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Official Committee Hansard

**HOUSE OF  
REPRESENTATIVES**

STANDING COMMITTEE ON EMPLOYMENT, EDUCATION AND  
WORKPLACE RELATIONS

**Reference: Education of boys**

TUESDAY, 20 FEBRUARY 2001

WOODRIDGE

BY AUTHORITY OF THE HOUSE OF REPRESENTATIVES



**HOUSE OF REPRESENTATIVES**

**STANDING COMMITTEE ON EMPLOYMENT, EDUCATION AND WORKPLACE RELATIONS**

**Tuesday, 20 February 2001**

**Members:** Mr Barresi, Mr Bartlett, Mrs Elson, Mr Emerson, Ms Gambaro, Ms Gillard, Mrs May, Mr Ronaldson, Mr Sawford and Mr Wilkie

**Members in attendance:** Mr Bartlett, Mrs Elson, Mr Emerson, Ms Gambaro, Ms Gillard, Mrs May and Mr Sawford

**Terms of reference for the inquiry:**

To inquire into and report on:

- the social, cultural and educational factors affecting the education of boys in Australian schools, particularly in relation to their literacy needs and socialisation skills in the early and middle years of schooling; and
- the strategies which schools have adopted to help address these factors, those strategies which have been successful and scope for their broader implementation or increased effectiveness.

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**Committee met at 2.37 p.m.****DANIELS, Mr Ronald, District Director, Education Queensland**

**ACTING CHAIR (Mr Sawford)**—Welcome, Ron. Thanks for being prepared in an unplanned sort of way to make a few comments to this inquiry. We have a few minutes before the year 11 and year 12 students. Would you like to make some introductory comments?

**Mr Daniels**—Thank you for the opportunity to speak with you at such short notice and for fitting it in with your busy schedule today. In my capacity as district director for education in Logan, Beaudesert, I have responsibility for 42 schools. There are about 29 schools in Logan in what is a very severely depressed economic area, a very low socioeconomic area with all the sorts of social programs that you can associate with these areas.

In terms of student performance, it would be fair to say that, generally speaking, there are depressed levels of student performance compared with more affluent areas. In terms of the difference between boys and girls, my focus as district director in my work with principals has really been on raising the level of performance of all students, both boys and girls, and it is in that work, as we start to analyse the data that we have available to us through things like the year 2 diagnostic net, the year 5 test, the year 7 test, the years 10 and 12 results and those sorts of things, that we do see there are some discrepancies. Clearly, in our lower, earlier years in literacy programs there was a significant gap between the achievements of boys and girls.

I really want to pick up on the work that you heard about this morning at Eagleby State School because what Kevin, the principal, and Trish, the deputy, were able to demonstrate to you was that a very successful approach to early literacy was having a significant effect on the literacy outcomes for all students, both for boys and for girls. The data that we have in our district office has shown that there has been a significant narrowing of the gap between the achievements of boys and girls. I dare say that our schools have not consciously taken a deliberate approach to the way they are going to teach literacy for boys, though I would dare say as well that their work has been informed by the various in-service activities that they may have undertaken in respect of the specific needs of boys.

I believe that the program that the Logan schools—I emphasise Logan schools—have put into practice has had significant results that are similar to the sorts of results that you saw at Eagleby today. What I am suggesting to you is that the approach that our primary schools have taken to the teaching of early literacy has had an effect on the outcomes for boys and for girls. The entire level of performance across both genders has been significantly enhanced. If I can give you an example of how that might be seen across our district, approximately 500 fewer students have been identified as being at risk in early literacy at the year 2 stage compared with three years ago. That is from data that we were able to gather at the end of last year. That is a reflection of what you saw at Eagleby this morning. The approach that they take towards the teaching of literacy, which is about focused teaching and about high expectations for students, is really what I believe has been the significant factor in raising achievement levels for boys and for girls.

Whilst Eagleby has its own idiosyncratic way of organising that in their school, it is really similar to what happens across our district. I want to pick up on that to emphasise to the committee that there really is a light at the end of the tunnel for kids in low SES areas, that indeed they are very capable of learning, that they are able to be literate and to be numerate.

Across our district there is a whole-of-district focus where schools like Eagleby band together in a network we call our literacy development network. The reason it is such a powerful thing is that it is built from the ground up. It is something that I believe our district office facilitated three years ago with a view to establishing a self-sustaining network of administrators and teachers who are able to recognise the issues and identify what is best practice by looking at what is happening in their classrooms. We use the theory base from the work of Peter Hill and Carmel Crevola in Victoria. Some of you may have heard of that in the Dandenong area, for example. That has been used as a theoretical base. But what we have been able to achieve across our district is an ownership of that and an approach to literacy that really has made a significant difference to students in their early years. Our district now is looking to focus our efforts in the middle years of primary school and upper primary. The interest amongst our secondary teachers is such that the network is going to extend its purview, if you like, right across from P to 12. So we are very excited about the potential that that has for making a difference to outcomes for boys and for girls.

The other thing that goes alongside that is not just a recognition of the good practice that teachers are currently carrying out but also the fact that they are able to provide professional development for themselves. So there are lots of district based initiatives that flow from principals and teachers themselves that I think is vital to a successful literacy program. That has made a big difference.

I would like to continue in another slightly different area. I believe that the kinds of issues that we confront in an area like Woodridge or Logan City are issues that cannot be addressed wholly and solely by education itself. We may be able in our individual schools to address the kinds of socio-cultural factors that impact upon boys' achievement—for example, their attitudes to literacy or recreation. Each individual school can tackle those kinds of issues themselves, and indeed have success. But I believe that one of the big things that we are up against in an area like Logan with youth unemployment levels of around 18 per cent, sometimes hovering at around 30 per cent—most recently the figures showed about 18 per cent youth unemployment—and when you consider average unemployment across places like Woodridge and Kingston is at around 25 per cent, it presents a context in which students are growing and living that does not give much hope for the future. I would be the last person to say that these are not good places to live in because they are wonderful places to live in. We see in Woodridge, Kingston, Loganlea and indeed in Eagleby a state government program called Community Renewal which recognises this principle of place management, that a community can identify for itself the issues that are inhibiting the capacity of that community to grow.

Community Renewal is a program that has enabled Education, along with other government departments and community groups, to see that education of itself has to interact with other agencies and other members of the community to effect change. We can do all the best things in the world with our kids within these four walls but ultimately they have a community that they live in and that they are seeking jobs in, and the depressed level of economic activity is one that needs to be addressed. What I am trying to do is to paint a larger picture about what needs to happen. We can address the issues of boys' education within our schools and within our classrooms but we have to recognise the connections that our schools have with the wider community and that if we do not address those, as well as addressing the issues within the classroom, then we are still going to be confronted, I dare say, with a lack of motivation, a lack

of aspiration for further tertiary entrance or work opportunities if indeed those opportunities do not exist in the community.

I suppose the plea I am making to the committee is to look at concepts that are holistic in seeing education as part of community development and that schools are part of learning communities and that, indeed, we need to take some specific action to look at areas like ours—and I think in the UK they call them education action zones—where certain incentives are provided to business and industry to enable a community to get a kick-start along so that the kids who are in our schools can see a future for themselves and their communities. I suppose particularly in the Logan area we know that there is a significant problem with male unemployment, but that is a focus for groups like the Department of Employment, Training and Industrial Relations in conjunction with people like the Department of State Development and Education Queensland to focus on the problems of male unemployment, and I dare say that has significant links back to what we have with boys' education in our schools. I suppose as an opening comment I would like to make those points to you.

**ACTING CHAIR**—Thank you for that. You mentioned the UK and those action zones. One of the first longitudinal studies on the future success or failure of young people, both boys and girls, was the one done by ILEA published in the mid-1980s. I do not think that has ever been contradicted. Basically, their resolution was that the quality of the educational program presented to young people between the ages of seven and 11 was the largest single determinant of future success or failure, and it was more important than socioeconomic level, gender, religion, cultural background, et cetera. Basically, quality schools do have a role to play. That does not mean they cannot interact with those other areas, but schools sometimes I think are taken for granted in our community.

The status of teachers has probably been lessened over the last 10 or 15 years, and I think that is a reason for great sadness in this country, and I think everyone on this committee, whatever political persuasion we are, would all be concerned about that. So schools are a significant determinant for the future. The commitment that we saw this morning, for example, in terms of boys' education, showed a very structured program, highly organised and very active. That probably also reflects what we are getting back to this committee, that active, structured programs suit boys and do not disadvantage girls. Holistic programs that have been set up in modules do disadvantage boys. Boys do not like that way of learning, and they are far more successful with the Eagleby experience than, say, some others. You would know as well as all of us that in some schools they do have different approaches which are much more suited to the learning styles of girls rather than of boys. Probably that is what we are trying to find out with this inquiry—what are the things that work? We do not want to get into the argument of boys and girls, polarisation of gender as that is a non-productive argument, but we do want to find out, if boys are failing, why they are failing and what we can do about it.

**Mr Daniels**—I could not agree more, Rod. Please do not misunderstand me, I certainly feel that schools have a pivotal role to play in enhancing opportunities for boys and for girls.

**Mrs ELSON**—Ron, I am sorry but I am going to use this opportunity to say this to you, since you are the director and we have this opportunity. I have a relative who has just become a teacher this year. He is a music teacher, and he thought he was going into this school to teach music, which is what he qualified to do, but his first lesson was teaching English. As he says, 'I

have a massive problem with English myself because I was never taught it correctly.' I wonder whether that would be the correct thing? That worried me then. I thought that when he went through his schooling he must have been taught that so he could do it as an alternative subject but he said, 'No, they never told me what to teach.' He has a 12-month contract and he has to teach English three days a week. That is frightening to me because I know the gentleman's ability with English.

**Mr Daniels**—So he does not feel he is able to teach English?

**Mrs ELSON**—No, he was never aware that he would be teaching English. I am just saying that may be something you could take back to your education system and say, 'Hey, if they are going to be put into schools who cannot afford a full-time music teacher, if they are going to use them in another area, maybe use them in physical education but do not use them teaching English.'

**Mr Daniels**—It all depends on the staffing and the abilities of the teachers, and there are expectations that teachers will be able to teach certain things like English or mathematics at, say, year 8 level that they may not have been formally trained to do, but certainly there is an expectation that teachers are able to do that.

**Mrs ELSON**—No, he is teaching grade 3 and 4 English, and to me that is the most important age or grade for you to learn it. Maybe they might need to look at that and use them for physical education.

**Mr Daniels**—Primary school teachers are trained as generalist teachers with a capacity to teach across the curriculum.

**Mrs ELSON**—He was trained as a musician and given an appointment as a teacher.

**Mr EMERSON**—You talked about education action zones. We have a proposal for precisely that though we use a slightly different phrase, education priorities zones. Within the state system here there is a program called differentiation which is effectively trying to stop government schools all being home brand schools—they specialise in some area or another. Could you tell us how you think it might be possible to basically marry those two concepts so that within a district like this you could have an education action zone where different schools specialised in different things?

**Mr Daniels**—I think the school we are actually in at the moment is a good example of the notion of differentiation. Our state department has a program called secondary school renewal, which is a program for those secondary schools that are 25 years or older. A school has to apply for that program. First of all, they have to meet that criterion of being older than 25 years, and then they must prepare an educational brief outlining the way that they would differentiate their curriculum to meet the needs of the community that that school serves.

To give you an example of how that might occur—to answer your question—Woodridge State High School is seeking to identify itself as the enterprising high school, or the enterprise high school, where the notion of enterprise curriculum will be embedded from years 8 to 12. Indeed, the kinds of things that the school is seeking to do would also be evidenced in the



primary school setting. With this notion of an education action zone—and this relates to my comments earlier about schools being part of a community and its pivotal role there—we can take a place like Logan which has depressed levels of youth unemployment. We have employers there who might think that the attitudes of students who come from Logan are such that they are not particularly amenable to work or vocational experiences so we try to address that in this local area and tackle economic development. Now we know in a place like Logan that, when businesses do get established, they may only grow to have two or three employees, and either they stay at that level or, if they get bigger, they tend to leave and go to areas that are more recognised as business areas, such as Springwood, for example.

What we are trying to do in the context of an area zone is to have Woodridge High School identify itself as the enterprising high school where enterprise education will be embedded as part of its curriculum. Woodridge High has been successful in developing a brief, a philosophy, around this notion and it has been successful in obtaining funding from our secondary school renewal program. Enterprise education is about developing self-confidence in and the initiative of individuals to partake in their individual lives so that they feel they are able to break the welfare cycle, that they are able to go and front an employer and conduct themselves appropriately in a business interview, that they can conduct themselves appropriately in the workplace, that they turn up on time and that they have all those sorts of attitudes that our employers in business and industry are seeking. At Woodridge High, enterprise education is about personal initiative, it is about initiative in business, and it is about taking the initiative in community life because we are trying to generate in this notion of an action zone in a place like Woodridge or Logan is this notion of people taking responsibility, leadership and initiative to build that community capacity.

Woodridge High is seeking to differentiate itself along those lines. It is in response to the needs of the community in a holistic sense, but it is seeking to differentiate itself through enterprise education. You will see here that there is already enterprise going on with the production of stationery, and the school is looking at having a music studio. It is looking towards creating even an aquaculture facility and a restaurant, and even a mini brewery has been suggested. Through Community Renewal the principal and I have been seeking additional funds to create a small business incubator at Woodridge High School that would be available for students to use and also for the community to use in hours when the school was not using it. In looking at an action zone or a priority zone such as Logan City the school has sought to differentiate itself through enterprise that will make it different so that it is an attraction in the marketplace for students and families, and so that it is also meeting what is a long-term strategic need for the ongoing development of the community.

**Ms GILLARD**—In terms of the things that we saw this morning with the literacy program, I think a number of us were surprised at the role that the teachers' aides were playing in that program. Whilst you can understand that it very much suited that school to have a large number of teachers' aides in for two hours each morning, you wonder about the sorts of systemic problems that could cause if it was replicated widely. Have you got a feel about those sorts of things in a region-wide context?

**Mr Daniels**—Schools have a capacity to manage their budgets according to what they see as priorities. The wages of the teacher aide that you would have seen at Eagleby would have been

paid through a mechanism known as our year 2 net. Did Kevin explain the process of the funding mechanism that we have?

**ACTING CHAIR**—The one for \$172.

**Mr Daniels**—That is right. So when students are identified, that \$172 per student is given to the schools. They are then able to budget for that to meet the needs of those students, and that is how they pay for those people. Each school makes their own decisions about how they allocate those resources. If schools decide to place them into human resources like teachers' aides then that is their call. It is an individual decision. There are implications in terms of our funding model about how that can be sustained when a school does achieve the kinds of success that Eagleby has been able to achieve. For example, when Eagleby is able to reduce the number of students who are identified at risk through the year 2 net, then their level of funding will also decline and that is an issue. We have a working party looking at how we can address that.

**ACTING CHAIR**—I just want to go back to the enterprise high school. The enterprise high school is a concept of Peter Turner, the principal of Salisbury High in South Australia, and obviously there has been some connection between the two schools. The question I want to ask is this: from a departmental point of view, can Woodridge be an enterprise secondary school and an academic high school?

**Mr Daniels**—Yes, it can, because we are looking to establish multiple pathways for kids. We have a variety of students who are still academically bound, and those students need to be catered for just as those students who are not OP eligible, that is, those who are not seeking university. So the school is seeking to establish multiple pathways. Indeed, what we would be excited to share with you is the kind of work that you may have seen at say a place like Nirimba College where you have collocation of school facilities in the senior college, years 11 and 12, TAFE and university. I believe you can have your combinations of vocational programs and academic programs. Indeed, I think the literature would show us that kids are able to combine both, and our system is looking to work with our Board of Senior Secondary School Studies to see how we can include vocational education subjects as part of our OP calculations.

**ACTING CHAIR**—Thank you very much, and thank you for being part of an unscheduled part of the program this afternoon. Thank you for your contribution; it is much appreciated.

**Mr Daniels**—Thank you for the opportunity.

*Evidence was then taken in camera, but later resumed in public—*

[4.07 p.m.]

**ARMSTRONG, Mrs Gail, Principal, Marsden State High School**

**FREW, Mrs Maria-Ann, Teacher, Woodridge State High School**

**ITSIKSON, Mrs Elena, Acting Principal, Loganlea State High School**

**JAMIESON, Ms Helen, Principal, Woodridge State High School**

**LOCKE, Mr Dion, Year 12 Coordinator, Mabel Park State High School**

**RICKARD, Mr Mark, Deputy Principal, Woodridge State High School**

**ACTING CHAIR**—I declare open this public hearing of the committee's inquiry into the education of boys. I thank Ms Jamieson for agreeing to host the committee's visit to Woodridge State High School today. I also thank everyone else involved in this afternoon's proceedings at Woodridge and those who are about to give evidence. Helen, would you or anybody like to make a brief opening statement?

**Ms Jamieson**—The schools in the Logan-Beaudesert district are very multicultural schools with a large population of students from low socioeconomic families. We have a very large population of students from the Pacific islands, and I know Woodridge State High School has at least 46 different cultures at the school. I will ask Elena to comment on the make-up of the population at her school.

**Mrs Itsikson**—Loganlea High School currently has an enrolment of 770 students. Our make-up basically is students from an Anglo-Saxon background, but we have some Aboriginality represented in our student population. We have had an increasing enrolment of Vietnamese students coming to us from Redbank Plains, Yeronga, and they are making their presence felt in our community. We have high retention rates of students in the junior school and a very high retention rate of boys and girls from year 10 to year 11 as well.

**Mrs Armstrong**—Marsden High School this year reached its highest enrolment. We have actually got 1,450 students. In that group of students we have representation from a very wide range of cultures, as Helen Jamieson has suggested; but the majority of our students tend still to be Anglo-Saxon. In Logan, one of the other characteristics of our area is the incidence of low-incidence disability. Low-incidence disability generally is characterised by about two per cent of the population. The figures run at about six per cent in our schools. So that means that our schools have a large number of children with very special needs, who are enrolled in special education units and within the mainstream.

**Mr Locke**—Mabel Park State High School has a current enrolment of about 780 students. We have a significantly high proportion of students from a Pacific Islander background. I believe in the junior school we are looking at 25 per cent to 30 per cent of new enrolments in

grade 8 and grade 9 being in Tongan and Samoan family groups. In terms of the senior retention rate, it is probably 68 per cent or 70 per cent.

**ACTING CHAIR**—If there are no further comments, we will ask some general questions. In terms of the education of boys and girls, it has been reported back to this inquiry that 20 years ago the figures generally suggested that the differentials between attainments of boys and girls was less than one per cent. In some places in Australia, and particularly where we have been in Victoria and New South Wales, some of those differentials now exist at up to 20 per cent. One of the purposes of this inquiry is to find out whether that is true and the reasons for that occurring. Has it to do with the employment situation? Has it to do with the teaching methodology used in the school? Does it have to do with passive learning situations, active learning, or whatever? Does it go with perhaps a more analytical curriculum, as you would expect in mathematics and science; or with a more interpretive curriculum, as you will see with language and the arts?

Basically, we are three months into the inquiry and we have held public hearings in Melbourne, in Canberra, and in Brisbane for a couple of days. We will go to Sydney on Thursday, then to Adelaide, Perth and probably Tasmania, and to the Northern Territory and then regional Australia. This inquiry may, in fact, carry over into the next parliament. The committee, after receiving evidence, will put it all together in a report, forward it off to the minister of education of the day, who has 90 days to respond. The report is tabled before that, and we will send each of you a copy of that report. If you need records for your own benefit, as this is a public hearing the transcripts will be available to you as well. We will now go to questions.

**Mr BARTLETT**—On the issue of the growing divergence in results in matriculation level that Rod just referred to, presumably you have all experienced the same sort of trend. I have two questions: firstly, have you noticed any difference in that phenomenon between cultural groups, or is that across every culture; and, secondly, what your suggestions are as to how we ought to proceed to reduce that divergence—in other words, to raise the relative performance of boys?

**Ms Jamieson**—From my perspective, it is pretty general across all cultures, but the one culture that comes to mind that I have noticed a significant difference in with the male population, was either Bosnian or Croatian, and they really struggle. They come with very poor language skills and they struggle, but they are very determined to succeed. That is one of the cultures I have noticed a difference with, in terms of they want for a better life, and they know that it has been like; and the memories of the war, and their own personal situations, are still very close to their mind, so that I think they were very motivated. They came from way behind the eight ball. They were not getting outstanding results, but they really worked their butts off, and I would say they were much more mature because of what they had been through, So there was a difference in their maturity levels and their determination. Apart from those ones that I have seen, I look across all the cultures and see a similarity across them, from my perspective.

**Mr BARTLETT**—Would you all agree with that from the schools you are at? The second question is: what do we do about it?

**Mrs Itsikson**—We have all adopted a lot of strategies. For example, all of us have very extensive core skill preparation sessions set aside for boys and for girls. In all of our schools, we

have adopted flexible timetables for students for tutorials, homework sessions and things like that. There are built-in structures so that boys and girls can access extra assistance with their school; that has all been trialed. We have also adopted policies of vocational education, which gives students extra opportunities to experience the outside world, to embrace those experiences and to gain some maturity. I think that is common right across the Logan-Beaudesert area.

**Ms Jamieson**—I think work on the pathways and providing multiple pathways is important, but we need to get them focused at an early age on that. At the moment we are waiting until year 10 and that is too late. I think the boys particularly get a wake-up call about the second semester in year 12. They realise they have got six weeks of school to go and they decide they have to do some work. We have got to start the talk earlier. We have got to expose them to more, give them more opportunities and more variety, particularly the boys, who are very hands-on. We have got to cater for all the needs of the boys. I think we have to listen to the boys; that is the other issue. Trying to talk to them is a challenge in itself. Trying to get them to come today was a challenge because they did not want to know about it. Their attitude was ‘There’s nothing wrong with us.’ So we have got to find a way to communicate with them, find out their needs and try to tap into that. I guess we have to start that at a very early age.

**Mrs Armstrong**—I think there is a point at which we probably lose them. I am very cautious about what comments I make, in that it is all coming off the top of my head and I would prefer to investigate a problem and get some good data before I start to make comments. I think there must be a point at which we lose the boys. If you look at children in preschool and early primary, I would ask you: are the results already very divergent? I do not know the answer to that. There must be a point at which boys lose their love of learning and lose their wish to be compliant and on board, because I think what happens is they disassociate themselves, they disenfranchise themselves, they do not want to be a part of what the mainstream is on about, and we are seen to be the mainstream.

Can we put that down to poor role models in our society? In an area like ours, very often we have the situation where it is a mother bringing up the family; very often there is no male role model in the home. The male role model is an influence for learning, someone who says, ‘We take life seriously.’ The boys look in the newspaper, and what do they see? They see that people who play football really well get offers of \$700,000 and that people who are like, for example, their teachers in front of them every day earn something which is minuscule by comparison. There are a lot of issues like that that come to my mind when I think about the issues we face with boys. I was not surprised to hear Kay tell me before about the fact that it would appear that boys need more extrinsic motivation—that is, girls are quite comfortable working at a project because they feel some satisfaction from achieving within that, whereas boys need this reinforcement.

I know that one of the things that we thought about in trying to counter this notion of being cool was finding some sort of extrinsic motivator for students. It applies more to boys than to girls, because boys do not want to get up and be recognised for having done something good. So we were quite open about saying, ‘We’re going to offer the kids, if they get to this point, something quite tangible so that the others can see that what you have done is worth while because you actually getting something.’ I know that sounds counterproductive in a sense, but I struggle to find the way to motivate boys intrinsically, and maybe it is a peer thing that we have got to address. If it is cool to get things, and if we can give them some things, then maybe it is

cool to achieve to get there. We have actually gone through discussions about that sort of reward notion for achievement. I do not know whether that is a way.

I suppose my major concern is the issue of the role models, of what society tells our young men is important in life and, therefore, what they do. I know Helen was saying they get a wake-up call, maybe, in the second semester of year 12 and that is too late. Yes, it is very much too late. There has got to be a point at which we have got to impact on them much earlier than that to get them to want to learn, to want to achieve, to want to be good citizens rather than people who are very short sighted, very short-term in their thinking and very concerned with the immediate of what is going on around them, rather than any kind of notion of their future and their education.

**Mr EMERSON**—It is that issue of motivation and incentives that I wanted to explore with you. I had been under the apparent misconception that one of the problems in an area such as ours is that boys in particular who say, 'I'm going to try to do really well, to excel in my year 12 results,' face some sort of intimidation by other boys to say, 'What do you want to do that for? You're not cool,' and so on. But we have just had three lots of kids through here who said that is not the case, and that they do not actually get beaten down if they try to do well. There are other kids who are not motivated but they do not bring pressure to bear, to say, 'You're just being a brain', and all that sort of stuff—which is more like what happened where I came from as a little kid. I was wondering about the home environment, and we asked a little about that too. Where the kids aren't highly motivated, do you sense that there is that sort of behaviour on the part of parents, particularly the male ones, who might have had bad school experiences themselves? Or is it the case of a single mum who just cannot cope: she is not adverse, but is just trying to hold the whole show together? Do you have any general feeling about the kids who are not highly motivated? I am not particularly talking about boys; I am just talking about kids who do not achieve high levels academically.

**Ms Jamieson**—To me, the lack of motivation is a social issue as well. My last school was in a mining community, and the extrinsic rewards were there from the parents. They were earning \$100,000 a year minimum in their families, and the financial incentives were being offered to the kids to succeed, but that was not changing their attitudes. I have come from that environment to this environment and I see a very similar pattern in behavioural issues. It is a social behavioural pattern that you see emerge with the boys at the very stages of development that are very different from the girls. That goes on after school as well. You go to university and you can watch that as well. I think the issue we are looking at is more a big social issue in our communities.

**Mrs Armstrong**—You only have to look at the crime statistics.

**Mr EMERSON**—Let us say that you were on the North Shore of Sydney in a government school: there would be a higher level of achievement, I would expect, even though some of the attitudes of boys would be the same. They would probably want to go and play for the Northern Eagles and do all that sort of stuff. The fact is that boys will be boys, but what explains a lower level of motivation in a lower socioeconomic area? Or am I wrong about that—are you saying there is not a lower level of motivation?

**Ms Jamieson**—I believe that the affluent areas in the private schools are very good at promoting the good results, but we never hear the other end of the spectrum. I still believe they have a fair share of underachievers in their schools, but they fly very high on promoting their high achievers, and they probably have a larger proportion. The kids have had a better go at life in the early years of schooling, and they have been supported financially for that. Some of the prominent private schools in Brisbane have their fair share of problems, but you just never hear about them—they are very well covered. If something happens in a Logan school, it is in the paper the next day and it is very much publicised. So there is a lot of stuff that I do not think we hear about in the private sector. The data in those schools would be very interesting to look at, if there were more time.

When I trialed some single-sex classes—when we were promoting girls in maths and science—the results were very good for the girls, but the boys’ results went straight down. As soon as we put the boys all in a class together, the results just plummeted. So we had to throw out the single-sex classes for the sake of the boys, because they suffered while the girls’ results increased.

**ACTING CHAIR**—Are we measuring boys’ and girls’ attainment differently these days? I read an article in *The Spectator* a couple of weeks ago by a professor of education, who I think was from Oxford. He was explaining the differences in the examination system between 20 years ago and today. One example was in history. The question 20 years ago was, ‘Present the main arguments of the Bill of Rights and its effect on Catholics in 18th century England.’ The question last year in that sort of area was, ‘Give your views about the build-up of Nazi Germany and the effects on a young Jewish girl.’ In other words, the current question was about feelings, whereas the question 20 years ago was simply about facts.

He was suggesting that there has been a change, and that that examination system of 20 years ago was far more boy friendly than it was girl friendly. In other words, it required analysis, which boys are supposedly better at, whereas the more modern question contained the added synthesis, which girls are much better at, and have traditionally been. Is there any truth in this? I am not saying it is intentional. Forty years ago, when I was doing my matriculation year, the seven girls we had in our classroom of 56 were discriminated against—in hindsight. You never recognised it at the time, but they certainly were. It was just a total boy environment. Have we gone the other way?

**Ms Jamieson**—No, I do not think so.

**ACTING CHAIR**—How do we explain some of these huge differentials that are occurring, particularly in the English speaking world? Between now and 20 years ago, there is a difference of up to 20 per cent in terms of those attainments measured.

**Ms Jamieson**—To me it is a real left brain, right brain thinking thing. Many years ago it was instant recall, recalling the facts and not having to analyse things like we analyse them now.

**ACTING CHAIR**—I think the argument that the professor is putting is the opposite: basically, information these days is more favourable if it is synthesised. In other words, you understand all the details, but you may not necessarily understand the main argument. In fact, this Oxford professor made the argument that girls are very good—and much better than boys—

at getting all the detail of the argument, because they work more consistently. A modular approach to learning is much more suitable to girls, whereas boys will take the risk and try to cram it all in at the last minute. They will do it in a different sort of way.

**Ms Jamieson**—But isn't that how it used to be assessed many years ago?

**ACTING CHAIR**—Yes.

**Ms Jamieson**—You had to learn for the test: recall, recall, recall.

**ACTING CHAIR**—Exactly. That was boy friendly.

**Ms Jamieson**—Whereas now it is analytical.

**ACTING CHAIR**—No, I do not think it is analytical at all now. If you look at the examination systems, even in mathematics and science these days, there is a hell of a lot of 'What is your feeling? What do you feel about so and so?'

**Mrs Armstrong**—Interpretive.

**ACTING CHAIR**—Yes. It is more interpretative and that suits girls more than it suits boys. I am saying that you need both of these skills. Boys need interpretative skills, boys need to be able to express their own feelings, boys should have better presentation skills; but also girls need analytical skills too—you need both.

**Mrs Armstrong**—I would like to think that our curriculum writers actually are aware of both elements of the learning and make sure that it is there in all of the programs that we teach. I do not find that our problem is at the assessment end. Whilst the assessment is what brings the data, so that we can see quite clearly the size of the problem, I do not believe that that is where the problem lies.

**ACTING CHAIR**—Where do you reckon the problem is?

**Mrs Armstrong**—If you talk with teachers, it is about whether or not boys want to learn; that is how I see it. If you look at the suspension/exclusion rates and at the number of students who are in the office on any day because of behavioural problems, they are the things that are indicative of what Helen was alluding to before, which is a whole wider social issue for us.

**ACTING CHAIR**—Can I put it to you another way? Is the reason those things are happening that too many current teachers are incapable or unable or do not have the skills to deal with boys' education? Is that the case?

**Mrs Armstrong**—I would accept that we probably have not done enough about deciding what it is that really appeals to boys. I know that one of the schools down the coast did some trialing with single-sex classes, not for girls' education but for boys' education; and they discovered some interesting facts about how boys seemed to like their curriculum developed, and it was stuff such as that they liked to do it on their own, they didn't like group work, they



liked a fairly structured classroom and they liked everything fairly cut and dried. It was very anecdotal stuff, but I take your point about whether teachers are teaching the boys the best way.

What we have always done, I think, is to look at teaching as teaching children, teaching students. I do not think we have thought enough, in recent times certainly, about whether there are ways of teaching that meet boys' needs better. We have made assumptions—and this is what I am doing now too; I am just making assumptions and talking from my experience—that boys do like to be more active and like to get into the hands-on stuff; but I do not think we have been serious in our study in terms of actually trialing different ways of teaching boys, of actually being analytical about how we deliver curriculum and working out what it is that they like—as these people down the coast had a crack at. But it is like everything else: you get somebody on staff who is interested in it for a year or two and you do some good work, and then that person gets transferred or whatever and you really are sitting back on your tail.

If we are going to do something properly, we need to investigate some of those issues, and I do not know how we actually factor in what happens in other places—for example, at the boys-only schools—because it would seem to me that their students do achieve and Helen may be right, they may have lots of under-achievers as well, but surely we have got some models there about what it is that they do that seems to work in their environment. If they are getting 35 OP1s, they are obviously starting with 35 OP1 capable kids, but there could also be something that they have got right that we could trial, that we could attempt to emulate.

**ACTING CHAIR**—Earlier this morning we went over to Eagleby State Primary School. They have a very structured and a very active approach to literacy. They have measured their attainments over the last three years and they have had some dramatic results for both boys and girls. It was interesting, Helen, to listen to your students, both the girls and the boys, acknowledging that they needed an active curriculum. They were really supporting a lot of things that Gail is saying. They were basically saying that those sorts of things were not always happening so they just turned off. When we have listened to witnesses from boys schools, they are very much on about the analysis, the structure, the activity and changing the activity. That is often very different to the way girls learn, in terms of being very focused, paying attention to the details and having stamina to be able to go for long periods and be quite on task, which seems to be beyond boys for some reason or other.

**Mrs Armstrong**—In our environment, where we have got girls and boys and then we have got a whole overlay of social disadvantage as well, maybe the work that could be done is not being done in terms of having a go at trialing different ways and setting up different curriculum experiences. That might make a difference. We would probably need support for that sort of thing to be able to happen.

**ACTING CHAIR**—Would anyone else like to make comment on what Gail has put forward?

**Ms Jamieson**—I think the other issue with the private schools is that they can engineer their population, whereas we take in all students that come in our front door. We are catering for a very wide range of students in our schools, and that is a challenge in itself. The hands-on stuff is very, very important and I do believe—I am not putting teachers down here—that there are teachers in our system who are still teaching the way they learnt. It is a cultural thing, it is a

conditioning thing that they have been through, during their years of schooling and their university training, and now they are practising it. People like us are now talking with them about teaching methods, pedagogy. That is all very scary for them and that is putting a lot of pressure on them. It takes a long time to change them.

This is my third year in this school in particular, and I noticed a big difference coming to a metropolitan school from a country school where I had young staff straight out of university whom we moulded. It is not Woodridge High; it is the metropolitan areas that have staff where there is low mobility and they have been here for a very long time. I think that is an issue. To refresh them is a challenge. I would say I am only about a quarter of the way through the journey here after three years.

**ACTING CHAIR**—Are there any tenure arrangements in Queensland schools?

**Ms Jamieson**—No.

**ACTING CHAIR**—In South Australia, you can only stay in a school for 10 years and then they are shifted on.

**Ms Jamieson**—We have someone who has been teaching in this school for 27 years. She is an excellent teacher, though, but I think she has been through so many changes that she thinks, 'Here comes another one.' We have a lot of cynicism in education because of the amount of changes that teachers go through. I think that is a critical issue here: we keep putting more and more on our teaching staff. At the same time, I think we have to be very considerate of that in these issues. They appreciate a lot of the issues we raise. I think the staff here are very, very committed, but there are issues that will take a long time to work through with them and that is hard.

**Mr BARTLETT**—Helen, earlier you said that in single sex classes, when you separated them out, the boys actually did worse than they had done in the co-ed classes. Do you all agree with that?

**Mr Locke**—No, not entirely. At Mabel Park State High School last year we had an experiment in the core subjects of English and social science, where we divided the junior classes, years 9 and 10, into separate boy and girl classes. In the girl classes, their results did improve. In the male classes, they did not go downwards; I think they may have slightly trended up. They definitely did not go downwards in terms of their results. What we tried to do—and this sounds a bit sexist—was get as many male teachers as we could into those classes so that we would have some form of a male role model. Half of my timetable last year was two junior boys English and social science classes; that was my timetable last year. In terms of their results, it was reasonably successful, and in terms of them being switched on to learning, I think it was quite successful. It depends though on the teacher, I guess. The boys had a good year with me because we were very hands-on. With the English curriculum, I tailored it as much as I could to cater for the interests of boys. I had books where the boys were the heroes, like *The Outsiders* which is about gangs and so on. When we did films, we went to Movie World and we did hands-on stuff. They wrote film scripts and we got in there.

**Mr BARTLETT**—Is it more because of the teaching style than the fact that it was an all boys class?

**Mr Locke**—I know that that success was not repeated in all of their classes. Some of the male teachers and some of the females did not necessarily like the idea and they thought that the classes did not work. This year we have gone to scrapping it for year 10 classes but we still have the single gender classes in year 9. We have scaled it back a bit.

**Mrs Armstrong**—The experience down the coast was that the results for the boys were much improved.

**Mr BARTLETT**—In single-sex classes?

**Mrs Armstrong**—Yes they went with single-sex classes. The separating of the sexes is not so much keeping one from the other but rather that, if they have different learning needs and are going to respond to quite different approaches to curriculum, it gives you the chance to do that and maintain your sanity if they are separate. What we expect teachers to do is to be able to meet all needs—those of boys, girls, the disabled and right across the spectrum—in one classroom every minute of every day. That is really difficult. But separating them does allow you to look at some of those issues that we have been talking about—the kind of curriculum that boys respond to. That has been your experience. It gives you the chance to give them male teachers who can relate to them. For some of them it is quite possibly the only positive male role model who is a significant other in their lives. That is particularly critical for our kids.

**Ms GILLARD**—I was going to ask about that. One of the things that has been put to us during the course of this inquiry is that the feminisation of the teaching profession, particularly in primary schools and to a certain extent in high schools, has been a problem for boys. There are not necessarily role models available to them in the schools. Interestingly, though, the kids we just spoke to all had a preference for younger teachers but gender did not seem to matter. They certainly liked younger teachers over older teachers. In each of your schools what percentage of the staff would be men and how do you feel about that sort of role model relationship issue?

**Mrs Armstrong**—Ours would be roughly 50 per cent. The problem as I understand it seems to be much more in the primary.

**Ms GILLARD**—And that would be the same for—

**Ms Jamieson**—We have about 30 per cent male staff.

**Ms GILLARD**—About 30 per cent?

**Mr Locke**—You would get about 30 or 40 per cent. It is not 50 per cent.

**Mrs Itsikson**—Males on staff are involved in everything. The students want them to be involved in everything. They will be the ones who are year coordinators. They will be the ones who take the single-sex boys classes. They will be the ones who do the sport. They will go on

the camps outside of school hours. They will do it all. It comes at a price and the price is the stress on your staff.

**Mr Locke**—As another example, I used to teach in North Queensland in a big school called Kirwin State High School. The English faculty was comprised of about 30 teachers. We had 1,900 kids and I was the only male English teacher in the school. So it was 29 female teachers and me. It is not that down here. That was in Townsville.

**ACTING CHAIR**—Is that intimidating for you?

**Mr Locke**—Yes. That is a separate issue, but there is no inquiry into that here.

**Ms Jamieson**—The English social science areas are lacking in male staff, whereas the science areas are very dominated by male staff.

**Mr EMERSON**—It is a big opportunity. What is the one thing that each of you would like to see to improve education outcomes in the area? What is the one thing, whether it is resources or ideas—

**Mr Locke**—Reduced classroom sizes.

**Mr EMERSON**—that would improve education outcomes in the area?

**ACTING CHAIR**—If we made you director-general tomorrow, what would you do?

**Mr Rickard**—I would have smaller class sizes first off.

**Ms Jamieson**—More creativity. We are expected to work miracles in a box. We have to look beyond that box to have the learning occur in other ways. I do not believe the classrooms have all the answers. We have very limited resources to go beyond that. We still have a lot of restrictions. We have budgetary things. We need to get non-teaching staff into schools working with the kids. If we have a low population of male teaching staff, it would be nice to have male mentors from the community working within the school. For example, our school based police officer is an excellent role model for our students. He is very proactive and very positive in the way he deals with our kids. He goes on the camps with them. He is out there in the water and they will offload on him and they will talk to him. When they are in the middle of nowhere with him, when they are not in an office, that rapport develops. They have a role model who they go to in the school. So it is not just necessarily the teaching staff that we need; we need some support people to come in and work with these kids in these areas.

**ACTING CHAIR**—Mrs Frew, what would you do?

**Mrs Frew**—My first thing would be to reduce class sizes and to have a little bit of streaming. I would take the top and take the small classes at the bottom and make sure, especially in grade 8, that they are functionally numerate and literate to a point, because there is no use them being in science, for example, in grade 9 or 10 if they cannot read the textbook or they cannot read what I am writing. They can only learn from speech and most of them switch off. They are

writing but they cannot actually read anything that they write. There are only a couple of students like that.

If students come to high school in grade 8 and cannot read, they should go somewhere else for six months in a group and learn the basic skills before they are actually put into the general population. The really gifted students are disadvantaged as well. There should be different classes. Maybe not just a top class for all core subjects, but a top class for maths, a different top class for science and a different one for English and different one for social science. Just because you are good at mathematics or science does not mean you are good at English and social science.

**Mrs Itsikson**—I would change our really inflexible staffing model, so on day 8 when I had to send in my figures and say I had this many people therefore it equalled 19.9 teachers, I would be able to say, ‘This is the need of the Loganlea State High School. I would like this type of teacher and I will be able to get that type of teacher into the classroom.’ If I could then get the personnel who I needed—be it a police officer, a school-based nurse, male staff or young staff—in front of the students, then all of these other things could fall into place.

**ACTING CHAIR**—Horses for courses.

**Mrs Armstrong**—We have to recognise the ageing population of teachers that has been referred to before, people who have been in the same school forever. It is a little bit like, ‘You can lead a horse to water, but you can’t make them drink.’ I would like some way, in my magic world, to be able to reinvigorate these people, to give them opportunities to raise their professional expertise again—

**ACTING CHAIR**—So you would want more funds for professional development?

**Mrs Armstrong**—Yes, but the trick would be to get them to want to be professionally developed. We have to be able to make it attractive to the point that they want to be a part of it. Sending people off to anything because it is a requirement produces no outcomes. They need to want to learn and then they need to want to be a part of the implementation back in the classroom. So my dream would be to be able to do that with the large number of teachers we have had, even people who have been teaching for more than 10 years.

**Mr Locke**—Reduced class sizes would be very helpful.

**Mrs ELSON**—I think my question was pre-empted, but I might go along another line. What is there for a student who is having problems in the secondary years of school? In the schools we saw this morning there were teachers aides, who come in at a certain time, and smaller classrooms with half a dozen children at the one time. Judging by what the students said here today, they feel they are part of a mass and the ones who play up distract them. Is there something in the secondary years that removes them if they have problems with learning so you can catch them up?

**Mr Locke**—At Mabel Park State High, we have a lot of industry placements and traineeships, and so on, available for boys and girls. The reality is that we do have a lot more boys taking it up than we have girls. In particular it is probably aimed at those kid who are not

academically incredibly brilliant and are not really enjoying school a lot and are mucking up. So we have the option of doing one day a week in an industry placement to gain an apprenticeship or a traineeship over Year 11 and 12, if they started off in Year 11. They spend one day a week outside the school at a workplace doing work. It can, and usually does, actually lead to a paid traineeship or apprenticeship; and on the remaining four days they come to school. They have one class taken off their timetable, and so they do five classes rather than six. We are actually also looking at a flexible timetabling model which we might be implementing in the second half of this year whereby senior students do Monday, Tuesday, Thursday and Friday, and that leaves Wednesday for all kids to do an industry placement; and if they do not do an industry placement they can use that day for study. That is one option for boys who are not academically oriented—and we do have a fair number of those. So that is something that we are trying.

**Mrs ELSON**—Probably I was looking along the lines of maybe Grade 8 or 9 students who identify as having learning problems. Do you have teachers' aides in secondary school?

**Mrs Armstrong**—Yes; there is comprehensive learning support service in all of our Logan schools. At this time of year, those people will be going through a very extensive identification process. They will be using information from all the primary schools, they will be using data from education in Queensland and they will be defining the learning needs of those students who have been identified in their primary school. Once you have got your group, it is a matter of looking at how you can support them. For some students it might be some grouping; for some of them it means that they do not do the LOTE—Language other than English—and for others it will mean that they have teacher aide support in the classroom. At times, there will be withdrawals, and so there are a whole lot of models that we would all employ that actually go a long way towards meeting those needs. I would think the support that we provide to students with learning difficulties in our district would be very good.

**Mrs ELSON**—Have the numbers increased? I always thought that if a child went through their primary years with difficulties and were then sent on to high school, then they are not going to get better. Have the numbers increased for children having problems with learning?—Has that increased over the years coming from primary into secondary?

**Mrs Armstrong**—I would have to say yes.

**Ms Jamieson**—To answer your question, and it has always been there and it is just being identified now; whereas before they were just pushed through and we dealt with them the best way we could. But now we have systems in place to test them and put them at a different level and say, 'Okay, at that level this is the sort of program we are going to provide at this level—complete or alternate withdrawal, or whatever.' That has taken quite a while to evolve in the high schools, I think, and it is still evolving. It is a lot harder.

**Mrs Armstrong**—Given time—and you looked at what they are doing down at Eagleby—we may in fact see the number of high level needs dropping. The data certainly tells us that the early intervention with literacy is critical, and I think that is where the primary schools are doing a good job, and their data shows that as they are progressing. What I am hoping is that, at the secondary end, we are going to see the benefit of their good work, but it is going to take time. It might not be for another five years but hopefully that will be the outcome.

**ACTING CHAIR**—Can I go back to a point that Helen raised and, indirectly, Elena raised, and ask if this is true of Queensland's secondary schools in particular? One of the great criticisms of secondary education around the world is that it has become very uniform, very conforming, and lacks risk taking and the concept you put out: creativity. If you look at the administration of education around the world, what was valued perhaps in the mid seventies to the mid eighties, when it all stopped—was creativity and risk taking among the leaders of education: is that recognised and rewarded in the Queensland education system?

**Mrs Itsikson**—Yes. We went through a bit of a case last year where we wanted to make Loganlea High School a college, and our risk taking was recognised and our creativity was recognised, and all the work that we put together was recognised. We came up with this idea so that students could progress from Year 10, 11 and 12. It was a smooth transition for them, and senior school could be extended to three years. All that was recognised but, when such a proposal as that goes up to the higher levels, I think sometimes those ideas get stifled by the bureaucracy, by the people at the top. So we see the advantage of something like that at our level but, when it goes a little bit higher, sometimes there are problems. I do not think the problems just lie with the people right at the top, like the D-G. I think he is a bit of a risk taker and a bit of a visionary, but there are a lot of people between him and us, and those people have been there for quite some time. For us to get from here to there is okay, but then we have got a fight.

**ACTING CHAIR**—Is that part of the problem that Gail pointed under the age profile of those bureaucrats?

**Mrs Itsikson**—I think it is.

**Mrs Armstrong**—It has been a long time since they have been in the school, and they have become bureaucrats.

**Ms Jamieson**—We have organisations, like the Queensland Teachers Union, who I believe are very traditional. They are also involved in a lot of the decision making and overseeing of any new initiatives. It is very hard to get some things through that as well. It is not just Ed. Queensland but other areas as well. Trying to work with the inter-agency stuff is really hard and a lot of work. An example of that is the multicultural resource centre that we meet with once a month. That was initiated through the community access schools project we had going here—and still have going—to try to set up links because we wanted our multicultural community to feel comfortable coming into our school. We wanted to know in what ways we could bring them in as parents even though they could not speak English very well and how we could support their kids better and set up a very positive relationship so they would feel confident coming into the school as part of the community. We just hit brick walls with them too. It is like they were saying: 'You are not after our money, are you?' There is a lot of that going on out there. Trying to work with all this inter-agency stuff is really hard work because you are stepping on territory. For want of a better word, it is all very 'political' because of the different areas that they belong to.

There are a number of blockers to the creativity side of things—the stuff we would like to do with the youth homelessness. Families would block that and say, 'This is the way we have done it for years and this is the way we will do it; we will provide this and this model of housing'.

They do not want to listen to our new ideas on youth homelessness. There are a lot of those things as well.

**ACTING CHAIR**—You earlier raised the point about having flexible staffing—in other words, appointing staff to meet the needs that you have identified in the school. Is there any way of you achieving that?

**Mrs Itsikson**—Yes. Loganlea High School was awarded a \$250,000 ANTA project for a horticultural centre. Education Queensland would not appoint an extra person to run it, so it had to come out of our staffing allocation, and through a lot of work through the district director.

**ACTING CHAIR**—So what does the \$250,000 pay for—salaries or resources?

**Mrs Itsikson**—No, just the structure. We needed a manager to run the centre. We needed a manager to coordinate all the courses, and Education Queensland would not provide that extra staff member. If we took a staff member off-line from our agricultural classes, our students would suffer as well. So we were a bit hampered but we did achieve it over two years. That was with a lot of support from the district director, who kept going up to his supervisor, who went further. It was knocked back because it is risk taking. How do you account for that buck and what the outcomes are going to be? We did achieve it, but along the way some of us gave up.

**Ms Jamieson**—That is another issue with staffing. We have teachers teaching subjects that we say they are qualified to teach because they have attended X hours of PD in a year. They are teaching a catering subject or a industrial skills subject but really do not have the trade background. Our home economics teachers are not catering teachers but we say they are. I want to be able to employ a chef or a motor mechanic or someone like that. We have to give them real life hands-on teachers and not a teacher who has gone and done a quick course somewhere to say they meet the HR requirement to teach a subject. We have done that because that is the best we can do given our resources, but we need other people in our schools.

**ACTING CHAIR**—It is an interesting comment you make. Consistently in Australia, the state education departments —particularly the government ones—and the state teachers unions have put forward in every submission something about preparing people for employment. I would have thought their knowledge of the employment workforce, particularly the current one, would be pretty minimal. What you are saying is far more basic in terms of employment. It is getting in touch with what used to happen in the old technical schools—and what they now call enterprise schools—where you had people with that background.

**Ms Jamieson**—I think we are putting a lot of pressure on our teachers to be the people they are not.

**ACTING CHAIR**—As there are no further questions, I thank you very much indeed for giving up your time. You have made some important contributions today, which we value highly. This report may come out in this parliament or perhaps the next. Copies of this will be sent to all the witnesses, so you get an idea of what has happened in other regions, capital cities and states. Thank you again for being with us. We wish you well in your career, in your risk taking and in your creativity.



Resolved (on motion by **Mrs Elson**):

That the committee authorises publication, including publication on the parliamentary database, of the proof transcript of evidence given before it at public hearing this day by Mr Ron Daniels and the staff of Logan area high schools.

**Committee adjourned at 5.01 p.m.**