



Queensland

# **Student Centred Learning Youth Bill 2009**





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# Student Centred Learning Youth Bill 2009

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**2009**

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**A Bill**

for

**A Youth Act to improve the lack of student attendance and engagement of students in Queensland schools**

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[s 1]

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**The Youth Parliament of Queensland enacts—** 1

**Part 1 Preliminary** 2

**1 Short title** 3

This Youth Act may be cited as the *Student Centred Learning Youth Act 2009*. 4  
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**2 Commencement** 6

This Youth Act commences on a day to be fixed by proclamation. 7  
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**3 Definitions** 9

In this Youth Act— 10

*arts* refers to any artistic endeavour including any traditional artistic medium, music, drama, creative writing or any other artistic pursuit. 11  
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*average grade* means a pass according to the school's standard of marking approved by the QSA. 14  
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*fin*es refer to an amount charged by the Queensland Police Service on behalf of the state determined by the severity of the crime. 16  
17  
18

*home study* or *home based study* means study of school or other opportunities at home which complies with the requirements outlined in part 5. 19  
20  
21

*interviews* means meetings out of classroom hours satisfying the requirements set out in section 12. 22  
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*key learning style* means a group of methods which have been identified as a significantly effective way of learning for a particular student or group of students. 24  
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<b><i>learning style/area</i></b> means a method or group of methods of teaching or learning.	1 2
<b><i>log book</i></b> means a record of home or school based study which is compliant with the requirements outlined in part 5 which records the amount of study done and what the purpose of the study was.	3 4 5 6
<b><i>mentor</i></b> means someone who can enhance or extend a student's learning on a more personalised basis, such as a university student, graduate or someone involved in a particular industry.	7 8 9 10
<b><i>OP</i></b> means the overall position based on a student's average performance in subjects taken for the Queensland Senior Certificate that provides a Statewide rank order of how well students perform in comparison with other Queensland students in the 25 OP bands (OP1 to OP25) where OP1 is the highest and OP25 is the lowest.	11 12 13 14 15 16
<b><i>police representative</i></b> means a member of the Queensland Police Service with experience working with school age students.	17 18 19
<b><i>primary school</i></b> means a place of learning for students studying in years 1 to 4.	20 21
<b><i>professional development</i></b> means periodic workshops where teachers are able to extend old teaching skills while learning new skills to aid in students' understanding.	22 23 24
<b><i>QSA</i></b> means the Queensland Studies Authority, the authority responsible for the Queensland Certificate of Education, senior exit statements, approval of QSA subjects, all aspects of the Queensland Core Skills Test and administering students' OP scores in conjunction with the Queensland Tertiary Admissions Centre.	25 26 27 28 29 30
<b><i>Queensland Education</i></b> means the government department responsible for state schools in Queensland.	31 32
<b><i>Queensland Police Service</i></b> means the law enforcement service in Queensland.	33 34



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(b)	<b>kinaesthetic learning</b> —preference to be active while studying and tendency to lose concentration while seated;	1 2 3
(c)	<b>visual learning</b> —absorbs information better from seeing it on a whiteboard or in an illustration.	4 5
<b>6</b>	<b>Definition of secondary key learning areas</b>	6
	The Secondary School Examination will be categorised into the following key learning areas—	7 8
(a)	<b>visual learning</b> —preference to learn using pictures, images and spatial understanding;	9 10
(b)	<b>aural learning</b> —preference to learn using sound and music;	11 12
(c)	<b>verbal learning</b> —preference to learn using words, both in speech and writing;	13 14
(d)	<b>physical learning</b> —preference to learn using the body, hands and a sense of touch;	15 16
(e)	<b>logical learning</b> —preference to learn using logic, reasoning and systems;	17 18
(f)	<b>social learning</b> —preference to learn in groups or with other people;	19 20
(g)	<b>solitary learning</b> —preference to work alone and use self-study.	21 22
<b>7</b>	<b>Grouping primary classes by learning style</b>	23
(1)	Primary school students in large cohorts are to be grouped into classes based on the learning style they learn best in.	24 25
(2)	In smaller cohorts where this is not possible, teachers must be aware of each student’s best learning style and teach classes by taking the different learning styles within the group of students into consideration.	26 27 28 29

[s 8]

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<b>8</b>	<b>Identifying learning styles in secondary students</b>	1
(1)	Following the key learning style examination of secondary students, both the teacher and the student are to be notified of which area the student works and learns best in.	2 3 4
(2)	It is recommended that after a teacher becomes aware of the learning styles within a group of students, the teacher is advised to plan their classes around the learning needs of the group of students.	5 6 7 8
(3)	After a student is identified with their key learning style, they will be able to understand the methods in which they most effectively learn—this can be beneficial throughout a student study career.	9 10 11 12
<b>9</b>	<b>Mandatory professional development for teachers</b>	13
	Once per semester, every teacher must attend one day of professional development that specifically addresses understanding ways students learn best, and the approaches to catering for various learning styles.	14 15 16 17
<b>Part 3</b>	<b>Battling truancy</b>	18
<b>10</b>	<b>More student based approach to battling truancy</b>	19
(1)	Schools with a high truancy rate will be targeted by the government and will be forced to upgrade their methods of marking attendance.	20 21 22
(2)	Any out of date methods of checking attendance will be replaced with modern methods.	23 24
(3)	A subsidy will be provided by the government for schools needing to update their methods.	25 26
(4)	Teachers will be required to mark a roll for every individual class.	27 28

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(5)	If a student is marked as absent, an immediate message will be sent to the parent of said student.	1 2
(6)	A student caught truanting will be required to report to a guidance officer within the school to discuss the student's reasons for truanting.	3 4 5
<b>11</b>	<b>Penalties and enforcement</b>	6
(1)	If a student is absent from school, they will receive a pink slip to be signed by their parents.	7 8
(2)	This pink slip is to be returned within a week.	9
(3)	If this is not complied with, or students are caught truanting, fines will apply to students.	10 11
(4)	Disputes against penalties will only be entered into between a student's parents and a school representative, in which a police representative will fully explain the penalties for truancy under state law.	12 13 14 15
<b>Part 4</b>	<b>School Interviews</b>	16
<b>12</b>	<b>Parent and teacher involvement within student learning</b>	17
(1)	Parents and teachers should undergo at least two interviews each semester with students whom teachers feel are struggling academically.	18 19 20
(2)	Parents of excelling students will be offered an interview where structured comments will be presented in relation to each subject to further the student's learning.	21 22 23
(3)	During parent and teacher interviews, teachers will outline the students' learning styles and methods that aim to enhance individual learning within the classroom.	24 25 26
(4)	The QSA guidelines will encourage teacher and parent communication throughout the term through digital means.	27 28

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| (5) | Alternative methods of communication can be encouraged on an individual basis.                            | 1<br>2 |
| (6) | In senior schooling, teachers will offer a mentor for each student in the top 30% of the academic cohort. | 3<br>4 |
| (7) | A similar program will be established for students below the average grade.                               | 5<br>6 |
| (8) | This will be enforced upon parental or teacher request.   | 7      |

<b>Part 5</b>	<b>Alternative learning opportunities</b>	8 9
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|-----------|--|----------------------------|
| <b>13</b> | <b>Establishment and implementation</b>  | 10                         |
| (1)       | This section covers the establishment and implementation of the <i>home study and alternative learning opportunities system</i> .  | 11<br>12<br>13             |
| (2)       | Students of senior year levels will be eligible for alternative learning opportunities.  | 14<br>15                   |
| (3)       | One day per week will be set aside for students for alternative study options.   | 16<br>17                   |
| (4)       | Home based study, school based study, work placement, training and tuition, apprenticeships (school based), TAFE and certificate course studies, Head Start programs for universities or colleges will be accepted as alternative opportunities for such students. | 18<br>19<br>20<br>21<br>22 |
| (5)       | Home study is an option limited to OP eligible students only, and students applying for this option must justify their reasoning.  | 23<br>24<br>25             |
| (6)       | Attendance to such programs is compulsory, unless compelling reasons forbid attendance, in which case, letters from parents or doctors' certificates will be accepted in order to excuse students.   | 26<br>27<br>28<br>29       |

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- (7) Students must report to a head representative from their school, their activities of the day when selecting the home study or school study option. 1  
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- (8) All options (not including home study and school study) include a weekly log book outlining specific activities or achievements, in order for the school to keep hold of individual student's participation in their chosen line of furthered opportunity. 4  
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- (9) Students may attend school when on home study if further study opportunities can be reached or to attend extra tutorials applied by individual subject teachers. 9  
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- (10) Supervised school study will be made available to students with results below the average grade for individual subjects, and teachers will be assigned to small numbers of students for this extra tutorial type work. 12  
13  
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- (11) Supervised school study may be attended by students with lower results, for individual subjects, and teachers will be assigned to small numbers of students for this extra tutorial type work. 16  
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19
- 14 Enforcement** 20
- (1) Schools and the Queensland Police Service will be in charge of punishing students who do not attend their selected options. 21  
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- (2) Disputes against penalties will only be entered into between a student's guardians and a school representative, in which a police representative will fully explain the penalties for truancy under state law. 23  
24  
25  
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- 15 Penalties** 27
- (1) This Youth Act will be administered and overlooked by Queensland Education and the Queensland Police Service. 28  
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- (2) Students may be removed from their selected option if the student does not comply with the requirements of the system. 30  
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- (3) Supervised school study may be administered for students who cannot comply with their selected option. 1  
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- (4) Students under supervised school study will not be placed with students struggling with particular subjects, instead they will be separated from large group interaction. 3  
4  
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- (5) Fines and financial penalties may be applied to students or parents who do not sufficiently comply with the requirements of the home study and alternate learning opportunities system. 6  
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**16 Appeal** 9  
Penalties can be contested in a court of law. 10

**Part 6 Flexible learning hours** 11

- 17 Implementation** 12
- (1) High achieving students may be eligible for flexible learning hours in the senior year levels (grades 11 and 12). 13  
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  - (2) These hours are to be organised and agreed with by individual teachers, depending on the student's achievement in that class. 15  
16
  - (3) Students must attend at least 50% of all classes despite individual marks or capabilities. 17  
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  - (4) Flexible learning hours will only be negotiated in semester 2 of grade 11 and from the beginning of grade 12 and finish at the end of term 3, grade 12. 19  
20  
21
  - (5) Individual schools may stipulate differences to this. 22
  - (6) Teachers have the right to request a student's attendance to particular classes for any purpose. 23  
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  - (7) Students are not to leave school during this time—time out of class is to be spent studying, and using school study resources. 25  
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(8)	Within test times, students are to attend all classes regardless of individual achievement, unless stipulated otherwise by the individual teacher.	1 2 3
(9)	Students must fill in a log book for each class they do not attend as to what the student is doing instead of that class.	4 5
<b>18</b>	<b>Enforcement</b>	6
(1)	Enforcement of the flexible learning hours system will be done by the individual school or by Queensland Education.	7 8
(2)	Queensland Police Service will deal with students who are truant during the program outlined in this part.	9 10
<b>19</b>	<b>Penalty</b>	11
	Students caught truanting will be removed from the program.	12
<b>20</b>	<b>Appeal</b>	13
(1)	No appeal may be entered into.	14
(2)	Individual schools may apply a 'student redemption' system under which students prove their capability to act within the guidelines of the program.	15 16 17
<b>Part 7</b>	<b>Incentive and award schemes</b>	18
<b>21</b>	<b>Establishment</b>	19
(1)	The QSA will establish an incentive and award scheme with a view to enhancing academic competitiveness within approved secondary schooling institutions.	20 21 22
(2)	Incentives and awards will take the form of monetary sums given in single payments.	23 24

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(3)	A unit-scale for the awarding of monetary sums will be established with a maximum of 5 units payable for an OP of 1 and a minimum of 1 unit payable for an OP of 5.	1 2 3
(4)	A unit will be set at \$1000 in the first year, or first release of OPs following the commencement of this Youth Act.	4 5
(5)	The sums payable will accord as closely as practicable with inflationary levels following annual approval by the QSA.	6 7
<b>22</b>	<b>Award scheme</b>	8
(1)	The monetary sums will be payable to secondary school students continuing in tertiary studies within an approved Australian tertiary education institution.	9 10 11
(2)	Payment will be made on the first day following the date set by each tertiary institution as the final date on which students may withdraw without incurring the costs associated with the study area.	12 13 14 15
(3)	The precise amount will be determined against the criteria stipulated under the unit-scale established.	16 17
<b>Part 8</b>	<b>Primary school arts</b>	18
<b>23</b>	<b>Compulsory learning of the arts in primary schooling</b>	19
(1)	It is mandatory for an arts teacher to work, at least part-time, within each primary school.	20 21
(2)	At least one lesson of the week (1 hour) will be dedicated towards teaching of the arts.	22 23
(3)	This teaching alternates between drama, art and music.	24
(4)	It is preferred that specialist teachers are employed by the school to teach speciality areas.	25 26
(5)	These teachers may incorporate other forms of art such as dance, circus and digital media.	27 28

- (6) In rural areas where it may be difficult to employ a specialist teacher, primary school teachers are required to teach one lesson each in drama, art and music. 1  
2  
3
- (7) Primary schools are encouraged to establish 'friendly' competitions, performances and displays to foster artistic value. 4  
5  
6
- (8) Parental involvement will be integrated within student's creative expression through regular teacher feedback and home-based art projects. 7  
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- (9) Year 6 to 7 students will be encouraged to take on their preferred artistic subject which will be taught 1 to 3 times during the week. 10  
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