

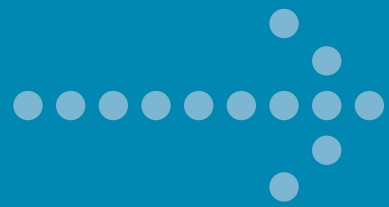
School Improvement and Accountability Framework



Destination 2010 Action Plan



2006–2008



Effective
Planning

Transparent
Reporting



Assuring
Quality



Queensland
Government
Education Queensland

Queensland the Smart State

2010
Queensland State Education

A message from the Director-General of Education

Schools in Queensland have a long tradition of striving for excellence in learning. Today, our staff recognise the continued importance of this tradition in helping young Queenslanders prepare for their future in a more globalised society. We are fortunate to have strong government support for education as a key component of the Smart Queensland blueprint for growth in innovation, education, jobs and the economy through endorsement of the vision and reforms that provide direction to state schooling — *Queensland State Education–2010* (QSE–2010) and *Education and Training Reforms for the Future* (ETRF).

To enable more students in Queensland to engage in a range of effective learning experiences at all levels of schooling it is vital to understand where we are going, our progress and where to prioritise our efforts. Since 2003, staff have embraced *Destination 2010* as the vehicle for implementing this framework, with all schools establishing local targets in relation to systemic targets as outlined in this action plan. Throughout this work, there has been a recognition that the key to improving learning outcomes is to recognise the diverse education and training needs of young people and provide opportunities to meet those needs.

We now need to build on these firm foundations to facilitate the continued improvement of student learning outcomes. Schools, districts and regions can continue to improve student learning outcomes through successfully delivering on the Department's priorities:

- ETRF (including the Early, Middle and Senior Phases of Learning)
- Smart Classrooms
- Literacy
- Queensland Curriculum, Assessment and Reporting
- Students with Disabilities
- Partners for Success.

Destination 2010 will continue to provide the focus for our efforts and will enable us to consolidate those measures which demonstrate our schools' capacity to deliver the best learning opportunities for young people and strengthen Queensland's position as the Smart State.



Ken Smith
Director-General of Education and the Arts

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What is our destination?

Context

In February 2000, the Queensland Government endorsed *Queensland State Education – 2010* (QSE–2010) as a major statement of policy and strategic direction for state education for the next 10 years. It was developed through extensive community consultation and research into the future needs of state education in a Smart State. Following the directions outlined in QSE–2010, the *Queensland The Smart State – Education and Training Reforms for the Future* (ETRF) provided the reform package to address the education and training issues identified in the Preparatory Year, Information Communication Technologies (ICTs) and to ensure appropriate ‘learning or earning’ pathways for the young people of Queensland.

The *School Improvement and Accountability Framework* provides the integrated framework for Education Queensland schools to achieve and sustain the vision of QSE–2010, the reforms of the ETRF agenda and the outcomes and targets of *Destination 2010*.

QSE–2010 and ETRF also describe our destination in terms of two goals and five broad objectives, with associated strategies for implementing the objectives over time.

These two goals remain:

- improve the quality of the education experience in state schools for all students; and
- increase the number of young Queenslanders who complete 12 years of schooling or equivalent by the age of 24.

Destination 2010 uses the following objectives to focus schools and the Department to develop strategies and achieve targets in relation to:

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

These objectives represent the core business of Education Queensland and their implementation assists us to realise our vision of the Smart State and ensure a quality future for our young people.

What is Destination 2010?

Destination 2010

Destination 2010 is Education Queensland's action plan for implementing the changes outlined in QSE-2010, the reforms of ETRF while focusing on effective planning, transparent reporting and assuring quality. All Education Queensland staff have key roles in achieving the objectives through the strategies, performance indicators and planning strategies of *Destination 2010*. Staff in district and regional offices as well as central office are responsible for supporting the delivery of quality educational experiences for Queensland students, whilst staff in schools are responsible for providing these educational experiences.

Destination 2010 provides details of:

- **outcomes** that identify what Education Queensland plans to achieve and what constitutes success in Queensland state education
- **key performance measures and performance indicators** that show whether outcomes are being achieved and establish critical indicators which inform Education Queensland of its achievements. Schools and other areas of the Department will establish strategic directions and operational plans that relate to these indicators and report against them
- **planning strategies** that inform the progress made by schools in implementing departmental priorities
- **current achievement** against targets, where data are available
- **Education Queensland targets** that indicate what is to be achieved during the period 2006–08. The 2006–08 targets build on the 2002–05 targets in achieving the 10-year vision for state school education in Queensland
- **school targets** which are determined locally and based on the needs of the local context. These should be achievable yet challenging, and responsive to community and student needs and to Education Queensland targets. School targets provide the specific focus for school communities and are to be detailed in the triennial and annual school planning and reporting documentation
- **data sources** with systemic (Corporate Data Warehouse) and school information that provide quantitative and qualitative evidence of progress towards achieving the 10-year vision for state school education.

Objective

LEARNING – How this destination will be achieved

Implement a learning framework to prepare students for living in complex, multicultural, networked societies.

Outcome

LE1: Improved learning outcomes for the diverse range of students in Education Queensland schools

What strategies will schools use to achieve this outcome?

Literacy and Numeracy

- Enhance student literacy and numeracy achievement through targeted strategies.
- Develop strategies for the teaching of reading as every teacher's business.
- Respond to the recommendations and directions identified by the new statewide literacy framework.

Inclusive Practices

- Improve learning outcomes and school completion rates of Aboriginal and Torres Strait Islander students through the implementation of the *Partners for Success Action Plan*.
- Improve learning outcomes for all students by addressing the guiding principles of the *Inclusive Education Statement*.

- Improve learning outcomes for students with disabilities through implementation of the *Education Adjustment Program*.
- Maintain and improve the attendance, retention and achievement of students in rural and remote communities by implementing the *Rural and Remote Education Framework for Action*.
- Improve learning outcomes for gifted students by implementing the *Framework for Gifted Education*.
- Develop Educational Support Plans for students who are eligible under the strategy, *Educating Children and Young People In Care of the State*.

Performance Indicators and Planning Strategies (School level) - How will schools know if this outcome is being achieved?

KPM: <i>Student achievement. All students achieve agreed standards at the key junctures of schooling.</i>	As at 2001	2004 Performance	2008 EQ Targets	2008 School Targets required	Data Sources
Performance Indicators LE1.1: Percentages of students not requiring additional support for each area of the Year 2 Diagnostic Net: Reading, Writing, and Number.	73% Reading 82% Writing 77% Number	75% Reading 85% Writing 80% Number	80% Reading 87% Writing 85% Number	Yes	Year 2 Net Data
LE1.2: Percentage of students achieving national Year 3, 5 and 7 reading benchmarks.	Yr 5 – 79%	Yr 3 – 96.5% Yr 5 – 81% Yr 7 – 93.1%	Yr 3 – 97% Yr 5 – 85% Yr 7 – 95%	Yes	Years 3,5 and 7 Tests from QSA
Planning Strategies LE1.3: Schools have strategies to improve Year 9 student literacy levels to a standard that allows all students to make satisfactory progress at school.		96% have progressed strategies	All secondary schools	Schools to update progress against 5 point scale	School information
LE1.4: Schools have inclusive practices to meet the educational needs of all students.		New	All schools	Schools to update progress against 5 point scale	School information
LE1.5: Schools have strategies to implement the Partners for Success Action Plan to improve outcomes for Indigenous students.		98% have progressed strategies	All schools	Schools to update progress against 5 point scale	School information



Outcome

LE2: Improved integration of curriculum, teaching, assessment and reporting through a learning framework that engages our diverse range of students.

What strategies will schools use to achieve this outcome?

Curriculum, Teaching, Assessment and Reporting

- Respond to the recommendations and requirements of the *Queensland Curriculum, Assessment and Reporting (QCAR) Framework* that will define the essential learnings and set standards of achievement for students in P–10 years.
- Implement the Key Learning Area syllabuses with a focus on English and Mathematics.
- Develop ICTs as an integral component of curriculum, teaching and learning.
- Continue alignment of curriculum, teaching, assessment and reporting in school curriculum planning.

- Provide students with science experiences that are inquiry based and connected to the real world by implementing *Spotlight on Science*.

Phases of Learning - Early and Middle Years

- Implement responsive curriculum programs in the early years to promote continuity of teaching and learning.
- Prepare for the full implementation of Preparatory Year in 2007.
- Implement the *Middle Phase of Learning Action Plan* to provide learning programs that maximise student engagement and achievement and support the transition from primary to secondary education.

Performance Indicators and Planning Strategies (School level) - How will schools know if this outcome is being achieved?

KPM: Learning framework. Curriculum implementation and delivery that meets students' needs.	As at 2001	2004 Performance	2008 EQ Targets	2008 School targets required	Data Sources
Performance Indicator LE2.1: Percentage of students and parents/ caregivers satisfied that they are getting a good education at school.	76% (students) 77% (parents)	77% (students) 78% (parents)	80% (students) 80% (parents)	Yes	School Opinion Survey
Planning Strategies LE2.2: Schools have strategies for the implementation of Preparatory Year in 2007 and beyond.		New	All schools with primary aged students	Schools to update progress against 5 point scale	School information
LE2.3: Schools have strategies to implement the Middle Phase of Learning Action Plan.		99% have progressed strategies	All schools	Schools to update progress against 5 point scale	School information
LE2.4: Schools have strategies to implement the Spotlight on Science Action Plan		New	All schools	Schools to update progress against 5 point scale	School information

Outcome

LE3: An increased number of students successfully completing Year 12 or equivalent, and successfully making the transition to employment, further education and training by following a range of validated and flexible pathways through the senior phase of learning.

What strategies will schools use to achieve this outcome?

Phases of Learning - Senior Years

- Ensure intellectually challenging and culturally relevant curriculum and teaching to engage all students, particularly those at risk of early school leaving.
- Prepare for implementation of the Queensland Certificate of Education.
- Expand senior pathways for all students through the implementation of the DYAP* and SET Plans** to include:
 - Developing strategies to connect disengaged students with learning options.
 - Expanding links between schools, tertiary and training providers, industry and employers to enhance employment and learning outcomes for students.
 - Enhancing and consolidating partnerships with external stakeholders across government agencies, community organisations, business and industry.
 - Implementing strategies to achieve the outcomes of the DYAP at the school and cluster level.

* District Youth Achievement Plan ** Senior Education and Training Plan

Performance Indicators and Planning Strategies (School level) - How will schools know if this outcome is being achieved?

KPM: Successful completion of Year 12 or equivalent.	As at 2001	2004 Performance	2008 EQ Targets	2008 school Targets required	Data Sources
Performance Indicators LE3.1: Apparent retention of students from Year 8 to Year 12.	74%	75%	80%	Yes	State School Enrolment Data
LE3.2: Percentage of students awarded a Senior Certificate who have also achieved one or more vocational education and training (VET) certificates at Australian Qualifications Framework (AQF) Level 1 or higher.	30%	35%	43%	Yes for 2006 only **	QSA
LE3.3: Percentage of Year 12 students who have a sound or better level of achievement in three or more Authority subjects.	63%	63%	65%	Yes for 2006 only **	QSA
LE3.4: Percentage of Year 12 students who complete at least one Science, Mathematics or Technology subject*.	86%	87.5%	90%	Yes for 2006 only **	QSA
Planning Strategy LE3.5: Schools have processes to develop and review SET Plans.		New	All schools	Schools to update progress against 5 point scale	School Information

* The Queensland Studies Authority advises subjects included in this measure.

** These Performance Indicators will be replaced in 2007 to align with Year 12 Reporting and the Queensland Certificate of Education.

Performance Indicators (Department level) - How will the district/region/Department know if this outcome is being achieved?

KPM: Successful completion of Year 12 or equivalent.	As at 2001	2004 Performance	2008 EQ Targets	2008 school Targets required	Data Sources
Performance Indicator LE3.6: Percentage of young Queenslanders who have completed Year 12 by age 24.	67%	70%	Whole of state 80%	No	Australian Bureau of Statistics
KPM: Student destination. Percentage of students who successfully make the transition to employment, further education and training.					
Performance Indicator LE3.7: Percentage of 15-19 year-olds in full-time work, full-time study, or combinations of both.	82%	Whole of state 84%	Whole of state 88%	No	Australian Bureau of Statistics



Objective

SCHOOLS – How this destination will be achieved

Create learning communities that meet diverse student and community needs.

Outcome

SC1: Schools have innovative and distinctive strategies responsive to community and student needs.

What strategies will schools use to achieve this outcome?

Schools and Community

- Develop innovative approaches to schooling that are based on a clear educational rationale and respond to the distinctive needs of students in each phase of learning within the context of the school community.
- Implement strategies to enable school communities to participate in professional dialogue and to share best practice in curriculum and teaching across the phases of learning.

Schools and Clusters

- Support the successful transition of students between the stages of schooling by addressing:
 - learning as a continuum from Preparatory Year to Year 12 with a focus on the middle phase of learning
 - cooperative alliances between primary, secondary and special schools
 - support structures to enable young people to successfully transition into and through the senior phase of learning.

Performance Indicators (Department level) - How will the district/region/Department know if this outcome is being achieved?

KPM: Enrolment trends and student participation. The number of students enrolled and the number of students who leave the system at key exit points.	As at 2001	2004 Performance	2008 EQ Targets	2008 School Targets required	Data Sources
Performance Indicators SC1.1: Number of students enrolled in state schools	471 307	483 880	480 700* (forecast)	No	State School Enrolment Data
SC1.2: Percentage of all Queensland school students attending state schools.	71%	70%	71%	No	Queensland School Enrolment Data
SC1.3: Percentage of students continuing schooling across key junctures – Year 7 to Year 8, Year 10 to Year 11.	89% (Yrs 7-8) 87% (Yrs 10-11)	90% (Yrs 7-8) 87% (Yrs 10-11)	92% (Yrs 7-8) 91% (Yrs 10-11)	No	State School Enrolment Data

* Impact of Preparatory Year cohort in 2007

Outcome

SC2: Schools have productive partnerships with their community and with business, industry and other government agencies to implement the Education and Training Reforms for the Future initiatives.

What strategies will schools use to achieve this outcome?

Community Engagement

- Develop and promote genuine partnerships between schools and community through the implementation of *Partners for Success* and the phases of learning through ETRF.
- Develop the school as a community asset that is the centre for learning and community engagement through *Smart Classrooms*.
- Develop sustainable collaborative relationships with parents, school and local community members, providers of early education and care services, employers and industry groups.

- Enhance and consolidate partnerships with other government agencies, community organisations, business and industry to provide supportive learning environments.
- Develop and maintain strong relationships with industry to:
 - increase students' involvement in the workplace and community organisations
 - ensure school programs are connected to the demands of a knowledge-based economy.
- Improve students' access to a range of resources and cross-government services that support their social needs and improve their capacity to complete 12 years of schooling.

School and Industry Partnerships

- Expand links between schools and industry/ employers to enhance employment and learning outcomes for students.

Outcome

SC3: Schools provide safe, tolerant and disciplined learning environments.

What strategies will schools use to achieve this outcome?

Supportive Learning Environments

- Cooperate with other government agencies and expand community partnerships.
- Respond to the recommendations of the *Safe and Healthy Schools Program* and other health-related priorities.
- Develop a school agreement that responds to the expectations outlined in the Code of Behaviour for State schools.

- Implement support strategies to address the needs of students with challenging behaviours.
- Utilise the resources of the *National Safe Schools Framework* to support planning processes to address bullying, harassment, child abuse and neglect.

Performance Indicators (School level) - How will schools know that this outcome is being achieved?

KPM: Learning environment. Strategies are developed to ensure a safe and healthy learning environment for all.	As at 2001	2004 Performance	2008 EQ Targets	2008 School Targets required	Data Sources
Performance Indicator SC3.1: Percentage of parents/caregivers satisfied that the school is a good school.	84%	84%	88%	Yes	School Opinion Survey

Outcome

SC4: Schools have effective school planning and reporting processes to coordinate teaching and learning with the management of human and physical resources including information technology.

What strategies will schools use to achieve this outcome?

School Planning and Reporting

- Implement the revised *School Improvement and Accountability Framework* and *Destination 2010*.
- Implement the *Changes To Schools' Reporting for Queensland Schools*.
- Improve school accountability practices to ensure that physical and human resources,

- finances and facilities are effectively used to respond to student and community needs.
- Implement operational implications of a revised *Education (General Provisions) Act 1989*.
- Develop and implement strategies for risk assessment and the management of a safe and healthy workplace.

Objective

WORKFORCE – How this destination will be achieved

Ensure the school workforce has the capability and flexibility to deliver the objectives of QSE–2010.

Outcome

WO1: A workforce that has the capability and flexibility to deliver the strategic objectives of the Department through ongoing professional development opportunities.

What strategies will schools use to achieve this outcome?

Teacher Professionalism and Development

- Implement strategies of professional development focused on key learning priorities.
- Celebrate teacher achievement through reward and recognition.
- Enable localised and sustainable professional development programs and networks to provide opportunities for the workforce to share effective professional practices.

Performance Indicators (School level) - How will schools know if this outcome is being achieved?

KPM: Workforce capability. The characteristics of the workforce match those of the desired workforce.	As at 2001	2004 Performance	2008 EQ Targets	2008 school Targets required	Data Sources
Performance Indicators WO1.1: Percentage of workforce engaged in professional development opportunities.	79% 2003 (baseline)	80%	83%	Yes	School Opinion Survey
WO1.2: Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives.	72% 2003 (baseline)	72%	80%	Yes	School Opinion Survey
WO1.3: Percentage of general component of school grants budget or equivalent expended on professional development for school staff.		94% of schools spent 10% or more	10% of budget or equivalent	Yes (budget or equivalent)	School information

What strategies will the district/region/Department use to achieve this outcome?

Continuous Learning

- Promote a balance of individual and system responsibility for continuous professional development.
- Implement strategies using the *Professional Standards for Teachers* as a framework for reflection and planning, learning and development to revitalise and extend the skills of the workforce to improve student-learning outcomes.
- Encourage and support staff at the regional level to guide pre-service teachers in practicum, internships and teacher education programs.

Performance Indicators (Department level) - How will the district/region/Department know if this outcome is being achieved?

KPM: Workforce capability. The characteristics of the workforce match those of the desired workforce.	As at 2001	2004 Performance	2008 EQ Targets	2008 School Targets required	Data Sources
Performance Indicators WO1.4: Percentage of principals satisfied that the workforce has the knowledge and skills to implement school and systemic initiatives.	81% 2003 (baseline)	83%	85%	No	School Opinion Survey
WO1.5: Number of pre-service teachers undertaking practicum in each region.			Establish baseline using 2005 data	No	Regional HR Manager

Outcome

WO2: Leadership that drives educational reform, supports productive relationships and promotes innovation.

What strategies will schools use to achieve this outcome?

Leadership

- Implement programs and networks that strengthen the quality of leadership and develop a constructive organisational climate.
- Provide opportunities for educational reform through innovative practices.
- Implement strategies to resolve grievances and industrial disputes at the school level.

Performance Indicators (School level) - How will schools know if this outcome is being achieved?

KPM: <i>Workforce capability. School leadership contributes to positive staff relationships.</i>	As at 2001	2004 Performance	2008 EQ Targets	2008 School Targets required	Data Sources
Performance Indicator WO2.1: Percentage of staff members satisfied with morale in the school.			Establish baseline using 2005 data	Yes	School Opinion Survey

What strategies will the district/region/Department use to achieve this outcome?

Leadership Development

- Continue to develop and implement a leadership strategy for principals and aspiring leaders.
- Review the *Standards Framework for Leaders*.

Performance Indicators (Department level) - How will the district/region/Department know if this outcome is being achieved?

KPM: <i>Workforce capability. The characteristics of the workforce match those of the desired workforce.</i>	As at 2001	2004 Performance	2008 EQ Targets	2008 School Targets required	Data Sources
Performance Indicators WO2.2: Percentage of school workforce satisfied with their professional competencies and opportunities to engage in educational reform.		64%	65%	No	School Opinion Survey
WO2.3: Percentage of principals and associate administrators (acting and permanent appointees) in each region who have undertaken leadership development programs.			Establish baseline using 2005 data	No	Regional Professional Development Coordinator

Outcome

WO3: Employment practices that are equitable within a workforce that reflects the diversity of the community it serves.

What strategies will the district/region/Department use to achieve this outcome?

Employment and Diversity

- Coordinate strategies for the development of workforce professional development capability and performance.
- Continue to provide a range of online learning and communication resources through the Learning Place.
- Implement the *Workforce Diversity and Equity Framework* including strategies for the targeted attraction, recruitment, retention and development of staff particularly for members of the target groups and male teachers.
- Implement an Aboriginal and Torres Strait Islander Employment Framework with indicators of success to inform and guide employment actions at system and school level.
- Regional HR Managers will work with schools to develop meaningful district and regional Indigenous employment targets for the non-teaching workforce.

Performance Indicators (Department level) - How will the district/region/Department know if this outcome is being achieved?

KPM: <i>Workforce capability. The characteristics of the workforce match those of the desired workforce.</i>	As at 2001	2004 Performance	2008 EQ Targets	2008 School Targets required	Data Sources
Performance Indicators WO3.1: • Of Bands 8-11 positions, proportion who are women • Of Bands 5 and above positions, proportion who are women • Of teachers, proportion who are male Percentage of workforce who are: • Aboriginal and Torres Strait Islander (ATSI) people • people from non-English-speaking backgrounds (NESB) • people with disability	23.6% 47.9% 27.9% 1.4% 5% 8.3%	28.6% 51.3% 26.8% 1.8% 8.8% 8.2%	41% 57% 35% 2.4% 13.5%	No school targets required in WO3	Strategic Human Resource and Learning data

Outcome

WO4: A healthy workforce engaged in a safe and supportive work environment.

What strategies will the district/region/Department use to achieve this outcome?

Employee Health and Well Being

- Encourage employees to adopt preventative health measures such as flu vaccination and improved oral health.
- Implement strategies to improve the awareness and assessment of Health and Safety issues in

schools to:

- reduce the use of paid sick leave
- achieve earlier return to work outcomes for employees who have experienced a work-related injury or illness
- reduce the cost of statutory WorkCover claims.

Objective

SCHOOL SERVICES – How this destination will be achieved

Provide services that facilitate the work of schools and learning relationships.

Outcome

SS1: Quality out-of-school services that assist in building school capacity to achieve the strategic objectives and raise the profile of Education Queensland in the community.

What strategies will the Department use to achieve this outcome?

Corporate Governance

- Realign the operation and role of district offices to ensure that integrated education and corporate services support and improve school capacity building and the implementation of ETRF and *Destination 2010*.
- Provide quality out-of-school services to support the core business of schools in the following areas: human resources, finance, information technology, facilities, legal advice, executive support, policy development and strategic planning.

Online Learning

- Expand the online learning environment providing quality online professional development resources and facilities to support student and staff development through the Learning Place.
- Facilitate teachers' integration of ICTs within the curriculum through the implementation of a

Learning Object Repository and the redevelopment of the Curriculum Exchange infrastructure.

- Provide flexible learning options through access to innovative ICT programs focusing on literacy, numeracy, social skills, careers education and school-to-work transition for students at risk of:
 - disengaging through the middle years of schooling, and
 - not completing 12 years of schooling in rural and remote locations.

Facilities Development

- Implement a capital works program that facilitates the provision of new schools, stages of new schools, land acquisition and the introduction and implementation of the Preparatory Year in Queensland state schools.
- Implement school renewal projects to upgrade school facilities and increase education options for students through the Smart Schools Renewal Program.

Performance Indicators (Department level) - How will the district/region/Department know if this outcome is being achieved?

KPM: <i>School services. The quality of central office, regional office and district office facilitation of the work of schools.</i>	As at 2001	2004 Performance	2008 EQ Targets	2008 School Targets required	Data Sources
Performance Indicators SS1.1: Percentage of principals satisfied with the quality of service provision in relation to: <ul style="list-style-type: none"> • timeliness, accuracy and reliability • collaborative and transparent decision making • support for school capacity 		71% (baseline)	72%	No	School Opinion Survey
SS1.2: Schools to meet the computer to student ratio of 1:5 *	1:5.5 Years 3-12	1:4.3 Yrs 3-12	1:5 all year levels	No	Corporate data

* To be replaced in the future with the ICT Index



Objective

PORTFOLIO RELATIONSHIPS – How this destination will be achieved

Ensure relationships with other government departments and statutory authorities are focused to support the work of teachers and to benefit diverse student pathways.

Outcome

PR1: Productive partnerships with education institutions and statutory authorities that support the work of teachers, and the coordination of services with post-compulsory education providers, government departments and agencies to improve opportunities for all students.

What strategies will the district/region/Department use to achieve this outcome?

Curriculum Support for Schools

- Ensure the provision of high-quality, innovative curriculum, assessment and reporting materials, resources and certification processes through a productive relationship with the Queensland Studies Authority.

transitioning from school are offered appropriate support and relevant learning options that are responsive to student needs and changing employment, community and economic patterns.

Registration and Professional Development of Teachers

- Develop productive partnerships with universities and the College of Teachers to ensure there is an adequate supply of teachers with the required knowledge, skills and professional behaviours.

Cross-government Coordination

- Improve the coordination of services with other government departments including Child Safety and Queensland Police for the sharing of resources to assist students to achieve better academic and social outcomes.

Strategic Alliances with Post-school Educational Institutions

- Develop strategic alliances with post-school education and training institutions and human services agencies to ensure students

Relationships and Roles

- Coordinate approaches to achieving the vision of the Department of Education and the Arts by strengthening links between school education and government economic and social policy objectives.

Performance Indicators (Department level) - How will the district/region/Department know if this outcome is being achieved?

KPM: <i>The quality of relationships and partnerships with other government agencies and statutory authorities to improve opportunities for students.</i>	As at 2001	2004 Performance	2008 EQ Targets	2008 School Targets required	Data Sources
Performance Indicators PR1.1: Percentage of principals and teachers satisfied that syllabus and assessment services provide for the consistent development of student learning outcomes from Preschool to Year 12 and at varied post-school destinations.		46% (baseline)	50%	No	School Opinion Survey
PR1.2: Percentage of principals satisfied that there is a match between workforce supply and demand with required capabilities.		75% (baseline)	77%	No	School Opinion Survey