeding, the department's plan responding to the *Queensland Disability Review* report, outlines accountability measures the department will use to track its progress in lifting education opportunities for students with disability.

Success will be measured by improving A to E performance, increasing the number of students receiving a QCE, decreasing the proportion of students receiving a school disciplinary absence, and reducing the number of students not attending a full-time program.

Spotlight—Year 12 Certification

In 2016 the department achieved the highest ever certification rate for the Year 12 cohort. 97.8 per cent of Queensland state school-leavers achieved either a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA), which represents an increase of 27.9 percentage points since the inception of the current certification system in 2008.

Our Aboriginal and Torres Strait Islander students also achieved their best ever results with 97.0 per cent achieving certification, representing an improvement of 54.9 percentage points since 2008. The gap between Aboriginal and Torres Strait Islander students and their non-Indigenous peers in Queensland state schools continues to decline from a difference of 29.2 percentage points in 2008 to a difference of less than one percentage point (0.86) in 2016.

These results were the culmination of several years of priority work, which in 2016 included a revised service delivery model focused on the development of a network of regional coaches and advisors in each of the department's seven regions. Increased collaboration aimed at supporting local approaches to Year 12 certification delivered the 2016 results.

Improving Year 12 certification rates remains a departmental priority for 2017.

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

Evidence-informed teaching practices and high yield strategies lift school performance to create successful students, as shown by the lift in Queensland performance across NAPLAN and Year 12 outcomes.

Key achievements in 2016–17:

- released the Literacy continuum monitoring tool including Early Start data integration
- supported the *P–10 Literacy continuum* by publishing resources to the online Literacy Prep to Year 12 (P–12) resource hub

- reached 30 per cent of Queensland's Prep to Year 2 students through Early Start Tasks (a data gathering tool for literacy and numeracy)
- showcased innovative and high quality STEM teaching and learning practices through the 2016 STEM Teacher Symposium
- closed the gap to less than one percentage point in Year 12 certification between Aboriginal and Torres Strait Islander state school students and their non-Indigenous counterparts
- piloted an assessment and intervention service through the Reading Centre in partnership with Supporting People Experiencing Learning Differences (Speld) Qld
- facilitated the delivery of more than 300 workshops for educators and parents across Queensland through the Autism Hub and its partners
- established a Men's Shed for fathers of children with autism and an innovative, strength-based program for teenagers with autism.

Embedding digital literacy and innovating the teaching of Science, Technology, Engineering and Mathematics

The department is committed to preparing students to participate in a global economy that requires high levels of STEM skills to solve problems and drive innovation.

Key achievements in 2016–17:

- fast-tracked the introduction of the *Australian Curriculum: Digital Technologies* by 2020 to provide support for teachers implementing the curriculum—72 Queensland state schools were identified at launch
- delivered the *Queensland Coding Academy* (QCA) with approximately 2000 teachers participating across Queensland in the QCA professional learning activities—approximately 700 students per month access the QCA
- delivered the *Entrepreneurs of Tomorrow* program to teachers from 116 state primary and secondary schools to support schools to implement innovative entrepreneurial learning programs focused on digital solutions including coding and robotics

- enrolled more than 2500 Queensland state school teachers in online STEM professional development modules
- commenced the Queensland Virtual STEM Academies using an innovative, real-time, online learning platform (iSee VC) to deliver programs and enable 236 students from 102 schools to collaborate
- delivered student STEM study tours to Japan and Taiwan to provide the opportunity to access real-world applications of STEM subjects through in-country immersion and industry visits
- held STEM Girl Power Camp with 60 Year 10 girls from Queensland state schools participating
- STEM champions in every region are providing support for the teaching of STEM and developing industry and tertiary partnerships.

Spotlight—Queensland Virtual STEM Academies (QVSA)

In 2016 the department commenced trialling a world-leading virtual platform for video collaboration to deliver STEM programs and enable students across the state to collaborate with other STEM students. The trial was part of the QVSA initiative, a key deliverable of *Advancing education: An action plan for education in Queensland*.

The QVSA is inspiring a passion for STEM in our students by delivering enrichment and enhancement programs to Queensland's best and brightest students in Years 5 to 9, focusing on current, real-world STEM challenges and research.

The two host sites for the 2016 QVSA trial, which both delivered the *Global Tropics Future Young Scholars* program, were The Queensland Academy for Science, Mathematics and Technology and Thuringowa State High School, in partnership with James Cook University.

Round 1 and Round 2 programs using the cutting-edge virtual platform will continue in 2017.

Globally connected students through languages and cultural experiences

State schools play an important role in preparing students to succeed in the interconnected world and expanding the study of languages and cultures from Prep. State schools are skilling leaders and schools for tomorrow's world.

Key achievements in 2016–17:

- released the *Global schools through languages* plan to support *Advancing education: An action plan for education in Queensland*
- appointed full-time regional champions for *Global schools through languages* to support school leaders expand the study of languages and cultures from Prep
- expanded languages from Prep to Year 12, with a 12.3 per cent increase of students taught an additional language
- supported innovation and improvement in language education including language immersion programs and a trial of online delivery of languages in Prep
- developed curriculum resources for Japanese, French, German and Chinese to assist schools implement the *Australian Curriculum: Languages*.

Teachers using high quality, evidence-based teaching practices

Building capability in schools to select, implement and evaluate improvement initiatives allows schools the opportunity to consider the evidence to align their school improvement plan with the needs of students.

Key achievements in 2016–17:

- published over 25 peer reviewed evidence studies on the department's Evidence Hub; sharing quality-assured teaching strategies that are progressing student achievement
- exceeded the *MoneySmart National Partnership Agreement* milestone requirement, delivering consumer and financial literacy professional learning to 4584 teachers
- worked with school leaders and teachers across the state to build capability and confidence in

engaging students with disability through regional Autism Coaches and Inclusion Coaches.

Schools using local decision-making to engage communities

Strong relationships with students, families and the wider community are critical to the ability of any school to lift student learning outcomes. Schools are focused on high quality communication, building learning partnerships, and promoting collaboration and participation with parents and the community.

Key achievements in 2016–17:

- increased the number of Independent Public Schools (IPS) to 250 in 2017
- provided access to training for school councils through the *Capable School Councils* initiative
- extended the *Global Tropics Futures* collaboration to include the Tropical North Learning Academy and the James Cook University *Global Tropics Future Project—Far North Queensland*.

School leaders driving school improvement and student achievement

School leaders drive improvement, innovation and change within and amongst Queensland's schools. Leading teaching and learning, and building the capability of all staff, including future leaders, continues to be a key role for a Queensland state school leader.

Key achievements in 2016–17:

- established coaching positions in each region to assist schools to build capability and confidence in inclusive practices, autism and mental health
- supported school leaders in sustained school improvement through mentoring and coaching
- supported 142 aspiring principals and deputy principals to develop the capability to lead schools, particularly in rural and remote locations, through the *Take the Lead* program
- launched the *School Improvement Model*, providing the common language and process for schools and regions to engage in an evidence-informed inquiry approach to school improvement
- launched two statewide collaborative inquiries, underpinned by the *School Improvement Model*,

with 164 schools registering for *Closing the Gap* in the Year 3 reading inquiry cycle, and 77 schools registering for the Year 9 writing inquiry cycle

- provided targeted professional learning for over 500 Heads of Special Education Services (HOSSES) through the HOSSES state conference
- delivered professional development to more than 2000 school leaders and teachers from more than 550 state and non-state schools through the Reading Centre.

Providing safe, supportive and disciplined learning environments

The department remains committed to ensuring that students across Queensland learn and achieve in a safe, supportive and disciplined environment.

Key achievements in 2016–17:

- enhanced student safety and wellbeing by requiring state schools to notify parents and carers on the same day their child is away from school without explanation
- developed a new professional development package for delivery to school staff as the first step for schools preparing to adopt a whole-school, evidence-based approach to supporting positive student behaviour, learning and wellbeing
- conducted the *Reducing Restrictive Practices* pilot in 11 schools
- provided assistance to schools in implementing *Positive Behaviour for Learning* (PBL) as an evidence-based, whole-school approach through seven PBL regional coordinators
- supported mental health and wellbeing through the delivery of suicide prevention and postvention training, and the *Suicide Risk Continuum* 'train the trainer', to Guidance Officers across Queensland in collaboration with headspace
- presented 248 cyber safety sessions to over 34,000 students, held 30 staff information sessions for 815 staff, and 16 parent sessions to 335 parents
- managed the implementation of the *National Day of Action against Bullying and Violence* for all jurisdictions across Australia, with 401 Queensland state schools and over 212,000 students participating.

Independent reviews informing school improvement

The School Improvement Unit's (SIU) program of state school reviews, using the National School Improvement Tool, is tailored to each school's level of need and context. Those schools requiring greater assistance are provided with follow-up support for the year after their review.

Key achievements in 2016–17:

- completed 299 school reviews with the resulting reports published on school websites
- trained 235 principals and 320 associate leaders in the *National School Improvement Tool* and provided 188 principals with the opportunity to review at least one school
- published the first SIU annual report detailing key trends from reviews undertaken in the 2015 school year.

Youth engagement and transition

The department is committed to strengthening the engagement of children, young people and communities from early childhood through to post-school.

Key achievements in 2016–17:

- released the *Youth Engagement Plan*, outlining 13 key actions under four main themes, to give all young Queenslanders a chance to succeed
- established a Youth Engagement web presence, communicating our commitment to engaging and re-engaging young Queenslanders
- formed the Youth Engagement Alliance to develop innovative models for at-risk and disengaged young people
- established Youth Engagement Hubs in each region to develop and implement local solutions to local issues in order to support re-engagement of disengaged young people.

Supporting alternative settings to monitor student progress

Alternative education settings provide an opportunity for disengaged or vulnerable children and young people at risk of disengaging to experience positive education experiences and outcomes that meet their learning and achievement needs.

Key achievement in 2016–17:

- contracted Deloitte Access Economics to develop an evaluation framework specifically for alternative education settings and conduct a pilot evaluation of 10 sites across Queensland.

DET International

DET International remains committed to delivering quality education services to support the development of global citizens.

In partnership with Trade and Investment Queensland, DET International contributes to the *International Education and Training Strategy to Advance Queensland 2016–2026* by promoting Queensland internationally, enhancing student experience, strengthening regions and connecting industry.

Good governance and accountable decision-making support the continuation of quality education and cultural programs for international students. In 2016–17 the department renewed registration with the Commonwealth Register of Institutions and Courses for Overseas Students until 30 June 2020.

Connecting students at the global level through languages and cultural experiences

DET International continued to work with Queensland state schools, and onshore and offshore partners, to deliver quality education services and experiences for international students.

Key achievements in 2016–17:

- attracted 3352 school-aged international student visa holders to study at more than 80 Queensland state schools
- conducted study tours and professional visits for approximately 12,000 international students and 2000 international educators
- conducted The Premier's Anzac Prize for students and teacher chaperones to commemorate the *Centenary of Anzac* in London, France and Belgium
- provided global opportunities for principals, school leaders, teachers and students through collaboration with Asia Education Foundation, AsiaLink Business and the Confucius Institute at QUT, as well as international governments and partners in China, Japan, Taiwan, Indonesia, Italy, Switzerland and Germany
- supported 1450 dependants of temporary residents by providing \$2.6 million in funding to

- support English language development at Queensland state schools
- provided additional opportunities for students to extend their study of languages and cultures through expanded university partnerships and by negotiating memoranda of understanding with key Asian governments.

Building strong relationships across sectors, agencies, portfolio bodies and jurisdictions

DET International continues to foster international relationships to promote the quality of Queensland's education and training system for domestic and international students, and more broadly the economy of Queensland.

Key achievements in 2016–17:

- negotiated seven international education cooperation agreements with international governments and partners from around the world
- renewed contracts with the Tokyo Metropolitan Board of Education for 60 Japanese students to attend Queensland state schools
- supported the *International Education and Training Strategy to Advance Queensland 2016–2026* by providing fee exemption to dependants of Master Research students studying in universities outside South East Queensland.