

## Attachment G

### **Queensland the vacuum state: Parliament must act decisively and now**

[http://www.parliament.qld.gov.au/view/EPetitions\\_qld/CurrentEPetition.aspx?PetNum=1109](http://www.parliament.qld.gov.au/view/EPetitions_qld/CurrentEPetition.aspx?PetNum=1109)

Queensland residents draw the attention of the House to the weakness in student educational outcomes, in particular the relatively poor performance of the more gifted third of the cohort, to the verbose, jargon ridden and weak Queensland Studies Authority subject syllabi and to the opaque, unclear, manifestly unreliable and socially discriminatory assessment systems. Your petitioners furthermore draw the attention of the House to internal school structures that frequently fail to challenge stronger students in lower Secondary school and to the consequential gap between Years 10 and 11 that adversely affects enrolments in more intellectually rigorous subjects in those final years.

Your petitioners therefore request the House to initiate forthwith an Inquiry into school education in Queensland. That Inquiry to include, but not be restricted to: an examination of QSA subject syllabi and their associated assessment structures especially at Secondary level to ascertain whether they ensure and guarantee a high level of rigour in all schools across the State, to consider to what extent the overwhelming use of assignments which have dubious provenance can be reliable and fair notably to students from lower socio economic backgrounds or to males. The Inquiry should also consider whether assessment systems and methods used to determine a student's Level of Achievement can, in the absence of any indication of the value of a piece of assessment, be comprehended by students, parents, the public or the parliamentarians themselves. The Inquiry also should consider whether internal school organisational arrangement provide adequate challenge to the more gifted students.