Advancing education
Consultation report
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1.0 Background

On 14 October 2015, the Premier and the Minister for Education launched *Advancing education: An action plan for education in Queensland* (the Action Plan), and *codingcounts: A discussion paper on coding and robotics in Queensland schools*.

The Action Plan outlined the strategic direction for education in Queensland. Queenslanders were invited to join a conversation to share their views on the actions being taken now, and in the future, to support children and young people to develop the knowledge, skills and qualities they need to meet the demands of new industries, changing technologies and a globalised world.

1.1 What we have achieved

Reforms to education in Queensland are making a difference. The Government’s commitment to lift education outcomes for every child and young person has led to the delivery of greater access to kindy, a full-time Prep year, Year 7 in high school and the Queensland Certificate of Education (QCE).

As a result:

- more Queensland children take part in kindy than ever before
- improvements in the National Assessment Program – Literacy and Numeracy (NAPLAN) outpaced the nation, particularly in Year 3, with nine out of 10 Queensland students achieving at or above the national standard in reading, spelling, grammar and punctuation, and numeracy
- more Queensland students, including Aboriginal and Torres Strait Islander students, successfully completed Year 12, with 92 per cent of all students achieving a QCE in 2015
- more Queensland school students achieve a VET Certificate I, II, III or IV qualification
- positive attendance trends for students in state schools continue, including for Aboriginal and Torres Strait Islander students.

"We strongly support the Action Plan and believe it is founded on aspirational but achievable goals.”

University

"There is a real opportunity for the education system to play a pivotal role from the outset, both in the immediate and long-term.”

Employer group

"We largely support the initiatives and commend the Government for investing in a range of strategies intended to give young Queenslanders the best start in life.”

Early childhood provider

The Queensland Government continues to deliver on a number of key strategies outlined in the Action Plan. These include:

- employing 290 new full-time teachers, the first of a planned 875 extra teaching positions over and above normal enrolment growth
- employing an additional 15 guidance officers in state high schools, the first of a planned 45 new positions
- increasing the financial investment in Queensland’s 10 Children and Family Centres
- creating a virtual Coding Academy
- launching the Early Childhood Education and Care Workforce Action Plan 2016-2019
- establishing new integrated early years services for families, starting with the communities of Gordonvale, Inala, Barcaldine and Blackall
- creating an Autism Hub
- establishing a statewide Reading Centre
- employing STEM champions in each region
✓ employing specialist literacy or English as an Additional Language or Dialect (EALD) coaches and mental health coaches to support student learning
✓ placing four additional Master Teachers in rural and remote locations
✓ establishing a suite of programs to build the capabilities of teachers and school leaders, including the Beginning Teachers’ Induction Conference, training experienced teachers to mentor beginning teachers, and developing a principal leadership program to support emerging school leaders.

The overwhelming majority of participants in the community forums believe the action plan for advancing education in Queensland is moving in the right direction.

1.2 Consultation process

Every Queenslander has a role in making a difference to learning. Queenslanders were invited to join a conversation about the Action Plan and the #codingcounts discussion paper by attending a community forum, completing two online surveys, or making a formal submission.

Participants were invited to respond to the following questions:
• What actions in the plan will make the most difference for your community and Queensland? What else do you think will make the difference?
• How can students be supported to be ready for the jobs of the future? In what ways could schools innovate and engage in coding and robotics?
• How can we work together to deliver the Advancing education action plan and coding and robotics in your community?

How would you like to see communities, training providers, universities, business and industry get involved?

Nineteen community forums were held throughout Queensland in November 2015 in Brisbane North, Brisbane South, Gold Coast, Sunshine Coast, Logan, Rockhampton, Townsville, Cairns, Toowoomba, Mackay, Ipswich, Maryborough, Bundaberg, Charleville, Longreach, Roma and Mount Isa. More than 1000 school staff, parents, education partners, early childhood educators, industry and community members engaged in the round table discussions. Importantly, students were part of the consultation process, providing valuable insights about their experience of education in Queensland and what they need to build a successful future.

More than 260 Queenslanders participated in the two online surveys through the Advancing education website and 11 formal submissions were received from representative organisations. Altogether, more than 1000 people participated in the 10 week consultation process.

Results of the consultation are reported according to the seven themes in the Action Plan:
• A confident start
• Schools of the future
• Global schools through languages
• Valuing our teachers and educators
• Investing in schools
• Supporting student learning
• Senior schooling pathways.

Queenslanders responded explicitly to coding and robotics in state schools and their feedback has been captured under ‘Schools of the future’.

The information provided for each theme includes a brief summary of the actions that Queenslanders think make the most difference and key findings on what else could make a difference.
What Queenslanders said...
Advancing education: An action plan for education in Queensland

Over 1000 Queenslanders consulted

1040 Queenslanders consulted in 19 regional forums
267 Respondents to 2 online surveys
11 formal submissions

The overwhelming majority of community forum participants believe Queensland is on the right track

The actions Queenslanders said will make the most difference:

- **13.4%** A confident start
  - focus on early starts
  - access for all
  - positive transitions

- **18.5%** Schools of the future
  - STEM
  - digital literacy
  - ICT infrastructure
  - teacher capabilities

- **5.9%** Global schools through languages
  - culturally competent citizens
  - global connections
  - expanding languages

- **26.9%** Valuing our teachers & educators
  - quality teaching
  - build capabilities
  - school hubs
  - reward expertise

- **10.1%** Investing in schools
  - resourcing
  - evidence hub
  - ICT infrastructure
  - teacher capabilities

- **22.7%** Supporting student learning
  - support gifted students
  - student engagement
  - focus on student needs
  - literacy and numeracy

- **8.4%** Senior schooling pathways
  - student retention
  - positive transitions and pathways
  - authentic partnerships

- **5.9%** General
  - all aspects of the plan are equally important

*Note: Queenslanders could nominate more than one action area.*
2.0 Key findings

Broadly, Queenslanders responded positively, giving a clear indication that the Action Plan offers a practical way forward for schools and stakeholders to achieve the Government’s goals to ensure at each stage of learning our students are prepared for the challenges of tomorrow.

“All of the goals are excellent and equally valuable. I applaud the Queensland Government for this very positive action plan which responds to the call from the community.”
Survey respondent

Queenslanders also identified aspects of the Action Plan that need to be strengthened. There was strong support for clear guidelines within which Queensland state schools must operate, that allow for autonomy, flexibility and resourcing to work differently.

Better highlighting opportunities to engage parents and the broader community in understanding the value of future directions in education was seen as worthwhile to foster positive attitudes towards schooling that would filter through to students. Queenslanders raised the importance of parents as first teachers and providing them with greater access to information and services to support their child’s progress. They also agreed that schools play a pivotal role in establishing partnerships in the community to support learning through real world experiences.

“It is a very aspirational plan that sets high expectations for the future.”
Forum feedback – Brisbane North

The consultation confirmed the value Queenslanders place on building a knowledge-based economy. It also highlighted the important role that Queensland schools, in partnership with parents and the community, can play in supporting this shift by delivering a world-class education.

Through analysis of the conversations with Queenslanders who participated in the consultation process, it has become clear that there is strong support for all children and young people having access to a world-class education through:

- **quality teaching** and shared learning as the foundations to success
- building **teacher capabilities** to deliver an outstanding education
- meeting the **needs of all students** and providing support for **vulnerable students**
- a confident start to the **early years** of children’s learning
- **successful transitions** throughout the learning journey
- **flexible learning** to engage students’ passions
- targeted **early intervention** for students at risk of disengagement
- developing **diverse skills**, such as creative thinking, critical reasoning and entrepreneurial skills
- **science, technology, engineering and mathematics (STEM)**, including coding and robotics to create pathways for students’ careers
- developing every student’s **digital literacy**
- **school hubs** for sharing practice and resources
- focusing on **Asian languages** and cultures to develop culturally competent citizens
- pathways for young people as they **transition from school**
- support for schools to establish authentic **partnerships** with industry, community, universities and across sectors
- strengthening **parent and community engagement**
- **social cohesion** and values-based education.

“More public recognition that communities and families play a part in encouraging and creating the motivation for students to succeed is needed.”
Survey respondent
“We need to ensure we are future focused without losing sight of the children at the centre of our work.”
Forum feedback – Logan

“I believe an age-appropriate robotics/coding curriculum should be included as it is so widely embedded in the world that our students will live and work in.”
Educator

“Developing resilience, problem solving and collaborative learning will help prepare our children for any future.”
Forum feedback – Logan

“The focus is great but it will be effective only with collaboration and communication.”
Forum feedback – Townsville

“More overt connections need to be made with the role of arts participation and learning. It’s about building creative and cultural capacity so that we have content creators and curators using future technologies.”
Survey respondent

“We need to support our teachers so that they deliver the curriculum in the most effective way.”
Forum Feedback – Logan
Queenslanders have welcomed the focus on a confident start through increasing participation in early childhood education, particularly for the most vulnerable children and families, and supporting the early childhood workforce.

“Early learning focus is important as this sets the child up for lifelong learning.”
Forum feedback – Mount Isa

Creating a love of learning early was seen as very important. Offering families a 12 month membership to Playgroup Queensland on the birth of their child was well received. During the consultation, Queenslanders identified a need to better address access and equity for all children in early education. In particular, lifting the participation of rural and remote children, children with disability and those with multiple and complex needs, and Aboriginal and Torres Strait Islander children, was considered essential for the future.

Developing innovative ways to encourage appropriate early learning activities by parents as their children’s first teacher was considered vital.

“We need innovative options for quality early childhood programs in rural and remote communities.”
Forum feedback – Roma

Expanding the footprint of early childhood programs to provide better access, especially in disadvantaged areas, using technology to support innovative early education programs and exploring rural and isolated cluster-based kindy programs were viewed favourably. One option put forward was to explore flexible parent-led models of engaging and supporting rural families across the early years of learning.

Greater promotion of the importance of early childhood education including support for families was viewed as significant, particularly for Aboriginal and Torres Strait Islander children.

Across Queensland, there was strong support from the community for the development of integrated, interagency early years services and partnerships with health providers and agencies in areas of need.

Access to dedicated educators, teachers and support staff to help young children with disability and those with multiple and complex needs was raised as important. To ensure appropriate plans are in place for identified children as they move into Prep, Queenslanders saw early identification and intervention in the early years age group as essential. The suggestion was made during the consultation to also co-locate interagency community hubs at schools to offer better support for families.

“We applaud the forthcoming trials exploring rural and isolated cluster-based kindy programs and welcome the joint collaboration to prepare recommendations for future developments beyond the trial timeframes.”
Schooling sector association

Implementation of a contemporary early childhood Workforce Action Plan to lift capacity through professional development, mentoring and the development of age-appropriate pedagogies, was acknowledged as significant for the sector. Employing Prep teachers with professional expertise in early childhood development and establishing leadership roles in early learning were suggested to improve the quality of early childhood services.
Early years educators in particular embraced age-appropriate learning in Prep in state schools as a key strategy to ensure a confident start to learning. Greater consideration was needed to raise awareness of the value of play as a powerful and appropriate approach to learning, and to simplify and de-stress the curriculum for young children in order to nurture their oral language, literacy, numeracy skills development, and social and emotional wellbeing.

The community agreed that positive transitions to school are essential. The sharing of developmental information between early childhood educators to support the learning priorities for each student on entry to school was well received. It was proposed that parents would also be able to use this information to help their children to succeed.

Suggestions made during the consultation included effectively managing transition programs to school and collaborating with community and government agencies to ensure children are developmentally ready to begin school.

“There is a huge need for age-appropriate pedagogy for Prep classrooms.”
Educator

“Children should be learning and consolidating creative thinking and problem solving to produce tangible outcomes through play.”
Educator

“The strengthening of transitions between Early Childhood Education and Care (ECEC) and Preps will break down barriers between sectors and promote continuity.”
Educator

“Universal prevention initiatives are an important and cost-effective plank in an early intervention continuum.”
Employer group
Queenslanders responded positively to preparing students to take advantage of digital innovation and a knowledge-based economy by providing them with more opportunities to study science, technology, engineering and mathematics (STEM), including robotics and coding. The community noted the importance of advancing education through STEM, but not at the expense of other skills and knowledge.

“STEM skills are increasingly important for digital capabilities, competitiveness and innovation in the long-term.”
Employer group

There was strong support for fast-tracking the Digital Technologies curriculum in state schools to equip students with the skills they need to be ready for the jobs of the future. Plans to develop virtual STEM academies received considerable support if adequately resourced and sufficient training for teachers and school leaders is provided. Initiatives to promote the participation and high achievement in STEM for girls and challenge gender imbalance were also welcomed.

“Use technology to inspire imaginations and creativity.”
Forum feedback – Cairns

Suggestions made during the consultation included:

- extending gifted and high-achieving students through competitions, coding clubs and STEM holiday programs
- establishing peer mentoring with university students and ‘geeks-in-residence’ to support student learning.

To ensure students get the best out of their learning, Queenslanders identified a need to improve the readiness of teachers and school leaders to deliver quality teaching and learning in STEM and the Digital Technologies curriculum through access to dedicated professional development.

“All staff need to be upskilled to be able to weave STEM into general school curriculum.”
Forum feedback – Logan

This training needs to be provided across the schooling system and offered in different ways – face-to-face workshops, webinars, and mentoring by STEM champions, industry role models and entrepreneurs. Ensuring teachers are supported to respond to changing technologies and skills was also seen as important. Suggestions made included providing schools with access to digital platforms to promote collaboration for students and teachers, particularly for remote locations, and encouraging schools to work with futurists regarding trends and jobs of the future.

“Create digital connections to broaden access to opportunities to learn in global arenas.”
Forum feedback – Cairns
There was considerable support for developing students’ digital literacy early. In response to #codingcounts, teachers and educators highlighted the importance of embedding coding and robotics into current subject offerings and in the early years through play-based experiences, rather than as an add-on for schools. The community welcomed plans to provide hands-on learning experiences for students and teachers by establishing a Queensland Coding Academy and through opportunities to engage with peers and experts in the field in new ways.

Nurturing students to be critical thinkers, problem solvers, creative innovators and the entrepreneurs of tomorrow through project-based learning and partnerships with industry and training providers was seen as essential. Many Queenslanders raised the importance of working with students to build and protect their online reputation.

“Coming from a student perspective, I would love for more universities and other businesses etc. to offer activities and programs for students to extend their learning and experience with coding; not just programs that cost lots of money or require perfect academic results.”
Student participant

Queenslanders welcomed initiatives to broker partnerships with universities, business and industry to ensure teachers and students are connected to cutting edge developments.

Concerns were raised about making sure there was adequate investment and resourcing for all aspects of digital technologies – hardware, software, network (capacity and speed), bandwidth, broadband, technical support and logistics (storage and maintenance). Addressing a perceived digital divide was seen as particularly significant for the primary years, where schools may not have had the same emphasis on technology-based skills, and between rural and remote schools and urban schools. Queenslanders highlighted the importance of technical support for schools, with a minimum guarantee for small schools as well as the implementation of appropriate student per capita models for larger schools.

“Students need access to the technologies to develop system thinking. Each school needs to have the resources to support the implementation of the Digital Technologies curriculum.”
Survey respondent
2.3 Global schools through languages

Queenslanders generally supported initiatives to prepare students to engage in the new opportunities of a connected and global economy. Plans to expand the study of languages and cultures from Prep to Year 12 in state schools, with a focus on Asian languages, were viewed positively.

The need to actively and explicitly promote and market the value of studying languages in schools to parents and the community, including in rural and remote locations, was seen as essential to support the Action Plan.

“The strong emphasis on languages is completely in line with current world trends and the future needs of our students.”
Survey respondent

“Prep to Year 12 engagement in other cultures and languages is essential – it cuts out racism and radicalisation of young people.”
Survey respondent

Suggestions made to support languages for every student included undertaking joint consultation with language education groups and expanding the focus to include other languages.

Queenslanders noted that more work is needed to reinvigorate language programs, particularly in feeder school arrangements, to provide continuity of language learning across every year of schooling.

It was also acknowledged that schools with significant challenges in the area of English language acquisition, and those with a high proportion of Indigenous or multicultural representation, might need additional support to design language programs relevant to their context.

“The lack of Indigenous content and context for my child is a great gap and means lost opportunities to learn about and connect with the first cultural layer of our community.”
Survey respondent

In light of Australia being a multicultural and multilingual country, the focus on state schools offering immersion and bilingual programs was welcomed. Queenslanders highlighted students developing literacy in more than one language and being exposed to intensive language learning models as being beneficial.

The focus on supporting quality teaching of languages, including access to online resources, was welcomed. Concern was raised about staffing expanded language programs in state schools with teachers skilled in pedagogy.

The community supported plans to provide professional learning programs for teachers to enhance language and teaching skills. Creating international opportunities through student and teacher exchanges, sister school relationships and student scholarship programs was also well received.

“Language education with a focus on Asian languages will make a huge difference in the community and across Queensland.”
Survey respondent

“Language teaching needs to include strategies and sufficient time for recruiting and preparing teachers who have both language proficiency and pedagogical expertise.”
University
Queenslanders agreed that dedicated principals, teachers and support staff make the difference to the quality of learning in our schools. In particular, there was strong support for actively promoting and marketing teaching as a profession of choice, designing innovative pathways into teaching, and retaining and investing in our existing quality teachers.

Improving the preparation of preservice teachers and providing mentoring programs to ensure targeted support for beginning teachers, including those in rural and remote locations, was seen as essential. There was considerable support for reviewing preservice teacher education programs to reflect the changing role of teachers and the future needs of education.

“New teachers require time to be mentored and supported in order to develop into the best possible educator they can be.”
Survey respondent

Suggestions made to prepare preservice teachers and support beginning teachers included:

- working with universities and think tanks to ensure preservice teachers are well prepared
- creating the space for beginning teachers to be mentored and supported by experienced teachers
- elevating the social status of teaching to make it desirable to the best graduates.

The community voiced their concern about attracting and retaining the right teachers and school leaders in the right locations, particularly in rural, remote, complex and hard to staff settings. They welcomed plans to reinvigorate recruitment of staff and teacher transfer processes in state schools. Suggestions made included ensuring suitable placement of quality teachers and school leaders across the state, offering scholarships and bursaries, and reviewing rural and remote transfer schemes.

The success of Queensland schools is dependent on the capacity of its workforce to deliver a world-class education system that enables students to achieve.

“Regional and rural communities are challenged in securing and then continually upskilling staff to remain at the top of innovation and excellent practice.”
Forum feedback – Cairns

There was strong support for teachers to continually refresh and reinvigorate their professional practice through professional development, mentoring, coaching and working with Master Teachers.

Suggestions made included:

- establishing school and specialised hubs to support the sharing of information and ideas
- enabling teachers and school leaders to engage in further study, scholarships and sabbaticals
- providing flexible and contextualised face-to-face and online professional learning opportunities
- developing a coaching strategy, framework and tools
- delivering induction programs and school-based professional development opportunities
- supporting teachers to plan collaboratively.
In particular, the school community embraced plans to recognise and reward the expertise of teachers, increase the number of teachers in state school classrooms, and provide better in school support.

Suggestions made included:

- recognising and valuing effective programs already happening in schools
- empowering teachers to have flexibility in the way they teach students
- delivering strategies that attract, retain and promote teachers, including for those in hard to staff locations
- targeting programs designed to support teachers in rural and remote locations
- developing career pathways for teachers.

“Include teacher input from the coal face... be realistic and not idealistic.”
Survey respondent

Supporting strong school leaders was recognised as vital to lift education outcomes for every child and young person. Raising the professional practice of school leaders through mentoring, coaching and the development of a differentiated model of leadership capabilities was identified as significant for the sector.

School communities responded favourably to continuing to create positive workplace cultures that promote the health, safety and wellbeing of school staff. Implementing strategies to support all staff to respond to the complex demands of their working lives, and engaging with staff about their views and responding to their feedback were well received. Dedicating resources to enable school staff to deliver change effectively was highlighted. The capabilities of school leaders to drive change and foster positive working environments and establish partnerships between schools were seen as critical.
2.5 Investing in schools

Queenslanders strongly supported initiatives to invest in schools and ensure they have the right tools and support needed to deliver world-class education over the short, medium and long-term. Developing a simpler, transparent model for resourcing which is predictable, flexible and based on need was viewed positively to support better learning outcomes for students.

“Trust schools and resource them to be places of excellence in teaching and learning.”
Survey respondent

Suggestions made during the consultation included:

- involving the local community in resourcing decisions
- delivering equity in funding from Prep to Year 12
- establishing certainty for recurrent funding and delivering funding directly to schools.

“Invest in technology that assists workforce learning and development, and which overcomes geographical barriers.”
Survey respondent

Queenslanders highlighted the need to develop models of resourcing to promote creative and innovative curriculum planning, delivery and pedagogy, including the delivery of STEM and the Arts curriculum; support administrative and specialist staff; and encourage relationships with parents, the community, and interagency groups. Suggestions were made to incorporate dedicated spaces for specialist lessons and for school leaders in primary schools.

Establishing funding models to maintain state schools to high standards and eliminate historical maintenance backlogs were identified as important. Queenslanders highlighted the need for access to technology infrastructure and improved bandwidth to support the Digital Technologies curriculum in state schools, with this seen as critical for rural and remote locations.

There was strong support for innovation to improve outcomes, including the sharing of best practice and research about school improvement. Promoting successful models of education, especially ones to improve the learning outcomes for Aboriginal and Torres Strait Islander students, were sought. Concerns were raised about the process that will be used to evaluate short and long-term strategies that make the most difference to outcomes.

“Schools need to be hubs of innovation, ideas, care and support. Schools need to be safe and positive places, and places of contact.”
Forum feedback – Logan
2.6 Supporting student learning

Queenslanders responded positively to plans to lift learning outcomes through literacy and numeracy, learner-centred approaches, and support for students’ wellbeing. Providing equitable and inclusive education for all students was seen as essential.

“Ensure all state schools have inclusive processes to enable respectful access for all families.”
Survey respondent

There was continued support for literacy and numeracy as a critical focus for schools. Establishing a statewide Reading Centre to provide specialist advice to teachers and parents on how to teach and support reading, including strategies for students with dyslexia, was welcomed. Concern was raised about equitable service delivery and access to the Reading Centre. Creating the space for teachers to engage in professional development focused on the Reading Centre, as part of their role, was highlighted.

The community responded favourably to plans to employ specialist coaches in literacy or English as an Additional Language or Dialect (EALD) to help improve the reading outcomes of disadvantaged students and Aboriginal and Torres Strait Islander students.

“Early prevention, early identification and early intervention significantly reduce the number of children with reading difficulties.”
Community organisation

Suggestions made included:
- undertaking consultation with local Elders about language and improving reading outcomes for Aboriginal and Torres Strait Islander students
- establishing regionally-based EALD coordinators to support staffing, program design and develop the cultural competency of leadership teams
- employing qualified staff in Teaching of English to Speakers of Other Languages (TESOL) to focus on developing basic information communication skills for Indigenous learners who speak a dialect of English, and refugees and migrants with limited English
- delivering a core unit for preservice teachers on language acquisition to meet the needs of students with diverse linguistic backgrounds.

“The community responded favourably to creating an Autism Hub in partnership with experts to support teachers and parents across the state. Building the capabilities of teachers to support students with autism and those with disability through targeted training and professional development was seen as significant. More consideration was needed about adequately resourcing teachers who support students with multiple and complex needs, and ensuring a safe, supportive and disciplined learning environment.

“Make the learning more practical and engaging especially for Indigenous students.”
Survey respondent

“The community responded favourably to creating an Autism Hub in partnership with experts to support teachers and parents across the state. Building the capabilities of teachers to support students with autism and those with disability through targeted training and professional development was seen as significant. More consideration was needed about adequately resourcing teachers who support students with multiple and complex needs, and ensuring a safe, supportive and disciplined learning environment.

“Special Educators are passionate about making a difference in the lives of students with disability and importantly autism. Assist them to break down barriers and affect change.”
Survey respondent
Meeting the needs of all students, including extending gifted and high-achieving students, received support from the community. Lifting educational outcomes by providing engaging and challenging learning experiences and scholarships, particularly during the early years of schooling and for disadvantaged students, was highlighted as a key priority.

“The potential that lies within a gifted learner is exponential if nurtured.”
Survey respondent

“In an age where knowledge creation and innovation are of paramount importance, the gifted are our greatest resource in an increasingly competitive world. What might these students achieve and contribute if they are provided with an appropriate and challenging education?”
Student representative association

Effective teaching which involves students in more relevant, authentic learning experiences was needed to ensure students remain engaged. Giving schools the flexibility to respond to individual and group differences, promote collaborative learning, harness students’ interests and strengths, and enable teachers to be facilitators of learning, were all welcomed.

Suggestions made to strengthen learner-centred approaches included:

- negotiating individualised learning plans with students that support off-site, 24/7 learning
- developing early intervention and re-engagement programs for at-risk students
- providing personalised learning options for students who do not fit the usual pathway
- moving to a progress-based system of assessment to support students to achieve.

Across the state, concern was raised about a crowded curriculum with greater consideration to be given to streamlining and providing support for integration across the curriculum.

“Unclutter the curriculum and embed the six C’s of 21st century learning: creativity, collaboration, critical thinking, citizenship, character, communication.”
Forum feedback – Gold Coast

Queenslanders raised the importance of developing multi-skilled students who are entrepreneurial, creative, critical thinkers, risk-takers, and problem solvers, who are adaptable and able to work effectively in groups. Dedicating resources to promote resilience and respectful relationship skills addressing bullying, domestic and family violence, youth suicide, radicalisation and other social issues was highlighted as being necessary. Providing additional guidance officers, particularly in primary schools, and mental health coaches focused on student wellbeing were well received. Queenslanders also noted the importance of creating positive transitions for students throughout their learning journey.
2.7 Senior schooling pathways

Queenslanders valued the pivotal role of schools in working with young people to get them on the right track for success in Year 12 and post-school education and work. The development of senior schooling pathways and maximising engagement with Vocational Education and Training (VET) options in schools were well received. Providing career counselling advice and support for students after they leave school to connect with further learning or employment was welcomed. More consideration was needed to ensure tertiary entrance was inclusive of all pathways.

Rethinking how Aboriginal and Torres Strait Islander students are supported to complete Year 12 and successfully transition post-school was raised by Queenslanders. Providing different models of schooling pathways and exposing students to positive Indigenous role models, including university students, were recommendations.

“There is scope for some schools to specialise in VET pathways and for others to offer more academic pathways.”

Forum feedback – Sunshine Coast

There was widespread support from Queenslanders to respond to early indicators of children and young people at-risk of disengagement. Preventing students from falling through the cracks by ensuring greater relevance and harnessing students’ interests; supporting alternative education providers and learning options; and providing Success Coaches, including industry mentors, were well received.

Queenslanders strongly supported initiatives to create real pathways for young people that strengthen transitions to post-school training and employment.

“Encourage a mixture of local industries and national and international exposure to increase the skill set of students and the community.”

Survey respondent

Providing advice to students and their families about the range of VET options in senior schooling, expanding the number of targeted VET options made available in schools, and establishing partnerships between schools, VET providers, industry and employers to increase the availability of work placement opportunities for students, were viewed positively.

Suggestions made during the consultation included:

• encouraging local businesses and community groups to partner with schools
• enabling students to experience volunteering in their local community
• tapping into industry-related hubs and trade training centres
• exposing students to role models who have had interesting career pathways
• ensuring exposure to post-school options from primary school to ‘get it right early’.

“Schools need someone who takes sole responsibility for community liaison – to link up with government and non-government groups and agencies and businesses – to help make schools a hub.”

Forum feedback – Logan
3.0 Conclusion

3.1 A better future

Queenslanders who joined the Advancing education conversation were clear: advancing Queensland through delivering a world-class education system is essential to prepare children and young people for a successful future.

During the statewide consultations, Queenslanders responded overwhelmingly positively to the direction being taken to support every young Queenslander to develop the knowledge, skills and qualities they need to prepare for the many opportunities a global economy offers.

3.2 The next steps

In response to the feedback from Queenslanders, the Action Plan is being refreshed and a #codingcounts plan developed. Supporting plans that provide further clarity about the deliverables outlined in the Action Plan are also in development.

By working with and supporting school staff and early childhood educators and teachers in partnership with parents, education partners, industry and community members, we will be able to achieve the Government’s long-term aspirations to create a successful future for all Queenslanders.

Visit www.advancingeducation.qld.gov.au for more information and updates about Advancing education and supporting plans.

“It was a good opportunity to say what I felt from a student’s perspective.”
Student participant

“I liked the sense of community ownership for a way forward.”
Forum feedback – Bundaberg