

The Honourable Grace Grace MP  
Minister for Education  
Minister for Industrial Relations and  
Minister for Racing

## MINISTERIAL INFORMATION RESPONSE

### SUBJECT: THE DEADLY KINDY PROGRAM

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- The Deadly Kindies initiative seeks to leverage the Institute of Urban Indigenous Health's (IUIH) Deadly Choices brand and network of (now) 20 primary health clinics in South East Queensland and six partner clinics in Central and North Queensland, to improve kindergarten participation and early learning and developmental outcomes for Aboriginal and Torres Strait Islander children in the years prior to formal schooling.
- IUIH has been funded by the Department of Education since 2016 to deliver the Deadly Kindies campaign to increase and support Aboriginal and Torres Strait Islander children's participation in kindergarten. IUIH owns the intellectual property and copyright for the 'Deadly Kindies' brand.
- Over this time, the department has invested \$3.7 million to support Deadly Kindies. The funded program specifications include employment of coordinators to support engagement of Aboriginal and Torres Strait Islander families, expansion of the Deadly Kindies campaign and strengthening support services and kindergarten provision in the Moreton Bay region.
- Promotion of the initiative is via a media and marketing campaign featuring Deadly Kindies Ambassador, Mr Jonathon Thurston. This campaign targets Aboriginal and Torres Strait Islander families in South East Queensland, Townsville and Central Queensland.
- Aboriginal and Torres Strait Islander Community Health Service (ATSICHS) is a member of the IUIH and currently operates three kindergartens approved by IUIH to use the 'Deadly Kindies' branding. These are located at:
  - Burragah at Woodridge;
  - Gundoo Mirra at Acacia Ridge; and
  - Waterford West Early Years Place (EYP).
- The Acacia Ridge and Waterford West kindergartens operate out of departmentally-owned assets.
- On 26 October 2020, representatives from the department met with Ms Jody Currie, Chief Executive Officer, ATSICHS, and Mr Adrian Carson, Chief Executive Officer, IUIH, where ATSICHS outlined plans to expand its 'Deadly Kinky' kindergarten service footprint in Queensland through its existing partnership model.
- ATSICHS was seeking the department's support to expand its kindergarten service through:
  - priority consideration for tenancy in departmentally-owned assets in proposed locations across South East Queensland, including removal of tenants with existing leases in place; and
  - the opportunity to become a central governing body (CGB)
- The proposal presented to the department did not specify locations or a funding or costing model. ATSICHS advised that a more detailed proposal would be submitted after the October 2020 election. This has not yet been provided.

- The department currently manages all state-owned assets in line with the *Queensland Government Land Transaction* policy. In applying this policy, when a lease is terminated, the department undertakes an open and competitive tender process to appoint a new lessee to a vacant facility.
- To provide priority consideration, or to directly negotiate with ATSICHS without undertaking an open and competitive tender process, would be in contravention of the current policy.
- Any consideration of strategies to implement *Closing the Gap* priorities through priority leasing would require consultation with Aboriginal and Torres Strait Islander representative groups and other service providers.
- The three ATSICHS kindergarten services receive funding through the Queensland Kindergarten Funding Scheme (QKFS). Kindergarten services accessing QKFS must be members of a CGB. Burragah, Gundoo Mirra and Waterford West EYP are currently affiliated with C&K.
- CGBs receive additional funding under the QKFS for:
  - directing Queensland Government funding to eligible kindergarten services; and
  - providing their members with assistance on delivering eligible and inclusive programs and how to manage and maximising enrolments.
- The department is reviewing the efficacy of the current CGB model in supporting the provision of kindergarten in Queensland. Specifically, the review is considering access for specific geographic and population target groups including Aboriginal and Torres Strait Islander children and will be finalised in 2021.

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## Briefing Note

The Honourable Grace Grace MP  
Minister for Education  
Minister for Industrial Relations and  
Minister for Racing

**Action required: For Noting**

**Action required by: ASAP**

**Urgent:** The Minister may make an announcement on 15 June 2021.

**SUBJECT: OUTCOME OF REGIONAL PANEL SELECTION PROCESS -- HOMEWORK CENTRES**

### Summary of key objectives

- For the Minister to note:
  - the selected Homework Centres as part of the Queensland Government's election commitments (**Attachment 1**); and
  - the draft holding lines/speaking points regarding Homework Centres (**Attachment 2**).

### Key Issues

1. The Palaszczuk Government has committed to establishing Homework Centres in 120 state schools across Queensland.
2. There are 118 schools endorsed as Homework Centre sites, with 120 Homework Centres endorsed for operation (**Attachment 1**).
3. The Far North Queensland Region endorsed both Tagai State College and Cape York Aboriginal Academy to offer two Homework Centres on separate campuses of the school:
  - Cape York Aboriginal Australian Academy (Coen and Hope Vale campuses); and
  - Tagai State College (Warrabera and Yam campuses).
4. A suite of materials, including a handbook and factsheets, has been developed to support local implementation.

### Background

5. Homework Centre sites have been allocated to:
  - 15 schools with existing Homework Centres;
  - 17 school sites where outside school hours care (OSHC) services operate; and
  - 63 primary schools, 39 secondary schools and 16 combined primary/secondary schools.
6. 183 nominations were received from schools to host a Homework Centre.
7. Regional panels convened between 1 and 7 June 2021. Regional panels included regional staff and union representation.
8. Regions were provided with the following criteria to guide the selection process:
  - School has reported a need to support students and parents with after school programs. Schools may identify need by analysing the following:



- a lack of OSHC service providing before and after school care for children;
  - A-E reporting data;
  - numbers of children experiencing vulnerability, for example, Australian Early Development Census and Index of Community Socio-Educational Advantage data; and
  - numbers of children requiring additional support.
  - Capacity for teacher aides to supervise the centre.
  - School considers the impact of a Homework Centre on an OSHC, private tutoring or commercial service.
  - Consideration of the health, safety and wellbeing of children through staff supervision arrangements and ensuring staff have first aid qualifications and access to first aid kits.
  - Access to a designated, safe and suitable location easily accessible for pick up.
9. Evaluation of the allocation of Homework Centres will be reviewed in April each year with subsequent changes to identified sites where applicable. Evaluation will include opportunities for schools to express interest if there are sites identified as not meeting the Homework Centre criteria, or a school community decides they no longer wish to host a Homework Centre.

#### **Media implications and opportunities**

10. There has been significant interest in OSHC since the announcement of the OSHC election commitments. Consultation may generate some media implications, particularly if the sites selected impact on current OSHC services.
11. There are differing views on what constitutes homework and its value in enhancing learning outcomes. This will be mitigated by a communications plan, with some of the key messages including:
- Homework Centres will enable children to complete their homework in a supervised and suitable learning environment before they go home;
  - in addition to completing their homework tasks, children will also enjoy other after-school activities designed to support their health and wellbeing; and
  - schools will help plan their Homework Centre sessions to ensure they consider the age, learning and development needs of the children attending.
12. There is opportunity for a media announcement in Term 3, 2021 at an established Homework Centre.

#### **Financial implications**

13. This is an election commitment with funding of \$8 million over four years (2020–21 to 2023–24) to establish Homework Centres in Queensland state schools.
14. Funding is provided to support the delivery of Homework Centre programs through:
- wages – up to three teacher aides per Homework Centre, funded for up to three hours per week for 30 weeks per year; and
  - resource funds – a weekly grant of \$200 per site for 30 weeks per year.
15. As ongoing funding was not requested, should the program be continued beyond 2023–24, the Department of Education would need to seek approval from the Cabinet Budget Review Committee for further funding and full-time equivalent allocations.



### Implications

16. Of the 120 selected Homework Centre sites, 17 have OSHC services in operation. To mitigate the impact on these services, regions will support schools to work closely with services and their local community.

### Aboriginal and Torres Strait Islander impacts

17. This will increase support for students and parents in Aboriginal and Torres Strait Islander communities, particularly for children attending Tagai State College and Cape York Aboriginal Australian Academy.

### Human rights

18. The decision to fund Homework Centres does not adversely impact human rights.

### Recommendation

That the Minister:

- **note** the selected Homework Centres as part of the Queensland Government's election commitments (**Attachment 1**); and
- **note** the draft holding lines/speaking points regarding Homework Centres (**Attachment 2**).

NOTED

APPROVED/NOT APPROVED  
ENDORSED/NOTED



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17.06.21



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## Briefing Note

The Honourable Grace Grace MP  
Minister for Education  
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**Action required: For Noting**

**Action required by: N/A**

**Routine**

**SUBJECT: PRELIMINARY ANALYSIS OF IMPACT OF COMMONWEALTH CHANGES TO CHILD CARE SUBSIDY ON THE QUEENSLAND KINDERGARTEN FUNDING SCHEME**

### Summary of key objectives

- For the Minister to note the impact of the Australian Government Child Care Subsidy (CCS) changes on kindergarten affordability and the Queensland Kindergarten Funding Scheme (QKFS), announced on 2 May 2021.

### Key issues

1. The Australian Government announced changes to the CCS ahead of the 2021–22 Federal Budget to improve affordability for families accessing childcare.
2. There are two changes:
  - the first involves increasing the CCS rate for families with more than one eligible child (applying a 30 percentage point increase to the rate for the second and subsequent child in care aged under five years up to maximum rate of 95%). The CCS is paid as a percentage of the child's hourly fee (up to an hourly cap). This change is estimated to benefit around 250,000 families across Australia; and
  - the second change involves removing the \$10,560 annual cap on the CCS for families earning more than \$189,390. This change is claimed to benefit around 18,000 families across Australia.
3. The first change does not impact affordability for kindergarten-age children attending a kindergarten program within a long day care service. The change does not benefit families with one child, and for families with more than one child in childcare, typically, the first CCS child is the eldest and will be in a kindergarten room.
4. The benefit of this change accrues to a second or subsequent child, who would in any case be younger than the kindergarten-age sibling. There will only be a benefit for families with twins, triplets, etc. with kindergarten-age children that attend a kindergarten program. This is likely to only benefit a small number of children.
5. The second change does help to improve affordability for families with kindergarten-age children, but only those on relatively high incomes (above \$189,390) that enrol their child(ren) for more than four days per week. It is estimated a typical family in this situation would be around \$700 a year better-off from lower kindergarten out-of-pocket fees.

### Media implications and opportunities

6. There is not expected to be any media implications surrounding the change to the CCS for the Queensland Government given the minimal impact the changes will have on the QKFS.

**Financial implications**

7. The changes to the CCS will not require any adjustment to the QKFS subsidies, particularly the QKFS Plus subsidy, as the CCS changes do not impact kindergarten-age children in these target groups.

**Aboriginal and Torres Strait Islander impacts**

8. All eligible families, including Aboriginal and Torres Strait Islander families, will benefit from the changes to the CCS.

**Human rights**

9. There are no human rights implications for these changes.

**Background**

10. On 5 May 2021, the Australian Government announced changes to the CCS to improve affordability of childcare to be included in the upcoming 2021-22 Federal Budget. The revised arrangements will apply from 1 July 2022.
11. The CCS is available to eligible families that access kindergarten within a long day care service to assist families with out-of-pocket costs.
12. The QKFS Plus subsidy, targeted at health care cardholders, Aboriginal and Torres Strait Islander children and families of multiple birth children, to improve affordability, interacts with the CCS to further reduce out-of-pocket costs.



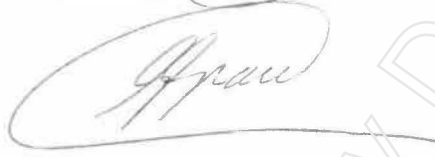
**Recommendation**

That the Minister **note** the impact of the Australian Government Child Care Subsidy changes on kindergarten affordability and the Queensland Kindergarten Funding Scheme, announced on 2 May 2021.

**NOTED**


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27/05/21

**APPROVED/NOT APPROVED  
ENDORSED/NOTED**


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## Briefing Note

The Honourable Grace Grace MP  
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### Action required: For Noting

### Action required by: 3 September 2021

**Urgent:** Opportunity for the Minister to announce FamilyLinQ—Queensland's first integrated school-based hub at Kingston State School—following execution of the Program Partnership Agreement.

**SUBJECT: FAMILYLINQ – A COLLABORATION BETWEEN THE STATE OF QUEENSLAND AND THE BRYAN FOUNDATION AND THE BRYAN EDUCATION FOUNDATION**

### Summary of key objectives

- For the Minister to note:
  - the site selection for the establishment of Queensland's first two FamilyLinQ sites has been completed;
  - the State of Queensland (acting through the Department of Education) has executed the Program Partnership Agreement with The Bryan Foundation Limited and The Bryan Education Foundation Limited (the Foundation Parties) to deliver FamilyLinQ; and
  - the possible opportunity for the Minister to announce the location of the first FamilyLinQ school in Queensland (Kingston State School (SS)) and the commitment from the Queensland Government to deliver FamilyLinQ in collaboration with The Bryan Foundation for Queensland children and their families.

### Key issues

#### Site selection

1. In accordance with the Government's decision, FamilyLinQ was to be established at an existing primary school and a new primary school in Logan.
2. Kingston SS has been selected as the location for Queensland's first FamilyLinQ, set to open in 2023.
3. Six primary schools in Logan were invited to express an interest in becoming the first FamilyLinQ school. The schools were selected based on location (areas of most disadvantage), local knowledge of school catchments and planning; and infrastructure (land) suitability.
4. Selection of the existing primary school site has been conducted through a stakeholder engagement process. To support transparent decision making, the selection process was undertaken by representatives from the department, The Bryan Foundation, Children's Health Queensland and Metropolitan South Hospital and Health Service.
5. On 22 March 2021, the proposed new primary school set to open at Logan Reserve in 2024 was selected as the preferred location of the second FamilyLinQ site, subject to acquisition of the land and construction funding.

### *Program Partnership Agreement*

6. On 18 September 2020, as part of its economic recovery initiatives, the Queensland Government approved acceptance of The Bryan Foundation's investment proposal of \$10 million over 10 years in operational funding to deliver two integrated school-based hubs—FamilyLinQ.
7. In accordance with the Government's decision, the department, on behalf of the State of Queensland, was to enter into an agreement with The Bryan Foundation to solidify the co-investment proposal.
8. Early Childhood and Education Improvement, on behalf of the department, has been in consultation and negotiation with the Foundation Parties to agree on a contractual framework for implementing and governing the FamilyLinQ initiative.
9. On 30 June 2021, the department and the Foundation Parties entered into a Heads of Agreement, which set out the Key Commercial Principles and the basis on which both parties would continue negotiations with the intention of finalising the Program Partnership Agreement and other relevant documentation to implement the FamilyLinQ initiative.
10. The department and the Foundation Parties have negotiated the terms of the Program Partnership Agreement as the legal framework for the parties to work collaboratively and in good faith to facilitate:
  - the delivery of the FamilyLinQ initiative; and
  - establishment of a governance framework for the FamilyLinQ initiative.
11. On 1 September 2021, the Director-General executed the Program Partnership Agreement.
12. The Program Partnership Agreement is legally binding between the State of Queensland (acting through the department) and the Foundation Parties.

### **Media implications and opportunities**

13. A Ministerial opportunity exists to announce Kingston SS as Queensland's first FamilyLinQ school, and the new collaboration with the Queensland Government and philanthropic organisation, The Bryan Foundation.
14. Timing for the event is suggested to take place between 6 and 17 September 2021 (Term 3, weeks nine to 10), pending the Minister's availability.
15. The Queensland Government is proud to announce FamilyLinQ in collaboration with The Bryan Foundation, which will bring together high-quality early years learning and schooling and wrap-around health and wellbeing services for school communities to improve life outcomes for Queensland children and their families.
16. FamilyLinQ, a first of its kind for the State, is being co-designed with a community first approach and supports local communities as they grow, learn and thrive together.
17. It is recommended the announcement include collaboration between Minister Grace, the Honourable Yvette D'Ath MP, Minister for Health and Ambulance Services, and the Honourable Cameron Dick MP, Member for Woodridge.

### **Financial implications**

18. As agreed in the Program Partnership Agreement, the department will be responsible for all capital funding associated with the design and construction of the hubs on each site, ongoing maintenance and utility costs for the sites, 50% of the program evaluation activities and costs associated with establishment and staffing of a program management office.



19. The department has confirmed capital funding of up to \$9.1 million (excluding GST) to establish the first hub at Kingston SS.
20. The Government also provided \$10 million (excluding GST) for the construction of the FamilyLinQ facility at the new primary school in Logan Reserve in the 2021–22 State Budget. The new primary school will open in 2024.

#### **Aboriginal and Torres Strait Islander impacts**

21. FamilyLinQ will include culturally inclusive programs to support Aboriginal and Torres Strait Islander students and their families.

#### **Human rights**

22. Fundamental human rights have been considered. There are no decisions sought that may compromise human rights.

#### **Background**

23. On 12 August 2020, the Under Treasurer confirmed that Queensland Treasury's Community Hubs and Partnerships (CHaPs) team would lead a collaborative process to develop a business case to support the Government's consideration of a proposal put forward by The Bryan Foundation for the shared investment in the establishment of two integrated school-based hubs.
24. The business case was developed by the CHaPs program within Queensland Treasury in partnership with the department, Queensland Health, Logan Together and The Bryan Foundation.
25. The FamilyLinQ initiative was included in the government's Unite and Recover commitments, and published in the Logan Regional Recovery Action Plan.
26. Responsibility for the implementation of FamilyLinQ transitioned from Queensland Treasury to the department in mid-November 2020.

**Recommendation**

That the Minister:

- **notes:** the site selection for the establishment of Queensland's first two FamilyLinQ sites has been completed;
- **notes:** the State of Queensland (acting through the Department of Education) has executed the Program Partnership Agreement with The Bryan Foundation Limited and The Bryan Education Foundation Limited to deliver FamilyLinQ; and
- **notes:** the possible media opportunity to announce the location of the first FamilyLinQ school in Queensland (Kingston State School) and the commitment from the Queensland Government to deliver FamilyLinQ in collaboration with The Bryan Foundation.

**NOTED****APPROVED/NOT APPROVED  
ENDORSED/NOTED**


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14/09/21



**GRACE GRACE MP**  
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## Briefing Note

The Honourable Grace Grace MP  
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**Action required: For Noting**

**Action required by: N/A**

**Routine**

### SUBJECT: THE IMPLEMENTATION OF HOMEWORK CENTRES

#### Summary of key objectives

- For the Minister to note the progress of the implementation of the Homework Centres election commitment as detailed in the Homework Centres Snapshot as at 23 August 2021 (**Attachment 1**).

#### Key Issues

1. Data has been collected from schools operating a Government funded Homework Centre on two occasions, in the weeks commencing 26 July and 23 August 2021.
2. The Homework Centre Snapshot provides a progress update on the implementation of the Homework Centres as at 23 August 2021 (**Attachment 1**).
3. Key operational data insights include:
  - Homework Centres commenced operations at individual schools during Terms 3 and 4;
  - 117 Homework Centres were operational during Term 3, 2021;
  - 2749 student registrations with 294 students on a wait list at 28 schools;
  - 3866 students accessed at least one of the 283 sessions that ran the week commencing 16 August 2021;
  - 103 Principals (noting that 104 schools were operational at the time of data collection) reported that Homework Centres had been received either well or very well within their school community; and
  - Principals have shared many good news stories focusing on student engagement and parent satisfaction, including a reduction in stress on families and the provision of a healthy snack.
4. Due to COVID-19 health pandemic lockdowns and restrictions, eight schools delayed the commencement date of their Homework Centre. Five schools subsequently commenced operations during Term 3, 2021, with three schools commencing weeks 1 or 2 of Term 4, 2021.
5. A Homework Centre Advisory Group (the Group) has been established to provide advice and strategic oversight of the Homework Centre election commitment. The Group will meet quarterly, with an initial meeting of the Group held on 14 September 2021, and including the following members:
  - four Department of Education (DoE) representatives including State Schools, Finance and Assurance Services, Human Resources, and Early Childhood and Education Improvement;



- seven principal representatives from a range of schools based on size, location and remoteness; and
- one regional representative.

### Media implications and opportunities

6. There is an opportunity to share some of the feedback received from the schools on social media channels. Key themes identified to date are:
  - Parent satisfaction/appreciation
    - i. Aldridge State High School (SHS): *Parents are emailing the school Homework Centre Team saying thank you for starting this program and what great help it is to the parent.*
    - ii. Alexandra Hills SHS: *Parents are very supportive of this opportunity and see value in the program.*
  - Student engagement
    - i. Blackbutt State School (SS): *Our children are eager to participate in the Homework Centre afternoons. They are engaged and enjoy participating in homework activities. The teacher supervisor has commented repeatedly: This is what an engaged group of children loving learning looks like.*
    - ii. Grantham SS: *There are a number of students in the upper primary attending and they have asked their parents to attend so they can complete their homework more consistently. They want to improve their learning outcomes. Majority of the students are happy to attend and all students attending have been working beautifully. It has been a very positive experience so far.*

### Financial implications

7. This is an election commitment with funding of \$8 million over four years (2020–21 to 2023–24) to establish Homework Centres in Queensland state schools.
8. Funding is provided to support the delivery of Homework Centre programs through:
  - wages – up to three teacher aides per Homework Centre, funded for up to three hours per week for 30 weeks per year; and
  - resource funds – a weekly grant of \$200 per site for 30 weeks per year.
9. As ongoing funding was not requested, should the program be continued beyond 2023–24, DoE would need to seek approval from the Cabinet Budget Review Committee for further funding and full-time equivalent allocations.
10. Advice has been provided to the schools where commencement has been delayed to Term 4, 2021, around the need to operate a 30-week program as per the election commitment.

### Implications

11. Of the 120 selected Homework Centre sites, 15 have outside school hours care services in operation. To mitigate the impact on these services, regional offices are supporting schools to work closely with their services and the local community.

### Aboriginal and Torres Strait Islander impacts

12. Homework Centres increase support for students and parents in Aboriginal and Torres Strait Islander communities, particularly for children attending:
  - Camooweal SS;
  - Cape York Aboriginal Australian Academy;

- Cunnamulla P-12 SS;
- Dirranbandi P-10 SS;
- Kowanyama SS;
- Lockhart SS; and
- Tagai State College.

**Human rights**

13. The decision to fund Homework Centres does not adversely impact on any human rights.

**Background**

14. The Palaszczuk Government committed to establishing Homework Centres in 120 state schools across Queensland.
15. There are 118 schools endorsed as Homework Centre sites, with 120 Homework Centres endorsed for operation in total.
16. A suite of materials has been developed to support local implementation, including:
- a Principal and Regional Handbook and Factsheets (available online through the DoE Intranet);
  - a Q&A Handbook;
  - a fact sheet for families; and
  - monthly Homework Centre e-Bulletin to share best practices and key operational information.
17. In April each year, the allocation of the Homework Centres will be reviewed, with subsequent changes to the identified sites where applicable. The review process will include opportunities for schools to express interest if there are sites identified as not meeting the Homework Centre criteria, or a school community decides they no longer wish to host a Homework Centre.

## Recommendation

That the Minister note the progress of the implementation of the Homework Centres election commitment as detailed in the Homework Centres Snapshot as at 23 August 2021 (**Attachment 1**).

**NOTED**



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4 / 11 / 21

**APPROVED/NOT APPROVED  
ENDORSED/NOTED**



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4 / 11 / 21

## Minister's comments

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## Briefing Note

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<b>Action required: For Noting</b>
<b>Action required by: ASAP</b> <b>Urgent</b>

### SUBJECT: SELECTION OF SITES FOR HOMEWORK CENTRES

#### Summary of key objectives

- For the Minister to note the delivery of Homework Centres as part of the Queensland Government's election commitments.

#### Key issues

- The Palaszczuk Government has committed to establishing Homework Centres in up to 120 state schools across Queensland.
- This new initiative will see students provided with onsite, after-school supervision by teacher aides, and includes \$200 per site per week for schools to support implementation.
- Each DoE region will be allocated a number of Homework Centres.
- Each region will form a panel to run a selection process to identify schools for the number of allocated Homework Centres. Panel membership will include:
  - Regional Director (or their delegate);
  - a regional representative from State Schools;
  - a regional representative from Early Childhood Education and Care;
  - principal representatives; and
  - union representatives.
- Regions will be provided with the following criteria to guide the selection process:
  - School considers the impact of a Homework Centre on an outside school hours care (OSHC), private tutoring or commercial service.
  - School has reported a need to support students and parents with after school programs. Schools may identify need by analysing the following:
    - a lack of OSHC service providing before and after school care for children;
    - A-E reporting data;
    - numbers of children experiencing vulnerability, for example, Australian Early Development Census and Index of Community Socio-Educational Advantage data; and
    - numbers of children requiring additional support, for example, the numbers of children not meeting national minimum standards on National Assessment Program – Literacy and Numeracy.
  - Capacity for teacher aides to supervise the centre.

- Consideration of the health, safety and wellbeing of children through staff supervision arrangements and ensuring staff have first aid qualifications and access to first aid kits.
  - Access to a designated, safe and suitable location easily accessible for pick up.
6. Evaluation of the allocation of Homework Centres within regions will be undertaken by the selection panel and will be reviewed in May each year with subsequent changes to identified sites where applicable. Evaluation will include opportunities for schools to express interest if there are sites identified as not meeting the Homework Centre criteria or a school community decides they no longer wish to host a Homework Centre.
  7. Proposed implementation timeline:
    - school sites selected: 15 May 2021;
    - regions work with schools on implementation plans: May and June 2021;
    - possible announcement of locations: 31 May 2021;
    - schools decide on commencement dates; and
    - all sites operational: Term 3, 2021.
  8. The Homework Centre program will be supported with local implementation through development of handbooks and fact sheets.
  9. The Early Childhood and Education Improvement's Communication team has developed key messages to support the roll out of the Homework Centres.
  10. The following table outlines the number of schools that would be allocated Homework Centres for each region.

Region	Region percentage of Queensland state schools	Number of Homework Centres
Central Queensland	15.1	18
Darling Downs South West	16.5	20
Far North Queensland	7.7	9
Metropolitan	20.4	24
North Coast	18.1	22
North Queensland	8.5	10
South East	13.7	16
<b>Grand Total</b>		<b>120</b>

11. Benefits of this model is that it recognises the needs of families statewide and has the potential for increased employment opportunities across the State.
12. The risks associated include:
  - risk of impacting profitability for OSHC services, private tutoring and other commercial services; and
  - reputation risk regarding equity as families at one school are able to access a free centre, but families at neighbouring schools are required to pay for OSHC.

### Media implications and opportunities

13. There has been significant interest in OSHC since the announcement of the OSHC election commitments. Consultation may generate some media implications, particularly if the sites selected impact on current OSHC services.



14. There are differing views on what constitutes homework and its value in enhancing learning outcomes. This will be mitigated by a communications plan, with some of the key messages including:

- families who cannot easily access an OSHC service can find completing homework additionally challenging;
- Homework Centres will enable children to complete their homework in a supervised and suitable learning environment before they go home;
- in addition to completing their homework tasks, children will also enjoy other after-school activities designed to support their health and wellbeing;
- schools will help plan their Homework Centre sessions to ensure they consider the age, learning and development needs of the children attending; and
- Homework Centres will also help create new jobs in regional communities—a key driver in our *Unite and Recover* plan for Queensland.

### **Financial implications**

15. This is an election commitment with funding of \$8 million over four years (2020–21 to 2023–24) to establish Homework Centres in Queensland state schools.
16. As ongoing funding was not requested, should the program be continued beyond 2023–24, DoE would need to seek approval from the Cabinet Budget Review Committee for further funding and full-time equivalent allocations.

### **Implications**

17. Considerations for the use of teacher aides to supervise the centres are currently being investigated and include behaviour management, student and teacher safety, ratios, attendance and records and transportation.

### **Aboriginal and Torres Strait Islander impacts**

18. This will increase support for students and parents in Aboriginal and Torres Strait Islander communities, particularly for children attending Tagai State College and Cape York Aboriginal Australian Academy.

### **Human rights**

19. Every child has the right to have access to primary and secondary education appropriate to their needs. Every person has the right to have access, based on their abilities, to further vocational education and training that is accessible to all.
20. Financial support for Homework Centres improves access to quality education for children particularly if sites are selected in rural and remote areas and Indigenous communities.
21. The decision to fund Homework Centres is not incompatible with the right to education. It is not anticipated this matter will adversely impact human rights.



**Recommendation**

That the Minister **note** the delivery of Homework Centres as part of the Queensland Government's election commitments.

**NOTED**

**APPROVED/NOT APPROVED  
ENDORSED/NOTED**



**SHARON DURHAM**  
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23/04/21

**Minister's comments**

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Released under RTI Act by DOE

## Briefing Note

The Honourable Grace MP  
Minister for Education  
Minister for Industrial Relations and  
Minister for Racing

**Action required: For Approval**

**Action required by: 30 July 2021**

**Urgent:** Kindy Uplift pilot is proposed to commence from Term 1, 2022 and implementation including planned procurement activities will need to commence by August 2021.

**SUBJECT: 2022 TO 2024 KINDERGARTEN UPLIFT PILOT**

### Summary of key objectives

- To seek the Minister's approval of the three-year Kindy Uplift pilot (the Pilot) for 417 targeted Kindergarten program providers to address inclusion and educational needs for vulnerable and disadvantaged children commencing in the 2022 kindergarten year.
- For the Minister to note:
  - an open tender procurement process will be undertaken to establish a menu of suppliers that Kindergarten program providers can use to acquire programs and supports under the Pilot; and
  - funding of up to \$14.2 million (GST exclusive) per year for the three years of the Pilot has been allocated.

### Key issues

1. The Pilot recognises the range of different learning needs of kindergarten aged children. The Pilot will enable kindergarten services to better support participation and equitable educational outcomes for Queensland children, particularly those children experiencing educational disadvantage.
2. The Pilot will fund programs and build the capacity of kindergarten services, educators and families to support inclusion and children's learning and development outcomes.
3. Funding is for three calendar years (2022 to 2024) to over 400 kindergarten providers (community kindergartens and long day care services) to support up to 13,500 children to get the most out of their early learning.
4. Funding will be reallocated from the Department of Education's current budget allocation for workforce and inclusion.
5. To ensure funding is effectively targeted, services will be required to submit an annual 'Uplift Plan'. This plan will draw on community and service-level data to identify the educational needs of the service and how it will spend the funding. The services will receive support to develop these plans.
6. The department will enter into an agreement with services as to how funding will be spent, with the majority of funding (a minimum of 80%) on items from a menu of suppliers to be established by the department through a procurement process. This approach is based on the successful Victorian School Readiness program.



7. An external organisation will be engaged to undertake an evaluation of the Pilot. The evaluation will assess the effectiveness and efficiency of the process, the operation of the menu and quality of Uplift Plans and test outcomes for services and children.

#### **Media implications and opportunities**

8. A communication and engagement strategy will be developed to support the Pilot, including media materials required to respond to media queries.

#### **Financial implications**

9. All funding amounts in this brief are GST exclusive unless otherwise stated.
10. Funding of up to \$14.2 million (GST exclusive) per year for three years is available from the approved Workforce and Inclusion funding streams within the Early Childhood and Education Improvement budget.
11. The amount each service receives is based on the level of need of children enrolled at the service in 2020. This is informed by early childhood education and care census data on the proportion of Aboriginal and Torres Strait Islander enrolment, proportion of children from communities with lower educational attainment/occupation skill level and low English proficiency, as this is considered to be predictive of educational disadvantage.
12. Funding per annum for each kindergarten provider ranges between \$3000 for services with low levels of need and/or low numbers of enrolled children, to more than \$180,000 for services with high levels of need and large enrolment numbers. The average funding is \$35,000 for community kindergartens and \$20,000 for long day care services.

#### **Aboriginal and Torres Strait Islander impacts**

13. The Pilot will contribute to closing the gap between the level of vulnerability of Aboriginal and Torres Strait Islander children and non-Indigenous children and increasing kindergarten participation for Aboriginal and Torres Strait Islander children.

#### **Human rights**

14. The Pilot is compatible with the *Human Rights Act 2019*, in that it promotes every child's right to access education appropriate to their needs.

#### **Background**

15. The Queensland Government is committed to ensuring children participate in a quality kindergarten program. Research and evidence show investment in quality kindergarten programs leads to improved life outcomes, particularly for children experiencing vulnerability and disadvantage.
16. In 2019, the department commissioned Deloitte Access Economics to undertake a comprehensive independent review of early childhood funding and delivery arrangements in Queensland (the Review). The Review recommended reforming the kindergarten funding model including addressing educational need.
17. Educational need refers to the level and nature of educational supports children require to overcome personal or social factors that act as obstacles to optimising the outcomes they achieve.
18. The department is preparing a submission to the Government to implement a new kindergarten funding model which will incorporate the Pilot for roll out from 2023 (if approved). The Pilot will help inform a broader roll out.

**Recommendation**

That the Minister:

- **approve** the Kindy Uplift pilot (the Pilot), a three-year pilot for 417 targeted Kindergarten program providers to address inclusion and educational needs for vulnerable and disadvantaged children commencing in the 2022 kindergarten year;
- **note** an open tender procurement process will be undertaken to establish a menu of suppliers that Kindergarten program providers can use to acquire programs and supports under the Pilot; and
- **note** that funding of up to \$14.2 million (GST exclusive) per year for the three years of the Pilot has been allocated.

**NOTED****APPROVED/NOT APPROVED  
ENDORSED/NOTED**


**SHARON DURHAM**  
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**Minister for Education**  
**Minister for Industrial Relations and**  
**Minister for Racing**

**GRACE GRACE MP**  
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**05/08/2021****Minister's comments**

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## Briefing Note

The Honourable Grace Grace MP  
Minister for Education  
Minister for Industrial Relations and  
Minister for Racing

**Action required: For Noting**

**Action required by: ASAP**

**Critical:** Funding is required to support border community kindergarten services impacted by border closures.

**SUBJECT: NOTE THE COVID-19 SUPPORT PAYMENTS FOR BORDER COMMUNITY KINDERGARTEN SERVICES**

### Summary of key objectives

- For the Minister to note that the Early Childhood and Education Improvement Division will provide a total of \$s.47(3)(b) - 9 (excluding GST) to support border community kindergarten services operated by the Creche and Kindergarten Association Limited (C&K) and The Gowrie (QLD) Inc. (The Gowrie).

### Key issues

- A number of C&K and The Gowrie kindergarten services located near the Queensland and New South Wales (NSW) border have been impacted through the recent border closure in response to the COVID-19 health pandemic.
- The six impacted services are:
  - C&K Coolangatta Community Kindergarten;
  - C&K Elanora Community Kindergarten;
  - C&K Palm Beach Community Kindergarten;
  - Mungindi Community Preschool (C&K);
  - C&K Texas and District Kindergarten; and
  - Twin Towns Kindergarten Service (The Gowrie).
- Due to the current travel restrictions between the states, children who live in NSW have been unable to attend the kindergarten programs delivered at the services.
- C&K and The Gowrie have indicated that the subsequent reduction in attendance, due to the border closure with NSW, has resulted in out-of-pocket costs for the services. This fee reduction is significantly impacting the services' viability.
- Fee revenue is the primary income source for these services, and the Department of Education will provide the equivalent of three fortnights worth of funding, which will be paid to C&K and The Gowrie to support the services to the end of Term 3, 2021.
- Should the border closure continue beyond Term 3, further approval will be sought to make additional ex-gratia payments to support the services.
- The proposal to pay via an ex-gratia arrangement in lieu of a grant is based on the urgent nature of the situation and the need to respond expeditiously to minimise the vulnerability of the services.



**Media implications and opportunities**

8. There is an opportunity for the Minister for Education to announce this funding through a media statement.

**Financial implications**

9. All amounts quoted in this brief are GST exclusive unless otherwise stated. Assistance payments made by state governments are GST free.
10. The department has the discretion to make payments that are beyond or not covered by a specific departmental policy. All special payments (including ex-gratia payments) must be disclosed in the department's annual financial statements to comply with financial reporting requirements.
11. The Executive Director, Grants Management and Funding, will approve payment for the six border services in accordance with the department's financial delegations matrix.

**Human Rights**

12. No human rights are impacted by this brief.

**Background**

13. From 8.00 pm on 14 August 2021, Queensland instigated strict border restrictions between Queensland and NSW.
14. In relation to students and children attending an early childhood service, the directive outlines that only children of essential workers may attend school or a child care facility across the border. An adult may transport the child to attend a school or service.

**Recommendation**

That the Minister **note** that the Early Childhood and Education Improvement Division will provide a total of \$[s.47(3)(b) - C] (excluding GST) to support six border community kindergarten services operated by the Creche and Kindergarten Association Limited and The Gowrie (QLD) Inc.

**NOTED****APPROVED/NOT APPROVED  
ENDORSED/NOTED**


**SHARON DURHAM**  
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**GRACE GRACE MP**  
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**The Honourable Grace MP  
Minister for Education  
Minister for Industrial Relations and  
Minister for Racing**

**MINISTERIAL INFORMATION RESPONSE**

**SUBJECT: C&K NAPRANUM EARLY CHILDHOOD CENTRE**

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The Napranum Aboriginal Shire Council (the council) operates two early childhood education and care services:

- Napranum Early Childhood Centre (long day care); and
- Napranum Early Childhood Centre – Kindergarten.

Both services are located in the Napranum, approximately 11 kilometres from Weipa.

A separate facility is located on the same site as these two services which Western Cape College (WCC) provides Prep for children of Napranum. This assists in supporting Kindergarten transition to school. The Prep children also attend WCC Campus in Weipa as a mechanism for transitioning to school.

**Napranum Early Childhood Centre – Kindergarten (C&K)**

- The Kindergarten service is a community kindergarten delivering to 23 Aboriginal and Torres Strait Islander children. It is the only kindergarten service in Napranum.
- The council is the Approved Provider of the Kindergarten service and is affiliated with C&K Association.
- C&K is the Central Governing Body (CGB) for the Kindergarten Service. The CGB:
  - distributes State Government funding to approved members
  - provides support and guidance
  - monitors and audits its members' compliance obligations
- As an affiliate service, C&K states on its website that it supports the service:
  - to maximise outcomes for children, families and staff.
  - by offering staff ongoing professional development
  - with state-wide and local marketing
  - by providing access to a library of policies and /procedures
  - with connection to a professional community for expert and tailored advice regarding curriculum, inclusion, compliance, and assessment and rating
  - with practical advice over the phone, visits to the service or through an online information portal
- C&K's website states that this service is a Kindergarten with Limited Hours Care (LHC).
- The service has received a total of \$[s.47(3)(b)] in Queensland Kindergarten funding for two units of kindergarten to date in 2021. This is comprised of Queensland Kindergarten Funding Scheme (QKFS) of \$[s.47(3)(b)] and QKFS Plus of \$[s.47(3)(b)]. The Department of Education does not provide any funding for its LHC service.



- In addition to the QKFS and QKFS Plus funding, the service received \$ s.47(3)(b) - C Pre-Prep funding in 2021.
- In 2017, a desk-top review of non-state pre-Prep services was conducted. An action plan was approved by the A/Deputy Director-General (17/491056). The action plan and communications plan (17/491069) recommended:
  - concluding the current service agreement December 2017;
  - entering into a one-year transition agreement with services;
  - consultation with the council, C&K, Western Cape College and the FNQ regional office;
  - consideration of implications for Prep aged children who may also be receiving QKFS; and
  - alignment with outcomes of the kindergarten viability review.
- As the kindergarten service is receiving two different types of ECEI divisional funding to deliver the same kindergarten service, the Deputy Director-General recently approved the implementation of consultation process with the Kindergarten about ceasing the Pre-Prep funding from 1 July 2022 (21/501146).
- The region has been consulted and ECEI are meeting with the Council on 3 November 2021 to discuss the kindergarten context in Napranum and to provide information about the department's kindergarten funding priorities.
- The service is eligible for Kindy Uplift funding of \$ s.47(3)(b) for 2022.
  - C&K is confirming with the service that it is happy to participate in the Kindy Uplift pilot.
- The service has a current assessment and rating outcome of 'Meeting' the National Quality Standard.
- There are currently no open compliance matters or notable issues of concern from a Regulatory perspective.

#### Napranum Early Childhood Centre (long day care)

- The Napranum Early Childhood Centre had a voluntary suspension of its Service Approval in August 2018. The Centre resumed operations on 13 July 2021 with a Service Approval of 5 children. There is no obligation to provide any new long day care funding as this is the remit of the Australian Government.
- This service has a current assessment and rating outcome of 'Working Towards' the National Quality Standard.
- There are currently no open compliance matters or notable issues of concern from a Regulatory perspective.

#### Cape Kids (long day care and Kindergarten)

- Cape Kids (long day care and Kindergarten) is located in Weipa and is operated by Rio Tinto which is 11 kms from Napranum. This service has received \$ s.47(3)(b) - C QKFS funding in 2021 year to date to provide a kindergarten program for 16 children. The service has 6 enrolled Aboriginal and Torres Strait Islander children.
- The Weipa Community Kindergarten and Preschool which is also a C&K service, has approximately 44 children enrolled.

- The Weipa Community Kindergarten and Preschool is eligible for \$[s.47(3)(b)] in Kindy Uplift funding for 2022.

# **CONFIDENTIAL**

1. Since 1 January 2018, the kindergarten service has received \$[s.47(3)(b) - Contrar] comprised of \$[s.47(3)(b) - Co] Kindergarten (pre-prep) funding, \$[s.47(3)(b) - Co] RFG and \$[s.47(3)(b) - Co] QKFS
2. The DDG approved the department varying the existing funding arrangement with Napranum Early Childhood Centre-Kindergarten (the Kindergarten) for an amount of \$[s.47(3)(b) - C] (GST inclusive) for the period from 1 January to 30 June 2022, increasing the total contract value from \$[s.47(3)(b) - Co] (GST inclusive) to \$[s.47(3)(b) - C] (GST inclusive) (21/501146).
3. The meeting on 3 November 2021 with the Council will inform the division's approach to future kindergarten funding in Napranum.

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