

## Erratum

### Report No. 25 – The assessment methods used in senior mathematics, chemistry and physics in Queensland schools

Page 65 of Report No. 25 incorrectly states:

*The majority of Queensland children do not attend kindergarten, and in 2008 Queensland had the lowest rate of children attending kindergarten (28%). This increased to 32% in 2009 and has been increasing since then to 77% in 2007.*

This should read:

*The majority of Queensland students have not attended kindergarten. In 2008 Queensland had the lowest kindergarten attendance rate in Australia (28%). However this increased to 32% in 2009 and has been increasing since then to 77% in 2013.*

A replacement page 65 is attached.

**Page 152, Appendix B** of Report No. 25 incorrectly omits the Independent Schools Queensland from the list of witnesses at public briefing on Wednesday 6 March 2013.

A replacement page 152 is attached.

**Education and Innovation Committee**

TIMSS data (2011) showed poorer performance in Year 4. NAPLAN data shows a similar pattern, that is, lower performance in the junior years (Year 3 and 5) and better performance (although still lower than others) in Years 7 and 9, where the national minimum standard is met. Greater improvement is apparent in the junior years (Year 3 to 5 and Year 5 to 7) than in Year 7 to 9, where performance is below the Australian average. NAPLAN shows Queensland is the most improving state in numeracy overall. With regard to science literacy, although Queensland ranked poorly, its results were not statistically different to most other states.

### 6.3 Is performance linked to senior assessment methods?

No evidence has been received by the committee to indicate that the performance of Queensland students is linked to the assessment methods used in senior mathematics, science and chemistry. Without data on the performance of Year 11 and 12 students, perhaps through the introduction of a common assessment task, the effect of assessment methods on senior performance cannot be established. In addition, research indicates that relatively poorer performance in Queensland starts as early as Year 3. It stands to reason that the performance of students at senior level is affected by a number of factors, possibly including performance in the junior years.

This could include, for example, participation in early childhood education. The majority of Queensland students have not attended kindergarten. In 2008 Queensland had the lowest kindergarten attendance rate in Australia (28%). However this increased to 32% in 2009<sup>207</sup> and has been increasing since then to 77% in 2013. There is a current target to achieve universal access by 2014.<sup>208</sup> The importance of early childhood education has been well established. In a report commissioned by the Queensland Office for Early Childhood Education and Care, Department of Education and Training, the value of early childhood education was noted, “... *not only in supporting development of early literacy and numeracy but also in facilitating the learning of institutional routines that are prerequisite for successful school participation and attainment.*”<sup>209</sup> Therefore, it is possible that a history of poor kindergarten participation rates could be one factor that affects the performance of Queensland students. This can be expected to improve.

Another factor that has been linked to student achievement by a number of research programs is teacher quality.

*First, while student demographic characteristics are strongly related to student outcomes at the state level, they are less influential in predicting achievement levels than variables assessing the quality of the teaching force. Second, when aggregated at the state level, teacher quality variables appear to be more strongly related to student achievement than class sizes, overall spending levels, teacher salaries (at least when unadjusted for cost of living differentials), or such factors as the statewide proportion of staff who are teachers.*<sup>210</sup>

<sup>207</sup> Queensland Department of Education and Training (2010) *Annual Report 2009-10*, p44

<sup>208</sup> Hansard (Queensland), 23 July 2013, Hon JP Langbroek, p27

<sup>209</sup> Thorpe, Karen; Vromans, Lyn and Bell-Booth, Rachel (year) *Accessing Kindergarten in Queensland- A report to the Queensland Office for Early Childhood Education and Care*, Queensland University of Technology, p13

<sup>210</sup> Darling-Hammond, Linda (1999) *Teacher quality and student achievement: A review of state policy evidence*, Center for the Study of Teaching and Policy, University of Washington, p38

## Appendix B – Witnesses at public briefings and public hearings

### Witnesses at public briefing, Wednesday 6 March 2013

#### Department of Education, Training and Employment

Ms Robyn Rosengrave, Director, State Schooling Operations and Strategy  
Ms Gabrielle Sinclair, Deputy Director-General, Policy and Programs  
Mr Andrew Walker, Assistant Director-General, Strategic Policy and Portfolio Relations  
Ms Annette Whitehead, Acting Director-General

#### Independent Schools Queensland

Mr David Robertson, Executive Director  
Dr Janelle Wills, Director (Teaching and Learning)

#### Professor Peter Ridd, Head of Discipline, Physics, School of Engineering Sciences, James Cook University

#### Queensland Catholic Education Commission

Ms Mandy Anderson, Director  
Mr Noel Covill, Head of Mathematics, St Joseph's College, Gregory Terrace

### Witnesses at public briefing, Thursday 7 March 2013

#### Queensland Studies Authority

Ms Natalie Carrigan, Acting Manager, Quality Assurance Unit  
Mr Theo Clark, Acting Manager, Australian Curriculum Branch  
Mr Peter Jordan, Acting Deputy Director, Assessment and Reporting Division  
Ms Leanne Rolph, Acting Assistant Director, P-12 Implementation Branch  
Mrs Patrea Walton, Chief Executive Officer

### Witnesses at public briefing, Wednesday 20 March 2013

#### Queensland Studies Authority

Ms Natalie Carrigan, Acting Manager, Quality Assurance Unit  
Ms Jacqui Klowss, Head of Mathematics, Marist College Ashgrove  
Mr David Madden, Head of Faculty – Sciences, St Aidan's Anglican Girls' School  
Mr Bevan Penrose, Head of Department – Senior Schooling, Bundamba State Secondary College  
Mrs Patrea Walton, Chief Executive Officer