Using evidence to build a better, smarter, education system

New Zealand Assessment Institute Annual conference

14-15 April, 2025

Michael De'Ath

MDAdvisory

1. Education that delivers for citizens
2. System design for uplift
3. Leadership essentials

Inequity

Supporting the advantaged at the expense of the disadvantaged.

Equality

Offering the same level of support regardless of starting position and outcome.

Equity

Providing needs-based support that offers the same opportunities for success.

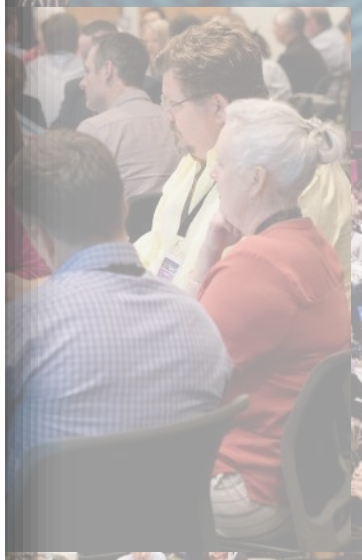
Justice

Removing entrenched barriers that cause inequity and reliance on ad-hoc interventions and supports.

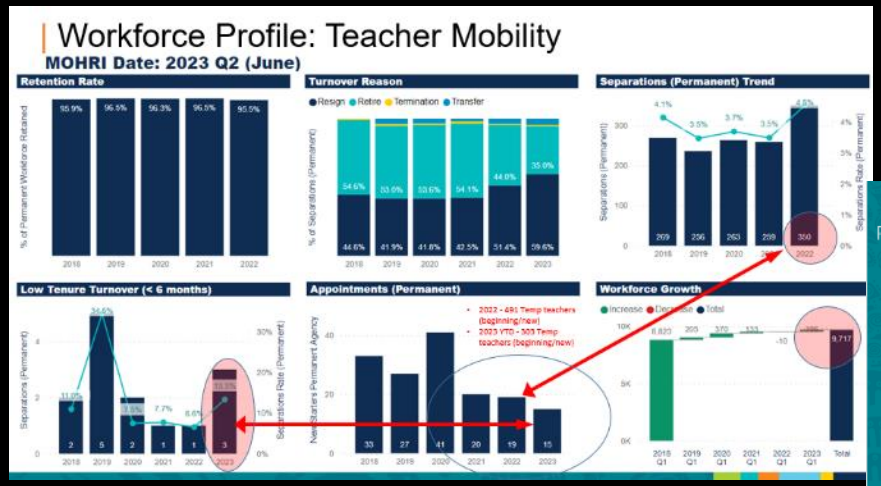
DoE illustration, adapted from the artwork of Angus Maguire, Interaction Institute for Social Change, 2016

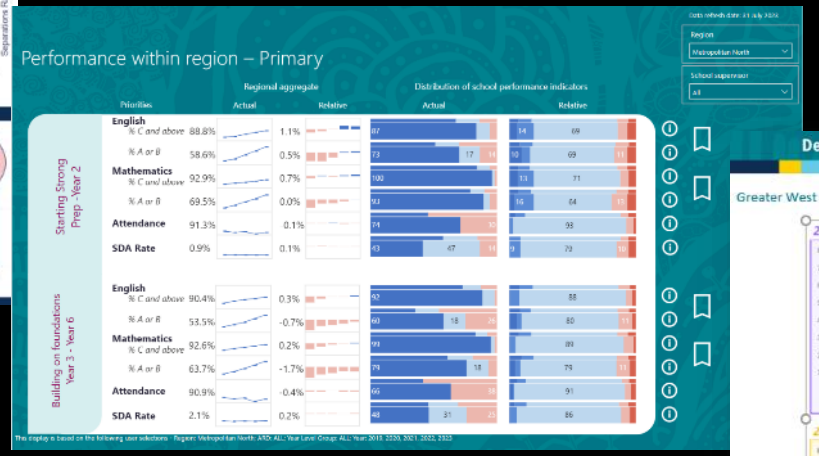
Our system initiatives are

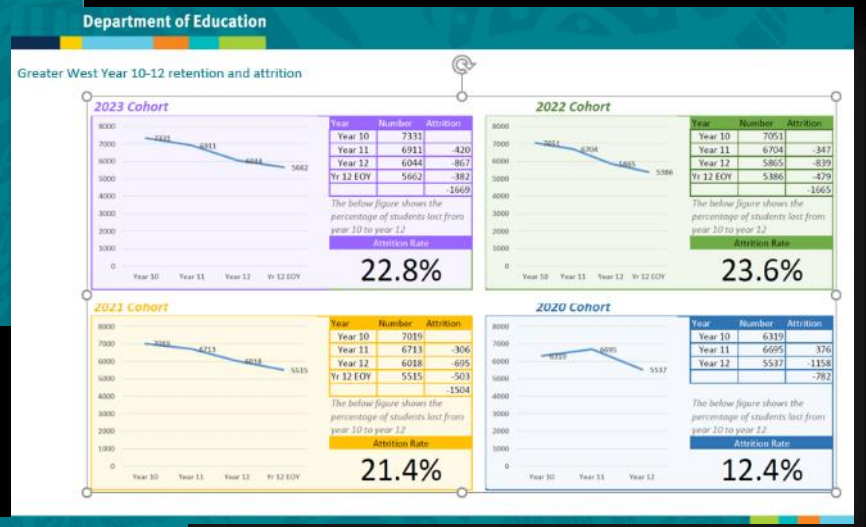
- Educational performance and support
- Digital innovation in teaching and learning
- Educational leadership and teaching expertise
- Integrated responses and educational precincts
- Revitalised educational infrastructure

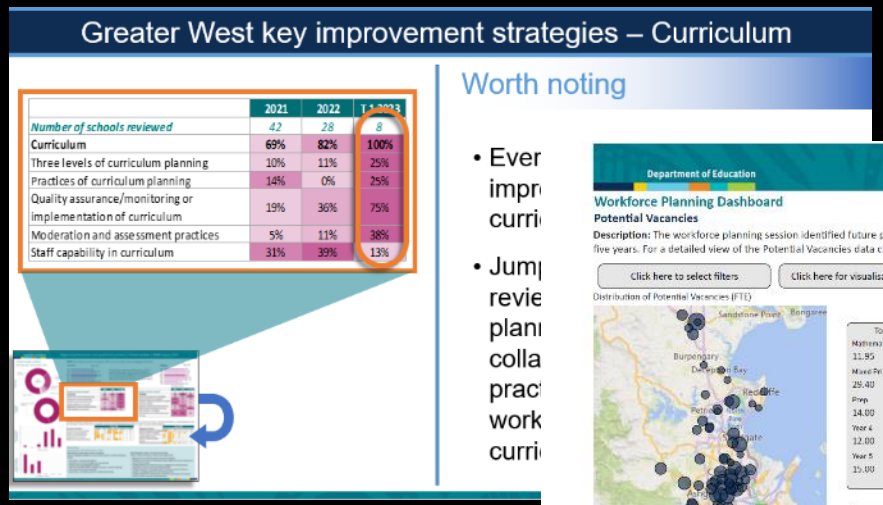


Regional Performance Assessment

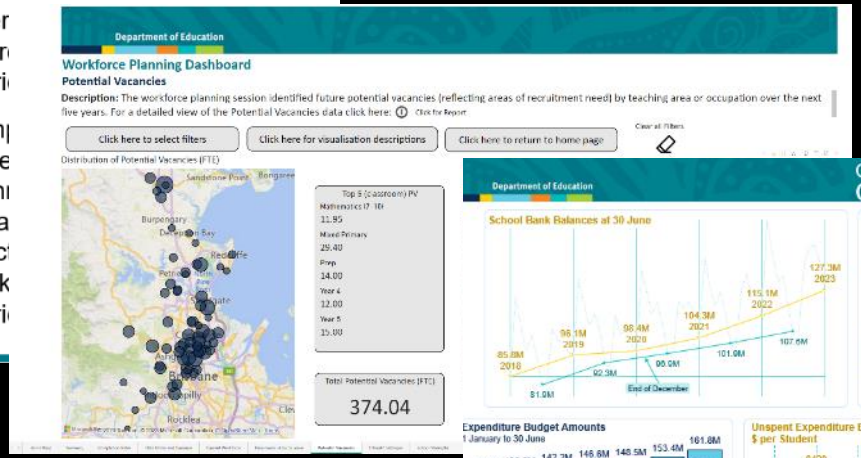


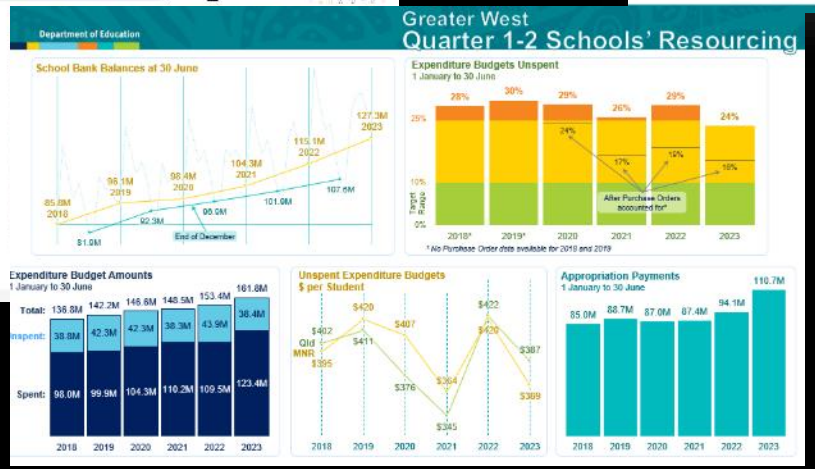






	2021	2022	T1 2023
Number of schools reviewed	*42*	*28*	*8*
Curriculum	69%	82%	100%
Three levels of curriculum planning	10%	11%	25%
Practices of curriculum planning	14%	0%	25%
Quality assurance/monitoring or implementation of curriculum	19%	36%	75%
Moderation and assessment practices	5%	11%	38%
Staff capability in curriculum	31%	39%	13%



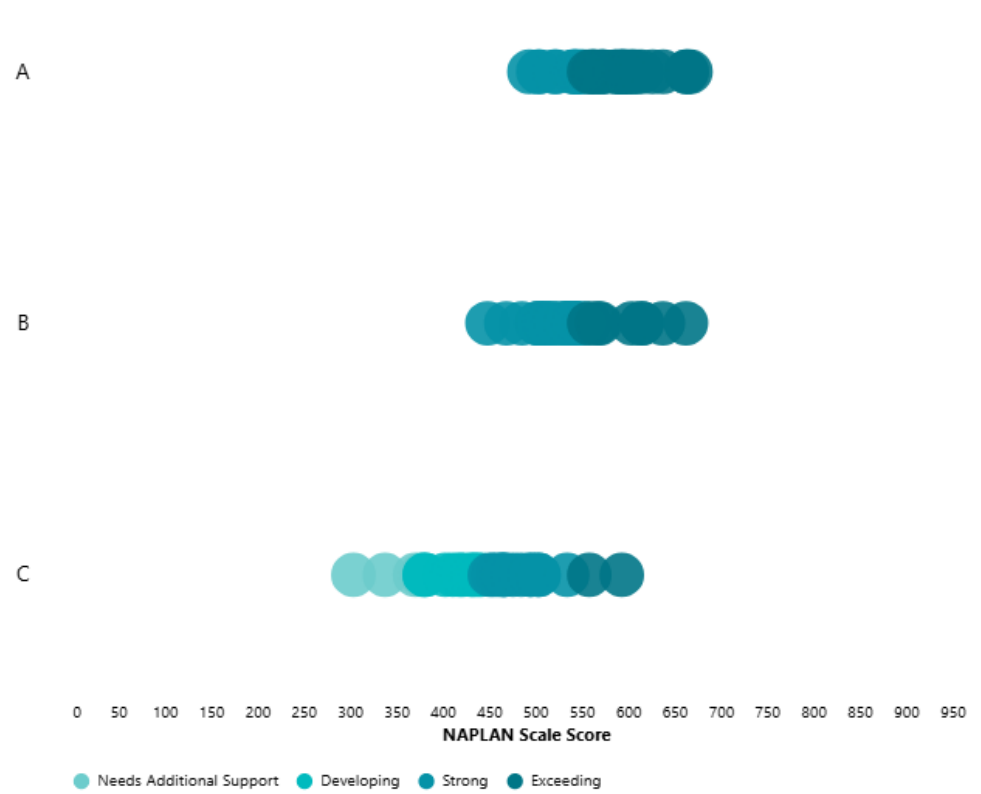


Report Card Comparison

Strand

Reading | Writing | Spelling | Grammar and Punctua | Numeracy

Student NAPLAN Scale Score and A-E Achievement



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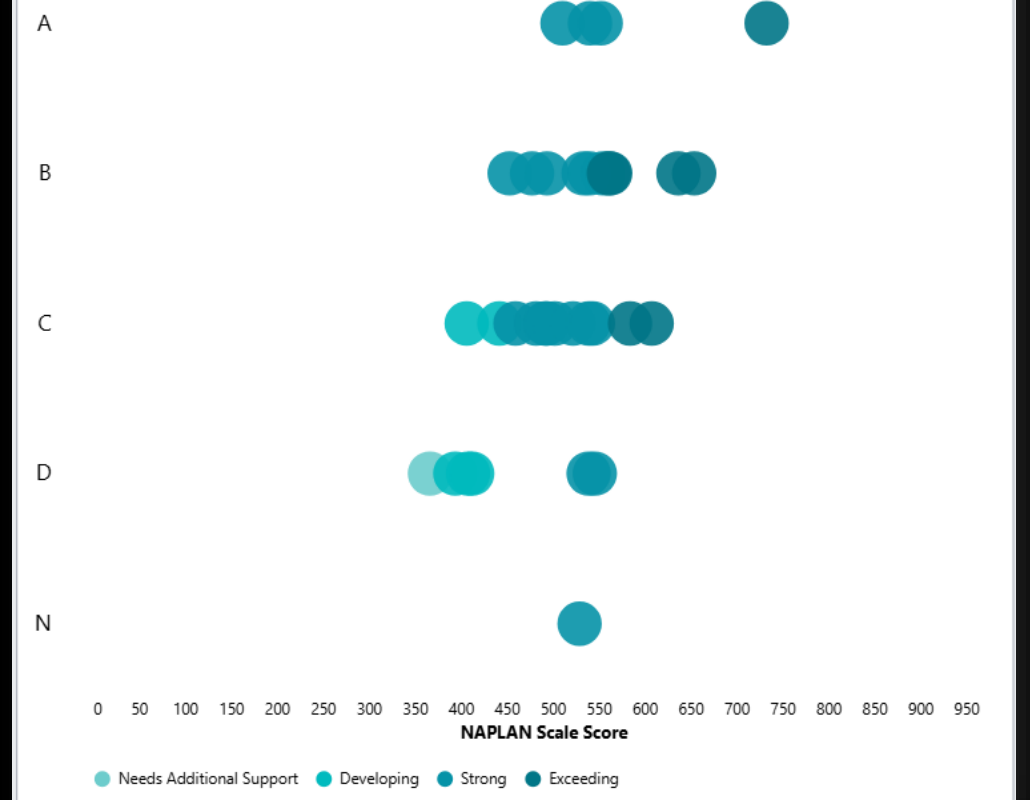


Equity and *Excellence*

Equity and *Excellence*

Communique

2024 Equity and Excellence roadshow

The Equity and Excellence roadshow brought system leaders and principals together to reflect on the impact of the *Equity and Excellence strategy*. The Director-General and Associate Director-General hosted a roadshow in every region during Term 2 of 2024, speaking with more than 1,450 people across the state, including over 1,330 Queensland state school principals.

Principals received strategic updates, met with colleagues, and shared insights to inform the implementation of key initiatives. Sustained improvement comes from designing implementation directly with those who will undertake the work. The roadshow provided opportunities for system leaders and principals to have conversations about what is currently working well and what could be improved.

Regional roadshow events, May-June 2024

Date	Region
13 May	Metropolitan South
14 May	Darling Downs South West
16 May	North Coast
17 May	South East
29 May	Central Queensland
6 June	North Queensland
7 June	Far North Queensland
17 June	Metropolitan North

The Honourable Di Farmer MP, Minister for Education and Minister for Youth Justice opened each roadshow with the message that *"The roadshows are great opportunities for ... talking about how education is going as a system – how are you going as a school, how are you going as leaders in your schools ... These roadshows are about getting together and discussing the excellence which you are all displaying."*

In his opening address the Director-General, Michael De'Ath, acknowledged the great progress made by the system over the past two years. He provided updates about support for students, free kindy, the School Resourcing Review, Precincts, staff wellbeing and professional learning including the Education Futures Institute and Professional Standards for Middle Leaders, as well as evidence-informed, sustainable systemwide change.

The Director-General also focused on the importance of remaining connected to our *"why"* and *"going together"* in order to sustain momentum with our system improvement.

Feedback gathered during the regional roadshow

88% can see principal voice reflected in the system's direction

96% have used *Equity and Excellence* focus areas and priorities to guide school decision making

92% can see progress being made in line with *Equity and Excellence* priorities

90% agree that staff at their school are familiar with the *Equity and Excellence* strategy

97% have used the *Equity and Excellence* strategy to inform school performance planning

Participants said:

"Even high performing schools need something from the system. It should lift us, add value to our leadership, so we can take our schools to the next level and lift the system too."

"I know my school's data well enough to find the learning edge for our school. What I want to know better is how we can work outside our school gates to lift one another."

We want your *feedback*

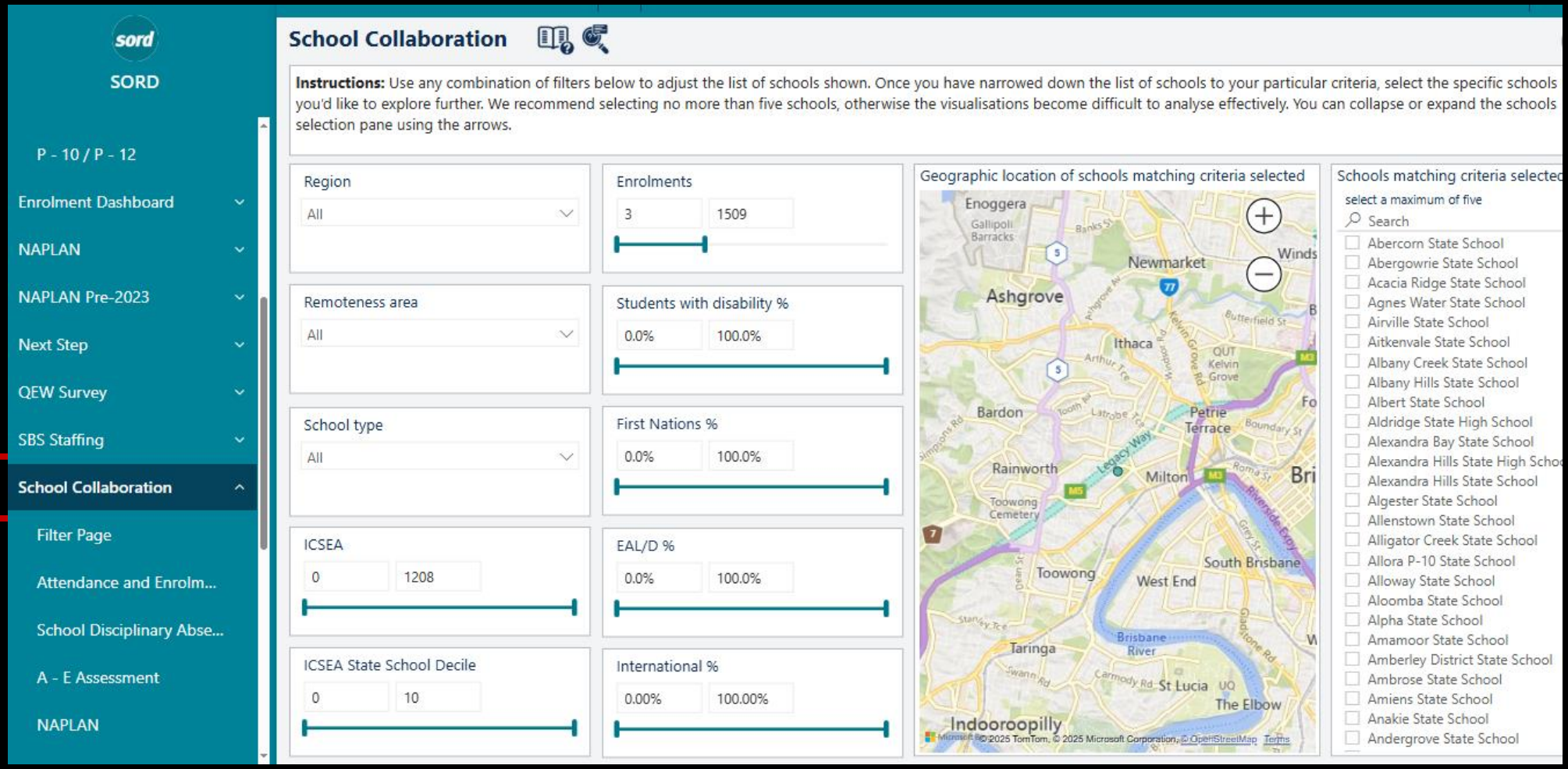
2023 Regional roadshow survey for principals

State school principals are invited to provide feedback on the 2023 Regional roadshow.

The information provided will be used to inform planning for regional roadshow events in 2024.

To complete the survey, please click this link, or scan the QR code to the right.

Thank you for your time. Your feedback is valued.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SORD
P - 10 / P - 12
Enrolment Dashboard
NAPLAN
NAPLAN Pre-2023
Next Step
QEW Survey
SBS Staffing
School Collaboration
Filter Page
Attendance and Enrolm...
School Disciplinary Abse...
A - E Assessment
NAPLAN
School Collaboration
Instructions: Use any combination of filters below to adjust the list of schools shown. Once you have narrowed down the list of schools to your particular criteria, select the specific schools you'd like to explore further. We recommend selecting no more than five schools, otherwise the visualisations become difficult to analyse effectively. You can collapse or expand the schools selection pane using the arrows.
Region
All
Enrolments
3
1509
Remoteness area
All
Students with disability %
0.0%
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School type
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First Nations %
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Geographic location of schools matching criteria selected
Enoggera
Gallipoli Barracks
Newmarket
Ashgrove
Ithaca
QUT Kelvin Grove
Bardon
Petrie Terrace
Rainworth
Milton
Toowong Cemetery
Toowong
West End
South Brisbane
Taringa
Brisbane River
St Lucia
The Elbow
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Schools matching criteria selected
select a maximum of five
Search
Abercorn State School
Abergowrie State School
Acacia Ridge State School
Agnes Water State School
Airville State School
Aitkenvale State School
Albany Creek State School
Albany Hills State School
Albert State School
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Allenstown State School
Alligator Creek State School
Allora P-10 State School
Alloway State School
Aloomba State School
Alpha State School
Amamoor State School
Amberley District State School
Ambrose State School
Amiens State School
Anakie State School
Andergrove State School

Department of Education

Queensland

Equity and Excellence

Realising the potential of every student

Queensland Government

Department of Education

Queensland

Equity and Excellence

A progressive, high performing education system realising the potential of every student.

Acknowledgement of Country

The Department of Education acknowledges the Traditional Owners of the lands, seas, skies and waterways fr across Queensland.

We pay our respect to the Elders, past, present and emerging, for they hold the memories, traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

For more information, see our commitment statement.

Our focus

Educational achievement

Knowing each student's learning progress is essential to making sure they are on track for positive educational outcomes. Setting clear expectations for every student and every school supports them to achieve. This means we:

- have a common goal that every student achieves at least one year of learning growth each year
- have clear expectations for schools and help them to differentiate support so every student realises their potential.

Wellbeing and engagement

Being healthy, confident and resilient is a foundation for engaging in learning. With a focus on wellbeing of all staff and students, we create a sense of belonging and a positive environment for teaching and working. Designing and delivering meaningful pathways for every student is key to lifting learning outcomes. This means we:

- know each student and understand what works best for them
- support staff and student wellbeing and engagement to establish a strong foundation for learning outcomes.

Culture and inclusion

The diversity of our staff, students and school communities is our greatest strength. By valuing culture and creating inclusive teaching and learning environments, we are driving equity and excellence across every state school. This means we:

- embrace diversity by creating welcoming, inclusive and accessible educational settings
- value student, parent/carer, community and stakeholder voice in our approach to teaching and learning.

Our system initiatives

Educational leadership and teaching expertise

Empowering educators and leaders to build professional expertise across their career through high-quality, targeted development opportunities.

Actions include:

- being together and align

Digital innovation in teaching and learning

Embedding future-focused learning practices that connect students and teachers across Queensland.

Actions include:

- enhance the capability and confidence of teachers in

Educational performance and support

Setting system priorities and clear expectations for schools with differentiated support targeted to each school's context and needs.

Actions include:

- implement a revised

Integrated responses and educational precincts

Integrating planning, design and delivery of education across schools, early years services and community partners to respond to the changing needs of communities.

Actions include:

Revitalised educational infrastructure

Driving sustainable investment to optimise and renew educational infrastructure across the school network.

Actions include:

- implement a future-focused and long-term infrastructure

Equity and Excellence in action: School priorities

Educational achievement

Wellbeing and engagement

Culture and inclusion

Realising the potential of every Aboriginal and Torres Strait Islander student

Valuing First Nations cultures and voice in our approach to engagement and learning is essential.

Connections to culture enrich the learning of every student and strengthens all of our work.

	Starting strong	Building on foundations	On track for success	Ready for the future
Our school priorities	**Strengthening protective factors in the early years to improve outcomes and make a positive impact on young people's lives.** Students who attend school regularly, are engaged in the classroom and progress in their learning are more likely to have better outcomes across their schooling journey. Our school priorities from kinda to Year 2 are: • knowing each child and student's needs to support positive and confident transitions into and through school • achievement in English and mathematics • maximising learning days.	**Consolidating strong foundations for lifelong learning and nurturing confidence of students to thrive in their future schooling years.** Early learning experiences shape young minds and inspire them to become lifelong learners. Building, through upper primary, on the foundational literacy and numeracy skills established in early primary is critical for learning success. Our school priorities in primary Years 3 to 6 are: • knowing each student's needs through upper primary as they prepare to transition to junior secondary • achievement in English and mathematics • maximising learning days.	**Recognising changing needs and supporting every student to stay on track with positive transitions from upper primary through junior secondary.** Evidence tells us that maintaining engagement in learning in junior secondary is crucial to keeping students at school and moving onto their senior schooling years. Our school priorities as students transition through junior secondary are: • knowing each student's needs to support positive transitions into and through secondary school • achievement in English and mathematics • maximising learning days.	**Preparing every student for their future and supporting positive transitions from school onto their next steps into further education and employment.** Effectively planning and monitoring every student's learning pathway through their senior schooling and post school destination keeps students on track to achieve successful outcomes. Our school priorities in senior secondary are: • supporting every student with a plan to stay on track to attainment and meaningful post school pathways • positive transitions and knowing the post school destination of every student.
	Underpinned by curriculum, teaching and learning			
Our priority support measures	For **every** student in Prep to Year 2, we will monitor: • proportion of students achieving C and above in English and mathematics • proportion of students achieving A or B in English and mathematics • attendance • School Disciplinary Absences.	For **every** student in middle and upper primary (Years 3 to 6), we will monitor: • proportion of students achieving C and above in English and mathematics • proportion of students achieving A or B in English and mathematics • attendance • School Disciplinary Absences.	For **every** student in junior secondary (Years 7 to 9), we will monitor: • proportion of students achieving C and above in English and mathematics • proportion of students achieving A or B in English and mathematics • attendance • School Disciplinary Absences.	For **every** student in senior secondary (Years 10 to 12), we will monitor: • Year 10–12 retention • QCE/QCIA attainment • post-school destinations.
	Embedding first Nations outcomes across every priority			

Working together, we can realise the potential of every student – www.qld.gov.au/equityandexcellence

- ✓ Great system design
- ✓ A compelling vision
- ✓ Overcoming resistance
- ✓ Evidence
- ✓ Systems that add value

School Disciplinary Absences (Rate)

Data from Semester 1 only

	Prep – Year 2			Years 3 – 6			Years 7 – 9			All (PY – 12)		
	2021	2023	2024	2021	2023	2024	2021	2023	2024	2021	2023	2024
All state school students	1.1%	1.1%	1.1%	2.6%	2.8%	2.6%	9.5%	10.6%	9.1%	4.5%	4.9%	4.3%
First Nations students	2.5%	2.3%	2.2%	6.8%	6.8%	5.9%	20.0%	21.9%	19.8%	9.9%	10.4%	9.3%
Students with disability	4.7%	4.0%	4.0%	7.6%	7.4%	6.8%	17.6%	19.1%	16.6%	9.9%	10.0%	8.9%

August Enrolment (Prep – Year 12)

	2021	2023	2024	2023-24
All state school students	575,173	570,259	568,129	-0.4%
First Nations students	62,779	65,102	66,272	1.8%
Students with disability	111,224	131,760	143,977	9.3%

- Small decline in overall enrolments since 2021, but First Nations and students with disability enrolments increasing from 2021.

School Disciplinary Absences (Incidents)

Data from Semester 1 only

Year Level	All Students				First Nations				Students with Disability			
	2021	2023	2024	2023-24	2021	2023	2024	2023-24	2021	2023	2024	2023-24
Prep Year	488	273	314		119	76	84		378	220	278	
Year 1	957	973	926		236	245	229		751	821	820	
Year 2	1,365	1,274	1,176		399	350	324		979	991	1,015	
Prep – Year 2	2,810	2,520	2,416	-4.1%	754	671	637	-5.1%	2,108	2,032	2,113	4.0%
Year 3	1,560	1,705	1,534		475	538	424		1,118	1,316	1,285	
Year 4	2,096	1,967	1,877		629	603	592		1,402	1,458	1,505	
Year 5	2,223	2,282	2,022		770	714	607		1,425	1,565	1,555	
Year 6	2,731	2,942	2,594		893	874	694		1,533	1,814	1,667	
Years 3 – 6	8,610	8,896	8,027	-9.8%	2,767	2,729	2,317	-15.1%	5,478	6,153	6,012	-2.3%
Year 7	5,837	6,225	5,404		1,765	1,779	1,711		2,613	3,443	3,216	
Year 8	7,522	8,206	6,620		1,977	2,149	1,917		3,383	4,136	3,501	
Year 9	7,082	8,262	6,561		1,617	1,991	1,672		3,001	3,732	3,211	
Years 7 – 9	20,441	22,693	18,585	-18.1%	5,359	5,919	5,300	-10.5%	8,997	11,311	9,928	-12.2%
Year 10	5,174	5,872	5,044		1,152	1,331	1,246		1,663	2,225	2,033	
Year 11	2,855	2,993	2,598		612	651	616		631	723	691	
Year 12	1,554	1,252	1,178		280	241	224		333	289	330	
Years 10 – 12	9,583	10,117	8,820	-12.8%	2,044	2,223	2,086	-6.20%	2,627	3,237	3,054	-5.7%
Prep – Year 12	41,444	44,226	37,848	-14.4%	10,924	11,542	10,340	-10.4%	19,210	22,733	21,107	-7.2%

- All SDA incidents and rates in Semester 1 2024 are generally lower than the same period in 2023 and 2021.
- First Nations students receive SDAs at approximately twice the rate as non-Indigenous students.

Attendance Rates

Data from Semester 1 only

Year Level	All Students				First Nations			
	2021	2023	2024	2023-24	2021	2023	2024	2023-24
Prep – Year 2	90.6%	89.3%	89.2%	-0.1	82.6%	80.8%	80.7%	-0.1
Years 3 – 6	90.5%	89.0%	88.7%	-0.3	82.9%	81.2%	80.5%	-0.7
Years 7 – 9	86.8%	84.3%	84.1%	-0.2	76.7%	73.5%	73.1%	-0.4
All (PY – 12)	88.9%	87.1%	86.8%	-0.3	80.3%	78.0%	77.6%	-0.4

- Similar attendance in Semester 1 2024 across all cohort groups, but below 2021.
- Gap between attendance rate of First Nations and non-Indigenous students remains similar.

Equity and Excellence

Queensland state schools - September 2024

Educational achievement | Wellbeing and engagement | Culture and inclusion

Report Card (Achievement in English and mathematics)

Data from Semester 1 only

	Prep – Year 2				Years 3 – 6				Years 7 – 9				All (PY – 10)			
	2021	2023	2024	2023-24	2021	2023	2024	2023-24	2021	2023	2024	2023-24	2021	2023	2024	2023-24
English % C and above																
All state school students	79.3%	83.5%	84.1%	0.6	82.9%	85.5%	86.0%	0.5	85.1%	86.3%	87.4%	1.1	82.4%	85.0%	85.8%	0.8
First Nations students	60.7%	66.8%	66.5%	-0.3	62.7%	66.2%	67.0%	0.8	66.7%	67.8%	69.0%	1.2	63.1%	66.7%	67.3%	0.6
English % A or B																
All state school students	44.0%	51.4%	53.6%	2.2	40.7%	45.6%	46.8%	1.2	43.4%	47.3%	49.8%	2.5	42.4%	47.7%	49.6%	1.9
First Nations students	25.2%	30.7%	32.0%	1.3	19.6%	22.0%	22.9%	0.9	21.1%	24.1%	24.6%	0.5	21.8%	25.3%	26.3%	1.0
Mathematics % C and above																
All state school students	86.1%	89.2%	89.7%	0.5	86.5%	88.9%	89.4%	0.5	78.3%	81.9%	83.4%	1.5	83.3%	86.1%	86.9%	0.8
First Nations students	69.3%	74.9%	74.6%	-0.3	67.7%	71.5%	71.9%	0.4	57.5%	61.2%	62.9%	1.7	64.7%	69.0%	69.6%	0.6
Mathematics % A or B																
All state school students	55.7%	63.2%	65.1%	1.9	51.2%	57.1%	59.0%	1.9	43.5%	47.6%	49.6%	2.0	49.4%	55.0%	56.9%	1.9
First Nations students	34.5%	41.3%	42.6%	1.3	26.6%	30.9%	32.4%	1.5	20.0%	22.5%	23.8%	1.3	27.0%	31.3%	32.6%	1.3

- %C and above – increasing proportion of students meeting satisfactory standards in English and mathematics across all year levels.
- %A or B – more students excelling across all year levels.
- The proportion of First Nations students is also improving at a similar rate.

Tracked retention (Year 10 – 12)

	2021	2023	2024	2023-24
All state school students	72.3%	69.0%	68.8%	-0.2
First Nations students	55.7%	51.1%	50.9%	-0.2

- Continued decline.

Students retained in the state school system only – does not account for other pathways.

Year 12 outcomes (Awarded QCE/ QCIA)

	2021	2022	2023	2022-23
All state school students	97.4%	97.9%	98.7%	0.8
First Nations students	92.7%	94.4%	96.2%	1.8

- 2023 is the highest ever QCE/QCIA certification rate.

Post-school destinations (education, training or employment)

	2021	2022	2023	2022-23
All state school students	86.8%	87.7%	88.6%	0.9
First Nations students	73.6%	73.8%	77.5%	3.7

- 2023 results are the highest post school engagement since 2008.

Year refers to survey year, approximately 6 months after completion of Year 12 in the previous school year.

State school performance trends

Students are performing better in English and Mathematics

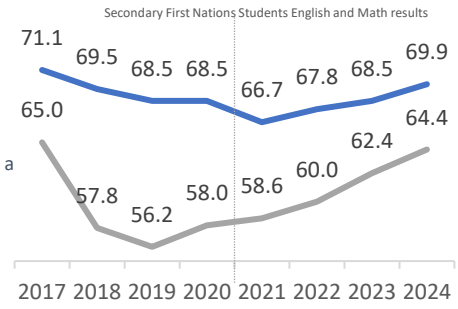
C+ English

	2017–20		2021–24	
All students	2.2%	80.4% in 2017 / 82.6% in 2020	2.9%	83.6% in 2021 / 86.5% in 2024
Secondary	-2.5%	87.3% in 2017 / 84.8% in 2020	2.8%	84.7% in 2021 / 87.5% in 2024

C+ Mathematics

	2017–20		2021–24	
All students	0.9%	82.6% in 2017 / 83.5% in 2020	3.2%	84.6% in 2021 / 87.8% in 2024
Secondary	-5.2%	83.1% in 2017 / 77.9% in 2020	4.7%	78.7% in 2021 / 83.4% in 2024

Indigenous secondary students show the greatest improvement in results for English ● and Mathematics ● reversing a declining trend from 2017–20.



More students are attaining QCE/QCIA

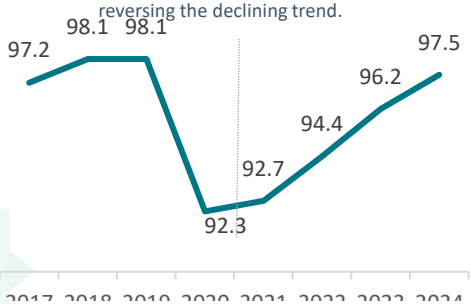
QCE/QCIA

	2017–20		2021–24	
All students	-2.1%	98.1% in 2017 / 96.0% in 2020	1.8%	97.4% in 2021 / 99.2% in 2024

QCE – Queensland Certificate of Education

QCIA – Queensland Certificate of Individual Achievement

Indigenous students had the greatest improvement in QCE/QCIA attainment, reversing the declining trend.



More young people in education, training and work post-school

In education, training or employment

	2017–20		2021–24	
All students	-6.9%	82.0% in 2017 / 75.1% in 2020	0.3%	86.8% in 2021 / 87.1% in 2024

The gap between Indigenous students and non-Indigenous students has decreased by 1.6%

16.1% in 2020 / 14.5% in 2024

Attendance

SEM 1

Consistent with national trends, attendance has declined. Queensland has slowed the decline.

Approximately half of absences are due to ill-health

	2017–20		2021–24	
All students	-2.8%	91.5% in 2017 / 88.7% in 2020	-2.1%	88.9% in 2021 / 86.8% in 2024

The trajectory of SDAs has changed

Note: Data for 2020 has been excluded to prevent misleading inferences, given significant periods of learning from home due to the COVID-19 pandemic.

SDAs

	2017–19		2021–24	
All students	8.0% +6,146	76,798 in 2017 / 82,944 in 2019	- 11.9% -9,905	83,095 in 2021 / 73,188 in 2024
Prep students	49.2% +505	1,027 in 2017 / 1,532 in 2019	- 21.9% -236	1,077 in 2021 / 841 in 2024

SDA - School Disciplinary Absence

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