
EDUCATION AND INNOVATION COMMITTEE REPORT

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Mr Mike Byrne
Executive Director
Queensland Catholic Education Commission

Emerging themes

Quality Teachers

Review of teacher education: Eight Interim Professional Experience Partnership Agreements (PEPAs) have been signed by QCEC and relevant Higher Education Institutions (HEIs). The interim agreement indicates the intention to work together to develop and enter into formal agreements in relation to programs for Initial Teacher Education implemented from the commencement of 2015. QCEC also seeks alignment where possible to national education reforms and state initiatives such as *Great teachers = Great results*.

Australian Curriculum

Review of Australian Curriculum: QCEC submitted a response to the Review of the Australian Curriculum on 28 February. QCEC representatives will meet with two reviewers on 17 March. QCEC's response outlined: Catholic sector participation in the development of Phase 1 subjects; need for a whole curriculum framework that focuses on the 'whole' child and General Capabilities; implementation of Phase 2 and 3 learning areas raises concerns about crowding the curriculum.

Implementation of Australian Curriculum: Catholic schooling authorities are continuing with their planned implementation of the Australian Curriculum. C2C resources developed by Education Queensland are now available through Scootle to teachers in the Catholic sector.

VET in schools

VET is a key element in Queensland Catholic Schools;

- 57% of Year 12 leavers in 2012 received a VET qualification
- In 2013 there were 1103 students who enrolled in a School Based Apprenticeship or Traineeship
- VET courses are an important element in the diverse curriculum offerings that allow students to pursue multiple pathways
- VET is highly valued by schools, teachers, parents and students
- There are a number of purposes for VET including;
 - the provision of an employment pathway
 - exploration and education in VET options
 - attainment and retention
- Queensland Catholic schools are committed to the delivery of high quality VET that meets the needs of students, employers and industry.

ICT

NAPLAN Online which is provisionally proposed to be delivered in 2016 via the National Online Assessment Capability (NOAC) system is an emerging area that requires significant consideration and preparation with regard to technology infrastructure and educational assessment implications.

Affordable access to high speed bandwidth for Catholic schools in regional areas is a major ongoing issue that at this stage has not been positively impacted on a broad scale by the National Broadband Network (NBN) initiative.

Early Childhood / Kindergartens

In 2014 has 23 standalone kindergarten services operating on Catholic school sites. Three new services opened in 2014 at Emerald, Mango Hill and Gatton. As funding of kindergartens needs to be kept separate from 'school' funding, dioceses have set up separate entities to operate kindergartens, Long Day Care and Outside School Hours Care services. QCEC is currently focusing on the Catholic identity and spirituality aspects of early childhood education and care services.

Students with Disability

The phased implementation of the Nationally Consistent Collection of Data on School Students with disability (with public reporting in 2016 on the MySchool website) has identified the significant difference between National and State agendas on students with disability. This inconsistency is attributed to the differences in the range of the data collected, the types of disabilities identified and future funding distribution.

Review of Senior Assessment and School Reporting

QCEC has established a Senior Schooling Taskforce, with representation from Catholic Education Offices, Religious Institute schools and P&F to provide advice to the Commission on the Review of Senior Assessment and Reporting. The QCEC Education Committee and RI principals have been addressed by Dr Gabrielle Matters about the process of the review.

Indigenous Education

Governments responses to 'Closing the Gap' for improvements in education of Aboriginal and Torres Strait Islander students need to look at sustaining quality programs such as EAL/D Capability Framework. More work to be done around EAL/D for students (especially in boarding schools) to allow teachers the ability to access the Capability Framework and additional resources online.

More Funding to increase the number of Indigenous people to be trained as teachers to work in Qld schools. Additional incentives to Aboriginal and Torres Strait Islander students who choose teaching as their chosen field/occupation will help to alleviate the shortage of Aboriginal and Torres Strait Islander teachers in Qld schools.

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