

QUEENSLAND

Introduction

Schools have a number of generally agreed purposes. They are expected to assist parents to provide an education, educate youth in the ways of society, transmit a broad base of knowledge, skills and processes, promote fundamental values, and expand the minds of their students.

Schools are central to the socialisation of young people. They are places where culture is transmitted, where a sense of personal identity is fashioned and where notions of adulthood are acquired. Schools are expected to transmit basic values such as respect for others, honesty and fair dealing, concern for truth, tolerance and a commitment to learning.

In accepting the responsibility for providing free, universal and compulsory education in government schools, the Queensland Government accepts a range of accompanying obligations. It provides suitable infrastructure, highly trained teachers and a curriculum suited to the needs of young people facing an increasingly complex future.

To ensure that access to education is fair and equitable, the Queensland Government gives particular consideration to children with special needs. These include gifted and talented students or those with needs arising from remoteness, socioeconomic background, indigenous background, family background where English is not the first language, physical disabilities, or learning difficulties and disabilities.

The Queensland Government also recognises the right of parents to freedom of choice in educating their children and gives significant support and recognition to non-government schools. Education Queensland administers funds from the State and Commonwealth Governments that provide financial assistance for capital and recurrent costs to a range of approved schools, systems and organisations.

Table 1. Number and percentage of students by category of school and level of education, Queensland

	<i>Govt</i>	<i>Catholic</i>	<i>Independent</i>	<i>Total</i>
<i>Primary Students</i>				
	267,147	54,605	25,932	347,684
	76.8%	15.7%	7.5%	100%
<i>Secondary Students</i>				
	148,116	42,021	37,285	227,422
	65.1%	18.5%	16.4%	100%

Source: ABS Cat. No. 4221.0, *Schools Australia*, 1997

Structure of schooling by sectors

In 1997, there were 347,684 students in Queensland primary schools and 227,422 in secondary schools as described in Table 1.

Compared with 1996, the proportions in Catholic schools remained steady. Independent schools gained approximately 0.3 per cent in both primary and secondary, while government schools correspondingly lost share.

Objectives for schooling

In 1997, the Queensland Government began the implementation of Managing for Outcomes, its new system of accrual output budgeting and management in the public sector. In November, State Cabinet approved a range of whole-of-Government Outcome Statements, among which was this one for education:

Quality education opportunities are available to all Queenslanders to enable them to realise their individual potential and to be productive, responsible citizens.

This was elaborated into Supporting Outcomes:

- school students have the skills, attitudes and knowledge to prepare them for life, work and further education and training and a valued place in society;
- a relevant, balanced, coherent and inclusive curriculum that encourages excellence in student endeavour and achievement; and
- Queenslanders, regardless of need or circumstance can access and participate in education and be supported in achieving their full potential.

Government schools

The statement of purpose of Education Queensland, the State department of education, is ‘achieving the best educational outcomes for every student in our schools’.

Education Queensland’s strategic direction is set by these organisational goals:

- quality curriculum programs for all students;
- effective teaching;
- adoption of technology to enhance teaching, learning and management;
- a safe, supportive and productive learning environment;
- improved learning outcomes for all students;
- a skilled, confident and responsible workforce; and
- confidence in public education.

The Government’s major priorities for government schools were literacy and numeracy, students with disabilities, information technology for teaching and learning, student behaviour management and the convergence of general and vocational education.

Catholic schools

The Queensland Catholic Education Commission (QCEC) has the following objectives for schooling:

- to prepare students for life, involving full participation in society and enabling them to take their place in a skilled and adaptable workforce by:
 - maximising—for primary and secondary students—opportunities for faith development and competence in areas such as literacy, numeracy and life skills;
 - improving the participation and achievement of students who are disadvantaged by ethnicity,

aboriginality, socioeconomic circumstances, geographic location or disability;

- increasing student participation in key learning areas (KLAs) especially in the senior secondary years; and
- providing an educational environment that develops self-discipline and respect for the rights of others;
- to promote equity—recognising that inequality exists in many of our attitudes and social structures, we must strive that all will be treated equally;
- to maximise school retention;
- to develop the competence, efficiency and confidence of teachers through in-service teacher training and improved career paths for teachers;
- to facilitate the transitions that students make at various points in their schooling;
- to maintain and provide adequate school facilities;
- to recognise the important role of parents and to involve them in a partnership relationship in the provision of education programs designed to aid the family; and
- to foster the continuing Catholic formation of individuals and groups in their synthesis of faith and culture.

In common with the other education sectors, Catholic education in 1997 gave high priority to literacy and numeracy.

Independent schools

The main objectives addressed in independent schools during 1997 were:

- improved literacy and numeracy outcomes for students;
- the integration of vocational education into broad curriculum structures in the senior secondary school and access and opportunity for students to as rich a curriculum offering as possible;
- Asian studies across the curriculum; and
- information technology.

Contextual information about special circumstances

Government schools

The Queensland government school system caters for over 457,000 preschool and full-time students at some 1,300 school sites. It mirrors the State's population distribution in being the most widely dispersed in Australia. Many schools in remote areas and islands can, in effect, only be reached by air. Nearly 300 of the 1,068 government primary schools have 50 or fewer students. Other aspects of diversity are the high proportions of Aboriginal and Torres Strait Islander students, students with disabilities and students from non-English speaking backgrounds relative to the other education sectors.

Catholic schools

Queensland Catholic education consists of five diocesan education offices, 272 schools and the QCEC. The sector educated 96,626 students in Queensland Catholic schools in 1997, consisting of 54,605 primary students and 42,021 secondary students, in both systemic and non-systemic schools.

Independent schools

In 1997, there were 145 independent schools in Queensland. These independent schools catered for 63,217 students, consisting of 25,932 primary students and 37,285 secondary students.

Independent schools in Queensland include large and small schools, coeducational and single-sex, designated primary and secondary schools or preschool to year 12 education; spanning the full range of educational philosophies and traditions, catering for a broad range of students or focussing on the needs of particular groups (e.g. special schools, Aboriginal, ethnic communities from other lands, alternative lifestyle communities).

Independent schools continue to cater for more students each year. In 1997, the number of primary students in independent schools increased by 1,347 students, representing 52 per cent of growth in primary enrolments in the State from 1996–97. Similarly the number of

secondary students in independent schools increased by 1,450 students, accounting for nearly 27 per cent of growth in secondary enrolments in Queensland. In 1997, six new independent schools commenced operation to help cater for this growth.

Particular initiatives undertaken during 1997

Curriculum and certification developments

On 1 February 1997, the Queensland School Curriculum Council (QSCC) was established as a statutory authority. The Council's functions are:

- to develop syllabuses for preschool to year 10 (P–10);
- to develop sourcebook support materials;
- to develop initial in-service materials for years 1 to 10;
- strategic planning for the development of P–12 syllabuses;
- to develop tests and provide systemic information about the performance of students in the tests;
- to hold at least two forums each year to ensure distance education, early childhood education, industry, open learning and other relevant issues are taken into account in developing P–10 syllabuses; and
- to undertake research or review projects about developing P–10 syllabuses.

Membership of the Council reflects the inter-systemic and consultative nature of the agency, which embraces all school sectors — government, Catholic and independent. The Council comprises:

- a chairperson nominated by the Minister;
- the Director-General of Education; and
- 13 other nominees of representative bodies in Queensland.

An office which consists of a core of permanent staff, with temporary project teams drawn from the government and non-government sectors assists QSCC.

For many years senior students have been able to undertake vocational education and training and have this listed on their Senior Certificate as TAFE 'Recorded subjects'.

However, in 1996 for the first time senior students began studying six new Board subjects which incorporate VET and which count towards tertiary entrance rankings. In 1997 for the first time students completing year 12 had a Senior Certificate that recorded both their overall result in these new Board subjects and the VET modules and competencies completed as part of these subjects.

The advantage of completing VET as part of subjects included in the calculations of tertiary entrance is to broaden the post-school pathways of students enabling them to choose TAFE, university or employment.

The proportion of students across all sectors receiving a Senior Certificate who are not eligible for a tertiary entrance rank (Overall Position or OP) rose from 16.9 per cent in 1989 to 25.5 per cent in 1996, decreasing in 1997 to 23.3 per cent. The senior curriculum has continued to develop to meet these needs. In 1997, 24 new Board-registered subjects were developed for senior studies. These subjects are not included in the tertiary entrance ranking. However, the VET embedded in them will provide students exiting year 12 in 1998 with a Senior Certificate that reports their industry-endorsed competencies and is recognised in the Australian Qualifications Framework.

Government schools

Literacy and numeracy

In 1997, Education Queensland:

- began implementation of the new Preschool Curriculum Guidelines;
- supported the year 2 Diagnostic Net and year 6 Test by provision of teacher materials;
- expanded the Reading Recovery Program;
- funded schools to undertake intervention activities with students identified in the year 2 Diagnostic Net and year 6 Test;
- undertook a trial of 'appraisalment' to assist schools in the identification and subsequent development of programs for students with learning difficulties and learning disabilities;
- enhanced tertiary in-service training and other professional development opportunities for teachers to identify literacy and numeracy needs of students; and

- collaborated in the development of national benchmarks for literacy and numeracy in years 3, 5, 7 and 9.

Students with disabilities

Education Queensland continued to enhance school-based services for students with disabilities through the employment of 60 additional teachers. Over the past two years a total of 120 teachers, 30 therapists, four nurses, and 9,100 teacher-aide hours per week have been provided. An extra 60 teachers are planned for 1998.

Other initiatives included:

- the Statewide Action Plan – Educational Provision for Students with Disabilities;
- a trial of special schools as low incidence student support centres;
- the development of an open learning professional development package for primary and secondary school administrators and teachers working with students with disabilities; and
- the development of a teacher-aide skilling package focussing on working with students with disabilities.

In addition to these major initiatives, amendments were made to the *Queensland Education (General Provisions) Act 1989*. These amendments provide access from the beginning of compulsory education for all students (with or without a disability), to 24 semesters of government education, with an additional four semesters (2 x 2 semesters) provided at the discretion of the principal and, in exceptional circumstances, a further two semesters at the discretion of the Director-General of Education.

Student behaviour management

Changes in 1996 to the Education (General Provisions) Act provided increased authorities to State school principals for suspensions and cancellation of enrolment, supported by Statewide training for all principals in the use of these strategies and behaviour management plans. Statewide policies and procedures were trialled and finalised to assist schools in the new authorities for suspensions, exclusions and cancellation of enrolment. A further 67 support staff in behaviour management were employed. A total of 200 support staff will be employed to assist schools and clusters of schools in behaviour management over a three year-period.

Alternative education programs were supported by the employment of 45 teachers, implementation of a rural alternatives program and interagency project. Parenting

education programs were reviewed and a Statewide training program took place in the Managing Young Children's Program. Funds of \$60,000 were provided for additional programs in parenting education.

Convergence of general and vocational education

Education Queensland has broadened the curriculum offerings in the post-compulsory years of schooling to ensure that the increasingly diverse range of post-compulsory students acquire meaningful and recognised outcomes. In particular, there have been an increased number of students undertaking accredited VET, in line with the convergence between general and vocational education. This has been through taking Board, Board-registered or 'stand alone' VET courses. The emphasis has been on maximising students' post-school pathways to further education, training and employment.

School-based management

In mid-year, Education Queensland enrolled 104 large government schools in the first stage of a program to implement school-based management. A new structure of 36 district offices was announced, replacing regional offices and school support centres, to provide more closely located education, accountability and corporate services to schools. Central office directorates and executive management were reorganised to reflect the new arrangements.

Information technology

Education Queensland launched the Schooling 2001 project to build computer networks within schools, improve the ratio of computers to students, enhance maintenance and upgrading and support teacher professional development in computer use for teaching and learning. Development began of learning technology competency standards for teachers. Over 250 teachers participated in the Connecting Teachers to the Future program, which provided laptops to teachers who attended vacation schools in the use of computers for learning and teaching.

Education Queensland also announced Connect-ED, a Statewide digital infrastructure to connect all government schools to 64K or better telecommunications lines by December 1998. This will give schools access to resources on the departmental network and to the Internet service provided through Telstra Big Pond, using Schoolsnet filtering software. This software is to ensure that schools

have the capability to protect students from inappropriate information and to monitor Internet usage.

Professional development

The Centre for Teaching Excellence was established to provide a number of avenues for professional development and training for teachers and ensure that teaching practices are reviewed and improved at the systemic level. The Centre developed the draft document *Professional Development and Training Agenda for Teachers*, which was issued for consultation.

Under the Skin: Combating Racism in Queensland Schools

This professional development package for teachers was trialled in workshops across the State during 1996-97. The package is designed to support schools in implementing the Cultural and Language Diversity in Education and Anti-Racism policies.

Capital grants

The State Government introduced the Cool Schools program to assist schools to improve their physical learning environment through measures designed to improve thermal comfort. Eligibility is restricted to schools north of latitude 20° S and in the environs of Bowen and Charters Towers. The program also applies to Catholic and independent schools.

In 1997, Queensland government schools received some \$39m in Commonwealth capital grants. Over 91 per cent of the Commonwealth funds were directed to capital projects providing upgraded facilities for existing student enrolments in Queensland schools (the Commonwealth benchmark is 50 per cent of funds). Common types of works undertaken and facilities provided were classroom upgrades, resource centres, home economics facilities, science facilities, manual arts facilities by conversion, student covered areas, administration upgrades and amenities blocks upgrades.

Catholic schools

In 1997, Commonwealth capital grants program funding to the Queensland Catholic school sector totalled \$9.1m, all of which was provided under the General Element portion of the program.

During the reporting year, 51 capital projects funded by the Commonwealth were deemed to be totally completed. Due to

the demands of enrolment growth, a significant proportion of capital works was devoted to new place projects. Other general works to improve the quality of education outcomes involved upgrading old facilities, constructing new facilities and providing equipment to meet changing curriculum requirements, particularly in the area of information technology.

In 1997, the State Government provided \$11m towards capital projects at schools that are associated with the QCEC. The State funding enabled a total of 53 Queensland Catholic schools to undertake capital works and equipment-related projects.

The Queensland Catholic school sector received \$2.8m under the State Government's Cool Schools program.

The State Government also made a \$1m grant, administered jointly by QCEC and the Association of Independent Schools in Queensland (AISQ), to subsidise bus fares for non-government school students outside the Brisbane statistical division.

The Catholic school sector also received \$228.5m in Commonwealth general recurrent grants.

School boards continued to increase in number and many were given in-service training to ensure more effective operation.

Enterprise bargaining continued, with the requirement that employees demonstrate productivity increases. The requirement is problematic in the teaching profession, given the disparity in conditions and environments under which teachers operate.

Catholic education in Queensland has undertaken a review of enrolment procedures for students with special learning needs in the light of anti-discrimination legislation.

School administration software has been evaluated. One diocese is distributing MAZE software to schools in 1998, while two other dioceses are trialling it in 1998.

A focus on the literacy (and numeracy as a subset of literacy) needs of students identified as educationally disadvantaged was begun in 1997. Further development of this initiative will occur in 1998.

Independent schools

In 1997, the Commonwealth provided \$4.4m towards the cost of capital projects in independent schools that are affiliated with the Independent Schools of Queensland Block Grant Authority. Of the 15 projects that were completed both physically and financially in 1997, the most common types were the construction of classrooms

for primary and secondary students, science laboratories, manual arts facilities, home economics facilities, computer laboratories and administration areas. Most facilities were provided to cope with additional students.

Of the 15 projects, 13 were funded from General Element funds (\$3.6m) and two were funded from Quality, Competencies and Technological Support Elements funds (\$0.8m).

The State Government provided funding of \$5.1m for capital works in independent schools under the Capital Assistance Scheme. Funds were allocated to 49 projects in 40 independent schools.

In addition, State Government funding of \$0.75m was allocated to 20 projects in ten independent schools in north Queensland through the Cool Schools initiative.

The independent sector also received \$117.7m in Commonwealth general recurrent grants.

Major challenges encountered in independent schools in 1997 were:

- the next round of enterprise bargaining agreements and issues related to the delivery and participation of vocational education in school-based traineeships and new apprenticeships;
- increased participation in outcomes-based education and curriculum development work of the QSCC and the Study Area Specifications developed by the BSSSS;
- organisation of courses to take cognizance of the national training packages, and teacher professional development associated with emerging imperatives in particular information technology and the use of computers as a teaching tool; and
- the national literacy strategy, democracy and middle schooling as they apply to specific target groups, and students with special needs.

School-industry links

Developments in 1997

The convergence of general and vocational education recognises the value of entry-level training in the New Apprenticeships scheme while students are at school, contributing to the development of a skilled workforce.

The State Government endorsed 59 of the 62 recommendations of the Cummings report *Coordinating*

Diversity: Directions for Post-Compulsory School Education in Queensland. Recognition of the importance of a balanced secondary education led to establishment of the Coordinating Diversity Implementation Committee and an implementation plan was developed.

The three education sectors cooperated in developing and delivering information sessions on VET in schools to industry, community, parent and student forums. A video involving industry, school and sector personnel was produced as a resource to widen understanding on school–industry participation and collaboration.

Under the School to Work (State-based) Program, best practice models were identified and the information disseminated to secondary and special schools Statewide via a series of workshops. The project also supported current teachers of accredited VET courses in their release to industry to gain workplace training and experience in seven broad industry areas:

- tourism and hospitality;
- business, clerical, wholesale and retail;
- community services and health;
- building and construction;
- primary industry;
- fitness, sport and recreation; and
- arts, media and entertainment.

Performance Resource Agreements between by the Queensland Vocational Education, Training and Employment Commission (VETEC) and each of the schooling authorities were finalised, covering the expenditure of \$3.6m under the *Principles and Guidelines for Improving Outcomes for VET in Schools*. These agreements featured agreed strategic directions:

- providing New Apprenticeships in schools;
- expanding existing VET delivery in schools;
- providing program infrastructure, support, coordination and review;
- participating in cross-sectoral projects and activities; and
- addressing the needs of target groups.

Significant progress was made towards the implementation of New Apprenticeships. Education Queensland recorded some 30 New Apprenticeship commencements in occupational areas such as engineering, clerical and hospitality. However, activity across the education sectors

focussed on establishing the necessary procedures and infrastructure to support full implementation of New Apprenticeships from 1998.

In 1997, vocational education reported on the Senior Certificate fell into two categories:

- Board subjects with embedded industry-endorsed competencies; and
- TAFE subjects.

Some 2,616 students received a level of achievement in one or more of six Board subjects with embedded industry-endorsed competencies (Business Organisation and Management, Business Communication and Technologies, Engineering Technology, Technology Studies, Agricultural Science, and Hospitality Studies).

Details of 18,198 modules and 25,536 competencies were reported on Senior Certificates. These were the first Queensland students to exit year 12 with results in these ‘embedded’ subjects.

In TAFE subjects 3,745 students received a result in at least one of 338 subjects. In all, 26,107 results were reported on the Senior Certificate in 1997.

Plans for 1998

Under School to Work (Strategic Programmes), the 1998 Rural and Remote Areas Project in the Chinchilla and Roma Districts will generate new practices that promote School to Work pathways. It will focus on developing VET services, taking into account cultural differences and the needs of the equity target groups, local skill shortages and the needs of industry.

The 1998 Vocational Education and Work-Related Skills Project will develop programs to support years 9 and 10 students at risk of not completing secondary school in accessing vocational education and training. It will involve a range of delivery options to better meet the needs of students, schools and business in the rural schools of the Tablelands-Johnstone District.

Education Queensland is developing frameworks for delivery of post-compulsory education, for the continuing provision of professional development to teachers, and for teachers to meet industry-endorsed minimum requirements for teaching accredited VET.

In 1997, BSSSS trialled eight new Study Area Specifications (SAS). In 1998, 63 schools will be involved in trialling a ninth SAS – Literacy and Numeracy – with students in year 11.

Indigenous students

Government schools

In September 1997, Education Queensland established the Aboriginal and Torres Strait Islander Education Branch within the Education Services Directorate. The branch encompasses policy, outreach and community participation services through the operations of its units.

Indigenous Education Strategic Initiatives Program (IESIP) funding is now allocated direct to schools, enabling school communities to maximise the educational outcomes for Aboriginal and Torres Strait Islander students.

The branch provides support and advice to schools in the development and implementation of strategies to enhance progress towards IESIP performance indicators.

A linkage from Education Queensland to Aboriginal and Torres Strait Islander communities is maintained through the establishment of the Ministerial Advisory Council on Aboriginal and Torres Strait Islander Education (MACATSIE) and the Community Participation Unit.

Special programs and initiatives include:

- employment of Indigenous education workers in Queensland schools, including IESIP funded positions, cultural resource officers and State-funded teacher aides, community education counsellors and education advisers (Aboriginal and Torres Strait Islander Education);
- behaviour management initiatives – including joint projects for provision of education in alternative settings;
- the Aboriginal and Torres Strait Islander Tertiary Aspirations Program;
- projects in reconciliation schooling;
- NAIDOC Week School Information Kit;
- the Best Practices in Aboriginal and Torres Strait Islander Education Database; and
- support for the Year Five Social Studies Sourcebook.

Significant achievements include:

- administration and monitoring of IESIP funds direct to Queensland schools;

- the ‘Murri Thusi’ Aboriginal and Torres Strait Islander Education Branch web site;
- development of the *Preschool to Year Twelve Guidelines and Framework for the Teaching of Aboriginal and Torres Strait Islander Studies in Queensland Schools*;
- trial of the senior syllabus in Aboriginal and Torres Strait Islander studies; and
- publication of the *Aboriginal and Torres Strait Islander Early Childhood Education Teachers’ Handbook*.

Professional development for teachers relating to teaching Indigenous students was conducted. Areas included pedagogy, teaching–learning, supportive school environment, cultural awareness, and principles of effective learning and teaching in Indigenous contexts. A major ongoing initiative is the development of a cross-cultural training kit for Education Queensland personnel.

Indigenous students accounted for 5.5 per cent of government school enrolments and 1.9 per cent among Catholic systemic and non-systemic schools.

The Catholic and independent sectors both expressed concern that IESIP funding eligibility requirements constrained their ability to support teaching and learning activities and professional development to meet the needs of Indigenous students.

Catholic schools

Sampling indicates approximately 38 per cent of Indigenous students need special literacy/numeracy intervention outside the planned curriculum and around 74 per cent of these are receiving such intervention. Moves are being made to decrease the need for intervention and increase the support provision.

Some Catholic boarding schools with large Indigenous enrolments have set up special units to cater for them, with the main focus on literacy and numeracy.

Attendance rates for preschool and compulsory years of schooling achieved 89.8 per cent. Completions saw figures of 91 per cent for those enrolled in year 10, 94 per cent for year 11 and 85 per cent for year 12.

Fifty-two per cent of preschools and schools are offering Indigenous studies/perspectives in their curriculum. Coupled with this is the continuing professional development of non-Indigenous staff in cultural awareness and classroom strategies.

Independent schools

In 1997, four Indigenous community independent schools were supported through AISQ with targeted literacy intervention, VET in schools, English as a second dialect and outcomes-based education programs. The developmental and delivery projects were also used to assist teachers in mainstream independent schools where the proportion of Indigenous students to the total school enrolment was very low.

LOTE

Developments in 1997

Queensland has been at the forefront of the drive in recent years to give Languages other than English (LOTE) greater prominence in Australian school education.

In 1997, the QSCC commenced the development of new syllabuses and sourcebooks for the State's seven priority languages — Chinese, French, German, Indonesian, Italian, Japanese and Korean.

Development of a syllabus in Chinese for the Senior External Examination commenced and it should be available for use in 1999.

In 1997, the core provision in government schools was expanded to include year 5 in some schools and now involves all schools in a core program delivered by specialist teachers in years 6, 7 and 8. Approximately one-third of schools have access to a year 5 program.

In 1997, some 141,000 government school students were studying a language other than English. The most popular languages were Japanese and German, with significant growth being experienced in both Chinese and Indonesian. Korean was also established in a small number of schools. Although total participation in the program is healthy, there continues to be a drop in participation levels at the end of the compulsory period of study (after year 8).

Across the three education sectors, senior students had results in 13 languages reported on their Senior Certificates — subjects as diverse as French, Indonesian, Russian, Latin, and Modern Greek. A further subject, Korean, was available for senior schools for the first time in 1997.

Education Queensland commenced the development of CD-ROM materials to support the primary LOTE program. The programs support a full year of work (over 200 language learning activities) and will be available in three stages across six of the priority languages.

Curriculum time allocated to LOTE

In government schools the minimum time requirement at primary level is 90 minutes per class per week delivered by a specialist LOTE teacher. Although not mandated, that requirement is an advised minimum for year 8. Minimum requirements for years 9 and 10 are 150 hours across the two years and for years 11 and 12 are 55 hours per semester for students electing to study LOTE.

The QSCC endorsed indicative time allocations that syllabus developers will follow as they frame new syllabuses. The indicative time allocations for the core of LOTE are zero for years 1–3, 240 hours across four years for years 4–7, and 180 hours across three years for years 8–10.

Teacher supply and training

Some 1,000 specialist LOTE teachers are currently working in government schools across the years 1–12. Half of those teachers are working in the primary sector years 1–7. Teacher supply remains a problem, especially outside the metropolitan area.

In the independent sector, the high number of combined schools with experienced LOTE teachers enhanced their ability to assist primary teachers with the delivery of dedicated courses as well as integrated and immersion courses.

Teacher numbers per language reflect the relative student participation levels with the largest numbers of teachers being qualified to teach Japanese or German.

Queensland has introduced a minimum language proficiency standard for all LOTE teachers, which is administered to new LOTE teacher applicants.

All employing authorities have close relationships with teacher training organisations, with formal steps in place to coordinate both the training of LOTE teachers and the establishment of an agreed standard for that training.

LOTE teacher professional development is an ongoing priority for the State and is catered for through a wide ranging program involving native speaker advisory teachers, foreign 'guest teachers' and intensive local professional development. The State provides, within the context of its international cooperation activity, significant opportunities for teachers to spend time overseas either in a 'guest teacher' role or undertaking short language training courses.

Plans for 1998

With new syllabus frameworks and supporting sourcebook materials, and subject to resource availability, Education Queensland will expand the core provision to provide access to continuous language learning from year 4 to year 10.

It is anticipated that LOTE will remain a high priority in independent schools in the future and that the number of international school links, student and teacher exchanges and school excursions will increase.

Technology

Developments in 1997

Significant developments in the senior curriculum in the area of technology education were aimed at providing students with opportunities to acquire industry-endorsed competencies as part of technology subjects included in the calculations for tertiary entrance ranks.

It should be noted that, for the purposes of the senior curriculum, the key learning area of technology embraces the following subjects:

- accounting;
- business communication and technology;
- business organisation and management;
- engineering technology;
- graphics;
- home economics;
- hospitality studies;
- information processing and technology;
- secretarial studies; and
- technology studies.

The revision of syllabuses for the BSSSS subjects Business Communication and Technologies and Business Organisation and Management began to give students access to nationally endorsed industry competencies at Certificate II level. At the same time, revision of the Board subject Engineering Technology commenced, with the aim of seeking advanced standing for TAFE courses.

A national technology competition was initiated by the Australian Council for Education through Technology (ACET) in conjunction with Education Queensland and with sponsorship from Boral. It was very successful in securing

participation from schools across the country, particularly from within Queensland.

Curriculum time allocated to technology

The QSCC endorsed indicative time allocations that syllabus developers will follow as they frame new syllabuses. The indicative time allocations for the core of technology for years 1–3 is 180 hours across the three years, for years 4–7, 240 hours across the four years, and for years 8–10, 180 hours across the three years.

Participation and achievement by senior students

The proportions of senior students across all sectors enrolled in at least one BSSSS technology subject in 1997 are shown in Table 2.

The mean achievement level at year 12 in the technology key learning area subjects was 3.2 (on a scale of 1–5). Females performed better than males (3.28 to 3.05).

Plans for 1998

In 1998, QSCC will begin development of the years 1–10 technology syllabus. Staff will be appointed to initiate the development of the new syllabus. In addition, QSCC will develop an initial in-service training package and sourcebooks for the Technology KLA.

Table 2. Percentage of senior students enrolled in BSSSS technology subjects, 1997, by gender, all sectors

<i>Information and Engineering</i>			
<i>Year</i>	<i>Male %</i>	<i>Female %</i>	<i>Total %</i>
11	35	10	22
12	39	10	24
<i>Business</i>			
11	14	31	23
12	18	34	25
<i>Hospitality</i>			
11	3	18	.9
12	3	18	11
<i>Total KLA</i>			
11	46	48	47
12	50	51	51

Source Education Queensland

As curriculum development for technology proceeds, it has been suggested that some debate may arise over issues such as the degree of variation from the national statement and profile; the role of enterprise in technology curricula; the form and nature of learning outcomes; and the nature and range of technology subjects in secondary schools.

The QSCC position is that the nationally agreed statements and profile should be used as guidelines for curriculum development, assessment and reporting in relation to the key learning areas. These documents should also serve as

major reference points for the development of comprehensive syllabuses for courses of study in subjects within the key learning area.

Independent schools in Queensland intend to develop in-service training courses and materials to support teachers in multimedia and open learning methodology and pedagogy. As independent schools seek to increase opportunities for students to have a broad curriculum — particularly those in rural and isolated schools — the use of specialists in technology-based learning will become essential to effective practice and outcomes.