

Minister's Office File Ref:	
Department File Ref:	12/450988

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

Action required: Noting

Noting required by: As soon as possible

**Urgent:** To notify the Minister of the Department of Education, Training and Employment's intention to proceed with disposal of 11 surplus properties in the Gladstone area and possible sensitivity around the progression of the properties for sale.

**SUBJECT: GLADSTONE – DISPOSAL OF SURPLUS DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT (DETE) PROPERTIES**

### Summary of key objectives

- DETE is disposing of 11 surplus and undeveloped properties in the Gladstone area (**Attachment 1**).
- There is possible sensitivity around this matter.

### Key issues

1. In April 2010, DETE declared two undeveloped state high school sites (O'Connell State High School (SHS) site and the Calliope SHS site) and nine vacant residential lots in Gladstone, and its immediate surrounds, surplus to requirements on the Government Land Register.
2. The Minister for Education, Training and Employment endorsed the disposal of the subject lots on 14 August 2012 as part of the DETE disposal program for 2012–13 (**Attachment 1**) Ref: 12/310309.
3. Surplus Government land must be declared on the Government Land Register for 30 days prior to disposal. The Government Land Register is accessible by all departments and the 30 day period is intended to allow other interested agencies to express an interest in the land.
4. The Department of Natural Resources and Mines (DNRM) conducted a most appropriate use assessment, in line with Government Land Policies. The assessment determined the most appropriate use was residential development. The planned disposal is consistent with the most appropriate use assessment.
5. In 2011, Gladstone Regional Council was informed by DNRM of the intended sales as part of the disposal process. Council raised concerns about the proposed disposal on the basis that there was a perceived infrastructure shortfall in Gladstone. DETE has again investigated the issue and determined that the subject land is surplus and has confirmed that no other State agency has an interest in the land.
6. Two other sites held within the Gladstone urban area are being retained for possible future new school needs. These are Lot 48 on CTN1980 (the 'Glen Eden' site) and Lot 124 on CP892606 (the 'Clinton South' site). The DETE Twenty Year Plan (version as at December 2012) has identified the possible future need for a new state high school in the medium term. The two school sites on the disposal list are surplus to requirements.
7. The O'Connell State High School (SHS) site was last valued on 25 January 2012 indicating a value of \$3.40 million. The Calliope SHS site was valued on 4 April 2011 at \$2.85 million. Due to the age of the reports, both sites will require another valuation prior to marketing.

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8. Similarly, most of the residential lots have not been valued since November 2011 and will require another valuation prior to marketing. The earlier valuations of the residential lots suggest an average value of \$160,000 (totalling approximately \$1.4 million) although the market in central Queensland has appreciably softened in recent months.
9. DETE retains the proceeds of the sale for re-investment in its Capital Works Program. DNRM retains a fee of 8% of the sale price to cover costs associated with the disposal of surplus State land.
10. As a result of Council's previous objection to sale of surplus State land, a corresponding brief is to be submitted by DNRM for advice to the Minister for Natural Resources and Mines prior to the commencement of marketing.

### Implications

11. There are no legal implications arising as a result of the decision to progress these properties to sale.
12. The property market in Gladstone has been volatile and is challenging to predict future land prices. Marketing of the residential lots will commence in February 2013 with auction planned for March/April with settlement to be scheduled for 30 days after auction.
13. There is the possibility the progression of these properties to sale may result in an adverse media campaign initiated by the Gladstone Regional Council.
14. Due to a Council requirement for the creation of a sewerage and water easement at the O'Connell SHS site and the need for DNRM to terminate an existing permit to occupy at the Calliope SHS site, marketing of these two properties will commence immediately following resolution of these issues.

### Background

15. The 11 surplus and undeveloped properties were referred to DNRM to act as the disposal agent. DETE later withdrew the land for further review following concerns expressed by Gladstone Regional Council about infrastructure shortages.
16. DETE has since finalised its review and reinvigorated the disposal process for the subject lots by instructing DNRM to recommence marketing processes.
17. Due to Council's earlier opposition to the sales, DNRM has sought preparation of submissions to ensure that both DNRM and DETE's Ministers are aware of the situation prior to commencement of marketing.


### Right to information

18. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

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**Recommendation**That the Minister **note**

- the decision to progress marketing of two surplus State High School sites and nine surplus residential land parcels in the Gladstone area.

**NOTED**


**FIONA CRAWFORD**  
 Chief of Staff  
 Office of the Hon John-Paul Langbroek MP  
 Minister for Education, Training and  
 Employment

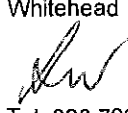
21/1/13

☐ Copy to Assistant Minister**APPROVED/NOT APPROVED  
 ENDORSED/NOTED**


**JOHN-PAUL LANGBROEK MP**  
 Minister for Education, Training and  
 Employment

23/1/13

**Minister's comments**

Action Officer Gayle McGowan	Endorsed by: A/ED Michelle Catterall	Endorsed by: A/ED Joe Willis	Endorsed by: A/ADG Lee Ca'llum	Endorsed by: A/DDG & CFO Adam Black	Endorsed by: A/DG Annette Whitehead
Manager, Real Estate Unit	Infrastructure Operations	ISRP	Infrastructure Services	Corporate Services	
Tel: 340 56346	Tel: 323 70090 Mob: s.47(3)(b) - Con Date: 04/01/2013	Tel: 323 71902 Mob: s.47(3)(b) - Con Date: 10/01/2013	Tel: 323 70658 Mob: s.47(3)(b) - Con Date: 14/01/2013	Tel: 340 56329 Mob: s.47(3)(b) - Con Date: 14/01/2013	Tel: 323 70900 Mob: Date: 18/1/13

Minister's Office File Ref:	
Department File Ref:	13/100756

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

# URGENT

### Action required: For Approval

### Action required by: Requested before 2/05/2013

**Urgent**– To ensure financial approval is in place to allow tenders to be accepted by 2/05/2013.

**SUBJECT: GORDONVALE STATE HIGH SCHOOL, YEAR 7 FLYING START INFRASTRUCTURE PROJECT - TWO-STOREY NEW BUILDING**

**PROJECT NUMBER: 34-140635 (Year 7 Flying Start)**

**PROJECT NUMBER: 34-140636 (Capital Works)**

**SCHEDULE NUMBER: 010777**

### Summary of key objectives

- Financial approval of s.47(3)(b) - Contr (inclusive of GST) is sought from the Minister for Education, Training and Employment for the provision of the Year 7 Flying Start two-storey General Learning Area (GLA) Building Infrastructure Project at Gordonvale State High School.

### Key issues

- The solution negotiated at Gordonvale State High School involves provision of four GLA's, one Flexible Learning Area (FLA), one Music GLA, two Drama GLA's, one Staff Module and associated spaces and works.
- The design has been developed in consultation with the school, regional and central office personnel to ensure the best educational outcomes and value for money is achieved.
- The Project Coordinator will review detailed designs and associated cost plans as the project progresses to identify potential cost savings and to confirm departmental requirements are being fulfilled.
- The two funding sources for this project are as follows:
  - The Year 7 Flying Start works funding component of s.47(3)(b) - Contrary to Public Interest; and
  - The Capital works funding component of s.47(3)(b) - Contrary to Public Interest

### Implications

- Additional financial approval of s.47(3)(b) - Contr (inclusive of GST) will bring the total forecast expenditure to s.47(3)(b) - Contr (inclusive of GST) and will allow this project to be finalised as briefed.
- Requested approvals are within the financial delegation of the Minister for Education, Training and Employment.
- The Director, Capital Works Planning, has advised that requested funding is available from the Capital Works Program.
- Requested financial approval is based on a contract documentation cost estimate.
- Completion of these works is anticipated by November 2013 for the start of the 2014 school year.

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TWEBAU

### Background

10. This project has been approved for inclusion on the 2013/14 Capital Works Program. It was afforded a high priority for inclusion on the Year 7 Flying Start sub-program.
11. Financial approval of \$990,000 (inclusive of GST) was obtained on 14 November 2012 to enable design and documentation to commence.

### Right to information

12. I am of the view that the contents or attachments contained in this brief are suitable for publication.

Released by DETE under the RTI Act

Minister's Office File Ref:	
Department File Ref:	13/100756

## Recommendation

That the Minister:

Grant financial approval of s.47(3)(b) - Cor (inclusive of GST) for the provision of the Year 7 Flying Start two-storey GLA Building Infrastructure Project at Gordonvale State High School.

NOTED

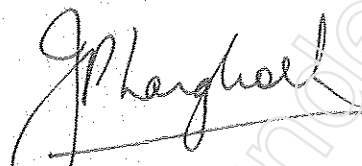


**Fiona Crawford**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and Employment

115113

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~~APPROVED~~/NOT APPROVED  
~~ENDORSED~~/NOTED



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and Employment

115113

## Minister's comments

Action Officer Gerard O'Keeffe Project Co-ordinator	Endorsed by: ED Dave Baxter	Endorsed by: CFO Adam Black	Endorsed by: ADG Paul Hobbs	Endorsed by: A/DDG Jeff Hunt	Endorsed by: DG Dr Jim Watterston
	Infrastructure Programs & Delivery	Finance	Infrastructure Services	Corporate Services	
Tel: 3237 0327	Tel: 3224 2623 Mob: <span style="border: 1px solid red; padding: 0 2px;">s.47(3)(b) - Co</span> Date: 16/04/2013	Tel: 3404 3451 Mob: <span style="border: 1px solid red; padding: 0 2px;">s.47(3)(b) - Co</span> Date: 17/04/2013	Tel: 3237 0658 Mob: <span style="border: 1px solid red; padding: 0 2px;">s.47(3)(b) - Co</span> Date: 26/04/2013	Tel: 3405 6329 Mob: <span style="border: 1px solid red; padding: 0 2px;">s.47(3)(b) - Co</span> Date: 28/04/2013	Tel: 323 71070 Mob: Date: 15/13

Minister's Office File Ref:	
Department File Ref:	13/102393

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Approval and Signing of correspondence**

**Action required by: ASAP**

**Urgent** –Letters and certificates/medallions to be posted as soon as possible.

**SUBJECT: TJ RYAN MEMORIAL MEDAL AND SCHOLARSHIP—REQUEST TO SIGN LETTERS TO STUDENT RECIPIENTS**

### Summary of key objectives

- Minister's signature is sought on the attached congratulatory letters to accompany Certificates of recognition of the 2013 *TJ Ryan Memorial Medal and Scholarship* recipients.

### Key issues

- The awards program promotes the successes of Queensland Schools and honours students who achieve academic excellence in their school and community.
- A ceremony to formally recognise all recipients of the *TJ Ryan Memorial Medal and Scholarship* is not planned for 2013. It is therefore proposed that signed letters from the Minister of Education, Training and Employment be forwarded with the certificates of recognition, and medallions where appropriate.

### Implications

- A media release acknowledging all the recipients of the 2013 scholarship and grant programs has been prepared by partnership with Community Engagement and Partnerships.

### Background

- The *TJ Ryan Memorial Medal and Scholarship* program supports students who demonstrate outstanding leadership qualities within the school and community as well as academic excellence through their achievements in Year 12.
- The program commenced in 1927 and represents a long-standing historical tradition of recognising educational achievement in Queensland as a memorial to Thomas Joseph Ryan, a former teacher, barrister and Queensland Premier.
- The program is designed to encourage leadership qualities and academic excellence within the senior schooling years.
- Up to ten scholarships, valued at up to \$10,000 each, are awarded annually to support Queensland students to undertake an undergraduate degree for up to five years in duration.

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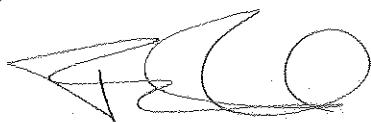
**Right to information**

8. I am of the view that the contents or attachments contained in this brief are **not suitable** for publication.

**Recommendation**

That the Minister:

**sign** the attached congratulatory letters to accompany Certificates of recognition of the 2013 TJ Ryan Memorial Medal and Scholarship recipients.

**NOTED**


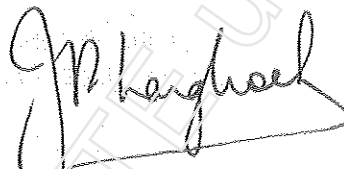
**FIONA CRAWFORD**

**Chief of Staff**

**Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment**

18/4/13

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**APPROVED/NOT APPROVED  
ENDORSED/NOTED**


**JOHN-PAUL LANGBROEK MP**

**Minister for Education, Training and  
Employment**

19/4/13

**Minister's comments**

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Action Officer	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:
Wendy Kirby	Director	ED	ADG	A/DDG	DG
Project Officer	Gary Francis	Patrick Bryan	Craig Allen	Jeff Hunt	Jim Watterston
Workforce	Workforce	Workforce	Human Resources	Corporate	
Initiatives Human	Futures, Human	Initiatives, Human		Services	
Resources	Resources	Resources			
Tel: 340 55684	Tel: 323 41985	Tel: 340 56358	Tel: 323 70604	Tel: 340 56329	Tel: 323 71070
	Mob:	Mob:	Mob: s.47(3)(b) - Co	Mob:	Mob:
	s.47(3)(b) - Contr	s.47(3)(b) - Cont		s.47(3)(b) - Co	
	Date: 02/04/2013	Date: 04/04/2013	Date: 04/04/2013	Date: 11/04/2013	Date: 18/4/13

Minister's Office File Ref:	
Department File Ref:	13/102440

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Approval

Action required by: 12 April 2013

**Urgent** – Announcement of scholarship and grant recipients on 19 April 2013.

**SUBJECT: 2013 PEARL DUNCAN TEACHING SCHOLARSHIP--CONGRATULATORY LETTERS TO RECIPIENTS**

### Summary of key objectives

- The Minister for Education, Training and Employment's signature is required on congratulatory letters to accompany Certificates of recognition of the 2013 *Pearl Duncan Teaching Scholarship* recipients.

### Key issues

- The *Pearl Duncan Teaching Scholarships* form part of the current suite of initiatives which assist the Department of Education, Training and Employment (DETE) in managing the attraction and retention of high-calibre and aspiring teachers.
- The *Pearl Duncan Teaching Scholarships* aim to develop a workforce that is more reflective of its client group, providing opportunities to increase the number of Aboriginal and Torres Strait Islander teachers in Queensland's education system.
- A formal ceremony to recognise recipients of the *Pearl Duncan Teaching Scholarships* is not planned for 2013, however, the incoming Director-General will present certificates to local recipients of the *Pearl Duncan Teaching Scholarships*, *Step into Teaching Scholarships* and *Aspiring Teacher Grant* programs on Friday, 19 April 2013.
- Twelve scholarship recipients will receive a Certificate of Recognition (**Attachment 1**).
- The attached congratulatory letters will accompany the certificates (**Attachment 2**).

### Implications

- A media release acknowledging all the recipients of the 2013 scholarships and grant programs has been prepared by Community Engagement and Partnerships.

### Background

- Pearl Duncan Teaching Scholarships* have been offered annually since 2000 and support Aboriginal or Torres Strait Islander Queenslanders.
- Scholarship recipients receive up to \$20,000 each over four years to undertake an approved initial teacher education program at a Queensland Higher Education Institution.

### Right to information

- I am of the view that the contents or attachments contained in this brief are **not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/102440

## Recommendation

It is recommended that the Minister:

- **sign** the congratulatory letters at **Attachment 2** to accompany Certificates of Recognition of the 2013 *Pearl Duncan Teaching Scholarship* recipients.

## NOTED

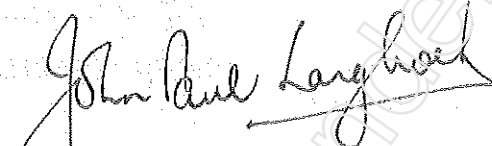


**FIONA CRAWFORD**  
**Chief of Staff**  
**Office of the Hon John-Paul Langbroek MP**  
**Minister for Education, Training and**  
**Employment**

614103

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## APPROVED/NOT APPROVED ENDORSED/NOTED



**JOHN-PAUL LANGBROEK MP**  
**Minister for Education, Training and**  
**Employment**

16 14 113

## Minister's comments

Action Officer Wendy Kirby Project Officer	Endorsed by: Director Gary Francis	Endorsed by: Executive Director Patrick Bryan	Endorsed by: ADG Craig Allen	Endorsed by: A/DDG Jeff Hunt	Endorsed by: A/DG Annette Whitehead
Workforce Initiatives (Human Resources) Tel: 340 55684	Workforce Futures, Human Resources Tel: 32341985 Mob: Date: 1/1	Workforce Initiatives, Human Resources Tel: 340 56358 Mob: Date: 09/04/2013	Human Resources Tel: 323 70604 Mob: s.47(3)(b) - Co Date: 10/04/2013	Corporate Services Tel: 323 56329 Mob: s.47(3)(b) - Co Date: 11/04/2013	Tel: 323 71070 Mob: Date: 11/4/13

Minister's Office File Ref:	
Department File Ref:	13/102646

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Approval

### Action required by: As soon as possible

**Critical** – To enable AMP Group to finalise proposed change of responsible entity transaction. Approval is required as soon as possible due to contractual arrangements.

## SUBJECT: SOUTHBANK EDUCATION AND TRAINING PRECINCT - STATE CONSENT TO PROPOSED CHANGE OF RESPONSIBLE ENTITY

### Summary of key objectives

- Axiom Education Queensland Pty Limited (Axiom) is the entity contracted to deliver the Southbank Education and Training Precinct (SETP) Public Private Partnership (PPP) to 30 June 2039.
- All of the shares in Axiom are ultimately held as an asset of the AMP Capital Community Infrastructure Trading Trust. The responsible entity of the Trust is currently AMP Capital Investors Limited (AMPCI).
- Axiom has written to the State requesting its consent to:
  - a transaction under which Mitsubishi UFJ Trust and Banking Corporation (MUTB) acquired a 15% interest in AMPCI; and
  - a proposal to replace AMPCI as responsible entity of the trust.

### Key Issues

1. All of the shares in Axiom are ultimately held as an asset of the AMP Capital Community Infrastructure Trading Trust (formerly known as the RBS Social Infrastructure Trading (Australia) Trust and as the ABN AMRO Social Infrastructure Investment Trust) (Trust). The responsible entity of the Trust is currently AMPCI.
2. The State has received a formal request from Axiom (**Attachment 2**) for the State to give its consent to:
  - (i) MUTB acquisition of 15% interest in AMPCI:  
a transaction under which MUTB acquired a 15% interest in AMPCI (MUTB Transaction). The MUTB Transaction occurred in March 2012. Although the State's prior consent was required to that MUTB Transaction, that consent was not sought. The diagram in the appendix on **Page 5** of **Attachment 2** provides a summary of the MUTB acquisition of a 15% interest in AMPCI.
  - (ii) Responsible Entity Transaction:  
a proposal to replace AMPCI as the responsible entity of the Trust (Responsible Entity Transaction). The new responsible entity will be AMP Capital Funds Management Limited (AMPCFM). Axiom has advised that the AMPCFM and AMPCI are both 100% owned by the same AMP entity – AMP Capital Holdings Pty Limited. The diagram on **Page 2** of **Attachment 2** provides a summary of the ownership and management structure of Axiom following the proposed change in responsible entity.
3. The PPP Contract between the State and Axiom requires the State's prior consent (not to be unreasonably withheld) to be obtained before AMPCI ceases being 100% owned by AMP Limited. The State's prior consent was accordingly required to the MUTB Transaction.

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4. Under the PPP Contract between the State and Axiom, the State's prior consent (not to be unreasonably withheld) must also be obtained before any steps are taken to voluntarily replace the responsible entity of the Trust. The State's prior consent is accordingly required to the Responsible Entity Transaction.

#### Legal Implications

5. Sch. 3(7)

6.

7.

Released by DETE under  
the RTI Act

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8. Herbert Smith Freehills drafted a proposed State consent letter (**Attachment 5**) to take effect as a deed binding the State, Axiom, AMPCI and AMPCFM.
9. The proposed State consent letter provides that the State's consent shall not be effective until all counterparties have signed the document signifying their agreement to be bound by the terms set out in the letter.
10. If the proposed State consent letter is duly executed by Axiom, AMPCI and AMPCFM it will be forwarded back to the Minister's Office for the Minister to execute the agreement for and on behalf of the State.

### Background

11. On 19 April 2005, the then Government announced that the then Department of Education and The Arts had entered into a contract with Axiom to deliver the SETP as a PPP to 30 June 2039 (the Project).
12. Executive Council Minute No. 808 (**Attachment 1**) granted expenditure of \$1.55 billion (inclusive of GST) for financing, construction and operation of the Southbank Education Training Precinct under the Project.
13. Axiom also has responsibility for a range of services over the life of the Project including maintenance, cleaning, janitorial duties, grounds keeping, security and a help desk.

### Right to information

14. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

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## Recommendation

It is recommended that the Minister:

- **note** the issues surrounding a change in control request by Axiom.
- **approve:**
  - the MUTB Transaction; and
  - the Responsible Entity Transaction in accordance with the Southbank Education and Training Precinct PPP Contract subject to the condition outlined in paragraph 7 of this brief; and
- **sign page 2 of the letter (Attachment 5)** providing State consent to the MUTB Transaction and the Responsible Entity Transaction provided that all counterparties sign the document signifying their agreement to be bound by the terms set out in the letter. The document will then be returned for the Minister's signing of page 3 at a later stage once the other parties have counter-signed.

NOTED

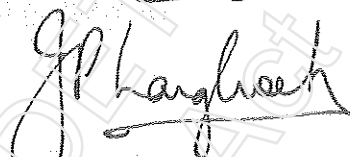


**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

16, 4, 13

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**ENDORSED/NOTED**



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
Employment

16, 4, 13

## Minister's comments

Action Officer Nathan Filzsimons Contract Manager PPP Project Infrastructure Operations Tel: 3247 3391	Endorsed by: ED Vince White  Infrastructure Operations Tel: 3237 0761 Mob: s.47(3)(b) - Co Date: 28/03/13	Endorsed by: A/ADG Lee Callum  Infrastructure Services Tel: 3237 0658 Mob: s.47(3)(b) - Co Date: 03/04/13	Endorsed by: A/DDG Jeff Hunt  Corporate Services Tel: 3405 6329 Mob: s.47(3)(b) - Co Date: 04/04/13	Endorsed by: A/DDG Jodi Schmidt  Training and Employment Tel: 323 71578 Mob: Date: 5/04/2013	Endorsed by: A/DG Annette Whitehead  Tel: 323 71070 Mob: Date: 9/4/13
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Minister's Office File Ref:	
Department File Ref:	13/106145

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: As soon as possible**

**Urgent** – To inform the Minister there was no enrolments at Moresby State School from the end of Term 1 2013 (28/03/2013).

### SUBJECT: PROBABLE CLOSURE OF MORESBY STATE SCHOOL

#### Summary of key objectives

- The Minister to note the circumstances surrounding the probable closure of Moresby State School, south of Innisfail.

#### Key issues

- Moresby State School is located approximately 15 km south of Innisfail in the Far North Queensland education region.
- On Day 8 2013, there were seven enrolments at the school; however, during Term 1 2013, two students left the school.
- There were five students attending the school from two families.
- In the week commencing 25 March 2013, both remaining families informed the Principal they intended to withdraw their students from Moresby State School at the end of Term 1 2013 in order to enrol them at alternative schools within the region from the start of Term 2 2013.
- There are at least three other state schools in close proximity to Moresby State School with spare capacity to take these additional enrolments:
  - Mourilyan State School – approximately 6.5 km to the north,
  - South Johnstone State School – approximately 11.3 km to the north west,
  - Mundoo State School – approximately 15 km to the north west.
- Lack of access to broad educational experiences and limited interaction with similar-aged peers were the key reasons cited by parents for their intention to withdraw their students.
- The school has capacity to enrol up to 72 students in three buildings – i.e. two permanent and one relocatable.
- However, the school has experienced relatively low utilisation rates and fluctuating enrolments over the past several years:
  - 11 students on Day 8, 2008,
  - 17 students on Day 8, 2010,
  - 22 students on Day 8, 2012,
  - 7 students on Day 8, 2013.
- At this stage, the Department has not commenced the formal process to propose Moresby State School for closure, in line with the requirements of the School Viability Assessment procedure, or the *Education (General Provisions) Act 2006* (the Act).

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10. If no further enrolments occur at the start of Term 2 2013, the Infrastructure Strategy, Research and Performance (ISRP) unit in central office will assist the Regional Director to progress a brief to seek the Minister's approval to advertise the proposed closure of Moresby State School in the Government Gazette.
11. This action would signal the commencement of a six-month 'waiting period', required under the Act, before any permanent closure could occur.
12. Mr Clive Dixon, Regional Director, recently met with the Honourable Mr Andrew Cripps MP, Member for Hinchinbrook and advised him of the low student numbers at Moresby State School.
13. On 18 March 2013, Mr Cripps received correspondence from a constituent regarding the impending 'closure' of Moresby State School.
14. Mr Cripps sought clarification on whether or not the school had been formally proposed for closure via an email to the Regional Director, to which the following response was sent:
 

*"The school currently has 5 students from 2 families. We have not instigated any process to close the school, nor has this been mooted by the principal. As the school has continued to lose enrolments over the last few years it has gotten to the point where the conversation has generated from within the community that the school will close. This has possibly contributed to declining numbers during the last year particularly..."*

### Implications

15. An officer from the Regional Office will be present at Moresby State School on the first day of Term 2 2013 to manage any issues which may arise.
16. There are currently five staff employed at Moresby State School:
  - a) 1 x full time teaching principal
  - b) 2 x teacher aide (10 and 12 hours)
  - c) 1 x cleaner (18.5 hours)
  - d) 1 x A02 administration officer (11.5 hours)
  - e) Circuit teachers:
    - i) 1 x learning support teacher (2.5 hours),
    - ii) 1 x librarian (2.5 hours),
    - iii) 1 x LOTE teacher (1.5 hours),
    - iv) 1 x PE teacher (1 hour),
    - v) 1 x music teacher (1 hour).
17. Should there be no significant enrolment increases at the school for the start of Term 2 2013, the Regional Office will make the necessary arrangements to transfer all staff to alternative schools and temporarily close the site.
18. A Human Resources officer from the Regional Office will visit the school during week one of Term 2 2013 to assist in this process.
19. Given there is already some community speculation about the imminent closure of the school, there is likely to be local media interest on this issue.

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Department File Ref:	13/106145

### Background

20. Moresby State School currently has five students enrolled from two families; however, these families indicated their intention to withdraw from the school at the end of Term 1 2013.
21. The Department has not yet commenced any formal processes to close the school, pending any significant new enrolments that may occur at the start of Term 2 2013.

### Right to information

22. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

Released by DETE under  
the RTI Act

Minister's Office File Ref:	
Department File Ref:	13/106145

**Recommendation**

That the Minister:

- **note** the circumstances surrounding the imminent 'self-closure' of Moresby State School, south of Innisfail.

**NOTED****APPROVED/NOT APPROVED  
ENDORSED/NOTED****FIONA CRAWFORD****Chief of Staff****Office of the Hon John-Paul Langbroek MP****Minister for Education, Training and  
Employment****JOHN-PAUL LANGBROEK MP****Minister for Education, Training and  
Employment**

/ /

☐ Copy to Assistant Minister

**Minister's comments**

Action Officer Emma Clarey	Endorsed by: ARD	Endorsed by: RD	Endorsed by: A/Director	Endorsed by: A/ED	Endorsed by: ADG	Endorsed by: A/DDG	Endorsed by: DDG	Endorsed by: A/DG
Senior Project Officer	Richard Huelin	Clive Dixon	Peter Kingston	Peter Markham	Paul Hobbs	Jeff Hunt	Lyn McKenzie	Annette Whitehead
Infrastructure Strategy, Research and Performance (ISRP)	Far North Queensland	Far North Queensland	Infrastructure, Strategy (Schools)	Infrastructure Strategy, Research & Performance	Infrastructure Services Branch	Corporate Services	Office of Education Queensland	
Tel: 3237 0026	Tel: 4046 5225	Tel: 4046 5271	Tel: 3237 1902	Tel: 323 70224	Tel: 3237 0658	Tel: 3405 6329	Tel: 3237 0619	Tel: 3237 1070
	M: s.47(3)(b) - c	M: s.47(3)(b) - c	M: s.47(3)(b) - c	M: s.47(3)(b) - c	M: s.47(3)(b) - c	M: s.47(3)(b) - c		
	Date: 28/03/13	Date: 28/03/13	Date: 28/03/13	Date: 28/03/13	Date: /03/13	Date: 28/03/13	Date: /03/13	Date: /03/13

## Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Routine** – The Premier has requested the Minister's Office be provided with performance management data on a fortnightly basis.

**SUBJECT: PERFORMANCE MANAGEMENT DATA FOR THE DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT (DETE)**

### Summary of key objectives

- To advise on the performance and people management information to be provided by DETE as requested by the Premier.

### Key issues

- The information to be provided by DETE to the Office of the Minister for Education, Training and Employment on a fortnightly basis includes:
  - All staff suspended on full pay per category is provided in **Attachment 1**.
  - The number of workplace investigations arising from formal complaints which have been in progress more than 60 days, a summary outlining why the investigation has not been completed and a target date for the completion of the investigation.
  - Attachment 2** provides greater detail of investigations conducted in relation to the Department's *Managing Employee Complaints* procedure.
  - Attachment 3** provides greater detail of complaints currently in progress with DETE's Ethical Standards unit.

### Implications

- There are no financial, legal or media implications.

### Background

- The Premier has stated that a key strategy for the Government is to ensure an effective performance management agenda that maximises service delivery to the community.
- Information regarding formal diminished performance processes, investigations and discipline processes are being provided to the Chief Executive Officer, Public Service Commission on a monthly basis.
- The Premier also recommended that information regarding staff suspensions and extended workplace investigations be provided to the Minister's Office on a fortnightly basis.

### Right to information

- I am of the view that the contents or attachments contained in this brief are **not suitable** for publication.

## Recommendation

That the Chief of Staff:

**note** the performance management data for the Department of Education, Training and Employment.

NOTED



**FIONA CRAWFORD**

Chief of Staff

Office of the Hon John-Paul Langbroek MP

Minister for Education, Training and Employment

18.4.13

☐ Copy to Assistant Minister

## Chief of Staff's comments

<b>Action Officer</b> Jonathan Butler-White A/Manager Workforce Review  Tel: 3235 4610  Date: 08/04/2013	<b>Endorsed by:</b> ED Tom Barlow Workforce Management & Support <i>Sighted and Signed</i> Tel: 32354733 Mob: <span style="border: 1px solid red; padding: 0 2px;">s.47(3)(b) - Cont</span> Date: 08/04/2013	<b>Endorsed by:</b> ADG Craig Allen Human Resources  Tel: 32370604 Mob: <span style="border: 1px solid red; padding: 0 2px;">s.47(3)(b) - Cont</span> Date: 09/04/2013	<b>Endorsed by:</b> A/DDG Jeff Hunt Corporate Services  Tel: 34056329 Mob: <span style="border: 1px solid red; padding: 0 2px;">s.47(3)(b) - Cont</span> Date: 11/04/2013	<b>Endorsed by:</b> A/DG Annette Whitehead  Tel: 323.71070 Mob: Date: 12/4/13
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Minister's Office File Ref:	
Department File Ref:	13/109094

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Approval**

**Action required by: NA**

**Routine** – To request the Minister's approval of the permanent closure and disposal of Stamford State School.

### SUBJECT: CLOSURE AND DISPOSAL OF STAMFORD STATE SCHOOL

#### Summary of key objectives

- The Stamford State School site has been vacant for a period of more than six months since self-closing in August 2012.
- The Department of Education, Training and Employment is recommending the school be permanently closed, declared surplus and prepared for disposal.

#### Key issues

1. In August 2012, Stamford State School effectively 'self-closed', when the parents of the sole remaining student decided to enrol their student at neighbouring s.47(3)(b) - Contr State School.
2. The Department subsequently sought, and received, Ministerial approval to advertise the proposed closure of Stamford State School in the Government Gazette.
3. The proposed closure notice appeared in the Government Gazette on 31 August 2012 (Ref: 12/330553).
4. As is required under the *Education (General Provisions) Act 2006* (the Act), the Regional Director North Queensland, Mr Richard English, conducted community consultation in order to discuss future options for the school.
5. Mr English held a community meeting in Stamford on 31 October 2012, attended by representatives from local council and other Stamford residents, where key discussion points were as follows:
  - a) Enrolment prospects – the community appeared resigned to the fact that there were no short-to-medium term prospects for new enrolments at Stamford State School and that closure was the most likely outcome.
  - b) Facilities -- community members queried what would happen to the school's facilities should it close.
  - c) Finances – some questions were raised about what would happen to the remaining finances of the Parents and Citizens' Association.
6. Mr English provided appropriate responses to these queries at the meeting and after the meeting, via email to the nominated community representative, s.47(3)(b) - Contrary to Public
7. Following this consultation period with the local community, Mr English, has recommended that Stamford State School be permanently closed.

Minister's Office File Ref:	
Department File Ref:	13/109094

### Implications

8. Mr Rob Katter MP, Member for Mount Isa, has been very vocal in his objection to another recent closure decision in the North Queensland region – i.e. the Gregory Educational Facility, a campus of Doomadgee State School.
9. Should the Minister support the Department's recommendation to close and dispose of Stamford State School, the Department recommends the Minister send the attached letter (**Attachment 1**) to inform Mr Katter of the outcome around Stamford State School.
10. Facilities onsite at Stamford State School include:
  - a) a two-classroom modular A (in poor condition),
  - b) a small three-bedroom residence which is approximately 40 years old (vacant),
  - c) transportable amenities block (in poor condition),
  - d) a 6m x 3m shed (in reasonable condition),
  - e) playground equipment (in average condition),
  - f) a permanent 9m x 9m covered area.
11. Given the age and general poor condition of these facilities, the Regional Facilities Manager does not consider it appropriate for them to be relocated to any other school in the North Queensland region.
12. A relocatable resource centre delivered under the Federal Government's Building the Education Revolution (BER) program in 2010, has already been removed from the site and transferred to Burdekin Special School.

### Background

13. The school has attracted no further enrolments for the 2013 school year.
14. Following the required six-month waiting period and community consultation, the Regional Director, North Queensland, has recommended that Stamford State School be permanently closed.

### Right to information

15. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication, until such time as the Minister has approved Stamford State School for permanent closure.

Minister's Office File Ref:	
Department File Ref:	13/109094

## Recommendation

That the Minister:

**approve** the Department's recommendation to permanently close Stamford State School;

**approve** the Stamford State School site be declared as surplus to the Department's requirements;

**approve** the Department to dispose of the site in accordance with the Queensland Government Land Policies; and

**sign** the attached ~~draft~~ letter to Mr Rob Katter MP, Member for Mount Isa, to inform him of the outcome of this matter (**Attachment 1**).

NOTED



**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and Employment

28/7/13

☐ Copy to Assistant Minister

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



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and Employment

28/7/13

**Minister's comments**

Action Officer Emma Clarey	Endorsed by: RD	Endorsed by: A/Director	Endorsed by: A/ED	Endorsed by: A/ADG	Endorsed by: ADG Finance and CFO	Endorsed by: A/DDG	Endorsed by: A/DG
Senior Project Officer Infrastructure Strategy, Research and Performance (ISRP)	Richard English North Queensland Region	Peter Kingston Infrastructure Strategy Schools	Peter Markham ISRP	Lee Callum Infrastructure Services Branch	Adam Black Office of the Chief Finance Officer	Jeff Hunt Corporate Services	Dr Jim Watterston
Tel: 323 70026	Tel: 4726 3105	Tel: 3237 1902	Tel: 3237 0224	Tel: 3237 0658	Tel: 3404 3451	Tel: 340 56329	Tel: 323 71070
M: [s.47(3)(b) - Co]	M: [s.47(3)(b) - Co]	M: [s.47(3)(b) - Co]	M: [s.47(3)(b) - Con]	M: [s.47(3)(b) - Co]	M: [s.47(3)(b) - Co]	M: [s.47(3)(b) - Co]	M:
Date: 28/03/13	Date: 02/04/13	Date: 02/04/13	Date: 02/04/13	Date: 09/04/13	Date: 11/04/13	Date: 15/04/13	Date: 17/4/13

Minister's Office File Ref:	
Department File Ref:	13/118710

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Approval

### Action required by: 10/05/2013

**Urgent** – Approval is required by 10 May 2013 to maintain the program and allow the works to be completed for the start of the 2014 school year.

## SUBJECT: MINISTERIAL DESIGNATION FOR FARNBOROUGH STATE SCHOOL

### Summary of key objectives

- Designation will allow the construction of a new Administration block and the existing Administration to undergo a minor refurbishment for additional general learning areas at Farnborough State School (SS) to supplement existing services.
- The Minister is requested to:
  - a) **consider** and approve the proposed designation of Farnborough State School;
  - b) **approve** the notice to be published in the Queensland Gazette, and
  - c) **notify** relevant parties.

### Key issues

1. The Minister may make the proposed designation of the affected land if the Minister is satisfied that:
  - a) the project is 'Community Infrastructure' as defined under schedule 3 of the Act, and prescribed under schedule 2 of the *Sustainable Planning Regulation 2009*;
  - b) the project meets the public benefit test in section 201 of the Act;
  - c) adequate environmental assessment has been carried out;
  - d) there has been adequate public consultation;
  - e) adequate account has been taken of issues raised during the public consultation;
  - f) after the Minister has considered:
    - i) each relevant state planning policy;
    - ii) the region's regional plan;
    - iii) any State planning regulatory provision for the area;
    - iv) any declared master plans for the area;
    - v) each relevant planning scheme; and
  - g) the Minister's exercise of powers will advance the purpose of the Act, and in particular the need to achieve ecological sustainability.
2. The Minister may determine not to make the proposed designation if the Minister is not satisfied with conditions as outlined above.
3. The Final Assessment Report (FAR) concludes that the material submitted for the Minister's consideration supports a decision that the Minister approves the designation in respect of the project.
4. Departmental officers have identified no major impediment to the designation proceeding.

Minister's Office File Ref:	
Department File Ref:	13/118710

5. The Department of Education, Training and Employment (DETE) has prepared a FAR discussing in detail the matters the Act requires the Minister, as the designating Minister, to be satisfied with, or consider, in deciding whether or not to make the proposed designation (**Attachment A**). These matters are summarised below:

- a) DETE considers the project is 'community infrastructure' under the Act.
- b) DETE considers the project satisfies the public benefit test set out in the Act.
- c) DETE is of the view that adequate environmental assessment has been undertaken. Provided that DETE and the building contractor comply with and implement the findings and recommendations contained in the FAR and associated technical studies, there does not appear to be any social or environment issues to prevent the project from proceeding.
- d) An Initial Assessment Report (IAR) was prepared and comments were invited from key public agencies during a 15 day period from 23 November 2012 until 14 December 2012. Four submissions were received and considered.

The IAR was then updated to incorporate feedback from the first round of consultation and released as the Initial Assessment Report for Public Notification (IARPN) in January 2013.

Comments were invited by public advertisement, letters, and DETE's internet site from key public agencies, local elected representatives and adjoining landowners and members of the public during the period 30 January to 20 February 2013. Agencies consulted include Rockhampton Regional Council, Department of Transport and Main Roads, Department of State Development, Infrastructure and Planning and Department of Environment and Heritage Protection and the Department of Natural Resources and Mines.

Four submissions were received in response to the release of the IARPN. These were from the Department of Transport and Main Roads, Department of State Development, Infrastructure and Planning, Department of Natural Resources and Mines and Rockhampton Regional Council.

DETE considers that consultation about the environmental assessment of the project meets the adequacy requirements of the Act.

- e) Key issues that were raised during public consultation included adequacy and capacity of existing on site sewerage and acid sulphate soils. The issues were considered and, as appropriate, addressed in the FAR.
- f) In relation to the matter required to be considered by the Minister, DETE can advise:
  - i) Five State planning policies apply to the project. DETE considers the project is not in conflict with any relevant State planning policies.
  - ii) The applicable regional plan for the area is the Central Queensland Regional Plan. The site of the Farnborough State School compliments the intent and desired environmental outcomes of the plan through the provision of education services to provide integrated and accessible services to local families in a well located and connected urban area.
  - iii) There are no State regulatory provisions for the project area.
  - iv) The site is not in a declared master planned area.
  - v) The project was assessed against the Rockhampton Planning Scheme which is the relevant planning scheme for the local government area of the Rockhampton Regional Council. DETE considers the project is consistent with the objectives of this planning scheme.
- g) DETE has identified the key environmental and social impacts of the project, including potential traffic impact, on-site circulation and amenities and environmental conservation. It is concluded that there is unlikely to be any social, environmental, economic or cultural issues to prevent the project from proceeding.

Minister's Office File Ref:	
Department File Ref:	13/118710

## Implications

6. A media release is not required.
7. Should the Minister approve the designation of the land, the Notice will be placed in the Government Gazette.
8. There are no financial implications as sufficient funding is available in the Capital Works budget for this project.
9. There are no legal implications.

## Background

10. Approval to commence the Ministerial designation process in relation to the land located at 8 Hinz Avenue, Farnborough and described as Lot 1 on RP601947, Lot 6 on PS95 and Lot 12 on RP858350, was granted on 1 November 2012 by the Minister.
11. The impacted local government is Rockhampton Regional Council.
12. The site is owned by the Queensland Government (as represented by DETE) and is located at the Farnborough State School.
13. A copy of the IAR and IARPN report was also provided to the local, state and federal Members.
14. Departmental responses have been framed in good faith and, wherever possible, in consultation with respondents. Some issues will be considered further during detailed design of the facility.
15. DETE considers that adequate account has been taken of issues raised by submitters.

## Right to information

16. I am of the view that the contents or attachments contained in this brief are suitable for publication.

Minister's Office File Ref:	
Department File Ref:	13/118710

## Recommendation

That the Minister:

**Designate** as community infrastructure the site for Farnborough State School in the Minister's capacity as designating Minister under section 200 of the *Sustainable Planning Act 2009*;

**Approve** the attached notice (**Attachment B**) to be published in the Queensland Government Gazette;

**Sign:**

- i) the attached Notice of a Ministerial Designation (**Attachment B**);
- ii) the attached letter to Rockhampton Regional Council (**Attachment C**);
- iii) the attached letter to the Director-General of the Department of Education, Training and Employment (**Attachment D**);
- iv) the attached letter to the Director-General of Department of State Development, Infrastructure and Planning (**Attachment E**);
- v) the attached letter to the state Member of Parliament (**Attachment F**); and
- vi) the attached letter to the federal Member of Parliament (**Attachment G**).

NOTED

FIONA CRAWFORD

Chief of Staff

Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

B 15 113

APPROVED/NOT APPROVED  
ENDORSED/NOTED

JOHN-PAUL LANGBROEK MP

Minister for Education, Training and  
Employment

P 15 113

Minister's comments

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Action Officer	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:
Kim Sheather	Manager	Director	ED	ADG	CFO	A/DDG	DG
Snr Project Coordinator	Eric Beedle	Dave Sullivan	Dave Baxter	Paul Hobbs	Adam Black	Jeff Hunt	Dr Jim Watterston
Infrastructure Programs and Delivery	Infrastructure Programs and Delivery	Infrastructure Programs and Delivery	Infrastructure Programs and Delivery	Infrastructure Services	Finance	Corporate Services	
Tel: 32341489	Tel: 32370400	Tel: 32473976	Tel: 32242826	Tel: 32370658	Tel: 34043451	Tel: 3405 6329	Tel: 32371070
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	Date: 10/4/13	Date: 10/4/13	Date: 12/4/13	Date: 15/4/13	Date: 17/4/13	Date: 19/4/13	Date: 21/4/13

s.47(3)(b) - Contrary to Public Interest

Minister's Office File Ref:	
Department File Ref:	13/120609

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Approval

### Action required by: 19 April 2013

**Urgent** – Approval required for commencement of a Ministerial designation process under the *Sustainable Planning Act 2009* (SPA) for kindergartens at state school sites.

## SUBJECT: ADDITIONAL APPROVAL TO COMMENCE DESIGNATION OF LAND FOR COMMUNITY INFRASTRUCTURE AT STATE SCHOOL SITES FOR KINDERGARTENS

### Summary of key objectives

- The Minister for Education, Training and Employment has approved the commencement of a Ministerial designation process under the *Sustainable Planning Act 2009* (SPA) for 10 kindergartens on state school sites (Ref: 13/54857).
- The Department is seeking further approval to commence the Ministerial Designation process for a further two kindergarten sites to ensure town planning requirements are met.
- The Minister for Education, Training and Employment's approval is sought to commence a Ministerial designation process under the *Sustainable Planning Act 2009* (SPA) for the two kindergartens on state school sites, as detailed in **Schedule A**. It should be noted that a construction contract is unable to be put in place until Ministerial designation of these sites is approved.

### Key issues

1. These kindergarten sites have been identified under the additional kindergarten services initiative originally established in 2010.
2. The locations of these kindergartens will meet local demand and local service shortfalls.
3. Approval to commence the designation process is critical to meet project timelines.
4. Undurba State School kindergarten is to be situated at the current North Coast (Murrumba Downs) Regional Office which is located within Murrumba State Secondary College. Ministerial Designation is to be sought for Murrumba State Secondary College in conjunction with Undurba State School.
5. The kindergarten at Calen District State College has been changed from non-state to state delivery.

### Implications

6. Funding to deliver this project is expected to be available on the 2013–14 Capital Works Program.
7. Section 757 of the SPA provides that the *Judicial Review Act 1991* (JRA) does not apply to the following matters under SPA:
  - (a) conduct engaged in for the purpose of making a decision;
  - (b) other conduct that relates to the making of a decision;
  - (c) the making of a decision or the failure to make a decision; and
  - (d) a decision.

Minister's Office File Ref:	
Department File Ref:	13/120609

8. The Minister may, however, be asked for a statement of reasons in relation to his decision and matters can be referred to the Planning and Environment Court.

### Background

9. The SPA permits use of either a Ministerial designation process for land required for community infrastructure or, alternatively, use of an Integrated Development Assessment System (IDAS) through the local authority.
10. It is proposed to utilise the Ministerial designation process, which vests authority for planning approvals with the State.
11. The legal description of the proposed kindergarten sites proposed to be designated is detailed in **Schedule A**.
12. These parcels of land are the subject of this Ministerial designation proposal.

### Ministerial Designation Process

13. The Minister may designate land for community infrastructure under section 200 of the SPA. Under section 201 land may be designated for community infrastructure only if the designator is satisfied the community infrastructure will:

- facilitate the implementation of legislation and policies about environmental protection or ecological sustainability;
- facilitate the efficient allocation of resources;
- satisfy statutory requirements or budgetary commitments of the State or Local Government for the supply of community infrastructure; or
- satisfy the community's expectations for the efficient and timely supply of infrastructure.

Clauses (b), (c) and (d) are considered applicable to the school sites, which will increase in density to include the proposed kindergartens.

14. There are normally six steps in the process to ensure that requirements for adequate environmental assessment and public consultation are met, however due to the low impact nature of these new kindergartens, an alternative four step strategy with only one round of consultation can be undertaken. The proposed process is as follows:

Step 1 - Preparation of the Initial Assessment Report (IAR) covering environmental assessment, traffic impacts and other regulatory requirements.

Step 2 - Consultation with other State agencies, local governments, immediate neighbours and other relevant parties in relation to the IAR.

Step 3 - Preparation of Final Assessment Report (FAR), incorporating feedback and departmental responses.

Step 4 - Minister's consideration of the FAR and departmental recommendations in relation to site designation.

15. Following review of the FAR, the Minister may decide not to proceed with making the proposed designation.
16. This approval is sought to commence process for a number of sites as detailed. Individual FARs will be provided on a site by site basis for the final ministerial approval.

### Right to information

17. I am of the view that the contents or attachments contained in this brief are **suitable** for publication.

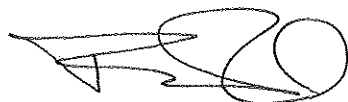
Minister's Office File Ref:	
Department File Ref:	13/120609

## Recommendation

It is recommended that the Minister:

**approve** commencement of a Ministerial designation process under the *Sustainable Planning Act 2009* for kindergartens at state school sites as per **Schedule A**.

NOTED

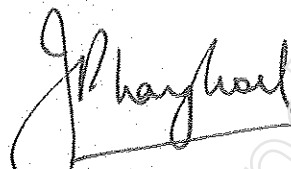


**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

8, 5, 13

☐ Copy to Assistant Minister

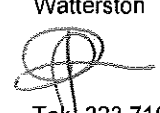
**APPROVED** NOT APPROVED  
ENDORSED/NOTED



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
Employment

8, 5, 13

**Minister's comments**

Action Officer Brad Medhurst Snr Project Coordinator Infrastructure Programs and Delivery Tel: 340 58532	Endorsed by: A/Manager Bruce Duncan Tel: 323 73976 Mob: s.47(3)(b) - C Date: 11/04/13	Endorsed by: Director David Sullivan Tel: 324 73976 Mob: s.47(3)(b) - C Date: 11/04/13	Endorsed by: ED Dave Baxter Tel: 322 42826 Mob: s.47(3)(b) - C Date: 11/04/13	Endorsed by: A/ADG Lee Callum Tel: 323 70658 Mob: s.47(3)(b) - C Date: 12/04/13	Endorsed by: A/DDG Jeff Hunt Tel: 340 56329 Mob: s.47(3)(b) - C Date: 15/04/13	Endorsed by: DG Dr Jim Watterston Tel: 323 71070 Mob:  Date: 17/4/13
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Minister's Office File Ref:	
Department File Ref:	13/125860

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Approval

### Action required by: As soon as possible

**Urgent** – Approval required for commencement of a Ministerial designation process under the *Sustainable Planning Act 2009* (SPA) for Highfields Secondary School.

## SUBJECT: APPROVAL TO COMMENCE DESIGNATION OF LAND FOR COMMUNITY INFRASTRUCTURE AT HIGHFIELDS SECONDARY SCHOOL

### Summary of key objectives

- The Department of Education, Training and Employment (DETE) plans to build a new secondary school at Highfields for the start of the 2015 school year.
- Ministerial designation of this site is required before a construction contract can be awarded.
- The Minister's approval is sought to commence a ministerial designation process under the SPA at Highfields for the construction of a new secondary school.

### Key issues

1. The land fronts O'Brien Road in Highfields and is approximately 10 hectares in area.
2. The land is owned by DETE.

### Implications

3. Funding to deliver this school relocation project is included in the 2013/14 Capital Works Program.
4. There are no media implications.
5. Section 757 of the SPA provides that the *Judicial Review Act 1991* (JRA) does not apply to the following matters under SPA:
  - (a) conduct engaged in for the purpose of making a decision;
  - (b) other conduct that relates to the making of a decision;
  - (c) the making of a decision or the failure to make a decision; and
  - (d) a decision.
6. The Minister may; however, be asked for a statement of reasons in relation to his decision and matters can be referred to the Planning and Environment Court.

### Background

7. The subject land is described as Lot 2 on SP229498.
8. The SPA permits use of either a Ministerial designation process for land required for community infrastructure or, alternatively, use of an Integrated Development Assessment System (IDAS) through the local authority.
9. It is proposed to utilise the Ministerial designation process which vests authority for planning approvals with the State.
10. Delivery for the start of the 2015 school year is currently proposed.

Minister's Office File Ref:	
Department File Ref:	13/125860

### Ministerial Designation Process

11. The Minister may designate land for community infrastructure under section 200 of the SPA. Under section 201, land may be designated for community infrastructure only if the designator is satisfied the community infrastructure will:
  - a) facilitate the implementation of legislation and policies about environmental protection or ecological sustainability; or
  - b) facilitate the efficient allocation of resources; or
  - c) satisfy statutory requirements or budgetary commitments of the State or Local government for the supply of community infrastructure; or
  - d) satisfy the community's expectations for the efficient and timely supply of infrastructure.

Clauses (b), (c) and (d) are considered applicable to the proposed school.
12. To ensure that requirements for adequate environmental assessment and public consultation are met, assessment of any proposed development is carried out in accordance with section 5.8.8 from *Guidelines about Environmental Assessment and Public Consultation Procedures for Designating Land for Community Infrastructure 2006*.
13. There are six steps in the process to ensure that requirements for adequate environmental assessment and public consultation are met, namely:
  - Step 1 - Preparation of the Initial Assessment Report (IAR) covering environmental assessment, traffic impacts and other regulatory requirements.
  - Step 2 - Initial consultation with other State agencies, local governments, immediate neighbours and other relevant parties in relation to the IAR.
  - Step 3 - Finalisation of IAR, incorporating feedback from key stakeholders.
  - Step 4 - Public notification and second round of consultation in relation to the IAR.
  - Step 5 - Preparation of Final Assessment Report (FAR), incorporating further feedback and departmental responses.
  - Step 6 - Minister's consideration of the FAR and departmental recommendations in relation to site designation.
14. Following review of the FAR, the Minister may decide not to proceed with making the proposed designation.

### Right to information

15. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/125860

**Recommendation**

That the Minister:

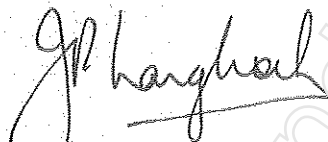
**Approve** commencement of a ministerial designation process under the *Sustainable Planning Act 2009* for the new Highfields Secondary School.

**NOTED**


**FIONA CRAWFORD**  
 Chief of Staff  
 Office of the Hon John-Paul Langbroek MP  
 Minister for Education, Training and  
 Employment

815113  
☐ Copy to Assistant Minister


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



**JOHN-PAUL LANGBROEK MP**  
 Minister for Education, Training and  
 Employment

815113

**Minister's comments**

Action Officer Project Coordinator Ken Walker Infrastructure Programs and Delivery Tel: 323 70315 Date: 15/04/2013	Endorsed by: Director, CWD Dave Sullivan Infrastructure Programs and Delivery Tel: 324 73976 Mob: 324 73976 Date: 16/04/2013	Endorsed by: ED Dave Baxter Infrastructure Programs and Delivery Tel: 3224 2826 Mob: s.47(3)(b) - Co Date: 22/04/2013	Endorsed by: ADG Paul Hobbs Infrastructure Services Tel: 3237 0658 Mob: s.47(3)(b) - Co Date: 26/04/2013	Endorsed by: A/DDG Jeff Hunt Corporate Services Tel: 3405 6329 Mob: s.47(3)(b) - Co Date: 26/04/2013	Endorsed by: DG  Dr Jim Watterston Tel: 3237 1077 Date: 25/13
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Minister's Office File Ref:	
Department File Ref:	13/133682

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Routine** – Information requested to support Minister's meeting with the Queensland Teachers' Union.

**SUBJECT: THE GOVERNMENT'S DECISION TO CHANGE TO A WHOLE-OF-GOVERNMENT EMPLOYEE HOUSING OWNERSHIP AND PROVISION MODEL**

### Summary of key objectives

- Government Employee Housing (GEH) is to be centralised and managed by the Department of Housing and Public Works (DHPW) from 1 July 2013.
- The recommendations on how GEH should be delivered and managed is are due to be finalised and presented to the Government in the near future.
- There will be a significant increase in Department of Education, Training and Employment's (DETE) GEH leasing costs.

### Key issues

1. The implementation of reviewed DETE policies or systems have been put on hold pending the outcome of the DHPW review and decisions made by Government on the future direction of employee housing.
2. Officers from DHPW have verbally advised DETE that they envisage having the recommendations finalised in the near future.
3. Infrastructure Services Branch is now preparing a letter from the Director-General, DETE to the Director-General, DHPW seeking confirmation of future asset transfer timing and policies impacting on DETE's ability to allocate accommodation and manage tenancies.
4. As a result of the centralisation of GEH, it is expected that DETE employee housing will become a significantly higher recurrent cost for the Department in the future. Based on current estimates the total minimum net expense for 2012-13 will be \$13.15 million with a forecast for 2013-14 of \$43.36 million, an additional \$30.31 million.
5. The budget implications have been discussed at recent budget meetings with the Chief Finance Officer. DETE has no capacity to fund this increase and the only available options are additional funding from government or passing on the full differential cost to tenants.
6. The current housing provision model is based primarily on department ownership with operational risks being defrayed by asset ownership.

### Background

7. DETE currently has approximately 2,307 employee residences. 1,944 are owned by DETE, 262 are currently leased from DHPW and 101 are leased directly from private owners.
8. DETE required approximately 2,600 tenancies for employee housing at any one time during the 2012 school year, with a mix of single staff sharing (estimated to be 959), and families and couples (estimated to be 1,641).

9. In June 2009, the Director-General approved a moratorium on the 'Six Year Rule', with the exception of Weipa.
10. The 'Six Year Rule' refers to an employee's eligibility period for the provision of subsidised accommodation.
11. It was agreed that the moratorium on notices to vacate accommodation would continue until the review of the policies and procedures was undertaken.
12. In November 2010 the Director-General approved the following recommendations from the review:
  - a) Develop a strategic approach to the provision of employee accommodation, based on three guiding principles – need, incentive and equity;
  - b) Develop an administrative structure to facilitate a coordinated approach to the management of the employee accommodation asset. This is to be enabled through the establishment of a database that can interface with other corporate applications to effectively manage all aspects of employee accommodation;
  - c) Review the standard (quality) and location (against ongoing need) of all existing employee accommodation, allocating resources where required;
  - d) Develop a differential accommodation tenure period for each accommodation centre based on need, incentive and equity, rather than a single six year tenure for all centres. In addition, clarify the conditions under which long-serving employees can access accommodation beyond the recommended tenure period;
  - e) Investigate the RTA model or develop alternative procedures to ensure tenant, landlord obligations are adhered to, including cost recovery for non-accidental damage in residences;
  - f) In cooperation with DHPW, revise processes for housing maintenance to enable appropriate response times, local input into preferred service suppliers and assure value for money; and
  - g) Formalise consultative mechanisms with all stakeholders regarding employee accommodation policy and procedures.
13. Significant consultation between the review team and regional Human Resources (HR) officers then occurred in 2010 and early in 2011.
14. Consultation since then and to date between the Queensland Teachers' Union (QTU) and DETE officers has furthered the resolution of substantive issues arising from the review recommendations during the redrafting of the Employee Accommodation procedural policy, for example:
  - a) the application of proposed variations to the tenancy period in some centres;
  - b) the application of proposed delegations to manage all rentals for departmental staff who are either eligible or ineligible for employee accommodation;
  - c) authority to the Director-General, DETE for the implementation of proposed specific delegations and clarification of responsibilities including:
    - i) Regional HR officers to determine each employee's accommodation eligibility instead of Local Accommodation Committees;
    - ii) Regional Directors to have delegations to determine eligibility and entitlements, for employees including tenancy and rental rates;

- d) proposed variations to the provision of accommodation for Principals and Assistant Directors, namely the allocation of units of accommodation suitable for their family circumstances and other eligibility variations in centres with a tenancy period variation; and
- e) the implementation of the new policy arrangements and the transition of affected staff at the time of implementation to a variation in their current eligibility.

#### **Whole of Government Review:**

- 15. In April 2012 the Government announced that the management of GEH was to be centralised and managed by DHPW from 1 July 2013.
- 16. The decision included the transfer of ownership of all employee housing assets, of all departments to DHPW with the exception of Operational Housing. Operational Housing has been defined as "dwellings that are located on or attached to an operational facility of a nature that would restrict the ability of the accommodation to be readily used by a wider group of Government agencies".
- 17. After reviewing this matter, it has been decided that no DETE housing will be classified as 'operational'. It will be recommended to DHPW that an Agreement be developed to assist in the management of tenancies for those residences which are located on school sites.
- 18. DHPW has completed an amenity audit and operational housing assessment of all Government employee housing stocks in December 2012 and January 2013 as part of its review. The outcomes of this audit are to be provided with the recommendations in the near future.

#### **Rent Subsidy Policy:**

- 19. DETE's approved Rent Subsidy Policy commenced on 5 September 2005.
- 20. The Rent Subsidy Policy provides for consultation with staff using the existing staff structures and processes, being advice to tenants through Local Accommodation Committees, Area and Regional Housing forums and the Departmental Housing Reference Committee (DHRC) meetings.
- 21. The Department calculates rent subsidy for each residence for each tenancy type on the basis of the number of bedrooms, an assessment of the standard of the unit of accommodation, application of a locality rebate and the inclusion of a tenancy services rent premium to recover the cost to the Department of services such as power and gas from tenants, where such services are included in the tenancy (refer **Attachment 1**).
- 22. The rent subsidy policy also provides for re-assessments of the rent standard to take account of changes made to residences from capital works upgrades and facility changes deriving from significant maintenance works.

#### **Recent Meetings with QTU:**

- 23. On 25 March 2013, the Assistant Director-General, Infrastructure Services Branch (ISB) and Executive Directors, Infrastructure Operations and Infrastructure Planning and Delivery met with representatives from the QTU to discuss QTU's concerns including future capital works and maintenance programs, communications to Local Accommodation Committees and continuation of the Area Housing Forums.
- 24. Officers from ISB confirmed with the QTU representatives that:
  - a) the Area Housing Forums and the Departmental Housing Reference Committee will continue this calendar year;
  - b) communications with Local Accommodation Committees will continue and be more frequent; and
  - c) any future budget allocations will be pending the outcome of DHPW's recommendations.

## Right to information

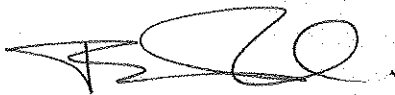
25. I am of the view that the contents or attachments contained in this brief are **suitable** for publication.

## Recommendation

That the Minister:

**note** the information provided in preparation for the meeting with the Queensland Teachers Union.

NOTED




**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

8 / 5 / 13

☐ Copy to Assistant Minister

NOTED



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
Employment

8 / 5 / 13

## Minister's comments

Action Officer John Griffith Manager ESHM Tel: 3237 1612	Endorsed by: ED Vince White Infrastructure Operations Tel: 3237 0761 Mob: <span style="border: 1px solid red;">s.47(3)(b) - Cd</span> Date: 23/04/13	Endorsed by: ADG, CFO Adam Black Finance Tel: 3404 3451 Mob: <span style="border: 1px solid red;">s.47(3)(b) - Cd</span> Date: 29/04/2013	Endorsed by: ADG Paul Hobbs Infrastructure Services Tel: 3237 0658 Mob: <span style="border: 1px solid red;">s.47(3)(b) - Cd</span> Date: 26/04/2013	Endorsed by: A/DDG Jeff Hunt Corporate Services Tel: 3405 6329 Mob: <span style="border: 1px solid red;">s.47(3)(b) - Cd</span> Date: 29/04/2013	Endorsed by: DG Dr Jim Waterston DETE Tel: 3237 1070 Date: 3 / 5 / 13
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Minister's Office File Ref:	
Department File Ref:	13/129400

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Approval

#### Action required by:

**Routine** – preparation is on track for the next round of additional Prep teacher aide hours in the 2014 school year.

### SUBJECT: ELECTION COMMITMENT—ADDITIONAL PREP TEACHER AIDE HOURS FOR 2014

#### Summary of key objectives

- To obtain the Minister's approval for the criteria and assumptions for selecting the Prep classes that will receive additional teacher aide resourcing in 2014, as the second round of the Government's election commitment.
- To obtain the Minister's approval for the 69 schools and 384 Prep classes that will receive additional teacher aide resourcing in 2014.

#### Key issues

1. The Minister's approval is sought to use the following criteria for selecting the second round of schools to receive additional teacher aide time for their Prep classes in 2014:
  - school with an Index of Community Socio-Educational Advantage (ICSEA) rating of less than 1009;
  - schools with 5 or more Prep classes.
  - schools participating in National Partnership in 2014 have been excluded from this selection process.
  - schools in the first round in 2013 will again be included to ensure they continue to receive sufficient additional hours in 2014.
2. The additional teacher aide hours will be allocated to 69 selected schools using the following assumptions:
  - an allocation of 1 hour teacher-aide time per student with a minimum base of 5 hours for classes with less than 5 students.
  - A full Prep class of 25 students will receive a 'full-time teacher aide' of 25 hours per week.
  - The additional support provided to each of the identified schools will be the gap between what the school receives through the current prep allocative methodology (which includes base prep hours, part of prep-3 allocation and part of the primary targeted intervention allocation) and the new methodology of 1 hour teacher aide per student.
  - The additional allocation of teacher aide resources to the second round of schools will commence at the beginning of the 2014 school year. The additional teacher aide support required for each identified school will be finalised as part of the 2014 Day 8 teacher aide process, when actual Prep enrolments for the 2014 school year are known.

#### Implications

Minister's Office File Ref:	
Department File Ref:	13/129400

3. Application of the criteria above will result in 69 schools and approximately 384 Prep 'classes' receiving the benefit of the additional support in 2014 (**Attachment 1**).
4. It should be noted that the implementation of the initiative is half way in 2014 and a total of 174 schools will benefit approximately 534 classes (150 in 2013 and 384 in 2014).

### **Background**

5. Increased teacher aide hours for prep classes is a key election commitment.
6. The Government is providing up to \$54 million over four years for at least 600 Queensland state school prep classes to have the equivalent of a full-time teacher aide in their classroom during all school hours. Overall, there will be up to 9,000 extra teacher aide hours per week for prep classes.
7. In 2013, the first year of the program, 105 schools were provided additional teacher aide time for their 150 Prep classes, using criteria approved by the Minister (Ref: 12/158825).

### **Right to information**

8. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Released by DET under  
the RTI Act

Minister's Office File Ref:	
Department File Ref:	13/129400

## Recommendation

That the Minister:

- **Approve** the criteria and assumptions for selecting the Prep classes that will receive additional teacher aide resourcing in 2014, as the second round of the Government's election commitment;
- **Approve** the allocation, in the 2014 school year, of the additional teacher aide hours to the 69 selected schools with the 384 Prep classes that are named in **Attachment 1**.

NOTED

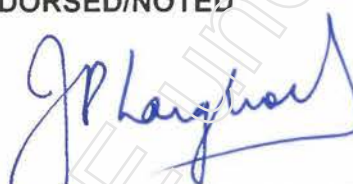


**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

12, 6, 13

☐ Copy to Assistant Minister

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



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
Employment

12, 6, 13

**Minister's comments**

Action Officer Director Reg Burns Workforce Modelling Tel: 3239 0224	Endorsed by: ED Duncan McKellar Workforce Services Tel: 07 3237 9983 Mob: <span style="border: 1px solid red; padding: 0 2px;">s.47(3)(b) - Contr</span> Date: 18/04/2013	Endorsed by: ADG Craig Allen Human Resources <i>Sighted and Signed</i> Tel: 3237 0604 Mob: <span style="border: 1px solid red; padding: 0 2px;">s.47(3)(b) - Contr</span> Date: 24/04/2013	Endorsed by: A/DDG Jeff Hunt Corporate Services Tel: 340 56329 Mob: <span style="border: 1px solid red; padding: 0 2px;">s.47(3)(b) - Contr</span> Date: 29/04/2013	Endorsed by: DG Dr Jim Watterston Tel: 323 71070 Mob: Date: / /
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Minister's Office File Ref:	
Department File Ref:	13/12944

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

# URGENT

**Action required: For Approval**

**Action required by: 18/01/2013**

**Urgent** – In order to implement an approved *School Viability Assessment* procedure in time for the start of the 2013 school year.

### SUBJECT: SCHOOL VIABILITY ASSESSMENT PROCEDURE - PROPOSED AMENDMENTS TO CONSULTATION PROCESS AND TIMELINES

#### Summary of key objectives

- To seek the Minister's **approval** of the revised draft *School Viability Assessment* procedure (**Attachment 1**); the school viability assessment criteria (**Attachment 2**); and the draft public notice template to announce any proposed school closures in the Government Gazette (**Attachment 3**) for the purposes of consulting with key education stakeholders regarding the new policy in the first week of February 2013.

#### Key issues

- In November 2012, the Department of Education, Training and Employment prepared a draft *School Viability Assessment* procedure, draft viability assessment criteria and a draft public notice template for the consideration and approval of the Minister (Ref: 12/342168).
- However, these documents were not approved, on the basis that amendments were required to strengthen and extend the consultation process.
- The Department has since amended the procedure documents to address the Minister's concerns.
- For the 2013 *School Viability Assessment* process, the Department has proposed four stages of consultation and planning prior to any school closure (Refer to **Attachment 1** for more detail):
  - Stage 1: Annual Review (to be finalised by end of March 2013),
  - Stage 2: Inform Community and Gazette (to be finalised by end of May 2013),
  - Stage 3: Community Consultation (by end of September 2013),
  - Stage 4: Transitional Planning (by end of 2013 school year).

#### Implications

- It is likely that the approval and implementation of the *School Viability Assessment* procedure will attract significant attention from key education stakeholders and the media, as would any future round of viability assessments or proposed school closures.
- On this basis, should the draft procedure receive Ministerial approval, the Department will prepare a comprehensive communications plan to assist the Minister and departmental officers to deliver consistent messages in responding to media and constituent enquiries about the *School Viability Assessment* process.

Minister's Office File Ref:	
Department File Ref:	13/12944

7. Upon Ministerial approval of the procedure, the Department proposes to meet with representatives from the following key stakeholder groups in the first week of February 2013:

- Queensland Association of State School Principals (QASSP);
- Queensland Secondary Principals' Association (QSPA);
- Association of Special Education Administrators in Queensland (ASEAQ);
- Queensland State P-10/12 School Administrators' Association;
- Queensland Teachers' Union (QTU);
- Queensland Council of Parents and Citizens' Association (QCPCA);
- Isolated Children's Parents' Association (ICPA).

### Background

8. The suspension of the previous policy in 2010 – *Assessment, Closure or Mothballing of Unviable State Schools (FCM-PR-002)* – at the request of the former Minister has left a policy void and therefore the Department currently has no procedure in place to assess the viability of Queensland state schools or to make recommendations to the Minister regarding proposed school closures.
9. The draft *School Viability Assessment* procedure will address that void and enable the Department to consolidate some unviable assets.
10. The draft procedure and associated attachments meet the requirements set out in Chapter 2, Part 3 of the *Education (General Provisions) Act 2006* (the Act), as follows:
- Section 18 – “If the Minister proposes closing a State school or amalgamating 2 or more State schools, the Minister must publish a notice about the proposal in the gazette.”
  - Section 19 (1) – “Before closing a State school, there must be adequate consultation by the Minister with each of the following—
    - (a) the school community;
    - (b) if there is a school council for the school—the school council;
    - (c) if there is an association formed for the school—the association.”
  - Section 20 – “If notice about a proposed closure of a State school... is published under Section 18, the closure... must not happen earlier than 6 months after the publication.”

### Right to information

11. I am of the view that the contents or attachments contained in this brief are **suitable** for publication only after approval by the Minister.

Minister's Office File Ref:	
Department File Ref:	13/12944

## Recommendation

That the Minister

- **approve** the revised draft *School Viability Assessment* procedure (**Attachment 1**);
- the school viability assessment criteria (**Attachment 2**);
- and the draft public notice template to announce any proposed school closures in the Government Gazette (**Attachment 3**) for the purpose of consulting with key education stakeholders regarding the policy in the first week of February 2013.

NOTED

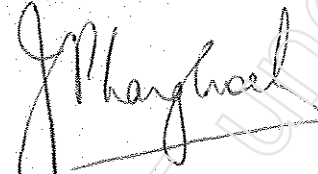


**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

22 / 1 / 13

☒ Copy to Assistant Minister


APPROVED/NOT APPROVED  
ENDORSED/NOTED



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
Employment

23 / 1 / 13

## Minister's comments

Action Officer Emma Clarey Senior Project Officer Infrastructure Services Branch Tel: 323 70026	Endorsed by: A/ED Joe Willis Infrastructure Strategy, Research and Performance Tel: 323 71902 Mob: <span style="border: 1px solid red;">s.47(3)(b) - Cd</span> Date: 11/01/2013	Endorsed by: A/ADG Lee Callum Infrastructure Services Branch Tel: 323 70658 Mob: <span style="border: 1px solid red;">s.47(3)(b) - Cd</span> Date: 14/01/2013	Endorsed by: A/DDG & CFO Adam Black Corporate Services Tel: 340 56329 Mob: <span style="border: 1px solid red;">s.47(3)(b) - Cd</span> Date: 14/01/2013	Endorsed by: A/DG Annette Whitehead  Tel: 323 71077 Date: 17 / 1 / 13
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Minister's Office File Ref:	
Department File Ref:	13/15661

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Routine** - Information to support a meeting with software vendor ClickView.

### SUBJECT: CLICKVIEW MEETING

#### Summary of key objectives

- ClickView (company) has requested a meeting with the Minister to provide a general overview of their organisation and to discuss interaction with the Department of Education, Training and Employment.

#### Key Issues

1. There are a number of companies that provide online and onsite video solutions for education purposes including ClickView.
2. State schools that use the ClickView product are currently advised to use some aspects of the ClickView service, such as ClickView Exchange, outside of school hours due to the impact on the internet bandwidth usage when the material is downloading.
3. ClickView representatives have previously met with departmental representatives from Information and Technologies Branch to discuss the usage of ClickView in Queensland state schools and to resolve issues that some schools were experiencing with some ClickView services.

#### Background

4. ClickView is an online digital video and resource solution for schools. The solution enables schools to store, manage and deliver high-definition (HD) video via their existing internal network.
5. The ClickView solution allows users to access digital video from a remote location, record and watch live TV.
6. The company sends regular updated content to schools for inclusion in their media library.
7. ClickView is used by some Queensland Schools in both public and independent sectors. The solution is available internationally and is in use throughout other Australian states and territories.
8. ClickView holds the relevant Government Information Technology Contracting (GITC) accreditations to provide these services to the Queensland Government.

#### Right to information

9. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/15661

**Recommendation**

That the Minister

**note** the briefing information provided to support a proposed meeting with software vendor company ClickView.

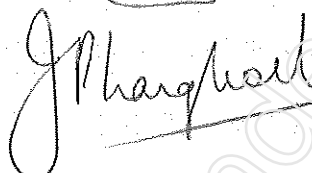
**NOTED**


**FIONA CRAWFORD**  
**Chief of Staff**  
**Office of the Hon John-Paul Langbroek MP**  
**Minister for Education, Training and**  
**Employment**

22/1/13

☐ Copy to Assistant Minister

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

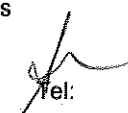


**JOHN-PAUL LANGBROEK MP**  
**Minister for Education, Training and**  
**Employment**

23/1/13

**Minister's comments**

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Action Officer Andrew Morrison Manager Learning Technologies  Tel: 3421 6332	Endorsed by: A/ED Dean Murphy Web & Digital Delivery  Tel: 3421 6569  Date: 15/01/2013	Endorsed by: A/ADG Michael O'Leary Information & Technologies Branch Tel: 3237 1282  Date: 15/01/2013	Endorsed by: A/DDG, CFO Adam Black Corporate Services  Tel: 3405 6329  Date: 16/01/2013	Endorsed by: A/DG Annette Whitehead   Tel:  Date: 18/1/13
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Minister's Office File Ref:	
Department File Ref:	13/136796

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Routine:** information provided to support the meeting with Dr Malcolm Roberts, Chairman, Queensland Competition Authority, on 8 May 2013.

**SUBJECT: MEETING WITH DR MALCOLM ROBERTS, CHAIRMAN, QCA ON 8 MAY 2013**

### Summary of key objectives

- To advise the current activities of the Queensland Competition Authority (QCA) and the Office of Best Practice Regulation (OBPR) to support the meeting with Dr Malcolm Roberts, Chairman, QCA on Wednesday, 8 May 2013.
- To advise that the Department of Education, Training and Employment (DETE) was unable to approve the recent OBPR base-line count of regulatory requirements due to counting errors.

### Key issues

1. On 21 April 2013, OBPR consulted DETE about the base-line count of regulatory requirements contained in DETE's legislation (Acts and Regulation), codes of practice and guidelines.
2. A basic analysis of the results of the base-line count by OBPR identified an issue in the counting formula which meant OBPR had under counted existing regulation by DETE. For example, up to approximately 1,550 requirements have been omitted from the count in relation to the *Vocational Education, Training and Employment Act 2000* and the *Education (General Provisions) Act 2006*.
3. As a result, DETE did not approve the base-line count by OBPR. DETE also requested that OBPR remove a number of guidelines contained in the audit that do not impact on business or the community and therefore fall out of scope of the process.
4. DETE's position was provided to OBPR by the Director-General on 30 April 2013 (**Attachment 1**).
5. DETE is also currently responsible for progressing other initiatives to reduce red tape through reporting each quarter to Queensland Treasury and Trade's Regulatory Reform Branch (RRB). As at 31 March 2013, DETE has delivered 14 of its 24 initiatives, with remaining initiatives on track.

### Implications

6. OPBR has notified the Director-General of the proposed reduction target of 15%, which will be settled once the base-line count data is finalised.
7. OPBR will provide a recommended reduction target for each government portfolio when the fuller picture of the distribution of restrictions is finalised.

### Background

8. The QCA is an independent Statutory Authority created as a result of a series of Council of Australian Governments' (COAG) agreements which aimed to forge a national approach to the implementation of competition policy.
9. The OBPR was established within the QCA in July 2012 to implement the Queensland Government commitment to a 20% reduction in regulatory burden over six years to 2018.

Minister's Office File Ref:	
Department File Ref:	13/136796

10. Key functions of the OBPR are:
  - a) assessing the adequacy of proposed regulation using the Regulatory Impact Statement (RIS) System;
  - b) communicating with government agencies and providing advice on how to ensure that regulatory approaches minimise the burden of regulation;
  - c) undertaking reviews of policies and regulations that create a burden for business, government, and the community.
11. In February 2013, the QCA released its final report titled *Measuring and Reducing the Burden of Regulation*, which proposes a process for measuring regulatory burden based on the British Columbia model and identifies priority areas for action (none of which relate to the Education portfolio).
12. While Government has not finalised its response to the Report, OBPR has been requested to progress a base-line count of regulatory requirements contained in all Department's legislation (Acts and Regulation), codes of practice and guidelines.
13. OBPR engaged private consultants, including Ernst & Young, KPMG and Clayton Utz to assist in preparing the base-line requirement count. The count was conducted in accordance with the *Queensland Requirement Count Guidelines* (Counting Guidelines) developed by OBPR.
14. DETE has engaged with OBPR during the counting process and provided advice about the policy instruments for inclusion in the base-line count.
15. The Commission of Audit recommendations impact on the QCA with its functions proposed to be broadened to form the Queensland Productivity and Competition Authority (recommendation 58).

#### Right to information

16. I am of the view that the contents or attachments contained in this brief are **suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/136796

**Recommendation**

That the Minister:

- **Note** the information provided to support the meeting with Dr Malcolm Roberts, Chairman, Queensland Competition Authority, on Wednesday, 8 May 2013.

**NOTED**


**TIM RAWLINGS**  
 Senior Policy Advisor  
 Office of the Hon John-Paul Langbroek MP  
 Minister for Education, Training and  
 Employment

91513  
☐ Copy to Assistant Minister

**Minister's comments**

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 Director  
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 Date: 6/5/13



Minister's Office File Ref:	
Department File Ref:	13/136370

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: APPROVE**

**Action required by: 30 April 2013**

**Urgent** - The release of the QSchools smart phone application for free download via the iTunes app store on Tuesday, 30 April, 2013

### SUBJECT: RELEASE OF QSCHOOLS SMART PHONE APPLICATION

#### Summary of key objectives

- To address the wide use of smart phones by Queensland school communities, the Department of Education, Training and Employment (DETE) has developed the QSchools smart phone application on the IOS & Android smart phone platforms to integrate with the Websites for Schools SharePoint 2010 solution.
- Application design and Queensland Government branding within the application has been approved by the Director General (Ref:13/91400).

#### Key issues

1. QSchools smartphone application integrates with Websites for Schools (WFS) sites.
  - Alterations to user behaviour such as the wide use of Smart Phones have meant that DETE has an interest in catering to user needs across a spectrum of services to facilitate communication with the school community;
  - Initial release of the application will be for the iPhone and iPad IOS followed by an Android release to suit the changing technological needs of the Queensland public. 90% of smart phones in Australia are either IOS or Android.
2. QSchools application key benefits and features for schools
  - All Queensland state schools will be searchable via the app, however only schools who have upgraded their website with WFS will have an information feed through the app;
  - The app enables schools to share events, meetings and news simultaneously on their website and the smartphone app, whilst only publishing in one location. Promotion of news, events and newsletters will promote participation in school activities and the school community;
  - Centrally managed emergency announcement and alerts can be published to the application using push notifications, facilitating the distribution of information during natural disasters and emergencies.
3. QSchools application key benefits and features for parents:
  - Search for schools via current location or name;
  - Access contact information for schools;
  - Parents can add multiple schools to their favourites;
  - Calendar events can be added to their local calendar;
  - Receive emergency announcements and alerts from DETE;

Minister's Office File Ref:	
Department File Ref:	13/136370

- View newsletters through their smartphone;
  - A feedback function within the app allows the school community to provide feedback based on options including a comment, complaint, expression of interest (if their school information is not available), feature request or if there is an issue with the app.
4. Strategic alignment with Parent and Community Engagement Framework:
- Communication — This application provides an additional communication tool for schools to use for distributing information such as news, events and newsletters;
  - Learning Partnerships — Schools will be able to use the application, in conjunction with other departmental online services to engage families in learning partnerships focussed on student learning. Web Services will work with State Schooling Implementation to review the Engaging Online section of the Parent and Community Engagement Framework website to advise schools how best to leverage these combined online services;
  - Participation — As schools load events, meetings and assessment calendars onto the school website, the smart phone application is simultaneously updated. Schools can use the new technology to promote more widespread participation in school activities by parents and community members. The ease of use of the WFS solution simplifies the website update process enabling schools to sustain increased participation over time.
5. Development of the Android version of the app is currently underway and is expected to be completed and ready for release May 2013.

### Implications

6. There are no legal implications.
7. Upgrading a school's website with WFS is free.
8. Application subscription is free for schools.
9. Download of the application is free to the public.
10. Possible positive media attention highlighting the new functionality and ease of access to school information and the use of technology to engage the school community.
11. Application development costs are Commercial-in-Confidence. The application was built by an external company for s.47(3)(b) - Enhancements to the application have been completed in-house.

### Background

12. DETE has transitioned over 500 Queensland state schools to the WFS SharePoint 2010 platform, representing 39% of state schools now aligned with the program. The WFS initiative provides a free training and delivery program to all Queensland state schools.
13. WFS commenced as a pilot project in 2010 aimed at creating user-friendly, consistent websites for Queensland state schools. Eight schools were initially signed to the pilot program, however the benefits of maintaining a contemporary website built on SharePoint technology were quickly recognised as a key marketing tool for schools.
14. Queensland state schools websites were previously exempt from the whole-of-Government consistent user experience guidelines. The WFS initiative provides training and governance to ensure all upgraded school websites are compliant with the Queensland Government consistent user experience at the time of website upgrade.
15. The consistent site structure of WFS is based on user research into the school website needs of parents and carers.

Minister's Office File Ref:	
Department File Ref:	13/136370

16. Feedback from schools taking part in the WFS training program, is that they are looking for new technology to keep the school community engaged.

**Right to information**

17. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Released by DETE under  
the RTI Act

Minister's Office File Ref:

Department File Ref:

13/136370

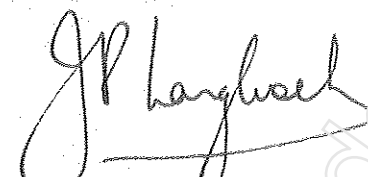
**Recommendation**

That the Minister:

**Approve** the release of the QSchools smart phone application.**NOTED**

**FIONA CRAWFORD****Chief of Staff**Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

30/4/13

☐ Copy to Assistant Minister**APPROVED/NOT APPROVED  
ENDORSED/NOTED**

**JOHN-PAUL LANGBROEK MP****Minister for Education, Training and  
Employment**

30/4/13

**Minister's comments**

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DG  
Dr Jim WatterstonTel: 323 71070  
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Date: 30/4/13


## Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Routine** – The Premier has requested the Minister's Office be provided with performance management data on a fortnightly basis.

**SUBJECT: PERFORMANCE MANAGEMENT DATA FOR THE DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT (DETE)**

### Summary of key objectives

- To advise on the performance and people management information to be provided by DETE as requested by the Premier.

### Key issues

- The information to be provided by DETE to the Office of the Minister for Education, Training and Employment on a fortnightly basis includes:
  - All staff suspended on full pay per category is provided in **Attachment 1**.
  - The number of workplace investigations arising from formal complaints which have been in progress more than 60 days, a summary outlining why the investigation has not been completed and a target date for the completion of the investigation.
  - Attachment 2** provides greater detail of investigations conducted in relation to the Department's *Managing Employee Complaints* procedure.
  - Attachment 3** provides greater detail of complaints currently in progress with DETE's Ethical Standards unit.

### Implications

- There are no financial, legal or media implications.

### Background

- The Premier has stated that a key strategy for the Government is to ensure an effective performance management agenda that maximises service delivery to the community.
- Information regarding formal diminished performance processes, investigations and discipline processes are being provided to the Chief Executive Officer, Public Service Commission on a monthly basis.
- The Premier also recommended that information regarding staff suspensions and extended workplace investigations be provided to the Minister's Office on a fortnightly basis.

### Right to information

- I am of the view that the contents or attachments contained in this brief are **not suitable** for publication.

## Recommendation

That the Chief of Staff:

**note** the performance management data for the Department of Education, Training and Employment.

**NOTED**



**FIONA CRAWFORD**

**Chief of Staff**

**Office of the Hon John-Paul Langbroek MP**

**Minister for Education, Training and Employment**

515113

☐ Copy to Assistant Minister

## Chief of Staff's comments

Action Officer Vicki Anderson A/Manager Workforce Review	Endorsed by: ED Tom Barlow Workforce Management & Support <i>Sighted and Signed</i> Tel: 3235 4733 Mob: s.47(3)(b) - Cont Date: 02/05/2013	Endorsed by: ADG Craig Allen Human Resources <i>Sighted and Signed</i> Tel: 3237 0604 Mob: s.47(3)(b) - Cont Date: 03/05/2013	Endorsed by: ADDG Jeff Hunt Corporate Services <i>Sighted and Signed</i> Tel: 34056329 Mob: s.47(3)(b) - Cor Date: 07/05/2013	Endorsed by: DG Jim Watterston <i>Sighted and Signed</i> Tel: 323 71070 Mob: Date: 8/5/13
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Minister's Office File Ref:	
Department File Ref:	13/14472

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Approval**

**Action required by: As soon as possible**

**Urgent** – Required for commencement of a Ministerial designation process under the *Sustainable Planning Act 2009* for Ashgrove State School.

### SUBJECT: APPROVAL TO COMMENCE DESIGNATION OF LAND FOR COMMUNITY INFRASTRUCTURE AT ASHGROVE STATE SCHOOL

#### Summary of key objectives

- The current State Government provided an election commitment in March 2012 to Ashgrove State School to allow for the removal of a number of relocatable classrooms, and to replace them with a new permanent eight space classroom building and relocation of the tennis court.
- Ministerial designation of this site is required before a construction contract can be awarded.
- The Minister's approval is sought to commence a ministerial designation process under the *Sustainable Planning Act 2009* (SPA) at Ashgrove State School for the construction of this new building.

#### Key issues

1. Ashgrove State School is located in the suburb of Ashgrove with street frontage on Glory Street and Otonga Road, Ashgrove.
2. There are limited areas for new building platforms on the school site. The location of this new building and the relocation of one tennis court to adjacent the oval has been agreed after consultation with the school, the Parents and Citizens' Association and the school community.

#### Implications

3. Funding to deliver this school relocation project is included in the 2013/14 Capital Works Program.
4. There are no media implications. ?
5. Section 757 of the SPA provides that the *Judicial Review Act 1991* (JRA) does not apply to the following matters under SPA:
  - (a) conduct engaged in for the purpose of making a decision;
  - (b) other conduct that relates to the making of a decision;
  - (c) the making of a decision or the failure to make a decision; and
  - (d) a decision.
6. The Minister may, however, be asked for a statement of reasons in relation to his decision and matters can be referred to the Planning and Environment Court.

Minister's Office File Ref:	
Department File Ref:	13/14472

## Background

7. The Department of Education, Training and Employment (DETE) plans to build a new two storey eight space General Learning Area (GLA) building. In order to allow sufficient space for the GLA, one of the two tennis courts will need to be relocated to adjacent the oval.
8. The proposed school site at Ashgrove State School has been confirmed through extensive consultation with the Ashgrove State School Principal, P&C representatives, and community representatives.
9. Ashgrove State School is located at 31 Glory Street, Ashgrove. The land is described as Lot 1061 on SP 142918. This parcel of land is the subject of this Ministerial designation proposal.
10. The SPA permits use of either a Ministerial designation process for land required for community infrastructure or, alternatively, use of an Integrated Development Assessment System (IDAS) through the local authority.
11. It is proposed to utilise the Ministerial designation process which vests authority for planning approvals with the State.

## Ministerial Designation Process

12. The Minister may designate land for community infrastructure under section 200 of the SPA. Under section 201, land may be designated for community infrastructure only if the designator is satisfied the community infrastructure will:
  - a) facilitate the implementation of legislation and policies about environmental protection or ecological sustainability; or
  - b) facilitate the efficient allocation of resources; or
  - c) satisfy statutory requirements or budgetary commitments of the State or Local government for the supply of community infrastructure; or
  - d) satisfy the community's expectations for the efficient and timely supply of infrastructure.
 Clauses (b), (c) and (d) are considered applicable to the proposed school.
13. To ensure that requirements for adequate environmental assessment and public consultation are met, assessment of any proposed development is carried out in accordance with section 5.8.8 from *Guidelines about Environmental Assessment and Public Consultation Procedures for Designating Land For Community Infrastructure 2006*.
14. There are six steps in the process to ensure that requirements for adequate environmental assessment and public consultation are met:
  - Step 1 - Preparation of the Initial Assessment Report (IAR) covering environmental assessment, traffic impacts and other regulatory requirements.
  - Step 2 - Initial consultation with other State agencies, local governments, immediate neighbours and other relevant parties in relation to the IAR.
  - Step 3 - Finalisation of IAR, incorporating feedback from key stakeholders.
  - Step 4 - Public notification and second round of consultation in relation to the IAR.
  - Step 5 - Preparation of Final Assessment Report (FAR), incorporating further feedback and departmental responses.
  - Step 6 - Minister's consideration of the FAR and departmental recommendations in relation to site designation.

Minister's Office File Ref:	
Department File Ref:	13/14472

15. Following review of the FAR, the Minister may decide not to proceed with making the proposed designation.

16. Delivery during Term 1 of the 2014 school year is currently proposed.

### Right to information

17. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

### Recommendation

That the Minister:

- **approve** commencement of a ministerial designation process under the *Sustainable Planning Act 2009* for Ashgrove State School.

### NOTED

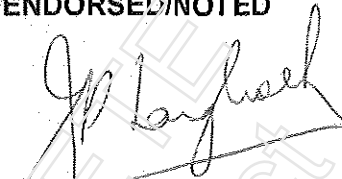


**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

24 / 1 / 13

☐ Copy to Assistant Minister

APPROVED/NOT APPROVED  
ENDORSED/NOTED



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
Employment

28 / 1 / 13

### Minister's comments

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Action Officer	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:
Project Coordinator	Director	ED	ADG	A/DDG & CFO	A/DG
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Date: 16/1/13	Date: 16/1/13	Date: 17/1/13	Date: 18/1/2013	Date: 18/1/2013	Date: 22 / 1 / 13

Minister's Office File Ref:	
Department File Ref:	13/14549

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: Noting and sign letter to Treasurer**

**Action required by: As soon as possible**

**Urgent** – To advise the Treasurer in a timely manner of a technical breach of the *Financial Accountability Act 2009*.

### SUBJECT: TECHNICAL BREACH OF BANK OVERDRAFT

#### Summary of key objectives

- To advise the Minister of a technical breach of the overdraft limit on the Department of Education, Training and Employment's corporate bank account and actions being undertaken by the Department.
- To seek the Minister's signature on the attached letter advising the Treasurer of a technical breach of the approval limit of the Department's corporate bank account (**Attachment 1**).
- Queensland Treasury has advised that this would most likely be seen as a technical breach only and will not attract a penalty.

#### Key issues

1. The Treasurer's approval is required for departmental bank accounts to operate in overdraft.
2. The Department currently has an approved overdraft limit of \$200 million on its corporate bank account expiring at the end of January 2013. In early January 2013, the Acting Director-General wrote to the Under Treasurer seeking an ongoing overdraft arrangement on the Department's corporate bank account of \$300 million (Ref: 13/3372).
3. Currently the Department is tailoring its cash appropriation payments from Treasury to minimise balances held. This strategy has been instituted on advice from officers of Queensland Treasury in order to minimise the borrowing requirements of the State. However, this means that there is an increased likelihood that the bank account will operate in overdraft on some occasions.
4. On 21 December 2012, due to a timing issue between the Department's fortnightly appropriation funding being received and payroll being processed, the Department exceeded its overdraft limit by \$59 million (total overdraft of \$259 million). Queensland Treasury has advised that this would most likely be seen as a technical breach only and will not attract a penalty.
5. The \$259 million peak was an intraday balance and by close of business, the overdraft was within the approved limit.

#### Implications

6. Section 84 of the *Financial Accountability Act 2009* requires Treasury approval to utilise an overdraft facility. Any instance where the main bank accounts go into overdraft would presently represent a breach of this Act, and be reportable by the Auditor-General to Parliament.
7. Present arrangements for whole-of-Government bank overdraft facilities are interest and fee free to the Department.

Minister's Office File Ref:	
Department File Ref:	13/14549

## Background

8. At close of business on 21 December 2012, the Department was in overdraft by \$16 million. Although this was well under the overdraft limit, the Department exceeded the overdraft limit by \$59 million during the day (total overdraft of \$259 million). This was due to the Department's payroll being processed prior to appropriation funding being received from Government.
9. Section 84 of the *Financial Accountability Act 2009* requires Treasury approval to utilise an overdraft facility. Any instance where the main bank accounts go into overdraft would presently represent a breach of this Act, and be reportable by the Auditor-General to Parliament.
10. Queensland Treasury has advised that they consider this a technical breach only and will not attract any penalty.
11. Due to the breach identified above and the ongoing requirement to minimise cash holdings, the Department requested an increase in its existing overdraft limit from \$200 million to \$300 million. This will also cover any funding pressures related to the delay in sales proceeds from surplus land included in the 2012–13 Budget.
12. The Department's main Controlled bank account was \$154 million overdrawn at 30 June 2012. Current forecasts estimate this account will be well within the \$300 million overdraft limit at 30 June 2013, assuming the present budget position is maintained.

## Right to information

13. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/14549

## Recommendation

That the Minister:

**Note** the technical breach of the overdraft limit on the Department of Education, Training and Employment's corporate bank account and actions being undertaken by the Department; and

**Sign** the letter advising the Treasurer of the technical breach.

**NOTED**

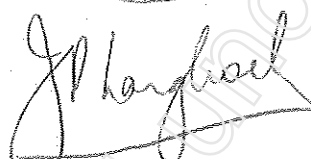


**FIONA CRAWFORD**  
 Chief of Staff  
 Office of the Hon John-Paul Langbroek MP  
 Minister for Education, Training and  
 Employment

16/1/13

☐ Copy to Assistant Minister


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



**JOHN-PAUL LANGBROEK MP**  
 Minister for Education, Training and  
 Employment

17/1/13

**Minister's comments**

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	Date: 15.1.2013	Date: 16/1/13

Minister's Office File Ref:	
Department File Ref:	13/18248

## Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

### Action required: For Noting

### Action required by: N/A

**Urgent** – Background information to support Chief of Staff meeting with Mr Rob Davidson from Davidson Recruitment.

### SUBJECT: MEETING WITH MR ROB DAVIDSON, DAVIDSON RECRUITMENT

#### Summary of key objectives

- Mr Davidson has contacted the Minister's office to discuss the company's services in the areas of senior executive recruitment and Human Resource (HR) consulting.
- There is sensitivity around the issue of senior executive employment and the processes undertaken to appoint officers to senior and executive roles in the Queensland Government. The issue continues to attract public interest considering ongoing media attention concerning employment in the Queensland public service.
- The following information will provide the Chief of Staff with sufficient background to meet with Mr Davidson around the Department's current recruitment and selection requirements.

#### Key issues

1. The Director-General of the Department of the Premier and Cabinet advised in late March 2012 that the elected Government has asked for greater scrutiny over the hiring decisions associated with non-frontline positions.
2. Accordingly an Establishment Management Program (EMP) incorporating a vacancy review process has been implemented by the Department of Education, Training and Employment (DETE) to ensure recruitment decisions regarding non-frontline vacancies align with Government priorities.

#### Implications

3. EMP implementation in DETE limits recruitment activity, as surplus staff (internal and from across government) resulting from service delivery reviews are placed against arising vacancies where possible.
4. The Department's Senior Executive Service (SES) profile has also been reviewed as part of the EMP and is still being finalised. Hence, no executive recruitment is currently occurring, although transition via direct appointment to SES profile roles has been occurring for some executives previously engaged under Section 122 (*Public Service Act 2008*) contracts of employment.
5. A new DETE SES profile will progressively be implemented during 2013 following an appointment to the Director-General position.

Minister's Office File Ref.	
Department File Ref.	13/18248

## Background

6. Prior to the introduction of the EMP, the Queensland Government Chief Procurement Office had established a Standing Offer Arrangement (SOA) for Executive Recruitment and Selection Services (QGCPO203-10) for which Davidson Recruitment is an approved supplier. Please refer to attached Buyers Guide (**Attachment 1**).
7. DETE has an experienced group of HR professionals within the Human Resource Branch that provides internal consultancy services across the Department.
8. Currently there is limited recruitment activity occurring across all classification levels and role types.
9. Should Divisions require additional support in relation to executive recruitment and selection services in the future, as is standard practice, they will be referred by the Human Resource Branch to the relevant SOA where Davidson Recruitment may receive requests to tender on specific services required by the business unit.
10. It would be inappropriate for officers of the Department to market one private company over another. Officers do not provide advice to business units regarding the quality and cost effectiveness of the service provided by each company. It is up to the business unit to make these decisions following review of the documents provided by each recruitment agency.

## Right to information

11. I am of the view that the contents or attachments contained in this brief are **suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/18248

**Recommendation**

That the Chief of Staff **note** the information provided for the meeting with Mr Davidson.

**NOTED**

**FIONA CRAWFORD****Chief of Staff**

**Office of the Hon John-Paul Langbroek MP**  
**Minister for Education, Training and**  
**Employment**

22/11/13

☐ Copy to Assistant Minister
**Chief of Staff's comments**

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 A/DDG CS & CFO  
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 Date: 18/01/2013

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 A/DG  
 Annette Whitehead  
  
 Tel: 323 71070  
 Mob:  
 Date: 2/11/13

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Approval**

**Action required by: 31 May 2013**

**Routine** – Approval required by 31 May 2013 to ensure the *Early School Leavers* survey pre-approach letters can be distributed in mid-June 2013.

**SUBJECT: DISTRIBUTION OF PRE-APPROACH LETTERS 2013 *EARLY SCHOOL LEAVERS* SURVEY**

### Summary of key objectives

- The *Early School Leavers* survey will be conducted for the seventh time in 2013.
- The Minister's approval is sought for pre-approach correspondence to early school leavers to maximise response rates.
- Letters need to be approved by 31 May to enable survey collection to occur in June 2013.

### Key Issues

1. The *Next Step* Reference Group endorsed sending of pre-approach letters from the Minister to all 2012 early school leavers:
  - a) those with telephone contact details will be contacted by telephone to conduct the 2013 *Early School Leavers* survey (refer **Attachment A**); and
  - b) those without telephone contact details will be provided with a unique internet address and password to access an online version of the survey (refer **Attachment B**).
2. Enclosed with each letter will be a postcard (**Attachment C**) providing useful contacts to help school leavers transition to further education, training or employment. The postcards help support the Department's initiatives under the National Partnership on Youth Attainment and Transitions.
3. The survey commences after distribution of the pre-approach letters to identified respondents.
4. The Government Statistician coordinates distributing the information as part of their role to collect the survey data.
5. The *Early School Leavers* survey includes a referral service for young Queenslanders identified as being at risk of disengaging, to help support them make contact with other services and assist their transition from school into further education, training or work.

### Implications

6. National Partnership on Youth Attainment and Transitions funding will be used to meet project costs.

### Background

7. The annual *Early School Leavers* survey attempts to contact every student who left school in Years 10, 11 or before completing Year 12 in the previous year in Queensland. The survey shows initial study and work destinations of young people after leaving school.

8. The *Early School Leavers* survey is designed to align closely with the *Next Step* survey, which reports destinations of young people who completed Year 12 in Queensland. Many questions are shared between the two surveys.
9. Queensland Catholic and Independent school sectors support the survey, including through membership of the *Next Step* Reference Group, which has representation from all school sectors and helps to guide the project's management.
10. The Department of Education, Training and Employment (DETE) is responsible for implementing the survey and the Government Statistician undertakes the survey collection, using powers under the *Statistical Returns Act 1896*.
11. The Queensland Studies Authority (QSA) provides contact details of early school leavers for conducting the survey. Schools supply this information as part of normal data exchange processes with the QSA and DETE supplements details using enrolment information.
12. The 2013 survey will be conducted predominantly by telephone interview. All young people will also be provided with details to complete the survey online.

#### Right to information

13. I am of the view that the contents or attachments contained in this brief are suitable for publication.

Released by DETE under the RTI Act

**Recommendation**

It is recommended the Minister **approve**:

- correspondence to early school leavers from 2012 seeking their participation in the 2013 *Early School Leavers* survey (**Attachments A and B**); and
- release and use of the Minister's electronic signature by the Government Statistician.

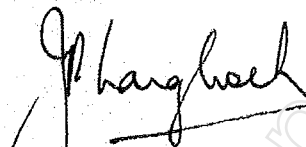
**NOTED**


**FIONA CRAWFORD**  
 Chief of Staff  
 Office of the Hon John-Paul Langbroek MP  
 Minister for Education, Training and  
 Employment

22, 5, 13

☐ Copy to Assistant Minister

~~APPROVED~~ NOT APPROVED  
 ENDORSED/NOTED



**JOHN-PAUL LANGBROEK MP**  
 Minister for Education, Training and  
 Employment

22, 5, 13

**Minister's comments**

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 Date: 16/05/2013

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 Date: 21/5/13



Minister's Office File Ref:	
Department File Ref:	13/21115

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Noting

### Action required by: N/A

**Urgent** – To provide information to support possible meeting regarding East Brisbane State School

## SUBJECT: POSSIBLE MEETING REGARDING EAST BRISBANE STATE SCHOOL

### Summary of key objectives

- Provide information to the Minister about the future of East Brisbane State School.

### Key issues

1. East Brisbane State School has been flagged by the media as a school that may be closed in the near future.
2. When assessing a school for possible closure, it must meet a number of criteria which assists in determining if a school is viable. East Brisbane State School does not meet any of these criteria and has not been identified for possible closure.
3. The school site has been on the Queensland Heritage Register since November 1994 and this would be taken into consideration should the school be assessed for viability in years to come.

### Implications

4. Nil

### Background

5. East Brisbane State School currently has 213 enrolments with a built capacity of 284. The utilisation rate is at 75% which indicates that this school is viable.
6. Three of the surrounding schools currently have a utilisation rate above 95% which would be taken into consideration during any future assessments. Closing East Brisbane State School would have a large impact on these already heavily utilised schools.
7. The table below provides the enrolment data from 2011 and predicted enrolment forecasts until 2017.

Year	2011	2012	2013	2014	2015	2016	2017	2022	2031
Enrolment No.	207	213	215	221	210	213	214	263	305

8. Enrolment forecasts indicate that the school will continue to be sustainable into the future.

### Right to information

9. I am of the view that the contents or attachments contained in this brief are suitable for publication.

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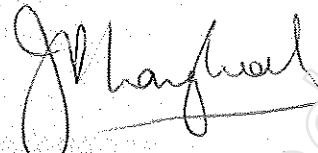
**Recommendation**

That the Minister

**Note** the information provided to support a possible meeting in relation to East Brisbane State School.

**NOTED**


**FIONA CRAWFORD**  
 Chief of Staff  
 Office of the Hon John-Paul Langbroek MP  
 Minister for Education, Training and  
 Employment

**NOTED**



**JOHN-PAUL LANGBROEK MP**  
 Minister for Education, Training and  
 Employment

22/1/13

☐ Copy to Assistant Minister

23/1/13

**Minister's comments**

Action Officer Kristy Boyd Senior Project Officer Infrastructure Strategy (Schools) Tel: 323 54652	Endorsed by: Director Joe Willis  Infrastructure Strategy Tel: 323 71902  Date: 18/01/13	Endorsed by: Executive Director Lee Callum  Strategy, Research & Performance Tel: 323 70950  Date: 18/01/13	Endorsed by: A/DDG & CFO Adam Black  Corporate Services Tel: 340 56329  Date: 18/01/2013	Endorsed by: A/DG Annette Whitehead  Tel: 323 70900  Date: 21/1/13
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Minister's Office File Ref:	
Department File Ref:	13/22155

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Urgent – Meeting confirmed for Wednesday 6 February 2013**

**SUBJECT: MEETING BETWEEN THE MINISTER, SENIOR POLICY ADVISOR AND  
s.47(3)(b) - Contrary to Public Interest REGARDING MANDATORY QTU REPRESENTATION ON PANELS  
SELECTING PRINCIPALS**

### Summary of key objectives

- s.47(3)(b) - Contrary to Public Interest has requested a meeting with the Minister to discuss Mandatory QTU representation on panels selecting principals.
- To provide the Minister with information relating to the formation of recruitment panels for Principal recruitment and selection, the process used to fill vacancies and associated information to assist the Minister's preparation for his meeting with s.47(3)(b) - Contrary to Public Interest

### Key issues

1. Principal vacancies are filled via the relocation of permanent officers or through a two phased selection process following advertising.
2. Principal selection is opened to applicants once per year (approximately March of each year) with the recommended pool of applicants being offered employment when vacancies are identified across the following 12 month period.
3. The first phase of the selection process is a Capability Panel which assesses applicants using a range of selection tools to determine the applicant's competence at the classification level for which they have applied.
4. The Capability Panel composition is a Regional Director or other nominee of the Director-General of Education, Training and Employment, one nominee of the Deputy Director-General, Education Queensland, and one nominee of the Queensland Teachers' Union.
5. Following the interview process, applicants will either be recommended or not recommended as suitable for appointment at the particular level/sector applied for.
6. Applicants deemed suitable for appointment at the classification level are surveyed in order to nominate location preferences against identified vacancies. A Fit Panel then assesses recommended applicants against the locations they nominate to determine best fit recommendations.
7. The Fit Panel process includes consideration of the applicant's performance and competencies that best fit the requirements of the identified school location and community.

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8. The Fit Panel is composed of four members. A Regional Director or other nominee of the Director-General of Education, Training and Employment as panel chair, one nominee of the Deputy Director-General, Education Queensland, one nominee of the Queensland Teachers' Union and a QCPCA (Queensland Council of Parents and Citizens' Associations) representative.
9. The inclusion of the QCPCA representative on the Fit Panel provides an avenue for individual school communities to provide input to the panel regarding their school community.
10. School Fit Panels provide recommendations based on the assessment of fit. A merit order list is developed for each location, based on this assessment, to ensure in situations where the first recommended applicant declines an offer of employment, a subsequent offer is able to be immediately made to the next most suitable person.
11. A total of 298 Principal appointments (combination of at level and promotion) occurred between 1 January 2012 and 1 January 2013.
12. 61 were filled via relocation (i.e. at level) of permanent officers with the remainder (237) to be filled via a recruitment process.
13. Of the remaining 237, 182 of the identified vacancies that arose during this period were filled following the advertising process (at level and promotion), with 13 of the vacancies placed on hold for filling and 42 unable to be filled following the recruitment process due to the location of the vacancy and applicant preferences.
14. During 2012 there were no appeals against Principal appointments or relocations.

### **Implications**

15. No financial or legal implications have been identified.

### **Background**

16. In July 1993, the Department produced a policy for the promotion and relocation of school-based classified officers. The Department developed the policy in consultation with the Queensland Teachers' Union (QTU).
17. Many of the features of the 1993 policy are consistent with current practices. This includes the representation of the QTU in the following activities:
  - a) Applicant Review Panel – This panel assesses applications for cross-sector relocation, or relocation on compassionate grounds.
  - b) Vacancy Review Panel – This panel recommends which vacancies are to be filled by relocation of an existing officer and which will be advertised on merit.
  - c) Selection Panels – These panels consider the capability and relative merit (fit) of applicants for promotion.
18. While the QTU is represented on each panel, the relevant departmental delegate retains the right to determine which appointments will be made, and when they are made.
19. The departmental delegate may also determine when an alternative selection process is employed. For example, new schools may be subject to an 'out of sync' advertisement to attract the widest possible pool of candidates, not limited to candidates already assessed for capability. This may also be employed for schools in non-preferred locations.

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20. Promotional decisions for classified officers are subject to appeal, within the framework set out by the *Public Service Act 2008* (Public Service Act) and its rulings (directives). Up until recently, promotional appeals were heard by an appeals officer appointed by the Public Service Commission. Responsibility for hearing appeals has now passed to the Queensland Industrial Relations Commission. The Commission remains bound by the Act and directives relating to appeals.
21. Under the Public Service Act, a non-appealable appointment is an appointment for which the Chief Executive of the Public Service Commission is satisfied merit in selection is sufficiently protected by ways other than an appeal under this part and that the Chief Executive has declared by Gazette Notice or a directive to be non-appealable.
22. Under the appeals directive, decisions against which an appeal cannot be made also includes a decision to promote a person to a role remunerated in excess of the maximum salary applicable to an AO8.
23. While there is a provision for an exemption to appeal to be sought, there is no record of the Department having any such exemption at this time.
24. The only record of the Department having sought an exemption from appeal arises from the 2006 implementation of Head of Curriculum (HoC) roles. This was approved by the Commission Chief Executive and the Gazette Notice provided for an exemption for those appointments to HoC roles on 1 September 2006 and 8 September 2006.
25. The breakdown of principals positions by Band for all schools and education programs is provided below. The classification aligned to the Band level is provided in brackets.
  - a) Band 5 (Stream3/SL1) – 287
  - b) Band 6 (Stream 3/SL2) – 139
  - c) Band 7 (Stream 3/SL3) – 169
  - d) Band 8 (Stream 3/SL4) – 230
  - e) Band 9 (Stream3/SL5) – 236
  - f) Band 10 (Steam3/SL6) – 147, and
  - g) Band 11 (Stream 3/SL7) – 80.
26. Promotion of principals above Band 7 is not subject to appeal based on the current appeal directive as they are remunerated above the salary applicable to an AO8 officer.

### Risks

27. The current Public Service Approved Scheme providing the department with the ability to utilise the current 12 month applicant pool would be unable to continue.
28. The approval of the scheme requires the support by the QTU. The QTU support of this process was strengthened by the continued QTU representation on the selection panels.
29. The QTU panellist provides a level of perceived independence and validation for applicants. There have been no concerns during the 15 years of QTU representatives on selection panels.
30. The experienced panellist can often be called to participate on Principal selection panels as either an Education Queensland representative or nominated by the QTU. The experience

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brought by these employees has allowed them to contribute in providing feedback to applicants after selection processes.

31. Whilst there have traditionally been minimal appeals there could be a spike in these as a result of the QTU not being on the panels. Negotiations will need to occur with the Public Service Commission to develop a mechanism to reduce these.

#### **Right to information**

32. I am of the view that the contents or attachments contained in this brief are **suitable** for publication.

Released by DETE under the RTI Act

Minister's Office File Ref:	
Department File Ref:	13/22155

**Recommendation**

That the Minister

note the information provided in preparation for the meeting with s.47(3)(b) - Contrar**NOTED**


**FIONA CRAWFORD**  
**Chief of Staff**  
**Office of the Hon John-Paul Langbroek MP**  
**Minister for Education, Training and**  
**Employment**

4 / 1 / 13


☐ Copy to Assistant Minister**NOTED**

**JOHN-PAUL LANGBROEK MP**  
**Minister for Education, Training and**  
**Employment**

/ /

**Minister's comments**

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Date: /2013

Endorsed by:  
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 Adam Black

Corporate Services  
 Tel: 340 56329

Date: 23/01/2013

Endorsed by:  
 A/DG  
 Annette Whitehead

  
 Tel: 323 71070

Date: / /

Minister's Office File Ref:	
Department File Ref:	13/21424

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Noting

### Action required by: N/A

**Routine** – Background information to support the Minister's meeting with the Honourable Lawrence Springborg MP, Minister for Health, the Honourable Robert Cavalucci MP, Member for Brisbane Central and Ms Karyn Wernham, Brisbane Central State School (BCSS) P&C

### SUBJECT: BRISBANE CENTRAL STATE SCHOOL'S RE-UNIFICATION PROJECT ACQUISITION OF LOT 1, SL 841384

### Summary of key objectives

- To provide the Minister with background information and the Department of Education, Training and Employment's (DETE) position regarding proposed meeting with BCSS P&C, and respective State Members.
- Reaffirm DETE's commitment to explore suitability of site for future educational needs of BCSS.

### Key issues

- BCSS P&C is lobbying for the acquisition of the Queensland Health Building (formerly BCSS Infants building) to be reunited as part of BCSS.
- Queensland Health declared the site surplus and placed it on the Government Land Register (GLR) on 24 December 2012.
- DETE formally lodged an Expression of Interest on 9 January 2013. This does not create any obligation for purchase but gives DETE time to explore the suitability of the site to meet long term and future proofing needs of school.
- The Office of Economic and Statistical Research (OESR) Projected growth of BCSS over the next 20 years is:

Year	2012 (Feb census)	2017	2022	2031
Enrolment Forecast	209	280	271	269
Capacity	230	230	230	230

- DETE acknowledges that BCSS will require additional classrooms to cater for projected growth.
- During 2012, DETE has been working with the school and the P&C to determine a long term Strategic Facilities Plan (SFP), based on projected growth.
- There is building platform space available for new classrooms to cater for projected growth. However this may decrease play space for students.
- The Queensland Health site will allow for increased play space for students.
- BCSS P&C is strongly advocating for a nil cost transfer of the site back to DETE for the use of BCSS.

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10. The building may need considerable refurbishment to meet DETE educational requirements. DETE will engage a Heritage architect to assess the site and building to determine if suitable. There are possible asbestos issues with the building.
11. The combined school and health site is Heritage listed (as one site); however, this may not apply to the Health building as it was built in the 1950s – but Vegetation is part of Heritage listing.
12. BCSS P&C is also concerned about student access to the school as the entrance is a shared driveway and student access path. DETE will commit to improving this in 2013 as part of the SFP.
13. BCSS P&C has requested DETE consult with Queensland Health to enter into an Memorandum of Understanding (MOU) regarding shared access to the Queensland Health Building car park for their school community. DETE is currently investigating this option.
14. BCSS P&C has raised disability access issues to buildings on the current site. DETE ensures that any new or remodelled facilities meet current Australian building requirements with regard to disabled access.

### **Implications**

15. If Queensland Health requests market value for the site, DETE may not be in a position to purchase it as there are more cost effective options by using the current site and higher priority land acquisitions across Queensland.

### **Background**

16. In 1965 Cabinet approved transfer of BCSS Infants Building to Queensland Health. In 1992, the site was officially transferred to Queensland Health at nil cost.
17. BCSS is located in Spring Hill, an inner city precinct, with land size of 1.4ha.
18. BCSS has a School Enrolment Management Plan to manage out of catchment enrolments.

### **Right to information**

19. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

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**Recommendation**

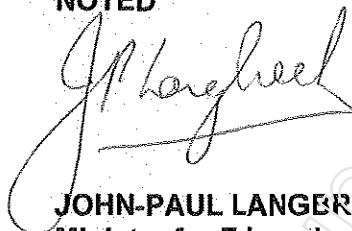
That the Minister

**note** the background information provided for the meeting with the Honourable Lawrence Springborg MP, Minister for Health, the Honourable Robert Cavalucci MP, Member for Brisbane Central and Karyn Wernham, Brisbane Central State School P&C.

**NOTED**


**FIONA CRAWFORD**  
**Chief of Staff**  
**Office of the Hon John-Paul Langbroek MP**  
**Minister for Education, Training and**  
**Employment**

24 / 1 / 13


☐ Copy to Assistant Minister**NOTED**


**JOHN-PAUL LANGBROEK MP**  
**Minister for Education, Training and**  
**Employment**

28 / 1 / 13

**Minister's comments**

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Action Officer Michael Wedemeyer Principal Policy Officer ISB, ISRP  Tel: 32341531	Endorsed by: Director  Joe Willis  Infrastructure Strategy  Tel: 323 71902  Date: 18/01/13	Endorsed by: ED  Lee Callum  Infrastructure Strategy, Research & Performance  Tel: 323 70950  Date: 19/01/13	Endorsed by: ADG  Paul Hobbs  Infrastructure Services Branch  Tel: 323 70658  Date: 22/01/13	Endorsed by: A/DDG & CFO  Adam Black  Corporate Services  Tel: 340 56329  Date: 22/01/13	Endorsed by: A/DG  Annette Whitehead    Tel: 323 71077  Date: 24 / 1 / 13
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Minister's Office File Ref:	
Department File Ref:	13/20735

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting**

**Noting required prior to: 31 January 2012**

**Routine – ROGS 2013 will be released on 31 January 2013**

### SUBJECT: REPORT ON GOVERNMENT SERVICES (ROGS) 2013

#### Summary of key objectives

- The Productivity Commission will release the *Report of Government Services (ROGS) 2013* on Thursday 31 January 2013.
- ROGS provides information on the effectiveness and efficiency of government services in Australia.
- The Department of Education, Training and Employment (DETE) contributes to the Child Care, Education and Training Sector Overview in ROGS and three chapters:
  - Chapter 3: Early Childhood Education and Care;
  - Chapter 4: School Education; and
  - Chapter 5: Vocational Education and Training.

#### Key issues

##### Positive and Negative issues

1. Key positive and negative issues for the ROGS chapters relevant to DETE are summarised in the attached Fast Facts (**Attachment 1**).

##### Jurisdictional Comments—Queensland Government comments

2. Queensland jurisdictional comments in the report focus on actions that DETE implemented or its commitments in 2012, to support the achievement of goals set by the Queensland Government.
3. For early childhood education and care, Queensland's 2012 jurisdictional comments include:
  - 1,055 long day care services now approved to deliver kindergarten programs, creating approximately 29,000 places;
  - 109 kindergarten services established on state and non-state school sites since 2010;
  - piloting an e-kindy program for more than 110 children unable to regularly attend a centre-based kindergarten program;
  - establishing a Kindergarten Advisory Support Service to engage and support more long day care services to deliver quality kindergarten programs;
  - continuing a state-wide community awareness campaign to promote the benefits of kindergarten programs to Queensland families and encourage parents to enrol their children;
  - providing access to kindergarten programs at no or low-cost for low income families holding a Health Care Card;
  - commencing assessment and rating visits under the National Quality Framework;

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- recognising more than 2,600 teachers qualified as early childhood teachers to deliver kindergarten programs in Queensland; and
- supporting 2,340 participants in professional development workshops relating to the delivery of quality kindergarten programs.

4. For school education, Queensland's 2012 jurisdictional comments include:

- investing \$4 million over four years in the 'Step Up Into Education' initiative to better prepare children for school;
- investing \$26 million over four years in the 'Getting the Basics Right – Literacy and Numeracy' initiative to enable state schools to tailor literacy and numeracy programs to match the specific needs to their students;
- implementing the Independent Public Schools initiative to increase schools' autonomy in decision making, cutting red tape and removing layers of management to improve outcomes for students; and
- developing a Learning and Wellbeing Framework for Queensland state schools, to support development of a positive school culture and create a sense of belonging and responsibility, leading to positive behaviour, improved student attendance and achievement. This program also supports schools to connect the learning environment, curriculum and teaching practices, school policies and procedures and partnerships with parents, carers and other community groups.

5. For vocational education and training, Queensland's 2012 jurisdictional comments include:

- establishing a Skills and Training Taskforce to advise on the reform of the VET system in Queensland with a focus on developing skilled, job-ready Queenslanders through a demand-driven training system;
- continuing to work with industry to develop and implement workforce strategies to support the government commitment to provide 10,000 additional apprentices over six years to meet current and future skills shortages; and
- continuing to support Queensland students undertake and complete government-funded vocational education and training (VET) courses. In 2011 there were 253,800 government-funded VET students in Queensland, with 77% of the students enrolled in Certificate III or above courses.

### Implications

6. No media release is required.
7. The Productivity Commission prepares media release fact sheets for each ROGS chapter to provide a high-level overview of that chapter. This data is reported at a national level only and does not present any implications for Queensland.

### Background

8. The Productivity Commission will release ROGS 2013 on 31 January 2013.

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9. On 24 December 2012, the A/Director-General approved ROGS Premiers briefing material to be provided to the Department of the Premier and Cabinet. The briefing material covered the Child Care, Education and Training Sector Overview in ROGS and three chapters: Chapter 3: Early Childhood Education and Care; Chapter 4: School Education; and Chapter 5: Vocational Education and Training. A copy of this brief was provided to the Minister's office (Ref: 12/472076).
10. The earlier brief detailed the key issues for DETE in each relevant ROGS chapter and was emailed to the Department of the Premier and Cabinet on 24 December 2012.

**Right to information**

11. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication until the release date.

Released by DETE under  
the RTI Act

Minister's Office File Ref:	
Department File Ref:	13/20735

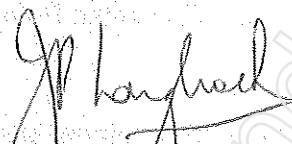
**Recommendation**

That the Minister **notes** the Productivity Commission will release the *Report of Government Services (ROGS) 2013* on **Thursday 31 January 2013**.

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


**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

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☐ Copy to Assistant Minister


**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
Employment

7 12 13

**Minister's comments**

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Date: 24/ 11 /13

## Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

### Action required: For Noting

#### Action required by:

**Routine** – The Premier has requested the Minister be provided with performance management data on a fortnightly basis.

### SUBJECT: PERFORMANCE MANAGEMENT DATA FOR THE DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT (DETE)

#### Summary of key objectives

- To advise on the performance and people management information to be provided by DETE as requested by the Premier.

#### Key issues

- The information to be provided by DETE to the Minister on a fortnightly basis includes:
  - The number of staff suspended on full pay. **Attachment 1** provides greater detail of suspensions on full pay by staff category.
  - The number of workplace investigations arising from formal complaints which have been in progress more than 60 days, a summary outlining why the investigation has not been completed and a target date for the completion of the investigation. **Attachment 2** provides greater detail of investigations conducted in relation to the Department's *Managing Employee Complaints* procedure. **Attachment 3** provides greater detail of complaints currently in progress with DETE's Ethical Standards Unit.

#### Implications

- There are no financial, legal or media implications.

#### Background

- The Premier has stated that a key strategy for the Government is to ensure an effective performance management agenda that maximises service delivery to the community.
- Information regarding formal diminished performance processes, investigations and discipline processes are being provided to the Chief Executive Officer, Public Service Commission on a monthly basis.
- The Premier also recommended that information regarding staff suspensions and extended workplace investigations be provided to the Minister on a fortnightly basis.

#### Right to information

- I am of the view that the contents or attachments contained in this brief are **not suitable** for publication.

# Recommendation

That the Chief of Staff:

Note the performance management data for the Department of Education, Training and Employment.

NOTED



**FIONA CRAWFORD**  
**Chief of Staff**  
**Office of the Hon John-Paul Langbroek MP**  
**Minister for Education, Training and Employment**

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☐ Copy to Assistant Minister

## Chief of Staff's comments

Action Officer Jonathan Butler-White A/Manager Workforce Review	Endorsed by: A/ED Rod Lawrence Workforce Management & Support Tel: 3235 4733 Mob: s.47(3)(b) - Cont Date: 24/01/2013	Endorsed by: A/ADG Duncan McKellar Human Resources Tel: 3237 0604 Mob: s.47(3)(b) - Cor Date: 25/01/2013	Endorsed by: A/DDG & CFO Adam Black Corporate Services Tel: 3405 6329 Mob: s.47(3)(b) - Con Date: 29/01/2013	Endorsed by: A/DG Annette Whitehead Tel: 323 71070 Mob: Date: 31/1/13
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Minister's Office File Ref:	
Department File Ref:	13/29037

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Noting

### Action required by: N/A

**Urgent** –background information for the Minister's meeting with the Honourable Scott Emerson MP, Minister for Transport and Main Roads, Mr David Fogden, Ms Susan McGinley, President Ironside P&C and Mr Stephen Dowdle

### SUBJECT: AVAILABILITY OF PLAY SPACE AT IRNSIDE STATE SCHOOL

#### Summary of key objectives

- Background information for the Minister's meeting with Honourable Scott Emerson MP, Mr Fogden, Ms McGinley and Mr Dowdle (members of the Ironside State School P&C) on 12 February 2013 regarding the amount of play space available to students at Ironside State School.

#### Key issues

1. Ironside State School has undergone considerable in-catchment growth in recent years.
2. This growth has resulted in additional facilities being installed on the school grounds.
3. The Department of Education, Training and Employment and the school have sought to reduce the impact these installations have had on the school's play areas by considering their placement within the grounds and staggering the students' meal breaks. Nevertheless, the installation of the new facilities has reduced the available play space at the school.
4. The school's Parents and Citizens (P&C) Association put forward a number of recommendations to address enrolment numbers and available space at the school in its brief to the Minister dated 29 November 2012 (Ref: 12/476645).
5. On 7 December 2012, the Director Capital Works Planning met with Mrs Angela Douglas, Principal, Ironside State School and an external architect to discuss future and existing accommodation concerns.
6. The result of the meeting is that the external architect is undertaking an exercise to identify suitable building platforms within the school.
7. Once the architect has completed the exercise a meeting will be arranged with Mrs Douglas and P&C representatives to discuss accommodation concerns.
8. It is anticipated that the meeting will be arranged for late February or early March 2013.

#### Implications

9. The P&C's recommendations to reduce school numbers (enrolments) would contravene the Department's School Enrolment Management Plan (EMP) procedure.

Minister's Office File Ref:	
Department File Ref:	13/29037

## Background

- JP  
People  
note
10. Mrs Douglas advises that the data contained in the P&C's brief is, by and large, factually correct. She cannot, however, confirm the accuracy of the student to play space ratio. She also reports that the daily reportable accidents rate includes all accidents, not only those that relate to overcrowding. The school takes all appropriate steps to prevent the occurrence of accidents at the school.
  11. Ironside State School has an active EMP.
  12. All students residing in the school's catchment area are guaranteed enrolment, and therefore no limit can be placed on in-catchment enrolment numbers.
  13. The catchment boundary of Ironside State School's EMP, like that of all Queensland state schools, is based on equidistant boundaries with other schools. This means that all residences within a given boundary area have been calculated to be closer to their local state school by trafficable route than any other state school. The EMP allows for some out of catchment students to enrol, but only where there is excess capacity.
  14. The school has not accepted any out-of-catchment enrolment since the end of 2010 resulting in a low number of out-of-catchment enrolments of 26% as at February 2012.
  15. Details of the Ironside State School EMP is at **Attachment 1**.

## Right to information

16. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/29037

## Recommendation

That the Minister **note** the information contained in this brief for his meeting with Honourable Scott Emerson MP, Mr Fogden, Ms McGinley and Mr Dowdle (members of the Ironside State School P&C Association), on 12 February 2013.

**NOTED**



**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

7/2/13

☐ Copy to Assistant Minister


**APPROVED/NOT APPROVED  
ENDORSED/NOTED**



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
Employment

12/2/13

## Minister's comments

Action Officer	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:
Eugene O'Donnell	A/Director, Regional Services	ED	ED	A/DDG	A/DG
A/Principal Advisor Quality Assurance	Rob Seiler	Lee Callum	Dave Baxter	Jeff Hunt	Annette Whitehead
Metropolitan Region	Metropolitan Region	ISRP	Infrastructure Programs & Delivery	Corporate Services	
Tel: 3422 8377	Tel: 3422 3693	Tel: 323 70950	Tel: 322 42826	Tel: 340 56329	Tel: 323 71070
	Mob:	Mob: s.47(3)(b) - Cor	Mob: s.47(3)(b) - Cont	Mob: s.47(3)(b) - Cont	Mob:
	Date: 25/01/13	Date: 30/01/13	Date: 30/1/13	Date: 4/2/2013	Date: 5/2/13

Minister's Office File Ref:	
Department File Ref:	13/34398

## Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

### Action required: For noting

### Action required by: 26 April 2013

**Routine** – The 2011 *Early School Leavers* Longitudinal Study Report will be released on 30 April 2013.

## SUBJECT: 2011 *EARLY SCHOOL LEAVERS* LONGITUDINAL STUDY REPORT

### Summary of key objectives

- The 2011 *Early School Leavers* Longitudinal Study Report (**Attachment A**) will be publicly released via the *Next Step* website on 30 April 2013.
- The *Early School Leavers* Longitudinal Study Report identifies the study and work destinations of a large sample of students who left Queensland government and non-government schools in Years 10, 11 or early in Year 12 during 2010 and responded to the 2011 *Early School Leavers* survey.
- There were 3,314 early school leavers from 2010 who participated in the 2011 *Early School Leavers* Longitudinal Study.

### Key issues

- The summary of findings from the first two waves of the *Early School Leavers* Longitudinal Study show:

Destination	2011 Early School Leavers Survey	2011 Early School Leavers Survey
	%	%
Bachelor Degree <sup>a</sup>	0.2	0.2
VET		
VET Cert IV+ <sup>a</sup>	2.3	2.4
VET Cert III <sup>a</sup>	4.9	2.9
VET Cert I–II/other <sup>a</sup>	8.2	4.1
Apprentice	17.8	20.2
Trainee	4.6	5.0
<b>1/2 Total</b>	<b>37.7</b>	<b>34.6</b>
Secondary student <sup>a</sup>	3.2	2.1
Working		
Working full-time	13.0	18.0
Working part-time	15.3	16.0
<b>Working Total</b>	<b>28.4</b>	<b>34.0</b>
Seeking work	22.5	21.0
NILFET <sup>b</sup>	8.2	8.3
<b>Total</b>	<b>100.0</b>	<b>100.0</b>

#### Notes:

- \* Estimate has a relative standard error of between 25% and 50% and should be used with caution.
- Nil or rounded to zero.
- <sup>a</sup> Some respondents are also working or seeking work.
- <sup>b</sup> Not in the labour force, education or training.

Minister's Office File Ref:	
Department File Ref:	13/34398

2. The 2011 *Early School Leavers* Longitudinal Study found that:
  - a) 70.8% of young people were studying or in paid employment at the time of the survey;
  - b) 9.4% of young people were undertaking campus-based VET programs;
  - c) 25.2% of young people were undertaking an apprenticeship or traineeship;
  - d) 2.1% of young people had returned to secondary studies;
  - e) 34% of young people were employed in either full-time or part-time work with no further education or training;
  - f) 21% of young people were not in education or training, but were seeking work; and
  - g) 8.3% of young people were not in the labour force, education or training.
3. The *Early School Leavers* Longitudinal Study supplements the 'point-in-time' information provided by the annual *Early School Leavers* survey.
4. Publication of the *Early School Leavers* Longitudinal Study data provides the next link in the Department's suite of student destination surveys. It complements the *Next Step* survey and *Next Step* longitudinal study results.

#### Implications

5. The Community Engagement and Partnerships unit has advised that the 2011 *Early School Leavers* Longitudinal Study Fast Facts (**Attachment B**) is suitable to be used as media holding lines (Ref: 13/34902).

#### Background

6. *Early School Leavers* is a destination survey of who left Queensland schools in Years 10, 11 or early in Year 12 in the previous year. It gathers information on each person's initial study and work destinations after leaving school.
7. The *Early School Leavers* survey closely aligns with the annual *Next Step* survey, which reports on the destinations of young people who completed Year 12 in Queensland.
8. As part of the 2011 *Early School Leavers* survey, a sample of respondents agreed to participate in the *Early School Leavers* Longitudinal Study. This study provides a deeper understanding of the longer term outcomes of early school leavers.
9. The Government Statistician has conducted the fieldwork for the *Next Step* suite of post-school destination surveys since 2005.
10. In 2011, 3,314 early school leavers from 2010 participated in the second wave of the *Early School Leavers* Longitudinal Study, which represented a response rate of 79.7%.
11. The *Next Step* suite of post-school destination surveys provide Australia's most comprehensive source of post-school destination information from which to inform policy and practice.

#### Right to information

12. I am of the view that the contents or attachments contained in this brief are suitable for publication.

Minister's Office File Ref:	
Department File Ref:	13/34398

## Recommendation

It is recommended that that the Chief of Staff **note**:

- the 2011 *Early School Leavers* Longitudinal Study Report (**Attachment A**);
- release of the 2011 *Early School Leavers* Longitudinal Study Report will occur on 30 April 2013; and
- the 2011 *Early School Leavers* Longitudinal Study Fast Facts (**Attachment B**).

## NOTED



**FIONA CRAWFORD**


**Chief of Staff**

**Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment**

17/4/13

☐ Copy to Assistant Minister

## Minister's comments

Action Officer Michael Cole Principal Statistical Officer Performance Monitoring and Reporting Tel: 323 70848	Endorsed by: ED Boyd Paties Performance Monitoring and Reporting Tel: 322 45528 Mob: s.47(3)(b) - Con Date: 28/03/2013	Endorsed by: A/DG Jeff Hunt Corporate Services Tel: 340 56329 Mob: s.47(3)(b) - Con Date: 7/4/13	Endorsed by: A/DG Annette Whitehead  Tel: Mob: Date: 9/4/13
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## Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Routine** – The Premier has requested the Minister be provided with performance management data on a fortnightly basis.

**SUBJECT: PERFORMANCE MANAGEMENT DATA FOR THE DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT (DETE)**

### Summary of key objectives

- To advise on the performance and people management information to be provided by DETE as requested by the Premier.

### Key issues

- The information to be provided by DETE to the Minister on a fortnightly basis includes:
  - The number of staff suspended on full pay. **Attachment 1** provides greater detail of suspensions on full pay by staff category; and
  - The number of workplace investigations arising from formal complaints which have been in progress more than 60 days, a summary outlining why the investigation has not been completed and a target date for the completion of the investigation. **Attachment 2** provides greater detail of investigations conducted in relation to the Department's *Managing Employee Complaints* procedure. **Attachment 3** provides greater detail of complaints currently in progress with DETE's Ethical Standards Unit.

### Implications

- There are no financial, legal or media implications.

### Background

- The Premier has stated that a key strategy for the Government is to ensure an effective performance management agenda that maximises service delivery to the community.
- Information regarding formal diminished performance processes, investigations and discipline processes are being provided to the Chief Executive Officer, Public Service Commission on a monthly basis.
- The Premier also recommended that information regarding staff suspensions and extended workplace investigations be provided to the Minister on a fortnightly basis.

### Right to information

- I am of the view that the contents or attachments contained in this brief are **not suitable** for publication.

### Recommendation

That the Chief of Staff **note** the performance management data for the Department of Education, Training and Employment.

NOTED




**FIONA CRAWFORD**  
**Chief of Staff**  
**Office of the Hon John-Paul Langbroek MP**  
**Minister for Education, Training and Employment**

18/12/13

☐ Copy to Assistant Minister

### Chief of Staff's comments

<b>Action Officer</b> Jonathan Butler-White A/Manager Workforce Review  Tel: 3235 4610  Date: 07/02/2013	<b>Endorsed by:</b> A/ED Rod Lawrence Workforce Management & Support Tel: 3235 4733 Mob: s.47(3)(b) - Cor Date: 08/02/2013	<b>Endorsed by:</b> ADG Craig Allen Human Resources Tel: 3237 0604 Mob: s.47(3)(b) - Cor Date: 08/02/2013	<b>Endorsed by:</b> A/DDG Jeff Hunt Corporate Services Tel: 3405 6329 Mob: s.47(3)(b) - Cor Date: 08/02/2013	<b>Endorsed by:</b> A/DG Annette Whitehead  Tel: 323 71070 Mob: Date: / /
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Minister's Office File Ref:	
Department File Ref:	13/36761

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Approval

### Action required by: 22 February 2013

**Routine** – The Palmerston East State School site is surplus to Departmental requirements and is recommended for disposal.

## SUBJECT: DISPOSAL OF THE PALMERSTON EAST STATE SCHOOL SITE

### Summary of key objectives

- Approval is sought to dispose of the Palmerston East State School site, which is considered surplus to departmental requirements after self-closing due to no enrolments at the start of Term 1, 2012.
- Following Ministerial approval, the site, including staff accommodation will be declared surplus and added to the Government Land Register.
- If disposal is approved, it is recommended that the Minister for Education, Training and Employment sign the attached letter (**Attachment 1**) to the Honourable Andrew Cripps MP, Member for Hinchinbrook and Minister for Natural Resources and Mines, to advise of the planned course of action.

### Key issues

1. Palmerston East State School was approved by the Minister for permanent closure on 19 April 2012, after attracting no enrolments at the start of Term 1 2012. (Ref: 12/149218).
2. The 'proposed closure' of Palmerston East State School was required to be advertised in the Government Gazette, in line with the provisions of the *Education (General Provisions) Act (2006)* – that is:
  - a) "If the Minister proposes closing a State school or amalgamating 2 or more State schools, the Minister must publish a notice about the proposal in the gazette." (Chapter 2, Part 3, s18)
  - b) "If notice about a proposed closure of a State school or amalgamation of 2 or more State schools is published under Section 18, the closure or amalgamation must not happen earlier than 6 months after the publication." (Chapter 2, Part 3, s20).
3. The 'proposed closure' public notice appeared in the Government Gazette on 3 August 2012.
4. Given the six-month 'waiting period' after Gazettal has now passed, and there have been no marked population increases in the area or new enrolment enquiries which would warrant the school's re-opening, the Department of Education, Training and Employment (DETE) is seeking to finalise the closure of Palmerston East State School.
5. DETE requires Ministerial approval to declare the site surplus and add it to the Government Land Register for disposal.

Minister's Office File Ref:	
Department File Ref:	13/36761

### Implications

6. If DETE's recommendation to dispose of the Palmerston East State School site is supported, it is recommended the Minister write to the Honourable Andrew Cripps MP, Member for Hinchinbrook and Minister for Natural Resources and Mines, to advise of this outcome.
7. The onsite staff accommodation is currently tenanted by a departmental employee. The Regional Office would arrange for appropriate notice to be given for the tenant to vacate the site.
8. The Regional Director approved for a local church group to use one of the school buildings for short weekly meetings from February 2012 until the end of 2012 school year. The Regional Office will provide appropriate notice in order for the group to vacate the site.
9. Community consultation around the proposed closure of Palmerston East State School occurred in 2010 and 2011. Prior to the 2012 school year, the Regional Director, Far North Queensland Region, recommended the school for closure due to ongoing declining enrolments. However, this recommendation was not approved by the then Minister.
10. In May and June 2012, the announcement of the proposed closure of Palmerston East State School attracted negative media coverage in the *Innisfail Advocate* and *ABC Far North Queensland*.

### Background

11. The Palmerston East State School site is located approximately 26 kilometres south-west of Innisfail in Far North Queensland.
12. The site, which is described as Lot 67 on Plan NR2498, comprises of approximately 1.96 hectares.
13. The site is surplus to departmental requirements and its disposal is supported by the Regional Director, Far North Queensland.

### Right to information

14. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/36761

## Recommendation

It is recommended that the Minister:

- **approve** the Palmerston East State School site to be declared surplus and approved for disposal; and
- **sign** the attached letter to the Honourable Andrew Cripps MP, Member for Hinchinbrook, to advise of the planned disposal (**Attachment 1**).

NOTED

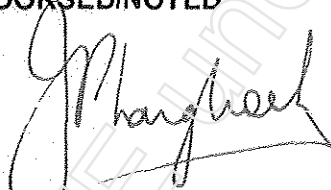


**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

27 / 2 / 13

☐ Copy to Assistant Minister


APPROVED/NOT APPROVED  
ENDORSED/NOTED



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
Employment

6 / 3 / 13

## Minister's comments

Action Officer Emma Clarey SPO Infrastructure Strategy (Schools) Infrastructure Services Branch	Endorsed by: RD Clive Dixon	Endorsed by: Director Joe Willis	Endorsed by: A/ED Peter Markham	Endorsed by: A/DDG Jeff Hunt	Endorsed by: A/DG Annette Whitehead
	Far North Queensland Region	Infrastructure Strategy (Schools)	Infrastructure, Strategy, Research and Performance	Corporate Services	
Tel: 3237 0026	Tel: 4046 5271 Mob: <span style="border: 1px solid red;">s.47(3)(b) - C</span> Date: / / Verbal approval by RFM FNQ, on behalf of RD	Tel: 3237 1902 Mob: Date: 11/02/13	Tel: 3237 0224 Mob: Date: 11/02/13	Tel: 3405 6329 Mob: <span style="border: 1px solid red;">s.47(3)(b) - Con</span> Date: 14/02/13	Tel: 323 71070 Mob: Date: 18 / 2 / 13

Minister's Office File Ref:	
Department File Ref:	13/37254

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Approval

### Action required by: 22/02/2013

**Urgent** - Required for commencement of a Ministerial designation process under the *Sustainable Planning Act 2009* for Claremont Special School.

## SUBJECT: CLAREMONT SPECIAL SCHOOL – APPROVAL TO COMMENCE MINISTERIAL DESIGNATION PROCESS

### Summary of key objectives

- Claremont Special School requires additional teaching spaces by the end of 2013.
- Ministerial designation of the site is required before a construction contract can be awarded.
- Ministerial approval is sought to commence a Ministerial designation process under the *Sustainable Planning Act 2009* (SPA) for the school site.

### Key issues

1. Claremont Special School requires additional teaching spaces to meet enrolment growth.
2. It is proposed to construct a two space teaching block with associated staff and therapy facilities.

### Implications

3. Section 757 of the *Sustainable Planning Act 2009* (SPA) provides that the *Judicial Review Act 1991* (JRA) does not apply to the following matters under SPA:
  - (a) conduct engaged in for the purpose of making a decision;
  - (b) other conduct that relates to the making of a decision;
  - (c) the making of a decision or the failure to make a decision; and
  - (d) a decision.
4. The Minister may, however, be asked for a statement of reasons in relation to his decision and matters can be referred to the Planning and Environment Court.

### Background

5. Work being undertaken is on a 'planning only' basis at this time, pending approval of Ministerial designation.
6. The SPA permits use of either a Ministerial designation process for land required for community infrastructure or, alternatively, use of an Integrated Development Assessment System (IDAS) through the local authority.
7. It is proposed to utilise the Ministerial designation process, which vests authority for planning approvals with the State.

Minister's Office File Ref:	
Department File Ref:	13/37254

### Ministerial Designation Process

8. The Minister may designate land for community infrastructure under section 200 of the *Sustainable Planning Act 2009*. Under section 201, land may be designated for community infrastructure only if the designator is satisfied the community infrastructure will –
  - a) facilitate the implementation of legislation and policies about environmental protection or ecological sustainability; or
  - b) facilitate the efficient allocation of resources; or
  - c) satisfy statutory requirements or budgetary commitments of the State or local government for the supply of community infrastructure; or
  - d) satisfy the community's expectations for the efficient and timely supply of infrastructure.

Clauses (b), (c) and (d) are considered applicable to the proposed school.
9. To ensure that requirements for adequate environmental assessment and public consultation are met, assessment of any proposed development is carried out in accordance with section 5.8.8 from *Guidelines about Environmental Assessment and Public Consultation Procedures for Designating Land For Community Infrastructure 2006*.
10. There are six steps in the process to ensure that requirements for adequate environmental assessment and public consultation are met, namely:
  - Step 1 - Preparation of the Initial Assessment Report (IAR) covering environmental assessment, traffic impacts and other regulatory requirements.
  - Step 2 - Initial consultation with other State agencies, local governments, immediate neighbours and other relevant parties in relation to the IAR.
  - Step 3 - Finalisation of IAR, incorporating feedback from key stakeholders.
  - Step 4 - Public notification and second round of consultation in relation to the IAR.
  - Step 5 - Preparation of Final Assessment Report (FAR), incorporating further feedback and departmental responses.
  - Step 6 - Minister's consideration of the FAR and departmental recommendations in relation to site designation.
11. Following review of the FAR, the Minister may decide not to proceed with making the proposed designation.

### Right to information

12. I am of the view that the contents or attachments contained in this brief are **suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/37254

## Recommendation

It is recommended that the Minister:

**Approve** commencement of a Ministerial designation process under the *Sustainable Planning Act 2009* (SPA) for Claremont Special School.

NOTED

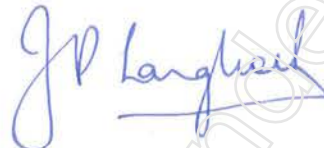


**FIONA CRAWFORD**  
 Chief of Staff  
 Office of the Hon John-Paul Langbroek MP  
 Minister for Education, Training and  
 Employment

27 / 2 / 13

☐ Copy to Assistant Minister

APPROVED/NOT APPROVED  
 ENDORSED/NOTED



**JOHN-PAUL LANGBROEK MP**  
 Minister for Education, Training and  
 Employment

28 / 2 / 13

## Minister's comments

Action Officer Dave Sullivan Director - Delivery Infrastructure Programs and Delivery	Endorsed by: ED Dave Baxter Infrastructure Programs and Delivery	Endorsed by: ADG Paul Hobbs Infrastructure Services Branch	Endorsed by: A/DDG Jeff Hunt Corporate Services	Endorsed by: A/DG Annette Whitehead
Tel: 3237 1616 Date: 5/02/2013	Tel: 3224 2826 Mob: s.47(3)(b) - Cd Date: 11/02/2013	Tel: 3237 0658 Mob: s.47(3)(b) - Cont Date: 2/02/2013	Tel: 3405 6329 Mob: s.47(3)(b) - Contra Date: 13/02/2013	Tel: 3237 1077 Mob: Date: 18 / 2 / 13

Minister's Office File Ref:	
Department File Ref:	13/41920

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: As soon as possible**

**Critical** – Day 8 collection process and outcomes has attracted media attention.

### SUBJECT: DAY 8 STAFFING ENROLMENT COLLECTION

#### Summary of key objectives

- Each year schools are staffed using information about enrolments on the eighth day of school (Day 8).
- To inform the Minister that there may be heightened media attention regarding staffing adjustments as a result of the Queensland Teachers' Union campaign around the changes to the staffing allocation methodology.
- To inform the Minister that this year, 55 of the 1240 Queensland state schools have asked for their enrolments as at Day 8 to be treated as indicative only due to disruptions caused by the recent weather events (**Attachment A**). Regions will work with these schools to finalise staffing as soon as possible.

#### Key issues

##### *School staffing processes*

1. In 2012, the 2013 school staffing allocation methodologies were adjusted to redirect some teacher numbers to meet enrolment growth and new facilities.
2. The 2013 staffing models were distributed to state schools in November 2012 to help enable regions and principals to effectively plan resources for 2013 based on their estimated enrolments.
3. Schools work closely with regional staffing officers to ensure staffing for the start of the school year is realistic rather than optimistic, to minimise the number of schools affected by staffing changes.
4. If a school is close to gaining or losing a classroom teacher, then often a temporary teacher is placed at the school until enrolments and staffing are confirmed on Day 8.
5. Permanent teachers who have to change schools because of declining enrolments are usually placed in schools whose enrolments have grown.
6. Where actual enrolments vary significantly from the enrolment levels forecast, and where staffing adjustments are required (either increased or decreased staffing levels), Regional Human Resources staff will work with school principals to ensure that the staffing adjustments are made quickly and appropriately with both staff and students supported through the process.
7. It is expected that schools will have their staffing and class arrangements settled before the end of next week to ensure that students and teachers are focussed on learning.

##### *Natural disasters*

8. Queensland has experienced natural disasters and severe weather events that have disrupted regular commencement of schooling in some regions for 2013.

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9. These disruptions are not unlike the widespread events of 2011, when extensive flooding in the South East and Cyclone Yasi impacted large areas of the State.
10. In areas significantly affected by the recent events, students may not have been able to routinely attend school during the first weeks of the year.
11. The Department of Education, Training and Employment (DETE) responds to these types of events by engaging with regions and schools to alter the timing of the enrolment data collection for affected schools. This helps to ensure enrolments at each school settle before staffing resources are finalised.

### Implications

12. Burleigh Heads State School is a specific case of using a temporary teacher to effectively manage the annual staffing allocation for 2013. Early monitoring suggested that the school's Day 8 enrolments could fall below their forecast enrolments by more than 20 students, which would have resulted in the loss of a classroom teacher. Latest information suggests that Day 8 enrolments were some 14 students lower than forecast, with the result that a temporary teacher placed at the school at the start of the year will remain at the school but with a reduced teaching load.
13. There are likely to be a number of similar such cases every year and any change in class configurations at a school can attract considerable media attention.
14. There may be heightened media attention regarding staffing adjustments as a result of the Queensland Teachers' Union campaign around the changes to the staffing allocation methodology.
15. Disruptions to the start of school in some communities have also resulted in media interest.
16. This year, 55 of the 1240 Queensland state schools have asked for their enrolments as at Day 8 to be treated as indicative only due to disruptions caused by the recent weather events (**Attachment A**). Regions will work with these schools to finalise staffing as soon as possible.
17. The 2013 staffing arrangements for the 1185 schools that have not been significantly affected by the recent events will be finalised using the Day 8 enrolment information collected on 7 February 2013.
18. Preliminary Day 8 enrolment data can be made available, however the Day 8 enrolments will not be finalised until all schools have been able to complete their returns.

### Background

19. Each year, schools are staffed on the basis of the Day 8 enrolment collection, which for 2013 was set for Thursday, 7 February 2013.
20. Following the finalisation of Day 8 enrolment counts, Staffing Models for Primary and Secondary, and for Students with Disabilities, are prepared. These models show the staffing establishments for primary, secondary and special schools, and the staffing to regions for Special Education Programs and Services (SEPS).
21. Staffing allocations provide sufficient resources to each school to allow formation of classes within class-size targets of 25 students for Years Prep-3 and 11-12 and 28 students for Years 4-10.
22. Regions distributed staff so that each school commenced 2013 with resources sufficient to meet expected enrolment demand.
23. The allocation of staff resources for each school is fine-tuned as enrolment information becomes available at the start of each year and is finalised on confirmation of the Day 8

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Department File Ref:	13/41920

return. Regions and schools negotiate any necessary teacher relocations required to match finalised enrolment demand shown by the Day 8 data.

24. Staffing allocations are done using reported "effective" enrolments in each school—principals determine whether a student is effectively enrolled at the school and this may be the case even though the student has not been in attendance at the time of the Day 8 return.
25. This is the first year that Day 8 enrolment information has been collected from schools using OneSchool.
26. Finalised school staffing allocation information is usually available to regional staffing officers at the end of Day 8 so that any necessary staffing adjustments can be negotiated with schools on Day 9 and in place soon thereafter.
27. Day 8 enrolment data are posted on the Department's Statistics and Information website as soon as possible after validation is complete, usually this is in the week following Day 8. In 2011, release of Day 8 enrolment information was considerably delayed due to the number of schools affected by the extreme weather events.

#### Right to information

28. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/41920

**Recommendation**

It is recommended that the Minister

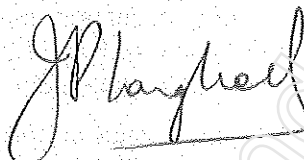
- notes the information about progress of the 2013 Day 8 Staffing Enrolment Collection.

**NOTED**

**FIONA CRAWFORD****Chief of Staff**

Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

11/2x13

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ENDORSED/NOTED**

**JOHN-PAUL LANGBROEK MP**

Minister for Education, Training and  
Employment

12/2/13

**Minister's comments**

Action Officer  
Boyd Paties  
Executive Director

Endorsed by:  
Director  
Reg Burns

Endorsed by:  
A/DG  
Jeff Hunt

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Mob: s.47(3)(b) - Conf

Date: 08/02/2013

  
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Mob:

Date: / /

Minister's Office File Ref:	
Department File Ref:	13/45103

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Noting

### Action required by: N/A

**Urgent** – Information provided in preparation for a meeting with Mr Joe Natoli, Director and General Manager, Future Wave Energy Solutions Australia.

## SUBJECT: MAROOCHYDORE SCHOOL SITE OPPORTUNITY

### Summary of key objectives

- To provide background information regarding Future Wave Energy Solution's proposal for amalgamation of Maroochydore State School and Mooloolaba State School onto new site.

### Key issues

- Future Wave Energy Solutions is proposing to sell land on Wises Road in Maroochydore to enable a relocation of the Mooloolaba and Maroochydore State Schools. The land is owned by a local property developer, Mr Peter Wise.
- The range of options canvassed by Mr Natoli in his proposal would require the Department of Education, Training and Employment (DETE) to invest substantial capital funds to purchase the land and construct a proposed amalgamated state school at Wises Road.
- The Department's *New School 20 Year Plan* has not identified the need for a new school in the Maroochydore and Mooloolaba area over the next decade.
- The Capital Works Program has insufficient funds to meet high priority schools growth and renewal investment. Therefore DETE is not in a position to progress the proposed land purchase and amalgamation proposed by Mr Natoli.
- Enrolments at the two schools are expected to grow steadily over the 20 year period. However, growth is forecast to remain within the current capacity of these two state schools. On this basis DETE does not support the amalgamation of these two schools, as current schools are sufficient to meet this growth.
- Current school data:

School	Year Built	Land Size	Net Book Value	Resident Student Numbers	2012 Enrolments (Aug Census)	2012 Capacity	2021 OESR Projected enrolments
Maroochydore SS	1921	10.067Ha	\$1,819,895	557	266	493	295
Mooloolaba SS	1933	3.75Ha	\$11,679,750	547	553	560	720
<b>Total</b>		<b>13.8164Ha</b>	<b>\$13,499,645</b>	<b>1014</b>	<b>819</b>		<b>1015</b>

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**Recommendation**

That the Minister

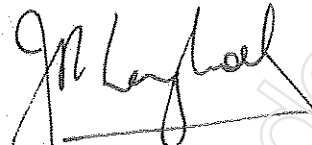
**Note** the Department's recommendation not to pursue the proposal by Future Wave Energy Solutions Australia.

**NOTED**

**FIONA CRAWFORD****Chief of Staff**

**Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment**

18/2/13

☐ Copy to Assistant Minister**APPROVED/NOT APPROVED  
ENDORSED/NOTED**

**JOHN-PAUL LANGBROEK MP**

**Minister for Education, Training and  
Employment**

20/2/13

**Minister's comments**

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Action Officer Michael Wedemeyer	Endorsed by: Director Joe Willis	Endorsed by: ED Lee Callum	Endorsed by: A/DDG Jeff Hunt	Endorsed by: DG Annette Whitehead
Principal Policy Officer Infrastructure Strategy, Research & Performance	Infrastructure Strategy, Research & Performance	Infrastructure Strategy, Research & Performance	Corporate Services	
Tel: 323 41531	Tel: 323 71902 Mob: s.47(3)(b) - Con Date: 12/02/2013	Tel: 323 70057 Mob: s.47(3)(b) - Con Date: 13/02/2013	Tel: 340 56329 Mob: s.47(3)(b) - Co Date: 14/02/2013	Tel: 323 71070 Mob: Date: 18/2/13

Minister's Office File Ref:	
Department File Ref:	13/43374

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: Seeking support and signing of letter to Premier**

**Action required by: 25/02/2013**

**Routine** – Requesting Premier's support to rollover remaining funds from the James Cook University (JCU) co-located high school feasibility study in order to support the development of an online education 'pilot' program for senior secondary students to fast-track their tertiary studies.

**SUBJECT: LETTER TO PREMIER SEEKING TO USE REMAINING JCU ELECTION COMMITMENT FUNDING TO DELIVER A 'PILOT' ONLINE EDUCATION PROGRAM**

### Summary of key objectives

- Seek support from the Minister and the Honourable Campbell Newman MP, Premier of Queensland, to use remaining funds of approximately \$210,000 from the \$500,000 JCU co-located high school feasibility study election commitment to develop an online education 'pilot' program which would enable senior secondary students to engage in tertiary studies while at school, in partnership with JCU.
- Seek the Minister's signature on the attached letter to the Premier, outlining the proposal and the Department's intention to add this project to its Public Sector Renewal Agenda (**Attachment 1**).

### Key issues

1. In line with the Government's key '100 days' election commitment to scope and build a business case to establish a co-located high school at James Cook University (JCU) in Townsville, the Department of Education, Training and Employment (DETE) commissioned external consultants, Marsden Jacobs Associates, to deliver a feasibility study for the proposed project.
2. Marsden Jacobs Associates, in collaboration with the JCU High School Reference Group, presented the final feasibility study to DETE in October 2012.
3. The feasibility study presented four recommendations to Government regarding the proposed establishment of a co-located high school at JCU in Townsville, with the key conclusion being that the proposal was not economically or financially feasible for the Government.
4. However, the study highlighted significant opportunities to improve educational outcomes in North Queensland which would not involve investment in any unnecessary infrastructure.
5. In line with the recommendations of the feasibility study, DETE is committed to work with North Queensland high schools, the School of Distance Education and JCU to develop and establish an innovative virtual education program to help students engage in studies at JCU.
6. On 13 November 2012, the Minister approved the Department's planned strategy to respond to Recommendation 3 of the feasibility study, i.e. to engage a project officer for six to 12 months to establish an innovation program, in collaboration with the School of Distance Education and JCU, in order to improve higher education participation rates in North Queensland, without the need for additional infrastructure (Ref: 12/389474).

Minister's Office File Ref:	
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7. Since this time, DETE has established that such a product could be developed by existing staff within the School of Distance Education, who have demonstrated experience in creating similar online education programs.
8. The Department maintains that the development of a virtual, or online, education program would assist senior students to fast-track their studies at JCU and offer an exciting opportunity to improve tertiary participation rates for North Queensland students.
9. With the support of the Minister and the Premier, the Department proposes to include this transformational change project on its Public Sector Renewal Agenda.

## Implications

### Financial

10. The Department is seeking the Minister's support to gain approval from the Premier to use the balance of the \$500,000 JCU feasibility study budget to assist in the development of materials and the implementation of a pilot program.
11. There is approximately \$210,000 remaining from the original \$500,000 election commitment, which the Department considers to be a sufficient budget to deliver the required online education program (product).
12. The Department proposes to develop the product through the School of Distance Education, in partnership with JCU and Education Queensland's North Queensland regional office, to ensure the end-product meets the needs of all stakeholders.
13. Development of this product is expected to take between six and 12 months. In order to deliver the product in time for the 2014 school year, project funding would need to be secured for the 2013–14 financial year.
14. Ongoing costs associated with any new/additional educational service provision (as outlined in paragraphs 10–13 above) would need to be met from the annual operations budget of the School of Distance Education, JCU and/or partner secondary schools.

## Background

15. Recommendation 3 of the JCU co-located high school feasibility study was supported by the Minister in November 2012, but has not yet been publicly announced.
16. The Department proposes to use the remaining budget to support the implementation of a pilot program, in partnership with JCU, to develop and establish an innovative virtual education program to help students to fast-track their studies at JCU.
17. The attached letter seeks the Premier's support for the transition of funds and to include this potentially transformational project in the Department's Public Sector Renewal Agenda.

## Right to information

18. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/43374

## Recommendation

That the Minister:

- **endorse** the Department's proposal to use remaining funds from the \$500,000 James Cook University high school co-location feasibility study election commitment to develop an online education 'pilot' program which would enable North Queensland senior secondary students to fast-track their tertiary studies;
- **approve** the online education program to be included in the Department's Public Sector Renewal Agenda, on the basis that it will assist in improving higher education participation rates in North Queensland; and
- **sign** the attached letter seeking the Premier's approval to use the remaining feasibility study funds to develop and implement the pilot program.

NOTED



**FIONA CRAWFORD**  
**Chief of Staff**  
**Office of the Hon John-Paul Langbroek MP**  
**Minister for Education, Training and**  
**Employment**

27 / 2 / 13

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**ENDORSED/NOTED**



**JOHN-PAUL LANGBROEK MP**  
**Minister for Education, Training and**  
**Employment**

28 / 2 / 13

**Minister's comments**

Action Officer Michael Wedemeyer Principal Planning Officer, Infrastructure Strategy Schools Infrastructure Services Branch Tel: 323 41531	Endorsed by: Joe Willis Director, Infrastructure Strategy (Schools) Infrastructure Services Tel: 32371092 M: [s.47(3)(b) - Cd] Date: 08/02/13	Endorsed by: Richard English Regional Director North Queensland Region Tel: 47263105 M: [s.47(3)(b) - Cd] Date: 08/02/13	Endorsed by: Peter Markham A/Executive Director, Infrastructure Strategy, Research and Performance Infrastructure Services Tel: 32370224 M: [s.47(3)(b) - Cd] Date: 08/02/13	Endorsed by: Paul Hobbs Assistant Director- General Infrastructure Services Tel: 32370658 M: [s.47(3)(b) - Cd] Date: 11/02/13	Endorsed by: Lesley Robinson Executive Director Governance Strategy and Planning Tel: 32371188 M: [s.47(3)(b) - Cd] Date: 15/02/13	Endorsed by: Jeff Hunt A/Deputy Director- General Corporate Services Tel: 340 56329 M: [s.47(3)(b) - Cd] Date: 18/02/13	Endorsed by: Annette Whitehead A/Director- General Tel: 32371070 M: [s.47(3)(b) - Cd] Date: 18/2/13
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Minister's Office File Ref:	
Department File Ref:	13/47319

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: Noting

Action required by: N/A

**Urgent – Background information to support Minister's meeting with Ms Adrienne Ward, Government and Business Relations Advisor, Leighton Contractors on 13 March 2013**

**SUBJECT: MEETING WITH LEIGHTON CONTRACTORS REGARDING FLOOD MITIGATION AND PUBLIC PRIVATE PARTNERSHIPS (PPP)**

### Summary of key objectives

- Aspire Schools (Qld) Pty Limited (Aspire) is the contracted entity to deliver the South East Queensland (SEQ) Schools Public Private Partnership (PPP) Project to 31 December 2039.

Sch. 3(2)(1)(b)

- Projects Queensland has advised that it has commenced a competitive procurement process for the Queensland Schools Project and is therefore operating within a probity framework.
- When the Department is acquiring new properties for the construction of new schools, as part of the investigative processes flood issues are considered. If mitigation works are required this is assessed prior to acquisition and the impact on the viability of the project.
- Flood mitigation requirements for existing sites are assessed and considered on the advice of Local Authorities responsible for flood plan management.

### Key issues

- Leighton Infrastructure Investments Pty Ltd own a 1% share of Aspire Schools (Financing (QLD) Pty Limited and a 1% share of Aspire Schools (QLD) Holdings Pty Limited.
- Leighton Contractors provide management services to Aspire as well as being contracted to Aspire to provide Facilities Management Services under the SEQ Schools PPP Project Deed.
- Given the competitive nature of the process, Projects Queensland has advised it would be inappropriate for Government, or Government officials to discuss the details of the Project with a potential bidder outside of this probity framework. In this regard, the Queensland Schools project should be removed from the Agenda and Leighton Contractors informed that the Project cannot be discussed during the meeting.

### Implications

- Discussions with Leighton Contractors regarding the "next schools PPP" by Government or Government Officials may compromise the Procurement process being undertaken by Projects Queensland.

Minister's Office File Ref:	
Department File Ref:	13/47319

## Background

5. The Department currently has delivered and administers two community infrastructure PPPs. These are the South East Queensland (SEQ) Schools PPP and the Southbank Education and Training Precinct (SETP) PPP. The projected value of the service payments of these PPPs are \$1.17 billion (to 31 December 2039) and \$1.5 billion (to 30 June 2039) respectively. This averages to around \$36 million and \$43 million in Service Payments per annum (in nominal terms).
6. In July 2012 the Queensland Government released *Public Private Partnerships Guidance Material, Interim Policy, Establishment of Projects Queensland (Interim Policy)*. This document provided for the formation of Projects Queensland, a stand-alone unit within Queensland Treasury and Trade on 30 June 2012.
7. Sch. 3(2)(1)(b)
- 8.
- 9.
10. Projects Queensland has advised that it has commenced a competitive procurement process for the Queensland Schools Project and is therefore operating within a probity framework.
11. On 16 February 2009, CBRC approved the appointment of Aspire Schools (Aspire) as Preferred Proponent to deliver the Project.
12. Financial Close was completed on 29 May 2009.
13. The project involves the private sector (Aspire Schools) taking responsibility for the design, construction, ongoing maintenance, and partial financing of the new schools over a concession period which expires 31 December 2039. The scope of the ongoing tasks to be undertaken by Aspire Schools includes: hard facilities maintenance (building repairs, plumbing, etc), and a number of soft services (security and help desk).
14. The Department of Education, Training and Employment maintains responsibility for core school and education services. It is business as usual for all existing employees of the Department.
15. The seven schools involved in the Project to be delivered are as follows:

Location	School Name	Type	Delivery of Stage 1	Delivery of Stage 2
Peregian Springs	Peregian Springs SS	(P-7)	2010	2012
Thornlands South	Bayview SS	(P-7)		
Bellbird Park	Augusta SS	(P-7)	2011	2013
Collingwood Park	WoodLinks SS	(P-7)		
East Coomera	Coomera Rivers SS	(P-7)		
Bundilla	Brightwater SS	(P-7)	2012	2014
Murrumba Downs	Murrumba State Secondary College	(7-12)		

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16. To date all stages have been delivered on time.

### Right to information

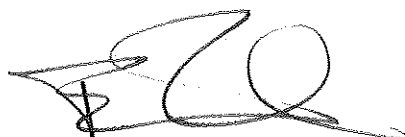
17. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

### Recommendation

That the Minister:

**Note** the information provided to support the Minister's meeting with Leighton Contractors on 13 March 2013.

### NOTED

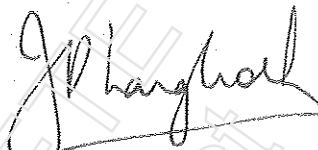


**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

12/3/13

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### APPROVED/NOT APPROVED ENDORSED/NOTED



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
Employment

13/1/13

### Minister's comments

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Action Officer Michelle Catterall Director REEESHM	Action Officer Terry Lalley Director IPCM	Endorsed by: ED Vince White Infrastructure Operations	Endorsed by: ADG Paul Hobbs Infrastructure Services	Endorsed by: A/DDG Jeff Hunt Corporate Services	Endorsed by: A/DG Annette Whitehead
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## Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Routine** – The Premier has requested the Minister be provided with performance management data on a fortnightly basis.

**SUBJECT: PERFORMANCE MANAGEMENT DATA FOR THE DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT (DETE)**

### Summary of key objectives

- To advise on the performance and people management information to be provided by DETE as requested by the Premier.

### Key issues

- The information to be provided by DETE to the Minister for Education, Training and Employment on a fortnightly basis includes:
  - All staff suspended on full pay per category is provided in **Attachment 1**.
  - The number of workplace investigations arising from formal complaints which have been in progress more than 60 days, a summary outlining why the investigation has not been completed and a target date for the completion of the investigation.
  - Attachment 2** provides greater detail of investigations conducted in relation to the Department's *Managing Employee Complaints* procedure.
  - Attachment 3** provides greater detail of complaints currently in progress with DETE's Ethical Standards Unit.

### Implications

- There are no financial, legal or media implications.

### Background

- The Premier has stated that a key strategy for the Government is to ensure an effective performance management agenda that maximises service delivery to the community.
- Information regarding formal diminished performance processes, investigations and discipline processes are being provided to the Chief Executive Officer, Public Service Commission on a monthly basis.
- The Premier also recommended that information regarding staff suspensions and extended workplace investigations be provided to the Minister on a fortnightly basis.

### Right to information

- I am of the view that the contents or attachments contained in this brief are **not suitable** for publication.

## Recommendation

That the Chief of Staff

- note the performance management data for the Department of Education, Training and Employment.

NOTED



FIONA CRAWFORD

Chief of Staff

Office of the Hon John-Paul Langbroek MP

Minister for Education, Training and Employment

513113

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## Chief of Staff's comments

Action Officer Jonathan Butler-White A/Manager Workforce Review Tel: 3235 4610 Date: 20/02/2013	Endorsed by: A/ED Rod Lawrence Workforce Management & Support Tel: 3235 4733 Mob: s.47(3)(b) - Contr Date: 22/02/2013	Endorsed by: ADG Craig Allen Human Resources Sighted and Signed Tel: 3237 0604 Mob: s.47(3)(b) - Con Date: 25/02/2013	Endorsed by: A/DDG Jeff Hunt Corporate Services Tel: 3405 6329 Mob: s.47(3)(b) - Con Date: 25/02/2013	Endorsed by: A/DG Annette Whitehead Tel: 323 71070 Mob: Date: 27/2/13
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Minister's Office File Ref:	
Department File Ref:	13/5393

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

*Answer copy to  
John-Paul Langbroek MP  
for review.*

**Action required: For Approval**

**Action required by: 28/01/2013**

**Routine** – Advice regarding Government commitment to implement an Open Data initiative.

### SUBJECT: OPEN DATA INITIATIVE – STATUTORY AUTHORITY OBLIGATIONS

#### Summary of key objectives

- On 10 December 2012, the Government endorsed implementation of the Queensland Government open access initiative – Open Data.
- In accordance with the decision, all Government agencies, including statutory authorities and commercialised business units, must publish a four year forward plan for delivery of the initiative.
- Statutory authorities are required to publish such a strategy by October 2013. Letters informing these stakeholders of the Government's decision are attached for the Minister's approval (**Attachment 1**).

#### Key issues

1. Under the initiative, government agencies and statutory authorities are required to publish their approaches to data identification, release and regulatory compliance in Open Data Strategies.
2. The Government will consider the strategies of commercialised business units and statutory authorities in September 2013, prior to being released.
3. There are 21 external entities within the education, training and employment portfolio that are captured as part of the Government's commitment to Open Data (**Attachment 2**).
4. Under the *Right to Information Act 2009*, statutory authorities are already required to release public sector information. The Open Data initiative builds upon these existing provisions but does not require the release of commercially sensitive information.
5. Statutory authorities impacted by recommendations of the Skills and Training Taskforce will still need to satisfy their obligations under this commitment, ensuring any such work is incorporated into subsequent transition strategies.
6. The Department will coordinate an Open Data information session for statutory authorities and commercialised business units and provide ongoing support and assistance as necessary.

#### Implications

7. Implementation and ongoing maintenance of this initiative will have resource implications that will need to be quantified and managed through the normal budget processes.
8. Revenue implications, including any proposal to continue charging for data, will be considered by the Government on a case-by-case basis.

#### Background

9. On 9 October 2012, the Premier committed to increasing social and economic growth by openly sharing Government data – an 'Open Data revolution'.
10. The initiative aims to release as much Government data as possible to encourage the private sector to develop innovative new services and solutions for the State.

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11. In this context, Open Data focuses on the value of releasing basic or 'raw' data – that is, data that has not been analysed, processed or presented so as to give it meaning.
12. The use of raw data offers the potential to improve public services, support research and education and restore transparency and accountability in Government.
13. The Queensland Government website [www.qld.gov.au/data](http://www.qld.gov.au/data) maintains a catalogue of public datasets providing users with a link to the actual data hosted by the respective agency/authority.
14. Datasets will continue to belong to agencies/statutory authorities, reside on agency infrastructure and remain the responsibility of the agency to maintain as fit-for-purpose.
15. Where possible, data will be available free of charge and open for reuse. Data contrary to public interest or restricted by legislation, contractual obligations or commercial-in-confidence will not be released.
16. Potential risks associated with the release of data will be mitigated by robust publication and data cleansing process, suitable disclaimers, caveats, terms of use and good governance.

#### Right to information

17. I am of the view that the contents or attachments contained in this brief are **suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/5393


**Recommendation**

That the Minister

**Note** the requirement for statutory bodies to develop and implement an Open Data strategy in accordance with Government policy; and

**Sign** the attached letters advising statutory authorities within the education, training and employment portfolio of the requirement to publish these strategies by October 2013.

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

  
**FIONA CRAWFORD** *Tim Rames*  
 Chief of Staff *S.P.A.*  
 Office of the Hon John-Paul Langbroek MP  
 Minister for Education, Training and  
 Employment

  
**JOHN-PAUL LANGBROEK MP**  
 Minister for Education, Training and  
 Employment

*11/1/13*  
☒ Copy to Assistant Minister  
**Minister's comments**

*CAN THE M.O. PLEASE BE INFORMED OF WHEN THE INFO SESSION IS. TR.*

Action Officer:  
 Kate Stuchbury  
 Director, Open Data  
 Governance Strategy  
 and Planning

Tel: 3405 3512


Endorsed by:  
 ED  
 Lesley Robinson  
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 Date: 08/01/2013

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 Jeff Hunt  
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 Date: 09/01/2013

Endorsed by:  
 A/DG  
 Annette Whitehead

  
 Tel:  
 Mob:  
 Date: *10/1/13*

Minister's Office File Ref:	
Department File Ref:	13/5477

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: Noting and signing letter to Premier**

**Action required by: As soon as possible**

**Urgent** – Information requested by the Office of the Premier.

### SUBJECT: ELECTION COMMITMENTS UPDATE – ASHGROVE ELECTORATE

#### Summary of key objectives

- The Office of the Premier has requested an update on the progress of election commitments in Ashgrove.
- The Minister's approval of the update on the progress of election commitments in Ashgrove is requested (**Attachment 1**).

#### Key Issues

1. On 2 January 2013, the Office of the Premier requested an update on the progress of election commitments in Ashgrove.
2. An earlier update was provided to the Premier on 20 June 2012 (**Attachment 2**).
3. DETE is responsible for five election commitments in the Ashgrove electorate.
4. As at 15 January 2013, the Department of Education, Training and Employment (DETE) has delivered one of its five commitments in the Ashgrove electorate:
  - Mitchelton State High School – funding to support breakfast program.
5. The status of the remaining four commitments is "on track":
  - The Gap State High School – new sports hall
  - Ashgrove State School – two story classroom building to replace existing demountable buildings
  - Ashgrove State School – tennis court upgrade
  - Payne Road State School – new lighting on sports oval.

#### Implications

6. There are no implications.

#### Background

7. The Department is required to report on the progress of the Government's commitments to the Premier as requested.
8. The previous report was submitted to the Premier on 20 June 2012.
9. The Office of the Premier requested the second progress update on 2 January 2013.

Minister's Office File Ref:	
Department File Ref:	13/5477

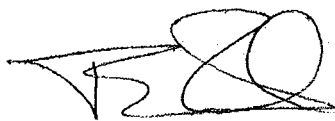
**Right to Information**

10. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

**Recommendation**

That the Minister:

- **note** the current status of election commitments in the Ashgrove electorate; and
- **sign** the letter to the Premier providing an update on the status of election commitments in the Ashgrove electorate.

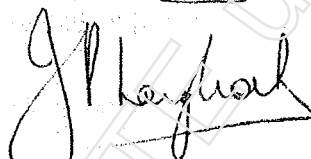
**NOTED**


**FIONA CRAWFORD**  
 Chief of Staff  
 Office of the Hon John-Paul Langbroek MP  
 Minister for Education, Training and  
 Employment

22 / 1 / 13

☐ Copy to Assistant Minister

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



**JOHN-PAUL LANGBROEK MP**  
 Minister for Education, Training and  
 Employment

23 / 1 / 13

**Minister's comments**

Action Officer  
 Diane Law  
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Date: 16/01/2013

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 Adam Black  
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Date: 16/01/2013

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 A/DG  
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Mob:

Date: 18 / 1 / 13

Minister's Office File Ref:	
Department File Ref:	13/151887

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting**

**Noting required by: 31 May 2013**

**Routine** – to keep Minister informed of progress on DETE strategic planning.

### SUBJECT: DETE STRATEGIC PLAN 2013-2017 CONSULTATION

#### Summary of key objectives

To advise the Minister that:

- the Department of Education, Training and Employment's (DETE) Strategic Plan 2013-2107 is to be published by 1 July 2013;
- a draft plan has been developed for consultation with DETE stakeholders (**Attachment 1**); and
- stakeholder feedback on the draft plan will be sought until 31 May 2013.

#### Key issues

1. The annual review and re-development of the four year DETE Strategic Plan provides an opportunity for the Department to adjust the focus and direction of key strategic documents to align with current contexts and priorities.
2. The DETE Strategic Plan 2013-2017 is a two part plan that includes:
  - an A4 poster (**Attachment 2**) of the plan communicating key messages to DETE customers and stakeholders, including our focus, strategic commitments and outcomes; and
  - a longer plan that details DETE's objectives in the broader government and community context and the actions to be undertaken to achieve these goals.
3. To improve the Department's customer focus in service delivery, the consultation process for the Strategic Plan will seek feedback from a wide range of stakeholders. The consultation process will include:
  - publication of the consultation draft Strategic Plan 2013-2017 on the DETE website with a feedback link to provide specific and general feedback on the plan;
  - inviting feedback from key DETE stakeholders on the plan through email and meetings with senior departmental staff.
4. Stakeholder consultation will continue through May 2013 and the results of the feedback will be analysed for inclusion in the final plan where appropriate.
5. A further draft will be provided to the Minister's office in June following the analysis of stakeholder feedback and resulting amendments to the plan.

#### Background

6. The *Financial and Performance Management Standard (2009)* (FPMS) requires that government agencies develop strategic plans with a four year outlook in accordance with the *Agency Planning Requirements* as published by the Department of the Premier and Cabinet. Agency strategic plans must be published by 1 July each year.

Minister's Office File Ref:	
Department File Ref:	13/151887

7. Agencies are advised to consult with Ministers, central agencies, customers, partners, staff and other stakeholders in developing strategic plans. The consultation draft of the DETE Strategic Plan 2013-2017 has been developed internally with extensive input from the Executive Management Group (EMG).

### Right to information

8. I am of the view that the contents or attachments contained in this brief are suitable for publication.

### Recommendation

That the Minister:

- note the consultation draft (**Attachment 1**) of the DETE Strategic Plan 2013-2017 and provide any feedback to Corporate Services by the end of May 2013; and
- note the Strategic Plan stakeholder consultation process being undertaken during May 2013.

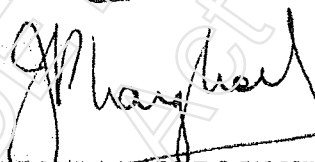
NOTED



**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

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☐ Copy to Assistant Minister

APPROVED/NOT APPROVED  
ENDORSED/NOTED

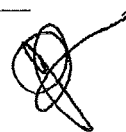


**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
Employment

1915113

### Minister's comments

Action Officer Helen Foley Principal Policy Officer Governance Strategy and Planning Tel: 323 70247	Endorsed by: A/ED Robyn Albury  Governance Strategy and Planning Tel: 322 52135 Mob: Date: 09/05/2013	Endorsed by: A/DDG Jeff Hunt  Corporate Services  Tel: 340 56329 Mob: <span style="border: 1px solid red; padding: 0 2px;">s.47(3)(b) - Cont</span> Date: 09/05/2013	Endorsed by: DG Dr Jim Watterston  Tel: 323 71070 Mob: Date: 13/5/13
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Minister's Office File Ref:	
Department File Ref:	13/54846

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Approval

### Action required by: 15 March 2013

**Urgent** – Approval required for commencement of a Ministerial designation process under the *Sustainable Planning Act 2009* (SPA) for Palm Beach Currumbin State High School.

### SUBJECT: APPROVAL TO COMMENCE DESIGNATION OF LAND FOR COMMUNITY INFRASTRUCTURE AT PALM BEACH CURRUMBIN STATE HIGH SCHOOL FOR A NEW CLASSROOM BLOCK

#### Summary of key objectives

- Palm Beach Currumbin State High School (SHS) is an identified site for a New Classroom Block under the Year 7 program.
- The proposed site is within a Coastal Management Area and is not covered by the exemption for Year 7 buildings under current planning regulations.
- Ministerial designation of this site is required before a construction contract can be awarded.
- The Minister for Education, Training and Employment's approval is sought to commence a Ministerial designation process under the *Sustainable Planning Act 2009* (SPA) at Palm Beach Currumbin SHS for the proposed New Classroom Block.

#### Key issues

1. Palm Beach Currumbin SHS has been identified as a site for a New Classroom Block as part of the rollout of teaching spaces for Year 7 students at high schools from 2015.
2. Approval to commence the designation process at this time will assist in meeting project timelines.

#### Implications

3. Funding to deliver this project is available in the 2013-14 and 2014-15 Capital Works Programs.
4. Section 757 of the SPA provides that the Judicial Review Act 1991 (JRA) does not apply to the following matters under SPA:
  - (a) conduct engaged in for the purpose of making a decision;
  - (b) other conduct that relates to the making of a decision;
  - (c) the making of a decision or the failure to make a decision; and
  - (d) a decision.
5. The Minister may, however, be asked for a statement of reasons in relation to his decision and matters can be referred to the Planning and Environment Court.

Minister's Office File Ref:	
Department File Ref:	13/54846

## Background

6. The SPA permits use of either a Ministerial designation process for land required for community infrastructure or, alternatively, use of an Integrated Development Assessment System (IDAS) through the local authority.
7. It is proposed to utilise the Ministerial designation process, which vests authority for planning approvals with the State.
8. Palm Beach Currumbin SHS is described as Lot 230 on Plan WD6586.
9. This parcel of land is the subject of this Ministerial designation proposal.

## Ministerial Designation Process

10. The Minister may designate land for community infrastructure under section 200 of the SPA. Under section 201 land may be designated for community infrastructure only if the designator is satisfied the community infrastructure will:
  - a) facilitate the implementation of legislation and policies about environmental protection or ecological sustainability;
  - b) facilitate the efficient allocation of resources;
  - c) satisfy statutory requirements or budgetary commitments of the State or Local Government for the supply of community infrastructure; or
  - d) satisfy the community's expectations for the efficient and timely supply of infrastructure.

Clauses (b), (c) and (d) are considered applicable to the school site, which will increase in density to include the proposed New Classroom Block.

11. There are normally six steps in the process to ensure that requirements for adequate environmental assessment and public consultation are met, however due to the low impact nature of this new classroom block, an alternative four step strategy with only one round of consultation can be undertaken. The proposed process is as follows:
  - Step 1 - Preparation of the Initial Assessment Report (IAR) covering environmental assessment, traffic impacts and other regulatory requirements.
  - Step 2 - Consultation with other State agencies, local governments, immediate neighbours and other relevant parties in relation to the IAR.
  - Step 3 - Preparation of Final Assessment Report (FAR), incorporating feedback and departmental responses.
  - Step 4 - Minister's consideration of the FAR and departmental recommendations in relation to site designation.
12. Following review of the FAR, the Minister may decide not to proceed with making the proposed designation.

## Right to information

13. I am of the view that the contents or attachments contained in this brief are **suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/54846

## Recommendation

It is recommended that the Minister:

- **approve** commencement of a Ministerial designation process under the *Sustainable Planning Act 2009* for Palm Beach Currumbin State High School.

NOTED



**FIONA CRAWFORD**

Chief of Staff

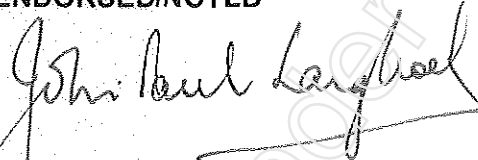
Office of the Hon John-Paul Langbroek MP

Minister for Education, Training and  
Employment

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☐ Copy to Assistant Minister

**APPROVED/NOT APPROVED  
ENDORSED/NOTED**




**JOHN-PAUL LANGBROEK MP**

Minister for Education, Training and  
Employment

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**Minister's comments**

Action Officer Mike Kitto	Endorsed by: Manager Eric Beedle	Endorsed by: Director David Sullivan Infrastructure Programs and Delivery	Endorsed by: ED Dave Baxter Infrastructure Programs and Delivery	Endorsed by: ADG Paul Hobbs Infrastructure Services	Endorsed by: A/DDG Jeff Hunt Corporate Services	Endorsed by: A/DG Annette Whitehead
Tel: 32370818	Tel: 323 70400 Mob: s.47(3)(b) - Co Date: 19/02/13	Tel: 324 73976 Mob: s.47(3)(b) - Co Date: 19/02/13	Tel: 322 42826 Mob: s.47(3)(b) - Co Date: 20/02/13	Tel: 323 70658 Mob: s.47(3)(b) - Co Date: 21/02/13	Tel: 340 56329 Mob: s.47(3)(b) - Co Date: 22/02/13	Tel:  Mob: Date: 21/2/13

Minister's Office File Ref:	
Department File Ref:	13/54857

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Approval**

**Action required by: 15 March 2013**

**Urgent** – Approval required for commencement of a Ministerial designation process under the *Sustainable Planning Act 2009* (SPA) for kindergartens at state school sites.

**SUBJECT: APPROVAL TO COMMENCE DESIGNATION OF LAND FOR COMMUNITY INFRASTRUCTURE AT STATE SCHOOL SITES FOR KINDERGARTENS**

### Summary of key objectives

- The Department of Education, Training and Employment (DETE) is planning to open 15 kindergartens on state school sites in time for the start of the 2014 school year.
- The Department is seeking approval to commence the Ministerial Designation process for 10 of these sites to ensure town planning requirements are met. The balance of kindergartens provided by DETE will meet town planning requirements through existing use rights or through alternative planning instruments.
- The Minister for Education, Training and Employment's approval is sought to commence a Ministerial designation process under the *Sustainable Planning Act 2009* (SPA) for the 10 kindergartens on state school sites, as detailed in **Schedule A**. It should be noted that a construction contract is unable to be put in place until Ministerial designation of these sites is approved.

### Key issues

1. These kindergarten sites have been identified under the additional kindergarten services initiative originally established by the former Government.
2. The locations of these kindergartens will meet local demand and local service shortfalls.
3. Approval to commence the designation process is critical in assisting in meeting project timelines.

### Implications

4. Funding to deliver this project is available in the 2013–14 Capital Works Program.
5. Section 757 of the SPA provides that the *Judicial Review Act 1991* (JRA) does not apply to the following matters under SPA:
  - (a) conduct engaged in for the purpose of making a decision;
  - (b) other conduct that relates to the making of a decision;
  - (c) the making of a decision or the failure to make a decision; and
  - (d) a decision.
6. The Minister may, however, be asked for a statement of reasons in relation to his decision and matters can be referred to the Planning and Environment Court.

Minister's Office File Ref:	
Department File Ref:	13/54857

## Background

7. The SPA permits use of either a Ministerial designation process for land required for community infrastructure or, alternatively, use of an Integrated Development Assessment System (IDAS) through the local authority.
8. It is proposed to utilise the Ministerial designation process, which vests authority for planning approvals with the State.
9. The legal description of the proposed kindergarten sites is detailed in **Schedule A**.
10. These parcels of land are the subject of this Ministerial designation proposal.

## Ministerial Designation Process

11. The Minister may designate land for community infrastructure under section 200 of the SPA. Under section 201 land may be designated for community infrastructure only if the designator is satisfied the community infrastructure will:
  - a) facilitate the implementation of legislation and policies about environmental protection or ecological sustainability;
  - b) facilitate the efficient allocation of resources;
  - c) satisfy statutory requirements or budgetary commitments of the State or Local Government for the supply of community infrastructure; or
  - d) satisfy the community's expectations for the efficient and timely supply of infrastructure.

Clauses (b), (c) and (d) are considered applicable to the school sites, which will increase in density to include the proposed kindergartens.

12. There are normally six steps in the process to ensure that requirements for adequate environmental assessment and public consultation are met, however due to the low impact nature of these new kindergartens, an alternative four step strategy with only one round of consultation can be undertaken. The proposed process is as follows:
  - Step 1 - Preparation of the Initial Assessment Report (IAR) covering environmental assessment, traffic impacts and other regulatory requirements.
  - Step 2 - Consultation with other State agencies, local governments, immediate neighbours and other relevant parties in relation to the IAR.
  - Step 3 - Preparation of Final Assessment Report (FAR), incorporating feedback and departmental responses.
  - Step 4 - Minister's consideration of the FAR and departmental recommendations in relation to site designation.
13. Following review of the FAR, the Minister may decide not to proceed with making the proposed designation.
14. This approval is sought to commence process for a number of sites as detailed. Individual FARs will be provided on a site by site basis for the final ministerial approval.

## Right to information

15. I am of the view that the contents or attachments contained in this brief are **suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/54857

## Recommendation

It is recommended that the Minister:

- **approve** commencement of a Ministerial designation process under the *Sustainable Planning Act 2009* for kindergartens at state school sites as per **Schedule A**.

NOTED

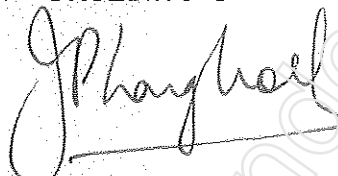


**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

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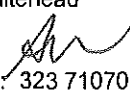
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ENDORSED/NOTED**



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
Employment

5 / 13 / 13

**Minister's comments**

Action Officer	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:
Mike Kitto	Manager Eric Beedle	Director David Sullivan	ED Dave Baxter	ADG Paul Hobbs	A/DDG Jeff Hunt	A/DG Annette Whitehead
		Infrastructure Programs and Delivery	Infrastructure Programs and Delivery	Infrastructure Services	Corporate Services	
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	Date: 19/02/13	Date: 19/02/13	Date: 20/02/13	Date: 21/02/13	Date: 22/02/13	Date: 21/2/13

Minister's Office File Ref:	
Department File Ref:	13/55617

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Approval

### Action required by: 4 March 2013

**Critical** – The Australian Government has indicated that this report by must be submitted by COB 5 March 2013 or Queensland will lose eligibility to \$34.5 million in reward funding.

## SUBJECT: IMPROVING TEACHER QUALITY NATIONAL PARTNERSHIP FINAL REWARD PAYMENT FUNDING REPORT

### Summary of key objectives

- Seeking approval to forward a report on achievement against reward funding milestones within the *Improving Teacher Quality* National Partnership to the Australian Government.
- The report triggers up to \$34.5 million in reward funding across the three schooling sectors.
- All milestones contained within the report are reported as achieved or exceeded, however, there is a risk regarding one milestone relating to pre-registration testing for teacher graduates.

### Key issues

1. The Report has been developed from data provided by all three schooling sectors, and is attached for Ministerial approval and forwarding to the Australian Government by email to meet the required timeframe of **COB 5 March 2013 (Attachment 2)**.
2. A letter has also been drafted to be sent to the Curriculum, Assessment and Teaching Group in the Department of Education, Employment and Workforce Relations (**Attachment 1**).
3. Queensland is reporting that all milestones contained within the report have been achieved or exceeded; however there is a risk that a milestone relating to the pre-registration test for teaching graduates will not be accepted.
4. The milestone states:  
*A pre-registration testing process was established to determine graduate teachers' knowledge and skills in teaching literacy, numeracy and science.*
5. This milestone was included following Professor Geoff Masters' Queensland Education Performance Review, which was conducted at the time of developing the original National Partnership Agreement (NPA) plan. The previous Government included implementing the test as an achievable milestone.
6. The report states that the pre-registration test has been established, trialed and assessed; as the test has been developed, implemented in a trial and the trial evaluated by the Queensland College of Teachers.
7. The report also notes that Ministers of Education are discussing the potential for national implementation of the test through the Standing Council for School Education and Early Childhood (SCSEEC).

Minister's Office File Ref:	
Department File Ref:	13/55617

8. Reporting is on progress as at 31 December 2012. There has been no final determination of national interest in the wider application of the test. A proposal for national implementation is included in draft documents prepared first for the Teacher Quality National Reforms Working Group, established at the request of SCSEEC, and whose work has now been referred to Strategic Policy Working Group (SPWG).
9. SPWG are progressing a range of proposals for consideration by all jurisdictions early in 2013, including a pre-registration test.
10. Queensland has not proceeded to fully implement the test unilaterally; as this action would not be in accordance with current nationally-consistent processes for teacher registration.

### Implications

11. Failure to provide the report to the Australian Government by **5 March 2013** places \$34.5 million in reward funding at high risk.
12. The pre-registration milestone is assigned 1.29% of the available Queensland reward funding, equating to \$445,050 across the three schooling sectors. Should the Australian Government not accept the milestone as achieved, this amount may be withheld.
13. Were the Australian Government to withhold \$445,050, funding allocations for each of the three schooling sectors would be reduced proportionally.

### Background

14. The *Improving Teacher Quality National Partnership* is a central component of the Council of Australian Governments' (COAG) education reform agenda to create a quality teaching workforce across Australia.
15. Achievement of agreed performance milestones triggers up to \$34.5 million in reward funding for Queensland during each of 2012 and 2013. The reward funding is apportioned across the three schooling sectors. State schooling's allocation is \$23.7 million in each year.
16. Queensland achieved all performance milestones in 2012 and received all due reward funding for that year.
17. During 2012, Mr Peter Garrett MP, Federal Minister for School Education, Early Childhood and Youth, wrote to Minister Langbroek requesting that Queensland revise its performance milestones for 2013. This provided the opportunity to incorporate completed actions in relation to the significant reform agenda to drive school improvement that had occurred since the National Partnership was first negotiated and which was not reflected in the original plan (**Attachment 3**).
18. The National Partnership notionally terminated on 31 December 2012. The final deliverable is the Reward Funding Report.

### Right to information

19. I am of the view that the contents or attachments contained in this brief are **not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/55617

## Recommendation

It is recommended that the Minister:

- **approve** the Queensland 2012 Reward Funding Report, including that Queensland has met its obligations under the *Improving Teacher Quality* National Partnership Agreement and is eligible for \$34.5 million in reward funding for distribution across all schooling sectors (**Attachment 2**); and
- **sign** the attached letter enclosing the Report to be forwarded to the Commonwealth Department of Education, Employment and Workplace Relations by email (**Attachment 1**).

NOTED

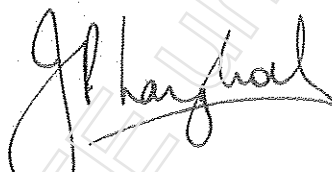


**Fiona Crawford**  
**Chief of Staff**  
**Office of the Hon John-Paul Langbroek MP**  
**Minister for Education, Training and**  
**Employment**

5, 3, 13

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**ENDORSED/NOTED**



**JOHN-PAUL LANGBROEK MP**  
**Minister for Education, Training and**  
**Employment**

5, 3, 13


## Minister's comments

Action Officer  
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 Director, Workforce  
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 Patrick Bryan  
 Executive Director,  
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 Date: 22/02/2013

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 Annette Whitehead  
  
 Tel: 323 71070  
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 Date: 21/2/13

Minister's Office File Ref:	
Department File Ref:	13/56308

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education Training and Employment

**Action required: For Approval**

**Action required by: 20 March 2013**

**Urgent** – To ensure financial approval is in place to allow tenders to be accepted.

### SUBJECT: THE GAP STATE HIGH SCHOOL – ADDITIONAL ACCOMMODATION

#### Summary of key objectives

- Ministerial approval is sought for the sum of \$5,104,000 (inclusive of GST) to deliver additional accommodation to The Gap State High School.

#### Key issues

- Infrastructure Delivery has been briefed to deliver additional classroom accommodation to The Gap State High School. The facility is required for the start of the 2014 school year for the new Year 7 students.
- Site designation is not required for this project as it forms part of the Flying Start Program.
- Requested approvals are within the financial and expenditure delegation of the Minister for Education, Training and Employment.

#### Implications

- Funding to commence the project is included in the Department of Education, Training and Employment's (DETE) Flying Start Program and the Capital Works Program.
- The Capital Works component of the \$5,104,000 is \$719,400. The Director, Capital Works Planning has advised that requested funding is available from the Capital Works Program.
- The Flying Start component of the \$5,104,000 is \$4,384,600. The Director, Flying Start has advised that requested funding is available from the Flying Start Program.
- The Director, Infrastructure Delivery will liaise with Community Engagement and Partnerships as required.
- There are no legal or other financial implications at this time.

#### Background

- The proposed two-storey classroom block will provide eight classrooms, two collaborative rooms, two project development areas, a staff room, amenities, a lift, an under-croft and two covered links back to an existing building.
- Early cost estimates are significant, reflecting the site topography and the extensive site works required.
- Financial approval of \$5,104,000 (inclusive of GST) should allow this project to proceed to Contract Documentation, Tender and Contract Award.
- Approval is being sought at an early stage of the project's life on the basis of a schematic design estimate only. This will assist in meeting project timelines by enabling early works to be undertaken if required.

Minister's Office File Ref:	
Department File Ref:	13/56308

13. Project designs will be reviewed by the Project Coordinator as they are developed further to ensure departmental design requirements are being met and costs remain within approved funding levels.

**Right to information**

14. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

Released by DETE under  
the RTI Act

Minister's Office File Ref:	
Department File Ref:	13/56308

### Recommendation

It is recommended that the Minister:

- grant financial approval of \$5,104,000 (inclusive of GST) to deliver additional accommodation to The Gap State High School.


### NOTED



**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John- Paul Langbroek MP  
Minister for Education, Training and  
Employment

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### APPROVED/NOT APPROVED



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
Employment

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### Minister's comments

Action Officer Chris Jones	Endorsed by: Director Dave Sullivan	Endorsed by: ED Dave Baxter Programs & Delivery	Endorsed by: CFO Adam Black Finance	Endorsed by: A/DDG Jeff Hunt Corporate Services	Endorsed by: A/DG Annette Whitehead
Tel: 3247 5173	Tel: 3237 1616 Mob:	Tel: 3224 2826 Mob:	Tel: 3404 3451 Mob: s.47(3)(b) - Cor	Tel: 3405 6329 Mob: s.47(3)(b) - Cor	Tel: 323 71070 Mob:
Date: 20/2/2013	Date: 6/3/2013	Date: 7/3/2013	Date: 11/03/2013	Date: 12/3/2013	Date: 15/3/13

Minister's Office File Ref:	
Department File Ref:	13/5665

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Noting

### Noting required by: 29/01/2013

**Urgent** –The Department and the Australian Taxation Office (ATO) have agreed to the terms of the Draft Class Ruling which provides an approved tax treatment for successful applicants of the Department's 2013 Career Change Program.

## SUBJECT: CAREER CHANGE PROGRAM – AUSTRALIAN TAX OFFICE CLASS RULING

### Summary of key objectives

- To provide the Minister for Education, Training and Employment with a progress update on the Semester 1 2013 Career Change Program for primary teachers.

### Key issues

- An approved Early Retirement Scheme tax treatment, in the form of a Class Ruling, was requested from the Australian Tax Office (ATO) by the Department of Education, Training and Employment to enhance the tax treatment of payments associated with the Career Change Program.
- The draft Class Ruling was signed by the Acting Director-General and delivered to the ATO on 3 January 2013.
- The approved Class Ruling will be published in the *Commonwealth of Australia Gazette* on 30 January 2013.
- In line with the gazettal of the Class Ruling, the Department will announce the Career Change program on 30 January 2013, allowing teachers to apply for inclusion in the program from this date.
- The Acting Deputy Director-General, Corporate Services has finalised the procurement contract to engage the services of Accelerated Pathways who will manage the Career Change program on behalf of the Department.

### Implications

#### Legal

- The Draft Class Ruling is not legally binding on the Commissioner and cannot be relied upon until the time that the Class Ruling is published by the ATO and the notice of the ruling appears in the *Commonwealth of Australia Gazette* (30 January 2013).

#### Media

- While some negative media publicity was generated with the earlier stages of the program, it now appears to be accepted as a workforce management tool which can be applied by the Department as required.
- All announcements and public statements regarding the program will be positioned within an overall framework of workforce renewal, teacher supply and demand and professional development initiatives being progressed within the Department.

Minister's Office File Ref:	
Department File Ref:	13/5665

9. Advice from the Minister's Office, has indicated that a media release will not be required for the launch of the 2013 program.

#### **Financial**

10. The 2013 Career Change Program will be funded solely by the Department.
11. A pro-rata amount is available to part-time teachers.
12. Accelerated Pathways has been engaged to administer the 2013 Career Change Program.
13. The cost payable to Accelerated Pathways to administer the program is \$337,425.

#### **Background**

14. The Career Change Program is an important part of ensuring quality outcomes for Queensland students through workforce renewal. The program also provides a positive message to teaching graduates, universities and the general public that the Department is actively creating additional opportunities for recent graduates to commence a rewarding career in state and tertiary education.
15. The Career Change Program is entirely voluntary and provides a genuine opportunity to permanent teachers with 10 years' or greater service with the Department to seek alternative career opportunities outside the Department. The successful applicants will benefit from an ATO approved tax treatment (Class Ruling).
16. The Career Change Program for teachers creates permanent employment opportunities for graduate teachers by providing unmotivated state school teachers lacking contemporary teaching skills, a grant of up to \$50,000 to pursue alternative career options.
17. Six rounds of the program have been conducted to date – in 2002 (two rounds), 2004, 2005, 2007 and 2011. In total approximately 1900 teachers exited the Department under the program.
18. To be eligible for the program, applicants must:
- Have accumulated at least 10 years' teaching service.
  - Be permanently employed as a teacher with the Department of Education, Training and Employment.
  - Be committed to taking up a new career.
  - Demonstrate a shortage of contemporary teaching skills.
  - Be able to settle any outstanding workers compensation claims.
  - Have not been on leave without pay for a period greater than 12 months.
  - Give an undertaking not to seek further employment with the Department as a teacher or in a state school.

#### **Right to information**

19. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/5665

## Recommendation

That the Minister **note** the progress of the 2013 Career Change Program, particularly the:

- Acting Director-General's agreement to the terms of the Draft Class Ruling;
- Australian Tax Office's intention to publish a notice in the *Commonwealth of Australia Gazette* on 30 January 2013 formalising the Class Ruling; and
- launch of the Program by the Department, on 30 January 2013, in line with the gazettal of the Class Ruling.

NOTED

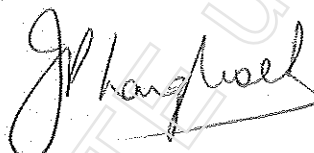


**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

2011113

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APPROVED/NOT APPROVED  
ENDORSED/NOTED



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
Employment

231113

## Minister's comments

Action Officer Emma Heller Snr HR Consultant	Endorsed by: Director Annette Richards Human Resources	Endorsed by: A/ADG Tom Barlow Human Resources	Endorsed by: A/DDG Jeff Hunt Corporate Services	Endorsed by: A/DG Annette Whitehead
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Minister's Office File Ref:	
Department File Ref:	13/56741

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Approval**

**Action required by: 20 March 2013**

**Urgent – To ensure financial approval is in place to allow tenders to be accepted.**

**SUBJECT: THE GAP STATE HIGH SCHOOL – SPORTS HALL**

### Summary of Key Objectives

- Ministerial approval is sought for the sum of \$6,028,000 (inclusive of GST) to deliver a Sports Hall to The Gap State High School.

### Key Issues

- Infrastructure Delivery has been briefed to deliver a Sports Hall to The Gap State High School. The facility is required to be completed during Term 1, 2014.
- The Sports Hall has triggered the need to build a new fire ring main around the school.
- Site designation is required for this project.
- Requested approvals are within the financial and expenditure delegation of the Minister for Education, Training and Employment.

### Implications

- Funding to commence the project is included in the Department of Education, Training and Employment's (DETE) Capital Works program.
- The Director, Infrastructure Delivery will liaise with Community Engagement and Partnerships as required.
- Payment terms and conditions on construction projects are highly prescribed. Failure to meet obligations will incur financial penalties for DETE and may result in negative publicity should a contractor or his/her sub-contractors employed on a Government job not be paid in a timely manner.
- Purchase orders and purchase order variation requests with a 24-hour turnaround will otherwise need to be forwarded to the Minister for signing.
- There are no legal or other financial implications at this time.

### Background

- The proposed Sports Hall will provide three full size basketball courts, a staff room, a kiosk, amenities, four equipment stores, a cleaners' store, a prep room, a veranda and a mezzanine level to include a gym, a viewing area, a weights area and a weights store.
- Early cost estimates are significant, reflecting the site topography and the extensive site works required coupled with the need to include a fire ring main.
- Financial approval of \$6,028,000 (inclusive of GST) should allow this project to proceed to Contract Documentation, Tender and Contract Award.

Minister's Office File Ref:	
Department File Ref:	13/56741

13. Approval is being sought at an early stage of the project's life on the basis of a schematic design estimate only. This will assist in meeting project timelines by enabling early works to be undertaken if required.
14. Delegation of the Minister's expenditure delegation will enable contracts to be accepted and contract variations to be managed at an operational level.
15. Project designs will be reviewed by the Project Coordinator as they are developed further to ensure departmental design requirements are being met and costs remain within approved funding levels.
16. The Director, Capital Works Planning has advised that the requested funding is available from the Capital Works Program.

#### Right to Information

17. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.


Minister's Office File Ref:	
Department File Ref:	13/56741

### Recommendation

It is recommended that the Minister:

- grant financial approval of \$6,028,000 (inclusive of GST) to deliver a Sports Hall to The Gap State High School.

NOTED



**FIONA CRAWFORD**

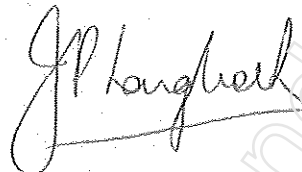
Chief of Staff

Office of the Hon John- Paul Langbroek MP

Minister for Education, Training and Employment

21/3/13

APPROVED/NOT APPROVED



**JOHN-PAUL LANGBROEK MP**

Minister for Education, Training and Employment

25/3/13

Minister's comments

Action Officer Chris Jones	Endorsed by: Director Dave Sullivan	Endorsed by: ED Dave Baxter	Endorsed by: CFO Adam Black	Endorsed by: A/DDG Jeff Hunt	Endorsed by: A/DG Annette Whitehead
		Programs and Delivery	Finance	Corporate Services	
Tel: 3247 5173	Tel: 3237 1616 Mob:	Tel: 3224 2826 Mob:	Tel: 340 43451 Mob: s.47(3)(b) - Con	Tel: 3405 6329 Mob: s.47(3)(b) - Con	Tel: 323 71070 Mob:
Date: 20/2/13	Date: 5/3/2013	Date: 7/3/2013	Date: 11/3/2013	Date: 12/3/2013	Date: 15/3/13

Minister's Office File Ref:	
Department File Ref:	13/57630

## Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Routine** – General information about the upcoming Longitudinal Surveys of Australian Youth National Research Forum on 11 April 2013.

**SUBJECT: LSAY NATIONAL RESEARCH FORUM – “Are We There Yet? Youth Transitions in Australia”**

### Summary of key objectives

- The National Centre for Vocational Education Research (NCVER) will present a national research forum on 11 April 2013 called "Are We There Yet? Youth Transitions in Australia", with the latest findings from the Longitudinal Surveys of Australian Youth (LSAY).
- The Department of Education, Training and Employment (DETE) conducts a suite of surveys that provides detailed, timely and robust data about young Queenslanders' destinations after leaving school.

### Key issues

1. Key topics to be covered at the forum will include impact of schools, student aspirations, gap years, financial wellbeing and pathways to work.
2. Through the Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee (AEEYSOC), DETE contributes its share of the national cost of LSAY, approximately \$18,000 annually, to support data collection and reporting.
3. DETE conducts its own comprehensive suite of surveys that focuses on collecting high quality information about the destinations of Queensland youth in further education, training and/or work after they leave school.
4. In particular, the *Next Step* Longitudinal study and *Early School Leavers* Longitudinal study provide detailed information about the longer-term outcomes of Queensland's Year 12 completers and those who leave school before completing Year 12.
5. The DETE surveys are able to provide a deeper analysis of student transitions because they have a larger starting sample (13,000 for *Next Step* Longitudinal compared to 2,400 for the 2006 LSAY Queensland cohort) and maintain higher response rates. This ensures the estimates derived from DETE longitudinal studies each year remain robust.
6. The comprehensive information about Queensland youth provided from the suite of destination surveys exceeds the information available from LSAY.

### Implications

7. There are no financial or legal implications.
8. The national research forum may attract some media attention about jurisdictional comparisons of student transitions.

Minister's Office File Ref:	
Department File Ref:	13/57630

## Background

9. LSAY tracks young people across Australia from the age of 15 for 10 years as they move from school through to post-school destinations.
10. The Commonwealth Department of Education, Employment and Workplace Relations (DEEWR) manages LSAY on behalf of Australian, state and territory governments.
11. Data from the Y09 cohort of LSAY show that in 2011, 88.7% of this group of young people were in full-time employment or full-time education. When broken down by jurisdiction, Queensland had the lowest proportion (81.9%), Western Australia had the next lowest proportion 82.6% and all other states and territories were above 87%.
12. Data from the Y06 cohort of LSAY show that in 2011, Queensland had the highest proportion of young people who had finished Year 12 (88.8%) and the ACT and Victoria had the next highest proportions (87.1% and 86.9% respectively).
13. The *Next Step* Longitudinal study is an extensive post-school destination study that provides a deeper understanding of longer-term social and economic outcomes for Queensland youth and supplements valuable 'point-in-time' information provided by annual *Next Step* surveys.
14. As part of the 2006 *Next Step* survey, a sample of 13,000 respondents were requested and agreed to participate in a longitudinal study. The *Next Step* Longitudinal study has been conducted since 2007 and will annually track respondents through to the age of 24.
15. In 2011, a second cohort of 13,000 respondents agreed to participate in another *Next Step* Longitudinal study with the intention being to track this group through to the age of 24. A cohort of early school leavers was also recruited in 2011 to participate in the *Early School Leavers* Longitudinal study.
16. The suite of destination surveys conducted by DETE provides the Queensland Government with Australia's most comprehensive post-school destination information.
17. The comprehensive data from the DETE destination survey suite is used in preference to data available from LSAY, which is not widely used within the Department.
18. Due to differences in how LSAY and the *Next Step* Longitudinal study are conducted, there are some competing messages between the two surveys. For example, the *Next Step* Longitudinal study shows that 23.3% of Year 12 completers from 2005 were undertaking a Bachelor Degree or higher study in 2010. In comparison, only 17.1% of the Y03 cohort of LSAY, who are of a similar age, were reported to be undertaking Bachelor Degree or higher study in 2010.

## Right to information

19. I am of the view that the contents or attachments contained in this brief are **suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/57630

## Recommendation

It is recommended that that the Chief of Staff:

- **note** the information about the LSAY National Research Forum – "Are we there yet? Youth Transitions in Australia".

NOTED



**FIONA CRAWFORD**

**Chief of Staff**

**Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment**

214 / 13

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## Chief of Staff comments

Action Officer  
Diana Aceret  
Senior Statistical  
Officer  
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Reporting  
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Boyd Paties

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Date: 19/03/2013

Endorsed by:  
A/DDG  
Jeff Hunt

Corporate Services

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Mob: s.47(3)(b) - Con  
Date: 21/03/2013

Endorsed by:  
A/DG  
Annette Whitehead



Tel: 323 71070  
Mob:  
Date: 27/3/13

Minister's Office File Ref:	
Department File Ref:	13/60321

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Approval**

**Action required by: 25 March 2013**

**Urgent: To ensure financial approval is in place to allow a tender call on 24 April 2013 and contract award in June 2013.**

**SUBJECT: FINANCIAL APPROVAL - ROCHEDALE STATE HIGH SCHOOL, FLYING START INFRASTRUCTURE**

### Summary of key objectives

- Financial approval of \$7,897,295 (inclusive of GST) is sought to deliver additional accommodation to Rochedale State High School (SHS).
- Tender call is expected on 24 April 2013 and contract award is anticipated June 2013 with completion by the end of March 2014.

### Key issues

1. The Infrastructure Programs and Delivery unit within the Department of Education, Training and Employment (DETE) has been briefed to deliver additional classroom accommodation to Rochedale State High School to cater for the Year 7 Transition into High School. It is planned for completion by end of March 2014.
2. Under the Flying Start Infrastructure program, additional accommodation of 16 General Learning Areas (GLA) is required to accommodate Year 7 students at Rochedale State High School. Staff facilities and amenities are provided from DETE's core Capital Works Program.
3. The design has been developed in consultation with the school, regional and central office personnel to ensure the best educational outcomes and value for money is achieved.

### Implications

4. Funding of \$6.395 million is provided in the 2012-13 Flying Start Infrastructure Program while DETE's core Capital Works Program will provide the remaining \$785,000. Allowance is provided in next year's programs to complete the projects.
5. The requested approval is within the financial delegation of the Minister for Education, Training and Employment.
6. The requested financial approval is based on a schematic design cost estimate and will allow contract award to proceed in March 2013.
7. The Executive Director, Infrastructure Programs & Delivery, will liaise with Community Engagement & Partnerships as required.
8. There are no legal or media implications.

Minister's Office File Ref:	
Department File Ref:	13/60321

## Background

9. Under the Government's Flying Start Initiative, infrastructure required at state secondary schools to accommodate Year 7 students in 2015 will be delivered progressively across the state from 2012 to the end of 2014.
10. Rochedale State High School has been identified as needing an additional 16 GLA spaces for Year 7.

## Right to information

11. I am of the view that the contents or attachments contained in this brief are **suitable** for publication.

## Recommendation

It is recommended that the Minister:

- **grant** financial approval of \$7,897,295 (inclusive of GST) for new accommodation at Rochedale State High School.

NOTED



**FIONA CRAWFORD**

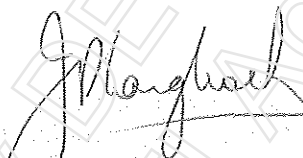
Chief of Staff

Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

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ENDORSED/NOTED**



**JOHN-PAUL LANGBROEK MP**

Minister for Education, Training and  
Employment

28 13 13

## Minister's comments

Action Officer Biagio Martinelli Principal Project Coordinator Infrastructure Programs & Delivery	Endorsed by: ED Dave Baxter	Endorsed by: ADG Paul Hobbs	Endorsed by: ADG & CFO Adam Black	Endorsed by: A/DDG Jeff Hunt	Endorsed by: A/DG Annette Whitehead
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Minister's Office File Ref:	
Department File Ref:	13/62714

## Ministerial Issues Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Approval**

**Action required by: As soon as possible**

**Routine** – Approval sought for international travel to the US in April/May 2013.

**SUBJECT: APPROVAL FOR INTERNATIONAL TRAVEL IN APRIL/MAY 2013 FOR ASSISTANT DIRECTOR-GENERAL INFORMATION AND TECHNOLOGIES & ED IT SOLUTIONS AND OPERATIONS**

### Summary of key objectives

- The Minister's approval is sought for Mr David O'Hagan, Assistant Director-General Information and Technologies and Mr Mark Hind, Executive Director, IT Solutions and Operations to travel to the United States of America to meet with Senior Executives of the Department's key IT vendors (Microsoft, Symantec and IBM) and conduct a site visit to Kentucky State Education.

### Key issues

- Over the next three years, the Department of Education, Training and Employment (DETE) will expend over \$60 million in providing enterprise licences for key components of IT platform in schools and corporate offices including operating systems and application software, email, web and security services.
- In the next 12 months, DETE's IT Branch is planning to adopt Microsoft Office 365 (Office 365) a new email and collaboration platform for teachers, students and school based staff. The upgrade and migration to Office 365 is complex and large scale with significant implementation risks and issues.
- To ensure DETE maximises the value of the enterprise licences and ensures Office 365 is suitable to meet the DETE's requirements, the Assistant Director-General of Information and Technologies and the Executive Director IT Operations will visit a comparable sized US State Education authority (Kentucky) that has recently and successfully implemented Office 365.
- The visit to Kentucky State Education will provide an opportunity to investigate the key user management, operational support, transition planning, implementation issues, risks and mitigation from an end user organisation perspective.
- The information obtained and the opportunity to establish an ongoing relationship with a comparable education authority on a similar technology platform will greatly assist the successful rollout of this major upgrade for schools.
- Microsoft Corporation has also offered to provide an executive briefing at the Redmond headquarters and to meet with Senior Microsoft Executives to receive updates on new Microsoft Products. The CIO has also requested an opportunity to discuss future licencing options with the responsible Senior Microsoft Education and Licencing Executives.

### Implications

- There are no enterprise Office 365 installations of a comparable size and distribution to the Queensland Department of Education, Training and Employment's in Australia. A face to face meeting with business and technical staff responsible for the implementation and operation of Office 365 in a large comparable state education authority (Kentucky) with

Minister's Office File Ref:	
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865,000 users will provide DETE with a deeper understanding of the risks and issue from an end user organisation perspective.

8. The visit will also enable the establishment of a longer term relationship with a like end user adopting a similar technology platform that would enable follow-up meetings to be done via video/web conferencing, email, etc.
9. A face to face meeting with Senior Executives responsible for licensing will assist DETE to develop new options and arrangements including 'bring your own device' (BYOD) into future enterprise licensing arrangements and facilitate a direct relationship with Microsoft HQ.
10. The visit by both senior officers will allow for simultaneous meetings with key business and senior technical staff and provide a more detailed investigation and information gathering.

#### **Financial**

11. Total estimated cost for the 10 day travel by both staff is \$16,260. Microsoft have agreed for the Department to use funds received from the Microsoft rebate to fund the travel for both staff.
12. The Microsoft rebate funds are for use on jointly agreed activities that progress DETE's innovation, forward thinking, consulting and educational activities with Microsoft.
13. The Microsoft contribution will be placed on the gift register.
14. Any additional cost can be met from within the existing IT budget.

#### **Background**

15. Kentucky State has an estimated population of over four million with State Education of over 700,000 students.
16. Kentucky State Education have recently completed phase 1 of 150,000 staff users upgrading to Office 365 with a further 700,000 student users to be migrated by May 2013.
17. The current email platform for DETE school based staff and students provides limited functionality with only basic web-based management.
18. Office 365 incorporating email, web and collaboration services offers greater functionality and enhance management and would meet school requests for improved email and collaboration requirements.

#### **Right to information**

19. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/62714

## Recommendation

It is recommended that the Minister:

- **approve** Mr David O'Hagan, Assistant Director-General Information and Technologies and Mr Mark Hind, Executive Director, IT Solutions and Operations to travel to the United States of America in April/May 2013 to meet with Senior Executives of the Department's key IT vendors (Microsoft, Symantec and IBM) and conduct a site visit to Kentucky State Education.

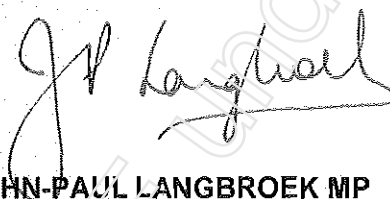
NOTED



**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

13 / 3 / 13  
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**APPROVED/NOT APPROVED  
ENDORSED/NOTED**



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
Employment

14 / 3 / 13

## Minister's comments

Action Officer:	Endorsed by:	Endorsed by:	Endorsed by:
David O'Hagan	ED	A/DDG	A/DG
ADG	Jo House	Jeff Hunt	Annette Whitehead
ITB	DETi	Corporate Services	
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	Mob:	Mob: <span style="border: 1px solid red; padding: 0 2px;">s.47(3)(b) - Con</span>	
Date:	Date:	Date: 11/03/2013	Date: 12/3/13



Minister's Office File Ref:	
Department File Ref:	13/70056

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Noting

### Action required by: N/A

**Routine** – To provide background information on a post on the Premier's Facebook page

## SUBJECT: TEACHER EXCHANGE PROGRAM

### Summary of key objectives

- Provide the background to the cancellation of the teacher exchange program to assist in providing a response to a Facebook message received on the Premier's Facebook page.

### Key issues

1. A Facebook message was received on the Premier's Facebook page in relation to the cancellation of the teacher exchange program.
2. The author, s.47(3)(b) - Contrary, has stated that it was her childhood dream to fulfil an exchange and this has been taken from her and her husband.
3. s.47(3)(b) - Contrary further states that the program does not or should not cost the Department money as teachers themselves pay for the exchange.

### Background

4. The Department's approved teacher exchange program had been in place since the mid 1920's.
5. New South Wales, South Australia, Western Australia and New South Wales participate in teacher exchange programs. The number of exchange arrangements facilitated by these states have, like is the situation in Queensland, been declining over the past number of years.
6. Victoria has a modified teacher exchange program where the school organises and approves the exchange.
7. Tasmania, the Australian Capital Territory and the Northern Territory do not have teacher exchange programs.
8. On 22 August 2012, the former Director-General approved the cessation of the Department's approved teacher exchange program (Ref: 12/290169).
9. The decision to cease the program was determined after an examination of service delivery and support services with a view to reducing the costs as well as focussing on delivery of critical services in relation to the Government's Audit Report.
10. The Department identified services and associated support no longer required in order to deliver essential frontline services for our schools, training and employment programs.
11. The factors that were considered when making the final determination were:
  - the steady decline in the number of teachers applying for the Teacher Exchange Program over a number of years;
  - the decrease in confirmed exchanges taking place;

Minister's Office File Ref:	
Department File Ref:	13/70056

- the reasons provided by teachers when applying for an exchange or for declining a possible match. The majority of reasons provided did not include professional development but included, for example, wanting to be closer to the snow for skiing, living closer to family for 12 months or wanting a last overseas experience before retiring, etc.;
- the large number of participants returning from an exchange who did not submit the required research report, even after follow up letters were sent requesting reports;
- the lack of interest in viewing the reports when loaded on the then Department's teacher exchange homepage with no requests for a report received; and
- the cost involved in the teacher exchange program.

12. The costs involved in the teacher exchange program included:

- Continuing to pay the Queensland teacher during the exchange period, including reconciliation of payment for sick leave or long service leave undertaken during the exchange period;
- Obtaining sponsorship approval through the Department of Immigration and Citizenship;
- Nominating the overseas teacher and their family through the Department of Immigration and Citizenship;
- The salary of an officer (or during peak times two officers) to ensure that all exchanges are finalised prior to the exchange period;
- The allocation of five TRS days for each interstate/overseas teacher participating on an exchange in Queensland;
- Covering the absences and cost of replacement teacher for Queensland teachers on sick leave whilst on exchange;
- Financially supporting a departmental representative and financially assisting a Queensland Exchange Teachers' League representative to attend the yearly national conference; and
- Hosting the Annual National Conference approximately every five years.

13. The Teacher Exchange Program provided a very limited number of teachers (single figures in a work force of tens of thousands of teachers) with the opportunity to undertake the exchange as a form of professional development.

14. The Department is committed to ensuring the maximum number of teachers are afforded the opportunity to undertake professional development activities and schools are well placed to identify and support appropriate opportunities.

15. A number of letters have been sent in relation to the cessation of the program. These include:

- The Honourable Tim Mander MP, Minister for Housing and Public Works and Member for Everton on 19 October 2012 on behalf of a constituent (Ref: 12/353562);
- Dr Chris Davis MP, Assistant Minister for Health and Member for Stafford on behalf of a constituent (Ref: 12/392832); and
- the Queensland Teachers' Exchange League (Refs: 12/373939, 12/338698 and 13/55227).

16. s.47(3)(b) - Contr and any other teacher who is interested in teaching overseas can lodge an application for special leave and relocate overseas to seek teaching employment.

17. Even if the program was still in existence and s.47(3)(b) - Contr or any other teacher lodged an application for exchange, there would be no guarantee that they would be successful.

18. The Queensland Independent Education Union organises exchanges for the independent and Catholic schools but have very small numbers. Some years they do not have any approved exchanges.

Minister's Office File Ref:	
Department File Ref:	13/70056

19. There is no similar program within the Department that teachers can access. There is no program within the Department that can be accessed by non-teaching employees or TAFE Teachers and Tutors.
20. If s.47(3)(b) - Contr or any other teacher would like to discuss the cessation of the program or their options, they can contact Ms Diane Neinert, Senior Human Resource Consultant, Workforce Recruitment and Employment via email [diane.neinert@dete.qld.gov.au](mailto:diane.neinert@dete.qld.gov.au) or telephone 3237 9714.

### Right to information

21. I am of the view that the contents or attachments contained in this brief are **not suitable** for publication as the issues relate to an internal review and determination.

### Recommendation

That the Minister:

**Note** the information provided in relation to the cessation of the Teacher Exchange Program.

### NOTED

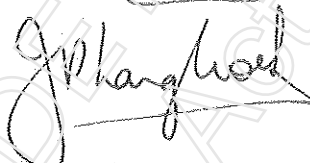


**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

12/3/13

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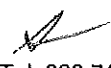
### APPROVED/NOT APPROVED ENDORSED/NOTED



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
Employment

13/3/13

### Minister's comments

Action Officer Diane Neinert Senior Human Resource Consultant Workforce Services Tel: 3237 9714	Endorsed by: ED Duncan McKellar  Workforce Services Tel: 3237 9983 Mob: Date: 06/03/2013	Endorsed by: ADG Craig Allen  Human Resources Tel: 3237 0604 Mob: <span style="border: 1px solid red; padding: 0 2px;">s.47(3)(b) - Cor</span> Date: 08/03/2013	Endorsed by: A/DDG Jeff Hunt  Corporate Services Tel: 3405 6329 Mob: <span style="border: 1px solid red; padding: 0 2px;">s.47(3)(b) - Cd</span> Date: 08/03/2013	Endorsed by: A/DG Annette Whitehead   Tel: 323 71070 Mob: Date: 12/3/13
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## Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Routine** – The Premier has requested the Minister's Office be provided with performance management data on a fortnightly basis.

**SUBJECT: PERFORMANCE MANAGEMENT DATA FOR THE DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT (DETE)**

### Summary of key objectives

- To advise on the performance and people management information to be provided by DETE as requested by the Premier.

### Key issues

- The information to be provided by DETE to the Office of the Minister for Education, Training and Employment on a fortnightly basis includes:
  - All staff suspended on full pay per category is provided in **Attachment 1**;
  - The number of workplace investigations arising from formal complaints which have been in progress more than 60 days, a summary outlining why the investigation has not been completed and a target date for the completion of the investigation;
  - Attachment 2** provides greater detail of investigations conducted in relation to the Department's *Managing Employee Complaints* procedure;
  - Attachment 3** provides greater detail of complaints currently in progress with DETE's Ethical Standards Unit.

### Implications

- There are no financial, legal or media implications.

### Background

- The Premier has stated that a key strategy for the Government is to ensure an effective performance management agenda that maximises service delivery to the community.
- Information regarding formal diminished performance processes, investigations and discipline processes are being provided to the Chief Executive Officer, Public Service Commission on a monthly basis.
- The Premier also recommended that information regarding staff suspensions and extended workplace investigations be provided to the Minister's Office on a fortnightly basis.

### Right to information

- I am of the view that the contents or attachments contained in this brief are **not suitable** for publication.

## Recommendation

It is recommended that the Chief of Staff:

- note the performance management data for the Department of Education, Training and Employment.

NOTED



**FIONA CRAWFORD**

Chief of Staff

Office of the Hon John-Paul Langbroek MP

Minister for Education, Training and Employment

21/3/13

☐ Copy to Assistant Minister

## Chief of Staff's comments

Action Officer Jonathan Butler-White A/Manager Workforce Review Tel: 3235 4610 Date: 07/03/2013	Endorsed by: ED Tom Barlow Workforce Management & Support Tel: 3235 4733 Mob: s.47(3)(b) - Cont Date: 08/03/2013	Endorsed by: ADG Craig Allen Human Resources Tel: 3237 0604 Mob: s.47(3)(b) - Cor Date: 11/03/2013	Endorsed by: A/DDG Jeff Hunt Corporate Services Tel: 3405 6329 Mob: s.47(3)(b) - Cont Date: 12/03/2013	Endorsed by: A/DG Annette Whitehead Tel: 323 71070 Mob: Date: 15/3/13
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Minister's Office File Ref:	
Department File Ref:	13/71623

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Approval

**Ministerial approval is sought for the use of the attached clarification bulletin regarding Professional Development to attempt to address the concerns raised by the QIRC.**

### Action required by: 7 March 2013

**Critical** – Department of Education, Training and Employment in dispute with the Queensland College of Teachers (QTU) regarding Professional Development for state school teachers during school contact hours. There is a further QIRC hearing listed 3pm Thursday 7 March 2013.

## SUBJECT: DISPUTE WITH QTU OVER PROFESSIONAL DEVELOPMENT FOR TEACHERS

### Summary of key objectives

- To seek Ministerial approval of the Department of Education, Training and Employment response to the views of the QIRC in relation to dispute notification by the QTU.

### Key issues

- A hearing was held in the QIRC by Deputy President Bloomfield on Friday 1 March 2013. The QTU submitted that the decision was in contradiction to the Award and also requested that the QIRC order that the status quo provisions of the Teachers' Certified Agreement apply to the decision.
- The Department opposed the QTU application on two grounds:
  - That the Department continues to provide teachers with access to professional development through the pupil free days in accordance with the Teachers' Award. The decision to make other professional development occur outside of student contact hours was not in conflict with the award provisions and additionally the provision in the award is indicative and not a mandatory statement;
  - The status quo provisions of the Teachers' Certified Agreement do not apply as this is a dispute relating to an Award provision not a provision under the Certified Agreement, and as we are complying with the award there is no capacity to require status quo.
- In addition to the above arguments, the Department submitted that the issue of professional development policy was complex and there were a number of considerations required including what was to be defined as professional development for the purpose of the policy. Departmental officers at the proceeding were awaiting further instruction regarding the matter.
- The Deputy President released a statement later that day (Ref: 13/69741) making two recommendations to the Department:

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- i. *"any teacher who received approval to attend a PD activity on or prior to 30 January 2013 be permitted to attend that PD activity...any school or person who acted in good faith...not be disadvantaged by the new policy".*
  - ii. *"the department urgently review the situation concerning the provision of mandatory training".*
5. In relation to i above, it has been generally the practice not to cancel a pre-approved PD activity during contact hours if the cancellation of the activity resulted in a significant financial loss. This can be clarified to staff. It is unclear as to whether the use of the term "disadvantaged" in the recommendation refers only to financial disadvantage; however, it is proposed to adopt this interpretation in responding to the recommendation.
  6. In relation to ii above – it was never the intention of the Department for these activities to be covered by the PD policy. It is proposed to clarify this matter for staff (and therefore comply with this recommendation).

### Implications

7. It should be noted that, if dissatisfied with this response, the Commission is able to issue orders that are binding on the Department and may require further or alternative actions to be taken.

### Background

8. A decision was made by the Government in June 2012 in relation to the Professional Development of Teachers to provide an instruction to all state school principals that teacher professional development will only occur outside school hours.
9. The government decision and instruction to principals that teacher professional development will only occur outside school hours was provided through the Schools Update of 31 January 2013.
10. The Queensland Teachers' Union (QTU) wrote to the Deputy Director-General on 4 February 2013 contending that this instruction may breach existing industrial arrangements.
11. The *Teachers Award – State 2012* (Teachers Award) states that professional development and training will be shared between the individual and the Department.  
*"Teachers will be involved in an annual program of professional development and training. This may comprise activities scheduled for pupil free days, programs during rostered duty time (with appropriate relief arrangements) and activities voluntarily undertaken outside rostered duty time."*
12. Clause 3.4.2 *Department of Education, Training and Employment State School Teachers' Certified Agreement 2012* states that:  
*"Subject to legislation, while the dispute procedure is being followed, normal work is to continue except in the case of a genuine safety issue. The status quo existing before the emergence of a dispute is to continue whilst the procedure is being followed. No party shall be prejudiced as to the final settlement by the continuation of work".*

Minister's Office File Ref:	
Department File Ref:	13/71623

## Right to information

I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

## Recommendation

It is recommended that the Minister:

- **approve** the attached statement for distribution to Regional Directors and Principals as soon as possible; and
- **approve** that departmentally required training be deemed to form part of a teacher's duties and are therefore not classified as Professional Development.

NOTED



**FIONA CRAWFORD**

Chief of Staff

Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

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☐ Copy to Assistant Minister

APPROVED/NOT APPROVED  
ENDORSED/NOTED



**JOHN PAUL LANGBROEK MP**

Minister for Education, Training and  
Employment

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## Minister's comments

Action Officer Darryl Honor A/Director, Workforce Relations Human Resources	Endorsed by: Tom Barlow Executive Director, Human Resources	Endorsed by: Craig Allen ADG Human Resources	Endorsed by: ADG Marg Pethiyagoda State Schooling Operations and Strategy	Endorsed by: DDG/CO/ASSDG Lyn McKenzie Education Queensland	Endorsed by: DG/CO/ASSDG Annette Whitehead DETE
Tel: 07 3237 0222 Mob: <span style="border: 1px solid red;">s.47(3)(b) -</span> <span style="border: 1px solid red;">s.47(3)</span> Date:	Tel: 07 3235 4733 Mob: <span style="border: 1px solid red;">s.47(3)(b) - Cont</span> Date: / /	7/03/2013	Date: 7/03/2013	Date: 06/03/2013	Date: / /

Minister's Office File Ref:	
Department File Ref:	13/90334

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: Noting**

**Action required by: N/A**

**Urgent** - Briefing note for meeting with Dr John Fahey, Managing Director of the Cynergex Group, on 2 April 2013.

### SUBJECT: COAG VET DATA COLLECTION SYSTEM

#### Summary of key objectives

- Inform the Minister about progress of the Council of Australian Governments (COAG) Vocational Education and Training (VET) data initiatives, in particular the Unique Student Identifier (USI) and Total VET reporting.
- Inform the Minister of known issues raised by Dr John Fahey regarding financial and administrative burden that implementation of VET data initiatives might place on his own registered training organisation (RTO), the Cynergex Group, and his peak industry body, the Australian Emergency Care Providers (AECF).
- Outline progress made by the Australian Government to date in addressing these issues, particularly initiatives that will help to reduce the burden on RTOs.

#### Key issues

1. Implementation of the USI will require each VET student to obtain a USI (or have an RTO obtain it on their behalf) from a central USI Agency from 1 January 2014.
2. Legislation to create the USI Agency is planned to pass early in the second half of 2013.
3. The draft legislation requires that a student has a USI before an RTO can issue a qualification certificate or statement of attainment.
4. A provision in the draft legislation allows for the Federal Minister to make an exception to this requirement, by legislative instrument, subject to gaining agreement of the Standing Council.
5. The draft legislation is silent on what circumstances would warrant an exception, other than to say that it could be on the basis of the:
  - RTO doing the issuing;
  - VET qualification being issued;
  - individual to whom the certificate is being issued.
6. Another of the VET data initiatives is the introduction, from 1 January 2014, of Total VET Reporting. This initiative requires all RTOs to report all VET activity to the National Centre for Vocational Education Research (NCVER) in accordance with specifications laid out in the Australian Vocational Education and Training Management Information and Statistical Standard (AVETMISS). Previously only RTOs in receipt of Government funding were required to report activity to NCVER.
7. The introduction of the USI and Total VET Reporting initiatives will place an additional burden on all RTOs, in particular those RTOs that are not currently required to report their activity to NCVER.

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8. Through the Commonwealth's public consultation process on the draft USI legislation, Dr Fahey has expressed concerns about practical aspects of implementing USI such as:

- Student motivation to obtain USI;
- Student error in providing details to obtain USI;
- Possibility of fraudulent activity based on the incorrect issuing of a USI;
- Administrative burden associated with collecting, submitting and verifying student details through the USI application process;
- In the case of short courses, the USI application process taking longer than the course itself;
- Expense of upgrading and maintaining systems to comply with the additional requirements; and
- Ability of the central USI agency to correctly allocate and verify student USIs in a timely and accurate manner.

### Implications

9. Implementation of the USI and Total VET Reporting initiatives is likely to place additional financial and administrative burden on RTOs. This includes TAFE institutes and school RTOs.
10. To minimise burden, the Commonwealth intends to implement automated processes to support RTOs in registering and verifying student USI numbers.
11. The Commonwealth hopes to have the USI systems and processes finalised and in place in the latter half of 2013.
12. The National Senior Officials Committee (NSOC) is currently considering possible strategies to ameliorate the burden of USI and Total VET initiatives on small RTOs. It is likely that NSOC will report to the Standing Council on Tertiary Education, Skills and Employment (SCOTESE) by mid-year.

### Background

13. The USI was first endorsed in principle by COAG in 2009. COAG signed off on the USI business case in 2012.
14. The COAG agreement requires the USI to be operational initially within the VET sector from the start of 2014 with the capability to be expanded to the education and higher education/university sectors.
15. The implementation of the USI will complement a number of other national data initiatives such as the national data portal currently being developed by NCVER.
16. AVETMISS Version 7 will also be implemented in 2014 and will include a mandatory USI data field.
17. To comply with the USI initiative, changes will be required to departmental systems such as OneSchool, ISAS and STAC. Funding for these changes is linked to the National Partnership Agreement Implementation Plan which is being negotiated.

### Right to information

18. I am of the view that the contents of this brief **are not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/90334

**Recommendation**

That the Minister:

**note** the information provided in preparation for the meeting with Dr John Fahey on 2 April 2013.

NOTED

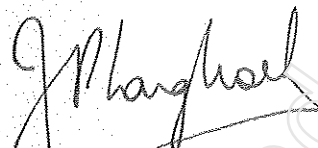


**FIONA CRAWFORD**  
**Chief of Staff**  
**Office of the Hon John-Paul Langbroek MP**  
**Minister for Education, Training and**  
**Employment**

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NOTED



**JOHN-PAUL LANGBROEK MP**  
**Minister for Education, Training and**  
**Employment**

314/13

**Minister's comments**

Action Officer Adrian Seabrook	Endorsed by: ED Boyd Paries Performance Monitoring and Reporting Tel: 322 45528 Date: 21/03/2013	Endorsed by: A/DDG Jeff Hunt Corporate Services Tel: 340 56329 Date: 25/03/2013	Endorsed by: A/DG Annette Whitehead  Tel: 323 71070 Date: 21/3/13
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Minister's Office File Ref:	
Department File Ref:	13/77551

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

<b>Action required: Noting</b>
<b>Action required by: N/A</b>
<b>Routine.</b>

### SUBJECT: STUDENT TRAVEL PROGRAMS

#### Summary of key objectives

- To provide the Minister with information about transport assistance programs available to support students' travel between home and school. This includes information relating to program overlaps and options for amalgamation.

#### Key Issues

##### Transport Programs

Name of Program	Responsible Agency	Other Agency Involvement	Budget (2012-13)	No. of students
School Transport Assistance Scheme (STAS)	Department of Transport and Main Roads (TMR)	NIL	\$170M	140,000
School Transport Assistance Program for Students with Disabilities	Department of Education, Training and Employment (DETE)	TMR administers the program for students approved through DETE processes	\$37.48M	5,000
Non-Government Schools Transport Assistance Scheme (NGSTAS)	DETE	Queensland Catholic Education Commission (QCEC) manages the approval process and administers the program for all non-State school students	\$4.952M	4,500

##### School Transport Assistance Scheme

- STAS is designed to provide transport assistance to students where there is no local school in the area in which they live.
- A distance-based eligibility criterion is rigorously applied to all applications, with eligibility reliant on students living more than a specified distance from the nearest State primary or State secondary school. 'Safety-net' provisions exist for students who live less than the required distances, but who have been identified as being financially disadvantaged.
- All assistance provided through STAS is based on access to the nearest school, even if students are not attending that school.

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4. Eligible students receive assistance in the form of bus, rail or ferry travel, or through the payment of allowances to parents to drive their students to school.

#### School Transport Assistance Program for Students with Disabilities

5. The School Transport Assistance Program for Students with Disabilities provides assistance to students with disabilities where it is necessitated by the nature of the student's disability and by the circumstances of the family.
6. To be eligible for assistance, students must be attending the nearest school or the nearest school with a program in the area of the student's disability.
7. In addition, 'exceptional circumstances' provisions exist within the Program for students where a literal application of the guidelines would indicate the student is not eligible for transport assistance, however their individual or family circumstances warrant extra consideration.
8. Eligible students receive transport assistance in the form of bus, rail or ferry travel, or through the payment of allowances to parents to drive their students to school. However, the specialised needs of the majority of the students eligible for assistance through this Program require the provision of specifically contracted taxi or mini-bus transport.
9. Memorandums of Understanding (MOUs) are in place between
  - (i) DETE and TMR to outline the relevant roles and responsibilities regarding the administration and financial arrangements for the School Transport Assistance Program for Students with Disabilities,
  - (ii) DETE and QCEC to outline the relevant roles and responsibilities regarding the administration and financial arrangements of NGSTAS.

#### Non-Government Schools Transport Assistance Scheme

10. NGSTAS has two components:
  - (i) Bus Fare Assistance Program – assists families with the cost of transporting their children on an approved bus service to non-state schools outside Brisbane,
  - (ii) Students with Disabilities Transport Program – assists parents with the cost of transporting students with disabilities to non-state schools.

#### Year 7 to Secondary from 2015

11. Changes to the transport needs of students in Year 7 from 2015 were carefully considered as part of *A Flying Start for Queensland Children* Queensland Government White Paper.
12. TMR conducted a detailed analysis of the needs associated with transporting additional secondary school students from 2015, and additional funding was included for this in the budget.
13. In late 2012, the Queensland Catholic Education Commission (QCEC) raised the need for increased funding for school transport with the move of Year 7 into high school in 2015. QCEC advised informally that the expected increase in non-state transport costs would be approximately \$250,000 per semester (TRIM 12/460176).
14. Informal discussions with Ms Lynne Bulloch, Director, Education and Justice Branch, Queensland Treasury and Trade, indicated that this matter could be brought forward by DETE in the 2014–15 budget cycle. This matter was discussed via a telephone conversation on 6 December 2012.
15. The Executive Officer, School Transport QCEC, Mr Wayne Anderson was advised on 30 November 2012 by the Assistant Director-General, Flying Start Implementation, that no additional funds were available for non-state transport in the current Flying Start budget.

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16. On 14 March 2013, as part of a Flying Start Reference Group meeting, QCEC again raised the need for further consideration of additional funding to support non-state transport needs associated with the move of Year 7 to secondary.

#### Program Overlaps

14. There is minimal program overlap between the three transport programs as there are well-defined target groups and distinct eligibility criteria for each program.
15. A small number of program overlaps may occur between STAS and NGSTAS where STAS provides assistance to parents to drive their students to a bus stop, and NGSTAS provides a reimbursement of the bus fares paid.
16. There are no overlaps between the School Transport Assistance Program for Students with Disabilities and STAS or NGSTAS. While some students with disabilities may be able to use public transport services in order to travel to school, the ability of these students to be supported through STAS is explored and exhausted by transport assessors prior to application through the School Transport Assistance Program for Students with Disabilities.

#### Implications

##### Options for Amalgamation

17. School transport is an equally important concern for DETE and TMR. The provision of school transport assistance ensures equitable access to education and learning outcomes for students.
18. The appropriateness of agency responsibility for STAS and the School Transport Assistance Program for Students with Disabilities has been examined closely in recent years. The current administrative arrangements reflect an appropriate division of responsibilities, and are based on the expertise needed to achieve the intent of each Program.
19. In relation to the School Transport Assistance Program for Students with Disabilities, the current arrangements rely on the expertise of DETE staff in identifying the:
  - a) most appropriate specialised program to support a student's individual program needs and educational outcomes; and
  - b) individual needs of each student and their ability to travel with an appropriate travel mode.
20. TMR makes the necessary arrangements with transport providers to ensure the transport is efficiently provided. This administration by TMR includes all contract negotiation, a regional structure to arrange the individual transport, payment to operators and complaint management. DETE pays TMR an annual administration fee of \$850,000 for this service. This amount has not been reviewed for more than five years, and is considered to be excellent value for money. This amount would not cover the cost of DETE infrastructure should it take on this additional role.
21. The significant work by TMR to progress issues relating to payment rates, operator contracts, and fleet replacement policies is a result of accumulated knowledge and expertise within TMR, together with knowledge of current transport systems, national vehicle standards and related legislation.
22. Similarly, the expertise relating to the needs of students with disabilities, their ability to travel or develop the skills to travel independently, their program needs and the educational outcomes for students with disabilities clearly lies with DETE.
23. The amalgamation of NGSTAS with either STAS or the School Transport Assistance Program for Students with Disabilities is problematic. There is no structure within DETE which could provide the level of administration necessary to deliver the Scheme. While TMR has infrastructure which may be able to be used, NGSTAS and STAS are programs that are opposite in their intent.
24. NGSTAS is a niche benefit for non-State school students only, regardless of where State schools are located. There are no niche benefits or exceptions within STAS.

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25. Separation of the two programs means that the non-State sector manages all budget controls and contentious issues, with no precedent overflows which would impact on STAS and government expenditure.

26. There are no national, financial, legal or media implications.

### Right to information

27. I am of the view that the contents or attachments contained in this brief are suitable for publication.

### Recommendation

That the Minister:

note the information provided about the transport assistance programs available to support the travel of students from home to school.

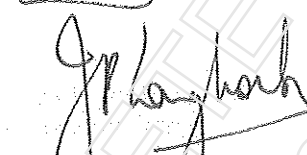
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**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

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**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
Employment

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☐ Copy to Assistant Minister

### Minister's comments

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<b>Action Officer</b> Greg Bell Director Infrastructure Management Tel: 3237 0972	<b>Endorsed by:</b> ED Vince White Infrastructure Operations Tel: 3237 0761  Date: 26/03/2013	<b>Endorsed by:</b> ADG Paul Hobbs Infrastructure Services Tel: 3237 0658  Date: 27/03/2013	<b>Endorsed by:</b> A/DDG Jeff Hunt Corporate Services Tel: 3405 6329  Date: 02/04/2013	<b>Endorsed by:</b> A/DG Annette Whitehead  Tel: 323 71070  Date: 3/4/13
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Minister's Office File Ref:	
Department File Ref:	13/77904

**Briefing Note**

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting****Action required by: N/A**

**Routine** – Briefing note requested by Minister.

**SUBJECT: OPTIONS FOR GROUND MAINTENANCE****Summary of key objectives**

- To provide information, as requested, regarding:
  - Outline existing methodology of grounds maintenance resource allocation for both primary and secondary; total grounds maintenance spend;
  - Make a case for the different existing methodologies or propose a method that most efficiently allocates this resource across all types of school;
  - Propose any options for creating economies of scale where multiple smaller schools have a grounds maintenance allocation of less than 1.0 FTE; and
  - Propose any alternative options for the delivery of grounds maintenance, including divestment of procurement responsibility to principals with an option of outsourcing.

**Key issues**

1. The existing methodology is based around a mix of public servant positions (allocated as full time equivalent) and allowances (allocated as cash grants).
2. For primary schools, the allocative methodology is closely tied to enrolments. Changes in enrolment numbers do not necessarily increase or decrease the groundscare work required. Other factors should also be taken into consideration.
3. Schools other than primary schools receive groundscare staff allocations as full time equivalent (FTE) positions. These are not affected by enrolment changes.
4. Principals should receive groundscare allocations in such a way that enables their optimum use.
5. A review lead by Human Resources was commenced with stakeholder consultations in February 2012 and is due to make final recommendations by the end of May 2013.
6. Any changes to allocative methodologies may impact on the Department's budget.

**Implications**

7. There is sensitivity around this issue and it has attracted significant public interest in the past, particularly in schools with large sites or where schools are due to lose entitlement to groundsman positions.
8. A new allocative methodology is required that is less sensitive to enrolment changes and can be equitably applied to all school sites. While every effort is being made to make the new methodology cost neutral, the final, proposed methodology may have cost implications.

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9. The new methodology is likely to be based on a standard unit groundscare entitlement that merges the previous FTE and dollar allocation processes, in order to give school communities more flexibility in how they use their entitlement.

## Background

10. Schools Officers are responsible for providing groundscare and/or facilities support to the Principal and/or Business Services Manager. The primary role is to ensure that the grounds and facilities of schools are maintained in a neat, tidy, safe and hygienic manner.
11. There are other aspects to these roles which may require general office support or other duties as directed by the Principal and/or Business Services Manager.
12. Schools Officers may have cleaning duties allocated but these are a minor part of their overall responsibilities. Cleaning staff are responsible for undertaking cleaning in and around main building areas.
13. Schools Officers are not required to perform any tasks that would normally require the services of a qualified or certified tradesperson.

## Analysis

*Question 1: Outline existing methodology of grounds maintenance resource allocation for both primary and secondary; total grounds maintenance spend if possible.*

### Allocation of FTEs

14. Each year, Schools Officer positions are allocated as follows:
- Primary schools with over 200 enrolments receive 1.0 FTE Schools Officer position;
  - Secondary schools are allocated 2.0 FTEs Schools Officer positions;
  - P10–12 schools are allocated 1.0 FTE Schools Officer position under the Primary Schools Allocation Model and 2.0 FTEs under the Secondary Schools Allocation Model;
  - Colleges (amalgamated campuses) receive 3.0 or 4.0 FTE Schools Officer positions through the Primary and Secondary Allocation Model;
  - Special Schools are allocated 1.0 FTE Schools Officer (janitor/groundsperson) position.
15. The attached diagram illustrates the existing Groundscare Allocation Methodology (**Attachment 1**).
16. The following table shows the allocations of Schools Officer (FTE) positions to Queensland state schools for 2013:

Centre	Position Type	FTEs
Primary	Schools Officer (Facilities & Grounds)	616
Secondary	Schools Officer (Facilities)	205
Secondary	Schools Officer (Grounds)	206
Special	Janitor/Groundsperson	44
<b>Total FTEs</b>		<b>1,071</b>

17. Current payroll information (fortnight ending 24 March 2013) indicates a total of 1,229.81 FTEs employed by the Department in the janitor/groundsperson occupational group (includes all position types listed in the above table). The variance in actual FTEs to the allocated FTEs is probably due to schools purchasing extra Schools Officers/Janitors from either alternative school funds or from the Groundscare Allowance, to meet their groundscare/maintenance requirements.

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### Groundscare Allowance

18. A small primary school (200 or less student enrolments) not eligible for a Schools Officer (FTE) position receives an allowance in the form of a cash grant to meet the cost of groundscare maintenance. The allowance is derived from a base of \$2,000 for eligible schools with a weighting for enrolments at \$7 per student, \$500 per hectare (capped at 6.5Ha), multiplied by the school's freight index.
19. A large primary school can access a groundscare enhancement allowance (cash grant), in addition to the allocated 1.0 FTE, provided the student enrolments exceed 650 and the size of the school grounds area is in excess of 4.0 hectares. Where the allowance equates to an additional 1.0 FTE, the school is then allocated 1.0 FTE position rather than the cash grant. Where the allowance is less than 1.0 FTE, the school receives the cash grant.
20. Secondary schools and Special Education facilities generally are not eligible for any allowance over the positions allocated.

### Approximate Maintenance Spend

21. Maintenance information for the last full financial year on record (2011–12) reveals a school spend of around \$1.6 million at 426 schools covering categories such as mowing, slashing, whipper-snipping, trimming, fire breaks, transpiration areas, landscaping, tree lopping, stump and root removal, pruning, ground waste removal, oval, soil, weed and mulch maintenance and the like. Such maintenance is generally unplanned and the resulting costs are therefore likely to vary somewhat in accordance with the weather and local need.

### Summary

22. Based on an average Schools Officer salary, the groundscare staffing cost for 2013 is approximately \$56 million. The budgeted amount of Groundscare Allowance in 2013 is a total of \$5.05 million.
23. In summary, small primary schools of less than 200 enrolments receive a groundscare allowance. Large primary schools receive 1.0 FTE, and a possible groundscare enhancement allowance provided the enrolments are 650 or higher, and have school grounds of 4.0 or more hectares.
24. Secondary schools, special schools and colleges can receive a number of positions, irrespective of enrolment numbers or size of grounds and buildings.

*Question 2: Make a case for the different existing methodologies or propose a method that most efficiently allocates this resource across all types of school.*

25. The current methodology for allocating groundscare resources is heavily based on enrolment numbers for primary schools, with some consideration of the size of the school grounds for larger (650+) primary schools. However secondary, special schools and Colleges receive FTE allocations irrespective of their enrolment numbers, the area of their buildings and the size of their grounds.
26. Workforce Modelling in Human Resources Branch has been reviewing the existing methodology in consultation with key stakeholders. A consensus has been reached with stakeholders that there is an over-emphasis on enrolments in determining groundscare entitlement, and that other factors should also be considered.
27. The review concluded that, as well as student enrolments, the area of grounds and school buildings should be major factors in determining the groundscare entitlement for each school.

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28. Other contributing factors may include topography, climate zone, agricultural chemical distribution control, split campus, and consideration for the regulated maintenance of swimming/therapy pools.
29. A new methodology is being developed based on these combined factors to provide a more equitable allocation of grounds care support across all school types.

*Question 3: Propose any options for creating economies of scale where multiple smaller schools have a grounds maintenance allocation of less than 1.0 FTE.*

30. In 2013 there are 420 small primary schools that have less than 200 enrolments and therefore receive a grounds care allowance (cash grant) rather than a Schools Officer position (an allocation of 1.0 FTE).
31. To overcome the disparity between primary schools who receive an allowance and all other schools that receive an FTE allocation, it is proposed to produce a standard notional allocation determined by the eight criteria, identified during the review, which can be applied to all state schools.

*Question 4: Propose any alternative options for the delivery of grounds maintenance, including divestment of procurement responsibility to principals with an option of outsourcing.*

32. It is proposed that grounds care entitlements are allocated as a grounds care staffing unit, with principals made aware of the dollar value of their school's entitlement.
33. Principals will then have the discretion to use the existing Position Descriptions to employ Grounds staff, or to use the dollar value of their entitlement to purchase services for grounds upkeep and small building maintenance tasks. Smaller schools will have the flexibility to pool their allocations.

#### **Right to information**

34. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication until a decision has been reached as there is sensitivity around this issue and it may attract significant public interest.

Minister's Office File Ref:	
Department File Ref:	13/77904

**Recommendation**

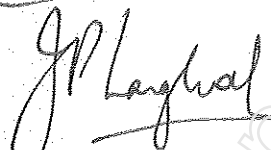
That the Minister:

**note** the current methodologies for providing groundsare resources to state schools, and the proposals for making the allocations more equitable across school sites.

**NOTED**


**FIONA CRAWFORD**  
 Chief of Staff  
 Office of the Hon John-Paul Langbroek MP  
 Minister for Education, Training and  
 Employment

7/4/13

**/NOTED**


**JOHN-PAUL LANGBROEK MP**  
 Minister for Education, Training and  
 Employment

9/4/13

**Minister's comments**

<p>Released by DEPT under the RTI Act</p>
---

Action Officer Reg Burns Director Workforce Modelling Tel: 3239 0224	Endorsed by: ED Duncan McKellar Workforce Services Tel: 3237 9983  Date: 27/03/2013	Endorsed by: ADG Craig Allen Human Resources Tel: 3237 0604  Date: 28/03/2013	Endorsed by: A/DDG Jeff Hunt Corporate Services Tel: 3405 6329  Date: 02/04/2013	Endorsed by: A/DG Annette Whitehead Tel: 323 71070  Date: 3/4/13
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Minister's Office File Ref:	
Department File Ref:	13/107828

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

<b>Action required: For Noting</b>
<b>Action required by: N/A</b>
<b>Routine</b>

### SUBJECT: IT SUPPORT

#### Summary of key objectives

- The Department provides Information and Communications Technology (ICT) services to schools, TAFE, early childhood education and corporate offices through a combination of in-house, out-sourced and third party contracts.
- The Department's Information and Technologies Branch (ITB) manages one of Australia's largest computer networks with over 340,000 computers in over 1,400 locations across Queensland.
- ITB has been benchmarked against other Education jurisdictions and is reported as the most efficient jurisdiction, with the lowest total cost of ownership (TCO). This is attributed to best practice centralised services for management, support and procurement that has been operational since 2009. An example is provided in the Grimes Review – Summary (**Attachment 1**).

#### Key issues

1. The IT budget for 2012–13 is \$237.7 million, with ~~\$163.5~~ <sup>\$162.6</sup> million invested in services for schools. Schools contribute an additional ~~\$8.8~~ <sup>\$9.7</sup> million per annum toward the cost of web and internet access fees and software licences (Microsoft and anti-virus). The remaining IT budget of ~~\$74.2~~ <sup>\$15.1</sup> million is invested in TAFE, Training, Corporate and Early Childhood Education and Care IT services.
2. Schools receive an annual supplementary grant to support the integration of ICT into classrooms. The amount of the ICT Grant is \$30 million per annum. The IT Services table (**Attachment 2**) details the IT services provided to schools and includes details regarding cost of service and funding sources.
3. The IT Branch continually prioritises services to support classroom teachers, students, school administration and TAFE institutes. New service delivery arrangements are currently being developed to provide schools with the choice of a three tiered service model – enterprise-wide, on-demand and managed third party. Websites for Schools (**Attachment 3**) provides more detail.
4. New online and self-service initiatives such as password resets have been implemented across schools and corporate offices. A tender for implementing managed printing services to reduce costs has been completed and is being progressively rolled out in corporate offices and will be made available for schools.
5. The major strategic and operational issue facing Queensland state schools is the lack of access to affordable high speed broadband. Queensland state schools median broadband speed is below the national average. The schools connectivity for January and February 2013 is outlined in **Attachment 4**.

Minister's Office File Ref:	
Department File Ref:	13/107828

## Implications

6. There is an increasing demand for IT services at guaranteed service levels as schools increase their reliance on technology for teaching and learning.

## Background

7. In 2009 the Department completed one of the largest IT roll-outs in the nation to put a standard, managed computing environment (MOE) into every state school and education facility. ITB rebuilt and reconfigured every network switch, computer and server, which now enables central management of over 340,000 computers and over 498,000 students and 84,000 staff access accounts as a single network/platform.
8. The Department's Service Centre is a single point of contact for all ICT support services for schools and corporate offices providing a 'fix on first contact' service. All requests for support are logged, fixed or escalated until completion, with users having the ability to track support jobs logged in the system.
9. IT support to schools is provided through a combination of central (ITB), Regional System Technicians (46) and school based technical staff using a mixture of school/cluster technical support arrangements including third party providers.
10. The IT Branch provides core IT services including:
  - Maintenance and enhancements to core ICT technologies from telephony and broadband to the server and desktop fleet; delivery of most major ICT projects and development and maintenance of the Department's IT applications; ICT Contract Management;
  - Centralised ICT Service Delivery and Support;
  - Department-wide initiatives, services and programs relating to the provision of intranet and internet, including cyber safety and online reputation management; learning management systems; digital resources; transformational learning programs and digital pedagogy; and
  - Development of ICT strategies and plans; development and implementation of information and security policies; portfolio, project management frameworks, governance and assurance and information management.

## Right to information

11. I am of the view that the contents or attachments contained in this brief are suitable for publication.

Minister's Office File Ref:	
Department File Ref:	13/107828

**Recommendation**

That the Minister

note the IT support and funding provided to state schools.

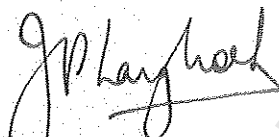
**NOTED**

**FIONA CRAWFORD**

Chief of Staff

Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment


7 / 4 / 13

☐ Copy to Assistant Minister**NOTED**

**JOHN-PAUL LANGBROEK MP**Minister for Education, Training and  
Employment

9 / 4 / 13

**Minister's comments**

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Action Officer  
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Annette WhiteheadTel: 323 71070  
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Date: 3 / 4 / 13

Minister's Office File Ref:	
Department File Ref:	13/76187

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Noting

### Action required by: ASAP

**Urgent** - Note the *My School* 2013 website public release by the Australian Curriculum, Assessment and Reporting Authority (ACARA), scheduled for 13 March 2013

**SUBJECT: MY SCHOOL 2013 PUBLIC RELEASE - 13 MARCH 2013**

### Summary of key objectives

- The Australian Curriculum, Assessment and Reporting Authority (ACARA) is scheduled to release the 2013 *My School* website on 13 March 2013.
- The 2013 release of *My School* will include:
  - a) 2012 NAPLAN results including 2010 to 2012 NAPLAN student gain,
  - b) 2011 School finance; and
  - c) 2011 vocational education and training (VET) in schools and Senior Secondary outcomes (Year 12 results and post-school destinations).

### Key issues

1. The *My School* 2013 release is largely unchanged from the existing version, which was released in early 2012.
2. The 2013 release will include new NAPLAN relative gain data for schools and, for the first time, the website will allow schools to review this information against like schools.
3. *My School* displays data at the school level only, however analysis of the **changes in financial data, 2010-2011**, at the jurisdictional level (Ref: 13/76190) shows:
  - for **average school net recurrent income**:
    - TAS, NT, SA, VIC and QLD were higher than the national average, and
    - ACT, NSW and WA were lower than the national average;
  - for **average student net recurrent income**:
    - TAS, NT, VIC and QLD were higher than the national average, and
    - ACT, WA, NSW and SA were lower than the national average;
  - changes for **Queensland state schools' net recurrent income per student**:
    - 279 schools showed movement of more than 15% from 2010 in net recurrent income per student (18.9% of all schools increased, 8.8% decreased), and
    - 101 schools showed movement of more than 25% from 2010 in net recurrent income per student. (6.8% of all schools increased, 1.5% of all schools decreased).
4. Overall, Queensland leads the nation in school-based apprenticeships and traineeships. Queensland is one of only three states, with Victoria and Western Australia (government sector

Minister's Office File Ref:	
Department File Ref:	13/76187

only), able to provide post-school destinations, which is the most comprehensive in the amount of data captured.

- The Department of Education, Training and Employment (DETE) is currently working with ACARA to rectify outstanding data quality issues.

### Background

- ACARA first released *My School* on 28 January 2010 at <http://www.myschool.edu.au/>.
- *My School* enables parents, educators and the community to gain insights into what is happening inside schools by providing them with high quality, fair and nationally comparable data on the performance and progress of almost 9,500 Australian schools.
- Data presented on *My School* are designed to promote positive conversations about schooling between parents, educators and the community, as well as to give principals and teachers valuable information to help achieve school improvement.
- This year's *My School* includes new depictions of cumulative capital expenditure as well as expanded depictions of Vocational Education and Training in Schools (VETiS) enrolments or qualifications by industry area and qualification level.
- Information on *My School*, which reflects five years of NAPLAN testing and three years of finance data collection, includes school profiles, financial data, information about student and school communities as well as results of national literacy and numeracy assessment tests.
- The Department works with ACARA and the Queensland Studies Authority (QSA) to help ensure that the data presented on *My School* is error free. Processes to help ensure data accuracy have been refined by ACARA for each release of *My School*.
- ACARA released to data providers the first round of 2013 *My School* data and Index of Community Socio-Educational Advantage (ICSEA) values for review on 25 January 2013.
- DETE advised ACARA about identified data issues on 7 February 2013.
- On 25 February 2013, ACARA provided DETE with a revised dataset advising that issues will be rectified where data are available and time has permitted resolution. To date there are still outstanding data issues.
- ACARA has notified that outstanding issues will be rectified after launch on 13 March 2013.
- The *My School Principals' Portal* opened on 8 March 2013, thus giving principals five days to view their school's data before the portal closes at midnight on 12 March 2013.

### RIGHT TO INFORMATION


- I am of the view that the contents or attachments contained in this brief are suitable for publication.

Minister's Office File Ref:	
Department File Ref:	13/76187

**RECOMMENDATION**

That the Minister:

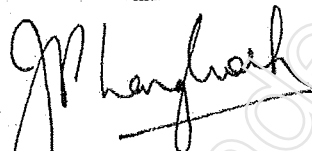
**Note** the 2013 *My School* website public release by the Australian Curriculum, Assessment and Reporting Authority (ACARA), scheduled for 13 March 2013.

**NOTED**


**Fiona Crawford**  
**Chief of Staff**  
**Office of the Hon John-Paul Langbroek MP**  
**Minister for Education, Training and**  
**Employment**

19/3/13

☐ Copy to Assistant Minister

**APPROVED/NOT APPROVED  
ENDORSED/NOTED**


**JOHN-PAUL LANGBROEK MP**  
**Minister for Education, Training and**  
**Employment**

19/3/13

**Minister's comments**

<b>Action Officer</b>	<b>Endorsed by:</b>	<b>Endorsed by:</b>	<b>Endorsed by:</b>
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Manager	Boyd Paties	Jeff Hunt	Annette Whitehead
Performance	Performance	Corporate Services	
Monitoring &	Monitoring &		
Reporting	Reporting		
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Mob: s.47(3)(b) - Cont	Mob: s.47(3)(b) - Cont	Mob: s.47(3)(b) - Co	Mob:
	Date: 12/03/2013	Date: 13/03/13	Date: 13/3/13

Minister's Office File Ref:	
Department File Ref:	13/76960

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Approval

### Action required by: As soon as possible

**Urgent** – Approval required for commencement of a Ministerial designation process under the *Sustainable Planning Act 2009* (SPA) for Rainworth State School.

## SUBJECT: APPROVAL TO COMMENCE DESIGNATION OF LAND FOR COMMUNITY INFRASTRUCTURE AT RAINWORTH STATE SCHOOL FOR A NEW CLASSROOM BUILDING

### Summary of key objectives

- Rainworth State School is an identified site for a new classroom building which is to open in the 2014 school year.
- Ministerial designation of this site is required before a construction contract can be awarded.
- The Minister for Education, Training and Employment's approval is sought to commence a Ministerial designation process under the *Sustainable Planning Act 2009* (SPA) at Rainworth State School for the proposed new classroom building.

### Key issues

1. Rainworth State School has been identified as a site for a new classroom building as part of the Essential Classroom Requirement program.

### Implications

2. Rainworth State School has been identified as the preferred location for this new classroom building to meet local demand and local service shortfalls.
3. Approval to commence the designation process at this time will assist in meeting project timelines.
4. Funding to deliver this project is available in the 2012-2013 Capital Works Program.
5. Section 757 of the SPA provides that the *Judicial Review Act 1991* (JRA) does not apply to the following matters under SPA:
  - a) Conduct engaged in for the purpose of making a decision;
  - b) Other conduct that relates to the making of a decision;
  - c) The making of a decision or the failure to make a decision; and
  - d) A decision.
6. The Minister may, however, be asked for a statement of reasons in relation to his decision and matters can be referred to the Planning and Environment Court.

Minister's Office File Ref:	
Department File Ref:	13/76960

## Background

7. The SPA permits use of either a Ministerial designation process for land required for community infrastructure or, alternatively, use of an Integrated Development Assessment System (IDAS) through the local authority.
8. It is proposed to utilise the Ministerial designation process, which vests authority for planning approvals with the State.
9. Rainworth State School is described as Lot 7 on RP 45112 Parish of Enoggera, County of Stanley.
10. This parcel of land is the subject of this Ministerial designation proposal.

## Ministerial Designation Process

11. The Minister may designate land for community infrastructure under section 200 of the SPA. Under section 201, land may be designated for community infrastructure only if the designator is satisfied the community infrastructure will:
  - a) facilitate the implementation of legislation and policies about environmental protection or ecological sustainability;
  - b) facilitate the efficient allocation of resources;
  - c) satisfy statutory requirements or budgetary commitments of the State or Local Government for the supply of community infrastructure; or
  - d) satisfy the community's expectations for the efficient and timely supply of infrastructure.

Clauses (b), (c) and (d) are considered applicable to the school site, which will increase in density to include the proposed new administration building.
12. There are four steps in the process to ensure that requirements for adequate environmental assessment and public consultation are met, namely:
  - Step 1 - Preparation of the Initial Assessment Report (IAR) covering environmental assessment, traffic impacts and other regulatory requirements.
  - Step 2 - Public information and consultation with state agencies, local governments, and immediate neighbours in relation to the IAR.
  - Step 3 - Preparation of Final Assessment Report (FAR), incorporating feedback and departmental responses.
  - Step 4 - Minister's consideration of the FAR and departmental recommendations in relation to site designation.
13. Following review of the FAR, the Minister may decide not to proceed with making the proposed designation.

## Right to information

I am of the view that the contents or attachments contained in this brief are **suitable** for publication.

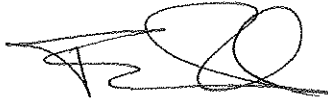
Minister's Office File Ref:	
Department File Ref:	13/76960

## Recommendation

It is recommended that the Minister:

- **approve** commencement of a Ministerial designation process under the *Sustainable Planning Act 2009* for Rainworth State School.

NOTED

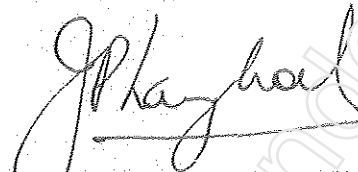


**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

15 / 3 / 13.

☐ Copy to Assistant Minister


**APPROVED/NOT APPROVED  
ENDORSED/NOTED**



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
Employment

15 / 3 / 13

## Minister's comments

Action Officer Kim Sheather	Endorsed by: Manager Eric Beedle	Endorsed by: Director Dave Sullivan	Endorsed by: ED Dave Baxter	Endorsed by: ADG Paul Hobbs	Endorsed by: A/DDG Jeff Hunt	Endorsed by: A/DG Annette Whitehead
		Infrastructure Programs and Delivery	Infrastructure Programs and Delivery	Infrastructure Services	Corporate Services	
Tel: 32341489	Tel: 323 70400 M: Date: 11/3/13	Tel: 324 73976 M: Date: 11/3/13	Tel: 322 42826 M: <span style="border: 1px solid red; padding: 0 2px;">s.47(3)(b) - Co</span> Date: 11/3/13	Tel: 323 70658 M: <span style="border: 1px solid red; padding: 0 2px;">s.47(3)(b) - Co</span> Date: 12/3/13	Tel: 3405 6329 M: <span style="border: 1px solid red; padding: 0 2px;">s.47(3)(b) - Co</span> Date: 13/3/13	Tel: 32371070 M: Date: 15/3/13

Minister's Office File Ref:	
Department File Ref:	13/79471

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Approval

### Action required by: 15.3.2013

**Urgent** – Industrial dispute with QTU. Report back conference at QIRC Friday 22 March 2013.

## SUBJECT: DISPUTE WITH QTU REGARDING TEACHER PROFESSIONAL DEVELOPMENT

### Summary of key objectives

- To advise the Minister of progress in the recent dispute with the Queensland Teacher's Union (QTU) in relation to Teacher Professional Development
- To seek approval of the Minister in relation to the proposed course of action to resolve the outstanding issues.

### Key issues

1. Following announcement of the amendments to the Teachers Professional Development Policy and Procedure on 31 January 2013 (**Attachment 1**) **Sch. 3(2)(1)(b)** the QTU notified the Queensland Industrial Relations Commission (QIRC) of a dispute in relation to this matter. Dispute conferences were held at the QIRC on Friday, 1 March 2013 and Thursday, 7 March 2013.
2. The result of the first conference was recommendations that the Department review some aspects of the policy in relation to mandatory training and transition to the new policy (**Attachments 2 and 3**). The Department responded with a draft Bulletin to clarify these matters (**Attachment 4**) and provided it to the QIRC at the second conference.
3. This response met the expectations of the Commission but failed to satisfy the QTU in relation to other professional development to be undertaken to assist teachers in relation to upcoming departmental initiatives around such issues as curriculum implementation and transition of Year 7 to high school.
4. Following this second conference, the commission issued a statement (**Attachment 5**) directing the Department to:
  - a) further refine the proposed Policy and Procedure relating to employee professional development as a matter of priority;
  - b) meet the QTU as soon as possible after the Policy is revised with a view to agreeing to its terms; and
  - c) report back to the QIRC on Friday, 22 March 2013.

5. **Sch. 3(2)(1)(b)**

6.

Minister's Office File Ref:	
Department File Ref:	13/79471

7. It is proposed that the additional requirements for delivery of professional development for teachers be obtained by increasing the number of student free days that occur during the school holiday periods.
8. There are currently six student free days in Queensland state schools throughout the school year:
  - two days at the end of the summer holiday (fixed);
  - three days during the Easter holiday, or taken flexibly within holiday periods or after hours, according to local school decision-making;
  - the third Monday after spring holiday (fixed).
9. It is recommended that Education Queensland evaluate the additional number of student free days that would be required, and the appropriate placement of these in the school year. This change could be implemented from the 2014 school year.

#### **Implications**

10. The QTU will respond negatively to any proposal of additional student free days during school holiday periods.

#### **Background**

11. N/A.

#### **Right to information**

12. I am of the view that the contents or attachments contained in this brief are **not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/79471

## Recommendation

That the Minister:

**Note** the actions of the Department to date in resolving the current disputation;

**Approve** the use of the Draft Bulletin (**Attachment 4**) to clarify the policy (and comply fully with the QIRC recommendations);

**Note** the need to obtain the outstanding advice from the Premier in relation to this matter as a priority;

**Approve** the proposed actions of the Department to comply with the QIRC directions prior to 22 March 2013;

**Approve** the development of a further proposal to create additional student free days during the school holiday period/s to address departmental priorities for teacher professional development.

NOTED

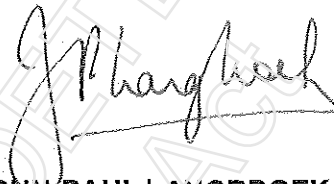


**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and Employment

13 / 3 / 13

☐ Copy to Assistant Minister

~~APPROVED~~ NOT APPROVED




**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and Employment

14 / 3 / 13

## Minister's comments

Any additional student free days during term time are unacceptable. Extended holidays provide enough scope for the required P.D.

Action Officer Darryl Honor	Endorsed by: Tom Barlow ED HR	Endorsed by: ADG HR	Endorsed by: DDG CS	Endorsed by: DDG EQ	Endorsed by: DG
A/Director Workforce Relations Tel: 3237 0222	Tel: 3235 4733 Date: 11/3/13	Craig Allen Human Resources Tel: 3237 0604 Date: 11/3/13	Jeff Hunt Corporate Services Tel: 3405 6329 Date: / /	Lyn McKenzie Education Queensland Tel: 3237 0619 Date: / /	Annette Whitehead  Tel: Date: 14/3/13

Minister's Office File Ref:	
Department File Ref:	13/81202

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Approval

### Action required by: 8 April 2013

**Urgent** – To inform decisions on the 2013-14 allocation model for Advancing Our Schools Maintenance.

## SUBJECT: ADVANCING OUR SCHOOLS MAINTENANCE - OPTIONS FOR 2013-14 SCHOOL ALLOCATIONS

### Summary of key objectives

- To allocate remaining funding to clear pre-existing maintenance liability in a large number of schools.
- Ensure that schools with a high level of liability receive additional funding support.
- Ensure that every school receives funding equal to their historical planned maintenance allocation.

### Key issues

1. Currently, \$59 million of the Advancing Our Schools Maintenance (AoSM) budget remains to be allocated in 2013-14 to expend the total 2012-13 and 2013-14 budget allocation of \$200 million.
2. A range of funding allocation options were explored to identify an equitable funding model that met the key policy objectives.
3. As a result of consultation with the Executive Director, Infrastructure Operations; Assistant Director-General, Infrastructure Services; A/Deputy Director-General, Corporate Services and Regional Facilities Managers, the original options paper was refined to reflect a recommended funding model that is outlined in **Attachment 1**.
4. This funding model allows for schools to receive a minimum allocation equivalent to their 2011-12 planned funding prior to AoSM, plus where this does not cover the pre-existing liability, additional funding is provided, capped at \$70,000, plus 14% of any remaining liability.
5. The benefits include:
  - a) all schools receive funding equal to their historical planned maintenance allocation (based on a percentage of the school asset replacement value) to address newly identified backlog maintenance;
  - b) the model balances the objective of clearing liability in a large number of schools with addressing schools with high liability; and
  - c) 874 (68%) of schools will be fully funded to the level of their 2011-12 maintenance liability over the 2012-13 and 2013-14 financial years.
6. Several capped funding thresholds were analysed using the new option methodology and setting \$70,000 as the threshold achieved the most equitable balance in addressing the key objectives.

Minister's Office File Ref:	
Department File Ref:	13/81202

### Implications

7. The funding options are calculated on 2011-12 maintenance condition assessment data, which was the original basis for the allocation of the AoSM funds.
8. While more current condition assessment data would provide a more accurate basis for allocating funds, QBuild advise that the 2012-13 condition assessment data will not be provided to DETE until April 2013 at the earliest. This "raw" data will then require substantial review by DETE regions before being available for use as a basis for calculating school liability.

### Background

9. The AoSM initiative provides an additional \$200 million over 2012-13 and 2013-14 to reduce school maintenance backlog.
10. In 2012-13, schools have been allocated funding equivalent to the value of their existing backlog maintenance up to a maximum of \$160,000 per school, resulting in a \$141 million allocation.
11. A range of funding allocation options were explored to identify ways to allocate AoSM funding to schools in 2013-14 to expend the remaining \$59 million.
12. DETE explored other funding allocation options as outlined in **Attachment 2**.

### Right to information

13. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication until a formal announcement has been made on the allocation model.

Minister's Office File Ref:	
Department File Ref:	13/81202

## Recommendation

It is recommended that the Minister:

- **approve** the Advancing Our Schools Maintenance 2013-14 recommended school allocation model detailed in **Attachment 1**; and
- **approve** the use of 2011-12 condition assessment data to calculate 2013-14 Advancing Our Schools Maintenance school funding allocations.

NOTED

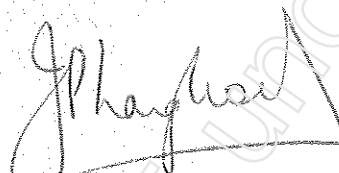


**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

24/4/13

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



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
Employment

24/4/13


## Minister's comments

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Date: 25/03/2013

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Jeff Hunt  
  
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Date: / /

Minister's Office File Ref:	
Department File Ref:	13/84029

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Approval and Signing letters**

**Action required by: prior to 3 May 2013**

**Urgent - Notification of release of 2012 Year 12 Outcomes Report. Letters are required to be received prior to release of the data on 6 May 2013.**

### SUBJECT: 2012 YEAR 12 OUTCOMES REPORT

#### Summary of key objectives

- The 2012 Year 12 Outcomes Report is due for release on 10 May 2013.
- The Year 12 Outcomes Report is supported by a communications plan.
- The letters for signature by the Minister for Education, Training and Employment regarding release of the *2012 Year 12 Outcomes Report*, need to be received by sectors prior to the release of the data on Monday 6 May 2013.
- Regional media statements have been prepared for state school results.

#### Key issues

1. The Minister approved the *2012 Year 12 Outcomes Report* format and release by the Queensland Studies Authority (QSA) under embargo to media on 6 May 2013 for publication on 10 May 2013 (Ref: 13/108692).
2. Data presented in this brief is current as at 9 April 2013, and might differ slightly from final data publicly reported by the QSA on 10 May 2013. It is anticipated that differences at a state level would be inconsequential.

#### 2012 Results—All Queensland Schools

3. The most notable improvements from 2011 to 2012 (**Attachment 1**) were:
  - a) Students receiving a Queensland Certificate of Education (QCE) from 38,766 (84.0%) to 40,563 (86.0%) (↑1.9%);
  - b) Students receiving Vocational Education and Training (VET) qualifications from 29,610 (64.2%) to 31,306 (66.4%) (↑2.2%):
    - i) Students undertaking School-based Apprenticeships and Traineeships (SATs) from 6,508 (14.1%) to 7,256 (15.4%) (↑1.3%);
    - ii) Certificate level II or higher from 21,235 (46%) to 22,801 (48.3%) (↑2.3%);
    - iii) Certificate level III or higher from 5,469 (11.9%) to 7,532 (16%) (↑4.1%);
  - c) International Baccalaureate (IB) students awarded IB Diplomas from 304 to 368 (↑3.9%); and
  - d) Queensland Tertiary Admission Centre (QTAC) applicants receiving offers from 94.9% to 95.9% (↑1%).
4. From 2011 to 2012 there were minor percentage decreases in:
  - a) Certificate Level II—from 18,620 (40.4%) to 18,872 (40%) (↓0.4%); and
  - b) Overall Position (OP)-eligible students—from 25,947 (56.2%) to 26,233 (55.6%) (↓0.6%).

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5. The proportion of students receiving OP 1–15 increased, with a corresponding decrease in those receiving OP 16–25. This shift also corresponds to an increase in the proportion of students enrolled in other pathways, for example achieving VET qualifications.
6. In 2012, QSA issued an increased number of Senior Education Profiles (SEP), which reported a:
  - a) greater proportion of students attaining positive outcomes, including students who received a QCE, IBD, VET qualification or undertook a SAT; and
  - b) notable increase in the higher-level VET certificates, particularly students awarded Certificate Level III or higher.

### **2012 Results—Queensland State Schools—‘Closing the Gap Education Strategy’**

7. Improvements were identified in the outcomes of Indigenous students for Queensland State Schools (**Attachment 3**).
8. In two categories, Indigenous students demonstrated a higher proportion of VET attainment when compared with non-Indigenous students: proportion of students awarded a VET Certificate Level II or higher; and, proportion of students who undertook a SAT.
9. There were three significant improvements towards “Closing the Gap”:
  - a) The gap between Indigenous and non-Indigenous students awarded an OP 1–15 or an IBD at the end of Year 12 decreased by 1.8%, from 20% in 2011 to 18.2% in 2012.
  - b) In students undertaking a SAT or awarded one or more of a QCE, IBD, or VET qualification, the gap between Indigenous and non-Indigenous achievement decreased by 1.8%, from 6% in 2011 to 4.3% in 2012. (\*Percentages are based on underlying data aggregations and are subject to rounding.)
  - c) The gap between Indigenous and non-Indigenous student attainment of a QCE at the end of Year 12 decreased by 1.6%, from 18.3% in 2011 to 16.7% in 2012.
10. Increases in achievement for Indigenous and non-Indigenous student proportions were recorded for each area between 2011 and 2012; however, increases for Indigenous students were greater than those for non-Indigenous students.
11. The gap between the proportion of Indigenous and non-Indigenous students receiving an OP increased by 1.3%, from 25.6% in 2011 to 26.9% in 2012. This was caused by the proportion of Indigenous students receiving an OP in 2012 decreasing by more than the decrease in proportion of non-Indigenous receiving an OP.

### **Background**

12. The QSA has publicly released the *Year 12 Outcomes Report* for all Queensland schools each year since 2006.
13. The *Year 12 Outcomes Report* is a snapshot of student outcomes listed by school for students who finished Year 12 in the previous calendar year. It highlights a range of education options being provided by Queensland schools for students.
14. The Report provides information about a broad range of student outcomes, including:
  - a) Senior Education Profile (SEP);
  - b) Overall Position (OP);
  - c) Queensland Certificate of Education (QCE);
  - d) Queensland Certificate of Individual Achievement (QCIA);
  - e) International Baccalaureate Diploma (IBD);

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- f) Vocational Education and Training (VET), including Australian Qualifications Framework (AQF) Certificates I, II, III, IV, Diplomas and Advanced Diplomas and School-based Apprenticeships and Traineeships (SAT); and
  - g) Queensland Tertiary Admission Centre (QTAC) offers.
15. QSA compiles the Report using data provided by Queensland schools, the Department of Education, Training and Employment (DETE) and Queensland Tertiary Admissions Centre.
16. QSA provided, in confidence, information to DETE to facilitate ministerial briefing before public release (**Attachments 4 & 5**).
17. Totals reported in this brief are not made public routinely or provided to media. Totals and comparisons with the previous year highlight the performance of all Queensland schools and use data supplied by QSA as at 9 April 2013.

### Consultation

18. The Queensland Studies Authority, which provided the data, has been consulted.

### Media Implications

19. Media issues are specifically addressed in the Communication Plan (**Attachment 2**).

### Right to information

20. I am of the view that the contents or attachments contained in this brief are **suitable** for publication on, or after, 10 May 2013.

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## Recommendation


That the Minister:

- **note** the outcomes of Queensland students who completed Year 12 in 2012;
- **note** the communication plan for publishing the *2012 Year 12 Outcomes Report*; and
- **sign** the letters regarding release of the *2012 Year 12 Outcomes Report* to:

Mr Mike Byrne, Executive Director, Queensland Catholic Education Commission;  
and

Mr David Robertson, Executive Director, Independent Schools Queensland.

NOTED

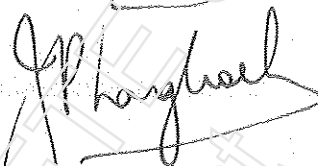


**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

11/5/13

☐ Copy to Assistant Minister

APPROVED/NOT APPROVED  
ENDORSED/NOTED



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
Employment

11/5/13

**Minister's comments**

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Endorsed by:  
DG  
Dr Jim Watterston

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Mob:  
Date: 1/5/2013



Minister's Office File Ref:	
Department File Ref:	13/85062

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Approval

### Action required by: 20 March 2013

**Critical** – Department of Education, Training and Employment is in dispute with the Queensland Teachers' Union (QTU) regarding Professional Development for state school teachers during school contact hours. There is a further Queensland Industrial Relations Commission (QIRC) hearing listed at **2.00pm, Friday 22 March 2013**.

### SUBJECT: DISPUTE WITH QTU OVER PROFESSIONAL DEVELOPMENT FOR TEACHERS

#### Summary of key objectives

To seek the Minister for Education, Training and Employment's approval of the Department of Education, Training and Employment (DETE) update of the Professional Development Policy for State School Teachers (**Attachment 4**) in accordance with the requirements of the government and previously approved policy statement is sought.

#### Key issues

1. After a second dispute conference at the QIRC a third Statement was released regarding the dispute (**Attachment 2**).
2. This statement included direction that DETE;
  - further refine the proposed policy; and
  - meet with the QTU seeking agreement to the policy
  - report back to the QIRC on 22 March 2013.
3. The policy has been further refined consistent with the correspondence to the Premier of 20 February 2013 (**Attachment 3**). The precise amendments are summarised at **Attachment 4**.
4. The proposed complete policy containing the amendments are located in **Attachment 6**.

#### Implications

5. The changes to the Policy will align the policy clearly with the intentions of the Government and allow DETE to place a submission before the QIRC indicating compliance with the request in Statement 3 of the Deputy President.
6. It is critical for the resolution of the dispute that there is compliance with the QIRC directions. Failure to do so may result in further intervention by the QIRC.

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Department File Ref:	13/85062

## Background

7. A decision was made by the Government in June 2012 in relation to the Professional Development of Teachers to provide an instruction to all state school principals that teacher professional development will only occur outside school hours.
8. The government decision and instruction to principals that teacher professional development will only occur outside school hours was provided through the Schools Update of 31 January 2013.
9. DETE amended the Professional Development Policy and Procedure for State School Teachers to reflect the government's policy position (**Attachment 5 – 13/85324 V3.1**).
10. The Minister's letter to the Premier in February 2013 requested approval to allow for the provision of professional development in cases where it is more cost effective or requiring student involvement, to be provided during school hours.
11. The Minister's letter indicated the need for slight flexibility in the provision of professional development for teachers. In particular where it is more cost effective for the PD to occur during school hours or where students must be present for PD to occur.
12. In the Minister's request, an example was included of when professional development may occur in school hours when there is no additional cost to DETE and the professional development is aligned to Queensland Government priorities such as Australian Government funded Improving Literacy and Numeracy and the More Support for Students with Disabilities programs.
13. In the meantime, the Queensland Teachers' Union (QTU) notified a dispute to the QIRC and the first hearing was held on 1 March 2014. The QIRC proceedings outcomes have generally been directed at providing clarity for the policy.

## Right to information

14. I am of the view that the contents or attachments contained in this brief are not suitable for publication.

Minister's Office File Ref:	
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### Recommendation

It is recommended that the Minister:

- **approve** the attached statement that alerts Regional Directors and Principals to changes in the policy and this statement will be sent to once approval of the policy changes are obtained ( **Attachment 1**); and
- **approve** the departmental policy as attached with the highlighted changes that provide the slight flexibility in the provision of professional development for teachers ( **Attachment 4**).

NOTED

*Subject to Premier confirming agreement*



**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

19, 3, 13.

☐ Copy to Assistant Minister

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

*JP Langbroek*

**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
Employment

19, 3, 13

### Minister's comments

*Premier has confirmed his agreement. 19.3.13*

Action Officer Darryl Honor A/Director, Workforce Relations Human Resources	Endorsed by: Tom Darlow Executive Director, Human Resources	Endorsed by: Craig Allen ADG Human Resources	Endorsed by: ADG Marg Pethiyagoda State Schooling Operations and Strategy	Endorsed by: DDG Lyn McKenzie Education Queensland	Endorsed by: DG Annette Whitehead DETE
Tel: 07 3237 0222 Mob: <span style="border: 1px solid red;">s.47(3)(b) - Co</span> Date: 14/03/13	Tel: 07 3235 4733 Mob: <span style="border: 1px solid red;">s.47(3)(b) - Cont</span> Date: 14/3/13	Tel: 32370604 Mob: Date: 14/03/13	Tel: 323 70157 Mob: <span style="border: 1px solid red;">s.47(3)(b) - Co</span> Date: 18/03/13	Tel: 323 70619 Mob: <span style="border: 1px solid red;">s.47(3)(b) - Co</span> Date:	Tel: 323 71077 Mob: Date: 19/3/13

*approved  
pending Premier's  
approval.*

## Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Routine** – The Premier has requested the Minister's Office be provided with performance management data on a fortnightly basis.

**SUBJECT: PERFORMANCE MANAGEMENT DATA FOR THE DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT (DETE)**

### Summary of key objectives

- To advise on the performance and people management information to be provided by DETE as requested by the Premier.

### Key issues

- The information to be provided by DETE to the Office of the Minister for Education, Training and Employment on a fortnightly basis includes:
  - All staff suspended on full pay per category is provided in **Attachment 1**.
  - The number of workplace investigations arising from formal complaints which have been in progress more than 60 days, a summary outlining why the investigation has not been completed and a target date for the completion of the investigation.
  - Attachment 2** provides greater detail of investigations conducted in relation to the Department's *Managing Employee Complaints* procedure.
  - Attachment 3** provides greater detail of complaints currently in progress with DETE's Ethical Standards Unit.

### Implications

- There are no financial, legal or media implications.

### Background

- The Premier has stated that a key strategy for the Government is to ensure an effective performance management agenda that maximises service delivery to the community.
- Information regarding formal diminished performance processes, investigations and discipline processes are being provided to the Chief Executive Officer, Public Service Commission on a monthly basis.
- The Premier also recommended that information regarding staff suspensions and extended workplace investigations be provided to the Minister's Office on a fortnightly basis.

### Right to information

- I am of the view that the contents or attachments contained in this brief are **not suitable** for publication.

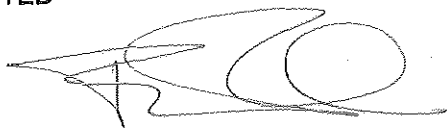
Minister's Office File Ref:	
Department File Ref:	13/85360

## Recommendation

That the Chief of Staff:

note the performance management data for the Department of Education, Training and Employment.

NOTED



FIONA CRAWFORD

Chief of Staff


Office of the Hon John-Paul Langbroek MP

Minister for Education, Training and Employment

17/4/13

☐ Copy to Assistant Minister

## Chief of Staff's comments

Action Officer Jonathan Butler-White A/Manager Workforce Review	Endorsed by: ED Tom Barlow Workforce Management & Support <i>Sighted and Signed</i> Tel: 3235 4733 Mob: s.47(3)(b) - Cont Date: 21/03/2013	Endorsed by: ADG Craig Allen Human Resources Tel: 3237 0604 Mob: s.47(3)(b) - Cont Date: 22/03/2013	Endorsed by: A/DDG Jeff Hunt Corporate Services Tel: 3405 6329 Mob: s.47(3)(b) - Cor Date: 28/03/2013	Endorsed by: A/DG Annette Whitehead  Tel: 323 71070 Mob: Date: 31/4/13
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Minister's Office File Ref:	
Department File Ref:	13/91008

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Approval**

**Action required by: 12 April 2013**

**Urgent – Announcement of scholarship and grant recipients on 19 April 2013.**

### SUBJECT: 2013 STEP INTO TEACHING SCHOLARSHIP AND 2013 ASPIRING TEACHER GRANT RECIPIENTS CONGRATULATORY LETTERS

#### Summary of key objectives

- That the Minister sign the attached congratulatory letters to accompany Certificates of recognition for recipients of the 2013 *Step into Teaching* scholarship and 2013 *Aspiring Teacher* grant programs.

#### Key issues

1. The scholarship and grant programs form part of the current suite of initiatives which assist the Department of Education, Training and Employment in managing the attraction and retention of high-calibre and aspiring teachers.
2. Although a ceremony to formally recognise all recipients of the *Step into Teaching* scholarship and *Aspiring Teacher* grant programs is not planned for 2013, the Director-General will present certificates to three local recipients of the *Step into Teaching* scholarship in a small ceremony on Friday 19 April 2013. This provides an opportunity to:
  - raise the profile of the range of programs that promote teaching as a career;
  - acknowledge recipients of scholarship programs; and
  - reinforce key strategic workforce messages.

#### Implications

3. A media release acknowledging all the recipients of the 2013 scholarship and grant programs will be prepared by Community Engagement and Partnerships.

#### Background

4. *Step into Teaching* scholarships have been awarded annually since 2010, and in 2013 have targeted high-achieving science, mathematics and engineering graduates who demonstrate their commitment to teaching in high demand secondary curriculum areas.
5. Scholarship recipients receive up to \$10,000 to:
  - undertake an approved postgraduate initial teacher education program at a Queensland Higher Education Institution (HEI); and
  - complete professional experience in a rural or remote location of Queensland, in preparation for appointment to teaching roles in these locations from 2014.
6. Now in its second year, the *Aspiring Teacher* grants target high-achieving secondary students who have completed Year 12 at a Queensland school in 2012, and obtained an Overall Position (OP) score of between one and five.

Minister's Office File Ref:	
Department File Ref:	13/91008

7. Grant recipients receive a one-off payment of \$1,500 upon enrolment into an approved initial teacher education program at a Queensland HEI in Semester 1, 2013.
8. Up to seven *Step into Teaching* scholarship recipients and up to 21 *Aspiring Teacher* grant recipients will receive a Certificate of Recognition (**Attachment 1** and **Attachment 2**).
9. The attached congratulatory letters will accompany the certificates (**Attachment 3** and **Attachment 4**).

### Right to information

10. I am of the view that the contents or attachments contained in this brief are **not suitable** for publication.

### Recommendation

That the Minister:

**sign** the attached congratulatory letters to accompany Certificates of Recognition for recipients of the 2013 *Step into Teaching* scholarship and 2013 *Aspiring Teacher* grant programs (**Attachments 3 and 4**).

NOTED

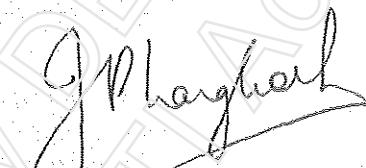


**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

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ENDORSED/NOTED



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
Employment

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### Minister's comments

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Date: 22/03/2013

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A/DDG  
Jeff Hunt  
Corporate Services  
Tel: 3405 6329  
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Date: 28/03/2013

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A/DG  
Annette Whitehead  
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Date: 21/4/13

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Approval**

**Action required by: 25/1/2013**

**Routine**

**SUBJECT: PROPOSED TERM DATES AND SUBSEQUENT SCHOOL HOLIDAYS FOR 2016 TO 2020**

### Summary of key objectives

- The Department is responsible for setting term dates which inform the dates for the school holidays.
- The Minister's decision is sought regarding the commencement date for 2016, and subsequent approval:
  - for the proposed term dates and subsequent school holidays for years 2016 to 2020 prior to gazetting (**Attachment 1**) and
  - to change the term Student Free Day/s to Staff Professional Development Day/s.

### Key issues

#### 2016 School Year

1. With the Australia Day public holiday falling on Tuesday 26 January 2016, the following two options are proposed for the commencement of Term 1 2016:
  - Option 1 - extension of the summer holiday in 2016 by one day to include Monday 25 January  
Option 1 results in an uninterrupted start to the school year on Wednesday, 27 January for students.
  - Option 2 - school to commence on Monday, 25 January, followed by the Australia Day public holiday on Tuesday, 26 January  
Option 2 results in an interrupted start to the school year. This would mainly occur for primary schools, as secondary schools tend to stagger the commencement day for different year levels.
2. Under Option 1, school staff would receive an additional day of summer holidays.
3. Previous years that the Australia Day public holiday fell on the first Tuesday of the school year include 2010 and 1999.
4. In 2010 holidays extended by an extra day to avoid the "inconvenience, disruption and absenteeism associated with returning to school on Monday 25 January and having the following day as the Australia Day public holiday."
5. In 1999, the school term commenced on Monday 25 January.
6. Consideration should also be given to the fact that Monday 25 January is a working day for the general community, including parents of state school students.

Minister's Office File Ref:	
Department File Ref:	12/296464

### Student Free Day/s

7. The term Student Free Day/s (SFD/s) has been used to describe the day/s that teachers undertake professional development with students not required to attend school on these days.
8. Using the term SFD/s may cause some confusion with parents and the general public as most of these days now fall within the school holidays.
9. Following changes to SFD/s in 2012 the third Monday after the spring holiday is the only day which falls during term time.
10. It is proposed that the term SFD/s be changed to Staff Professional Development Day/s.

### Consultation

11. Consultation was undertaken with:
  - The Queensland Teachers' Union (QTU);
  - P&Cs Queensland;
  - Principals' Associations; and
  - Regional Directors.
12. Results of consultation indicate overwhelming support for:
  - Option 1 for the start of the 2016 school year; and
  - the change for the term SFD/s to Staff Professional Development Day/s.
13. Following the Minister's approval, the 2016-2020 school terms and holidays will be gazetted.

### Background

14. The *Education (General Provisions) Regulation 2006* Section 64 provides the Minister for Education, Training and Employment with the authority to approve student holidays for state schools.
15. The Department sets term dates and subsequent school holiday dates in advance.
16. The terms dates and school holidays up to and including 2015 were approved previously and gazetted (**Attachment 1**) on 25 November 2011. The proposed dates for the school terms are calculated using the Department's *School Holidays Policy Statement* and *Student Free Days Policy Statement*.
18. The advance setting of term dates allows for forward planning by the Department to assist optimal educational outcomes for students. This is also used by International Student Programs, DET International (trading as Education Queensland International) for forward planning.
19. The *Holidays Act 1983* Schedule section 2 informs the placement of public holidays throughout the proposed school year.
20. A copy of the proposed 2016 – 2020 term dates and holidays are at **Attachment 2**. School calendars are provided as **Attachment 3**. Attachments provide both options for 2016 commencement.

### Right to information

21. I am of the view that the contents or attachments contained in this brief are suitable for publication.

## Recommendation

That the Minister

- **approve** the commencement date for 2016, be either:
  - ☐ Option 1 (Wednesday 27 January 2016) or
  - ☒ Option 2 (Monday 25 January 2016).
- **approve** the subsequent term dates and school holidays for years 2016 to 2020 prior to gazetting (Attachment 2 – includes both Option 1 & 2)
- **approve** to change the term Student Free Day/s to Staff Professional Development Day/s.

NOTED

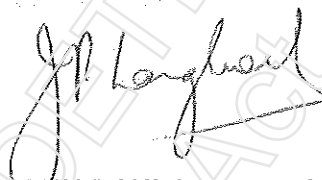


**FIONA CRAWFORD**  
 Chief of Staff  
 Office of the Hon John-Paul Langbroek MP  
 Minister for Education, Training and  
 Employment

112113

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



**JOHN-PAUL LANGBROEK MP**  
 Minister for Education, Training and  
 Employment

712113

**Minister's comments**

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	Marg	Lyn	Annette
			Whitehead
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	Tel: 32370157	Tel: 32370619	Tel:
	Mob:	Mob:	Mob:
	<div style="border: 1px solid red; padding: 2px;">s.47(3)(b) - Contrary to Public Interest</div>		
	Date:	Date:	Date:
	21/12/12	11/1/13	5/1/13

Minister's Office File Ref:	
Department File Ref:	12/476487

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Urgent – Information to support Minister's meeting on 15 January 2013**

**SUBJECT: Background information for Minister's meeting on 15 January 2013 with Mr Graham Hickingbotham, Conservation Volunteers**

### Summary of key objectives

- A meeting between Mr Graham Hickingbotham, Conservation Volunteers and Minister Langbroek is scheduled for 15 January 2013, to discuss the volunteer involvement of Queensland state school teachers in a Gallipoli/Turkey Professional Development Program (PDP).
- This information briefing note provides advice about teacher involvement in professional development activities offered by external agencies and background about the work of Conservation Volunteers.
- The Departmental representative to attend the meeting is Mr Mark Campling, Assistant Director-General, State Schooling Implementation.

### Key issues

1. In October 2012, Mr Colin Jackson, Chief Executive Officer, Conservation Volunteers wrote to Minister Langbroek requesting a meeting to discuss a proposal to conduct a Gallipoli/Turkey PDP for teachers in Queensland (Ref: 12/466876).
2. The Department of Education, Training and Employment (DETE) does not endorse or mandate particular products or services provided by external agencies for professional development or curriculum. Individual schools determine their curriculum service needs as part of curriculum planning, assessment and reporting. They select professional development opportunities in the process of developing performance agreements with individual teachers.
3. Conservation Volunteers are able to approach schools directly to offer places in the professional development program. The organisation may wish to consider advertising the program in Education Views, or use the publicly available DETE schools directory to obtain contact details for state and non-state schools in Queensland.
4. Other avenues for promoting the program in Queensland include professional teacher organisations such as the Queensland History Teachers' Association, the Queensland Association of State School Principals or the Queensland Secondary Principals' Association. Conservation Volunteers may also wish to consider advertising in the QTU Journal.
5. In deciding whether to participate in the program, schools are likely to consider the alignment of the program to curriculum priorities, particularly the Australian Curriculum. Schools are also likely to assess the program's alignment to relevant professional standards including the Education Queensland Professional Standard for Teachers or the Australian Professional Standards for Teachers.

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Department File Ref:	12/476487

6. Conservation Volunteers assert that the proposed program will enhance teachers' knowledge and understanding of the Gallipoli conflict, develop their school leadership potential and improve the effectiveness of their teaching delivery. The program may also assist teachers in the context of implementing the Australian Curriculum area of History from 2013 onwards.
7. Under current industrial agreements the participation of teachers in out-of-hours professional development must be on a voluntary basis. As a result, neither DETE nor state schools can compel teachers to participate in the Gallipoli/Turkey Professional Development Program.

### Background

8. Conservation Volunteers has recruited volunteers since 2006 to assist with logistical support for tourists visiting Anzac Cove in Gallipoli on Anzac Day. The program is supervised by the Australian Department of Veterans' Affairs and Veterans' Affairs New Zealand.
9. Conservation Volunteers partners with governments, businesses and individuals to recruit volunteers in a large range of environmental conservation projects. Project areas include: flora and fauna, landcare, parks and reserves, coasts and waterways, healthy communities, heritage and disaster recovery.
10. For several years, the organisation has partnered with Queensland state schools to provide support for projects of an environmental conservation nature.
11. Volunteers provide assistance and support visitors at the commemorative services at the Anzac Commemorative Site, Lone Pine and Chunuk Bair on 24 and 25 April each year.
12. The main tasks of the volunteer team are: welcoming, conducting bus registrations, providing information, wrist banding visitors, distributing information kits, supporting assisted mobility visitors, assisting visitors with transition between services and collecting surveys.
13. Volunteers are taken on guided visits to significant sites on the Gallipoli Peninsula, including: Anzac Cove beach, Shrapnel Valley (where Simpson passed many times), Courtney's Post (where Albert Jacka won the Victoria Cross), Quinn's Post, Lone Pine, the Nek overlooking the Aegean, the Dardanelles from Chunuk Bair, the Rhododendron trail and the Cape Helles battlefields at the tip of the peninsula.
14. Mr Graeme Hickingbotham has been nominated as the Conservation Volunteer leader for the Gallipoli/Turkey PDP. He is a teacher and professional development coordinator of 35 years' experience and has led numerous Gallipoli visits. He works with a Turkish expert guide to provide interpretation and information services.

### Right to information

15. I am of the view that the contents or attachments contained in this brief are **suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	12/476487

**Recommendation**

That the Minister

**Note** the information in relation to the Conservation Volunteers proposal for Gallipoli/Turkey PDP for teachers.

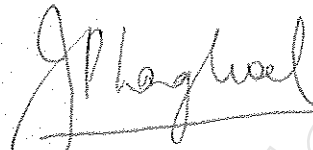
**NOTED**

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



**FIONA CRAWFORD** *Tim Mulvaney*  
**Chief of Staff** *S.P.A.*  
 Office of the Hon John-Paul Langbroek MP  
 Minister for Education, Training and  
 Employment

3 / 1 / 13

☐ Copy to Assistant Minister


**JOHN-PAUL LANGBROEK MP**  
 Minister for Education, Training and  
 Employment

7 / 1 / 13

**Minister's comments**

Action Officer  
 Kirsty Cranitch  
 Senior Communications  
 Officer  
 State Schooling  
 Implementation

Tel: 323 70023

Endorsed by:  
 Andrew Daigliesh  
 Manager

State Schooling  
 Implementation

Tel: 323 71289  
 Mob:  
 Date: 21/12/12

Endorsed by:  
 Mark Campling  
 ADG

State Schooling  
 Implementation

Tel: 323 70121  
 Mob:  
 Date: 21/12/12

Endorsed by:  
 Annette Whitehead  
 A/DG

DETE

Tel: 323 71077  
 Mob:  
 Date: 21 / 1 / 13

Minister's Office File Ref:	
Department File Ref:	12/470729

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: Approval of amendments to the International School Study Tours policy**

**Action required by: :**

**Urgent** – International School Study Tours will be included in the Variation to School Routine in the January release of *OneSchool*.

**SUBJECT: CHANGE IN POLICY REGARDING DEVOLUTION OF INTERNATIONAL SCHOOL STUDY TOURS.**

### Summary of key objectives

- Streamlining the current process for student international travel is one of the Department of Education, Training and Employment's red tape reduction initiatives.
- The Department of Housing and Public Works approved amendment to the Whole-of-Government Air Travel Policy to delegate approval of international school study tours (SST) to school principals.
- The delegation of approval to principals had self-imposed conditional criteria. It is proposed that these criteria be included as best practice guidelines to support the principal's decision making.
- The Minister for Education, Training and Employment's approval of the amended policy for devolution of International School Study Tours to school principals is sought.

### Key issues

1. DET International (DETi) is currently working with OneSchool to incorporate the SST requirements into the Variation to School Routine (V2SR).
2. OneSchool has produced the prototype and is commencing the build phase.
3. In the development of the new process and guidelines, and following discussions with Lyn McKenzie, Deputy Director-General, Education Queensland, it is now recommended that the following additional clauses no longer require submission to central office for approval:
  - travel not undertaken during school time;
  - supervisor/student ratio appropriate;
  - gender balance appropriate;
  - reasonable costs per participant;
  - no use of agency funds;
  - risk assessments completed;
  - P&C/School Council support; and
  - upon completion of the travel, a financial report is provided to DETi (unless this requirement is waived for reporting in the Annual Report).
4. Instead, the proposed criteria will be included as best practice guidelines to support the principal's decision making.

Minister's Office File Ref:	
Department File Ref:	12/470729

5. It is proposed to continue a mandatory requirement for schools to record international SSTs through OneSchool's V2SR.
6. International SSTs will be included in the V2SR in the January 2013 release of OneSchool and DETi needs to advise stakeholders immediately to ensure SST applications are not delayed.

### Implications

7. Finance Branch confirmed with DETi in December 2012 that financial reporting can provide detail to satisfy annual reporting requirements for employees' international travel, providing business service managers use the correct general ledger codes.

### Background

8. In June 2012, the Minister approved that principals will approve international SSTs conditional upon a set of internal criteria and SSTs outside the criteria will require approval by the Deputy Director-General, Education Queensland (Ref: 12/150344).
9. In July 2012, the Director-General of Housing and Public Works approved an amendment to the Whole-of-Government Air Travel Policy to delegate the authority to approve international SSTs to school principals, and the regional directors when the principal is travelling as part of the SST.
10. In September 2012, under the direction of the Deputy Director-General, Education Queensland, DETi submitted a business case to OneSchool to include international SSTs into V2SR.
11. The OneSchool Board approved the inclusion of international SSTs in the December release to occur in January 2013.

### Right to information

12. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	12/470729

## Recommendation

It is recommended that the Minister

- **approve** further amendments to the new policy on International School Study Tours to be released Term 1 2013.

## NOTED

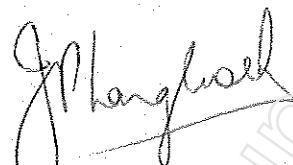


**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

29 / 1 / 13

☐ Copy to Assistant Minister


**APPROVED/NOT APPROVED  
ENDORSED/NOTED**



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
Employment

30 / 1 / 13

## Minister's comments

Action Officer Megan Long Director, International Offshore Business Operations, DETi	Endorsed by: ED DETi Joanne House	Endorsed by: A/ADG ESTi Steve Mathieson <i>Sighted and signed.</i>	Endorsed by: A/DDG T&E Jodi Schmidt	Endorsed by: DDG EQ Lyn McKenzie	Endorsed by: A/DG Annette Whitehead 
Tel: 3235 4480	Tel: 70850 Mob: s.47(3)(b) - s.47(3)	Tel: 3237 1315 Mob: s.47(3)(b) - s.47(3)	Tel: 3237 1578 Mob: s.47(3)(b) - s.47(3)	Tel: 3237 0619 Mob: s.47(3)(b) - Cor	Tel: 3237 1077 Mob:
	Date: 09/01 /13	Date: 09/01/13	Date: 14/01/13	Date: 21/01/2013	Date: 29 / 1 / 13

Minister's Office File Ref:	
Department File Ref:	13/ 118811

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Routine** – Information to support Minister's meeting on 16 April 2013

### SUBJECT: AUSTRALIAN ACADEMY OF SPORT (AAS)

#### Summary of key objectives

- To provide the Minister with information to support his meeting with Mr Rob Borbidge AO, Board Chair of the Australian Academy of Sport (AAS) and Mr Armed Sokarno, Chief Executive Officer AAS, about further plans for the Academy that currently operates out of the Runaway Bay Sports and Leadership Excellence Centre on the Gold Coast.

#### Key issues

1. The AAS is a tenant of the Runaway Bay Sports and Leadership Excellence Centre.
2. The AAS utilises differing facilities and amenities within the Runaway Bay Sports and Leadership Excellence Centre according to the current activity and client group of the AAS.
3. The AAS has recently received accreditation through the Commonwealth Register of Institutions and Courses for Overseas Students.. This accreditation may result in an increase in its client base.
4. An anticipated increase in the Academy's client base may result in the topic of an expansion of service provision being raised with the Minister.
5. With the future of the Runaway Bay Sports and Leadership Excellence Centre currently under consideration within the Department of Education, Training and Employment, Mr Borbidge and Mr Sokarno may express concern in relation to the perceived uncertainty.

#### Implications

6. At this time, there are no known implications for the Department with respect to the AAS.

#### Background

7. The AAS rents both office space and sporting facilities from the Runaway Bay Sports and Leadership Excellence Centre through a negotiated occupancy agreement.
8. The Runaway Bay Sports and Leadership Excellence Centre and AAS share a harmonious and mutually beneficial relationship.
9. The Department is aware that Mr Borbidge and Mr Sokarno have recently met with Australian Government and foreign delegation representatives, however the meetings topics are not known to the Department
10. The AAS has recently hosted a visit by the Egyptian ambassador and associated delegation.

Minister's Office File Ref:	
Department File Ref:	13/ 118811

**Right to information**

11. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

**Recommendation**

That the Minister

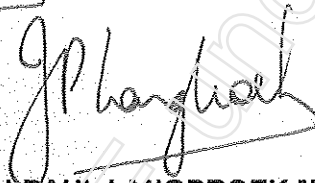
**note** the information provided to support his meeting with Mr Rob Borbidge and Mr Armed Sokarno representing the Australian Academy of Sport on 16 April 2013.

**NOTED**


**FIONA CRAWFORD**  
**Chief of Staff**  
**Office of the Hon John-Paul Langbroek MP**  
**Minister for Education, Training and**  
**Employment**

14, 4, 13

☐ Copy to Assistant Minister


**NOTED**


**JOHN-PAUL LANGBROEK MP**  
**Minister for Education, Training and**  
**Employment**

16, 4, 13

**Minister's comments**

--

Action Officer Les R Thomson Principal Advisor Education Services South East region Tel: 07 5562 4866	Endorsed by: Greg Dickman Regional Director South East Region Tel: 55624803 Date: 10/4/2013	Endorsed by: Marg Pethiyagoda Assistant Director- General State Schooling Operations and Strategy Tel: 32370157 Date: 10/4/2013	Noted by: Lyn McKenzie Deputy Director- General Education Queensland Tel: 32370169 Date: 11/04/2013	Endorsed by Annette Whitehead A/Director-General  Tel: 32371077 Date: 12/4/13
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Minister's Office File Ref:	
Department File Ref:	13/112559

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Routine** – Information to support Minister's meeting on 16 April 2013.

**SUBJECT: YOUTH EXCEL**

### Summary of key objectives

- To provide the Minister with information to support his meeting with Mr Trevor Ruthenberg MP and Ms Michelle Mitchell, Founder of Youth Excel, on 16 April 2013.
- Ms Mitchell is seeking support for delivery of a state-wide pilot and national roll out of a suite of programs under the Youth Excel banner including *Giris Excel*, *Guys Excel* and *ESL Excel* for immigrants and refugee youth.

### Key issues

1. The Department does not endorse or approve individual programs or resources. Rather, individual schools select programs for their school in consultation with the wider community. This ensures that programs meet the specific needs of their students.
2. Research shows clear links between student wellbeing and academic success, positive behaviour, and personal social and emotional development.
3. Queensland state schools have access to a range of support services such as guidance officers, youth support coordinators, school based youth health nurses, school based police officers, behaviour specialists and chaplains that support children and young people to remain engaged in education and to participate in school life.
4. The Department of Communities, Child Safety and Disability Services may be best placed to assist Ms Mitchell regarding young people at risk of homelessness, abuse, mental illness or suicide.

### Implications

5. The Department encourages and welcomes community interest in the education of young people and values the development of useful programs and resources. However decisions about the use of programs or resources are the responsibility of each school principal.
6. Ms Mitchell may wish to contact individual schools to promote the Youth Excel Program. A list of Queensland schools and their contact details can be accessed from <http://education.qld.gov.au/directory/schools/index.html>.
7. Ms Mitchell could also consider funding that may be available through the Gambling Community Benefit Fund and the Jupiter's Gambling Community Benefit Fund. These funds are managed by the Department of Justice and Attorney-General and four funding rounds are held per year with funding provided for community services or activities that benefit the community. For further information on these programs, please visit the Queensland Government grants website at [www.smartservice.qld.gov.au/services/grants](http://www.smartservice.qld.gov.au/services/grants).
8. Alternatively Ms Mitchell may wish to promote the Youth Excel Program through advertising. One avenue is an advertisement in the Department's online magazine, Education Views

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Department File Ref:	13/112559

Online, which is published weekly. Education Views is directly targeted at teachers and principals in Queensland schools and education staff in central office and regional offices. Ms Mitchell can contact magazine staff by email at [educationviews@det.qld.gov.au](mailto:educationviews@det.qld.gov.au) or on telephone 3235 4125 if she would like to place an advertisement.

### Background

9. Mr Trevor Ruthenberg MP, Member for Kallangur, has written to the Minister seeking a meeting to introduce the Minister to his constituent, Ms Michelle Mitchell, founder of "Youth Excel".
10. Ms Mitchell has provided a proposal for a state-wide pilot of *Girls Excel* program. This proposes to target 160 girls across 16 schools in Brisbane, Cairns, Gold Coast and Bundaberg.
11. The *Girls Excel* program offers professional mentoring and support services provided by qualified and trained professionals.
12. The program is run in a small group learning environment, for one hour a week for a period of between 8 - 16 weeks.
13. This program can target issues such as body image, self-harm or bullying depending on the needs of the group. It aims to provide solutions for young women and covers the following topics:
  - identifying triggers and warning signs of damaging behaviour;
  - developing coping and relaxation strategies;
  - implementing problem solving strategies;
  - exploring nutrition and health;
  - discovering personal strengths; and
  - developing support networks.

### Right to information

14. I am of the view that the contents or attachments contained in this brief are suitable for publication.

Minister's Office File Ref:	
Department File Ref:	13/112559

**Recommendation**

That the Minister

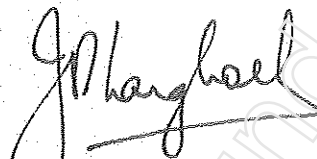
**note** the information provided to support his meeting with Trevor Ruthenberg MP and Michelle Mitchell, Founder of Youth Excel, on 16 April 2013

**NOTED**


**FIONA CRAWFORD**  
**Chief of Staff**  
 Office of the Hon John-Paul Langbroek MP  
 Minister for Education, Training and  
 Employment

11, 4, 13

☐ Copy to Assistant Minister

**NOTED**


**JOHN-PAUL LANGBROEK MP**  
**Minister for Education, Training and  
 Employment**

1874 13

**Minister's comments**

Action Officer  
 Principal Policy Officer  
 Danielle McAllister

Tel: 3405 6361

Endorsed by:  
 Director SAR  
 Hayley Stevenson

Tel: 3237 0588

Date: 04/04/13

Endorsed by:  
 ADG SSOS  
 Marg Pethiyagoda

Tel: 3237 9157

Date: 5/4/2013

Endorsed by:  
 DG DETE  
 Annette Whitehead

Tel: 323 71077

Date: 10/4/13

Minister's Office File Ref:	
Department File Ref:	13/115587

## Briefing Note

Mrs Saxon Rice MP

Assistant Minister for Technical and Further Education

**Action required: With Correspondence**

**Action required by: N/A**

**Routine** – Information to support a response to correspondence from the Former Origin Greats.

### SUBJECT: MEETING REQUEST FROM GENE MILES, FORMER ORIGIN GREATS

#### Summary of key objectives

- Mr Gene Miles, Executive Chairman of Former Origin Greats (FOGs), has requested a meeting to discuss the FOGs program and is asking the Department of Education, Training and Employment (DETE) for a range of data to support external reporting on the program to the Department of Education, Employment and Workplace Relations (DEEWR).

#### Key issues

- FOGS ARTIE (Achieving Results Through Indigenous Education) Academy has informed DETE that, in conjunction with the Queensland University of Technology School of Economics, they wish to undertake a research project investigating the degree to which the ARTIE Academy has assisted in improving attendance, retention and academic achievements of Aboriginal and Torres Strait Islander students in the schools in which it operates.
- This research intends to investigate the affect ARTIE Academy initiatives have had on students within the Academy.
- FOGS approached DETE to request detailed information from schools where the ARTIE Academy operates. It is understood that DEEWR has requested this information as part of the FOGS accountability and reporting requirements.
- DETE officers recently met with Mr Matt Martin, Education Manager, FOGS, and Mr Miles to discuss the request for access to school-based data. Discussion included the range of privacy and legislative considerations associated with the release of data and the approved process for accessing departmental data.
- During ensuing meetings, documentation outlining processes required to obtain data from the Department for the purpose of research was provided to Mr Martin. Mr Martin indicated that he would prefer not to follow this formal process and would rather have easier access to data.
- Performance Monitoring and Reporting staff are required to identify and assemble any requested dataset and ensure that student privacy is maintained and legislative requirements are met. DETE will ensure that this is the case with any data provided to FOGS.
- Performance Monitoring and Reporting within DETE has continued to work closely with Mr Martin and has provided some requested aggregated school data. In discussions with Mr Martin about provision of this data, it was apparent that the ARTIE Academy would ultimately be seeking extensive student-level data and data from schools where their program does not run. Some of the data included in the initial FOGS request is not held within DETE and could not be provided.

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8. A further meeting is being arranged to identify data the Department holds that is likely to be useful to the ARTIE Academy research to identify how this data could be provided.

### Implications

9. Data collected by the Department is subject to a range of privacy and legislative requirements. DETE has an approval process in place to ensure that research undertaken within the Department complies with all policy and legislative requirements and protects the privacy and wellbeing of students. The research application process is outlined on the Department's website at <http://education.qld.gov.au/corporate/research/research-app.html> (**Attachment 1**).
10. DETE is supportive of the FOGs program and is continuing to discuss the data needs of the ARTIE Academy research to help determine the most appropriate provision of these materials. At this stage, the Academy has provided some inconsistent information about their data needs.
11. Based on initial conversations with Mr Martin, assembling the requested data in a form that is most useful for the researchers would require the investment of considerable resources by DETE. DETE's preference is for any data collection to be done in a way that can maximise the benefit for the ARTIE Academy, provides valuable information back to the Department about program outcomes in schools and is within legislative requirements.
12. The Department has indicated a willingness to work with FOGS in support of a research application process if it is required to achieve fidelity in the data at a level suitable for achieving the research outcomes, which is likely to be difficult through existing reporting tools like the School Data Profiles.
13. There may also be other data sources that are not currently reported that could contribute information about other factors leading to school success, which could also help to isolate the impact of the FOGS programs.

### Background

14. The ARTIE program is an Australian Government supported program funded under the Sporting Chance initiative that is supported the FOGs organisation.
15. The program provides Indigenous students attending selected Queensland schools the opportunity to participate in a program that encourages and rewards improvements in school attendance, behaviour, academic achievement and effort.
16. The ARTIE Program also promotes the importance of Aboriginal and Torres Strait Islander cultural identity and awareness among its participants. The ARTIE program has adopted the motto of "Inspire, Encourage, Succeed" which forms the bases of a number of strategies that aim to improve the schooling endeavours of participating students.
17. The objectives of the ARTIE program are heavily aligned with the Australian Government's *Closing the Gap* strategy. More specifically, ARTIE is focused on two of the six Council of Australian Governments targets:
  - o Halving the gap for Indigenous students in reading, writing and numeracy within a decade.
  - o Halving the gap for Indigenous students in Year 12 attainment or equivalent attainment rates by 2020.
18. FOGS programs operate at 21 schools, mostly in southern Queensland, but also at a few schools in North and Central Queensland. Originally targeted at secondary students, the program has recently expanded to include primary schools.

Minister's Office File Ref:	
Department File Ref:	13/115587

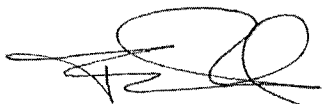
**Right to information**

19. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

**Recommendation**

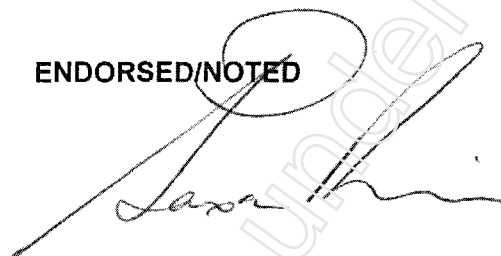
That the Assistant Minister:

**note** the information provided in support of the response to Mr Miles.

**NOTED**


**FIONA CRAWFORD**  
**Chief of Staff**  
**Office of the Hon John-Paul Langbroek MP**  
**Minister for Education, Training and**  
**Employment**

81513

**ENDORSED/NOTED**


**MRS SAXON RICE MP**  
**Assistant Minister for Technical and**  
**Further Education**

1615113

**Assistant Minister's comments**

Action Officer Dennis Ware Acting Director Schools - EQ Indigenous Schooling Support Unit CSQ Tel: 3381 6406	Endorsed by: ED Boyd Paties Performance Monitoring and Reporting Tel: 322 45528 Mob: <span style="border: 1px solid red; padding: 0 2px;">s.47(3)(b) - Con</span> Date: 16/04/2013	Endorsed by: A/ADG Marg Pethiyagoda State Schooling Operations and Strategy Tel: 323 70157 Mob: <span style="border: 1px solid red; padding: 0 2px;">s.47(3)(b) - Con</span> Date: 18/04/2013	Endorsed by: A/DDG Jeff Hunt Corporate Services Tel: 340 56329 Mob: <span style="border: 1px solid red; padding: 0 2px;">s.47(3)(b) - Con</span> Date: 19/04/2013
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Minister's Office File Ref:	
Department File Ref:	13/116826

## Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

**Action required: With Correspondence**

**Action required by: N/A**

**Routine information to support a response to Mr John Grant MP.**

**SUBJECT: RESPONSE TO MR JOHN GRANT MP ON BEHALF OF DR JOHN REDDINGTON REGARDING EARLY SCREENING OF CHILDREN FOR BEHAVIOUR AND LEARNING PROBLEMS**

### Summary of key objectives

- Mr John Grant MP, Member for Springwood has provided correspondence to the Minister from Dr John Reddington regarding his proposal for an Early Child Screening System.
- Dr Reddington has developed an early years screening instrument called the Parent Screening Inventory for Learning and Behaviour Problems (PSILD) and a teacher version PSILD-T which can be used at 2-4 years (prior to school-age), 4-5 years (Prep entry), 6-18 years (late Primary/Adolescent).
- Dr Reddington has had ongoing contact with the Department since 2006 requesting Education Queensland endorse and implement his screen for Prep entry.
- The Department has informed Dr Reddington on a number of occasions that schools determine programs or resources that best meet their student's needs in consultation with their school community, and that no further correspondence on the same matter will be entered into.

### Key issues

1. Dr Reddington's request for endorsement and implementation for all Education Queensland schools to use his screening tool does not align with the State Government's approaches to give school principals greater autonomy to respond to the particular needs of their students and local community.

### Background

2. Dr Reddington has regularly corresponded with the Department and received a consistent response each time.
3. Dr Reddington has based his research on using two schools in one area of Brisbane. This included a sample of 74 students for reliability and validity of data on the effectiveness of the screening tool.
4. Schools have access to a number of screening tools which have more reliable and valid data to support early identification of students who may be at-risk of developing learning, behaviour and mental health difficulties.

### Right to information

5. I am of the view that the contents or attachments contained in this brief are suitable for publication.

Minister's Office File Ref:	
Department File Ref:	13/116826

**Recommendation**

That the Chief of Staff

note the information provided with respect to Dr Reddington's research and screening tools.

**NOTED**

**FIONA CRAWFORD****Chief of Staff****Office of the Hon John-Paul Langbroek MP****Minister for Education, Training and Employment**

2414 113

☐ Copy to Assistant Minister
**Chief of Staff's comments**

Action Officer  
Nikki Triggell  
A/Senior Guidance  
Officer  
Education  
Queensland  
Tel: 3237 0162

Endorsed by:  
ED  
Sharon Mullins  
SSOS

Education Queensland

Tel: 3224 5530

Date: 11/4/2013

Endorsed by:  
ADC

Marg Pethiyagoda

Education Queensland

Tel: 3237 0157

Date: 11/4/2013

Minister's Office File Ref:	
Department File Ref:	13/127733

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required:

**Action required by: N/A**

**Urgent** – Information to support the Backbench Liaison Officer meeting with Seath Holswich MP Member for Pine Rivers

## SUBJECT: REVISION OF SCHOOL ENROLMENT MANAGEMENT PLAN FOR EATONS HILL STATE SCHOOL

### Summary of key objectives

- The Principal, Eatons Hill State School has requested the Minister's intervention to support a revision of the school's Enrolment Management Plan (SEMP).

### Key issues

- The Principal has questioned the capacity shown on the SEMP and the catchment map, currently displayed on the departmental website. He states the catchment map is incorrect as it does not show the negotiated catchment area.
- Eatons Hill State School is not listed with Central Office or the Office of Statistical Economics and Statistical Research as having an approved negotiated catchment area.
- The Assistant Regional Director (ARD) met with the Principal on 16 April 2013.
- The Principal has indicated he has signed copies from Al Wagner (former ADG) that endorses the catchment map showing the negotiated catchment area. The Principal has been requested to provide all supporting documentation to this effect, to the ARD.
- The ARD indicated to the Principal that there would be another SEMP process this year and that the Principal should work through that process to seek approval for the changes to the SEMP.

### Implications

- Each change that is made to a school boundary can often have an impact on a number of other surrounding schools.
- A number of schools bordering the catchment area of Eatons Hill State School are not within the boundaries of the Metropolitan Region.
- Metropolitan Region is unaware of any legal, financial or media implications.

### Background

- Background is provided in attached document(Attachment 1).

### Right to information

- I am of the view that the contents or attachments contained in this brief are **not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/127733

**Recommendation**

That the Minister

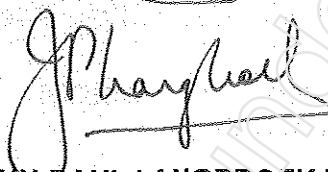
**Note** the information above which supports a Backbench Liaison Officer meeting with the Member for Pine Rivers.

**NOTED**

**FIONA CRAWFORD****Chief of Staff**

**Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment**

23/ 4 / 13

☐ Copy to Assistant Minister**APPROVED/NOT APPROVED  
ENDORSED/NOTED**

**JOHN-PAUL LANGBROEK MP**

**Minister for Education, Training and  
Employment**

23/ 4 / 13

**Minister's comments**

Action Officer	Endorsed by:	Endorsed by:
Christine Marsh	Rob Seiler	Dr Jim Watterston
Principal Education	Assistant Director	Director-General
Officer		
Metropolitan	Metropolitan	DETE
Region	Region	
Tel: 34228344	Tel: 3422 6696	Tel: 3237 1070
	Date: 17/4/2013	Date: 19/4/13

Minister's Office File Ref:	
Department File Ref:	13/129764

## Briefing Note

Assistant Minister

Office of the Minister for Education, Training and Employment

### Action required: For Noting

### Action required by: N/A

**Routine** – Information to support the Assistant Minister's meeting with Ms Lyn Moore, CEO, Accoras and Mr Andrew Soter, Managing Director of OpenDoor Consulting on 24 April, 2013

## SUBJECT: ACCORAS AND OPENDOOR CONSULTING

### Summary of key objectives

- To provide the Minister's Office with information for a meeting with Ms Lyn Moore, Chief Executive Officer (CEO), Accoras and Mr Andrew Soter, Managing Director of OpenDoor Consulting on 24 April, 2013.

### Key issues

#### Accoras

- Accoras are a non-profit organisation, formally known as Brisbane South Division of General Practice, and work with partners across all areas of health and community care to empower people with positive health access. They link individuals, practitioners, government, business and communities together and provide resources, training and support to these groups.
- Accoras provide a range of health initiatives and partnerships including:
  - Mindkit Workshops
  - Yourtime – Brisbane Psychology Specialists (a bulk billed psychology clinic).
  - Productive Health
  - Health in Practice
  - Hearspace Brisbane South.
- Accoras is accredited to deliver the following programs:
  - Triple P: Positive Parenting Program
  - Mental Health First Aid
  - Stop. Think. Do.
- Further details for each of the programs are outlined below:
  - Yourtime is an Accoras health access initiative designed to provide access to high-quality, bulk-billing or low-cost specialist Psychology services within the local Brisbane community.
  - Mindkit workshops — Accoras delivers a large number of standard Mindkit workshops across the areas of 'Managing Mental Health Issues', 'Managing Workplace Stress' and 'Working with the Public', which range in duration from 2 to 14 hours and can be delivered in locations across Australia.

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Department File Ref:	13/129764

- Triple P — Positive Parenting Program is a multi-level family intervention program for the prevention and treatment of behavioural and emotional problems in pre-adolescent children. The parent program is widely recognised throughout Australia for its effectiveness. Employees of the Department of Education, Training and Employment and Queensland Health volunteer to be trained to become accredited trainers of the program. Accoras also has trained personnel accredited to facilitate the delivery of this program.
- Mental Health First Aid is the help provided to a person who is developing a mental health problem, or who is in a mental health crisis, until appropriate professional treatment is received or the crisis resolves. This program is aimed at educators, community workers and health providers and aims to provide participants with confidence and skills to support students.
- Stop. Do. Think. program introduces children to social problem solving methods for resolving conflicts. Adults can also use Stop Think Do to manage children's behaviour. The method aims to develop self-control, perceptual and communication skills, and cognitive problem solving skills. Accoras are accredited to deliver this program.

#### *OpenDoor Consulting*

5. OpenDoor Consulting was founded in 1996. Mr Andrew Soter started working at OpenDoor Consulting in 2005 and took ownership of the company in January 2008.
6. The core areas that OpenDoor Consulting focus on are:
  - Lobbying
  - Government Relations
  - Business Communications
  - Issue Management
  - Profile Enhancement
  - Negotiated Outcomes.
7. The company work on behalf of private sector clients who need to interface with government at the local, state or federal levels.

#### **Implications**

8. The Department does not mandate, endorse, or approve individual programs or resources.
9. It is important to note that individual schools select programs and resources for their school in consultation with the wider community. This ensures that the programs and resources meet the specific needs of their students.
10. The Department provides the *Selecting programs to support personal and social capability* fact sheet to schools which provides some considerations when selecting programs to support personal and social capability.
11. There are a number of accredited providers in addition to Accoras throughout the State that deliver these, or similar, mental health programs.

#### **Background**

12. The Department of Education, Training and Employment (DETE) has a range of policies and procedures to support the mental health and wellbeing of school aged students which include the *Learning and Wellbeing Framework* and the *Supporting Students' Mental Health and Wellbeing* procedure.

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13. The Australian Curriculum Personal and Social Capability identify age-appropriate concepts that can be taught throughout the years of schooling in self-awareness; self-management; social awareness; social management.
14. The Queensland Curriculum provides guidance in embedding personal and social capabilities within the learning area of Health and Physical Education and by covering health topics through the curriculum.
15. DETE believes that responsibility for the social and emotional wellbeing of students is shared amongst the school, the student, the student's family, the health system and the wider community.
16. Schools adopt a whole-school approach to promote and support students' social and emotional development through programs such as KidsMatter, MindMatters and other personal and social capability programs.

Released by DETE under  
the RTI Act

Minister's Office File Ref:	
Department File Ref:	13/129764

**Recommendation**

That the Chief of Staff:

**note** the information provided about DETE's commitment to the mental health and wellbeing of all students and the background information on Accoras and their school-based programs.

**NOTED**

**FIONA CRAWFORD****Chief of Staff****Office of the Hon John-Paul Langbroek MP****Minister for Education, Training and  
Employment**

25/4/13

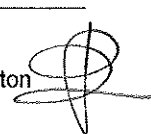
☐ Copy to Assistant Minister
**Chief of Staff's comments**

Action Officer  
Melanie White  
Principal Advisor  
SSOS

Endorsed by:  
ED SSOS  
Sharon Mullins

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Date: 19/04/2013

Date: 19/04/2013

Date: 23/4/13

Minister's Office File Ref:	
Department File Ref:	13/133431

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Noting

### Action required by: N/A

**Urgent** – To support the Minister in his meeting with Norm Fuller, President, Queensland Secondary Principals' Association (QSPA) on 2 May 2013.

**SUBJECT: MEETING BETWEEN MINISTER LANGBROEK AND NORM FULLER, PRESIDENT, QUEENSLAND SECONDARY PRINCIPALS' ASSOCIATION – 2 MAY 2013**

### Summary of key objectives

- To provide the Minister with information on the following agenda items:
  1. Great Teachers = Great Results – further discussion:
    - Principal and deputy principal contracts
    - Literacy and numeracy support in secondary schools
    - Bonuses for school leaders
    - Additional powers relating to student discipline.
  2. Preparing for the principalship and Principal certification
  3. OP Review – current considerations of Secondary Principals Association
  4. Resourcing direct to schools
  5. Any matters the Minister may wish to raise with the President.

### Key issues

#### **Great Teachers = Great Results**

1. On 8 April 2013, the Premier and the Minister for Education, Training and Employment announced *Great Teachers = Great Results: A direct action plan for Queensland schools* (the Plan).
2. Initiatives contained within the Plan will improve the academic standing of Queensland schools comparative to other states and territories, and internationally.
3. The Plan focuses the next wave of education reforms on two critical areas:
  - Professional excellence in teaching: elevating teaching standards across the board, rewarding high performance and positioning the highest performing teachers where they are needed most.
  - Boosting school autonomy; empowering and enabling school leaders and teachers to drive outcomes for students, including stronger discipline.
4. The Plan represents an investment of \$535 million over the first four years commencing in 2015, these funds being additional to the almost \$6 billion the Queensland Government already invests in schooling, and including \$98 million for the non-state schooling sectors to implement similar reforms.

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5. Additionally, high performing teachers and principals will have the opportunity to be rewarded under these initiatives. From 2014, all teachers and principals will develop a performance plan with incentives to be provided to those that demonstrate high performance in their individual performance review.
6. Furthermore, the Plan commits to providing 300, three-year, fixed term, 'master teacher' positions to schools that need high performing teachers.

### ***Preparing for the principalship and Principal certification***

7. The Principals Australia Institute (PAI) recently hosted a forum bringing together a broad range of representation from all education sectors to discuss the need to establish a model for voluntary professional certification.
8. The PAI is advocating for the certification of principals:
  - in response to this growing demand from principals;
  - to promote excellence in school leadership; and
  - to elevate the status of the profession.
9. Principals and educational leaders have been invited to submit proposals for nationally-recognised voluntary professional certification.
10. QSPA may discuss the ideas they propose in relation to Principal certification with the Minister.

### ***OP Review***

11. The Government's *Six Month Action Plan, January – June 2013* notes that a review of Queensland's Overall Position (OP) tertiary entrance system will commence by the end of June 2013. It is intended this will include a review of current senior assessment processes.
12. The review will take account of significant changes that have impacted senior assessment and tertiary entrance processes over the past 20 years, including:
  - growing participation in senior secondary and tertiary phases of education;
  - an increasing proportion of school leavers opting to enter tertiary education through alternatives to the OP process; and
  - a changing national context, including the adoption of the Australian Tertiary Admission Rank (ATAR) by all jurisdictions other than Queensland, and implementation of the Australian Curriculum.
13. It is intended that the review will involve a broad public consultation process which will include consultation with the Queensland Secondary Principals' Association and other key stakeholder groups.
14. An external reviewer will be identified through an open tender process, which has commenced with the release of an Invitation to Offer on Friday 26 April 2013.

### ***Resourcing direct to schools***

15. In line with Government directions, where possible and practical, funding will be provided directly to schools.
16. A number of initiatives have been taking this course, such as the recently released future directions for the Youth Support Coordinator Initiative, and Chaplaincy funding.

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17. The Department is currently assessing the two staffing models that allocate to regions – Targeted Intervention Resourcing and Students with Disability.
18. Initial analysis indicates that Targeted Intervention Resourcing would be suitable to be allocated directly to schools, but that the Students with Disability model is more suitable to a regional allocation due to the nature and distribution of students.

## **Implications**

### ***Resourcing direct to schools***

19. Queensland is a diverse state, with diverse school communities and settings, such as small one-teacher schools all the way through to large multicultural urban schools. Therefore, practical clustering or regionalised approaches may be required in some circumstances.
20. The work with Independent Public Schools will provide an opportunity to explore financial flexibility made possible through direct funding.

## **Background**

### ***Resourcing direct to schools***

21. The Government has signalled its direction in enhancing autonomy for schools.
22. In alignment with this direction is the imprimatur to cut red tape to increase flexibility for schools to make meaningful decisions for their communities.

## **Right to information**

23. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/133431

**Recommendation**

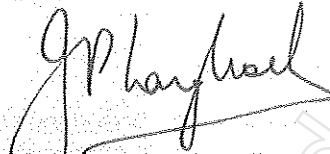
That the Minister **note** the information provided to support the Minister in his meeting with Norm Fuller, President, Queensland Secondary Principals' Association.

**NOTED**

**FIONA CRAWFORD****Chief of Staff**

**Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment**

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☐ Copy to Assistant Minister**NOTED**

**JOHN-PAUL LANGBROEK MP**

**Minister for Education, Training and  
Employment**

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**Minister's comments**

Action Officer Joan Braun Senior Executive Officer	Endorsed by: ADG Craig Allen Human Resources	Endorsed by: ADG Marg Pethiyagoda State Schooling Operations and Strategy	Endorsed by: ADG Andrew Walker Strategic Policy and Portfolio Relations	Endorsed by: DG Dr Jim Watterston DETE
Education Queensland Tel: 3237 0849	Tel: 3237 0604  Date: 24/04/2013	Tel: 3237 0157  Date: 29/04/2013	Tel: 3237 0619  Date: 29/04/2013	Tel:  Date: 15/13



Minister's Office File Ref:	
Department File Ref:	13/135828

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by:**

**Routine** – Ministers Office has requested information on the One Laptop per Child Program

**SUBJECT: ONE LAPTOP PER CHILD PROGRAM**

### Summary of key objectives

- To provide the Minister with information relating to the One Laptop per Child Program.

### Key issues

- The One Laptop Per Child Foundation (OLPC) is a private philanthropic organisation that provides primary-age students and their teachers throughout the world with a laptop known as the 'XO'.
- The XO laptop is a rugged, water resistant device that is 'designed for children'. It runs hundreds of free educational activities and features a camera, voice recorder, wireless collaboration abilities and was designed to be repaired by students.
- The One Laptop per Child program (OLPC) is an initiative of the non-government organisation, One Laptop per Child Australia. Its mission is to enhance learning opportunities for primary school aged children in remote and low socio-economic schools by providing each child with an 'XO laptop' and a sustainable training and support program.
- As a charity dependent on funding and one that comes from the corporate Non-Government Organisation (NGO) as opposed to the education world, the program has had issues meeting its schedule and has struggled to adequately engage with Education Departments.
- Approximately 2,500 XO's have been deployed in Queensland since 2009. Many are now the older type models.
- OLPC announced that they were granted a one off \$11.7 million in Federal Government funding in 2012 to deliver 50,000 XO's by 2014.
- OLPC have indicated in the past that up to 20,000 devices would be available for Queensland.

### Implications

- The XO device is given to the individual and is considered a privately owned device by OLPC and the school.
- Privately owned devices can have internet access in Queensland schools but cannot be joined to the domain due to licencing restrictions and security issues.
- A number of technical issues have been identified which make use of these devices in school settings somewhat challenging;
  - Many files (video and some documents) are not compatible,

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Department File Ref:	

- b. Devices can be updated periodically, one-by-one, but there is no device management available,
  - c. XO's don't have password access enabled,
  - d. XO's run Linux (non-windows operating system), which requires training,
  - e. Due to the nature of the operating system on the device, there was very little success in connecting the device to the department's internet access points,
  - f. There is no ongoing systemic support for these devices.
11. One positive feature of the XO was its ability to create an ad-hoc 'meshed' wireless network. This allowed students to collaborate using the devices without needing access to departmental wireless.
  12. There are new models of the OLPC becoming available in the near future which may address the wireless issues as identified.
  13. Due to the relative simplicity of the XO, some schools have developed co-curricular programs surrounding the maintenance and fixing of these devices. These tasks are performed by students, designed to support students to learn computer repair skills.
  14. Typically OLPC have engaged directly with schools regarding their usage and involvement in the program. There is limited professional development and support supplied with the product.
  15. XO's are delivered to schools after payment of \$100 per XO and after teachers complete their training. The devices come packaged with charging stations.

## Background

16. Initial discussions with OLPC and the department took place on 29 May 2009, between Professor Barry Vercoe of Massachusetts Institute of Technology (Director of OLPC Australia), Indigenous Education and Futures and Learning Technologies (TRIM Ref: 09/153607)
17. A project officer (Jonathan Nalder) was employed in the Department, within Indigenous Education and Training Futures from March 2010 until end of 2012 to support implementation, liaise with One Laptop per Child Australia and provide advice, support and training to principals and schools.
18. Partial funding for this position was provided by One Laptop per Child Australia in 2010. The role was then jointly funded by Learning Technologies and Indigenous Education and Training Futures in 2011, and solely funded by Indigenous Education and Training Futures in 2012.
- // 19. In 2012, One Laptop per Child Australia agreed to fund the existing project officer and an additional three officers to support the initiative. This funding has not been forthcoming.
20. A Memorandum of Understanding (MOU) in support of the partnership between the Department and One Laptop per Child Australia expired in 2011. (TRIM Ref: 11/246878). A draft process was initiated in 2012 by the department to renew the MOU, however, despite attempts this has not occurred.
21. A draft project proposal developed by Indigenous Education and Training Futures in 2012, was put on hold pending re-engagement by One Laptop per Child Australia, including the continued funding of the project officer role, and a report on the 2013 plans by the organisation.
22. DETE has developed a range of supporting resources including an implementation plan, a classroom user guide, an Edstudio support site, 15 OneChannel videos and a bank of lesson outlines matched to the curriculum.

Minister's Office File Ref:	
Department File Ref:	

23. In 2013, after a restructure involving Indigenous Education and Training Futures, Education Queensland was assigned responsibility for aspects of the former branches work.
24. An initial briefing took place between the ADG EQ Marg Pethiyagoda, Principal Advisor EQ, Anne Schafer, Project Officer, Jonathan Nadler and Director, Eileen Thumpkin in early 2013, to introduce the One Laptop per Child program and outline the program to date.
25. All decisions on whether schools wish to be involved in the project and acquire the devices are solely school based.
26. It remains the departments preferred model of delivery for One Laptop per Child Australia to work directly with schools with regard to involvement in the project.

#### **Right to information**

27. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

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**Recommendation**

That the Minister

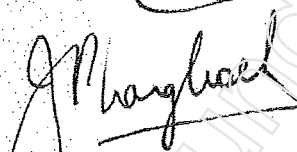
**Note** the information provided regarding status of One Laptop per Child program, as requested.

**NOTED**


**FIONA CRAWFORD**  
 Chief of Staff  
 Office of the Hon John-Paul Langbroek MP  
 Minister for Education, Training and  
 Employment

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



**JOHN-PAUL LANGBROEK MP**  
 Minister for Education, Training and  
 Employment

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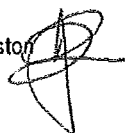
**Minister's comments**

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 Date: 6/5/13



Minister's Office File Ref:	
Department File Ref:	13/15280

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Urgent** – Background information to assist the Minister in his meeting with Ms Kathryn Mickel, BoysTown on 17 January 2013.

### SUBJECT: MEETING BETWEEN THE MINISTER AND BOYSTOWN

#### Summary of key objectives

- The Minister is scheduled to meet with Ms Kathryn Mickel on 17 January 2013. Although no agenda has been provided, *Reconnecting Disaffected Youth Through Successful Transition to Work* executive summary was provided.
- The executive summary is a research collaboration between BoysTown and Griffith University funded by the Australian Research Council.
- A recommendation from the summary may be a focus for discussion for the meeting.

#### Key issues

1. The meeting will provide an opportunity for the Minister to meet with Ms Mickel to discuss how the Department may like to work with BoysTown in the future regarding the social enterprise programs.
2. Ms Mickel has provided the report *Reconnecting Disaffected Youth Through Successful Transition to Work* (**Attachment 1**). The full report focuses on the social and employment outcomes for 542 young people as they progress through BoysTown's social enterprise programs in SouthEast Queensland, Western Sydney in New South Wales, and northern Adelaide and Port Pirie in South Australia.
3. The report also identifies key variables that assist long-term unemployed young people to achieve positive outcomes and make the transition to mainstream employment.
4. In particular, recommendation 4b from the executive summary states that "BoysTown convene a meeting of social enterprise service providers with a view to connecting with commonwealth and State Government Education Departments to develop referral pathways for young people, at risk of premature disconnection from school, into transition-to-work programs as a diversionary strategy to reduce the number of youth entering chronic cycles of unemployment and poverty." (p.8).
5. The Government is committed to supporting young people to complete their education in order to enhance their opportunities for further education and sustainable employment.
6. Queensland state schools have access to a range of support services such as guidance officers, youth support coordinators, school-based youth health nurses, school based police officers, behaviour specialists and chaplains that support children and young people to remain engaged in education and participating in school life.

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### **Youth Connections**

7. The Australian Government provides \$14.8 million to the Youth Connections program which services young people at risk.
8. BoysTown is a service provider for the Youth Connections program.
9. Youth Connections sits within Youth Attainment and Transition National Partnership.
10. In recognition of the Youth Support Coordinator initiative, Youth Connections providers focus mainly on young people disconnected from school or education for longer than three months, who have complex personal situations and no discernible plans to complete Year 12 or equivalent.
11. Youth Connections providers offer flexible, individualised case-management and services that recognise the role that family and community play in a young person's well-being and development.

### **Youth Support Coordinator Initiative**

12. Youth Support Coordinators provide support to young people who have recently disengaged, or are at risk of disengaging, from the Senior Phase of Learning.
13. The Department of Communities, Child Safety and Disability Services (DCCSDS) will be reviewing their contribution from the Youth Support Coordinator Initiative at the end of June 2013.
14. The DCCSDS previously provided annual funding of \$4.9 million.
15. The Department of Education, Training and Employment (DETE) will continue to contribute \$9.6 million towards supporting students at risk of disengaging from their education.
16. At this stage, it is envisaged that existing youth support coordinator services will continue in their present form until 30 June 2013.
17. A number of options regarding the future distribution of DETE's \$9.6 million from 1 July 2013 are currently being explored.

### **Skills and Employment**

18. In 2011–12 BoysTown was approved \$3,649,530 across 12 Skilling Queenslanders for Work (SQW) Community Program contracts to assist 579 disadvantaged job seekers. In addition, \$456,000 was approved through the First Star program to employ eight First Start and 16 Green Trainees.
19. A social enterprise managed by BoysTown involved minor maintenance and fencing repairs to local social housing owned by the Queensland Government. This was undertaken through a contract issued to BoysTown by the then Department of Housing and this may be mentioned in the meeting with the Minister.
20. The Minister is also scheduled to meet with Social Ventures Australia (SVA) on 17 January 2013 to discuss potential Queensland Government support and commitment to social enterprises.

### **Implications**

21. Nil

### **Background**

22. BoysTown is a not-for-profit organisation that delivers services and programs for socially-excluded young people to improve their quality of life and positive participation in society.

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23. BoysTown offers a range of services including Education and Training. These programs offer young people a chance to improve their literacy and numeracy, build self-confidence and identify and resolve issues that affect their lives.

### Right to information

24. I am of the view that the contents or attachments contained in this brief are suitable for publication.

### Recommendation

That the Minister

**Note** the information to assist in his meeting with Ms Kathryn Mickel, BoysTown on 17 January 2013.

**NOTED**

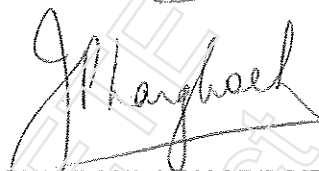


**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

16 / 1 / 13

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**APPROVED/NOT APPROVED  
ENDORSED/NOTED**



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
Employment

17 / 1 / 13

### Minister's comments

--

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Senior Policy Officer  
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Sighted and signed

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Date: 15/01/2013

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Endorsed by:  
A/DG  
Annette Whitehead

  
Tel: 3237 1070  
Date: 16 / 1 / 13

Minister's Office File Ref:	
Department File Ref:	13/142255

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Routine** – Information requested by the Minister's Office following reports of seven suicides of school aged children in the Logan area

### SUBJECT: YOUTH SUICIDE

#### Summary of key objectives

To provide information regarding school-aged children and suicide data, specifically:

- causal factors;
- frequency over time;
- geographic distribution;
- epidemic in the Logan area;
- any locations that have a higher than average prevalence of youth suicide;
- statistically significant links between Index of Community Socio-Educational Advantage (ICSEA) and suicide; and
- the Youth Support Coordinator Initiative (YSCI) allocative model for 2014 and the possibility of linking it to locations with higher than average youth suicide rate.

#### Key issues

##### Causal factors

1. There is no way of determining what causes youth suicide, with a range of often complex and related factors connected with suicide. However, a range of probable risks have been reported by various researchers. For example, the *Annual Report: Deaths of Children and Young People 2011–12* published by the Commission of Children and Young People and Child Guardian (CCYPCG) report that issues that were experienced by children and young people who had suicided included:

- Mental health;
- Alcohol and/or drug abuse;
- History of child abuse;
- Contagion effects, where a parent, friend or family member had completed or attempted suicide;

Trigger incidents or stressful life events were indicated in 90% of these suicides, with the most likely being: an argument with a significant other; a relationship breakdown of a significant other followed by death of a loved one/deaths in the community; upcoming court appearance/contact with the police; and being a victim of bullying/physical assault also featured in events that contributed to the suicide of a young person.

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### Frequency over time

2. The following indicates the annual average, from 2004 – 2012, of young people under the age of 18 who committed suicide in Queensland.

Reporting period	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	Yearly average
Suicide actual numbers	15	15	19	21	15	20	22	20	Approx. 19
Suicide Rates per 100,000	1.5	1.5	1.9	2.0	1.4	1.9	2.0	1.8	1.8

Data sourced from CCYPCG Analysis of deaths of children and young people, Queensland 2004-05 to 2011-12 – released in November 2012, see <http://www.ccypcg.qld.gov.au/resources/statistics/index.html>

### Geographical location/distribution

3. The following data in relation to child deaths outlines the general residential location of young people under the age of 18 who committed suicide.

Reporting period	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	Yearly average
Geographic area ARIA+	Rate per 100,000								
Remote	*	*	16.3	*	*	*	20.9	*	*
Regional	4.0	4.4	5.4	3.7	5.7	5.1	4.6	3.6	4.5
Metropolitan	2.9	2.0	1.6	4.3	*	3.4	3.0	3.8	2.7

\*Rates have not been calculated for numbers less than 4.

Data sourced from CCYPCG Analysis of deaths of children and young people, Queensland 2004-05 to 2011-12 – released in November 2012, see <http://www.ccypcg.qld.gov.au/resources/statistics/index.html>

### Logan young people (aged under 18) suicide statistics

4. The Department has been informed that the Minister received advice in correspondence indicating seven deaths of school-aged children by suicide. However, this is not consistent with data that is collected through the *Child Death Register* maintained by CCYPCG<sup>1</sup>.
5. The CCYPCG reported that from 1 January 2012 until 30 April 2013, there were four suspected suicides in the Logan area.

### Higher than average suicide prevalence of youth suicide

6. The incidence of youth suicide each year is an average of 19 deaths. These numbers make it difficult to identify cluster areas (or "hot spots"). The relative ratio of suicide rate to population numbers needs consideration when reviewing deaths and geographical distribution. For example, 10 deaths in a heavily populated area may be equivalent to one death in a small remote community.
7. In the CCYPCG research report for deaths by suicide between the years 2004–2007, *Reducing Youth Suicide in Queensland (2011)*, it was noted Toowoomba has the highest rate of youth suicide (44.1 suicides per 100,000) with Cairns (37.9 suicides per 100,000) and Logan City (35.6 suicides per 100,000) following in second and third respectively.

<sup>1</sup> This data is obtained from the Office of the State Coroner when a young person (under age 18) is suspected of death by suicide

Minister's Office File Ref:	
Department File Ref:	13/142255

### **Link between Socio-economic Status (SES) and Suicide**

8. The following data identifies the SES of young people (aged under 18) in Queensland who committed suicide.

Reporting period	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	Yearly average
SES of usual residence (SEIFA)	Rate per 100,000								
Low to very low	4.4	4.8	3.7	5.7	3.6	4.6	4.1	4.6	4.4
Moderate	*	4.3	7.4	4.2	6.2	5.1	11.2	5.1	5.7
High to very high	2.9	*	2.2	3.3	*	3.2	*	2.7	2.2

\*Rates have not been calculated for numbers less than 4.

Data sourced from CCYPCG Analysis of deaths of children and young people, Queensland 2004-05 to 2011-12 – released in November 2012, see <http://www.ccypcg.qld.gov.au/resources/statistics/index.html>

### **Youth Support Co-ordinator Initiative (YSCI) allocative model for 2014**

9. The Minister has approved the future direction of the YSCI, basing 2014 allocations on the following parameters:
- ICSEA of under 1000;
  - 50 or more Year 10-12 enrolments; and
  - Minimum of 0.2 pro-rata full-time equivalent allocation.
10. Based on the 2012 YSCI data, students at risk of self-harm or suicide represented 1.4% of all presenting issues.
11. In most cases, Youth Support Coordinators would not have the appropriate skills and training to support the complex needs of children and young people who are at-risk of suicide. Young people and children identified as at risk of suicide are referred to the appropriate specialist within schools, such as guidance officers (as outlined below), and to external professionals such as doctors and psychologists.

### **Support available to schools for suicide prevention or support following student suicide**

12. The Department supports schools through the Emergency and Security Management Unit's *Emergency Management Plan for Schools*, which plans for critical incidents such as student suicide.
13. Personnel available to support all schools with suicide prevention, intervention and postvention include guidance officers, with additional support provided by senior guidance officers when requested by schools.
14. Secondary state schools also have access to School-Based Youth Health Nurses, School-Based Police Officers. In addition, those aged between 14 -17 years of age have access to Youth Support Co-ordinators who all may be able to provide some limited support to schools with suicide prevention via school engagement and mental health promotion.
15. Students from an Aboriginal and/or Torres Strait Islander (ATSI) background also have access to Community Education Counsellors as a support for possible prevention of suicide in this student population.
16. Many schools also have a chaplain or pastoral care workers who may be able to provide general pastoral support, which may contribute to suicide prevention.

Minister's Office File Ref:	
Department File Ref:	13/142255

### Implications

17. Education Queensland recognises the need to support schools with suicide prevention and actions include:
- a Memorandum of Understanding between CCYPCG and the Department to allow for information sharing in the event of a student suicide; and
  - resources being developed for schools and regional support including:
    - *Education Queensland suicide postvention guidelines;*
    - *Guidelines for suicidal crisis intervention (prevention) to avert immediate risk of suicide; and*
    - *Education Queensland guidelines for general suicide prevention through mental health promotion and appropriate links to the curriculum.*

### Background

18. Reporting by CCYPCG indicates that over the period of 2011–12 suicide accounted for 30.3% of deaths by external (non-natural) causes among children and young people aged 10–17 years, and was the second leading external cause of death for 10–14 and 15–17 year olds.
19. There were 20 suicides of children and young people during 2011–12, consistent with the number of suicides over the last three reporting periods, according to data provided by CCYPCG.
20. There is an over-representation of ATSI deaths by suicide in young people, as reported by CCYPCG. Over the period from 2004–2011 30% of all youth suicides were ATSI young people, despite these youth only comprising 6% of the total Queensland youth population. Suicide rate of young ATSI children aged between 10–14 years was more than 13 times higher than other Queensland children who suicided (a rate of 84.9 suicides per 100,000 ATSI children aged 10–14 years compared to 6.3 of non-indigenous children).

### Right to information

21. I am of the view that the contents or attachments contained in this brief are suitable for publication.

Minister's Office File Ref:	
Department File Ref:	13/142255

**Recommendation**

That the Minister

Note the information provided about school-aged student suicide in Queensland.

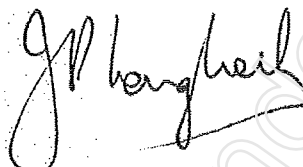
**NOTED**


**FIONA CRAWFORD**  
 Chief of Staff  
 Office of the Hon John-Paul Langbroek MP  
 Minister for Education, Training and  
 Employment

12/5/13

☐ Copy to Assistant Minister

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



**JOHN-PAUL LANGBROEK MP**  
 Minister for Education, Training and  
 Employment

14/5/13

**Minister's comments**

--

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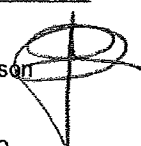
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Minister's Office File Ref:	
Department File Ref:	13/142525

## Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

**Action required:** With Correspondence

**Action required by:** N/A

**Routine** – Information to support a response to Mr Reg Gully MP

### SUBJECT: VACATION CARE FOR 12–18 YEAR OLDS

#### Summary of key objectives

- The information in this brief provides background to inform the Minister's response to Mr Reg Gully MP, Member for Murrumbidgee.

#### Key issues

- Schools may engage an Outside School Hours Care (OSHC) provider as a cost effective service for the students and parents of the school and local community, however they do not provide the service delivery nor do they manage the day-to-day operations of a service.
- OSHC providers can be P&C Associations, not-for-profit groups or commercial organisations.

#### Implications

- Most OSHC services are approved childcare services and are eligible for the Australian Government's Child Care Benefit and Child Care Rebate.
- The constituent could be advised to contact the Department of Education, Employment and Workplace Relations who provide funding for new services.
- There is no Queensland Government funding for additional OSHC services.

#### Background

- All children who are eligible to attend a school are eligible to participate in OSHC. There is no upper limit on the age that an OSHC service can accept to enrol a student, however they are bound by an educator to child ratio of 1:15.
- The Department is currently reviewing the OSHC procedure which provides guidance for principals in engaging an OSHC provider and entering into an agreement for an OSHC service on a school site.

#### Right to information

- I am of the view that the contents or attachments contained in this brief are **suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/142545

**Recommendation**

That the Chief of Staff

Note the information to support the response letter to Reg Gulley MP.

**NOTED**

Fiona Crawford  
 Chief of Staff  
 Office of the Hon John-Paul Langbroek MP  
 Minister for Education, Training and Employment

23 4, 13

☐ Copy to Assistant Minister**Chief of Staff's comments**

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Minister's Office File Ref:	
Department File Ref:	13/145903

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: Noting**

**Action required by:**

**Routine** – to inform a proposed meeting with Mr Graham Pringle, Queensland State Manager of Evolve.

**SUBJECT: EVOLVE – KEEPING KIDS ON TRACK**

### Summary of key objectives

- To provide the Minister with information prior to a proposed meeting with Mr Graham Pringle, Queensland State Manager of Evolve.

### Key issues

- The Honourable Jarrod Bleijie MP Attorney-General and Minister for Justice made a representation to the Minister on Mr Pringle's behalf.
- Mr Pringle has requested a meeting with the Minister to discuss how his organisation, Evolve, may provide front-line services to young people in Queensland.
- In 2011 – 2012 Beaudesert State High School partnered with Evolve to trial an educational program targeting disengaged junior secondary students.
- Evolve conduct the Evolving Learners Program in partnership with school teaching teams offering students experiential and applied learning programs, both at school and in residential learning at the Evolve property at Tamborine.
- The principal at Beaudesert State High School advised that the trial was very successful however, lack of funding prohibited continuation of the program this year.
- The improvements at Beaudesert State High School included:
  - improved relationships between students and teachers
  - improved student attendance and
  - lower suspension rates.
- Evolve have offered to provide their fee-for-service programs to support schools to manage students at-risk. It is likely that there will be a number of organisations that offer programs on a fee-for-service basis. In line with the goal of *Great teachers = Great results*, schools will continue to have the flexibility to select programs that best meet the needs of their students, and that can be accommodated within their budget considerations.
- Given the expanded role that Special Assistance Schools will play in meeting the needs of students with specialised behaviour needs, Evolve may also consider contacting these non-state schools, including Shaftesbury and Edmund Rice to offer their services.

### Implications

- There are no legal, financial or media implications.

Minister's Office File Ref:	
Department File Ref:	13/145903

## Background

10. Evolve is an Australian independent and not-for-profit organisation that has been working with disadvantaged and at-risk youth in Queensland, New South Wales and Victoria for over twenty years.
11. Prior to 2010 the organisation operated in Queensland as the Youth Enterprise Trust (YET) which was established in 1991.
12. In Queensland, Evolve is based in Tamborine Village offering programs conducted at their rural property, Woodstock, including a range of outdoor and adventure programs for disengaged and disadvantaged youth between 12 – 15 years of age.

## Right to information

13. I am of the view that the contents or attachments contained in this brief are **suitable** for publication.

## Recommendation

That the Minister **note** the information provided about the Evolve program.

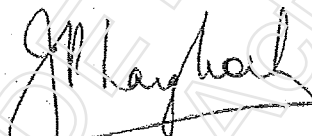
## NOTED



**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

9, 15, 13.  
☐ Copy to Assistant Minister

## NOTED



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
Employment

12, 15, 13

## Minister's comments

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Minister's Office File Ref:	
Department File Ref:	13/149974

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Routine** – Information for a meeting with Dr Janet Hammill Coordinator, Collaboration for Alcohol Related Developmental Disorders (CARDD)

**SUBJECT: Foetal Alcohol Spectrum Disorders impact on educational outcomes**

### Summary of key objectives

- Information for the Minister's meeting with Dr Janet Hammill Coordinator, Collaboration for Alcohol Related Developmental Disorders (CARDD).
- Officers who could accompany the Minister on his meeting with the CARDD group are Ms Sharon Mullins, Executive Director, State Schooling Operations and Strategy and Ms Robbie Rosengrave, Director, Curriculum, Teaching and Learning.

### Key issues

1. The Department recognises foetal alcohol spectrum disorder as a disability defined by the *Disability Discrimination Act 1992*.
2. Students with foetal alcohol spectrum disorder may have complex learning difficulties, behavioural challenges and difficulties with language comprehension and expression which impact on their ability to learn and participate at school.
3. The Department does not collect data on the number of students with foetal alcohol spectrum disorder enrolled in state schools.
4. State schools are required to identify the barriers to student learning, including a learning disability, and make educational responses that minimise their impact on student learning and achievement.

### Implications

5. The Queensland Government is committed to ensuring all students can access, participate and succeed in education.
6. This Government has committed an additional \$10.9 million over four years for speech-language pathologists (SLPs) in Queensland schools. In state schools, this funding will support an additional 30 SLPs to support students with disability.
7. Regions and schools provide a range of support services for students with disability through allocated resources and specialist support personnel. This may include guidance officers, behavioural support staff, advisory visiting teachers (with disability-specific skills and expertise), special provisions for assessment, assistive technology, alternative format materials, speech-language therapy services, learning support, occupational therapy and physiotherapy services.
8. State schools provide support to students based on their individual learning needs, with school-wide processes directed to support students with differing levels of need. The more significant the educational need, the more support is required to ensure students can access, participate and achieve quality outcomes.

Minister's Office File Ref:	
Department File Ref:	13/149974

9. Schools make decisions around when and how to implement monitoring and data collection around student learning. Schools make decisions about teaching practices and interventions based on that data and current evidence-based best practice.
10. Decisions about the use of programs, resources and/or strategies are the responsibility of each school principal. This ensures that programs and strategies meet the specific needs of their students. With this in mind, the Department does not mandate, endorse, or approve individual programs or resources.
11. The Alberta Learning resource *Teaching Students with Fetal Alcohol Spectrum Disorder* (13/136105) provides:
  - Background information about the diagnostic process of foetal alcohol spectrum disorder and the primary secondary disabilities resulting as well as strengths and protective factors.
  - Strategies for structuring the learning environment to cater for students with foetal alcohol spectrum disorder within an inclusive classroom.
  - Suggestions for providing and maintaining a supportive learning environment for students with foetal alcohol spectrum disorder, including specific strategies for understanding the intent of the behaviour, structuring the environment to accommodate active behaviours, ensuring smooth transitions and establishing clear rules and expectations and using positive reinforcements
  - Strategies for responding to the specific developmental needs of students with foetal alcohol spectrum disorder across attention, memory, language and academic skills.
  - Black line masters, sample visuals and in-service activities to support teachers in schools.
12. The resource is freely available on the internet and the Department is willing to provide the link on the departmental website after investigating copyright requirements.

### Background

13. Collaboration for Alcohol and Related Developmental Disorders (CARDD) is a scientific research group from the University of Queensland Centre for Clinical Research.
14. The group are collaborating to develop research into the disorder and to advocate for remedial services for children with this disorder.
15. A flexible approach and differentiated teaching are identified as the key to effective curriculum provision and behaviour support to students with foetal alcohol spectrum disorder.
16. Some students with foetal alcohol spectrum disorder may meet criteria for the Education Adjustment Program (EAP) which provides additional targeted resourcing to the school to support the student's access and participation in the educational program.
17. The Department requires schools to make reasonable adjustments to ensure students with disability, whether they meet EAP criteria or not, are able to participate in education on the same basis as students without a disability.

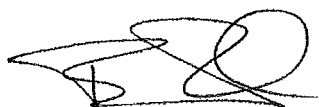
### Right to information

18. I am of the view that the contents or attachments contained in this brief are suitable for publication.

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Department File Ref:	13/149974

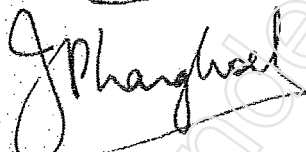
**Recommendation**

That the Minister **note** the information in this brief regarding foetal alcohol spectrum disorders and the strategies that the Department has in place to support students with foetal alcohol spectrum disorders.

**NOTED**


**FIONA CRAWFORD**  
**Chief of Staff**  
**Office of the Hon John-Paul Langbroek MP**  
**Minister for Education, Training and**  
**Employment**

14/5/13

☐ Copy to Assistant Minister**APPROVED/NOT APPROVED**  
**ENDORSED/NOTED**


**JOHN-PAUL LANGBROEK MP**  
**Minister for Education, Training and**  
**Employment**

16/5/13

**Minister's comments**

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Minister's Office File Ref:	
Department File Ref:	13/37111

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Routine** – Background information to support the Minister's meeting with the Principals' Australia Institute on 12 February 2013.

### SUBJECT: PRINCIPALS' AUSTRALIA INSTITUTE

#### Summary of key objectives

- To provide the Minister with information for a meeting with Mr Jim Davies, Chief Executive Officer, and Honourable Susan Lenehan, Board Chairperson of the Principals' Australia Institute
- Key issues**
1. Strong school leadership is integral to improving learning outcomes and building a culture of ongoing improvement across Queensland.
  2. Effective school leaders actively promote a shared commitment to quality teaching and improving student achievement. They establish high expectations and build the tone and ethos of the school, creating the conditions under which teachers can deliver expert teaching.
  3. The Department has a range of frameworks to support and enhance Queensland state school principal leadership and capability, including Developing Performance Framework; Differentiated Supervision; Capability and Leadership Development; and Take the Lead.

#### Background

4. The Principals Australia Institute brings together primary and secondary State, Catholic and Independent principals' associations to provide support for principals in their own professional development.
5. Principals Australia Institute exists to support principals and their associations to build effective, inspirational and sustainable leadership in Australian schools.
6. Queensland state school principals are supervised by Assistant Regional Directors, School Performance and supported and developed through a variety of strategies and programs.

#### Developing Performance Framework

7. Performance and development planning for school leaders in Education Queensland is guided by the Developing Performance Framework (DPF).
8. This Framework provides a process, capability documents and online tools to clarify work priorities, discuss career aspirations and plan support and professional development to continue to build capabilities. It aims to promote and maintain a positive workplace culture based on quality conversations about work-related practice and performance.

Minister's Office File Ref:	
Department File Ref:	13/37111

9. The process comprises four phases:
  - i. Clarifying expectations and work focus;
  - ii. Reaching an agreement;
  - iii. Performing and ongoing support, including coaching and feedback; and
  - iv. Reviewing progress and recognising achievement.
10. A differentiated capability development model supports principal development and supervision. The model builds on the DPF to guide continuous improvement.

### ***Differentiated Supervision***

11. Education Queensland's (EQ) model of supervision is based on the following core beliefs and principles:
  - High expectations drive improvement.
  - All students can learn and all schools can improve, it is only the rate and level of improvement that may be variable and negotiable.
  - The learning and achievement of all students should be the focus for any improvement strategy.
  - Supervision and support must be differentiated according to each school's performance, the rate and level of improvement as well as the context of the school and its community.
  - The development of collective capacity is what drives school, regional and systemic improvement.
  - A range of strategies and interventions are required to support individual schools at each stage of their improvement journey.
12. EQ has developed this model of school supervision to ensure principals are appropriately supported and guided through the improvement process. Under this model, Assistant Regional Directors, School Performance and principals collaboratively assess the school's current stage of improvement, identify appropriate strategies and support mechanisms and apply differentiated support, supervision and monitoring processes.
13. The level of prescription, frequency and type of supervision will change to reflect the performance and context of the school.

### ***Capability and Leadership Development***

14. The Principals' Capability and Leadership Framework (PCLF) is an online multi-layered self-reflective framework for all EQ principals. This Framework provides a consistent professional language that differentiates and profiles the skill sets of instructional leadership knowledge, skills and behaviours required to effectively lead an explicit school improvement agenda. The PCLF leadership capabilities underpin the PCLF.
15. The PCLF is reflective of small, medium and large school contexts and will enrich and inform capability development conversations, performance development planning and support for principal aspirants, beginning principals through to highly experienced school leaders
16. The PCLF is based on Leadership Matters; EQ's five priorities as outlined in the Roadmap for P-10 curriculum, teaching, assessment and reporting; school leader expectations relating to the Teaching and Learning Audit domains and the School Planning, Reviewing and Reporting Framework.
17. In order to improve school and student performance, principals will focus on developing their instructional leadership capabilities. The PCLF is a rich resource that supports principals in identifying and enhancing their instructional leadership capability development.

Minister's Office File Ref:	
Department File Ref:	13/37111

18. The PCLF offers a positive and developmental approach that compliments the capability development model that is being implemented by Education Queensland in. The framework will enable each school leader to identify the leadership knowledge and skills that they need to develop and demonstrate to achieve their school improvement priorities. The identified areas for development will be articulated through each principal's Performance Development Plan.

19. Specifically, the PCLF will:

- Support principals to profile their leadership, and facilitate and inform their Principal Performance Development Plan and ongoing professional learning through:
  - o Targeted professional learning;
  - o Learning with and from other principal colleagues in networks and clusters;
  - o Observing principal practice on-site and off-site;
  - o Personalised leadership coaching and mentoring; and
  - o Extension opportunities brokered through the Queensland Education Leadership Institute (QELI);
- Inform and enrich conversations linked to the development of principals;
- Provide a consistent professional language, clear and transparent expectations of principal leadership as a key instrument in the improvement agenda; and
- Support principal recruitment and selection processes and career development.

### ***Take the Lead***

20. *Take the Lead*, is an innovative departmental strategy which aims to identify and support aspiring school leaders for Queensland state schools in rural and/or remote communities.

21. The *Take the Lead* program:

- seeks to identify aspiring small school principals (Prep to Year 7);
- provides high performing teachers with access to a structured program of support and development; and
- enhances the promotional and leadership opportunities of program participants.

22. Acceptance into the *Take the Lead* program is limited and is only one of many pathways to leadership positions.

### **Right to information**

23. I am of the view that the contents or attachments contained in this brief are **suitable** for publication.

Minister's Office File Ref:

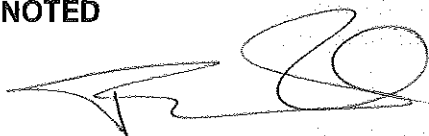
Department File Ref:

13/37111

**Recommendation**

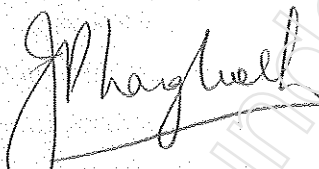
That the Minister:

**note** the information for his meeting with Mr Jim Davies, Chief Executive Officer and Honourable Susan Lenehan, Board Chairperson of the Principals' Australia Institute on 12 February 2013.

**NOTED**

**FIONA CRAWFORD****Chief of Staff**

Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

10, 2, 13.

☐ Copy to Assistant Minister**APPROVED/NOT APPROVED  
ENDORSED/NOTED**

**JOHN-PAUL LANGBROEK MP****Minister for Education, Training and  
Employment**

12, 2, 13

**Minister's comments**

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Date: 8/2/13



Minister's Office File Ref:	
Department File Ref:	13/19054

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Urgent – Meeting to occur on 24 January 2013.**

### SUBJECT: MEETING REGARDING WONDER OF SCIENCE INITIATIVE

#### Summary of key objectives

- The Academy of Technological Science and Engineering (ATSE) will provide the Minister with an update on the current status of the Wonder of Science initiative; and further steps to ensure it reaches full potential.
- ATSE has indicated the importance of the ongoing engagement and support of the state schooling system in the initiative.

#### Key issues

1. Education Queensland (EQ) acknowledges the value of the Wonder of Science initiative and provided a grant of \$5,000 (plus GST) to support the 2012 program.
2. No further EQ funding is available to support the initiative; however, the Wonder of Science initiative is strongly focused on industry participation and major financial support is provided by industry stakeholders.
3. ATSE commissioned James Cook University to conduct an evaluation of the 2012 Wonder of Science implementation.
4. EQ approved the research application from Dr Louisa Tomas, James Cook University, to conduct the evaluation in Queensland schools between July and December 2012.
5. A summary of the research findings are to be provided to the Department's Office of Strategic Policy and Research following completion of the research.

#### Implications

6. If requested, the Department could promote the initiative through departmental electronic media to encourage school engagement and participation.

#### Background

7. The Wonder of Science initiative was developed to increase students' enthusiasm for science and engineering-based careers through an enhanced science and technology experience for Queensland state and non-state school students.
8. Key elements of the program include:
  - a professional development and program briefing day for teachers;
  - student research projects mentored by ATSE Young Science Ambassadors and Industry Ambassadors; and
  - a culminating conference for students to showcase their projects.

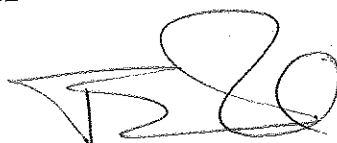
Minister's Office File Ref:	
Department File Ref:	13/19054

9. The initial target group for 2012 included students in Years 6, 7, 8 and 9 across 30 schools (20 state and 10 Catholic) in North and Far North Queensland, with a focus on schools from rural, remote and Indigenous communities.
10. ATSE's initial submission indicated that the number of schools participating would increase to 60 schools each year in 2013 and 2014 (12/128171).
11. Professor Gordon Dunlop, ATSE Chair, Dr Geoff Garrett, Queensland Chief Scientist and Martin Albrecht, ATSE, will attend the meeting.

#### Right to information

12. I am of the view that the contents or attachments contained in this brief are not suitable for publication.

NOTED



**FIONA CRAWFORD**

Chief of Staff

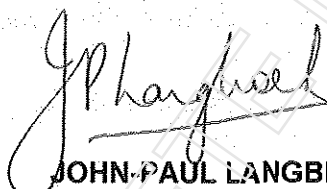
Office of the Hon John-Paul Langbroek MP

Minister for Education, Training and  
Employment

22/11/13

☐ Copy to Assistant Minister

NOTED




**JOHN-PAUL LANGBROEK MP**

Minister for Education, Training and  
Employment

23/11/13

#### Minister's comments

Action Officer Betty Baram Manager	Endorsed by: ED Sharon Mullins State Schooling Operations and Strategy	Endorsed by: ADG Marg Pethiyagoda State Schooling Operations and Strategy	Endorsed by: A/DG Annette Whitehead
Curriculum, Teaching and Learning Tel: 32370064	Tel: 3224 5530  Date: 17/01/13	Tel: 32370157  Date: 18/01/13	Tel:   Date: 21/11/13

Minister's Office File Ref:	
Department File Ref:	13/19240

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Routine** – Information to support the Minister's meeting with Ms Debby Lo-Dean, Gold Coast Chinese Club PR on 22 January 2013.

**SUBJECT: INTERNATIONAL BACCALAUREATE, INDEPENDENT PUBLIC SCHOOLS, YEAR 7 INTO HIGH SCHOOL AND BUILDING PROGRAMS**

### Summary of key objectives

- The Gold Coast Chinese Club is seeking to engage in discussion about major reforms happening in education in Queensland, including building programs, Independent Public Schools, Year 7 into High School and the International Baccalaureate.

### INTERNATIONAL BACCALAUREATE

#### Key issues

1. The International Baccalaureate Diploma (IBD) is internationally recognised by the world's leading universities.
2. Students at selected schools in Queensland can study the two-year IBD in Years 11 and 12, and graduate from Year 12 with two qualifications:
  - Queensland Certificate of Education (awarded by the QSA); and
  - International Baccalaureate Diploma (awarded by the International Baccalaureate Organization (IBO)).

#### Background

3. The International Baccalaureate is administered by the International Baccalaureate Organization.
4. Founded in 1968, the organisation works with 3,490 schools in 144 countries to develop and offer four challenging programs to over 1,065,000 students.
5. The following Queensland state schools offer the IBD program:
  - Cairns SHS;
  - Indooroopilly SHS;
  - Mountain Creek SHS;
  - the Queensland Academy for Creative Industries;
  - the Queensland Academy for Health Sciences; and
  - the Queensland Academy for Science, Mathematics and Technology.
6. The IBD Program prepares students for effective participation in a rapidly evolving and increasingly global society as they:
  - develop physically, intellectually, emotionally and ethically;
  - acquire breadth and depth of knowledge and understanding, studying courses from six subject groups;

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- develop the skills and a positive attitude toward learning that will prepare them for higher education;
- study at least two languages and increase understanding of cultures, including their own;
- make connections across traditional academic disciplines and explore the nature of knowledge through the program's unique *Theory of Knowledge* course;
- undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the *Extended Essay*;
- enhance their personal and interpersonal development through *Creativity, Action and Service*;
- benefit from the challenge of externally moderated examinations which allow results to be compared on an international level (Note: There is no limit to the number of students who can attain a perfect score); and
- relish the challenge of the focus on independent study and self-directed learning. Research conducted by the IBO indicates that International Baccalaureate graduates are significantly less likely to drop out of university and regularly gain admission into many of the world's most prestigious universities.

## **INDEPENDENT PUBLIC SCHOOLS**

### **Key issues**

7. The introduction of Independent Public Schools is a key election commitment of the Queensland Government.
8. All Queensland state schools were invited to submit expressions of interest to become one of the first Queensland *Independent Public Schools*.
9. A total of 26 schools have been selected to become Independent Public Schools from 2013, including the following three Gold Coast schools:
  - Palm Beach Currumbin State High School (SHS);
  - Southport SHS;
  - Tallebudgera Outdoor Education Centre.
10. The intent of Independent Public Schools is to enable schools to use local autonomy to innovate in a number of key areas to improve student outcomes, including:
  - using staffing flexibility to meet student needs;
  - financial flexibility to improve the use of available resources;
  - curriculum implementation and services;
  - effective pedagogy and teaching practices;
  - parent and community engagement and access to facilities; and
  - improving local partnerships with community and industry.
11. Key features of the commitment are:
  - a voluntary process with support from the school community to participate;
  - a total of 120 schools over four years;
  - the inclusion of a broad cross section of schools from across Queensland — regional and metropolitan schools, and small and large schools; and
  - a \$50,000 start-up grant to support the transition and \$50,000 annually.

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## Background

12. The initiative has drawn from Western Australian and international successes. This includes information about successes and challenges that occur in the implementation of increased autonomy.
13. Western Australia has operated the Independent Public Schools initiative for three years.
14. The Department of Education, Training and Employment has undertaken a high level analysis of increased powers for Independent Public Schools.

## YEAR 7 INTO HIGH SCHOOL

### Key issues

15. In 2015, Year 7 will become the first year of high school in all Queensland state and non-state schools.
16. The transition is being supported by a capital investment of \$328.2 million in state secondary schools over four years from 2011–12, with an additional \$293.8 million in recurrent funding.
17. \$110 million of the funds available will be provided for capital assistance to non-state schools.
18. Twenty state schools will pilot the move of Year 7 into high school before the state-wide move in 2015. The following three Gold Coast schools will pilot Year 7 in high school from 2013:
  - Southport SHS;
  - Varsity College; and
  - the new Pimpama State Secondary College due to open this year.
19. From 2013, all state high schools will begin implementation of Junior Secondary for Years 8 and 9, with Year 7 being included when it joins high school in 2015.
20. Students attending a Year 7 pilot school will benefit from the extra support Junior Secondary provides with all pilot schools introducing Junior Secondary for Years 7 to 9 from this year.
21. The Junior Secondary years are supported by six guiding principles — distinct identity, quality teaching, student wellbeing, parent and community involvement, local decision-making and leadership.
22. These six principles provide a framework for schools to consider the practices, strategies and processes to best support and engage young adolescents to maximise their learning and wellbeing.
23. Each state high school has the autonomy to establish a Junior Secondary model that works for its particular community, in its local context, based on the six guiding principles.
24. Non-state schools will continue to be able to determine their own structures with appropriate approvals from the Non-State School Accreditation Board.
25. A significant infrastructure investment has been made to ensure state schools are ready to pilot Year 7 in secondary. This includes \$87.25 million for two new state schools in Mackay and Pimpama, as well as new school stages at Springfield Central and Meridan, all of which will accommodate Year 7 in secondary in 2013. An additional \$18.35 million has been spent upgrading facilities at the remaining 14 pilot schools, providing new and refurbished classrooms and related facilities to accommodate Year 7 in high school.

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## Background

26. All other states and territories, with the exception of WA and South Australia, currently have Year 7 as the first year of high school.
27. WA announced in late 2011 that Year 7 will become the first year of high school in the public high sector from 2015, with the non-state education sector having already relocated Year 7 to secondary school several years ago.

## **BUILDING PROGRAMS**

### **Key issues**

28. The Department continually monitors communities for growth to identify and meet long-term enrolment projections. A key election commitment of the Queensland Government was to establish the Queensland School Planning Commission. The Commission will work to streamline and coordinate planning for future schools across the State.
29. The 2012 budget announced unprecedented funding of \$200 million over two years through the Advancing Our Schools Maintenance initiative. This initiative will provide funding for up to 700 state schools to clear their backlog of planned maintenance.

### **Background**

30. In 2012–13, schools have been allocated Advancing Our Schools maintenance funding equivalent to the value of their pre-existing backlog maintenance, up to a maximum of \$160,000 per school.
31. Further maintenance allocations will be made in 2013–14.
32. Schools may elect to continue to use QBuild for maintenance work or to use private contractors by going 'direct to market'.

### **Right to information**

33. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/19240

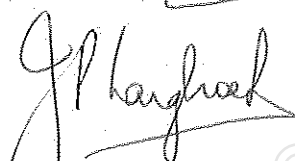
**Recommendation**

That the Minister **note** the background information provided for his meeting with Ms Debby Lo-Dean, Gold Coast Chinese Club PR on 22 January 2013.

**NOTED**


**FIONA CRAWFORD**  
**Chief of Staff**  
**Office of the Hon John-Paul Langbroek MP**  
**Minister for Education, Training and**  
**Employment**

21/1/13

☐ Copy to Assistant Minister
**APPROVED/NOT APPROVED**  
**ENDORSED/NOTED**


**JOHN-PAUL LANGBROEK MP**  
**Minister for Education, Training and**  
**Employment**

24/1/13

**Minister's comments**

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 Belinda Groenendyk  
 Senior Project Officer  
 Education Queensland

Tel: 3227 8880

Endorsed by:  
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 Mark Campling  
 State Schooling  
 Implementation  
 Tel: 3237 0121  
 Mob: s.47(3)(b) - Cont  
 Date: 17/1/2013

Endorsed by:  
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 Adam Black  
 Corporate Services

Tel: 3404 3451  
 Mob: s.47(3)(b) - Cont  
 Date: 18/01/2013

Endorsed by:  
 A/DG  
 Annette Whitehead

Tel: 323 71070  
 Mob:  
 Date: 21/1/13

Minister's Office File Ref:	
Department File Ref:	13/31985

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Approval

### Action required by: 14 February 2013

**Urgent**— Request for approval and signing the attached letters to be sent to Education Ministers before the launch on 21 February 2013.

## SUBJECT: PUBLICATION OF *TEACHINGACENGLISH* WEBSITE AND VIGNETTES

### Summary of key objectives

- The Minister for Education, Training and Employment's approval is sought to send letters to all state and territory Education Ministers informing them of publication of *TeachingACEnglish* resources that support implementation of the Australian Curriculum: English.

### Key issues

- Education Queensland (EQ) has produced a website called *TeachingACEnglish* and vignettes titled *Differentiation and explicit teaching in English*.
- The website and the first 16 vignettes were published on 29 January 2013, and are available for teacher use throughout Australia. Ten more vignettes will be published by 30 April 2013.
- Mr Trevor Ruthenberg MP, Member for Kallangur will be representing the Minister at the national launch at the *TeachingACEnglish* resource at Kallangur State School on 21 February 2013.
- Letters have been prepared from the Minister to interstate Education Ministers informing them of the resource's development and publication (**Attachment 1**).
- The letters will be sent to coincide with the national launch on 21 February 2013.

### Implications

- There are no financial or legal implications.
- Community Engagement and Partnerships have been consulted and are preparing media releases.

### Background

- In 2012, Education Services Australia (ESA) contracted Education Queensland (EQ) to produce a website called *TeachingACEnglish* and 26 vignettes titled *Differentiation and explicit teaching in English*.
- The project is one of 10 projects that are occurring across Australia as part of the *Supporting the Australian Curriculum Online (SACOL)* program — *Filling the resource gaps*.
- The resource has been developed for a national audience to assist with implementation of Australian Curriculum: English and focuses on differentiation and explicit teaching.

Minister's Office File Ref:	
Department File Ref:	13/31985

## Right to information

11. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

## Recommendation

It is recommended that the Minister:

- **approve** the contents and **sign** the attached letters to interstate Education Ministers (**Attachment 1**); and
- **note** the attendance of Mr Trevor Ruthenberg MP at the launch of the *TeachingACEnglish* resource at Kallangur State School.

NOTED

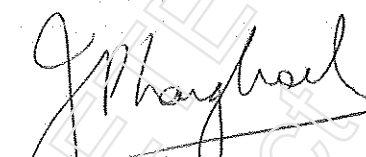
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ENDORSED/NOTED



FIONA CRAWFORD

Chief of Staff

Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment



JOHN-PAUL LANGBROEK MP

Minister for Education, Training and  
Employment

18/2/13

☐ Copy to Assistant Minister

20/2/13

## Minister's comments

Action Officer  
Kirsty Cranitch

Endorsed by:  
Executive Director

Endorsed by:  
ADG SSI

Endorsed by:  
DDG EQ

Endorsed by:  
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Kirsty Cranitch

Date: 01/02/2013

Date: 04/02/13

Date: / /

Date: 11/2/13

Minister's Office File Ref:	
Department File Ref:	13/35445

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Noting

### Action required by: As soon as possible

**Routine** – Ministerial requested follow up on matters raised at 8 January 2013 meeting with Modern Language Teachers' Association of Queensland (MLTAQ)

## SUBJECT: LANGUAGES PROFICIENCY ASSESSMENT

### Summary of key objectives

- To provide the Minister with further information in relation to the Department of Education, Training and Employment's (DETE) Proficiency assessment for Languages other than English (Languages or LOTE) and a series of case studies (Ref: 13/8835) provided by MLTAQ.

### Key issues

- Details of the DETE Languages proficiency assessment process and requirements and comments specific to the MLTAQ case studies are provided in **Attachment 1**.

### Implications

- An internal review of DETE's Languages proficiency assessment will be undertaken in 2013.
- Meanwhile, as in previous years, the design of DETE's proficiency assessment will continue to be reviewed and amended as DETE's requirements change.
- The accessibility of current online information will be reviewed.
- In cases of alleged inappropriate conduct in relation to these assessments, applicants can advise DETE's Ethical Standards Unit where a review will be conducted.

### Background

- Ms Cynthia Dodd representing MLTAQ has previously raised concerns regarding DETE's Languages proficiency tests (Ref: 11/345905), although on a number of occasions MLTAQ has also expressed support for proficiency assessments.
- Introducing the requirement for an "Adequate" rating in all three areas of the assessment (listening/speaking, reading and writing) in 2009 was a significant change. Departmental assessment processes are amended in response to ongoing review of teacher standards and recruitment practices; and changing expectations regarding teacher quality and student achievement.
- Some MLTAQ case studies refer to the period following the former Government's announcement of mandatory LOTE when there were rolling offers of assessment to meet workforce demand for that year and the following year. In addition, where workforce demand could not be met by an assessed applicant, an offer of temporary employment could be made to an applicant with assessment occurring during their period of employment. Some of these temporarily-employed teachers attained an Inadequate rating in the assessment.

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9. Processes were put in place to manage the performance of these teachers for the remainder of their employment to ensure student learning was not adversely affected.
10. As part of the ongoing quality assurance of the proficiency assessment process, in 2011, an independent review of the assessment instruments used and the levels of achievement required for proficiency assessment in Japanese, was commissioned. This review, conducted by the Research Centre for Languages and Cultures at the University of South Australia:
  - supported the current Japanese assessment instruments and levels of achievement required; and
  - commended DETE on its policy that teachers of Languages require the same level of proficiency irrespective of the year levels to be taught.
11. Detailed information regarding the Languages proficiency assessments is also available on DETE's website [www.teach.qld.gov.au](http://www.teach.qld.gov.au). This information assists applicants to prepare for and follow up on their proficiency assessment.
12. The assessment process is only one part of securing employment with DETE. An applicant can achieve the highest possible rating but still not be offered employment because vacancies do not exist in the locations in which they are seeking employment; or (for secondary teachers) their additional teaching areas do not meet the requirements of the vacancy.

#### Right to information

13. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/35445

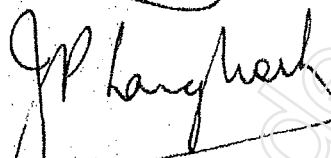
**Recommendation**

That the Minister **note** the information provided about the Department's Languages proficiency assessments and the individual case studies provided by the MLTAQ.

**NOTED**


**FIONA CRAWFORD**  
 Chief of Staff  
 Office of the Hon John-Paul Langbroek MP  
 Minister for Education, Training and  
 Employment

13/2/13


☐ Copy to Assistant Minister
**APPROVED/NOT APPROVED  
ENDORSED/NOTED**


**JOHN-PAUL LANGBROEK MP**  
 Minister for Education, Training and  
 Employment

14/2/13

**Minister's comments**

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Action Officer Betty Baram Manager	Endorsed by: Director Robyn Rosengrave	Endorsed by: ED Sharon Mullins	Endorsed by: ADG Marg Pethiyagoda	Endorsed by: ODG Progressed on ADG Approval by ODDG EQ Education Queensland	Endorsed by: ADG Craig Allen	Endorsed by: ADG Annette Whitehead 
Curriculum, Teaching and Learning	Curriculum, Teaching and Learning	State Schooling Strategy and Evaluation	State Schooling Operations and Strategy		Human Resources	
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	Date: / /	Date: 4/2/2013	Date: 4/2/2013	Date: 5/02/2013	Date: 6/02/2013	Date: 7/2/13

Minister's Office File Ref:	
Department File Ref:	13/36987

## Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

**Action required: With Correspondence**

**Action required by: Routine** – To accompany response to correspondence.

### SUBJECT: BULLYING PROGRAMS IN SCHOOLS

#### Summary of key objectives

- On 23 January 2013, Mr Reuben Cunningham, Co-founder and Operations Manager, Angels Goal wrote to the Minister, providing information about the Angels Goal anti bullying organisation and seeking a meeting with the Minister.
- There are already a significant number of high quality resources provided by the Department of Education, Training and Employment and commercially available. Schools choose evidence based approaches, programs and practices to develop safe, supportive and disciplined learning environments.

#### Key issues

- Angels Goal is an Australian anti bullying organisation which hosts a website and mobile phone application.
- An analysis of the website and phone application reveal that there is scant content and little detail on how to address bullying in a school environment. The website has a PDF guide for parents which is a free publication from the Pennsylvania State University and is not contextualised for the Australian context. There are also links to a publication *Magic Tools to Overcome Bullying* from Magic Tools for Life Pty Ltd which parents can purchase and links to ProtectaChild program which is a social monitoring tool that parents can purchase for a cost of 50 cents per day which will send e-mail alerts when inappropriate words are detected in the child's social media sites.
- There are high quality resources available on the Department's website and on the Bullying No way! Website <http://www.bullyingnoway.gov.au/> which are developed specifically for the Australian context.
- The principal of a state school, in consultation with the school community is responsible for the selection and use of specific programs and resources that best fit the needs of their students and the school community context.

#### Implications

- If the Department was to promote or resource a program for anti-bullying, consideration would be given to programs that have a strong evidence-base.

#### Background

- Every Queensland state school has a *Responsible Behaviour Plan for Students* which is developed in consultation with their school community. Each Plan outlines the standard of behaviour expected from students in the school and the consequences for students when the behaviour expectations are not met. The Plan also outlines what actions the school will take when bullying is reported.
- Students and parents are encouraged to report cases of bullying to their school principal or their closest Department of Education, Training and Employment regional office.
- The Department has policies, alliances, procedures and resources to support teachers, schools and parents.

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### *Policies and procedures*

9. The following policies and procedures outline to schools the behaviour expected of all members of the school community, the requirement for schools to be safe, supportive and disciplined, and the safe use of technology:

Code of School Behaviour

<http://education.qld.gov.au/publication/production/reports/pdfs/code-school-behaviour-a4.pdf>

Safe, Supportive and Disciplined School Environment Procedure

<http://ppr.det.qld.gov.au/education/learning/Pages/Safe,-Supportive-and-Disciplined-School-Environment.aspx>

Appropriate use of Mobile Telephones and other Electronic Equipment by Students

<http://ppr.det.qld.gov.au/education/learning/Pages/Appropriate-Use-of-Mobile-Telephones-and-other-Electronic-Equipment-by-Students.aspx>

### *Alliances*

10. Queensland leads the national Safe and Supportive School Communities (SSSC) project, providing information and advice on bullying, harassment and violence for Australian teachers, parents and students, and is coordinating the 2013 National Day of Action Against Bullying and Violence on 15 March.
11. This project has developed high quality tools for use in school communities, including the *Bullying. No way!* and *Take a Stand Together* websites which are acknowledged as one-stop portals that provide information and advice for teachers, parents and students. A *Take a Stand* iPhone application has also been developed.
12. The Queensland Schools Alliance Against Violence (QSAAV) produced two reports providing advice to the Queensland government about responding to bullying and violence, including cyberbullying and weapon-related violence. They also produced a suite of *Working Together Against Bullying* resources available on the Department's website to assist schools to manage bullying and proactively prevent incidents.
13. In 2011 the Government partnered with the Alannah and Madeline Foundation (AMF) to offer the *eSmart Schools* framework to all state schools. This resource helps schools provide safe and supportive online environments.

### *Resources for teachers*

14. The Department website has a number of resources for principals and teachers. These include guides, factsheets, videos and vodcasts and are available at:

Bullying. No way! teacher resources

<http://www.bullyingnoway.gov.au/teachers/index.html>

Bullying and harassment departmental resources

<http://education.qld.gov.au/studentservices/protection/community/bullying.html>

QSAAV resources

<http://education.qld.gov.au/studentservices/behaviour/qsaaav/school-resource.html>

Cyberbullying and Reputation Management guidelines for principals

<http://education.qld.gov.au/studentservices/behaviour/qsaaav/docs/cyberbullying-reputation-management-guidelines.pdf>

15. There are also evidence based programs developed by universities in Australia such as *Friendly School Plus* from Edith Cowan University in Western Australia and commercial programs available for schools to use to address bullying.

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### Resources for Parents

16. A range of resources including information, videos, vodcasts and links to reputable websites are available for parents at the following websites:

Bullying. No way! parent resources

<http://www.bullyingnoway.gov.au/parents/index.html>

Bullying and harassment departmental resources

<http://education.qld.gov.au/studentservices/protection/community/bullying.html>

QSAAV parent resources

<http://education.qld.gov.au/studentservices/behaviour/ksaav/parent-resource.html>

Cybersafety Guide for Parents

<http://education.qld.gov.au/studentservices/behaviour/ksaav/docs/cyberbullying-cybersafetyprintfriendlyguide.pdf>

### Resources for Students

17. A dedicated website *Take a Stand Together* and a mobile iPhone application *Take a Stand* provide information for students. A portal aimed at parents of lower primary students is currently being developed and will be launched on the National Day of Action Against Bullying and Violence on 15 March 2013.

Take a Stand Together Student Portal

<http://www.takeastandtogether.gov.au/index.html>

Bullying. No way! website

[www.bullyingnoway.gov.au](http://www.bullyingnoway.gov.au)

### Right to information

18. I am of the view that the contents or attachments contained in this brief are suitable for publication.

Minister's Office File Ref:	
Department File Ref:	13/36987

**Recommendation**

That the Chief of Staff

**Note** the contents of this brief requested to support response to correspondence.

**NOTED**


Fiona Crawford  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and Employment

27/2/13

☐ Copy to Assistant Minister

**Chief of Staff's comments**

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Date: 07/02/13

Minister's Office File Ref:	
Department File Ref:	13/40020

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Approval**

**Action required by: 6 March 2013**

**Routine: To be advertised to employees for September travel in 2013.**

**SUBJECT: QUEENSLAND STATE SCHOOL LEADERS STUDY TOUR TO CHINA – SEPTEMBER 2013**

### Summary of key objectives

- In-principle approval is sought from the Minister for the Queensland State School Leaders Study Tour (SLST) to China, prior to advertising to employees.

### Key issues

1. The Confucius Institute at Queensland University of Technology (CIQ) has proposed a SLST to China for 10 employees from 21 September 2013 to 2 October 2013 (Attachment 1).
2. The SLST dates fall entirely in the September 2013 school holiday period.
3. The SLST is co-funded by CIQ, Hanban and the Jiangsu Provincial Education Department (JPED).
4. The SLST aims to provide:
  - high level access to the education systems in China;
  - an opportunity to meet with senior education professionals in Jiangsu schools; and
  - opportunity to undertake observations of classroom practice.
5. Principals, Deputy Principals and Heads of Department will be selected by CIQ in consultation with the Department of Education, Training and Employment (DETE).
6. Interested participants will be assessed by CIQ based on the current and future plans for the development of Chinese language learning at their school.

### Implications

7. CIQ, Hanban and JPED will cover in-China costs, totalling approximately \$58,000, to provide accommodation, meals, local transport, pre-departure materials, interpreter services, guides and tour leaders.
8. DETE funds of up to \$25,000 to cover costs for airfares, travel insurance and visas. It is expected that school leaders will either access their schools' professional development budget up to a maximum of \$2500 each to cover these costs or personally contribute.

Minister's Office File Ref:	
Department File Ref:	13/40020

## Background

9. The SLST supports a strong relationship between DETE and CIQ. It is a continuation of a study tour established in 2010.
10. A goal of this initiative is to jointly promote the expansion of the study of Mandarin and culture of China in Queensland state schools.
11. There is high demand from an increasing number of school leaders to participate in the SLST project due to recommendations from previous participants.
12. The SLST provides principals with understandings of Chinese language and culture and an opportunity to meet with their Chinese counterparts.
13. Previous participants have become enthusiastic advocates in their school and cluster.
14. DETE does not want to advertise this program without the Minister giving in-principle approval for the international travel and potential agency expenditure.

## Right to information

15. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/40020

## Recommendation

It is recommended that the Minister:

- **approve** in principle for 10 employees to undertake the 2013 SLST to China using up to \$25,000 of agency funds (\$2,500 per participant).

NOTED

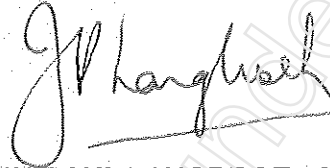


**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

27/2/13

☒ Copy to Assistant Minister

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



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
Employment

28/2/13

## Minister's comments

Action Officer	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:
A/Principal Advisor	ED	ADG ESTI	DDG EQ	A/DG
Maryanne Nottingham	Jo House	Geoff Faveil	Lyn McKenzie	Annette Whitehead
DET International	DET International	Sighted and signed		
Tel: 3237 0036	Tel: 3237 0850	Tel: 3237 1315	Tel: 3237 0619	Tel: 3237 0900
	Date: 13/02/2013	Date: 14/02/2013	Date: 21/2/2013	Date: 22/2/13

Minister's Office File Ref:	
Department File Ref:	13/2547

- *Development of history skills*

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: Noting**

**Action required by: N/A**

**Urgent** – Meeting with Ms Kay Bishop, President, Queensland History Teachers' Association on 10 January 2013

### SUBJECT: QUEENSLAND HISTORY TEACHERS' ASSOCIATION MEETING

#### Summary of key objectives

- The Queensland History Teachers' Association (QHTA) is concerned about the deficiencies of the draft *Australian Curriculum: Senior Modern History* and *Senior Ancient History*; and offered to meet with the Minister to clarify these concerns Ref: 12/419457).

#### Key issues

- Throughout 2012, QHTA members were involved in ACARA's consultation processes on the draft *Australian Curriculum: Senior Modern History* and *Senior Ancient History*. Issues they repeatedly raised with ACARA have not been addressed.
- The *Australian Curriculum: Senior Modern History* and *Senior Ancient History* prescribe the topics to be studied in detail, while providing limited direction on historical concepts and skills.
- This approach fits those states with external examinations but is at odds with Queensland's existing school-based practices.
- Currently, Queensland Studies Authority (QSA) senior syllabuses set broader parameters, defining the purposes of historical study and concepts to be developed; and allowing schools to choose study topics, degree of depth for particular topics, and the structure of the individual school curriculum.
- The QHTA argues that as a result, Queensland schools have developed both rigorous and innovative curriculum provision and assessment, which meet local needs (such as combined Year 11/12 classes).
- In addition, QHTA is concerned with the poor quality of the draft Australian Curriculum, charging that the *Senior Modern History* will not develop understanding of the challenges of the 21st century world (due to the limited focus beyond the 1960's and 70's); and the *Senior Ancient History* will not develop understanding of the ancient world beyond "an overwhelming collection of disjointed facts".

#### Implications

- On 7 December 2012, the Standing Council on School Education and Early Childhood endorsed the senior secondary Australian Curriculum for History (curriculum content and draft achievement standards) "as the agreed and common base for development of state and territory senior secondary courses" with each state authority determining what will be integrated into local courses.
- In this context, the QSA will be in a position to develop Queensland courses, based on the *Australian Curriculum: Senior Modern History* and *Senior Ancient History*, which provide greater flexibility and address the concerns raised by the QHTA.

Minister's Office File Ref:	
Department File Ref:	13/2547

## Background

9. Ms Bishop is currently employed by Education Queensland as a member of the C2C History writing team.
10. The QHTA membership is drawn from the three schooling sectors; and is supported by academics from The University of Queensland and the Queensland University of Technology. The patron of the QHTA, Emeritus Professor RD Milns, endorses the professionalism of the association and the seriousness of concerns they have raised.
11. QSA feedback to ACARA is consistent with the concerns outlined by the QHTA. These concerns are elaborated on pages 64-67 of *Queensland response to the draft senior secondary Australian Curriculum English, Mathematics, Science and History* ([www.qsa.qld.edu.au/downloads/approach/ac\\_qld\\_response\\_snr\\_secondary.pdf](http://www.qsa.qld.edu.au/downloads/approach/ac_qld_response_snr_secondary.pdf)).

## Right to information

12. I am of the view that the contents or attachments contained in this brief are **not suitable** for publication.

## Recommendation

That the Minister Note the information provided to support the meeting with the Queensland History Teachers' Association on 10 January 2013.

NOTED

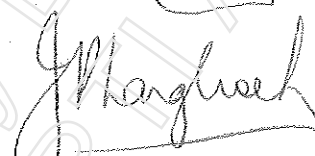
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ENDORSED/NOTED



**FIONA CRAWFORD** *Tim Rawlings*  
Chief of Staff- S.P.A.  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

10 / 1 / 13

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**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
Employment

10 / 1 / 13

## Minister's comments

As a result of this meeting, Ms Bishop will write to the Minister. It is anticipated that the Minister will write to his counterparts as a result of that letter asking if they have experienced similar concerns & if so what we can do together to address them by discussing with ACARA as well. gmg

Action Officer  
Robyn Rosengrave  
Director  
State Schooling Operations  
and Strategy  
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Endorsed by:  
Mark Campling  
ADG, SSI

Tel: 70344  
Date: 4/1/13

Endorsed by:  
Lyn McKenzie  
DDG

Tel: 70619  
Date: 8/1/13

Endorsed by:  
Annette Whitehead  
for DG

Tel:  
Date: 8/1/13

Minister's Office File Ref:	
Department File Ref:	13/45772

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Noting

### Action required by: N/A

**Routine** – The Minister is meeting with representatives of Tania Major Consulting Pty Ltd regarding the Lost Youth Project on 21 February 2013.

**SUBJECT: MEETING WITH REPRESENTATIVES OF TANIA MAJOR CONSULTING PTY LTD REGARDING A PROPOSAL DISCUSSED AT COMMUNITY CABINET CAIRNS 2012 TO RE-ENGAGE YOUNG PEOPLE AGED 13-16 YEARS WHO ARE NOT ENROLLED IN SCHOOL**

### Summary of key objectives

- To provide the Minister with information to support his meeting with representatives of Tania Major Consulting Pty Ltd who wish to discuss and progress a proposal to re-engage young people from remote communities in education.

### Key issues

- Tania Major Consulting Pty Ltd is seeking funding from departments in Commonwealth and State Governments to bring disengaged students to Cairns to participate in an alternative education program operated by the Cairns Business College.
- The proposal seeks funding from the Department of Education, Training and Employment to pay for the program to be delivered by the Cairns Business College.
- The proposal seeks to use ABSTUDY to fund the billeting of the students with local families in Cairns and to provide mentors to the students.
- It is proposed that this program extend over a number of years so that a student can attain a Year 10 equivalent level of literacy and numeracy so that they can transition to a state or non-state schooling option to complete Years 11 and 12.

### Implications

- There is no discrete funding source available for this proposal.

### Background

- Mr Clive Dixon, Regional Director, Far North Queensland Region and Mrs Neradeene McKendry, Acting Director – Training, Far North Queensland Region met with Ms Tania Major, Ms Bonnie Thompson and Mr Marc Thompson from Tania Major Consulting Pty Ltd on 18 December 2012 to discuss the detail of the proposal and how it might work.
- Mr Dixon recommended that Ms Major approach the Principal of Kowanyama State School to discuss whether the enrolment of the targeted young people in their local school would provide potential funding that the school may use to support the proposal.
- Mr Ross McHutcheon, Principal of Kowanyama State School, has had initial discussions with representatives of Tania Major Consulting Pty Ltd and is attempting to identify the cohort of disengaged students in Kowanyama.

Minister's Office File Ref:	
Department File Ref:	13/45772

9. Principals may consider the use of funds from sources such as Youth Attainment and Transition or Closing the Gap to support such a program.

### Right to information

10. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

### Recommendation

That the Minister

**note** the information provided to support a meeting with Ms Tania Major regarding a proposal to re-engage young people from remote communities in education.

**NOTED**

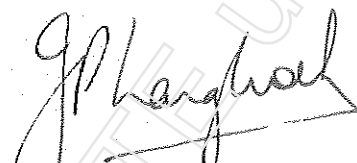


**FIONA CRAWFORD**  
**Chief of Staff**  
**Office of the Hon John-Paul Langbroek MP**  
**Minister for Education, Training and**  
**Employment**

21/2/13

☐ Copy to Assistant Minister

**NOTED**



**JOHN-PAUL LANGBROEK MP**  
**Minister for Education, Training and**  
**Employment**

21/2/13

### Minister's comments

Action Officer  
 Clive Dixon  
 Regional Director

Far North Queensland  
 Region  
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Endorsed by:  
 Marg Pethiyagoda  
 Assistant Director-  
 General  
 SSOS

Tel: 32370157

Date: 13/02/13

Endorsed by:  
 Annette Whitehead  
 DG DETE

Tel: 323 71070

Date: 19/2/13

Minister's Office File Ref:	
Department File Ref:	13/43247

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Routine** – Information for the Minister in relation to the National Day of Action Against Bullying on 15 March 2013.

**SUBJECT: 2013 NATIONAL DAY OF ACTION AGAINST BULLYING AND VIOLENCE, FRIDAY 15 MARCH 2013**

### Summary of key objectives

- The third annual National Day of Action Against Bullying and Violence (NDA) will be held on 15 March 2013.
- **Attachment 1** details the major nationally-coordinated activities and events to support schools across Australia to participate in the 2013 NDA.
- The 2013 NDA campaign officially commenced on 15 February 2013 with a media release from the Honourable Peter Garrett AM MP, Minister for School Education, Early Childhood and Youth.
- Communications to promote the NDA and encourage school participation are underway through all Australian education jurisdictions.

### Key issues

1. The 2013 NDA campaign calls on school communities across Australia to *Take a Stand Together* against bullying and violence.
2. The major activities coordinated by the 2013 NDA project team are:
  - a national school engagement strategy;
  - *the Allen Adventure* iPad app for children 8 years and younger ;
  - *stand Together 2013* curriculum-based activities for students; and
  - a *Young Children* section for parents and educators on the Bullying. No Way! website.
3. The Minister for Education, Training and Employment is scheduled to attend the formal public Queensland event to mark the NDA on 15 March 2013 with an outside broadcast being hosted by Cleveland District State High School with 97.3FM – MixFM Radio.
4. Senior officers within the Department of Education, Training and Employment (DETE) have also been advised of the NDA 2013, with the date confirmed in the Acting Director-General's diary.

Minister's Office File Ref:	
Department File Ref:	13/43247

## Implications

5. Community Engagement and Partnerships Branch (CEP) is liaising with the Minister's Office around appropriate media releases and events for the NDA 2013 campaign.

## Background

6. In April 2012, the Standing Committee for School Education and Early Childhood (SCSEEC) endorsed a three year work plan and budget for the Safe and Supportive School Communities Working Group (SSSC), which included an annual National Day of Action campaign through until 2015.
7. These NDA 2013 activities have been developed through extensive consultation with SSSC which is chaired by Queensland on behalf of all Australian education jurisdictions.
8. In its role as chair of SSSC and host of the project team, DETE plays a central role in the achieving the nationally agreed deliverables of the NDA and in developing and managing the project assets.
9. The Minister's office has been previously advised about the 2013 National Day of Action campaign and upcoming activities in regular CEP communication meetings.
10. The NDA provides an opportunity to reflect and celebrate the successes of the various anti-bullying initiatives and programs in schools across the nation.
11. The NDA campaign produces specific resources for schools each year, as well as providing an opportunity to promote the extensive practical resources and information on the *Bullying. No way!* website for teachers, parents and students to work together against bullying, harassment and violence.
12. DETE has demonstrated a strong commitment to the work of the SSSC, including the annual NDA, through hosting the SSSC project team, providing project oversight and logistics support, and managing all project assets on behalf of all Australian education jurisdictions.
13. Existing project assets are the 'Take a Stand' iPhone app for young people which was launched in 2011 and the *Bullying. No way!* and *Take a Stand Together* websites which were rebuilt and launched in 2012.

## Right to information

14. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/43247

## Recommendation

It is recommended that the Minister:

- **note** the information provided about the 2013 National Day of Action Against Bullying and Violence campaign.

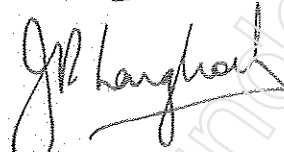
NOTED



**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

27/2/13  
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ENDORSED/NOTED



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
Employment

27/2/13

Minister's comments

Action Officer Regina Walsh Manager SSSC State Schooling Implementation	Action Officer Anna Brazier Director State Schooling Implementation	Endorsed by: ED Chris Brandt Community Engagement and Partnerships	Endorsed by: ADG Mark Campling State Schooling Implementation	Endorsed by: DDG Lyn McKenzie Education Queensland	Endorsed by: A/DG Annette Whitehead DETE
Tel: 323 41676 Mob: Date: 11/02/2013	Tel: 323 70847 Mob: Date: 11/02/2013	Tel: 323 70474 Mob: Date: 11/02/2013	Tel: 323 70121 Mob: Date: 12/02/2013	Tel: 323 70619 Mob: Date: 19/02/2013	Tel: 323 71077 Mob: Date: 21/2/13

Minister's Office File Ref:	
Department File Ref:	13/43265

## Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

**Action required:** With correspondence

**Action required by:** N/A

**Routine:** Information to support correspondence

### SUBJECT: CORRESPONDENCE FROM MR CHRIS NUGENT REGARDING LITERACY TEACHING IN AUSTRALIAN SCHOOLS

#### SUMMARY OF KEY OBJECTIVES

- To provide background information to inform a response to correspondence.

#### KEY ISSUES

1. Mr Nugent has provided to the Minister a revised copy of his book 'Planned Illiteracy in Australia' which includes a 'blueprint for national repair'.
2. Reference is made by Mr Nugent to the recently published Australian results on international literacy assessments.
3. Mr Nugent is of the opinion that:
  - there are three core skills of literacy – alphabetic knowledge (phonics), read aloud skills and spelling;
  - since 1980, English curriculum documents developed in all states and territories have failed to direct teachers to systematically teach and test these three core skills; and
  - the *Australian Curriculum: English* does not direct nor enable teachers to teach or test these three core skills.
4. The Australian Curriculum addresses literacy in two ways: as one of three strands in the English curriculum and as a general capability to be taught in all learning areas. This material sets an expectation that students receive explicit and systematic teaching of literacy across all learning areas from Foundation (Prep) to Year 10.
5. In the *Australian Curriculum: English*, from the Foundation (Prep) Year, students develop sound and letter knowledge (phonics) and this knowledge is assessed in both reading and writing.
6. The Department has developed *Curriculum into the Classroom (C2C)* materials to assist state school implementation of the Australian Curriculum. For English, C2C resources include: *Focus on Phonics* which supports the teaching and assessment of phonics; and resources to support the systematic teaching and assessment of spelling from Prep to Year 10.

#### IMPLICATIONS

7. The Government has committed up to \$26 million over four years to give principals more choice to select tailored literacy and numeracy programs that are matched to the needs of their youngest students, Prep to Year 2, in order to further enhance their literacy and numeracy skills.
8. The Department provides school with the *Literacy and Numeracy Targeted Intervention* grant which provides literacy and/or numeracy intervention for students who require additional support.

Minister's Office File Ref:	
Department File Ref:	13/43265

9. The Department is also trialling the *Early Start* initiative, an optional suite of materials to support state schools with ongoing and consistent school-based monitoring of literacy and numeracy progress across the early years of schooling (P-2).
10. Education Queensland acknowledges that literacy and numeracy are fundamental to successful learning in all learning areas.
11. The Department's publication *United in our pursuit of excellence: Agenda for improvement 2011-2015* outlines the Department's commitment to core learning priorities which include reading, writing including spelling, grammar and punctuation, and numeracy.

## BACKGROUND

12. Over the past two decades Mr Nugent has provided documents to Ministers in each state and territory describing his perceptions of the developing literacy crisis in Australia and the contributing causes.

## RIGHT TO INFORMATION

13. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

## RECOMMENDATION

That the Chief of Staff note the information provided on correspondence from Mr Chris Nugent.

## NOTED



**FIONA CRAWFORD**

Chief of Staff

Office of the Hon John-Paul Langbroek MP

Minister for Education, Training and

Employment

3, 3, 13

☐ Copy to Assistant Minister

## Chief of Staff's comments

Action Officer  
Robyn Rosengrave  
Director, CT&L

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State Schooling  
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Date: 15/02/13

Minister's Office File Ref:	
Department File Ref:	13/46721

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Noting

### Action required by: N/A

**Routine** – Information to support the Minister's meeting with Ms Phia Damsma, Creative Director, Sonokids Australia on 26 March 2013.

## SUBJECT: MINISTERIAL MEETING — SONOKIDS

### Summary of key objectives

- To provide the Minister with background information for his meeting with Ms Phia Damsma, Director of Sonokids Australia.

### Key issues

- Assistive technology has the capacity to significantly enhance the independence, participation and access to the learning environment for students with disability. A wide range of assistive technologies are being used by students with disability in Queensland state schools.
- Sonokids Australia develops computer based, web and sound applications, tools and programs that are fully accessible to all, with a particular focus for people who are blind or who have low vision.
- The Department of Education, Training and Employment is committed to ensuring students with vision impairments are able to access and participate in education on the same basis as their peers.

### Implications

- Parents, teachers and schools are best placed to make choices that respond to students' needs.
- The Department does not endorse or approve individual programs or resources. Individual schools select programs for their school in consultation with the wider community. This ensures that resources/programs meet the specific needs of their students.
- Through the *More Support for Students with Disabilities National Partnership* the Department is delivering strategies to improve the participation, learning experiences and educational outcomes of students with disability.
- Specific resources will be developed and regional delivery teams will provide training, support and professional learning to schools and staff. A key strategy is strengthening the use of assistive technology.
- Through three main projects, teachers will be provided with training to strengthen their skills in the use of assistive technology in the classroom. These projects will be:
  - Digital Literacy: Targeted professional development for teachers to support students with disability to access the Australian Curriculum;
  - Support Teachers - Literacy and Numeracy (STLaNs): A universal assistive technology professional development program for STLaNs to support students with learning disability (including dyslexia); and

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- iii. Assistive Technology in Tablet Devices Professional Development Package: Training to be delivered to DETE teachers jointly with Apple Australia, Spectronics, Learning Development Centre, Learning Innovation Centre, Beyond Chalk and Enabled Information Technology (IT). Specific training in the use of tablet devices to assist curriculum access for student with disability will support the roll out of tablets to special education programs and special schools.
9. Regions and schools provide a continuum of support for students with vision impairment through allocated resources and specialist support personnel, including support through special education programs or advisory visiting teachers with specialist skills in vision impairment and orientation and mobility, as well as support from therapists.
10. Programs and services are also provided for children with vision impairments (from birth to prior to Prep) across early childhood development programs and advisory visiting teachers.
11. The Department also funds additional supports for students with vision impairment such as the:
  - the provision of alternate format materials through the alternate format library; and
  - paediatric low vision clinic which is a wrap-around service that provides a range of specialised vision assessments, support and information to assist students with vision impairment, their families, school staff and specialist support staff.
12. The Non School Organisations Program provides funding to Vision Australia, Guide Dogs Queensland and Queensland Braille Writing Association to provide educational services to eligible students in state and non-state schools and early intervention settings. A total of \$990,817 has been provided to these organisations for the 2013 calendar year.
13. The services and resources are provided in consultation with the school and their specialist support personnel and parents. Support services include specialist equipment for trial purposes, expert adaptive technology training and consultancy, braille books, therapy, orientation and mobility and personal development activities for students.

## Background

14. Sonokids is an international not-for-profit organisation. Like many other resources, the core value underlying Sonokids is that the internet and information technology provide an opportunity for children and young people to participate equally and inclusively, regardless of a disability.
15. Sonokids creates online applications that use universal design and are compatible with magnification and screenreader software and refreshable Braille displays and are fully accessible to users who are blind or vision impaired.
16. Sonokids has a range of products available including the All Abilities ePlayground that was developed by Sonokids for the Gold Coast City Council supported by the Department of Communities, Child Safety and Disability Services.

## Right to information

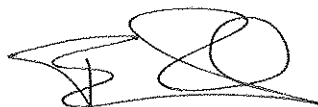
17. I am of the view that the contents or attachments contained in this brief are **suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/46721

## Recommendation

That the Minister **note** the information provided to assist in his meeting with Ms Phia Damsma, Creative Director, Sonokids Australia, on 26 March 2013.

## NOTED

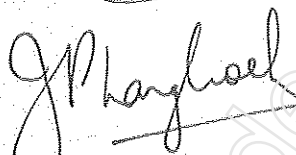


**FIONA CRAWFORD**  
 Chief of Staff  
 Office of the Hon John-Paul Langbroek MP  
 Minister for Education, Training and  
 Employment

19, 3, 13

☐ Copy to Assistant Minister

## APPROVED/NOT APPROVED ENDORSED/NOTED



**JOHN-PAUL LANGBROEK MP**  
 Minister for Education, Training and  
 Employment

19, 3, 13

## Minister's comments

Action Officer  
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 Senior Adviser- Disability  
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 State Schooling Operations  
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Endorsed by:  
 Sharon Mullins  
 Executive Director

State Schooling Strategy  
 and Evaluation  
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 Date: 13/03/2013

Endorsed by:  
 Marg Pethiyagoda  
 ADG

State Schooling Operations  
 and Strategy  
 Tel: 323 70157  
 Date: 13/03/2013

Endorsed by:  
 Annette Whitehead  
 DG

Tel: 323 71077  
 Date: 13/3/13

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Routine - Cessation of consultation on a name change for Toogoolawah SHS**

**SUBJECT: Cessation of Consultation on a Name Change for Toogoolawah State High School**

### Summary of key objectives

- Consultation of Toogoolawah State High School (SHS) on the proposed name change was finalised on 13 February 2013, with community feedback in support of no change to the name of the school.

### Key issues

1. Ms Deb Fecklington MP, Member for Nanango, hosted a public meeting in Toogoolawah on 31 January 2013, following a significant level of communication between various community members and her office.
2. Feedback received during and after this meeting, and other feedback from the school community, overwhelmingly supported the current school name. Ms Stacey Beu, Principal, Toogoolawah State High School, following agreement with the Toogoolawah State School Parents and Citizens' Associations (P&C), announced on 13 February 2013, that the consultation process would cease.
3. Ms Beu relayed this decision to Ms Frecklington and to Ms Deborah Dunstone, Acting Regional Director, Darling Downs and South West Queensland Region on 13 February 2013.
4. Ms Beu advised of this decision in the school newsletter dated 15 February 2013 (**Attachment 1**).

### Implications

5. There are no financial, legal or media implications.

### Background

6. Toogoolawah State High School began a consultation process on a possible name change in July 2012 following an endorsement by the school's P&C (process timelines Ref: 13/52117).

### Right to information

7. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

## Recommendation

That the Minister:

**note** the cessation of consultation on a name change for Toogoolawah State High School.

NOTED

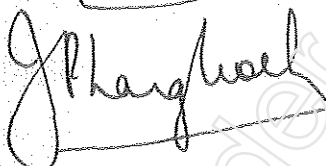


**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

21/5/13

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**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
Employment

21/5/13

## Minister's comments

--

Action Officer Terry Aldridge Principal Advisor Darling Downs & South West Region	Endorsed by: A/RD Deb Dunstone Darling Downs & South West Region	Endorsed by: A/ED Joe Willis Infrastructure Strategy, Research and Performance	Endorsed by: ADG Paul Hobbs Infrastructure Services Branch	Endorsed by: A/DDG Jeff Hunt Corporate Services	Endorsed by: DG Dr Jim Watterston
Tel: 416 29506	Tel: 461 69122 Mob: s.47(3)(b) - Co Date: 07/05/2013	Tel: 323 70950 Mob: s.47(3)(b) - Co Date: 09/05/2013	Tel: 323 70658 Mob: s.47(3)(b) - Co Date: 13/05/2013	Tel: 340 56329 Mob: s.47(3)(b) - Co Date: 13/05/2013	Tel: 323 71070 Mob: s.47(3)(b) - Co Date: 13/05/13

Minister's Office File Ref:	
Department File Ref:	13/47075

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

# URGENT

**Action required:** For Noting and Approval of Approval to Publish of iPad App

**Action required by:** As soon as possible

**Urgent** – *The Allen Adventure* iPad App is being launched as part of the National Day of Action Against Bullying, Friday 15 March 2013.

**SUBJECT: DEVELOPMENT AND RELEASE OF THE ALLEN ADVENTURE IPAD APP TO BE LAUNCHED ON NATIONAL DAY OF ACTION AGAINST BULLYING AND VIOLENCE, FRIDAY 15 MARCH 2013**

### Summary of key objectives

- *The Allen Adventure* is a new iPad App developed by the Safe and Supportive School Communities Working Group (SSSC) to be launched as part of the *National Day of Action Against Bullying and Violence* (NDA), 15 March, 2013.
- *The Allen Adventure* will be supported by new content for young children, parents and educators through the *Bullying. No Way!* website, also being launched on the NDA.
- This brief provides background information to the attached Approval to Publish (**Attachments 1 and 2**) requesting Ministerial approval to publish and release the App.
- As the App is produced by Queensland on behalf of all states and territories, the Minister's approval is sought for the Approval to Publish which includes full storyboards (**Attachment A**) the App icon (**Attachment B**) and the description to be included in the Apple App store (**Attachment C**).
- *The Allen Adventure* iPad App is to be published in the DETE Apple account.

### Key issues

1. The iPad App has been developed through extensive collaboration by the SSSC.
2. A proposal detailing the design features and scope of content for the development of an App was approved by the SSSC in September 2012. In addition, SSSC approved content on a new Young Children's section on the *Bullying. No Way!* website to support the App.
3. A local creative agency, BCM, was commissioned to develop the iPad App through the Department of Premier and Cabinet (DPC) Standing Offer Arrangements for Creative Advertising.
4. The design proposal and outline were approved by SSSC in December 2012, with final endorsement by SSSC in January 2013.
5. Design concepts and the main character were tested through in-house market research with two groups of primary school students in November 2012 with positive results. Further in-house testing with primary school students with the Alpha version of the App took place in early February 2013.

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Department File Ref:	13/47075

URGENT

6. The SSSC project team have worked closely with Community Engagement and Partnerships Branch (CEP) and Web Services and Delivery to ensure delivery and publishing in the DETE Apple Account for release on Friday 15 March 2013.
7. Funding to produce *The Allen Adventure* iPad App and supporting materials for the website is available from Cost Centre 2000238. This funding is part of the SSSC 2012–13 work plan approved by all educational jurisdictions. There is no additional cost to DETE.

### Implications

8. The Minister's office has been previously advised about the 2013 National Day of Action campaign including the development of the iPad App in regular CEP communication meetings.
9. Materials produced by BCM comply under the DPC's Standing Offer Arrangements for Creative Advertising.
10. DETE will legally own the App on behalf of all Australian education jurisdictions, including intellectual property and copyright.
11. *The Allen Adventure* is being produced for iPad only. SSSC agreed to develop an iPad App as the most appropriate platform for the content's strong narrative and engagement activities including suitability for teachers and educators to use in the classroom.

### Background

12. In April 2012, the Standing Committee for School Education and Early Childhood (SCSEEC) endorsed a three year work plan and budget for the SSSC which included the development of a new section of the website featuring an interactive activity for young children and information for parents.
13. As part of the agreed work plan for 2012–13, SSSC identified the need to develop practical materials to help prevent the development of bullying and aggressive behaviour in younger children.
14. Qualitative market research, conducted by TNS in Brisbane in August 2012, provided extensive information about parents' perceptions around bullying and explored suitable engagement activities.
15. The market research indicated that children between 3 and 8 years of age are very intuitive and capable in their use of technology, particularly mobile devices. Parents preferred digital information and activities for their young children to be available on stand-alone devices.
16. The annual National Day of Action Against Bullying and Violence is coordinated by the SSSC, which is chaired by Queensland on behalf of all Australian education jurisdictions.
17. DETE plays a central role in achieving the nationally agreed deliverables of the annual SSSC work plan and in developing and managing the project assets including the *Take a Stand* iPhone app for young people and the *Bullying. No way!* and *Take a Stand Together* websites.

### Right to information

18. I am of the view that the contents or attachments contained in this brief are **not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/47075

## Recommendation

It is recommended that the Minister:

- **note** the background information provided about *The Allen Adventure*;
- **approve** the attached Approval to Publish (**Attachments 1 and 2**) to release the Allen Adventure under DETE's Apple Account on the 2013 National Day of Action Against Bullying and Violence on 15 March.

NOTED

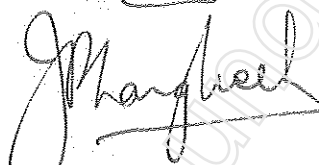


**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and Employment

19/2/13

☐ Copy to Assistant Minister

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



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and Employment

20/2/13

**Minister's comments**

Action Officer: Jane Worrell Manager NDA State Schooling Implementation	Approval: Anna Brazier Director State Schooling Implementation	Endorsed by: Greg Gough Director Web Services Information & Technologies	Endorsed by: ADG Mark Campling State Schooling Implementation	Endorsed by: DDG Lyn McKenzie Education Queensland	Endorsed by: ED Chris Brandt Community Engagement and Partnerships	Endorsed by: A/DG Annette Whitehead DETE
Tel: 323 70325 Mob: Date: 11/02/2013	Tel: 323 70847 Mob: Date: 12/02/2013	Tel: 3421 6360 Mob: Date: 13/02/2013	Tel: 323 70121 Mob: Date: 13/02/13	Tel: 323 70619 Mob: Date: / /	Tel: 323 70474 Mob: Date: 18/2/2013	Tel: 323 71077 Mob: Date: 18/2/13



Minister's Office File Ref:	
Department File Ref:	13/47427

## Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

**Action required: With Correspondence**

**Action required by: N/A**

**Routine** – Request for sponsorship for joint national conference

**SUBJECT: REQUEST FOR SPONSORSHIP FOR JOINT NATIONAL CONFERENCE - AUSTRALIAN ASSOCIATION FOR THE TEACHING OF ENGLISH (AATE) AND AUSTRALIAN LITERACY EDUCATORS ASSOCIATION (ALEA).**

### Summary of key objectives

- Sponsorship has been requested for a joint national conference of the AATE and ALEA to be held from 4 to 7 July 2013 in Queensland.
- The sponsorship request has been declined as budget and resources are fully committed at this time.

### Key issues

1. The AATE and ALEA joint national conference will make a valuable contribution to the professional learning of Queensland teachers of English and literacy.

### Implications

2. Education Queensland will promote the event through the Department's electronic communication channels on OnePortal's Bulletin Board and through *Schools Update*.

### Background

3. A joint national conference of the AATE and ALEA will be held from 4 to 7 July 2013 in Queensland at the Kelvin Grove campus of the Queensland University of Technology.
4. The theme of the conference is "Brave new world: English and literacy teaching for the 21<sup>st</sup> century".
5. On past occasions the Department has provided sponsorship funding to this event when the conferences have been held in Queensland.
6. These two organisations, AATE and ALEA provide regular support to their members, in professional development opportunities such as conferences, publications and meetings. A joint national conference attracts international and Australian academics. The conference program provides a variety of sessions that will support professional development in English and literacy for Queensland teachers.

### Right to information

7. I am of the view that the contents or attachments contained in this brief are **not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/47427

**Recommendation**

That the Chief of Staff

**Note** the information related to the joint national conference of the AATE and ALEA.

**NOTED**



**FIONA CRAWFORD**

**Chief of Staff**

**Office of the Hon John-Paul Langbroek MP**

**Minister for Education, Training and Employment**

26 1 21 13

☐ Copy to Assistant Minister

**Chief of Staff's comments**

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Date: 23/2/13

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Date: 14/2/13

Endorsed by:  
ADG  
Marg Pethiyagoda  
SSOS  
Tel: 3237 0157  
Date: 15/2/13

Minister's Office File Ref:	
Department File Ref:	13/52563

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Noting

#### Action required by:

**Routine** – The Minister is meeting with Mr Rod Fiedler, Chief Executive Officer, Mr Lachlan Sherrington, Program Coordinator and Mr Robert Osmotherly, Board Chairperson, Police Citizenship Youth Club (PCYC) on 21 March 2013.

### SUBJECT: QUEENSLAND POLICE-CITIZENS YOUTH CLUBS BRAKING THE CYCLE PROGRAM

#### Summary of key objectives

- To provide the Minister with information to support his meeting with Police-Citizens Youth Clubs Queensland (PCYC QLD) regarding ways to sustain their *Braking the Cycle* program after 30 June 2013.

#### Key issues

- Braking the Cycle* assists disadvantaged young people without access to a vehicle to complete their mandatory log book hours as part of the process to obtain a provisional licence.
- This program has no direct alignment with provision of the school curriculum.
- The Department has received requests for support and funding of a number of extra-curricular road safety programs, which have been declined.
- The Department's approach to road safety education focuses on attitudinal change, rather than on the acquisition of driving skills. This is identified as best practice by the Department of Transport and Main Roads (*Literature Review: Driver education for senior school students (Years 10-12) and young novice drivers* 2009).
- PCYC QLD is seeking funding for the *Braking the Cycle* program after 30 June 2013.

#### Implications

- At this time there is no funding from within the Department available to support the *Braking the Cycle* program.

#### Background

##### *Braking the Cycle*

- Braking the Cycle* is a community-based program developed to provide assistance to disadvantaged young people, aged between 16 and 25 across the Ipswich and Logan regions, who face significant barriers in completing their mandatory 100 hours of driving experience.
- The program has assisted over 150 young people through a total of 1332 driving hours, 19 licenses and eight employment or study outcomes.
- The program uses the support of volunteer mentors and has partnerships with Ipswich Central Motors and the Bluelight Foundation for the purchase and running cost of three vehicles.

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10. The program was recently successful at the Australian Road Safety Awards — winning the community category and overall national Caltex grant.

#### **Departmental road safety education**

11. The Department takes seriously its responsibility to provide students with the necessary knowledge, skills and attitudes to enhance their safety within the community.
12. Due to the age of the majority of students in state schools, the Department focuses on road safety as part of the curriculum, more than on driver education.
13. The Department has partnered with the Department of Transport and Main Roads in the development of resources to support road safety education in schools. These include:
  - *A guide to evaluating road safety education programs for young adults* which assists providers of road safety education programs to review the effectiveness of their existing programs.
  - The *Young Driver Road Safety Education Program* (yet to be published) equips young people aged 15-18 years with knowledge and a range of strategies to make safer decisions as road users and young drivers.
14. Best practice road safety education for young novice drivers focuses on attitudinal change, not on the acquisition of driving skills. For example, changing the perception that risky behaviour is desirable and 'safe'; and the perception that impulsive and aggressive driving is acceptable.
15. Research suggests that encouraging students to obtain their provisional driver licence earlier than they might otherwise can lead to an increase in crash rates; and an emphasis on vehicle control skills can lead to overconfidence and risk-taking by students, as they believe their driving skills are stronger than they really are. (Literature Review: *Driver education for senior school students (Years 10-12) and young novice drivers*, Department of Transport and Main Roads 2009).
16. Schools can use a variety of extra-curricular road safety and driver education programs such as BRAKE (*Behaviour, Risk, Attitude, Knowledge and Education*) and the PCYC *Braking the Cycle* program to complement their educational programs.

#### **Right to information**

17. I am of the view that the contents or attachments contained in this brief are **suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/52563

**Recommendation**

That the Minister

**note** the information provided to support his meeting with the PCYC regarding the *Braking the Cycle* program.

**NOTED**

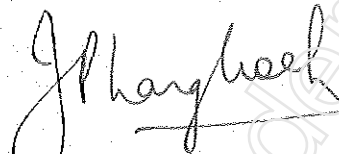
**FIONA CRAWFORD****Chief of Staff**

**Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment**

13 / 3 / 13

☐ Copy to Assistant Minister

**APPROVED/NOT APPROVED  
ENDORSED/NOTED**


**JOHN-PAUL LANGBROEK MP**

**Minister for Education, Training and  
Employment**

14 / 3 / 13

**Minister's comments**

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Marg Pethiyagoda  
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Date: 12/3/13



Minister's Office File Ref:	
Department File Ref:	13/052981

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Urgent – Information to support meeting at Geham State School on 22 February 2013**

**SUBJECT: Geham State School – Public Carparking**

### Summary of key objectives

- The Geham State School Parents and Citizens Association (P&C) wish to establish a permanent public carpark within the current school grounds.

### Key issues

1. The P&C wish to formalize the current temporary public parental carpark arrangements which are in place at Geham State School.
2. Public carpark provision is normally considered as a Department of Transport and Main Roads (DMR) or local authority issue and as such the Department of Education, Training and Employment (DETE) does not normally provide land as part of the department's asset base for the purposes of constructing carparking other than for the purposes of staff and official visitors.
3. Previously where schools have available land, it has been DETE policy to excise a parcel of land to the local authority for the provision of public carparking. This is generally considered as DETE's contribution to the capital project, with the local authority sourcing funds to complete the balance of the construction (usually via the SafeST Program).

### Implications

4. A change to the current policy/process as detailed above, may have statewide cost implications.

### Background

5. Approximately ten years ago, a proposal was put to the former Crows Nest Shire Council by the Geham State School P&C around the need for a car park at Geham State School.
6. At the time, Crows Nest Shire Council indicated that in future years, they would apply for SafeST funding to assist with the construction of a permanent car park. The plan would have been for this car park to be on excised school grounds. The excised portion of land would no longer be 'owned' by Education Queensland but by the local authority.
7. While it is not departmental policy to allow for parental carparking in school grounds, based on the commitment of the Crows Nest Shire Council to advance the permanent carpark solution, Education Queensland allowed the P&C to develop a temporary off-street parental carpark. This was to assist the school in the safe parental drop-off of children because of the proximity to the New England Highway.

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8. Since the council amalgamations, the school, P&C and DETE Regional Office staff have met with a representative of Toowoomba Regional Council to discuss the advancement of the car park concept.
9. While being sympathetic to the need, the Toowoomba Regional Council representative did advise that Toowoomba Regional Council had other priorities higher than the Geham State School issue and while acknowledging the need for safe parental carparking, the Toowoomba Regional Council representative didn't commit towards advancing the application for funding assistance.
10. The school, P&C and DETE Regional Officer then met to discuss planning options. The school and P&C advised that one of the highest priorities regarding the car park (other than the current maintenance condition) was the conduct of parent/caregivers while accessing, driving, parking and exiting the car park.
11. DETE regionally funded a designer to develop a concept plan of how the layout of the car park might be amended to look and function better, with a focus on pedestrian safety as well as safe vehicle movement.
12. The school P&C have had a working party looking at the entire issue from access, maintenance, re-design and continuing discussions with Toowoomba Regional Council. The solutions at Taabinga State School and at Highfields State School for public carparking are examples of what Geham State School P&C would like to emulate.
13. The region is also represented on a School Safe Committee instigated by the Toowoomba Regional Council. This committee reviews all school based applications for carparking alterations to schools within the Toowoomba Regional Council area.

#### Right to information

14. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/052981

**Recommendation**

That the Minister

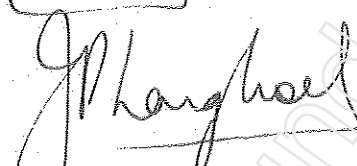
**Endorse** further negotiations between relevant school and DETE stakeholders, TMR and Toowoomba Regional Council representatives regarding the provision of public carparking at Geham State School.

**NOTED**


**FIONA CRAWFORD**  
 Chief of Staff  
 Office of the Hon John-Paul Langbroek MP  
 Minister for Education, Training and Employment

21/2/13  
☐ Copy to Assistant Minister

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



**JOHN-PAUL LANGBROEK MP**  
 Minister for Education, Training and Employment

21/2/13

**Minister's comments**

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 Account Manager  
 Darling Downs South West Region  
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Endorsed by:  
 Deb Dunstone  
 Regional Director  
 Darling Downs South West Region  
 Tel: 46169122  
 Mob:  
 Date: 18/2/2013

Endorsed by:  
 Annette Whitehead  
 A/Director-General

Tel: 3237 1070

Date: 19/2/13

Minister's Office File Ref:	
Department File Ref:	13/56627

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Routine** – To support a Minister's meeting with the Australian Curriculum Assessment and Reporting Authority (ACARA) on 19 March 2013.

**SUBJECT: ACARA'S COLLABORATIVE WORK WITH STATES AND TERRITORIES ON CURRICULUM, ASSESSMENT AND REPORTING INITIATIVES AND QUEENSLAND'S VISION IN RELATION TO SCHOOL IMPROVEMENT**

### Summary of key objectives

- To provide the Minister with information for his meeting with Mr Barry McGaw, Chair, ACARA and Mr Robert Randall, Chief Executive Officer on 19 March 2013 regarding:
  - collaborative work with states and territories on curriculum, assessment and reporting initiatives
  - the Minister's vision for Queensland in relation to school improvement; in particular literacy and numeracy programs in Queensland schools.

### Key issues

#### **Australian Curriculum implementation**

1. Queensland implementation of senior secondary Australian Curriculum is under consideration. The Queensland Studies Authority (QSA) is consulting with schooling sectors on the nature of Queensland syllabuses based on the Australian Curriculum, the development process, and timing of school implementation.
2. Queensland schools are implementing Phase 1 of the F–10 Australian Curriculum.
3. The Queensland implementation schedule for Phases 2 and 3 F–10 Australian Curriculum is now under review as a result of the delayed release of Geography.
4. To support schools to implement the Australian Curriculum, QSA provides all Queensland schools with advice and professional development.
5. Education Queensland has developed the *Curriculum into the Classroom* (C2C) materials to provide state schools with comprehensive planning examples. These include classroom resources and support for multi-age classes and students with disability. The C2C materials are delivered on Education Queensland's information management system (OneSchool) — allowing schools to integrate online planning, assessment and reporting.
6. The *P–12 Curriculum Assessment and Reporting Framework* outlines the requirements for state Schools in implementing the Australian Curriculum.

#### **Literacy and numeracy and school improvement programs in Queensland**

7. The Government is committed to making Queensland one of Australia's leading states in literacy and numeracy achievement.
8. *United in our pursuit of excellence*, Education Queensland's improvement agenda clearly identifies reading, writing and numeracy as priority areas. Specific strategies to support this improvement include the following:

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Department File Ref:	13/56627

### ***Literacy and numeracy in the early years***

9. The importance of building the foundational literacy and numeracy skills in the early years of schooling is recognised through:
  - *Getting the Basics Right – Literacy and Numeracy* grant: up to \$26 million over four years is being provided to state primary schools so they can tailor literacy and numeracy programs to the specific needs of their students and school communities.
  - Increasing the number of teacher aides for Prep classrooms
  - The new *Early Start* initiative, which supports school-based monitoring of literacy and numeracy progress across Prep to Year 2. *Early Start* materials are being trialled in 104 state schools across all regions during 2013–2014.

### ***Literacy and numeracy programs — targeted at a local level***

10. \$23.7 million is provided through the *Literacy and Numeracy Targeted Intervention* grant for literacy and numeracy intervention strategies designed to improve the learning outcomes for all state school students.

### ***High quality literacy and numeracy instruction***

11. Education Queensland has developed a *Pedagogical Framework* to guide schools as they enact a site specific pedagogical framework to ensure high quality teaching focused on the achievement of every student.
12. This acknowledges the evidence that quality teaching — implemented with consistency across a school setting and supported by instructional leadership — improves student performance and develops successful learners.
13. Education Queensland's *Teaching and Learning Audits* are conducted in every state school to provide quality feedback across eight key aspects of teaching and learning. Schools use this feedback to inform school planning processes.

### ***National Partnership***

14. The Premier has recently signed the new *Improving Literacy and Numeracy National Partnership* (ILN NP). Queensland funding for the new ILN NP for all three schooling sectors is \$60.6 million across the 2012–13 and 2013–14 financial years.
15. Across the three schooling sectors, Queensland aims to achieve the objectives of the ILN NP by building on the significant improvements achieved through the (expiring) Literacy and Numeracy National Partnership.
16. Queensland remains in the forefront of implementation of the Australian Curriculum.
17. Queensland will continue its focus on literacy and numeracy to support improved student achievement.

### ***ACARA Board Representation***

18. The current Queensland representative on the ACARA Board is Ms Lesley Englert. As the QSA now has a permanent CEO it may be timely to reconsider Queensland's representative to the Board.
19. Ms Englert has requested a meeting with the Minister.
20. The Department considers that it would be appropriate for Ms Englert and Mr Bob McHugh, Chair of the QSA, to attend the 19 March meeting between the Minister and ACARA.

### ***Implications***

21. There are no implications.

Minister's Office File Ref:	
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## Background

22. In December 2012, the Standing Council on School Education and Early Childhood (SCSEEC) agreed that ACARA:
- report to SCSEEC on state processes and timelines for integration of the Australian Curriculum content and achievement standards into state courses; and for implementation of the new courses; and
  - work with states and territories to develop a work plan for the development of further senior secondary curriculum.
23. On 18 February 2013, the QSA Chief Executive Officer met with ACARA Chief Executive Officer to discuss implications of the December 2012 SCSEEC decision. QSA advice to ACARA was that it is too early to give any indication of a timeline for implementation in Queensland.
24. No state or territory jurisdiction has yet formalised dates for implementation of the senior secondary Australian Curriculum.

## Right to information

25. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Minister's Office File Ref:

Department File Ref:

13/56627

**Recommendation**

That the Minister

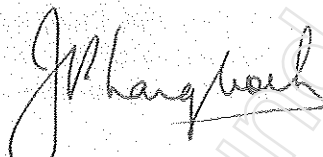
**Note** the information provided to support his meeting with ACARA representatives on 19 March 2013.

**Consider** inviting Ms Lesley Englert, Queensland's ACARA Board member, and Mr Bob McHugh, Chair of the Queensland Studies Authority, to this meeting.

**NOTED**

**FIONA CRAWFORD****Chief of Staff****Office of the Hon John-Paul Langbroek MP****Minister for Education, Training and Employment**

13/3/13

☐ Copy to Assistant Minister**APPROVED/NOT APPROVED  
ENDORSED/NOTED**

**JOHN-PAUL LANGBROEK MP****Minister for Education, Training and Employment**

14/3/13

**Minister's comments**

Please invite Ms Englert & Mr McHugh.

Action Officer	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:
Betty Baram	Director	ED	ADG	ADG	A/DG
Manager	Robyn	Sharon Mullins	Mark Campling	Marg Pethiyagoda	Annette Whitehead
CT&L	Rosengrave	SSSE	SSI	SSOS	
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	Date: 04/03/2013	Date: 6/3/202013	Date 8/3/2013	Date: 08/03/2013	Date: 12/3/13

Minister's Office File Ref:	
Department File Ref:	13/56642

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Noting

### Action required by: N/A

**Routine:** Background information to support the Minister's meeting with Mr Eric Brown, author of *A Guide To Teaching Athletics In The School Curriculum* on 13 March 2013.

### SUBJECT: MEETING WITH MR ERIC BROWN

#### Summary of key objectives

- The Minister is meeting Mr Eric Brown, author of *A Guide To Teaching Athletics In The School Curriculum* to discuss his book and its potential for Queensland schools.

#### Key issues

- Mr Brown has provided a brochure about his book which covers a range of topics related to the coaching of track and field events. The book is scheduled to be launched on 8 March 2013.
- The topics covered by Mr Brown's book would seem to have relevance to the curriculum area of Health and Physical Education, as well as to coaching of track and field events in the context of inter-school and representative sports.
- The Department of Education, Training and Employment (DETE) does not mandate or endorse particular curriculum resources. The selection of curriculum resources is made by individual schools based on the needs of their students and their implementation of curriculum.

#### Implications

- Mr Brown should be encouraged to approach schools directly in relation to the marketing of his book. A full list of schools can be found in the Schools Directory at <http://education.qld.gov.au/directory/schools/>.
- Mr Brown is also able to advertise in *Education Views*, the department's regular e-magazine which is accessible to all DETE staff.
- More information about advertising in *Education Views* can be found at **Attachment 1**.

#### Background

- Mr Brown is a constituent of the Treasurer and state member for Clayfield, the Honourable Tim Nicholls MP.

#### Right to information

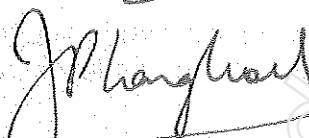
- I am of the view that the contents or attachments contained in this brief are **suitable**.

Minister's Office File Ref:	
Department File Ref:	13/56642

**Recommendation**

That the Minister

**Note** the information provided to support his meeting with Mr Eric Brown.**NOTED****APPROVED/NOT APPROVED  
ENDORSED/NOTED**

**FIONA CRAWFORD****Chief of Staff****Office of the Hon John-Paul Langbroek MP****Minister for Education, Training and  
Employment**

**JOHN-PAUL LANGBROEK MP****Minister for Education, Training and  
Employment**

1 1 3 1 1 3

☐ Copy to Assistant Minister

513 113

**Minister's comments**

--

Action Officer  
Andrew DalglieshEndorsed by:  
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David ManttanEndorsed by:  
ADG SSI  
Mark CamplingEndorsed by:  
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Annette Whitehead

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Date: 21/02/2013Tel: 323 70121  
Date: 22/02/2013Tel: 323 71070  
Date: 27/2/13

Minister's Office File Ref:	
Department File Ref:	13/6/5409

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Urgent** – Background information to support Minister's meeting on 6 March 2013

**SUBJECT: MEETING WITH DR CHRIS DAVIS MP, ASSISTANT MINISTER FOR HEALTH AND MEMBER FOR STAFFORD REGARDING WILSTON GRANGE FOOTBALL CLUB – STAFFORD STATE SCHOOL LIGHTING PROPOSAL**

### Summary of key objectives

- The Minister has asked for background information for his meeting with Dr Chris Davis MP, Assistant Minister for Health and Member for Stafford, regarding the Wilston Grange Junior Australian Football Club's (WGJAFC) proposal to install lighting on the Stafford State School oval.

### Key issues

- In June 2011, WGJAFC were successful in obtaining funding through grants from the Brisbane City Council and the Sport and Recreation Services (now part of the Department of National Parks, Recreation, Sport and Racing) to develop a proposed project to install lighting on the Stafford State School oval.
- WGJAFC, the school and the Parents and Citizens Association (P&C) proceeded with the proposal, subject to the provision of satisfactory design plans for the lighting proposal.
- Sch. 3(7)
- On 12 November 2012, WGJAFC presented its final design plans to the school. However, these plans were different to the plans originally provided to the school in June 2011 and distributed to the community during the community consultation phase.
- After reviewing the final plans and proposal, the P&C withdrew its support for the project on 26 November 2012. According to the P&C's letter, the action to withdraw was a result of the concern that the proposed infrastructure changes to the school's oval would have a detrimental effect on the school, its students and the Stafford community.
- The Principal of the school supports the P&C decision. The Principal and the P&C President sent a letter to Mr Rod Fidler confirming this decision on 6 December 2012. (Ref: 12/471539)
- Although unwilling to enter into a formal agreement to install lighting on the school's oval, the school and the P&C are still committed to offering the WGJAFC use of the school's oval after school hours (not including weekends) in conjunction with current users. WGJAFC is dissatisfied with the school's decision to withdraw support for their project and is seeking a reversal in the decision.
- Ms Vicki Wilson, Principal Advisor, Sport and Recreation Services, has also expressed her disappointment with this decision.

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Department File Ref:	13/625409

9. A representative from the Metropolitan Region has contacted Mr Rod Fidler, President, WGJAFc to discuss his concerns. Mr Fidler has indicated his dissatisfaction with the school's decision and requested to be notified of the reasons for withdrawal of in-principle support for the project.

10. Sch. 3(7)

11. Stafford State School recently invited Dr Davis to the school to discuss the proposal and the school's reasons for withdrawing support. At this meeting, Dr Davis indicated his agreement with the school's decision.

12. Ms Fiona King, Councillor for Marchant Ward, has provided a letter to the school in support of the school's decision to withdraw from the WGJAFc proposal on the basis that the project is not of benefit to the local community (Ref: 12/470774).

13. A representative from the Metropolitan Region identified Mitchelton State High School as a possible suitable alternative location for a Joint Development Agreement with the WGJAFc. This alternative location has been agreed to by Regional Facilities staff and school staff. Mr Fidler indicated that he will put the proposal forward to other members of the club and inform the Department of their intentions in due course.

### Implications

14. Sch. 3(7)

15.

16.

17.

18.

19. There is a high risk that Mr Fidler may notify the media.

### Background

20. In 2010, the BINSK Group, a group of inner North Brisbane sporting organisations led by WGJAFc, made a proposal to the Stafford State School to enter into an agreement for the ongoing use of its oval.

21. This initial proposal was made by the BINSK Group on behalf of the WGJAFc to provide oval lighting only to the school. No grant funding was obtained at this time.

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22. While the school gave in-principle agreement to a proposal subject to the proposal being further developed, it was made clear to the BINS Group that if grant funding was obtained for the lighting project, then design plans would need to be finalised and a comprehensive community consultation process undertaken prior to entering into a formal agreement with the school.
23. While the BINS Group initially approached the school to develop this proposal, WGJAF underook the grant application in its own name.
24. During May 2011, the school's P&C drafted a letter of support aimed at assisting the WGJAF with its grant applications. This letter was signed and provided prior to the full details of the proposed project being agreed upon.
25. In late 2011, the school undertook a consultation process with the community. A number of local residents lodged their concern with, and opposition to, the proposal to erect lights on the school's oval.
26. Residents identified the following concerns:
  - a major increase in the amount of traffic using the roads in and around residents' homes;
  - an increase in the number of cars parked around the residents' homes;
  - an increase in the number of people using the oval resulting in increased noise day and night;
  - an increase in the noise from motor vehicles around the residents' homes;
  - a major increase in the amount of pedestrian traffic in and around residents' homes;
  - lighting from the school's oval spilling onto the residents' homes; and
  - environmental issues resulting from the proximity of the school oval to Hickey Park which is home to mammals, reptiles and birds.
27. While these complaints were addressed at the time by the school and WGJAF, particular residents continue to oppose this proposal and have sought legal advice in an attempt to stop the lighting being installed.

#### Right to information


28. I am of the view that the contents or attachments contained in this brief are not suitable for publication.

Minister's Office File Ref:	
Department File Ref:	13/625409

**Recommendation**

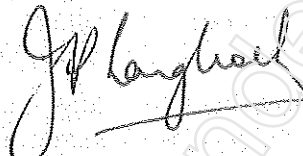
That the Minister

**Note** the information contained in this brief for his meeting with Dr Chris Davis on 6 March 2013.

**NOTED**

**FIONA CRAWFORD****Chief of Staff**

**Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment**

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☐ Copy to Assistant Minister**APPROVED/NOT APPROVED  
ENDORSED/NOTED**

**JOHN-PAUL LANGBROEK MP**

**Minister for Education, Training and  
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**Minister's comments**

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Date: 4/3/2013

Minister's Office File Ref:	
Department File Ref:	TRIM 13/63868

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Noting

### Action required by: N/A

**Routine** – Background information to support the Minister's meeting with Professor Ben Levin on 4 March 2013.

**SUBJECT:** Meeting with Professor Ben Levin on Monday 4 March 2013.

### Summary of key objectives

- The Minister is scheduled to meet with Professor Ben Levin, Principals' Conference keynote speaker, Ms Annette Whitehead, Acting Director-General, and Ms Lyn McKenzie, Deputy Director-General, Education Queensland, on 4 March 2013 at 1.00pm.
- The meeting will provide an opportunity for the Minister to speak with Professor Levin in a more in-depth manner following the 2013 Principals' Conference.
- A key topic of discussion will be the progress of the department's *United in our pursuit of excellence* agenda for improvement for Queensland state schools since its launch at the inaugural Principals' Conference in 2011.
- The meeting also provides an opportunity to discuss Professor Levin's 2013 Principals' Conference keynote presentation, "Keeping the focus: How do principals organise their work so that they have the time to do the things that really matter?"

### Key issues

1. Professor Levin is Canada Research Chair in Education Leadership and Policy at the Ontario Institute for Studies in Education, University of Toronto.
2. He has previously served as Deputy Minister (chief civil servant) for Education for the Province of Ontario and Deputy Minister of Advanced Education and Deputy Minister of Education, Training and Youth for the Province of Manitoba, Canada.
3. In 2011, the Department of Education, Training and Employment engaged Professor Levin and Professor Michael Fullan (Professor Emeritus of the Ontario Institute for Studies in Education of the University of Toronto) to undertake a Systems Review of the state schooling system in Queensland.
4. Based on their work with education systems across the world, of what high performing education systems look like and effective ways of driving systems reform, they:
  - undertook a review of key directions being taken by Education Queensland;
  - provided workshops and conferences with educational leaders to explore key aspects of instructional leadership and the effective use of data to inform practice; and
  - provided strategic feedback on *United in our pursuit of excellence*.
5. The systems review commended Education Queensland for the development of clear messages, valuable tools and strong stakeholder relationships to pursue the school improvement agenda.
6. Ongoing discussions have been occurring with Professor Levin throughout 2012 and 2013 with the goal of ensuring that Education Queensland's key policy directions remain aligned with international best practice on school improvement.

Minister's Office File Ref:	
Department File Ref:	TRIM 13/63868

### Implications

7. There are no financial, legal or media implications.

### Background

8. The 2013 Principals' Conference is being held on 28 February and 1 March 2013 at the Brisbane Convention and Exhibition Centre, South Brisbane.
9. The biennial conference is for all state school principals and selected senior departmental officers. It provides a strategic forum to discuss and progress the future direction of Queensland state schooling.
10. Professor Levin will deliver a keynote presentation at the conference.

### Right to information

11. I am of the view that the contents or attachments contained in this brief are **suitable** for publication.

### Recommendation

That the Minister **note** the information to support the Minister's meeting with Professor Levin on 4 March 2013.

### NOTED

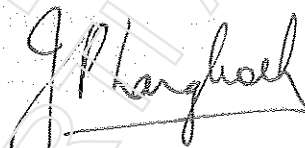
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ENDORSED/NOTED



**FIONA CRAWFORD**  
Chief of Staff  
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3, 3, 13

☐ Copy to Assistant Minister



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
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### Minister's comments

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Minister's Office File Ref:	
Department File Ref:	13/62534

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

<b>Action required: For Approval</b>
<b>Action required by:</b> As soon as possible
<b>Routine:</b> Minister's approval of the School Council Code of Conduct

### SUBJECT: CODES OF CONDUCT FOR SCHOOL COUNCILS AND PARENTS AND CITIZENS' ASSOCIATIONS

#### Summary of key objectives

- A Code of Conduct for School Councils (**Attachment 1**) has been developed in accordance with the *Public Sector Ethics Act 1994* (PSEA) and the *Education (General Provisions) Act 2006* (EGPA).
- The Minister's approval of the Code of Conduct is sought.
- The Code of Conduct is required to be implemented as soon as possible. While Education Queensland employees are bound by the *Code of Conduct for the Queensland Public Service*, Independent Public Schools are constituting school councils without an approved Code of Conduct as required under section 107 (3) of the EGPA.

#### Key issues

1. School Councils established under Chapter 6 of the EGPA are public sector entities for the purposes of the PSEA.
2. Section 17 of the PSEA stipulates that the responsible authority for a public sector entity may approve a Code of Conduct, prepared in accordance with s.15 of the PSEA. The Minister is the responsible authority for state school councils in Queensland.
3. Pursuant to s.17(2) of the PSEA, the Minister can approve this Code of Conduct only if it is accompanied by a written statement by the Director-General, outlining:
  - a. the nature and extent of the consultations that took place during the preparation of the Code; and
  - b. the outcome of the consultations.
4. This written statement is provided in the 'consultation' section of this brief.
5. The Code is of no effect until approved by the Minister. Once approved, the Code will bind all members of school councils.

#### Implications

6. If a breach of a school council Code of Conduct occurs, members – apart from school staff – cannot be disciplined under the Public Service Act, but individuals may have appropriate sanctions imposed such as the issuing of a formal or informal warning and removal from council membership.

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## Consultation

### *Public officials*

7. P&Cs Qld, as the most relevant representative parent body, was consulted in November 2012 regarding the draft school council Code of Conduct, with no arising issues.

### *Industrial organisations*

8. The Queensland Teachers' Union (QTU) and United Voice, as representative industrial organisations representing teaching and non-teaching staff were consulted on December 2012.
9. The QTU raised some concerns regarding the application of the Code of Conduct, the enforceability of the Code and potential consequences for employees and non-public sector employees, and confidentiality.
10. While United Voice were broadly happy with the Code, they supported the QTU's concerns.
11. A meeting was convened on 25 February 2013 with QTU and United Voice representatives to discuss the issues. There was an agreement to progress the Code of Conduct and to work together on developing potential scenarios for inclusion in training provided to schools regarding their school councils.
12. The Department also committed to ensuring the Code of Conduct will be distributed to all existing school councils following Ministerial approval.

### *Other appropriate entities*

13. The Queensland Association of State School Principals and the Queensland Secondary Principals' Association were consulted in November 2012 and expressed support for the conciseness of the document.
14. The Principals of the first 26 Independent Public Schools were consulted on the draft Code of Conduct, with no issues raised.

## Background

15. The requirements for consultation in preparation of the Code of Conduct by the Chief Executive are set out in s.16 PSEA, namely that the Chief Executive must ensure that reasonable steps are taken to consult about the Code with:
  - a. the public officials to whom the Code is to apply;
  - b. industrial organisations representing the interests of any of the officials; and
  - c. any other appropriate entities representing the interests of any of the officials.
16. In the development of the school council procedure and model constitution for use by Independent Public Schools, the Department has developed a Code of Conduct for school councils, based on the ethics principles of the whole-of-Government Code of Conduct introduced for the Queensland Public Service effective 1 January 2011.

## Right to information

17. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

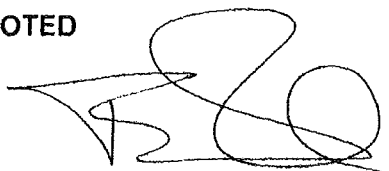
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Department File Ref:	13/62534

## Recommendation

It is recommended that the Minister:

- approve the School Council Code of Conduct.

NOTED



**FIONA CRAWFORD**  
**Chief of Staff**  
**Office of the Hon John-Paul Langbroek MP**  
**Minister for Education, Training**  
**and Employment**

21/3/13

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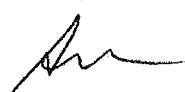
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 ENDORSED/NOTED



**JOHN-PAUL LANGBROEK MP**  
**Minister for Education, Training**  
**and Employment**

21/3/13

## Minister's comments

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School Administration and Resourcing, State Schooling Operations and Strategy	School Administration and Resourcing, State Schooling Operations and Strategy	State Schooling Operations and Strategy	State Schooling Implementation	Education Queensland	Department of Education and Training 
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	Date: 26/02/2013	Date: 27/02/2013	Date: 18/03/2013	Date: 18/03/2013	Date: 22/3/13

Minister's Office File Ref:	
Department File Ref:	13/67381

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: Noting**

**Action required by: N/A**

**Urgent** – Background information to support the Minister's meeting with the Australian Council for Education Leaders (ACEL) on 5 March 2013 at 5.00pm.

### SUBJECT: AUSTRALIAN COUNCIL FOR EDUCATION LEADERS

#### Summary of key objectives

- To provide the Minister with information for his meeting with Dr Joan Conway, ACEL Committee Chair Qld; Mr Norm Hunter, ACEL VP Qld; and Ms Helen Starr, ACEL President Qld and Director, National.

#### Key issues

1. The Australian Council for Education Leaders Queensland is keen to establish an ongoing partnership with the Department of Education, Training and Employment.
2. As outlined by ACEL, focus discussion points for the Minister's meeting include:
  - a) Advocacy for the profession.
    - The Department currently works with all teacher and school leader professional associations on an as required basis.
  - b) Promotion of school leadership as the key to school improvement, through a major focus of government policy.
    - The Department agrees that strong school leadership is integral to improving learning outcomes and building a culture of ongoing improvement across Queensland schools.
    - A key pillar of Education Queensland's *United in our pursuit of excellence* agenda for improvement is 'principal leadership and school capability' – Instructional leadership, with an unrelenting focus on improvement.
    - The Department has a range of frameworks to support and enhance Queensland state school principal leadership and capability, including Developing Performance Framework; Differentiated Supervision; Capability and Leadership Development; and Take the Lead.
  - c) Promoting and sponsoring leadership development in education, including with Aboriginal and Torres Strait Islander and Papua New Guinea educators.
    - While the Department does not mandate, endorse, or approve individual programs, officers interact with a range of professional associations to:
      - provide access to communication channels;
      - discuss common goals; and
      - share information about departmental initiatives.
    - Due to the range of cost-saving measures that have been put in place by the Department as part of the Queensland Government's strategy to reduce costs in the public sector, there are limited funds available for sponsorship at this time.

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3. Mr Mark Campling, Assistant Director-General, State Schooling Implementation has previously met with ACEL national representatives to discuss the use of ACEL programs.
4. The Department is happy to further discuss with ACEL options for working together to develop leadership capabilities.

### Background

5. ACEL is a not-for-profit learning organisation that provides resources and experiences for its more than 7,000 members and affiliates across the Asia-Pacific region.
6. ACEL supports the enhancement of leadership capabilities nationwide through its academically accredited learning activities, international conferences, publications, online programs and networking forums, to meet the challenges of the 21<sup>st</sup> Century educational age.
7. ACEL is a national professional association with officers and employees of state and non-state sectors holding membership.
8. ACEL actively supports the development of leadership capabilities across Australia through its national and branch initiated professional learning activities, international conferences, publications, online programs, and other partnership initiatives in leadership development. Access to these leadership-focused opportunities is available for classroom to system leaders.
9. ACEL membership is predominately non-state educators. Membership by Education Queensland employees has declined in recent years due to schools no longer funding ACEL membership.

### Right to information

10. I am of the view that the contents or attachments contained in this brief are **suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/67381

**Recommendation**

That the Minister

**note** the information for his meeting with ACEL representatives on 5 March 2013.

**NOTED**


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

**FIONA CRAWFORD****Chief of Staff**

**Office of the Hon John-Paul Langbroek MP**  
**Minister for Education, Training and**  
**Employment**

**JOHN-PAUL LANGBROEK MP**

**Minister for Education, Training and**  
**Employment**

6 / 3 / 13

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**Minister's comments**

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Date: 5/3/13

Minister's Office File Ref:	
Department File Ref:	13/90765

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For noting**

**Action required by: N/A**

**Routine** – Information to support Minister's meeting on 10 April 2013

### SUBJECT: CONSTITUTION EDUCATION FUND AUSTRALIA

#### Summary of key objectives

- To provide the Minister with information about the work of Constitution Education Fund Australia (CEFA) and departmental involvement to date in CEFA projects.

#### Key issues

1. In a letter to Premier Campbell Newman on 18 December 2012, CEFA Executive Director Ms Kerry Jones outlined her organisation's projects of relevance to schools, including: the Yaba web-based resource, the appointment of in-house CEFA teachers, school parliaments and the Governor-General's essay competition.
2. Education Queensland's involvement in these projects to date has been with Yaba – a civics and citizenship online curriculum resource project developed by CEFA and aligned to the Australian Curriculum.
3. Yaba is designed to engage Australian school students aged 10 to 16 years in online discussions about Australian democracy, our way of life, and the Australian Constitution. It comprises video channels containing a mix of professionally-produced and student-generated content.
4. The Department provided feedback during the development of Yaba, outlining initial considerations for project development to promote alignment with the digital and curriculum frameworks and, in May 2012, indicated support of the involvement of two or three schools in a pilot project.
5. Kenmore State High School registered and took part in the trial in Semester 2 2012. A summary of the outcomes of this trial are provided in **Attachment 1**.
6. Woree and Mareeba State High Schools also expressed interest in registering for the trial, but were unable to participate as they had already planned their teaching program at that stage.
7. This was also the key issue for other schools who were contacted for the trial – that is, schools thought the product was suitable for use in classrooms but they had already planned their teaching programs for the year and were unable to modify them at that stage.

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## Implications

8. Ms Jones will likely discuss the continuation and extension of the Yaba program in Queensland state schools.
9. Prior to the start of the year, each school plans how they will implement the required curriculum and the resources they will use to support their curriculum delivery. Schools may be more likely to join the trial if they have time to include Yaba in their planning cycles.
10. The Department may be able to assist in promoting school involvement by inviting registrations through internal communication channels such as Schools Update.
11. Mrs Jones may also discuss the other projects. To date, the Department has not made any commitment to its involvement with other CEFA projects.

## Background

12. CEFA is an independent, non-profit organisation committed to increasing public understanding and appreciation of the Constitution, its history and contemporary relevance.
13. It produces educational initiatives and processes to raise awareness and improve understanding about Australia's system of government and to empower young Australians to become active, engaged and responsible citizens.
14. Governor-General Quentin Bryce is its Patron-in-Chief, and it has a Board of Directors as well as a Steering Committee and Foundation Council.
15. In Queensland schools, democracy education curriculum is being delivered through Australian Curriculum: History, particularly in Years 6 and 9. Further opportunities are provided through the Australian Curriculum general capability of 'ethical behaviour and intercultural understanding'.
16. Currently schools also teach 'political and economic systems' as a strand of the Queensland curriculum for Studies of Society and the Environment.
17. In a separate initiative, the Department has taken a leading role in funding and coordinating Schools Constitutional Conventions to elect delegates for the National Schools Constitutional Convention each year since 1995. The national conventions are funded by the Department of Education, Employment and Workplace Relations.

## Right to information

18. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/90765

**Recommendation**

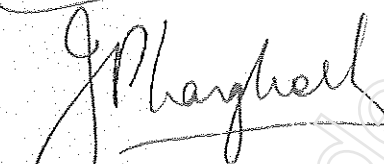
That the Minister

**note** the information in relation to the scheduled Constitution Education Fund Australia meeting.

**NOTED**


**FIONA CRAWFORD**  
**Chief of Staff**  
**Office of the Hon John-Paul Langbroek MP**  
**Minister for Education, Training and**  
**Employment**

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☐ Copy to Assistant Minister**NOTED**


**JOHN-PAUL LANGBROEK MP**  
**Minister for Education, Training and**  
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**Minister's comments**

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Date: 21/3/2013	Date: 27/03/2013	Date: 28/03/2013	Date: 28/3/2013	Date: 31/4/13	

Minister's Office File Ref:	
Department File Ref:	13/34726

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For noting

### Action required by: N/A

**Routine** – Background information to assist the Minister in his meeting with Ms Verity Barton MP, Member for Broadwater and Dr Bruce Cruicks, International Readwell Systems scheduled for 13 February 2013.

## SUBJECT: INTERNATIONAL READWELL SYSTEMS

### Summary of key objectives

- To provide the Minister with background information for his meeting with Ms Verity Barton MP, Member for Broadwater and Dr Bruce Cruicks, to discuss the use of the International Readwell Systems.

### Key issues

1. International Readwell Systems was designed in 1996 by Dr Bruce Cruicks, educational consultant (former university lecturer and teacher)
2. Readwell systems provide diagnostic testing and programs for reading spelling, writing and maths.
3. The program provides a range of remedial and developmental reading, writing, spelling and maths programs. These include early childhood developmental programs which identify areas that can be developed to improve performance.

### Implications

4. International Readwell Systems is a commercially available program with associated costs. They make the following claims regarding their program:
  - a statistically validated success rate of 100%.
  - to be able to diagnose the cause of the reading, spelling, writing or mathematics problem and repair this in 10–12 weeks.
  - average readers can have their reading age increased by 2–4 years in 4–6 weeks.
5. Little information is available regarding the evidence base for the programs aside from the information available on the International Readwell Systems website at [www.readwellsystems.com.au/](http://www.readwellsystems.com.au/).
6. The Department does not endorse or approve individual programs or resources. Individual schools select programs for their school in consultation with the wider community. This ensures that resources/programs meet the specific needs of their students.
7. Mr Cruicks may be interested in contacting individual schools directly to promote the Readwell System. Principals would then be able to consider using his program. A list of Queensland schools and their contact details can be accessed on the Departments website.

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8. Alternatively, the system could be promoted through advertisement in the Department's online magazine, Education Views Online, which is published weekly. Education Views is directly targeted at teachers and principals in Queensland schools and education staff in central office and regional offices. Magazine staff can be contacted by email at [educationviews@det.qld.gov.au](mailto:educationviews@det.qld.gov.au) or on telephone (07) 3235 4125.

### Background

9. This Government has committed up to \$26 million over four years to give principals more choice to select tailored literacy and numeracy programs that are matched to the needs of their students.
10. In November 2012, the first round of the Getting the Basics Right — Literacy and Numeracy grants were delivered to schools.
11. Schools have the choice to select literacy and numeracy programs that match the needs of students.
12. Ongoing monitoring and assessment of students provides information to teachers and schools on the achievement, progress and support requirements of individual students in both literacy and numeracy.
13. The Department is currently developing a suite of materials for early phase monitoring and assessment to support improvement and achievement for all students. These materials are being trialled from Term 4 2012 to 2014 — with optional implementation expected to commence for Prep in 2014 and Years 1 and 2 in 2015.

### Right to information

14. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/34726

### Recommendation

That the Minister **note** the information provided to assist in his meeting with Ms Verity Barton MP, Member for Broadwater and Dr Bruce Cruicks, International Readwell Systems on 13 February 2013.

**NOTED**

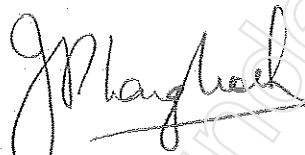


**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

71 21 13

☐ Copy to Assistant Minister

**APPROVED/NOT APPROVED  
ENDORSED/NOTED**



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
Employment

121 2 113

**Minister's comments**

Action Officer  
Robyn Rosengrave

Director  
Curriculum Teaching and  
Learning

Tel: 70138


Endorsed by:  
ED  
Sharon Mullins  
State Schooling  
Operations & Strategy

Tel: 3224 5530  
Date: 01/02/13

Endorsed by:  
ADG  
Marg  
Pethiyagoda  
State Schooling Operations  
& Strategy

Tel: 3237 0157  
Date: 01/02/13

Endorsed by:  
DG  
Annette Whitehead

Tel: 323 71070  
Date: 5/2/13

Minister's Office File Ref:	
Department File Ref:	13/77804

## Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

**Action required: With correspondence**

**Action required by: N/A**

**Routine** – This information supports non-urgent correspondence from Honourable Lawrence Springborg MP, Member for Southern Downs.

### SUBJECT: PROCEDURES FOR STUDENTS EXHIBITING INAPPROPRIATE BEHAVIOUR

#### Summary of key objectives

- To provide background information about the Department of Education, Training and Employment's procedures for students exhibiting "extremely inappropriate behaviour", including problem sexual behaviours.

#### Key issues

- The constituent raised concerns that a student had allegedly sexually assaulted her daughter and four other students. The student was excluded from the school. The constituent states that the student's new school was unaware of the student's behaviour until alerted by the constituent. It is not clear whether the school referred to in the correspondence is a state school or non-state school.
- In the case that this student was transferring from one state school to another, the reason for the exclusion is recorded on the Department's student database, OneSchool. This alerts the principal to the exclusion and contains a record of behaviour that led to it.
- In the case that this student was moving between state and non-state schools, a transfer note records information about suspensions and exclusions.
- In the case that students transfer between non-state schools, the non-state school sectors are responsible for managing their processes.

#### Implications

- Nil

#### Background

- The primary consideration for state school principals when responding to such behaviour is the safety and protection of all students.
- State school principals can exclude students from their own school for disobedience, misconduct or other conduct prejudicial to the good order and management of the school. This information can be disclosed to other state school principals for the purposes of the *Education (General Provisions) Act 2006*.
- If the student poses an unacceptable risk to others in the school community, a state school principal may refer the matter to the Director-General who may exclude the student from one or more state schools.
- Disciplinary consequences are recorded on OneSchool – the Department's student management database. Enrolling principals of state schools have access to, or are notified of, relevant information.

Minister's Office File Ref:	
Department File Ref:	13/77804

10. Section 426 of the EGPA and the confidentiality provisions of the *Juvenile Justice Act* 1992 (in circumstances when criminal charges have been applied to the student), prohibits this information from being generally shared with members of the community.

### Right to information

11. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

### Recommendation

That the Chief of Staff

**Note** the information provided to support a response to correspondence received from the Honourable Lawrence Springborg MP.

NOTED



**FIONA CRAWFORD**  
 Chief of Staff  
 Office of the Hon John-Paul Langbroek MP  
 Minister for Education, Training and  
 Employment

18/3 1/13

☐ Copy to Assistant Minister

### Chief of Staff's comments

Action Officer  
 Jean Smith  
 Principal Advisor

Endorsed by:  
 ED  
 Sharon Mullins  
 State Schooling,  
 Operations and Strategy

Endorsed by:  
 ADG  
 Marg Pethiyagoda  
 State Schooling,  
 Operations and Strategy

Approved by  
 A/DG  
 Annette Whitehead



15/3/13

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Tel: 32370157  
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 Date: 11/03/2013

Minister's Office File Ref:	
Department File Ref:	13/79338

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Approval

### Action required by: N/A

**Routine** - To seek the Minister's approval to establish a task group to oversee the quality of religious instruction (RI) programs provided by faith groups in Queensland state schools.

## SUBJECT: ESTABLISHMENT OF THE RELIGIOUS INSTRUCTION QUALITY ASSURANCE (RIQA) TASK GROUP

### Summary of key objectives

- To seek the Minister's approval to establish a task group to oversee the quality of religious instruction (RI) programs provided by faith groups in Queensland state schools.

### Key issues

- As part of the 2012 assessment of Government bodies requested by the Premier, the Minister for Education, Training and Employment approved the abolition of the Religious Education Advisory Committee (REAC) (Ref: 12/354819).
- In order to seek expert feedback on policy and procedural matters relating to RI, the Department of Education, Training and Employment (DETE) has implemented an electronic consultation method with three key groups of stakeholders:
  - faith groups i.e. former REAC members and others as required;
  - non-faith groups e.g. Australian Secular Lobby (ASL); and
  - other stakeholders including principal associations, unions, parent associations and the non-state sector.
- In addition to this electronic consultation, DETE seeks to establish a new task group of faith group representatives, led by the Assistant Director-General, State Schooling Operations and Strategy, to meet biannually to focus on the delivery and quality of RI programs in state schools.
- The purpose of this task group will be to enable quality assurance of the RI programs.
- The task group's terms of reference will be reviewed two years post implementation.
- The task group will be open to any faith groups who provide RI in Queensland state schools (**Attachment 1**).

### Implications

- Under the Queensland *Anti Discrimination Act 1991*, reinstating a new task group which does not include non-faith groups may be considered a form of discrimination based on religious belief or religious activity.
- However, it is believed that, as the purpose of this group is to oversee the quality of the programs that can only be provided by the members of this group, this risk is mitigated.

Minister's Office File Ref:	
Department File Ref:	13/79338

## Background

### *Religious Instruction*

9. RI is a program of instruction approved and provided by a religious denomination or society in state schools according to the *Education (General Provisions) Act 2006* and the *Education (General Provisions) Regulations 2006*.
10. RI is not a program or syllabus provided by the Department of Education, Training and Employment. For this reason, DETE has no involvement in the selection of content of the program but school principals monitor the program to ensure it does not contravene legislation or departmental procedure.

### *REAC*

11. The relevance of REAC to current departmental operations had been under consideration for several years and, in line with the Government's commitment to focusing service delivery on essential services, the triennial review conducted in September 2012 resulted in the Minister abolishing REAC.
12. Recent correspondence from the Buddhist Council of Queensland (13/27970) states that following previous REAC meetings, their REAC representative had 'expressed disappointment that the majority Abrahamic (Christian) representatives rarely took into account or considered the views of minor faith groups'.

### *Processes post-REAC*

13. The new electronic process has enabled minority faith groups and a wider representation of interested parties, including non-faith groups, to be engaged and inform the recent reviews of departmental procedures concerning RI and chaplaincy in Queensland state schools.
14. On 4 January 2013, the Minister met with representatives from Catholic Education and the Ministry Education Commission, Anglican Diocese of Brisbane at the request of Mike Byrne, Executive Director, Queensland Catholic Education Commission. These representatives were requesting the reinstatement of REAC (Ref: 13/30908).

## Right to information

15. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.


Minister's Office File Ref:	
Department File Ref:	13/79338

## Recommendation

It is recommended that the Minister:

- **approve** the establishment of the Religious Instruction Quality Assurance (RIQA) task group to oversee the quality of religious instruction (RI) programs provided by faith groups in Queensland state schools
- **note** the draft terms of reference (**Attachment 2**)
- **note** the letters of invitation to be signed by Ms Marg Pethiyagoda, Assistant Director-General, Education Queensland (**Attachment 3**) to the faith groups.

NOTED

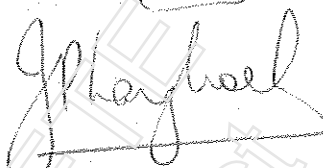


**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

18/4/13

☐ Copy to Assistant Minister

APPROVED/NOT APPROVED  
ENDORSED/NOTED



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
Employment

18/4/13

## Minister's comments

DID THEY HAVE THE ~~SCOPE~~ SCOPE TO REVIEW POLICY BEFORE? ASIDE FROM THAT  
SCORE IS GOOD.

Action Officer Hayley Stevenson	Endorsed by: ADG, SSOS	Endorsed by: DDG, EQ	Endorsed by: A/DG DETE
Director, School Administration and Resourcing	Marg Pethiyagoda	Lyn McKenzie	Annette Whitehead
Tel: 323 70588	Tel: 323 70157 Mob: Date: 26/03/2013	Tel: 323 70619 Mob: Date: 04/04/2013	Tel: 323 71070 Mob: Date: 9/4/13

Minister's Office File Ref:	
Department File Ref:	13/85155

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Noting

### Action required by: N/A

**Urgent** – Background information for the Minister's meeting with Mr Steve Davies MP, Member for Capalaba, on 21 March 2013

## SUBJECT: STATE SCHOOLS IN THE CAPALABA ELECTORATE

### Summary of key objectives

- To provide the Minister with background information in relation to schools in the Capalaba electorate in preparation for the meeting with Mr Davies MP.

### Profiles of state schools, including services and major achievements

#### 1. Alexandra Hills State High School

Principal: Gail Armstrong Year Levels: 7-12 Student Count: 1392 Enrolment Band: 11

- Alexandra Hills State High School has a Special Education Program.

#### 2. Alexandra Hills State School

Principal: Wayne Fletcher Year Levels: P-7 Student Count: 265 Enrolment Band: 7

- Alexandra Hills State School has a Special Education Program.
- The school partners with Bunnings at Capalaba who provide equipment for gardening projects incorporated within the curriculum and experts to deliver environmental programs.
- A cross country training program is run by a retired Principal of the school.
- iDream is the school's Indigenous program.
- Trackers is a Arts support program to develop cultural interest and activity.
- The Chaplain runs an optional lunchtime club for students in Years 4-7.

#### 3. Birkdale South State School

Principal: Craig Douglas Year Levels: P-7 Student Count: 595 Enrolment Band: 9

- Birkdale South State School has a Special Education Program.
- The school partners with Sylvan Waters Aged Care to enable students to interact with seniors.
- Sport coaching programs are run with Auskick (AFL) and Gingersports (Soccer).
- Students benefit from the SoundShed and PMI music which provide extra music lessons featuring keyboards, guitars and drums.

Minister's Office File Ref:	
Department File Ref:	13/85155

#### 4. Birkdale State School

Principal: Stephen Logan Year Levels: P-7 Student Count: 665 Enrolment Band: 9

- Birkdale State School has a Special Education Program.
- The school's SEP works with Autism Qld, Epilepsy Qld and Ronald McDonald learning to support Students With Disabilities (SWD).
- Birkdale State School has a sister school in Japan, named Takatki. Students from Takatki regularly visit Birkdale State School on an exchange program.
- The school partners with the local council for the community garden and koala watching.
- A swimming program is offered at the school with the Birkdale Breakers Club.

#### 5. Capalaba State College

Principal: Jeffrey Barnett Year Levels: P-12 Student Count: 932.4 Enrolment Band: 11

- Capalaba State College has a Special Education Program and an Early Childhood Development Program (ECDP).

#### 6. Coolnwynpin State School

Principal: Colin Troyahn Year Levels: P-7 Student Count: 369 Enrolment Band: 8

- Coolnwynpin State School has a Special Education Program.
- The Management of Young Children Program (MYCP) is accessed to support student behaviour.
- The Cool Breezes Café is a work experience venture to enable Year 7 students the opportunity to operate and manage a small business.
- Students who are identified as being above year level expectations are invited to be part of the Academy Classes.

#### 7. Hilliard State School

Principal: Andrew Walker Year Levels: P-7 Student Count: 622 Enrolment Band: 9

- Hilliard State School has a Special Education Program.
- The school has a Chaplain through Scripture Union.
- Students can participate in lunchtime clubs such as: ICT Club P-2, ICT Club 3-7, Drama Club, Chess Club, ART Club, Skipping Club.
- The school has an instrumental music department which supports a number of students to develop skills in bands and ensembles.

#### 8. Vienna Woods State School

Principal: Jacqueline Fiedler Year Levels: P-7 Student Count: 204 Enrolment Band: 7

- Vienna Woods State School has a Special Education Program.
- The school has a chaplain through Scripture Union.
- Financial literacy is taught in partnership with the local Commonwealth Bank branch.
- Beach safety lessons are provided by Surf Life Saving.
- Students can participate in Auskick program.

#### Right to information

- I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/85155

**Recommendation**

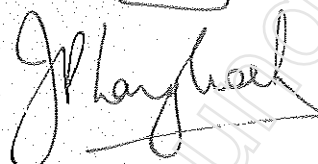
That the Minister

**Note** the information provided to support the Minister's meeting on 21 March 2013 with Mr Steve Davies MP, Member for Capalaba, regarding state schools in the Capalaba electorate.

**NOTED**


**FIONA CRAWFORD**  
**Chief of Staff**  
**Office of the Hon John-Paul Langbroek MP**  
**Minister for Education, Training and**  
**Employment**

21 / 3 / 13

☐ Copy to Assistant Minister**APPROVED/NOT APPROVED**  
**ENDORSED/NOTED**


**JOHN-PAUL LANGBROEK MP**  
**Minister for Education, Training and**  
**Employment**

21 / 3 / 13

**Minister's comments**

Action Officer  
 Jo Calvert  
 PAES  
 South East Region  
 Tel: 0738049621

s.47(3)(b) - Co

Endorsed by:  
 ARD  
 Greg Dickman  
 South East Region  
 Tel: 5562 4803  
 Mob: s.47(3)(b) - Cont  
 Date: 18/03/2013

Endorsed by:  
 DG  
 Annette Whitehead

Tel: 3237 1070

Mob:

Date: 21 / 3 / 13

Minister's Office File Ref:	
Department File Ref:	13/14831

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Urgent – To support a meeting with Tim Fairfax Family Foundation on 22 January 2013**

### SUBJECT: MINISTER IS MEETING WITH TIM FAIRFAX FAMILY FOUNDATION

#### Summary of key objectives

- The Minister is meeting with Mr Tim Fairfax, Chairman, and Ms Samantha Jorgensen, Executive Officer, from the Tim Fairfax Family Foundation (TFFF) on Tuesday 22 January 2013.
- The key focus of TFFF is to provide opportunities to rural, remote or regional areas in Queensland equal to those in metropolitan areas, with a particular focus on the arts, education and community.
- TFFF has specifically requested to discuss ways of sharing information and working with the Department to improve outcomes for children in rural, remote and regional Queensland.

#### Key issues

1. TFFF is seeking information from the Minister regarding the Government's strategy for education in rural, regional and remote communities in Queensland.
2. A range of departmental strategies and initiatives relating to these communities is outlined in (**Attachment 1**). They include:
  - Curriculum into the classroom (C2C)
  - Attendance
  - Rural and Remote Education Access Program (RREAP)
  - Low Socio-Economic Status Schools National Partnership (LSES NP)
  - Cape York Aboriginal Australian Academy (CYAAA)
  - Student Health and Wellbeing
  - e-Kindy and other kindergarten initiatives
  - Make a difference – teach: recruitment campaign
  - Scholarships and awards
  - Teacher Education Centres of Excellence
  - Remote Area Teacher Education Program (RATEP)
  - Beyond the Range
  - Remote Area Incentive Scheme
  - Kindy Beyond the Range grants
  - Kindy Rural and Remote Teacher Incentives
  - Living Away from Home Allowance Scheme
  - Queensland Academies Isolated Students (QAIS) Bursary
  - Take the Lead

Minister's Office File Ref:	
Department File Ref:	13/14831

3. In response to broader Government strategies, the Minister may wish to discuss the following: Independent Public Schools, Parent and Community Engagement Framework, school chaplaincy, Building our Future Schools fund, e-Kindy and other rural/remote kindergarten initiatives, and the Skills and Training Taskforce Report.
4. The complete list of recipients of grants provided by TFFF (as at 20 December 2012), includes a number of arts organisations:
  - identified in recent budget savings (Queensland Theatre Company and Queensland Youth Orchestra, Opera Queensland, Queensland Art Council, Australian Children's Music Foundation, Musica Viva Australia); or
  - which have recently sought funding from the Department for initiatives such as SunnyKids. *(SunnyKids is an organisation which provides information and a referral service for families and students; connecting them with external services to support students with issues impacting on their education.)*
5. The kinds of initiatives in which TFFF is interested are usually managed by the Department's regional offices, which support school communities and understand the local issues of each region.

### Background

6. TFFF is a private family foundation established in 2008. Since its inception, it has distributed \$13,653,400 to 76 not-for-profit organisations via 160 grants.
7. TFFF funds eligible not for profit organisations to work with schools but does not fund schools directly.
8. TFFF supports initiatives which benefit communities within Queensland and the Northern Territory, and especially those in rural, remote and regional areas, in the following categories:
  - **Arts** – benefits communities by extending their exposure to, and experiences with, a variety of artistic activities.
  - **Education** – promotes student engagement by providing strong, well supported learning environments through improved resources including the training and professional development of existing educators within these communities.
  - **Community** – targets specific imbalances within communities, giving preferences to those aimed at redressing the effects of isolation.
9. In 2011, Education Queensland's Principal Education Officer, The Arts and Director, State Schooling Implementation met with Ms Jorgenson to discuss DETE support for external arts organisations; and the potential for TFFF to partner with the Department to expand grants to enable currently unfunded organisations (e.g. Flying Arts) to participate in the program.

### Right to information

10. I am of the view that the contents or attachments contained in this brief are **suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/14831

## Recommendation

That the Minister

**Note** the contents of this brief in preparation for the meeting with the Tim Fairfax Family Foundation on 22 January 2013.

**NOTED**



**FIONA CRAWFORD**

**Chief of Staff**

**Office of the Hon John-Paul Langbroek MP**

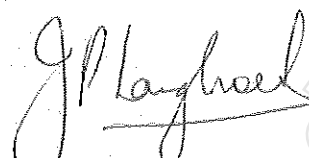
**Minister for Education, Training and**

**Employment**

21/1/13

☐ Copy to Assistant Minister

**NOTED**




**JOHN-PAUL LANGBROEK MP**

**Minister for Education, Training and**

**Employment**

24/1/13

**Minister's comments**

Action Officer Samantha Thorning, Senior Policy Officer State Schooling Operations and Strategy, Education Queensland Tel: 3247 3396	Endorsed by: ED  Sharon Mullins  State Schooling Strategy & Evaluation, Education Queensland Tel: 3224 5530  Date: 15/01/13	Endorsed by: ADG  Marg Pethiyagoda  State Schooling Operations and Strategy, Education Queensland Tel: 3237 0157  Date: 16/01/13	Endorsed by: ADG  Mark Campling  State Schooling Implementation Education Queensland Tel: 3237 0121  Date: 17/01/13	Endorsed by: A/DDG  Andrew Walker  Policy and Programs Tel: 3247 3365  Date: 17/01/2013	Endorsed by: A/DG, DETE  Annette Whitehead   Tel:  Date: 21/1/13
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Minister's Office File Ref:	
Department File Ref:	13/97888

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Routine** – For Minister's meet with Mayor Pam Parker of Logan City on 11 April 2013

### SUBJECT: LOGAN: CITY OF CHOICE SUMMIT

#### Summary of key objectives

- To provide the Minister with information to support his meeting with Mayor Pam Parker of Logan City about the Logan: City of Choice Summit including the 'Two Year Action Plan'.

#### Key issues

- It is understood that Logan City Council has not yet finalised the outcomes of the *Logan: City of Choice Summit*.
- The Department of the Premier and Cabinet has asked that the Department of Education, Training and Employment comment on those elements of the *Draft Logan: City of Choice Two Year Action Plan* that are relevant to education, training, skills and employment (13/113365).
- Consideration of the draft Plan is currently occurring. This examination will include consideration of reforms, activities, strategies and mechanisms currently in place that may be used or adapted to address the goals of the Plan.

#### Implications

- It is anticipated there will be additional resourcing implications associated with any new strategies to respond to the Action Plan, for example, its *One-Stop-Shop* goals.
- Key stakeholders of the employment, primary, secondary and vocational education sectors would be engaged in the development of any new strategies.

#### Background

- On 21 January 2013, Mayor Pam Parker and the Premier jointly announced a partnership approach to the *Logan: City of Choice Summit*.
- Logan City Council coordinated the *Logan: City of Choice Summit* in February 2013 which engaged over a thousand people over three days in a series of community and government focus groups held to identify key priorities and opportunities for Logan's future.
- Two of the five themes identified within the Summit, *Education* and *Employment*, fall within the Minister's portfolio responsibilities.
- The South East Region, in consultation with local Department of Aboriginal and Torres Strait Islander and Multicultural Affairs (DATSIMA) officers, has a regional reference group meeting to provide advice to the Regional Director in relation to specific Aboriginal and Torres Strait Islander issues.
- An *Elders in Residence* program is designed to support a stronger and structured presence of these positive role models and influences within schools of the South East Region particularly schools in the geographical area encompassed by the *Logan: City of Choice Summit*.

Minister's Office File Ref:	
Department File Ref:	13/97888

11. The South East Region is in the process of implementing the 'support a school' program which will see a Training Queensland field officer allocated as a key contact for each of the state schools in the region. This will provide an additional level of assistance to address employment issues related to school based apprenticeships and traineeships.
12. The 'support a school' program will also provide strategic advice to schools on which training programs are most likely to lead to genuine employment opportunities in the local area, and those that will not.

#### Right to information

13. I am of the view that the contents or attachments contained in this brief are **not suitable** for publication.

#### Recommendation

That the Minister note the information provided for the 11 April 2013 meeting with the Mayor of Logan City.

**NOTED**

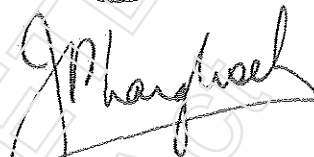


**FIONA CRAWFORD**  
 Chief of Staff  
 Office of the Hon John-Paul Langbroek MP  
 Minister for Education, Training and  
 Employment

11/4/13

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**APPROVED/NOT APPROVED  
 ENDORSED/NOTED**



**JOHN-PAUL LANGBROEK MP**  
 Minister for Education, Training and  
 Employment

11/4/13

#### Minister's comments

Action Officer  
 Robyn Lloyd  
 Principal Advisor Education Services

South East Region  
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Endorsed by:  
 RD  
 Greg Dickman

South East Region  
 Tel: 55624803

Date: 9/4/2013

Endorsed by  
 DDG EQ  
 Lyn McKenzie

Tel: 32370619

Date: 10/4/2013

Endorsed by:  
 A/DG  
 Annette Whitehead

DETE 

Date: 10/4/13

Minister's Office File Ref:	
Department File Ref:	13/99320

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Routine** – Information for the Minister regarding the *Where Youth Live Dreams* Program

### SUBJECT: WHERE YOUTH LIVE DREAMS PROGRAM

#### Summary of key objectives

- The Minister's office has requested information in relation to the *Where Youth Live Dreams* (WYLD) program.

#### Key issues

- Mr Bradley Crosbie a local community service worker in Bundaberg and founder of the WYLD program has requested a meeting with the Minister.
- Mr Crosbie is working towards long-term sustainability of the WYLD program through engagement with and development of community, business and Government financial support. In addition, he would like assistance with promotion and/or communication of the program.
- The WYLD program has previously been granted funding through the Australian Government's Flexible Funding Pool for Natural Disaster Recovery Projects under the auspices of Global Care, the social justice and disaster relief arm of the Christian Outreach Centre.
- The background information provided by Mr Crosbie was prepared to support a funding application to the Commonwealth funded Indigenous Employment Program for the development of a business plan. It is not clear if that application was successful as no advice on the outcome of the funding application has been provided or current business plan attached.

#### Implications

- It is probable that Mr Crosbie will request funding to support the WYLD program.
- Mr Crosbie may also request that the Department of Education, Training and Employment advise schools and regions of the program through electronic communication channels so as to source potential participants and make connections with local school communities.
- There are currently no funds available to support such a program. Furthermore, any funding that might be available for education programs would be subject to public tender.

#### Background

- The WYLD program is an integrated youth development program utilising outdoor service to the community and extended support for positive re-engagement into society, education and employment.

Minister's Office File Ref:	
Department File Ref:	13/99320

9. Participants in the WYLD program, under supervision, go to work as volunteers on rural properties/council buildings in flood affected areas undertaking jobs to assist the local community.
10. The WYLD program aims to address emotional and social issues relating to disengaged youth through:
  - challenging self-imposed limitations;
  - development of self-esteem through self-actualisation;
  - development of self-esteem through helping others;
  - exposure to non-threatening but challenging and different environments;
  - development of pride and knowledge in culture; and
  - development of independence of thought, positive communication and assertiveness.
11. The WYLD program's main target group is Indigenous youth, aged between 13 and 24 years. The program is not limited to this target group, however, and aims to assist anyone who would benefit from these pathways into training/employment.
12. The WYLD program also assists participants to undertake training, while working as a volunteer.
13. According to information on the Bundaberg Regional Council website, in 2012, eight local Indigenous youth participating in the WYLD program restored sections of the Bundaberg Basketball Stadium using funding provided by the National Disaster Flexible Funding Pool.
14. Participants gained a Certificate II in Concreting and a Working at Heights and a Chainsaw certificate in addition to a Construction White Card.
15. Counsellor Mal Forman, Bundaberg Regional Council Mayor presented certificates to the participants subsequent to the basketball stadium restoration.


#### Right to information

16. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/99320

**Recommendation**

That the Minister **note** the information provided about the *Where Youth Live Dreams* Program.

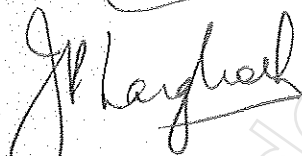
**NOTED**

**FIONA CRAWFORD****Chief of Staff**

**Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment**

214 / 13

☐ Copy to Assistant Minister

**APPROVED/NOT APPROVED  
ENDORSED/NOTED**


**JOHN-PAUL LANGBROEK MP**

**Minister for Education, Training and  
Employment**

714 / 13

**Minister's comments**

Action Officer  
Principal Education  
Officer

Meg Quinn  
Curriculum, Teaching  
and Learning

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Endorsed by:  
Director

Robyn Rosengrave  
Curriculum, Teaching  
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Tel: 323 71036  
Mob:  
Date: 26/03/2013

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ED

Sharon Mullins  
State Schooling  
Strategy and  
Evaluation

Tel: 3224 5530  
Sighted and signed  
Date: 26/03/2013

Endorsed by:  
ADG

Marg Pethiyagoda  
State Schooling  
Operations and  
Strategy

Tel: 323 70157  
Sighted and signed  
Date: 28/03/2013

Endorsed by:  
A/DG

Annette Whitehead  
DETE

Tel: 323 71070  
Date: 28/3/2013

Minister's Office File Ref:	
Department File Ref:	13/96047

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Approval

Action required by: 17 May 2013

**Routine** – The Disability Services Support Unit site is surplus to departmental requirements and is recommended for disposal.

### SUBJECT: DISPOSAL OF THE DISABILITY SERVICES SUPPORT UNIT SITE

#### Summary of key objectives

- Approval is sought to dispose of the Disability Services Support Unit (DSSU) site, which is considered surplus to departmental requirements after the Director-General approved the regionalisation of the services offered through DSSU.
- Following Ministerial approval, the site will be declared surplus on the Government Land Register.

#### Key issues

1. On 11 October 2012, the Director-General approved the regionalisation of the services offered through the DSSU (Ref: 12/344670) with a view to ensuring services are delivered as close to schools, students and staff as possible.
2. The regionalisation has resulted in the relocation of central services to local schools or regions in order to build capability to support students with disabilities locally. The actions undertaken to date include:
  - a) relocation of Vision Impairment (VI) services, including Orientation and Mobility services, Paediatric Low Vision Clinic and the Alternative Format Library to Narbethong State Special School from the commencement of 2013;
  - b) relocation of occupational and physiotherapy supervision positions to regions, as exists presently for speech-language therapy and nursing;
  - c) relocation of therapy advisors to schools;
  - d) incorporation of Assistive Technology Services within the *More Support for Students with Disabilities* National Partnership and linked closely with new regionalised services in this area;
  - e) relocation of positions responsible for policy development and advice to Central Office including therapy and nursing strategic management and online course development for students with disabilities;
  - f) regionalisation of specialised loans' equipment to nominated base locations within regions to be administered locally;
  - g) continuation of some highly specialised project funded services with Auslan and Education Adjustment Program projects operating from a regional location and delivering services across the State;
  - h) development of equitable and efficient service delivery circuits to minimise travel; and

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- i) Voluntary Redundancy payments were made to officers occupying positions deemed surplus to new departmental requirements. Subsequently, these position numbers are to be relocated to school based positions supporting students with disabilities.
3. The Department of Education, Training and Employment requires Ministerial approval to declare the site surplus and add it to the Government Land Register for disposal.

### Implications

4. In accordance with consultative provisions of the *Queensland Public Service Award – State 2003*, a meeting was convened with affected industrial unions, being the *Queensland Teachers' Union*, *Together Queensland* and the *Queensland Nurses' Union*, on 17 September 2012. At that time, the regionalisation did not involve any redundancies or requirement for employees to move to frontline, school-based roles.
5. On 12 October 2012, further notification and consultation occurred with *Together Queensland* and staff. During these discussions it was agreed that no positions would be lost, but would be distributed to frontline services. This proposal adheres to this agreement.
6. A state-wide disability reference group has been established consisting of nominees on behalf of each Regional Director and the Queensland Association of Special Education Leaders. The reference group, chaired by Peter Blatch, Assistant Regional Director, Metropolitan Region, was formed to provide advice on transition arrangements and future delivery of state-wide disability services to regions.
7. The DSSU site is currently occupied by a small number of Metropolitan region employees providing disability support services to schools and short term project teams who can be accommodated in existing regional office accommodation or schools.
8. There has been significant media attention surrounding Government asset sales recently. As this proposal addresses the sale of Government assets, it may attract further media attention.

### Background

9. The DSSU site is located approximately three kilometres south-west of the Brisbane CBD in the suburb of Woolloongabba.
10. The site, which is described as Lot 11 on SP199265, comprises approximately 6,417 square metres.
11. In 2007, the Department of Housing and Public Works purchased the lower portion of the DSSU site to relocate the Sunshine Welfare and Remedial Association (SWARA) from the main DSSU site.
12. The site is surplus to departmental requirements and its disposal is supported by the Regional Director, Metropolitan Region.

### Right to information

13. I am of the view that the contents or attachments contained in this brief are not suitable for publication.

Minister's Office File Ref:	
Department File Ref:	13/96047

## Recommendation

It is recommended that the Minister:

- **approve** the Disability Services Support Unit site be declared surplus and approved for disposal.

NOTED

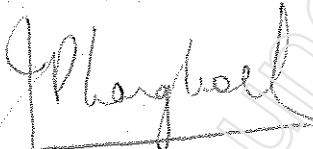


**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and Employment

18/4/13

☒ Copy to Assistant Minister

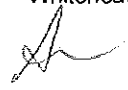
APPROVED/NOT APPROVED  
ENDORSED/NOTED



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and Employment

18/4/13

## Minister's comments

Action Officer Cliff Kuskopf Director Facilities Metropolitan Region	Endorsed by: ARD Peter Blatch  Metropolitan Region	Endorsed by: A/ED Peter Markham  Infrastructure, Strategy, Research and Performance	Endorsed by: ADG ISB Paul Hobbs  Infrastructure Services	Endorsed by: A/DDG Jeff Hunt  Corporate Services	Endorsed by: ADG Marg Pethiyagoda Education Queensland	Endorsed by: DDG Lyn McKenzie Education Queensland	Endorsed by: A/DG Annette Whitehead 
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s.47(3)(b) - Contrary to Public Interest							
Date: 25/03/13	Date: 25/03/13	Date: 26/3/13	Date: 28/03/13	Date: 2/04/13	Date: 4/04/13	Date: 9/4/13	

Minister's Office File Ref:	
Department File Ref:	13/98891

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For noting

### Action required by: N/A

**Urgent** – The Minister's Senior Policy Advisor will be meeting with Mr Peter James, Chief Executive Officer, Scripture Union Queensland on 4 April 2013.

### SUBJECT: Use of school funds to support chaplaincy or student welfare services

#### Summary of key objectives

- To provide background information for the meeting with Scripture Union Queensland (SU Qld).

#### Key issues

- Currently the *Chaplaincy Services in Queensland State Schools* procedure states that school funds provided by the Queensland Government for educational purposes cannot be used for chaplaincy services (**Attachment 1**).
- These procedures are currently under revision (with a representative of SU Qld on the task group) but, until now, the use of school funds has not been raised as an issue.
- Chaplains/student welfare workers complement other school support services and are acknowledged in the *Learning and Wellbeing Framework* as being able to assist teachers to develop curriculum programs that support student health and wellbeing.
- As evidenced by the *Independent Public Schools* Initiative, there is a clear commitment to enhancing local decision-making for principals and school communities. One of the key areas of independence is increased financial flexibility.
- The flexible use of discretionary school funds to support chaplaincy/student welfare services can be explored further as part of the review of the chaplaincy procedure.

#### Implications

##### Financial implications

- School financial plans are developed under the School Planning, Reviewing and Reporting Framework where schools are required to establish a Strategic Plan with three year coverage incorporating input from the community. The Annual Improvement Plan for the current year is developed from this Strategic Plan. The Annual Improvement Plan is then used to develop the school budget.
- Principals have control over a majority of the funds they receive and they are expected to expend those funds in accordance with the budget and the Annual Improvement Plan.
- There are two Government-funded programs for chaplaincy services in Queensland state schools; the *National Schools Chaplaincy and Student Welfare Program* (NSCSWP) and the *State Government Chaplaincy/Pastoral Care Funding Program*.
- The State Government *Chaplaincy/Pastoral Care Funding Program* of \$1 million per annum (including funding for non-state school via the basket nexus) is funded recurrently. A further \$1 million over 4 years (including funding for non-state schools via the basket nexus) has also been committed.

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10. From 2012–2014 the NSCSWP will fund over 3,500 schools across Australia (873 state schools in Queensland) to access the services of a chaplain or student welfare worker.

#### *Policy implications*

11. Any changes to the *Chaplaincy Services in Queensland State Schools* procedure (e.g. enabling school funds to increase the level of chaplaincy/welfare worker service) could be progressed as part of the current review.

#### **Background**

12. A chaplaincy or student welfare service is an optional service introduced into a state school to provide students, staff and/or parents with social, emotional and spiritual support.
13. Local community support is required for the introduction of a chaplaincy or student welfare service in a school and, once introduced, to change the type of service provided at the school.
14. Chaplains and student welfare workers are not employees of the Department of Education, Training and Employment. They are employed by an Accredited Employing Authority such as SU Qld, which is accredited by the Department to provide chaplaincy/student welfare services.
15. SU Qld is the major provider of chaplains in Queensland state schools.
16. Currently schools access funds for these services in a number of ways.
- The *State Government Chaplaincy/Student Welfare Funding Program* provides funding (either \$5,500 or \$11,000 per year) to eligible schools to employ a chaplain or a student welfare worker.
  - The *National School Chaplaincy and Student Welfare Program* (administered by the Australian Government Department of Education, Employment and Workplace Relations – DEEWR) provides application based funding (from \$10,000 to \$24,000 per year) to schools to engage a chaplain or student welfare worker.
  - Some schools have funds for these services through the support from local community fundraising.
17. The following table shows the number of Queensland schools currently funded through the two Government programs:

<b>Existing 2013 Schools by Sector</b>		
<b>Sector</b>	<b>NSCSWP (DEEWR)</b>	<b>SGCPCFP (State)</b>
Government	873	149
Independent	110	NA
Catholic	71	NA
Grand Total	1,054	149

18. Approximately 40% of schools receiving Government funding raise additional community funds to support the chaplain/pastoral care program e.g. fundraising by the Parents and Citizens Association or the Local Chaplaincy Committee.

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19. There are also approximately an additional 35 state schools that provide chaplaincy services without any Government funding.

20. In 2011, SU Qld indicated that \$11,000 would fund one day per week for the school year.

**Right to information**

21. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Released by DETE under  
the RTI Act

Minister's Office File Ref:	
Department File Ref:	13/98891

**Recommendation**

That the Minister

**Note** the background information for the meeting with Scripture Union Queensland and that the flexible use of discretionary school funds to support chaplaincy/student welfare services will be investigated.

**NOTED**


**FIONA CRAWFORD**  
**Chief of Staff**  
**Office of the Hon John-Paul Langbroek MP**  
**Minister for Education, Training and**  
**Employment**

17/4/13

☐ Copy to Assistant Minister

~~APPROVED/NOT APPROVED~~  
~~ENDORSED/NOTED~~

**JOHN-PAUL LANGBROEK MP**  
**Minister for Education, Training and**  
**Employment**

**Minister's comments**

Action Officer	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:
Hayley Stevenson	Adam Black	Marg Pethiyagoda	Lyn McKenzie	Annette Whitehead
Director	ADG Finance	ADG – State	DDG – Education	A/DG - DETE
School Administration	CFO	Schooling Operations	Queensland	
and Resourcing		and Strategy		
Tel: 32370588	Tel: 3404 3451	Tel: 32370157	Tel: 32370619	Tel: 32370177
	Date: 27/03/2013	Mob:	Mob:	Mob:
		Date: 27/03/2013	Date: 28/3/2013	Date: 28/3/13

Minister's Office File Ref:	
Department File Ref:	12/343320

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Approval

**Action required by: Routine.** The terms of appointment of all 18 members of the Queensland Studies Authority, including the Chairperson, are due to expire on 30 June 2013. A vacancy also currently exists for the joint nominee of Independent Schools Queensland and the Queensland Catholic Education Committee.

## SUBJECT: APPOINTMENT OF MEMBERS TO THE QUEENSLAND STUDIES AUTHORITY

### Summary of key objectives

- The terms of appointment for all 18 members of the Queensland Studies Authority (QSA) are due to expire on 30 June 2013.
- A vacancy also currently exists for the joint nominee of Independent Schools Queensland (ISQ) and the Queensland Catholic Education Committee (QCEC) following the resignation of Mrs Tsae Wong on 21 October 2012.
- The Minister's approval is sought to appoint the existing members, including six nominees of the Minister, for a further term up until 30 June 2014 and to fill the vacancy for the joint ISQ and QCEC nominee as soon as possible for a term from the date of Governor in Council approval up to and until 30 June 2014.
- An acknowledgement letter to the outgoing member (**Attachment 2**) and letters to stakeholder organisations seeking their nominations for appointment (**Attachment 3**) have been prepared.

### Key issues

1. Details of the current QSA membership, including the nature of nominations and terms of appointment are provided at **Attachment 1**.
2. The term of appointment of members to the QSA cannot be extended under the *Education (Queensland Studies Authority) Act 2002* (the Act). A significant appointment process is required to appoint members for a further term or appoint new members.
3. The Department of Education, Training and Employment (DETE) is currently conducting a review of the QSA's roles, powers and functions. In order to allow for the review to conclude, it is proposed that where possible, the current members are appointed for a further term of one year, until 30 June 2014.
4. Appointing members for a further term would provide continuity and ensure the QSA is able to continue to fulfil the roles and functions ascribed by the Act, pending outcomes from the review that may affect the governance and functions of the QSA.
5. This proposal would be subject to stakeholder organisations confirming their nomination of the current member for appointment for another term, and the nominees' continued suitability given the requirements of the Act.
6. Six members are nominated by the Minister, including one who is also appointed as chairperson of the QSA (section 25(2)(a) and section 28(1)). Current members have not been contacted to determine whether they are available for nomination for a further term. This would normally be done concurrently with the requests for representative entity

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nominees. The Chairperson, Mr Robert McHugh, has verbally indicated that he is not available for appointment for a further term.

7. A vacancy currently exists on the QSA, caused by the resignation of the joint nominee of ISQ and QCEC, Mrs Tsae Wong on 21 October 2012 (**Attachment 4**).
8. It is proposed to seek a new nominee for this position and fill the vacancy as soon as possible. A casual vacancy would normally be filled for the remaining term of the vacating member, until 30 June 2013. Section 27 of the Act allows for new appointments to the QSA to be for a term of not more than four years. In this instance, approval is sought to appoint the new nominee until 30 June 2014, to align with the new terms of appointment for other members.
9. Five of the six nominees of the Minister are proposed to be appointed for a further term, subject to the Minister's approval and their availability:
  - Ms Deidre Stein, nominee of the Minister administering the vocational education and training department (section 25(2)(j));
  - Mr David Rogers, nominee of the Minister who has expertise in the provision of special education (section 25(2)(k)(i));
  - Ms Elizabeth King, nominee of the Minister who has expertise in the education of Aborigines or Torres Strait Islanders (section 25(2)(k)(ii));
  - Mr Alan Waldron, nominee of the Minister who is representative of industry (section 25(2)(k)(iii)); and
  - Professor Claire Wyatt-Smith, nominee of the Minister (section 25(2)(l)).
10. It is proposed that the Minister nominate a person to be appointed as Chairperson in place of Mr McHugh, to lead the QSA during a time of transition.
11. Letters to stakeholders seeking nominations for appointment are at **Attachment 3**:
  - Queensland Catholic Education Commission;
  - Independent Schools Queensland;
  - The Federation of Parents and Friends Associations of Catholic Schools in Queensland;
  - Queensland Independent Schools Parents Council;
  - Queensland Independent Education Union;
  - Queensland Council of Parents and Citizens' Associations;
  - Queensland Teachers' Union; and
  - Higher Education Forum (addressed to DETE as the Secretariat).

### Implications

12. There is no implied tenure for members appointed to the QSA if changes to governance arrangements are made.

### Background

13. The QSA is a statutory body established under the Act. Section 25 of the Act provides that membership of the QSA consists of the Chief Executive of the education department or nominee, Chief Executive of the vocational education and training department or nominee, and a maximum of 18 members appointed by the Governor in Council.
14. On 28 June 2012, the Governor in Council approved (Minute No. 220) nine appointments to the QSA from 1 July 2012 to 30 June 2013. The short term of appointment was limited to allow for the review of QSA's roles, functions and powers. During this process, and given the small tenure of appointment, stakeholders were requested to nominate existing members where possible (Ref 12/140182).

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Department File Ref:	12/343320

**Right to information**

15. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	12/343320

## Recommendation

That the Minister:

- ✓ **note** the terms of appointment for all 18 members of the Queensland Studies Authority (QSA) are due to expire on 30 June 2013;
- ✓ **approve** the proposal to appoint existing members, including five nominees of the Minister, for a further term up until 30 June 2014;
- **nominate** a person to be appointed as Chairperson up until 30 June 2014  
[name of nominee] \_\_\_\_\_;
- **approve** the proposal to fill a vacancy for the joint Independent Schools Queensland (ISQ) and Queensland Catholic Education Committee (QCEC) nominee as soon as possible, for a term from the date of Governor in Council approval up to and until 30 June 2014;
- **sign** the acknowledgement letter to the outgoing member (**Attachment 2**) and attached letters to stakeholders seeking nominations for appointment (**Attachment 3**); and

NOTED

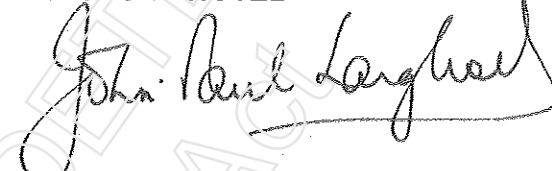


**Fiona Crawford**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and Employment

13/5/13

☐ Copy to Assistant Minister

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



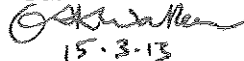
**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and Employment

15/5/13

## Minister's comments

Nominee for chair of QSA to be confirmed at later date.

Action Officer Belinda Turley	Endorsed by: A/Executive Director Kateena Ryan Strategic Initiatives	Endorsed by: A/ADG Andrew Walker Strategic Policy and Portfolio Relations	Endorsed by: A/DDG Gabrielle Sinclair Policy and Legislation	Endorsed by: A/DG Annette Whitehead
External Relations and Services Tel: 323 41617	Tel: 32370212 Mob: Date: 3/12/2012	Tel: 323 71327 Mob: s.47(3)(b) - Co Date: 3/12/2012	Tel: 324 73365 Mob: s.47(3)(b) - Cor Date: 11/12/2012	Tel: 323 71070 Mob: s.47(3)(b) - Cont Date: 14/12/2012

  
15.3.13



Minister's Office File Ref:	
Department File Ref:	12/439002

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Approval and with letters for signing**

**Action required by: 25/01/2013**

**Urgent** - If approved, the project is set to commence early 2013.

### SUBJECT: MINISTERIAL DESIGNATION FOR JAMES COOK UNIVERSITY'S DAINTREE RAINFOREST OBSERVATORY AT CAPE TRIBULATION

#### Summary of key objectives

- The Minister for Education, Training and Employment's final decision is sought on an application from James Cook University (JCU) for Lot 3 on RP740257 at Cape Tribulation to be designated for community infrastructure under the *Sustainable Planning Act 2009* (SPA).

#### Key issues

- On 16 August 2011, JCU applied for a community infrastructure designation (CID) for the Daintree Rainforest Observatory (DRO) site (the Daintree site) at 3701 Cape Tribulation Road, Cape Tribulation (Ref: 11/254972; **Attachments A (ii)**). In July 2012, the Minister met with JCU's Vice-Chancellor, Professor Sandra Harding, to discuss the proposal (Ref: 12/285320).
- The proposal involves the construction of new buildings on the site which JCU purchased in 2010. The land described as Lot 3 on RP740257 is not currently designated for community infrastructure.
- The intended future capacity of the Daintree site includes educational facilities, accommodation, ablutions and cooking facilities for 80 students and up to 20 researchers and staff.
- Two rounds of community and stakeholder consultation were conducted and some community members and businesses opposed the proposal on the basis of competition with private enterprise and environmental concerns. A summary of the key issues raised is provided at **Attachment C**, and the public submissions are provided at **Attachment D8**.
- A report to the Minister has been prepared by Project Services, Department of Housing and Public Works, acting as consultants for JCU, which summarises the Final Assessment Report (FAR) and includes the issues raised by stakeholders (**Attachment D**). JCU has responded to these issues, and agreed to the inclusion of a requirement in the designation. The report provides an analysis of the matters the Minister must consider when determining a proposed designation. These matters include that:
  - the proposal meets the definition of 'community infrastructure' under the SPA;
  - the proposal satisfies the public benefit test set out in the SPA; and
  - adequate environmental assessment has been undertaken.
- JCU must also obtain Australian Government approval under the *Environment Protection and Biodiversity Conservation Act 1999* for which an Environmental Management Plan and Species Management Register are required. These requirements further address stakeholders' environment concerns.

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7. To address stakeholder concerns about competition with private enterprise, it is proposed that the designation be subject to the requirement that the Daintree site accommodation and amenities be used exclusively for educational and research purposes. JCU has been consulted and has agreed to this requirement (12/456784).
8. If the designation is granted, notice of the decision must be published in the Government Gazette.
9. Section 208 of the SPA requires the Minister to give notice of the decision to the key stakeholders. Letters have been prepared for this purpose (**Attachments E - L**), including letters to Federal Minister Warren Entsch and Senator Jani McLucas, who made submissions in the consultation.

### Implications

10. The External Relations and Services unit is currently liaising with Community Engagement and Partnerships (CEP) about possible media implications and working with CEP to prepare media holding lines in the event there is media interest.

### Background

#### Designation Process

11. Section 200 of the SPA provides that the Minister may designate land as community infrastructure if satisfied that:
  - a. the proposal is 'Community Infrastructure' as defined under schedule 3 of the SPA, and under schedule 2 of the *Sustainable Planning Regulation 2009*;
  - b. the proposal meets the public benefit test in section 201 of the SPA;
  - c. adequate environmental assessment has been carried out;
  - d. there has been adequate public consultation;
  - e. adequate account has been taken of issues raised during the public consultation; and
  - f. the following has been considered.
    - i) relevant State planning policies;
    - ii) the regional plan;
    - iii) any State planning regulatory provision for the area;
    - iv) any declared master plans for the area; and
    - v) relevant planning schemes.
12. Section 202 of the SPA provides that the designation may include:
  - a) requirements about works or the use of the land for the community infrastructure; or
  - b) other requirements designed to lessen the impact of the works or use of the land for community infrastructure, including procedures for environmental management.
13. The SPA operates to ensure that designations continue indefinitely for the purpose for which the designation is granted, if a public sector entity owns the designated land.
14. In 2010, the Australian Government offered JCU \$9.37 million to expand the DRO and enable it to be a national and international focus for field-based research, research-training, teaching and learning in tropical terrestrial ecosystems and environmental change.

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15. In December 2011 and September 2012, consultation was undertaken through public notification and letters seeking feedback from affected stakeholders, including public agencies, local elected representatives, and neighbours.
16. In accordance with section 200 of the SPA, Project Services has noted in the FAR that:
- i) the relevant state planning policies have been considered and the proposal is not in conflict with those policies;
  - ii) the proposed redevelopment and expansion of the existing DRO complements the intent and desired outcomes of the Far North Queensland Regional Plan 2009-2031 and the Douglas Shire Planning Scheme;
  - iii) there are no state regulatory provisions for the proposed designated area;
  - iv) the site is not in a State declared master planned area; and
  - v) the proposal has been assessed against the Douglas Shire Planning Scheme which is the relevant planning scheme for the local government area (Cairns Regional Council).

### Elected Representatives

17. Local: Cr Julia Leu (Division 10, Cairns Regional Council)
18. State: Mr David Kempton (Cook)
19. Federal: Mr Warren Entsch (Leichhardt); Ms Jan McLucas (Senator for Queensland)

### Attachments

20. The following table provides a list of all related documents for Ministerial designation required to support JCU's application.

<b>Ministerial Brief (12/439002)</b>
Attachment A(i) – JCU request for community infrastructure designation (11/254972)
Attachment A(ii) – Ministerial approval to resume process (12/285312)
Attachment B – Notice for Publication in the Gazette (12/439130)
Attachment C – Summary of key issues raised by stakeholders
Attachment D – Report to the Minister (12/439176)
Attachment DD – Amended page 2 of the Report to Minister (12/439195)
<i>Report Attachments</i>
Attachment D1 – Proposal Plans
Attachment D2 – Ministerial Letter of approval to commence designation
Attachment D3 – Email advising Ministerial approval to recommence process
Attachment D4 – Locality Plan
Attachment D5 – Final Assessment Report (FAR) (and 19 Attachments) (12/439223)
Attachment D5 - Att 16 to FAR: Geotechnical Investigation report (12/440330)
Attachment D5 - Att 19 to FAR: Public Notice (PDF version) (12/403354)
Attachment D6 – Step 2 Initial Consultation Submissions (enclosed in Report)
Attachment D7 – Step 4 Second Consultation Submissions (enclosed in Report)
Attachment D8 – Consolidated Submissions Summary from Steps 2 + 4 (12/439255)
<i>Letters advising of the outcome</i>
Attachment E - Letter to VC of JCU as land owner (12/441015) with signed Notice for Publication in the Gazette
Attachment F - Letter to Cairns Regional Council (12/441188) with signed Notice for Publication in the Gazette
Attachment G - Letter to DG of Department of State Development, Infrastructure and Planning (12/441334) with signed Notice for Publication in the Gazette

Minister's Office File Ref:	
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	Attachment H – Letter to Local Councillor (12/442344) with signed Notice for Publication in the Gazette.
	Attachment I – Letter to State MP (12/442115) with signed Notice for Publication in the Gazette
	Attachment J – Letter to Federal MP (12/442177) with signed Notice for Publication in the Gazette
	Attachment K – Letter to Queensland Senator (12/442401) with signed Notice for Publication in the Gazette
	Attachment L – Letter to Coordinator General of State Development, Infrastructure and Planning (12/442226) with signed Notice for Publication in the Gazette

### Right to information

21. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	12/439002

## Recommendation

That the Minister:


**Designate and approve** as community infrastructure Lot 3 on RP740257 at 3701 Cape Tribulation Road, Cape Tribulation in the Minister's capacity as designating Minister under section 200 of the *Sustainable Planning Act 2009*, subject to the requirement that the site accommodation and amenities be used exclusively for educational and research purposes;

**approve** the attached notice to be published in the Queensland Government Gazette (**Attachment B**); and

**sign:**

- Notice of a Ministerial Designation (**Attachment B**)
- letter to James Cook University (**Attachment E**)
- letter to Cairns Regional Council (**Attachment F**)
- letter to the Director-General of the Department of State Development, Infrastructure and Planning (**Attachment G**)
- letter to Local Councillor (**Attachment H**)
- letter to State MP (**Attachment I**)
- letter to Federal MP (**Attachment J**)
- letter to Senator for Queensland (**Attachment K**)
- letter to the Coordinator-General, Department of State Development, Infrastructure and Planning (**Attachment L**).

NOTED

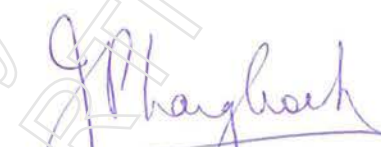


**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and Employment

221 1 / 13

☐ Copy to Assistant Minister

APPROVED/NOT APPROVED  
ENDORSED/NOTED



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and Employment

## Minister's comments

Senator McLucas is not an elected representative for the area. Her office is there. If we included her we would have to include all 2 senators. No letter to Sen McLucas.

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Minister's Office File Ref:	
Department File Ref:	12/441149

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Approval**

**Action required by: As soon as possible**

**Urgent** - Amended delegations under the *Education (General Provisions) Act 2006*

**SUBJECT: CHANGE OF MINISTERIAL DELEGATION UNDER THE EDUCATION (GENERAL PROVISIONS) ACT 2006 (EGPA)**

### Summary of key objectives

- Seeking the Minister for Education, Training and Employment's approval of a revised Instrument of Delegation under the *Education (General Provisions) Act 2006 (EGPA)* (**Attachment 1 – revised instrument**).

### Key issues

1. Changes to the delegations contained within the Instrument recommended by a number of areas are detailed below.

#### Early Childhood: change to position title

2. Under the current delegations, approved on 20 December 2011, some functions of the Minister have been delegated to the Deputy Director-General, Policy, Legislation and Early Childhood. On 13 September 2012, this role was renamed Deputy Director-General, Policy and Programs.
3. It is recommended that delegations be approved to reflect the change in position title.

#### Education Queensland: red tape reduction

4. Under the Queensland Government's commitment to reducing red tape for state schools, the additional delegate is recommended:
  - s76(1) - approval to give religious instruction during school hours, the addition of Assistant Director-General, State Schooling Operations and Strategy.
5. In order to streamline processes, the following delegations have been recommended:
  - s12(1) - power to provide State education, the addition of Regional Director; and
  - s47(1) - use of a state educational institution's premises, the addition of Assistant Director-General, State Schooling Operations and Strategy.

#### Corporate Services: Change to position title

6. Under the current delegations, approved in December 2011, some functions have been delegated to the Associate Director-General, Operations. On 3 April 2012, this role was renamed Deputy Director-General, Corporate Services.
7. It is recommended that delegations for the following sections be approved to reflect the change in position title: ss18, 19(1) and (2), and 47(1).

Minister's Office File Ref:	
Department File Ref:	12/441149

External Relations and Services, and Registration Services: organisational restructure

8. Subsequent to structural changes to the Department, External Relations and Services and Registration Services have reviewed delegations under the EGPA to ensure that they reflect the current provisions of the legislation and their operational needs.
9. The position of Manager, Corporate Relations and Quality Assurance was included as a delegate under s368(1)(d); however, this was an interim measure and is no longer current. Similarly the position of Executive Director, Tertiary and Non-State Education no longer exists. New delegates recommended for this power are the Assistant Director-General, Strategic Policy and Portfolio Relations, and Director, Registration Services (International, Non-State and Home Education).

**Incorporation of partial delegation**

10. In addition, this instrument incorporates a partial instrument revision made at the request of the Office of Non-State Education.
11. The updated table of persons authorised to act and make decisions under the Act is contained in the draft instrument of delegation at **Attachment 1**.
12. If the delegations are approved, the Instrument of Delegation will need to be signed by the Minister where flagged in **Attachment 1**.
13. For reference purposes only, **Attachment 2** is the version of this instrument showing tracked changes.

**Non-Delegated Powers**

14. All Ministerial non-delegated powers under the EGPA have been included as an annexure to the Instrument of Delegation in accordance with the *Developing and Managing Legislative Delegations* procedure.

**Consultation with Delegations Officer**

15. All responsible areas have consulted with the Delegations Officer as part of the approval process.

**Implications**

16. The delegations require approval as soon as possible so that decisions can continue to be lawfully made by departmental officers.

**Background**

17. Section 431 of the *Education (General Provisions) Act 2006* (EGPA) provides that the Minister may delegate his functions under the Act to an 'appropriately qualified' officer of the Department. 'Appropriately qualified' includes having the qualifications, experience or standing appropriate for the function.
18. Delegations were previously approved for this legislation by the former Minister on 20 December 2011 and you approved a partial delegation on 7 September 2012 which is reflected in this revised delegation.

**Right to information**

19. I am of the view that the contents or attachments contained in this brief are **suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	12/441149

**Recommendation**

It is recommended that the Minister:

- **approve** and **sign** the revised Instrument of Delegation under the *Education (General Provisions) Act 2006*.

**NOTED**

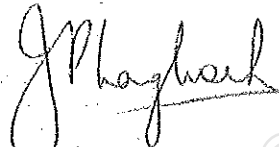
**FIONA CRAWFORD****Chief of Staff**

Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

21/3/13

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**ENDORSED/NOTED**

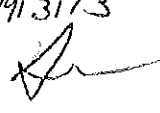

**JOHN-PAUL LANGBROEK MP**

**Minister for Education, Training and  
Employment**

25/3/13

**Minister's comments**

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Action Officer PA (Corp Services)	Endorsed by: A/DDG (Corp Services) & CFO	Endorsed by A/ED (EY&S)	Endorsed by: LALB
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Minister's Office File Ref:	
Department File Ref:	13/10108

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Routine** – Minister is meeting the Chancellor and Vice-Chancellor of Griffith University on 30 January 2013.

### SUBJECT: GRIFFITH UNIVERSITY

#### Summary of key objectives

1. To inform the Minister of issues that may be raised by Professor Ian O'Connor, Vice-Chancellor and Ms Leneen Forde, Chancellor, Griffith University.

#### Key issues

2. Contact with Mr Terry Hogan, Policy Advisor, Griffith University (GU) indicates that strategic issues that may be raised include:
  - the Government Response to the Queensland Skills and Training Taskforce – particularly vocational education and training (VET) and Higher Education pathways and the single statutory authority for all TAFE institutes;
  - the role and contribution of higher education to State priorities;
  - the Commonwealth's paper on Australia in the Asian Century, particularly the ambitions for higher education;
  - the Queensland Government's commitment to research and innovation, particularly in the field of alternative or renewable energies;
  - recent structural changes in the Department of Education, Training and Employment;
  - Commonwealth policy on demand-driven funding;
  - suggested moves to establish state-owned universities under Commonwealth legislation;
  - the Queensland Government's position on Southern Cross University's developments at the southern end of the Gold Coast; and
  - Griffith University's attempts to buy or lease land or buildings at the South Bank Institute of Technology.
3. Details of these issues and suggested responses are outlined in **Attachment 1**.

#### Implications

4. There are no financial or legal implications from the suggested responses to identified issues.

Minister's Office File Ref:	
Department File Ref:	13/10108

### Background

5. On 22 October 2012, the Minister wrote to the Vice-Chancellor of Griffith University inviting him to meet to discuss higher education issues in general and issues of particular relevance to Griffith University.
6. In response, a meeting has been arranged with Professor O'Connor and Ms Leneen Forde at 2pm on 30 January 2013.

### Right to information

7. I am of the view that the contents or attachments contained in this brief are not suitable for publication.

### Recommendation

That the Minister

**Note** the contents of **Attachment 1** outlining issues that may be raised by representatives of Griffith University and suggested responses.

NOTED

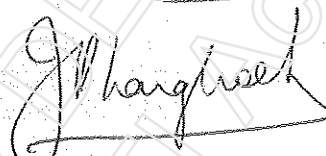
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ENDORSED/NOTED



FIONA CRAWFORD

Chief of Staff

Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment



JOHN-PAUL LANGBROEK MP

Minister for Education, Training and  
Employment

20/1/13

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23/1/13

### Minister's comments

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Minister's Office File Ref:	
Department File Ref:	12/469277

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For approval**

**Action required by: 31 January 2013**

**Urgent:** Forum participants were advised outcomes of the consultation forum would be distributed as soon as possible.

### SUBJECT: OUTCOMES FROM THE INDIGENOUS CONSULTATION FORUM

#### Summary of key objectives

- The Department of Education, Training and Employment (DETE) has commenced a process of reviewing and consulting on its current strategies to close the gap in outcomes between Indigenous and non-Indigenous people.
- A key outcome of this process will be the development of a new four-year Aboriginal and Torres Strait Islander action plan.
- To begin this process, a consultation forum was convened with a range of key stakeholders (**Attachment 1**).
- It is proposed that the Minister for Education, Training and Employment send a letter to forum participants (**Attachment 2**) thanking them for their attendance and providing them with a link to the consultation report outlining key messages from the forum (**Attachment 3**).

#### Key issues

##### Key outcomes of the consultation forum

1. The purpose of the consultation forum was to gather feedback on where DETE should focus its efforts over the next four years in closing the gap in outcomes between Indigenous and non-Indigenous people.
2. Key priorities identified by participants included:
  - cultural competency in building workforce capacity
  - genuine engagement of Aboriginal and Torres Strait Islander parents, families and communities
  - increasing the number of Aboriginal and Torres Strait Islander people working across the service areas in all roles and in leadership positions
  - the early years as a foundation for all stages of further education, training and employment
  - building capacity of Aboriginal and Torres Strait Islander parents, families and communities
  - ensuring Aboriginal and Torres Strait Islander culture, identity and language are supported, recognised and valued
  - case management and pathways (crayons to careers) to ensure that Aboriginal and Torres Strait Islander children, students, and young people don't fall through the cracks
  - integrated service delivery (e.g. early childhood, health, community services, education, welfare, housing, etc.) through development of cross-sectoral partnerships across the community, government, non-government, corporate, and philanthropic sectors.

Minister's Office File Ref:	
Department File Ref:	12/469277

3. It is important that key messages from the forum be provided back to forum participants. A letter has been drafted for the Minister's consideration and approval (**Attachment 2**), thanking participants for their attendance and enclosing a consultation report on the outcomes of the forum (**Attachment 3**).

### Implications

4. Pending the Minister's approval, and prior to sending to participants, the Indigenous Partnerships Unit will liaise with Corporate Communications and Marketing to finalise the formatting of the consultation report.
5. A copy of the formatted report will be uploaded onto the DETE website.
6. The next step towards finalisation of the action plan in mid-2013 is development of a discussion paper, informed by consultation with relevant areas of DETE. The discussion paper will include an assessment of the efficacy of current policies, strategies and initiatives.
7. Outcomes of the forum will be considered in the context of the discussion paper, which is scheduled to be circulated for wider consultation in February 2013.

### Background

8. DETE has commenced a process of reviewing and consulting on its current strategies to close the gap in outcomes between Indigenous and non-Indigenous people.
9. A key outcome of this process will be the development of a new four-year Aboriginal and Torres Strait Islander action plan outlining the Queensland Government's and DETE's ongoing commitment to close the gap in outcomes between Indigenous and non-Indigenous Queenslanders. This new action plan will cover the full spectrum of DETE's services areas from early childhood, school education, training, tertiary education and employment.
10. To initiate this process, DETE convened a consultation forum at the Aboriginal Centre for the Performing Arts (ACPA) on 4 December 2012 with approximately 70 key stakeholders from within the early childhood, school education, training and employment fields.

### Right to information

11. I am of the view that the contents or attachments contained in this brief are suitable for publication.

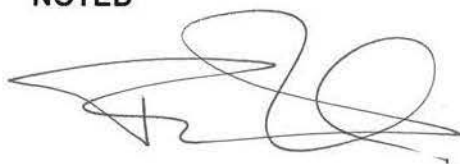
Minister's Office File Ref:	
Department File Ref:	12/469277

## Recommendation

It is recommended that the Minister:

- **approve** the report at **Attachment 3**, outlining key messages from the consultation forum on 4 December 2012;
- **sign** the attached letters to consultation forum participants (**Attachment 2**), thanking them for their attendance and providing them with a link to the consultation report; and
- **note** that the formatting of the consultation report will be finalised prior to the letter being sent to participants.

NOTED

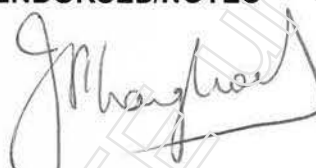


**FIONA CRAWFORD**  
 Chief of Staff  
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 Minister for Education, Training and  
 Employment

28 / 1 / 13

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 ENDORSED/NOTED



**JOHN-PAUL LANGBROEK MP**  
 Minister for Education, Training and  
 Employment

29 / 1 / 13

**Minister's comments**

Action Officer Kevin Sirriss	Endorsed by: ED Angela Leitch	Endorsed by: A/ADG Pia St Clair	Endorsed by: A/DDG Andrew Walker	Endorsed by: A/DG Annette Whitehead
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Minister's Office File Ref:	
Department File Ref:	12/469334

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Approval**

**Action required by: 7/01/2013**

**Routine** – To provide communication to stakeholders following the 7 December 2012 SCSEEC meeting.

**SUBJECT: STANDING COUNCIL ON SCHOOL EDUCATION AND EARLY CHILDHOOD (SCSEEC) – STAKEHOLDER COMMUNICATION**

### Summary of key objective

- To seek Ministerial approval to circulate the 7 December 2012 Standing Council on School Education and Early Childhood (SCSEEC) Stakeholder Communication (**Attachment 1**).

### Key issues

- There is an expectation among stakeholders that they will receive a Queensland specific communication after every SCSEEC meeting.
- Items have been selected for inclusion in the Stakeholder Communication on the basis of relevance to Queensland stakeholders.

### Background

- The provision of the SCSEEC Stakeholder Communication commenced in November 2009 at the request of the then Minister for Education and Training.
- The last SCSEEC meeting occurred on 7 December 2012.
- While the formal SCSEEC Communique is available to the general public immediately after the meeting, stakeholders have found value in a written communication on relevant issues.
- The electronic version of this document assists stakeholders to disseminate information quickly to their members. Stakeholders report that this information is used to inform discussions within their own organisations and on numerous occasions have expressed their appreciation of the provision of this service.
- The full list of stakeholders who will receive a SCSEEC Stakeholder Communication is at **Attachment 2**.

### Right to information

- I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	12/469334


## Recommendation

It is recommended that the Minister:

- **approve** the Stakeholder Communication at **Attachment 1** for circulation to the stakeholders listed at **Attachment 2**.

## NOTED

**APPROVED/NOT APPROVED  
ENDORSED/NOTED**

  
**FIONA CRAWFORD** *Tim Richards S.P.A.*  
~~Chief of Staff~~  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and Employment

  
**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and Employment

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## Minister's comments

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A/Director  
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Date: 21/12/2012

Endorsed by:  
A/ Executive Director  
Lisa Love  
Early Years & Schooling  
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Date: 21/12/2012

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A/DDG  
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Date: 9/1/13

Minister's Office File Ref:	
Department File Ref:	12/473083

## Briefing Note

The Honourable John-Paul Langbroek MP  
Office of the Minister for Education, Training and Employment

**Action required: Approval**

**Action required by: As soon as possible**

**Routine** - Approval of proposed changes to Queensland Certificate of Education literacy and numeracy requirements, to apply from the 2013 school year.

**SUBJECT: CHANGES TO QUEENSLAND CERTIFICATE OF EDUCATION LITERACY AND NUMERACY REQUIREMENTS**

### Summary of key objectives

- The Queensland Studies Authority (QSA) seeks approval to broaden Queensland Certificate of Education (QCE) literacy and numeracy requirements to include the attainment of a Sound Level of Achievement, or higher, in listed Authority subjects with embedded literacy and/or numeracy requirements.
- This proposal was originally put forward in a 2011 external review of QCE arrangements.

### Key issues

1. Mr Bob McHugh, Chair of the QSA, has written to seek the Minister's approval to amend legislative guidelines outlining QCE literacy and numeracy requirements (Ref: 12/469639).
2. Existing QCE literacy and numeracy requirements may be satisfied through successful completion of dedicated English and Mathematics courses, or a grade of at least C in the Queensland Core Skills (QCS) Test. Relevant courses include QSA English and Mathematics subjects, QSA literacy and numeracy courses, listed VET literacy and numeracy courses and International Baccalaureate English and Mathematics exams.
3. It is proposed these requirements be expanded to include the successful completion of additional QSA Authority subjects with embedded literacy and/or numeracy requirements.
4. The proposal reflects recommendations of a 2011 external review of QCE processes by Mr Norm Hunter, *The QCE and the three Rs: Relevance, Rigour and Reputation*. The report noted that some students fail to meet QCE literacy and numeracy requirements despite strong results in academically rigorous Authority subjects with intrinsic literacy and numeracy components. The report also found that recognition of embedded literacy and numeracy requirements would be consistent with the principles of the Australian Curriculum, which recognises literacy and numeracy as cross-curricular capabilities rather than discrete learning areas or subjects.
5. Review recommendations were endorsed in principle by the QSA governing body in November 2011. Since then, a QSA working group has identified 31 QSA Authority subjects with substantive literacy and/or numeracy components.
6. QSA advise that in 2011, 68 students failed to meet QCE literacy requirements, while 121 did not meet QCE numeracy requirements. If the 31 QSA Authority subjects identified by the working group had been included in QCE requirements, 50 of the 68 students would have met literacy requirements while 102 of the 120 would have met numeracy requirements.

Minister's Office File Ref:	
Department File Ref:	12/473083

7. Students must attain a Sound Level of Achievement or above in order for a subject to be credited towards a QCE. While QCE literacy and numeracy requirements may be satisfied through the completion of one semester in a dedicated English or Mathematics course, students relying on Authority subjects with embedded literacy and numeracy components will be required to complete four semesters in that subject.
8. QSA also seek approval to include two new VET literacy and numeracy courses (*Certificate I in Core Skills for Employment and Training - Communication and Numeracy*). These will replace two previous VET courses (*Vocational Literacy 3 & Vocational Numeracy 3*) which ceased to be offered as at 30 September 2011.

#### Implications

9. Proposed changes have been approved by the QSA governing body, which includes representation from schooling sectors, parent associations, teacher unions, industry and higher education.
10. The proposed changes to the subject that satisfy literacy and numeracy requirements would mean that the majority of students attaining a Sound Level of Achievement or higher in four semesters of Authority subjects will meet QCE literacy and numeracy requirements. This would not represent a material impact in terms of overall QCE attainment. The inclusion of additional authority subjects in literacy and numeracy requirements would have meant an additional 152 students would have attained a QCE in 2011 – this compares to a total of 39,582 QCE recipients in 2011, i.e. an increase of less than 0.4%.
11. The proposed replacement of two discontinued VET literacy and numeracy courses with two new courses will provide greater flexibility in subject selection while maintaining an appropriate level of rigour in standards for QCE attainment.

#### Background

12. Section 79 of the *Education (Queensland Studies Authority) Regulation 2002* provides that guidelines relating to certification may only be changed with the written approval of the Minister.

#### Right to information

13. I am of the view that the contents or attachments contained in this brief are suitable for publication.

Minister's Office File Ref:	
Department File Ref:	12/473083

## Recommendation

That the Minister **approve** each of the QSA's requests to effect the following changes to minimum literacy and numeracy requirements set out in guidelines for the Queensland Certificate of Education (QCE):

1. the inclusion of a Sound Level of Achievement or above in one of 31 Authority subjects identified by the QSA;
2. the inclusion of competence in *Certificate I in Core Skills for Employment and Training - Communication* and *Certificate I in Core Skills for Employment and Training - Numeracy* in place of the discontinued *Competence in VET Vocational Literacy 3* and *Competence in VET Vocational Numeracy 3*; and

**note** that a letter to Mr Bob McHugh, Chair of the QSA, will be progressed following confirmation of the Minister's position on QSA's proposal.

NOTED

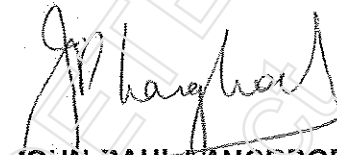


**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

22, 1, 13

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**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
Employment

23, 1, 13

## Minister's comments

Released by the RTI

Action Officer	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:
Michael Shephard	A/Executive Director	A/Assistant Director-General	A/Deputy Director-General	A/Director-General
Director	Kateena Ryan	Pia St Clair	Andrew Walker	Annette Whitehead
Strategic Policy and Portfolio Relations	Strategic Policy and Portfolio Relations <i>Sighted and approved</i>	Strategic Policy and Portfolio Relations	Policy and Programs	
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	Date: 21/12/2012	Date: 14/01/2013	Date: 15/01/2013	Date: 20/1/13

## Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

**Action required: For noting**

**Action required by: N/A**

**Urgent – Ministerial Policy Advisor meeting with Ms Kate Liddell on 3 April 2013**

### SUBJECT: EARLY CHILDHOOD TEACHER REQUIREMENTS AND FUNDING

#### Summary of key objectives

- To provide background to the meeting between Mr Richard Shannon, Ministerial Policy Advisor, and Ms Kate Liddell, Recruitment Consultant, Point to Point Education.

#### Key issues

- Ms Liddell has requested a meeting to discuss the issues raised in her previous correspondence dated 17 January 2013 and 1 February 2013 (Refs: 13/27123 and 13/37938).
- In a letter dated 13 February 2013, the Minister wrote to Ms Liddell to confirm the work being undertaken by the Department of Education, Training and Employment to address issues of inconsistencies between the early childhood teacher qualification requirements under the Education and Care Services National Law (National Law) and the Queensland Kindergarten Funding Scheme (QKFS) (Ref: 13/47648).
- Subsequently, discussions were held with the Queensland College of Teachers (QCT) regarding the issues raised by Ms Liddell in relation to registration. QCT indicated that it is working on flexible options to ensure that teachers in early childhood settings are supported to gain full registration. In addition, the QCT website is expected to be updated to direct applicants interested in teaching in early childhood education and care to the Australian Children's Education and Quality Authority (ACECQA) for information on and/or assessment of their qualifications.
- The Office for Early Childhood Education and Care (the Office) is developing material to assist the sector to understand the different requirements for early childhood teachers under the National Law and QKFS. This will include a recommendation that aspiring early childhood teachers contact ACECQA about their qualifications as well as advice about further study options.
- Ms Gabrielle Sinclair, Deputy Director-General, Policy and Programs, met with Queensland's representative on the ACECQA Board, Ms Anne Reddell, on 5 March 2013, to discuss this issue and identify what Queensland can do to support ACECQA's role in streamlining processes for recognition of qualifications.
- On 15 March 2013, Ms Annette Whitehead, Acting Director-General, wrote to Ms Karen Curtis, Chief Executive Officer, ACECQA to request changes to the qualifications approval process (Ref: 13/88833). Also on this date, the Minister wrote to the Honourable Peter Garrett MP, Minister for School Education, Early Childhood and Youth, to raise awareness of the issues (Ref: 13/88820).
- If changes are not implemented before commencement of the teacher requirement in 2014, the Department has the discretion to provide services with a waiver for certain staffing requirements, including the requirement to engage an early childhood teacher. However such applications will need to be assessed on a case by case basis.

8. The Office will continue to advocate to ACECQA to have certain qualifications currently on the approved diploma level list moved onto ACECQA's list of approved early childhood teacher qualifications; and to have all teachers who meet the QKFS requirements to deliver an approved kindy program to be recognised under the National Law.

### Background

9. ACECQA is responsible for publishing lists of approved qualifications and assessing qualifications for educators in education and care services. Educators with qualifications that are not on the approved lists may apply to ACECQA to have their qualification assessed.
10. There is currently no legislated requirement for education and care services to employ an early childhood teacher. The requirement under the National Law to engage an early childhood teacher will commence on 1 January 2014.
11. Under transitional arrangements, overseas qualifications approved in Queensland prior to 1 January 2012 were placed on the ACECQA list of approved qualifications for diploma level educators in Queensland only. This means that they are not part of the ACECQA list of approved early childhood teaching qualifications.
12. In addition, under the National Regulations a range of persons is taken to hold an early childhood teacher qualification. The provisions include teachers registered with the QCT prior to 1 January 2012 who hold, or are enrolled in an approved diploma level early childhood education and care qualification, meaning these persons will meet the early childhood teacher requirements in 2014.
13. Prior to January 2013, the QKFS teacher recognition guidelines reflected the transitional provisions of the National Law, including a requirement for persons with an approved diploma level qualification to be registered with QCT prior to 1 January 2012.
14. The QKFS teacher qualification guidelines were revised in January 2013 and a self-assessment process was implemented. The requirements continue to be aligned with the National Partnership requirements for universal access.
15. Under the new requirements, persons registered with the QCT after 1 January 2012, who hold (or are enrolled in) an approved diploma level qualification can be recognised for QKFS. However, they may not meet the requirements of the National Law as from 1 January 2014, and need to check their qualifications with ACECQA in this respect.
16. Ms Liddell emailed the Minister to express her concerns regarding the complexity of the qualification regime for early childhood teachers causing confusion in the sector.
17. A meeting was held on 30 January 2013 with representatives from the Office and Ms Liddell to discuss her concerns. The complexity of the situation was acknowledged to Ms Liddell and agreement was reached about strategies that would resolve some of the confusion in the sector. A summary of the meeting outcomes was emailed to Ms Liddell on 31 January 2013.

### Right to information

18. I am of the view that the contents or attachments contained in this brief **are not** suitable for publication.

## Recommendation

That the Chief of Staff **note** the information contained in this brief for the Ministerial Policy Advisor meeting with Ms Kate Liddell on 3 April 2013.

## NOTED



**FIONA CRAWFORD**

**Chief of Staff**

**Office of the Hon John-Paul Langbroek MP**

**Minister for Education, Training and**

**Employment**

714 / 13

☐ Copy to Assistant Minister

## Chief of Staff comments

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Approved by:  
Director-General  
Annette Whitehead  
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Date: 28 / 3 / 13

Minister's Office File Ref:	
Department File Ref:	13/10894

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: With Correspondence

### Action required by: 24/01/2013

**Urgent** – Stakeholders must be provided with sufficient time to respond before a Queensland response is delivered to the Standing Council on School Education and Early Childhood.

**SUBJECT: CONSULTATION ON HARMONISATION OF FUNDING REGULATORY SYSTEMS FOR NON-STATE SCHOOLS ACROSS AUSTRALIAN JURISDICTIONS**

### Summary of key objectives

- To request approval for consultation regarding the harmonisation of funding regulatory systems for non-state schools to occur with Independent Schools Queensland (ISQ), the Queensland Catholic Education Commission (QCEC), and the Non-State Schools Accreditation Board (the Board).

### Key issues

1. The Standing Council on School Education and Early Childhood (SCSEEC) has endorsed a plan for consultation on the proposed harmonisation of funding regulatory frameworks for non-state schools across Australian jurisdictions.
2. A cross-jurisdictional working group has been examining the issues relating to harmonisation of funding regulatory frameworks.
3. The group has identified three areas as the initial focus of harmonisation work:
  - non-for-profit requirement;
  - minimum viability standards for schools; and
  - claim for and use of recurrent funding
4. SCSEEC has requested that each jurisdiction consult with key stakeholders to determine the extent to which harmonisation of regulatory frameworks can be achieved. In Queensland, the key stakeholders are QCEC, ISQ and the Board.
5. A consultation paper has been prepared by the Australian Government Department of Education, Employment and Workplace Relations and was endorsed by SCSEEC at its meeting on 7 December 2012 (**Attachment 1**).
6. SCSEEC also decided that feedback be sought from key stakeholders in relation to the following matters:
  - the intent and scope of the harmonisation work;
  - the level of support for potential areas of harmonisation;
  - appropriate implementation timeframes; and
  - the benefits of change.

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Department File Ref:	13/10894

7. It is not considered possible to seek feedback on implementation timeframes as the consultation paper prepared by the Australian Government does not provide sufficient detail about the scope of potential change under the proposed areas of harmonisation to inform feedback on timeframes. However, instead, stakeholders are asked to provide advice on whether they think there are issues of harmonisation specific to Queensland.
8. Under the proposed consultation timeframe, each state or territory has been requested to provide feedback in March 2013, prior to the next meeting of SCSEEC scheduled for 10 May 2013.
9. As the first meeting of the Board for 2013 takes place on 7 February 2013, it is proposed that stakeholders are asked to provide feedback to the Department by 8 March 2013.

### Implications

10. Work on this matter at a national level is ongoing.
11. It is not anticipated that the proposal will incur a financial impact for the Queensland Government and it is not expected to require a contribution from the non-state school sector.
12. It is possible that actions resulting from the harmonisation project may involve legislative amendments to the *Education (General Provisions) Act 2006* and the *Education (Accreditation of Non-State Schools) Act 2001*. Some aspects of the proposal may be considered as part of the current review of the Board and the Accreditation Act.
13. There are no media implications.

### Background

14. At the April 2012 meeting of SCSEEC, s.47(3)(b) - Contrary to Public Interest s.47(3)(b) - Contrary to Public Interest sought agreement from SCSEEC members to progress work on the harmonisation of funding regulatory frameworks for non-state schools across Australian states and territories and the Australian Government.
15. At the August 2012 meeting of SCSEEC, Ministers agreed to progress work on the harmonisation of arrangements for the administration of public funding to non-state schools.
16. This work involves a collaborative project between the Australian Government and the relevant education authorities in each state and territory. It will examine the different regulatory systems to assess the extent to which there is commonality, capacity for alignment, and cooperation in administration.
17. The stated intention of harmonisation is not to develop a single national funding regulatory framework for non-state schools, but rather to result in a better and more clearly articulated arrangement between the Australian Government and each state or territory.
18. Officers from the Department of Education, Training and Employment have been engaged in ongoing discussions with the Australian Government and have participated in cross-jurisdictional working sessions in October and November 2012 to consider further the issues in relation to the proposed regulatory framework.
19. A brief outlining relevant issues relating to the current harmonisation work was prepared for the Minister in preparation for the SCSEEC meeting on 7 December 2012 (Ref: 12/457850).

### Right to information

20. I am of the view that the contents or attachments contained in this brief are **not suitable** for publication.

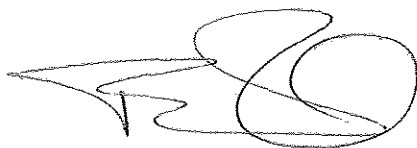
Minister's Office File Ref:	
Department File Ref:	13/10894

## Recommendation

That the Minister

- **approve** the dissemination of consultation papers to key Queensland stakeholders; and
- **sign** the attached letters to Mr Mike Byrne QCEC, Mr David Robertson ISQ and Emeritus Professor SV McLean AM, Chairperson, Non-State Schools Accreditation Board, enclosing the consultation paper.

NOTED

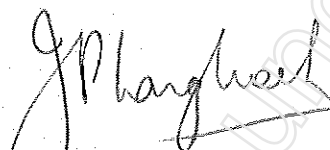


**FIONA CRAWFORD**  
 Chief of Staff  
 Office of the Hon John-Paul Langbroek MP  
 Minister for Education, Training and  
 Employment

22 / 1 / 13

☐ Copy to Assistant Minister

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



**JOHN-PAUL LANGBROEK MP**  
 Minister for Education, Training and  
 Employment


23 / 1 / 13

**Minister's comments**

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Minister's Office File Ref:	
Department File Ref:	13/115510

## Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

# URGENT

**Action required:** For noting.

**Action required by:** 11/04/2013

**Urgent** – Information to support the Minister's meeting with the Puuya Foundation Board on 11 April 2013

### SUBJECT: MEETING WITH THE PUUYA FOUNDATION BOARD

#### Summary of key objectives

- The purpose of the meeting is to discuss proposed plans for improvements in education, to share the Lockhart River Story, and to discuss challenges facing the Lockhart River Aboriginal Community and the Early Years Learning Project.
- The Puuya Foundation website states: we aim to build partnerships, programs and activities that enable Indigenous Australians to access the same life opportunities as other Australians. We enable Indigenous and non-Indigenous people to work together to achieve this aim [www.puuyafoundation.com.au/about-us](http://www.puuyafoundation.com.au/about-us).

#### Key issues

1. The Lockhart River Aboriginal community is one of the most disadvantaged communities in Australia. It is located on the very remote eastern coast of the Cape York Peninsula, with a population of about 650.
2. The community faces many issues related to poverty, unemployment, drugs and alcohol, domestic violence and chronic illness and the cost of living is among one of the highest in Australia.
3. Lockhart State School, with approximately 120 students, offers pre-Prep to secondary programs. Lockhart students are fluent speakers of Lockhart Language, which is the traditional language. English is a second language.
4. The Puuya Foundation has submitted a business case to the Department for Education, Training and Employment to establish an Early Years Learning and Parenting Project. The Project aims to develop an integrated early Learning and Education program including parenting and family support. In the first instance the organisation is seeking support to develop a suitable program by building community capacity, establishing formal partnerships and formalizing a service delivery model. The Department is currently evaluating the proposal which would require funding from and partnerships with a range of organisations.
5. Until June 2012, the Department funded the Lockhart Shire Council to deliver the Children's Activity Service and the Vacation Care Access service. This funding ceased because Council did not have the capacity to operate the service although the Department had attempted to work with Council to establish regular service delivery. Funding of approximately \$83,000 remains unallocated within the Early Years General Grants program. The Department has met with the Puuya Foundation (the organisation) regarding re-establishment of service delivery. The organisation conducted a number of Learning Circles and other activities to establish community need and support local families.
6. The Department of Families, Housing, Community Services and Indigenous Affairs also provides funding for the delivery of a supported Playgroup in Lockhart River.

Minister's Office File Ref:	
Department File Ref:	13/115510

7. The Foundation has been involved in regional planning and consultation mechanisms supported by the Department through the Remote Area Aboriginal and Torres Strait Islander Child Care program. Through their activities the Foundation is establishing strategic partnerships with a range of local and state-wide organisations, including the Early Years Centre operated by The Benevolent Society in Cairns, to support their development and planned service delivery in Lockhart River. The Puuya Foundation is well placed to develop a viable service model to deliver in the community.
8. The Puuya Foundation has partnered with Lockhart River Shire Council, the Lockhart River State School and Parent and Community Engagement Committee to develop a strategy for Lockhart River to drive the Lockhart community education agenda.
9. Lockhart River community leaders and key stakeholders were involved in four learning circles during 2012. Minutes of October Meeting outlining identified priorities are provided at **Attachment 1**.
10. A block of departmental land adjacent to Lockhart State School prep precinct (the site of the old preschool, now demolished) has been identified as a proposed site location for future services. A site map is provided at **Attachment 2**.
11. Lockhart Aboriginal Shire Council is funded by the Department to operate a Children's Activity Service (playgroup) and a Vacation Care Service.
12. Discussions have been occurring over the past nine months between the Department and Puuya Foundation to develop clear and consistent early years learning and parenting work arrangements.
13. Departmental representatives at the meeting will be:
  - Marg Pethiyagoda, Education Queensland
  - Penny Creamer, Office of Early Childhood Education and Care, Policy and Programs; and
  - Eileen Thumpkin, Indigenous Projects and Evaluation, Policy and Programs.

#### **Implications**

14. The establishment of an early childhood service (child care) for working parents would be required to operate under the Child Care Benefit (CCB) system (DEEWR).
15. The CCB system is a fee for service model which requires services to be financially viable.
16. Services operating under a CCB model are required to be approved and assessed under the *Education and Care Services National Law Act 2010*.
17. Legislative requirements relating to staff qualifications and the availability of housing have proven to be problematic for isolated communities.
18. Viability has also proven to be problematic in other early childhood services established in remote communities.

#### **Right to information**

19. I am of the view that the contents or attachments contained in this brief are **not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/115510

**Recommendation**

That the Chief of Staff note the information provided in this brief.

**NOTED**


**Fiona Crawford**  
**Chief of Staff**  
**Office of the Hon John-Paul Langbroek MP**  
**Minister for Education, Training and Employment**

14/3/13

☐ Copy to Assistant Minister

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Minister's Office File Ref:	13/116266
Department File Ref:	

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Approval

**Action required by:** As soon as possible

**Urgent** – The Australian Al-Madina Educational and Cultural Institute has indicated their intention to establish the school in 2014 if accreditation is approved.

**SUBJECT: MINISTERIAL REVIEW OF THE DECISION OF THE NON-STATE SCHOOLS ACCREDITATION BOARD NOT TO PROVISIONALLY ACCREDIT THE AUSTRALIAN AL-MADINA EDUCATIONAL AND CULTURAL INSTITUTE AS A NON-STATE SCHOOL (THE REVIEW)**

### Summary of key objectives

- To seek the Minister for Education, Training and Employment's approval of a response to a request from the Australian Al-Madina Education and Cultural Institute (the applicant) for a further six month extension for the applicant to provide additional written representations for the review.
- Option 1 is to decline the request for a further six month extension and send a letter advising the applicant (**Attachment 1**).
- Option 2 is to approve the request for a further six month extension.

### Key issues

1. On 15 November 2012, the Minister advised the applicant he had formed a preliminary view to decline to refer the matter to which the decision relates back to the Board for further consideration. The letter allowed the applicant 28 days to provide any further written material for consideration as part of the review (Ref: 12/429026).
2. On 10 December 2012, the applicant requested an extension until 29 March 2013 for the provision of further written material. The extension was granted (Ref: 13/116259).
3. On 27 March 2013, the applicant requested a further extension of six months (**Attachment 2**).
4. There are two options for the Minister's consideration in responding to the request.
5. Option 1 (**Preferred**): The Minister may decline the applicant's request for a further six month extension and require that any further submissions are provided within seven days. This approach:
  - a. recognises that the applicant has been provided with reasonable time to respond to issues raised in the Minister's letter dated 15 November 2012; and
  - b. enables the Minister to make a final review decision in the near future, as indicated in the letter dated 15 November 2012.
6. If the review decision is to not grant the application this will not impact on any future application by the applicant for a proposed school.
7. A letter to the applicant outlining this approach is provided at **Attachment 1**.

Minister's Office File Ref:	13/116266
Department File Ref:	

8. Option 2: Grant the applicant's request for a six month extension. This approach will mean it is unlikely a review decision will be able to be made until the end of 2013, extending the time of the review to approximately two years (as the application for review was made on 1 December 2011).
9. Under either option, if any new material is provided by the applicant the Board must be given an opportunity to respond, which will also extend the time of the review.

### Implications

10. Once the Minister makes a decision on the review application, the applicant may seek a Statutory Order of Review of the decision pursuant to the *Judicial Review Act 1992*.

### Background

11. By letter dated 1 December 2011, the Australian Al-Madina Educational and Cultural Institute Ltd applied to the former Minister, under the *Education (Accreditation of Non-State Schools Act 2001* for a review of the Board's decision to refuse its application for accreditation for a proposed non-state school at 2674 Logan Road, Eight Mile Plains (Ref: 11/357817).
12. The Minister must conduct the review on the review material (Ref: 12/323943).
13. The Minister has assessed the review material to hand and indicated to the applicant that sufficient evidence has not been provided by the applicant to address the concerns raised by the Board about s.47(3)(b) - Contrary to Public Interest  
s.47(3)(b) - Contrary to Public Interest  
will be in place to authorise a school to be conducted at the site.
14. The applicant has previously indicated their intention to commence school operations at the beginning of 2014, and make arrangements for enrolments prior to that time.

### Right to information

15. I am of the view that the contents or attachments contained in this brief are not suitable for publication.

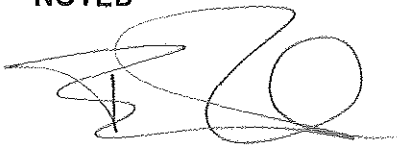
Minister's Office File Ref:	13/116266
Department File Ref:	

## Recommendation

It is recommended that the Minister **approve**:

- ☒ Option 1 (**Preferred**) – decline the request for a further six month extension and send a letter advising the applicant (**Attachment 1**);
- or
- ☐ Option 2 – approve the request for a further six month extension for the applicant to provide further written representations for the review.

**NOTED**

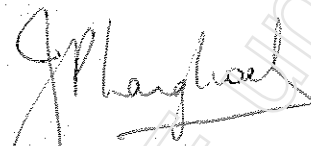


**FIONA CRAWFORD**  
**Chief of Staff**  
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**Minister for Education, Training and**  
**Employment**

18 / 4 / 13

☐ Copy to Assistant Minister

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



**JOHN-PAUL LANGBROEK MP**  
**Minister for Education, Training and**  
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**Minister's comments**

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Minister's Office File Ref:	
Department File Ref:	13/125449

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Approval and Sign response form**

**Action required by: 1/05/2013**

**Routine** – Finalise arrangements for 7 June 2013 meeting of the Standing Council on Tertiary Education, Skills and Employment.

**SUBJECT: STANDING COUNCIL ON TERTIARY EDUCATION, SKILLS AND EMPLOYMENT OUT-OF-SESSION ITEM S07-2013: STANDING COUNCIL ON TERTIARY EDUCATION, SKILLS AND EMPLOYMENT MEETING ARRANGEMENTS**

### Summary of key objectives

- To provide Queensland input to the Standing Council on Tertiary Education, Skills and Employment (SCOTESE) decision on meeting arrangements for June 2013 and June 2014 (**Attachment 1**).

### Key issues

- The proposed swap of venues for scheduled meeting arrangements in June 2013 (New Zealand) and 2014 (Canberra) is intended to minimise disruptions to Ministers' schedules during the estimates period of the 2013 election year.
- Ms Lisa Pennisi, Personal Secretary and Office Manager of your office has confirmed that the change of venue would better suit your diary commitments for June 2013.
- A response form indicating agreement for the proposal is provided as **Attachment 2**.

### Implications

- There are no financial, legal or media implications for the Queensland Government or the Department of Education, Training and Employment relating to this matter.

### Background

- The National Senior Officials Committee (NSOC)-SCOTESE Secretariat (the Secretariat) has proposed an exchange of the New Zealand hosted meeting scheduled for 7 June 2013, with the Australian Capital Territory hosted meeting scheduled for 6 June 2014. The proposed arrangements (swap of venues) are supported by the hosting New Zealand and Australian Capital Territory officials and Ministers.
- The Secretariat has also received advice from jurisdictions about ministerial commitments during budget estimates processes, alongside other events at this time, and a New Zealand meeting is likely to impact Ministers' ability to travel overseas on this occasion.

### Right to information

- I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/125449

**Recommendation**

That the Minister

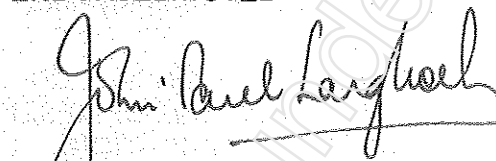
- **agree** to the proposed change of arrangements for the June 2013 and 2014 SCOTese meetings; and
- **sign and return** the response form to the NSOC-SCOTese Secretariat by close of business Wednesday, 1 May 2013 (**Attachment 2**).

NOTED

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



**FIONA CRAWFORD**  
 Chief of Staff  
 Office of the Hon John-Paul Langbroek MP  
 Minister for Education, Training and  
 Employment



**JOHN-PAUL LANGBROEK MP**  
 Minister for Education, Training and  
 Employment

30 / 4 / 13.

30 / 4 / 13

☒ Copy to Assistant Minister
**Minister's comments**

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Minister's Office File Ref:	
Department File Ref:	13/123817

25

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

Action required: For noting

Action required by: 30 April 2013 to align with 13/111819

**SUBJECT: DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT COMMENT ON THE SKILLS QUEENSLAND PAPER - INDUSTRY ENGAGEMENT ARRANGEMENTS**

### Summary of key objectives

- The Department of Education, Training and Employment has been asked to comment on a briefing note to the Minister submitted by Skills Queensland in relation to Industry Engagement Arrangements (Ref: 13/111819).

### Key issues

- Skills Queensland proposes three options in relation to future arrangements for Industry Skills Bodies (ISBs) which are funded through Skills Queensland.
- The Department supports Option 2 – preferred option – which will focus funding towards ISBs that align with key industries, including the four pillar industries.
- The Department supports the extension of existing contracts for the 2013-14 financial year and the timeframe for transition proposed by Skills Queensland. This will enable detailed consultation and negotiations with all ISBs, including those whose funding will cease. ISBs not funded will have an opportunity to seek alternative sources of funding and, if none are sourced, they will have time to wind up their entities in a timely manner.
- The Department supports new arrangements to commence from 1 July 2014.
- Negotiation of revised engagement arrangements with the continuing entities will enable the focus of these bodies to change, in line with the broader reforms of the vocational education and training sector.
- In addition to the enhancements proposed by Skills Queensland (**Attachment B** – page 5), the Department will work with Skills Queensland to ensure that ISBs target consultation with small employers and others that might not otherwise contribute to planning input or that might not currently engage with the training sector.
- The Department supports the ISBs to focus on undertaking research and providing validated input into planning and advisory activities that will inform future government training investment.

### Implications

- The Department's comments are limited to the proposal in the brief and do not extend to the whole industry engagement paper provided at **Attachment B** of the brief, the contents of which will be impacted by the Government Response to the Queensland Commission of Audit Report.

Minister's Office File Ref:	
Department File Ref:	13/123817

**Right to information**

10. I am of the view that the contents or attachments contained in this brief are **suitable** for publication.

**Recommendation**

11. It is recommended that the Minister note the advice provide when considering the brief at 13/111819.

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

**FIONA CRAWFORD**  
**Chief of Staff**  
**Office of the Hon John-Paul Langbroek MP**  
**Minister for Education, Training and**  
**Employment**

**JOHN-PAUL LANGBROEK MP**  
**Minister for Education, Training and**  
**Employment**

☐ Copy to Assistant Minister

**Minister's comments**

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<b>Action Officer</b> A/ED	<b>Endorsed by:</b> Assistant Director-General Gabrielle Sinclair Strategic Policy and Portfolio Relations Tel: 3237 1565 Mob: <span style="border: 1px solid red; padding: 0 2px;">s.47(3)(b) - C</span> Date: 12/04/2013	<b>Endorsed by:</b> DDG Jodi Schmidt Training and Employment Tel: 3237 1578 Mob: <span style="border: 1px solid red; padding: 0 2px;">s.47(3)(b) - C</span> Date:	<b>Endorsed by:</b> Deputy Director-General Annette Whitehead Policy and Programs Tel: 3247 3365 Mob: <span style="border: 1px solid red; padding: 0 2px;">s.47(3)(b) - C</span> Date: 17.4.2013	<b>Approved by:</b> Director-General Jim Watterston Education, Training and Employment Tel: 3237 1077 Mob: Date:
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Minister's Office File Ref:	
Department File Ref:	13/137846

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For noting**

**Action required by: N/A**

**Urgent** – Information for Minister's meeting with Ms Ebony-Lee Corbyn on 2 May 2013.

**SUBJECT: MEETING WITH THE MENTOR FOR EDUCATION, TRAINING AND EMPLOYMENT ON THE YMCA QUEENSLAND YOUTH PARLIAMENT (QYP) 2013 EXECUTIVE.**

### Summary of key objectives

- The Minister has agreed to meet with Ms Ebony-Lee Corbyn, who is the mentor for Education, Training and Employment on the YMCA Queensland Youth Parliament (QYP) 2013 Executive.
- Ms Corbyn wishes to consult with the Minister as a key stakeholder for his insights into the development of a Youth Bill on accessibility to education and employment.

### Key issues

1. The QYP program has for a number of years provided an opportunity for participants, aged between 15 and 25 and representing each electorate across Queensland, to engage with community issues as Youth Members of Parliament in an apolitical environment.
2. Each year they develop Youth Bills about a range of public policy issues. Youth Bills that are passed by the Youth Parliament are passed on to the Cabinet and Shadow-Cabinet.
3. The QYP 2013 program runs from April to October when Youth Members have the opportunity to debate the Youth Bills in the Green Chamber. Eight Youth Bills are written in the interim period by each committee, each covering a different portfolio area.
4. At a recent forum, the QYP Education, Training and Employment Committee identified accessibility to education and employment as an area of interest.
5. A key element of the process of developing a Youth Bill with implementable recommendations involves consultation with relevant stakeholders.

### Accessibility to education and employment

6. There are a range of barriers that can make it difficult to access the education and employment opportunities available. Most of these barriers are universal across education and employment such as disability, English as a second language and living in rural and remote locations.
7. The Queensland Government addresses barriers to access through a range of policies, options and programs, including participation in national initiatives.
8. The Department has prepared some background material about barriers to access and how the Queensland Government addresses these issues (**Attachments 1 and 2**) and a non-exhaustive list of relevant Australian and international research on this topic (**Attachment 3**), which the Minister may wish to provide to Ms Corbyn to assist in the development of the Youth Bill.

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Department File Ref:	13/137846

9. The Australian Government also has a key responsibility in addressing barriers to education and employment. For instance, the primary responsibility for the delivery of employment services and financial assistance (e.g. Austudy, ABSTUDY and Youth Allowance) for people who are studying or undertaking an apprenticeship rests with the Australian Government.
10. QYP may wish to consult with Federal representatives from the Department of Employment, Education and Workplace Relations and the Department of Human Services to find out more about the Australian Government's role in accessibility of education and employment and the services they provide to address barriers.

### **Implications**

11. There are no financial, legal or media implications.

### **Background**

12. The YMCA QYP is a Queensland Studies Authority accredited educational program for young people residing in Queensland. There are three main facets to the program; Parliament, Community Engagement and Personal Development.
13. The QYP's vision is for a society where young people advise, and are consulted on issues of broad community concern including youth issues.

### **Right to information**

14. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/137846

### Recommendation

That the Minister **note** the information in the Briefing Note for his meeting with Ms Ebony-Lee Corbyn on 2 May 2013.

NOTED



**FIONA CRAWFORD**  
 Chief of Staff  
 Office of the Hon John-Paul Langbroek MP  
 Minister for Education, Training and  
 Employment

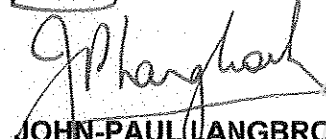
1, 15, 13

☐ Copy to Assistant Minister

### Minister's comments

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NOTED



**JOHN-PAUL LANGBROEK MP**  
 Minister for Education, Training and  
 Employment

1, 15, 13

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 Dr Jim Watterston

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Date: 1/5/13.

Minister's Office File Ref:	
Department File Ref:	13/144656

**URGENT**

28

**Briefing Note**

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

<b>Action required: With Correspondence</b>
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<b>Action required by: 8/05/2013</b>
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<b>Urgent – Queensland has been given until 8 May 2013 to provide comments on the draft standards</b>
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**SUBJECT: HIGHER EDUCATION STANDARDS PANEL — DRAFT STANDARDS FOR COURSE DESIGN AND LEARNING OUTCOMES**

**Summary of key objectives**

- To provide Queensland's position on the draft standards for course design and learning outcomes.

**Key issues**

1. The Higher Education Standards Panel (the Panel) is seeking feedback on two main issues: the proposed format and structure of standards statements; and the specific content of the draft standards on course design and learning outcomes.
2. The Panel is consulting on an early stage of a complete revision of the higher education standards to ensure support for its intended approach. If supported, it will apply the approach to further revisions planned for later this year. The Panel's paper is at **Attachment 1**.
3. The revised format and structure of standards statements comprise a short description of each standard together with reference points. Reference points are intended to provide relevant information to guide providers and regulators in interpreting the standards. They are indicative rather than definitive and not intended to be part of the description of the standard.
4. Examples of reference points include relevant references to broader framework documents such as the Australian Qualifications Framework (AQF), or pointers to important information such as accreditation requirements of professional bodies and the requirements for registration of graduates of registration authorities.
5. By comparison, the National Skills Standards Council (NSSC) Position Paper, *Improving Vocational Education and Training A Case for a New System*, outlines proposed regulatory standards for Registered Training Organisations. The NSSC has taken an approach based on minimal description of the standards with no further explanatory material or references. It argued that extended description has caused problems when providers litigate against regulator's decisions.
6. It is recommended that the Panel approach be endorsed with the caveat that format, style and description of higher education standards should be as closely compatible as possible to vocational education and training (VET) regulatory standards and that detail included in reference points should be minimal and only refer to essential or highly relevant documents.
7. The Panel also intends to minimise description, reduce overlap and eliminate repetition that is currently evident in existing standards.

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8. The revised course design and learning outcomes standards appear to include relevant points. However, the course design standards only briefly highlight the need for course design to ensure that pathways allow smooth transitions between education and training sectors. The course design standard includes point 3:

*Course design encompasses the rationale for the course of study, course structure, modes of delivery, learning outcomes, methods of assessment, entry requirements and pathways, programmed student workload, articulation arrangements, exit pathways, pathways to further study and any compulsory requirements for completion and that these features of all courses of study are documented and publically accessible in a current version.* (underlining added).

9. There is no mention of credit transfer arrangements. However details of credit transfer arrangements are required by the AQF, which is included in the reference points. Therefore it is appropriate that the AQF requirements are not repeated in the standards.
10. However, the course design standard would benefit from some form of description to demonstrate involvement of relevant industry (employers), VET, schooling, professional body and professional registration authorities into course design to optimise pathway linkages and enable smooth transitions between the sectors.
11. A response to the Panel along these lines is provided as **Attachment 2**.
12. The Panel plans to publish responses on its website unless a specific request is made to prevent it. Alternatively, respondents can provide comments in confidence, which will result in the comments being published without specifically identifying the source. No request to prevent publication or de-identifying the source has been requested in the response.

#### Implications

13. There are no financial, resource or media implications for the department. If approved, the revised standards will impact on all Queensland higher education providers, including universities.

#### Background

14. The Panel is required under the Commonwealth *Tertiary Education Quality and Standards Agency (Consequential Amendments & Transitional Provisions) Act 2011* to undertake a review of the current Threshold Standards for higher education providers.
15. Before releasing major revisions for comment, the Panel wishes to test its approach by inviting feedback on two specific examples of draft standards for:
- Course Design (Coursework); and
  - Learning Outcomes (Coursework).
16. The Panel has sought feedback on its proposal from members of the Standing Council on Tertiary Education, Skills and Employment as well as other key stakeholders.

#### Right to information

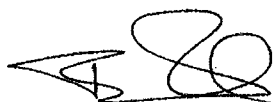
17. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/144656

**Recommendation**

That the Minister

- **approve** the response to the Higher Education Standards Panel provided as **Attachment 2**; and
- **forward** the response as a word document by email to [info@HEstandards.gov.au](mailto:info@HEstandards.gov.au) by 8 May 2013.

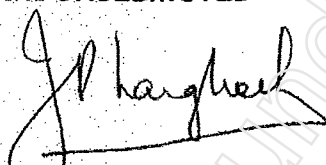
**NOTED**


**FIONA CRAWFORD**  
**Chief of Staff**  
**Office of the Hon John-Paul Langbroek MP**  
**Minister for Education, Training and Employment**

9 15 13

☒ Copy to Assistant Minister

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

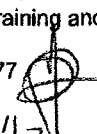


**JOHN-PAUL LANGBROEK MP**  
**Minister for Education, Training and Employment**

12 15 13

**Minister's comments**

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Minister's Office File Ref:	
Department File Ref:	13/152637

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Approval**

**Action required by: 16/05/2013**

**Urgent** – Queensland is requested to respond to the SCOTese-NSOC Secretariat by 16 May 2013.

**SUBJECT: NOMINATION OF SCOTese CHAMPION MINISTER FOR PEOPLE WITH A DISABILITY**

### Summary of key objectives

- To indicate the Minister's interest in nominating for the role of the Standing Council on Tertiary Education, Skills and Employment (SCOTese) Disability Champion Minister.

### Key issues

1. Under arrangements in place for the Council of Australian Governments (COAG), there is an opportunity for one member of SCOTese to act in the role of Champion Minister for People with a Disability.
2. The SCOTese Disability Champion reports to COAG specifically on progress concerning elements of *Policy Action Area 3: Economic Security* and elements of *Policy Action Area 5: Learning and Skills* of the National Disability Strategy (**Attachment 1**). Future Action relating to these Policy Action Areas includes:

#### *Policy Action Area 3: Economic Security*

- 3.1 Improve employer awareness of the benefits of employing people with disability.
- 3.2 Reduce barriers and disincentives for the employment of people with disability.
- 3.3 Encourage innovative approaches to employment of people with disability such as social enterprises, or initiatives to assist people with disability establish their own small business.
- 3.4 Improve employment, recruitment and retention of people with disability in all levels of public sector employment, and in funded organisations.

#### *Policy Action Area 5: Learning and Skills*

- 5.1 Reduce barriers and simplify access for people with disability to a high quality inclusive education system including early learning, child care, school and further education.
- 5.2 At the review points of the National Education Agreement, the National Agreement for Skills and Workforce Development, Smarter Schools – Improving Teacher Quality National Partnership and other learning and skills-related National Partnerships, parties agree to consider including strategies, consistent with the Strategy, and performance indicators to ensure they address the needs of students with disability.
- 5.3 Develop innovative learning strategies and supports for students with disability which are accessible, reliable and responsive to strengthen their aspirations and enable them to reach their full potential.
- 5.4 Investigate options for reporting on educational outcomes of students with disability.

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- 5.5 Identify and establish best practice for transition planning and support through all stages of learning and from education to employment.
  - 5.6 Respond to the recommendations of the review of the Disability Standards for Education.
  - 5.7 Ensure the Early years Learning Framework, Australian Curriculum and national assessment processes incorporate the needs of student with disability within an inclusive education framework.
3. The role of SCOTESE Disability Champion is supported by the National Disability Strategy Development Officials Working Group (DOWG) and Secretariat. Jurisdictions petitioning assistance from the Champion Minister do so through the DOWG Secretariat. Further detail on the expectations of the Champion Minister is provided in the Background and Guidelines document (**Attachment 2**).
  4. Liaison with staff in the Minister's Office has indicated the Minister may be interested in undertaking the role. A reply has been prepared accordingly (**Attachment 3**).

#### Implications

5. There are no financial, legal or media implications for the Department or the Queensland Government.
6. Should the Minister take on the role, Strategic Policy and Portfolio Relations will coordinate input and action from across the portfolio to support the objectives of the National Disability Strategy.

#### Background

7. The current SCOTESE Champion Minister for People with a Disability, the Honourable Murray Cowper MLA, has recently relinquished his role as he is no longer a member of SCOTESE due to portfolio changes.
8. The SCOTESE-National Senior Officials Committee Secretariat has called for nominations from SCOTESE members for the role.

#### Right to information

9. I am of the view that the contents or attachments contained in this brief are **not** suitable for publication.

Minister's Office File Ref:	
Department File Ref:	13/152637

**Recommendation**

That the Minister

- **approve** the Ministerial nomination for the role of SCOTese Disability Champion Minister; and
- **sign and return** the draft response to the SCOTese-NSOC Secretariat by close of business 16 May 2013 (**Attachment 3**).

NOTED

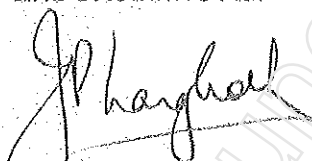


FIONA CRAWFORD  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

14/5/13

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



JOHN-PAUL LANGBROEK MP  
Minister for Education, Training and  
Employment

15/5/13


Minister's comments

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Minister's Office File Ref:	
Department File Ref:	13/29466

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Noting

### Action required by: N/A

**Routine** – Background information to support Minister's meeting with local childcare and kindergarten owners in the Chatsworth electorate on 10 April 2103

## SUBJECT: MINISTERIAL EVENT IN CHATSWORTH ELECTORATE TO DISCUSS NEWMAN GOVERNMENT'S EARLY CHILDHOOD EDUCATION POLICIES

### Summary of key objectives

- The Minister has accepted an invitation from Mr Steve Minnikin MP, Assistant Minister for Public Transport and Member for Chatsworth to meet with a small group of local child care and kindergarten owners. The event will take place at the Chatsworth Electorate Office on 10 April 2013, between 10.30–11.30am at Unit 1, Millennium Business Centre, Millennium Boulevard, Carindale.
- The key focus of the brief presentation is to provide information on current national and state Early Childhood Education and Care (ECEC) policies to local child care and kindergarten owners and provide them with an opportunity to ask questions to the Minister.
- Community Engagement and Partnerships are drafting background speaking notes for the event.

### Key issues

1. The Department of Education, Training and Employment (DETE) is implementing a range of key ECEC initiatives to provide Queensland children with access to quality ECEC, giving them the best possible start in life.
2. The Department's key initiatives include:
  - *Grants for early childhood education and care services* — funding to enhance the delivery of quality kindergarten programs is available; and
  - *Step up into Education* — A program to better prepare children's transition to school, especially those in areas of disadvantage.
3. In response to broader Government initiatives, DETE's key strategies also support the implementation of national reforms, including:
  - Universal access to early childhood education — ensuring every child can access a kindergarten program by establishing extra kindergarten services in areas of need; and
  - National Quality Framework (NQF) — a new integrated national approach to quality education and care, including commencing assessment and rating of quality standards, and streamlined regulatory requirements.
4. The event will be held at the Chatsworth Electorate Office, situated within the Metropolitan Region and supported by the Mt Gravatt regional ECEC office.

Minister's Office File Ref:	
Department File Ref:	

## Implications

### *DETE funding initiatives*

5. A range of grant programs funded through the National Partnership for Early Childhood Education are currently available to support kindergarten participation including:
  - funding of \$5,000 for the Enhancement Grant for Long Day Care Services, Round 2, to assist eligible services to provide quality educational resources and equipment for use in their kindergarten program and to promote their kindergarten program. Applications close 26 April 2013; and
  - the first 2013 round for Disability Support Funding of between \$2,000 and \$6,000 for eligible kindergarten services to support children with a suspected or diagnosed disability to benefit from a quality early childhood education. Applications close on 15 March 2013.
6. In addition, the Queensland Government is establishing an extra 25 kindergarten services around Queensland in 2014.

### *Inclusion Support Subsidy (ISS)*

7. The Minister has emailed all long day care services that provide Queensland Government approved kindergarten programs to update them on the availability of the Inclusion Support Subsidy (ISS) for children with a disability, including options for services to consider:
  - Until the 2013 kindergarten year, children with a disability accessing a kindergarten program in long day care services have successfully accessed funding under the Australian Government's ISS in addition to kindergarten program funding under the National Partnership for Early Childhood Education (NP ECE). In 2013, the Australian Government changed the way it administers the guidelines for the ISS, determining that children may not be funded simultaneously with the NP ECE;
  - The Australian Government disputes any claim that this is a change from previous practice;
  - The Queensland Government has urgently sought clarification from the Australian Government regarding this outcome. The delay in receiving this advice may disadvantage some of Queensland's most vulnerable children;
  - In past years children have been able to access ISS funding simultaneously with funding provided under the Queensland Kindergarten Funding Scheme. This Australian Government decision will disadvantage Queensland's most vulnerable children and the Minister continues to advocate on their behalf;
  - Given the Australian Government eligibility criteria restrict the ability of a service to access multiple funding initiatives, services and families may need to choose which grant program best meets the needs of the particular child, considering hours of support and funding available;
  - Where a service does not claim Queensland Kindergarten Funding Scheme (QKFS) funding for a child, the service should check with the Australian Government to see whether they are eligible to claim ISS for that child during all hours of attendance at the service, even if a Queensland Government approved kindergarten program is available; and
  - Alternatively, the service can claim QKFS for a child and may be eligible for ISS funding for those hours of attendance at a service that fall outside the 600 hours per year of the kindergarten program (typically delivered as 15 hours per week 40 weeks per year). However, the service would need to confirm eligibility with the Australian Government, through the Inclusion Support Agency.

Minister's Office File Ref:	
Department File Ref:	

### *National Quality Framework (NQF)*

8. The NQF will for the first time set a national quality standard (NQS) for early childhood education and school age care services across the country. This NQS is underpinned by legislative standards that ensure the education, health, safety and wellbeing of children attending the education and care service.
9. Since mid-June 2012, states and territories have begun the process of assessing and rating services against the NQS. As at 31 December 2012, more than 300 Queensland services have been assessed and rated against the NQS.
10. The approach of the NQS is that services are now rated differently. The new rating system raises the bar to a higher level and requires that services seek to continually improve programs, policies and practices.
11. The assessment and rating process has been through an external evaluation process by the Australian Council for Educational Research and has been deemed valid and reliable, and the instrument deemed to be fit for purpose. The majority of services involved in the evaluation (491 nationally, 128 of which were in Queensland) reported the process was a positive experience.
12. States and territories will now begin work towards the publication of ratings, starting with the proclamation of the relevant part of the National Law that will facilitate publishing a service's ratings. DETE has started work on this process for Queensland.
13. The intent is for ratings to be published on the Australian Children's Education and Care Quality Authority and MyChild websites to help inform families and the sector about the quality of early childhood education and care and school age care services.
14. It is expected that ratings will be published by mid-2013 and communication materials are being developed to assist both services and parents understand the five level rating system.
15. Regarding services within the Chatsworth Electorate, Mt Gravatt Regional ECEC Office has indicated the following:
  - Wakerley has been identified as a growth area, however, not all services in the adjoining suburbs of Tingalpa and Belmont are operating at capacity;
  - As at the end of January 2013, six assessment and rating processes have been completed in a range of service types (long day care, family day care and kindergartens) in the Chatsworth electorate;
  - The process has been received favourably by approved providers, educators and families and has provided an opportunity to work in an open and collaborative manner with all stakeholders;
  - Feedback on the completed processes has been generally very positive; and
  - The Regional Office will continue to work with all services, particularly those yet to be assessed, to assist them to understand and implement the requirements of the Framework.
16. The NQF introduced a new requirement to have a 'responsible person' present whenever education and care is being provided, being either the Approved Provider or an educator who holds a supervisor certificate. A number of sector representatives have reported difficulty in meeting this requirement, particularly in outside school hours care.
17. Queensland is one of the only jurisdictions processing applications for supervisor certificate within the legislated timeframes. In addition, DETE works closely with service providers to fast track applications where it has been identified that service delivery may be impacted.

Minister's Office File Ref:

Department File Ref:

**Background**

18. *Step up into Education* — A Newman Government election commitment providing \$4 million over four years from the 2013 school year to 2015–16 to improve children's transition to school. This program complements the Government's commitment to universal access to early childhood education by 2014.
19. *Universal access to early childhood education* — Queensland Government is committed to achieving universal access to kindergarten by mid-2013 and is actively participating in national negotiations to ensure ongoing Australian Government funding is available to support Queensland children to participate in a high quality kindergarten program.
20. *National Quality Framework* — The NQF was introduced in 2012 and is an integrated national approach to the regulation and quality assessment processes for long day care, family day care, outside school hours care, pre-Prep and kindergarten services. This includes a new quality rating system for services and new national standards that include more educators to educate and care for children and enhanced educator qualification requirements. A review of these arrangements is planned for 2014, and the Department will be seeking feedback from service providers and peak organisations to contribute to this review.

**Right to information**

21. I am of the view that the contents or attachments contained in this brief are **suitable** for publication.

**Recommendation**

That the Minister **note** the background information provided for the meeting with a small group of local child care and kindergarten owners in the Chatsworth Electorate.

**NOTED**


**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

12, 3, 13

☐ Copy to Assistant Minister
**APPROVED/NOT APPROVED  
ENDORSED/NOTED**


**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
Employment

13, 3, 13

**Minister's comments**

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Minister's Office File Ref:	
Department File Ref:	13/20523

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Approval with Correspondence

To notify QCCAA, QISBGA, principals of the eligible non-state schools, governing bodies of the non-state schools, and the local Members of Parliament of successful applications for the Capital Assistance Authorities.

### Action required by: 8 February 2013

**Routine** – applications for capital assistance are received from the Capital Assistance Authorities four times per year.

## SUBJECT: NON-STATE SCHOOLS CAPITAL ASSISTANCE — DECEMBER 2013

### Summary of key objectives

- To seek the Minister for Education, Training and Employment's approval of capital assistance projects recommended by the two non-state school sectors' Capital Assistance Authorities (CAAs).

### Key issues

- The Queensland Catholic Capital Assistance Authority (QCCAA) and the Queensland Independent Schools Block Grant Authority (QISBGA), have submitted recommendations to the Minister, through the Office of Non-State Education, under correspondence received on 18 and 19 December 2012.
- The total assistance recommended for approval by the QCCAA is as follows:
  - funding of \$47,201,191 through the *Flying Start Capital Assistance Scheme* (FSCAS) (**Attachment 1**);
  - funding of \$4,889,962 through the *State Capital Assistance Scheme* (SCAS) and diverted to capital works associated with *Flying Start* initiatives (**Attachment 2**);
  - funding of \$4,395,989 through the *Special Assistance School* (SAS) program (**Attachment 3**);
  - funding of \$31,830 through the *External Infrastructure Subsidy Scheme* (EIS) (**Attachment 4**);
  - additional funding of \$60,519 for previously approved EIS applications (**Attachment 5**); and
  - additional funding of \$453,964 for a previously approved SCAS application (**Attachment 6**).
- Under section 22A of the *Education (Capital Assistance) Act 1993* (the Act), a governing body that has been granted capital assistance is required to apply to the CAA for an initial payment of the grant within two years of the Minister's approval of the application for capital assistance or apply for an extension of time under section 22B of the Act.
- The QISBGA has resubmitted 19 applications for an extension of time for previously approved projects due to delays in the commencement of the projects. Funding of \$5,260,940 through SCAS and EIS has been allocated in previous funding rounds for these projects (**Attachment 7**).
- The QISBGA has submitted no new applications for capital assistance in this round of funding.

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## Implications

6. There are no legal or media implications.
7. There are four capital assistance rounds per year, and the amount of capital assistance recommended in each round is at the discretion of the CAAs, and is contingent on the level of uncommitted funds from the various State capital assistance programs, including interest earned on these funds. Each CAA may also make recommendations for commitment of funds to projects in the next financial year, or in the case of the FSCAS, up to and including the 2014–15 financial year.
8. Approval of the capital assistance schedules contained in this brief does not commit the Queensland Government to any additional funding outside the annual State Budget allocation.

## Background

9. The CAAs administer the capital assistance program under the following legislative and policy frameworks:
  - *Education (Capital Assistance) Act 1993* (the Act);
  - *Education (Capital Assistance) Regulation 2005*;
  - *Capital Assistance Scheme Guideline*;
  - *External Infrastructure Subsidy Scheme Guideline*;
  - *Flying Start Capital Assistance Guideline*; and
  - *Education (Accreditation of Non-State Schools) Act 2001*.
10. Section 7 of the Act recognises two CAAs, QISBGA and QCCAA, that manage capital assistance for non-state schools on behalf of the Queensland Government. The CAAs receive and assess applications from non-state schools, and provide a list of recommended projects to the Minister four times per year.
11. There are five different capital assistance programs for non-state schools currently operating. Four programs have been allocated \$87 million in funding for 2012–13 as follows:

Scheme	Purpose of funding	Funding allocation 2012-13
<b>State Capital Assistance Scheme (SCAS)</b>	To provide, convert, refurbish and upgrade educational facilities or boarding accommodation.	\$46 million
<b>External Infrastructure Subsidy Scheme (EIS)</b>	To meet external infrastructure costs associated with capital works projects.	\$5.4 million
<b>Flying Start Capital Assistance Scheme (FSCAS)</b>	To meet the capital costs associated with the transition of Year 7 from primary to secondary education from 2015.	\$16.85 million
<b>Building our Future Schools Fund (BOFS)</b>	To develop new schools, provide additional facilities for growing schools, and meet the capital costs associated with the transition of Year 7 to secondary and boarding facilities.	\$18.75 million

12. The fifth program provides assistance specifically for special assistance schools (SAS), which are schools that cater specifically for young people who are not engaged in education, VET or work. The SAS program is a five-year program that operates under existing capital assistance guidelines.

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13. A total of \$110 million of FSCAS capital funding has been allocated to the non-state sectors over the next three years (including this financial year), with \$105 million for the Catholic sector and \$5 million for the Independent sector.
14. Under existing arrangements, funding provided under the annual SCAS allocation can be diverted to capital works associated with *Flying Start* initiatives. This arrangement is in place up to and including the 2014–15 financial year.
15. The attached schedules from QCCAA (**Attachments 1–6**) include the details that are required under the Act to be included in an application. Copies of the complete applications are available from the CAAs should further information be required in reaching a decision.
16. Under Section 17 of the Act, in reaching a decision on an application, the Minister:
  - may grant the application in whole or part or refuse the application;
  - may have regard solely or principally to the CAA's recommendation;
  - must inform the applicant and the CAA in writing of the decision; and
  - must give the CAA written reasons for the decision if the application is granted only in part or is refused.
17. Under Section 17 of the Act, the Minister is required to inform the applicant and the CAA in writing of the decision. Letters have been prepared for this purpose and are attached (**Attachments 8–12**).

#### Right to information

18. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/20523

## Recommendation

It is recommended that the Minister:

- **approve** the applications recommended by QCCAA (**Attachments 1–6**);
- **approve** the applications submitted by QISBGA (**Attachments 7**) for an extension of time for previously approved projects;
- **sign** the attached letters to:
  - Mr Mike Byrne, Executive Director, Queensland Catholic Education Commission (**Attachment 8**);
  - Dr Grant Watson, Company Secretary, QISBGA (**Attachment 9**);
  - principals of the eligible Non-state schools (45) (**Attachment 10**);
  - governing bodies of the Non-state schools (12) (**Attachment 11**); and
  - local Members of Parliament (35) (**Attachment 12**).

NOTED



**FIONA CRAWFORD**

Chief of Staff

Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
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☐ Copy to Assistant Minister

~~APPROVED~~ NOT APPROVED  
~~ENDORSED~~ NOTED



**JOHN-PAUL LANGBROEK MP**

Minister for Education, Training and  
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## Minister's comments

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Minister's Office File Ref:	
Department File Ref:	13/21787

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting with correspondence**

**Action required by: 8 February 2013**

**Routine** – The Non-State Schools Accreditation Board is able to operate with only six members until the new member is appointed by Governor in Council.

**SUBJECT: CASUAL VACANCY ON THE NON-STATE SCHOOLS ACCREDITATION BOARD**

### Summary of key objectives

- The Non-State Schools Accreditation Board (the Board) currently has a casual vacancy resulting from the resignation of Mr Darryl Briskey, a Minister's consultation nominee.
- Under the *Education (Accreditation of Non-State Schools) Act 2001* (the Act), the Minister for Education, Training and Employment is required to consult with the Association of Independent Schools of Queensland Inc (AISQ) and the Queensland Catholic Education Commission (QCEC) before nominating a replacement for Mr Briskey.
- Letters have been prepared to Emeritus Professor Peter Sheehan, Chairperson of QCEC (**Attachment 1**) and Mr John Somerset, President of AISQ (**Attachment 2**) requesting a nominee to fill the vacant position on the Board.

### Key issues

1. On 7 December 2012, Mr Briskey wrote to the Minister for Education, Training and Employment advising of his resignation from the Board effective from 14 December 2012 (**Attachment 3**).
2. Details of the current membership are provided at **Attachment 4**.
3. Under Section 109 of the Act, the membership of the Board is to comprise the following members appointed by the Governor in Council:
  - the person nominated by the Minister as the Chairperson of the Board;
  - three nominees of the Minister, nominated after consultation with AISQ and QCEC (the Minister's consultation nominees);
  - one nominee of the Director-General;
  - one nominee of AISQ; and
  - one nominee of QCEC.
4. Under Section 120, the Board is able to operate with the number equal to one-half of the number of its members. However, it is desirable that the appointment of the Board member be finalised as soon as possible to ensure that the Board is able to continue to carry out its functions as required under the Act.
5. Mr Briskey was originally appointed on 28 March 2008, and reappointed on 3 December 2009 up to and including 2 December 2013, as one of three Minister's consultation nominees on the Board. It is proposed to appoint the replacement Minister's consultation nominee until 2 December 2013, which is the balance of the term of Mr Briskey's appointment and in accordance with section 111 of the Act where a member must be appointed for not more than four years.

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6. Under section 109(2) of the Act, a Minister's consultation nominee to the Board:
  - must not be a person who is:
    - an employee of the Department; or
    - working full-time in an accredited school; or
    - a director of a schools' governing body; or
    - a member of an entity representing the interests of governing bodies of accredited schools; and
  - must also have qualifications, experience or standing the Minister considers appropriate for membership of the Board.
7. Accordingly, the attached letters to AISQ and QCEC have been prepared requesting advice about suitable persons for consideration as a Ministerial consultation nominee.

### Implications

8. There are no national, financial, legal or media implications.

### Background

9. The Board is an independent statutory body that is responsible for the accreditation and ongoing monitoring of non-state schools in Queensland.
10. The functions of the Board are to:
  - assess applications for accreditation of schools;
  - accredit schools complying with the accreditation criteria;
  - keep a register of provisionally accredited, and accredited schools;
  - monitor whether accredited schools continue to comply with the accreditation criteria;
  - monitor whether the governing body of a provisionally accredited, or accredited school is suitable to continue to be the school's governing body;
  - monitor whether a Government-funded school is a school not being operated for profit;
  - monitor whether the governing body of a government-funded school is not a party to a prohibited arrangement in relation to the operation of the school;
  - monitor whether there is no direct or indirect connection between the governing body of a government-funded school and a for-profit entity that could reasonably be expected to compromise the independence of the governing body when making financial decisions;
  - examine, and advise the Minister about, the operation of the accreditation scheme under the Act, including, for example, the examining of and reporting on a matter referred to the Board under section 107; and
  - perform other functions given to the Board under the Act or another Act.

### Right to information

11. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/21787

## Recommendation

It is recommended that the Minister:

- **note** the vacancy on the Non-State Schools Accreditation Board caused by the resignation of Mr Darryl Briskey; and
- **sign** the attached consultation letters to Emeritus Professor Peter Sheehan, Chairperson, Queensland Catholic Education Commission (**Attachment 1**) and Mr John Somerset, President, the Association of Independent Schools Queensland Inc (**Attachment 2**).

## NOTED

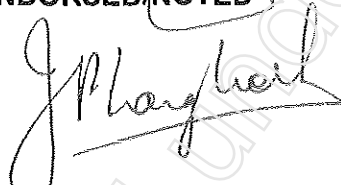


**FIONA CRAWFORD**  
**Chief of Staff**  
**Office of the Hon John-Paul Langbroek MP**  
**Minister for Education, Training and**  
**Employment**

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☐ Copy to Assistant Minister

## APPROVED/NOT APPROVED ENDORSED/NOTED



**JOHN-PAUL LANGBROEK MP**  
**Minister for Education, Training and**  
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## Minister's comments

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Minister's Office File Ref:	
Department File Ref:	13/27205

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Routine** – Minister, Assistant Minister and Chief of Staff meeting with Vice Chancellor of Bond University on 14 February 2013

**SUBJECT: MINISTER, ASSISTANT MINISTER AND CHIEF OF STAFF MEETING WITH VICE CHANCELLOR OF BOND UNIVERSITY ON 14 FEBRUARY 2013**

### Summary of key objectives

- To inform the Minister of relevant issues regarding Bond University's access to Commonwealth higher education tuition support programs.

### Key issues

1. Bond University is seeking the Minister's support in advocating to the Commonwealth for access to the Commonwealth's Higher Education Contribution Scheme – Higher Education Loan Program (HECS-HELP). Professor Brailsford has provided briefing note for information (**Attachment 1**).
2. Bond is currently able to access the Commonwealth's FEE-HELP loan program. However there are significant advantages to students in accessing courses supported by HECS-HELP rather than FEE-HELP, consequently universities that offer HECS-HELP attract more students.
3. Risk management is thought to be the essential reason for the Commonwealth's position.
4. Under both programs, students incur a debt to the Commonwealth which the Commonwealth pays to the relevant institution on progression through the course. It appears the Commonwealth attributes greater risk to universities established as a corporation than those backed by Government (or in the case of the Australian Catholic University (ACU), one backed by the Catholic Church). To mitigate this perceived risk, the Commonwealth has limited Bond students to the more restrictive FEE-HELP program.
5. Stakeholders have questioned the Commonwealth's tuition fee policy, which virtually enables unrestricted enrolments at public universities but restricts other higher education institutions given its overall policy goals are to increase participation and attainment.
6. If Bond students were able to access HECS-HELP it is likely to substantially improve its enrolments and therefore its financial viability. In 2012 Bond experienced declines in its international student numbers mainly attributed to the high exchange rate.
7. Other universities sharing the same geographic market, namely Griffith University and Southern Cross University could experience declines in market share if Bond were granted access to HECS-HELP. Therefore these universities are unlikely to support its case.
8. The Commonwealth might argue that if it allows Bond to access HECS-HELP, other institutions, such as statutory TAFE institutions offering bachelor courses could seek similar treatment. This could considerably increase the Commonwealth's overall investment in HECS-HELP. However, given students are ultimately required to repay these loans they should not be restricted in accessing their preferred provider.

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9. The Commonwealth might also argue for the need of some form of State guarantee to reduce its risks should it open access to HECS-HELP to Bond.

### Implications

10. There are no immediate financial, legal or media implications from discussion of Bond's case. However, should Queensland advocate Bond's position, there might be financial implications for the State from guarantees sought by the Commonwealth.

### Background

11. Bond University is established under the Queensland *Bond University Act 1987* (the Act).
12. The Preamble of the Act identifies Bond University as a company limited by guarantee incorporated under the Companies (Queensland) Code.
13. Section 11 of the Act specifies the University's independence and declares, "...the university company alone is responsible for and has authority over the provision of education within Bond University and shall not be subject therein to the direction of any person".
14. The Commonwealth provides financial support to domestic students for the tuition costs of higher education study through two programs at undergraduate level, namely:
- HECS-HELP, which operates like a line of credit and is repaid through the student's annual tax return once income exceeds \$49,095. No interest is charged but debt is indexed annually until fully remitted.
  - FEE-HELP where a student borrows all or part of the course fees. Loans attract a 25% loan fee which is not included in the limit that can be borrowed but must be repaid to acquit the loan. No interest is charged but debt is indexed annually and repayments are made through the student's annual tax return once income exceeds \$49,095.
15. The salient differences between the two forms of Commonwealth tuition support are:
- HECS-HELP does not attract a 25% loan fee but FEE-HELP does;
  - HECS-HELP can be discounted for up-front payment but FEE-HELP cannot;
  - HECS-HELP is only available through public universities and the ACU, but FEE-HELP is available from a wider range of higher education institutions; and
  - there are no restrictions on the number of enrolments or courses (except for medicine) for accessing HECS-HELP, but places are capped for FEE-HELP which is also restricted to courses designated by the Commonwealth Minister.
16. A recent media release made by Professor Brailsford on the loans issue is attached (**Attachment 2**).
17. Details of Bond's Council membership, a brief curriculum vitae for Professor Brailsford, and a brief profile of the university are attached (**Attachment 3**).
18. Bond's 2011 Annual Report is attached (**Attachment 4**).

### Right to information

19. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

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Department File Ref:	13/27205

**Recommendation**

That the Minister

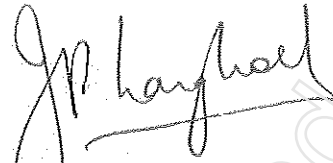
**Note** the contents of this brief.

**NOTED**


**FIONA CRAWFORD**  
 Chief of Staff  
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 Minister for Education, Training and  
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**NOTED**


**JOHN-PAUL LANGBROEK MP**  
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**Minister's comments**

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Minister's Office File Ref:	
Department File Ref:	13/34828

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting**

**ROUTINE – Brief requested by Minister's Office**

**SUBJECT: EARLY INTERVENTION PROGRAMS AT ACACIA RIDGE EARLY YEARS CENTRE**

### Summary of key objectives

- The Minister requested information about the early intervention services provided at the Early Years Centres (EYC) and specifically the programs delivered by The Benevolent Society (TBS) at the Acacia Ridge EYC.

### Key issues

#### *Early Intervention and prevention services at the Early Years Centres*

1. The EYCs operate an integrated early childhood development model that focuses on prevention and early intervention. The aim of these services is to promote positive outcomes for children, their families and communities and reduce the need for more costly and intensive interventions at a later stage.
2. An effective early intervention and prevention service system is underpinned by a strong platform of accessible quality universal services which act as soft entry points to more targeted services.
3. All EYCs provide a mix of universal services, which are geared to meet local needs and encourage access and participation, and targeted services to engage families who have more complex needs.
4. Examples of early intervention services provided at the EYCs broadly include:
  - a range of playgroups targeted to different ages and needs that provide early childhood education, encourage bonding and attachment, and build community connections that support the wellbeing of parents. Most EYC playgroups are delivered by multidisciplinary staff including early childhood educators, family support workers and child health nurses;
  - services that encourage access to and participation in kindergarten for children of pre-kindergarten age;
  - baby and child health clinics;
  - parenting support programs; and
  - home visiting and family support services.
5. All EYCs focus service delivery on the children who are likely to benefit the most from early childhood development services. This is typically families from low socio-economic and disadvantaged backgrounds, Aboriginal and Torres Strait Islander families, culturally and linguistically diverse backgrounds, and communities.

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### *Programs at Acacia Ridge Early Years Centre*

6. Acacia Ridge EYC provides a number of universal early intervention and prevention programs including a range of playgroups, baby massage, and parenting programs.
7. They also provide a range of targeted early intervention and prevention programs.
8. The *Marte Meo* program uses videos of parents interacting with their children to enhance parents' ability to effectively communicate, play and support their children's development.
9. TBS developed *Shaping Brains*, which is a suite of evidence-based programs that aim to promote the development of foundational skills and overcome 'bottlenecks to learning', enhancing child development and strengthening positive family and community networks so that children's new learning is supported and maintained. Three of the *Shaping Brains* programs delivered at Acacia Ridge EYC are:
  - *Cogmed*, which is a computer-based training program for attention problems linked to poor working memory.
  - *Mindup*, which is an evidence-based teaching model and curriculum for students in kindergarten through year 8 that is aimed at fostering children's social and emotional competence and psychological well-being.
  - A playgroup that teaches parents about brain development in the early years and how to support their children to get them ready for school.

The *Shaping Brains* Manager works with Acacia Ridge State School to identify children requiring support both outside of school hours and during school hours.

10. The *Connect2Kindy* program aims to increase awareness of the importance of kindergarten and access for vulnerable groups through mobile play and home learning programs.

### **Implications**

11. There are no implications.

### **Background**

12. On 25 January TBS contacted the Department as a matter of courtesy to inform about planned filming by Channel 7's Today Tonight program at the Acacia Ridge EYC. The Department's position is that as TBS is an independent service, there is no concern or breach of service agreement requirements.
13. Filming took place on 31 January 2013. Advice from TBS is that filming focused on the early intervention and prevention programs and supports delivered at the centre, and specifically those relating to brain development and social and emotional development.
14. EYCs are 'one-stop' shops that provide integrated early childhood education and care, family and parenting support, and child and maternal health services to families expecting a child or with children aged up to eight years. Some additional targeted services are also delivered and/or brokered for vulnerable children and families. Referrals are made to specialist or intensive support services when required.
15. In 2012-13, the Department will provide operational funding of approximately \$2.6 million to TBS to deliver the Browns Plains EYC and its satellite locations in Acacia Ridge and Beaudesert.
16. Acacia Ridge EYC and long day care, co-located with Acacia Ridge State School, opened in February 2012 and cost approximately \$4.4 million.
17. The Queensland Government committed \$32 million over four years (2006-10) to establish four EYCs and associated satellite services statewide with ongoing recurrent funding of

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approximately \$8 million per annum. The EYCs are operated by non-government organisations, and currently provide services across 13 communities.

#### Right to Information

18. I am of the view that the contents or attachments contained in this brief are suitable for publication.

#### Recommendation

That the Minister

note this overview of early intervention and prevention services at the EYCS and specific programs delivered at Acacia Ridge EYC.

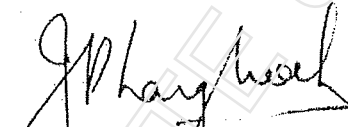
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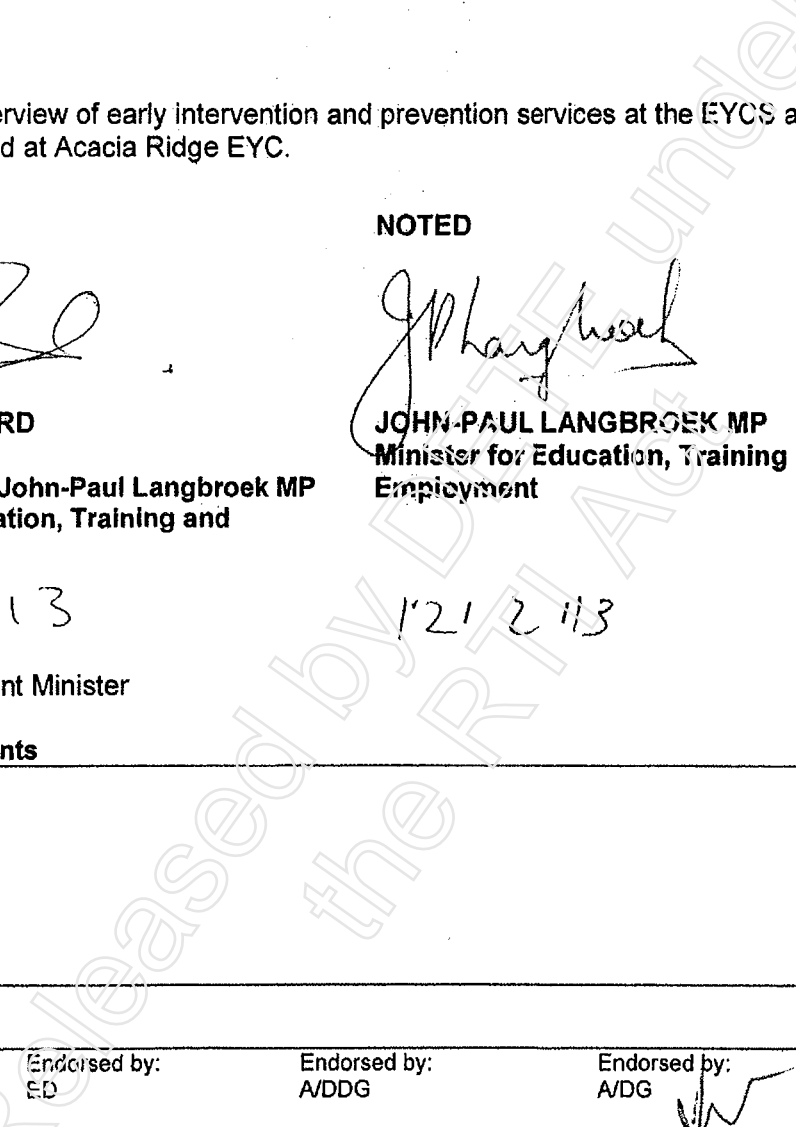


**JOHN-PAUL LANGBROEK MP**  
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#### Minister's comments

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Minister's Office File Ref:	
Department File Ref:	13/38946

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: Noting**

**Action required by: N/A**

**Routine** - 2012 Australian Early Development Index data expected to be released in late March 2013.

### SUBJECT: RELEASE OF AUSTRALIAN EARLY DEVELOPMENT INDEX DATA

#### Summary of key objectives

- The Minister is asked to note that 2012 Australian Early Development Index (AEDI) data is due to be released by the Australian Government in late March or early April 2013.
- The release is likely to attract public interest.

#### Key issues

1. The AEDI is a national collection of information on children's development prior to starting school.
2. The Honourable Peter Garrett MP, Minister for School Education, Early Childhood and Youth, will determine the release date for the 2012 data. Advice from Australian Government officials is that the release is likely to be late March or early April 2013.
3. Data will be available through a national summary report, community profiles and maps on the national AEDI website, [www.aedi.org.au](http://www.aedi.org.au). School Principals will also have access to a confidential school profile. Individual children cannot be identified in any published data.
4. Preliminary data indicates that there have been improvements in early childhood development in Queensland since the first national collection in 2009. However, Queensland children are relatively more developmentally vulnerable than the national average.
5. A further briefing with an overview of Queensland data and a copy of the embargoed national report will be provided once final data is available in early March 2013.

#### Implications

6. Australian Government officials are planning a Ministerial event to formally release the data.
7. It is anticipated that there will be public and media interest in the data release particularly as there are two years of data (2009 and 2012) allowing analysis of changes over-time at a national, state and community level.

#### Background

8. Queensland schools participated in the second national collection between May–July 2012. AEDI Checklists were completed by teachers for more than 95 per cent of children in Prep.
9. The AEDI reports information collected across five domains of early childhood development: language and cognitive skills; physical health and well-being; social competence; emotional maturity; and communication skills and general knowledge.
10. The AEDI is a relative measure which classifies children as developmentally 'vulnerable', 'at risk' or 'on track' in each of the domains measured.

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11. The information gathered in the AEDI is used by government and community organisations to assist in planning for social and community services in the early years.
12. The Australian Government funds the AEDI collection. This includes teacher relief for schools to undertake the data collection as well as support for jurisdictions to coordinate the collection and implement strategies to increase awareness and use of AEDI data.

### Right to information


13. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication as 2012 AEDI data has not yet been publicly released.

### Recommendation

It is recommended that the Minister:

- **note** that 2012 AEDI data will be released by the Australian Government in late March or early April 2013.

NOTED



**FIONA CRAWFORD**  
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☐ Copy to Assistant Minister

NOTED



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
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### Minister's comments

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Date: 14/2/13

Minister's Office File Ref:	
Department File Ref:	TRIM 12/479933

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Approval

### Action required by: 22/02/2013

**Critical** – The implementation plan must be submitted to the Australian Government by 28 February 2013 to meet the second agreement milestone, resulting in a payment of \$15 million across the three schooling sectors in Queensland.

### SUBJECT: Improving Literacy and Numeracy National Partnership Implementation Plan

### Summary of key objectives

That the Minister:

- **approve** the Improving Literacy and Numeracy National Partnership (ILN NP) Queensland Implementation Plan (IP) (**Attachment 1**) and provisional list of participating schools (**Attachment 2**); and

Sch. 3(2)(1)(b)

### Key issues

#### Queensland IP

1. The draft Queensland IP for the ILN NP is provided for your approval at **Attachment 1**.
2. Once approved by the Minister for Education, Training and Employment (DETE), the Queensland IP (**Attachment 1**), including the participating schools list and approaches to be deployed, will be forwarded to the Premier seeking approval to submit to DEEWR for signing by the Australian Government Minister for School Education and Early Childhood and Queensland Minister for Education, Training and Employment.
3. The signed IP will act as the bilateral agreement between the two governments, outlining Queensland's approach to the ILN NP.
4. Approval of the IP is required by 28 February 2013 to meet the second agreement milestone, resulting in a payment of \$15 million across the three schooling sectors in Queensland.
5. The Queensland IP (**Attachment 1**) provides more detail regarding participating schools (**Attachment 2**) and endorsed strategies, as well as estimated costs and project outcomes and outputs. The outcomes and outputs will be assessed using existing data sources.
6. DETE officers have collaboratively developed the IP with Independent Schools Queensland and the Queensland Catholic Education Commission, and obtained agreement from these parties to the proposed list of schools and strategies. As requested by the Premier in a letter to you on 17 January 2013, consultation has occurred with Queensland Treasury and Trade (QTT) and the Department of Premier and Cabinet (DPC) to confirm agreement to the approach.

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7. Signing the IP meets the requirements of the first two project milestones outlined in the ILN NP. This will attract a payment of approximately \$15 million (80% of the 2012-13 contribution).

#### *School selection and endorsed approaches*

8. ILN NP schools (**Attachment 2**) have been selected in accordance with the Australian Government's criteria which required states to target, in the first instance, schools with a high proportion of students (relative to state and sector) in the bottom two NAPLAN bands, which did not have opportunity to participate in the expired Literacy and Numeracy National Partnership Agreement (LN NP); and secondly, schools that participated in the expiring LN NP.
9. For the most part, State, Catholic and Independent schools that participated in the expired LN NP will continue to participate in the new ILN NP. In addition, each schooling sector has identified additional schools with sufficient need in terms of literacy and numeracy achievement for inclusion.
10. A total of 345 schools will participate in the ILN NP in 2013.
11. Minimal changes to this list may occur, based on school principals' willingness to be involved and/or negotiations with DEEWR regarding coverage (**Attachment 2**).
12. The endorsed approaches – coaching and mentoring and data driven practice – have already been used in Queensland schools and similar approaches are included on the *Teach, Learn, Share* website as required by the Australian Government.
13. Coaches and mentors in participating schools across the Queensland schooling sectors will:
  - share their skills and expertise to other teachers regarding effective pedagogical practices in literacy and numeracy; and
  - work to build the capabilities of teachers (including beginning teachers) to reflect and change instructional practices to use data to identify where support is needed and improvement has occurred.

#### *Alignment with Queensland Priorities*

14. The ILN NP aligns with the Queensland Government's policy priorities. In particular:
  - it will significantly assist schools to achieve the Queensland Government's goal under the 'Revitalising Frontline Services' pledge, to make Queensland one of the leading states for student literacy and numeracy by 2020;
  - it will amplify the impact of the Queensland's Government's \$26 million 'Getting the Basics Right – Literacy and Numeracy' election commitment, which will provide grants (spread over the next four years and targeting early years students) that enable schools to develop or purchase literacy and numeracy programs for implementation from 2013; and
  - actions implemented under the ILN NP will form part of Queensland's 'Plan to improve Literacy and Numeracy outcomes for Queensland students' as requested by you in October 2012.

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## Implications

15. Within a tight fiscal environment, the \$60 million in potential Australian Government funding to Queensland represents significant additional targeted support to schools and schooling systems to address the literacy and numeracy needs of students performing at or below the minimum national standard for literacy and numeracy.
16. Participation in the ILN NP necessitates limited additional effort from the Queensland Government, education providers and participating schools in terms of administration and reporting. There is no co-contribution requirement for Queensland under this Agreement.

## Background

17. The Prime Minister wrote to all Premiers on 5 December 2012 offering funding under the ILN NP for 2013 (Ref: 12/463647).
18. On 14 December 2012, the Minister recommended the Premier sign the ILN NP (Ref: 12/471761). This occurred on 14 January 2013.
19. On 17 January 2013, the Premier wrote to the Minister for Education, Training and Employment informing of this and provided a copy of the signed ILN NP. Sch. 3(2)(1)(b)

Sch. 3(2)(1)(b)

20. The Premier also requested, DEET officers continue to work with officers from both his Department and QTT, in the development of the IP. Consultation has occurred with these agencies and the views reflected in the IP (**Attachment 1**).
21. Under the proposed ILN NP, evidence-based strategies will be implemented in participating schools in the 2013 school year to lift the performance of students, including students from disadvantaged backgrounds and Aboriginal and Torres Strait Islander students, who are falling behind in literacy and numeracy. This is a shared policy goal of the Australian Government (through the Council of Australian Governments) and Queensland Government.
22. In order to secure the payment of 80% of the first year's allocation, Queensland and the Australian Government need to formally agree on the IP (**Attachment 1**) which includes the endorsed approach to be deployed and the provisional list of participating schools (**Attachment 2**).
23. At senior officer level, DEEWR have indicated support of the Queensland draft IP, including the proposed schools list and endorsed approaches.

## Right to information

24. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	TRIM 12/479933

**Recommendation**

That the Minister:

- approve the ILN NP IP at Attachment 1 and provisional list of participating schools at Attachment 2; and
- Sch. 3(2)(1)(b)

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

**FIONA CRAWFORD**  
 Chief of Staff  
 Office of the Hon John-Paul Langbroek MP  
 Minister for Education, Training and  
 Employment

**JOHN-PAUL LANGBROEK MP**  
 Minister for Education, Training and  
 Employment

/ /  
☐ Copy to Assistant Minister

**Minister's comments**

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*Gabrielle Sinclair*

Minister's Office File Ref:	
Department File Ref:	13/73028

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Routine** – Minister meeting with Professor Peter Høj, Vice-Chancellor University of Queensland on 28 March 2013.

**SUBJECT: PROPOSALS FOR ENHANCING LINKS WITH UNIVERSITY OF QUEENSLAND RESEARCH TO IMPROVE QUEENSLAND'S ECONOMIC DEVELOPMENT AND SOCIAL WELLBEING**

### Summary of key objectives

- To provide the Minister information to support his meeting with Professor Peter Høj, Vice-Chancellor of the University of Queensland (UQ) to discuss proposals for enhancing links with UQ research to improve Queensland's economic development and social wellbeing.

### Key issues

1. Professor Høj's letter refers to the UQ's achievements in the Australian Government's Excellence in Research Australia (ERA) program. This program applies a comprehensive and balanced methodology for rating the research efforts of Australian institutions, including universities.
2. The 2012 ERA ratings for UQ indicate all of its research areas are "at or above world standard". Full listings by Field of Research and institution can be found at [www.arc.gov.au/pdf/era12/report\\_2012/ARC\\_ERA12\\_Section4.pdf](http://www.arc.gov.au/pdf/era12/report_2012/ARC_ERA12_Section4.pdf) (**Attachment 3**).
3. As Professor Høj noted, UQ achieved maximum ratings for several of its research areas, including education, and specialist studies in education. These ratings (five on five point scale) are assigned for research "well above world standard" and UQ had more research areas with this maximum rating than any other Australian university.
4. Prof Høj suggests that the strong ratings for UQ's education research represent an opportunity for Queensland to strengthen its education system. The Department of Education, Training and Employment enjoys effective working relations with several universities and is currently working with UQ's School of Education on two major projects. Details are provided at **Attachment 1**. The Department is an industry partner with UQ's Queensland Brain Institute, in a bid for funding from the Commonwealth's \$16 million Special Research Initiative for a Science of Learning Centre (**Attachment 2**).
5. Professor Høj refers to the Excellence in Innovation for Australia paper, *Excellence in Innovation*, commissioned by the Group of Eight universities and the Australian Technology Network. This paper highlights the economic and social benefits from a sample of translational research projects undertaken by Australian universities. It specifically cites two UQ projects, namely:
  - the Human Papilloma Virus Vaccine project that resulted in the production of Gardasil and Cervarix for immunisation against cervical cancer, and
  - a titanium fabrication project for the aerospace industry supporting production of the F-35 Joint Strike Fighter.

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6. Professor Høj suggests that the findings from this paper and UQ's track record in translational research, currently attracting approximately \$100 million from industry annually, makes UQ the ideal vehicle for Queensland Government investment in research and innovation. UQ's commercialisation unit UniQuest, commenced in 1983 and has over 100 staff providing research and consultancy services.
7. Any proposals for improving links between the Queensland Government and UQ research should involve the Minister for Science, Information Technology, Innovation and the Arts.

### Implications

8. There are no implications from the meeting for the Department. However, proposals involving more links with UQ's education research would need careful consideration for resource implications. The Minister may wish to direct Professor Høj to the Minister for Science, Information Technology, Innovation and the Arts for wider discussion of research links between UQ and the Queensland Government.

### Background

9. Professor Høj, wrote to you on 5 February 2013 outlining recent achievements from UQ's research program and requesting a meeting to discuss proposals for enhancing Government links with its research.
10. Professor Høj's letter highlighted recent success for UQ from the Australian Government's Excellence in Research Australia awards and benefits from research identified in the paper, *Excellence in Innovation* [www.atn.edu.au/eia/Docs/ATN-Go8-Report-web.pdf](http://www.atn.edu.au/eia/Docs/ATN-Go8-Report-web.pdf)
11. These outcomes complement UQ's successes from the 2013 Australian Research Council's grants program where it received more funding than any other Australian university (Ref: 12/435450).
12. The Australian Government announced a cut of almost \$500 million to its Sustainable Research Excellence Program in October 2012 (**Attachment 4**). This cut is expected to have most impact on research-intensive universities such as UQ.
13. In February 2013, the Australian Government announced *A Plan for Australian Jobs*, providing funding of over \$500 million to create 10 Industry Innovation Precincts around Australia for improving translational research links with industries (**Attachment 5**).
14. The Queensland Government previously provided financial support for innovation and research through the Smart State program, which universities such as UQ accessed. This program has not continued.

### Right to information

15. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/73028

**Recommendation**

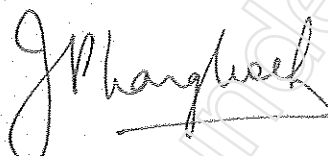
That the Minister

**note** the information provided to support the Minister's meeting with Professor Peter Høj, Vice-Chancellor of the University of Queensland on 28 March 2013.

**NOTED**


**FIONA CRAWFORD**  
 Chief of Staff  
 Office of the Hon John-Paul Langbroek MP  
 Minister for Education, Training and  
 Employment

13/3/13

**APPROVED/NOT APPROVED  
ENDORSED/NOTED**


**JOHN-PAUL LANGBROEK MP**  
 Minister for Education, Training and  
 Employment

14/3/13

☒ Copy to Assistant Minister
**Chief of Staff's comments**

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Minister's Office File Ref:	
Department File Ref:	13/54564

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: Noting

### Noting required by: As soon as possible

**Routine** - The Department will provide Queensland's 2012 Annual Report on the implementation of the *National Partnership Agreement on Early Childhood Education* to the Department of Education, Employment and Workplace Relations and it will be publicly released once accepted.

### SUBJECT: RELEASE OF THE 2012 ANNUAL REPORT ON THE NATIONAL PARTNERSHIP AGREEMENT ON EARLY CHILDHOOD EDUCATION

#### Summary of key objectives

- To advise that Queensland's 2012 Annual Report on the National Partnership Agreement on Early Childhood Education (NP ECE) has been provided to the Department of Education, Employment and Workplace Relations (DEEWR) and that public release will occur once it has been accepted **Attachment 1**.
- To provide a summary of achievements under the NP ECE, including that Queensland achieved 77% enrolment in a kindergarten program in 2012 against a target of 86%. This ambitious target was impacted by changes to the Estimated Residential Population (ERP).
- To note that the NP ECE expires on 30 June 2013 and Queensland's 2012 performance may impact post-NP ECE arrangements and funding.

#### Key issues

1. Queensland achieved a kindergarten participation rate of 77% in 2012 which, while lower than the target of 86%, represents a strong and positive improvement, up from 68% in 2011 and 29% in 2008.
2. In 2012, Queensland's performance has been impacted by an unanticipated increase to the ERP of four-year-old children in Queensland as advised by the Australian Bureau of Statistics (ABS). What this means is that the total estimated number of four-year-old children in Queensland to be used for reporting purposes, was 65,278 rather than the previous estimate of 62,486. Notably, Queensland's universal access implementation plan was based on the lower ERP.
3. Queensland has achieved or exceeded almost all universal access performance targets from 2009 to 2011, however the 2012 participation target of 86% proved too challenging. In addition to the increase to the ERP, contributing factors may also include:
  - kindergarten participation remains voluntary in Queensland and no data regarding family choice exists to validate the feasibility of the participation targets;
  - any cost may prove a barrier to access for some families;
  - due to the caretaker period preceding the 2012 State Election, advertising to promote enrolment in kindergarten programs ceased from 19 February 2012, a key time for attracting late enrolments; and
  - availability of four year university trained early childhood teachers and their willingness to work in the long day care sector (as at 31 December 2013 there were 219 provisionally approved kindergarten program providers without teachers).

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4. A summary of 2013 performance against headline indicators are detailed below:

Benchmark	2012 Target	2012 Actual
Proportion of children enrolled in an Early Childhood Education (ECE) program	86%	77%
Number of qualified teachers delivering ECE programs	1,435	1,773
Proportion of children enrolled in an ECE program that is available for at least 15 hours a week	68%	71%
Average number of hours per week of attendance at an ECE program	14 hours	17.7 hours
Proportion of all disadvantaged children enrolled in a kindergarten program	75%	Not yet available
Proportion of all Indigenous children enrolled in a kindergarten program	78%	Not yet available

5. In late March, the ABS will make data available to all States and Territories to enable calculation of the indicators for participation of disadvantaged and Indigenous children. An update to the 2012 Annual Report will be prepared.
6. Significant achievements within the reporting period included:
- 85 kindergarten services established, co-located with schools;
  - \$23 million additional annually through the Queensland Kindergarten Funding Scheme to increase subsidies to low socio-economic families and families with triplets or more;
  - \$28 million in non-recurrent grant programs announced;
  - \$1.7 million of Disability Support Funding made available;
  - interpreter service provided for kindergarten services, translation and interpreting services through the Kindy Hotline, parent resources translated into 30 languages to support participation of culturally and linguistically diverse families;
  - consultation and finalisation of strategies to increase the participation of Aboriginal and Torres Strait Islander children and children from culturally and linguistically diverse backgrounds in kindergarten programs including the Embed Aboriginal and Torres Strait Islander Perspectives in Early Childhood program and the Pre-Kindergarten Grants program, due to commence in 2013;
  - e-kindy program piloted, with Queensland Parliament passing the Education Legislation Amendment Bill 2012 enabling State Schools of Distance Education to deliver e-kindy from Term 1 2013; and
  - publication and distribution of the 2012 QKindy magazine.
7. National negotiations on funding arrangements beyond mid-2013 are currently underway. Queensland's achievement to date provides strong evidence to the Australian Government that their original commitment to sustain 2012-13 funding levels to maintain universal access to kindergarten should be upheld.
8. Acceptance of the Annual Report by DEEWR will result in its publication on the DEEWR website.

#### Implications

9. Queensland has received its full funding entitlement of \$252,029,000 under the NP ECE and no payment is associated with submission of the 2012 Annual Report due 31 March 2013 or the Final Report due 30 September 2013.

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10. As Queensland has not met a key performance target for 2012 and this may attract negative media attention, it may be desirable to proactively release information highlighting Queensland's continued progress and achievements.
11. Queensland's 2012 achievements may impact national post-NP ECE arrangements and funding.

### Background

12. Queensland is a signatory to the NP ECE and the associated *Bilateral Agreement on Achieving Universal Access to Early Childhood Education* (the Bilateral Agreement). Section E of the Bilateral Agreement requires submission of an Annual Report on progress against agreed measures.

### Right to information

13. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

### Recommendation

That the Minister **note** Queensland's performance against NP ECE targets for universal access to kindergarten and the forthcoming public release of Queensland's 2012 Annual Report by DEEWR (Attachment 1).

**NOTED**



**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and Employment

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



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and Employment

7, 4, 13

914 113

☐ Copy to Assistant Minister


### Minister's comments

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Minister's Office File Ref:	
Department File Ref:	13/6468

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Urgent** – Minister is meeting with representatives from the University of Southern Queensland (USQ) on 21 January 2013

**SUBJECT: MEETING WITH MS BOBBIE BRAZIL, CHANCELLOR USQ AND STEPHEN DIXON, USQ COUNCIL MEMBER**

### Summary of key objectives

- To provide the Minister with information to support his meeting with the USQ Chancellor Ms Bobbie Brazil and Council member Stephen Dixon to discuss possible reforms to the Queensland University Acts to allow universities to remunerate members of university governing bodies (Councils and Senates), and to provide greater flexibility around the size and composition of university governing bodies.

### Key issues

1. The University Acts do not allow for the remuneration of governing body members. Members of Queensland statutory universities including Chancellors, Governor in Council (GIC) appointed members, elected student representatives and externally appointed members are not remunerated apart from reimbursement for travel and accommodation costs. Members who serve on a governing body by virtue of their employment at the university receive remuneration in the course of their employment (e.g. Vice Chancellor, Deputy Vice Chancellor, Head of the Academic Board and elected staff representatives).
2. The remuneration of members has been raised by universities in the past, most recently in 2009 by the University of the Sunshine Coast (USC). USC was invited to make a submission to the Minister requesting amendments to its Act to allow the remuneration of its Council members, but no submission was made.
3. To sustain their traditional core business of teaching and research, universities have had to become more commercial in their approach and most are already operating with corporate style management and structures, with subsidiary businesses and joint ventures. For example, in 2011 USQ had operating revenue of \$229 million, while the state's largest university, University of Queensland, had revenue of more than \$1.6 billion.
4. The Department and the universities often experience difficulty in identifying suitable high calibre GIC nominees, particularly for regional universities. Lack of remuneration is frequently cited as a disincentive for nominees given the commitment required.
5. The practice in other jurisdictions varies. In NSW, Victoria, ACT and Western Australia, specific provision has been made in legislation to allow members to be remunerated. Otherwise, Council members of statutory universities are not remunerated (refer **Attachment 1**).
6. The University Acts prescribe the size and composition of the respective governing bodies, varying from 14 members (USQ is the smallest) up to 22 members (University of Queensland and Queensland University of Technology).

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Department File Ref:	13/6468

## Implications

7. If universities were able to remunerate governing body members, payment would be from within university budgets. There would be no financial implications for the State as universities operate autonomously without operational funding from the State.
8. Each of the seven University Acts would need to be amended to allow the remuneration of members, and for any changed constitution or requirements of the governing body. GIC approval for remuneration of the relevant members would be required.

## Background

9. Seven of Queensland's nine universities are statutory authorities, established and governed by their own legislation. The respective University Acts provide for a governing body which is comprised of official members, members appointed by the GIC, elected members who represent groups such as academic staff, alumni, general staff, students etc. and additional members appointed by the governing body itself.
10. The University Acts are consistent with the *Voluntary Code of Best Practice for the Governance of Australian Universities* (Code), approved by the Ministerial Council for Tertiary Education and Employment in July 2011 and endorsed by Universities Australia and the Universities Chancellors Council. The Code includes provisions on size of governing bodies, the expertise of members, how they should be nominated and their fiduciary responsibilities (**Attachment 2**).
11. The Code states that the governing body should not exceed 22 members, with at least two members with financial expertise, and at least one member with commercial expertise, and a majority of external independent members.
12. The Department of Justice and Attorney-General (DJAG) is responsible for the administration of the policy titled "*Remuneration of Part-time Chairs and Members of Government Boards, Committees and Statutory Authorities*", and assesses the type and rate of remuneration for members of statutory bodies.
13. Directors on the Boards of the Statutory TAFEs, the Southbank and Gold Coast Institute of TAFE, are remunerated. The *Vocational Education Training and Employment Act 2000* under which the TAFEs are established specifically provides for remuneration (section 219F).
14. The regulatory framework for universities has recently undergone significant reform with the introduction of the Australian Government's *Tertiary Education Quality and Standards Agency Act 2011* (TEQSA Act). The introduction of the TEQSA Act means the State's role in the regulation and operation of universities is negligible.

### Confidential

The Department is reviewing higher education legislation including the University Acts to identify options for remuneration in response to the national reforms, with a brief to be prepared to the Minister in near future. It is recommended that remuneration and composition of governing bodies should be considered in the context of this review.

## Right to information

15. I am of the view that the contents or attachments contained in this brief are **not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/6468

**Recommendation**

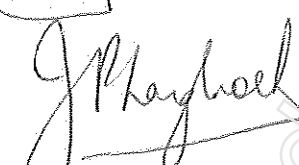
That the Minister

**Note** the information provided to support the Minister's meeting on 21 January 2013 with Ms Bobbie Brazil, Chancellor USQ and Stephen Dixon, USQ Council member.

**NOTED**


**FIONA CRAWFORD**  
 Chief of Staff  
 Office of the Hon John-Paul Langbroek MP  
 Minister for Education, Training and  
 Employment

21/1/13

☒ Copy to Assistant Minister**NOTED**


**JOHN-PAUL LANGBROEK MP**  
 Minister for Education, Training and  
 Employment

24/1/13

**Minister's comments**

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Minister's Office File Ref:	
Department File Ref:	13/6468

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Urgent** – Minister is meeting with representatives from the University of Southern Queensland (USQ) on 21 January 2013

**SUBJECT: MEETING WITH MS BOBBIE BRAZIL, CHANCELLOR USQ AND STEPHEN DIXON, USQ COUNCIL MEMBER**

### Summary of key objectives

- To provide the Minister with information to support his meeting with the USQ Chancellor Ms Bobbie Brazil and Council member Stephen Dixon to discuss possible reforms to the Queensland University Acts to allow universities to remunerate members of university governing bodies (Councils and Senates), and to provide greater flexibility around the size and composition of university governing bodies.

### Key issues

- The University Acts do not allow for the remuneration of governing body members. Members of Queensland statutory universities including Chancellors, Governor in Council (GIC) appointed members, elected student representatives and externally appointed members are not remunerated apart from reimbursement for travel and accommodation costs. Members who serve on a governing body by virtue of their employment at the university receive remuneration in the course of their employment (e.g. Vice Chancellor, Deputy Vice Chancellor, Head of the Academic Board and elected staff representatives).
- The remuneration of members has been raised by universities in the past, most recently in 2009 by the University of the Sunshine Coast (USC). USC was invited to make a submission to the Minister requesting amendments to its Act to allow the remuneration of its Council members, but no submission was made.
- To sustain their traditional core business of teaching and research, universities have had to become more commercial in their approach and most are already operating with corporate style management and structures, with subsidiary businesses and joint ventures. For example, in 2011 USQ had operating revenue of \$229 million, while the state's largest university, University of Queensland, had revenue of more than \$1.6 billion.
- The Department and the universities often experience difficulty in identifying suitable high calibre GIC nominees, particularly for regional universities. Lack of remuneration is frequently cited as a disincentive for nominees given the commitment required.
- The practice in other jurisdictions varies. In NSW, Victoria, ACT and Western Australia, specific provision has been made in legislation to allow members to be remunerated. Otherwise, Council members of statutory universities are not remunerated (refer **Attachment 1**).
- The University Acts prescribe the size and composition of the respective governing bodies, varying from 14 members (USQ is the smallest) up to 22 members (University of Queensland and Queensland University of Technology).

Minister's Office File Ref:	
Department File Ref:	13/6468

## Implications

7. If universities were able to remunerate governing body members, payment would be from within university budgets. There would be no financial implications for the State as universities operate autonomously without operational funding from the State.
8. Each of the seven University Acts would need to be amended to allow the remuneration of members, and for any changed constitution or requirements of the governing body. GIC approval for remuneration of the relevant members would be required.

## Background

9. Seven of Queensland's nine universities are statutory authorities, established and governed by their own legislation. The respective University Acts provide for a governing body which is comprised of official members, members appointed by the GIC, elected members who represent groups such as academic staff, alumni, general staff, students etc. and additional members appointed by the governing body itself.
10. The University Acts are consistent with the *Voluntary Code of Best Practice for the Governance of Australian Universities* (Code), approved by the Ministerial Council for Tertiary Education and Employment in July 2011 and endorsed by Universities Australia and the Universities Chancellors Council. The Code includes provisions on size of governing bodies, the expertise of members, how they should be nominated and their fiduciary responsibilities (**Attachment 2**).
11. The Code states that the governing body should not exceed 22 members, with at least two members with financial expertise, and at least one member with commercial expertise, and a majority of external independent members.
12. The Department of Justice and Attorney-General (DJAG) is responsible for the administration of the policy titled "*Remuneration of Part-time Chairs and Members of Government Boards, Committees and Statutory Authorities*", and assesses the type and rate of remuneration for members of statutory bodies.
13. Directors on the Boards of the Statutory TAFE's, the Southbank and Gold Coast Institute of TAFE, are remunerated. The *Vocational Education Training and Employment Act 2000* under which the TAFE's are established specifically provides for remuneration (section 219F).
14. The regulatory framework for universities has recently undergone significant reform with the introduction of the Australian Government's *Tertiary Education Quality and Standards Agency Act 2011* (TEQSA Act). The introduction of the TEQSA Act means the State's role in the regulation and operation of universities is negligible.

### Confidential

The Department is reviewing higher education legislation including the University Acts to identify options for streamlining in response to the national reforms, with a brief to be progressed to the Minister in the near future. It is recommended that remuneration and composition of governing bodies should be considered in the context of this review.

## Right to information

15. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/6468

**Recommendation**

That the Minister

**Note** the information provided to support the Minister's meeting on 21 January 2013 with Ms Bobbie Brazil, Chancellor USQ and Stephen Dixon, USQ Council member.

**NOTED****NOTED**

**FIONA CRAWFORD**  
**Chief of Staff**  
**Office of the Hon John-Paul Langbroek MP**  
**Minister for Education, Training and**  
**Employment**

**JOHN-PAUL LANGBROEK MP**  
**Minister for Education, Training and**  
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/ /

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☐ Copy to Assistant Minister

**Minister's comments**

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Minister's Office File Ref:	
Department File Ref:	13/58909

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Noting

### Action required by: N/A

**Urgent** – Brief to support Minister's meeting on 20 March 2013 with Patrick McKendry, Careers Australia and Li Cunxin, from the Queensland Ballet

## SUBJECT: QUT CLASSICAL DANCE DEGREE

### Summary of key objectives

- To provide information to support Minister's meeting with Patrick McKendry, Chief Executive Officer, Careers Australia and Li Cunxin, Artistic Director, Queensland Ballet regarding the Queensland University of Technology (QUT) classical dance degree, the Bachelor of Fine Arts (Dance Performance).

### Key issues

- The primary techniques covered in QUT's Bachelor of Fine Arts (Dance Performance) are classical ballet and contemporary dance. It is the only university in Queensland that offers a degree that incorporates classical ballet and other dance forms.
- QUT (including in its previous forms) has been running a dance performance program for 35 years and has evolved over the years from an Associate Degree to Bachelor of Arts (Dance) and now Bachelor of Fine Arts (Dance Performance).
- Entrance to the program is highly competitive and involves an audition process in addition to academic achievement.

### Implications

- QUT receives its operational funding primarily from the Australian Government in addition to student fees, grants, and other sources (e.g. investment and research income). Queensland Government has previously provided funding for one-off infrastructure projects, research programs and ad hoc grants programs.
- QUT is a statutory body established under the *State Queensland University of Technology Act 1998*. It is an autonomous body with the University Council as its main decision maker.
- The University's educational programs and content are decided upon and managed independent from the Queensland Government.

### Background

- QUT's Creative Industries Faculty offers several degree programs at its Kelvin Grove campus that incorporate dance including:
  - Bachelor of Fine Arts (Dance Performance)
  - Bachelor of Fine Arts (Dance)
  - Bachelor of Fine Arts (Honours)
  - Bachelor of Creative Industries.

Minister's Office File Ref:	
Department File Ref:	13/58909

8. Details of QUT's Bachelor of Fine Arts (Dance Performance) are:

- Entry requirements – Year 12 or equivalent and highly developed level of technique and artistry. Admission is based on a successful audition.
- The course is practical and combines dance training with relevant academic studies.
- A maximum of 35 places are offered each year of which 20–25 students are enrolled. Of those, about 15 graduate. Attrition is often due to students transferring to another dance course offered by QUT.
- Graduates gain employment with local and national dance companies and overseas e.g. Moulin Rouge (France), Disneyland, cruise ships.
- In 2013, a Commonwealth Supported Place in the program had an indicative fee of \$4,100 per Semester and \$11,800 per semester for a full fee paying student.
- The program employs 8.6 full time equivalent staff in addition to approximately 30 guest sessional staff which includes dancers/choreographers from local, national and international dance companies.
- The program incorporates industry partnerships, including:
  - student internships with Expressions Dance Company; and
  - student participation in festivals with a dance component such as the Boomtown Festival in Rockhampton.

9. A partnership is currently being developed with Queensland Ballet.

10. Brief resumes of Patrick McKendry and Li Cunxin are provided at **Attachment A**.

**Right to information**

11. I am of the view that the contents or attachments contained in this brief are **suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/58909

## Recommendation

That the Minister

note the information provided to support the Minister's meeting on 20 March 2013 with Patrick McKendry, Careers Australia and Li Cunxin, Queensland Ballet.

NOTED

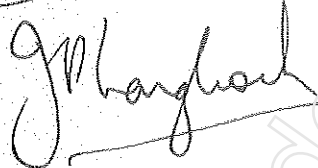


**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

11/3/13

☐ Copy to Assistant Minister

NOTED



**JOHN-PAUL LANGBROEK MP**  
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13/3/13

## Minister's comments

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## Briefing Note

Mrs Saxon Rice MP

Assistant Minister for Technical and Further Education

**Action required: For Noting**

**Action required by: N/A**

**Urgent** – Assistant Minister is meeting representatives of Ernst and Young on 28 February 2013.

**SUBJECT: MEETING MR CRAIG SYDNEY, ERNST AND YOUNG REGARDING INTERNATIONAL EDUCATION AND HIGHER EDUCATION RESEARCH**

### Summary of key objectives

- To provide background information relevant to the Assistant Minister's meeting with Mr Craig Sydney and Ms Daniele Bird, Partners, Ernst and Young.

### Key issues

1. The Ernst and Young paper titled *University of the Future* outlines five driving forces of change to the standard university business model, namely:
  - Democratisation of knowledge and access – increasingly easier access to content and higher participation.
  - Digital technologies – use of portable devices to deliver courses “anytime, anywhere” with increasing customisation, and to revolutionise on-campus delivery.
  - Contestability of markets and funding – increased pressure in domestic and international markets especially from major global institutions but also from government policy.
  - Global mobility – increased internationalisation including sourcing of academic expertise and the emergence of global brands.
  - Integration with industry – increased pressure for industry partnerships, competition from industry providers and greater emphasis on industry based learning.
2. The paper was roundly criticised in the media from sources such as Universities Australia and the former Minister for Tertiary Education, Skills, Science and Research, such as the *Campus Review* (see article provided), (**Attachment 1**), as universities are acutely aware of the pressures for innovation and competition.
3. Although criticism is justified on the basis that universities have adapted to significant change over time, the paper is probably correct that the standard business model needs revision, or at least substantial modification, if universities are to be sustainable by 2025.
4. Ernst and Young representatives might promote thought leadership as a means of implementing transformational reforms. Thought leadership is an approach that emphasises action by leaders to capture the imagination and vision of others who then implement and manage reforms ([www.leadersdirect.com/thought-leadership](http://www.leadersdirect.com/thought-leadership)) (**Attachment 2**).

5. Ernst and Young representatives might also use terms such as "tier 1", "tier 2", and "second estate" higher education providers, with the following meanings:
  - Tier 1 - large, prestigious, research-intensive universities;
  - Tier 2 - small to medium, comprehensive non-metropolitan-based universities; and
  - Second estate - overseas institutions operating internationally at slightly below Organisation for Economic Cooperation and Development (OECD) standards but at a fraction of the price  
[www.jcu.edu.au/future/public/groups/everyone/documents/guide/jcu\\_111334.pdf](http://www.jcu.edu.au/future/public/groups/everyone/documents/guide/jcu_111334.pdf).  
**(Attachment 3)**
6. The Ernst and Young paper focused on challenges to the university business model, but parallels could be drawn for the vocational education and training (VET) and schooling sectors, albeit with modification. However, plans for reform should be informed by advice and appropriate consultation with sector stakeholders, such as that undertaken by the Queensland Skills and Training Taskforce.
7. Similarly, the Queensland Government's recent approval for a merger of Central Queensland Institute of TAFE and Central Queensland University, to create Queensland's first dual sector university, is based on a tested detailed proposal which would be difficult to modify at this stage.

### **Implications**

8. There are no financial, operational or media implications from the meeting.

### **Background**

9. In October 2012, Ernst and Young published its paper *University of the Future* on challenges to the traditional business model of universities.
10. Mr Justin Bokor, Executive Director of Ernst and Young Advisory Business, Melbourne is attributed in the paper as the leader of the project. Mr Bokor will not attend the meeting.
11. In mid-2013 the Queensland Government will announce a Five Year Action Plan, its blueprint for the future of VET, completing its response to the Skills and Training Taskforce.
12. Queensland universities contribute approximately \$4 billion annually to the Queensland economy including up to \$1 billion in innovation and research related activity.
13. International education, involving provision across higher education, VET, schooling and English Language Intensive Courses for Overseas Students (ELICOS), contributed \$2.347 billion to the Queensland economy in 2011 (Australian Education International Research Snapshot, May 2012). It is Australia's highest export service industry and Queensland's fourth highest export industry (International Education Association of Australia, 2012).
14. International student numbers have declined approximately 16.3% in Queensland from a peak in 2009. Declines have occurred in all sectors with higher education experiencing the smallest impact (-5.9% from 2010 high) and VET and ELICOS experiencing the highest impact (-45.3% and -41.7% respectively). Similar trends have occurred across Australia.
15. Minister Bowen released a report titled *Australia – Educating Globally* ([www.aei.gov.au/ieac2/thecouncilsreport/pages/the-council's-report.aspx](http://www.aei.gov.au/ieac2/thecouncilsreport/pages/the-council's-report.aspx)) **(Attachment 4)** on 27 February 2013, prepared by the International Education Advisory Committee containing 35 recommendations to enhance Australia's international education industry. The Commonwealth plans to produce a Five Year Strategy in response to the report by the end of 2013.

16. Preparations are underway for a meeting of the Higher Education Forum, which comprises the Vice-Chancellors of all Queensland universities chaired by the Minister, focusing on International Education. A forum involving wider representation by stakeholders from all sectors in international education may also be held.

#### Right to information

17. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

#### Recommendation

That the Assistant Minister **note** the background information relevant to the meeting with Mr Craig Sydney, Ernst and Young.

NOTED



**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
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2 / 3 / 13

NOTED

**MRS SAXON RICE MP**  
Assistant Minister for Technical and  
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1 / 1

#### Assistant Minister's comments

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Minister's Office File Ref:	
Department File Ref:	13/61612

## Briefing Note

**The Honourable John-Paul Langbroek MP**

**Minister for Education, Training and Employment**

**Action required: For Noting**

**Action required by: N/A**

**Routine** – Information for Minister's meeting on Tuesday, 5 March 2013.

**SUBJECT: MINISTER TO MEET WITH MISS PAM BETTS, NEW EXECUTIVE DIRECTOR OF BRISBANE CATHOLIC EDUCATION**

### Summary of key objectives

- Information to support the Minister's meeting with Miss Pam Betts, Executive Director, Brisbane Catholic Education (BCE).

### Key issues

1. Miss Betts commenced as Executive Director of BCE on 1 February 2013 following the retirement of Mr David Hutton.
2. Miss Betts may wish to discuss a number of issues currently affecting the Catholic sector, including the following:
  - Catholic schools have experienced decreases in State recurrent funding in 2013 of between 2% and 23%.
  - Advisory Visiting Teacher (AVT) services, which have previously been provided by Education Queensland for the non-state school sector, will be discontinued following a transition year in 2013. From next year, the Catholic and independent sectors will be expected to provide or source these services themselves for non-state school students with a disability.
  - The Australian Government's plan for the funding and implementation of the recommendations of the Gonski review are as yet unclear, and therefore the potential impact on non-state schools is unknown.

### Implications

3. There are no national, financial, legal or media implications.

### Background

4. BCE is responsible for delivering services, programs and resources in schools in the Catholic diocese of Brisbane.
5. BCE oversees 137 schools, which had enrolments of over 68,000 students in 2012.
6. BCE covers an area from Hervey Bay to the NSW border and from Gayndah to the coast.
7. There are currently 296 Catholic schools in Queensland enrolling approximately 138,500 students.

### Right to information

8. I am of the view that the contents or attachments contained in this brief are **not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/61612

**Recommendation**

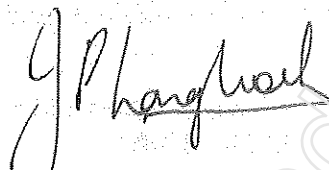
That the Minister

note the contents of this brief for the meeting with Miss Betts.

**NOTED**

**FIONA CRAWFORD****Chief of Staff**Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

513113

**NOTED**

**JOHN-PAUL LANGBROEK MP****Minister for Education, Training and  
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☐ Copy to Assistant Minister**Chief of Staff's comments**

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## Briefing Note

Mrs Saxon Rice MP

Assistant Minister for Technical and Further Education

**Action required: For Noting**

**Action required by: N/A**

**Urgent – Information required for meeting on 17 January 2013.**

**SUBJECT: MEETING WITH MS MELANIE O'TOOLE, EXECUTIVE OFFICER,  
AUTOMOTIVE SKILLS QUEENSLAND**

### Summary of key objectives

- To provide background for the Assistant Minister's attendance at a meeting with Automotive Skills Queensland (ASQ) regarding the organisation's response to the outcomes from the Queensland Skills and Training Taskforce (the Taskforce).
- Also proposed for discussion are current User Choice policy arrangements for the support of multiple trade outcomes and feedback on the Automotive Ambassador Program coordinated by ASQ.

### Key issues

1. ASQ provided a submission to the Taskforce review on 7 September 2012.
2. This submission covered various issues and provided recommendations as outlined in **Attachment 1**. No further submissions have been received from ASQ regarding the Government Response to date.
3. ASQ has confirmed that it has consulted across industry since the release of the Taskforce final report and wish to convey a message that it is broadly supportive of the Taskforce's findings and recommendations.
4. Within this context, ASQ will draw upon the example of industry wishing to engage more intensively with the trade system in recognition of changing industry demands, with a new dual-trade apprenticeship now being developed.
5. ASQ will portray prevailing User Choice policy arrangements as limiting and not necessarily supporting multiple trade outcomes.
6. ASQ will make reference to its existing Automotive Apprenticeship Ambassador Program (which attracted funding through Skills Queensland). This program aims to lift the public image of the training and career pathways in the automotive industry, build potential leaders and mentors for the next generation and build intakes of apprentices and trainees in an industry that is still facing skill shortages and attraction problems.
7. This initiative was launched in October 2012, with ASQ to provide a progress report by the end of January 2013. Preliminary advice suggests that it is being well received by industry.

## **Implications**

8. The Government Response commits to identifying and creating new complementary trade training pathways to enhance the existing successful trades system. The Government Response states that current arrangements will be examined and opportunities for expansion to other industries explored.
9. ASQ has previously identified support from its industry for a dual trade qualification; however, to date no official application for funding has been received outlining a case for funding or breadth of support.
10. Skills Investment advises that subject to the declaration of a dual trade qualification in Automotive and support from Skills Queensland, funding would be available through User Choice.
11. The current User Choice policy authorises the funding of one entry level automotive apprenticeship (trade) qualification at any one time. A maximum of two automotive apprenticeships will be government funded per apprentice.
12. Under previous User Choice policy arrangements, two part-time apprenticeship qualifications were funded concurrently. This enabled a form of unofficial dual-trade to be completed with funding from Government.
13. Under current arrangements, the automotive industry has the opportunity to fund a second apprenticeship qualification at the same level concurrently, should they see the benefit in a dual qualification outcome.
14. The only dual apprenticeship qualification currently funded under negotiated User Choice arrangements is electrotechnology.
15. Skills Queensland supports the development of this apprenticeship and is working with the Department in relation to how the User Choice funding program operates.

## **Background**

16. ASQ is the peak industry skills council for the Queensland automotive industry. It provides independent advice, research and consultation on automotive workforce development and training matters.
17. Funding for 2012–13 includes \$250,000 provided by Skills Queensland to support the industry engagement function.
18. The automotive industry is vital for the smooth and efficient running of over three million registered vehicles and over 240,000 registered vessels in Queensland and all the allied industries that it supports through a significantly diversified supply chain from the resources sector, agriculture, tourism, retail, emergency services, sport and recreation.
19. Moreover, the pace of technological change and stricter carbon emissions standards on new vehicles and vessels means that automotive businesses need a range of training providers, settings and delivery modes to remain technologically proficient.

## **Right to information**

20. I am of the view that the contents or attachments contained in this brief are **not suitable** for publication.

## Recommendation

That the Assistant Minister

**Note** the information provided in this briefing note to support the meeting with ASQ on 17 January 2013.

NOTED



**FIONA CRAWFORD**

Chief of Staff

Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

2011/13

ENDORSED/NOTED

**MRS SAXON RICE MP**

Assistant Minister for Technical and  
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Assistant Minister's comments

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Minister's Office File Ref:	
Department File Ref:	13/62534

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Approval**

**Action required by:** As soon as possible

**Routine:** Minister's approval of the School Council Code of Conduct

### SUBJECT: CODES OF CONDUCT FOR SCHOOL COUNCILS AND PARENTS AND CITIZENS' ASSOCIATIONS

#### Summary of key objectives

- A Code of Conduct for School Councils (**Attachment 1**) has been developed in accordance with the *Public Sector Ethics Act 1994* (PSEA) and the *Education (General Provisions) Act 2006* (EGPA).
- The Minister's approval of the Code of Conduct is sought.
- The Code of Conduct is required to be implemented as soon as possible. While Education Queensland employees are bound by the *Code of Conduct for the Queensland Public Service*, Independent Public Schools are constituting school councils without an approved Code of Conduct as required under section 107 (3) of the EGPA.

#### Key issues

1. School Councils established under Chapter 6 of the EGPA are public sector entities for the purposes of the PSEA.
2. Section 17 of the PSEA stipulates that the responsible authority for a public sector entity may approve a Code of Conduct, prepared in accordance with s.15 of the PSEA. The Minister is the responsible authority for state school councils in Queensland.
3. Pursuant to s.17(2) of the PSEA, the Minister can approve this Code of Conduct only if it is accompanied by a written statement by the Director-General, outlining:
  - a. the nature and extent of the consultations that took place during the preparation of the Code; and
  - b. the outcome of the consultations.
4. This written statement is provided in the 'consultation' section of this brief.
5. The Code is of no effect until approved by the Minister. Once approved, the Code will bind all members of school councils.

#### Implications

6. If a breach of a school council Code of Conduct occurs, members – apart from school staff – cannot be disciplined under the Public Service Act, but individuals may have appropriate sanctions imposed such as the issuing of a formal or informal warning and removal from council membership.

Minister's Office File Ref:	
Department File Ref:	13/62534

## **Consultation**

### ***Public officials***

7. P&Cs Qld, as the most relevant representative parent body, was consulted in November 2012 regarding the draft school council Code of Conduct, with no arising issues.

### ***Industrial organisations***

8. The Queensland Teachers' Union (QTU) and United Voice, as representative industrial organisations representing teaching and non-teaching staff were consulted on December 2012.
9. The QTU raised some concerns regarding the application of the Code of Conduct, the enforceability of the Code and potential consequences for employees and non-public sector employees, and confidentiality.
10. While United Voice were broadly happy with the Code, they supported the QTU's concerns.
11. A meeting was convened on 25 February 2013 with QTU and United Voice representatives to discuss the issues. There was an agreement to progress the Code of Conduct and to work together on developing potential scenarios for inclusion in training provided to schools regarding their school councils.
12. The Department also committed to ensuring the Code of Conduct will be distributed to all existing school councils following Ministerial approval.

### ***Other appropriate entities***

13. The Queensland Association of State School Principals and the Queensland Secondary Principals' Association were consulted in November 2012 and expressed support for the conciseness of the document.
14. The Principals of the first 26 Independent Public Schools were consulted on the draft Code of Conduct, with no issues raised.

## **Background**

15. The requirements for consultation in preparation of the Code of Conduct by the Chief Executive are set out in s.16 PSEA, namely that the Chief Executive must ensure that reasonable steps are taken to consult about the Code with:
  - a. the public officials to whom the Code is to apply;
  - b. industrial organisations representing the interests of any of the officials; and
  - c. any other appropriate entities representing the interests of any of the officials.
16. In the development of the school council procedure and model constitution for use by Independent Public Schools, the Department has developed a Code of Conduct for school councils, based on the ethics principles of the whole-of-Government Code of Conduct introduced for the Queensland Public Service effective 1 January 2011.

## **Right to information**

17. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

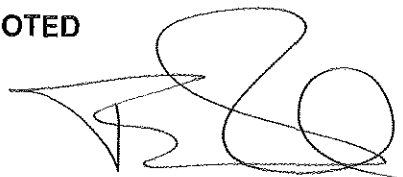
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Department File Ref:	13/62534

## Recommendation

It is recommended that the Minister:

- **approve** the School Council Code of Conduct.

NOTED

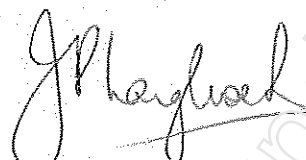


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Minister for Education, Training  
and Employment

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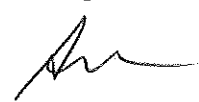
APPROVED/NOT APPROVED  
ENDORSED/NOTED



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training  
and Employment

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## Minister's comments

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Minister's Office File Ref:	
Department File Ref:	13/3038

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Routine** – A meeting is scheduled for 16 January 2013 to discuss Montessori in Maleny.

**SUBJECT: MEETING WITH THE HONOURABLE ANDREW POWELL MP REGARDING A MONTESSORI SCHOOL IN MALENY**

### Summary of key objectives

- To brief the Minister on issues which may be raised in a meeting between the Minister and the Honourable Andrew Powell MP, Minister for Environment and Heritage Protection, Member for Glass House. The A/Director-General and the Director, Early Years and Schooling will also be in attendance.

### Key issues

#### *Potential Montessori early childhood education and care service or school*

- Currently, there is not a Montessori school or early childhood education and care service in Maleny although there has been a community campaign for a number of years to establish a Montessori early childhood education and care service in Maleny.
- There has not been an application to establish a Montessori early childhood education and care service or a school submitted or discussions with the Department regarding a potential service at this stage.

#### *Requested legislative amendments*

- The Montessori program is offered in several phases to multi-age groups of children, including 0-3 years, 3-6 years, 6-12 years and 12-18 years. As the 3 to 6 year old group has historically spanned legislation covering both the Early Childhood Education and Care sector (former *Child Care Act 2002 (CCA)*) and schools (*Education (General Provisions) Act 2006 (EGPA)* and *Education (Accreditation of Non-State Schools) Act 2001*), it has created challenges for Montessori schools which Minister Powell has raised in Parliament (**Attachment 1**).
- Montessori has long sought amendments to legislation in Queensland to allow children participating in a multi-age (3-6 years) education program to be classed as school children and remove Montessori schools from the National Quality Framework (NQF).
- A number of legislative amendments would be required to remove Montessori schools from the NQF. These amendments would undermine the policy intent of the NQF to establish consistent standards for young children, regardless of the type of service they attend. Furthermore, changing the definition of school education may present implications for funding of non-state schools.
- Due to the significant legislative and regulatory implications, Queensland's position has been to decline to undertake such changes.
- In July 2012, Ms Yvonne Packbier, Principal, Moreton Bay Montessori Association, wrote to the Minister regarding this issue (Ref: 12/297010). The Minister responded that legislative amendments were not required, as exemptions under the NQF already streamline requirements for schools catering to multi-age groupings.

*Alternative learning frameworks*

8. s.47(3)(b) - Contrary to Public Interest

9. Queensland has a process for accrediting learning frameworks for the purpose of accessing kindergarten funding. Organisations can differentiate their services through implementation of pedagogy reflective of their philosophy and values as expressed in their own learning frameworks.

10. s.47(3)(b) - Contrary to Public Interest

**Implications***Requested legislative amendments*

11. s.47(3)(b) - Contrary to Public Interest

12.

13.

Minister's Office File Ref:	
Department File Ref:	13/3038

14. s.47(3)(b) - Contrary to Public Interest

### Background

15. Minister Powell previously supported Montessori on the issue of legislative amendments and has raised the issue in Parliament.
16. There are currently three early childhood services operating in Maleny, two long day care centres and one kindergarten, all of which are long established and well utilised.
17. There are two Montessori schools in the region, the Caboolture Montessori School and the Montessori International College in Buderim, both which are governed by separate bodies.
18. The Montessori International College Ltd has a long day care centre in Buderim. There is a Harmony Montessori Children's House in Caboolture.

### Right to information

19. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

### Recommendation

That the Minister **note** the information provided for a meeting with the Honourable Andrew Powell MP, Minister for Environment and Heritage Protection, Member for Glass House regarding a Montessori school in Maleny.

**NOTED** *10/1/13*

**APPROVED/NOT APPROVED  
ENDORSED/NOTED**

*Tim Cawford*  
**FIONA CRAWFORD**  
**Chief of Staff**  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and Employment

*John-Paul Langbroek*  
**JOHN-PAUL LANGBROEK MP**  
**Minister for Education, Training and Employment**

*10 1 1 13*

☐ Copy to Assistant Minister

### Minister's comments

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Minister's Office File Ref:	
Department File Ref:	13/73956

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Noting

### Action required by: N/A

**Urgent** –The Minister is meeting with representatives of the parent bodies of both the state and non-state sectors on 14 March 2013

**SUBJECT: MEETING WITH REPRESENTATIVES FROM EACH SECTOR'S PARENT AND CITIZEN ORGANISATION**

### Summary of key objectives

- To provide background information for the Minister's meeting with representatives from each sector's Parent and Citizen organisation.

### Key issues

1. The Minister is meeting with representatives from P&Cs Qld, Queensland Independent Schools Parents Council (QISPC) and The Federation of Parents & Friends Associations of Catholic Schools in Queensland (FPFAQ).
2. There are a number of contentious issues for the organisations representing the non-state sectors:
  - Funding to the QISPC and FPFAQ was discontinued in last year's State Budget. In 2011–12, the FPFAQ received \$39,928 and QISPC received \$19,964.
  - Following the announcement of the 2012–13 State Budget, recurrent funding rates for the majority of non-state schools have decreased by varying amounts of between 2% and 29% for 2013.
  - Advisory Visiting Teacher services, which have previously been provided by Education Queensland for the non-state school sector, will be discontinued following a transition year in 2013. From next year, the Catholic and Independent sectors will be expected to provide or source these services themselves for non-state school students with a disability.
3. The sectors' parent bodies have advised that they would like to discuss the following agenda items:
  - Queensland Government and Australian Government funding for Schools (Gonski Review);
  - Queensland Studies Authority (QSA) review and review of Tertiary Entrance;
  - School nurses; and
  - Standing Council on School Education and Early Childhood (SCSEEC) briefings.

### The Gonski Review – funding reform

4. The Gonski Review was announced by the Australian Government on 15 April 2010 with a view to developing a funding system for Australian schooling which is transparent, fair, financially sustainable and effective in promoting excellent outcomes for all students.
5. The Gonski Report was released along with an initial Australian Government response to the report for public consultation on 20 February 2012.

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6. The Queensland Government is working with the other states and territories as well as the Commonwealth to ensure the Australian Government's school funding reform results in a fair distribution of government funds to all schools.
7. The Queensland Government is committed to ensuring all Queensland students have access to quality education no matter where they attend school. There are, however, substantive issues remaining that are yet to be resolved including the full cost implications of the Australian Government's proposals.
8. Financial impacts of the proposed reforms to Queensland schools cannot be assessed until further details are provided by the Australian Government, with negotiations expected to occur at the first Council of Australian Governments (COAG) meeting in 2013.
9. s.47(3)(b) - Contrary to Public Interest
10. The Premier will attend COAG in April where it is anticipated that the Australian Government will formalise further detail of its school funding proposal.

#### QSA review and review of tertiary entrance

11. The Minister has requested officers of the Department to undertake a review of the *Education (Queensland Studies Authority) Act 2002* (the QSA Act). The review is a legislative review of the functions, and governance of the QSA, which will be considered in light of:
  - emerging educational agendas, including the Australian Curriculum;
  - issues highlighted under previous review processes; and
  - relevant considerations in Terms of Reference for the Queensland Commission of Audit, such as the identification of potential improvements to productivity and service quality.
12. The review process is currently underway and is being led by a steering committee of school sector leaders and Chair of the QSA. It is intended that targeted consultation will be undertaken with key stakeholder groups, including state and non-state parent associations.
13. The Government has also announced that a review of Queensland Overall Position (OP) tertiary entrance processes will commence by the end of June 2013.
14. Terms of Reference and timeframes for the review are yet to be endorsed by Government. It is expected, however, that the OP review will involve a significant public consultation process.
15. The current OP process has been in place for more than 20 years. During this time, there have been a number of changes in pathways to post-secondary qualifications. This has included an increase in the proportion of young persons remaining at school, a wider variety of tertiary entrance models (e.g. direct entry and university bonus schemes) and moves towards national consistency with the implementation of the Australian Curriculum and the adoption of the Australian Tertiary Admission Rank by all jurisdictions except Queensland.
16. The review of the OP process provides a timely opportunity to consider the strengths of the current system, and areas for improvement, in light of these developments.

#### School nurses

17. Queensland state schools have access to two nursing services:
  - Education Queensland Nursing Services – funded and operated by Education Queensland; and
  - School Based Youth Health Nurse program – funding and operated by Queensland Health.

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18. As at 6 March 2013, Education Queensland employs 31.1 FTE Registered Nurses (EQRNs) who work in state schools to assist school personnel to safely manage the health needs of students with verified disabilities and/or specialised health needs, supporting their participation in an educational program.
19. The health conditions for which EQRNs may provide school support include Asthma, Diabetes, Anaphylaxis, Epilepsy, Cystic Fibrosis, Dysphagia (swallowing difficulties), Bladder Management, Hydrocephalus (fluid on the brain), or other health needs requiring health plans.
20. Students with these health conditions require routine health procedures, infrequent emergency needs/procedures or have a medical status which may require an emergency response to a life-threatening crisis.
21. The School Based Youth Health Nurse (SBYHN) program operates in state secondary schools across Queensland, including Schools of Distance Education and as at 21 August 2012, employed 115 FTE nurses.
22. The SBYHN program is a whole school preventative and health promotion program that provides:
  - a confidential health service to students and the school community;
  - health information and assessment to students, teachers and the school community; and
  - intervention and links to other services as required.
23. The SBYHN program functions through a Memorandum of Understanding (MOU) between Queensland Health and the Department of Education, Training and Employment.
24. This MOU has been extended until 30 June 2013 to enable the transition of these services to the Health and Hospital Services (HHS).
25. Some communities have recently expressed concern that SBYHN services will be diminished as a result of program operation transitioning to individual HHS.
26. Queensland Health (centrally) have advised that Service Agreements with HHSs commit to: *Maintain delivery of the school based youth nursing program throughout Queensland secondary schools.*

Standing Council on School Education and Early Childhood (SCSEEC) briefings

27. Pre and post SCSEEC briefings are with departmental officers. They also received an electronic communication on key issues and outcomes of relevance to Queensland to assist with prompt dissemination of information to their members.
28. These meetings were discontinued as a result of a tight fiscal environment and the new reporting requirements for intergovernmental activities.
29. The electronic communication continues to be circulated to stakeholders after each SCSEEC meeting in a timely manner.
30. Where appropriate, the Department will use existing forums to consult with stakeholders on any relevant issues to be discussed at SCSEEC eg Sector CEOs meetings.

**Implications**

31. There are no legal, financial or media implications.

**Background**

32. P&Cs Qld, QISPC and FPFAQ are the organisations that represent parents and citizens of State, Independent and Catholic schools, respectively.

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Department File Ref:	13/73956

**Right to information**

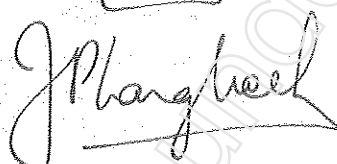
33. I am of the view that the contents or attachments contained in this brief are **not suitable** for publication.

**Recommendation**

That the Minister **note** the contents of this briefing note as background information for his meeting with representatives from each sector's Parents and Citizens organisation.

**NOTED**


**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

**APPROVED/NOT APPROVED  
ENDORSED/NOTED**


**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
Employment

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☐ Copy to Assistant Minister

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**Minister's comments**

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	Date: 07/03/2013	Date: 07/03/2013	Date: 07/03/2013	Date: 12/3/13

Minister's Office File Ref:	
Department File Ref:	13/76005

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required:** Noting

**Action required by:** N/A

**Routine:** Information for Minister's meeting on 27 March 2013 with Mrs Dale Morrow, Principal and Ms Cathy O'Kane, Deputy Principal of St Rita's College.

**SUBJECT: QUEENSLAND SENIOR ASSESSMENT AND TERTIARY ENTRANCE PROCESSES**

### Summary of key objectives

- Provide background information for the Minister's meeting, including an overview of Queensland senior assessment and Overall Position (OP) tertiary entrance processes.

### Key issues

1. Mrs Morrow seeks to discuss concerns with Queensland's current system of senior assessment, certification and tertiary entrance.
2. An overview of existing Queensland OP and senior assessment processes (including the Queensland Core Skills Test and senior moderation processes) is included for information as **Attachment A**.
3. The Government's *Six Month Action Plan January-July 2013* indicates that a review of Queensland senior assessment and tertiary entrance processes will commence by the end of June 2013.
4. The current OP process has been in place since 1992. During this time, there have been a number of changes in pathways to post-secondary qualifications, including:
  - An increase in the proportion of young persons remaining at school, and a corresponding reduction in the proportion of Year 12 students seeking an OP. In 1992, the initial year of the OP system, 80.4% (28,202 students) of Year 12 students were OP eligible; by 2011, this had reduced to 56.2% (25,944 students).
  - The formal recognition of a wider range of senior learning options (e.g. vocational education and training) through the introduction of the Queensland Certificate of Education.
  - The use of a range of tertiary entrance models, in addition to the OP, by the Queensland Tertiary Admissions Centre and tertiary institutions.
  - Moves towards national consistency with the implementation of the Australian Curriculum and the adoption of the Australian Tertiary Admission Rank (ATAR). The ATAR is currently used by all jurisdictions except Queensland (Queensland Studies Authority only provides ATAR ranks to Queensland students who are seeking admission to interstate universities).
5. In light of these developments, the review will provide a timely opportunity to consider the strengths of the current system, and areas for improvement.
6. While timelines and terms of reference are subject to Cabinet endorsement, it is expected the review will include consideration of the issues raised by Mrs Morrow, and will include a comprehensive public consultation process.

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7. Senior assessment processes in mathematics, physics and chemistry are also the subject of an Inquiry by the Parliamentary Education and Innovation Committee. Terms of reference for the Inquiry include:
  - ensuring assessment processes are supported by teachers;
  - potential impacts on student participation levels; and
  - whether assessment processes support valid and reliable outcomes of student judgements.
8. The inquiry commenced with public hearings on 6 and 7 March 2013, with attendees from the Department of Education, Training and Employment, the three Queensland schooling sectors (Education Queensland, Queensland Catholic Education Commission and Independent Schools Queensland) and Professor Peter Ridd, Professor of Physics and James Cook University.
9. The Inquiry will include a process for public submissions which is published on the Queensland Parliament website (**Attachment B**).

### Implications

10. There are no immediate financial or legal implications. The review of senior assessment and tertiary entrance will be conducted within existing portfolio resources.

### Background

11. Mrs Morrow, Principal of St. Rita's Secondary College, wrote to the Premier on 15 February 2013 seeking a meeting with the Minister for Education, Training and Employment.
12. Issues highlighted in Mrs Morrow's letter include:
  - the declining proportion of senior students seeking an OP tertiary entrance rank, and potential implications for students inside and outside the OP process;
  - the adequacy of Queensland's school-based assessment system as a basis for senior certification;
  - use of the Queensland Core Skills (QCS) Test; and
  - senior moderation and verification processes.

### Right to information

13. I am of the view that the contents or attachments contained in this brief are **not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	

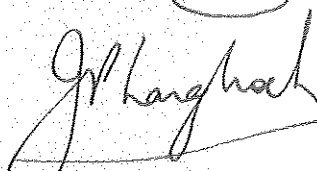
**Recommendation**

That the Minister **note** background information for the Minister's meeting with Mrs Dale Morrow, Principal and Ms Cathy O'Kane, Deputy Principal of St Rita's College on 27 March 2013.

**NOTED**


**FIONA CRAWFORD**  
**Chief of Staff**  
**Office of the Hon John-Paul Langbroek MP**  
**Minister for Education, Training and**  
**Employment**

26 / 3 / 13

☐ Copy to Assistant Minister
**ENDORSED/NOTED**


**JOHN-PAUL LANGBROEK MP**  
**Minister for Education, Training and**  
**Employment**

29 / 3 / 13

**Minister's comments**

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Date: 26 / 3 / 13

Minister's Office File Ref:	
Department File Ref:	13/74825

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Noting

### Noting required by: 3 April 2013

**Routine** – The Honourable Peter Garrett MP, Minister for School Education, Early Childhood and Youth is expected to release National Australian Early Development Index results on 4 April 2013.

## SUBJECT: AUSTRALIAN EARLY DEVELOPMENT INDEX 2012 RESULTS

### Summary of key objectives

- Inform the Minister for Education, Training and Employment of embargoed 2012 Australian Early Development Index (AEDI) data for Queensland before release by the Australian Government.
- Results show improvements in early childhood development outcomes for Queensland children since the first national AEDI collection in 2009; however, Queensland children remain relatively more developmentally vulnerable than the national average.
- Against the key AEDI summary measure—proportion of children developmentally vulnerable in one or more domain—Queensland ranks 7<sup>th</sup> nationally.

### Key issues

#### Publication of results

1. Australian Government officials advise that the Honourable Peter Garrett MP, Minister for School Education, Early Childhood and Youth is scheduled to release 2012 AEDI data on 4 April 2013 in New South Wales.
2. Data will be released through the AEDI National Report, *A Snapshot of Early Childhood Development in Australia—AEDI National Report 2012*, community profiles and online community maps. It is not yet clear if a copy of the final National Report will be provided to jurisdictions ahead of public release.
3. Results will be publicly available for approximately 112 Queensland communities, which are compiled from 814 local communities (suburbs). Publication rules requiring data for at least 15 children provided by at least two teachers will prevent data for some Queensland communities and local communities being made publicly available. School principals will also be able to access a confidential school profile.
4. AEDI data by Socio-Economic Indexes for Areas (SEIFA) and Accessibility/Remoteness Index of Australia (ARIA) are not yet available. It is anticipated that a second release of AEDI data will occur once this information is available later in the year.

#### Queensland Results

5. The Australian Government provided embargoed AEDI data to jurisdictions to enable initial analysis before public release of the data.
6. Queensland improved in three of the five AEDI domains (Social Competence; Emotional Maturity; and, Language and Cognitive Skills) between the 2009 and 2012 collections, with marginal increases in vulnerability in the other two domains (Physical Health and Wellbeing and Communication and General Knowledge).

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7. Queensland showed the greatest improvement in the area of Language and Cognitive Skills. This was Queensland's worst performing area in 2009.
8. Notwithstanding improvements in rates of vulnerability, Queensland results remain behind the national average in all five domains. Queensland is ranked 7<sup>th</sup> nationally on all domains except Emotional Maturity, with a rank of equal 6<sup>th</sup>.

*Table: Percentage of Children Vulnerable (below the 10<sup>th</sup> percentile) in 2009 and 2012*

Domain	QLD		National	
	2009 (%)	2012 (%)	2009 (%)	2012 (%)
Physical Health and Wellbeing	11.0	11.6	9.3	9.3
Social Competence	12.1	11.5	9.5	9.3
Emotional Maturity	11.0	9.3	8.9	7.6
Language and Cognitive Skills	15.6	9.1	8.9	6.8
Communication and General Knowledge	10.5	10.7	9.2	9.0

9. Queensland results show statistically significant improvement in the national AEDI summary indicator—percentage of children classified as developmentally vulnerable on one or more domains—decreasing from 29.6% in 2009 to 26.2% in 2012.
10. Queensland also ranks 7<sup>th</sup> nationally on this measure, with the Northern Territory having a higher proportion of children developmentally vulnerable in one or more domains.
11. The percentage of Queensland Aboriginal and Torres Strait Islander children vulnerable on one or more domains decreased from 50.5% in 2009 to 43.0% in 2012. Consistent with results for Queensland children generally, the biggest improvement was recorded in Language and Cognitive Skills.
12. While most Queensland communities show improvement, results for some declined between 2009 and 2012.
13. Results for children attending Queensland state schools improved across all departmental regions, with the biggest improvements in Far North Queensland, North Queensland and Central Queensland regions.
14. **Attachment A** details Queensland's results in relation to jurisdictions and Australian.

#### Factors influencing results

15. Queensland's AEDI results against the national average might be attributed to relatively fewer children attending kindergarten programs before school than in other jurisdictions.
16. Similarly, increases in kindergarten participation might have influenced the improvement in Queensland AEDI results between 2009 and 2012. Before the 2009 collection, only 29% of Queensland children were reported to be participating in a kindergarten program. This subsequently increased to over 68% before the 2012 collection.
17. AEDI results should be considered within the context of demographic factors. Children living in socio-economically disadvantaged or remote areas, Aboriginal and Torres Strait Islander children, boys and children who are not proficient in English are more likely to be assessed as developmentally vulnerable within the AEDI domains.

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### Implications

18. There is likely to be public and media interest in the national AEDI data release. Media holding lines have been drafted highlighting Queensland's improved performance and programs and initiatives that support early childhood development outcomes.
19. The Department will use funding from the Australian Government to develop and implement a communications plan and statewide training program to help ensure AEDI results contribute to improved early childhood outcomes across communities.
20. Additionally, a cross-Government AEDI Implementation Committee has been formed to consider ways the Queensland Government can use AEDI data to assist in planning for social and community services in the early years.
21. Unit record datasets are being provided to jurisdictions to enable further analysis to inform policy and planning within each state and territory.

### Background

22. The AEDI is a national progress measure of early childhood development as part of the COAG productivity reform agenda. Data are collected every three years and the results provide a snapshot of how children are developing by the time they reach school.
23. Queensland schools participated in the second national collection between May-July 2012. AEDI Checklists were completed by teachers for more than 95% of children enrolled in Prep Year. The first national collection was undertaken in 2009.
24. AEDI reports information collected across five domains of early childhood development: language and cognitive skills; physical health and well-being; social competence; emotional maturity; and communication skills and general knowledge.
25. AEDI is a relative measure that classifies children as developmentally 'vulnerable' (based on the percentage of Queensland children below the 10th percentile), 'at risk' (10th to 25th percentile) or 'on track' in each of the five domains measured.
26. The Australian Government funds the AEDI collection. This funding includes teacher relief for schools to undertake data collection and support for jurisdictions to coordinate the collection and implement strategies to increase awareness and use of AEDI data.
27. AEDI data are owned by the Australian Government and provision, storage and use of Queensland-specific AEDI datasets are strictly governed by agreement. As such, these data cannot be made available as part of Queensland's Open Data initiative.

### Right to information

28. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication as 2012 AEDI data are not yet publicly released.

Minister's Office File Ref:	
Department File Ref:	13/74825

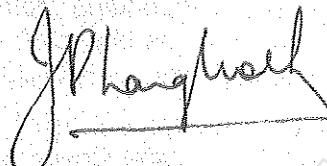
**Recommendation**

That the Minister note Queensland's 2012 AEDI results.

**NOTED**


**FIONA CRAWFORD**  
 Chief of Staff  
 Office of the Hon John-Paul Langbroek MP  
 Minister for Education, Training and  
 Employment

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



**JOHN-PAUL LANGBROEK MP**  
 Minister for Education, Training and  
 Employment

714413  
☐ Copy to Assistant Minister

**Minister's comments**

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Tel: 3235 9054	Tel: 3224 5528 Mob: <span style="border: 1px solid red; padding: 0 2px;">s.47(3)(b) - Con</span> Date: 26/03/2013	Tel: 323 79645 Mob: <span style="border: 1px solid red; padding: 0 2px;">s.47(3)(b) - Con</span> Date: 28/03/2013	Tel: 3247 3365 Mob: <span style="border: 1px solid red; padding: 0 2px;">s.47(3)(b) - Con</span> Date: 02/04/2013	Tel: 323 71070 Mob: Date: 21/4/13

Minister's Office File Ref:	
Department File Ref:	12/7867

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: Noting

**Noting required by:** As soon as possible

**Urgent:** Progress to inform Minister that Ms Jean Illingworth was arrested 14 January 2013 and charged by the Queensland Police Service (QPS) with fraud in connection with operations of Djarragun College Ltd

### SUBJECT: QPS CHARGE MS JEAN ILLINGWORTH WITH FRAUD IN RELATION TO DJARRAGUN COLLEGE LTD

#### Summary of key points

- On 14 January 2013, Ms Jean Anne Illingworth was arrested and charged by the Queensland Police Service (QPS) with defrauding the Commonwealth and the State by over claiming enrolment numbers at two Non-state schools, Djarragun College and Wangetti Technical and Vocational Education College.
- At the time of the alleged fraud, Ms Illingworth was the Principal of the schools, and a Director of the schools' governing body, Djarragun College Ltd (DC Ltd).
- After the allegations first arose in March 2011, Ms Illingworth was suspended by DC Ltd as the schools' principal. She was removed, effective 3 July 2012, as a Director of DC Ltd on a ground unrelated to the allegations, namely, **s.47(3)(b) - Contrary to Public Interest**

**s.47(3)(b) - Contrary to PI**

#### Key issues

- The charges are likely to attract significant public interest, including with respect to the recoupment of any payments of State grants in excess of entitlements.
- The Minister has initiated communications with DC Ltd with a view to recoup over claimed State money. This is being progressed separately (see 12/458640 for summary).
- This brief is to apprise the Minister about key information known at this time regarding the charges. The Minister will be informed immediately as other pertinent information becomes known.

#### Implications

- Given the fraud charges involve a substantial amount of Commonwealth funds (approx. \$5.4 million) and State funds (approx \$3.5 million) and relates to intentionally inflated enrolment claims over several years in both schools, it is anticipated that there will be a general public interest in the matter, including around the prospects of recoupment.
- While a wider range of issues may ultimately be raised with the Minister, it is suggested that consideration be given to issuing a Media Statement.
- DETE's Community Engagement and Partnerships Branch is preparing a Media Statement for the Minister's consideration. This is being progressed separately.

#### Background

- In April/May 2011, the independent Non-State Schools Accreditation Board and the former Minister referred potential fraud matters to the QPS.
- To the best of the Department's knowledge at this juncture:
  - the charges are:
    - That on various dates between 26 February 2009 and 26 February 2011 at Cairns in the State of Queensland, one Jean Anne Illingworth dishonestly induced the Department of Education and Training to deliver property to Djarragun College Ltd, and the property was of a value of more than \$30,000.

Minister's Office File Ref:	
Department File Ref:	12/7867

[Criminal Code Act 1899 (Qld), section 408C, refers. A person found guilty in an amount of \$30,000 or more is liable to imprisonment for 12 years.]

- (ii) That on various dates between 6 August 2008 and 13 August 2010 at Cairns in the State of Queensland, one Jean Anne Illingworth, by deception, dishonestly obtained for Djarragun College Ltd a financial advantage from the Department of Education, Employment and Workplace Relations, a Commonwealth entity.

[Criminal Code Act 1995 (C'th), section 134.2, refers. A person found guilty is liable to imprisonment for 10 years.]

- (b) Ms Illingworth is scheduled to appear in the Cairns Magistrates Court on 31 January 2013.

### Right to information

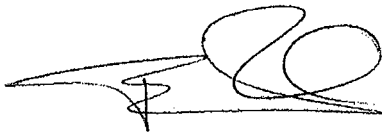
9. I am of the view that the contents of, or attachments contained in, this brief are not suitable for publication.

### Recommendation

That the Minister note

- that on 14 January 2013, Ms Jean Illingworth was arrested and charged by the QPS with defrauding the Commonwealth and the State by over claiming enrolment numbers at two non-state schools, Djarragun College and Wanganui Technical and Vocational Education College.

NOTED

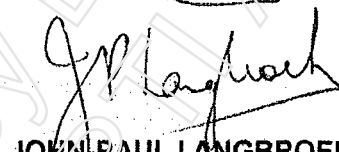


**Fiona Crawford**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and Employment

14 11 13

☐ Copy to Assistant Minister

APPROVED/NOT APPROVED  
ENDORSED/NOTED



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and Employment

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### Minister's comments

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Minister's Office File Ref:	
Department File Ref:	13/80615

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Approval

Action required by: 19 April 2013

**Critical** – The Australian Government have recommended changes to Queensland's Implementation Plan under the Indigenous Early Childhood Development National Partnership Agreement, which may impact upon payments.

**SUBJECT: CHANGES TO QUEENSLAND'S IMPLEMENTATION PLAN UNDER THE INDIGENOUS EARLY CHILDHOOD DEVELOPMENT NATIONAL PARTNERSHIP AGREEMENT**

### Summary of key objectives

- The Department of Education, Employment and Workplace Relations (DEEWR) has recommended the Department of Education, Training and Employment (DETE) make minor changes to the Indigenous Early Childhood Development National Partnership Agreement (IECD NPA) Implementation Plan for children and family centres (CFCs).
- Changes to the Implementation Plan would align the achievement of milestones to payments.
- The Minister's approval is sought for the changes to the IECD NPA Implementation Plan, prior to seeking the agreement of the Australian Government Minister for School Education, Early Childhood and Youth.

### Key issues

1. DEEWR is currently assessing DETE's IECD NPA bi-annual report for the period 1 July to 31 December 2012. DEEWR recommend that Queensland make minor changes to the milestones and payments outlined in the Implementation Plan. The proposed changes are highlighted in **Attachment 1**.
2. DEEWR has advised that they are unable to move funding into future financial years and also advised that there is a risk that funding may not be claimable in subsequent reporting periods if the Implementation Plan milestones and payments are not aligned within the financial year.
3. Changes to the Implementation Plan have not previously been considered given that good progress is being made at all CFCs. In the past, milestones that have not been achieved in a reporting period have been met and claimed during the subsequent reporting period.
4. Delays in achieving milestones relate to the construction of permanent CFC facilities in some locations (Cairns, Mount Isa, Rockhampton, Ipswich and Mackay) primarily as a result of extreme weather. Facilities in Cairns, Mount Isa and Rockhampton are expected to be complete by end of June 2013, while Mackay and Ipswich facilities will be completed in the second half of the year.
- ✓ 5. Changes to milestones will result in re-configuration of payment dates; however, the total quantum of funding will remain unchanged.
6. DEEWR has advised it is not their intention to withhold funding from DETE and that this change would ensure Queensland would not be disadvantaged where the completion of construction has been delayed.
7. Both the Queensland and Australian Government Ministers are required to agree to changes in the Implementation Plan before 30 June 2013.

Minister's Office File Ref:	
Department File Ref:	13/80615

### Implications

8. DEEWR has suggested that if the Implementation Plan is not changed there is a risk that funding may not be claimable in future reporting periods.
9. There is no risk to the Queensland Government if funding within the IECD NPA is paid in future reporting periods, as long as the balance of IECD NPA payment is made prior to expiry in June 2014.

### Background

10. The Australian Government has committed \$75 million to Queensland to deliver element one of the IECD NPA which includes the establishment of CFCs in 10 locations.
11. Queensland is achieving good progress against the IECD NPA with CFCs delivering services and programs in all ten locations. Permanent CFC facilities have been completed in Doomadgee, Logan, Mareeba, Mornington Island and Palm Island and construction is progressing well in Cairns, Ipswich, Mackay, Mount Isa and Rockhampton.

### Right to information

12. I am of the view that the contents or attachments contained in this brief are **not suitable** for publication.

### Recommendation

It is recommended that the Minister:

- **approve** the suggested changes to Queensland's IECD NPA Implementation Plan (**Attachment 1**); and
- **approve** and **sign** the attached letter to the Honourable Peter Garrett AM MP, Federal Minister for School Education, Early Childhood and Youth, seeking agreement to the changes in Queensland's IECD NPA Implementation Plan (**Attachment 2**).

NOTED



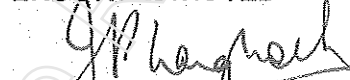
**FIONA CRAWFORD**  
**Chief of Staff**  
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**Minister for Education, Training and**  
**Employment**

7/4/13

☐ Copy to Assistant Minister

**Minister's comments**

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



**JOHN-PAUL LANGBROEK MP**  
**Minister for Education, Training and**  
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9/4/13

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Minister's Office File Ref:	
Department File Ref:	13/81026

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Approval/With Correspondence**

**Action required by: N/A**

**Routine** – While Arcadia College's student intake date is 15 April 2013, the Minister is not required to decide this application prior to the commencement of the school.

### SUBJECT: APPLICATION FROM ARCADIA COLEGE FOR RECOGNITION AS A SPECIAL ASSISTANCE SCHOOL

#### Summary of key objectives

- That the Minister for Education, Training and Employment recognise that Arcadia College has applied for recognition as a special assistance school (SAS).

#### Key issues

1. Arcadia College is a provisionally accredited non-state school with a proposed student intake date of 15 April 2013.
2. Arcadia College was granted provisional accreditation as a non-state school and approved as eligible for Government funding for Years 8-12 on 5 March 2013.
3. An application has been received from Arcadia College's governing body, Ohana Education Inc., requesting recognition by the Minister as an SAS (Ref: 13/62612).
4. The list of approved criteria used for recognition of an SAS is attached (**Attachment 1**). The school has addressed each of the criteria in the application.
5. A panel, consisting of representatives from the Office of Non-State Education, Queensland Catholic Education Commission and Independent Schools Queensland, has considered the application and is satisfied that the school meets the criteria to be recognised as an SAS.

#### Implications

6. There are no media or legal implications.
7. There are no financial implications, as any additional funding required will be provided through the State recurrent grant for non-state schools.

#### Background

8. SAS are schools specifically established to cater for students who are disengaged from mainstream education.
9. SAS do not charge tuition fees and are almost entirely dependent on Government funding to operate.
10. In recognition of the special nature of services they provide to the State's most vulnerable students, SAS receive a guaranteed minimum rate of State recurrent funding which is higher than most other non-state schools.

Minister's Office File Ref:	
Department File Ref:	13/81026

11. In addition, a \$50 million pool of capital funding was made available to all SAS in 2010–11, to be used for new schools or to upgrade or extend existing school facilities. These funds are yet to be fully expended and are required to be committed by 1 July 2015. If Arcadia College is granted SAS status, it will become eligible to apply for funding through this program.
12. SAS also receive the maximum level of Australian Government general recurrent funding.
13. For Australian Government purposes, an SAS is defined as a non-state school that has been, or is likely to be, recognised by the State Minister as a SAS and primarily caters for students with social, emotional or behavioural difficulties.
14. The governing body of a non-state school may apply for SAS status by writing to the Minister for Education, Training and Employment, and addressing each of the criteria listed in **Attachment 1**.
15. There are currently 19 non-state schools in Queensland that have previously been recognised as SAS.

#### **Right to information**

16. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

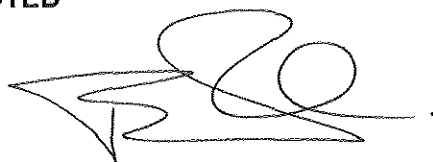
Minister's Office File Ref:	
Department File Ref:	13/81026

## Recommendation

It is recommended that the Minister

- **approve** recognition of Arcadia College as a special assistance school; and
- **sign** the attached letters to:
  - Ms Andrea Lee, Chief Executive Officer, Ohana Education Inc; and
  - The Honourable Peter Garrett MP, Minister for School Education, Early Childhood and Youth

NOTED

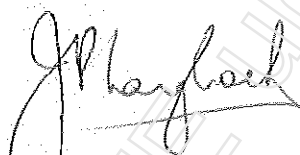


**FIONA CRAWFORD**  
 Chief of Staff  
 Office of the Hon John-Paul Langbroek MP  
 Minister for Education, Training and  
 Employment

21/3/13

☐ Copy to Assistant Minister

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



**JOHN PAUL LANGBROEK MP**  
 Minister for Education, Training and  
 Employment

25/3/13


**Minister's comments**

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Minister's Office File Ref:	
Department File Ref:	13/85263

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

### Action required: For Noting

### Action required by: N/A

**Urgent** – Information to support the Minister's meeting with Mr David Robertson, Executive Director, Mr John Somerset, President and Ms Helen Coyer, Deputy Executive Director, Independent Schools Queensland on 28 March 2013.

### SUBJECT: INDEPENDENT SCHOOLS QUEENSLAND MEETING WITH THE MINISTER

#### Summary of key objectives

- To provide background information for the Minister's meeting with representatives of Independent Schools Queensland (ISQ).

#### Key issues

1. ISQ has advised that they would like to discuss the following agenda items:
  1. *Australian Government matters*
    - 1.1 Gonski Funding Model;
    - 1.2 National School Improvement Plan; and
    - 1.3 Council of Australian Governments (COAG) meeting on 19 April 2013.
  2. *Queensland Government matters*
    - 2.1 2013–14 State Budget
    - 2.2 Reviews – Non-State Schools Accreditation Board, Queensland Studies Authority

#### The Gonski Funding Model

2. The Gonski Review was announced by the Australian Government on 15 April 2010 with a view to developing a funding system for Australian schooling which is transparent, fair, financially sustainable and effective in promoting excellent outcomes for all students.
3. The Gonski Report was released along with an initial Australian Government response to the report for public consultation on 20 February 2012.
4. The Queensland Government is committed to ensuring all Queensland students have access to quality education no matter where they attend school. There are, however, substantive issues remaining that are yet to be resolved including the full cost implications of the Australian Government's proposals.
5. s.47(3)(b) - Contrary to Public Interest
6. The Premier will attend COAG in April where it is anticipated that the Australian Government will expect states and territories to sign up to their reform proposals.

Minister's Office File Ref:	
Department File Ref:	13/85263

### National School Improvement Plan (NPSI)

7. The NPSI is part of the Australian Government's response to the Gonski review, first announced by the Prime Minister on 4 September 2012.
8. The NPSI has five reform directions: quality teaching, quality learning, empowering school leadership, meeting student need and transparency and accountability.

s.47(3)(b) - Contrary to Public Interest

9.

10.

11. At recent Sector CEOs meetings, ISQ advised they are unable to stop individual independent schools from signing up to the Australian Government's reforms, and that it is highly likely the Australian Government will convince some individual schools to agree (particularly those set to gain under the new funding arrangements).
12. Based on available information to date, the Department of Education, Training and Employment estimates that 9.5% of independent schools would have reduced funding in real terms by 2023. ISQ advised that the Australian Government asked independent schools to sign up by to their reforms by 15 March 2013, but it appears that this has not happened.

### COAG meeting, 19 April 2013

13. The Prime Minister has announced she will lead negotiations for school funding reforms through COAG processes with a view to finalising them at the 19 April 2013 COAG meeting.
14. It is anticipated that ISQ representatives will seek the Queensland Government's position ahead of the COAG meeting.
15. ISQ's support for Queensland's alternative plan would assist in pre-COAG negotiations.

Minister's Office File Ref:	
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### 2013–14 State Budget

16. Recurrent funding has been a contentious issue for non-state schools.
17. With the exception of one new school, 2013 recurrent rates for non-state schools have decreased by varying amounts of between 2% and 29%.
18. In December 2012, the Minister wrote to Mr Robertson, Executive Director of Independent Schools Queensland (Ref: 12/471869) regarding possible options to alleviate the impact of the reduction in recurrent funding.
19. The Department has worked with Independent Schools Queensland and the Queensland Catholic Education Commission (QCEC) to consider these options, including the option to bring forward an amount of funding from 2014 to try and 'smooth out' the cash flow for the 2013–14 financial year.
20. The Minister has advised QCEC and ISQ that, in principle, he supports the redistribution of funds from Semester 1, 2014 to Semester 2, 2013.
21. The actual quantum is unable to be specified at this time and will depend on a number of factors, including the 2013–14 State Budget allocation and actual enrolments in 2013. The outcome of the Gonski Review may also impact on the level of available funding.
22. Any additional payment would be provided as a one-off supplementary payment in the latter part of 2013 and would be distributed to non-state schools based on the needs component only. Thus, schools that have been most affected by the 2013 rate reductions will benefit most from the supplementary payment.
23. Non-state schools have not been advised by the Department of the proposed payment, given the uncertainty in the amount of funding that will be available.

### QSA and NSSAB review

24. The Minister has requested officers of the Department to undertake a review of the *Education (Queensland Studies Authority) Act 2002* (the QSA Act). The review is a legislative review of the functions, and governance of the QSA, which will be considered in light of:
  - emerging educational agendas, including the Australian Curriculum;
  - issues highlighted under previous review processes; and
  - relevant considerations in Terms of Reference for the Queensland Commission of Audit, such as the identification of potential improvements to productivity and service quality.
25. The review process commenced last year overseen by a steering committee of school sector leaders including Mr Robertson and the Chair of the QSA. The last meeting of the steering committee was on 15 March 2013, and steering committee members were provided with key legislative proposals including:
  - a new statutory body with a seven member, expertise-based governing body including the three schooling sectors;
  - streamlined curriculum development functions, including a much reduced role in P–10, reflecting the impact of national reforms and the Australian Curriculum; and
  - cessation of Queensland's current delegated responsibility for registering and auditing school-based Registered Training Organisations, which would revert to the Commonwealth Australian Skills Quality Authority (ASQA).

Minister's Office File Ref:	
Department File Ref:	13/85263

26. ISQ was supportive of a new statutory body and the replacement of the current 20 member QSA with a more streamlined governing body.
27. Non-state sectors have previously raised concern that the proposed cessation of QSA's delegated responsibility for registering schools as RTOs may catalyse the imposition of ASQA fees. These issues will be discussed further in individual consultation meetings with steering committee members.
28. The second review (review of non-state education which includes a review of the *Education (Accreditation of Non-State Schools) Act 2001* (EANSS Act) is a legislative and policy review. The EANSS Act is over ten years old and several issues have been raised as possible improvements to the EANSS Act over the years (including preliminary work undertaken in consideration of a standards authority).
29. The review encompasses non-state schooling, home education and educational provision for international students, in the context of appropriate levels of regulation and consistency with legislation governing state schools. It is intended that the review will streamline and simplify the regulation of non-state schools, and consider emerging issues such as the feasibility of supporting 'for profit' schools.
30. A reference committee including representatives from ISQ and QCEC will commence after the Easter school holidays with legislation anticipated to be progressed in late 2013/2014.

### Implications

31. There are no legal or media implications.
32. Discussions regarding recurrent funding may have implications for the 2013–14 State Budget and the basket-nexus allocation for non-state schools.

### Background

33. There are currently 482 non-state schools operating in Queensland, including 186 independent schools.
34. As at February 2012, independent non-state schools had overall enrolments of over 111,500 students or nearly 15% of all Queensland students. The 2013 census data is not yet available.
35. In 2012, Queensland Government recurrent funding of over \$227 million was provided to the independent non-state school sector.
36. In 2012–13, Queensland Government capital assistance funding of over \$28.2 million will be provided to the independent non-state school sector.
37. An additional issue affecting non-state schools is the Advisory Visiting Teacher service. This service has previously been provided by Education Queensland for the non-state school sector and will be discontinued from next year, following a transition year in 2013. A Memorandum of Agreement has been signed between the Department and each of the non-state sectors clarifying the services that will be provided this year. From next year, the Catholic and Independent sectors will be expected to provide or source these services themselves for non-state school students with a disability.

### Right to information

38. I am of the view that the contents or attachments contained in this brief are not suitable for publication.

Minister's Office File Ref:	
Department File Ref:	13/85263

**Recommendation**

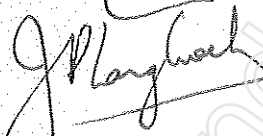
That the Minister

**note** the information for the meeting with Mr David Robertson, Executive Director, Mr John Somerset, President and Ms Helen Coyer, Deputy Executive Director, Independent Schools Queensland on 28 March 2013.

**NOTED**


**FIONA CRAWFORD**  
**Chief of Staff**  
**Office of the Hon John-Paul Langbroek MP**  
**Minister for Education, Training and**  
**Employment**

21/3/13

☐ Copy to Assistant Minister**APPROVED/NOT APPROVED**  
**ENDORSED/NOTED**


**JOHN-PAUL LANGBROEK MP**  
**Minister for Education, Training and**  
**Employment**

19/3/13

**Minister's comments**

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Minister's Office File Ref:	
Department File Ref:	13/83167

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: Approval**

**Action required by: 11 April 2013**

**Urgent** – Letters to be sent to inform and invite key stakeholders to round table meetings which begin on 19 April 2013.

**SUBJECT: CONSULTATION STRATEGY FOR DEVELOPMENT OF A NEW INDIGENOUS ACTION PLAN**

### Summary of key objectives

- The discussion paper on a new Aboriginal and Torres Strait Islander action plan was released on 28 March 2013.
- Consultation will take the form of written submissions and targeted roundtable meetings.
- Ministerial letters inviting written submissions and selected stakeholders to attend roundtable meetings are attached for approval.

### Key issues

1. A discussion paper was released for consultation with stakeholders across Queensland on the development of a new four-year Aboriginal and Torres Strait Islander action plan (Ref: 13/99109).
2. Consultation will be undertaken through written submissions and targeted roundtable meetings.
3. The Queensland Indigenous Education Consultative Committee (QIECC) will also undertake targeted consultation with Aboriginal and Torres Strait Islander communities through the Parent and Community Engagement (PaCE) network located throughout Queensland.

### Roundtable meetings

4. The consultation strategy includes a series of face-to-face roundtable meetings to seek feedback on the proposed ideas for action outlined in the discussion paper. The roundtable meetings will be held during April/early May.
5. There will be five roundtable meetings: (i) early childhood education and care; (ii) school education; (iii) training and tertiary education; (iv) employment; and (v) cross-agency.
6. An overview of the dates, times and venues for the roundtables is provided below:

Roundtable	Date	Time	Venue
Cross-agency	19 April 2013	9:30am – 11:30am	Level 12 Boardroom
Early Childhood Education and Care	24 April 2013	9:30am – 11:30am	Level 12 Boardroom
School education	23 April 2013	9:30am – 11:30am	Level 12 Conference Room
Training and tertiary	30 April 2013	2:00pm – 4:00pm	Level 12 Boardroom
Employment	2 May 2013	9:30am – 11:30am	Level 12 Conference Room

Minister's Office File Ref:	
Department File Ref:	13/83167

7. The roundtables will involve a range of government and non-government stakeholders. Further details of the roundtables are provided in **Attachment 1**. The scope and breadth of the roundtable meetings are limited by current fiscal restraints. As such all roundtable meetings will be held in the Brisbane CBD at Education House.
8. Key departments of Ministers participating on the Cabinet Committee on Indigenous Affairs will be invited to attend the cross-agency roundtable. A key purpose of discussion at the cross-agency roundtable will be to identify links to existing and prospective activities to better coordinate government effort, resources and investment.
9. The QIECC Chair will be invited to attend all roundtable meetings.
10. The roundtable meetings will run for two hours, comprising a 15 minute presentation followed by questions and group sessions (depending on numbers). Each session will be led by the Assistant Director-General, Strategic Policy and Portfolio Relations and the Director, Indigenous Policy and Partnerships. The draft agenda for roundtable meetings is outlined in **Attachment 2**.
11. In addition to the roundtable meetings, there are a number of other significant forums that present an opportunity for the discussion paper to be presented and discussed. These are also outlined in **Attachment 1**.

#### Letters to stakeholders

12. The Director-General will be writing to stakeholders invited to the early childhood education and care; school education; training and tertiary education; and cross-agency roundtables.

#### Broader communication

13. The discussion paper has been published on the Department's website and the availability of the discussion paper will also be communicated through other means such as the DG's column and Education Views.
14. A Ministerial media release to accompany the release of the discussion paper has been prepared and approved by the Minister's Office (Ref: 13/96129).

#### **Implications**

15. All costs associated with the consultations on the discussion paper will be sourced from existing departmental funding.

#### **Background**

16. In December 2012, the Minister for Education, Training and Employment launched a review and consultation process on the Department's strategies to close the gap in outcomes between Aboriginal and Torres Strait Islander and non-Indigenous people.
17. This consultation and review process will culminate in the launch of a new action plan in mid-2013 to improve the early childhood, education, training and employment outcomes of Aboriginal and Torres Strait Islander Queenslanders.

Minister's Office File Ref:	
Department File Ref:	13/83167

## Right to information

18. I am of the view that the contents or attachments contained in this brief are suitable for publication.

## Recommendation

It is recommended that the Minister:

- **note** the information on the consultation roundtable meetings; and
- **sign** the attached letters to:
  - stakeholders invited to attend the employment roundtable (**Attachment 3**);
  - other stakeholders advising them of the release of the discussion paper and inviting them to provide a written submission (**Attachment 4**);
  - the Premier advising him of the release of the discussion paper (**Attachment 5**);
  - Ministers on the Cabinet Committee on Indigenous Affairs advising them of the release of the discussion paper (**Attachment 6**); and
  - the QIECC Chair advising of the release of the discussion paper and inviting attendance at consultation roundtables (**Attachment 7**).

NOTED

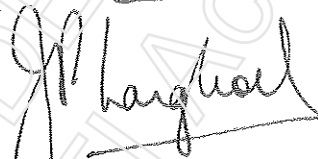


**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and Employment

10 / 4 / 13

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ENDORSED/NOTED



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and Employment

11 / 4 / 13

## Minister's comments

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Minister's Office File Ref:	13
Department File Ref:	12/85444

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Urgent** – Background information to support Minister's meeting with Ernst & Young on 19 March 2013.

**SUBJECT: MINISTER MEETING WITH MR CRAIG SYDNEY, PARTNER, ERNST & YOUNG**

### Summary of key objectives

- To brief the Minister prior to his meeting with Mr Craig Sydney, Partner, Ernst & Young on 19 March 2013.

### Key issues

1. Ernst & Young meeting attendees will be:
  - Mr Craig Sydney, Partner;
  - Ms Daniele Bird, Partner; and
  - Professor Stephanie Fahey, Oceania Education Lead Partner.
2. Ernst & Young advise that the meeting is intended as an opportunity to introduce Professor Fahey and discuss:
  - Opportunities and challenges in the sector;
  - *Higher education and the power of choice*; and
  - Productivity in the workforce.
3. The Ernst & Young *Higher education and the power of choice* report highlights five key findings:
  - Increases in competition will place significant pressure on the business models of established universities.
  - With respect to key drivers of student choice, there are significant gaps in market perception between Tier 2 and Tier 1 universities, and within the set of Tier 2 universities. This will create significant exposure for Tier 2 universities in an increasingly competitive market place.
  - To survive and succeed in the face of increased competition, universities at risk of losing market share will need a clearly differentiated market position and a strong alignment of the student experience and brand promise.
  - As the market becomes more consumer-driven, incumbents should consider strategies and techniques used in consumer marketing industries, for example, the creation of focused market positions based on the principles of psychographic segmentation, and multi-brand strategies, which could enable universities to serve multiple segments without diluting their core brand.

Minister's Office File Ref:	
Department File Ref:	12/85444

- Universities, especially those at risk, may also need to consider more fundamental restructuring, including mergers and divestment strategies related to courses, degrees and possibly research and development centres.
- 4. Tier 1 universities are those with large student enrolments and research-intensive operations and Tier 2 universities are those with smaller student enrolments with mainly teaching operations.
- 5. Following this report Ernst & Young published *University of the Future*, which outlined five major pressures affecting universities and predicting the standard university business model would not be sustainable beyond 2025.
- 6. Mr Sydney and Ms Bird of Ernst & Young met with the Assistant Minister on 28 February 2013 to discuss international education and higher education research, including the 2012 Ernst & Young paper *University of the Future*. This paper was criticised in the media (Ref: 13/63033).
- 7. University representatives and media commentators have acknowledged the veracity of the findings in these publications but criticised the conclusions drawn. Discussions at the Higher Education Forum indicate that university Vice-Chancellors are acutely aware of the fundamental need to adopt a student perspective in shaping their respective university's business model, offerings and operations.

#### Implications

- 8. There are no financial, operational or media implications.

#### Background

- 9. Professor Fahey will be introduced in her new role as Oceania Education Leader, a role she was appointed to late 2012. A media release reports that Professor Fahey's appointment aligns with Ernst & Young's expansion of its education practice to include an increased focus on the early and secondary education sectors as well as a continued focus on the higher education sector. Professor Fahey joined Ernst & Young after a distinguished academic career, which recently included responsibility for Monash University's international education and research programs.
- 10. Ernst & Young released a paper titled *Higher education and the power of choice* in 2011. The paper discussed reform competition and the emerging consumer-driven market in Australian higher education and found that increases in competition will place significant pressure on the business models of established universities.
- 11. Queensland universities contribute approximately \$4 billion annually to the Queensland economy including up to \$1 billion in innovation and research related activity.

#### Right to information

- 12. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	12/85444

**Recommendation**

That the Minister **note** the content of this brief prior to the meeting with Ernst & Young on 19 March 2013.

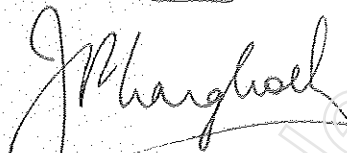
**NOTED**


**FIONA CRAWFORD**  
Chief of Staff  
Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment

17/3/13

☒ Copy to Assistant Minister

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



**JOHN-PAUL LANGBROEK MP**  
Minister for Education, Training and  
Employment

18/3/13

**Minister's comments**

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Minister's Office File Ref:	
Department File Ref:	13/87622

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: Noting**

**Action required by: N/A**

**Urgent** – Minister meeting with Mr John Dawkins, Chair, National Skills Standards Council on 3 April 2013.

**SUBJECT: NATIONAL SKILLS STANDARDS COUNCIL (NSSC) REVIEW OF VET STANDARDS**

### Summary of key objectives

- To brief the Minister on the status of the National Skills Standards Council (NSSC) review of vocational education and training (VET) standards ahead of the meeting with Mr John Dawkins, Chair, NSSC on 3 April 2013.

### Key issues

1. On 12 March 2013, the NSSC released its position paper *Improving Vocational Education and Training, The case for a new system, A position paper of the NSSC (Attachment 1)*.
2. The position paper seeks to respond to concerns about regulatory failure, quality in the VET sector (particularly in relation to teaching and assessment), and changes in the labour and training market more generally.
3. The paper presents three options:
  - Option 1: The Status Quo;
  - Option 2: Alignment of the Australian Quality Training Framework with the National VET Regulator (NVR) VET Quality Framework and clarification of the standards through non-legislative policy mechanisms; and
  - Option 3: Australian Vocational Qualification System.
4. The NSSC recommends Option 3, proposing that *the standards for the regulation of VET be amended. This would set a higher bar for registered training organisation registration and establish a regulatory architecture that is fit for purpose in assuring the integrity of vocational qualifications and enable the adoption of a more responsive regulatory model.*
5. The NSSC is seeking input from stakeholders and the wider public on the proposals outlined in the position paper, particularly Option 3. Essential features of the proposed NSSC reforms are outlined in **Attachment 2**.
6. The Department of Education, Training and Employment (DETE) is coordinating a Queensland Government response to the position paper. The Department of the Premier and Cabinet will be involved in this process and Premier's approval will be sought prior to the submission deadline.
7. It is understood that Mr Dawkins is also meeting with each member of the Standing Council on Tertiary Education, Skills and Employment (SCOTESE) following his presentation at the last SCOTESE meeting in November 2012.

Minister's Office File Ref:	
Department File Ref:	13/87622

## Implications

8. There are no media, financial or legal implications.

## Background

9. SCOTese asked the NSSC to undertake a broad ranging review of the standards for the regulation of VET, focussing on issues of quality.
10. The NSSC review of VET standards commenced with the June 2012 release of a consultation paper on the standards for the regulation of VET. The paper sought to identify the need for, and extent of, necessary change.
11. The NSSC received 114 consultation responses and also conducted consultation sessions with Australian, state and territory Governments, VET regulators, Industry Skills Councils, peak bodies and other key stakeholders throughout June 2012.
12. A report on the analysis and synthesis of the submissions was published on the NSSC website in October 2012.
13. The consultation process informed the development of an issues paper which was also influenced by a national roundtable with stakeholders held in July 2012. The issues paper was released in October 2012 and outlined the focus areas for the review:
- The purpose of the standards;
  - Quality of training and assessment;
  - Engagement with industry;
  - Reducing unnecessary regulatory duplication;
  - Responsive regulation;
  - Consistent interpretation and implementation of the standards; and
  - Transparency of the VET sector.
14. Stakeholders were consulted on the issues paper at workshops in December 2012. The Queensland VET Development Centre, Training and Employment, participated in a workshop on behalf of DETE.

Minister's Office File Ref:	
Department File Ref:	13/87622

**Right to information**

15. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

**Recommendation**

That the Minister **note** the contents of this brief prior to the meeting with Mr John Dawkins, Chair, NSSC on 3 April 2013.

**NOTED**


**FIONA CRAWFORD**  
 Chief of Staff  
 Office of the Hon John-Paul Langbroek MP  
 Minister for Education, Training and  
 Employment

2, 4, 13  
☒ Copy to Assistant Minister

**APPROVED/NOT APPROVED  
 ENDORSED/NOTED**


**JOHN-PAUL LANGBROEK MP**  
 Minister for Education, Training and  
 Employment

3, 14, 13

**Minister's comments**

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 Date: 21/3/13



Minister's Office File Ref:	
Department File Ref:	13/102347

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

<b>Action required: For Noting</b>
<b>Action required by: N/A</b>
<b>Routine</b> – Routine request for information from Minister's Office.

### SUBJECT: RESEARCH PROJECTS IN QUEENSLAND STATE SCHOOLS

#### Summary of key objectives

- To outline current research activity and projects in Queensland State schools.
- To provide details on a specific Australian Research Council linkage study being undertaken in state schools in the greater Bundaberg area.

#### Key issues

1. The Department of Education, Training and Employment's research activities include:
  - a. reviewing applications from researchers wishing to undertake research in state schools and other departmental sites;
  - b. working with universities and the broader Queensland research community to establish major research studies and undertake other collaborative research activities; and
  - c. seed funding new research studies, typically through joint funding with the Australian Research Council (ARC).

#### Teaching and Learning in low SES schools in the greater Bundaberg area

2. This is a five year ARC linkage study being led by the University of Queensland and involving the Department as a funding and industry partner. This study is examining alternatives to system-level accountability mechanisms such as the National Assessment Program – Literacy and Numeracy (NAPLAN) testing program, by examining 'richer' sources of student achievement and learning in individual schools.
3. The researchers are developing case studies of seven schools in the greater Bundaberg area, documenting existing knowledge and accounts of student learning in schools with a focus on detailed curriculum work in the History discipline of the Australian Curriculum.
4. Later this year, the researchers will establish a 'Learning Commission' involving students and teachers from participating schools and other members of the greater Bundaberg community.
5. The focus of the Commission will be two-fold – how can schools help to revitalise community and how can communities help to revitalise schools? The work of the Commission will culminate in the production of a 'Declaration on Educational Goals' in the Bundaberg region (modelled on the 'Melbourne Declaration').
6. The lead researchers intend to write to the Minister with more details on this study and are available to brief in person.

#### Current research activities and projects in state schools

7. The Department receives 120-130 applications each year from external researchers (academics, PhD students, research institutes such as the Australian Council for

Minister's Office File Ref:	
Department File Ref:	13/102347

Educational Research and other research centres) wishing to undertake studies in state schools and other departmental sites.

8. In addition, departmental staff regularly undertake research in schools and classrooms, typically as part of action-research studies or formal post-graduate study.
9. The Department administers a rigorous approval and ethics process in reviewing these applications – approximately 90% are approved each year, many with conditions attached. A full list of approved research studies is provided at **Attachment 1**. A list of completed research reports received in the last 12 months is provided at **Attachment 2**.

#### ARC linkage studies

10. The Department is an industry partner on five linkage projects funded in partnership with the Australian Research Council and participating universities. Individual schools are also involved in separate ARC linkage studies with local universities.
11. In addition to the Teaching and Learning in low SES schools study, the Department is supporting four joint studies as follows:
  - *E4Kids* – This is a national longitudinal study tracking approximately 3,000 children in Queensland and Victoria from pre-Prep through to Year 3. The study is examining the impacts over time of the quality of early childhood experiences on children's social, emotional, physical and cognitive development. It is being led by the Queensland University of Technology (QUT) and the University of Melbourne and will be completed in 2014. The Department is providing significant cash and in-kind support.
  - *School-Industry Partnerships* – This study is examining the range of school-industry partnerships and associations between various industry bodies and secondary schools across Queensland (eg. aviation, wine-making and tourism). It is being undertaken by QUT and Griffith University and will be completed later this year.
  - *Language for Learning in Indigenous Schooling* – This research is investigating the use of Indigenous languages and dialects within classrooms in an Indigenous community school and will be completed in 2013. Griffith University and the University of Queensland are undertaking the research.
  - *Translating social science research into policy and practice* – This study is examining how policy-makers and practitioners use social science research, with a particular focus on knowledge translation and transfer. The study is being undertaken by the Institute for Social Science Research at the University of Queensland.

#### **Implications**

12. The Department has not entered into as many new joint research activities with Queensland universities as in previous years.
13. The Department is looking at new ways of achieving value for money and engaging in joint research activities with researchers, particularly through approved release of departmental data sets for analysis; development of an approved research agenda to provide topics of interest for prospective researchers; and other forms of in-kind assistance.

#### **Background**

14. The Minister's Office has requested information on research activities and projects in Queensland State schools; and specific details on an Australian Research Council linkage study being undertaken in the greater Bundaberg area.

#### **Right to information**

15. The contents or attachments contained in this brief are **suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/102347

**Recommendation**

That the Minister

**note** the range of research activities highlighted above and in **Attachments 1 and 2.**

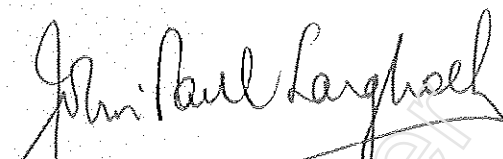
NOTED


**FIONA CRAWFORD****Chief of Staff****Office of the Hon John-Paul Langbroek MP  
Minister for Education, Training and  
Employment**

21 4 13

☐ Copy to Assistant Minister

NOTED


**JOHN-PAUL LANGBROEK MP****Minister for Education, Training and  
Employment**

7 1 4 13

**Minister's comments**

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Date: 28/3/13

Minister's Office File Ref:	
Department File Ref:	13/132450

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For Noting**

**Action required by: N/A**

**Routine** – Information is for Minister's meeting on 14 May 2013

### SUBJECT: MINISTER'S ATTENDANCE AT THE ANGLICAN SCHOOLS COMMISSION HEADS ADVISORY COMMITTEE MEETING

#### Summary of key objectives

- To provide information for the Minister's attendance at the Anglican Schools Commission (ASC) Heads Advisory Meeting on 14 May 2013.

#### Key issues

1. The ASC has advised that the meeting has several purposes (**Attachment 1**):
  - to provide an opportunity for the Minister to meet the Heads of Anglican schools;
  - to respond to any questions the Minister may have about Anglican schools and the way in which they operate;
  - to brief the Minister on areas of concern to Heads of Anglican schools and the ASC; and
  - to seek the views of the Minister on a number of issues.
2. ASC has identified a number of issues for discussion.

#### State government funding and response to the Gonski review

3. The Minister is unable to advise on the non-state schools recurrent funding quantum to be allocated through the 2013–14 State budget.
4. On 14 April 2013 the Prime Minister and Federal Minister for School Education, Early Childhood and Youth announced the detail of the Australian Government's funding offer following the Gonski review, including:
  - a 65:35 funding split for Queensland, resulting in an additional \$3.8 billion for Queensland in combined Australian and Queensland Government funding from 2014 to 2019;
  - growth in the Australian Government's base funding at 4.7% per year with states and territories being required to commit to 3% indexation on their base funding;
  - indexation of the Schooling Resource Standard (SRS) at 3.6% from 2015 onward; and
  - required cuts to the university sector to fund the new school funding model.

5. s.47(3)(b) - Contrary to Public Interest

6.

Minister's Office File Ref:	
Department File Ref:	13/132450

7. s.47(3)(b) - Contrary to Public Interest

8.

#### Advisory visiting teacher (AVT) services

9. A Memorandum of Agreement (MoA) regarding services to be provided by the Department to the non-state schooling sectors has been agreed to, and signed, by all three schooling sectors – Education Queensland, ISQ and QCEC.
10. Under this agreement, Education Queensland continues to provide AVT services during 2013 for identified students in non-state schools. The MoA provides the non-state schooling sectors with a transition period which will allow time to develop their capacity to support students from 2014.
11. Through this consultation, the non-state schooling sectors acknowledged that they have the capacity to meet the needs of a significant number of individual students with low incidence disabilities at the local level.
12. The three schooling sectors are investigating AVT options beyond 2013 to combine resources in efficient ways to continue effective service provision, for example in rural and remote areas to ensure that eligible students with disability will continue to receive appropriate support.

#### Implementation of the Australian Curriculum

13. On 14 October 2011, the Ministerial Council on Education, Employment, Training and Youth Affairs endorsed the revised Achievement standards and refinements to Content descriptions for Phase 1 of the F(Prep)–10 Australian Curriculum.
14. The Queensland Implementation Plan was developed through collaboration between the Queensland Studies Authority and the three schooling sectors.
15. In 2012, Queensland schools commenced implementation of the Australian Curriculum: English, mathematics and science in Foundation F(Prep)–10.
16. Implementation of the Australian Curriculum: History in Foundation F(Prep)–10 commenced in 2013.

Minister's Office File Ref:	
Department File Ref:	13/132450

17. A Queensland implementation schedule for the Phase 2 and 3 F-10 Australian Curriculum was developed by the Queensland Studies Authority (QSA) with cross-sectoral agreement and released in December 2012.
18. QSA memo 074/12 (13 December 2012) informed schools of the Queensland schedule, with the proviso that if the Geography curriculum was not approved by Australian Education Ministers by March 2013, implementation may be delayed until 2015.
19. It is anticipated that the Geography curriculum will be approved at the May meeting of Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee, and that no delay will be required.

#### Review of tertiary entrance scores

20. The Government *Six Month Action Plan, January – June 2013* announced that a review of Queensland's Overall Position (OP) tertiary entrance system will commence by the end of June 2013. This will include a review of current senior assessment processes.
21. It is intended that the review will involve an evaluation of Queensland's twenty year school-based senior assessment approach. An Invitation to Offer will be released in April to conduct the review independently.
22. An important element of the review is to improve the understanding of senior assessment and tertiary entrance process by parents, students and the broader community.

#### Review of the Queensland Studies Authority

23. The Department is reviewing the *Education (Queensland Studies Authority) Act 2002*. The review has been identified as a priority reform in the Government's recent policy statement *Great Teachers=Great Results, A direct action plan for Queensland schools*.
24. The review is considering the authority's statutory functions, governance and structure. This has included consideration of the respective roles of state curriculum authorities and the Australian Curriculum Assessment and Reporting Authority.
25. It is intended the review will be finalised by mid-2013. The timing of any legislative change arising from the review is yet to be determined by Government.

#### Queensland Schools Planning Commission

26 s.47(3)(b) - Contrary to Public Interest

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Minister's Office File Ref:	
Department File Ref:	13/132450

s.47(3)(b) - Contrary to Public Interest

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#### Value of self-governing schools

32. Research on the value of self-governing schools shows that the success of school autonomy relies on a range of factors including the support provided, types of autonomy and accountabilities. However, research also shows that while there should not be a 'one-size fits all' model for autonomy, there is a link between principal autonomy and school effectiveness.
33. In addition, a recent study by the Organisation for Economic Cooperation and Development reports that a combination of autonomy and accountability is related to better student outcomes.
34. The level of autonomy required by schools is dependent on a complex mix of variables such as community aspiration, student cohort and geography. The increased level of autonomy that will be offered by the *Independent Public Schools* initiative has the potential to enable local solutions for better learning and ultimately, improving student outcomes.

#### **Implications**

35. There are no national, legal, media or financial implications.

#### **Background**

36. The role of the ASC is to support the senior management and governing bodies of Anglican schools across Queensland.
37. ASC provides schools and their governing bodies with advice in the areas of finance, new school development, marketing, professional development, industrial relations, legal and human resources.
38. Dr Goodwin has been Executive Director of ASC since March 2011.
39. There are 23 Anglican schools throughout Queensland. A list of these schools and their 2012 enrolments is attached (**Attachment 2**).
40. In relation to the 23 Anglican schools:
  - 2012 enrolments totalled 23,916 students (2013 data is not yet available);
  - recurrent funding totalled \$43,964,221 in 2012; and
  - capital assistance approved in 2012 totalled \$1,265,000.

Minister's Office File Ref:	
Department File Ref:	13/132450

**Right to information**

41. I am of the view that the contents or attachments contained in this brief are **not suitable** for publication.

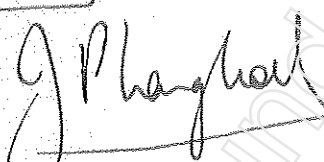
**Recommendation**

That the Minister **note** the contents of this brief in preparation for his attendance at the ASC Heads Advisory Committee meeting on 14 May 2013.

**NOTED**


**FIONA CRAWFORD**  
**Chief of Staff**  
**Office of the Hon John-Paul Langbroek MP**  
**Minister for Education, Training and**  
**Employment**

1, 5, 13

☐ Copy to Assistant Minister
**NOTED**


**JOHN-PAUL LANGBROEK MP**  
**Minister for Education, Training and**  
**Employment**

1, 5, 13

**Minister's comments**

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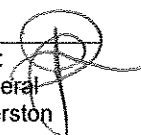
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 Dr Jim Watterston

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Date: 15/13



Minister's Office File Ref:	
Department File Ref:	13/90993

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: With Correspondence**

**Action required by: ASAP**

**Urgent** – To finalise agreement on the Joint Group Training Project Agreement.

**SUBJECT: PROJECT AGREEMENT FOR THE COMMONWEALTH, STATE AND TERRITORY JOINT GROUP TRAINING PROGRAM**

### Summary of key objectives

- The objective is to finalise an agreement for joint funding of this program and facilitate payment of the Australian Government contribution.

### Key issues

- The Australian Government has proposed a new Joint Group Training Project Agreement and administrative guidelines (**Attachment 1a and 1b**) with the following key features:
  - a term of one year (2012–13);
  - payments to Queensland to be made in two tranches, each representing 50% of the Australian Government's contribution, one on receipt of a Funding Plan and the second on receipt of an interim Performance Report;
  - funding from Queensland is to match or exceed the Australian Government contribution; and
  - activities undertaken by Queensland under the agreement must be achieved in line with administrative guidelines.
- The Department of Education, Training and Employment (DETE) is implementing a Funding Plan for payments to Group Training Organisations for this financial year. Therefore, it is prudent to finalise the agreement as soon as possible to secure the Australian Government's contribution.
- Queensland's funding contribution has been allocated in the 2012–13 DETE Budget (Employment, Skills and Training Investment internal allocation – node GFF206 – Group Schemes) and remains available for this purpose.
- Sch. 3(2)(1)(b)
- 
- If approved, a letter to the Honourable Dr Craig Emerson MP, Federal Minister for Tertiary Education, Skills, Science and Research will be prepared confirming Queensland's approval of the agreement.

Minister's Office File Ref:	
Department File Ref:	13/90993

7. The letter to Minister Emerson will also outline issues for future improvements that have been flagged by Queensland during the negotiation with the Australian Government, as outlined below:

- a longer term given the program is likely to continue;
- a single payment of the entire Commonwealth contribution, given the timeline between payments is approximately two months;
- a move away from a matched funding arrangement to an agreement that specifies outcomes or outputs with appropriate performance reporting and payment design; and
- reference to guidelines should be removed in keeping with the Intergovernmental Agreement on Federal Funding Relations which associates guidelines with National Partnerships.

### **Consultation**

8. DETE has consulted with DPC and Queensland Treasury and Trade (QTT). Negotiations with the Australian Government were led by DETE's Queensland Apprenticeship and Traineeship Office. Points identified in Queensland's position on this agreement and advice on an appropriate approval process have resulted from liaison between officers of DETE, DPC and QTT.

### **Implications**

9. Finalisation of the agreement will ensure the Commonwealth contribution of \$3.273 million is secured.

### **Background**

10. This agreement represents current arrangements between the Australian Government, states and territories for joint funding of group training programs. Similar arrangements involving matched funding from the Australian Government and states have been in place since 1980.

11. The proposed agreement will provide approximately \$3.273 million of Commonwealth funds, with matching Queensland Government funding to improve commencements and completions in Australian Apprenticeships through group training organisations.

12. One of the Queensland Government's election commitments is to provide an extra 10,000 apprenticeship commencements over the next six years. This initiative would significantly contribute to achieving this commitment.

### **Right to information**

13. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	13/90993

## Recommendation

That the Minister:

- **endorse** the draft Joint Group Training Project Agreement to be progressed to the Premier;

- **Sch. 3(2)(1)(b)**

- **note** that if approved by the Premier, the Agreement will be progressed to the Minister for signing with a letter to the Honourable Dr Craig Emerson MP, Federal Minister for Tertiary Education, Skills, Science and Research confirming Queensland's approval of the agreement.

**NOTED**

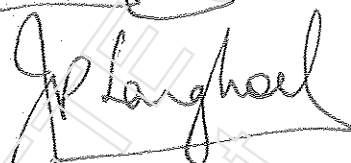


**FIONA CRAWFORD**  
**Chief of Staff**  
**Office of the Hon John-Paul Langbroek MP**  
**Minister for Education, Training and**  
**Employment**

18 / 4 / 13

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



**JOHN-PAUL LANGBROEK MP**  
**Minister for Education, Training and**  
**Employment**

19 / 4 / 13

**Minister's comments**

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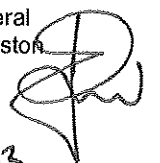
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Minister's Office File Ref:	
Department File Ref:	13/107243

## Briefing Note

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment

**Action required: For noting**

**Action required by: N/A**

**Urgent:** Background information to support Minister's meeting with the Crèche and Kindergarten Association Limited on 4 April 2013.

**SUBJECT: MINISTER MEETING WITH ADJUNCT PROFESSOR MARY MAHONEY, MR BERNARD CURRAN AND MRS MEL COMERFORD, FROM C&K.**

### Summary of key objectives

- To brief the Minister prior to his meeting with Adjunct Professor Mary Mahoney, Mr Bernard Curran and Mrs Mel Comerford, from the Crèche and Kindergarten Association Limited (C&K) on 4 April 2013.

### Key issues

- Meeting attendees from C&K will be:
  - Adjunct Professor Mary Mahoney, Chair of the Board, C&K
  - Mr Bernard Curran, Deputy Chair of the Board, C&K
  - Mrs Mel Comerford, Acting Chief Executive Officer, C&K
- Ms Penny Creamer, Acting Executive Director, Program Management, Funding and Performance from the Office for Early Childhood Education and Care will also attend.
- C&K has provided topics for discussion and a meeting agenda is attached. Key matters for discussion include:
  - Update on CEO recruitment
  - Inclusion Support Scheme funding arrangements for long day care services
  - Adequacy of Disability Support Funding for kindergarten services
  - New services co-located on state school sites
  - Central Governing Body matters and service agreement negotiations
  - Private Public Partnerships

### CEO Recruitment

- On 29 January 2013, C&K's Board of Directors announced Mr Barrie Elvish's decision to retire from full-time work for personal reasons, including his position as CEO of C&K. Mrs Mel Comerford, who previously held the role of Chief Operations Officer and Deputy CEO was appointed Acting CEO effective immediately. A search for a new CEO is underway.

### Inclusion Support Subsidy funding arrangements for long day care services

- The Australian Government is responsible for the Inclusion Support Subsidy (ISS), a program which assists children with disability at long day care services, and has recently made changes to how it is administered. The changed practice which took effect in late December 2012, excludes ISS funding for children in long day care services who are participating in state funded kindergarten programs, leaving a gap in service support.

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6. Previously, children with disability could attend a long day care service and participate in a funded kindergarten program with ISS funded supports.
7. It is the Australian Government's view that there has not been a change in the content or administration of the Inclusion and Professional Support Program Guidelines. However, many services and families have contacted the Department and the Minister's Office detailing the impact on parents, children and staff at long day care services.
8. The Department is advising long day care services to choose the program which best meets the needs of the child, considering hours of support and funding available.
9. On 7 March 2013, Mrs Comerford wrote to the Minister expressing her concern about families being denied access to ISS and the ethical and operational issues that C&K services are facing choosing between funding streams. (Ref 13/86268). The Minister responded on 28 March 2013 (Ref: 13/108120).
10. The Minister has recently written to Minister Kate Ellis, Minister for Early Childhood and Child Care, seeking specific information about application of the ISS Guidelines and to clarify the best approach for services and families to take. No response has been received to date.

#### **Adequacy of Disability Support Funding for kindergarten services**

11. The Disability Support Funding (DSF) program for kindergarten services is similar to the ISS program for long day care services. Kindergarten services can apply for funding under the DSF program to support children with a suspected or diagnosed disability to benefit from a quality early childhood education.
12. In 2011, \$1 million was available under the Non-Schools Organisations program and in 2012 and again in 2013, up to \$1.7 million is available under the DSF program. The additional funding allocation is Australian Government funding under the National Partnership on Early Childhood Education (NP ECE).
13. Funding of between \$2,000 and \$6,000 is available per eligible child, so kindergarten services can offer educators professional development, or employ additional special needs assistants. In line with feedback provided from services and Central Governing Bodies in 2012, funding in 2013 will be provided directly to the services or organisations which own and operate kindergarten services.
14. The first funding round closed on 15 March 2013 and applications are currently being assessed.
15. Availability of any further funding for the DSF program is dependent on policy and financial arrangements post NP ECE, which expires on 30 June 2013.

#### **New services co-located on state school sites**

16. Previously, C&K has been the government's preferred provider of kindergarten services established on state school sites. In recent times however, service providers have been selected through a competitive tender application process.
17. Twelve new ECEC services are being constructed at state schools including Blackwater, Brightwater, Collingwood Park, Fernvale, Glenden, Gordonvale, Lakes Creek, Mango Hill, Serviceton, Undurba, Warraba and Wynnum.
18. The services will open in 2014 and offer a kindergarten program for up to 44 children as well as other early childhood education programs to meet the needs of their communities. A service at Glenden State School will cater for up to 22 children.
19. Eligible organisations are invited to apply to operate one or more of the services. Submissions for the tender process close on 5 April.

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20. s.47(3)(b) - Contrary to Public Interest

### **Central Governing Body matters and service agreement negotiations**

21. Discussions are commencing regarding re-negotiation of two key service agreements between C&K and the Department relating to C&K's role as a CGB. The service agreements include re-negotiation clauses indicating that commencement of negotiations for an extended term (core CGB agreement) or for a further agreement (Administrative Support Funding agreement) "will commence...no later than nine months before the expiry date".
22. C&K has indicated a preference to finalise new agreements quickly, however departmental officers have indicated that until post NP ECE arrangements are settled, DETE is not in a position to finalise new service agreements.
23. Under the service agreement for Administrative Support Funding, the Department provides \$2 million per calendar year to C&K to distribute QKFS funding and provide support to their member kindergartens. The core CGB agreement outlines terms of provision of QKFS funding to C&K as a CGB, for distribution to member kindergarten services.
24. C&K reports that an increasing number of services are claiming financial stress. This is consistent with anecdotal reports and correspondence received by the Department. It is noteworthy that a large proportion of C&K's member kindergarten services are operated by volunteer management committees.
25. The Department acknowledges the difficulties that may face volunteer management committees in sustaining quality early childhood education and care service provision. A project, called Business Models for Early Years Services, is shortly commencing to identify viable service delivery models and business plans for early years' services and to inform the Department's approach for support of early years' services. While this project started through the Children and Family Centre initiative, it is expected there may be information that can be shared more broadly with other funded services.

### **Private Public Partnerships**

26. The Department is not aware of C&K's views regarding the South East Queensland Public Private Partnership Schools project.
27. A new kindergarten service, to open in 2014, is being established at Brightwater State School, a new primary school opened in 2012. As noted previously, C&K has indicated they will not be applying to operate any of the new kindergarten services which are currently out for tender.

### **Implications**

28. There are no expected implications at this time.

### **Background**

29. As a CGB, C&K is responsible for distributing Queensland Kindergarten Funding Scheme funds to its member services, and is also the primary contact for all matters relating to the delivery of kindergarten programs of its member services. C&K currently has 334 member kindergarten services, of which 252 are legacy funded kindergarten services.
30. As a CGB, C&K recently received \$23 million for QKFS funding for semester one for distribution to its member services. Funding is provided to C&K in advance for a six month period, and C&K provides it to services quarterly in arrears.

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**Right to information**

31. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication as it is not appropriate to publish information relating to a tender process which is currently open.

**Recommendation**

That the Minister

**note** the content of this brief prior to the meeting with C&K board members and the Acting CEO, prior to the meeting on 4 April 2013.

**NOTED**


**FIONA CRAWFORD**  
**Chief of Staff**  
**Office of the Hon John-Paul Langbroek MP**  
**Minister for Education, Training and**  
**Employment**

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**NOTED**


**JOHN-PAUL LANGBROEK MP**  
**Minister for Education, Training and**  
**Employment**

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**Minister's comments**

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