**Recommendation 1:** That the Queensland

Government supplement existing federally funded

scholarships for LSES students with an additional 500

‘Smart State Equity Scholarships’ each year to cover

full higher education tuition costs, with applications

restricted to OP eligible students from the most

under-represented schools in Queensland universities

(i.e., those in the bottom quartile for university

participation rates).

**Recommendation 2:** That the Queensland

Government encourage cross-sectoral and intrasectoral

collaboration in recruiting low SES students

to Queensland’s higher education institutions

by initiating a five-year action plan to evaluate,

reward and annually report State-wide systemic

and collaborative strategies that inform, motivate,

raise aspirations, and engage primary and secondary

school students from LSES backgrounds in higher

education. Further, that the Government consult with

the sector to develop a system of financial and ‘inkind’

incentives for supporting ongoing collaborative

initiatives that yield positive and sustained results.

(see also Recommendation 17)

**Recommendation 3:** That the Queensland

Government introduce a suite of financial and

support strategies to assist LSES students in

higher education, including: a placement service to

assist non-metropolitan students to find affordable

accommodation and home-stays where practical;

scholarships to assist with purchase of study tools

(e.g., computers); and additional rental subsidy

allocated according to agreed criteria for the first year

of study to assist transition to higher education.

**Recommendation 4:** Develop and implement

indicators to evaluate the short- and medium-term

impact of higher education scholarship funding

for Queensland students from LSES backgrounds

in order to inform the future configuration of

scholarship programs.

**Recommendation 5:** That the Queensland

Government, in its response to LSES resourcing, give

high priority to addressing the problem of limited

subject choices in regional, rural, remote and other

disadvantaged secondary schools which subsequently

limit LSES students’ higher education options. This

should include resourcing for: comprehensive needs

analyses; a five-year State-wide evaluation and impact

strategy; enhanced flexible delivery particularly

in key areas such as ICTs, Maths and Science; and

widespread aspiration-raising and communication

strategies for students, family and community

members in relevant schools and communities.

**Recommendation 6:** That the Queensland

Government provide up to 1000 annual ‘Aspirational

Scholarships’ as incentives for low SES primary

and secondary school students and their families to

consider higher education as a viable post-school

option. Further, that this scholarship program include

such support mechanisms as mentoring and scaffolded

individual support, particularly for young people in

rural, regional and remote areas of the State, and that

the impact of the program be evaluated and reported

annually.

**Recommendation 7:** That the Queensland

Government, together with higher education equity

practitioners, document and disseminate data on

existing institutional best practice for increasing

the participation rate of students from LSES

backgrounds in ‘high status’ higher education

programs, such as Law and Medicine, with a view

to systematising, monitoring and evaluating these

strategies so as to inform sector-wide school-level

initiatives for raising LSES student aspirations to

enrol in ‘high status’ degree programs.

**Recommendation 8:** That the Queensland

Government systematise a *Uni in Schools* approach in

a similar manner to the TAFE in Schools initiative

and report annually on outcomes. This would involve

cooperation among universities who would share

responsibilities for regional *Uni in Schools* programs

in order to raise higher education aspirations and

provide accessible and timely advice to secondary

school students, their schools and their communities

about university options.

**Recommendation 9:** That QTAC and QSA

collaborate to provide accurate, low-cost and

accessible information, particularly to regional,

rural and remote secondary school and mature age

students. Further, that an ongoing program of

school visits be funded and scheduled periodically

to provide free face-to-face information sessions for

regional, rural, remote and other under-represented

schools and communities in the higher education

sector, with regular reporting of outcomes to the

sector. This would also require shared investment

in online technologies between QTAC, QSA and the

State Government in order to facilitate more frequent

face-to-face contact in virtual environments (e.g.,

Wimba software), especially for dispersed and remote

communities and schools.

**Recommendation 10:** That the Queensland

Government, together with all Queensland

universities, develop, resource and evaluate a systemic

approach for coordinating university campus visits

to ensure that every secondary school student in

designated LSES and under-represented schools –

particularly those in rural and remote areas - has the

opportunity to visit Queensland university campuses

at least once during their final two years of school.

**Recommendation 11:** That the Queensland

Government review the structure of support

provided to school educational Guidance Officers

(GOs) and equivalent expert advisors across the State

with a view to:

assessing the efficacy and impact of the existing

model of service delivery, particularly in terms of

outcomes for LSES schools. Indicators of success

would include evidence of raising aspirations and

self-efficacy of students from LSES backgrounds,

particularly in under-represented schools in

higher education;

introducing specially trained GOs (or equivalent

expert advisors) in under-represented primary

schools in LSES, rural and remote schools;

ensuring closer liaison between GOs (or

equivalent expert advisors) and classroom

teachers so that their work is more embedded into

the curriculum.

**Recommendation 12:** That the Queensland

Government, as part of its *Believe Achieve Succeed*

(BAS) initiative, provide five-year funding to support

targeted research and development in BAS schools

with the goal of enhancing preparedness of preservice

and existing teachers to teach and support

students from low SES backgrounds.

**Recommendation 13:** That the Queensland

Government and QTAC review and report on tertiary

entrance requirements and admission processes with

a view to extending the existing system to include

even more flexible approaches that take account of

the systemic disadvantages experienced by significant

proportions of the Queensland population who

come from rural, regional and remote areas of the

State; and further, that respect the unique needs and

experiences of people from demographic subgroups

such as those from Indigenous backgrounds.

**Recommendation 14:** That the Queensland

Government gather, document and disseminate

data on VET and higher education participation

rates using indicators of parental education to

supplement existing postcode measures in order to

maximise the validity of data collection methods and

associated systemic policy-making. Further, that the

relative merits of State-level composite measures be

investigated including parental occupation and family

income.

**Recommendation 15:** That the Queensland

Government establish, maintain and monitor crosssectoral,

State-sponsored and outcomes-focussed

partnerships among key stakeholders from school,

VET and higher education sectors with the goal

of increasing access, participation and success of

students from LSES backgrounds in higher education.

**Recommendation 16:** That the Queensland

Government initiate State-based research and

evaluation programs to maximise Queensland’s

potential to achieve *Smart Queensland* targets. These

programs should be enabled by a Statewide fouryear

longitudinal research and evaluation study that

collects empirical data to inform systemic policy

and practice across educational jurisdictions in

Queensland.